
Guidelines for the Development of Innovative Buddhist Leadership in the Context of Sudden Change at Bangkok Rajabhat University

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Abstract

This research aims to conduct a comprehensive investigation into the characteristics and components of innovative leadership, specifically to formulate detailed guidelines to enhance such leadership within the context of rapid and unforeseen changes occurring at Rajabhat University in Bangkok. By employing a mixed-methods approach, this study initiates an extensive analysis of relevant documents and empirical data, complemented by in-depth interviews with administrators from nine successful vocational education institutions renowned for their leadership practices.

Following this initial data collection, a structured questionnaire was meticulously developed, leveraging a rating scale to evaluate three critical dimensions of adaptive leadership: personal characteristics, academic and research development, and personnel development. The administration of this questionnaire involved 285 administrators and personnel from three distinct campuses of Rajabhat University, ensuring a broad representation of perspectives and experiences. This multifaceted approach integrates both quantitative and qualitative methodologies, incorporating exploratory factor analysis to identify underlying patterns in the data, data triangulation to enhance the credibility of

findings, and expert validation through focused discussions aimed at confirming the proposed guidelines.

The findings of this research elucidate that adaptive leadership among administrators at Rajabhat University in Bangkok is characterized by ten pivotal elements: (1) exerting influence through ideological leadership, which serves to enhance institutional prestige, (2) inspiring and motivating others to strive for excellence, (3) devising strategic plans and identifying opportunities for effective adaptation in response to changing circumstances, (4) cultivating an innovative educational environment that encourages creativity and new ideas among faculty and students, (5) addressing the individual needs of all stakeholders, ensuring that each voice is heard and valued, (6) nurturing a positive organizational culture that supports collaboration and shared goals, (7) fostering a supportive organizational climate where shared creative values are upheld, (8) exemplifying attributes associated with innovative leadership that inspire trust and respect, (9) stimulating intellectual engagement by encouraging critical thinking and open dialogue, and (10) advancing digital career competencies to prepare administrators and personnel for a technology-driven educational landscape.

These comprehensive findings provide a foundational framework designed to enhance the competencies of administrators at Rajabhat University, thereby equipping them with essential adaptive leadership skills needed to navigate the complexities inherent in the evolving educational landscape effectively. This framework aims to ensure that the institution continues to adhere to and excel in higher education standards, fostering an environment conducive to growth, innovation, and academic excellence.

Keywords: Creative Buddhist leaders; Rajabhat University administrators; Innovative leadership; Adaptive leadership; Interdisciplinary Humanities Social Sciences

Introduction

Innovative leadership prioritizes the critical role of innovation in driving organizational growth and sustainability (Min & Worapongpat, 2023). By cultivating an environment that welcomes change, innovative leaders harness new knowledge and creativity, enabling organizations to differentiate themselves and prosper. Innovation can be expressed in various forms, including products, services, processes, and management strategies, and typically emerges through conceptual shifts, fresh thinking patterns, and operational advancements (Bastola, 2020). Importantly, the integration of information technology with creativity has become a vital facilitator of organizational innovation (Van Rooy & Rentier, 2024).

Defining innovation involves the introduction of new methodologies, which may encompass novel services, production techniques, management structures, or the application of labor skills (Burmansah et al., 2020). These developments enhance both organizational operations and societal benefits through the promotion of new working conditions founded on knowledge and creativity. Organizations that excel in innovation prioritize the refinement of processes such as internal problem-solving and external collaboration, leveraging networks that foster continuous learning. Those who engage in early or effective innovation can achieve competitive advantages, often establishing dedicated innovation departments to align leadership with strategic objectives (Hailu, 2020).

In the context of vocational education, innovative leadership emphasizes the roles, behaviors, and strategies that contribute to improved organizational outcomes (Zhou et al., 2024). Effective administrators establish a connection between leadership and academic achievement by promoting reform and quality enhancement. Individuals who lack the requisite knowledge or skills may jeopardize organizational success (Hartono & Wijoyo, 2023).

As educational institutions navigate a global shift towards digital transformation, innovation and the adoption of new methodologies are imperative. Organizations transitioning into learning institutions require leadership that fosters innovation-oriented mindsets and effectively utilizes technology. Given the increasing economic and social changes, adaptive leadership has emerged as essential, underscoring the importance of strategy, agility, and innovation, particularly during crises such as the COVID-19 pandemic (Homsombat et al., 2021). Adaptive leaders implement systematic problem-solving approaches and integrate health and educational strategies, thereby ensuring organizational resilience and continuity. The pandemic has accelerated significant transformations in vocational education, leading to a “new normal” characterized by heightened reliance on online learning platforms. This evolution calls for continuous adaptation and presents opportunities to broaden the scope of vocational education (Kilag et al., 2024).

Educational administrators are encouraged to exemplify academic innovation leadership, fostering environments conducive to the flourishing of knowledge and innovation. Leaders proficient in academic innovation can effectively guide educators, align team efforts (Nilsaengrat et al., 2021), and implement quality-driven initiatives, ultimately enhancing the efficiency of academic administration and organizational effectiveness. This study aims to investigate the academic innovation leadership of executives at Rajabhat University Thonburi, Rajabhat University Bansomdej, and Rajabhat University Phranakhon. By identifying factors that support the development of innovative learning organizations, the research seeks to provide

actionable insights for enhancing leadership competencies essential for transforming educational institutions into effective innovation-driven organizations.

Research Objectives

1. To Investigate the Characteristics of Innovative Leadership and Responses to Sudden Changes at Rajabhat University in Bangkok
2. To Analyse the Components of Leadership and Their Impact on Managing Sudden Changes at Rajabhat University in Bangkok
3. To Identify the Factors Influencing the Development of Innovative Leadership and Adaptability to Sudden Changes at Rajabhat University in Bangkok

Literature Review

This literature review explores the theoretical and practical underpinnings of innovative leadership in the context of Buddhist educational institutions. It examines the interplay between adaptability and ethical leadership, emphasizing the influence of Thai cultural values and Buddhist philosophy on organizational practices. By analyzing existing scholarship, the review highlights how Buddhist teachings inform leadership development, offering strategies to balance tradition with modernity while navigating sudden changes. The insights gained provide a foundation for understanding Buddhist institutions' unique challenges and opportunities in fostering sustainable and transformative leadership.

Innovative leadership, particularly within Buddhist educational institutions such as Bangkok Rajabhat University, integrates principles of continuous learning, ethical decision-making, and compassion rooted in Buddhist philosophy. This leadership style transcends the mere introduction of novel ideas, emphasizing a harmonious balance between tradition and modernization to foster sustainable organizational transformation. Scholars increasingly recognize the critical role of Buddhist teachings in shaping leadership that is both resilient and transformative.

Adaptability has been identified as a cornerstone of innovative leadership (Goleman, Boyatzis, & McKee, 2013). In Buddhist contexts, this adaptability aligns with the concept of 'mindful leadership,' which combines awareness, ethical action, and foresight (Chatterjee & Zsolnai, 2021). Leaders in educational settings must anticipate and respond swiftly to changes driven by technological advancements or global crises. Bangkok Rajabhat University exemplifies the integration of these principles by cultivating leadership practices that harmonize traditional wisdom with modern demands, thereby fostering resilience and ethical conduct.

Thai cultural values and Buddhist principles deeply influence leadership frameworks in educational institutions. The teachings of the Noble Eightfold Path, particularly right intention and right effort, shape a community-oriented and holistic leadership approach (Harvey, 2013). This perspective underscores the importance of aligning leadership practices with local traditions to ensure organizational coherence. According to Sangharakshita (1995), the integration of Buddhist ethics in leadership fosters not only organizational well-being but also individual growth, creating a ripple effect that enhances community resilience.

Educational institutions often face crises that demand innovative responses. Worapongpat (2024) suggests that strong ethical foundations and strategic adaptability equip organizations to navigate challenges effectively. This aligns with the Buddhist principle of impermanence (*anicca*), emphasizing the need for preparedness and flexibility. Rajabhat University's focus on ethical decision-making, rooted in Buddhist teachings, ensures resilience and continuity during periods of disruption (Worapongpat & Kumla, 2024).

Integrating innovation with Buddhist teachings fosters sustainable practices, highlighting the importance of respecting traditional wisdom while adopting modern advancements. This dual focus enables educational institutions to meet contemporary challenges while preserving their cultural identity (Worapongpat & Kumla, 2024). Scholars such as Loy (2008) argue that this integration serves as a model for reconciling global trends with local values, promoting both sustainability and cultural preservation.

Effective leadership development within Buddhist educational institutions incorporates reflective practices, ethical training, and experiential learning (Saddhatissa, 1970). Worapongpat et al. (2024) propose a model tailored for Buddhist institutions that foster interconnectedness and community while enhancing leadership capabilities. This approach ensures leaders are well-prepared to drive meaningful organizational change (Worapongpat & Sriaroon, 2024).

In summary, developing innovative leadership within Buddhist educational institutions like Bangkok Rajabhat University requires a culturally sensitive and ethically grounded approach. By integrating Buddhist philosophy with adaptive strategies, institutions can create resilient and forward-thinking leaders capable of navigating the complexities of modern education. This framework provides a robust foundation for empirical studies on leadership and organizational innovation in Buddhist contexts.

Conceptual Framework

This framework explores Buddhist innovative leadership and its role in managing sudden change at Bangkok Rajabhat University, integrating Buddhist principles, leadership theories, and change management.

Buddhist Innovative Leadership

Combines mindfulness (sati), wisdom (paññā), and ethics (sīla) with transformational and adaptive leadership theories to foster compassionate and adaptable leaders.

Sudden Change and Leadership

Guided by impermanence (anicca) and non-attachment (anattā), leaders develop resilience and agility to address disruptions like technological shifts or crises.

Leadership Strategies

Proactive strategies emphasise innovation and learning; reactive strategies focus on crisis management, applying upāya (skillful means) and sammā-vāyāma (right effort).

Organisational Culture

A Buddhist-inspired culture of compassion and ethics strengthens adaptability and supports leadership during change.

Outcomes

Enhances resilience, engagement, and sustainable practices, aligning leadership with Buddhist values to reinforce the university's mission.

Methodology

A mixed-methods approach, quantitative surveys, and qualitative interviews will validate the framework, offering insights into leadership development and change management.



Figure 1 Shows the Research Conceptual Framework.

Research Methodology

This study employs a mixed-methods approach, integrating quantitative and qualitative research methodologies to provide a comprehensive analysis. The following outlines the details of the research methodology:

Population and Sampling

The population for this study consists of educational personnel and administrators at Rajabhat Universities in Bangkok during the academic year 2023, specifically from Thonburi Rajabhat University, Phranakhon Rajabhat University, and Bansomdejchaopraya Rajabhat University. The sampling strategy is divided into two distinct groups:

1.1 Qualitative Sample Group: This group comprises nine administrators from the three Rajabhat Universities in Bangkok. The sample size was determined using snowball sampling, targeting individuals with specific expertise or characteristics, such as those with extensive empirical management experience and those who have received awards for administrative excellence within Rajabhat Universities in Bangkok.

1.2 Quantitative Sample Group: This group includes senior executives and faculty members from the three Rajabhat Universities, with a total sample size of 285 participants. The sample was selected using a multi-stage sampling technique to ensure a representative distribution across different faculties and administrative roles.

Research Instruments

This study's primary instrument for data collection is a questionnaire developed using a five-point Likert scale, covering three main content areas: personal characteristics, academic and research development, and personnel development. For the qualitative component, a semi-structured interview guide was employed. The reliability of the instruments was established through construct and content validity checks, ensuring an item consistency index of 0.5 or higher, with an overall Index of Item-Objective Congruence (IOC) value of 0.88. The instruments were further tested for reliability using Cronbach's Alpha Coefficient, yielding a reliability score of 0.944, and the discriminatory power of each item was assessed through Item-Total Correlation analysis.

Data Collection

Qualitative data were collected through online interviews with nine experts, while quantitative data were gathered using an online questionnaire distributed via internet links. Two hundred eighty-five completed questionnaires were returned, representing a 100% response rate. Data collection occurred from January to March 2023.

Data Analysis and Synthesis

A content analysis approach was employed for qualitative data to identify key themes and concepts presented in narrative form. Quantitative data were analysed using statistical software designed for social science research, with analyses including percentage distributions, means, and standard deviations. All data were thoroughly checked for completeness and accuracy before final synthesis, summary, and discussion.

Research Procedures

The research was conducted in four systematic steps, as outlined below:

Step 1: Examination of Adaptive Leadership Characteristics

This step involved thoroughly reviewing the literature on adaptive leadership, including theoretical concepts from documents, textbooks, and relevant research. The documentary research method was employed to analyse and synthesise key issues regarding the characteristics and components of innovative leadership and sudden change among Rajabhat University administrators in Bangkok.

1.1 A comprehensive document analysis was conducted on leadership and adaptive leadership theories pertinent to Rajabhat University administrators in Bangkok, focusing on the traits and components of innovative leadership and immediate change.

1.2 Nine administrators from Rajabhat Universities in Bangkok who have demonstrated successful empirical management experience were interviewed in depth.

Step 2: Analysis of Adaptive Leadership Components

In this phase, factor analysis was performed on empirical data collected in Step 1. This analysis involved developing a questionnaire based on a rating scale to explore the components of innovative leadership and immediate response to sudden changes among Rajabhat University administrators. Exploratory factor analysis was utilised to identify underlying structures in the data.

Step 3: Validation of Innovative Leadership Components

This step employed a data triangulation methodology, integrating Steps 1 and 2 findings to assess data congruence, consistency, and reliability. The aim was to conclude the characteristics and components of innovative leadership and sudden change at Rajabhat University using a lecture-based synthesis approach.

Step 4: Development of Guidelines for Innovative Leadership

The final step involved presenting the research findings and proposed guidelines for developing innovative leadership capable of managing sudden change. This was achieved through expert seminars involving nine Rajabhat University administrators, selected using

convenience sampling—content analysis formulated and refined development guidelines based on expert feedback and data insights from Step 3.

Research Results

The study on developing innovative leadership and managing sudden changes at Rajabhat Universities in Bangkok identifies three key areas:

Personal Characteristics

Innovative leaders are proactive, goal-oriented, and adaptable, demonstrating creativity, respect, fairness, and ethical conduct. They balance authority with democratic practices, encourage participation, and maintain strong interpersonal skills. Expertise in curriculum development, instructional management, and applying educational innovations is essential. Leaders must be inventive, open to experimentation, and committed to lifelong learning.

Academic and Research Development

Leaders set clear, participatory educational goals aligned with 21st-century demands, focusing on student achievement and national strategies. They analyse challenges, establish effective systems, and assign tasks based on faculty strengths. Participatory curriculum development, regular evaluations, teamwork, and inclusive decision-making are emphasised to foster continuous progress. Research and innovation efforts aim to align with national development objectives.

Personnel Development

Personnel development enhances staff expertise through training, seminars, expert consultations, and study tours. Teachers are encouraged to innovate, conduct research, and share their work. Leaders act as role models, fostering academic excellence through activities, competitions, and awards. Career advancement opportunities and support for academic leadership are prioritised to promote professional growth.

2. Components of an Innovative Leadership Development Approach for Immediate Changes at Rajabhat University in Bangkok

The exploratory factor analysis revealed ten key components of adaptive leadership among administrators at Rajabhat University in Bangkok, as summarised in Table 1:

Table 1 Number of components of adaptive leadership among Rajabhat University administrators in Bangkok

Component No.	Component Name	Number of Items	Eigenvalue	Variance (%)
1	Creating a positive organisational culture	17	20.335	28.887
2	Creating an organisational atmosphere and shared creative values	15	13.684	14.914
3	Influencing ideology or prestige	13	10.227	8.365
4	Inspiration	13	10.227	8.365
5	Strategic planning and seeking adaptation opportunities	11	7.556	6.558
6	Establishing an innovative educational organisation	10	3.994	3.466
7	Individual consideration	10	3.994	3.466
8	Maturity in Innovative Leadership	9	3.887	2.468
9	Intellectual stimulation	8	2.456	2.228
10	Developing digital career skills	8	2.456	2.228
Total		104		80.979

The ten components, explaining 80.979 of the variance, collectively outline a robust framework for innovative leadership development to manage immediate changes effectively at Rajabhat University in Bangkok.

1. Building a Positive Corporate Culture: Leaders emphasise the importance of sound thinking in management and support the organisation's future competitiveness. Key items include establishing work standards, defining practical structures, promoting team collaboration, motivating good people, fostering mutual acceptance, building commitment, showing responsibility, and cultivating loyalty

2. Creating a Creative Corporate Atmosphere and Shared Values: Leaders create an environment that embraces change, risk, and unity while guiding the organisation toward shared goals. Key items include fostering unity, encouraging knowledge exchange, modeling academic excellence, promoting continuous learning, supporting staff development, and leading by example in lifelong learning.

3. Idealised Influence (Charisma Leadership): Leaders act as role models, earning trust and inspiring followers. Key behaviours include: emotional stability, open-mindedness, dedication, flexibility, kindness, integrity, academic leadership, and ethical standards.

4. Inspirational Motivation: Leaders inspire followers by emphasising the value and challenges of their work. Key items include: creating positive attitudes, motivating teamwork, sharing future visions, reinforcing efforts, and modelling continuous self-development.

5. Strategic Adaptation: Leaders leverage knowledge and skills to create a competitive edge and adapt to changes. Key items include: problem-solving, utilising educational innovations, thinking ahead, understanding educational trends, embracing innovation, and adjusting management styles.

6. Creating an Innovative Educational Organisation: Leaders continuously develop innovations that enable the organisation to thrive amid change. Key items include fostering an innovation culture, setting vision and strategy, building innovative teams, and promoting creative learning paths in the digital age.

7. Individualised Consideration: Leaders focus on individual needs, offering support and development opportunities. Key items include fostering relationships, mentoring, assigning tasks based on potential, respecting equality, and promoting open communication.

8. Innovative Leadership Maturity: Leaders are dedicated to continuous innovation and learning. Key items include: modeling innovative practices, promoting new educational technologies, and fostering a lifelong learning atmosphere.

9. Intellectual Stimulation: Leaders challenge followers to think critically and solve problems. Key items include promoting knowledge management, using modern media and technology, and developing new teaching methods.

10. Digital Professional Skills Development: Leaders guide followers in acquiring essential digital skills for the modern era. Key items include: adaptive thinking, new-media literacy, complex problem-solving, and creativity in digital career development.

3. Guidelines for Developing Innovative Leadership with Immediate Change at Rajabhat University in Bangkok

The study on developing innovative leadership with immediate change at Rajabhat University in Bangkok, utilising a triangular research methodology, identified the following:

3.1 Methods for Developing Adaptive Leadership: Five key methods for fostering adaptive leadership were identified: Self-development practices, Case studies, Coaching and training, Knowledge exchange activities, Learning through experience

3.2 Process for Developing Innovative Leadership: Using the PIER process, the steps include:

Planning (P): Analyse personal behaviour and development needs, select development activities, and apply a threefold development principle; implementation (I): Implement the five adaptive leadership methods, including self-development, role modelling, case studies, teaching, training, and activities like knowledge exchange and experiential learning.

Evaluation (E): Track development progress through self-assessments, and feedback from senior management, faculty, staff, students, parents, and relevant stakeholders.

Reflection (R): Reflect on results, identify areas for improvement, and plan for future development phases.

3.3 Success Factors for Leadership Development: Key success factors include A comprehensive, adaptive leadership curriculum, Adequate resources for development, Continuous supervision, monitoring, and evaluation, and the creation of national and international development networks.

Discussion

Results from research objective 1: Components of leadership influence and prestige.

This research reveals that a leader's ability to influence followers by setting an example fosters faith, trust, and commitment. Leaders who focus on work achievements and build strong relationships with staff create a cooperative atmosphere, enhancing followers' willingness to follow with sincerity. This may be because leadership by example reinforces the credibility and moral authority of the leader, encouraging followers to emulate desired behaviours. This finding aligns with Weiyi et al. (2024) highlighted the role of interpersonal skills in building strong team dynamics and cooperation.

Results from research objective 2: Inspirational leadership and strategic adaptation.

The study found that leaders who inspire followers to put effort into their work and foster teamwork create a motivating environment. Such leaders also demonstrate strategic adaptation by combining knowledge, skills, and creative ideas with strong management capabilities to improve organisational processes. This may be because inspiration enhances motivation, while strategic adaptation ensures leaders respond effectively to external challenges, such as the COVID-19 pandemic. This corresponds to transformational leadership theories proposed by Worapongpat et al. (2024), which emphasise the importance of inspiration and strategic vision in guiding teams toward achieving shared goals. Furthermore,

Worapongpat et al. (2023) noted that strategic planning and flexibility are critical for organisational success in rapidly changing environments.

Results from research objective 3: Promoting innovation and positive organisational culture.

The research highlights that innovative leaders contribute to organisational survival during change by fostering a culture that values creativity and cooperation. Considering their career advancement needs, leaders who treat individuals with care also create a positive organisational culture. This may be because prioritising innovation and individual growth encourages engagement, adaptability, and loyalty, enabling the organisation to navigate challenges effectively. This finding is consistent with the work of Worapongpat et al. (2024) on innovation in organisations, which emphasised the importance of leader-driven creativity in achieving competitive advantages. Similarly, Worapongpat et al. (2024) underscored the role of leaders in shaping and sustaining a culture that supports organisational goals and innovation.

Results from Research Objective 4: Developing Digital Career Skills and Structural Leadership The study found that effective leadership in the digital era involves equipping teams with the digital skills necessary for career advancement and leading through digital transformation. Leaders must also adapt to new forms of digital social distribution. This may be because digital skills and transformation are essential for staying competitive in an increasingly technological landscape. This corresponds to research by Worapongpat et al. (2024a), who highlighted the critical role of digital fluency in organisational success. Zhou et al. (2024b) also emphasised the need for continuous skill development to meet technological disruptions. Furthermore, they explored the concept of e-leadership, which focuses on leveraging ICT to improve organisational performance.

Knowledge from Research

The research study on "Guidelines for the Development of Innovative Buddhist Leadership in the Context of Sudden Change at Bangkok Rajabhat University" can summarise the research results according to the objectives and discuss them, which have important points in the following points. Summary of research results

1) Characteristics of the guidelines for developing innovative leadership with immediate changes at Rajabhat University in Bangkok consist of 3 aspects: (1) personal characteristics, (2) academic and research development, and (3) personnel development.

2) Components of the approach to developing innovative leadership with immediate change at Rajabhat University in Bangkok has 10 elements, 104 items, including (1) having

influence with ideology or creating prestige, (2) creating inspiration, (4) Having a strategy and seeking opportunities for adaptation (4) Creating an organisation of educational innovation

(5)Taking individual into account (6) Creating a positive organisational culture (7) Creating an organisational atmosphere and shared values Creative (8) Innovative leadership maturity (9) Intellectual stimulation and (10) Digital career skills development shown in Figure 2.

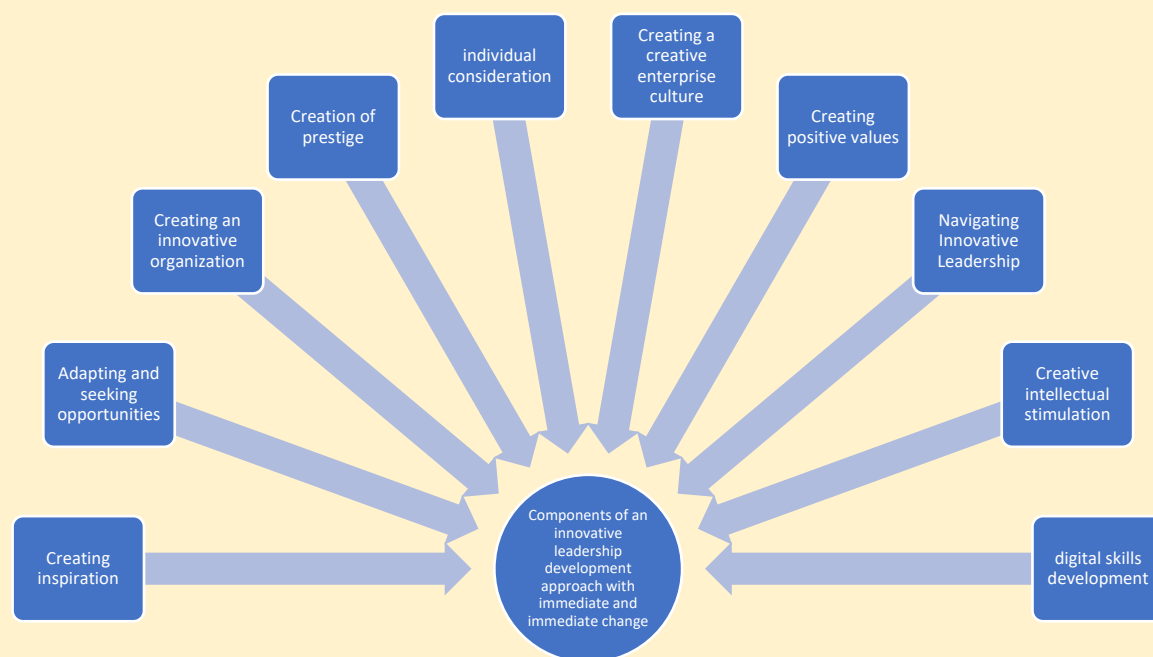


Figure 2: Components of the Buddhist Innovative Leadership Development Approach in the Context of the Sudden Change of Bangkok Rajabhat University

3) Guidelines for the development of Innovative leadership and immediate change at Rajabhat University in Bangkok include:

(1) There are five methods for developing adaptive leadership: self-development, Model practice, case studies, Coaching, and training. Development activities include mindfulness, meditation, and exchanging knowledge. They also use technology and modern educational innovations, Model study, and learning through experience.

(2) Development of innovative leadership and immediate change at Rajabhat University in Bangkok Appropriate using the PIER process includes (1) planning (Planning: P), (2) implementation (Implement: I), (3) evaluation (Evaluation: E) and (4) reflection (Reflection: R) etc. by setting clear annual policies and plans so that all vocational education institutions can use them for further executive development

Conclusion

The study provides significant insights into the impact of Buddhist leadership principles on the efficacy of academic administration and the development of learning organizations. The findings indicate that the academic leadership demonstrated by administrators within these institutions is highly effective across various dimensions, particularly in the areas of quality assurance system development and educational supervision. However, curriculum management and the development of learning media exhibited somewhat lower levels of performance. Overall, the findings classify these schools as highly effective learning organizations, underscored by robust collaboration and a unified vision among administrators and educators. The relationship between Buddhist academic leadership and the establishment of effective learning environments is markedly strong, suggesting that principles such as mindfulness, ethical behavior, and community engagement significantly enhance academic leadership. These findings imply that while Buddhist leadership principles make substantial contributions to creating effective learning settings, a focused effort on improving curriculum management and learning media development could further optimize educational outcomes.

Suggestions for following research

(1) Participatory action research should be conducted on innovative leadership and sudden changes of Rajabhat University in Bangkok in the modern era.

(2) Educational innovations should be studied to develop administrators with knowledge and skills to develop the knowledge and abilities of teachers, instructors, and educational personnel. Moreover, (3) should conduct in-depth research to develop executives with initiative, academic knowledge, and ability. Especially in the area of curriculum and teaching and learning. New higher education level. To be consistent with the context of Thai society and strive to develop internationally.

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