

# ACADEMIC LEADERSHIP OF ADMINISTRATORS IN BURAPHA SUKSA SCHOOL GROUP UNDER NAKHONPATHOM PRIMARY EDUCATIONAL SERVICE AREA OFFICE 1

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## **Abstract**

The purposes of this research are ( 1 ) to study the academic leadership of administrators in schools in the Burapha Suksa group; Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1 ( 2 ) to compare the academic leadership of administrators in schools in the Burapha Suksa group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, according to teacher evaluations. Classified by educational background Teaching experience This research is a survey research. The population consists of Teachers in the Burapha School Group Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, there were 310 people. The sample was obtained using Proportional Stratified Random Sampling, using the population of each school as a base, consisting of the Burapha school group Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, there were 159 people. The instrument used to collect data was a 5– 5–level rating scale questionnaire. Statistics used in data analysis were frequency, percentage, mean, and standard deviation.

The results of the research found that ( 1) the academic leadership of administrators in the Burapha school group Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, is at the highest level in every aspect. ( 2) Academic leadership of administrators in the Burapha School Group Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, classified by work experience, overall, it was found that there was no difference. Significant at the .05 level.

**Keywords:** academic leadership Burapha Suksa School Group Nakhon Pathom Primary Educational  
Service Area Office 1

## Introduction

Thailand has always given importance to education as the main mechanism for national development. The Ministry of Education, through the Office of the Secretariat of the Education Council, has prepared the National Education Plan 2017 – 2036 to outline the goals and direction of the country's education, aiming to provide education for all Thai people. Have access to opportunities and equality in quality education and develop an efficient education management system. Develop manpower to have work performance that is consistent with the needs of the job market and national development. The dynamic challenges of the 21st-century world include external pressures such as changes in the global economic and social context. Due to the Digital Revolution, the change to Industry 4.0 (The Fourth Industrial Revolution), operations to achieve the United Nations Sustainable Development Goals 2030 (Sustainable Development Goals: SDGs 2030). which Thailand has ratified Including the impact of becoming an ASEAN community. and the need for skilled manpower in the 21st century, combined with pressure from within the country from changes in the population structure will cause the country to enter a completely aging society shortly.

Problems with the quality and standards of education at all levels are still a weakness of the education system. Personnel development and educational management of educational institutions that are not yet appropriate Lack of mobility, there is also inequality in educational opportunities and equality. including moral and ethical problems and a lack of awareness of the importance of Discipline, honesty integrity, and the public consciousness of most Thai people Affect the education system which must be adjusted to meet and accommodate such challenges Therefore it is necessary for Thailand must reform education so that the education system is the main mechanism for driving the country forward. Under the new Constitution of the Kingdom of Thailand, the 20-year national strategic framework ( 2017 – 2036 ) and the directional framework of the 12th National Economic and Social Development Plan ( 2017 – 2021) to be able to Lead the country to stability and sustainable in the next 20 years (Office of the Education Council Secretariat, 2017: D)

Educational institution administrators are the key to the organization's success. Is responsible for managing the organization. Because to be successful in the organization It is necessary to have an executive with a broad vision. Having experience, being able to motivate co-workers, having morality, and ethics, and being dedicated to developing the organization effectively (Nopphon Supa Wittayacharoenkul, 2017: 51), while Pennapa Srikaek ( 2020: 13) mentioned that Educational institution administrators play a very important role in the work of personnel. and is important to the overall performance of the educational institution because the leaders or administrators Are the person who

controls, supervise, and influence the operations. This makes the performance successful according to the educational institution's objectives. Leaders are responsible for the effectiveness of the school's work. The success of the school depends on their awareness of the importance of leaders being the ones who change the school. Adjust the landscape to suit the environment. community conditions and is a responder to the educational needs of the community Mehrnaz, Idris, and Shakib (2016: 101–112) discussed the problem of academic leadership. Including executives lacking creativity Lack of flexibility in the time needed to learn Lack of systematic planning Lack of continuity in promoting teaching and learning and developing the curriculum according to related policies and practices. Similarly, Irfan and Usman (2017: 175–186) mentioned that the problem of academic leadership of administrators is related to curriculum planning and Lack of continuous development training There is little communication and coordination. The academic network is not yet systematic. And there is a suggestion that administrators should promote effective academic leadership. To serve as a guideline for developing personnel to work effectively

**Academic Leadership** Therefore, it is considered important and necessary for school administrators to emphasize teaching and learning activities. Modify teaching and learning to be able to persuade or direct people in the school. and those involved to understand and be aware of the purpose of organizing education, promoting and supporting groups to lead to success according to goals Apply various knowledge and skills to use in performing duties. Supervise and monitor people to work systematically. Guidance, coordination, and convenience build confidence, respect, encouragement, and warmth in working together. Take care and assist co-workers to be able to work and achieve the stated goals (Pennapa Plabchim, 2016: 14)

From the report on the results of the National Basic Student Ability Test ( NT) and the National Basic Education Test ( O–NET) in the Government Action Plan. Fiscal year 2022 of Burapha Suksa Group Schools Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, it was found that the results of the student quality assessment ( NT) in Grade 3 in the 2021 academic year, the total average score decreased than in the 2022 academic year in both areas, accounting for 3.83 percent, and the results Basic National Education Test ( O–NET) Grade 6 in the 2022 academic year has a lower overall average score than in the 2021 academic year in all learning groups. Accounting for 4.48 percent ( Nakhon Pathom Primary Educational Service Area Office 1, 2022: 7)

From the above, it can be seen that Academic leadership of administrators is important to educational institution administrators. The researcher is therefore interested in studying the academic leadership of school administrators in the Burapha Suksa group. Under the jurisdiction of the Nakhon

Pathom Primary Educational Service Area Office, Area 1, to study and compare the academic leadership of Burapha school administrators. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, for school administrators in the Burapha Suksa Group. Belonging to the Nakhon Pathom Primary Educational Service Area Office, Area 1, no information about their academic leadership. Can be used as information to plan self–development. In addition, Burapha Suksa group schools Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, and able to develop the academic leadership of administrators. Can be used as information for executive development To continue working efficiently

### **Research objectives**

1. To study the academic leadership of administrators in schools in the Burapha Suksa group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1
2. To compare the academic leadership of administrators in schools in the Burapha Suksa group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, according to teacher assessment. Classified by educational background Teaching experience

### **research hypothesis**

1. Teachers with different educational qualifications Evaluation of the person's condition Leading the academics of Administration in Burapha Suksa Group schools under the Nakhon Pathom Primary Educational Service Area Office, Area 1 is different.
2. Teachers with different working experiences The assessment of the academic leadership of administrators in the Burapha Suksa Group schools under the Nakhon Pathom Primary Educational Service Area Office 1 is different.
3. Teachers working in schools of different sizes The evaluation of the academic leadership of administrators in the Burapha Suksa Group schools under the Nakhon Pathom Primary Educational Service Area Office 1 is different.

### **Benefits received from research**

Research on Academic leadership of administrators in Eastern schools Under the Nakhon Pathom Primary Educational Service Area Office, Area 1, will bring the following benefits:

1. Administrators in schools in the Burapha Suksa group Belonging to the Nakhon Pathom Primary Educational Service Area Office, Area 1, have no information about their academic leadership. Can be used as information to plan self–development.

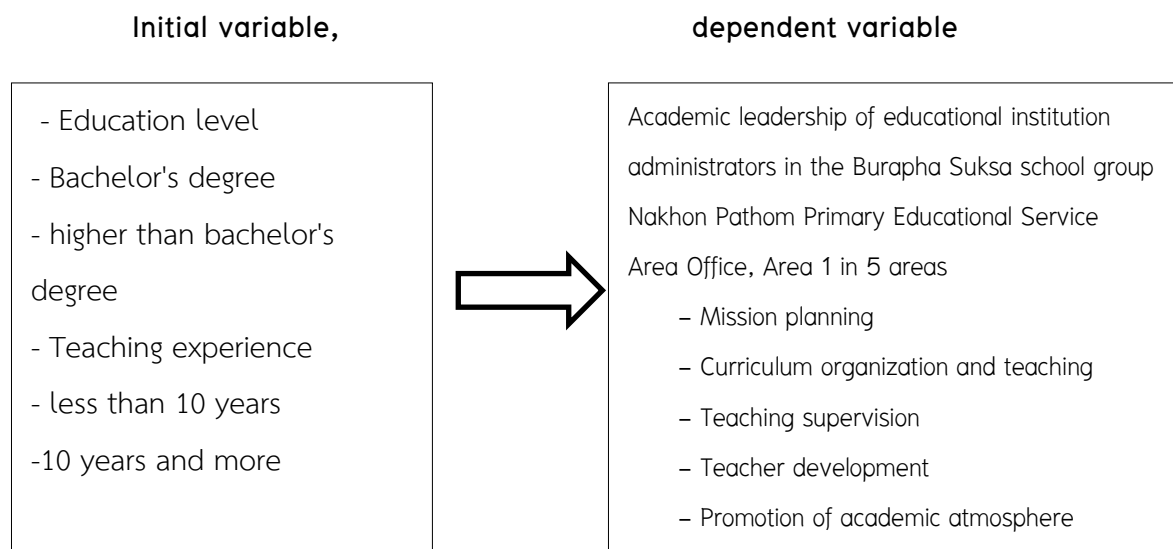
2 . Burapha Suksa Group Schools Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1 uses information as a guideline for improving the condition of students. Leading the academics Administered in Burapha Suksa group schools Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1 can

3 . Educational agencies or related agencies Can be used as information for executive development To continue working efficiently

### Research Conceptual Framework

This research The researcher has applied principles regarding the Roles and duties of educational institutions and the scope of administrative missions and organization of educational institutions according to the manual for administration of basic educational institutions that are juristic persons. which has important information about mission planning Organizing the curriculum and teaching Teaching supervision, teacher development, and promotion of the academic atmosphere This research has researched the educational level. and work experience The researcher therefore applied this concept. and compiled into a framework for study and research. As the following picture

The picture shows the research concept framework.



**Figure 1** Research conceptual framework

### How to conduct research

Population used in research

The population used in this research is teachers in the Burapha Suksa School group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, consisting of 14 schools, academic year 2023, number of 310 students.

The sample group for the research was teachers in the Burapha Suksa school group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, consisting of 14 schools, academic year 2023, numbering 159 students, by determining the sample size according to the table of Krejcie and Morgan ( Krejcie and Morgan.1970: 608), then and went to randomly stratify proportionally ( Proportional Stratified random sampling)

#### Research tools

Tools used to collect this data It is a questionnaire ( Questionnaire) that the researcher has created and developed. From studying academic documents and various research studies related to the subject to be researched as follows

##### 1. Questionnaire

Part 1 Questionnaire on the status of the respondents. The questions are in the form of a checklist ( Check List).

Part 2: Questionnaire regarding the academic leadership of administrators in schools in the Burapha Suksa group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, the question type is a rating scale ( Rating Scale) with 5 levels.

#### **creating tools**

Creation of tools for this research The researcher performed the following steps.

1. Study documents and research related to academic leadership of administrators and details of the research objectives as guidelines for creating questions in the questionnaire.

2. Use various information obtained from the literature review. and related research into a conceptual framework regarding academic leadership of administrators in the Burapha Suksa School group. The Nakhon Pathom Primary Educational Service Area Office 1 defines 4 areas as follows:

- Mission planning
- Curriculum organization and teaching
- Teaching supervision
- Teacher development
- Promotion of academic atmosphere

3. Create a questionnaire that is consistent with the definitions of specific terms. Research concepts and scope

4. Present the draft questionnaire to the independent study advisor to check the content and language used in the questionnaire. and bring suggestions for improvement

5. Present the created draft questionnaire to 3 experts.

The study checked the consistency between the questions in the questionnaire and the definitions of terminology given in each area. According to the concept of finding the Index of Item Objective Congruence (IOC) to check quality. Content Validity by taking the Index of Conformity (IOC) evaluation form of the questionnaire to each expert to consider and give an opinion and score to be used for improvement with the following scoring criteria.

- + 1 missing to ensure that the questions in the questionnaire are consistent with the purpose
- 0 means not sure that the questions in the questionnaire are consistent with the purpose.
- 1 It means making sure that the questions in the questionnaire are not consistent with the purpose.

Then the scores were obtained from each expert to calculate the index of objective congruence (IOC) (Mariam Nilphan, 2012: 177). The result of the index of objective congruence is equal to 1.00. The experts have made recommendations. and improve

6. Take the questionnaire and improve it on issues suggested by experts. Then have the thesis advisor check it again. for the completeness of the tools used in the research
7. Improve the questionnaire according to the experts' suggestions and then test it with a non-sample population of 30 people to find the reliability of the tool.
8. Present the improved tools to the independent study advisor. It was then printed as a tool for further data collection.

### **data collection**

The researcher carried out the data collection. which has the following operating steps:

1. Request a letter from the Faculty of Education Bangkok Thonburi University To the director of the Burapha Suksa school group Nakhon Pathom Primary Educational Service Area Office, Area 1, 14 schools, to request permission and cooperation in collecting data.
2. Collect data by submitting questionnaires yourself. and collect data
3. The questionnaire was returned and the completeness of the questionnaire was checked.
4. Bring the questionnaire to check for accuracy. Completeness of every questionnaire
5. Check and score the questionnaire.
6. Import the printed scores into the computer. To prepare for data analysis

### **data analysis**

The researcher analyzed the data using a ready-made program. The statistics used in the analysis were as follows.

1. Part 1. General information about the respondents was analyzed using frequencies and percentages. Then presented in table format with accompanying captions.

2. Part 2 Analysis of schools in the Burapha Suksa school group Nakhon Pathom Primary Educational Service Area Office, Area 1 analyzed by finding the mean ( ) and standard deviation ( SD) and then comparing the mean with the 5– 5–level average criteria and interpreting the following results (Bunchom Srisa-at, 2000, 100)

- An average of 4.51 – 5.00 means there is the highest level of practice.
- An average of 3.51 – 4.50 means there is a high level of practice.
- An average of 2.51 – 3.50 means that there is a moderate level of practice.
- An average of 1.51 – 2.50 means there is a low level of practice.
- An average of 1.00 – 1.50 means there is the least level of practice.

3. Part 3 summarizes the text and finds the percentage.

#### Statistics used in research

Statistics used in research are as follows

1. Frequency value
2. Percentage ( Percentage)
3. Average ( Mean)
4. Standard Deviation
5. Test the t–value ( t–test )

#### Data analysis results

##### Part 1 : General information of the respondents.

The results of the study of general information of the respondents included education level. Teaching experience The details are shown in Table 1 , general information of the respondents.

**Table 1** General information of the respondents.

(n = 159)

General information	Number ( people)	percentage
<b>Educational qualification</b>		
Bachelor's degree	100	62.89
Master's degree	54	33.91
Doctoral degree	5	3.20



General information	Number ( people)	percentage
together	159	100
<b>Teaching experience</b>		
– less than 10 years	84	50.31
–10 years and more	75	49.69
together	159	100

From Table 1, the results of the general data analysis of 195 respondents, the top 100 respondents with bachelor's degrees accounted for 62.89 percent, followed by 54 master's degrees, accounting for 62.89 percent. was 33.96 percent and the least number of Ph.D.'s was 5 people, accounting for 3.24 percent. Teaching experience was found to have less than 10 years of work experience. 80 people were responding, accounting for 50.31 percent, followed by 10 years and more, 79 people. Accounting for 49.69 percent

Part 2 Study the academic leadership of administrators in the Burapha Suksa school group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1 according to the assessment.

Results of the study of academic leadership of administrators in the Burapha Suksa School group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1 according to the assessment. in the overall picture and in each aspect Shown as shown in Table 2 as follows:

**Table 2** shows the academic leadership of administrators in the Burapha Suksa school group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1 according to the assessment. Overall each aspect (n = 159)

Academic leadership of educational institution administrators	$\bar{X}$	SD	Practice level
1. Mission planning	4.73	.74	a lot
2. Curriculum and teaching management	4.70	.58	a lot
3. Teaching supervision	4.76	.76	a lot
4. Teacher development	4.76	.72	a lot
5. Promotion of academic atmosphere	4.73	.78	a lot
<b>Total Average</b>	<b>4.74</b>	<b>.78</b>	<b>a lot</b>

From Table 2, it is found that the academic leadership of the administrators in the Burapha Suksa School group under the Nakhon Pathom Primary Educational Service Area Office, Area 1 as a whole is at the highest level (  $X = 4.24$ ,  $SD = .55$  ) when considering each item. It was found that the Academic leadership of educational institution administrators According to the teacher's opinion Under the Nakhon Pathom Primary Educational Service Area Office, Area 1 is at the highest level in every aspect. They are arranged in descending order as follows: Supervision and monitoring of teaching and learning (  $X = 4.76$ ,  $SD = .76$  ), Teacher development (  $0.74$  ), creating a learning atmosphere (  $X = 4.73$ ,  $SD = .78$  ), and organizing the curriculum and teaching (  $X = 4.70$ ,  $SD = .58$  ), respectively.

### Discussion of results

1 Academic leadership of administrators in the Burapha Suksa school group Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, the overall level is at the highest level, both overall and in each aspect, arranged according to average values as follows: 1) Teacher development 2) Teaching supervision 3) Planning Set missions: 4) Promoting an academic atmosphere 5) Curriculum and teaching management This may be because Educational institutions in the Burapha Suksa school group Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, the quality of education has been developed into an era of educational reform. It is an era of rapid technological advancement. together with educational institutions in the Burapha Suksa school group Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, the goal is to study and develop educational institutions to have quality and be able to organize teaching and learning effectively, which is consistent with the concept of Pennapa Srikaek ( 2020: 13) giving the meaning. of a leader means a person who holds a position Officially or without an official position, one can be a person who is praised by other people through behavior. The leader's influence is in influencing other people in motivating others to follow their opinions. their own needs or orders to participate in the operation To achieve the organization's goals with determination. and the research of Cavazos (1999: 98) studied the Academic leadership of secondary school administrators successful in school The research results found that Academic leadership that makes schools successful Success means that executives must be strong leaders in supporting Development performance goals and Academic aspects of academics, determining school culture and teaching and communication management efficiently with those involved including granting authority to teachers

2 Compare the academic leadership of administrators in the Burapha Suksa school group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, classified by

work experience, overall, it was found that 1) Teachers with different levels of education Evaluate the academic leadership of administrators in the Burapha Suksa school group. Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, overall and in every aspect there is no difference. Teachers with 5–10 years of work experience are evaluated no differently than teachers with more than 10 years of work experience. This may be because Teachers with different levels of education in the Burapha Suksa school group Under the jurisdiction of the Nakhon Pathom Primary Educational Service Area Office, Area 1, have always been promoted and developed ourselves. Give equal opportunity Reduce inequality Enable all teachers to perform their duties equally. Therefore, they have different experiences and knowledge. Develop teachers to be professional teachers to develop their ability in academic excellence, in line with the Bureau of Educational Standards and Learning Development ( 2013, p. 53 ) stating that the quality of teachers is important to the development of educational quality. Because quality teachers will result in quality learners, teachers play a very important role in developing people to be complete human beings with body, mind, intellect, knowledge, and morality. Have ethics and culture in life and be able to live happily with other people. The quality of the teachers who teach is an important factor that affects changes in students' learning. There are findings from many studies that Students who have the opportunity to study with teachers who are good at teaching will have 3 times more progress than students who study with teachers who are not good at teaching. The development of teacher quality is in line with Laddao Ron Naddathep ( 2014, pp. 103–106 ). Study the academic leadership of educational institution administrators. Schools under Pattaya City Chonburi Province According to the opinions of administrators and teachers, classified by gender, it was found that overall there were no differences.

### **Suggestions for applying research results**

The research results found that Academic leadership of administrators in the Burapha Suksa school group Under the Nakhon Pathom Primary Educational Service Area Office, Area 1, overall, it is at the highest level. The academic leadership of the school administrators According to the teacher's opinion Under the Nakhon Pathom Primary Educational Service Area Office, Area 1 is at the highest level in every aspect. Therefore, administrators should develop and promote further development of academic administration in all 5 areas for self–development and develop teachers to be effective in teaching and learning to practice in accordance with the context of educational institutions where they can be practiced and respond to trends in educational change in the future

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