Approaches to Developing the Corporate Image for Schools under the Bangkok Metropolitan Administration, Thailand

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Abstract
This study aimed to 1) examine the needs regarding the corporate image of schools under the Bangkok Metropolitan Administration (BMA) and 2) identify the approaches to developing the corporate image for BMA schools. A mixed-methods research approach was used and divided into two phases. Phase 1 examined corporate image needs using quantitative research. The sample consisted of 370 government teachers under the BMA, selected through multistage sampling. Data were analysed using descriptive statistics and the modified Priority Needs Index ($PNI_{modified}$). Phase 2 identified approaches to developing the corporate image through semi-structured interviews with nine participants, including senior executives from the Department of Education, district education officers, school directors, and educational administration specialists. Content analysis was also The research findings revealed that 1) the overall needs regarding the corporate image of schools were at a high to the highest level, with services showing the highest need, followed by reputation, physical environment and atmosphere, and personnel, respectively; and 2) the approaches to developing the corporate image for schools were as follows: Reputation included Quality Education and Communication and Public Relations; Physical Environment and Atmosphere included Organizational Culture and Modern Facilities and Advanced Technology; Services included Excellence in Service; and Personnel included professional conduct and ethics and school leadership. Based on these findings, future research should investigate the implementation of corporate image development guidelines across different types of BMA schools, particularly accounting for differences in school size, district characteristics, and educational management models. Additionally, the long-term impact on efficiency and stakeholder satisfaction should be examined.
Keywords: Corporate Image, Approaches to Developing, Educational Sdministration, Image Development, Thailand Education Policy, Mixed-methods Research

Introduction

Currently, the world is in an era of disruptive change. Therefore, Thailand's development needs to review various contexts and factors to move toward sustainability in accordance with the 20-Year National Strategy (2018–2037) and Thailand 4.0 policy, which aim to enhance the country's competitiveness in the global economy. This is also consistent with the Sustainable Development Goals (SDGs), especially the goal of quality education, which aims to provide all people with equitable access to education and promote lifelong learning. The Thai education system is a key mechanism for developing the knowledge, skills, and competencies of the population, which constitute crucial human capital for national development and help keep up with global competition in the era of globalization. It also plays an essential role in addressing poverty, economic problems,

and other social issues in the country. Therefore, the country's human resources must receive quality education that meets the needs of national development (Bangkok Department of Education, 2021).

The National Education Act B.E. 2542 defines schools as educational institutions that play a crucial role in Thai society. Their responsibilities include providing education, developing knowledge, and establishing educational standards to equip students with knowledge, abilities, and an appropriate quality of learning and teaching. Schools with high-quality administration enhance competitiveness by leveraging resources and technology to build corporate identity, thereby providing organisations with a competitive advantage and superior performance. Therefore, in this era of intense competition, corporate image has become increasingly important at the individual, organizational and societal levels. This is because an image is shaped by past experiences and feelings and influences individual decision-making. Therefore, building a positive image is essential for individuals and organisations to achieve their goals and build positive relationships with their environment (Polat, 2023). For schools, a positive image builds trust among parents, communities, and society, leading to their popularity and recognition. Moreover, corporate image is regarded as the most valuable asset of an organisation, influencing administrative efficiency and significantly contributing to its competitive advantage. Therefore, school administrators should recognise the importance of corporate image and view the development of a positive image as part of their leadership in setting directions, promoting, and supporting systematic school administration. Having a vision and commitment to developing the corporate image will serve as a key driving force in building trust among parents, communities, and society, ultimately enhancing the quality and standards of schools toward sustainable excellence (Worasoot & Silanookit, 2024). Therefore, corporate image is not only a communication tool but also an indicator of an organisation's value in society. Thus, a positive image is a crucial factor in building trust and ensuring the long-term sustainability of schools. However, although the Bangkok Metropolitan Administration (BMA) has continuously implemented policies to improve educational quality and elevate its corporate image, a review of the literature and research reveals a lack of empirical studies specifically analysing perceived image factors and development approaches for BMA schools. Consequently, educational agencies and institutions lack systematic data and clear practical guidelines for enhancing their corporate image in a metropolitan context.

Bangkok, Thailand, is a special local administrative organisation, with the Department of Education, Bangkok Metropolitan Administration (BMA), as the leading agency responsible for basic education management and teaching in 437 schools (Bangkok Department of Education, 2021). Its educational policy and focus are based on the concept of "Eh? Oh, OK + Plus," which aims to develop children to keep up with the world and adapt to all changes. This leads to the core principles of competencies that students must possess, the right attitudes, and the enhancement of students' practical skills. It focuses on development across four key areas — the physical environment, teachers, curriculum, and parents — as well as educational welfare support (Bangkok Department of Education, 2024). However, despite the Bangkok Metropolitan Administration's education policy emphasising student quality and educational welfare, public perceptions of schools still vary widely in practice, and some schools fail to fully reflect their potential, strengths, or achievements to the public. They lack a straightforward, systematic approach to developing a corporate image and operate in an individualised manner, which limits trust in school selection and parental involvement. Consequently, the overall corporate image of BMA schools is not as outstanding as it should be and lacks unity in public communication. Therefore, this study aimed to collect data from government teachers and educational administration specialists to analyse and determine approaches to developing a corporate image in the context of BMA schools.

Given the importance of corporate image, the researcher is interested in identifying approaches to developing a corporate image for BMA schools. The research results are expected to help create efficient corporate image management approaches that can enhance credibility and trust and elevate school standards toward sustainable excellence. Therefore,

the findings of this study are expected to facilitate the development of an empirical framework for corporate image enhancement that can be used in planning, public communication strategies, and policy-making to effectively strengthen the image of BMA schools. This study introduces new knowledge that has not yet been clearly identified in previous studies and can serve as a model for schools in similar contexts to develop and sustainably improve their corporate image.

Research Objectives

- To examine the needs regarding the corporate image of BMA schools.
- To identify the approaches to developing a corporate image for BMA schools.

Research Questions

- What are the needs regarding the corporate image of BMA schools?
- What are the appropriate approaches to developing a corporate image for BMA schools?

Conceptual Framework

The researcher synthesized the characteristics of corporate image from the concepts of Sittisomboon et al. (2020), Watcharaponganan et al. (2022), Sukakern et al. (2022), Someran et al. (2022), Pranet (2024), Suphantamat and Toopthong (2024), Jaroenwatanan and Pawintanathon (2025), van Heerden (1999), da Costa et al. (2018), Baofo et al. (2020), Tankovic et al. (2021), and Matthew et al. (2025) as a conceptual framework for the study, as shown in Figure 1.

Corporate Image
1. Reputation
2. Physical Environment and Atmosphere
3. Services
4. Personnel

Target Experts
Group 1: Senior Executives,Department of Education, BMA
Group 2: Education District Officers, BMA
Group 3: School Directors under the BMA
Group 4: Educational Administration Specialists, Director level or equivalent

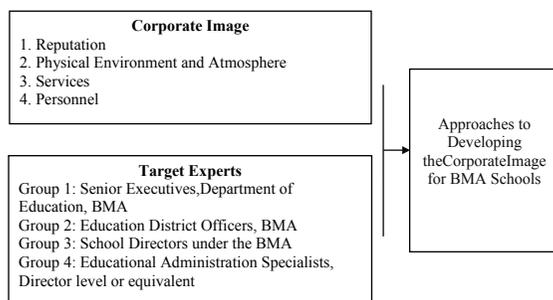Approaches to Developing theCorporateImage for BMA Schools

Figure 1 Conceptual Framework

Methodology

This study used a mixed-methods research approach. The researcher conducted this study in two

phases, as follows:

Phase 1: Examining the Needs Regarding the Corporate Image of BMA Schools

Population and Sample

For this research, the researcher defined the population and the sample. The population consisted of13,214 government teachers under the BMA for the 2024 academic year,across437 schools (Bangkok Department of Education, 2024). The sample of 370 was determined using Cohen et al.'s (2018) table at a statistical significance level of .05. Multistage random sampling was then applied as follows:

Step 1: Schools of different sizes (small, medium, and large) were randomly selected within each district group using stratified random sampling based on school size.

Step 2: Schools were randomly selected within each district group (Central Bangkok, Southern Bangkok, Northern Bangkok, Eastern Bangkok, Northern Thonburi, and Southern Thonburi) using simple random sampling by drawing lots. The sample comprised six small, six medium-sized, and six large schools, for a total of 18.

Step 3: Teachers were randomly selected from each school using simple random sampling, proportionally to the sample size, resulting in a total sample of 370.

Research Instruments

The research instrument was a questionnaire on the needs related to BMA schools' corporate image. A 5-point rating scale based on Likert's method (Likert, 1967) was used in the questionnaire, which covered four areas: 1) reputation, 2) physical environment and atmosphere, 3) services, and 4) personnel.

Instrument Quality Check

Content validity: Content validity was examined by submitting the developed questionnaire to five experts for evaluation of its quality in terms of content validity, coverage, and language clarity. The Item Objective Congruence (IOC) index was used, with the criterion that items with an IOC value greater than 0.5 were retained, totalling 46 items.

Reliability: The researcher revised the questionnaire based on the experts' suggestions and

conducted a pilot test with 30 government teachers with characteristics similar to those of the sample group. Reliability was assessed using Cronbach's Alpha Coefficient. The analysis revealed a reliability score of 0.974 for the full questionnaire.

Data Analysis

The respondents' data were analysed using descriptive statistics, including means and standard deviations.

The needs regarding the corporate image of BMA schools were analysed using the modified Priority Needs Index ($PNI_{modified}$) (Wongwanich, 2019), which is based on the current and desired states. The $PNI_{modified}$ was calculated using the following equation:

$$PNI_{modified} = I - D$$

D Where: I (Importance) = Mean of the desired state
D (Degree of Success) = Mean of the current state

Phase 2: Identifying approaches to developing the corporate image of BMA schools.

Research Instruments

The research instrument consisted of semi-structured interviews with nine experts, selected through purposive sampling, to identify approaches to developing the corporate image of BMA schools. Semi-structured interview questions were developed from the modified Priority Needs Index ($PNI_{modified}$) derived from the Phase 1 results.

Data Collection

In this study, the researcher followed the procedures and processes of data collection. A request for interviews and data collection was submitted through the Office of Graduate Studies at the Faculty of Education, Ramkhamhaeng University. The request letters were then sent to the target experts, and interviews were scheduled with precise dates, times, and locations and conducted according to the specified timeframe.

Data Analysis

Qualitative data were analysed using content analysis, categorised, and the frequency distribution was calculated. The researcher identified the areas with the highest frequencies, which were then used to develop approaches to the corporate image of BMA schools.

Research Results

Phase 1: Results of examining the needs regarding the corporate Image of BMA schools.

According to the results of the needs analysis, the $PNI_{modified}$ of the overall corporate image of schools was 0.1127. When considering each area, the highest PNImodified was for services, followed by reputation, physical environment and atmosphere, and personnel. The details are presented in Table 1.

Table 1 Current and Desired States of the Corporate Image for BMA Schools and the $PNI_{modified}$ Values

Corporate Image	Current state (D)			Desired state (I)			$PNI_{modified}$	Needs Ranking
	x □	S.D.		x □	S.D.	Level		
Reputation	4.13	0.77	High	4.61	0.51	Highest	0.1162	2
Physical Environment and Atmosphere	4.16	0.73	High	4.64	0.51	Highest	0.1154	3
Services	4.14	0.81	High	4.63	0.54	Highest	0.1184	1
Personnel	4.26	0.78	High	4.69	0.51	Highest	0.1009	4
Overview	4.17	0.77	High	4.64	0.52	Highest	0.1127	

Phase 2: Results of identifying the approaches to developing the corporate image of BMA schools.

Based on the results of Phase 1, which examined the current and desired states, the researcher selected the top three highest-ranking items from the questionnaire in each area to form the interview questions for nine target experts. These experts then proposed approaches to developing BMA schools' corporate image. The details are as follows.

Reputation

Quality education is a key foundation for

building the reputation and image of a school. This is reflected in academic achievement, creativity, problem-solving, and innovation, as well as in the development of 21st-century and Future Skills. It also involves supporting teachers and students by providing opportunities to showcase their potential, receive awards, and continuously share their work, thereby resulting in trust and recognition from society.

Communication and Public Relations are key mechanisms for building a school's image. They focus on delivering information, news, and achievements to the public accurately, quickly, and comprehensively, thereby enhancing credibility, trust, and acceptance among internal and external stakeholders. This is achieved through transparent internal communication, the use of diverse media channels, the development of modern public relations systems, and continuous dissemination of achievements. It also involves proactive efforts to build relationships and cooperate with communities, resulting in a positive image of the school.

Physical Environment and Atmosphere

Organizational Culture refers to the system of values, beliefs, and norms shared and practiced by personnel within an organisation, reflected in their behaviour, work, and interactions with one another. A strong organizational culture helps personnel share common goals and directions, creating a supportive work environment conducive to learning, cooperation, and innovation. It also plays a key role in enhancing motivation, morale, and organizational commitment, thereby fostering a positive image and long-term sustainability of schools.

Modern Facilities and Advanced Technology are key factors in enhancing learning and the image of schools. Providing safe, modern buildings and learning spaces improves the quality of the educational environment. Meanwhile, the application of digital technology and information systems enables students, teachers, parents, and the community to access information conveniently, building trust and participation. Moreover, it supports innovation, creativity, and effective organizational collaboration.

Services

Excellence in Service is a key factor in building satisfaction, trust, and loyalty among service recipients, as well as fostering long-term relationships with parents, students, and alumni. Providing high-quality service that exceeds expectations helps create a sense of community, promotes a service-minded approach among personnel, ensures attention to detail, and improves comprehensive educational equity.

Personnel

Professional Conduct and Ethics are reflected through personality, behaviour, communication, and adherence to professional standards. Continuous competency development, the use of technology and teaching innovation, service mind, and morality are all factors that enhance the quality of learning and strengthen the organisation's credibility.

School leadership is a key factor directly influencing the creation of a strong organizational culture and the development of quality education. Leaders with vision and clear goal communication help personnel understand their roles and work in a unified direction. Close monitoring and support of personnel build morale, trust, and organizational commitment. Simultaneously, promoting learning and professional development, such as through a Professional Learning Community (PLC) or training to acquire new skills, helps teachers and students reach their higher potential. In addition, leaders who serve as role models and possess appropriate self-management and team management skills can create a supportive environment, leading to sustainable development for personnel, students, and educational organisations.

The approaches to developing a corporate image for BMA schools are shown in Figure 2.
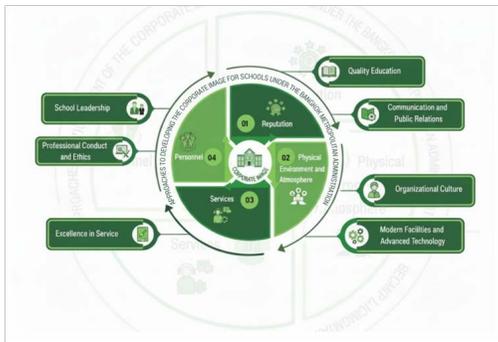
Figure 2 Approaches to Developing the Corporate Image for BMA Schools

Based on Figure 2, the study on approaches to developing the corporate image for BMA schools demonstrates that the corporate image comprises Reputation, Physical Environment and Atmosphere, Services, and Personnel. According to the findings from Phase 1, the corporate image components requiring development, ranked from highest to lowest priority, are Services, Reputation, Physical Environment and Atmosphere, and Personnel, respectively. Following the initial phase, the researcher then used semi-structured interviews with nine experts selected through purposive sampling. The experts were interviewed to develop guidelines for improving the corporate image of schools under the BMA. The semi-structured interview protocol was specifically constructed based on the findings of the first research phase. Furthermore, regarding the findings in Phase 2, the approaches to developing the corporate image for BMA schools comprise: 1) Reputation: Consisting of Quality Education, and Communication and Public Relations, 2) Physical Environment and Atmosphere: Consisting of Organizational Culture, and Modern Facilities, and Advanced Technology, 3) Services: Consisting of Excellence in Service, and 4) Personnel: Consisting of Professional Conduct and Ethics, and School Leadership.

Discussion

According to the examination of the needs regarding the corporate image of BMA schools using $PNI_{modified}$, the overall current state was found to be at a high level. When considered individually, all areas were also at a high level of importance. The

overall desired state was at the highest level, and the $PNI_{modified}$ value for the corporate image of BMA schools was 0.1127. By area, the highest $PNI_{modified}$ was observed in the services sector. This is because quality service is a key indicator of schools' readiness and efficiency. This is demonstrated through precise, rapid, and verifiable operational processes or fair, equitable, and easily accessible services such as student admissions, information dissemination, counselling, and document or communication facilitation. Therefore, quality service not only creates satisfaction among students and parents but also reflects the organisation's professionalism, high standards, and credibility, as well as its responsiveness to the needs of service recipients. This helps build a good impression and long-term trust among consumers. It is also a key mechanism for building schools' reputations and popularity, resulting in a distinctive, differentiated, and competitive image. This finding aligns with the research by Suphantamat and Toopthong (2024), who investigated the factors of service quality and corporate image influencing user satisfaction with the Land Development Department in Bangkok. Their study revealed that empathy is the most important aspect of service quality. This is also consistent with Sirkaew's (2023) study on factors affecting perceptions of supplementary services for electrical systems provided by the Provincial Electricity Authority, Region 2 (Northeastern Region), Ubon Ratchathani Province. The study found that the overall corporate image of employee service was high. Employees considered service safety, checked the readiness of tools and materials before use, provided willing service, behaved appropriately, and communicated politely with patients. This finding aligns with the concept proposed by Mueanjinda (2020), who stated that service represents an organisation's capability to meet the needs of service recipients, an important factor in building identity and gaining an advantage over other organisations. This also corresponds with the concept of Chen et al. (2024), who stated that sincere, attentive, and high-quality service helps create distinction and uniqueness, making customers remember the organisation. Such services also build satisfaction, trust, and brand loyalty, leading to repeat patronage and positive word-of-mouth.

Based on the study of approaches to developing the corporate image for BMA schools, it was found that the approaches include the following areas: Reputation, which consists of Quality Education and Communication and Public Relations; Physical Environment and Atmosphere, which consists of Organizational Culture and Modern Facilities and Advanced Technology; Services, which consists of Excellence in Service; and Personnel, which consists of Professional Conduct and Ethics and School Leadership. The aforementioned approaches to developing a corporate image are key components of current educational administration, which aims to comprehensively develop organisations in terms of learning quality, management, and stakeholder relationships. Quality education is the foundation for building reputation and trust, achieved through the development of students' knowledge, skills, and competencies that align with global changes. Simultaneously, effective communication and public relations enhance understanding, trust, and the organisation's positive image by continuously disseminating achievements through modern media and technology. In addition, a strong organizational culture reflects the values and cooperation of personnel, contributing to a work environment that is conducive to learning and innovation. Modern facilities and technology improve the efficiency of educational management and build community trust. Excellence in service creates customer satisfaction and loyalty while promoting a service mindset and equality within organisations. Moreover, professional conduct and ethics, adherence to moral principles, and adherence to professional standards are crucial in establishing the credibility and recognition of educational institutions. Simultaneously, school leadership plays a direct role in the success of organizational development. Visionary leaders with clear goal communication and exemplary conduct can drive collaborative learning through a professional Learning Community (PLC) process to continuously enhance the potential of teachers and students. In summary, these approaches to corporate image development indicate that the BMA school image should be developed integratively. School administrators should manage systematically and promote quality education, communication, organizational culture, services, and professional development in a balanced manner to build an organisation with a positive, credible, and sustainable image for the future. These findings align with Chaopanich's (2023) study,which examined approaches to developing the image of vocational schools in Phitsanulok Province under the Office of the Vocational Education Commission. The results revealed that the image comprised: 1) school administrators, 2) teachers and educational personnel, 3) student quality, 4) social and community participation, 5) atmosphere and culture in schools, and 6) institutional recognition. This is consistent with the research by Taraartorn et al. (2024), who investigated strategies for building a modern image of schools under the Office of the Vocational Education Commission. The research results showed that the image consisted of 1) modern school administrators, 2) modern teachers and educational personnel, 3) modern students, 4) modern school administration, and 5) social responsibility of the school. This aligns with the research by Maestro et al. (2021), who studied the public image in the management of education institutions and found that the image consisted of: 1) school culture, 2) core values, 3) public relations strategies, and 4) marketing components. This is consistent with the research titled Public Relations Strategy in School Image Efforts at Integrated Elementary School by Sholihah et al. (2023). They found that the image comprised:1) output quality, 2) management success, 3) financial health and transparency, 4) organizational member behaviour and ethics among teachers, personnel, and students, 5) social responsibility and community participation, and 6) characteristics of quality schools.

Conclusion

Phase 1: From the teachers' perspective within the BMA, BMA schools should prioritise their corporate image based on importance levels, from highest to lowest. Services were the most critical area, followed by reputation, physical environment, atmosphere, and personnel. These four areas are interconnected and reinforce one another. Maintaining a balanced focus on all of them supports the sustainable development of BMA schools' image.

Phase 2: The findings on the approaches to developing the corporate image of BMA schools indicate that developing the reputation aspect depends on effective management. Administrators should focus on enhancing educational quality and implementing systematic communication and public relations to strengthen schools' reputation and credibility. Regarding the Physical Environment and Atmosphere, development should begin with Organizational Culture development that fosters collaboration, learning, and innovation. This should be coupled with the provision of safe and Modern Facilities, the application of technology to support teaching and learning, and the creation of a quality learning atmosphere. Regarding the service aspect, the focus should be on developing Excellence in Service to create impressive experiences and build confidence among stakeholders. Finally, regarding the personnel aspect, emphasis should be placed on promoting professionalism, competency development, and adherence to professional ethics. Additionally, fostering leadership among teachers and administrators is crucial to stimulate motivation and collaboration in the workplace, enabling schools to drive development and build a strong, sustainable image. When educational institutions manage all aspects in a balanced and systematically interconnected manner, the corporate image of BMA schools will become strong, high quality, and sustainably recognised by all stakeholders.

Recommendations
Practical Recommendations
Short-term Strategies

Improving services: School administrators should systematically enhance service quality by gathering feedback from students, parents, and the community, and using it to make ongoing improvements. They should incorporate digital technologies and innovations, such as online information systems, service applications, and innovative communication platforms, to streamline processes and increase convenience and efficiency in accessing services.

Long-term Strategies

Developing Personnel: Maintain and build upon the strengths of teachers and staff in terms of their professional knowledge, communication skills, morality, ethics, and personality. This approach encourages educators and staff to become well-rounded professionals, fostering trust among students, parents, and the community, and ultimately creating a strong, sustainable organizational reputation. 2.

Developing organizational image through training programs: The Bangkok Metropolitan Administration Government Teachers and Educational Personnel Development Institute, under the Department of Education, BMA, should incorporate strategies for developing an organizational image into the training curriculum before appointing school administrators. This will help establish a strong organizational reputation, build trust, confidence, and pride among students, parents, communities, and society, enhance competitiveness, and serve as a strategic tool for schools to achieve sustainable excellence.

Recommendations for Future Research

Short-term strategies: Implement strategies for developing an organizational image to evaluate their effectiveness and further refine the approaches to make them more comprehensive.

Long-term strategies: Investigate the impact of organizational image on both internal and external stakeholders of schools, including the feelings of internal personnel, parents' perceptions, and community opinions.

Expanding the research to include school administrators in other agencies, such as the BMA, Department of Local Administration, and Office of the Private Education Commission, can enhance leadership and organizational image across diverse contexts.

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