

Research Article

THE RELATIONSHIP BETWEEN STRATEGIC LEADERSHIP OF SCHOOL ADMINISTRATORS AND EFFECTIVENESS OF SCHOOLS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE BANGKOK 2

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Abstract

The purposes of this research were: 1) to study the level of teachers' opinions of strategic leadership of school administrators under the Secondary Educational Service Area Office Bangkok 2; 2) to study the level of effectiveness of schools under the Secondary Educational Service Area Office Bangkok 2; and 3) to study the relationship between strategic leadership of school administrators and effectiveness of schools under the Secondary Educational Service Area Office Bangkok 2. The population for this research consisted of 5,534 teachers in schools under the Secondary Educational Service Area Office Bangkok 2. The sample of 357 teachers was selected using stratified sampling and simple random sampling. A 5 – point rating scale questionnaire was used, with an Item Objective Congruence (IOC) index ranging from 0.60 to 1.00. The reliability of the questionnaire was .981. The statistics used in data analysis were mean, standard deviation, and Pearson's Product Moment Correlation Coefficient. The results were as followed: 1) the overall strategic leadership level of school administrators under the Secondary Educational Service Area Office Bangkok 2 was high; 2) the overall level of effectiveness of schools was high; and 3) the relationship between strategic leadership of school administrators and effectiveness of schools was significant at $p < .01$ ($r = .817$). The strongest positive correlations were found between strategic leadership of school administrators in the areas of 'Advising students on importance of a positive attitude' and overall school effectiveness.

Keywords: Strategic Leadership, Relationship Study, Effectiveness of Schools

Introduction

Nowadays, the world is changing rapidly due to globalization, which has made communication borderless. As a result, everyone can access information and news quickly. Digital telecommunications and networks have been used to develop innovations and various sciences. They help us accomplish the tasks more quickly. This issue has become a top priority in the consideration of policies or the development of plans that are crucial for the country's development. It has led to increased competition among all sectors. The objectives for learners have been aligned with the National Education Standards of 2018, aiming to develop Thai individuals with three essential qualities: 1) learners who acquire knowledge to create work and enhance their quality of life; 2) co-creators of innovation for a stable, prosperous, and sustainable society; and 3) individuals who embody shared values, including genuine perseverance, sufficiency, democratic principles, equality, and equity. These attributes and skills are considered crucial for 21st-century learning.

Educational institutions play a vital role developing knowledge and life skills in the younger generation, fostering positive behaviors, nurturing resilience, and cultivating well-rounded individuals. According to the National Education Plan (Buddhist Era B.E. 2560-2579 (2017-2036)), the country's educational framework is guided by the vision: “Every Thai citizen receives quality education and lifelong learning, lives a happy life, and aligns with the principles of the Sufficiency Economy Philosophy and the transformations of the 21st century.” Educational institutions are essential for providing the students with education that address changes of the 21st century. A nation's development depends on the potential of its educated populace. Schools play a vital role in developing learners by equipping them with knowledge, skills, and competencies necessary for lifelong learning and adapting to future global changes. This is highlighted in both the National Education Plan (2017–2036) and the National Education Standards (2018).

According to the 2022 PISA (Programme for International Student Assessment) results, Thai students' average performance in science is 409 points, compared to the OECD average of 485 points. In mathematics, the average performance is 394 points, compared to the OECD average of 472 points. For reading, the average performance is 379 points, compared to the OECD average of 476 points. Performance in reading shows the largest gap (-97 points) compared to the OECD average. All three areas—science, mathematics, and reading—are below the OECD averages, with differences ranging from 76 to 97 points. The average scores of Thai students across all skills were the lowest compared to previous assessments since Thailand first participated in the evaluation over 20 years ago, in the early 2000s. Thai students scored poorly in reading, science, and mathematics in the latest worldwide PISA ratings. The 2022 average results in mathematics, reading, and science decreased compared to 2018. (Supervision, Monitoring, and Evaluation Group, 2024). The Office of the Basic Education Commission (OBEC) has developed an action plan to improve the PISA 2025 results. This plan includes policies and priorities for the 2024–2025 fiscal years, emphasizing integrated efforts across all affiliated agencies to achieve this goal. School administrators play a crucial role in driving schools development. Their leadership helps schools become centers for learning, fostering students'

knowledge, abilities, and essential skills for the future. The Ministry of Education's policies for the 2024-2025 fiscal years focus on reducing the workload of teachers and educational personnel while prioritizing student outcomes. The policies emphasize adequate provision of teaching materials, equipment, and welfare, ensuring that students can learn "Anywhere Anytime," for free, with guaranteed job prospects. The approach is student-centered, with free access to learning platforms hence promoting educational equity.

School administrators are key in setting the direction for school development and supporting personnel in enhancing their knowledge and skills to align with Strategic Objective 2: Producing and Developing Human Resources, Research, and Innovation to Build National Competitiveness from the National Education Plan 2017–2036. Education is undergoing inevitable changes, requiring administrators to adapt their management styles and ways of thinking to align with modern trends and effectively respond to these changes (Namhung, 2022). So, strategic leadership is crucial for organizational success. Yet, few organizations effectively implement it, highlighting the need to address this gap (Colin, 2022). Moreover, strategic leadership encompasses a range of skills, including cognitive abilities, diverse perspectives, insightful thinking, and behaviors that integrate both logic and creativity. Strategic leaders drive organizational success in various ways. They effectively manage both subordinates and senior executives (Nukulsompratana, 2021). Strategic leaders focus on the broader organizational context. They are responsible for establishing direction and goals, developing long-term strategies, and cultivating a culture that fosters innovation and growth. They foster understanding among all stakeholders, including personnel, the community, interest groups, and government agencies. These stakeholders monitor and evaluate the school's performance and progress toward its goals. Additionally, strategic leadership enhances the school's ability to operate efficiently and allocate resources competitively, leading to greater success than conventional management approaches (Williams, 2005).

The research mentioned above aligns with this study's focus on the relationship between the strategic leadership of school administrators and the effectiveness of schools under the Secondary Educational Service Area Office Bangkok Area 2. This research will provide school administrators with insights to develop and improve school performance. The findings will assist school administrators in enhancing operational efficiency, contributing to school development and goal attainment.

Objectives

1. To study the level of teachers' opinions on strategic leadership of school administrators under the Secondary Educational Service Area Office Bangkok 2.
2. To study the level of teachers' opinions on effectiveness of under the Secondary Educational Service Area Office Bangkok 2.
3. To study the relationship between the strategic leadership of school administrators and the effectiveness of schools under the Secondary Educational Service Area Office Bangkok 2.

Conceptual Framework

This study draws upon academic literature and research concerning strategic leadership of school administrators and school effectiveness. The independent variable, strategic leadership of school administrators, is based on a synthesis of 14 related research studies. The components of strategic leadership include: 1) creating a vision, 2) strategic implementation, 3) revolutionary thinking, and 4) gathering multiple inputs to formulate strategy. The dependent variable, school effectiveness, is based on a synthesis of 10 related research studies. The components of school effectiveness include: 1) empowering students to achieve high academic performance, 2) enhancing and refining the school environment, 3) advising students on the importance of a positive attitude, and 4) addressing and solving problems in the school. The details are shown in figure 1.

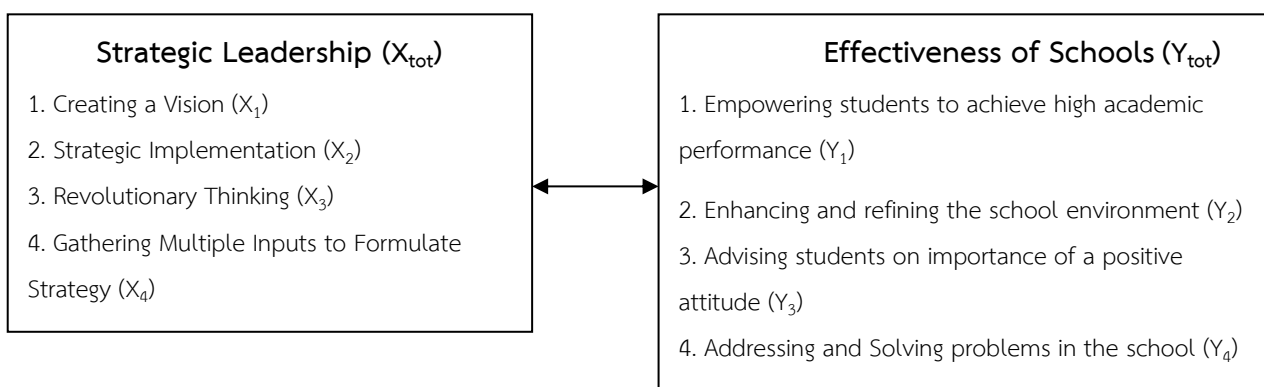


Figure 1 Research Conceptual Framework

Methodology

This study employs a survey research design. The researcher carried out the study through the following steps:

Population and sample

The population for this study comprised 5,543 teachers working in schools during the academic year 2024 under the Secondary Educational Service Area Office Bangkok 2. The sample consisted of 357 teachers from schools within the same service area. Sample size was determined using the table provided by Cohen et al. (2018, p. 206) at a significance level of .05. Stratified random sampling was employed first, followed by simple random sampling, to ensure representation from each stratum.

Research Instrument

The research instrument was a questionnaire employing a 5-point Likert scale. It was comprised of the following sections:

Section 1: General Information of the Respondent

This section used a checklist format to gather demographic information, including gender, education level, current position, and work experience.

Section 2: Perceptions of Strategic Leadership Behaviors of School Administrators

This section assessed respondents' perceptions of strategic leadership behaviors exhibited by school administrators within the specified service area, using a 5-point Likert scale.

Section 3: Perceptions of Effectiveness of school

This section assessed perceptions of school effectiveness within the specified service area, also using a 5-point Likert scale.

Section 4: Suggestions on Strategic Leadership and Effectiveness of schools

This section invited suggestions regarding the strategic leadership of school administrators and the effectiveness of schools under Secondary Educational Service Area Office Bangkok 2.

The content validity of the instrument was examined by five experts. The items with an Item Objective Congruence (IOC) index between .60 and 1.00 were retained. Items with an IOC index below .60 were revised or removed. The questionnaire was improved and refined based on the experts' recommendations. The reliability of the questionnaire was assessed using Cronbach's alpha, which yielded a reliability coefficient of 0.981.

Data Collection

The researcher submitted a request letter for permission to collect data from schools under the Secondary Educational Service Area Office Bangkok 2. The letter was submitted to request assistance in data collection from teachers at these schools through the Graduate School, Faculty of Education, Ramkhamhaeng University. Following this, the researcher sent a permission letter, a questionnaire, and a questionnaire link via Google Forms to the school directors of the sample schools. A total of 357 respondents completed

the questionnaire, which represents 100% of the intended sample. The completed questionnaires were reviewed for completeness before being used for data analysis.

Data Analysis: The data was analyzed using the following statistical methods:

1. Analyzing the basic data of the respondents by using Frequency distribution and percentage.
2. Analyzing the level of the respondents' opinion on strategic administrators under the Secondary Educational Service Area Office Bangkok 2 by using Mean and Standard Deviation (S.D.).
3. Analyzing the relationship between the strategic leadership of school administrators and the effectiveness of schools under the Secondary Educational Service Area Office Bangkok 2 by using Pearson's Product Moment Correlation Coefficient (PPMCC).

Research Findings

1. Teachers' Opinions on the Strategic Leadership of School Administrators

The overall opinion of teachers regarding the strategic leadership of school administrators under the Secondary Educational Service Area Office Bangkok 2 was at a high level ($M = 4.18$). When broken down by specific aspects, the results showed high levels in the following areas: Strategic Implementation ($M = 4.22$), Creating a Vision ($M = 4.20$), Gathering Multiple Inputs to Formulate Strategy ($M = 4.18$), and Revolutionary Thinking ($M = 4.16$). The average scores are summarized in table 1.

Table 1 Strategic leadership level of school administrators under the Secondary Educational Service Area Office Bangkok 2

(n = 357)

Strategic Leadership of School Administrators	M	SD	Level	Order
1. Creating a Vision	4.20	0.56	high	2
2. Strategic Implementation	4.22	0.54	high	1
3. Revolutionary Thinking	4.16	0.61	high	4
4. Gathering Multiple Inputs to Formulate Strategy	4.18	0.60	high	3
Total	4.18	0.53	high	

2. The Level of Teachers' Opinions on the Effectiveness of Schools

The overall and in specific aspects was at a high level ($M = 4.31$). When broken down by specific aspects, the results showed high levels in the following areas; Empowering students to achieve high academic performance ($M = 4.37$), Advising students on importance of a positive attitude ($M = 4.36$), Enhancing and refining the school environment ($M = 4.30$), and addressing and solving problems in the school ($M = 4.24$). The average scores are summarized in Table 2.

Table 2 Effectiveness of schools level of school administrators under the Secondary Educational Service Area Office Bangkok 2

(n = 357)

Effectiveness of Schools	M	SD	Level	Order
1. Empowering students to achieve high academic performance	4.37	0.50	high	1
2. Enhancing and refining the school environment	4.30	0.52	high	3
3. Advising students on importance of a positive attitude	4.36	0.56	high	2
4. Addressing and solving problems in the school	4.24	0.56	high	4
Total	4.31	0.48	high	

3. The results of the analysis of the relationship between strategic leadership of school administrators and effectiveness of schools under the Secondary Educational Service Area Office Bangkok 2 revealed a strong, positive correlation ($r_{xy} = 0.817^{**}$). This finding supports the research hypothesis. When examining the details, it was found that each pair is a positive correlation or a consistent relationship in the same direction across all pairs. The strongest correlation was between strategic leadership of school administrators and advising students on importance of a positive attitude (Y_3) ($r = 0.951$), followed by addressing and Solving problems in the school (Y_4) ($r = 0.937$), empowering students to achieve high academic performance (Y_1) ($r = 0.916$), and the weakest correlation was with enhancing and refining the school environment (Y_2) ($r = 0.913$). The details are shown in table 3.

Table 3 The Relationship Between Strategic Leadership of School Administrators and Effectiveness of Schools under the Secondary Educational Service Area Office Bangkok 2

Strategic Leadership of School Administrators	Effectiveness of Schools				
	(Y_1)	(Y_2)	(Y_3)	(Y_4)	(Y_{tot})
(X_1)	0.599**	0.704**	0.588**	0.705**	0.720**
(X_2)	0.651**	0.732**	0.602**	0.761**	0.762**
(X_3)	0.641**	0.743**	0.634**	0.744**	0.776**
(X_4)	0.652**	0.749**	0.623**	0.787**	0.780**
(X_{tot})	0.916**	0.913**	0.951**	0.937**	0.817**

**statistically significant at the .01 level

Discussions

1. The overall level of strategic leadership demonstrated by school administrators within the specified service area was high. This high level of strategic leadership may be attributed to the administrators' ability to establish clear visions, missions, objectives, and strategies, which are concretely implemented. They adapt to modern management behaviors, employ effective process-oriented thinking, and apply flexible management styles tailored to various situations. They encourage subordinates to work toward achieving predetermined goals, oversee and evaluate strategies, introduce innovative approaches to personnel development and collect and utilize information for improving and refining work processes. This aligns with the concepts of Dess and Miller (1933), who identified three key components of strategic leadership: 1) Setting Organizational Direction – Creating a vision that is easily understood, incorporating strategies relevant to business, technology, or organizational culture, and defining how these elements will shape the future. This is referred to as having a strategic vision. 2) Organizational Design – Focusing on assessing organizational structures necessary for achieving desired outcomes and successfully implementing strategies. 3) Cultivating Organizational Culture – Encouraging all personnel to share a unified vision, fostering a collaborative and

forward-thinking environment. Similarly, the research by Wichajan (2021) who studied the relationship between strategic leadership of school administrators and effectiveness of schools under the Saraburi Secondary Education Service Area Office, which also reported a high overall level. Furthermore, the study by Boonrak and Rooyuenyong (2022) who studied the relationship between the strategic leadership of school administrators and school effectiveness under the Secondary Educational Service Area Office 21, reporting a high average level of strategic leadership as well. This is consistent with the research of Sueajoy (2021), who studied the strategic leadership of school administrators and its impact on student quality in schools under the Secondary Educational Service Area Office Singburi-Angthong. The findings similarly indicated that the strategic leadership of school administrators was at a high level overall.

2. The overall effectiveness of schools under the Secondary Educational Service Area Office Bangkok 2 is rated at a high level. This may be attributed to the school administrators' adherence to the Ministry of Education's educational management policies for the fiscal years 2024–2025. These policies emphasize student achievement as a priority, ensuring sufficient and appropriate teaching materials and welfare, while promoting moral values, ethical conduct, and discipline among students. Additionally, the policies encourage democratic practices, openness to differing opinions, self-improvement, and a continuous pursuit of knowledge. School administrators demonstrated the ability to adapt and modify regulations to suit the school's context and the evolving societal environment. This adaptability fosters the development of students who can integrate effectively into their surroundings and pursue higher education. Moreover, school personnel, parents, and the community expressed satisfaction with the various activities carried out in schools. This aligns with the concept of Hoy and Miskel (1991), which defines school effectiveness as students' academic achievement, job satisfaction among teachers, and the morale of school members. They assess effectiveness based on the institution's ability to: achieve high academic performance among students, develop positive attitudes in learners, adapt and evolve with the environment, and solve internal problems effectively. These findings are consistent with the research of Wichajan (2021), who studied the strategic leadership of school administrators and its impact on school effectiveness in Saraburi Secondary Educational Service Area. The study found school effectiveness to be at a high level. Similarly, the research by Jetjamnong (2021) on the transformational leadership of administrators affecting the effectiveness of schools under the Auspices of Bangkok Metropolitan Administration also reported a high level of school effectiveness. Additionally, the study by Sukkai and Singphan (2019) on the school effectiveness under the Sisaket Primary Educational Service Area Office 1 revealed a similar trend, with school effectiveness being rated at a high level overall. These studies reinforce the notion that strategic and adaptable leadership is crucial for achieving and sustaining high levels of school effectiveness.

3. The relationship between strategic leadership of school administrators and effectiveness of schools under the Secondary Educational Service Area Office Bangkok 2 was a high level with statistical significance at the .01 level. The strongest correlation was between strategic leadership of school administrators and advising students on importance of a positive attitude (Y_3) ($r = 0.951$). Because the school administrators

and teachers 1) emphasize and develop positive attitudes in learners by helping learners feel accepted for their abilities and individuality, 2) train them to look for positive aspects in various situations, like expressing gratitude for small, everyday achievements, and teaching learners to manage their emotions and stay calm when facing challenges, 3) reinforce students learning from mistakes to show that mistakes are part of learning, not a sign of failure, 4) engage students in team activities that highlight the impact of attitude on group success, 5) create activities for students to teach them resilience by showing how setbacks can lead to growth. This result is consistent with the research by Puangphila (2023), who examined the relationship between strategic leadership of school administrators and the effectiveness of small schools under the Mukdahan Primary Educational Service Area Office. The study reported a strong positive correlation with statistical significance at the .01 level. Similarly, the research by Saengboonruang and Prasertphorn (2023) on the relationship between strategic leadership of administrators and effectiveness of school under the Secondary Educational Service Area Office Khon Kaen found a high positive correlation with statistical significance at the .01 level. These findings collectively emphasize that strategic leadership is an essential component in achieving high levels of school effectiveness, supporting vision-driven decision-making and operational flexibility to address organizational and environmental challenge.

Recommendations

Recommendations for Practices

1. Strategic Leadership for School Administrators under the Secondary Education Area Office Bangkok 2

1.1 Creating a Vision

1.1.1 Conduct Vision Briefing Sessions: School administrators should hold regular meetings to clearly communicate the school's vision and future strategies to all staff and stakeholders.

1.1.2 Ensure Understanding: School administrators should explain clearly how the vision aligns with school goals, ensuring everyone comprehends and supports the objectives before implementation.

1.2 Strategic Implementation

1.2.1 Detailed Strategy Meetings: Organize sessions to outline actionable and easily understandable strategies for achieving school goals.

1.2.2 Action Planning: Develop specific action plans, activities, and projects aligned with the strategic framework.

1.2.3 Set Long-Term Goals: Define measurable, long-term objectives and adapt activities or projects based on changing situations.

1.2.4 Annual Review and Improvement: Evaluate performance annually and use findings to refine strategies and improve operations continuously.

1.3 Revolutionary Thinking

1.3.1 Encourage Stakeholder Involvement: Create opportunities for stakeholders, including staff and community members, to share their opinions and ideas.

1.3.2 Foster Open Dialogue: Be receptive to diverse viewpoints to gather valuable insights for decision-making.

1.3.3 Drive Innovation: Use feedback to implement meaningful changes that enhance the school's operations and address emerging challenges.

1.4 Gathering Multiple Inputs to Formulate Strategy

1.4.1 Motivational Leadership: Inspire subordinates to work enthusiastically and find joy in their roles.

1.4.2 Team-Building Activities: Organize initiatives that promote familiarity and cooperation among staff members.

1.4.3 Encourage Collaboration: Establish mechanisms to ensure cohesive teamwork, fostering a culture of mutual support and shared goals.

2. Effectiveness of schools under the Secondary Educational Service Area Office Bangkok 2

2.1 Empowering students to achieve high academic performance: School administrators should:

2.1.1 Promote Innovation: Encourage teachers to integrate innovations into their teaching methods and develop diverse learning materials.

2.1.2 Professional Development: Support teachers in enhancing their skills by creating and using innovative teaching tools and techniques to make lessons more engaging and effective.

2.2 Enhancing and refining the school environment: School Administrators should:

2.2.1 Enhance Facilities: Invest in the development and maintenance of school buildings and spaces to create a conducive learning environment.

2.2.2 Provide Modern Resources: Equip the school with up-to-date teaching materials and technology to support both teachers and students.

2.2.3 Facilitate Accessibility: Ensure students can access learning resources anytime and anywhere, fostering self-directed learning.

2.3 Advising students on the importance of a positive attitude: school administrators should:

2.3.1 Encourage Analytical Thinking: Organize activities that help students develop critical thinking skills and awareness of societal changes.

2.3.2 Teach Preparedness: Equip students with the knowledge to handle change effectively and protect themselves in unsafe situations.

2.3.3 Promote Rational Decision-Making: Cultivate students' ability to analyze information critically to avoid being easily misled.

2.4 Addressing and Solving Problems in the School: School Administrators should:

2.4.1 Adapt Policies: Regularly review and adjust operational rules to align with the school's environment and changing circumstances.

2.4.2 Ensure Flexibility: Adopt a flexible approach that prioritizes the well-being of the organization and students while addressing challenges effectively.

2.4.3 Focus on Benefits: Focus on high-priority areas like safety, learning outcomes, or resource availability. Make decisions with the ultimate goal of maximizing benefits for students and the school community.

3. The research findings on the relationship between strategic leadership of school administrators and school effectiveness under the Secondary Educational Service Area Office Bangkok 2 indicate that school administrators should organize activities that promote and instill in self-value awareness, encourage learners to adapt and live happily with others and inspire learners to apply their knowledge and skills to shape their careers.

Recommendations for Future

1. There should be research focused on developing leadership approaches for school administrators that positively influence school effectiveness.

2. There should be research on the administrative competencies of school administrators that impact school effectiveness.

3. There should be research examining the administrative factors of school administrators that affect teachers' work efficiency.

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