



THE DEVELOPMENT OF TEACHERS' ACADEMIC LEADERSHIP IN BASIC EDUCATION SCHOOLS

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ABSTRACT

This research aimed 1) to study the main factors and indicators of teachers' academic leadership in basic education schools, 2) to develop a training package of teachers' academic leadership in basic education schools to be effective 3) to examine the results of using training package of teachers' academic leadership in basic education schools. The research procedures consisted of three periods and six steps: Step 1: to study concepts, theory and research involved with teachers' academic leadership, Step 2: to analyze the factors of teachers' academic leadership in basic education schools by content analysis, in-depth interview and to evaluate the appropriateness of factors by 9 experts, Step 3: to analyze the levels of importance of factors and indicators of teachers' academic leadership in basic education schools and the instrument used was a questionnaire to query 369 samples who were education personnel in basic education schools, Step 4: to draft the training package of development of teachers' academic leadership in basic education schools and to examine the training package by 9 experts, Step 5: to try out the training package of development of teachers' academic leadership in basic education schools, and Step 6: to improve the training package of development of teachers' academic leadership in basic education schools. The research samples were 24 samples of secondary teachers at Khawwittayakan school under Secondary Educational Service Area 27. They were obtained by purposive sampling. The instruments used for collecting the data were a structured interview, a questionnaire, and a satisfaction evaluation form. The statistics used for analyzing the data were mean, percentage, standard deviation, and independent samples t-test. The research findings found as follows:

1. The factors of teachers' academic leadership had 7 factors: 1) to build and develop learning vision, 2) to administer curriculum management, 3) to develop learners, 4) to build learning atmosphere, 5) to develop a profession, 6) to build a cooperative team and 7) to use information and technology.
2. The importance of the development of teachers' academic leadership in basic education schools was at a 'very much' level in all factors.
3. The strategy of development of teachers' academic leadership in basic education schools was training by the lecturer, case study, and brainstorming.
4. Training package of development of teachers' academic leadership in basic education schools composed of 7 training units and 21 hours of training periods.
5. The results of examining by using training package of development of teachers' academic leadership in basic education schools were as follows: (1) The result of teachers' academic leadership level in basic education by self-assessment, commander and colleagues revealed that before developing was in 'much' level. However, after developing had a higher academic leadership than before and the level of significance is .05. (2) The result of evaluating the activities during trainers' training was in 'much' level as a whole. (3) The result of satisfaction level of teachers towards training package of development of teachers' academic leadership in basic education schools was in 'much' level as a whole.

Keyword: The Development, Teachers' Academic Leadership, Basic Education Schools

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INTRODUCTION

The goals of education reform in the second decade (2011-2018) focused on improving the quality and standards of education. Increasing educational and learning opportunities and promoting the participation of all sectors to enable Thai people to have quality lifelong learning. In any case, the quality and standard of education is something that all parties involved in the management of education must be aware of and work towards achieving results (Educational Testing Bureau, 2010). Assessing education reforms in the past decade, the Education Council Secretariat (Education Council Secretariat, 2008) has suggested a vision of the new Thai people in the era of education reform in the second decade (B.E. (2009-2018), who want to see Thai people learn quality throughout their lives Able to learn on their own, love to read and have a lifelong learning habit.

Education Council Secretariat (2008) said that A learning society is a form of communication and networked relationships. It reflects the process of transferring experiences into knowledge, skills, and attitudes through a variety of processes. It may appear in systematic social processes or it may appear within the individual through social interaction processes for the exchange of knowledge with each other and is an important tool that allows members of society to access and share information resources. Easier helps to stimulate knowledge and learning, decentralization to members of society (Harris, 2005). Educational institutions must urgently shift from a dependency culture to an empowering culture to foster cooperation in sustainable educational institution development.

The professional development of teachers mainly focuses on student learning. Indeed, educational institutions must pay attention to the learning of teachers first. by creating an environment where there is discretion, independence (Autonomy), relationships between (Reciprocity), and professionalism (Professionalism) to happen to the teacher first. Then teachers will be able to effectively enhance students' learning and desirable characteristics, Including educational institutions need to join with various individuals, parents, and members of the school community. to create a social learning life for all students and develop educational institutions into learning communities Greenfield (1991). In addition to Murphy's work (1990) reports on teachers'

opinions on restructuring projects. (Restructuring issues) found that teachers are more inclined to emphasize the importance of students. Emphasizing that the new school environment has made it more convenient for teachers to get to know students closely individually.

Academics leadership is leadership that develops from transformational leadership. Transformational leadership (McEwans, 1998). Transformational leadership focuses on changing the perspective of work more broadly and systematically. But academic leadership is confined to the academic work of the organization. The broader education reform efforts will focus on a systematic approach to change. At the same time, it encourages the formation of academic leadership styles (Elmore, 2000). School administrators are people who are in a position to encourage strong cooperation from teachers. This cooperation will lead to the development of the teaching practices of teachers.

From the foregoing, the researcher saw that the concept of developing academic leadership (Academic) leadership) is essential to the development of teaching and learning to develop learners to have academically desirable characteristics following the National Education Act which is currently unable to achieve such results, This education and academic leadership development of teachers in basic education institutions will serve as a guideline for training teachers to have academic leadership, enhancing their ability to manage and manage teaching and learning, Promoting the development of teachers to have the capacity to manage to teach and learning so that they can solve educational problems. The researcher developed the academic leadership of teachers in basic education institutions.

OBJECTIVES

This research is to study the development of academic leadership of teachers in basic education institutions with the following objectives:

1. To study the main components and indicators of academic leadership of teachers in basic education institutions
2. To develop an effective training package for developing academic leadership of teachers in basic education institutions.



3. To study the effect of using the Academic Leadership Development Training Package for teachers in basic education institutions.

RESEARCH SCOPE

1. Population and Sample:

1.1 The population used in the survey research included teachers in educational establishments under the Office of the Primary Education Service Area and the Office of the Secondary Education Service Areas under the Office of the Basic Education Commission, Ministry of Education in the 2018 academic year of 29,872 schools (Office of the Basic Education Commission, 2018). In this regard, the information provider is designated as a teacher or an assigned person, 1 person per school, totaling 29,872 students.

1.2. Sample Selection

The selection of the sample group using the educational survey research on the development of academic leadership qualities of teachers in basic education institutions, i.e., teachers in schools in the Office of Primary Education Service Area and Office of Secondary Education Service Areas under the Office of the Basic Education Commission, Ministry of Education in the 2017 academic year. The sample size was obtained using a ready-made table of Krejcie and Morgan (1970). This table is used to estimate the proportion of the population and defines the proportion of the population as 0.5, the tolerance level of 5%, and the confidence level of 95%. The sample size can be calculated with a small population of 10 or more, so the total population is 29,872. Therefore, 377 samples were used. The sample size was obtained by multi-stage random sampling, which the researcher proceeded with the following steps;

1) Stratified random sampling, where country regions are randomly assigned as the criteria for stratification of samples in each region, It is divided into 4 regions: Central, North, South, and Northeast, each stage is as follows.

2) Simple random sampling, randomly selected in the provinces in the specified region: Northern region 6 provinces Central region 6 provinces Southern region 5 provinces Northeastern region 8 provinces, total 25 provinces.

3) random school It is by quota sampling, divided into 4 groups according to the size of the school, namely small, medium, large and extra-large, then using Simple random rumpling, Schools of each size in each province were randomly selected in Stage 1, 16 schools in each province, Divided into 5 small schools, 5 medium schools, 3 large schools, 3 extra-large schools. Resulting in a school that is a sample group of 400 schools, designated the respondents to be teachers 1 person per school, a total sample of 400 people.

1.3 The sample group used in the research on the development of academic leadership of teachers in basic education institutions was 24 teachers in Khwao Wittayakarn School under the Office of Secondary Education Service Area 27, by purposive sampling.

1.4 A sample group of experts and experts in considering a draft of the Academic Leadership Development Training Kit for teachers in basic education institutions used in the process of preparing the Academic Leadership Development Training Kit for teachers. In basic education institutions are experts and experts in considering the draft training package for developing academic leadership of teachers in basic education institutions, namely: Director of the Office of Education Area and/or Director of Basic Education Institutions who hold the current position or have held the position of 5 persons. Fundamental experts who hold the current position or have held the position of 5 persons. Two experts in the development of training packages who are qualified to hold a doctoral degree in a field of study related to educational innovation development. The experts assessed the Academic Leadership Development Training Package for five primary school teachers, using purposive sampling.

2. RESEARCH CONTENTS

2.1 Research content is data that is analyzed and synthesized from documents, concepts, theories, and research related to academic leadership, the study of concepts and theories on academic leadership.

2.2 Content scope of academic leadership development of teachers in basic education institutions There is a training set for developing academic leadership for teachers in basic education institutions.



3. VARIABLES

3.1 Academic Leadership Model of Teachers It consists of elements and indicators.

3.2 Academic Leadership Development Training Set for Teachers in Basic Educational Institutions.

3.3 Teachers' satisfaction towards the Academic Leadership Training of Teachers in Basic Education Institutions.

3.4 Characteristics of teachers with academic leadership behaviors arising from the use of the Academic Leadership Training Package of teachers in basic education institutions.

METHODOLOGY

In this research, the researcher has synthesized as a guideline for research studies using Research and Development: R & D, which has the steps and details as follows; Phase 1: A study of concepts and research theories related to academic leadership and study of the importance of development.

Step 1: Study the concepts, theories, and research related to the components of academic leadership of teachers to analyze them as a conceptual framework for the development of academic leadership of teachers in basic education institutions. The results of the data analysis by creating a conclusion from the Content Analysis from the collected data. And then conclude a component of the Academic Leadership Characteristics Transformational Leadership, which consists of 7 main components, namely; 1) Vision Creation and Development, 2) Curriculum Management, 3) Learner Development, 4) Creating a Learning Atmosphere, 5) Professional Development, 6) Building Collaborative Teams, and 7) the use of information technology.

Step 2: Analyzing the main components and indicators of teachers' academic leadership. Researchers applied the theoretical framework of teachers' academic leadership from step 1 to create a structured interview form and to interview experts. On the composition and indicators of the academic leadership of teachers. The objective is to obtain details about the elements and indicators of academic leadership of teachers that are most consistent and appropriate with the context of teachers in basic education institutions. After that, the researcher

analyzed the data obtained from the in-depth interview and concluded as a form of assessment of the suitability of the components and indicators of academic leadership of teachers. Then take it to experts to assess the suitability of the elements and indicators of academic leadership of teachers. The details of the operation in step 2 are as follows.

2.1 Experts for in-depth interviews: Experts for in-depth interviews on academic leadership and course or training package professionalsto gain insights and breadth of all dimensions in a perspective from In-side-out, and the view from the out-side-in.The researcher has set the following criteria regarding the qualifications of experts for in-depth interviews:

2.2 Experts for main component, sub-components, and indicators of the variables used in the research: The experts for examining the variables consisted of Educational administrators, namely the Director of the Office of Primary Education Areas, Educational Institutions, academic leadership experts of successful professional teachers with at least academic standing. Special expertise, and teacher development specialist from the Office of the Teachers Council of Thailand.Academic Leadership Experts to obtain both in-depth and comprehensive information in all dimensions from the In-side out the perspective and the Out-side in perspective.The researcher has defined criteria regarding the qualifications of experts to examine variables, operational definitions, indicators, and indicative behavior of variables used in the research as follows.

Group 1: Educational administrators are the Director of the Primary Education Service Area Office the Director of the Secondary Educational Service Area Office and/or the Deputy Director of the Primary Educational Service Area Office.And the Director of the Office of the Secondary Education Service Area holds the current position or has held a position with at least 15 years of educational experience as a leadership expert.

Group 2: Administrators of basic education institutions have academic standing not lower than specialties, have educational qualifications not lower than master's degree, have experience in education for not less than 15 years, and have



educational research results as experts. Academic Leadership.

Group 3: Academic Leadership Specialists Qualified to hold a doctoral degree, and have a textbook or educational research and teacher development work experience, having at least 15 years of educational experience.

Group 4: Teachers who have experience and expertise in teaching successfully in their professions have been awarded the honorary teacher award/role model / good teacher in the heart of the Prince Award teacher, or have academic standing, have leadership skills. Academic, qualified, and has textbook or research work in education, educational experience of not less than 15 years.

The instrument for collecting data: The instruments used to collect data for this procedure were; 1) a structured interview form, and 2) an assessment of the suitability, components, and indicators of teacher academic leadership. These are questions that contain general information and opinions on the components and indicators of academic leadership.

Step 3: Conduct a standing test for the Academic Leadership Indicators of Teachers in Primary Schools. A complete questionnaire was used to ask for opinions to certify from the sample about the suitability of using the Academic Leadership Indicators for teachers in basic education institutions. The results were then analyzed for the next step in the drafting of the Teacher Academic Leadership Training Package.

3.2.1 The population used in the survey research included teachers in educational establishments under the Office of the Primary Education Service Area and the Office of the Secondary Education Service Areas under the Office of the Basic Education Commission, Ministry of Education in the 2018 academic year of 29,872 schools (Office of the Basic. Education Commission, 2018). The information provider is designated as a teacher or an assigned person, 1 person per school, totaling 29,872 people (Office of the Basic Education Commission, 2018).

3.2.2 The sample group used in the survey research included teachers in basic education institutions, one teacher or assigned person per

school under the Office of the Basic Education Commission. Determining the sample size, the researcher considers the criteria for determining the appropriate sample size for research.

3.2.3 Sample selection

3.2.3.1 The population used in the survey research included teachers in educational establishments under the Office of the Primary Education Service Area and the Office of the Secondary Education Service Areas under the Office of the Basic Education Commission, Ministry of Education in the 2018 academic year of 29,872 schools (Office of the Basic. Education Commission, 2018). In this regard, the information provider is designated as a teacher or an assigned person, 1 person per school, totaling 29,872 students.

3.2.3.2 Sample selection using survey research on educational leadership development of teachers in basic education institutions, i.e. teachers in educational institutions under the Office of Primary Education Service Area and Office of Secondary Education Service Areas under the Office of the Basic Education Commission, Ministry of Education in the academic year 2018, Sample size from Krejcie and Morgan's ready-made tables (1970). This table is used to estimate the proportion of the population and assume that the proportion of the population characteristics is 0.5, the tolerance level of 5%, and the confidence level of 95%, the sample size can be calculated for the population of that size. Small from 10 and up. Thus, the total population is 29,872 people, using 377 samples, Acquisition of samples, the sample size was obtained by using Multi-stage random sampling, which the researcher proceeds with the following steps; (1) Stratified random sampling of the country as a criterion for stratification of samples in each region, divided into 4 regions, namely the central region, the north, the south, the northeast. (2) Simple random sampling in the designated region provinces: Northern 6 provinces, Central 6 provinces, Southern 5 provinces, Northeastern 8 provinces, total 25 provinces. (3) Quota sampling is divided into 4 groups according to school size: small, medium, large, and extra-large. Then, Simple random sampling was used to randomly select schools of each size in each province that were randomly selected in Stage 1 for 16 schools



in each province, Divided into 5 small schools, 5 medium schools, 3 large schools, 3 extra-large schools. Resulting in a school that is a sample group of 400 schools, by designating the respondents to be teachers, 1 person per school, a total sample of 400 people.

Data Collection Instrument: The instrument used in this research was a questionnaire created by the researcher divided into two parts: Part 1 contains 4 personal information, questions in checklist format, including general information. Part 2 Components of Academic Leadership of Teachers Characteristics of the questionnaire is a rating scale. scale) consists of 7 main components, 19 subcomponents, and 87 indicators. The researcher collected data on the level of necessity of the components of academic leadership of teachers in basic education institutions, namely the group of administrators of basic education institutions and groups of teachers of basic education institutions. To check the quality of the tool, the researcher took a draft questionnaire created by the researcher and was considered by the thesis control committee, and then conducted a quality examination of the tool.

Data Collection: The researcher conducted the data collection by contacting the coordinator of the teacher data collection principle with the official letter from Maha Sarakham University to the school director of a sample of 400 schools, and also contacted personally the coordinator of primary data collection, through electronic mail coordination (e-mail), and telephone coordination. Data collection period between November 1-30, 2018, 369 questionnaires were returned from the number of 400 submissions, representing 92.25 percent, classified as 32 school administrators (8.67), heads Academic department 86 people (23.30%), teachers 251 (68.02%), the tool has an alpha coefficient of .97.

Statistics are used to analyze data: (1) Content validity of structured interviews was conducted using IOC (Index of Item-objective congruence) or questionnaire conformity index (Taweerat, P., 1997). (2) Confidence check using Cronbach's alpha coefficient formula (Saiyot, L., and Saiyot, A., 1995). (3) Examination of the classification authority The researcher used a method to determine the critical ratio t for each item according to the t -test method. The criteria used

for each question must have a value of 1.75 or higher (Taweerat, P., 1997). The power of the questionnaire was 1.85. -10.25. And (4) Data analysis by using statistics, percentage, mean, and standard deviation, the mean was interpreted using the Midpoint Criteria (Srisard, B., 2003).

4.51-5.00 means having the highest level of necessity.

3.51-4.50 means there is a high level of necessity.

2.51-3.50 means that there is a moderate level of necessity.

1.51-2.50 means there is a low level of necessity.

1.00-1.50 means that there is the least level of necessity.

Phase 2 Creation and development of a training package for developing academic leadership qualities in basic education institutions consists of;

Step 4: Drafting a training package for developing academic leadership qualities for the researcher's teachers. Drafting an outline of the Academic Leadership Development Training Kit for Teachers. Then present the Teacher Academic Leadership Development Training Package Outline to the experts to consider the suitability of the Teacher Academic Leadership Development Training Package. And revised as suggested by experts to achieve a complete teacher academic leadership development training package.

The researcher drafted a 7-unit outline of the Academic Leadership Development Training Program for teachers in basic education institutions, namely; 1) creating and developing a vision, 2) curriculum management and learning management, 3) learner development, 4) creating a learning environment, 5) professional development, 6) building a team of cooperation, and 7) Use of information technology, and then present the Outline of the Training Series on Academic Leadership Development of Teachers in Basic Institutions to the experts to consider the suitability of the Training Package, and amended as suggested by experts to achieve a complete training package for developing academic leadership of teachers in basic education institutions. The researcher used the data from



the research in steps 1, 2, and step 3 to determine the guidelines for drafting a training package for developing academic leadership for teachers. The actions were divided into 2 parts as follows:

4.1 Drafting a Training Package for Academic Leadership Development for Teachers in Basic Education Institutions, the researcher has drafted a training package that consists of the following components:

4.1.1 Problems and necessities: formulated as a guideline for writing objectives following the problems and importance needed to develop academic leadership of teachers in basic education institutions.

4.1.2 Principle: The researcher takes the background data into account to determine the principles of the training package, what it looks like and its focus, which target groups, and how to focus on learning.

4.1.3 Training set goals: The researcher has set the goals of the training set to be consistent with the use in training teachers in basic educational institutions to be consistent with the importance of development.

4.1.4 Objective: The investigator studies the importance of developing academic leadership among teachers in primary education, and defines the objectives and objectives of the development training package, to determine the objectives and objectives of the training package, To ensure that the training package is consistent with the current principles, problems, and importance

4.1.5 Content of the training package: The researcher considered the collected baseline data and formulated the contents of the training package taking into account consistency with the aims. Divided according to the 7 components related to the development of academic leadership of teachers, the training package for the development of academic leadership of teachers. The researchers used information about the concepts and theories derived from the study of research papers and in-depth interviews with experts to formulate training guidelines taking into account the nature, needs, differences, and potential of the participants. receive training as a priority

4.2 Presentation of the teacher's academic leadership development training package to experts for consideration. The researcher applied the draft Academic Leadership Development Training for Teachers in Basic Education Schools to use in developing the Academic Leadership Development Training of Teachers, and have experts assess the appropriateness and consistency of the Teacher Academic Leadership Development Training Package, which is divided into two parts:

4.2.1 Assessing the suitability of the Teacher Academic Leadership Development Training Package to determine whether the individual components of the Teacher Academic Leadership Development Training Package are; 1) Principles and rationale, 2) Training objectives, 3) Body structure of the training package, 4) Development competencies, 5) Training duration, 6) Detailed content of the training package, 7) development guidelines, 8) development process, 9) media and learning resources, and 10) whether the assessment is appropriate for the problem and the condition of the trainees.

4.2.2 Assessment of the conformity of the Draft Academic Leadership Development Training Kit for teachers in each component, by considering the coherence of each element in the draft training package for developing teachers' academic leadership and methods for developing teachers' academic leadership that the researcher has developed from principles and reasons, training objectives, body structure. of the training package, competency developed, training duration, details of the training package, development guidelines, development process for media and learning resources, and evaluation of the principles to what extent they are consistent.

The authors set the following criteria for experts to assess the conformity of the Teacher Academic Leadership Development Training Package: Group 1: Director of the Office of Education Area or/and Director of Primary Education Institution or/and a teacher who has the experience and teaching expertise has been successful in the profession holding the current position or has held several positions 3 persons. Group 2: Two experts in training package development who have a doctorate in a discipline related to training



packages or educational innovation development, experts assessing training package development Academic leaders of 5 teachers, whose training appraisal experts assess the suitability of the training packages.

Statistics are used to analyze data: (1) Content Validity of structured interviews was examined using the IOC (Index of Item-Objective Congruence) technique or the Interrogation Concordance Index (Taweerat, P., 1997). (2) Basic statistical analysis including frequency, percentage, and estimation scale data, analyzed by means and deviation The standard and mean were interpreted by the Midpoint criteria (Srisard, B., 2003).

4.51-5.00 means the highest suitability.

3.51-4.50 means that is a high suitability.

2.51-3.50 means that is moderate suitability.

1.51-2.50 means that is a low suitability.

1.00-1.50 means that is a lowest suitability.

Phase 3 Implementation of the Teacher Academic Leadership Development Training Package and the Revision of the Teacher Academic Leadership Development Training Package;

Step 5 Developing the Teacher Academic Leadership Development Training Package: The researcher used the Teacher Academic Leadership Development Training Set to train 24 teachers in basic educational institutions to be teachers in Khwae Wittayakarn School, Office of Secondary Education Service Area 27, using purposive sampling during 2-4 October 2019

Data Collection: The researchers conducted data collection on trainees with the Teacher Academic Leadership Development Training Kit both before training, during, and after training.

Statistics used for data analysis: (1) Content fidelity check of structured interviews using the IOC technique or the Concordance Index (Taweerat, P., 2000). (2) Verification of confidence using Cronbach's alpha coefficient formula (Saiyot, L., and Saiyot, A., 1995). (3) Examination of the classification authority The researcher used a method to determine the critical t-ratio of each item according to the t-test method. The criteria used for each question must have a value

of 1.75 or higher (Taweerat, P., 2000). (4) The data were analyzed using statistics, percentage, mean and standard deviation, and the mean was interpreted using criteria (Srisard, B., 2003).

4.51 - 5.00 means highest practice or satisfied

3.51 - 4.50 means high practice or satisfied

2.51 - 3.50 means moderate practice or satisfied

1.51 - 2.50 means low practice or satisfied

1.00 - 1.50 means lowest practice or satisfied

The statistics used in the comparative evaluation test of the development results before and after the development were used t-test (Dependent samples).

Step 6 Assessing the use of the Teacher Academic Leadership Development Training Package to study the effectiveness and efficiency of the Teacher Academic Leadership Development Training Package.

The researchers created a tool used to assess seven teachers' academic leadership development training packages, consisting of 1) The Teacher Academic Leadership Development Assessment Form was divided into two editions: the self-assessment leader and the peer-assessment version, containing 30 questions each. 2) The Teacher Academic Leadership Development Training Satisfaction Assessment Scale consisted of 3 parts: Part 1 General Information, Part 2 Satisfaction in the Teacher Academic Leadership Development Training Series which is a 5-level approximation scale, and Part 3 provides additional suggestions as open-ended questions.

Data Collection: The researchers conducted data collection on trainees with the Teacher Academic Leadership Development Training Kit before, during, and after the training itself. because the researcher is a lecturer who conducts the training

Statistics are used to analyze data: (1) Content validity of structured interviews was performed using IOC (Index of Item-Objective Congruence) techniques or the Interrogation Conformity Index (Taweerat, P., 1997). (2) Verification of confidence using Cronbach's Alpha Coefficient formula (Saiyot, L., and Saiyot, A., 1995). (3) Examination of the classification authority The researcher used the method to determine the



critical ratio t individually according to the method of t -test, the criteria used for each question must have a value of 1.75 or higher (Taweerat, P., 1997). And (4) Data analysis using statistics, percentage, mean and standard deviation. The mean was interpreted using the Midpoint criterion (Srisa-ard, B., 2003).

4.51 - 5.00 means highest practice or satisfaction

3.51 - 4.50 means high of practice or satisfaction

2.51 - 3.50 means moderate practice or satisfaction

1.51 - 2.50 means low practice or satisfaction

1.00 - 1.50 means the lowest practice or satisfaction

The statistics used in the comparative evaluation test of the development results before and after the development were used t -test (Dependent samples).

DATA ANALYSIS

The researcher conducted the data analysis divided into 6 steps as follows.

Step 1: Study the concepts, theories, and research related to the components of academic leadership of teachers to analyze them as a conceptual framework for the development of academic leadership of teachers in basic education institutions.

Step 2: Development of indicators and behaviors indicating teachers' academic leadership. The researcher determines the main components, sub-components, and indicators of teachers' academic leadership by using analysis and synthesis from the study of principles, concepts, and Theories related to the development of educational indicators from textbooks and academic papers to apply such concepts to the definition of indicators and to develop indicators of academic leadership of teachers in basic education institutions to formulate a conceptual framework in Research and conceptual framework for research on academic leadership indicators.

Step 3 Testing to Confirm Academic Leadership Indicators Research Methodology The researcher conducted the Academic Leadership Indicators Test of teachers in primary schools by developing Academic Leadership Indicators for Teachers in

primary school and examined the coherence of the Structural Relationship Model Academic Leadership Indicators for Primary School Teachers with empirical data. The empirical data from real experience were examined with the theoretical conceptual framework established by the researcher based on concepts and theory by using a complete questionnaire asking for opinions to confirm the suitability of the components and Academic Leadership Indicators for Teachers in Primary Schools. The results were then analyzed for the next step in the drafting of the Teacher Academic Leadership Training Package.

Step 4 Drafting of Academic Leadership Development Training Package for Teachers Researcher Drafting Outline of Academic Leadership Development Training Package for Teachers. Then present the Teacher Academic Leadership Development Training Package Outline to the experts to determine the appropriateness of the Teacher Academic Leadership Development Training Package and make corrections as suggested by the experts, to get the complete Teacher Academic Leadership Development Training Kit

Step 5: Using the Teacher Academic Leadership Development Training Kit, the researcher used the Teacher Academic Leadership Development Training Kit to train teachers in basic education institutions, Khwao Wittayakarn School, District Office. Secondary Education Area, District 27, with 24 students to study the feasibility, efficiency, and effectiveness of the teacher's academic leadership development training package.

Step 6: Assessing and improving the use of the Academic Leadership Development Training Kit for teachers in basic education institutions.

RESULTS

1. From the study of concepts, theories, and research related to the components of academic leadership of teachers to be analyzed as a conceptual framework for the development of academic leadership of teachers in basic education institutions, it was found that the components of academic leadership of teachers Teachers in elementary school consist of 7 main components, 18 minor components, and 90 indicators as follows:



The researchers synthesized the key components, sub-components, and indicators of teacher academic leadership. In summary, there are 7 main components, 18 minor components, and 90 indicators as follows:

Main component 1: Vision creation and development There are 3 sub-components and 13 indicators, namely; 1) jointly formulating guidelines for learning development with 5 indicators, 2) giving highest importance to learning with 4 indicators, and 3) creating academic benchmarks with 4 indicators.

Main component 2: Curriculum management, learning management, has 3 sub-components and 15 indicators, namely; 1) Curriculum analysis had 5 indicators, 2) Knowledge of the subjects taught have 6 indicators, and 3) Learning Design had 4 indicators.

Main component 3: Learner development There are 3 sub-components and 14 indicators which are; 1) data analysis for student achievement development has 4 indicators, 2) systematic quality assurance has 6 indicators, and 3) measurement and evaluation has 4 indicators.

Main component 4: Creating a learning environment There are 3 sub-components and 17 indicators which are; 1) creating an environment conducive to teaching with 7 indicators, 2) creating opportunities for learners to learn in every situation with 4 indicators, and 3) creativity with 6 indicators.

Main component 5: Professional development has 2 sub-components and 13 indicators, namely; 1) Focus on professional development with 8 indicators, and 2) Continuing teacher professional development with 5 indicators.

Main component 6: Collaborative team building There are 2 sub-components and 8 indicators which are; 1) building a network of relationships with 4 indicators, and 2) creating a shared learning culture with 4 indicators.

Main component 7: the use of information technology There are 2 sub-components and 8 indicators, namely; 1) The ability to use technology and language, four indicators, and 2) the use of a variety of technologies and information to improve learning, four indicators.

2. Making a training package for developing academic leadership of teachers in basic education institutions was co-operated with Khwao Wittayakarn School under the Office of Secondary Education Service Area 27, 24 teachers received the development. The results of the development are summarized as follows.

2.1 The structure of the Academic Leadership Development Training for Teachers in Basic Education Schools consisted of 10 topics: 1) Principles and Reasons, 2) Training Objectives, 3) Body Structure of Training Packages, 4) Competency at Use for development, 5) duration of the training, 6) details of the content of the training package, 7) development guidelines, 8) development process, 9) media and learning resources, and 10) evaluation of development.

2.2 The content scope of the Training Set for Academic Leadership Development for Teachers in Basic Educational Institutions consists of 7 learning units Unit 1 Creating and Developing a Learning Vision Unit 2 Curriculum Management and Learning Management Unit 3 Student Development Unit 4 Creating a learning atmosphere Unit 5 Professional development Unit 6 Building a cooperative team and Unit 7 Using information technology The training duration was 21 hours for 3 days. The training emphasizes collaborative learning by doing group activities and emphasizing putting knowledge into practice. There is a 360-degree assessment that characterizes the use of comprehensive assessment methods, including self-assessment of the trainees. Trained and evaluated by other people, including the supervisor and peer assessment were assessed before and after training and the criteria for assessment were clear.

3. The results of evaluating the use of the curriculum for developing academic leadership of teachers in basic education institutions from using the training package developed by the researcher to experiment with teachers at Khwao Wittayakarn School under the Secondary Education Service Area Office 27 of 24 people in schools with 27 teachers who attended development between 21-23 November 2019 for 3 days and evaluated the training results, which were assessed as follows.



3.1 The results of the assessment of academic leadership of teachers in basic education institutions by trainees self-assessment and other assessments, namely supervisor assessment and peer assessment, found that Teaching with academic leaders before and after the training was at a high level.

3.2 The results of the comparison of academic leadership of teachers in basic education institutions in the case of self-assessment and assessment by others, ie supervisor assessment and peer assessment, found that teachers There was a statistically significantly higher level of academic leadership than before training at the .05 level.

3.3 The trainees had a high level of satisfaction with the training package developed by the researcher as a whole.

3.4 The overall assessment of the training activities of the trainees was at a high level.

RECOMMENDATIONS

1. FINDING USING RECOMMENDATION

1.1 Educational institutions and education management agencies should support the development of academic leadership for teachers systematically by defining concrete and clear development guidelines in work plans and educational personnel development projects. Should continue to support the operation and budget. Because from the research results, it was found that after the academic leadership development of teachers by using the Academic Leadership Development Training Kit of teachers in basic schools, teachers had significantly higher academic leadership. Statistically, teachers play a role and importance in the development of the quality of learners following the goals of educational management, therefore, there should be support for the development of academic leadership for teachers.

1.2 The teacher's administrator or agency should provide for continuous monitoring and evaluation of academic leadership development at regular intervals, and activities are organized to encourage teachers to be aware of the importance of self-development to have academic leadership and to adjust themselves to the changing of the current situation.

2. FURTHER RESEARCH RECOMMENDATION

2.1 There should be a study on the components of academic leadership of teachers affiliated with local administrative organizations under vocational education or other university professors.

2.2 Other teachers' academic leadership components should be studied, such as supervision studies.

2.3 Should study the development of academic leadership of teachers under local administrative organizations under vocational education or others to find out the importance of academic leadership development whether they are similar or different, including the appropriate methods and timelines in development for development following the context of the organization.

2.4 Should study and develop a program to enhance academic leadership of the administrators of educational institutions in other jurisdictions such as vocational education affiliates, local administrative organizations, or others to examine the importance of research programs whether they are similar or different between whether teachers are affiliated with Office of the Basic Education Commission and teachers are affiliated with local administrative organizations to ensure that development is consistent with the target group and sample groups with similar status and context.

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