

---

## Buddhist Leadership in Academic Administration for Learning Organizational in Basic Educational Schools under Bangkok Educational Service Area

---

Ntapat Worapongpat<sup>1</sup> Pharmaha Maghavin Purisuttamo<sup>2</sup>

Phrakhrudombodhivides (Narong Uttamavangso Sendaranath)<sup>3</sup>

Kunlayarat Lormanenoprat<sup>4</sup>

Center for Knowledge Transfer, Technology, Community Innovation, Entrepreneurship,

Tourism and Education Eastern Institute of Technology Suvarnabhumi (EITS)<sup>1</sup>

Center for Dhammasuksaphrapariyattidhamma of Watawutvikasitaram<sup>2</sup>

Special Affairs Division Thai Temple, Bodh Gaya, Republic of India<sup>3</sup>

Suryadhep Teachers College, Rangsit University<sup>4</sup>

email: dr.thiwat@gmail.com<sup>1</sup>

Submitted: 14/03/2024 \* Revised: 17/07/2024 \* Accepted: 01/08/2024\*

### Abstract

This study explores the influence of Buddhist leadership principles on academic administration within basic educational institutions in the Bangkok Educational Service Area. Effective academic leadership is pivotal in transforming educational institutions into learning organizations that enhance teaching and learning standards. The research aims to: (1) evaluate the extent of Buddhist leadership integration in academic management within these institutions, and (2) assess how strengthening Buddhist leadership impacts their development as learning organizations. Utilizing a survey approach, data were collected from 113 administrators and educators using a five-point rating scale questionnaire. Statistical analyses, including percentage, mean, standard deviation, and Pearson's correlation coefficient, were employed to interpret the data.

The research results found that (1) the level of Buddhist leadership in academic administration for learning organizational in basic educational schools under Bangkok educational service area, overall was at high levels; and (2) academic leadership of administrators affected the learning organizational of administrators in basic educational schools under Bangkok Educational Service Area was highly positive relationship with statistically significant at the .05 level. The findings suggest that the academic leadership exhibited by educational administrators in basic educational institutions in Bangkok is commendable, especially in domains like quality assurance and educational supervision,

although improvements are needed in curriculum management and the development of learning media. Additionally, the research highlights a strong connection between effective academic leadership and the formation of learning organizations. The results emphasize the significance of integrating Buddhist leadership characteristics to foster an environment of continuous learning and improvement.

**Keywords:** Buddhist Leadership; Academic Administration; Learning Organizational; Basic Educational Schools; Bangkok Educational Service Area

## Introduction

Organizational progress is crucial for the prosperity and development of any society. The advancement of a nation in economic, political, and social domains significantly relies on the quality of its organizations and the effective leadership within them. Leaders play a pivotal role in steering organizations toward their goals, adapting to societal changes, and fostering an environment conducive to continuous improvement. This is particularly pertinent in educational institutions, where leadership must not only manage but also inspire and guide. Organizational personnel are equally important, requiring ongoing support and opportunities for professional development to maintain alignment with evolving knowledge and practices (Areekul, 2017).

A key aspect of achieving this progress is the establishment of a learning organization. Such organizations continuously support their members in acquiring and applying new knowledge. Encouraging personnel to engage in lifelong learning, whether through external or internal resources, helps ensure the organization remains innovative and effective. This is especially important in educational settings, where teachers and administrators must have access to up-to-date information and training to enhance their professional capabilities and educational outcomes (Burmansah et al., 2020).

Incorporating Buddhist leadership principles into academic administration can significantly enhance the effectiveness of educational institutions. Buddhist leadership emphasizes mindfulness, ethical conduct, compassion, and community engagement - qualities that can foster a supportive and inclusive learning environment. These principles can guide administrators in developing academic leadership that promotes the transformation of schools into learning organizations. This transformation aligns with the National Education

Development Plan 2017-2031, which highlights the importance of access, equity, quality, efficiency, and relevance in educational development over the next 15 years (Hartono & Wijoyo, 2023).

Despite the recognized benefits of Buddhist leadership in education, there are challenges and gaps in its application. One issue is the insufficient integration of these principles into the existing leadership frameworks within schools. Additionally, there is a need for more empirical research to understand how Buddhist leadership specifically influences the development of learning organizations in the educational sector. These challenges underscore the necessity of this research. Therefore, educational administrators must exhibit academic leadership that can effectively promote their institutions as learning organizations. Leaders who embody Buddhist leadership qualities can facilitate knowledge creation and innovation, provide valuable guidance, and motivate teachers and staff. This leads to more efficient and effective academic administration (Homsombat et al., 2021).

The academic leadership of administrators and the establishment of learning organizations are critical to improving the quality of education. This research focuses on studying the impact of Buddhist leadership principles on academic administration in basic educational schools within the Bangkok Educational Service Area. By identifying the factors of academic leadership that influence the development of learning organizations, this study aims to provide insights and guidelines for enhancing the leadership capabilities of educational institution administrators, ultimately contributing to the advancement of educational institutions as effective learning organizations.

### **Research Objectives**

1. To study the level of Buddhist leadership in academic administration for learning organizational in basic educational schools under Bangkok educational service area.
2. To analyze the Buddhist leadership enhancement in academic administration affected the learning organizational in basic educational schools under Bangkok educational service area.

### **Literature Review**

Develop students to have high academic achievement, to provide in the knowledge and understanding of theories, philosophies, and various curricula, for Buddhist schools to

awareness of different teaching methods and support teachers to using media and teaching innovations, Administrators characteristic to be a good role model in academics support and promote the school's academic excellence in the Buddhist leadership in academic administration for learning organizational, Promoting in the student-focused teaching and learning, according to the specified teaching plan. To create a good atmosphere for teachers to work in groups. Student learning atmosphere and continuous school improvement (Viphoouparakhot, 2024).

Buddhist leadership in educational settings in the 21st century encompasses key characteristics such as ethical leadership principles, spiritual guidance, and self-defense mechanisms. Ethical leadership involves justice, honesty, respect, responsibility, kindness, and self-control (Hadkhanthung et al., 2024), while spiritual leadership integrates visionary, transformational, charismatic, and cultural leadership concepts, emphasizing virtue and deep commitment within the organization (Phra Sakda Chanasapo (Sommanawattana) et al, 2021). Jablonski (2024) and Ramachandran and Sujathamalini (2024) discuss the importance of inclusivity in leadership, with Jablonski focusing on gender diversity and Ramachandran and Sujathamalini emphasizing broader diversity and inclusion strategies. Eden et al. (2024) highlight the role of cultural competence in creating inclusive educational environments. Together, these studies underscore the value of combining Buddhist leadership principles with inclusive practices to develop more effective and supportive educational institutions. Additionally, Buddhist self-defense mechanisms for school administrators include abilities in school management, being a role model, effective communication, and management methods aligned with Buddhist principles (Sudpruk et al., 2021). These characteristics contribute to creating a conducive environment for educational excellence, emphasizing good governance, morality, democracy, and transparency in leadership practices (Hadkhanthung et al., 2024).

A learning organization is characterized by its continuous development at both individual and organizational levels, fostering a culture of learning and knowledge sharing. According to Senge (2006), a learning organization is one that consistently improves its abilities to shape its envisioned future. This process entails establishing an environment that is conducive to learning, fostering the growth of individuals' capacities, and facilitating a setting where critical thinking and collaborative relationships flourish. In his analysis of Senge's Fifth Discipline on learning organizations, Reese (2020) discusses how principles such as systems

thinking, personal mastery, mental models, shared vision, and team learning have become essential in building adaptable and innovative organizations. However, the concept of a learning organization, as introduced by Peter Senge, revolves around the idea of organizations where individuals expand their capacity to achieve desired results collectively (Dararat & Taechamaneestit, 2015). This involves nurturing new thinking patterns, freeing collective aspirations, and promoting continuous learning among members (Hailu, 2020). Learning organizations are structured to facilitate teamwork, collaboration, creativity, and knowledge processes that hold collective value and meaning. They are environments where organizational learning is structured to enhance teamwork, collaboration, creativity, and knowledge processes (Prawitasari & Suharto, 2020).

The incorporation of Buddhist leadership in academic administration can significantly contribute to fostering a culture of empathy, ethical behavior, and communal harmony within educational institutions. Buddhist leadership, rooted in the principles of interconnectedness and interdependence, emphasizes building strong relationships among staff and students to encourage collaboration and problem-solving. By blending contemporary leadership paradigms with the spiritual leadership of Buddhist philosophy, academic administrators can promote values that are essential for creating a conducive environment for sharing and innovation (Bastola, 2020).

In conclusion, the sustainable development of a learning organization hinges on fostering a culture of shared commitment to ethical growth and collective learning. By embracing Buddhist leadership principles and the characteristics of learning organizations, institutions can create an environment where continuous learning, collective ambition, and shared values drive organizational success while maintaining a strong ethical foundation.

### **Research Conceptual Framework**

This quantitative research uses research concepts based on the concepts of the Office of the Teacher Civil Service Commission and Educational Personnel Commission in 7 areas as the independent variable. and is a learning organization based on the concept (Senge, 2006) in 5 areas as the dependent variable. To be a conceptual framework for research The details are as follows

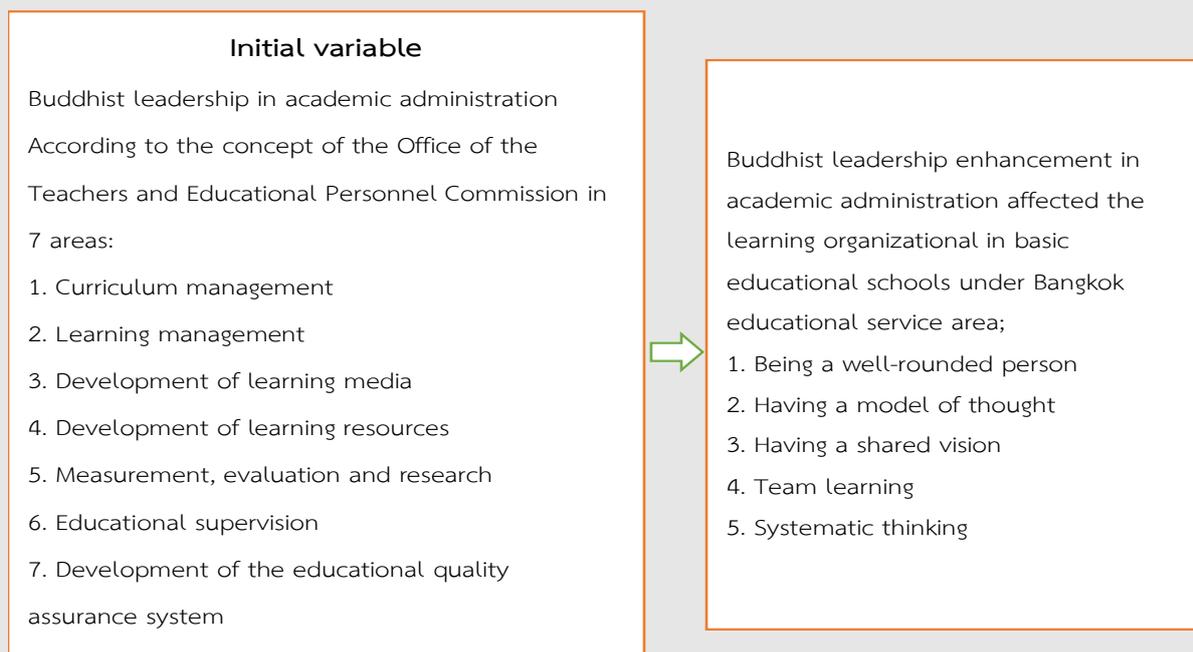


Figure 1 Shows the Research Conceptual Framework.

## Research methodology

This research is quantitative. The research area is a basic educational institution. In the area of education, The population consists of teachers and school administrators in basic educational institutions. Bangkok has 162 people. The sample group was teachers and school administrators in basic educational institutions. 113 people belonging to the Bangkok area used the selection method. By determining the sample size according to Krejcie and Morgan's table (Krejcie & Morgan, 1970: 608), then applying it to a simple random sample with proportions (Proportional Simple Random Sampling) by drawing lots. There is 1 type of instrument used in the research: 1) Questionnaire, divided into 3 parts as follows.

Part 1 is a questionnaire regarding the general status of the respondent. There are many formats to choose from. (Checklist) Academic leadership of administrators affected by learning organizations in basic schools, Bangkok Educational Service Area Office

Part 2 is a questionnaire regarding the opinions of administrators on academic leadership that influences becoming a learning organization in basic educational institutions. Under the educational area, Bangkok is characterized by a rating scale (Rating Scale) with 5 levels: the most, the most, the moderate, the least, and the least.

Part 3 is a questionnaire regarding opinions regarding learning organizations in basic educational institutions. Under the educational area, Bangkok has the characteristics of a rating scale (Rating Scale) with 5 levels: the most, the most, the moderate, the least, and the least.

### **Research instrument**

1) Literature review, concepts, theories, and research related to the academic leadership of educational institution administrators and the learning organization of educational institutions. Then set a framework of factors to cover the content according to the research objectives and the definition of specified terms to create questions.

2) Creating a questionnaire by creating a comprehensive questionnaire according to the framework of factors.

Finding the quality of the tools used in research by finding content validity and finding confidence values (Reliability) as follows:

1) Finding content validity by taking the questionnaire to three experts to check the accuracy and comprehensiveness of the content as well as the wording of each question and checking in the Item Objective Congruence: IOC.

2) Finding the reliability value by taking the modified questionnaire according to the recommendations of experts and then testing it out (try-out) with the population that is not the sample. Then calculate the alpha coefficient according to the method of Cronbach (1990).

Data were collected by the research team between January and February 2023. Quantitative data was analyzed with basic statistics, namely percentage mean (Mean), and standard deviation and the reference statistics by using the Model correlation coefficient Pearson's product-moment correlation coefficient. Qualitative data Use document research, analyze, and synthesize data, and then write a descriptive narrative.

### **Research results**

**Objective 1** Buddhist leadership principles, which emphasize compassion, mindfulness, and ethical conduct, significantly impact academic administration in schools. These principles foster an environment conducive to holistic educational development and effective organizational management.

#### **Compassion and Mindfulness in Leadership**

Buddhist leadership underscores the importance of compassion (karuna) and mindfulness (sati) in guiding administrators' actions and decisions. Compassionate leadership involves understanding and addressing the needs of all stakeholders, including students,

teachers, and the community. Mindfulness ensures that administrators remain aware and attentive to the present moment, making thoughtful and balanced decisions. According to Hartono and Wijoyo (2023), Buddhist leadership in educational organization development highlights the role of mindfulness in maintaining focus and clarity in administrative tasks, which enhances overall school performance.

### **Ethical Conduct and Decision-Making**

Ethical conduct (*sila*) is a cornerstone of Buddhist leadership, promoting integrity and transparency in school administration. Leaders who adhere to ethical principles are more likely to gain the trust and respect of their staff and students. Thepa et al., (2022) emphasize that a Buddhist philosophical approach to leadership ethics fosters a moral framework that guides administrators in making fair and just decisions, thereby improving the ethical climate of educational institutions.

### **Enhancing Educational Administration**

The application of Buddhist leadership principles positively influences the effectiveness of educational administration. For instance, Viphoouparakhot (2024) notes that ethical leadership practices among administrators enhance their educational administration experience, leading to better school management and improved student outcomes. This ethical leadership aligns with Buddhist values, which prioritize the well-being and holistic development of all individuals within the school community.

### **Fostering Learning Organizations**

Buddhist leadership also plays a pivotal role in transforming schools into learning organizations. Learning organizations are characterized by continuous improvement, adaptability, and collaborative learning. Tangwiriyastrakul et al. (2021) found that performance and leadership of directors significantly contribute to the development of learning organizations in schools. Integrating Buddhist principles of mindfulness and compassion can create a supportive environment that encourages continuous learning and innovation.

### **Academic Leadership and School Improvement**

Effective academic leadership guided by Buddhist principles results in substantial improvements in school management and student achievement. Wikaiwaraporn et al. (2023) highlight that academic leadership in the Bangkok Metropolitan Administration's basic educational schools leads to high levels of organizational learning and performance. By

incorporating Buddhist values, administrators can enhance their leadership practices, thereby fostering a culture of excellence and continuous development within their schools.

Level of Buddhist leadership in academic administration for learning organizational in basic educational schools under Bangkok educational service area, found that school administrators have the highest academic leadership in every aspect.

**Table 1** Displays the mean and standard deviation. The academic leadership of educational institution administrators in basic educational institutions Under the educational area Bangkok Overall and each aspect

Academic Leadership	Result		
	Average ( $\bar{x}$ )	(SD)	level
1. Curriculum Management	4.51	0.68	Highest
2. Learning Management	4.57	0.65	Highest
3. Development of Learning Media	4.57	0.68	Highest
4. Development of Learning Resources	4.55	0.68	Highest
5. Measurement, Evaluation and Research	4.52	0.70	Highest
6. Educational Supervision	4.62	0.65	Highest
7. Development of the Educational Quality Assurance System	4.63	0.61	Highest
<b>Total</b>	<b>4.57</b>	<b>0.66</b>	<b>Highest</b>

From Table 1, it is found that the academic leadership of educational institution administrators in basic educational institutions Under the educational area Bangkok as a whole is at the highest level ( $\bar{x} = 4.57$ ,  $SD = 0.66$ ) when considering each aspect. It was found that educational institution administrators have the highest level of academic leadership in every aspect, arranged in order of average values from highest to lowest, including the development of educational quality assurance systems ( $\bar{x} = 4.63$ ,  $SD = 0.61$ ) followed by educational supervision ( $\bar{x} = 4.62$ ,  $SD = 0.65$ ) and learning management. The aspect of learning media development has the same value ( $\bar{x} = 4.57$ ,  $SD = 0.68$ ) and the aspect with the lowest average is curriculum management ( $\bar{x} = 4.51$ ,  $SD = 0.68$ ), respectively. The level of learning organisation was found to be high overall, with each aspect of the educational institution in Bangkok rated as either very high or the highest in every aspect. This was based on the opinions of administrators and teachers.

**Table 2** shows the means and standard deviations. It is a learning organization of educational institutions in basic educational institutions. Under the educational area Bangkok Overview of being a learning organization

Being a learning organization	comment		
	average ( $\bar{x}$ )	Standard deviation (SD)	level
1. Being a well-rounded person	4.54	0.68	Highest
2. Having a model of thought	4.55	0.67	Highest
3. Having a shared vision	4.49	0.55	Lowest
4. Team learning	4.37	0.66	Lowest
5. Systematic thinking	4.48	0.46	Lowest
Total	4.49	0.60	Lowest

From Table 2, it is found that being a learning organization of educational institutions in basic educational institutions Under the educational area Bangkok as a whole is at a high level ( $\bar{x} = 4.49$ ,  $SD = 0.60$ ) when considering each aspect. It was found that being a learning organization of educational institutions in basic educational institutions Under the educational area Bangkok is at the highest and greatest level in every aspect, arranged in order of average from highest to lowest, namely having a role model ( $\bar{x} = 4.55$ ,  $SD = 0.67$ ), followed by being a well-rounded person ( $\bar{x} = 4.54$ ,  $SD = 0.68$ ) aving a shared vision ( $\bar{x} = 4.49$ ,  $SD = 0.55$ ) Thinking systematically. ( $\bar{x} = 4.48$ ,  $SD = 0.46$ ) nd team learning had the lowest mean ( $\bar{x} = 4.37$ ,  $SD = 0.66$ ), respectively .

**Objective 2** The results of the buddhist leadership enhancement in academic administration affected the learning organizational in basic educational schools under bangkok educational service area, according to the opinions of administrators and teachers Overall, there is a high level of relationship.

**Table 3** Showing the relationship between the buddhist leadership enhancement in academic administration affected the learning organizational in basic educational schools under bangkok educational service area.

---

Being a learning organization

---

Academic leadership	Being a well-rounded person	Having a role model	having a shared vision	Team learning	systematic thinking	Total
1. Curriculum management	.680**	.742**	.766**	.706**	.702**	<b>.794**</b>
2. Learning management	.753**	.787**	.771**	.760**	.739**	<b>.824**</b>
3. Development of learning media	.660**	.724**	.755**	.703**	.691**	<b>.772**</b>
4. Development of learning resources	.672**	.706**	.725**	.703**	.691**	<b>.772**</b>
5. Measurement, evaluation and research	.777**	.798**	.828**	.824**	.779**	<b>.867**</b>
6. Educational supervision	.672**	.706**	.725**	.703**	.691**	<b>.772**</b>
7. Development of the educational quality assurance system	.807**	.803**	.838**	.793**	.764**	<b>.866**</b>
<b>Total</b>	<b>.835**</b>	<b>.833**</b>	<b>.848**</b>	<b>.811**</b>	<b>.785*</b>	<b>.853**</b>

Table 3, the relationship between academic leadership of administrators that influence being a learning organization in basic educational institutions Under the educational area Bangkok. Summary of the overall picture of the relationship between academic leadership of administrator influence being a learning organization in basic educational institutions Under the Bangkok Educational Service Area have a relationship Overall, there is a high level of relationship ( $r = 0.853$ ). The pairs with a high level of relationship are terms of developing the educational quality assurance system and having a shared vision ( $r = 0.838$ ) followed by measurement, evaluation, and research and having a shared vision. ( $r = 0.828$ ) Measurement, evaluation research, and team learning ( $r = 0.824$ ) and the pair with the lowest relationship is Developing learning media and being a well-rounded person ( $\bar{x} = 0.660$ )

## Discussion

The research findings indicate that the academic leadership of administrators in basic education institutions under the Office of the Basic Education Commission, Bangkok, is rated at the highest level by both administrators and teachers. This is attributed to the significant emphasis placed on educational reform, specifically focusing on teacher reform, learning reform, expanding and enhancing educational opportunities, reducing inequality, developing human resources to increase competitiveness, and improving ICT systems. Administrators organize training and discussions to enhance knowledge and understanding of school management, thereby enabling the application of academic leadership. Consequently, school

administrators are continuously developing their academic leadership capabilities. This development allows them to effectively plan academics, develop and implement curricula, motivate teachers to enhance teaching and learning activities, support student evaluations, oversee academic work, and create a positive working atmosphere within educational institutions. These findings align with Xie (2020), who highlighted the impact of transformational leadership on learning organizations, emphasizing its significant predictive value over servant leadership.

The study reveals that the status of basic education institutions under the Bangkok Metropolitan Administration as learning organizations is rated highly by both administrators and teachers. This high rating is due to administrators' efforts to transform educational institutions into learning organizations, thereby optimizing work efficiency. Educational institutions must adapt to rapid changes in global technological competition, new regulations, political, economic, and social volatility, and the shift towards a service and information society. These dynamics necessitate that organizations become agile, adaptable, and creativity-driven. These results are consistent with Kilag et al. (2024), who found that transformational leadership significantly promotes and supports educational innovation within schools, engaging teachers and stakeholders in implementing educational initiatives.

The research demonstrates a high level of correlation between the academic leadership of administrators and the status of educational institutions as learning organizations in Bangkok and its vicinity. This strong relationship is due to administrators' ability to employ strategic leadership and management, applying their knowledge and skills to foster and support a conducive learning atmosphere. Administrators organize systematic and efficient collaborative learning processes that adapt to changing conditions. They also encourage personnel development and collaborative vision setting, ensuring alignment with institutional goals. Teachers are encouraged to express their opinions and engage in discussions. Consequently, the academic leadership of educational institution administrators and the creation of a learning organization are key to enhancing educational quality. These findings are consistent with Vermeulen et al. (2022), who explored the relationship between transformational leadership, leader-member exchange, and school learning climate, highlighting the impact on teachers' innovative behavior in the Netherlands.

The study concludes that academic leadership significantly influences the development of educational institutions into learning organizations. Effective academic

leadership fosters an environment that supports educational reform, innovation, and adaptability, ultimately leading to enhanced educational quality. The consistent findings across different studies underscore the importance of transformational leadership in driving educational innovation and organizational learning.

### **New knowledge from Research**

The study on the academic leadership of administrators and its influence on the development of learning organizations in basic educational institutions within the Bangkok Educational Service Area reveals key insights, particularly when framed within the context of Buddhist leadership principles. These insights can be summarized in a conceptual diagram and elaborated as follows:

#### **Strategic Academic Leadership**

Effective academic leadership by educational administrators necessitates the capability to implement strategic approaches. Administrators must collaboratively establish a vision and develop practice guidelines to ensure consistent pursuit of this vision. This involves applying knowledge and skills to foster and support a learning environment conducive to achieving high-quality educational outcomes for students. Leaders are responsible for organizing a systematic and efficient collaborative learning process that adapts to evolving conditions. This process necessitates ongoing consultation and dialogue.

#### **Buddhist Leadership Principles**

Incorporating Buddhist leadership principles, such as compassion (karuna), mindfulness (sati), and ethical conduct (sila), into academic administration enhances the effectiveness of leadership. Buddhist leadership emphasizes the well-being of all stakeholders, ethical decision-making, and a mindful approach to managing educational processes. This alignment with Buddhist values ensures that leadership practices are not only effective but also compassionate and ethical, promoting a holistic development of the educational community.

#### **Creation of Learning Organizations**

The academic leadership of educational administrators and the establishment of learning organizations within educational institutions are crucial for enhancing the quality of education. Effective academic leadership, when infused with Buddhist principles, fosters an environment that supports educational reform, innovation, and adaptability.

The study concludes that the academic leadership of administrators in basic educational institutions within the Bangkok educational area is highly effective. Both academic

leadership and the status of educational institutions as learning organizations are rated from high to very high, with a significant interrelationship ( $x = 0.853$ ).

These findings emphasize the importance of strategic academic leadership, underpinned by Buddhist principles, in fostering learning organizations. Administrators' ability to collaboratively establish visions, develop practice guidelines, and maintain a dynamic learning environment is essential for improving educational quality and achieving high-quality educational outcomes. Integrating Buddhist leadership principles ensures that these practices are ethical, compassionate, and mindful, contributing to the holistic development of both students and educators.

## Conclusion

The study offers valuable insights regarding the influence of Buddhist leadership principles on the efficiency of academic administration and the advancement of learning organizations. The findings indicate that the academic leadership of administrators in these schools is highly effective across all aspects, particularly in the development of educational quality assurance systems and educational supervision. Despite high overall effectiveness, areas like curriculum management and learning media development showed slightly lower performance. The study finds that these schools are highly effective learning organizations, with strong collaboration and shared vision among administrators and teachers. The relationship between Buddhist academic leadership and the establishment of learning organizations is notably strong, suggesting that principles such as mindfulness, ethical conduct, and community engagement significantly enhance academic leadership. These findings imply that while Buddhist leadership principles already contribute substantially to creating effective learning environments, focusing on improving curriculum management and learning media can further optimize educational outcomes.

## Suggestions for Applying Research Results and Future Study

### Suggestions for Applying Research Results

#### 1. Curriculum Development Enhancement

*Findings:* Research results indicated that while academic leadership in basic educational institutions under the Bangkok Educational Service Area is high overall, curriculum management was identified as an area with comparatively lower performance.

*Recommendation:* Educational administrators should focus on enhancing curriculum development by promoting innovative teaching practices and designing curricula that align

with contemporary educational needs. This includes collaborating with the community to create locally relevant curricula that stimulate and support effective teaching and learning.

## **2. Improving Teamwork and Collaborative Learning**

*Findings:* The research highlighted that teamwork and collaborative learning were less developed compared to other areas of academic leadership.

*Recommendation:* Administrators should foster a culture of teamwork by organizing group activities, encouraging knowledge exchange, and facilitating collaborative problem-solving. By enhancing team-based learning processes and promoting open communication, schools can develop a stronger learning organization where personnel work together towards common goals.

## **3. Development of Learning Media and Knowledge Enhancement**

*Findings:* The research revealed that the development and utilization of learning media were at a lower level compared to other aspects of academic leadership.

*Recommendation:* Administrators should invest in the development and use of modern learning media, and support ongoing training for educators on creating and utilizing these resources effectively. Emphasizing the importance of learning media in 21st-century education will enhance the overall quality of the learning organization

### **Suggestions for Further Research.**

Future research should explore the application of Buddhist leadership principles in various educational contexts and other geographical areas. Additionally, studies analyzing additional factors influencing academic leadership and learning organizations could provide deeper insights into improving educational practices and outcomes.

## **References**

- Areekul, C. (2017). Development of the Buddhist School (General Education Division) toward learning organization. *New Trends and Issues Proceedings on Humanities and Social Sciences* 4(1), 68-74
- Bastola, D. (2020). The trait theory of leadership and the eight-fold noble path as Buddhist leadership paradigm: a stark scrutiny. *Research Nepal Journal of Development Studies*, 3(2), 24-37. <https://doi.org/10.3126/rnjds.v3i2.34456>
- Burmansah, B., Rugayah, R., Mukhtar, M. (2020). Mindful leadership: The ability of leader to establish connection to others, community, and deal with changes skillfully-a case

- study of buddhist higher education institute leader. *International E-Journal of Educational Studies*, 4(7), 133-149.
- Dararat, S. and Taechamaneestit, T. (2015). Organization development toward learning organization in a private university. *International Journal of Cyber Society and Education*, 8(1), 19-30. <https://doi.org/10.7903/ijcse.1245>
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Cultural competence in education: strategies for fostering inclusivity and diversity awareness. *International Journal of Applied Research in Social Sciences*. 6(3), 383-392.
- Hadkhanthung, K. Wanchan, N. Chayasappasit, C. & Wechayaluck, N. (2024). Guidelines for Enhancing Ethical Leadership in the 21st century for school administrators under the Sukhothai Primary Educational Service Area Office, Area 2. *Higher Education Studies*; 14(3), 28-37. <https://doi.org/10.5539/hes.v14n3p28>
- Hailu, B. W. (2020). Assessment of Learning Organization Practice and Disciplines in Case of Sire District Public Health Office, Arsi Zone, Oromia Region, Ethiopia, 2018: Qualitative Case Study. *medRxiv*, 2020-10. <https://doi.org/10.1101/2020.10.02.20205807>
- Hartono, W. J., & Wijoyo, H. (2023). Buddhist leadership in educational organization development. *Commercium: Journal of Business and Management*, 1(1), 36-55.
- Homsombat, P., Phisaiphun, K., Jantharach, N., Ruangsang, N., Sawaengwong, P., Sriburin, E., & Marasi, S. (2021). Learning management emphasizing desirable characteristics of students in Buddhist university. *Linguistics and Culture Review*, 5(S1), 596-608. <https://doi.org/10.1080/23311886.2023.2179740>
- Jablonski, L. (2024). Inclusivity in Leadership: Creating a More Gender-Inclusive Leadership Team. In *Transformative Leadership and Change Initiative Implementation for P-12 and Higher Education* (pp. 178-187). IGI Global.
- Kilag, O. K., Malbas, M., Nengasca, M. K., Longakit, L. J., Celin, L., Pasigui, R., & Valenzona, M. A. V. (2024). Transformational Leadership and Educational Innovation. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(1), 110-114
- Krejcie, R. V. & Morgan, D.W. (1970). Determining sample size for research activity. *Educational and Psychological Measurement*. 30(3), 607-610.
- Phra Sakda Chanasapo(Sommanawattana), Klomkul, L., Phrakruwirojkanchanakhet & PhramahaBoonrodMahaweero(Suebduang). (2021). Development of Spiritual

- Leadership in Educational Institutions Integrated with Buddhism. *Psychology and Education*. 58(1), 3714-3718.
- Prawitasari, B. and Suharto, N. (2020). *The role of guru penggerak (organizer teacher) in komunitas guru belajar (teacher learning community)*. Proceedings of the 3rd International Conference on Research of Educational Administration and Management (ICREAM 2019). <https://doi.org/10.2991/assehr.k.200130.145>
- Ramachandran, R., & Sujathamalini, J. (2024). Promoting diversity and inclusion in higher education: Strategies and best practices. *Educational Administration: Theory and Practice*, 30(4), 6997-7007.
- Reese, S. (2020), Taking the learning organization mainstream and beyond the organizational level. *The Learning Organization*, 27(1), 6-16.
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Broadway Business.
- Sudpruk, S., Phramaha Yannawat Thitavaddhano, Klomkul, L. & Satiman, U. (2021). Development of Buddhist Self-Defense Mechanism Model of School Administrators under Office of Secondary Educational Service Area. *Psychology and Education*. 58(1), 3875-3880.
- Tangwiryatrakul, W., Sudsombun, S., & Jongcharoen, K. (2021). Performance and Leadership of Director Resulting to Learning Organization in Schools under Nakhon Ratchasima Primary Education Service Area Office 4. *Journal of Pimon Tham Research Institute*. 8(2), 1-16.
- Thepa, P. C. A., Sutthirat, N., & Phanthanaphruet, N. (2022). Buddhist Philosophical Approach On The Leadership Ethics in Management. *Journal of Positive School Psychology*. 6(2), 1289-1297.
- Vermeulen, M., Kreijns, K., & Evers, A. T. (2022). Transformational leadership, leader–member exchange and school learning climate: Impact on teachers’ innovative behaviour in the Netherlands. *Educational Management Administration & Leadership*, 50(3), 491-510.
- Viphoouparakhot, V. (2024, February). *Enhancing the educational administration experience through ethical leadership of administrators*. [Paper presentation]. The 4th International conference on Education 2024. Nakhon Ratchasima. Thailand.
- Wikaiwaraporn, T., Yamchutl, U., Indarasompun, W., & Womgsamut, P. (2023). Academic Leadership of School Principals and Learning Organization in the Basic Educational

Schools under the Bangkok Metropolitan Administration, North Krung Thon Group.  
*Journal of Modern Learning Development*, 8(7), 98-114.

Xie, L. (2020) The impact of servant leadership and transformational leadership on learning organizations: a comparative analysis, *Journal of Leadership and Organization Development*, 41(2), 220-236