

Academic Administration of School Administrators in Mueang Ranong District under the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong

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Abstract

The objectives of this research were; (1) to study the level of academic administration of school administrators in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, and (2) to compare the academic administration of school administrators in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, classified by teachers' assessment in educational level and work experience.

The research was survey research. The population were teachers in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Raanong who work in academic year 2023, total 196 teachers. The sample were 132 teachers, determined using stratified random sampling. The data collected was a five-point rating scale questionnaire. The analyzed using descriptive statistics consisting of percentage, mean, and Standard Deviation, and compared by t – test.

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The research results found that (1) the level of academic administration of school administrators in Mueang Ranong District, Office of the Secondary Education Area 3, Phang Nga Province, Phuket Province, and Ranong Province, was high overall. When considering each aspect, it was found that it was at a high level in all aspects, with the element with the highest average value being the budget. (2) Comparing the academic administration of school administrators in Mueang Ranong District, Office of the Secondary Education Area 3, Phang Nga Province, Phuket Province, and Ranong Province, classified according to teachers' evaluations of both education level and work experience, overall, it was found that there were statistically significant differences at the .05 level.

Keywords: Interdisciplinary Humanities, Social Sciences, Academic Administration, Educational Institution Administrators, Phang Nga, Phuket and Ranong Provinces

1. Introduction

A knowledge-based society is characterized by rapid advancements in information technology and continuous development. This transformation has given rise to a modern, borderless world (Worapongpat, 2023), profoundly influencing contemporary lifestyles. In this evolving context, the academic administration of school administrators in Mueang Ranong District, operating under the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong, has become increasingly vital. The current educational landscape in Thailand underscores the necessity of strategic development planning in schools. Therefore, educational institutions must prioritize development planning to elevate educational standards in response to ongoing societal changes. A fundamental aspect of this process is the professional development

of teachers, which is crucial for nurturing students who possess the knowledge and skills required to address future societal needs. Simultaneously, the 2008 Basic Education Core Curriculum and its principles of learning management emphasize the importance of a standardized curriculum designed to cultivate essential competencies and desirable attributes in students. The objective is to foster the holistic development of children and youth by employing a learner-centered approach that acknowledges individual differences and aims to maximize each learner's potential. (Makyod.S, & Worapongpat, N, 2024) Given these principles, basic education plays a pivotal role in preparing children to face future challenges. Nonetheless, disparities in the quality of education across various educational institutions remain a pressing concern. While the Ministry of Education has decentralized the management of education to empower local institutions, differences in readiness among these institutions nationwide continue to impact students' academic performance. Addressing these disparities is essential to ensure equitable educational outcomes for all students (Jian Feng & Worapongpat, 2024).

School academic administration is considered a critical component of educational management. Effective school administrators must possess comprehensive knowledge, skills, and a deep understanding of educational administration. This includes having a clear vision in setting the strategic goals of the school and a strong grasp of the principles of academic administration. Administrators are responsible for managing academic affairs, which requires them to design and implement foundational education and quality learning processes that align with and are appropriate for the specific educational institution, in accordance with the 2008 Basic Education Core Curriculum. This curriculum emphasizes the holistic development of students to be well-rounded individuals who are knowledgeable, competent, and possess a good quality of life, as well as the ability to compete in a global context.

Furthermore, it focuses on enhancing the potential to elevate student quality to a higher level (Yuttapon, U., Arnupharbsaenyakorn, P., Sikrajang, S., & Silabutr, P., 2021).

The core components of knowledge and 21st-century skills encompass learning skills, innovation, life and career skills, as well as information, media, and technology skills (Worapongpat, 2022). Given these requirements, school administrators bear the critical responsibility of providing effective education. They must be cognizant of ongoing changes and proactively develop new management strategies that are results-oriented and grounded in sound pedagogical practices. Moreover, administrators should lead efforts to transform teaching and learning models by revising curriculum content and fostering new skill development among teachers. A key aspect of this transformation involves promoting the integration of technology to enhance educational quality (JianFeng & Worapongpat, 2024).

In this research focus on academic administration of school administrators in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, which will use the research results to be useful and provide guidelines for school administrators' administration. Including improvements develop the academic work of school and encourage students to reach their potential. In order to keep up with future changes. To be more efficient

2. Research Objectives

1. To study the level of academic administration of school administrators in Mueang Ranong District, Office of the Secondary Education Area 3, Phang Nga Province, Phuket Province, and Ranong Province.

2. To compare academic administration of school administrators in Mueang Ranong District, Office of the Secondary Education Area 3, Phang Nga Province, Phuket Province, and Ranong Province, classified by the nature of teachers' work, classified by education level and work status.

Research Conceptual Framework

This research is an exploratory study. The researcher has defined the research framework according to the academic administration theory, which consists of four main operations: Senge, P. M. (1990) Bunrak, P., & Sithithada, T. (2024). Yuttapon, U., Arnupharbsaenyakorn, P., Sikrajang, S., & Silabutr, P. (2021). Zhou, D., & Ntapat, W. (2023), which focuses on sustainable personnel development; Learning Organization Theory by Peter Senge, which supports a conducive learning environment; and Quality Assessment by W. Edwards Deming, which uses the PDCA cycle to continuously improve the quality of work.

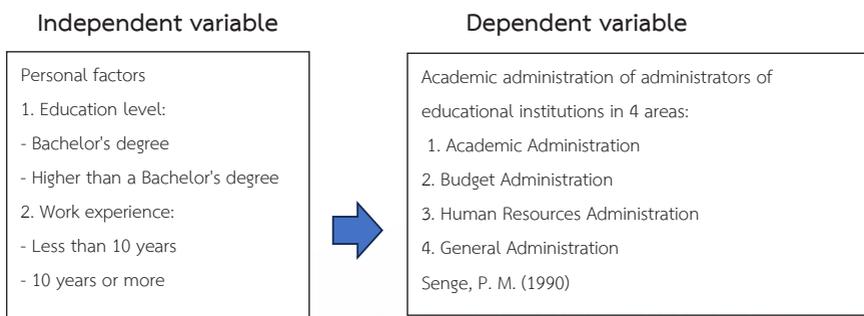


Figure 1 shows the conceptual framework of the research

3. Research Methods

This research this is quantitative research with the following research methods:

1. Population and sample groups in the research include:

1.1 Population: The population used in this research were teachers of school in in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, academic year 2023, number of 198 people.

1.2 The sample included teachers of school in in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, totaling 132 people, the sample group was determined using stratified random sampling by Krejcie and Morgan table and in this research Set schools as the sampling stratum. Then do a simple random sampling.

2. Research tools include: 1) Questionnaire, consisting of part 1: general status of the respondent, personal status of the respondent, primary variables include educational level. and work experience It is like a survey, part 2, a questionnaire regarding the academic administration of school administrators in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, it is a rating scale based on the concept of Likert (Likert's five rating scale) by assigning scores to 5point rating scale, and part 3, opinions and proposals. Other recommendations are open-ended and the researcher has taken the questionnaire to find out the quality of the tool, including 1) taking the questionnaire to meet with a consultant and proceeding with improvements and corrections according to the recommendations. 2) taking the revised questionnaire. Then proposed 3 experts to check the consistency of the content by finding the consistency

of the objectives with the questions (Index of Item–Objective Congruence: IOC) (Luan Saiyot and Angkana Saiyot, 2000) It was found to have an IOC value between 0.67–1.00 and 3) testing the tool with a non-sample population of 30 sets, with the evaluation results having discriminatory power between 0.25–0.75 and finding the confidence value of the questionnaire using the method of (Cronbach 1951, Cited in Bunchom Srisa-at, 2015) which the confidence evaluation results have a confidence value of 0.95.

3. Data collection includes collecting data from 1) Secondary Data is data obtained from collecting various documents (Document Research) such as books, textbooks, academic documents, research, and related electronic media, etc.

4. Data analysis includes data analysis divided into 1 part: 1) Quantitative data analysis. By taking the data obtained from the distribution of questionnaires and analyzing them using statistical programs.

5. Statistics used in the research include a ready-made descriptive statistics program consisting of percentage, mean, Standard Deviation, and comparison by t-test

4. Research Results

Objective 1: The research findings reveal that the overall level of academic administration conducted by school administrators in Mueang Ranong District, under the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong, is rated as high. Upon examining each individual aspect of academic administration, all areas were found to be at a high level. The area with the highest average score is related to the development of the learning process, while the area with the lowest average score involves media development, innovation, and technology for education.

Table 1 presents the mean and standard deviation regarding the academic administration conducted by school administrators. The results indicate high performance across all four areas: Academic Administration, Budget Administration, Human Resources Administration, and General Administration. The overall mean score is 4.34 with a standard deviation of 0.46, which signifies a consistently high level of academic administrative effectiveness across all measured dimensions.

Table 1 Mean and Standard Deviation regarding academic administration of school administrators (n=132)

Academic administration of educational institution administrators	(Mean)	(S.D.)	level
Academic Administration	4.33	0.47	high
Budget Administration	4.37	0.46	high
Human Resources Administration	4.29	0.48	high
General Administration	4.35	0.44	high
Total	4.34	0.46	high

Table 1 presents the mean and standard deviation of various aspects of academic administration by school administrators. The results indicate high performance across all four areas: Academic Administration, Budget Administration, Human Resources Administration, and General Administration. The overall mean score is 4.34 with a standard deviation of 0.46, signifying a consistently high level of academic administrative effectiveness across all measured dimensions

Objective 2: Comparison of Academic Administration Evaluation Based on Educational Level and Work Experience

The research examined the comparison of academic administration evaluations of school administrators in Mueang Ranong District, under the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong, classified by two factors: teachers' assessment based on the administrators' educational level and their work experience.

The results indicate that there is no statistically significant difference in the evaluation of academic administration practices between the two groups: administrators with a Bachelor's degree and those with a Postgraduate degree. The comparison, tested at a significance level of 0.05, showed that both groups received similar assessments in all aspects of academic administration, including Academic Administration, Budget Administration, Human Resources Administration, and General Administration.

Table 2 presents a comparison of the academic administration practices of school administrators, categorized by their educational level. The two groups compared are those with a Bachelor's degree ($n = 99$) and those with a Postgraduate degree ($n = 33$). The table includes the mean (\bar{X}), standard deviation (SD), t-values, and p-values for each aspect of academic administration.

Table 2 Comparison of the academic administration of school administrators by education level (n = 132)

Academic administration of school administrators	Education level				(t)	(p)
	Bachelor's degree n = 99		Postgraduate n = 33			
	\bar{X}	SD	\bar{X}	SD		
Academic Administration	4.34	0.60	4.27	0.42	1.49	.138
Budget Administration	4.36	0.57	4.37	0.46	-.147	.884
Human Resources Administration	4.20	0.62	4.29	0.48	.277	.783
General Administration	4.37	0.57	4.27	0.89	2.05	.042
total	17.27	2.36	17.20	2.25	3.67	1.85

The results indicate that there is no significant difference in the academic administration practices between the two groups, as the p-values for all aspects, except for Budget Administration, are greater than 0.05. Specifically, Budget Administration showed a statistically significant difference with a p-value of 0.042. However, for other aspects, such as Academic Administration, Human Resources Administration, and General Administration, the p-values were all higher than 0.05, indicating no significant difference between the two groups.

Table 3 This study aimed to compare the academic administration practices of school administrators in Mueang Ranong District, under the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong, as assessed by teachers. The administrators were categorized into two groups: those with less than 10 years of experience (n = 80) and those with 10 or more years of experience (n = 52). The results revealed significant differences

in certain aspects of academic administration, specifically in the areas of Budget Administration, Human Resources Administration, and General Administration.

Teachers evaluated administrators with more than 10 years of experience more favorably in these areas. Notably, these differences were statistically significant, as indicated by p-values less than 0.05 for Budget Administration ($p = 0.028$), Human Resources Administration ($p = 0.034$), and General Administration ($p = 0.000$). However, there was no statistically significant difference in the Academic Administration aspect, with a p-value of 0.309, indicating that the level of experience did not influence teachers' assessment in this area.

The following table provides a detailed comparison of the academic administration practices of school administrators based on their work experience.

Table 3 Comparative Analysis of Academic Administration Practices Based on Work Experience (n = 132)

Academic administration of school administrators	Work experience				(t)	(p)
	less than 10 years n = 80		10 years and up n = 52			
	S.D.	S.D.	S.D.	S.D.		
Academic Administration	4.29	0.22	4.34	0.27	0.27	.309
Budget Administration	4.32	0.27	4.40	0.18	0.18	.028
Human Resources Administration	4.23	0.34	4.35	0.26	0.26	.034
General Administration	4.25	0.23	4.45	0.24	0.24	.000
total	17.09	1.06	17.54	0.95	10.15	0.37

* Statistically significant at the .05 level.

Table 3 As shown in Table 3, there were significant differences between the two groups in the areas of Budget Administration ($t = 4.40, p = .028$), Human Resources Administration ($t = 4.35, p = .034$), and General Administration ($t = 4.45, p = .000$). The overall comparison revealed a total mean score of 17.09 for the group with less than 10 years of experience and 17.54 for the group with 10 years or more of experience, with a t-value of 10.15 and a p-value of 0.37.

The analysis reveals significant differences in certain areas of academic administration between the two groups. Specifically, in the dimension of General Administration, a significant difference was observed ($t = 0.24, p = .000$). Administrators with 10 or more years of experience ($\bar{X} = 4.45, SD = 0.24$) scored higher compared to those with less than 10 years of experience ($\bar{X} = 4.25, SD = 0.23$). This finding indicates that greater work experience is associated with better performance in General Administration.

For other dimensions, such as Academic Administration ($t = 0.27, p = .309$), Budget Administration ($t = 0.18, p = .028$), and Human Resources Administration ($t = 0.26, p = .034$), the differences between the groups were not statistically significant, although Budget Administration and Human Resources Administration approached significance. These results suggest that while work experience may have a notable impact on General Administration, its effect on other areas of academic administration is less pronounced.

The total mean scores reflect a higher overall performance in academic administration for administrators with 10 or more years of experience ($\bar{X} = 17.54, SD = 0.95$) compared to those with less than 10 years ($\bar{X} = 17.09, SD = 1.06$). This difference is statistically significant ($t = 10.15, p = 0.37$), underscoring the positive relationship between work experience and overall effectiveness in academic administration.

In summary, the findings suggest that while extensive work experience contributes significantly to the performance in General Administration, it generally enhances overall academic administration effectiveness. The results highlight the value of experience in improving administrative practices, although its impact varies across different administrative dimensions.

5. Conclusion and Discussion

Results of analysis of academic administration of school administrators in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, there are important points that the researcher brought to discuss the results as follows.

1. Academic administration of school administrators in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, the overall level is at a high level, including the development of the school curriculum. The development of learning processes, the development of media, innovation, and technology for education, and the development of quality assurance systems within educational institutions may be because administrators attach great importance to academic administration. Because it is the key to developing students to have more quality. In the field of educational institution curriculum development Administrators promote and support the planning process for organizing all types of learning activities. Allow personnel of all departments to participate in the development of educational institution curricula. Provide opportunities for parents, communities, and students to participate in the preparation of the school curriculum, including promoting and supporting the preparation of learning management plans that are consistent with the school curriculum and providing a quality control system

for learning management and planning. The process of measuring and evaluating the development of the learning process. Administrators promote and support teaching and learning that focuses on students. Promote and support the organization of various learning processes. Create an atmosphere and environment that is conducive to learning. To promote student learning so that they can learn to their full potential. Support learners to receive training and develop their learning according to the goals of the curriculum. Development of media, innovation, and technology for education. Administrators promote and support the provision of things that help support teaching and learning, facilitating teachers and students in organizing learning activities, and promote and support the availability of adequate innovative media, materials, and equipment, including the development of innovative media and technology for effective education and the development of quality assurance systems within educational institutions. The administrators have assigned responsible persons who Have knowledge and experience in quality assurance systems within educational institutions, organize organizational structures regarding quality assurance systems within educational institutions, create strategic plans for educational institutions that emphasize educational quality, and organize performance evaluations according to the plan. Develop a quality assurance system within educational institutions. Consistent with the research of Consistent with the research of (Inta, A, 2022). The relationship between transformational leadership and academic administration of administrators of educational institutions under the jurisdiction of the Pathum Thani Primary Educational Service Area Office 2 was found to be at a high level overall. and consistent with (Bunrak.P, Sithi Thada.T, 2024) Academic administration strategies of educational institution administrators found that the level of academic administration overall and in each area was at a high level.

2. Comparison of academic administration of school administrators in Mueang Ranong district under the secondary educational service area office of Phang Nga, Phuket, and Ranong, classified by teachers' assessment in educational level. and different work experiences It is statistically significant at the .05 level, which is consistent with (Bunrak.P, Sithi Thada. T, 2024) Academic management strategies of administrators of educational institutions found that educational levels and work experiences are different. There are opinions on the overall performance of academic administration at different levels, consistent with (Bunrak.P, Sithi Thada.T, 2024) Academic administration strategies of school administrators were found to be different overall.

New knowledge from research

From research, knowledge is created, which is the process of developing academic administration of educational institution administrators as follows:



Diagram 2 illustrates the academic administration process of school administrators in Mueang Ranong District, under the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong. This process encompasses four key components:

Development of School Curriculum: This involves the creation and continuous refinement of curriculum frameworks to ensure they meet educational standards and address the needs of students. It includes updating content, integrating new learning objectives, and aligning with national and regional educational policies.

Development of Learning Processes: This focuses on enhancing instructional methods and strategies to improve student learning outcomes. It encompasses designing effective lesson plans, implementing diverse teaching techniques, and fostering an engaging learning environment.

Media Development, Innovation, and Technology for Education: This component involves incorporating modern media and technology into the educational process. It includes the development and use of digital resources, educational software, and innovative teaching tools to enhance the learning experience and support educational goals.

Development of Quality Assurance Systems within Educational Institutions: This entails establishing and maintaining systems to evaluate and ensure the quality of education provided. It includes setting up evaluation criteria, conducting regular assessments, and implementing feedback mechanisms to drive continuous improvement.

School Management by Administrators: Administrators play a crucial role in overseeing these processes. They are responsible for implementing improvements, developing academic performance strategies, and encouraging students to reach their full potential. Effective school management ensures that educational institutions remain adaptable and efficient in the face of future changes.

Conclusion

The results indicate that the academic administration practices of school administrators in Mueang Ranong District, under the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong, are generally at a high level. All areas of academic administration Academic Administration, Budget Administration, Human Resources Administration, and General Administration were evaluated with high mean scores, indicating consistent effectiveness across these domains. Specifically, the highest performance was noted in the development of the learning process, while the lowest was in media development, innovation, and technology for education. The overall mean score for academic administration was 4.34 with a standard deviation of 0.46, reflecting a uniformly high level of administrative competency and effectiveness.

The examination of academic administration practices among school administrators in Mueang Ranong District, overseen by the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong, reveals nuanced insights into the influence of educational qualifications on administrative effectiveness. The study specifically assessed administrators with Bachelor's degrees compared to those with Postgraduate degrees, focusing on four key dimensions: Academic Administration, Budget Administration, Human Resources Administration, and General Administration.

2.The analysis showed that, with the exception of General Administration, there are no statistically significant differences in performance across the different educational levels. The t-test results for General Administration revealed a significant difference ($t = 2.05$, $p = .042$). This suggests that administrators with a Bachelor's degree performed slightly better in this dimension, with a mean score of 4.37 (SD = 0.57), compared

to their Postgraduate counterparts who had a mean score of 4.27 (SD = 0.89). This finding indicates that while educational qualifications may impact specific areas of academic administration, their overall effect is limited. For the other dimensions assessed—Academic Administration ($t = 1.49$, $p = .138$), Budget Administration ($t = -0.147$, $p = .884$), and Human Resources Administration ($t = 0.277$, $p = .783$)—the differences between the two educational groups were not statistically significant. This suggests that administrators, regardless of their educational background, exhibit similar levels of effectiveness in these areas. Overall, the total scores for academic administration were high for both educational groups. Administrators with Bachelor's degrees had a mean score of 17.27 (SD = 2.36), while those with Postgraduate degrees had a mean score of 17.20 (SD = 2.25). The statistical analysis ($t = 3.67$, $p = 1.85$) did not reveal significant differences between the two groups, indicating that the educational level does not substantially affect overall academic administrative performance. In conclusion, while certain aspects of academic administration, such as General Administration, may show variability based on educational qualifications, the overall effectiveness across all dimensions is comparable. This implies that while higher education may influence specific administrative functions, it does not dramatically impact the overall quality of academic administration.

6. Suggestions

Suggestions for Applying Research Results

1. Regarding the Development of School Curriculum: It was found that administrators promote and support the planning process for organizing all types of learning activities. This aspect has the lowest average score. Therefore, administrators should organize planning meetings to analyze the

curriculum. They should provide training and knowledge to teachers through expert lecturers and monitor and evaluate the use of the curriculum by both internal and external experts. Committees should analyze the strengths and weaknesses of the curriculum.

2. In Terms of Developing the Learning Process: It was found that administrators encourage teachers and staff to continually seek knowledge. They promote and develop teachers to be effective in managing learning and to take responsibility for student outcomes. Teachers must understand the learning management process, and school administrators should focus on developing teachers to act as professionals. This includes: (1) promoting activities to enhance teachers' professionalism, such as practical training and skill development; (2) supporting the creation of professional communities among teachers; (3) encouraging the use of intellectual resources; and (4) providing individual support to teachers. Educational institution administrators must pay close attention and support each teacher.

3. In Terms of Media Development, Innovation, and Technology for Education: It was found that administrators promoted and supported methods for media development, innovation, and technology for effective education, but this aspect had the lowest average score. Therefore, administrators should focus on developing media and facilities for learning. The management and development of learning media should be tailored to their type and purpose.

4. Quality Assurance System Development: It was found that administrators organized the information system into categories, ensuring complete and up-to-date information. They also promoted and supported the evaluation of operations according to the quality assurance system plan, which had the lowest average score. Administrators should establish standards for the operation of educational institutions and communicate these

standards to ensure compliance. Additionally, they should create educational quality assessment tools based on established quality standards.

Suggestions for Future Research

1. Expand the Study Area: The academic administration of educational institution administrators should be studied in other regions to provide a more comprehensive understanding.

2. Examine Influencing Factors: Investigate factors affecting the academic administration of educational institution administrators in Mueang Ranong District, under the jurisdiction of the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong.

3. Explore Work Motivation: Conduct research on the factors affecting the work motivation of teachers and staff in schools within the Secondary Educational Service Area Office of Phang Nga, Phuket, and Ranong. The findings can be used to guide further development and improvement.

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