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**ACADEMIC LEADERSHIP OF EDUCATIONAL INSTITUTION
ADMINISTRATORS THAT AFFECTS QUALITY ASSURANCE OPERATIONS
WITHIN EDUCATIONAL INSTITUTIONS. PHASI CHAROEN
DISTRICT OFFICE UNDER BANGKOK**

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Abstract

Educational quality assurance It has been defined in the National Education Act of 1999 and its amendments (No. 2) of 2002, Section 6 Educational Standards and Quality Assurance Section 47 establishes an educational quality assurance system. To develop the quality and standards of education at all levels. Educational quality assurance is an educational process that will help build confidence. Faith and satisfaction to stakeholders. Including students, parents, citizens and society. Educational institutions provide quality education. Graduates meet the quality standards set forth. By the process of implementing quality assurance within educational institutions. There is a process of 8 steps

Keywords: Internal quality assurance, Leadership, Executive

Introduction

The National Education Plan 2017-2036 under 6 main strategies that are in line with the 20-year National Strategy to set the framework, goals and direction of the country's education management, aiming to provide education so that all Thais can access opportunities and equality in quality education, develop an efficient education management system, develop human resources to have work competencies that are in line with the needs of the labor market and national development, especially in Strategy 6, developing the efficiency of the education management system, aims to make the education management system efficient and effective, affecting the quality and standards of education, with important indicators such as the number of small educational institutions / educational institutions that urgently need special assistance and development that do not pass the external quality assessment criteria has decreased, the percentage of educational institutions with quality according to the education quality assurance criteria has increased, the percentage of educational institutions that are satisfied with the education quality assurance system has increased, etc. (Office of the Secretary of the Education Council. 2017: 133)

In the implementation of internal quality assurance in educational institutions, the important role is the administrator. Therefore, the educational institution sees the leader as having an important role in managing various activities that can create engagement, acceptance and participation of group members and affect the success of the organization. The administrator of the educational institution must have leadership, especially in terms of academic leadership. They must be clear, have knowledge and understanding of internal quality assurance in educational institutions and allow everyone to participate in every process, such as determining the role of the educational institution, the role of the administrator, the role of the teacher and the method of operation, etc. The person who is the key to making such changes is the administrator of the educational institution must be a leader, a coordinator from all sides

(Department of Academic Affairs, 2003: 1). It is very important for the administrator of the educational institution to have academic leadership. Many scholars have mentioned the importance of academic leadership of the administrator, such as Chell (2001: 5) who mentioned the importance of academic leadership that the administrator of the educational institution is the person who manages the work within the educational institution and is the person who influences the quality of teaching of teachers as well as the effectiveness of the work within the educational institution. The study of academic leadership of the administrator of the educational institution is one way to create excellent efficiency in the educational institution. Consistent with Jessada Tangngern (2017: 20) who summarized the importance of academic leadership of educational administrators that educational administrators play a very important role in the institution. In order for administrators to be able to manage education to make the institution efficient, it is very important to have academic leadership. Administrators with academic leadership will be able to lead teachers and personnel in the organization to academic excellence, which will result in the educational institution becoming of quality and an efficient educational institution.

Research Objectives

1. Study of academic leadership of school administrators under Trat Primary Educational Service Area Office
2. Study of internal quality assurance operations in schools under Trat Primary Educational Service Area Office

Scope of the Research

1. Population used in the research The population used in the research was 1,255 teachers of Trat Primary Educational Service Area Office, Academic Year 2021 (Trat Primary Educational Service Area Office 2021).

2. Sample group used in the research The sample group used in the research was Trat Primary Educational Service Area Office teachers, Academic Year 2021. The sample size was determined using the Krejcie and Morgan table (Krejcie and Morgan. 1970: 608-609). The sample group was 297 people and proportional stratified random sampling was used, using the Educational Network Center as the stratum of the distribution. After that, the sample group of teachers of each educational institution was randomly selected using the simple random sampling method.

Research Methodology

Research Steps

The instruments used to collect data in this research were:

1. Academic Leadership Questionnaire of Educational Institution Administrators and
2. Internal Quality Assurance Implementation Questionnaire of Educational Institutions under Trat Primary Educational Service Area Office by combining Questionnaires 1 and 2 into 1 copy.

Data Collection

1. The researcher requested a letter from Ramkhamhaeng University to the administrators of the sample schools under Trat Primary Educational Service Area Office to request assistance in answering the data collection instruments.

2. The researcher personally sent 297 data collection instruments to the sample schools and requested that the schools send data collection instruments to the sample teachers to answer and collect them. The researcher set a date to receive the data collection instruments and

collected the data collection instruments back by himself. 3. The researcher received 297 completed questionnaires, or 100 percent.

Data Analysis

1. Analyze academic leadership of school administrators by finding the mean (\bar{x}) and standard deviation (S.D.) using the score interpretation criteria.
2. Analyze the implementation of internal quality assurance in the school by finding the mean (\bar{x}) and standard deviation (S.D.) using the score interpretation criteria.
3. Analyze the relationship between academic leadership of school administrators and internal quality assurance in schools under Trat Primary Educational Service Area Office using the Pearson Product-Moment Correlation Coefficient.
4. Analyze academic leadership of school administrators that affects internal quality assurance in schools under Trat Primary Educational Service Area Office using the Simple Regression Analysis method.

Research Results

1. Academic leadership of educational administrators under Trat Primary Educational Service Area Office is at a high level overall. When considering each aspect, it is at a high level in all aspects, in accordance with the hypothesis set, ranked from highest to lowest as follows: setting direction and policy, creating learning atmosphere and culture, curriculum and teaching management, teacher and personnel professional development, and teaching supervision, monitoring, and evaluation.

2. Internal quality assurance operations under Trat Primary Educational Service Area Office are at a high level overall. When considering each aspect, it is at a high level in all aspects, in accordance with the hypothesis, ranked from highest to lowest as follows: preparing self-assessment reports, implementing educational development plans of educational institutions, setting educational standards of educational institutions, preparing educational development plans of educational institutions, evaluating and inspecting educational quality within educational institutions, and monitoring operations to ensure quality according to educational standards.

3. Academic leadership of educational administrators and internal quality assurance operations of educational institutions as a whole ($r_{xy} = .49$) are moderately positively related, with statistical significance at the .01 level. When considering each aspect, By sorting the relationship from most to least

4. Academic leadership of school administrators has a statistically significant effect on the implementation of internal quality assurance in educational institutions at the .01 level. It can jointly predict the academic leadership of school administrators that affects the implementation of internal quality assurance in educational institutions by 24 percent and has a standard error of forecasting equal to $\pm .24$. It can create an equation to predict the academic leadership of school administrators that affects the implementation of internal quality assurance in educational institutions under Trat Primary Educational Service Area Office.

Discussion

1. Academic leadership of school administrators under Trat Primary Educational Service Area Office is at a high level overall. When considering each aspect, it is at a high level in all aspects, in accordance with the hypothesis set, ranked from highest to lowest.

2. Internal quality assurance operations under Trat Primary Educational Service Area Office are at a high level overall. When considering each aspect, it is at a high level in all aspects, in accordance with the hypothesis set, ranked from highest to lowest.

3. Academic leadership of school administrators and internal quality assurance operations in the school as a whole ($r_{xy} = .49$) are positively and moderately related, with statistical significance at the .01 level, in accordance with the hypothesis. This is because when academic leadership of school administrators increases, internal quality assurance operations in the school will also increase. This may be because internal quality assurance operations in the school result in academic leadership of school administrators, which consists of 5 aspects: creating a learning atmosphere and culture, curriculum and teaching management, teacher and personnel professional development, and teaching supervision, monitoring, and evaluation.

Recommendations (if any)

1. The positive relationship is moderate, with statistical significance at the .01 level, in accordance with the hypothesis. From the research results on academic leadership of school administrators that affects the implementation of internal quality assurance in educational institutions under Trat Primary Educational Service Area Office, teaching supervision, monitoring and evaluation has the lowest average. Therefore, it is recommended that school administrators support or create a process of participation of teachers and personnel in planning internal supervision, assist teachers in providing feedback to improve teaching and learning, and support teachers in teaching in line with the objectives, which will affect the quality of students in the future.

2. From the research results on academic leadership of school administrators that affects the implementation of internal quality assurance in educational institutions under Trat Primary Educational Service Area Office, monitoring the implementation to achieve quality according to educational standards has the lowest average. Therefore, it is recommended that school administrators arrange for the implementation of the steps to monitor the implementation results according to the educational development plan and the annual operational plan of the educational institution in order to obtain empirical data to be used to improve or develop the implementation according to the educational standards of the educational institution.

Acknowledgement

Suggestions for further research The researcher has suggestions for further research and to further develop the knowledge to be more profound and useful for further research. Therefore, the following research methods are suggested:

1. The application of academic leadership of school administrators that affects the implementation of internal quality assurance in the school should be studied in order to use the results as a guideline for further development of the school.

2. Qualitative research should be conducted on the development model of academic leadership to develop the administrators to have the competence to drive the development of education management in the school.

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