

Academic Leadership Affecting The Operational Effectiveness Of Community College Teachers In The Northeastern Region

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บทคัดย่อ

การศึกษาครั้งนี้ มีวัตถุประสงค์การวิจัย ดังนี้ 1) เพื่อศึกษาองค์ประกอบของภาวะผู้นำทางวิชาการที่ส่งผลต่อประสิทธิผลการปฏิบัติงานของครุวิทยาลัยชุมชน ในภาคตะวันออกเฉียงเหนือ และ 2) เพื่อเสนอแนะแนวทางในการยกระดับภาวะผู้นำทางวิชาการที่ส่งผลต่อประสิทธิผลการปฏิบัติงานของครุวิทยาลัยชุมชนในภาคตะวันออกเฉียงเหนือ กลุ่มตัวอย่างที่ใช้ในการวิจัย ได้แก่ ครุวิทยาลัยชุมชน ในภาคตะวันออกเฉียงเหนือ (ครุประจ้าและครุพิเศษ) ปีการศึกษา 1/2561 จำนวนรวม 286 คน ได้รับแบบสอบถามคืน จำนวน 286 ฉบับ คิดเป็นร้อยละ 100 เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ประกอบด้วย 1) แบบสอบถามชนิดมาตราส่วนประมาณค่า ชนิด 5 ระดับ และแบบสอบถามปลายเปิด 2) แบบสัมภาษณ์เชิงลึก ผู้ให้ข้อมูลสำคัญ จำนวน 10 คน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ตัดต่อพหุคุณแบบขั้นตอน (Stepwise Multiple Regression Analysis)

ผลการวิจัย พบว่า องค์ประกอบของภาวะผู้นำทางวิชาการที่ส่งผลต่อประสิทธิผลการปฏิบัติงานของครุวิทยาลัยชุมชนในภาคตะวันออกเฉียงเหนือ พบว่า มีองค์ประกอบของภาวะผู้นำทางวิชาการที่ส่งผลต่อประสิทธิผลการปฏิบัติงานของครุวิทยาลัยชุมชน ในภาคตะวันออกเฉียงเหนือ มีความเหมาะสมอยู่ในระดับมาก ทั้ง 3 องค์ประกอบคือ ด้านความรู้ ด้านภาระหน้าที่ และด้านทักษะ ภาวะผู้นำทางวิชาการที่ส่งผลต่อประสิทธิผลการปฏิบัติงานของครุวิทยาลัยชุมชนในภาคตะวันออก เฉียงเหนือ พบว่า ตัวแปรพยากรณ์เกี่ยวกับภาวะผู้นำทางวิชาการที่มีอิทธิพลด้านองค์ความรู้ ด้านภาระหน้าที่ และด้านทักษะที่จำเป็น ส่งผลต่อประสิทธิผลการปฏิบัติงานของครุวิทยาลัยชุมชน ในภาคตะวันออกเฉียงเหนือ อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และแนวทางในการยกระดับภาวะผู้นำทางวิชาการ ที่ส่งผลต่อประสิทธิผลการปฏิบัติงานของครุวิทยาลัยชุมชนในภาคตะวันออกเฉียงเหนือ พบว่า ควรส่งเสริม การพัฒนาตนเองของครุอย่างต่อเนื่องให้มีความก้าวหน้าทางวิชาการ จัดให้บุคลากรแต่ละด้านทำงานตามความเหมาะสมและความสามารถ กำหนดหน้าที่ให้ชัดเจนในการปฏิบัติงาน และจัดโครงสร้างการบริหารงานให้สามารถ ประสิทธิภาพในการพัฒนาภาวะผู้นำทางวิชาการ

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ABSTRACT

The purpose of the research were 1) to investigate the desirable qualities of academic leadership affecting the operational effectiveness of community college teachers in the northeastern region of Thailand and 2) to propose the practical guidelines for improving the qualities of academic leadership affecting the operational effectiveness of community college teachers in the northeastern region. The sample subjects of the study were two hundred and eighty six full-time and part-time teachers of community colleges in the northeastern region of Thailand in 1/2018. The target population was ten specialists in educational administration selected by purposive sampling. The data was collected by 5-point-rating scale with open-ended questionnaires from the sample subjects and in-depth interview from ten key informants. The data was analyzed by the descriptive statistics: frequency, percentage, mean and standard deviation. Stepwise multiple regression analysis was also employed for the study.

The research findings showed that the three major desirable qualities of academic leadership affecting the operational effectiveness of community college teachers in the northeastern region of Thailand consisted of knowledge, responsibilities and skills. The knowledge, responsibilities and skills (predictor variables) effected significantly on the operational effectiveness of community college teachers in the northeastern region at the .01 level. The practical guidelines for improving the operational effectiveness of the teachers included their continuous self-development, assigning clear individual responsibilities based on their abilities and appropriateness, and establishing the administrative structure for improving the academic leadership process.

Keywords : Academic Leadership, Operational Effectiveness.

Introduction

Community colleges in the northeastern region of Thailand have been administrated under the education reform of Constitution of the Kingdom of Thailand B.E. 2540 (1997) and National Education Act of B.E. 2542 (1999) emphasizing the equality in long-life learning and training which the ministerial regulations have been administered for twenty community colleges throughout Thailand since 2002. The major goals of

ministerial regulations have been implemented to encourage the operation of the provincial community colleges focusing on knowledge and skills for social and personnel development based on the local needs and problems. Additionally, the provincial community colleges have responded to the policies of Qualification Framework for the 2nd Higher Education Commission in fifteen years (2008-2022) focusing on sustainable agricultural development through long-life learning and

human resource development. The community college committee has recognized and provided the educational management to strengthen people in community and to creating community learning centers for life-long learning and sustainable personnel development of labor population and disadvantaged education population. The learning process emphasized learning and working experience exchange for creating knowledge and innovation for the potentials of people in community. Therefore, the community colleges have offered the college curriculum based on the current local needs and problems for improving and applying their knowledge of people in community. Additionally, the public and private resources have been employed for efficient educational management the community-based participation including local network. The educational management has been conducted by the community college council through long-life learning based on the local needs and problems (Community College Administration Office, 2013).

The major aim of the community college is to provide the educational curriculum based on the local need and problems for academic and professional development. As a result, the community colleges have offered the following educational curriculum.

1. Diploma Program

The principles of diploma education management for the community colleges emphasize the local needs and community

potentials and offers the active curriculum based on the national standards of diploma education B.E. 2005. Ninety credits are required to complete the diploma curriculum. The required courses consist of 30 credits and more of general education, 45 credits and more of major courses, and 3 credits and more of elective courses. The diploma program is administered based on Thai Qualifications Framework for Higher Education. The curriculum has been certified by the specialists of Office of the Civil Service Commission. The qualities of applicants are required for applying further study by credit transfer of senior high school completion and equivalent.

2. Short Training Courses

The major aim of the training courses is to improve their knowledge for practical application. and implement. The 6-200-hour training courses are always offered by community colleges. Applicants at any age with or without education certificate are able to apply for three hundred thirty one short training courses. The courses usually take 1-2 semesters. The courses consist of career promotion, computer, career development, community potential development, languages and health.

3. Educational management for local development in 2012

Community colleges have adapted the guidelines for educational management based on the local needs and problems focusing on area-based education and project-based education. Community colleges aim at competency development of people

in community through the potential analysis and the trends of human resource development for the future career. Learning packages, requires learning credits and credits transfer are necessary for certificate or diploma education of community colleges.

Three major models of community colleges for educational management are:

Model 1: Educational management for local development (Community College Track)

The objective of educational management for local development is to expand and transfer the results of project-based education for strengthening community and improving learning strategies suitable to the local needs and problem. Therefore, various and flexible learning modules of community colleges have been designed to serve life quality improvement, social and economic development of people for happy and peaceful community.

Model 2: Educational management for career (Career Track)

The objective of educational management for career is to develop human resource in community for future careers. The need analysis of manpower or labor is necessary to plan appropriate educational management especially knowledge and skills for the future careers. Job analysis and competency analysis are important for modular curriculum of community colleges. As a result, educational management for career development may consist of two levels.

1. National module or national certificate aims

at serving needs of various sectors throughout Thailand for national development based on the national economic and social plan.

2. Institutional module or institutional certificate organizes special education management based on the local needs.

Model 3: Diploma program/education (Diploma Track)

The major aim of diploma education is to prepare students in community for higher education in colleges and universities. The popular programs are local administration, childhood education, business computer, and community health. Therefore, community colleges have to improve education quality and specify appropriate and clear educational standards and framework of diploma education including create identity of community college graduates. Educational management of community colleges focuses on credit transfer and credit bank.

In Thailand, there are many educational institutes offering higher education to Thai people based on their local needs and problems. Therefore, universities and colleges provide flexible learning programs and learning strategies for Thai people. Community college is one of higher educational institutes responsible for vocational education especially diploma or certificate program through various learning strategies focusing on people in community (Community College Administration Office, 2004: P. 1).

The 4th Section of the National Education Act of 1999 states that all students have different ability and individual differences.

Therefore, strategies of appropriate educational management for them should emphasize student-centered curriculum focusing on knowledge, language and technology skills, sports, arts, culture, local wisdom, mathematics, careers and morality through various learning methods such as online program and self-study (Ministry of Education, 2003). The administrators should emphasize educational management and to encourage the teachers to improve students' intelligence, to create happiness and Thainess. Academic development is one of the major responsibilities of colleges and universities encourage. Additionally, academic leadership and academic administration are an important factor for both teachers and administrators to provide efficient and appropriate academic services to students and community. Academic administration is an important affair for both the teachers and administrators relating to many academic activities in educational institutes. Consequently, the process for efficient educational management concerns with many factors: formulating policies, planning, teaching and learning improvement and teaching assessment. All factors should be appropriate to learning objectives of the curriculum and students' competencies and needs (Priyaporn Wonganutraroj, 2010). Therefore, the administrator and teachers should have academic leadership effecting the operational effectiveness of community college teachers in the northeastern region of Thailand. The administrators of community colleges should design and develop academic curriculum

professionally. Academic leadership of the teachers is also important for improving the quality of students, learning achievement and moving the colleges forward.

There are currently twenty community colleges throughout Thailand, and there will be more in all regions of Thailand to serve the expectation and labor needs of the country. Regarding strategic plans of the community colleges, the community colleges analyzed the problems about the administration of community colleges. The problems are 1) the educational management of the community colleges will increase the assistance from the central government by working together with people in community and using more local resources. 2) All stakeholders of three models for educational management have not understood precisely their responsibility, procedure, benefit, expected outcome, effect, reason, issue, customer, time and required resource. 3) Background of the target students such as age and occupation is necessary for educational management because of different individual of the customers, technology and complex society. 4) Distance, promoted areas, transportation and budget are main problems of educational management for all. 5) Society and local organization did not understand precisely visions of the community colleges. 6) There is a problem of fundraising and using local resources affecting the efficiency and quality of educational management of community colleges. 7) The government regulation are not flexible enough for educational management especially work and budget

management. 8) Most of laws and national acts do not facilitate the educational management. Regulations, criteria and educational standards are not appropriate for the students of community colleges. 10) More people have still had belief and value of university degree. And 11) There is more competition of the educational management of the higher educational institutes in Thailand. (Strategic Plans of community colleges in four years:2014-2017:2-15) and (The Second 15-Year-Higher Educational Development Plans (2017-2021) , 2017).

Objectives:

1) to investigate the desirable qualities of academic leadership affecting the operational effectiveness of community college teachers in the northeastern region of Thailand

2) to propose the practical guidelines for improving the qualities of academic leadership affecting the operational effectiveness of community college teachers in the northeastern region

Research Methodology

Mixed method research consisting of quantitative research and qualitative research was employed for the study.

Scope of Research

1. Content of the research consisted of 1) three components of academic leadership adopted from Glickman (2007) were knowled-

ge, task and essential skills, and 2) three factors of operational effectiveness of community college teachers in the Northeastern region consisting of Intelligence Quotient (IQ), Emotional Quotient and Adversity Quotient.

2. The research was conducted in four community colleges in the northeastern region: Buriram Community College, Yasothon Community College and Nongbualumphu Community College.

Population and Sample

1. The population was eight hundred and twenty two full-time and part-time teachers in 1/2018 in four community colleges: Buriram Community College, Yasothon Community College and Nongbualumphu Community College.

2. The sample subjects of the study were two hundred and eighty six full-time and part-time teachers in 1/2018 in four community colleges: Buriram Community College, Yasothon Community College and Nongbualumphu Community College. Taro Yamane table was employed for calculating the sample size with .95 reliability index and they were selected by simple random sampling.

Variables

1. Independent Variable was 1) personality of personnel: gender, experience, education, position and 2) three academic leaderships of Glickman (2007): knowledge, task and essential skills.

2. Dependent Variable was effectiveness of community college teachers in the northeastern region consisting of Intelligence Quotient (IQ), Emotional Quotient (EQ) and Adversity Quotient (AQ).

Research Area

Four community colleges in the northeastern region of Thailand: Buriram Community College, Yasothon Community College and Nongbualumphu Community College.

Research Instrument

1. An in-depth interview form of ten key informants

2. A 5 point rating scale questionnaire of Likert consisting of three parts: 1) personal information of the respondents, 2) opinion of the participants toward two factors of the academic leadership affecting the operational effectiveness of community college teachers in the northeastern region: 2.1) personality of the respondents: experience, gender and education; and 2.2) academic leadership: knowledge, task and essential skills. 2.3) opinion of the respondents toward three factors effecting the operational effectiveness of community college teachers: Intelligence Quotient (IQ), Emotional Quotient (EQ) and Adversity Quotient (AQ).

Data Analysis

1. Analysis of the personal data of the research participants consisting of gender,

experience and education by descriptive statistics (percentage).

2. The components of the academic leadership affected the operational effectiveness of community college teachers in the northeastern region.

3. The operational effectiveness of community college teachers in the northeastern region

4. Analysis of academic leadership affecting the operational effectiveness of community college teachers in the northeastern region.

5. Analysis of the practical guidelines for improving academic leadership affecting the operational effectiveness of community college teachers in the northeastern region

Research Results

1. The research findings showed that three major components of the academic leadership affecting the operational effectiveness of community college teachers in the northeastern region were knowledge, task and skills. 1.1) The average appropriateness for three indicators of the operational effectiveness was at a high level ($\bar{X}=4.33-4.45$, $S.D.=0.67-.75$). The two highest items of the indicators for the operational effectiveness were knowledge of effective educational management (level $\bar{X}= 4.45$, $S.D.= .73$) and knowledge of research on teaching and learning development ($\bar{X}=4.45$, $S.D.= .67$). The lowest rate item of the indicator for the operational effectiveness was knowledge

about theory of curriculum design and development ($\bar{x}=4.23$, S.D.=0.73). 1.2) The average appropriateness of both components and indicators for the operational effectiveness of the community college teachers in the northeastern region regarding their responsibility was at a high level ($\bar{x}=4.20-4.60$, S.D.=.65-.83). The two highest rated items of the indicators were knowledge of classroom action research ($\bar{x}=4.60$, S.D.=0.65) and the good relationship between colleges and community ($\bar{x}=4.59$, S.D.=0.69). The lowest rated item of the indicators was group process development ($\bar{x}=4.20$, S.D.=0.83). 1.3) The average appropriateness for the operational effectiveness of the community college teachers in the northeastern region regarding the essential skills was at a high level ($\bar{x}=4.28-4.63$, S.D.=.58-.78). The two highest rated items of the indicators for educational management were communicative skills ($\bar{x}=4.63$, S.D.=.58) and skills in educational supervision ($\bar{x}=4.56$, S.D.=.67). The lowest rated item of the indicators was skills in interpersonal interaction ($\bar{x}=4.28$, S.D.=.77).

2. The practical guidelines for improving the academic leadership of the teachers regarding knowledge consisted of eight main issues: continuous self-development, teacher development and creating new knowledge, using technology for leaching and learning management, improving academic potential, school-based teacher development, developing knowledge and methods of the teachers for curriculum design and development of community colleges, organizing training

courses of teaching techniques for personnel of other organization and appointing the experts and specialists in planning and training school curriculum design. 2) The practical guidelines for improving the academic leadership of the teachers regarding task consisted of nine main issues: assign appropriate 1-2 tasks with clear responsibilities, encouraging and supporting the teachers to improve their academic leadership and organizing a workshop on efficient learning management, reconstruct the administration for improving academic leadership of the teachers focusing on educational supervision and monitoring, organizing continuous training courses for improving academic leadership of the teachers, providing opportunity of the teachers to exchange teaching innovation and teaching methods for efficient instructional management, recruiting the specialist in curriculum design and development, educational supervision, and evaluation and assessment, assigning appropriate duty and responsibility, establishing the networks connection with external and internal organization for academic leadership improvement, and assigning the teachers conducting one classroom action research a year by providing advisory assistance of the colleges. The practical guidelines for improving the academic leadership of the teachers regarding essential skills consisted of six main issues: improving knowledge, skills and attitude toward their work performance, improving essential skills in working, encouraging the teachers to develop their knowledge and

skills in planning for efficient educational management, and connecting other networks of information of academic leadership, organizing a training course of ICT for academic leadership improvement of the teachers, and establishing teamwork of academic leadership improvement in the colleges focusing on teaching innovation, teaching methods for academic competency and academic operational efficiency.

Discussion

1. The research results showed that three major components of the academic leadership affecting the operational effectiveness of the teachers consisted of knowledge, tasks and essential skills. Glickman (2007) states that the academic leadership of the teachers is necessary for teaching and learning improvement and increasing learning achievement of the students. Lambert, Sax and Miles (2003) cited in Sureerat Patanathian (2009) and Katzenmeyer and Moller (2001) assert that the most important factor in teaching is an academic leadership of the teachers especially teaching and learning models and teamwork skills. The important academic leadership of the teachers is collaboration, confidence, assistance, group discussion and sharing work experiences.

2. The findings indicated that 1) the practical guidelines for academic leadership improvement of the community college teachers in the northeastern region were three major factors: knowledge, tasks and essential skills. The guideline for knowledge development

of the teachers consisted of continuous self-study support, providing the teachers with academic development projects, creating new knowledge, using technology for academic development, employing new strategies for instructional management, providing academic development to the teachers, school-based academic development of the teachers, developing knowledge and methods of the teachers for curriculum design and development of community colleges, organizing training courses of teaching techniques for personnel of other organization and appointing the experts and specialists in planning and training school curriculum design, coordinating other higher educational institutes for further study of the students based on their needs and ability, inviting part-time or full time teachers with special expertise from community, and necessity for academic leadership improvement of the teachers. Glickman (2007) claims that knowledge is necessary for academic leadership development: teaching and learning, and learning achievement of the students. The academic development of the teachers is used to indicate their knowledge of teaching theories and philosophy and a good academic model for student-centered management (Somkid Soinam, 2004: 41) 2) The guideline for task development of the teachers consisted of assigning 1-2 appropriate tasks for the teachers with clear responsibility, reconstruct the administration for improving academic leadership of the teachers focusing on educational supervision and monitoring, organizing continuous training courses for

improving academic leadership of the teachers, providing opportunity of the teachers to exchange teaching innovation and teaching methods for efficient instructional management, recruiting the specialist in curriculum design and development, educational supervision, and evaluation and assessment, assigning appropriate duty and responsibility, establishing the networks connection with external and internal organization for academic leadership improvement, and assigning the teachers conducting one classroom action research a year by providing advisory assistance of the colleges. The practical guidelines for improving the academic leadership of the teachers regarding tasks consisted of six main issues: improving knowledge, skills and attitude toward their work performance, improving essential skills in working, encouraging the teachers to develop their knowledge and skills in planning for efficient educational management, and connecting other networks of information of academic leadership, organizing a training course of ICT for academic leadership improvement of the teachers, and establishing teamwork of academic leadership improvement in the colleges focusing on teaching innovation, teaching methods for academic competency and academic operational efficiency. Office of Basic Education Commission (2009) states that the most responsibility of the teachers is self-study and self-development for efficient academic management in the colleges. The teachers should knowledge science of teaching methods by self-study and training attendance. Additionally, the teachers should realize their

expertise in teaching management. Teaching profession take an important part in human potential improvement on academy, career and peaceful and happy society. The guideline for task development of the teachers consisted of assigning 1-2 appropriate tasks for the teachers with clear responsibility, reconstruct the administration for improving academic leadership of the teachers focusing on educational supervision and monitoring, organizing continuous training courses for improving academic leadership of the teachers, providing opportunity of the teachers to exchange teaching innovation and teaching methods for efficient instructional management, recruiting the specialist in curriculum design and development, educational supervision, and evaluation and assessment, assigning appropriate duty and responsibility, establishing the networks connection with external and internal organization for academic leadership improvement, and assigning the teachers conducting one classroom action research a year by providing advisory assistance of the colleges. 3) The practical guidelines for improving the academic leadership of the teachers regarding essential skills consisted of improving knowledge, skills and attitude toward their work performance, improving essential skills in working, encouraging the teachers to develop their knowledge and skills in planning for efficient educational management, and connecting other networks of information of academic leadership, organizing a training course of ICT for academic leadership improvement of the teachers, and

establishing teamwork of academic leadership improvement in the colleges focusing on teaching innovation, teaching methods for academic competency and academic operational efficiency, connecting both internal and external organizations for continuous academic leadership improvement and providing the opportunity to the teachers to have their sharing their knowledge, work experience, teaching innovation in improving academic competency and instructional efficiency. Therefore, the administrators should take part in setting goal and clear operational strategy for academic improvement of the teachers through training, academic seminar and study visit. Katzenmeyer and Moller (2001) state that academic leadership of the teachers is a key indicator in proving teaching quality. Learning models of academic leadership for the teachers depend on the principles of human resource development and professional cooperation. The main indicators of the leadership of the teachers are collaboration, confidence, support and group discussion, assigning clear responsibility and collaborative learning.

Suggestions

1. Suggestions for practical application

1.1 The research results indicate that knowledge, task and skills are the most necessary factor of academic leadership affecting the operational effectiveness of the community college teachers in the northeastern region. The administrator should realize the importance of academic leadership improve-

ment in finding appropriate guidelines for improving the operational effectiveness and efficiency of the community colleges.

1.2 Three components of the academic leadership are knowledge, task and skill are related mainly to the operational effectiveness of the teachers in the northeastern region. The administrators of the community colleges should realize the importance of continuous academic leadership improvement of the college personnel.

2. Suggestions for further study

2.1 Other variable of the academic leadership of the teachers should be studied further such as opinion on the trends of academic curriculum, student assessment, planning for professional development, applying academic leadership and collaborative educational administration and management.

2.2 The further research should be studied deeply on various different variables of the academic leadership affecting the operational effectiveness of the community college teachers in the northeastern region.

2.3 The study on the academic leadership should be also conducted in other regions of Thailand.

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