

LEADERSHIP OF EDUCATIONAL INSTITUTION ADMINISTRATORS AFFECTING THE OPERATIONAL EFFECTIVENESS OF THE EDUCATIONAL QUALITY ASSURANCE SYSTEM UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 42

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Abstract

This research aims to study 1) the level of leadership of educational institution administrators under the Secondary Educational Service Area Office 42, 2) the level of the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42, 3) the relationship between leadership of educational institution administrators and the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 and 4) the leadership of educational institution administrators affecting the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42. The sample consisted of 118 educational institution administrators under the Secondary Educational Service Area Office 42 in the academic year 2020. The instruments used for data collection were the questionnaires with the reliability of 0.97. The statistics used for data analysis were percentage, mean, standard deviation, the Pearson product-moment correlation coefficient (PPMCC) and Stepwise Multiple Regression Analysis. The results were found that; 1) the overall of leadership of educational institution administrators under the Secondary Educational Service Area Office 42 were at a high level, 2) the overall of the operational of educational quality assurance system under the Secondary Educational Service Area Office 42 were at a high level, 3) the leadership of educational institution administrators had a high level of positive relationship with the operational of educational quality assurance system under the Secondary Educational Service Area Office 42 was statistically significant at the 0.01 ($r = 0.86$), 4) There are variables in transformational Leadership (X_2), creative leadership (X_1), 21st Century Leadership (X_3) and innovative leadership (X_4) that

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jointly predict the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 with statistical significance at the 0.01. All 4 variables can explain the variation of the effectiveness of the educational quality assurance system by 93 percent ($R^2 = 0.93$). The prediction equations can be created as follows.

The prediction equation in the form of raw score can be formed as follows:

$$\hat{Y} = 0.76 + 0.35(X_2) + 0.29(X_1) + 0.10(X_3) + 0.07(X_4)$$

The prediction equation in the form of standard score can be formed as follows:

$$\hat{Z}_y = 0.51Z_{X2} + 0.43Z_{X1} + 0.10Z_{X3} + 0.08Z_{X4}$$

Keywords: Leadership; Effectiveness; Educational Quality Assurance system

Introduction

The provisions in section 47 of the National Education Act of B.E. 2542 (1999) as amended by the National Education Act B.E. 2545 (2002) and the National Education Act B.E. 2553 (2010) has established two kinds of educational quality assurance system, which are the internal quality assurance system and the external quality assurance system. In section 48, has stated that “*internal quality assurance shall be regarded as part of educational administration which must be a continuous process*” (Office of the National Education Commission, n.d.: 17). But in practice, it was found that most of the educational institutions still separate into the part of operation that apply the quality assurance and the part that don’t apply any quality assurance, as well as no record of systematic operations, or have the plans but rarely put into action (Ministry of Education, 2011: 3-8). The director of the Office for National Education Standards and Quality Assessment (ONESQA) had reported to the 9-year ONESQA academic conference that it is necessary to make the quality matters a quality culture as it’s a matter of life and its normal work with quality for oneself, not a burden and action only when being assess by the ONESQA. The most important thing is that the results of the external assessments are rarely used in the development of the educational quality clearly (Office for National Education Standards and Quality Assessment, 2010: 55, Office of the Education Council, 2006: 14). However, the revised of the National Education Plan (2009-2016), which had defined in the strategy of developing educational standard and quality assurance systems that it is important to develop

the internal quality assurance system to be integrated with the management and apply the results to use in improving the quality of the education to suit the mission of the institutions. This is the hope and determination to improve the quality of the education in Thailand (Office of the Education Council, 2010: 92-116). At this present, there are three goals of the educational quality assurance as follows: (1) To increase the efficiency of the administration and management of the educational institutions that had got the assessment results below the standard. (2) To raise the quality of the learners, teachers, and educational institutions to pass the external quality assessment standards. (3) To promote and develop a system of the quality assurance within the educational institutions to strengthen the quality of the educational institutions to meet the standard criteria. Including the development of educational administration of the small institutions to be able to the educational quality assurance assessment according to the Ministry of Education's policy to reform the system of assessment and quality assurance for both internal and external at all level before the next round of assessment. Moreover, the National Reform Steering Assembly had proposed to delay both internal and external quality assurance assessment for those who are involved to understand and know how to action in the same direction, then the Office of the Basic Education had adjusted and developed such standards in accordance with the state policy. The focus of the education reform and changing circumstances with the idea that the required standards must be able to develop the learners achieve the goals, be able to assess, concise, and able to truly reflect the quality of the education. As well as concentrate on assessing the actual condition, not complicated, establish a standardized assessment system to reduce the data storage burden, and reduce the preparation of documentation used in the assessment according to the basic education standards. For the internal quality assurance of the educational institutions in 2018, there are 3 standards as follows: Standard no. 1: The quality of the learners consists of 1) academic achievement of the learners, and 2) desirable characteristics of the learners. Standard no. 2: Administrative and management processes of the educational institution administrators. And Standard no. 3: The learning and teaching process that focuses mainly on the students (Ministry of Education, 2018: 2). The educational institution administrators play an important role in the administration of the educational institutions, whether the educational institution is small or large, the characteristics of the educational institution administrators are therefore important in leading the educational institution to success (Thawat B., 2007). The operation of the educational

institutions is therefore necessary to the need for quality educational institution administrators who have knowledge, ability, creativity, morals, ethics, and good values. The character of a good leader is including being intelligence, creative, good social skills, self-confidence, have the power of responsibility, and integrity to the principles, which has social influence to other people to perform a set of the activities, including the building of interpersonal relationships of an organization (Phichai R., 2009). The educational leader should therefore be the person who can advise what is right, suitable and on a fair basis, the intellectual leader with the outstanding knowledge in any area, have good knowledge and experience in a career, be a good developer to make things change, does more public good than for their own, not selfish, have a positive mindset, be optimistic, have a role in academic management, be able to solve the problem, be able to motivate others to do the right things, be a good model, be able to show good example, and must be accepted by others. It can be seen that the leaders are the important resources as the valuable social cost that should be in appropriate conditions, which causing good physical health, emotional well-being, spiritual health, and physical well-being (Suchaya S., 2015). Recently, the administration and progress of the educational institution depends on the important factors which is the leadership role of the educational institution administrators that also depends on the position and the person holding that position for a particular period of time. Most of the senior management positions are familiar with the basic educational context, but lack of the educational management skills. In general, the basic educational institution administrators have the analytical thinking skills, motivation, perception of organizational culture, being responsible for the group decisions which this initial experience might be sufficient for the middle level of management position only, while for a higher position, the appointed person may lack of the readiness. According to the research on the development of leadership in schools, it was found that the leaders that lack of readiness leads to a passive change rather than proactive change in the school. They also not aware of the impact of the period of time, knowledge, and the society of learning that will be the future of educational institutions (Manit B., et al., 2006). From the past performance reports of the educational institutions under the Secondary Educational Service Area Office 42 found that there were problems with the development of the school curriculum, problems in developing the learning process, problems in the development of teaching materials, problems of educational measurement and assessment, problems in educational supervision within the educational institutions, problems

in the development of learning resources, problems in developing the quality assurance systems within educational institutions, and problems in research to improve the educational quality (The Secondary Educational Service Area Office 42, 2019). In accordance with the Office of the Educational Council (2017) presented that the circumstances of changes for both inside and outside of the country that have an impact on the education management point out that Thailand is still facing the rapidly changing of the world of the 21st century, which is complicated and difficult to predict. While the results of the country's education management at all levels still have problems with the academic administration in the field of educational curriculum development, problems in developing the learning process, problems in the development of teaching and learning materials during the rapid transformation and limitations of digital technology that affecting the media development and innovation to keep with the changes, problems of educational measurement and assessment, problems in educational supervision within educational institutions, problems in the development of learning resources, problems in developing quality assurance system within the educational institutions, and research and development problems which resulted in the students to not achieve the desirable characteristics and academic skills are not satisfactory. Some educational institution administrations are still kind of old school executives who have not developed their leadership in technology to be in line with the current situation. This affects the use of information technology for educational quality assurance to become not efficient enough.

Therefore, the leadership of the educational institution administrators is essential in driving the schools to be efficient and can be measured by the educational quality assurance results of that educational institution. Then, the researcher is interested to study the leadership of educational institution administrators affecting the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 to be used as the information in applying for the development of the leadership of the educational institution administrators so that the educational institutions will be more effective in accordance with the basic educational quality assurance standards.

Research Objectives

1. To study the level of leadership of the educational institution administrators under the Secondary Educational Service Area Office 42.

2. To study the level of the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42.

3. To study the relationship between leadership of educational institution administrators and the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42.

4. To create the forecasting equations from the leadership of the educational institution administrators affecting the operational effectiveness of educational quality assurance system under the Secondary Educational Service Area Office 42.

Research Methods

1. Research Design

This research is a quantitative research. The researcher had collected data using questionnaire which completed by the educational institution administrators under the Secondary Educational Service Area Office 42 in order to draw the conclusions that could be applied to the other educational institutions.

2. Populations and samples

Populations were 174 educational institution administrators of the educational institution under the Secondary Educational Service Area Office 42 in the academic year 2020, based on the data on June 10th, 2020 (Secondary Educational Service Area Office 42, 2020: 1-21).

Samples of the research were the educational institution administrators of the educational institution under the Secondary Educational Service Area Office 42 in the academic year 2020, based on the data on June 10th, 2020 (Secondary Educational Service Area Office 42, 2020) with a method to determine the sample size by opening the tables of Krejcie and Morgan at a 95% confidence level and got 118 samples (Krejcie and Morgan, 1970, cited in Boonchom S., 2011).

3. Research Instrument

The instrument used in this research was a questionnaire which divided into 3 parts as follows: Part 1: A checklist questionnaire about the status and general information of the respondents, including gender, age, education level, work experience, and school size. Part 2: Likert scale questionnaire about leadership of educational institution administrators of educational institutions under the Secondary Educational Service Area Office

42, which was a 5-level rating scale (Rensis Likert, 1967). Part 3: Likert scale questionnaire on the implementation effectiveness of the educational quality assurance system of educational institutions under the Secondary Educational Service Area Office 42, which was a 5-level rating scale (Rensis Likert, 1967). The instrument was inspected the quality by verifying its correctness, content validity, the consistency of variables in expressions and language used by Index of Item Objective Congruence (IOC), which found that IOC values were between 0.80 – 1.00, with the alpha coefficient of 0.97 (Pan, L. et al., 2017).

4. Data Collection

The researcher asked for a letter requesting for cooperation to collect information from Northern College to be able to request for assistance to the sample group of educational institution administrators of educational institutions under the Secondary Educational Service Area Office 42 for data collection. The researcher sent the cooperating letter and questionnaires to each school by herself, as well as conducted data collection and tracked back the questionnaires by herself, which the researcher sent out 118 questionnaires and got 118 returned questionnaires, representing 100%.

5. Statistics used for data analysis

The research analyzed the data on the status and general information of the respondents, including gender, age, education level, and work experience by using frequency and percentage. Analyzed the level of leadership of the educational institution administrators and the level of effectiveness of the educational quality assurance system implementation of educational institutions under the Secondary Educational Service Area Office 42 using mean, standard deviation (S.D.), and used the results from the respondents to compare with the criteria for the interpretation of the concept of Best (John W. Best, 1970). The statistics for analyzing the relationship between the leadership of the educational institution administrator and the operational effectiveness of the educational quality assurance system under the Secondary Education Service Area Office 42 using package program to test the relationship of the variables and measured using Pearson product-moment correlation coefficient (PPMCC) and compared the results of the analysis with the criteria of the relationship of the variables based on the criteria of Chusri W., (2010). Then created the prediction equations from the leadership of educational institution administrators affecting the effectiveness of the

operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 and analyzed the data by using Stepwise Multiple Regression Analysis.

Research Results

The research on the subject of leadership of educational institution administrators affecting the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 found out the research results according to the research objectives as follows:

1. The leadership level of the educational institution administrators of educational institutions under the Secondary Educational Service Area Office 42 found out that the overall and in each aspect showed the level of the educational institution administrators at a high level of leadership as shown in Table 1.

Table 1 Mean, standard deviation, and the leadership level of the educational institution administrators of educational institutions under the Secondary Educational Service Area Office 42 in overall and in each aspect.

Aspect No.	Leadership of the Educational Institution Administrators	\bar{x}	S.D.	Interpretation
1	Creative leadership	3.87	0.86	High
2	Transformational leadership	3.97	0.75	High
3	21 st Century leadership	3.82	0.77	High
4	Innovative leadership	3.92	0.77	High
	Total mean	3.88	0.78	High

From Table 1, it was found that the leadership of the educational institution administrators of educational institutions under the Secondary Educational Service Area Office 42 in overall was at a high level ($\bar{X} = 3.88$). When considered in each aspect, based on the mean in descending order can be found as follows: Transformational leadership was at a high level ($\bar{X} = 3.97$), Innovative leadership was at a high level ($\bar{X} = 3.92$), Creative leadership was at a high level ($\bar{X} = 3.87$), and 21st Century leadership was at a high level ($\bar{X} = 3.82$), respectively.

2. The operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 found that the overall effectiveness and standardization were at high levels as shown in Table 2.

Table 2 Mean, standard deviation, and the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 in overall and each standardization.

Standard No.	The operational effectiveness of the educational quality assurance system	\bar{x}	S.D.	Interpretation
1	Standard No. 1 Quality of the students	3.92	0.74	High
2	Standard No. 2 Administrative process and management of the educational institution administrators	3.81	0.64	High
3	Standard No. 3 Teaching and learning processes that focus on the students	3.75	0.74	High
	Total mean	3.85	0.72	High

From Table 2, it was found that the overall operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 was at a high level ($\bar{X} = 3.88$). When considered in each aspect, based on the mean in descending order can be found as follows: Standard No. 1 quality of the students was at a high level ($\bar{X} = 3.92$), followed by Standard No. 2 administrative process and management of the educational institutions administrators was at a high level ($\bar{X} = 3.81$), and Standard No. 3 teaching and learning processes that focus on the students was at a high level ($\bar{X} = 3.75$), respectively.

3. The relationship between the leadership of the educational institution administrators and the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 found that the leadership of the educational institution administrators was positively related to the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 as shown in Table 3.

X_1 represent Creative leadership

X_2 represent Transformational leadership

X₃ represent 21st Century leadership

X₄ represent Innovative leadership

X_t represent Total mean of the leadership of school administrators

Y₁ represent Standard No. 1 Quality of the students

Y₂ represent Standard No. 2 Administrative process and management of the educational institution administrators

Y₃ represent Standard No. 3 Teaching and learning processes that focus on the students

Y_t represent Total mean of the operational effectiveness of the educational quality assurance System

Table 3 Demonstrated the correlation coefficient between the leadership of the educational institution administrators and the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42.

Pearson Correlation (r)								
Leadership	Operational effectiveness of the educational quality assurance system							
P	Y1	Level	Y2	Level	Y3	Level	Yt	Level
X1	0.92 [*]	Very high	0.73 ^{**}	High	0.51 ^{**}	Quite high	0.90 [*]	High
X2	0.90 [*]	High	0.86 ^{**}	High	0.52 ^{**}	Quite high	0.93 [*]	Very high
X3	0.14	Quite low	0.09	Quite low	0.38 ^{**}	Quite high	0.21 [*]	Quite low
X4	0.72 [*]	High	0.68 ^{**}	Quite high	0.46 ^{**}	Quite high	0.75 [*]	Quite high
Xt	0.82 [*]	High	0.72 ^{**}	High	0.62 ^{**}	Quite high	0.86 [*]	High

*Has statistical significance at a level of 0.05
significance at a level of 0.01

**Has statistical

From Table 3, it was found that the leadership of the educational institution administrators had a positive relationship at a high level with the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 with statistical significance at a level of 0.01 (r=0.86).

4. To create the prediction equation from the leadership of the

Independent variable (Predictor)	<i>b</i>	<i>SE_b</i>	β	<i>t</i>	<i>p</i>
Transformational leadership (X_2)	0.35	0.03	0.51	10.47	0.000
Creative leadership (X_1)	0.29	0.03	0.43	9.81	0.000
21 st Century leadership (X_3)	0.10	0.03	0.10	3.75	0.000
Innovative leadership (X_4)	0.07	0.03	0.08	2.80	0.007
Constant	0.76			6.67	0.000
R = 0.96 $R^2 =$ F = 375.64 p value					
0.93 = 0.000					

educational institution administrators affecting the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42, it was found that there were four variables from the leadership of the educational institution administrators with variation in the level of effectiveness of the educational quality assurance system of 93% ($R^2 = 0.93$), as can be described as shown in Table 4.

Table 4 The results of the Stepwise Multiple Regression Analysis in the prediction of the leadership of the educational institution administrators on the effectiveness of the educational quality assurance system of educational institutions under the Secondary Educational Service Area Office 42

From Table 4, the prediction equation from the leadership of the educational institution administrators affecting the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42, it was found that transformational leadership (X_2), creative leadership (X_1), 21st Century leadership (X_3), and innovative leadership (X_4) were found to predict the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 with statistically significant at a level of 0.01, where all four variables were able to explain the variation in the level of the operational effectiveness of the educational quality assurance system at 93% ($R^2 = 0.93$).

The prediction equation in the form of raw score can be formed as follows:

$$\hat{Y} = 0.76 + 0.35(X_2) + 0.29(X_1) + 0.10(X_3) + 0.07(X_4)$$

The prediction equation in the form of standard score can be formed as follows: $\hat{Z}_y = 0.51Z_{X2} + 0.43Z_{X1} + 0.10Z_{X3} + 0.08Z_{X4}$

Research Discussion

From the research results of the leadership of educational institution administrators affecting the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 can be discussed as follows:

1. The leadership of educational institution administrators under the Secondary Educational Service Area Office 42 in overall and in each aspect were at a high level. When considered in each aspect, based on the mean in descending order can be found as follows: Transformational leadership, Innovative leadership, Creative leadership, and 21st Century leadership respectively. This may be because the educational institution administrators under the Secondary Educational Service Area Office 42 have the ability to use the technology creatively and efficiently, being creative and leading in all areas. They are also empathetic, attentive, support and help teachers to have some progress in their responsibilities. As well as develop and monitor the processes for improvement in teaching and learning management. The educational institution administrators pay good attention to the individual person, being a learning organization, system thinking and the use of supportive technology in learning, which is consistent with the research of Nonthanatda W. (2015), that the leadership of the school administrators of the educational institution under Pathum Thani Primary Educational Service Area Office in overall at a high level. It is also consistent with the research of Sorfi Rase (2017), which found that the leadership level of the school administrators in Thungyangdaeng District under Pattani Primary Educational Service Area Office 3 in overall and in each aspect were at a high level. And consistent with the research of Amara P. (2019), found that leadership of school administrators under the Secondary Educational Service Area Office 31 in overall at a high level.

2. The operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 in overall and each standardization were at high levels. When considered in each aspect, based on the mean in descending order can be found as follows: Standard No. 1 quality of the students, followed by Standard No. 2 administrative process and management of the educational institution administrators, and Standard No. 3 teaching and learning processes that focus on the students, respectively. This may be because the educational institutions under the Secondary Educational Service Area Office 42 had the standard results of the assessment according to the educational quality assurance, both internal and external, passed all the criteria, with the students having the academic achievement according to the school curriculum, the students have good qualities and values as specified by the educational institutions, have local and Thai pride,

accept to live together in diversity and have good physical and social well-being. The educational institutions have the administrative and management processes in order to have the clear goals, vision, and missions set by the educational institutions. Develop teachers and personnel to have professional expertise, establishing a physical and social environment that is conducive to quality learning management. The teachers manage their teaching and learning through the thinking processes and practice, and can be applied in real life. The use of information technology media and learning resources that are conducive to learn, there is an exchange of knowledge and feedback to develop and improve the learning management. This is consistent with the research of Yuwadee K. (2018) that the level of opinions on the development of the implementation of the educational quality assurance system in overall and each aspect were at a high level.

3. The leadership of the educational institution administrators had a high positive correlation with the effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 with statistical significance at a level of 0.01 ($r = 0.86$). This may be because the educational institution administrators give the priority to pay attention and find the ways to develop and improve themselves to have creative leadership, 21st century leadership, innovative leadership, and transformational leadership that can change the way of the educational institution administration to keep up with the recent situation. As a result, the students achieved in meeting the standards of the educational institution and have desirable qualities. As well as having the quality administrative and management processes that able to organize the learning and teaching processes that focus on the student effectively. This is consistent with the research of Pakawan P. (2018) found that the relationship between transformational leadership of school administrators and effectiveness of the secondary school administration had a relatively high level of the positive correlation, with the statistically significant at a level of 0.01.

4. There are variables of transformational leadership (X_2), creative leadership (X_1), 21st century leadership (X_3), and innovative leadership (X_4) that were found to predict the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 with statistically significant at a level of 0.01, where all four variables were able to explain the variation in the level of the operational effectiveness of the educational quality assurance system at 93% ($R^2 = 0.93$). This may be because the educational institution administrators under the Secondary Educational Service Area Office 42 have the ability to use the technology creatively and efficiently, being creative and leading in all areas. They are also empathetic, attentive, support and help teachers to have some progress in their

responsibilities. As well as develop and monitor the processes for improvement in teaching and learning management. The educational institution administrators pay good attention to the individual person, being a learning organization, system thinking and the use of supportive technology in learning. Therefore, from the leadership of the educational institution administrators help to support the operational effectiveness of the educational quality assurance system and meet the specified standards. So, they were able to jointly predict the operational effectiveness of the educational quality assurance system of the educational institutions under the Secondary Educational Service Area Office 42 with the statistical significance. This is in line with the research of Warunee B. (2011) found that the leadership factors of the school administrators having the power to predict the effectiveness of the school's internal quality assurance performance with the statistically significant at the level of 0.01 and a predictive power of 73%.

Research Suggestions

1. Suggestions for the use of research results

The educational institution administrators should set the school policy according to the vision according to the change of the world today and in line with the national educational policy. There should be a variety of the governance systems by using the supervisory tracking for the educational institution administrators to assess through the online networks. There should be the cooperation between the educational institutions, the teacher and personnel should be developed to have the professional expertise. Teachers should be encouraged to have a learning arrangement that can be applied to use in real life, the use of information technology media and learning resources should be conducive to the learning.

2. Suggestions for further research

The research topics that should be studied in the future include: the leadership of school administrators affecting the effectiveness of the educational quality assurance system of the schools under the other office of the Secondary Educational Service Area to compare the results of the researches by collecting the qualitative data. Or study about the problems and obstacles in the leadership development of the school administrators that affect the operational effectiveness of the educational quality assurance system under the Secondary Educational Service Area Office 42 and in the other educational institutions with a similar context.

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