

Academic Leadership of School Administrators Affecting Change Management in Schools Under the Secondary Educational Service Area Office Nakhon Phanom

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Abstract

This research aims to 1) study and compare the school administrators' academic leadership classified by status and school size, 2) study and compare change management in schools classified by status and school size, 3) study and compare the relationship between school administrators' academic leadership and change management in schools, and 4) study the predictive power of school administrators' academic leadership affecting change management in schools under the Secondary Educational Service Area Office Nakhon Phanom. There were 277 samples including 64 school administrators and 213 teachers under the Secondary Educational Service Area Office Nakhon Phanom in academic year 2024, determined by Boonchom Srisa-ard's table. The research instrument is a 5-level Likert scale questionnaire. The statistics used include percentage, mean, standard deviation, Pearson's correlation analysis, and stepwise multiple regression analysis. The research findings are as follows: 1) the overall school administrators' academic leadership was at the high level. 2) The overall change management in schools was at the high level. 3) The school administrators' academic leadership and change management in schools revealed high significant positive correlation at the .01 level. 4) There were 5 variables of school administrators' academic leadership that affected change management under the Secondary Educational Service Area Office Nakhon Phanom: Personnel development (X_5), establishing relationships with teachers, students and community (X_6), supervision (X_4), vision, goal, and mission setting (X_1) and Curriculum and teaching management (X_2) can be predicted with statistical significance at the .01 level. They could be predicted up to 77 percent and the Standard Error of estimate is $\pm .14$.

Keywords: Academic Leadership, Change Management, The Secondary Educational Service Area Office Nakhon Phanom

Introduction

Education is a crucial tool for building individuals, society, and the nation. It serves as a key mechanism for developing human capital to ensure individuals can live harmoniously with others in society amidst the rapid changes of the 21st century. Education plays a vital role in creating a nation's competitive advantage, enabling it to stand firm on the global stage within the dynamic economic and social systems. Therefore, countries around the world prioritize and invest heavily in the development of education to enhance their human resources, ensuring they can keep pace with the changes in national, regional, and global economic and social systems, while preserving their national identity. (Office of the Education Council, 2017). This aligns with the 13th National Economic and Social Development Plan, which aims to equip Thai citizens with skills and attributes suited to the modern world, including knowledge-based skills, behavioral skills, and socially accepted characteristics, fostering lifelong learning that addresses future development needs. The goal of development is to enhance and strengthen human resource potential, with the key objective of cultivating Thai people to be virtuous, capable, and of high quality, ready for life in the 21st century (Thai government gazette, 2022).

As the modern world undergoes increasingly rapid changes, the impacts have become more intense. These changes not only influence organizational leaders' decision-making processes in deploying strategies to overcome obstacles but also affect the mental well-being of employees who must work in this chaotic environment. Consequently, the concept of the "VUCA World," which has been in use for over 30 years, may no longer fully explain the various ongoing changes. To improve organizational development, executives from various industries have adopted the concept of the "BANI World" as a new framework to describe the modern world more comprehensively than "VUCA World." This approach provides greater clarity in addressing the impacts of change, both in terms of organizational structure and the emotional well-being of employees. (Chukwan Rattanapitakthada and Pratumthong Trairat, 2023)

Academic Leadership of school Administrators refer to the ability of school administrators to influence students' academic progress by focusing on teacher behaviors that enhance student learning. It involves setting educational objectives, defining the school's mission, establishing overall institutional goals, managing teaching and learning processes, fostering a conducive school atmosphere, providing necessary resources for effective learning, supervising and evaluating teachers, coordinating developmental projects, and building positive relationships with fellow administrators, teachers, students, and the community (Chaiya Phawabutr, 2017). Education management aimed at developing the potential of individuals across all age groups is, therefore, a shared mission between the government and all relevant sectors. This includes defining educational goals, setting education standards, developing curricula, learning processes, educational media, learning resources, and learner assessment across all levels, target groups, and age ranges. The objective is to cultivate and develop citizens who possess knowledge, capabilities, skills, and desirable characteristics, enabling them to study, learn, and maximize their potential based on their abilities, aptitudes, and interests for meaningful careers and harmonious living in society. Additionally, improving the teacher and educational personnel development system at all levels and types of education is essential to ensure the recruitment of qualified educators who possess knowledge, skills, teaching expertise, and the spirit of teaching professionalism. These educators will contribute to the education system by fostering learners' growth and enabling them to reach their fullest potential (Office of the Education Council, 2017).

Change Management in schools will be successful, school administrators play a crucial role. They must act as supporters and facilitators, providing consistent assistance to personnel and fostering a culture of mutual support. Leaders should adopt a growth mindset, as administrators with such a mindset tend to think positively, earning the respect and trust of their staff, who are then willing to work wholeheartedly for the organization. These leaders can inspire staff to work with love and understanding, creating a sense of challenge that drives everyone toward achieving the institution's goals. In addition to focusing on operational targets, administrators should seek role models of leaders with a growth mindset to guide their own personal and professional development (Soo and Vicki, 2021). Change management plays a significant role in modernizing and enhancing the organization to meet the needs of service recipients. It also ensures that the institution remains well-prepared at all times, particularly in the area of personnel development, which is often prioritized as the top factor. This emphasis on personnel may stem from the fact that human resources are at the heart of all development. When people are developed, other improvements follow. Human capital is a key factor—investing in personnel development ensures that they have the appropriate competencies for their roles, improves their work-related skills, and updates their knowledge of new academic advancements and technologies. Consequently, well-trained personnel are more motivated and confident, which strengthens organizational stability. Therefore, educational administrators must allocate budgets for seminars and training to continually enhance the knowledge and capabilities of their staff (Kouzes and Posner, 2007).

The Role of the Secondary Educational Service Area Office Nakhon Phanom holds a crucial role in managing basic education in alignment with the policies of the government, the Ministry of Education, and the Office of the Basic Education Commission. This office oversees education for grades 7 to 12 across 51 secondary schools within Nakhon Phanom province. Educational management is divided into four key areas: 1. Educational Quality 2. Educational Opportunities 3. Teacher and Educational Personnel Development 4. Management and Administration.

The office continuously enhances the quality of education in each area to achieve its set goals by defining its vision, objectives, and developmental strategies to elevate operational performance. It incorporates principles of change management by fostering collaboration with various educational stakeholders to co-develop, support, and promote sustainable educational policies and development plans. In line with this approach, the office has established its fiscal year 2024 policy theme: "Quality Schools in Three Dimensions: Academic Excellence, Vocational Competence, and Life Skills—Fostering Wisdom and a Happy Life through Innovation." (Secondary Educational Service Area Office Nakhon Phanom, 2024). To achieve these outcomes, teachers must be proactive and well-prepared to create learning environments that foster these essential skills, enabling students to thrive in an ever-changing world. The Secondary Educational Service Area Office Nakhon Phanom has allocated resources for professional seminars and training sessions aimed at enhancing the knowledge and expertise of its educators to ensure they are equipped to prepare students for future challenges.

Based on the background and significance of the aforementioned issues, the researcher is interested in studying academic leadership of school administrators and its impact on change management in schools under the Secondary Educational Service Area Office Nakhon Phanom. Academic leadership of school administrators plays a crucial role in shaping educational development strategies in an era of rapid change. Academic-focused management enhances the quality of teaching and learning, contributing to the sustainable development of both teachers and students. Ultimately, it supports effective and efficient change management

within educational institutions, ensuring that schools under the Secondary Educational Service Area Office Nakhon Phanom achieve optimal performance and sustainable success.

Literature Review

This literature review aims to study the academic leadership of school administrators and change management within educational institutions. The content is divided into several sections, including the definition, importance, and components of academic leadership.

Definition of Academic Leadership

Various scholars define academic leadership as the behavior of administrators in motivating staff, promoting learning, and managing curricula to enhance teaching quality.

Importance of Academic Leadership

The role of academic leadership significantly impacts the success of educational institutions through effective teaching promotion and management, improving students' learning outcomes, and systematically enhancing teacher quality.

Components of Academic Leadership

Key synthesized components include Vision and goal setting, Curriculum and instructional management, Academic atmosphere promotion, Supervision and progress monitoring, Personnel development, Building relationships with teachers, students, and the community

Change Management in Schools

Change management is a process that helps organizations adapt to external factors such as technology, learner demands, and evolving environments. Administrators must have clear plans and foster collaboration to ensure effective implementation.

From the literature review, the researcher concludes that the components of academic leadership influencing change management encompass planning, supervision, and capacity-building for staff, as well as fostering positive relationships to ensure sustainable educational development.

Research Methodology

Population

The population used in this research consists of school administrators and teachers from schools under the Secondary Educational Service Area Office Nakhon Phanom in the academic year 2024, totaling 1,783 individuals—127 school administrators and 1,656 teachers. The sample group used in this research consists of school administrators and teachers from schools under the Secondary Educational Service Area Office Nakhon Phanom, totaling 277 individuals—64 school administrators and 213 teachers. The determination of sample size and sample selection was conducted by the researcher using Boonchom Srisaart's percentage-based criterion. A sample size of 15% was selected, resulting in a sample group of 277 individuals.

Research Instruments

The research instrument used in this study was a questionnaire created by the researcher based on the review of relevant documents, textbooks, and research studies, as well as feedback from experts. The questionnaire focused on academic leadership of school administrators that affect change management in schools under the Secondary Educational Service Area Office Nakhon Phanom. The research instrument used for data collection was divided into three sections, as follows:

Personal Information of Respondents: This section includes demographic information and the size of the school, presented in a checklist format.

Academic Leadership of School Administrators: This section pertains to academic leadership of school administrators under the Secondary Educational Service Area Office Nakhon Phanom and is designed in a rating scale format, divided into five levels. The questionnaire consists of 30 items, with a content validity index (IOC) for each item ranging from 0.60 to 1.00 and a reliability coefficient of 0.92.

Change Management in Schools: This section focuses on the change management performance in schools under the Secondary Educational Service Area Office Nakhon Phanom. The questionnaire is designed in a rating scale format, divided into five levels. The questionnaire consists of 30 items, with a content validity index (IOC) for each item ranging from 0.60 to 1.00 and a reliability coefficient of 0.96.

Data collection

1. Request an official letter from the Graduate Studies Office, Faculty of Education, Nakhon Phanom University, to seek cooperation from school administrators and teachers in the sample group to respond to the questionnaire.

2. Deliver the questionnaires to the sample schools under the Nakhon Phanom Secondary Educational Service Area, totaling 32 schools and 277 copies. All 277 completed questionnaires were returned, accounting for 100%. The data collection was conducted via Google Forms, after which the questionnaires were verified for accuracy and analyzed further.

Data Analysis

After collecting the data from the questionnaires, the researcher analyzed the data using the Statistical package for the Social Science (SPSS) software, selecting data analysis methods consistent with the research hypotheses as follows:

Section 1: Analysis of respondent demographics: This section involves descriptive statistics using a checklist format. The data was analyzed by calculating frequencies and percentages and presented in tables accompanied by narrative descriptions.

Section 2: Analysis and comparison of academic leadership of school administrators: This section pertains to the analysis of academic leadership of school administrators the Secondary Educational Service Area Office Nakhon Phanom. The questionnaire was designed in a 5-level rating scale format, with scoring criteria and meanings defined by the researcher as follows:

4.51 - 5.00: Indicates behavior at the highest level

3.51 - 4.50: Indicates behavior at a high level

2.51 - 3.50: Indicates behavior at a moderate level

1.51 - 2.50: Indicates behavior at a low level

1.0 - 1.50: Indicates behavior at the lowest level

The analysis compared the academic leadership of school administrators under the Secondary Educational Service Area Office Nakhon Phanom as a whole and in each aspect using hypothesis testing as follows: 1) Classified by demographic characteristics using an independent sample *t-test* 2) Classified by school size using one-way analysis of variance (ANOVA)

Section 3: Analysis and comparison of change management in schools under the Secondary Educational Service Area Office Nakhon Phanom, based on a 5-level rating scale with the following criteria:

- 4.51 - 5.00:** Indicates performance at the highest level
- 3.51 - 4.50:** Indicates performance at a high level
- 2.51 - 3.50:** Indicates performance at a moderate level
- 1.51 - 2.50:** Indicates performance at a low level
- 1.00 - 1.50:** Indicates performance at the lowest level

The analysis also compared change management performance in schools under the Secondary Educational Service Area Office Nakhon Phanom overall and by specific aspects using hypothesis testing as follows: 1) Classified by demographic characteristics using an independent sample *t-test* 2) Classified by school size using one-way analysis of variance (ANOVA)

Section 4: Analyzing the relationship between academic leadership of school administrators and change management in schools under the Secondary Educational Service Area Office Nakhon Phanom using Pearson's Correlation Coefficient. The interpretation of the correlation coefficients is as follows:

- 0.81 - 1.00:** High correlation
- 0.61 - 0.80:** Moderately high correlation
- 0.41 - 0.60:** Moderate correlation
- 0.21 - 0.40:** Moderately low correlation
- 0.01 - 0.20:** Low correlation

A positive (+) correlation coefficient indicates a positive relationship (as one variable increases, the other also increases), while a negative (-) correlation coefficient indicates an inverse relationship (as one variable increases, the other decreases).

Some correlation coefficients with values between $0 \leq r \leq 1$ only indicate the magnitude or level of the correlation, without specifying the direction of the relationship.

Section 5: Analysis of the predictive power of school administrators' academic leadership that affect change management in schools under the Secondary Educational Service Area Office Nakhon Phanom using stepwise multiple regression analysis.

Research Finding

1. The results of the analysis of academic leadership behavior levels of school administrators under the Secondary Educational Service Area Office Nakhon Phanom are presented in a summary table as follows:

Table 1: Mean and Standard Deviation of Academic Leadership of School Administrators under the Secondary Educational Service Area Office Nakhon Phanom, both overall and categorized by specific aspects.

| Academic Leadership of School Administrators | \bar{x} | S.D. | Behavior Level |
|---|-----------|------|----------------|
| 1. Vision, goals, and mission setting | 4.55 | .48 | Highest |
| 2. Curriculum and teaching management | 4.42 | .50 | High |
| 3. Academic atmosphere encouragement | 4.52 | .49 | Highest |
| 4. Supervision | 4.45 | .44 | High |
| 5. Personnel development | 4.47 | .42 | High |
| 6. Establishing relationships with teachers, students and community | 4.48 | .43 | High |
| Overall | 4.48 | .40 | High |

According to Table 1, it was found that the overall academic leadership of school administrators under the Secondary Educational Service Area Office Nakhon Phanom is at a high level. When considering individual aspects, 2 aspects are rated at the highest level, while 4 aspects are rated at the high level. The aspect with the highest mean score is Vision, goals, and mission setting, while the aspect with the lowest mean score is Curriculum and teaching management.

Table 2: Comparison of Academic Leadership of School Administrators under the Secondary Educational Service Area Office Nakhon Phanom, by Status (Overall and by Aspect)

| Academic Leadership of School Administrators | School Administrators | | Teachers | | t | P > |
|---|-----------------------|------|-----------|------|------|-----|
| | \bar{x} | S.D. | \bar{x} | S.D. | | |
| 1. Vision, goals, and mission setting | 4.52 | .46 | 4.55 | .48 | .49 | .63 |
| 2. Curriculum and teaching management | 4.43 | .50 | 4.41 | .50 | .22 | .83 |
| 3. Academic atmosphere encouragement | 4.54 | .52 | 4.52 | .48 | .30 | .77 |
| 4. Supervision | 4.48 | .43 | 4.44 | .44 | .59 | .56 |
| 5. Personnel development | 4.54 | .52 | 4.45 | .42 | 1.57 | .12 |
| 6. Establishing relationships with teachers, students and community | 4.42 | .43 | 4.50 | .43 | 1.32 | .19 |
| Overall | 4.49 | .40 | 4.48 | .40 | .16 | .88 |

According to Table 2, the comparison of academic leadership of school administrators under the Secondary Educational Service Area Office Nakhon Phanom, both overall and by aspect, reveals that there is no significant difference in the opinions of school administrators and teachers regarding the academic leadership of school administrators.

Table 3: Comparison of Academic Leadership of School Administrators under the Secondary Educational Service Area Office Nakhon Phanom, by School Size (Overall and by Aspect)

| Academic Leadership of School Administrators | SS | df | MS | F | P > |
|---|-------|-----|------|--------|-----|
| 1. Vision, goals, and mission setting | | | | | |
| Between groups | .76 | 2 | .38 | 1.67 | .19 |
| Within groups | 62.11 | 274 | .23 | | |
| Overall | 62.87 | 276 | | | |
| 2. Curriculum and teaching management | | | | | |
| Between groups | 1.52 | 2 | .76 | 3.14* | .05 |
| Within groups | 66.18 | 274 | .24 | | |
| Overall | 67.70 | 276 | | | |
| 3. Academic atmosphere encouragement | | | | | |
| Between groups | 2.57 | 2 | 1.29 | 5.63** | .00 |
| Within groups | 62.59 | 274 | .23 | | |
| Overall | 65.16 | 276 | | | |
| 4. Supervision | | | | | |
| Between groups | 1.14 | 2 | .57 | 3.01* | .05 |
| Within groups | 51.81 | 274 | .19 | | |
| Overall | 52.95 | 276 | | | |
| 5. Personnel development | | | | | |
| Between groups | .02 | 2 | .01 | .61 | .94 |
| Within groups | 49.71 | 274 | .18 | | |
| Overall | 49.73 | 276 | | | |
| 6. Establishing relationships with teachers, students and community | | | | | |
| Between groups | 2.34 | 2 | 1.17 | 6.46** | .00 |
| Within groups | 49.64 | 274 | .18 | | |
| Overall | 51.98 | 276 | | | |
| Overall | | | | | |
| Between groups | .68 | 2 | .34 | 2.15 | .12 |
| Within groups | 43.36 | 274 | .16 | | |
| Overall | 44.04 | 276 | | | |

**Significant at the .01 level

*Significant at the .05 level

According to Table 3, the comparison of academic leadership of school administrators under the Secondary Educational Service Area Office Nakhon Phanom categorized by school size (small, medium, large, and extra-large), shows no overall significant differences.

However, when considering individual aspects: The academic atmosphere encouragement and establishing relationships with teachers, students, and community exhibit statistically significant differences at the .01 level. The curriculum and teaching management

and supervision show statistically significant differences at the .05 level. The vision, goals, and mission setting and personnel development reveal no significant differences across school sizes.

2. The results of the analysis of change management in schools under the Secondary Educational Service Area Office Nakhon Phnom are presented in a summary table as follows:

Table 4: Mean and Standard Deviation of Change Management in schools under the Secondary Educational Service Area Office Nakhon Phnom, both overall and categorized by specific aspects.

| Change Management in Schools | \bar{x} | S.D. | Performance Level |
|--|-----------|------|-------------------|
| 1. Creating a sense of necessity and urgency | 4.47 | .46 | High |
| 2. Building an effective team | 4.58 | .41 | Highest |
| 3. Communication | 4.42 | .42 | High |
| 4. Setting short-term goals | 4.53 | .33 | Highest |
| 5. Flexibility and acceptance of change | 4.50 | .31 | High |
| 6. Motivating change adoption | 4.51 | .30 | Highest |
| Overall | 4.50 | .29 | High |

According to Table 4, it was found that the overall change management in schools under the Secondary Educational Service Area Office Nakhon Phnom is at a high level. When considering individual aspects: 3 aspects were rated at the highest level. The aspect with the highest mean score is building an effective team. 3 aspects were rated at the high level. The aspect with the lowest mean score is communication.

Table 5: Comparison of Change Management in Schools under the Secondary Educational Service Area Office Nakhon Phnom, by Status (Overall and by Aspect)

| Change Management in Schools | School Administrators | | Teachers | | t | P > |
|--|-----------------------|------|-----------|------|------|-----|
| | \bar{x} | S.D. | \bar{x} | S.D. | | |
| 1. Creating a sense of necessity and urgency | 4.41 | .46 | 4.48 | .47 | 1.11 | .27 |
| 2. Building an effective team | 4.59 | .43 | 4.58 | .47 | .28 | .78 |
| 3. Communication | 4.38 | .54 | 4.43 | .77 | .21 | .44 |
| 4. Setting short-term goals | 4.52 | .72 | 4.53 | .54 | .22 | .82 |
| 5. Flexibility and acceptance of change | 4.48 | .67 | 4.51 | .49 | .87 | .39 |
| 6. Motivating change adoption | 4.49 | .76 | 4.52 | .51 | .61 | .64 |
| Overall | 4.48 | .56 | 4.51 | .40 | .70 | .84 |

According to Table 5, the comparison of change management in schools under the Secondary Educational Service Area Office Nakhon Phanom categorized by status (administrators and teachers) shows no significant differences in their overall opinions.

Table 6: Comparison of Change Management in Schools under the Secondary Educational Service Area Office Nakhon Phanom, by School Size (Overall and by Aspect)

| Change Management in Schools | SS | df | MS | F | P > |
|--|-----------|-----------|-----------|----------|---------------|
| 1. Creating a sense of necessity and urgency | | | | | |
| Between groups | 1.03 | 2 | .52 | 2.42 | .09 |
| Within groups | 58.36 | 274 | .21 | | |
| Overall | 59.39 | 276 | | | |
| 2. Building an effective team | | | | | |
| Between groups | 1.14 | 2 | .57 | 3.37** | .04 |
| Within groups | 46.21 | 274 | .17 | | |
| Overall | 47.35 | 276 | | | |
| 3. Communication | | | | | |
| Between groups | 6.35 | 2 | 3.17 | 20.21** | .00 |
| Within groups | 43.06 | 274 | .16 | | |
| Overall | 49.41 | 276 | | | |
| 4. Setting short-term goals | | | | | |
| Between groups | .56 | 2 | .28 | 2.60 | .08 |
| Within groups | 29.73 | 274 | .11 | | |
| Overall | 30.29 | 276 | | | |
| 5. Flexibility and acceptance of change | | | | | |
| Between groups | .57 | 2 | .28 | 2.97** | .05 |
| Within groups | 26.20 | 274 | .10 | | |
| Overall | 26.77 | 276 | | | |
| 6. Motivating change adoption | | | | | |
| Between groups | 2.79 | 2 | 1.39 | .22 | .80 |
| Within groups | 67.19 | 274 | .31 | | |
| Overall | 69.98 | 276 | | | |
| Overall | | | | | |
| Between groups | .89 | 2 | .45 | 5.17** | .00 |
| Within groups | 23.57 | 274 | .09 | | |
| Overall | 24.46 | 276 | | | |

**Significant at the .01 level

*Significant at the .05 level

According to Table 6, the comparison of change management in schools under the Secondary Educational Service Area Office Nakhon Phanom categorized by school size (small, medium, large, and extra-large) shows that the overall difference is statistically significant at the .01 level. When considering individual aspects: Statistically significant differences at the .01 level were found in: building an effective team, communication, setting short-term goals, flexibility and acceptance of change, motivating change adoption. Statistically significant differences at the .05 level were found in: creating a sense of necessity and urgency.

3. Results of the Correlation Analysis between Academic Leadership of School Administrators and Change Management in Schools under the Secondary Educational Service Area Office Nakhon Phnom. The analysis revealed that overall academic leadership of school administrators has a positive and statistically significant correlation at the .01 level with change management in schools with a correlation coefficient of $r_{xy} = 0.88$, indicating a strong positive relationship.

4. Results of Stepwise Multiple Regression Analysis of Academic Leadership of School Administrators. The stepwise multiple regression analysis of the 5 predictor variables of academic leadership shows that the variables can be ranked in descending order based on their Beta coefficients as follows: Personnel Development (X_5), Building Relationships with Teachers, Students, and the Community (X_6), Supervision (X_4), Vision, Goals, and Mission Setting (X_1) and Curriculum and Teaching Management (X_2). The analysis indicates that these 5 predictor variables together account for 77% ($R^2 = 0.77$) of the variance in change management with statistical significance at the .01 level.

Raw Score Prediction Equation:

$$Y' = 1.48 + .20X_5 + .15X_6 + .11X_4 + .11X_1 + .10X_2$$

Standardized Score Prediction Equation:

$$Zy' = .28Z_5 + .22Z_6 + .18Z_4 + .17Z_1 + .16Z_2$$

Discussion/Conclusion

Discussion of Research Findings on Academic Leadership of School Administrators Affecting Change Management in Schools Under the Secondary Educational Service Area Office Nakhon Phnom. The research findings indicate that academic leadership significantly influences change management in schools. The discussion of results is as follows:

1. The research findings indicate that the overall level of academic leadership of school administrators under the Secondary Educational Service Area Office Nakhon Phnom is at a high level. This suggests that school administrators place significant importance on setting a clear vision, goals, and mission to enhance teaching management and foster a positive learning atmosphere in schools. The researcher notes that this aligns with the study conducted by Chaninan Klaimanee (2017) on factors of academic leadership of school administrators affecting teaching efficiency of teachers under the Bangkok Primary Educational Service Area Office. The findings from that study also indicated that the overall and individual aspects of academic leadership were at a high level. The research findings, which demonstrate the characteristics of academic leadership among school administrators that positively influence change management in schools, should be utilized as supporting data for the formulation of policies concerning the selection, appointment, and development of school leaders. This approach would ensure alignment with the evolving needs of the educational system in the modern era. Bush (2008) Furthermore, linking the findings to international best practices by comparing them with research conducted in different global contexts would enhance the depth and global relevance of the study. This also facilitates the development of flexible leadership models that are appropriately adapted to the Thai school context in a time of rapid change. Hallinger & Bryant (2013)

1.1 Discussion on the Comparison of Academic Leadership of School Administrators by Status. The research findings indicate that the opinions on academic leadership of school administrators categorized by status (administrators and teachers) show no significant differences which contradicts the initial hypothesis. This may be attributed to the fact that modern school administrators demonstrate appropriate leadership behaviors, fostering collaboration and cooperation among all stakeholders—teachers, students, parents, communities, and related organizations. Such collaboration enhances satisfaction among all parties, leading to improved educational management and increased institutional effectiveness. Moreover, these administrators are capable of developing personnel into future leaders with systematic creativity and enhancing students to become quality members of society amidst the rapid changes of the digital era. In today's educational context, digital learning plays a crucial role as digital tools serve as key instruments for both learners and teachers to access knowledge and create meaningful work efficiently. As a result, differences in perspectives are expected due to varying levels of exposure to and comfort with technology. This finding aligns with the study by Tassana Wannaprapa (2017) on the academic leadership of school administrators in Soi Dao District under the Chanthaburi Primary Educational Service Area Office 2. The study similarly found that the overall and individual aspects of academic leadership of school administrators were at a high level.

1.2 Discussion on the Comparison of Academic Leadership of School Administrators by School Size. The research findings indicate that the overall academic leadership of school administrators categorized by school size (small, medium, large, and extra-large) shows no significant differences. However, significant differences were observed in specific aspects which aligns with the initial hypothesis. This may be due to the fact that school administrators possess various leadership characteristics that support student academic development. Effective academic leadership involves improving the school's mission, promoting school goals, managing teaching and learning, and fostering a positive learning environment. The aspect that had the greatest influence on academic leadership was the development of the school's mission. Administrators who prioritize classroom instruction, ensure teacher effectiveness, and aim for student success contribute to a cohesive system where academic leadership aligns with educational goals. Therefore, teachers and administrators tend to have similar perceptions of academic leadership within their institutions. This finding is consistent with the study by Boonpa Prommana (2016) on the academic leadership of school administrators under the Surat Thani Primary Educational Service Area Office 1. That study found that academic leadership varied significantly across school types, with a statistically significant difference at the .05 level.

2. Discussion on Change Management in Educational Institutions. The research findings reveal that the overall level of change management in schools under the Secondary Educational Service Area Office Nakhon Phanom is at a high level. This can be attributed to the ability of school administrators to manage their institutions to adapt effectively to both internal and external changes. The goal is to ensure that changes yield positive outcomes while minimizing negative impacts, allowing the institution to operate smoothly and sustainably and achieve organizational objectives. Effective change management involves multiple dimensions such as embracing new technologies, expanding educational scope to align with global standards, and fostering innovation. These efforts enhance the institution's capacity to survive, thrive, and maintain efficiency amidst evolving circumstances. This finding is consistent with the study conducted by Watthana Namwan and Julaphanporn Thanaphat (2017) on the change management of school administrators based on teachers' perceptions in schools under the

jurisdiction of Bangkok's Din Daeng district. The study found that the overall and individual aspects of change management were rated at a high level.

2.1 Discussion on the Comparison of Change Management in Educational Institutions by Status. The research findings indicate that the opinions on change management in educational institutions, categorized by status (administrators and teachers) show no significant differences, which contradicts the initial hypothesis. This may be due to the fact that modern educational management is conducted in a systematic and inclusive manner. Collaborative planning and joint decision-making are emphasized to ensure that all stakeholders—administrators, teachers, and external partners—are actively involved. This inclusive approach strengthens the effectiveness of implementation and fosters mutual acceptance and shared responsibility in achieving the school's vision and goals. The process of collective participation—where stakeholders share insights, contribute ideas, and work together to implement and adapt to changes—has contributed to aligned perspectives among administrators and teachers regarding change management. This finding aligns with the definition provided by the Office of the Public Sector Development Commission (2008), which states that planning and actions aimed at reducing the negative impacts of change, while supporting adaptation and acceptance, and building new capabilities to meet goals, are essential for effective change management.

2.2 Discussion on the Comparison of Change Management in Schools by School Size. The research findings indicate that the overall change management practices in educational institutions, categorized by school size (small, medium, large, and extra-large), show statistically significant differences at the .01 level. This result aligns with the initial hypothesis. This may be due to the fact that schools of different sizes face varying challenges and levels of resource availability when implementing change. Smaller schools may have more limited resources but benefit from a close-knit structure, while larger schools often require more complex management systems to handle broader responsibilities and stakeholder interactions. Consequently, the approaches to managing and adapting to change differ depending on the school's size and context. The findings align with the study conducted by Natthida Thansap and Rungchatchadaporn Wehachart (2019) on the change management of school administrators based on teachers' perceptions under the Songkhla Primary Educational Service Area Office 3. Their research found that opinions on change management, categorized by school size, showed statistically significant differences at the .01 level in both overall and individual aspects.

3. Discussion on the Relationship Between Academic Leadership of School Administrators and Change Management in Schools. The study results indicate that the overall relationship between academic leadership of school administrators and change management schools under the Secondary Educational Service Area Office Nakhon Phanom is positively correlated at a high level and statistically significant at the .01 level. This finding aligns with the initial hypothesis. Academic leadership is a critical characteristic of school administrators as it plays an essential role in promoting, supporting, and guiding the development of effective change management especially in an era of volatility and rapid transformation. Strong academic leadership enables the school to achieve its goals with quality and consistency, reinforcing a positive correlation between leadership and effective institutional management. This finding is consistent with the views of Chaiya Phawabutr (2017) who emphasized that the characteristics of academic leadership are crucial in adapting paradigms to keep pace with societal and global changes. Modern leadership requires administrators to evolve their concepts, methods, skills, and techniques to align with contemporary education management trends and comply with the structural reforms in Thailand's education system. Effective

academic leaders must possess both theoretical knowledge and the ability to apply that knowledge in practice, ensuring that their institutions benefit from innovative and strategic management approaches. This enhances the institution's ability to operate efficiently and achieve optimal outcomes, even amidst constant changes and challenges. In conclusion, the study reinforces that academic leadership is a key driver of successful change management enabling schools to adapt, improve, and achieve sustainable educational excellence.

4. Discussion on the Predictive Power of Academic Leadership of School Administrators on Change Management in Schools. The analysis of the predictive power of the 5 academic leadership variables of school administrators on change management in schools under the Secondary Educational Service Area Office Nakhon Phanom reveals the following order based on Beta coefficients (from highest to lowest): Personnel Development, Building Relationships with Teachers, Students, and the Community, Supervision, Vision, Goals, and Mission Setting and Curriculum and Teaching Management. These 5 variables together predict 77% ($R^2 = 0.77$) of the variance in change management with statistical significance at the .01 level. The findings indicate that personnel development is the most influential factor, emphasizing the importance of continuous training and capacity-building for teachers and staff to foster innovation and adapt to change. Relationship-building with key stakeholders—teachers, students, parents, and the community—further enhances collaboration and shared goals, contributing to a stronger change management framework. The vision-setting component plays a significant role in defining the school's objectives and ensuring these goals are well-communicated and understood by all stakeholders. This involves clear communication of the school's vision to parents, teachers, and the community to align their efforts in achieving shared developmental goals. The findings align with the study by Nakarin Imsawas, Charoenwich Somphongtham, and Paradee Anannawi (2019) which examined change leadership and academic leadership in Chonburi Provincial Administrative Organization schools. Their study concluded that change leadership and academic leadership significantly influenced school effectiveness, with statistically significant differences at the 0.05 level based on school type and leadership factors.

Suggestion

1. Discussion on Academic Leadership of School Administrators Regarding Curriculum and Teaching Management. The study of academic leadership of school administrators under the Secondary Educational Service Area Office Nakhon Phanom revealed that the aspect with the lowest average score was curriculum and instruction management. When examining individual items, the lowest-rated points were the participation of school administrators in developing the curriculum and instructional plans for educational implementation. The role of school administrators as leaders in designing the school curriculum. Recommendations for Improvement to address these issues school administrators should encourage inclusive participation. Provide opportunities for all stakeholders—teachers, staff, students, and parents—to contribute ideas, share knowledge and participate in curriculum development and decision-making processes. Promote Teamwork: Support an efficient team-based approach, fostering a sense of ownership and collaboration among staff. Foster a Sense of Belonging: Create an environment where personnel feel valued and are motivated to drive the organization forward. Facilitate Open Communication: Encourage diverse perspectives and collective brainstorming to enhance creativity and innovation in educational practices. By implementing these strategies, the curriculum and instruction processes can be enhanced,

leading to more effective educational management and increased success in achieving institutional goals.

2. Discussion on Change Management in Schools Regarding Communication. The study on change management in schools under the Secondary Educational Service Area Office Nakhon Phanom revealed that the aspect with the lowest average score was communication. When examining individual items, the lowest-rated point was the use of modern communication technologies (e.g., LINE, Facebook) to reach all target groups. Recommendations for Improvement to enhance internal communication: School administrators should prioritize communication as an integral part of the organizational change management plan to ensure that all stakeholders are well-informed and aligned. Integrate Modern Technology: Regularly update and implement digital communication tools such as messaging apps, social media, and digital platforms to facilitate real-time interaction and reach diverse audiences. Continuous Communication: Establish a continuous and consistent communication flow to keep stakeholders informed about ongoing activities, changes, and future plans. Adapt Communication Plans: Continuously review and adapt communication strategies to suit evolving tasks and environmental changes, particularly in the digital age. Monitor and Evaluate Communication Effectiveness: Implement regular monitoring and evaluations of communication activities to ensure they remain current and effective in addressing stakeholder needs. Foster Change Acceptance: Encourage feedback and interaction to build acceptance of change by fostering transparency and trust. By integrating modern communication tools and systematic planning, school administrators can improve internal and external communication, ensuring that change initiatives are effectively supported and successfully implemented. This will contribute to more efficient instructional activities and better learning outcomes.

3. Discussion on the Relationship Between Academic Leadership of School Administrators and Change Management in Schools. The study revealed a high-level positive correlation between the academic leadership of school administrators and change management in schools under the Secondary Educational Service Area Office Nakhon Phanom. This finding suggests that when school administrators demonstrate strong academic leadership, the effectiveness of change management significantly improves. Academic leadership involves not only setting a clear vision and goals but also guiding and empowering teachers and staff, which fosters a collaborative and adaptive environment. The findings of this study indicate that academic leadership among school administrators plays a significant role in facilitating effective change management within secondary schools under the Secondary Educational Service Area Office Nakhon Phanom. School leaders who exhibit strong academic vision, instructional leadership, and collaborative decision-making tend to create more adaptive and forward-looking learning environments. These traits align with Bush's (2008) assertion that leadership development must be integrated into educational policy to address the complex and dynamic challenges faced by today's schools.

The positive impact of academic leadership on school transformation suggests the necessity of incorporating such leadership traits into national education policies, especially those related to the selection, appointment, and continuous professional development of school leaders. Targeted training programs that enhance academic leadership capacities should be institutionalized, ensuring that administrators are equipped to lead schools through educational reforms and societal shifts.

Moreover, to enhance the global relevance of the research, it is recommended that future studies compare the findings with international literature on educational leadership. This comparative perspective would help contextualize the results and contribute to a broader understanding of how leadership practices influence school improvement across different

cultural and educational systems. As Hallinger and Bryant (2013) emphasize, educational leadership research must be sensitive to context while drawing insights from global practices to inform local application.

Developing flexible leadership models rooted in both local realities and international frameworks can better prepare Thai school administrators to manage change effectively. Such models would support school systems in becoming more resilient and innovative in response to globalization, technological advancement, and evolving student needs.

4) Discussion on Academic Leadership Dimensions of School Administrators Affecting Change Management in Schools. The study findings indicate that the dimensions of academic leadership that significantly affect change management in schools under the Secondary Educational Service Area Office Nakhon Phanom include Personnel Development, Building Relationships with Teachers, Students, and the Community, Supervision, Vision, Goals, and Mission Setting and Curriculum and Teaching Management. Academic leadership across these five dimensions plays a crucial role in driving successful change management. By enhancing leadership effectiveness in these areas, school administrators can foster a supportive and adaptive educational environment that responds proactively to changes and achieves sustainable improvements in teaching and learning.

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