

Desired Leadership Traits of Local Government  
Administrators Influencing Innovation in Personnel  
Development in Mueang District, Maha Sarakham Province

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## Abstract

This research aimed to: (1) examine the desired leadership traits of executives that influence the development of learning innovation organizations among local personnel in Mueang District, Maha Sarakham Province; (2) investigate the characteristics of learning innovation organizations shaped by executive leadership; and (3) analyze the impact of innovation leadership on the development of such organizations. This quantitative study involved a sample of 113 local personnel,

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determined using Krejcie and Morgan's sample size table and selected through proportional simple random sampling by lottery. A structured questionnaire was used as the research instrument. Data were analyzed using descriptive statistics (percentage, mean, standard deviation) and inferential statistics (Pearson's product-moment correlation coefficient). The key findings are as follows: (1) Executives exhibited a high level of leadership across all dimensions related to innovation and personnel development. (2) Local personnel perceived their organizations as operating at a high level as learning innovation organizations, especially in the dimension of shared vision.(3) Executive innovation leadership was found to have a significant positive impact on the development of learning innovation organizations for local personnel.

**Keywords:** Desirable leadership, executive leadership, innovation management, local personnel development, Maha Sarakham Province

## Introduction

Organizational development is a fundamental mechanism that drives national progress across economic, social, and administrative dimensions (Achito, Thong-In, & Suyaprom, 2024). Particularly in the context of public administration, organizations serve as vital engines in enhancing service delivery and the overall quality of life of citizens (Dongling & Worapongpat, 2023). A key determinant of organizational effectiveness is leadership, which not only directs the attainment of goals but also shapes the strategic vision and learning culture necessary for sustainable progress (Koyram, Thian Nai Mueang, Apharam, Wichaiyam, & Panyayong, 2024).

In this context, human resources are indispensable to organizational success. However, rapid social and technological changes require personnel to continuously update their knowledge and skills (Limpasathaporn, Suppaket, & Chinnasri, 2024). One common challenge is the limited time for self-development among public officials. Consequently, organizations must take a proactive role in facilitating continuous learning

through training programs, knowledge-sharing platforms, and technology-enabled learning to build capacity among personnel (Thian Nai Muang, 2024; Min & Worapongpat, 2023).

A "learning organization" model is increasingly recognized as a strategic approach for enhancing the capacity of public sector agencies and local administrative organizations (LAOs) (Puntip, Chancharoen, & Tangkawanich, 2024). Such organizations require leaders who can cultivate an internal culture of learning and innovation to support policy formulation, public service delivery, and area-based development (Srisuk, Yumuang, Chatpatichok, & Laohapong, 2024). In local governance, where responsiveness to community needs is paramount, adaptive learning and innovative management are essential (Worapongpat, 2024).

This vision is consistent with the National Education Development Plan B.E. 2560–2574 (2017–2031), which emphasizes the development of human capital capable of lifelong learning and adaptation in a dynamic social context. It highlights accessibility, quality, and relevance as critical pillars to achieving sustainable local development. Given this background, the role of

executives in Local Administrative Organizations (LAOs) in Mueang District, Maha Sarakham Province becomes crucial. Their leadership must transcend traditional administrative functions and instead foster a culture of continuous learning and innovation. Visionary leadership that encourages knowledge application and innovative thinking will transform these organizations into learning innovation hubs, leading to more effective local governance and improved public service outcomes (Worapongpat, Wongkumchai, & Anuwatpreecha, 2024). Accordingly, this research aims to investigate the desired leadership characteristics of LAO executives that influence the transformation of their organizations into learning innovation entities. The findings will provide a foundation for developing practical strategies to enhance local administrative capacity, contributing to sustainable area-based public administration.

## Hypothesis

Hypothesis 1 (H1): There is a statistically significant positive correlation between executives' desired leadership and the development of learning innovation organizations among local personnel in Mueang District, Maha Sarakham Province.

Hypothesis 2 (H2): Executive leadership in the dimension of innovation in local development administration is positively correlated with organizational learning innovation.

Hypothesis 3 (H3): Executive leadership in the dimension of innovation in learning management is positively correlated with the development of local personnel.

## Research Objectives

1. To examine the characteristics of desired leadership among executives of local administrative organizations in Mueang District, Maha Sarakham Province.
2. To analyze the components of a learning innovation organization within local administrative organizations.
3. To investigate the influence of executive leadership on the development of a learning innovation organization aimed at enhancing local personnel capacity.

## Literature Review

### 1. Innovative Leadership in Development Administration

Innovative leadership is a critical component in driving change within development administration. It encompasses the leader's ability to generate new management approaches that facilitate effective and sustainable transformation. Such leaders must possess a clear and broad vision, foresee future trends, think creatively, solve problems systematically, and adapt to dynamic environments. Furthermore, They should promote participation, foster collaboration, and create an atmosphere conducive to learning and development (Worapongpat, Cai, & Wongsawad, 2024). Key characteristics of innovative leaders in development administration include: Visionary thinking and strategic foresight Creativity and resilience in problem-solving Openness to change and adaptability to uncertainty Capacity to build collaborative networks and empower personnel Encouragement of participation and engagement across all organizational levels

### 2. Innovation-Oriented Organizations in the Public Sector

A learning innovation organization in development administration is defined as an organization that applies new ideas and practices to enhance processes, service delivery, and

administrative efficiency. Such organizations demonstrate continuous learning and innovation through flexible, non-bureaucratic structures and supportive cultures. Key features include: Emphasis on creative thinking in strategy and policy development Open and adaptive organizational culture Application of digital technologies Worapongpat. (2024). Encouragement of cross-functional teamwork and collaborative innovation Internal knowledge management and responsive decision-making These organizations recognize failure as part of the innovation process and promote a safe space for experimentation and feedback.

### 3. Theoretical Foundations of Innovation and Leadership

Several theoretical perspectives provide insight into how leadership influences innovation in development administration. Diffusion of Innovation Theory explains how innovations spread within organizations through networks and user groups (Worapongpat & Chayboonkrong, 2024). Transformational Leadership Theory emphasizes the leader's role in inspiring and stimulating creativity among subordinates. Servant Leadership Theory focuses on leaders who prioritize developing people and organizational capacity. Change-management theories address how leaders can effectively manage transition processes within public-sector reform (Worapongpat & Sriaroon, 2024). Together,

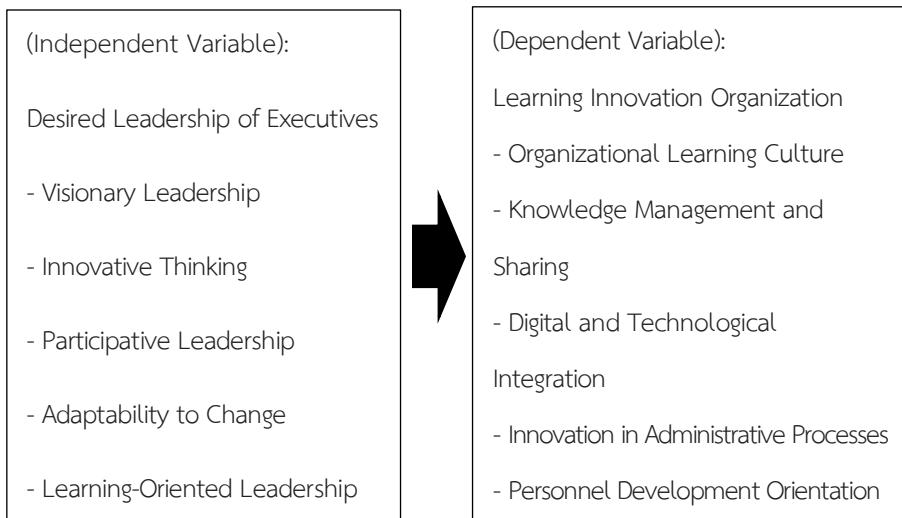
these frameworks affirm that leadership is central to fostering an innovation climate and implementing change successfully.

#### 4. Guidelines for Developing Innovation Organizations

To transform an organization into an innovation-driven entity, the following strategies are recommended: Cultivate an organizational culture that values creativity and risk-taking. Support leaders in ongoing knowledge development and digital literacy. Integrate digital tools for data-driven governance and agile management. Foster collaboration through cross-departmental innovation teams. Institutionalize continuous learning and feedback mechanisms. Embracing these guidelines ensures that public organizations can remain responsive and resilient in rapidly evolving socio-political contexts. (Worapongpat, Purisuttamo, Phrakhruudombhivides, Arunyakanon, & Dookarn, 2024).

In summary, innovative leadership is indispensable for advancing development administration. It not only shapes organizational direction but also nurtures a culture of learning and creativity. Simultaneously, innovation-oriented organizations must be flexible, adaptive, and supported by visionary leaders capable of mobilizing change. The integration of theory and practice in leadership and innovation provides a comprehensive framework for sustainable local development.

## Conceptual Framework



**Figure 1** shows the conceptual framework of the research.

## Research Methodology

This study employed a quantitative research methodology to investigate the relationship between executive innovation leadership and the development of a learning innovation organization in local administrative organizations.

## 1. Population and Sample

Population: The population consisted of local government personnel in Mueang District, Maha Sarakham Province, including both executives and staff involved in the development and promotion of learning innovation organizations.

Sample: The sample was determined based on Krejcie and Morgan's (1970) sample size table, using proportional simple random sampling via a lottery method. The sampling was designed to proportionately represent personnel across various subdistrict administrative organizations.

## 2. Research Instrument

The instrument used in this study was a structured questionnaire comprising three sections:

### Section 1: General Demographic Information

Included variables such as gender, age, educational attainment, and work experience, collected through a checklist format.

### Section 2: Perceptions of Executives' Innovation Leadership

Focused on respondents' opinions regarding the leadership characteristics of local executives in fostering learning innovation. A 5-point Likert scale was used, ranging from "lowest" to "highest".

### Section 3: Characteristics of the Learning Innovation Organization

Measured the extent to which the organizations exhibit characteristics of a learning innovation organization. This section also used a 5-point Likert scale.

### 3. Instrument Development and Validation

The development of the research instrument followed these steps:

The draft questionnaire was initially reviewed by academic advisors and revised accordingly.

The revised version was evaluated by three experts to assess content validity using the Index of Item-Objective Congruence (IOC), following the guidelines of Luan Saiyot and Angkana Saiyot. The IOC values for the items ranged from 0.80 to 1.00, indicating strong content validity.

A pilot test was conducted with a group of 30 respondents to assess the reliability of the instrument. The Cronbach's Alpha coefficient was calculated and found to be 0.95, reflecting high internal consistency.

### 4. Data Collection Methods

Data were collected using two approaches:

Documentary Research: Relevant data and theoretical frameworks were gathered from academic books, scholarly

articles, research reports, and online databases to establish the research context.

**Survey Method:** Questionnaires were distributed to the selected sample group. After collection, the responses were prepared for statistical analysis.

#### 5. Data Analysis

Quantitative data were analyzed using a statistical software package. Both descriptive statistics and inferential statistics were employed:

**Descriptive Statistics:** Included frequency, percentage, mean, and standard deviation to describe the general characteristics and opinions of the sample group.

**Inferential Statistics:** Employed Pearson's product-moment correlation coefficient to determine the relationship between executives' innovation leadership and the characteristics of learning innovation organizations in local administrative units.

## Results

**Table 1** presents the means and standard deviations of the desired leadership of executives influencing the learning innovation organization for the development of local personnel in Mueang District, Maha Sarakham Province.

Innovation Leadership in Development Administration	Mean ( $\bar{x}$ )	Standard Deviation (S.D.)	Level
1. Innovation in Local Organization Management	4.05	0.87	Highest
2. Innovation in Local Personnel Development	4.08	0.84	Highest
3. Innovation in Using Information Technology for Development	4.06	0.86	Highest
4. Innovation in Community Development Administration	4.07	0.85	Highest
5. Innovation in Local Evaluation and Development	4.02	0.83	Highest
6. Innovation in Academic Supervision and Consultation	4.03	0.82	Highest
7. Innovation in Quality and Standards of Local Organizations	4.04	0.81	Highest
Overall	4.05	0.85	Highest

The research results indicate that executives influencing the learning innovation organization for the development of local personnel in Mueang District, Maha Sarakham Province, exhibit leadership at the "highest" level across all dimensions.

The dimension that received the highest score is "Innovation in Local Personnel Development" (Mean = 4.08, S.D. = 0.84), reflecting the importance of human resource development within local organizations.

Other dimensions, such as "Innovation in Community Learning Resource Development" and "Innovation in Using Information Technology for Development," were also rated highly, indicating a trend towards utilizing technology and developing local resources.

**Table 2** presents the means and standard deviations of being a learning innovation organization for development in local administrative organizations influenced by executive leadership.

Being a Learning Innovation Organization for Development	Mean ( $\bar{x}$ )	Standard Deviation (S.D.)	Level
1. Being Knowledgeable Individuals	4.04	0.78	Highest
2. Having Mental Models	4.05	0.77	Highest
3. Having a Shared Vision	4.09	0.75	Highest
4. Team Learning	4.07	0.76	High
5. Systems Thinking	4.08	0.76	High
Overall	4.09	0.70	Highest

Interpretation of Results:

1. The research findings indicate that overall, local personnel in Mueang District, Maha Sarakham Province, operate at the "highest" level in terms of being a learning innovation organization for development, particularly in the dimension of "Having a Shared Vision," which has the highest mean of 4.09 (S.D. = 0.75).

2. The dimensions of "Being Knowledgeable Individuals" and "Having Mental Models" were also rated highly, with means of 4.04 and 4.05, respectively.

3. The dimensions with the lowest scores are "Team Learning" and "Systems Thinking," which are still at a "High" level, with means of 4.07 and 4.08, respectively.

**Table 3** shows the relationship between executive innovation leadership and the learning innovation organization for development of local personnel in Mueang District, Maha Sarakham Province.

Executive Innovation Leadership	Learning Innovation Organization for Development of Personnel
1. Innovation in Local Development Administration	.410
2. Innovation in Local Learning Management	.553
3. Innovation in Local Communication Development Administration	.540
4. Innovation in Local Learning Resource Development Administration	.532
5. Innovation in Evaluation and Assessment	.577
6. Innovation in Local Relationship Building	.562
7. Innovation in System Development	.507

Note: Values indicate statistically significant correlations at the .01 level (1%).

## Interpretation of Results

The findings reveal a statistically significant positive correlation between executives' innovation leadership in development administration and the presence of a learning innovation organization for local personnel development in Mueang District, Maha Sarakham Province.

The strongest correlations were observed in the dimensions of Innovation in Local Organization Management ( $r = .410$ ) and Innovation in Local Learning Management ( $r = .553$ ), indicating that leadership practices which emphasize organizational and instructional innovation have a substantial influence on the development of learning-oriented organizations at the local level.

Moderate positive correlations were also found in the areas of Innovation in Local Learning Resource Development and Team Learning Management.

While these dimensions did not exhibit the highest correlation coefficients, their consistent association with innovation leadership underscores the relevance of building team-based learning structures and developing local educational resources as part of the innovation ecosystem.

Overall, the findings affirm the critical role of innovation-oriented leadership in fostering the transformation of local administrative organizations into learning innovation entities.

The results emphasize the necessity for local executive leadership to strategically develop innovation capabilities—not only to improve organizational performance but also to enhance the capacity and adaptability of personnel. This supports sustainable and responsive public service delivery aligned with the goals of local development administration.

## Discussion

The results from the first research objective revealed that executives within local administrative organizations in Mueang District, Maha Sarakham Province, demonstrated innovation leadership at the highest level across all measured dimensions. This reflects the presence of key leadership characteristics such as visionary thinking, adaptability, and participative decision-making that align with the concept of transformational and innovative leadership. It is essential for steering public organizations toward learning and innovation, particularly in the context of decentralized development.

administration (Worapongpat, Purisuttamo, Uttamavangso, & Lormanenoprat, 2024)

Consistently, the second research objective found that local personnel perceived their organizations as operating at the highest level of learning innovation orientation, particularly in the dimension of “Having a Shared Vision.” This indicates a strong internal alignment between leadership and organizational direction, which supports the concept of the “learning organization” (Xunan & Worapongpat, 2023). The presence of a shared vision is a critical element that encourages commitment to continuous learning and collaborative innovation among members of the organization.

Moreover, findings from the third research objective demonstrated a positive and statistically significant correlation between executives’ innovation leadership and the overall development of learning innovation organizations. Notably, the strongest correlations were found in: Innovation in Local Development Administration ( $r = .410$ ) Innovation in Local Learning Management ( $r = .553$ )

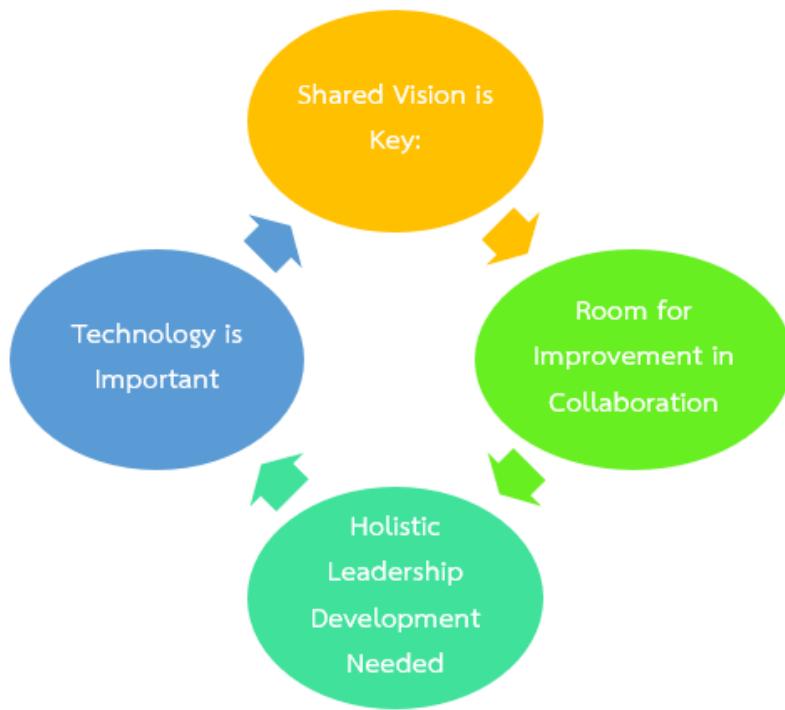
These results underscore that leadership focused on both administrative innovation and learning process transformation plays a pivotal role in shaping organizational

culture, promoting knowledge sharing, and enhancing personnel development (Yasuttamathada & Worapongpat, 2025). This finding is consistent with the Diffusion of Innovation Theory, which emphasizes the role of key influencers and leaders in adopting and disseminating innovation throughout organizations (Zhou, Worapongpat, & Liuyue, 2024).

In addition, the results reinforce the importance of developing digital and adaptive leadership capacities in local administrative executives. The ability to integrate technology, manage change, and foster organizational learning is essential for transforming local bureaucracies into responsive, innovation-driven institutions. (Worapongpat, 2025). Overall, the results affirm that executives' innovation leadership is a critical driver for enhancing organizational learning capacity, improving administrative performance, and achieving sustainable development goals at the local level. This supports Thailand's National Education Development Plan B.E. 2560–2574, which promotes leadership and innovation as core strategies in human resource development and local governance.

### New knowledge from research

From the study, The Desired Leadership of Executives Influencing Innovation Management for Local Personnel Development in Mueang District, Maha Sarakham Province. I found knowledge that can be summarized in a diagram.



**Figure 2** shows the results. The Desired Leadership of Executives Influencing Innovation Management for Local Personnel Development in Mueang District, Maha Sarakham Province.

Diagram 2 shows that Strong Leadership Drives Innovation: Effective executive leadership, particularly in areas like management and learning, is crucial for local organizations to become innovative. Shared Vision is Key: A clear, shared vision among personnel is the strongest indicator of an innovative organization. Room for Improvement in Collaboration: While generally high, organizations can improve in team learning and systemic thinking. Holistic Leadership Development Needed: Developing a range of leadership skills is essential for fostering innovation. Technology is Important: Utilizing technology is a key part of becoming an innovative organization. In short: Good leadership creates innovative local organizations, especially with a shared vision, but focusing on collaboration and using technology can make them even better.

## Conclusion

The findings of this research underscore the vital role of innovative leadership in development administration as a key driver in transforming local administrative organizations into effective learning innovation organizations. Such leadership fosters not only the internal development of personnel but also

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the creation of an organizational environment conducive to continuous learning, innovation, and adaptability.

Executives who exhibit strong competencies in strategic development administration, participatory management, communication, and local policy innovation were found to significantly influence their organizations' ability to embrace innovation and promote sustainable human resource development. These competencies are especially critical in fostering organizational readiness for rapid technological, social, and environmental changes.

The research confirms that the presence of a shared vision and the promotion of collaborative learning processes strengthen organizational unity and commitment. These factors are foundational to the development of personnel capable of critical thinking, creative problem-solving, and proactive public service delivery—all of which contribute to achieving higher levels of organizational effectiveness and local development.

In an era defined by digital transformation and innovation, local administrative organizations must not only adapt to change but actively drive change through visionary leadership. Developing such leadership will be essential to

building future-ready local governments that are resilient, inclusive, and responsive to the needs of their communities.

## Recommendations

### 1. Recommendations for Policy and Practice

#### 1.1 Developing Leadership in Development Administration

Executives in local administrative organizations should enhance their leadership capacities in critical areas such as innovative thinking, strategic planning, and community-based communication. Emphasis should be placed on developing competencies that foster organizational learning and adaptive leadership, which are essential for transforming local agencies into sustainable learning innovation organizations.

#### 1.2 Creating a Learning-Conducive Organizational Environment

Educational and administrative institutions should promote inclusive organizational cultures that encourage open dialogue, participation in decision-making, and collaborative learning. Such environments will strengthen team cohesion, promote creativity, and enhance the engagement of personnel at all levels.

1.3 Promoting the Use of Technology and Innovation In response to rapid technological changes, local administrative organizations should integrate digital tools and innovations into administrative and learning processes. This includes leveraging technologies such as AI, Big Data, and cloud computing to support knowledge dissemination, decision-making, and public service innovation.

1.4 Enhancing Inter-Organizational Collaboration Local development requires interconnected systems. Therefore, fostering collaborative networks with external organizations including educational institutions, private sector entities, and civil society—can facilitate the exchange of knowledge, experiences, and best practices. This collaboration will contribute to more dynamic and innovative development administration.

## 2. Recommendations for Future Research

### 2.1 In-depth Evaluation of Organizational Innovation

Development Future research should explore the impact of innovation-oriented development administration on the capacity-building of personnel and the quality of public service outcomes. Particular attention should be given to longitudinal assessments of leadership development programs and their effectiveness in fostering innovation.

## 2.2 Comparative Studies Across Administrative Levels

To broaden the applicability of findings, it is recommended to conduct comparative studies across different administrative levels (e.g., local vs. national) and regions. Such research will offer insights into contextual differences and support the formulation of tailored strategies for promoting learning innovation organizations across the public sector.

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