A Model for Instructional Leadership Development for Secondary School English Teachers in the Northeast Thailand

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Abstract

The purposes of this research were to: 1) examine the components of instructional leadership of English language teachers in secondary schools in the Northeast Thailand; 2) to construct and develop a model for developing instructional leadership of English language teachers in secondary schools in the Northeast Thailand; and 3) to monitor and evaluate the effectiveness of the developed model. The Research and Development (R&D) was divided into three phases: Phase I was related to investigating components of teacher instructional leadership through document inquiries, expert interviews, and a survey research. The sample consisted of 381 English language teachers working at secondary schools in the Northeast Thailand. A set of 5-point scale questionnaires was administered and analyzed using frequency, percentage, mean, and standard deviation. Phase II was related to a construction of instructional leadership development model for English language teachers in a secondary school in the Northeast Thailand. The interviews with nine experts were conducted to draw the drafted model, to verify and confirm the developed model. Phase III involved in the conduct of follow-up and evaluation of the model's effectiveness. The developed model was implemented with 30 teachers who taught English subjects in secondary schools under the Secondary Educational Service Area Office 22. The data drawn from the model implementation were analyzed through means and standard deviation.

The findings were as follows:

1. The instructional leadership of English language teachers in secondary schools in the Northeast Thailand consisted of five components: Vision and Learning Goals, Skills, Use of Educational Media and Technology, Teaching Professional Development, and Morality and Ethics.

2. The model for developing instructional leadership of English language teachers in secondary schools in the Northeast Thailand consisted of principles, objectives, contents, development process, and measurement and evaluation. The two-day session was carried out in two separate sessions, namely actual setting practice and sharing of knowledge, using the five volumes of handbooks for instructional leadership development of English language teachers.

3. The effects after the model implementation revealed teachers' high-level practices of instructional leadership with the effectiveness index of 0.7625 or 76.25 percent.

Keywords: Instructional Leadership, English Language Teachers

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1. Introduction

The 12th National Economic and Social Development Plan (2017 - 2021) defines the issues of human potential development in terms of skills, knowledge, and ability to live a valuable life, developing school-age children and adolescents on systematic thinking skills, being creative, having work and life skills preparation to enter the job market, adapting learning processes in a real practice, corresponding to the development of the brain at each age, and focusing on developing basic skills in science, technology, engineering, mathematics, arts, and foreign languages to keep pace of the changes. And as membership of the ASEAN Community, educational institutions bordering the home country and being members of the Mekong River Basin must develop personnel, including teachers, administrators, and students in various professional fields to provide professional human resource development in line with the changes resulting in cooperation between different countries. Together to form the ASEAN Economic Community It is, therefore, necessary to have English proficiency in all four language skills: listening, speaking, reading, and writing for the benefit of study visits to exchange knowledge and closer connections and better understanding among members of the ASEAN countries (Office of the National Economic and Social Development Board, 2016).

However, the 2018 national test results (O-NET) found that the overall O-NET test results of all Mathayomsuksa 6 students were less than half the average score. Compared to the 2017 academic year, there was only one Thai language subject with an average score of the half. The Mathayomsuksa 3 students under the Secondary Educational Service Area Office obtained an average score of 31.21 points, for students under the Office of the Basic Education Commission gained the average score of 30.14. In terms of English, Mathayomsuksa 6 students had an average score of 28.31. From the mentioned results, schools need to be pay much attention on learners' development for the better. Various factors can cause the underscore of English of Mathayomsuksa 6 students. One of the main factors is the "teacher" who performs the teaching function. Therefore, it can be said that teachers are the highest hopes of making quality happen to learners and are considered to be most trusted by their parents to develop a quality learner. Building confidence among parents, teachers must continually develop themselves in the field of teaching and learning in English or other fields (Teeraroon Charoen, 2010). Another reason of unsuccessful learning outcomes, it could be caused by instructional management, including measurements and evaluations that are inconsistent with the needs of the learners, and focus on memorization. The contents are not connected with real-life. Learners are also one of the causes of low level of English results, including inattentive study, inability to learn on their own. In addition, the learning management process where teachers should develop a variety of techniques and teaching methods to enable learners to learn is ineffective, including unfocused of training students to think, analyze and solve problems and/or develop learners to the fullest potential (Office of the Education Council Secretariat, 2008). Some students had a dwindling learning outcome, with others failing from the learning provided by schools. Inevitably, schools must have a very important duty to provide all students with the knowledge and skills they need to continue to be successful. In this regard, the teachers will be the leaders in learning management. Training teacher qualities must be included find new ways to manage learning, promote learning development of learners, provide a variety of learning approaches suitably for learners, cooperate to practice teaching under a new model, and adjust schools to be in line with the future world (Suthep Phongsrivat, 2007). To be a well-rounded organization with a focus on student learning, teachers or

stakeholders in schools must be designed to support teacher development and to promote the use of the best teachers' skills to enable teachers to design student-centered activities, thinking skills, use of media, and learning resources. Teacher qualities in terms of measurement and evaluation must also focus to create a quality learning experience for all students. Therefore, teachers must have knowledge, understanding, and learning techniques to develop students' opportunity to gain experience to their full potential (Kaisit Plerin, 2009)

Teacher leadership is one of the indicators of teachers' career performance. According to the Office of the Basic Education Commission, all teachers should have teacher leadership to perform function in the line of work which is an important factor affecting the performance of teachers directly in learning management. Teacher leadership should also include personal development and fellow teachers with a vision of self-development, believing in yourself that individuals can be both teachers and leaders to help develop fellow teachers. In addition, teachers have to be teaching model using a variety of teaching methods to promote self-learning, and a conducive learning atmosphere. Teacher should also have a vision of common development, teamwork, a common operating network, transformational leadership as a person of learning, and being recognized (Apharat Ratchapat, 2011). Teacher leadership will make a change in schools both in terms of working culture and the quality of the learners (Lieberman & Miller). To be able to bring skills and acquired knowledge to learning management, teachers must develop themselves and function to be more efficient (Ratchadaphon Phimphichai, 2013; Wisit Munnaklang, 2013), and participation in administrative decisions (Kasama Worawan Na Ayudhya, 2007).

2. Objectives

1) examine the components of instructional leadership of English language teachers in secondary schools in the Northeast Thailand;

2) to construct and develop a model for developing instructional leadership of English language teachers in secondary schools in the Northeast Thailand; and

3) to monitor and evaluate the effectiveness of the developed model.

3. Literature Review

Like in other forms of leadership, teacher leadership has been defined in many perspectives according to teachers' influence on school culture, performance in the classroom or outside, collaborative efforts, or specific leadership competencies, including communication, ability to change and work with others, commitment of moral purpose and continuous learning, and knowledge of teaching and learning (Bossert, 1998; Hobkins et.al., 1997)
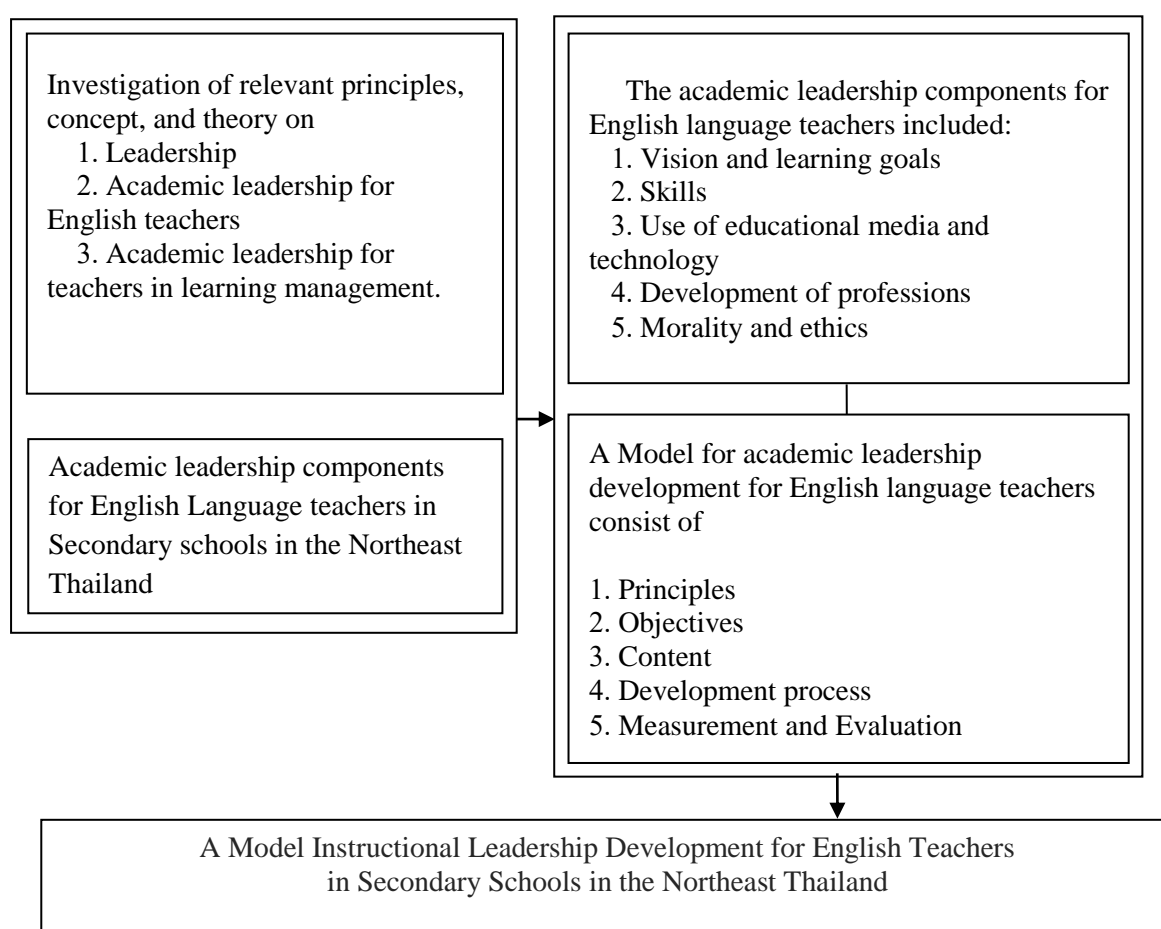
In this research, the researcher analyzed, and synthesized concepts, theory, and research papers related to the academic leadership development for English language teachers in secondary schools in the Northeast Thailand. Many studies have been developed to investigating teacher academic leadership styles and their impact on development of students and resulted the five elements of academic leadership: 1) vision and learning goals; 2) teachers' skills; 3) using educational media and technology; 4) teaching professional development, and 5) morality and ethics (Hopkins et.al, 1997; Supovitz & Poglinco, 2001; Yon Chumjit, 2010). In addition, current studies have documented a model for academic leadership development and indicated that the academic concept of teacher leadership model consists of five elements: 1) principles, 2)

objectives, 3) content, 4) process, and 5) measurement and evaluation (Rattiya Promthall, 2016; Ratchadaphon Phimphichai, 2013; Wisit Munnaklang, 2013).

While there is substantial evidence of teacher leadership, there is little research on English teacher leadership adding that there is a need for different model of teacher leadership. This Research and Development (R&D) aimed to examine the components of instructional leadership of English language teachers in secondary schools in the Northeast Thailand, construct and develop a model for developing instructional leadership of English language teachers and 3) to monitor and evaluate the effectiveness of the developed model. This study could be of benefit for exploring academic leadership among other schools' personnel.

4. Conceptual Framework

The researcher has set the conceptual framework as follows:

Investigation of relevant principles, concept, and theory on
  1. Leadership
  2. Academic leadership for English teachers
  3. Academic leadership for teachers in learning management.

Academic leadership components for English Language teachers in Secondary schools in the Northeast Thailand

The academic leadership components for English language teachers included:
  1. Vision and learning goals
  2. Skills
  3. Use of educational media and technology
  4. Development of professions
  5. Morality and ethics

A Model for academic leadership development for English language teachers consist of

1. Principles
2. Objectives
3. Content
4. Development process
5. Measurement and Evaluation

A Model Instructional Leadership Development for English Teachers in Secondary Schools in the Northeast Thailand

5. Research Methodology

This research is based on Research and Development, which was conducted in three phases consisting of: Phase 1, related to investigating components of teacher instructional leadership. Phase 2, related to a construction of instructional leadership development model for English language teachers in secondary school in the Northeast Thailand. Phase 3, the conduct of follow-up and evaluation of the model effectiveness.

6. Results of the research

The research results could be summarized as follows:

1. The academic leadership components of English Language teachers in secondary school in the Northeast Thailand comprised five components:

Component 1. Establishing vision and learning goals through research study research and conducting research. This comprised important elements of academic leadership for language teachers in secondary schools, including an ability to create vision, clear goals, taking part in planning, being able to set goals in the educational management of the learning group, analyze conditions, problems, and obstacles to define goals and operations explicitly and systematically, determine how to perform the work in the subjects, implement academic leadership best practices, evaluate the performance, and use the evaluation results to improve continuous work development.

Component 2. English teachers' skills. Based on the literature cited in this research, the important elements of academic leadership for English teachers in secondary schools include an ability to develop appropriate curriculum materials and teaching process, knowledge of curriculum, educational standards and indicators for organizing activities in accordance with curriculum structure, preparation of lesson plans, and measurement and evaluation of learners, evaluation of learning management plans, employing the assessment results to improve content knowledge, and accurate communication: listening, speaking, reading and writing skills. The results showed that effective skills were related to knowledge transfer to students and colleague, knowledge of measurement and learning outcomes, analyzing the evaluation results, and applying learner development knowledge, improving learning management and coordinating with teachers, parents, and students effectively.

Component 3. Using educational media and technology involved teachers' competence in using media, technology, and learning resources in classroom management to suit the activities and consequently improve learner outcomes. The application of local wisdom, technology and learning resources in the community for learning management was also perceived to be the most important for teachers' practice. This component also involved encouraging learners to participate in the preparation and use self-developed media to learn by themselves, based on real experiences. The results of this process indicated that teachers effectively respond to learners' ways of thinking to connect and gain skills in selecting and using media, technology, and information in learning management. The other qualities of teachers are related to ability to create quality teaching and learning media and materials for classroom management and select them to put into practice systematically and effectively.

Component 4. Professional Development. The key elements of academic leadership of English language teachers in secondary schools were related to training oneself to improve academic expertise of the professions, and to acquire additional knowledge to bringing new ideas for student development. The other indicators were using a wide range of knowledge to perform duties to promote and encourage colleagues to develop themselves and conducting a classroom research to develop learning management processes and create networks for collaborative learning management. There is always a mutual exchange of knowledge between teachers (PLC), self-development in various skills through information technology channels.

Component 5. Morality and Ethics. The key elements of teacher academic leadership in terms of morality and ethics have been identified as being able to realize academic achievements, apply in the performance of duties, teaching lessons follow the principles of religion that they respect, being a good role model, transferring knowledge

to the fullest of their abilities, devotion, selflessness, dedication in performance, and demonstrating appropriate manners.

      2. A model for academic leadership development of English language teachers in secondary schools in the Northeast Thailand consists of five components as follows:

      2.1 Principles. The principles of the model are based on the theory of adult learning and a participatory process.

      2.2 Objectives. The goals of this model aim to identified and achieve academic leadership development for English teachers in secondary schools in the Northeast Thailand consisting of 1) developing knowledge, understanding, awareness and positive attitudes for teachers on learning management, 2) developing academic leadership behaviors of English teachers in secondary schools in the Northeast Thailand, and 3) providing English teachers knowledge and academic leadership skills to put into practice effectively.

      2.3 Contents include knowledge of academic leadership development model with five learning units: 1) learning goals; 2) skills; 3) using educational media and technology; 4) teaching professional development, and 5) morality and ethics.

      2.4 Development Process consists of 1) workshops, 2) operational training, and 3) monitoring and evaluation.

      2.5 Measurement and Evaluation. This involves measurement methods to assess teacher leadership behaviors in learning management in the development process and to examine the effectiveness of the model.

      3.   Results of the implementation of the academic leadership development model of English language teachers in the Northeast Thailand revealed that:

      3.1 The developed model was appropriate, ranging in descending order as follows: handbooks of teacher leadership development model, the purposes of the model, the measurement and evaluation process, and the principle of contents.

      3.2 The developed model was appropriate, ranging in descending order as follows: vision, learning goals, professional development, morality and ethics, the use of educational media and technology.

      3.3 Teachers' academic leadership before the model implementation reached a total score of 624, compared to the overall score of 835. The score after the training and post-training increased 211 points with an index of effectiveness of 0.7625 or 76.25 percent. The overall satisfaction of participants toward the training project was at a high level.

      4. Results from monitoring and evaluation of the academic leadership development model revealed teachers applied knowledge and experience gained to develop oneself and to develop post-training tasks was at a high level overall. The teachers transferred knowledge and skills acquired to perform tasks efficiently and effectively.

7. Conclusion and Discussion

      Based on the analysis of collected data, the researcher would like to present a discussion of the results on the following important points.

      1.   Components of academic leadership for English language teachers in the Northeastern region of Thailand comprised five components as follows:

      1.1 Vision and learning goals. Teachers set common goals and create an understanding of the common goals to create synergistic knowledge which cause cooperation among colleagues to conduct various activities toward the same goals until accomplishing the tasks effectively. The process involved those who knew the course

structure, activity assignment, and various planning in teaching and learning management. The finding was in line with Hopkins' ideas (1997) that academic leaders are competent and expressively express values and vision relating to student learning and achievement. It also can connect principles. The behaviors and structures are necessary to promote and sustain values and vision. The results are also consistent with Bossert (1998), who said that as an academic leader, goals and productivity should be emphasized. Setting goals is considered an effective way to increase motivation and increase performance, and in line with who state that goals increase interest in getting work and can also help them expand into activities that have the same goals which lead to achieving results and an increase in the development of strategies for achieving goals. Similarly, Blasé & Blasé (1998) believed that sharing, targeting and communicating goals together would help create an organizational structure that leads schools to a common goal. This is an important joint academic goal influencing the behaviors of teachers in the classroom to a more productive school.

1.2 Skills. English language teachers' skills involve the ability to create appropriate curriculum materials and teaching process, content knowledge, teaching and learning standards and indicators in line with the curriculum structure. Lesson plan preparation for teaching and learning activities, measurement and evaluation on learner development, evaluation of learning management plan and the use of assessment results to improve and develop students' knowledge and achievement were the required skills of English language teachers. Accurate communication in terms of listening, speaking, reading, and writing skills was also one of the most important skills of academic leadership of English teachers. Language ability to communicate and use as a tool for acquiring knowledge and transfer to students were required skills. According to the concept of the core curriculum of Basic Education B.E. 2551 (2551), the evaluation of the learning outcomes of learners must be based on two basic principles: 1) evaluation for learner development, 2) academic performance in improving the learning quality of learners. Learners must be developed and evaluated in accordance with the defined indicators to achieve the standards of learning which reflect the essential competencies and desirable characteristics of learners. The teachers' skills in terms of measurement and evaluation of learning outcomes were in line with the concept of Thainakhammanee (2010) as effective learning management improved learners' achievement. Considering the suitability for the learners and highlighting the greatest benefits to learners, teachers should organize activities that allow each learner to play an active role in the learning process. Collaborative participation in learning management of teachers is becoming one of the most used methods of learning processes that lead learners to real life learning success, including 1) teaching planning, 2) teaching design, 3) teaching and teaching management, 4) using various teaching methods and techniques, 5) teaching models, and systems, 6) teaching materials, and 7) teaching evaluation. Therefore, effective teachers need to be trained in learning and achievement strategies necessary to a successful collaborative teaching and learning environment.

1.3 Use of educational media and technology. Teachers' knowledge and ability in using media, technology, and learning sources, including preparation for the use of suitable media integrated into teaching and learning activities. The implementation of applicable local wisdom, technology and learning resources available in individual communities into learning management also help to concentrate on the quality of learners. Thus, teachers need to encourage learners to participate in the preparation of and use self-developed media to learn based on contextual experiences and gain ability to create media and technological integrated into materials for classroom management. This is in line

with Robbins (1996) concept of being a leader in information and communication technology to access information thoroughly, quickly and accurately, as well as being able to work in a variety of tasks and taking part in teamwork, In addition, Riedl (1998) studied the five key components of technology integration with learning management that teachers' academic leadership should have as follows: 1) a technological vision for learning, 2) access to technology infrastructure, hardware, and techniques, 3) promoting and supporting the use of technology, 4) having sufficient time to improve technology experiences, and 5) continual evaluation of the use of technology.

1.4 Professional development is associated with enhancement of teachers' knowledge and abilities through training, conferences, seminars. As part of the innovative teaching for effective learning of teachers, teachers must have the relevant knowledge to bring innovative ideas and use a wide range of knowledge to perform their duties and promote and encourage their peers to develop themselves for study and research purposes and teaching practices. The highlights of teachers' professional development were to develop learning management process, create a network of learning together. This is in line with the concept of Jazzar and Algozzine (2007), who show that teaching professional development leads to better instruction and improved student success. Thus, teaching and a learning conducive environment must be developed. Teaching and training styles are also essential to teaching and learning, as a study by Supovitz and Poglinco (2001) found, where teachers' commitment to professional development would enable effective performance of teaching duties. In addition, Hobkins (1997) claimed that promoting teachers' commitment would affect the management of teaching and learning in the classroom.

1.5 Morals and Ethics are key components of academic leadership for teachers in secondary schools. Moral education and ethics of English language teachers are the code of conduct of teachers covering being a good role model, transferring knowledge of required disciplines equitably to the fullest development of their abilities through performing tasks dedicatedly, and sacrificially, not bringing or copying other people's work for their own. This component is consistent with the concept of Yon Chumjit (2010) that morality and ethics are particularly important to teachers because morals and ethics help shape teachers to be highly regarded and respected by the public. In addition, teachers should have instruction and understanding of professional ethics and standards. A study by Saman Asavapoom (2014) found that people regarded as virtuous persons must consider carefully what they will do and how their actions affect others. Thoroughly considering facts and examining their application would reflect on the code of conduct. Teachers should also be ready to listen to different opinions and suggestions, and act upon conclusions drawn from consideration.

2. The academic leadership development model for English language teachers in the Northeastern region of Thailand consists of 1) principles, 2) objectives, 3) content, 4) development processes, and 5) measurement and evaluation. The research process was divided into four stages:

Phase 1 Investigation of Components was related to a study of relevant documents and research which was conducted in three stages: 1) studying document inquiries relating to the components of academic leadership for teachers; 2) confirming the components through a review of ten experts; and 3) a study of needs for academic leadership development for English language teachers in secondary schools by analyzing the needs for academic leadership development of teachers. The sample consisted of 381 English language teachers in secondary schools in the Northeast Thailand.

Phase 2 Confirmation of Academic Leadership Components was done through interviews of nine experts.

Phase 3 Construction of a development model, a framework for the developed model, and validation of the developed model for suitability and consistency by nine experts.

Phase 4 Model Implementation. The sample consisted of 30 teachers who have been teaching English in a secondary school under the Secondary Educational Service Area Office 22. The follow-up on the development process took place after a month of training could be summarized into three different school sizes as follows:

1) In large schools, teachers satisfied with the developed model process at a high level. After the implementation, teachers improved their academic leadership behaviors. Teachers also demonstrated better communication with students, enthusiastic about performing their duties in both teaching and learning, implemented various teaching and learning approaches into practice, and created teaching and learning network. The performance results revealed that teachers became more productive in their tasks.

2) In medium schools, teachers satisfied with the developed model process at a high level. After the model implementation, teaches gained more proficiency in various English communication skills, including listening, speaking, reading, and writing, resulting in better transmission of teachers to students. Teachers also gained more confident in English communication.

3) In small schools, teachers satisfied with the developed model process at a high level. After the implementation, teachers became more confident in participating in various processes related to teaching and learning management to encourage students to learn more. Teachers also reported their behaviors in seeking additional knowledge and self-development monitoring in a regular basis.

3. The model effectiveness confirmed that a total score of pre-training was 624, compared to the post-training of 835. The score increased after the training at 211 points. The index of effectiveness was 0.7625 or 76.25 percent.

Some emerging evidence now suggest that this study results are consistent with the research of Rattiya Prompongplao (2016), which found that the model of teacher leadership development at elementary schools under the Office of Education Region 11 consisting of three phases with seven steps as follows: Phase 1- a study of teacher leadership components, Phase 2 was related to model construction and development, and Phase 3 was related to the model implementation with seven steps as follows: a survey of teacher leadership components, an investigation of teacher leadership development model, an investigation of teacher leadership development methods, an exploratory study, a construction of teacher development model, and a model confirmation. Similarly, Ratchadaporn Pimpichai (2013) found that teacher leadership consisted of five components: 1) curriculum development and development, 2) setting goals for teaching and learning, 3) using strategies for teaching and learning management, 4) having skills in teaching and teaching, and 5) measuring and evaluating the implementation results. The model development components consisted of principles, purposes, contents, development process, and model measurement, and evaluation. The three-phase of model development included: pre-operational phase, operating phase, and post-operation phase. The results after the model implementation showed that teachers had higher level of leadership in teaching and learning and teaching principles than those of before the implementation. The results are also in line with Wisit Munnaklang (2013) who studied the development of teacher leadership in schools in the Northeast Thailand. The research was conducted

into three stages of Research and Development. The results of the research were as follows: teacher leadership components consisting of four components: 1) teachers as change agent, 2) teaching model, 3) networking and participation, and 4) student development focus. The results confirmed a high level of teacher leadership behaviors after the model implementation. The experts also confirmed the model appropriateness and possibility to further implementation. The results also showed that leadership of teachers after the development was higher than that of before the implementation.

It could be concluded that academic leadership development for English teachers in secondary schools is essential and affected teachers' performance and functions and then consequently had a greater effect on student improvement at all aspects. Teachers also reported their increased self-confidence, personal skills development, and effective teaching. The recognition of teaching values and benefits of gaining leadership skills would catalyst changes in academic leadership behaviors of teachers in secondary schools and nurture the quality of both teacher and student development and achievement.

8. Suggestions

The suggestions based on research results revealed that the developed model could be used as a guideline for further effective academic leadership development for English language teachers in secondary schools in the Northeast Thailand. In addition, a broader use of the academic leadership development model should be promoted for English teachers' education. The suggestions for the next research involved the research conducted for teachers at other educational levels.

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