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Participation in academic administration of educational personnel in education quality development network group 7 under Maha Sarakham Primary Education Service Area Office 2

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ABSTRACT

The objectives of this research are twofold: 1) to examine the participation in academic administration among educational personnel within Educational Quality Development Network Group 7 under the Maha Sarakham Primary Educational Service Area Office 2, and 2) to propose guidelines for academic administration within the same network, categorized by educational level and work experience. This is a quantitative study utilizing research instruments such as questionnaires. The sample consists of 118 educational personnel from Educational Quality Development Network Group 7 under the Maha Sarakham Primary Educational Service Area Office 2, for the academic year 2023, determined through sample size calculations based on Krejcie and Morgan's table. A group sampling method was employed, and the data collected from the questionnaires were analyzed using descriptive statistics, including percentage, mean, and standard deviation, as well as inferential statistics such as t-tests and F-tests. The research findings are as follows: Overall, participation in academic administration among educational personnel is at a high level. A comparison of participation in academic administration among educational personnel within Educational Quality Development Network Group 7 under the Maha Sarakham Primary Educational Service Area Office 2 revealed that: 1) Educational personnel with different educational levels show no significant differences in overall participation in academic administration. However, when examining individual aspects, almost every aspect shows differences except for teaching and learning. The aspects of educational quality assurance and internal supervision display significant differences. 2) Educational personnel with varying work experience exhibit no significant differences in overall participation in academic administration. Nevertheless, when considering specific aspects, almost all aspects show no differences, with the exception of classroom research and educational evaluation, where statistically significant differences at the 0.05 level were observed.

Origin and significance of the issue

The global situation in the 21st century (2001-2100) has undergone significant transformations across various domains, including society, religion, economy, politics, and technology. These shifts have impacted organizations and global citizens in multiple dimensions, leading to economic fluctuations, the advent of aging societies, rapid technological advancements and innovations, climate change, and the degradation of natural resources and the environment. Natural disasters have become more frequent, and the potential for increased violence and other severe consequences looms large. According to the National Economic and Social Development Board (2015), both governmental and private sector organizations must adapt to these evolving circumstances in order to survive and thrive. Organizational leaders, particularly administrators, are required to undertake substantial reforms to steer their institutions toward the successful achievement of their goals. Specifically, educational institution administrators play a critical role in managing educational resources with efficiency and balance, ensuring that the administration of education leads to success.

The National Education Act B.E. 2542 and its amendments (No. 2) B.E. 2002 outline the objectives and principles of education. Section 6 specifies that "education must be organized to develop Thai people into well-rounded individuals, encompassing physical, mental, intellectual, moral, and ethical dimensions, as well as cultural aspects, enabling them to live happily with others." Furthermore, Section 8 establishes three key principles for education: lifelong education for all citizens, the involvement of society in the education system, and the continuous development of content and learning processes. These principles align with the national strategy, spanning 20 years (2018-2037), under the vision of "Developing the potential of Thai people throughout their lives."

Educational Quality Development Network Group 7, under the Maha Sarakham Primary Educational Service Area Office 2, has a mission to promote and provide education that fosters the holistic development of students according to their age and full potential, covering physical, emotional, mental, social, and intellectual aspects. The network organizes education and administration with the collaboration of various stakeholders, including administrators, teachers, assistant teachers, the Executive Committee of Educational Quality Development Network Group 7, parents, council members, Subdistrict Administrative Organization representatives, and village headmen. Together, they work on educational planning in six key areas: curriculum and curriculum administration, classroom research, teaching and learning management, internal supervision, educational measurement and evaluation, and educational quality assurance.

Despite these efforts, the results from the assessment of basic educational standards within Educational Quality Development Network Group 7 indicate that participation in the planning and provision of education has not been as successful as anticipated. This shortfall can be attributed to ineffective planning and a lack of coordination and participation among administrators, teachers, assistant teachers, and the Executive Committee, as well as parents. The root cause of this issue lies in the limited knowledge and understanding of their respective roles and responsibilities in educational planning, resulting in outcomes that do not align with student needs. Consequently, participation in educational planning and the overall administration of education remains low, negatively impacting the cooperation necessary for effective educational management within Educational Quality Development Network Group 7.

In light of these challenges, this research aims to study the participation of educational personnel in the academic administration within Educational Quality Development Network Group 7 under Maha Sarakham Primary Educational Service Area Office 2. The findings from this study will be utilized to enhance participation in educational planning and academic administration across six areas: 1) curriculum and curriculum administration, 2) classroom research, 3) teaching and learning management, 4) internal supervision, 5) educational measurement and evaluation, and 6) educational quality assurance. Ultimately, this research seeks to improve the efficiency and effectiveness of academic administration within Educational Quality Development Network Group 7, Maha Sarakham Primary Educational Service Area Office 2.

Objectives

1. To examine the participation of educational personnel in academic administration within the Educational Quality Development Network Group 7, under the Maha Sarakham Primary Educational Service Area Office 2.
2. To propose guidelines for enhancing academic administration in the Educational Quality Development Network Group 7, under the Maha Sarakham Primary Educational Service Area Office 2.

Literature reviews

Academic administration refers to the management of various activities and experiences within a school. It is a critical responsibility for both administrators and teachers, with an emphasis on improving the quality of teaching and learning, as well as evaluating teaching outcomes to ensure effective results. The ultimate goal is to maximize the benefits for students, which is the primary objective of educational institutions and a key measure of success. The ability of administrators and the quality of education in schools are central to this success. Effective academic administration requires leaders to possess principles, techniques, processes, and a clear understanding of their goals. Only then can academic administration be conducted efficiently. Academic administration is at the heart of an educational institution, aligning with Sophana Sawetkachakul (2019), who stated that academic administration involves institutional processes related to curriculum development and enhancement, as well as organizing teaching and learning more effectively. This focus is crucial for improving the quality of education and student development. When students succeed, the educational institution also thrives, as academic quality and the achievement of institutional goals are closely intertwined.

The scope of academic administration is framed by the Basic Education Core Curriculum of 2008, which serves as the foundation for current educational development. This curriculum decentralizes education management to schools, ensuring that education is aligned with the needs of the community. The Ministry of Education outlines 12 key areas that define the scope of academic administration: Curriculum implementation at the institutional level Development of the learning process Measurement, evaluation, and academic result transfers

Research aimed at improving the quality of education within institutions Development of educational media, innovation, and technology Enhancement of learning resources Educational supervision Educational guidance Development of internal quality assurance systems within educational institutions Promotion of academic knowledge within the community Coordination of academic development with educational institutions and other organizations Promotion and support of academic work for individuals, families, organizations, agencies, establishments, and other institutions involved in education This comprehensive scope ensures that academic administration addresses all critical facets of educational management, from curriculum development to community engagement, fostering the overall growth and success of both students and educational institutions.

Participation refers to the active and engaged involvement of individuals in group activities, where they contribute to each step with intention and a voluntary spirit, without coercion. This involvement encompasses collective thinking, decision-making, implementation, support, monitoring, and evaluation. Participants work together to identify and address challenges, aiming for successful outcomes. This aligns with the definition by Pornchit Aksorn (2017), who describes participation as the process of pooling ideas, knowledge, and needs, while mobilizing shared responsibility. In educational administration, participation must align with the objectives, policies, and needs of all stakeholders, creating a sense of pride in collective achievements. Participation provides an opportunity for individuals to engage in activities through a process of awareness, reflection, and action, which impacts both themselves and their communities. In the context of educational institution administration, participation empowers community members to serve as committee members, allowing them to actively contribute to the institution's operations and play a significant role in its success.

Surachat Iamsamang (2015) suggests that participatory management can take various forms,

depending on the conditions of the group or the activities being carried out in cooperation with multiple parties. The aim is to organize activities or execute tasks with a shared goal, where responsibility is collectively assumed. Participatory management models can be categorized into three main forms: Consultation: This involves decentralizing authority to various departments within the organization, with supervisors serving on committees. Their role includes offering opinions, setting planning policies, and finding solutions to problems. However, all operations are conducted under the supervision, control, and final decision of the top executive. Operating Committee: In this model, workers play a significant role in planning, problem-solving, and executing operations. The committee members, being intimately familiar with the issues at hand, are empowered to make decisions that directly address problems. Feedback System: This management model allows all workers and stakeholders to express opinions, make suggestions, identify problems, and propose solutions. Common features include feedback mechanisms such as suggestion boxes. A dedicated committee evaluates the practicality of the suggestions and submits them to the appropriate authority for further consideration and action.

These participatory management models provide different levels of involvement and influence, ensuring that all participants have a voice in the decision-making process and contribute to the success of organizational goals.

Conceptual framework

This research employs a quantitative approach. The researcher designed the study to examine the participation in academic administration of personnel in the Educational Quality Development Network Group 7, under the Maha Sarakham Primary Educational Service Area Office 2. The study's framework includes the following details:

Independent Variables:

Educational level and work experience.

Dependent Variables:

Curriculum and curriculum administration

Classroom research

Teaching and learning management

Internal supervision

Educational measurement and evaluation

Educational quality assurance

These variables were carefully selected to explore how different factors, such as educational background and work experience, influence participation in academic administration across various aspects of educational management.

Methods

This research employs a quantitative approach. The methodology is outlined as follows:

Population and samples

1. Population: The research population consists of educational personnel within the Educational Quality Development Network Group 7, under the Maha Sarakham Primary Educational Service Area Office 2, for the academic year 2023, totaling 172 individuals.

2. Sample Group: The sample for this study includes educational personnel from the same network and academic year, also totaling 172 individuals. The sample size was determined using the Krejcie and Morgan table (Krejcie & Morgan, 1970). Subsequently, cluster sampling was employed to obtain a sample of 118 individuals.

This approach ensures that the study accurately reflects the population of interest while maintaining methodological rigor.

Research instruments

The primary research instrument used in this study is a questionnaire designed to assess participation in academic administration among educational personnel in the Educational Quality Development Network Group 7, under the Maha Sarakham Primary Educational Service Area Office 2. The questionnaire is divided into two sections:

Part 1: Respondent Information

This section uses a checklist format to gather data on the respondent's educational level and work experience.

Part 2: Participation in Academic Administration

This section evaluates participation across six areas:

Curriculum and curriculum administration

Classroom research

Teaching and learning management

Internal supervision

Educational measurement and evaluation

Educational quality assurance

Respondents rate each item on a 5-point scale, indicating their level of participation.

Validity and Reliability

Validity: The questionnaire's content was reviewed by three experts to ensure accuracy and appropriateness.

Reliability: The reliability of each item ranged from 0.67 to 1.00. The revised questionnaire was pre-tested with 30 personnel from the Educational Quality Development Network Group 7 (Maha Sarakham Primary Educational Service Area Office 2), who were not part of the study sample. The reliability was assessed using Cronbach's Alpha coefficient.

Data collection

Data Collection Period: November 2023 to April 2024

Daty analysis

The collected data will be analyzed using statistical methods, including percentages, means, and standard deviations. Comparisons will be made using t-tests and F-tests to determine the significance of differences.

This structured approach ensures the reliability and validity of the data collected, providing a robust basis for analyzing participation in academic administration.

Results

This research presents the results of data analysis concerning participation in academic administration among educational personnel in the Educational Quality Development Network Group 7, under the Maha Sarakham Primary Educational Service Area Office 2. The results are divided into three parts as follows:

Part 1: Analysis of personal factors

Table 1 Distribution of respondents by educational level and work experience

Category	Number of respondents	Percentage
Educational level		
Bachelor's degree	85	72%
Higher than bachelor's degree	33	28%
Total	118	100%

Work experience

Category	Number of respondents	Percentage
Less than 5 years	34	28.8%
5 - 10 tears	58	49.2%
More than 10 years	26	22%
Total	118	100%

Summary:

- Educational Level: The majority of respondents (72%) hold a bachelor's degree, while 28% have qualifications higher than a bachelor's degree.
- Work Experience: A significant portion of respondents (49.2%) have between 5 to 10 years of work experience. Those with less than 5 years of experience make up 28.8%, and 22% have more than 10 years of experience.

This table provides a clear breakdown of the educational qualifications and work experience of the respondents, which are crucial factors influencing their participation in academic administration.

This research presents the results of data analysis regarding participation in academic administration among educational personnel in the Educational Quality Development Network Group 7, Maha Sarakham Primary Educational Service Area Office 2. The results are divided into two parts as follows:

Part 2: Analysis of participation in academic administration

Table 2: Participation in academic administration

Aspect	Mean (M)	Standard deviation (SD)
Teaching and learning	4.57	0.53
Educational evaluation measures	4.56	0.36
Internal supervision	4.48	0.56
Classroom research	4.45	0.49
Educational quality assurance	4.41	0.50
Curriculum and curriculum administration	4.41	0.71
Overall average	4.48	0.61

In summary, overall participation: The average level of participation in academic administration among educational personnel is high (M = 4.48, SD = 0.61). Highest Averages: Participation in teaching and learning (M = 4.57) and educational evaluation measures (M = 4.56) were the highest, indicating strong engagement in these areas. Lowest Averages: Participation in curriculum and curriculum administration (M = 4.41) and educational quality assurance (M = 4.41) were slightly lower but still high. This analysis provides a detailed overview of how educational personnel participate in various aspects of academic administration, highlighting areas of strong engagement and areas that may benefit from further focus.

Part 3: Comparative analysis of participation in academic administration

This section presents the results of comparative analysis regarding participation in academic administration among educational personnel in the Educational Quality Development Network Group 7, Maha Sarakham Primary Educational Service Area Office 2, classified by educational level and work experience.

Table 3 Comparative analysis of participation in academic administration by educational level

Aspect	Educational level	Sig.
Overall participation	Not different	
Teaching and learning	Not different	
Educational evaluation measures	Different	p < 0.05
Internal supervision	Different	p < 0.05
Classroom research	Different	
Educational quality assurance	Different	p < 0.05
Curriculum and curriculum administration	Different	

In summary, overall participation: No significant differences in overall participation based on educational level. Specific aspects: Significant differences were found in the aspects of educational evaluation measures, internal supervision, and educational quality assurance, with p-values less than 0.05. No significant differences were found in teaching and learning, classroom research, and curriculum and curriculum administration.

Table 4: Comparative analysis of participation in academic administration by work experience

Aspect	Work experience
Overall participation	Not different
Teaching and learning	different
Educational evaluation measures	different
Internal supervision	different
Classroom research	Not different
Educational quality assurance	different
Curriculum and curriculum administration	different

In summary, overall participation: No significant differences in overall participation based on work experience. Specific Aspects: Significant differences were found in the aspects of teaching and learning, educational evaluation measures, internal supervision, educational quality assurance, and curriculum and curriculum administration, with p-values less than 0.05. No significant differences were found in classroom research.

This analysis highlights how participation in various aspects of academic administration varies with educational level and work experience, providing insights into areas where differences are statistically significant.

Discussions

The research findings on participation in academic administration by educational personnel in the Educational Quality Development Network Group 7, Maha Sarakham Primary Educational Service Area Office 2, reveal several key points:

1. High Overall Participation: 1.1) General observation: Participation in academic administration is generally high among educational personnel. This indicates a strong commitment to the importance of academic administration within the network. 1.2) Specific Focus Areas: The highest levels of participation were noted in teaching and learning activities. This involves using teaching results to enhance educational practices, developing improved teaching methods, and aligning learning plans with the curriculum and local conditions.

2. Comparison with previous research: 2.1) Consistent Results: The findings align with those of Rungrudee Khampan and Surangkana Manyanon (2021), who also found high levels of academic administration participation in their study of the 10th educational institution network group in Ubon Ratchathani Primary Educational Service Area Office, Area 3. 2.2) Ranking of Aspects: In their research, the aspects were ranked as follows from high to low: measurement and evaluation and transfer, educational supervision, research to develop the quality of education, educational institution curriculum development, development of the learning process, and quality assurance systems within educational institutions. 2.3 Evaluation of Participation by Educational Level. Overall Findings: Educational Level Impact: The research reveals that, overall, there is no significant difference in the participation in academic administration among educational personnel with different educational levels. This indicates that educational level does not influence the overall engagement in academic administration tasks. Aspect-Specific Differences: Despite the overall similarity, significant differences were found in several aspects of participation, except for teaching and learning, educational quality assurance, and internal supervision. These differences are statistically significant at the 0.05 level. 2.4) Factors Influencing Participation: Uniform Training and Policy Impact: The policies of the Maha Sarakham Primary Educational Service Area Office 2 emphasize developing teachers' skills and knowledge regardless of their educational background. This inclusive approach ensures that all personnel participate equally in academic administration activities. The emphasis on team collaboration and continuous professional development helps standardize participation across different educational levels. Education Level and Performance: Access to Information: Individuals with higher education levels generally have better access to information and are adept at interpreting and analyzing data. However, in this context, all educational personnel, regardless of their education level, are engaged in academic administration in a similar manner due to ongoing training and development. Professional Development: Continuous training for personnel at all educational levels helps in mitigating differences that might arise due to educational qualifications. This consistent development leads to uniform participation levels across educational backgrounds. 2.5) Comparison with Previous Research: Consistency with Sansiri (2021): The findings align with Waraporn Sansiri's (2021) research, which also found no significant differences in the opinions of administrators and teachers regarding academic administration performance, irrespective of educational qualifications. Sansiri's study highlighted high levels of academic administration across various aspects, with no significant differences in opinions based on educational level.

3. Evaluation of participation by work experience: Overall Findings: Work Experience Impact: The study indicates that overall participation in academic administration among educational personnel with varying levels of work experience is not significantly different. This suggests that work experience does not notably affect overall involvement in academic administration tasks. Aspect-Specific Differences: Significant differences were observed in specific aspects of participation, particularly in classroom research and educational evaluation. These differences are statistically significant at the 0.05 level.

Factors Influencing Participation: 1) Classroom Research: Role of teachers: classroom research is often led by teachers who are directly involved in studying and resolving issues within the classroom. Teachers' practical experience and direct involvement in research contribute to variations in participation based on their work experience. Experienced teachers may engage more deeply in research activities, impacting the overall participation levels. 2) Educational Evaluation: Collaborative Efforts: The process of educational evaluation involves collaboration between teachers and school administrators in planning, conducting, and assessing evaluations. The joint efforts in creating evaluation tools and analyzing outcomes mean that the influence of individual work experience is less pronounced, as it is a collective responsibility.

Consistency with Waraporn Longlom (2022): The findings align with Waraporn Longlom's (2022) study on academic administration in Mueang Ranong District, which also reported no significant differences in the evaluation of academic administration based on work experience. Both studies highlight that while work experience may influence specific aspects, overall participation remains consistent across different experience levels.

Body of knowledge

1. Curriculum and Curriculum Administration: Involves designing, implementing, and evaluating curricula to ensure alignment with educational standards and community needs.

2. Classroom Research: Focuses on research conducted within the classroom to address and improve teaching practices and learning outcomes.

3. Teaching and Learning Management: Includes planning, executing, and assessing teaching strategies and learning processes to enhance educational effectiveness.

4. Internal Supervision: Encompasses monitoring and guiding educational practices and ensuring adherence to institutional policies and standards.

5. Educational Evaluation and Assessment: Involves evaluating educational programs and student performance to measure effectiveness and inform improvements.

6. Educational Quality Assurance: Focuses on maintaining and improving the quality of education through systematic reviews, feedback mechanisms, and adherence to standards.

This diagram visually represents the key areas of academic administration and participation, providing a clear overview of the components involved in the Educational Quality Development Network Group 7.

Suggestions

1. Recommendations for enhancing participation in academic administration

1.1 Curriculum and curriculum administration

- Increase participation in planning meetings: Teachers should actively participate in curriculum planning meetings to share insights and address diverse student needs. collaborative planning helps in designing a curriculum that aligns with learners' needs and local conditions.
- Implementation: Ensure that the curriculum is well-organized and consistent with the educational objectives and local context by involving both the basic education commission and personnel.

1.2 Classroom research

- Enhance research activities: Focus on increasing participation in classroom research to address specific issues and improve teaching practices.
- Collaboration: Teachers should both individually and collectively engage in classroom research to process findings and enhance teaching effectiveness.

1.3 Teaching and learning management

- Leverage libraries and it media: Emphasize the use of libraries and it media to enrich teaching and learning experiences.
- Development: Upgrade library resources and IT infrastructure to meet current educational demands and align with students' needs and the curriculum.

1.4 Internal supervision

- Discuss strengths and weaknesses: Educational personnel should engage in discussions about the strengths and weaknesses of internal supervision to foster development.
- Collaborative supervision: Conduct internal supervision with school staff and hold regular meetings for monitoring and evaluation.

1.5 Educational evaluation measures

- Increase analysis participation: Involve educational personnel in analyzing student performance to develop strategies for individual support.
- Focus on student needs: Reduce other workloads to allow teachers to better focus on student needs and provide additional support.

1.6 Educational quality assurance

- Organize information systems: Improve participation in categorizing and maintaining up-to-date information systems.
- Establish clear guidelines: Define responsibilities and guidelines for maintaining information accuracy and regularly evaluate performance to enhance the quality assurance system.

2. Suggestions for Future Research

2.1 Study factors affecting participation in academic administration

- Investigate the various factors that influence the level of participation in academic administration among educational personnel in the educational quality development network group 7, maha sarakham primary educational service area office 2. this could include examining organizational, social, and personal factors that impact participation levels.

2.2 Examine motivation factors for work performance

- Conduct research into the motivation factors that drive work performance among educational personnel in the educational quality development network group 7. understanding what motivates staff can provide insights into improving engagement and effectiveness in academic administration.

2.3 Expand study to include other samples

- Explore participation in academic administration by studying other groups such as administrators, education supervisors, or personnel from different educational settings. This broader approach can provide a comparative analysis and deeper understanding of participation dynamics across different roles and contexts.

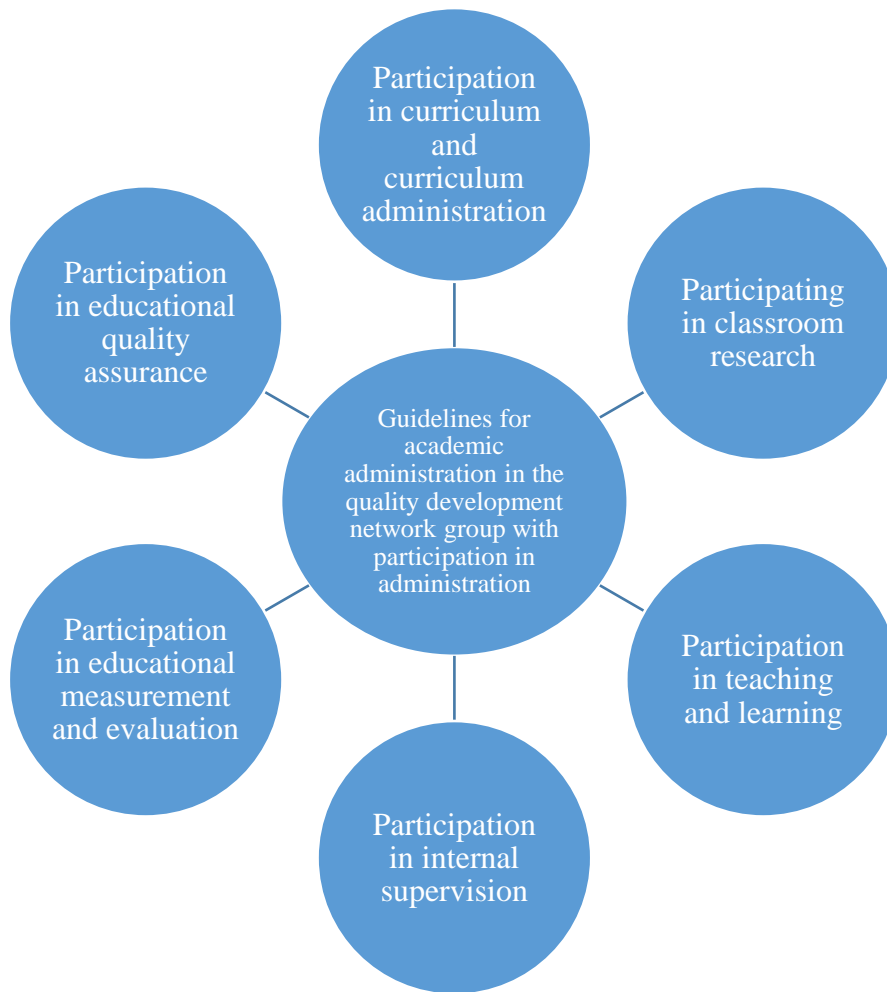


Figure 2 Participation in academic administration

1. Curriculum and Curriculum Administration

- Objective: Enhance involvement in planning and implementation of the school curriculum.
- Actions: Increase participation in planning meetings, define curriculum aims and structure, and align learning activities with student needs and local conditions.

2. Classroom Research

- Objective: Improve effectiveness of classroom research.
- Actions: Encourage more research studies by teachers, promote collaboration in research, and utilize findings to develop teaching practices.

3. Teaching and Learning Management

- Objective: Utilize libraries and IT media more effectively.
- Actions: Develop library resources, integrate IT media into teaching, and ensure alignment with current educational needs and curriculum.

4. Internal Supervision

- Objective: Enhance internal supervision practices.
- Actions: Focus on strengths and weaknesses, conduct joint supervision activities, and hold regular evaluation meetings.

5. Educational Evaluation Measures

- Objective: Improve analysis of student performance.

- Actions: Increase focus on individual student needs, reduce non-teaching workloads, and provide more support in academic and other areas.
6. Educational Quality Assurance
- Objective: Strengthen the quality assurance system.
 - Actions: Organize information systems, ensure data accuracy, and regularly evaluate and develop quality assurance practices.

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