



# **INTERNATIONAL JOURNAL OF INFORMATION TECHNOLOGY AND MANAGEMENT INFORMATION SYSTEMS**

**Masters in  
Information Systems**

# **IJITMIS**

**IAEME PUBLICATION**

Plot: 03, Flat- S 1, Poomalai Santosh Pearls Apartment, Vaiko Salai 6th Street,  
Jai Shankar Nagar, Palavakkam, Chennai - 600 041, Tamilnadu, India.

E-mail: [editor@iaeme.com](mailto:editor@iaeme.com), [iaemedu@gmail.com](mailto:iaemedu@gmail.com) Website: [www.iaeme.com](http://www.iaeme.com) Mobile: +91-9884798314

<https://iaeme.com/Home/journal/IJITMIS>



# **THE FACTORS INFLUENCING PERFORMANCE EFFICIENCY OF PRIMARY SCHOOL TEACHERS UNDER THE OFFICE OF PRIMARY EDUCATIONAL SERVICE AREA IN THE NORTHEAST**

**Nopparat Pakdeepandon, Somkid Sroinam**  
Thailand.

## **ABSTRACT**

*The purposes of this research were to 1) study the performance efficiency of primary school teachers and factors influencing performance efficiency of primary schools and 2) study the direct, indirect, and overall influence of the factors influencing performance efficiency of primary school teachers under the Office of Primary Educational Service Area in the Northeast. The research instrument for data collection was a 5-point Likert scale questionnaire with the reliability of 0.986. The data were analyzed by using SPSS for Windows to obtain mean, standard deviation, and Pearson's product moment correlation coefficient. LISREL program was used to analyze the confirmation of component analysis and verify the consistency between the model and the empirical data.*

*The research findings were as follows:*

1. Overall, the performance efficiency of primary school teachers and factors influencing performance efficiency of primary school teachers were at a high level.

2. The factors influencing performance efficiency of primary school teachers comprised: 1) the direct effect factors which ranked the coefficient from the most value to the least value including teachers' characteristics, achievement orientation, school culture, teachers' knowledge, and collaboration, 2) the indirect effect factors including school culture, achievement orientation, and teachers' characteristics, 3) the overall effect factors including school culture, teachers' characteristics, achievement orientation, teachers' knowledge, and collaboration with the coefficient of 0.91, 0.91, 0.88, 0.52 and 0.71 respectively. It was found that every factor could identify the variance of the performance efficiency of primary school teachers under the Office of Primary Educational Service Area in the Northeast at 71 percent.

**Keywords:** Factors Influencing Performance Efficiency, Teachers' Performance Efficiency

**Cite this Article:** Nopparat Pakdeepandon, Somkid Sroinam. (2025). The Factors Influencing Performance Efficiency of Primary School Teachers Under the Office of Primary Educational Service Area in the Northeast. *International Journal of Information Technology and Management Information Systems (IJITMIS)*, 16(4), 35-48.

DOI: [https://doi.org/10.34218/IJITMIS\\_16\\_04\\_003](https://doi.org/10.34218/IJITMIS_16_04_003)

---

## 1. INTRODUCTION

Learners are the most important part of educational reform. In order to develop people, education must be used as a tool to create effective people, society, and nation. Education is also the development of human resources which is an effective investment to enhance economy, society, and nation (Jintana Suchanan, 2011: 15). The most important factor of educational reform is to create and develop people in order to change the future of the nation. It is important to put an emphasis on fruitful education. (Office of the Basic Education Commission, 2016: 2). The people who create the change are teachers who are considered the most important factor in reforming learning. Teachers who have effective performance are an essential part of students' learning, which is considered a wonderful profession. Moreover, teachers are the ones who truly create human value for their students (Wichan Panich, 2021: 1). It is necessary that

teachers need to constantly develop the efficiency of their own work in order to perform both teaching and learning and promote students' learning through various methods effectively at all times through continuous actions because work efficiency affects the quality of students (Ronachit Ritsamret, 2015: 2).

Qualified teachers are one of the key factors that reflect the success of the school, making the work culture of the school society smooth, creating flexibility in work, and being people who are very important for education and the management of effective education (Amporn Atsawarojanakulchai, 2010: 2). This is very crucial for a changing society. Creating and supporting factors that lead teachers to develop good personnel behaviors will help schools become more productive in their work. (Phattharawan Khamplae, 2016: 3)

At present, Thailand has 652,543 civil servant teachers under the Office of the Basic Education Commission, Ministry of Education, working in educational institutions under the Office of the Basic Education Commission, 178 areas throughout the nation. For the 19 northeastern provinces, the educational areas are divided into 61 educational areas, with 29,583 primary schools and 170,810 civil servant teachers (Office of the Basic Education Commission, 2021: 1).

Currently, the aforementioned civil servant teachers are facing various problems in their work including national problems, educational area problems, and educational institution problems. One of the most important problems among the various problems that the government should give assistance or support is the problem of the quality of working life of civil servant teachers because it occurs with civil servant teachers at every level throughout the country. It is a problem related to the efficiency and effectiveness of civil servant teachers' work performance, especially civil servant teachers in the Northeast, a region which has a large number of civil servant teachers and lacks more environmental conditions than other regions (Phot Charoensanthia, 2008: 29).

According to the statement of the problem above, the researcher aims to study the performance efficiency of primary school teachers and factors influencing performance efficiency of primary schools and study the direct, indirect, and total influence of the factors influencing performance efficiency of primary school teachers under the Office of Primary Educational Service Area in the Northeast. The researcher has studied documents and related research studies. Moreover, the researcher sees this matter as important and wishes to study the efficiency of teachers' work in schools by reflecting the opinions of school administrators. Primary schools will be useful for both building new knowledge and applying it appropriately

to the context of the school, which will lead to the creation and development of personnel management, educational management, and the improvement of the standards of the school.

### **OBJECTIVES OF THIS STUDY**

1. To study the performance efficiency of primary school teachers and factors influencing performance efficiency of primary schools
2. To study the direct, indirect, and total influence of the factors influencing performance efficiency of primary school teachers under the Office of Primary Educational Service Area in the Northeast

### **METHOD IN THIS STUDY**

This research was the development of a linear structural relationship model of the factors that influenced the performance of primary school teachers under the Office of the Primary Educational Service Area in the Northeast by using empirical data from real phenomena to test with the hypothetical model by analyzing the causal relationship of the factors that influenced the performance of teachers. The research procedures were as follows:

#### **1. Participants**

The population was 12,190 primary schools under the Office of the Primary Education Area in the Northeast, academic year 2021, and the sample group was 627 school directors. The sample size was selected by sample random sampling with the G\*Power3 program (Howell, 2010: 23, Nonglak Wiratchai, 1999: 47).

#### **2. Instruments**

It was a questionnaire with an index of consistency (IOC) at 1.00 and a reliability of the entire questionnaire of 0.986. It was divided into three parts. Part 1 was a respondent status comprising a checklist of gender, age, education level, position, and length of time in administrative positions. It was a multiple-choice type. Part 2 was a performance efficiency of primary school teachers with a 5-level rating scale. Part 3 was factors affecting performance efficiency of primary school teachers comprising school culture, teachers' knowledge, motivation, teacher characteristics, and collaboration. It was a 5-level rating scale (Boonchom Srisa-ard, 2017: 121).

### 3. Data Collection

The researcher used Google Form to collect data by sending a link and QR-Code of the questionnaire with a letter requesting permission to collect data to 627 school directors. The researcher received a response back in the system that was complete and correct.

### 4. Data Analysis

Data analysis was conducted as follows: 1) analyzed basic data of the sample by finding frequency, percentage, mean and standard deviation, 2) analyzed data to check the preliminary statistical agreement, including analysis of variable distribution, standard deviation, coefficient of distribution, skewness and kurtosis, analysis of Pearson's correlation coefficient and analysis of Bartlett's Test of Sphericity (Nongluck Wiratchai, 1999: 75-76) to check the relationship between variables, and 3) used LISREL 10.52 program to analyze data to answer the research questions.

## CONCLUSION

The research results were summarized into two parts: the results of the preliminary analysis of the sample data, the distribution of variables, and the results of the analysis to answer the research objectives as follows:

**Table 1** Mean ( $\bar{X}$ ), Standard Deviation (S.D.), and Performance Efficiency Level of Primary School Teachers in the Northeast (PE)

No.	Lists of aspects	$\bar{X}$	S.D.	Results
1	Learning management	4.41	0.48	High
2	Promoting and supporting learning management	4.45	0.50	High
3	Personal and professional development	4.39	0.60	High
<b>Overall</b>		<b>4.41</b>	<b>0.47</b>	<b>High</b>

From Table 1, the overall performance of primary school teachers was at a high level ( $\bar{X} = 4.41$ ) When considered each aspect, all aspects were at a high level. The aspect of promoting and supporting learning management ( $\bar{X} = 4.45$ ) had the highest mean value, followed by the aspect of learning management ( $\bar{X} = 4.41$ ) and the aspect of personal and professional development ( $\bar{X} = 4.39$ ), respectively.

**Table 2** An Overall of Each Aspect of Mean ( $\bar{X}$ ), Standard Deviation (S.D.), and Performance Level of Primary School Teachers in the Northeast (PE)

No.	Lists of aspects	$\bar{X}$	S.D.	Results
1	School culture	4.45	0.47	High
2	Achievement Orientation	4.43	0.47	High
3	Teacher characteristics	4.50	0.45	High
4	Collaboration	4.42	0.49	High
5	Teachers' knowledge	4.47	0.46	High
<b>Overall</b>		<b>4.45</b>	<b>0.38</b>	<b>High</b>

From Table 2, overall, the factors that influenced the performance of primary school teachers were at a high level ( $\bar{X} = 4.45$ ) When considered each aspect, they were at a high level. Teachers' characteristics ( $\bar{X} = 4.50$ ) had the highest mean value, followed by teachers' knowledge ( $\bar{X} = 4.47$ ), school culture ( $\bar{X} = 4.45$ ), achievement orientation, and work collaboration ( $\bar{X} = 4.42$ ), respectively.

**1. Factors that directly influenced the teachers' performance efficiency in the Primary Educational Service Area Office in the Northeast, ranked by using the coefficient of influence from most to least value, were as follows:**

1.1 Teacher characteristics (TC) had a direct influence on the teachers' performance efficiency (PE) under the Office of the Primary Education Area in the Northeast with statistical significance at the .05 level and an influence coefficient of 0.86.

1.2 Achievement Orientation (AO) had a direct influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .05 level and an influence coefficient of 0.62.

1.3 School culture (SC) had a direct influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .05 level and an influence coefficient of 0.49.

1.4 Teachers' knowledge (TK) had a direct influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .01 level and an influence coefficient of 0.17.

1.5 Collaboration (CB) had a direct influence on the teachers' performance efficiency (PE) under the Office of the Primary Education Area in the Northeast with statistical significance at the .01 level and an influence coefficient of 0.01.

**2. Factors that indirectly influenced the teachers' performance efficiency in the Primary Educational Service Area Office in the Northeast, ranked by using the coefficient of influence from most to least value, were as follows:**

2.1 School culture (SC) had an indirect influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with

statistical significance at the .05 level through teachers' characteristics and collaboration, which had an influence coefficient of 0.92.

2.2 School culture (SC) had an indirect influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .05 level through achievement orientation and teachers' knowledge, which had an influence coefficient of 0.92.

2.3 School culture (SC) had an indirect influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .05 level through teachers' characteristics, which had an influence coefficient of 0.92.

2.4 School culture (SC) had an indirect influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .05 level through teachers' characteristics, which had an influence coefficient of 0.92.

2.5 School culture (SC) had an indirect influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .01 level through teachers' knowledge, which had an influence coefficient of 0.01.

2.6 Achievement Orientation (AO) had an indirect influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .01 level through collaboration, which had an influence coefficient of 0.01.

2.7 Teachers' characteristics (TC) had an indirect influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast with statistical significance at the .01 level through collaboration, which had an influence coefficient of 0.01.

**3. Factors influencing the overall factors affecting the teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast, ranked by using the coefficient of influence from most to least value, were as follows:**

3.1 School culture (SC) had a significant influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast at a statistical level of .05 and an influence coefficient of 1.41.

3.2 Teachers' characteristics (TC) had a significant influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast at a statistical level of .01 and an influence coefficient of 0.87.

3.3 Achievement Orientation (AO) had a significant influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast at a statistical level of .05 and an influence coefficient of 0.63.

3.4 Teachers' knowledge (TK) had a significant influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast at a statistical level of .01 and an influence coefficient of 0.17.

3.5 Collaboration (CB) had a significant influence on the teachers' performance efficiency (PE) under the Office of the Primary Educational Service Area in the Northeast at a statistical level of .01 and an influence coefficient of 0.01.

## DISCUSSION

The discussion of the structural equation model of factors influencing performance efficiency of primary school teachers under the Office of the Primary Educational Service Area in the Northeast was as follows:

### **1. Performance efficiency of primary school teachers and factors influencing performance efficiency of primary school teachers were discussed into two issues as follows:**

1.1 The effectiveness of teachers' performance efficiency of primary school teachers under the Office of the Primary Educational Service Area in the Northeast was related to knowledge, ability, good values, morality, good personality, good health, sincerity, determination in work, cooperation with other people and organizations, and a successful indicator that was accepted by society (Russell, 2002: 560 - 573). This was in line with Medley who said that (Medley, 1982: 18) an effective teacher was a teacher who had the ability to adopt existing competencies to achieve the desired results, which included knowledge, skills, and self-awareness.

1.2 The results of the level of factors that influenced the primary school teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast were at a high level.

The variables with the highest average value, respectively, were teachers' characteristics, teachers' knowledge, school culture, achievement orientation, and

collaboration. This may be because teachers were the most important people, directly affecting the quality of teaching and learning and the quality of learners. The characteristics of teachers in the 21st century must be expertise; for example, they must be knowledgeable, professional, skilled, and able to apply teaching innovations to promote and develop learners to achieve educational goals. This finding was the same as Pimphan Dechakupt and others (2012: 4-5) who stated that teachers' performance efficiency had an influence on their decision to remain in the teaching profession. Furthermore, Russell (Russell, 2002: 560 - 573) stated that an effective person must have knowledge, ability, good values, morality, good personality, good health, sincerity, commitment to work, collaboration with other people and organizations, and successful work that was accepted by society. Besides.

**2. A study on direct influence, indirect influence, and overall influence of factors towards teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast was detailed below.**

**2.1** School culture (SC) had a direct influence, an indirect influence, and an overall influence on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast with statistical significance. It had the highest influence coefficient of the studied variables through collaboration in work and teachers' knowledge. This may be because school culture was important for the lives and work of personnel. It was a systematic shared value and belief that occurred in schools and was used as a guideline for determining people's behavior. This was in line with Thanakrit Premasawat (2015: 1) who said that culture would determine appropriate standards to practice as guidelines for what should be said or done so as to be used as a guideline for controlling attitudes and behaviors to be appropriate frameworks or boundaries. For the importance of school culture, researchers had synthesized research results related to school culture. There was evidence confirming that good and strong school culture was highly related to increasing students' achievement and motivation. Downer (Downer, 1989: 3136-A) said that the performance efficiency of a school was related to good behavioral patterns of teachers, the importance of academics, teaching methods, good relationships between home and schools and most importantly school culture must consist of clear goals and cooperation of school personnel.

Therefore, the results of the study and related studies affected school culture directly and indirectly. Moreover, there was an overall effect on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast. The indirect influence was transferred through collaboration and teachers' knowledge which showed that teachers'

performance efficiency under the Office of the Primary Educational Service Area in the Northeast must be strong and effective in order to construct good atmosphere in schools, which led to enhance quality of schools and students.

**2.2 Achievement Orientation (AO)** had a direct influence, an indirect influence, and an overall influence on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast with statistical significance. This may be because the motivation of the teaching profession was a profession that required motivation to do the work to be successful. One type of motivation that was determined and came from within the teacher himself was achievement orientation, which made the teacher succeeded in working effectively. This was in line with Any and others (Any et al., 2020: 747) who stated that achievement orientation was closely related to individual achievement in achieving goals or success. Achievement orientation was embedded in the work system according to individual needs and desires. It could greatly improve individual performance. Moreover, Kritsada Chianwattanasuk and others (2017: 29-43) said that people with high need for achievement had the ability to achieve high goals and challenge their own abilities. They were people who were enthusiastic about their work, wanted to work better than others, were ambitious to work, and focused on the success they hope for more than the rewards or compensation that would be gained from that work.

Therefore, it could be said that achievement orientation had an impact on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast. This affected teachers who wanted to work on challenging tasks to achieve the highest quality and standards efficiently, to be independent in their work, to make a determined effort, to find ways to solve problems and obstacles without giving up to achieve the determined standards, and to feel satisfied when they succeeded.

**2.3 Collaboration (CB)** had a direct influence and an overall influence on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast with statistical significance. The reason was that people in the organization had interpersonal skills to work with each other efficiently. Factors that had an impact on successful work were to 1) establish clear agreements about roles and responsibilities; 2) communicate in organization clearly; 3) organize meetings to discuss goals and ways of working together; 4) recognize and respect the contributions of all collaborators; and 5) set groups' goals (Doyle, 2019: 1-2). Also, Amporn Asawatotchanakulchai (2010: 73) said that cooperation was a characteristic that groups of people used in working in an organization with shared goals voluntarily. They trusted each other and took responsibility together by sharing knowledge and

information to use in planning, creating, and deciding to solve problems by considering the distribution of the authority and equality. Likewise, Benjaporn Klinsee-ngam (2018: 117) stated that the behavior of good organizational members in terms of helping others, being considerate of others, being responsible, and collaborating had an influence on work efficiency.

Therefore, it could be said that collaboration had an impact on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast. If the teachers had the following behaviors, their work would be successful. For instance, teachers worked together with colleagues, set common missions and goals, worked willingly, trusted each other, accepted each other's ideas, relied on each other as a part of the work, and took responsibility for the work or activities that colleagues organized and supported each other.

**2.4 Teachers' characteristics (TC)** had an indirect influence and an overall influence on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast with statistical significance. This was because teachers were the important people in enforce educational management in schools. They were expert in teaching and knew how to foster technology in education so that all the objectives of teaching were successful. Similarly, Suwanee Uengwarakorn (2015: 65) stated that teachers as the people who had a duty to enhance students had to be effective and aware of the change in the 21<sup>st</sup> century. Moreover, Pimphan Dechakupt and other (2555: 4-5) said that teachers were the most important people who had a direct impact on teaching and learning of the students. The characteristics of teachers in 21<sup>st</sup> century were 1) knowledgeable and professional and 2) able to apply educational innovations to promote and develop learners to achieve educational goals. This was in line with Pefianco (Pefianco, 2009: 39) who stated that teachers in the 21<sup>st</sup> century must be individuals who had 1) multi-skills, 2) pedagogical competence and the use of various technologies (Multimedia Instructional Technology), and 3) excellent communication and relational skills.

Consequently, it could be said that teachers' characteristics had an impact on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast. Teachers must have teaching skills, experience, expertise, and the use of information technology which was necessary to perform their duties effectively or beyond the standards or goals set by the school.

**2.5 Teachers' knowledge (TK)** had a direct influence and an overall influence on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast with statistical significance. Teachers were important personnel in driving education management in schools. They had experience in teaching and knew how to apply

technology to teaching and learning management. Moreover, they made learning management successful according to the school's objectives. Barr (Barr, 1965: 283-284) stated that in making teaching successful, teacher must have the following concepts: 1) good cultural background), 2) scope of specific contents, 3) subjects of human development and learning, and 4) professional practice and techniques. Woolfolk (Woolfolk, 2007: 486-487) stated that effective teachers must have knowledge about facts of the subjects they were teaching. Moreover, they had to teach students with different methods that were explicit so that the students could understand the contents effectively. This was in line with Ryan and Cooper (Ryan & Cooper, 2008: 179-180) who distinguished teachers' content knowledge into three types that were 1) knowledge of discipline content, 2) knowledge of curriculum, and 3) pedagogical content knowledge.

Consequently, it could be said that teachers' knowledge had an impact on teachers' performance efficiency under the Office of the Primary Educational Service Area in the Northeast. This factor affected teachers indirectly. It showed that if teachers had a deep understanding of the curriculum, the knowledge of the content taught in that subject, and knowledge of teaching methods, it would result in the efficiency of teaching and learning management effectively and would also result in the quality of students in primary schools.

## REFERENCES

- [1] Krisada Chienwatanasuk. (2017). Achievement Motivation Affecting Supporting Staff's Performance and Retention: A Case of Rajamangala University of Technology Thanyaburi. *Journal of Occupational Psychology*, 9(19), 126-131.
- [2] Kantaya, P. (2009). *Work performance development*. Bangkok. Human Capital Development Center.
- [3] Jintana, S. (2011). *Lifelong learning and community development*. Bangkok: Odeon Store.
- [4] Phattharawan, K. (2016). *A structural equation model of factors influencing organizational loyalty of teaching staff in Rajabhat Universities*. Doctoral dissertation, Faculty of Educational Administration, Roi Et Rajabhat University.
- [5] Boonchom, S. (2017). *Basic research (10th ed.)*. Bangkok: Suviriyasarn.
- [6] Benjaporn Klinsringam. (2018). Factors Affecting Organizational Citizenship Behavior and performance Efficiency A case study of department of agriculture ministry of agriculture and cooperatives. *Journal of Occupational Psychology*, 29(3), 117-131.

- [7] Phot, C. (2008). Quality of work life development of government teachers in Northeastern Thailand. Doctoral dissertation, Faculty of Educational Administration, Vongchavalitkul University.
- [8] Phimpan, D., et al. (2012). Teacher competencies and development guidelines in a changing society. Bangkok: Office of the Education Council.
- [9] Thanakrit, P. (2015). Organizational culture model of secondary schools under the Office of the Basic Education Commission. Doctoral dissertation, Faculty of Educational Administration, Valaya Alongkorn Rajabhat University.
- [10] Nonglak, V. (1999). Meta-analysis. Bangkok. Chulalongkorn University.
- [11] Nuntaporn Janviriyakul. (2019). A need of assessment of human resources development of WAT Rajabopit school based on the concept of empower. Journal of Occupational Psychology Chulalongkorn University, 14(2), 1-13.
- [12] Ronachit, R. (2015). Teacher performance efficiency affecting student quality in basic education institutions under Samut Prakan Primary Educational Service Area Office 1. Master's thesis, Sukhothai Thammathirat Open University.
- [13] Wicharn, P. (2021). Field learning journey record EP.1 Rayong: Developmental evaluation – Not for judgment but for development. Retrieved August 13, 2022, from <http://www.edusandbox.com/2nd-aug-2022-de-ep1-rayong/>.
- [14] Suwane, A. (2015). Educational transformation toward quality in the 21st century. Journal of Southern Nursing and Public Health College Network, 2(1), 65–70.
- [15] Somjai Laksana. (2009). Development of Work Efficiency. Bangkok: Ruam Sarn.
- [16] Office of the Basic Education Commission. (2016). Budget policy for fiscal year 2017. Bangkok: Cooperative Union of Agriculture of Thailand.
- [17] Nueng, K. (2019). Employee engagement and organizational performance efficiency in the automotive manufacturing industry. Graduate School Journal, Suan Dusit University, 16(1), 97–112.
- [18] Amporn, A. (2010). Causal relationship of factors and performance efficiency of private Chinese language teachers. Doctoral dissertation, Silpakorn University.
- [19] Any, W. (2020). Achievement motivation as antecedents of quality improvement of organizational human resources. Retrieved May 2, 2020, from <https://www.doi.org/10.33258/birci.v3i2.886>.
- [20] Barr, A. S.. (1965). Characteristics of successful teachers. Research Says about Teaching and Learning, 39(6), 282-284.

- [21] Downer, D. F. (1989). A comparison of the attitude structures of five sub-public. *Dissertation Abstracts International*, 52(9), 3136-A.
- [22] Doyle, A. (2019). Collaboration skills: Definition, list, and examples. Retrieved April 7, 2021, from [http://www.Collaboration Skills: What Are They? \(thebalancecareers.com\)](http://www.Collaboration Skills: What Are They? (thebalancecareers.com)).
- [23] Howell, D. C. (2010). *Statistical methods for psychology*. 7<sup>th</sup> ed. Belmont: Wadsworth, Cengage Learning.
- [24] Medley, D. M. (1982). *Teacher effectiveness*. New York: McGraw-Hill.
- [25] Pefianco, E. C. (2009). Southeast Asia teacher competence in the 21<sup>st</sup> century. Retrieved September 17, 2017, from <http://www.moe.go.th/moe/th/news/detail.php?NewsID= 13037&Key=news2> (in Thai).
- [26] Russell, C. J. (2002). A Longitudinal study of top-level executive performance. *Journal of Applied Psychology*, 86(4), 560-73
- [27] Ryan, K., & Cooper, J. M. (2008). *Those who can, teach*. 12<sup>th</sup> ed. Boston: Wadsworth.
- [28] Woolfolk, A. (2007). *Educational psychology*. 10<sup>th</sup> ed. Boston: Allyn and Bacon.

**Citation:** Nopparat Pakdeepandon, Somkid Sroinam. (2025). The Factors Influencing Performance Efficiency of Primary School Teachers Under the Office of Primary Educational Service Area in the Northeast. *International Journal of Information Technology and Management Information Systems (IJITMIS)*, 16(4), 35-48.

**Abstract Link:** [https://iaeme.com/Home/article\\_id/IJITMIS\\_16\\_04\\_003](https://iaeme.com/Home/article_id/IJITMIS_16_04_003)

**Article Link:**

[https://iaeme.com/MasterAdmin/Journal\\_uploads/IJITMIS/VOLUME\\_16\\_ISSUE\\_4/IJITMIS\\_16\\_04\\_003.pdf](https://iaeme.com/MasterAdmin/Journal_uploads/IJITMIS/VOLUME_16_ISSUE_4/IJITMIS_16_04_003.pdf)

**Copyright:** © 2025 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

**Creative Commons license:** Creative Commons license: CC BY 4.0



✉ [editor@iaeme.com](mailto:editor@iaeme.com)