

The Study of the Components of the Excellent Service Provision of the Primary Educational Service Area Offices in the Office of the Basic Education Commission

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Received: February 3, 2024

Accepted: March 24, 2024

Online Published: April 17, 2024

doi:10.5539/jel.v13n4p159

URL: <https://doi.org/10.5539/jel.v13n4p159>

Abstract

Education plays a pivotal role in societal development and nation-building, particularly in the 21st century, marked by rapid changes and globalization. Ensuring quality education that meets the needs of both the job market and national development is paramount for Thailand's vision of becoming a "Stable, Prosperous, and Sustainable Country" as outlined in its 20-year National Strategy (2018–2037). Within this framework, the Primary Educational Service Area Offices in the Office of the Basic Education Commission are tasked with providing essential educational services. However, various challenges, including resource inadequacy and service delivery issues, hinder their effectiveness. This research aims to investigate the components of the excellent service provision of the Primary Educational Service Area Offices in the Office of the Basic Education Commission, along with analysing the desired conditions, and the essential needs for providing excellent service. The study employs a mixed-methods approach, including literature review, expert consultations, questionnaire development, and data analysis. The research methodology has been conducted in two phases. Phase 1 of the research focuses on identifying the components of excellent service provision through a literature review and expert consultations. Six core components, including (1) the Development of Personnel Service Providers, (2) the Development of Service Procedures, (3) the Relationships Management with Service Recipients, (4) the Service Quality, (5) the Establishment of Service Culture, and (6) the Service Environment, Technology and Facilities, are identified and validated by the nine qualified experts. Phase 2 involves assessing the current conditions, the desired conditions, and the essential needs for service provision. Data collected from a sample group of 620 individuals across 124 Primary Educational Service Area Offices reveal high levels of current conditions and the highest levels of the desired conditions. The most essential need identified is the Development of Personnel Service Providers. The findings suggest that policies should be implemented to promote the development of personnel service providers and support the implementation of identified components for excellent service provision. Additionally, further qualitative research is recommended to compare service levels among different educational service areas and develop tailored models for excellent service provision.

Keywords: service provision, excellent service, Primary Educational Service Area Office

1. Introduction

Education is an essential tool for developing people, constructing society, and establishing the nation. It is the main mechanism for developing human resources to be qualified and able to live happily with others in the dynamic society, which is rapidly changing, in the 21st century. It is crucial to provide education and develop the potential and ability of Thai citizens to gain skills, knowledge, abilities, and competencies in line with the needs of the job market and the national development under both the external pressure from globalization and the internal pressure from problems and crises that the country is facing in order for a good-quality life for Thai people, a society of morality and ethics, and an increase of the middle-income to the developed country, supporting changes in the world today and in the future. The Thai society, economy, and educational systems are all impacted by those significant changes. As a result, Thailand has created a 20-year National Strategy (2018–2037) to ensure consistent and well-defined development of the nation. The country's vision is defined as "Stable, Prosperous, and Sustainable Country" with the expectation to be the developed country by following the philosophy of Sufficiency Economy with the abilities to adapt for future development contexts, the reasonable

analytical skills, and the resistance towards changes under a learning society where Thai people can learn continuously throughout their lives (Secretariat of the Education Council, 2017, D).

In providing education according to the National Education Act, B.E. 2542 and its amendments (No. 2) B.E. 2545, there are principles for providing education stipulated in Section 8 indicated that it is ‘the lifelong learning for all people’ by letting community participate in managing education, developing the curriculum, and learning processes to be continuous. According to Section 37, the administration and management of basic education must be based on educational areas, and the Educational Service Area Offices function as the government institutions for serving the public. The primary responsibility is to serve educational services including providing services to school administrators, teachers, or those who come to contact government officials. The kinds of services are varied depending on the responsibilities of the work group that is directly in charge of each personnel, so the personnel in the Educational Service Area Offices is both a service provider and a service recipient. When offering services, it is important to consider the recipient's feelings in order to establish positive impression, make oneself easily accessible mentally, and collect additional data for the further practice's analysis. As a result, providing excellent service is the desire of every service recipient. It comes from a willingness and readiness to serve of the service-minded provider who emphasizes the service recipient satisfaction—qualities that all officers, regardless of positions, must possess. Establishing collaboration within the area office and with outsiders should be aware of its importance, and its techniques for developing his/her own services should be learned and practiced so that the results of the collaboration impress service recipients and enable the Educational Service Area Offices to carry out their duties more effectively. The researchers hope that this idea would benefit people and result in the achievement of the state's missions by requiring government institutions to evaluate their quality performance regarding the achievement of service missions, the satisfaction of the public who takes the service, and the worthiness of the missions according to the criteria, methods, and timelines, as well as a clear working framework. In this case, those who provide services are personals in the Educational Service Area Offices. Therefore, in managing the organization, the administrators need to take care of, pay attention to, and strengthen the morale of the personals in the Area Office to be in a condition which they can perform their full abilities. That is, the work must be managed to achieve quality and satisfaction of those receiving services. To achieve this, it is necessary to make the personals satisfied and ready to perform their job with the best of their abilities.

From the management of the Educational Service Area Offices, The Office of the Basic Education Commission (2006) reported that the provision of education, that affects the management of educational areas, has some problems, especially in the provision of services that cannot be done thoroughly and continuously. Therefore, the Office of the Basic Education Commission has proposed guidelines for improvement by increasing the number of educational service areas, establishing network centers of service providers between the Educational Service Area Office and schools, reorganizing the management structure within the offices with separating sub-work groups for more convenience and speed, reducing work steps, setting minimum standards for management of the desirable educational area offices, and forming several committees of personnel at the education areas to promote and support the educational management of schools in order to diminish the duties of personnel in the education area offices, which are more efficient and effective. Furthermore, referring to the evaluation of administration and management decentralization to the Educational Service Area Offices (Office of the Secretariat of the Education Council, 2006), the research found that (a) the inadequacy of educational resources causes the educational areas to be unready in terms of personnel and office buildings, (b) learning revolution is inapplicable because it lacks defined guidelines and procedures, and (c) the current supporting budget being allocated from the nation is not insufficient to operate at full capacity. Relating to the investigation into issues within the Educational Service Area Office, the study found that the educational was still unable to adequately address the requirements of the public (Educational Executive Development Institute, 2005). In addition, according to the report on the satisfaction evaluation of the management and administration of education as well as the services offered by each Primary Educational Service Area Office, the evaluation results are still at a level that may be improved upon to reach an excellent level. This indicates that in order for the Educational Service Area Offices to deliver excellent service, there needs for excellent management. Supporting with Woraphong (2015), he pointed that government services are an extremely important part of public services for the people. Therefore, the operations of government institutions' service work must be emphasized in order to make service recipients satisfied and impressed by that service. If it is “an excellent service”, it will be able to make those who receive the service highly impressed. Government services must impress the public to achieve the essential goals of national development. Similarly, Saphon (2016) stated that government institutions, as one of the organizations that play a significant role in facilitating the country development, are aware of the importance of “the service quality” and “the responsiveness,” which are the capacity to provide consistent and quick services

together with required information to service recipients. These affect the competitiveness and satisfaction level of service recipients. Consequently, the Primary Educational Service Area Offices, which are government entities offering basic education, have served educational services in accordance with the principles of education provision—lifelong learning for all people. In addition, according to the master plan’s principles, which define “the government of the people, for the people, and the public benefit” in the twenty-year National Strategy on the issue of Public Service and Government Efficiency (2018–2037), the Primary Educational Service Area Offices must enhance and develop better service provision of the offices in order to deliver excellent service and faithfully meet the needs of the people who getting the service.

In addition, according to the master plan’s principles, which define “the government of the people, for the people, and the public benefit” in the twenty-year National Strategy on the issue of public service and government efficiency (2018–2037), the Primary Educational Service Area Offices must enhance and develop better service provision of the offices in order to deliver excellent service and faithfully meet the needs of the clients.

The researcher is therefore interested in examining the components and indicators of the excellent service provision of the Primary Educational Service Area Offices in the Office of the Basic Education Commission in order to establish the guidelines for excellent service that the Primary Educational Service Area Offices can follow when delivering educational services for achieving success in the state's missions through carrying out the missions in accordance with the policies directed by the Office of the Basic Education Commission and the Ministry of Education, as well as, creating satisfaction for educational institution administrators, teachers, and other related parties who receive services. This would lead to positive consequences on the management of the educational areas including the capable of advancing educational standards in line with the objectives of the educational revolution, and the potential of enhancing the standards for the basic educational in the future.

2. Aims of the Research

- 1) To study the components of the excellent service provision of the Primary Educational Service Area Offices in the Office of the Basic Education Commission.
- 2) To study the current conditions, the desired conditions, and the essential needs for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission.

3. Scopes of Research

In The Study of the Components of the Excellent Service Provision of the Primary Educational Service Area Offices in the Office of the Basic Education Commission, the researcher has studied related literature and research as follows:

- 1) The scope of content: The researcher has studied relevant literature and research including (a) the concepts associated with the components and indicators of excellent service delivery and (b) the current conditions, the desired conditions, and the essential needs for providing the excellent service.
- 2) Population scope: In this study, the population and sample groups were defined for data collection in two phases as follows.

Phrase 1: Examination of the components of the excellent service provision of the Primary Educational Service Area Offices in the Office of the Basic Education Commission:

In Phase 1, nine experts were selected through purposive sampling. The criteria for selecting experts to participate in this stage considered three distinct groups:

- (1) Three professors from either public or private universities, possessing a doctoral degree and specializing in educational administration or related disciplines. They were required to have a minimum of three academic publications or research works relevant to educational management.
- (2) Three education administrators with a doctoral degree in educational administration or related fields, or individuals holding positions of specialized expertise with over 10 years of experience in the field.
- (3) Three public school directors, either holding a doctoral degree in educational administration or related fields or occupying positions of specialized expertise with over 10 years of experience.

Phrase 2: The study of the current conditions, the desired conditions, and the essential needs for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission:

In Phase 2, the sample group for the research comprised 620 informants from 124 Primary Educational Service Area Offices within the Office of the Basic Education Commission. The sample size was determined using

Krejcie and Morgan's Table, which was compared against the total population of 183. Each office provided five informants, including two school administrators, two teachers, and one personnel member from the educational area office, totaling 620 individuals. The selection process employed a multi-stage sampling approach, as detailed by Srisaad (2011).

4. Methodology

The study employs a mixed-methods approach, including literature review, expert consultations, questionnaire development, and data analysis. The research was conducted in two phases, outlined as follows:

Phase 1: Examination of the components of excellent service provision in Primary Educational Service Area Offices in the Office of the Basic Education Commission:

In this phase, researchers examined relevant literature to explore concepts about components of excellent service provision. A purposive selection method identifies nine experts from three distinct groups: three professors, three education administrators, and three public school directors. These experts validate and assess the identified components for Primary Educational Service Area Offices. Research tools include Interview Group Recording Forms and Evaluation Forms for Assessing Component Appropriateness. These tools undergo validation through expert feedback, refinement, and finalization. Expert consultations are conducted with the selected experts, and subsequent data refinement occurs. Analysis of collected data utilized descriptive analysis to assess appropriateness, validate assessment form accuracy, and employ mean and standard deviation analysis techniques. Criteria for interpreting average values followed guidelines from Srisaad (2010). Statistical methods included the Index of Item Objective Congruence (IOC) and basic statistics such as frequency, percentage, mean, and standard deviation for evaluating research tool quality.

Phase 2: Investigation of the current conditions, the desired conditions, and the essential needs for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission:

In the research methodology, an extensive review of concepts, theories, and relevant studies was conducted, utilizing findings of Phase 1, regarding components of excellent service provision, to formulate a questionnaire framework. This framework served as a research tool for assessing quality and gathering data from the sample group to analyze the current conditions, the desired conditions, and the essential needs for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission. This questionnaire employed a Likert-rating scale with five levels, with scores weighted using the Likert's method (as cited in Srisaad, 1992). The participants comprised a sample group of 124 Primary Educational Service Area Offices selected from a total of 183, employing the population proportion method as outlined by Krejcie and Morgan's Table. Each office provided five informants, including two school administrators, two teachers, and one personnel member from the educational area office, totaling 620 individuals. The selection process employed a multi-stage sampling approach, as detailed by Srisaad (2011). Data collection methods included obtaining responses to the questionnaire from school administrators, teachers, and personnel in educational area offices through various platforms, including self-collection, postal return, fax or email, and online responses via a QR code link. Data processing and analysis involved assessing the accuracy and completeness of questionnaire responses using mean and standard deviation analysis techniques. Descriptive analysis was employed to determine the Priority Needs Index (PNI) based on the modified Priority Needs Index (PIN modified) to rank the importance of data. Statistical tools utilized included the Index of Item Objective Congruence (IOC), Cronbach's α -coefficient for questionnaire reliability, frequency, percentage, mean, standard deviation, and the Priority Needs Index. Statistical methods employed for data analysis included the Index of Item Objective Congruence (IOC) for assessing tool quality, Cronbach's α -coefficient for questionnaire reliability, and basic statistics such as frequency, percentage, mean, and standard deviation. Additionally, the Priority Needs Index (PNI) was calculated to gauge the importance of data.

5. Data Analysis

1) The data obtained from the evaluation of the appropriateness of the components of excellent service of the Primary Educational Service Area Office in the Office of the Basic Education Commission is a 5-level rating scale. The data has been analysed by mean and standard deviation to determine the appropriateness score level with a mean of 3.51 and higher, indicating that the experts agree that the components are appropriate and can be applied to an excellent service model for the Primary Educational Service Area Offices in the Office of the Basic Education Commission. The criteria for interpreting data from the Evaluation of the Components of Excellent Service (Srisaad, 2013) are as follows:

4.51–5.00 means the highest level of appropriate

3.51–4.50 means high level of appropriate

2.51–3.50 means middle level of appropriate

1.51–2.50 means low level of appropriate

1.00–1.50 means the lowest level of appropriate

2) The third section of the questionnaire’s data was analysed with descriptive analysis.

3) The essential needs for providing the excellent service were analysed using the data from a study of the current and the desired conditions in the section 1 of the questionnaire to find the Priority Needs Index and sequenced the essentialness by calculating the PNI modified (Modified priority needs index) (Vongvanich, 2007).

6. Results

The results of the study are divided according to the research methodology as follows:

Phase 1: Examination of the components of excellent service provision in Primary Educational Service Area Offices in the Office of the Basic Education Commission

1) The components and indicators of excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission consists of 6 core components with minor 32 indicators, which are (1) the Development of Personnel Service Providers with 5 indicators, (2) the Development of Service Procedures with 6 indicators, (3) the Relationships Management with Service Recipients with 5 indicators, (4) the Service Quality with 5 indicators, (5) the Establishment of Service Culture with 6 indicators, and (6) the Service Environment, Technology and Facilities with 5 indicators.

2) The components and indicators of excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission are evaluated and guaranteed by 9 experts as shown in Table 1.

Table 1. Mean and standard deviation of the appropriateness level of the components and indicators of excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission

Components	\bar{x}	S.D.	Appropriateness level
1 The development of personnel service providers	4.69	.20	Highest
2 The development of service procedures	4.67	.17	Highest
3 The relationships management with service recipients	4.64	.19	Highest
4 The service quality	4.64	.50	Highest
5 The establishment of service culture	4.70	.27	Highest
6 The service environment, technology, and facilities	4.73	.22	Highest
Overall	4.68	.16	Highest

The Table 1 shows the agreement level of the experts towards the appropriate of the six core components of excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission, which are all at the highest level.

Phrase 2: Investigation of the current conditions, the desired conditions, and the essential needs for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission

The study results of the current conditions, the desired conditions, and the essential needs for providing excellent services of the Primary Educational Service Area Office in the Office of the Basic Education Commission collected from the questionnaire are shown in Table 2. The overall evaluation of the current conditions indicates a high level, while the desired conditions are rated at the highest level. The essential needs for providing the excellent service can be sequenced from the highest to the lowest needs including first, the Development Service Providers, second, the Development of Service Procedures, third, the Environment, Technology and Service Facilities, forth, the Establishment of Service Culture, fifth, the Service Environment, Technology and Facilities, fifth, the Service Quality and sixth, the Relationships Management with Service Recipients.

Table 2. Mean, standard deviation, and opinion level of the current conditions, the desirable conditions, and the

essential needs of providing excellent services of the Primary Educational Service Area Offices in the Office of the Basic Education Commission

The Components of Excellence Service of the Primary Educational Service Area Offices	Current conditions			Desirable conditions			PNI modified	Ranking
	\bar{X}	S.D	Opinion level	\bar{X}	S.D	Opinion level		
1 The development of personnel service providers	3.82	.66	high	4.85	.42	highest	0.27	1
2 The development of service procedures	3.85	.61	high	4.84	.37	highest	0.26	2
3 The relationships management with service recipients	3.92	.62	high	4.71	.41	highest	0.20	6
4 The service quality	3.93	.58	high	4.76	.39	highest	0.21	5
5 The establishment of service culture	3.97	.57	high	4.86	.38	highest	0.22	4
6 The service environment, technology, and facilities	3.90	.55	high	4.80	.34	highest	0.23	3
Overall	3.90	.54	high	4.80	.33	highest	0.23	

Table 2 illustrate the evaluation the current conditions and the desirable conditions and the essential needs of providing excellent services of the Primary Educational Service Area Offices in the Office of the Basic Education Commission. The overall evaluation of the current conditions is at high level while the desirable conditions is at the highest level. The essential needs for providing the excellent service can be sequenced from the highest to the lowest needs including first, the Development Service Providers, second, the Development of Service Procedures, third, the Environment, Technology and Service Facilities, forth, the Establishment of Service Culture, fifth, the Service Environment, Technology and Facilities, fifth, the Service Quality and sixth, the Relationships Management with Service Recipients.

7. Discussion

1) In the study on the components and indicators of the excellent service provision of the Primary Educational Service Area Offices in the Office of the Basic Education Commission, the research found that there are six core components of the excellent service provision including (1) the Development of Personnel Service Providers, (2) the Development of Service Procedures, (3) the Relationships Management with Service Recipients, (4) the Service Quality, (5) the Establishment of Service Culture, and (6) the Service Environment, Technology and Facilities. This may be caused that providing excellent service require encountering the needs of those receiving the service are expected or beyond their expectations to create positive feelings and impression with the service, leading to the service satisfaction, especially, in the case of providing excellent services of the Primary Educational Service Area Offices, which is a service to develop the quality of educational provision. These components are synthesised from the study of the relevant literature and research, and the appropriateness of the components and their indicators is evaluated and guaranteed by the expert with the group discussion meeting, which its overall evaluation is at the highest level. The overall evaluation of the current conditions is at high level while the desirable conditions is at the highest level. Therefore, many components are needed together to fulfill the requirements and expectations of the service recipients for the excellent service of the Primary Educational Service Area Offices. Wiphakul (2018) stated that the excellent quality of service affects the impression of service recipients. The quality of service that "Service Recipients" receive should be something that "Service Providers" deliver for a good impression, which requires various components.

2) In the study on the current conditions, the desired conditions, and the essential needs for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission, the discussion is explained into three topics as following.

(1) The overall evaluation of the current conditions for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission is at high level. This may result from the different and undefine methods of providing service in the Primary Educational Service Area Offices, including the service provision to school administrators, teachers, or individuals who contact the government, and the service providers are personals in the Educational Service Area Office who are responsible the pretty much of assigned workloads, both duties on positions and other policy tasks. Likewise, the Office of the Basic Education Commission (2006) reported on the educational providing affecting on the management of educational areas, there are some problems especially in terms of providing services that could not be accomplished thoroughly and continuously. Similar to the study on necessary needs in the development of Chulalongkorn University's international education service staff according to the concept of excellent service by Yathai (2022), the study shows that the overall current conditions of international education service staff

working at Chulalongkorn University are at a high level.

(2) The overall evaluation of the desired conditions for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission is at the highest level. This may be because providing good service is the desire of every service recipient, so providing excellent service is always desired by service recipients and the Educational Service Area Offices must develop services to excellent level. To achieve that, it requires a willingness to service, service readiness, the emphasize of service recipient satisfaction, service process development, appropriate environment development, appropriate facilities, a work culture establishment in providing good service, the service quality, and good interactions within the area offices and outsiders development. Similar to the study on necessary needs in the development of Chulalongkorn University's international education service staff according to the concept of excellent service by Yathai (2022), the study shows that the overall desired conditions of international education service staff working at Chulalongkorn University are at the highest level.

(3) The overall evaluation of the essential needs for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission are sequenced from the highest to the lowest need. The results indicate that the most essential need for providing the excellent service is the development of personnel service providers. This may be because service personnel are an important mechanism for providing excellent service in terms of conceptions, willingness, beliefs, management. Therefore, the development of knowledge for personnel in various fields could increase the efficiency of service providers to provide full service. According to Nurdiani and Alie (2022), one element of service excellence is Employee management, so personnel must be developed to be ready to provide services.

8. Suggestion

8.1 The Research Implication

1) The study on the components and indicators of the excellent service provision of the Primary Educational Service Area Offices in the Office of the Basic Education Commission found that there are 6 core components for delivering excellent service namely (1) the Development of Personnel Service Providers, (2) the Development of Service Procedures, (3) the Relationships Management with Service Recipients, (4) the Service Quality, (5) the Establishment of Service Culture, and (6) the Service Environment, Technology and Facilities. Therefore, the Primary Educational Service Area Offices and relevant primary institutions should set policies to develop, promote, and support the Primary Educational Service Area Office in implementing the 6 components mentioned above.

2) The study on the current conditions, the desired conditions, and the essential needs for providing the excellent service of the Primary Educational Service Area Offices in the Office of the Basic Education Commission found points that the most essential need for providing the excellent service is the development of personnel service providers.

Thus, the Primary Educational Service Area Offices and relevant primary institutions should establish policies to develop, promote, and support the improvement or training concerning knowledge and practice in providing services in order to exchange knowledge and enhance service competency affecting operations in other components to be more efficient.

8.2 The Implication for Further Study

There is a need for more qualitative research about the excellence Service of the Educational Service Area Offices in the Office of the Basic Education Commission to compare the excellence service levels among the Primary Educational Service Area Offices and the Secondary Educational Service Area Offices. Then, the results should be compared to analyse and develop the model of the excellence service relating to the contexts, problems, conditions, and needs of each Educational Service Area Office. Additionally, future studies should focus on developing guidelines or best practices for Excellent Service Provision based on the identified components and indicators, aiming to standardize and improve service quality across educational institutions

Acknowledgments

We extend our sincere gratitude to Professor Dr. Kanokorn Sompornprash, Associate Professor Dr. Sathorn Saproungthong, and Dr. Samaporn Leephairat for their invaluable contributions to this research.

Professor Sompornprash provided insightful guidance from conceptualization to completion, enriching the quality of our work. Associate Professor Saproungthong's expertise in research statistics ensured the reliability of the research instruments. Dr. Leephairat's support in data collection was instrumental in executing the project smoothly. Their support, expertise, and encouragement significantly contributed to the success of this endeavour.

Furthermore, we extend our heartfelt appreciation to Maharakham University, Nakhon Sawan Rajabhat University, the Office of the Basic Education Commission, Uthai Thani Educational Service Area Office 1, and the schools under their jurisdiction. We are sincerely grateful for their cooperation, assistance, and support throughout the duration of this research project.

Authors' contributions

Tanyaluk Keatkunthai and Associate Professor Dr. Tharinthorn Namwan collaborated closely on all aspects of this research project. Keatkunthai was primarily responsible for conceptualizing the study, designing the methodology, conducting data collection and analysis, and drafting the initial manuscript. Associate Professor Dr. Namwan provided invaluable guidance and mentorship throughout the research process, offering critical feedback on the research design, data interpretation, and manuscript revisions. Both authors contributed equally to the writing and editing the study.

Funding

Not applicable

Competing interests

The authors declare that they have no financial or personal relationships that could potentially bias or influence the conduct or findings of this research. While the authors are employed by educational institutions, including universities and schools, their involvement in this study is solely driven by academic inquiry and a commitment to advancing knowledge in the field of educational administration. The authors have no affiliations with any organizations or entities that may have a vested interest in the outcomes of this research. Additionally, the authors have no intellectual commitments or biases that could impact the objectivity of the study. This research was conducted with the primary goal of investigating the components of excellent service provision within primary educational service area offices under the Office of the Basic Education Commission, with the aim of contributing to the improvement of educational service delivery in Thailand.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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