07

Critical Leadership of School Administrators Under the Office of Primary and Secondary Education Service Area in Loei Province

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Abstract

The objective of this research is 1) to study the level of critical leadership of school administrators according to the opinions of teachers under the Office of Primary and Secondary Educational Service Area in Loei Province, and 2) to compare the level of critical leadership of school administrators according to the opinions of teachers under the Primary and Secondary Educational Service Area Office in Loei Province, classified by education, affiliation, and work experience. Which the population includes Teachers under the Primary and Secondary Educational Service Area Office in Loei Province for the academic year 2022 total 3,893 people, and the sample group used in this study was teachers in schools under the Primary and Secondary Educational Service Area Office in Loei Province in the academic year 2022, totaling 354 people. The instrument used in the study was a questionnaire regarding critical leadership characteristics of school administrators, consisting of 40 questions. There is a consistency between the questions and the objective is between $0.60\text{-}1.00$ with the entire confidence value being 0.982. Statistics used in research namely mean, standard deviation, t-test, analysis of one-way variance, and pairwise mean differences were tested using Scheffe's method. Finding were as follows: 1) the Primary and Secondary Educational Service Area Office in Loei Province has a high degree of critical leadership in its overall management of school administrators, when considering each aspect, it was found that it was at a high level in every aspect, arranged from highest to lowest average as follows; cultural diversity, change, empowerment, and ethics, and 2) the findings of comparing teachers' perceptions of the critical leadership of school officials under the Primary and Secondary Educational Service Area Offices in Loei Province, classified by educational level, affiliation, and work experience, are similar in terms of the overall situation as well as income.

Keywords: Critical leadership, Leadership, School administrators

Introduction

Economic experts refer to globalization as the time of global economic consolidation and industrial economic development from the West into other regions, such as Asia, Africa, and Latin America. It is a phenomenon of the contemporary world that marked the beginning of change. The objective is to expand markets and take use of the abundant natural resources in such areas. Following the conclusion of World War II, a neoliberal world built by technology and market power that encouraged individuals to pursue a variety lifestyle, freedom, and fairness awakened the world to the importance of human rights. The conditions of youth culture in the postmodern era are problematic because they are an institutional byproduct of the modern era, according to Chamarik (2006), and they are a result of new world trends that permeate all facets of society, including the world of education where there is a crisis of tension between schools and educational institutions. Such as questioning presumptions, a condition of denial, giving up initial viewpoints on information, traditions, and laws, and the growth of towns and people that led to ethnic and cultural variety. Theorists, like Siwarom (2008), feel that people are making the transition from the modern to the post-modern worlds where access to knowledge and information is more open and available and where individuals are deliberately responding to changes in society and a new order in the global economy. The expansion of multinational corporations that have created technology outside of nation-states has had an impact on people's lives in all aspects, by controlling information and communication power through technology, nation-state borders in terms of information rights, the arts, and culture are no longer protected. Fast-paced technology, which is an uncontrollable external element, is what is driving the current of quick changes in economic and cultural norms, or what may be referred to as the "world in the disruption Word era". However, it also takes into account the passage of time, since it is seen to be a quick shift that causes volatility, also known as risk, instability, and loss of trust, it is also an unpredictable change. National Education Master Law 1999 Section 6, "Education must be in order to develop Thai people to be complete human beings in terms of body, mind, intellect, knowledge and morality, ethics and culture in life. Able to coexist peacefully with others, the National Education Act (1999) which is still in effect today, "concluded that the duty of education is to develop people to be perfect human beings" and to fulfill the parent law's goals for human development. Since 1999, there have been and are still being made in educational reform. Because there are still numerous issues with Thailand educational system that need to be resolved in order to seriously improve education and yield more noticeable outcomes. According Office of the Secretariat of the House of Representatives (2014), the current Thai education reform has altered its aims to keep up with developments over a period of more than 24 years, from the years 1999 to 2023. The objective is for students of all age groups to receive a quality education that satisfies standards by concentrating on improving education management, lowering educational inequality, and reforming the educational system for efficiency. This will support a variety of education management and respond to the development of the future world. Possess the abilities required for the future, including the ability to problem-solve, adapt, communicate, and work well with others. They should also be disciplined, develop a habit of lifelong learning, and be responsible, public-spirited citizens, they should also love and be proud of being Thai. However, according to the National Education Reform Commission (2022), there has been a movement among young people to alter society termed "Bad Students" since 2020, they came out to advocate for human rights in the educational system. As a result of the movement, particularly the

regulations of educational institutions that have not yet been developed, it has evolved into a trend that has spread through the borderless world of communications, sparking a movement to demand human rights in the education system of students in many areas across the nation. (Thammabussadee, 2021)

The executive must carefully monitor the situation and be ready to deal with it in a timely manner. They must also understand the context of the education system, which is related to the political system, economic system, social system, state of oppression, and equality in access to the education system, changes and fluctuations in global situations force schools to adapt from the real world to the world of the education system. The idea of critical leadership studies exposes the power dynamics at play, takes into account how those powers are used, fosters a variety of identities, connections, and conflicts, and paves the way for future organizational growth. (Collison et al., 2008) In order to achieve justice and equity in education, critical leadership must also be able to manage disputes and disparities resulting from variations in culture, ethnicity, and color. (Shah, 2022)

However, crucial modern professional skills like "Critical Thinking" via study of several credible sources are consequently crucial in today's era of leaders. The capacity to use one's intellect to critically evaluate and reevaluate ideas, including those that seem true, in order to develop a new view of a situation that may be preferable to the previous one, is what is meant by critical thinking, according to the definition given above. By Coleman (2000), an investor and writer for Harvard Business Review magazine, he presented a similar definition of critical thinking for modern leaders in the article "Critical Thinking Is About Asking Better Questions": "it is the ability to analyze and dissect different issues, emerge to make decisions and find solutions, and this skill may bring a fresh perspective", pointing out that the heart of critical thinking is the ability to ask questions that "deep and different but effective". However, critical thinking is the capacity to apply logic and reason to see the advantages and disadvantages of various solutions to issues or processes, as well as the capacity to assess the potential of oneself, others, or the organization in order to develop and make adjustments.

From the background and importance of the problem, it made the students interested and wanted to study the critical leadership of school administrators under the Office of Primary and Secondary Educational Service Area in Loei Province. In order to develop quality education and make a society that is fair and equal and leaves no one behind, as per the objectives of Thai education, a guideline for improving and developing the critical leadership of school administrators must be appropriate with the school context, community, society, and country.

Objective

1. To study the level of critical leadership of school administrators according to the opinions of teachers under the Office of Primary and Secondary Educational Service Area in Loei Province.

2. To compare the level of critical leadership of school administrators according to the opinions of teachers under the Primary and Secondary Educational Service Area Office in Loei Province, classified by education, affiliation, and work experience.

Conceptual Framework
    1. Critical Leadership
        Critical leadership, which has its roots in the Frankfurt School, is the study of leadership as seen through the prism of critical theory. Scholars have given definitions of critical leadership, including Gunter (2001) , who described it as open leadership. Release the leadership, maintain an eye on the state of social injustice, and continue the persecution of prevailing power structures. As Lorri J. Santamaría and Andrés P. Santamaría (2014) explain, critical leadership is an educational leader that promotes social justice and educational equality, and Sadi (2002) implies that critical leadership is an ethical standpoint in political, social and cultural movements in the field of education.

        A leader who disengages from leadership, catches up with unjust and oppressive conditions of power structures that would result in social injustice and educational equity is what is meant by critical leadership, to put it briefly. Additionally, a person with an ethical viewpoint on the political, social, and cultural processes occurring in the field of study. Based on the literature review and summary of the understanding of critical leadership, the study authors synthesized the meaning and components of critical leadership according to Ryan (1998), Gunter (2001), Santamaría (2014), Mcinerney (2014), Sadi (2002), Cottrell (2005), David (2022), and Darder (2016). The action of a leader who launches ethical leadership, keeps an eye out for instances of social injustice, and comprehends the oppression brought on by societal institutions where there was an imbalance of power is what is meant by critical leadership, according to this definition. By striving to establish an equitable workplace, acknowledge and comprehend the variety of individuals, uphold individual rights, and be prepared to guide the business toward equitable and fair success, which consists of the following four components;

        Element 1: Ethics refers to being a leader who takes equality and fairness into account when making decisions, emphasizing equality practices, emphasizing work that creates opportunities, and daring to express one's own position to protect justice and people's rights, goes against laws that define unfair treatment.

        Element 2 : Strength it entails being a leader who recognizes how power relationships develop as a result of interpersonal interactions within a hierarchical structure, is deliberate with how power is used, does so in a positive way, and cultivates relationships with those in the organization so that horizontal power can be used to lessen oppression there.

        Element 3: Cultural diversity means being a leader who respects the diversity of people, races, ideas, beliefs, gender, language, and skin color, views these differences as a normal social basis, does not deny them access to opportunities, opens learning across cultures, and fosters equality in all respects.

        Element 4: Change-agent leadership entails being accessible, democratic, and inclusive of all team members in decision-making processes, it also involves supporting the development of the team's potential and being consistently prepared for unexpected events.

Methodology

This study is survey research aimed at studying the level of critical leadership of school administrators according to teachers' opinions, and to compare the level of critical leadership of school administrators under the Office of Primary and Secondary Educational Service Area in Loei Province.

1. Population and Sample

1.1 The population is 3,747 teachers under the Office of Primary and Secondary Education Service Area in Loei Province in the academic year 2022.

1.2 The sample group was teachers under the Office of Primary and Secondary Education Service Area in Loei Province in the academic year 2022, the sample size was set at the statistical significance level of .05 from Cohen, Manion & Morrison (2011) open table, the sample group was 354 people. By using the sampling method of rule of three in arithmetic sampling as shown in table 1.

Table 1 Compare the rule of three in arithmetic sampling

Affiliation	Population (people)	Sample group (people)
Loei Primary Educational Service Area Office 1	1,096	105
Loei Primary Educational Service Area Office 2	1,114	103
Loei Primary Educational Service Area Office 3	426	43
Loei Secondary Educational Service Area Office, Nong Bua Lam Phu (Loei Province only)	1,111	103
Total	3,747	354

Source: Office of the Basic Education Commission Information System Ministry of Education as of January 9, 2023

2. Tools used to Collect Data

A questionnaire regarding the crucial leadership of school administrators who work for the Primary and Secondary Educational Service Area Office in the province of Loei served as the research's main tool, it is split into the following two sections.

Part 1: Inquiring about the status of respondent teachers

Part 2: Finding out the degree of critical leadership exhibited by school administrators working for the Loei Province's Office of Primary and Secondary Educational Service Area. It is a critical leadership questionnaire in four areas; ethics, empowerment, cultural diversity, and change, a total of 40 questions, with a confidence value of the whole paper equal to .982.

However, fidelity is further divided into content fidelity (assess content totally in accordance with the curriculum and objectives), and validity is the quality of the tool that measures what it intends to assess, as well as concept validity (the ability to assess whether behavior and performance across a range of domains is consistent with the stated goals). Included among these is dependability or accuracy, a feature of an instrument that demonstrates that the instrument consistently produces reliable, steady results of measurements, regardless of how frequently it is used.

3. Data Analysis

3.1 Analyze the basic characteristics of the respondents' teachers, such as their educational background, professional affiliation, and employment history, using frequency distribution and percentage values.

3.2 Find the mean ($\overline{X}$) and standard deviation (S.D.) as a whole, side by side, and by item to analyze the degree of leadership, critical leadership, of school administrators under the Office of Primary and Secondary Educational Service Area in Loei Province.

3.3 The Office of Primary and Secondary Education Service Area in Loei Province categorized the data by educational level and affiliation, and then used a word (t-test) independent type analysis to compare teachers' opinions about the degree of critical leadership of school administrators.

3.4 Using one-way analysis of variance, data were compared between teachers' perceptions of the degree of critical leadership exhibited by school administrators within the Office of Primary and Secondary Educational Service Area in Loei Province, classified by experience (ANOVA one-way).

Results

The results of the study on the level of teachers' opinions toward the critical leadership of school administrators under the Office of Primary and Secondary Education Service Area in Loei Province, found that the critical leadership of school administrators under the jurisdiction of primary and secondary education service area offices, the overall level was at a high level ($\overline{X}$ = 4.19). In descending order of average as follows; cultural diversity ($\overline{X}$ = 4.25) change ($\overline{X}$ = 4.22) power ($\overline{X}$ = 4.16) and ethics ($\overline{X}$ = 4.14), the details are shown in table 2.

Table 2 Results of a study of teachers' opinions towards critical leadership of School Administrators under the Office of Primary and Secondary Educational Service Area in Loei Province

Critical Leadership of School Administrators	Leadership Level		
	$\overline{X}$	*SD*	Level
1. Ethics	4.14	0.59	a lot
2. Power	4.16	0.58	a lot
3. Cultural Diversity	4.25	0.53	a lot
4. Change	4.22	0.57	a lot
Total	**4.19**	**0.52**	**a lot**

The findings of the study on the level of teachers' attitudes about the "Different Levels of Education" of school administrators conducted by the Primary and Secondary Educational Service Area Office in Loei Province, the critical management of school administrators under the Primary and Secondary Educational Service Area Offices in Loei Province as a whole was found to be seen differently by teachers at various educational levels, the details are shown in table 3.

Table 3 Results of comparative analysis of teachers' opinions on critical leadership of Educational School Administrators under the Office of Primary and Secondary Educational Service Area in Loei Province, classified by education level, overall and side by side

Critical Leadership of School Administrators	Education Level				*t*	Sig.
	Bachelor's degree (n = 261)		Postgraduate (n = 93)			
	$\bar{x}$	SD	$\bar{x}$	SD		
1. Ethics	4.15	0.58	4.13	0.64	0.168	0.867
2. Power	4.17	0.57	4.13	0.62	0.464	0.643
3. Cultural Diversity	4.25	0.52	4.26	0.56	-0.134	0.893
4. Change	4.23	0.55	4.20	0.62	0.402	0.688
Total	**4.20**	**0.52**	**4.18**	**0.55**	**0.253**	**0.801**

The findings of a survey of teachers from various affiliations about their perceptions of the critical management of school administrators under the supervision of the Primary and Secondary Educational Service Area in Loei Province, found that instructors with "Different affiliations" had viewpoints on the vital management of educational institution administrators that were consistent overall, and in every element, the details are shown in table 4.

Table 4 Results of comparative analysis of teachers' opinions on critical leadership of School Administrators under the Office of Primary and Secondary Educational Service Area in Loei Province, classified by affiliation overall and by aspect

Critical Leadership of School Administrators	Affiliation				*t*	Sig.
	Primary Educational Service Area Office (PEASO) (n =250)		Secondary Educational Service Area (SESAO) (n = 104)			
	$\bar{x}$	SD	$\bar{x}$	SD		
1. Ethics	4.13	0.60	4.18	0.59	-0.815	0.415
2. Power	4.15	0.58	4.19	0.59	-0.561	0.575
3. Cultural Diversity	4.25	0.53	4.26	0.54	-0.169	0.866
4. Change	4.24	0.56	4.18	0.59	0.861	0.390
Total	**4.19**	**0.52**	**4.20**	**0.54**	**-0.197**	**0.844**

The findings of a survey of the opinions of teachers with various levels of experience about the crucial direction given by school administrators by the Primary and Secondary Educational Service Area in Loei Province. It was discovered that instructors with "Different work experiences" had judgments on the critical management of school administrators under the Primary and Secondary Educational Service Area in Loei Province, both generally and in each region, that were not dissimilar, the details are shown in table 5.

Table 5 Results of comparative analysis of teachers' opinions on critical leadership of School Administrators under the Office of Primary and Secondary Education Service Areas in Loei Province, classified by work experience, overall and side by side

Critical Leadership of School Administrators	Work Experience			*F*	Sig.
	less than 5 years (n=123)	between 5-10 years (n=133)	more than 10 years (n=98)		
	$\overline{X}$	$\overline{X}$	$\overline{X}$		
1. Ethics	4.15	4.20	4.06	1.544	0.215
2. Power	4.16	4.22	4.07	1.813	0.165
3. Cultural Diversity	4.21	4.31	4.22	1.387	0.251
4. Change	4.19	4.29	4.18	1.516	0.221
Total	4.18	4.26	4.13	1.676	0.189

Discussions

The study titled "Critical Leadership of School Administrators Under the Office of Primary and Secondary Education Service Area in Loei Province" has important points brought into discussion of the findings as follows;

1. Critical leadership of school administrators under the primary and secondary educational service area office in Loei Province, overall, was at a high level. They are arranged in descending order of mean as follows; cultural diversity, change, power, and ethics. The findings of the study "The Effect of School Principals' Critical Leadership Behaviors on School Climate According to Teacher Perceptions" agreed with Ismail Eray et al. (2022) findings that critical leadership was highly valued from the viewpoint of teachers. The findings of a study on critical leadership from the perspective of primary and secondary teachers in the Uskudar District of Istanbul Province revealed that it was at a high level, which is consistent with Mertet al. (2021) research on roles and critical leadership styles and school performance. According to Cenk Aygun (2018), critical leadership from a teacher's perspective was determined to be at a high level in research named the link between critical leadership style and leadership practices. This might be the case given that school administrators working for the Loei Province's Office of Primary and Secondary Educational Service Area have demonstrated leadership traits such as unleashing ethical leadership, pursuing immoral situations, and comprehending the oppression brought on by social structures that create unequal power relations. With the goal of establishing an equitable workplace, one that respects individual rights, acknowledges diversity, and is prepared to guide the business toward advancement via equality and justice.

2. The Office of Primary and Secondary Educational Service Area in Loei Province compared teachers' perspectives on the crucial leadership of school administrators, categorized by educational attainment, professional experience, and school size, and discovered that;

2.1 Teachers with different educational levels, had opinions on the critical leadership of school administrators under the Office of Primary and Secondary Educational Service Area in Loei Province, considering each aspect. In terms of power, cultural diversity, and change, no differences were found. With the exception of ethics, statistical significance is different .05, but generally they were not different and went against the theory. According to

research by Pınar Mert, Parlar and Zgenel (2021) and Cenk Aygun (2018), a study of teachers at various educational levels' perceptions on critical leadership was conducted. The critical leadership survey's overall findings are comparable.

2.2 Teachers with varied affiliations had judgments about the Office of Primary and Secondary Educational Service Area in Loei Province critical leadership of school administrators, but these opinions were consistent with the presumptions made in each case. However, a study of teachers' perceptions of critical leadership at school was at a different level in accordance with research by Ismail Eray Dursun, Baran Baris, Serkan Yuksel (2022), Mert, Parlar and Zgenel (2021), and Cenk Aygun (2018). The critical leadership survey's findings were similar in general.

2.3 In contrast to the presumptions made, teachers with varied work histories had attitudes about the important leadership of school administrators under the Office of Primary and Secondary Educational Service Area in Loei Province that were consistent both overall and in each area. According to the research of Ismail Eray Dursun, Baran Baris, Serkan Yuksel (2022), Mert, Parlar and Zgenel (2021), and Cenk Aygun (2018), perceived critical leadership surveys of instructors with various degrees of work experience produced results that were broadly comparable.

The overall practice will be in accordance with the professional ethics of school administrators by virtue of their expressive behavior and critical leadership; specifically, school administrators must love, be kind, attentive, helping, and encouraging to disciples and service recipients in accordance with their roles and duties. Administrators of educational institutions must actively and really, vocally and mentally, encourage students and service users to gain the skills and good habits that are appropriate for their positions. Administrators of educational institutions are required to act in a manner that promotes the physical, intellectual, mental, emotional, and social growth of students and service recipients. They must also offer services with honesty and equality, without requesting or accepting benefits in return for abusing their power. In terms of ethics toward their professional colleagues, school administrators should support one another in a positive way by abiding by the moral code to foster faculty cohesion, spark administration creativity, achieve development in all facets of co- practitioners' professions, and promote and protect co- practitioners' rights. Take the lead in change and development, use an ethical system to consider the work of fellow practitioners, and accept the opinions and suggestions of fellow practitioners. (The regulations of the Teachers Council of Thailand on professional ethics, 2013)

In this regard, policy implementation from the educational reform guidelines, in accordance with the reform guidelines of the National Reform Commission on Education, focuses on raising the quality of education, reducing educational inequality, and reforming the education system to be more efficient, capable of supporting a variety of education management, and meeting the needs of the development of the future world, with the goal of providing students of all ages to receive quality education. Possess the abilities required for the future, including problem- solving, adaptability, effective communication and teamwork, discipline, lifelong pursuit of continuous learning, and citizens who are aware of their rights and obligations. They should also love and be proud to be Thai. (Revised national education reform plan, 2021) Including the social movement of high school students in Thailand in 2016 (bad students) in the year 2020 to claim rights and freedoms in the education system through the process "Tear down stories". (Thammabussadee, 2021) The "bad students" has been instrumental in furthering equitable educational practices in various ways, including via representational work on bills to safeguard students' rights and the advancement of gender diversity rights. Monitoring the demands of the bad student organizations, monitoring the

issues that were brought up by students all throughout the nation, challenging the authority of the state in social movements, and bringing attention to the basic rights of students. The Ministry of Education made measures to address issues by opening a center for care and aid to students who have been mistreated in light of the current state of the human rights movement. The Ministry of Education has published new laws, which went into effect on March 30, 2020. An agency inside the Ministry of Education is in charge of handling school violence, including taking legal action against teachers and other educational staff who commit the crime. (Kranjariyawet, 2021)

Conclusion and suggestions

Despite disparities in education, job placement, or work experience, the overall results from comparative research of critical leadership as a whole and in a specific field were not different, probably because of policy guidelines. Right now, the emphasis is on encouraging equity and justice in educational administration. Emphasizing the need for educational administrators to manage education in line with Thailand unique social and cultural environment, honoring the inclusive culture, and establishing a community of teaching professionals. Since the National Education Act of 1999 was passed, these are the policies that have been used to reform and guide education. The contemporary globalization, which makes people aware of human rights, as well as shifts in followers' and leaders' conceptions, have made it necessary to combat injustice and inequality through a range of campaign actions. The Ministry of Education should Primary and Secondary Schools all over the nation are part of the Office of the Basic Education Commission, which has worked hard to develop policies that support fairness and equality for teachers and students inside of schools and jointly develop education to be comparable to that of the rest of the world.

In this regard, in this research recommendation, the researcher presents the following details;

1. Suggestions for applying the research results

1.1 Ethic: school administrators with ethically conscious leadership may serve as leaders, taking into account justice and equality in administration, putting focus on work that fosters possibilities for people to have, and the courage to stand up for justice and human rights, oppose laws that mandate unequal treatment, and advocate for measures that will make schools equitable and improve education without leaving anybody behind.

1.2 Power: school administrators who possess crucial leadership skills and the ability to empower others can act as leaders in the connections of power structures created by interpersonal interactions within a hierarchical framework. Build relationships with individuals within the organization to achieve horizontal power, reduce oppression within the organization, and make the school a creative organization where the working environment is conducive to the self-development of teachers and students, this will prevent conflicts in schools.

1.3 Cultural Diversity: school administrators who possess a multicultural critical leadership style can operate as role models who value differences among individuals, particularly those related to ethnicity, ideology, faith, gender, language, and skin color. Consider these distinctions as a typical social foundation. does not restrict access to opportunities, allows for cross-cultural learning, and fosters equality in all respects, resulting in the development of a vibrant multicultural society. The freedom to express one's cultural

values by both teachers and students fosters effective management and the growth of a multicultural education system.

1.4 Change: school administrators that are capable of acting in a leadership role where the leadership is open, democratic, allows members of the organization to engage in policy making, and supports growth based on the potential of the team are essential leaders in change. Being always ready to accept the changing circumstances, the school will become an organization that is prepared to accept changes as a working society that prioritizes participation, being able to adapt to conditions efficiently, and is a location to create high-caliber human resources for the nation.

2. Suggestions for further research

2. 1 The Office of Primary and Secondary Education Service Areas should be considered in a larger context with regard to critical leadership of school administrators.

2. 2 A study of the trends and elements of the challenging circumstances of school administrators that influence the efficacy of institutions under the Office of Primary and Secondary Educational Service Area in Loei Province is necessary.

2. 3 It is important to research and build a critical leadership paradigm for school administrators.

2.4 Descriptive questionnaires and further in-depth interviews on relevant topics should be used in critical leadership studies.

New knowledge and the effects on society and communities

The need for the school to adapt is brought on by changes to the educational system and shifts in the global situation. To do this, administrators must gradually keep an eye on the situation, be ready to deal with it when it arises, and comprehend how it relates to political, economic, social, oppressive conditions, and equal access to education. The results of this study give rise to the idea of critical leadership studies, which examine power dynamics, take into account how power is used, foster the development of multiple identities, connections, and conflicts, and aid in the future development of an organization. In order to achieve justice and equity in education, critical leadership will also include leadership that can settle disputes and disparities resulting from differences in culture, ethnicity, religion, language, gender, and skin color. As well as obtaining guidelines for enhancing and developing school administrators' critical leadership to be appropriate for the context of the school, community, society, and the nation, to develop quality education and create a society that is fair and equal and leaves no one behind in line with the objectives of Thai education.

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