

Approach for the Development of legal leadership of School Administrators Under Office of The Vocational Education Commission

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Abstract

The purpose of this study : 1) Study the levels of legal leadership of school administrators 2) Compare opinions on the level of legal leadership of school administrators and 3) Propose approaches to the development of legal leadership of school administrators. The population and sample are 5 educational institutions under The Vocational Education Office of Phayao Province, Office of the Vocational Education Commission. The respondents consisted of 261 out of 361 classified into school directors , deputy directors , heads of learning area , and educational personnel. The research instruments used were legal leadership questionnaires, in-depth interviews, and suitability and feasibility assessments. It is characterized by a five - level rating scale. The following statistics were used to analyze the data : Frequency , percentage , arithmetic mean , standard deviation , T - test , one - way ANOVA , and content analysis.

The results showed that 1) The level of legal leadership of school administrators overall , the highest average aspect was The Use of Influence and Control at a high level , and the

next , The Conflict Management was at a high level , The Collaboration was at a high level. The Legal Competence was at a high level and The Credibility Building was at a high level , respectively , 2) Males and females have statistically significant differences in $p < 0.05$, and 3) Approaches for the development of legal leadership of school administrators consist of 3 approaches : 3.1) Strengthen the credibility of school administrators. Act as role models so that teachers and educational personnel do not commit offenses against the nation , against their duties , and against their superiors by considering that gender differences are important. 3.2) Encourage school administrators to use their legal competence to promote teachers and educational personnel not to offend their students and supervisors by taking into account that gender differences are important. 3.3) Encourage school administrators to manage conflict and work with teachers and educational personnel by taking into account that gender differences are important.

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1. Introduction

Education is a service that involves many people , including those who organize education ,educational service providers ,and others involved. According to Jumba (2005) , education law is a type of law that must have the same legal characteristics as ordinary law , that is , a law is a statute that defines the conduct of a person , established by a local authority and enforced by those affiliated with that country as follows : 1) Education law is an instrument for the implementation of public education and related officials to manage studies according to the objectives and goals. 2. The Education Law is a framework that enables the proper administration of education in an effective manner acceptable to service recipients and society. 3. The education laws make it possible to use education for the development of children and youth to be an important force for the development of the country. 4. The education law gives the people of the country the rights and duties associated with education. This enables them to behave properly in accordance with their rights and duties. Therefore , the law and the education law play an important role as an instrument for working on national education. If the law is lacking , it can prevent the administration of education from achieving its goals. In Thailand , there are numerous education laws that regulate quality management in education. For the Teachers and Educational Personnel Regulation Act 2004 , there are the following provisions : (1) A person appointed and appointed under the Teachers and Educational Personnel Regulation Act 2004 under the Ministry of Education shall : (1) "Teacher servant" means a person who is a practitioner whose primary function is to

teach and promote the learning of learners through various means. (2) "Faculty" means a person who performs the primary function of teaching and research in a public higher education institution. (3) means school administrator , education administrators , and education officers who provide services or perform duties related to the organization of teaching and learning processes. In -service school administrators , including the director of educational institutions and deputy superintendents of educational institutions , who act as supervisors of teachers and educational personnel under the Teachers and Educational Personnel Regulation Act B.E. 2547 (2004) , Section 95 , provide that supervisors are responsible for strengthening and developing the discipline of subordinates , preventing subordinates from committing disciplinary actions and take disciplinary action against subordinates , strengthening and developing disciplined subordinates as good role models , training , morale building , motivation , or anything else in which to strengthen and develop the attitude , consciousness , and behavior of subordinates in a disciplined way , preventing subordinates from committing disciplinary offenses shall be done by paying attention to observation and eliminating grounds that may constitute disciplinary action in matters within the possibility of carrying out the defense as appropriate. When it appears that there is evidence warranting disciplinary action against officers , teachers , and educational personnel on the basis of preliminary evidence , the supervisor shall take prompt disciplinary action. The Teachers and Educational Personnel Regulation Act 2004 , as amended (No. 2) 2008 and (No. 3) 2010 , Section 6, Discipline and Self - Discipline , Sections 82 – 97. According to the researcher's analysis , the

conclusion is as follows : 1. Do not commit offenses against the nation 2. Do not commit offenses against duty 3. Do not commit offenses against the supervisor. 4. Do not commit offenses against students 5. Do not commit offenses against the public. 6. Do not commit offenses against colleagues 7. Do not commit offenses against yourself .

However , there are still disciplinary offenses in the academy , namely cases of offenses related to adulterous relationships , cases of sexual and sexually obscene offenses , alcohol and drug offenses , cases of offenses related to receiving money , cases of misconduct , cases of financial and accounting offenses , package - related offenses , corruption cases in the transparency of budget expenditures In addition , cases of crimes related to abandonment or abandonment of official duties , cases of forgery of documents and forgery of signature , cases of crimes related to failure to perform official duties under regulations , etc. (Phadungchan, 2014) As well as the student's actions with behavior that is considered unconstitutional in the school , such as 1. Improper dress code 2. Drug abuse 3. Burglary and assault 4. Aggression against teachers / school personnel 5. Extortion of property 6. Carrying weapons in schools 7. Destruction of school property and property of others 8. Gambling 9. Escaping from school 10. Being tardy 11. Acts that discredit the school. 12. Adultery 13. Cheating on exams 14. Falsifying documents 15. Leaving school without permission. 16. Disseminating text , images , and animations via the Internet or public media that mislead another person or cause harm to another person or the school (Kaewkerd et al , 2021) Therefore , it is an important task for school

administrators to exercise great care to avoid causing legal misconduct (Rattanaajirapong , 2017)

School administrators , who have the highest authority in the academy , must be good role models for children , teachers , and educational Personnel in order to control and develop them to be within the framework of society. New attitudes and values for students , teachers , and educational Personnel of vocational education that focus on doing good things without breaking the rules and laws. Therefore , the leadership of school administrators is of great importance and is in line with who mentioned that the leadership of school administrators includes loyalty , justice , integrity , accountability , and good citizenship. The leader should behave prudently , be willing to perform his or her duties , respect the personal rights of others , exercise justice in administration , perform his or her duties with integrity and sincerity , and do so for the common good rather than for personal interest. Therefore , the researchers were interested in studying approaches to the development of legal leadership of school administrators under Office of the Vocational Education Commission ; in accordance with the Regulation of Teachers and Educational Personnel Act , Section 6 , Discipline and Self - Discipline.

2. Objective

2.1 To study the levels of legal leadership of school administrators under The Vocational Education Office of Phayao Province

2.2 To compare the opinions about the legal leadership level of school administrators under The Vocational Education Office of Phayao Province

2.3 To propose approaches for the development of legal leadership of school administrators under The Vocational Education Office of Phayao Province in accordance with the Regulation of Teachers and Educational Personnel Act , Section 6 , Discipline and Self - Discipline.

3 Conceptual Framework

Legal Leadership which synthesized from the Ideas of Smith and Marrow (2008) ; Polden (2020) ; Hackett (2011) ; Bendekovic and Magliozzi (2009) ; Rhode (2017) ; Florida National University (2020) ; Scordato (2015) ; Pukkaphan (2001) ; Tayakkanont (2000) consists of :

- 1.1 The Use of Influence and Control
- 1.2 The Conflict Management
- 2.3 The Collaboration
- 2.4 The Credibility Building and
- 2.5 The Legal Competence

The Teachers and Educational Personnel Regulations 2004 , as amended (No. 3) B.E. 2553 (2010) , section 6 , Discipline and Self - Discipline , by studying the elements of the law , which are divided into 7 areas as follows : Do not commit offenses against 1) The nation 2) Duty. 3) The supervisor. 4) Students 5) The public. 6) Colleagues 7) Yourself. The conceptualization of this research can be drawn below



Figure 1 Conceptualization Framework

4. Research Methodology

4.1 Population and samples. The populations and samples used for the quantitative data were questionnaires on the level of legal leadership of school administrators from 5 educational institutions under The Vocational Education Office of Phayao Province , Office of the Vocational Education Commission. Which consisted of 143 respondents from Phayao Technical College , 50 respondents from Dokham Tai Technical College , 61 respondents from Chiangkham Technical College , 71 respondents from Phayao Agricultural and Technology College , and 36 respondents from Pong Vocational College. Received information was 261 out of 361 with a response rate of 72.30 %.

Key Informants were used for the qualitative data by in - depth interviewing qualified persons about the current conditions , problems , and the role of school administrators in the development of legal leadership of school administrators under The Vocational Education Office of Phayao Province. Using the purposive.

Selection method , the researchers established the criteria for selecting 7 experts : 2 experts from education administration , 2 experts from vocational education , and 3 experts from legal leadership. Triangulation was used by another 30 experts : 10 experts from education management , 10 experts from school administrators , and the other 10 experts from the field of teachers and educational personnel using the purposive selection method

4.2 Instrument and Data Analysis

4.2.1 The questionnaire is divided into 2 parts ; Part 1 : General condition of respondents characterized by checklists , Part 2 : Current condition of the level of legal leadership of school administrators under The Vocational Education Office of Phayao Province ; in accordance with the Teachers and Educational Personnel Regulation Act Chapter 6 Discipline and Self - Discipline. The questionnaire is characterized by a 5 - rating scale (Likert's scale). The completed questionnaires were used in a pilot study distributed to 30 respondents to test the quality and reliability of the research instruments. To test the reliability of the Cronbach's alpha coefficient was 0.988.

4.2.2 In - depth interviews on the legal leadership development approach of school administrators under The Vocational Education Office of Phayao Province ; in accordance with the Teachers and Educational Personnel

Regulation Act , Section 6 , Discipline and Self - Discipline. The interview questions came from the content analysis of the quantitative data from the questionnaires and the values of the T - test comparing the opinions of males and females

4.2.3 Assessment of suitability and feasibility of approaches to the development of legal leadership of school administrators under. The Vocational Education Office of Phayao Province ; in accordance with the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline are characterized by a 5 - rating scale and comparison of the opinions of educational administration experts : school administrators , teachers , and educational personnel with one - way ANOVA.

5. Results

The objective findings of the research were as follows :

5.1 The results of the analysis of the legal leadership levels of school administrators under The Vocational Education Office of Phayao Province , in accordance with the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline consist of average values and standard deviations

Table 1 The level of legal leadership of school administrators as a whole

The level of legal leadership of school administrators	Mean	S.D.	Interpretation	Ranking
The Use of Influence and Control	4.484	0.713	High	1
The Conflict Management	4.472	0.695	High	2
The Collaboration	4.461	0.752	High	3

The level of legal leadership of school administrators	Mean	S.D.	Interpretation	Ranking
The Credibility Building	4.434	0.784	High	5
The Legal Competence	4.435	0.861	High	4
Average total	4.457	0.761	High	

Table 1 shows that the level of legal leadership of school administrators under The Vocational Education Office of Phayao Province ; in accordance with the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline have a high level overall (mean = 4.457 , S.D. = 0.761). On each aspect , it was found that the highest average aspects were The Use of Influence and Control at a high level (mean = 4.484 , S.D. = 0.713) , The Conflict Management at a high level (mean = 4.472 , S.D. = 0.695) , The Collaboration is at a high level (mean = 4.461 , S.D. = 0.752) , The Legal Competence is at a high level (mean = 4.435 , S.D. = 0.861) , and the lowest average aspect is The Credibility Building at a high level (mean = 4.434 , S.D. = 0.784).

Table 2 Level of legal leadership of school administrators under The Vocational Education Office of Phayao Province : following the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline in each aspect as a whole

The level of legal leadership of school administrators in each aspect	Mean	S.D.	Interpretation	Ranking
Do not commit offenses against:				
1. The nation	4.345	0.721	High	7
2. Duty	4.435	0.730	High	6
3. The supervisor	4.447	0.737	High	5
4. Students	4.464	0.750	High	3
5. The public	4.511	0.801	Highest	1
6. Colleagues	4.456	0.801	High	4
7. Yourself	4.479	0.762	High	2
Total	4.449	0.757	High	

According to Table 2 , the levels of legal leadership of school administrators under The Vocational Education Office of Phayao Province ; following the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline in each aspect as a whole are at a high level (mean = 4.449 , S.D. = 0.757) , and when considering do not commit offenses each aspect , the highest average is The public , at the highest level (mean = 4.511 , S.D. = 0.801). The second aspect is Yourself , at a high level (mean = 4.479 , S.D. = 0.762) , The third aspect is Students at a high level (mean = 4.464 , S.D. = 0.750) , the fourth aspect is Colleagues , at a high level (mean = 4.456 , S.D. = 0.801) , the fifth aspect is The supervisor , at a high level (mean = 4.447 , S.D. = 0.737) , the sixth aspect is Duty , at

a high level (mean = 4.435 , S.D .= 0.730) , and the lowest average , the seventh aspect is The nation , at a high level (mean = 4.345 , S.D .= 0.721) 5.2 Comparative analysis of the level of legal leadership of school administrators under The Vocational Education Office of Phayao Province ; following the

Teachers and Educational Personnel Regulation Act , Section 6, Discipline and Self - Discipline based on the opinions of male and female respondents consisting of mean , standard deviation , and t - test values as shown in Table 3

Table 3 Compare the levels of legal leadership of school administrators under The Vocational Education Office of Phayao Province ; following the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline based on the opinions of male and female respondents.

Legal Leadership of School Administrators	Male (N = 99)		Female (N =162)		T-test	p-value
	Mean	S.D.	Mean	S.D.		
1. The Use of Influence and Control	4.391	0.729	4.541	0.567	-1.857	.000**
2. The Conflict Management	4.340	0.787	4.554	0.503	-2.682	.000**
3. The Collaboration	4.282	0.882	4.570	0.527	-3.291	.000**
4. The Credibility Building	4.299	0.942	4.516	0.565	-2.323	.000**
5. The Legal Competence	4.273	0.952	4.533	0.567	-2.762	.000**
Overview	4.317	0.828	4.543	0.508	-2.727	.000**

From Table 3 ,the researchers tested all the data obtained from the questionnaire using T - test. It was found that , as a whole , the average legal leadership levels of school administrators under The Vocational Education Office of Phayao Province ; following the Teachers and Educational Personnel Regulation Act , Section 6, Discipline and Self - Discipline among male and female groups , were statistically significantly different (t = -2.727 , p < 0.05).

5.2 The results of the analyzed assessment of the suitability and feasibility of the approach to the development of the legal leadership of school administrators under The Vocational Education Office of Phayao Province ; following the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline were consisting of mean , standard deviation , and one - way ANOVA statistical values.

Table 4 Means and standard deviations of the analyzed assessment of the suitability and feasibility of approaches to the development of legal leadership of school administrators

Approaches to Legal Leadership Development of School Administrators	Suitability			Feasibility		
	Mean	S.D.	Interpretation	Mean	S.D.	Interpretation
1. Strengthen the credibility of school administrators to act as role models so that teachers and educational Personnel do not commit offenses against the nation, their duties, and their superiors by taking into account the differences between gender	4.800	0.484	Highest	4.566	0.504	Highest
2. Encourage school administrators to use their legal competence to develop teachers and educational personnel not to offend their learners and supervisors by taking into account the differences between gender	4.767	0.504	Highest	4.366	0.668	High
3. Encourage school administrators to manage conflicts and work with teachers and educational personnel by taking into account the differences between gender	4.733	0.583	Highest	4.400	0.723	High
Total	4.766	0.523	Highest	4.444	0.632	High

According to Table 4 , the suitability of approaches to the development of the legal leadership of school administrators under The Vocational Education Office of Phayao Province ; in accordance with the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline are at the highest level (mean = 4.766 , S.D. = 0.5238).

In each aspect , it was found that the highest average was the 1st approach at the highest level (mean = 4.800 , S.D. = 0.484) , and the next , the 2nd approach was at the highest level (mean = 4.767 , S.D. = 0.504) , and the lowest average was the 3rd approach at the highest level (mean = 4.733 , S.D. = 0.583). The feasibility of approaches to the development of the legal leadership of school administrators under The Vocational Education Office of Phayao Province ; in accordance with the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline are at a high level (mean = 4.444 , S.D. = 0.632).

In each aspect , it was found that the highest average is that the 1st approach at the highest (mean = 4.566 , S.D. = 0.5040) , and the next , the 3rd approach is at a high level (mean = 4.40 , S.D. = 0.723) , and the lowest average is the 2nd approach is at a high level (mean = 4.366 , S.D. = 0.668).

Table 5 Comparison of suitability and feasibility of approaches for the development of legal leadership of school administrators under The Vocational Education Office of Phayao Province :in accordance with the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline

Variance sources		SS	df	MS	F	Sig.
Education Specialist	Between Groups	0.074	2	0.037	0.592	0.560
	Within Groups	1.686	27	0.062		
	Total	1.760	29			
School Administrators	Between Groups	0.197	2	0.099	0.612	0.550
	Within Groups	4.353	27	0.161		
	Total	4.550	29			

Variance sources		SS	df	MS	F	Sig.
Teachers and educational Personnel	Between Groups	0.046	2	0.023	0.252	0.779
	Within Groups	2.471	27	0.092		
	Total	2.517	29			

From Table 5 , the researchers tested all the data obtained from the questionnaire using one - way ANOVA. It was found that the suitability and feasibility of approaches for the development of legal leadership of school administrators under The Vocational Education Office of Phayao Province : in accordance with the Teachers and Educational Personnel Regulation Act , Section 6, Discipline and Self - Discipline , the school Administrators , the education specialist , and the teachers and educational Personnel have no statistical difference ($p < 0.05$)

6. Summary

A study of legal leadership of school administrators under The Vocational Education Office of Phayao Province ; in accordance with the Teachers and Educational Personnel Regulation Act, Section 6 , Discipline and Self - Discipline is analyzed by statistics. It was found that the legal leadership of the five areas of school administrators should be developed to the highest level to encourage teachers and educational personnel to comply with all seven items in The Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline. Also , taking into account the differences between gender.

7. Discussion

The results of the legal leadership of school administrators under The Vocational Education Office of Phayao Province ; following the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline are as follows :

7.1 Legal leadership

According to the results of the study , the level of legal leadership of school administrators under The Vocational Education Office of Phayao Province ; following the Teachers and Educational Personnel Regulation Act , Section 6 , Discipline and Self - Discipline as a whole are very high , and when considered on each aspect , it was found that the highest average aspect is The Use of Influence and Control , and the lowest average aspect is The Credibility Building. The reason might be the state has given the authority to the school administrators as soon as they fill the position , the teachers and educational personnel who are subordinated to the school administrators who deliberately use the power and require teachers and educational personnel to comply with. School administrators are including the Director of Educational Institutions and the Deputy Director of Educational Institutions , who are responsible for directing teachers and educational personnel , and when it appears that there is an accusation against any teachers and educational personnel who have committed disciplinary actions with some evidence , the supervisors shall take immediate

disciplinary action, thus demonstrating the right to exercise the powers and influence of the school administrators is consistent with Sinchai and Navabutr (2020) who said that the "authority" of the administrators in the organization will be important because any action or action to achieve the objectives and goals of the organization needed authority as well. Leaders and executives, whomever they may be, must be associated with total power. The executive, therefore, seeks to exercise its powers and issue policy directives without prioritizing the practice of exemplifying persuasion. Incentivize teachers and education workers to comply with laws that may be subject to delayed responses to work. According to Vattanasiriporn et al. (2016) who mentioned that trust is not formed passively, it has a supporting base: behavior and consequences of actions. If you want people to trust you, you should start with actions — talking, and body language, trust comes on its own without the need to demand it. Trust is based on two components: competency and character

7.2 The differences between the gender

The levels of legal leadership of school administrators under The Vocational Education Office of Phayao Province; in accordance with the Teachers and Educational Personnel Regulation Act, Section 6, Discipline and Self - Discipline among male and female groups, were statistically significantly different. Probably because school administrators may work with subordinates without considering the differences between gender. Gender inequality makes the work perspective inappropriate, according to Charoenkul (2022) raised that Thai society, especially in the customary era, individuals are subjected to a

hierarchical feudal relationship structure. Males can oppress females, which is a reflection of society's thinking and beliefs so much as the work of Thai people today. However, gender roles depending on attitudes differ among families and cultures. According to Chitayasothorn (2008) who mentioned that many researchers have supported that Androgyny is the most suitable sex role in modern society, while Masculine and Feminine are ranked second and third respectively. Undifferentiated is ranked as the least suitable sex role in modern society.

7.3 Legal Leadership Development According to the results of the study, the approaches for the development of the legal leadership approach of school administrators under The Vocational Education Office of Phayao Province; in accordance with the Teachers and Educational Personnel Regulation Act, Section 6, Discipline and Self - Discipline have the suitability are at the highest level and the feasibility are at a high level. The approaches are as follows:

Approach 1, strengthen the credibility of school administrators, and act as role models so that teachers and educational Personnel do not commit offenses against the nation, their duties, and their superiors considering the differences between gender, the approaches may be defined as follows: 1) School administrators should develop themselves to be aware of the consequences of illegal acts. In accordance with the Teachers and Educational Personnel Regulation Act 2004, Section 96 provides for disciplinary penalties of civil servants for 5 levels: 1. Serious disciplinary offense, punished by (1) Fire; sanctioned civil servants who were fired will not entitle to pensions (2) Dismissal; disciplinary offenses are not serious, with penalty levels 1) salary deduction, 2) salary cuts,

3) probation in order to make them realize the consequences of religious offenses , according to Srihanu and Phramongkoldhamma vitan (2019) who has stated that religion will serve as a saviour of what human nature is , what a virtuous ideal is , and how it is guided to that ultimate truth. Religious teachings are the root of the moral system for human beings. It developed into a system of ethical and legal concepts. If each person is selfish or society creates a framework for each person to be selfish in the downfall of society , 2) the school administrators should develop self to realize human rights by opening the forum for teachers and staff to express their opinions about rights , freedoms , equality of gender and human values , according to the Office of the

Constitutional Court (2016) mentioned that human beings born into the world are equal in the dignity of humanity (Primary Right). Human is social animals who like to stay together as groups , like freedom , create work and develop their potential. Human beings are honorable , have self - worth , are proud of themselves , and do not disrespect another person for fame , or honor. All human beings are born of unequal status and unequal potential even of origin , race , language , religion , skin color , health , social status , and different education. Therefore, individuals should be equally protected by the state as citizens of the state.

Approach 2 , school administrators should be encouraged to use their legal competence to develop teachers and educational personnel who do not commit offenses against the nation , students , and supervisors by taking into account

that gender differences are important. It may establish approaches to develop school administrators to have legal knowledge that can be used to develop teachers and educational Personnel as follows : 1) School administrators should always have meetings to clarify the issuance of lawful orders to build mutual understanding before fulfilling their duties , as well as to listen to the opinions of subordinates. According to Khamphan et al. (2021) , claimed that deep listening is listening with a benevolent heart , listening attentively to connect. The feelings between each other are perceived as if they are experiencing that problem , allowing them to understand the speaker's emotions , feelings , and needs ; 2) School administrators should be developed a creative school administration . The focus is on the learners as the main aim of development. According to , who said that creative school management is an attempt to find ways to benefit from the use of applications through new media channels such as Facebook , YouTube , and Google. It will be a new way to develop learners and a way to develop school administrators to have new legal knowledge that can be used to continuously develop teachers and educational personnel.

Approach 3 , encourage school administrators to manage conflicts and work with teachers and educational personnel by taking into account the differences between gender , the approaches may be defined as follows : 1) School administrators should develop themselves to realize that teachers and educational personnel have a vision of democratic school management. According to Danpiyachokgun (2015) , management should promote and organize activities for personnel

and jointly create an atmosphere to contribute to the vision and development of the organization's shared vision. It's based on a team - based approach to learning. Suggesting the exchange of information and opinions. Shared experiences create a positive attitude towards the vision as well as create a bond within the organization to achieve behaviors that support independent performance , support a positive vision , be useful in developing a shared vision and moving towards becoming an organization of endless learning ;
2) School administrators should develop themselves so that they can analyze the differences of teachers and individual educational Personnel through observation and data collection, such as the study of administrative psychology, in consistent with Supatthanamongkol and Chantaneer (2022) who said that by using administrative psychology along with new skills of leader will consequence a good outcome because it can bring skepticism , techniques accepted to be used in human resource management in order to achieve results and engage associates.

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