

Independent Study Title Leadership of Educational Institution Administrators in the Century 21 under Yala Primary Educational Service Area Office 1

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ABSTRACT

The objectives of this study were 1. To study the level of teachers' opinions on the leadership of school administrators in the 21st century under the Yala Elementary School District 1 office, 2. To compare the level of teachers' opinions on the leadership of school administrators in the 21st century, under the Yala Elementary School District 1 office, classified by variables, gender, age, experience, educational level, and size of the school, both overall and individual, and 3. To study the problems and recommendations on the leadership of school administrators in the 21st century under the Yala Elementary School District 1 office. The population used in the study was 2,145 teachers from 111 schools in the 2022 school year. The sample used in this study was teachers in schools affiliated with the Bureau. Yala Elementary School District 1 was based on the formula of Taro Yamane, 337 students who taught in the 2022 school year. T-test F-test When it is found that there is a difference, it is tested by Scheffe's Method. Analyze data using ready-made programs

The results of the research showed that:

1) The leadership level of school administrators in the 21st century, under the Yala Elementary School District 1 office, showed that the overall level was the highest

2) A comparison of the leadership levels of school administrators in the 21st century under Yala Elementary School District 1, classified by gender, age, education level, work experience, and school size, showed statistically significant differences of 0.05 and 0.01 in gender and school sizes, respectively. In addition, it is no different.

3) The results of the problem processing and leadership recommendations of school administrators in the 21 century under the Yala Elementary School District 1 office. Active learning must be organized for teachers to use in organizing activities, encouraging communities to access technology, and all teachers should attend leadership training for efficiency and quality.