



Practicum model development for professional educational administration in digital era

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Abstract

The objectives of this research were 1) to analyze professional standards, practicum, and competencies for educational administration, 2) to investigate problems, guidelines for solution, and factors supporting to practicum, 3) to draft, verify, and evaluate a practicum model and model user's guide, and 4) to implement and study the practicum model and model user's guide. Key informants were selected by purposive sampling. Instruments used were a structured interview form, an open-ended question, and a 5 rating-scale questionnaire. Data were analyzed by percentage, mean, standard deviation, content analysis, and summarizing. Results were as follows: 1. The professional standards, practicum, and competencies had suitability and feasibility into practice; 2. The most important problem was the practicum preparation, a guideline for solution was to prepare a practicum calendar, and a factor supporting to practicum was there should be a Memorandum of Understanding (MoU); 3. A draft model of practicum consisted of 5 elements, the verification results in accuracy was at 98.07 percent, and suitability was at 98.06 percent; and the evaluation results in possibility was at a high level and utility was at the highest level; 4. The students' satisfaction were at highest level. The faculty supervisors recommended that the students should have more time for practicum. The complete model of practicum for professional educational administration in digital era was 'ROOGC (western) +M' model.

Keywords: Practicum, model, professional educational administration, digital era

Article history: Received 21 August 2020, Revised 3 November 2020, Accepted 4 November 2020

1. Introduction

According to the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002) [1], stipulated in section 53 that there should be an Organization for Teachers, Educational Institution Administrators, and Educational Administrators. The organization should have the powers and duties for setting professional standards; issuing and withdrawal of licenses; overseeing maintenance of professional standards and ethics; and developing of the profession of teachers, educational institution administrators, and educational administrators. Teachers, administrators of educational institutions, educational administrators and other educational personnel of both the state and private sectors shall have professional licenses as provided by the law. Moreover, Teachers and Educational Personnel Council Act B.E. 2546 (2003) [2], which was a law regarding educational professions stipulating in section 43 that the educational profession was a controlled profession, consisting of profession of teachers, school administrators, and educational administrators that should be a

licensed profession under this act, and other licensed professions should be stipulated in ministerial regulations.

In terms of practicum (also called work placement) is a course involving activities emphasizing the practical application of the field of school administration and educational administration during studying according to the curriculum authorized by Professional Standard Bureau [3]. The certified criteria had stipulated a compulsory course description in the curriculum, consisting of standards, knowledge, and competencies in each standard not less than the determination of Teachers Council of Thailand, have activity management lesson plans enhancing school administrative leadership and educational administrative leadership periodically throughout courses.

While education in the age of globalization became into a borderless education with the influence of digital technology development, educational administrators should have the ability to use information and communication technology as a tool for educational development in order to increase the efficiency of educational administration, create professional advancement of teachers, school administrators and the school

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quality consistent with Suphat [4]. mentioned in the 20-Year Long Range Plan on Higher Education of Thailand (2018 - 2037) that proposed the higher education reform to determine the role of higher education institutions as a service provider and the Higher Education Commission as a regulator and facilitator to be clearly that could be viewed as all dimensions of development consisting of the quality products that were produced by higher education, built a network of partnerships with all sectors including digital technology was used in learning and teaching as well as administrative management in higher education institutions seriously. Additionally, Teera [5], gave suggestions for the development of administrators to have an international vision, proactive administration, responsibility, the changes, and educational reforms, including professionalism in educational administration the age of educational reforms that required to develop standards and control the profession and promoted continuous professional development.

The profession of school administrators and the educational administrators are one of the high professions. The educational administration practicum was a supervised administrative experiences in several role specialization areas. The general purpose of the practicum was to give students an opportunity to experience diverse working situations. Therefore, it was duties, responsibilities of the higher education institutions as production sectors to develop administrators and relevant agencies had the cooperation in production and development graduates in educational administration to have quality in accordance with Regulation of the Teachers Council of Thailand on Professional Code of Conduct [2] that certified a practicum in school administration and educational administration to have competencies in digital era.

However, the educational administration had the dynamics of change rapidly in digital era affected to the experiences of students in school administration and educational administration. The exist practicum model was not still fit in digital era, the researcher gave the priority of the practicum for educational administration in digital era for students studying major in educational administration, Graduate School, Western university who were all over Thailand and must have direction for practicum model which was in the different school context and practicum sectors. In addition, the researcher must develop a practicum model for professional educational administration in digital era belonging to Western university to be more efficiency and the other higher education institutions could applied for practicum.

2. Research Questions

2.1 What are the suitability and possibility into practice of the professional standards, practicum standards, and practicum competencies for educational administration?

2.2 What are problems, guidelines for solution, and factors supporting to practicum for professional educational administration?

2.3 What are the results of drafting, verifying, and evaluating a practicum model and model user's guide for professional educational administration in digital era?

2.4 What are the implementation results of the practicum model and model user's guide for professional educational administration in digital era?

3. Research Objectives

3.1 To analyze the professional standards, practicum standards, and practicum competencies for educational administration.

3.2 To investigate problems, guidelines for solution, and factors supporting to practicum for professional educational administration.

3.3 To draft, verify, and evaluate a practicum model and model user's guide for professional educational administration in digital era in digital era.

3.4 To implement and study the practicum model and model user's guide for professional educational administration in digital era.

4. Materials and Methods

The research process was divided into three phases as follows:

Phase 1: Analyzing the professional standards, practicum standards, and practicum competencies for educational administration was divided into 2 steps:

Step 1.1: The documents and the related researches were studied, analyzed, and synthesized in terms of the professional standards, practicum standards, and practicum competencies for educational administration, data were analyzed by content analysis.

Step 1.2: The record of a structured interview was summarized in terms of the suitability and possibility by twelve key informants consisting six directors or representatives of directors under Chiang Mai Primary Educational Service Area and six school directors as students' employers, data were analyzed by content analysis.

Phase 2: Investigating problems, guidelines for solution, and factors supporting to practicum for professional educational administration was divided into 3 steps:

Step 2.1: The documents and the related researches were studied, analyzed, and synthesized in terms of problems, guidelines for solution, and factors supporting to practicum for professional educational administration.

Step 2.2: The record of a structured interview was summarized in terms of 1) Plan (P), 2) Do (D), 3) Check (C), and 4) Act (A) by nine students studying

major in educational administration, Western university in academic year 2019.

Step 2.3: The obtained data were synthesized and selected issues to draft a model.

Phase 3: Drafting, verifying, and evaluating a practicum model and model user's guide for professional educational administration in digital era were divided into 3 steps:

Step 3.1: The researcher used the analysis results from phase 1 and phase 2 to draft a model by applying the concepts of Teera [5], consisting of 5 model elements as follows: 1) rationale, 2) objectives, 3) operations and activities, 4) guidelines for evaluation, 5) conditions for achievement. A manual of model implementation was drafted consisted of 5 elements, as follows: 1) introduction, 2) objectives and activities, 3) guidelines: the beginning, during, and termination, 4) how to write a report, and 5) evaluation.

Step 3.2: A draft of practicum model and model user's guide for professional educational administration in digital era were verified the accuracy and appropriate by nine experts to participate in connoisseurship, data were analyzed by frequency and summarizing the important issues.

Step 3.3: A draft of practicum model and model user's guide for professional educational administration in digital era were evaluated the possibility and utility by nine school administrators as students' employers, data were analyzed by mean and standard deviation.

The draft of practicum model and model user's guide for professional educational administration in digital era were developed according to experts from connoisseurship by the researchers.

Phase 4: Implementing and studying the practicum model and model user's guide for professional educational administration in digital era were divided into 3 steps:

Step 4.1: The developed practicum model and the developed model user's guide were implemented at North-Chiang Mai University, informants were fifteen students, selected by purposive sampling who were studying master's degree major in educational administration major and practicum in academic year 2020 to be inquired concerning the satisfaction of practicum model and model user's guide for professional educational administration in digital era with a five-rating scale questionnaire, data were analyzed by mean and standard deviation.

Step 4.2: Six faculty supervisors participated in focus group discussion for recommendations concerning the practicum model and model user's guide for professional educational administration in digital era, data were analyzed by summarizing in issues.

Step 4.3: The practicum model for professional educational administration in digital era researchers were developed again according to recommendations and summarizing to be a complete model.

5. Results and Discussion

Phase 1: Analyzing results of interviewing in terms of the suitability and feasibility of into practice professional standards, practicum standards for school administration and educational administration, and competencies for school administration and educational administration, it was found as follows:

1.1 Concerning professional standards were suitability and feasibility into practice, the recommendations were that the Teachers Council of Thailand should certify to the universities that the curriculum had been certified by the Ministry of Higher Education, Science, Research and Innovation. There should be the coordination to set criteria and to stipulate the number of students together in order to be able to be used the educational qualification in applying for a professional license of a school administrator and an education administrator.

1.2 Concerning practicum standards were suitability and feasibility into practice, the recommendations were that there should be clear regulations for practicum sectors to cooperate in preparation of mentors with administrative knowledge including coordination of the school administrators of students to request for consideration to allows students for practicum as a duty without being regarded as a business leave.

1.3 Concerning competencies for school administration and educational administration were suitability and feasibility into practice, the recommendations were that there should be the competency stipulations as announced by the Teachers Council of Thailand Board according to the Teachers Council of Thailand regulations on professional standards B.E. 2556 (2013).

On the other hand, National Center on Education and the Economy [7] mentioned teacher and principal quality in South Korea concerning Ministry guidelines specify that these programs should be 180 hours over 30 or more days and that the content was 70-80 percent related to school administration/management, with the remaining courses focused on broader education topics. There was also training for vice-principal qualifications.

Phase 2: Concerning problems, guidelines for solution, and factors supporting to practicum for professional educational administration in terms of 1) Plan (P), 2) Do (D), 3) Check (C), and 4) Act (A), the obtained data were selected in issues to draft a model. The details were shown in Table 1.

The problems, guidelines for solution, and factors supporting to practicum in Thailand might be quite different from the study of Beatriz et al. [4] because other countries might provide several types of training, but through different government levels, depending on governance contexts, so it is not a coherent model of provision. In Norway and Denmark, for example, pre-service and induction training might be carried out by

Table 1. Synthesized results of problems, guidelines for solution, factors supporting to practicum, and selected issues to draft a model.

Aspects	Problems	Guidelines for solution	Factors supporting to practicum	Selected issues to draft a model
1. Plan (P) refers to the readiness preparation, building knowledge and understanding, explanation of objectives, consulting, work planning, the cooperation in guidelines of working and plan checking.	<ul style="list-style-type: none"> - Students were not notified in advance, so they did not prepare to take leave, exchanged for teaching periods in order to practicum for professional educational administration. - Students lacked of knowledge, understanding, and readiness in practicum for professional educational administration. 	<ul style="list-style-type: none"> - Send documents to students several days in advance in order to prepare to ask for permission. - prepare a practicum calendar - notify practicum sectors in advance. - There should be the activities building awareness regarding practicum and attitudes towards the professional educational administration. 	<ul style="list-style-type: none"> - Organize a meeting to explain the details of the practicum for professional educational administration, such as the objectives of the practicum and the schedule in accordance with the regulations of the Teachers Council of Thailand. - Coordinate with practicum sectors for the preparation the practicum for professional educational administration in advance. 	<ul style="list-style-type: none"> - Practicum planning and notifying students in advance. - Building a positive attitude in practicum for students. - Providing a meeting to explain the practicum details for students. - Cooperation with practicum sectors in advance.
2. Do (D) refers to the coordination and creating friendship with practicum sectors, perform duties as assigned, team working, volunteering, working to achieving objectives / goals.	<ul style="list-style-type: none"> - Notified letter of practicum was delayed, some areas, some schools had a lot of mission, there was not enough personnel, which made it not convenient for practicum. - Students had problems with administrators of their own schools. - Students did not realize the importance of practicum only doing practicum for graduation. - Students did not study new knowledge or innovation development of practicum for professional educational administration. 	<ul style="list-style-type: none"> - Coordinate with the Educational Service Area Office which was practicum sectors in advance. - Building a good relationship of supervision between faculty supervisors and school administrators of students. - Helping, advising, creating encouragement and promoting the professional progress of students. - Building competencies, skills, and potential of professional administrators. 	<ul style="list-style-type: none"> - Create a friendly relationship between Western university and the Educational Service Area Office which was a practicum sector for professional educational administration. - Have a Memorandum of Understanding (MoU) among Western University and practicum sectors. - Supervising of students' practicum and giving students' suggestions on daily. - Building confidence and self-improvement, realize values and meaning of practicum for professional educational administration including love and faith in the profession. - Supporting the practicum skills, management system, and the process of the professional educational administration. 	<ul style="list-style-type: none"> - Graduates in the major of educational administration must have qualifications in accordance with professional standards in practicum for professional educational administration and practicum competencies as the regulations by the Teachers Council of Thailand. - Have a cooperation among universities (Graduate production sections), school Administrators (Graduate employers), educational administrators, educational sectors (Educational Service Area) and other sectors that cooperated with students development. - Participation from the beginning, such as constructing practicum model and model user's guide for professional educational administration. - A memorandum of understanding (MoU) should be established among relevant sectors to use digital technology for supervision, following-up, and evaluation the practicum.
3. Check (C) refers to the summary of working, supervision, following-up, and evaluation by faculty supervisors, mentors or assigned persons.	<ul style="list-style-type: none"> - Students were not able to practicum full time. - Students did not have permission from the parent school to practicum. - Students did not obtain all-round knowledge of educational administration from practicum sectors and practicum schools. 	<ul style="list-style-type: none"> - The faculty supervisors always asked for problems of practicum sectors. - Adjust the schedule to match with the practicum center. - Building an understanding among practicum sectors, practicum school, parent schools of students, and faculty supervisors. 	<ul style="list-style-type: none"> - Accept student problems and solve problems immediately. - Follow-up on practicum for educational administration. - Providing a meeting for preparation before practicum. - Providing meetings, seminars, and lessons learned. 	<ul style="list-style-type: none"> - Studying problems, guidelines for solution, and factors supporting to practicum model for professional educational administration. - Providing activities for preparation to build knowledge and understanding for students regarding practicum. - Providing a meeting among relevant sectors.
4. Act (A) refers to the operational improvement, correction, and work improvement, the achievement analysis, the use of digital technology to help in supervision, monitoring, evaluation and extension.	<ul style="list-style-type: none"> - There was no daily progress report form of practicum for professional educational administration. - Students who lived in the remote area, the faculty supervisors could not visit for supervision. 	<ul style="list-style-type: none"> - Prepare a daily progress report form of practicum for professional educational administration. - The use of digital technology for supervision, follow-up and evaluation of practicum for professional educational administration to Western University was a must. 	<ul style="list-style-type: none"> - Report the progress of practicum for professional educational administration to Western University. - Prepare an agreement between the Teachers Council of Thailand and faculty supervisors to use digital technology for supervision, follow-up and evaluation of practicum for professional educational administration. 	<ul style="list-style-type: none"> - The readiness of establishments and had potential to provide good professional experiences for students. - The graduate employers who were the coordinators for graduate production were supported and developed graduates to have professional qualifications. - The students who had practicum to have a professional characteristics in digital era.

the municipality, but it was not documented at the national level. In Finland as well, the three types might be available for principals at the municipal level.

Phase 3: Draft, verify, and evaluate a practicum model and model user's guide for professional educational administration in digital era was divided into 3 steps as follows:

Step 3.1: The researcher used the results from phase 1 and phase 2 to draft or develop The researcher used the results from phase 1 and phase 2 to draft or develop the model by applying the concepts of Teera [5], consisting of 5 model elements and the model user's manual which consisted of 5 elements.

Step 3.2: A draft of practicum model and model

user's guide for professional educational administration in digital era were verified by nine experts to participate in connoisseurship consisted of 5 elements, data were analyzed by frequency and summarizing the important issues.

The verification results of the draft of practicum model in terms of accuracy was at 98.07 percent, and suitability was at 98.06 percent; and the verification results of the draft of model user's guide in terms of accuracy was at 94.72 percent, and suitability was at 97.89 percent.

Step 3.3: The practicum model and model user's guide for professional educational administration in digital era were evaluated the possibility and the utility by nine school administrators as students' employers, data were analyzed by mean and standard deviation.

The evaluation results of the draft of practicum model in terms of possibility was at a high level (Mean = 4.35, S.D. = 0.60) and utility was at the highest level (Mean = 4.77, S.D. = 0.43) and the evaluation results of the draft of model user's guide in terms of possibility was at the highest level (Mean = 4.50, S.D. = 0.54) and utility was at the highest level (Mean = 4.83, S.D. = 0.38).

However, the practicum model and model user's guide were developed for giving students an opportunity to experience diverse working situations and develop graduates in educational administration to have quality in accordance with the Teachers Council of Thailand regulations on Professional Code of Conduct B.E. 2556 (2013) [6] that certified a practicum in school administration and educational administration to have competencies in digital era.

Phase 4: Implement and study the implementation results of the practicum model and model user's guide for professional educational administration in digital era was divided into 3 steps:

Step 4.1: The practicum model and model user's guide were implemented at North-Chiang Mai University, informants were fifteen students studying master's degree major in educational administration and practicum in academic year 2020 to be questioned concerning the satisfaction of practicum model and model user's guide for professional educational administration in digital era with a five-rating scale questionnaire, data were analyzed by mean and standard deviation. It was found that the inquire results concerning the satisfaction of practicum model and model user's guide for professional educational administration in digital era were overall at the highest level (Mean = 4.78, S.D. = 0.82).

Step 4.2: Six faculty supervisors participated in focus group discussion for recommendations concerning the practicum model and model user's guide for professional educational administration in digital era, data were analyzed by summarizing issues.

The problems of implementing the practicum model and model user's guide were found that the students

had less time for practicum, there should be more time for practicum and students could learn more concerning knowledge contents and professional competencies in the practicum for professional educational administration in digital era.

Step 4.3: Correcting according to recommendation and summarizing to be a complete model was 'ROOGC (western) +M' consisted of

1. Rationale consisted of

1.1 Graduates in the major of educational administration must have qualifications in accordance with professional standards in practicum for professional educational administration and practicum competencies as the regulations by the Teachers Council of Thailand.

1.2 It is a collaboration among universities (Graduate production sections), school Administrators (Graduate employers), educational administrators, educational sectors (Educational Service Area) and other sectors that cooperated with students' development.

2. Objectives consisted of

2.1 Practicum planning and notifying students in advance.

2.2 Building a good attitude in practicum for students.

2.3 Providing a meeting to explain the practicum details for students.

2.4 Cooperation with practicum sectors in advance.

3. Operations and activities consisted of

3.1 Studying problems, guidelines for solution, and factors supporting to practicum model.

3.2 Providing activities for knowledge preparation for students regarding practicum.

3.3 Providing a meeting among relevant sectors.

3.4 Determining criteria and guidelines for student development to have the characteristics of being a professional administrator in digital era.

3.5 There was a supervision to follow up the development of students to have the characteristics of being a digital professional management consistently and throughout the practicum.

3.6 Evaluation for improvement for next implementation.

4. Guidelines for successful evaluation consisted of

4.1 Participation from the beginning, such as constructing practicum model and model user's guide for professional educational administration in digital era.

4.2 Providing activities for building knowledge and understanding of professional educational administrators regarding the content knowledge, and competency for students.

4.3 There was a practicum model of cooperation among relevant sectors.

4.4 A Memorandum of Understanding (MoU) should be established among The Teachers Council of Thailand, universities, and faculty supervisors to use digital technology for supervision, following-up, and evaluation the practicum for professional educational administration.

4.5 Students had knowledge and understanding of professionals in educational administrators regarding the content knowledge and competencies.

4.6 Student satisfaction concerning the implementation of the practicum model and model user's guide.

5. Conditions for achievement consisted of

5.1 W = Work place referred to the readiness of establishments and had potential to provide good professional experiences for students according to the curriculum philosophy.

5.2 E = Employers referred to graduate employers who were the coordinators for graduate production and developed graduates to have professional qualifications.

5.3 S = Students referred to the students who had practicum to have a professional characteristics in digital era.

5.4 T = Teamwork referred to the cooperation among relevant sectors.

5.5 E = Evaluation referred to all-rounded of the student development with full of potential suitable with the roles in digital era.

5.6 R = Reflection referred to the reflection of positive attitude to practicum for professional educational administration.

5.7 N = Network referred to the network among relevant sectors.

6. Model user's guide consisted of

6.1 Introduction consisted of reviewing the objectives and ethics of practicum for professional educational administration in digital era; explaining the usage and benefit of model.

6.2 Objectives and activities consisted of the compulsory of practicum according to the Teachers Council of Thailand as well as how to use practicum model.

6.3 Practicum guidelines: the beginning, during, and termination consisted of how to choose a workplace, ask permission from the relevant sectors, and how build the cooperation among relevant sectors, suggest how to build relationships, and the practicum details.

6.4 How to write a practicum report consisted of how to record daily and what we gain from this practicum.

6.5 Practicum evaluation consisted of the criteria of university evaluation form and relevant sectors.

Likewise, Phubet and Choocheep [9] who studied a model of work-integrated learning to prepare educational administrators for Thailand, the model con-

sisted of 8 components: principles, objectives, system, operational methods (requirement analysis, integration, and assessment), conditions for achievements, definitions and description, evaluation and measurement, and manual of model implementation.

It may be because the shortage of administrative position during digital era in Thailand, therefore the process to product administrators is necessary to recruit educational personnel for the accession seriously in order to select the qualified administrators. As a result, there are a variety of models for practicum to develop the administrators to keep up with the digital era.

6. Conclusion

It could be said that this practicum model for professional educational administration was more suitable in digital era. In many countries, a high qualification of academic was not enough to qualify for professional educational administration in digital era, the practicum was provided an opportunity for graduates to earn real hands-on experience with the best practice schools. Moreover, the use of social media for communication in the relevant groups was very advantageous during supervision. It could be save time in terms of face-to-face interaction. However, the social media in digital era was potential for faculty supervisors to do their duty.

7. Recommendations

From this research, the recommendations are made as follows:

7.1 This practicum model for professional educational administration in digital era is a model for applying in digital era especially for supervision in remote area.

7.2 The university partnership network can apply for supervision for the next semester.

7.3 The Teachers Council of Thailand should realize on the duration of practicum for professional educational administration to be suitable in digital era and create the instruments for practicum evaluation.

8. Recommendation for Further Research

8.1 There should be the studying of the practicum model for professional educational administration in digital era in order to share the achievement, the failures and the problem solutions to develop the practicum model.

8.2 There should be a Memorandum of Understanding (MoU) should be established among The Teachers Council of Thailand, universities, and faculty supervisors to use digital technology for supervision, following-up, and evaluation this practicum for professional educational administration to keep on with changes.

Acknowledgment

I would like to express to thank you university partnership network, North-Chiang Mai University, The Far Eastern University, Chiang Mai Rajabhat University, and Chiang Mai University for cooperation.

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