

## Leadership style for Thailand 4.0 of school administrators affecting the implementation of the educational quality assurance system of schools at the secondary education level within the jurisdiction of Bangkok under a new educational quality assurance framework

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**Abstract:** This research aimed to 1) study and compare the leadership styles for Thailand 4.0 among school administrators classified by school status and size within the jurisdiction of Bangkok 2) study and compare operations in the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under the new educational quality assurance framework classified by school status and size and 3) study the predictive power of the leadership style for Thailand 4.0 of school administrators impacting the implementation of the education quality assurance system under the new education quality assurance framework, classified by school status and size within the jurisdiction of Bangkok affecting the implementation of the educational quality assurance system of schools within the jurisdiction of Bangkok. The sample was 201 school administrators and teachers. The research instruments were questionnaires. The research found that the leadership style for Thailand 4.0 within the jurisdiction of Bangkok of school administrators was at high level. The comparative results classified by overall status showed that there was a statistically significant difference in style at .01 levels. When compared from the overall school size classification within the jurisdiction of Bangkok, there was a statistically significant difference in style at the .05 level (2). The implementation of the educational quality assurance system at secondary schools within the jurisdiction of Bangkok under the new educational quality assurance framework was at high level. The comparative results classified by overall status showed that there was a statistically significant difference in style at .01 levels. When compared by size of schools within the jurisdiction of Bangkok, there was a statistically significant difference at .05 levels (3). The results of a predictive power analysis of leadership style for Thailand 4.0 among school administrators found that there were five components capable of forecasting operations in the education quality assurance system under the new framework for quality assurance for secondary schools within the jurisdiction of Bangkok under the new educational quality assurance framework, at 89% considered

**Keywords:** leadership style for Thailand 4.0, educational quality assurance system of secondary schools, jurisdiction of Bangkok

### 1. Introduction

The world today is a globalization with advances in information technology and its rapid change. It is imperative that each country learns to adapt to the ever-changing change and prepare to face the challenges of the global trend. The key factor to face such changes and challenges is the quality of the people. Education management to develop people to have quality is essential to obtain a quality education. This will help develop the full potential of the person, along with the ability of Thai children to think critically, problem-solving and organize ideas into words. Such abilities are indispensable for life in today's world. Education in Thailand consists of creativity, self-learning, the ability to adapt to the rapid change, ethics and morality, self-reliance and ability to live happily, although in the past years, efforts have been made to improve the quality of Thai education. It is for this reason that it is imperative to improve the quality of education in Thailand by establishing educational quality assurance to provide a mechanism for monitoring and encouraging educational agencies to continuously control educational quality at all times. The establishment of a national education law created a major reform of education focused on the quality of education, that is, the establishment of an educational quality assurance system to develop educational quality and standards at all levels, Office of the National Education Commission (2000, page 1).

Educational quality assurance is the management and implementation of activities according to the normal mission of educational institutions to continuously improve the quality of learners. This is to build the confidence of the education service recipients and also prevent the provision of poor quality education and create education as a powerful mechanism for the development of the population to be of higher quality. It is also the process of reviewing and evaluating the implementation of the education in the sense that how they can meet the educational quality standards. The National Education Act of 1999 requires the affiliation and educational institutions to establish a quality assurance system within educational establishments and to regard internal quality assurance as part of the ongoing education administration process and an external quality assessment of all educational establishments is carried out at least once every five years. In this regard, the Office for National Education Standards and Quality Assessment is the operator under the National Education Act (1999, page 23).

School administrators are therefore the people who play a key role and are the key to success in developing effective education management that can address the challenges and changes that arise in Education 4.0. In the age of technology, especially in the learning society, executives must play their full roles and employ strategies and senior management techniques to lead the organization to success. Therefore, school administrators in Education 4.0 must be people with vision, creativity and use of innovation and technology (Panotnon Teanprapakun, 2018). In the current situation, most educational institutions are incompatible and differ in budget, quality, staff, and even learner factors including other contributing factors such as the cooperation of the educational institution committee, community support, agencies or organizations nearby the educational institution and follow-up assistance closely from the educational service area office or an agency. All of these affect the quality of education provision. In addition, educational institutions should be independent in self-management and develop the educational institution curriculum according to their own context and needs. Therefore, the quality of the learner and the quality of the administration are different (Bureau of Educational Testing, 2018).

School administrators are therefore important mechanisms that will lead to success and enhance learning quality within the organization, building quality within the school creates confidence and assurance in the client, parents, community and society (Jinnawat Pakotang, 2018). Leadership is therefore very important and essential for corporate executives. In particular, the leadership of the executive who leads the organization towards the goals that are set together (Asanee Sukitjai, 2017) is consistent with the development and to build confidence for all concerned parties to understand the educational management of the educational institution that it is the quality education management in accordance with the educational standards and achieve the goals of the agency or the governing institution (Office of the Private Education Commission, 2019) along with establishing a system and mechanism for development, monitoring, auditing and evaluating school operations in accordance with the policy, goals and quality levels as educational standards (Sumalee Sriputtarin, 2019).

Based on the aforementioned conditions, the researcher is interested in studying the leadership style for Thailand 4.0 of the school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework. The results of the aforementioned study will be of benefit to the administrators of educational institutions, schools and educational organizations for the use of such information for further improvement and development of the quality assurance system operation of the educational institutions.

## **2. Research Objectives**

1) 1) To study and compare leadership style for Thailand 4.0 of school administrators classified by school status and size within the jurisdiction of Bangkok.

2) To study and compare the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under the new framework for educational quality assurance classified by school status and size.

3) To study the predictive power of leadership style for Thailand 4.0 of school administrators impacting the implementation of the education quality assurance system under the new framework for educational quality assurance classified by school status and size within the jurisdiction of Bangkok

## **3. Research scope**

This research focused on studying and comparing leadership style for Thailand 4.0 of school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework.

1) Leadership style for Thailand 4.0 for school administrators - The researcher uses a conceptual framework derived from the synthesis of concepts and theories which have 6 components: (1) vision (2) team work and participation (3) creativity (4) digital technology skills (5) motivation and (6) being a learning organization.

2) The implementation of educational quality assurance of educational institutions - Under the new framework for educational quality assurance, it follows the guidelines of the Bureau of Educational Testing (2018) as follows: (1) setting educational standards of educational institutions (2) preparation of an educational management development plan of an educational institution (3) implementation of the educational management development plan of the educational institution (4) evaluation and examination of educational quality within educational institutions (5) Follow-up on the implementation of the implementation to ensure quality according to educational

standards (6) preparing an institution's self-assessment report and (7) developing educational institutions to have a continuous quality

### **3.1 Population and sample**

The research population was 1,578 of school administrators and secondary school teachers within the jurisdiction of Bangkok, academic year 2020 classified as 78 school administrators and 1,500 teachers. The sample group was 400 of school administrators and secondary school teachers within the jurisdiction of Bangkok, academic year 2020 classified as 50 school administrators and 350 teachers. The researcher determined the sample size using percentage criteria (Boonchom Srisa-ard, 2010) by Multi-Stage Sampling.

## **4. Literature review**

Yadav (1980, p.186), cited in Manit Methanuphab (2008, p. 9), said that public participation means the cooperation of the people voluntarily and without coercion. The public cooperation process must have a feeling of participation in decisions, making decisions to participate in the implementation of development plans and projects, participating in the monitoring of development programs and programs and participating in receiving development benefits.

Ervin (1976, p. 69), quoted in Somkid Muangkorn (2012, pages 29-30), said that participation is the process by which the population is involved in operations, development, collaboration, decision-making, self-problem solving focusing on participation, creativity and people's expertise, collaborating in problem solving, using appropriate technology, advocating and monitoring the performance of the organization and related staff.

Rousseau (1988, p. 38) Cited in Chamlong. Ratanakoset (2009, pp. 20-26) wrote a participatory theory that participation must be based on freedom of decision-making to participate in the process, nobody is the master of one's life, an equality, self-reliance that raises awareness and understands the importance of self-involvement, changes in attitudes and behaviors can occur by creating effective group participation situations.

In short, participation is the involvement of an individual or a group of people in decision-making, problem discovery, planning, problem solving, monitoring and evaluation as well as supporting the exploitation of various matters or activities based on freedom of decision-making. All members are to participate voluntarily, free from coercion as a process of implementation, development, working together in thinking and making decisions, using their own creativity and problem-solving expertise in order to achieve objectives with intent.

#### Concepts and theories of administration

Gulick (1973, p.17-18), quoted in Pinyo Krittiyakorn Tanpa (2009, pages 6-10), stated that he seven administrative processes named POSDCoRB consist of planning, organizing, personnel placement, directing, coordination, reporting and budgeting across all operational processes, this is to achieve organizational goals through important administrative functions, namely organization, planning, monitoring and control.

#### Concepts of educational quality assurance

Kritiyakon Tanpa (2009) said that quality assurance means giving the client and other relevant agencies the confidence that the school will have a clear guideline for the organization and development of the quality of education and consistent with the principles, policies and focus of the state education program and the school has followed these guidelines in a concrete way for the good quality of education for each and every learner.

Manit Rotrattanavanich (2008, page 4-5) said that "quality of people" is the main factor for the success of the country's development. Education is an important factor in the development of quality people. Providing quality education is essential. The National Education Act 1999 has established a "educational quality assurance system" to develop the quality and standards of education at all levels. "Teacher" is a key factor for the success of quality education management and educational quality assurance. Therefore, teachers must have a thorough knowledge of the meaning and importance of quality assurance, along with the ability to analyze systems and processes in educational quality assurance, establishment of educational quality standards and indicators, the ability to implement educational quality enhancement in accordance with the role of teachers in the internal quality assurance system and the external quality assurance system as well as continuous development

## **5. Research methodology**

Instruments used in this research - The information obtained was the opinions of the school administrators and teachers, a questionnaire about the leadership style for Thailand 4.0 of the school administrators affecting the

implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework

The tools used for this data collection were divided into 3 parts:

Part 1: General information of respondents is a check list.

Part 2: Leadership style questionnaire for Thailand 4.0 of school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework is a 5-level rating scale (Rating scale) with a consistency index between .75-1.00, classified power by item between .27 - .76 and all confidence values are .98.

Part 3: Implementation Questionnaire for Leadership Style for Thailand 4.0 of school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework is a 5-level rating scale (Rating scale) with a consistency index between .75-1.00, classified power by item between .25 - .79 and all confidence values are .98.

Statistical analysis - The tools include 1) the determination of content validity using Index of Item Congruence (IC) 2) The determination of the discriminant power of the questionnaire by item - total correlation method using Pearson's Product - Moment Coefficient of Correlation 3) Estimation of the confidence of questionnaires using Cronbach's alpha coefficient. The basic statistics are: 1) Percentage 2) Mean (X) 3) Standard deviation (S.D.). The statistics used in the hypothesis testing were 1) Independent Samples t Test.

2) F-test in one way ANOVA type, in case the difference is found, the differences will be compared individually by using Scheffe 'Analysis.

3) Stepwise Multiple Regression Analysis

## **6. Research results**

From the research on the leadership style for Thailand 4.0 of the school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework under the new framework for educational quality assurance, the researcher summarized the research results as follows:

1) The result of the digital leadership study of the school administrators according to the opinions of the school administrators and teachers was at a high level. When considered on each side, it was found that it was at a high level in all aspects. The aspect with the highest average was creativity. The comparative results of digital technology skills and motivation based on opinions of school administrators and teachers could be classified by status were statistically significantly different at the .01 level. In each aspect, vision, teamwork and participation, creativity, digital technology skills and motivation were statistically significantly different at the .01 level. Being a learning organization had the same characteristics. The results of the comparison of leadership styles for Thailand 4.0 among school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework, according to the opinions of the school administrators and teachers classified by school size, the overall characteristics differed at the statistical significance level of .05. When considered individually, it was found that the learning organization was statistically significant at the .01 level. The aspects of teamwork and participation and motivation were statistically significant at the .05 level. The result of the study of the educational quality assurance operation of the schools according to the opinions of the school administrators and teachers was at a high level. When considering each aspect, it was found that It is at a very high level in every way. The aspect with the highest average was the preparation of the institution's self-assessment report. Results of an operational comparison of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under the new educational quality assurance framework of educational institutions according to the opinions of school administrators and teachers classified by status, which were statistically significantly different at .01

When considering each aspect, it was found that the development plan, educational management of the educational institutions and the monitoring of the implementation were of the quality according to the educational standards that were statistically significant at the .01 level. The assessment and examination of the quality of the education within the educational institution and the preparation of the self-assessment report of the educational institutions were statistically significantly different at the .05 level. The comparison results of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under the new educational quality assurance framework for educational institutions according to the opinions of the school administrators and teachers classified by school size, the overall characteristics were statistically significant at .05. When considering each aspect, it was found that the development plan, educational management of educational institutions, setting educational standards of educational institutions and the evaluation and quality inspection within educational

institutions were statistically significantly different at the .01 level. The results of the predictive power of the leadership style for Thailand 4.0 of the school administrators affecting the implementation of the educational quality assurance system under the new framework for educational quality assurance classified by school status and size within the jurisdiction of Bangkok found that style Leadership for Thailand 4.0 of school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new framework for educational quality assurance by school administrators that affect the implementation of the educational quality assurance system of the school consists of 5 components: Motivation (X5), Vision (X1), Being Creative (X3), Digital Technology Skills (X4) and being a learning organization (X6) affected the implementation of the educational quality assurance system of educational institutions in the Secondary Educational Service Area Office<sup>22</sup> with a value of 78%, which was statistically significant at level .01 in all aspects. There is a multiple correlation coefficient (R) between .78 - .88. From the above analysis of the digital leadership component of the school administrators, the equation can be written as follows:

Forecasting equations in raw scores

$$Y' = 0.39 + .34 X_5 + .26 X_1 + .24 X_3 + .13 X_4 + .09 X_6$$

Forecasting equations in standard scores

$$Z'y = .35 X_5 + .27 X_1 + .27 X_3 + .14 X_4 + .09 X_6$$

## **7. Discussions**

From the research on the leadership style for Thailand 4.0 of the school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok Under the new framework for educational quality assurance, the researchers discussed the results as follows:

1. Leadership style for Thailand 4.0 of school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok was at high level. This may be due to educational institution administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok Under the new educational quality assurance framework in the digital age, there is a need for leadership that can demonstrate vision, opportunity generation, participatory teamwork, creativity, digital technology skills, motivation and develop the organization into a learning organization. In accordance with Wichian Chantawiset (2007, pages 72 - 100), the study of the condition and problem of educational quality assurance within the school at the basic level of education under the Sa Kaeo Educational Service Area Office was found. The implementation of the overall educational quality development plan and each item was at a high level. The top-three ranking of the average score consists of clearly stating that all personnel were responsible for project work in the annual action plan, preparation of an annual action plan covering the tasks / projects set out in the educational quality development plan and the implementation of projects / activities as specified in the annual action plan on time. The last one was the systematic and continuous supervision, monitoring and evaluation of programs / projects. In line with Kritiyakon Tanpa's study (2009, pp. 55 - 62), the study of participation in educational quality assurance among personnel in the College of Arts, Media and Technology, Chiang Mai University was found. In the implementation of the education management development plan, personnel participated in the performance of educational quality assurance at a high level such as participation in determining educational quality assurance procedures, participation as an educational quality assurance working group, participation in educational quality assurance activities, participation in the preparation of information for the implementation of the quality assurance of education and participation in the preparation of the self-assessment report participation in the creation of quality assurance innovations for use in the personnel department was at a low level. Overall, however, the personnel had a high level of participation in the performance of educational quality assurance.

The results of the comparison of leadership styles for Thailand 4.0 among school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under the New Educational Quality Assurance Framework, the overall difference was statistically significant at .01. This may be because administrators recognize their role in the leadership base for Thailand 4.0 and fostering an innovative culture for teachers and students. Dempster (2013) gave administrators and teachers different opinions about digital age leadership. In line with Jirapa Petchsongkram's study (2011, pages 146-149), teachers' participation in the development of quality assurance operations within schools within the jurisdiction of

Bangkok, Bang Khun Thian District, it was found that in the field of education quality audit and review, teachers were involved in the development of the quality assurance operation at a high level. This may be because teachers were aware and recognize the importance of examinations and reviews of educational quality. Ongoing performance evaluation found that the overall difference was statistically significant at the .05 level.

2. Results of the implementation of the educational quality assurance system at the secondary school level within the jurisdiction of Bangkok under the new overall educational quality assurance framework was at a high level. When considering each aspect, it was found that they were at a high level in all aspects. This was because educational institutions had a mechanism to control and monitor the educational quality management system, where educational institutions had been organized in order to developed and built confidence among stakeholders and the public in the sense that educational institutions was able to provide quality education in accordance with educational standards and achieved the goals of the agency or governing body (Royal Thai Government Gazette, 2018). In accordance with the study of Wichian Chantawiset (2007, pages 72-100), the study of the condition and problems of educational quality assurance within the school at the basic level of education under the Sa Kaeo Province Educational Service Area Office was found. The implementation of the overall educational quality development plan and each item was at a high level. The top-three ranking of the average score consists of clearly stating that all personnel are responsible for project work in the annual action plan, preparation of an annual action plan covering the tasks / projects set out in the educational quality development plan and the implementation of projects / activities as specified in the annual action plan on time. The last one was the systematic and continuous supervision, monitoring and evaluation of programs / projects.

3. The results of an analysis of the predictive power in the leadership style for Thailand 4.0 of the school administrators affecting the implementation of the educational quality assurance system of secondary schools, Office of the Sa Kaeo Educational Service Area under the new framework for educational quality assurance, which were analyzed in 6 aspects, were found. Elements of the leadership style for Thailand 4.0 of educational institution administrators affecting the implementation of the educational quality assurance system of five secondary schools in the educational quality assurance system of secondary schools, Office of the Sa Kaeo Educational Service Area under the new educational quality assurance framework was 78% and the standard error of forecast (S.E.) was 0.20 and all aspects were statistically significant at the .01 level, sorting from descending predictable variables: digital technology skills, creativity, motivation, vision, and learning organization. This may be because the leadership style for Thailand 4.0 of the school administrators has contributed to the success of the educational quality assurance operation of schools. In line with the concept of (Tinnakorn Bauchoo & Thippaporn Bauchoo, 2019), it is stated that school administrators must be knowledgeable about the change, utilization of technology for school administration in accordance with the changing context to provide students with knowledge, be able to build on knowledge with creativity, create vision and goals in accordance with the policy and national strategy of education. In line with Kritiyakorn Tanpa's study (2009, pp. 55 - 62), they studied participation in educational quality assurance among personnel, the College of Arts, Media and Technology, Chiang Mai University found that, in the implementation of the education management development plan, personnel are involved in the performance of educational quality assurance at a high level. It consisted of participation in considerations about how to operate in education quality assurance, participation as an educational quality assurance working group, participation in educational quality assurance activities, participation in preparing information for the implementation of educational quality assurance, and participation in the preparation of self-assessment reports. The participation in quality assurance innovation for use in the personnel department was at a low level. Overall, however, the personnel had a high level of participation in the performance of educational quality assurance. The effectiveness of the educational institutions as a whole had a very high positive correlation, statistically significant at the .05 level.

## **8. Summary**

1. Style of leadership for Thailand 4.0 of school administrators affecting the implementation of the educational quality assurance system of secondary schools, Office of the Sa Kaeo Educational Service Area under the new educational quality assurance framework according to the opinions of the school administrators and teachers was at a very good level. When compared by classification by overall status, it was found that there was a statistically significant difference at the .01 level. When compared by classification by overall school size, the difference was statistically significant at the .05 level.

2. The implementation of the educational quality assurance system at the Office of the Sa Kaeo Educational Service Area under the new education quality assurance framework was at a high level. When compared by classification by overall status, it was found that the difference was statistically significant at the .01 level. When compared by classification by overall school size, the difference was statistically significant at the .05 level.

3. The analysis of the leadership style elements for Thailand 4.0 of the school administrators affecting the implementation of the educational quality assurance system of the secondary schools in 5 aspects affecting the

educational quality assurance system of secondary schools, Office of the Sa Kaeo Educational Service Area under the new educational quality assurance framework was 78%. The most influential elements were digital technology skills, creativity, motivation, vision and learning organization.

## **9. Suggestion**

Suggestions for application

1. Schools should encourage educational personnel to take part in the administration, problem analysis, formulation of strengths, weaknesses, opportunities and obstacles both inside and outside the school for the implementation of the educational quality assurance system of secondary schools, Office of the Sa Kaeo Educational Service Area under the new educational quality assurance framework to be in line with the same guidelines.

2. Schools should support personnel to be involved in the administration of the formulation of educational quality development plans for 3-5 years and formulate an annual action plan of the implementation of the educational quality assurance system of secondary schools, Office of the Sa Kaeo Educational Service Area under a new framework for educational quality assurance to achieve a common purpose.

Organization of administrative and information systems

1. Schools should encourage educational personnel to take part in the management of systematically appointing school operational committees in the implementation of the educational quality assurance system of secondary schools, Office of the Sa Kaeo Educational Service Area under the new educational quality assurance framework.

2. Schools should involve education personnel in the management, improvement, development of school information and information systems to be consistent with the implementation of the educational quality assurance system of secondary schools, Office of the Sa Kaeo Educational Service Area under the new educational quality assurance framework.

## **10. New knowledge**

From this research, we know the level of leadership for Thailand 4.0 among school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework and the level of operation of the educational quality assurance system of schools and the elements of the leadership style for Thailand 4.0 of the school administrators affecting the implementation of the educational quality assurance system of secondary schools within the jurisdiction of Bangkok under a new educational quality assurance framework. The results of this research will be a body of knowledge to the school administrators, teachers and relevant persons to guide the direction in the school administration to increase the efficiency of the higher schools. In addition, the results of this research can also be used as basic information for executives or related departments to be able to use the research results in planning, promoting and developing educational institutions for greater potential.

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