

Strategy development for enhancing teaching efficiency through administrator leadership: A qualitative study of educational institutions in the Roi Kaen-Sarasin provinces cluster

PhraMaha Phrom Duangmanee¹ 
Parisha Marie Cain² 
Kathanyoo Kaewhanam³ 



(✉ Corresponding Author)

¹Kalasin University, Thailand.

¹Email: phromduangmanee44@gmail.com

^{2a}Department of Public Administration, Faculty of Liberal Arts, Kalasin University, Thailand.

²Email: mariecain4545@yahoo.com

³Email: dr.khathanyoo@ksu.ac.th

Abstract

This research set out to investigate how leadership influence by managers impacts improving teaching performance in academic institutions across the provinces of Roi Kaen and Sarasin in Thailand. Using a qualitative approach, 20 participants, including teachers and administrators, were interviewed to identify key leadership traits, management practices, and institutional strategies. To ensure the validity of the interview content, three experts assessed the questions using the Content Validity Index (CVI). The findings emphasize transformational leadership, active communication, and professional development support as critical factors in enhancing teaching outcomes. Furthermore, emotional intelligence and empathy emerged as vital elements for fostering a positive work environment. A TOWS analysis will be used to summarize the findings of the research and derive four strategic options: Maxi-Maxi Strategy, Mini-Maxi Strategy, Maxi-Mini Strategy, and Mini-Mini Strategy. These strategies will help to combine internal strengths and weaknesses with external opportunities and threats to form actionable plans that would improve teaching efficiency in the face of resource constraints and cultural barriers among other challenges. It is hoped that these management strategies, derived from Administrator Leadership experiences, will be adopted in practice to yield significant benefits as valuable guidelines for enhancing the efficiency and effectiveness of sustainable teaching development.

Keywords: Administrator leadership, Teaching efficiency, Transformational leadership, Emotional intelligence, TOWS analysis, Professional development.

Citation | Duangmanee, P. P., Cain, P. M., & Kaewhanam, K. (2025). Strategy development for enhancing teaching efficiency through administrator leadership: A qualitative study of educational institutions in the Roi Kaen-Sarasin provinces cluster. *Asian Journal of Education and Training*, 11(4), 165–171. 10.20448/edu.v11i4.7514

History:

Received: 26 December 2024

Revised: 9 September 2025

Accepted: 30 September 2025

Published: 7 October 2025

Licensed: This work is licensed under a [Creative Commons](https://creativecommons.org/licenses/by/4.0/)

[Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/) 

Publisher: Asian Online Journal Publishing Group

Funding: This study received no specific financial support

Institutional Review Board Statement: The Ethical Committee of the Kalasin University, Thailand has granted approval for this study on 26 May 2023 (Ref. No. HS-KSU 020/2566).

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Competing Interests: The authors declare that they have no competing interests.

Authors' Contributions: All authors contributed to the study's conception, design, data collection, analysis, and manuscript preparation. All authors read and approved the final manuscript.

Contents

1. Introduction	166
2. Objectives of the Research.....	166
3. Method	166
4. Research Findings.....	167
5. Results and Discussion	167
6. Conclusion	171
References.....	171

Contribution of this paper to the literature

This study contributes to the literature by integrating transformational leadership, emotional intelligence, and TOWS strategic analysis to enhance teaching performance in Thai academic institutions. It offers a practical framework linking leadership behaviors with institutional strategies, emphasizing empathy-driven management and sustainable professional development for educational effectiveness.

1. Introduction

The quality of a nation's citizens reflects the quality of its education, as education serves as a vital foundation for developing individuals within a country. This process seeks to provide the learner with the knowledge, skills, morals, ethics, and qualities to help him or her prosper; introduce him or her to harmonious living within Thai society and the global community. These individuals ultimately become key contributors to the country's future development (Office of the Secretary-General of the Education Council, Ministry of Education, 2017). However, the current situation reveals disparities in educational quality caused by differences in budget allocation, personnel capabilities, and student demographics across schools. These inequalities are particularly evident in small schools, which often face unique challenges due to their size and limited resources. This issue represents a critical and urgent problem, highlighted in the national development strategy outlined in the National Education Plan. The plan emphasizes educational reform, particularly in expanding access to quality education and reducing disparities (Office of the Basic Education Commission, 2019).

However, Teaching efficiency, Karayol and Dogar (2020), is a cornerstone of successful educational outcomes. While various factors influence teaching efficiency, the role of administrators is particularly significant as they set the tone for institutional culture, provide resources, and shape teachers' professional growth (Leithwood, Harris, & Hopkins, 2019). Effective administrators design not only the immediate classroom environment but also the broader educational landscape by developing long-term plans that establish conditions for sustained improvement and creativity (Fullan, 2011; Robinson, Hohepa, & Lloyd, 2008). In the Roi Kaen Sarasin provinces cluster of Kalasin, Khon Kaen, Mahasarakham, and Roi Et, there are unique challenges to educational institutions due to regional disparities, resource limitations, and the need for community integration. For example, it's the rural schools that are often budgeted insufficiently and inadequately provide enough teachers; hence, the administrator must find ways to sustain quality teaching efforts. This paper is an attempt to investigate how different types of administrators influence teaching effectiveness in this region through their leadership styles, decision-making processes, and relationships with teachers. Understanding these dynamics is crucial in addressing the educational challenges of the region and improving outcomes for students.

To sum up, the efficiency of leadership and teaching effectiveness play a very important role in the success of educational institutions in these clusters, as challenges still remain regarding resource availability, high student-to-teacher ratios, and socio-economic barriers. Effective leadership ensures that resources are available, community partnerships are developed, and teaching methods can be adapted to local needs. For example, school leaders in Roi Et and Khon Kaen take responsibility for accessing resources from local businesses and government agencies to provide training for teachers. These institutions make the most of local knowledge on agriculture to enhance its relevance and impact on the students' lives; hence, it is more meaningful for them from Mahasarakham and Kalasin. Strengthening both leadership and teaching effectiveness would enable institutions to spearhead meaningful improvement in student outcomes while imparting enduring benefits to surrounding communities.

2. Objectives of the Research

To Strategic Approaches to Enhancing Teaching Efficiency through Administrator Leadership.

3. Method

This study uses a qualitative method, collecting data through semi-structured interviews with 20 participants (15 teachers and 5 administrators) from educational institutions in the cluster of provinces Roi Kaen Sarasin, such as Suanpor School, Roi Et Province, Suphachai School, Khon Kaen Province, Phayakkaphumwittayakarn School, Maha Sarakham Province, and Pracharat Pattana Suksa School, Kalasin Province, etc. The participants were purposively selected to provide an equitable representation of schools with different sizes, locations, and administrative practices to gain a full understanding of the leadership dynamics. The sample comprised schools from urban and rural areas to gather information on a broad range of perspectives. The interviews lasted about 45 minutes to 1 hour.

3.1. Data Collection

The interviews used open-ended questions that aimed to find out the leadership styles of administrators, their decision-making procedures, and the support mechanisms they apply. For example, participants were asked to describe how their administrators address challenges, promote professional development, and facilitate communication within the institution. Responses were audio-recorded and transcribed verbatim for accuracy.

3.2 Data Were Analyzed

Using thematic analysis, following Braun and Clarke's (2006) six-step framework: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining themes, and writing up. This method allowed the researchers to identify recurring patterns and themes related to how administrators impact teaching efficiency. To enhance reliability, two independent coders analyzed the data, and discrepancies were resolved through discussion, and used the SWOT analysis technique (Wickramasinghe & Takano, 2009) to identify strengths, weaknesses, opportunities, and threats. Relationships were analyzed using the TOWS matrix technique (Weirich, 1982). The content analysis technique was then employed to summarize the research results according to the Topics under investigation. To ensure accuracy and reliability, the researcher used triangulation on the researcher side or data collector (Investigator Triangulation) by checking each researcher's findings to determine if they were consistent or

different (Denzin, 1989). The results and data were then subsequently in the informants and those involved for re-examination to obtain accurate and True information.

Ethical considerations included obtaining informed consent from all participants, ensuring confidentiality, and securing approval from the relevant institutional review board. The research adhered to ethical guidelines to protect participants’ identities and ensure the integrity of the study. The Ethical Committee of Kalasin University, Thailand, has granted approval for this study on DATE. May 26, 2023 (Ref. No. HS-KUS 020/2566).

4. Research Findings

4.1. Transformational Leadership

Teachers consistently highlighted the positive impact of transformational leadership on their teaching efficiency. Administrators who inspire, motivate, and create a shared vision are seen as catalysts for innovation and improved teaching practices. For instance, an administrator from Khon Kaen described how they implemented regular workshops and encouraged teachers to adopt learner-centered teaching methods.

4.2. Active Communication

Effective communication emerged as a critical factor. Administrators who maintained open lines of communication with teachers were better able to address challenges and align goals. Teachers from Kalasin noted that their administrator’s willingness to listen to feedback and provide constructive advice enhanced their classroom performance.

4.3. Support for Professional Development

Providing opportunities for professional growth was another key theme. Administrators who allocated budgets for training programs, facilitated peer-learning opportunities, and supported attendance at educational conferences significantly enhanced teachers' competencies. In Maha Sarakham, one administrator’s initiative to sponsor graduate studies for teachers resulted in higher levels of expertise and confidence among staff.

4.4. Emotional Intelligence and Empathy

Teachers valued administrators who demonstrated empathy and understanding of their personal and professional challenges. An administrator from Roi Et explained how addressing teachers' workload concerns and providing mental health support fostered a more productive teaching environment.

5. Results and Discussion

5.1. Results

The researchers analyzed the findings using SWOT analysis, which is summarized in Table 1.

Table 1. SWOT analysis: Leadership and teaching efficiency in educational institutions.

Strengths	Weaknesses
- Transformational leadership: Administrators inspire innovation through initiatives like learner-centered workshops (e.g., Khon Kaen).	- Resource limitations: Financial constraints in rural schools hinder comprehensive professional development.
- Active communication: Open communication aligns institutional goals and addresses challenges effectively (e.g., Kalasin).	- Inconsistent leadership styles: Varying leadership approaches lead to uneven impacts on teaching efficiency.
- Support for professional development: Funding for graduate studies and peer learning improves expertise and confidence (e.g., Maha Sarakham).	- Limited technological integration: Insufficient emphasis on technology reduces modernization opportunities.
- Emotional intelligence: Empathetic administrators enhance teacher well-being and work environments (e.g., Roi Et).	-
Opportunities	Threats
- Policy support: Government initiatives focus on rural education and professional development.	- High teacher turnover: Retaining experienced teachers in rural areas is challenging.
- Community engagement: Partnerships with parents and local leaders provide additional school support.	- Cultural barriers: Differences in cultural expectations between administrators and teachers.
- Technology integration: Expanding digital resources and teacher training modernizes education.	- Economic disparities: Regional economic challenges limit funding for essential programs.

From Table 1, this SWOT analysis provides a framework for evaluating the strengths and weaknesses of the proposed strategy development approach. It also highlights opportunities for improvement and potential threats to consider for a successful and sustainable development plan. To create new strategies appropriate for the organization from the current environment and situation, Oreški (2012) developed the SWOT analysis technique by matching the organization's internal and external environmental factors, resulting in four strategies that are appropriate for the organization: Maxi-Maxi Strategy, Mini-Maxi Strategy, Maxi-Mini Strategy, and Mini-Mini Strategy. The results, using the TOWS Matrix technique, are summarized in Table 2.

Table 2. TOWS analysis: Strategy development for enhancing teaching efficiency through.

Internal/External	Strengths (S)	Weaknesses (W)
Opportunities (O)	SO strategies	WO strategies
	Leverage transformational leadership to	Use policy support to secure additional
	Enhance professional development (O1, S1)	Funding for professional development (O1, W1)
	Promote active communication to strengthen	Foster community engagement to address
Threats (T)	Partnerships with stakeholders (O2, S2)	Leadership inconsistencies (O2, W2)
	ST strategies	WT strategies
	Utilize emotional intelligence to mitigate	Address teacher retention issues by
	Cultural barriers (T2, S4)	Increasing incentives and workload support
	Expand professional development initiatives	(T1, W1)
	To address economic disparities (T3, S3)	Develop technology integration plans to
	-	Modernize education despite limitations (T3)

From Table 2, the TOWS analysis can be summarized as follows:

5.1.1. Strengths (S) / Opportunities (O) - SO Strategies

Leverage transformational leadership to enhance professional development (O1, S1): Transformational leadership can be harnessed to promote professional development by inspiring teachers to engage in ongoing learning. For instance, administrators can create a culture of continuous improvement through workshops and mentorship programs that align with governmental policy initiatives (such as funding for teacher training). This would directly impact teachers' professional growth, aligning with external opportunities for policy support aimed at rural education improvements.

Promote active communication to strengthen partnerships with stakeholders (O2, S2): Open and active communication between administrators and teachers can be further utilized to build stronger partnerships with external stakeholders, including parents, local communities, and organizations. Through effective communication, school leaders can align with community engagement initiatives, such as involving local stakeholders in educational activities and improving the schools' resources and support.

5.1.2. Weaknesses (W) / Opportunities (O) - WO Strategies

Leverage policy support to secure funding for professional development (O1, W1): In response to the lack of funds (W1), schools can take advantage of government policy initiatives aimed at advancing professional development and improving education in rural areas. This will be made possible if institutions actively pursue funding opportunities through government programs or partnerships with other agencies, thereby gaining access to scholarships or grants for professional development, which will help alleviate resource constraints and enable educators to upgrade their skills.

Enhance community engagement to address leadership inconsistencies (O2, W2): To reduce the inconsistency in leadership, schools can positively interact with the community (W2). Additionally, the administrators could work with local leaders or form school-community advisory boards to obtain information and support that would make their leadership more consistent. This collaborative effort will help align leadership strategies, creating an environment with better support and stability for students and staff.

5.1.3. Strengths (S) / Threats (T) - ST Strategies

Leverage emotional intelligence to overcome cultural barriers (T2, S4): Emotional intelligence (S4) helps to break the cultural barriers (T2) between school administrators and teachers. Cultural differences can create divides that make it difficult for administrators and teachers to relate; however, developing sensitivity and understanding allows them to enhance the school's interpersonal relations. This method subsequently leads to better communication and conflict management, which can make a supportive, harmonious, and well-integrated school common even in culturally diverse conditions. The Fostered Approach improves all these.

Expand professional development initiatives to address economic disparities (T3, S3): Government-sponsored or regionally financed professional development programs (S3) constitute a prime opportunity through which teachers can address the economic problems of the region (T3). Local leadership can further invest in skill-building workshops and online training to provide teachers with materials that can be used to enhance their teaching practices, even when financial resources are limited. This approach empowers teachers to deal with economic challenges and increases their professional capacity for long-term development and growth.

5.1.4. Weaknesses (W) / Threats (T) - WT Strategies

Address teacher retention challenges by increasing incentives and workload support (T1, W1): To solve the problems of high teacher turnover and low funds, schools can implement plans to retain teachers, such as offering housing, bonuses, and other incentives. Additionally, reducing teacher workloads through flexible hours or the support of teaching assistants can facilitate a more successful and effective work environment for teachers. Retaining veteran educators will, in turn, be supported by these measures while fostering a positive and sustainable school culture.

Develop technology integration plans to modernize education despite challenges (T3, W3): Under conditions of limited technological integration (W3) and economic constraints (T3), schools can take steps toward modernizing education by gradually introducing digital tools and online resources. For example, by using low-cost or open-source platforms, schools can prepare for teacher training to use these technologies effectively and integrate them into the curriculum. Such efforts not only improve teaching methods but also help overcome financial and technological barriers, paving the way for a more innovative and adaptable educational environment.

5.2. Discussion

The TOWS analysis will show the interaction between internal and external factors that affect teaching efficiency in the cluster of provinces Roi Kaen-Sarasin.

5.2.1. Discussion the SO (Strengths-Opportunities)

5.2.1.1. Transformational Leadership for Professional Development (O1-S1)

Transformational leadership acts as a powerful catalyst for professional development, especially in educational settings where continuous growth is essential. By inspiring teachers to engage in lifelong learning, transformational leaders cultivate an environment that prioritizes innovation, collaboration, and personal growth. Administrators who embrace this leadership style promote a culture of excellence through initiatives like workshops, peer mentoring programs, and tailored support to meet the unique needs of individual teachers. These efforts not only enhance teachers' skills but also foster a sense of purpose and motivation among staff members.

Moreover, transformational leadership bridges organizational goals with personal development. When professional development aligns with the broader objectives of the institution, teachers are more likely to recognize

the value of their efforts. For instance, workshops focused on student-centered teaching strategies not only improve individual teaching competencies but also elevate the overall quality of instruction, directly benefiting students. As Bass and Riggio (2006) note, transformational leadership encourages a shared vision and a collective sense of responsibility for achieving organizational success.

In rural areas, where schools often grapple with challenges such as limited resources and high teacher turnover, transformational leadership is particularly impactful. By actively involving teachers in their professional growth and creating a supportive environment, administrators can address key barriers to development. This approach not only boosts teachers' confidence and competence but also leads to lasting improvements in teaching effectiveness and student outcomes. Ultimately, transformational leadership connects personal growth with institutional success, ensuring that educational goals are met effectively.

5.2.1.2. Active Communication to Build Stakeholder Partnerships

Good communication helps school leaders to explain the school's vision, goals, and needs clearly to people outside. Meetings with parents or community forums, for example, offer good chances to talk about important issues, inform these groups about student progress, and see how they can work together. By getting stakeholders involved, school leaders ask for their help with resources, knowledge, and ideas, which makes everyone share the duty for educational success. When these groups know that their opinions matter and see real changes from them, they tend to stay committed and supportive. Also, clear talk makes sure that outsiders are well-informed and in sync with the school's plans, which really helps during times of change or when facing problems. This transparency prevents any form of misinterpretation and helps in building trust. Fullan (2011) further emphasizes that for any successful educational change, there must be collaboration between the school leaders and all other stakeholders, and effective communication would build alignment and shared commitment. In summary, dynamic communication plays a very critical role in developing strong partnerships with all the stakeholders. This will lead to an increase in resources, better student outcomes, and a more supportive environment for education. While this deals with needs in the short term, it lays the foundation for long-term improvement in education. The SO strategies thus far have reflected a significant partnership through transformational leadership (Schulleri, 2020) and professional development as creating active communication as a partnership. Therefore, these illustrate a strength-based, opportunistic approach. These approaches agree with the work of Bass and Riggio (2006), who place transformational leadership in the spotlight to encourage innovation and change flexibility, and Fullan (2011) claims that collaboration with stakeholders is key to lasting betterment. With the application of these SO strategies, schools will be able to improve professional growth, strengthen community ties, and raise the quality of education as a whole. These methods solve today's problems in education but also begin the journey toward persistent, long-haul gains for the education system.

5.2.2. Discussion the WO (Weakness-Opportunity)

5.2.2.1. Leverage Policy Support to Secure Additional Funding for Professional Development (O1, W1)

Government policies mainly cover value-adding funding opportunities such as grants, scholarships, and subsidies, which include support for professional development activities. Schools can take advantage of these programs by submitting well-articulated proposals showing their needs and how the funds will help enhance teaching practices. For example, administrators may advocate for grants that allow teachers to participate in advanced workshops, certification programs, or higher education courses. Government financial aid will be given to schools by aligning proposals with government priorities. Such policy support can also act as a lever in stimulating long-term funding advocacy. The school can advocate for increased budgetary allocation at both regional and national levels for teacher training. They may also take part in pilot projects that are related to new developing ways of professional enhancement. Because policymakers favor programs that show results, schools able to prove their professional development impacts on teaching will probably receive funding again. In addition to offering direct financial support, policy alignment can provide access to a range of non-financial resources that are quite valuable—for instance, training materials and digital tools from government sponsorships or expert consultants. Such resources allow schools to spend their limited budgets effectively while helping teachers access high-quality professional development opportunities.

5.2.2.2. Foster Community Engagement to Address Leadership Inconsistencies (O2, W2)

Building partnerships with community leaders can be a potent strategy for addressing leadership inconsistency. Leaders will therefore have their partnerships with the school management strengthened. This collaboration will also help provide vital information on local needs and challenges and the expertise of community leaders in conflict resolution and organizational management. Discussion involving the community leaders on the priorities of schools would give fresh insights to the administrators and help develop more balanced and consistent ways of addressing the problems of leadership. Community involvement also brings transparency and accountability, which are critical in mending the leadership lapses. When administrators make an effort to involve stakeholders in decision-making processes, trust is built, and leadership practices can be continuously evaluated and refined. For example, organizing town hall meetings or feedback sessions with parents and community members will enable the school administrators to know the existing leadership gaps and adjust strategies accordingly. Such discussions create a workplace culture where continuous improvement and accountability become the norm. Furthermore, involving external community members can also fill the voids in leadership (Schulleri, 2020). For instance, if some administrators inadequately perform functions like conflict resolution or staff motivation, relationships with community leaders can mentor them or provide access to training programs outside the system, which further develop leadership skills. Such collaboration will lead to better cohesion and consistency in the institutional leadership structure. The WO strategies thus point out that any form of internal weakness must be addressed through external aid, government policies being one of them. For example, securing more funds for professional development will directly relate to the resource factor and significantly improve teaching practices. The WO strategies are therefore approaches that not only involve a combative way of

overcoming weaknesses by seizing opportunities, for example, government initiatives and community support, but also involve ways through which resource inadequacy and leadership inconsistency would be addressed while developing pedagogical skills and fostering a more cohesive school atmosphere. Alignment of school goals with external initiatives assures educational institutions of overcoming hurdles and creating sustainable change that will reward both teachers and students in the long run. The study by [Leithwood et al. \(2019\)](#) reiterates that effective allocation of resources and consistency in leadership contribute to the creation of a positive educational environment, principles at the very center of the success of the WO strategies.

5.2.3. Discussion the ST (Strength-Threat) F

5.2.3.1. Utilize Emotional Intelligence to Mitigate Cultural Barriers (T2, S4)

Leaders who possess superior emotional intelligence will carefully identify and respect cultural differences, which will be very helpful when misunderstandings or conflicts arise in schools. For instance, empathetic leaders recognize when cultural expectations influence the behavior or decision-making of teachers and modify their leadership styles to meet those values. By being good listeners and showing real understanding, they create an atmosphere where respect is mutual and cultural divides are bridged. Conflict resolution benefits greatly from emotional intelligence, particularly when culture comes into play. Administrators who approach conflicts with empathy and patience will better understand what the issues are and how they can develop solutions that honor the cultural values of everyone involved. For example, if the teacher's style of communication does not meet the requirements of the administrator, then an emotionally intelligent leader would initiate a reason for this and work towards a compromise that would satisfy both parties. These practices improve interpersonal relationships and develop a positively supportive school atmosphere. To wrap up, emotional intelligence is a significant tool in breaking the cultural barriers that exist in schools. Administrators with strong emotional intelligence foster cohesiveness and inclusiveness by encouraging empathy, enhancing communication, and polishing conflict resolution skills. This helps minimize challenges brought about by cultural diversity and strengthens relational bonds within an organization for a positive working environment for students, teachers, and the entire educational community.

5.2.3.2. Expand Professional Development Initiatives to Address Economic Disparities (T3, S3)

An appropriate way to solve the problem of economic differences in education is to offer workshops that would train teachers on inexpensive but effective teaching strategies. For example, workshops on differentiated instruction or active learning strategies could enable teachers to make the most of meager resources in low-income areas. Funding for these workshops can be sought by school administrators from government agencies and non-governmental organizations (NGOs), such that all teachers can benefit from them, making access very broad. Besides improving teaching practices, these sessions provide educators with the skills needed to work successfully under conditions of resource inadequacy. Expanding professional development programs also helps instructors address more general issues created by economic disparity in student achievement. For example, training programs can outline various to help students from low-income backgrounds, including teaching practices, and short educational activities. Thus, the end will equip the teachers with these skills to mitigate the adverse effects of economic barriers on students' learning and create more equitable educational experiences. Professional development programs can be made more effective by increasing their outreach through involving the community. These schools may access local businesses or community organizations for teacher training and resource provision. Such partnerships improve the quality of professional development opportunities and strengthen the relationship between schools and communities, thus forming a support network for shared challenges. Therefore, Professional Development Programs Expand to Encompass Redressing Economic Disparities in Education. Through investment in skill-building workshops, leveraging online platforms, and cultivating community partnerships, the resource constraints faced by teachers can be addressed by schools, thus improving teaching practices. Ultimately, this will develop more severely depressed education into more equitably effective education. The ST strategies are centered on internal strengths to reduce external threats. Emotional intelligence helps to mitigate cultural barriers; empathy is one of the cornerstones of effective leadership. Expanding professional development initiatives to address economic disparity is pro-active and demonstrates resilience in dealing with educational challenges. Brentwood Schools will use emotional intelligence to fill cultural gaps and expand professional development to combat economic challenges, to harness its internal strength against the external threat. These strategies highlight the need for leadership that is proactive, empathetic, and thinks several steps ahead. The ST tactics can be applied by injecting emotional intelligence into overcoming economic and cultural barriers and widening professional development opportunities to address economic disparity. Such strategies place [Goleman \(2006\)](#) and [Leithwood et al. \(2019\)](#) in their frameworks, where they argue that emotional intelligence and professional development are two critical factors in making educational change sustainable. Strengthening these attributes will therefore enable schools to improve instructional effectiveness, foster resilience, and sustain long-term success amid external pressures.

5.2.4. Discussion the WT (Weakness-Threat)

5.2.4.1. Address Teacher Retention Issues by Increasing Incentives and Workload Support (T1, W1)

A strong method for enhancing teacher retention is the initiation of monetary rewards designed for the special needs of teachers. For example, results-based pay can honor teachers for causing clear changes in student outcomes or for using new methods to teach. In rural areas where housing might be scarce, providing housing support can greatly ease financial worries, making teaching jobs more appealing and competitive. These rewards not only raise job satisfaction but also help talented teachers remain in areas where their skills are greatly needed. The demands of the workload, however, are also very crucial in teacher burnout and eventual turnover. It can be alleviated at the school level by providing greater flexibility in working hours, thus giving teachers a better chance to balance their professional and personal lives. For example, adopting teaching schedules in rotation or lowering non-teaching responsibilities can relieve the burden from the shoulders of teachers. Additionally, offering more teaching assistants to take up administrative work like grading and preparing lessons will help the teachers concentrate on the more

important matters: teaching the students and honing their own skills. A better workplace environment can also be encouraged by communication and recognition of teachers' contributions to retain them. Feedback sessions, opportunities for growth, and public recognition of their achievements.

5.2.4.2. Develop Technology Integration Plans to Modernize Education Despite Limitations (T3, W3)

One good way for schools to start changing learning on a tight budget is by using cheap or open-source learning tools. For instance, tools like Google Workspace for Education and Moodle provide free or low-cost options for lesson planning, online tests, and engaging learning experiences. These options allow schools to incorporate technology without needing a lot of money. Teachers can use these tools to create digital tasks and assist with team projects, which allows students to use technology in meaningful, real-world ways. In addition to open-source tools, partnerships with tech firms, NGOs, or government groups can help close the gaps in funding and technology. Initiatives that provide refurbished computers or offer internet access to underserved areas can reduce the costs associated with using new technology. Grants will also be available for schools that seek funds specifically to eliminate the digital divide within education. Creative sources of funding may include crowdfunding campaigns, community fundraising events, and local business sponsorships, which would enhance technology initiatives. These are ways not only to secure the necessary funds but also to strengthen the bond between schools and communities, thus fostering a sense of shared ownership in the success of education. Long-term success and sustainability require the gradual integration of technology. Schools may start with pilot programs implemented in some classrooms to assess the effectiveness of the program and scale it based on what they learn. This provides an opportunity for administrators to identify potential problems early in the process and make corrections so that integration can proceed more smoothly and effectively. The WT strategies are therefore mainly based on taking remedial actions toward internal weaknesses to curb potential external threats. These are very vital strategies that can make educational institutions robust when facing adverse situations that might affect teaching efficiency (Karayol & Dogar, 2020) and other school performance indicators. This means that by using internal strengths to address weaknesses, schools can reduce the impact of external threats and create a more sustainable and effective learning environment. It is through developing technology integration plans that schools will be able to modernize education even with financial constraints and, simultaneously, address internal weaknesses and external threats. Strategies such as teacher retention due to workload support and technology integration plans are key ways through which schools can minimize their vulnerabilities and build resilience. Research supports these strategies, including works by Ingersoll and Smith (2004) regarding teacher attrition and the expanding evidence on the vital role technology plays in modernization efforts within education. By taking the initiative in the proactive remediation of internal weaknesses and external challenges, schools would provide an environment that is innovative, resilient, and supportive of education, leading to improved teaching efficiency as well as student outcomes.

6. Conclusion

The research thus concludes by reinforcing the role of administrators in influencing teaching efficiency in the cluster of provinces Roi Kaen Sarasin. Leaders who exhibit transformational leadership, value effective communication, support professional development, and demonstrate emotional intelligence will create an environment conducive to teaching excellence. These findings serve as a significant source of information not only for improving educational outcomes in the Roi Kaen Sarasin region but also for policymakers and educational leaders in similar contexts. By applying these effective strategies, institutions can cement good teaching effectiveness and consequently construct a stronger, more impactful system that reaches out to the maximum potential for both teachers and students.

References

- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). New York: Psychology Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Denzin, N. K. (1989). *Interpretive biography*. Newbury Park, CA: Sage.
- Fullan, M. (2011). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey-Bass.
- Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
- Karayol, M., & Dogar, Y. (2020). Examination of cognitive flexibility and social appearance anxiety levels of physical education and primary school teachers. *Asian Journal of Education and Training*, 6(2), 176-180. <https://doi.org/10.20448/journal.522.2020.62.176.180>
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22. <https://doi.org/10.1080/13632434.2019.1596077>
- Office of the Basic Education Commission. (2019). *Small school management policy*. Retrieved from <https://www.obec.go.th/wp-content/uploads/2019/01/OBECPolicy62.pdf>. [Accessed April 12, 2020]
- Office of the Secretary-General of the Education Council Ministry of Education. (2017). *National education plan 2017-2036*. Bangkok, Thailand: Prik Wan Graphic Co., Ltd.
- Oreški, D. (2012). Strategy development by using SWOT-AHP. *Tem Journal*, 1(4), 283-291. <https://doi.org/10.18421/tem14-09>
- Robinson, V. M. J., Hohepa, M., & Lloyd, C. A. (2008). *School leadership and student outcomes: Identifying what works and why. Best Evidence Synthesis Programme. Ministry of Education*. Retrieved from <https://www.researchgate.net/publication/242493851>
- Schuller, P. (2020). Teacher mentoring: Experiences from international teacher mentors in Kazakhstan. *Asian Journal of Education and Training*, 6(2), 320-329. <https://doi.org/10.20448/journal.522.2020.62.320.329>
- Weihrich, H. (1982). The TOWS matrix—A tool for situational analysis. *Long Range Planning*, 15(2), 54-66. [https://doi.org/10.1016/0024-6301\(82\)90120-0](https://doi.org/10.1016/0024-6301(82)90120-0)
- Wickramasinghe, V., & Takano, S. (2009). Application of combined SWOT and analytic hierarchy process (AHP) for tourism revival strategic marketing planning: A case of Sri Lanka tourism. *Journal of the Eastern Asia Society for Transportation Studies*, 8(1), 954-969. <https://doi.org/10.11175/easts.8.954>