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The Effect of School Administrators' Collaborative Network Management on Professional Learning Communities in Schools under the Samut Prakan Primary Educational Service Area Office

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Abstract

This study aimed to examine the collaborative network management of school administrators, professional learning communities (PLCs) in primary schools, the relationship between them, and the predictive influence of collaborative management on PLCs within the Samut Prakan Primary Educational Service Area Office. The quantitative study used a multistage random sample of 333 government teachers active during the 2025 academic year. Data were collected using a validated questionnaire and analysed using descriptive statistics, Pearson's correlation, and stepwise multiple regression. Collaborative network management and PLC levels were high, and a strong positive correlation existed between the two variables ($r=0.648$, $p < .01$). Furthermore, the management dimensions of evaluation and improvement, vision, and participation significantly predicted 58.80% of the variance in PLC effectiveness. In conclusion, school administrators who actively engage stakeholders, articulate a clear vision, and rigorously evaluate outcomes are the primary drivers of successful sustainable PLCs.

Keywords: Collaborative Network Management, Professional Learning Communities, Educational Leadership, School Administration, Regression Analysis, Teacher Collaboration

Introduction

The societal transformations of the 21st century have profoundly influenced educational systems at all levels, particularly in terms of the roles of educators and academic institutions. These entities must adapt to areas such as instructional management, student development, and the cultivation of environments conducive to lifelong learning. Although the government and educational agencies have consistently promoted the concept of Professional Learning Communities (PLC), several challenges persist at the school level. These include the lack of clear network management guidelines, discontinuity in teacher development activities, insufficient cooperation from partner networks, and divergent attitudes and understandings of PLC among teachers and administrators. Consequently, implementation often falls short of meeting its intended objectives. This issue is particularly evident in primary schools, which face resource constraints, personnel shortages, and limited access to modern knowledge sources, factors that hinder the sustainable development of Professional Learning Communities. This study aimed to examine network-

based collaborative management and its influence on PLCs to produce pragmatic recommendations that streamline teachers' tasks, guarantee continuity, and foster sustainability.

The National Education Plan B.E. 2560–2579 (2017–2036) aims to develop all learners to possess competencies and characteristics aligned with 21st-century learning skills. It emphasises holistic development across multiple dimensions, including reading, writing, and numeracy, as well as logical and critical thinking, independent problem-solving, creativity and innovation, and adaptability to changes in the modern world. At the same time, the National Education Act B.E. 2542 (1999) and its Amendments (No. 3, B.E. 2553 [2010]) state that educational institutions should promote collaboration with communities in educational management to ensure that learning can take place anywhere and at any time. This highlights the importance of coordination among all sectors in jointly supporting and developing learners to reach their full potential.

Moreover, the management of relationships between educational institutions and communities continues to be governed by the National Education Act (No. 4), B.E. 2562 (2019). This legislation requires educational institutions to coordinate with individuals, families, communities, local administrative organisations, the private sector, and various social institutions to facilitate participatory education (Office of the National Education Commission 2002). Although the government and educational agencies have consistently promoted the concept of Professional Learning Communities (PLC), several challenges persist at the school level. These include the lack of clear network management guidelines, discontinuity in teacher development activities, insufficient cooperation from partner networks, and divergent attitudes and understandings of PLC among teachers and administrators. Consequently, implementation often falls short of meeting its intended objectives. This issue is particularly evident in primary schools, which face resource constraints, personnel shortages, and limited access to modern knowledge sources, factors that hinder the sustainable development of Professional Learning Communities.

This study aims to examine network-based collaborative management and its influence on Professional Learning Communities (PLCs) in primary educational institutions. Its aim is to produce pragmatic recommendations that can be effectively implemented across various contexts to streamline teachers' tasks, guarantee continuity, and foster sustainability. Ultimately, this initiative aspires to facilitate genuine enhancements in student quality, consistent with the policy of “Learning Reform for Learner Quality” under the 20-Year National Strategy (B.E. 2561–2580 [2018–2037]) (Royal Thai Government, 2018), particularly Strategy 3: Human Capital Development and Enhancement.

The Samut Prakan Primary Educational Service Area Office, as the authoritative body entrusted with the oversight of primary education, acknowledges the significance of administrative practices that foster collaborative networks and the systematic, sustainable growth of Professional Learning Communities (PLCs). This recognition is particularly pertinent for schools in urban, industrial, and rural regions, each characterized by distinct resources and learning environments. Such diversity poses challenges in fostering authentic and ongoing collaboration. Accordingly, the researcher emphasises the necessity of investigating how an “effective collaborative network system” can empower teachers to continuously enhance their professional competencies, share instructional methodologies suited to learners in varied contexts, mitigate educational disparities, and facilitate the restoration of students' learning potential in accordance with global shifts in the modern era. It is anticipated that the findings will inform policy-guided recommendations for school administrators on managing collaborative networks that underpin sustainable Professional Learning Communities (PLCs), tailored to the unique circumstances of each area.

Review of Literature

An essential mechanism that has garnered increased attention in both policy and practical applications is the “Professional Learning Community” (PLC). This mechanism emphasises teacher development through collaborative learning,

experience sharing, and reflective practices to enhance instructional management in alignment with the learners' needs. The National Education Plan B.E. 2560–2579 aims to develop all learners to possess competencies and characteristics aligned with 21st-century learning skills, emphasising holistic development of the learners. At the same time, the National Education Act B.E. 2542 (1999) and its Amendments state that educational institutions should promote collaboration with communities to ensure that learning can take place at any time and anywhere. This highlights the importance of coordination among all sectors in jointly supporting and developing learners to reach their full potential. Moreover, the National Education Act (No. 4), B.E. 2562 (2019), require educational institutions to coordinate with individuals, families, communities, local administrative organisations, the private sector, and various social institutions to facilitate participatory education.

Drawing from these frameworks, the variables considered in this research are collaborative network management (consisting of participation, vision, evaluation, and improvement) and Professional Learning Community (PLC) (consisting of shared vision, collaborative teamwork, shared leadership, professional learning and development, caring community, and supportive structure).

Research Objectives

- To study the collaborative network management of school administrators under the Samut Prakan Primary Educational Service Area Office.
- To study the Professional Learning Communities (PLC) of educational institutions under the Samut Prakan Primary Educational Service Area Office.
- To find the relationship between school administrators' collaborative network management and the Professional Learning Communities (PLC) of educational institutions under the Samut Prakan Primary Educational Service Area Office.
- To study the effect of school administrators' collaborative network management on Professional Learning Communities in Schools under the Samut Prakan Primary Educational Service Area Office

Research Hypothesis

- The collaborative network management of school administrators under the Samut Prakan Primary Educational Service Area Office was at a high level.
- The Professional Learning Communities (PLC) of educational institutions under the Samut Prakan Primary Educational Service Area Office are at a high level.
- The relationship between school administrators' collaborative network management and the Professional Learning Communities (PLC) shows a strong positive correlation, statistically significant at the .01 level.
- The collaborative network management of school administrators significantly affects the Professional Learning Communities (PLC) under the Samut Prakan Primary Educational Service Area Office, with statistical significance at the .01 level.

Conceptual Framework

The study of the effect of school administrators' collaborative network management on Professional Learning Communities in schools under the Samut Prakan Primary Educational Service Area Office considered two variables: collaborative network management, consisting of participation, vision, evaluation, and improvement ([Thamthatsananon, 2019](#); [Sompidnapa, 2022](#); [Saengsingam, 2020](#); [Choor et al., 2024](#); [Wongyotha & Phetwisit, 2024](#)), and Professional Learning Community (PLC), consisting of shared vision, collaborative teamwork, shared leadership, professional learning, development, caring community, and supportive structure. The conceptual framework of this study is presented in Figure 1.

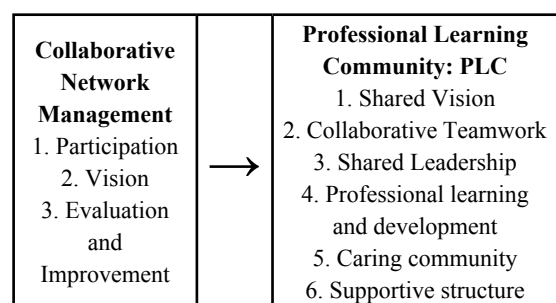


Figure 1 Conceptual Framework

Methodology

Population and Sample

The population for this research comprised 2,868 teachers from the Samut Prakan Primary Educational Service Area Office, drawn from 142 educational institutions in Samut Prakan Province. To ensure adequate statistical power and clear justification for the research scale, the sample size of 333 teachers was determined by referencing the ready-made table of Cohen ([Cohen et al., 2018](#)), with a statistical significance level set at .05. The sampling design employed a Multi-Stage Random Sampling method: 1) Cluster Random Sampling using the Educational Service Area Office, 2) Cluster Random Sampling using the district, 3) Cluster Random Sampling using the school group, and 4) Simple Random Sampling to select teachers from educational institutions within Bang Phli Cluster 1.

Research Instruments

For this research, the researcher designed a questionnaire to assess collaborative network management among school administrators and the Professional Learning Communities (PLC) of educational institutions within the Samut Prakan Primary Educational Service Area Office in Thailand. The questionnaire was divided into three parts.

Part 1 is a checklist-type questionnaire covering the General Information of the responding teachers, including: gender, age, highest educational level, academic standing, years of service, school, and school size

Part 2 assesses the operationalisation of school administrators' collaborative network management using 18 items across three dimensions: participation (measuring stakeholder engagement and shared decision-making), vision (measuring the articulation and alignment of school goals), and Evaluation and Improvement (measuring the systematic tracking and refinement of collaborative outcomes). Responses were recorded on a 5-point Likert scale (Likert, 1967), ranging from 5 (most frequent practice) to 1 (least frequent).

Part 3 operationalises the Professional Learning Communities (PLC) framework through 36 items across six dimensions: Shared Vision, Collaborative Teamwork, Shared Leadership, Professional

Learning and Development, Caring Community, and Supportive Structure. This section also used a 5-point Likert scale to quantify the intensity and frequency of PLC practices as perceived by teachers.

Quality Assessment of the Instruments

Five experts assessed the content validity to determine the consistency of the questions with the operational definitions. After the experts conducted the content validity assessment, the researcher compiled the final questionnaire by selecting items with an Item-Objective Congruence Index (IOC) ranging from 0.60 to 1.00.

For reliability testing, the researcher conducted a try-out of the questions that met the Item-Objective Congruence Index (IOC) criteria using a group similar to but separate from the main sample. The try-out was administered to 30 teachers in elementary schools with characteristics similar to those of the sample group under the Samut Prakan Primary Educational Service Area Office, Area 1. The Item-Total Correlation (r_{xy}) was calculated using the software, and the discrimination power ranged from 0.03 to 0.86. Finally, reliability was analysed using Cronbach's alpha (α) coefficient method, yielding a reliability coefficient of 0.93.

Data Analysis

The level of collaborative network management of school administrators under the Samut Prakan Primary Educational Service Area Office was analysed by calculating the mean and standard deviation for individual items and each dimension. The interpretation criteria for the mean were determined ([Srisa-ard, 2017](#)).

The level of Professional Learning Communities (PLC) in educational institutions under the Samut Prakan Primary Educational Service Area Office was analysed by calculating the mean and standard deviation for individual items and for each dimension. The interpretation criteria for the mean were determined ([Srisa-ard, 2017](#)).

To study the relationship between the collaborative network management of school administrators and Professional Learning Communities (PLC) of educational institutions under the Samut Prakan Primary Educational Service Area Office, the

researcher employed Pearson's Product-Moment Correlation Coefficient analysis. The criteria for interpreting the correlation coefficient were based on [Worakitkasemsakul \(2011\)](#).

The findings from the questionnaire on the effect of school administrators' collaborative network management on Professional Learning Communities in Schools under the Samut Prakan Primary Educational Service Area Office, the researcher utilised Stepwise Multiple Regression Analysis, setting the level of statistical significance at .05. This analytical approach was selected because it provides a concise and clear interpretation, allowing the construction of predictive models using various combinations of independent variables. Such analysis is particularly beneficial for survey research, as it helps to identify the most significant predictors contributing to the dependent variable.

Research Results

Level of Collaborative Network Management

The overall collaborative network management among school administrators was at a high level (Overall Mean=4.37). Among the dimensions, 'Participation' ranked the highest (mean=4.50), followed by 'Vision' (mean=4.34), and 'Evaluation and Improvement' ranked the lowest (mean=4.28). (Table 1)

Table 1 Mean and Standard Deviation of the Collaborative Network Management of School Administrators

Collaborative Network Management of School Administrators	Teachers' Perspectives			
	$\bar{X}$	S.D.	Level	Rank
1.Participation	4.50	0.46	High	1
2. Vision	4.34	0.47	High	2

3.Evaluation and Improvement	4.28	0.42	High	3
Overall	4.37	0.39	High	

Level of Professional Learning Communities (PLCs)

The PLCs of educational institutions under the Samut Prakan Primary Educational Service Area Office were found to be at a high level overall (Overall Mean=4.50). The dimension with the highest mean score was 'Collaborative Teamwork' (Mean=4.60), while the dimension with the lowest mean score was 'Shared Vision' (Mean=4.33). (Table 2)

Table 2 Mean and Standard Deviation of the Professional Learning Communities (PLC) of School Administrators

Professional Learning Community: PLC	Teachers' Perspectives			
	$\bar{X}$	S.D.	Level	Rank
1.Shared Vision	4.33	0.47	High	6
2.Collaborative Teamwork	4.60	0.42	Highest	1
3.Shared Leadership	4.49	0.39	High	4
4.Professional learning and development	4.55	0.39	Highest	3
5.Caring community	4.57	0.51	Highest	2
6.Supportive structure	4.48	0.45	High	5
Overall	4.50	0.38	High	

Relationship Analysis

The relationship between collaborative network management and PLCs showed a strong positive correlation overall ($r=0.648$, $p < .01$). Across specific dimensions, Evaluation and Improvement ($r=0.721$) and Vision ($r=0.661$) demonstrated strong positive correlations, whereas Participation ($r=0.318$) showed a weaker positive correlation with PLC (Table 3).

Table 3 The Correlation Coefficients between the Collaborative Network Management of School Administrators and the Professional Learning Communities (PLC)

The collaborative network management of school administrators	X_1	X_2	X_3	X_{tot}	Y_{tot}
X_1	1				
X_2	0.637**	1			

X_3	0.555**	0.743**	1		
X_{tot}	0.838**	0.913**	0.869**	1	
Y_{tot}	0.318**	0.661**	0.721**	0.648**	1

**Statistically significant at the .01 level

Multiple Regression Analysis

The multiple regression analysis demonstrated that three management dimensions - Evaluation and Improvement, Vision, and Participation - significantly predicted PLC effectiveness at the .01 level. Together, these variables explained 58.80% of

the variance in PLCs (Adjusted $R^2=0.588$) (Table 4).

The predictive equation in the form of raw scores is:

$$\hat{Y}=1.859 + 0.508X_3 + 0.328X_2 - 0.211X_1$$

The Regression Analysis equation in the form of standard scores is:

$$Z_y=0.560ZX_3 + 0.405ZX_2 - 0.252ZX_1$$

Table 4 Predictive Power Analysis of the Collaborative Network Management of School Administrators in Predicting the Professional Learning Communities (PLC)

The collaborative network management of school administrators' variables	B	S.E.	β	t	Sig.
X_1	-0.211	0.042	-0.252	-5.014**	0.000
X_2	0.328	0.050	0.405	6.505**	0.000
X_3	0.508	0.052	0.560	9.699**	0.000
Constant	1.859	0.167		11.165**	0.000

$R=0.769$; $R^2=0.592$; Adjusted $R^2=0.588$; $SEE=0.249$; **Statistically significant at the .01 level

Discussion

The findings from the research entitled The Effect of School Administrators' Collaborative Network Management on Professional Learning Communities in Schools under the Samut Prakan Primary Educational Service Area Office can be discussed as follows:

The findings indicate that the overall level of collaborative network management among school administrators was high. This reflects the fact that administrators place a strong emphasis on participation and establishing a clear vision. However, the dimensions of evaluation and improvement remain areas for further strengthening to enhance effectiveness. These findings are consistent with those of [Boontawee et al. \(2024\)](#), who examined collaborative network models in secondary school administration and found that the overall level was high. Similarly, the study by [Chanrop et al. \(2025\)](#), on collaborative management approaches of school administrators in the digital era under the Nakhon Si Thammarat Primary Educational Service Area Office 1, reported a high overall level. In addition, [Samriangjit et al. \(2016\)](#), who focused on the development of collaborative

leadership among primary school administrators in Thailand, also found a high overall level. The results are further supported by [Lucas \(1998\)](#), who described collaboration as a process of working together among members based on shared organizational goals, involving joint responsibility, networking, the exchange of ideas, self-reflection, and mutual trust within the organization. Likewise.

The findings revealed that the overall level of Professional Learning Communities (PLC) in educational institutions under the Samut Prakan Primary Educational Service Area Office was high. This reflects that schools have implemented PLC practices systematically and robustly. Administrators and teachers place importance on fostering a collaborative learning environment and providing opportunities for personnel to share knowledge, develop skills, and strengthen supportive professional relationships. These findings are consistent with those of [Warinthawet \(2021\)](#), who found that the overall PLC level was high. Similarly, [Liangamual \(2023\)](#) reported a high overall level of. In addition, [Bunnaen et al. \(2022\)](#) found high levels of student satisfaction with the PLC. These results align with the concept proposed by [Sergiovanni \(1994\)](#), who suggested that

schools should function as “learning communities” rather than “bureaucratic organizations.” He emphasised that the heart of a quality school lies in moral relationships and shared commitments among its members, rather than in authority or top-down policies. Likewise, [Stoll et al. \(2006\)](#) described Professional Learning Communities as processes in which teachers collaboratively learn, share, and reflect on practice to enhance student learning. The key components include shared values and vision, collective learning, professional collaboration, supportive leadership, and supportive conditions. This perspective broadens the concept of community building in schools into a sustainable, professional development process.

The findings revealed that the relationship between collaborative network management and the Professional Learning Communities (PLC) of educational institutions under the Samut Prakan Primary Educational Service Area Office was positive and statistically significant at the .01 level. This result supports the stated hypothesis that when school administrators implement strong, continuous collaborative network management, the development of Professional Learning Communities becomes more robust, enhancing teacher participation, professional knowledge exchange, and effective teamwork. The advancement of a Professional Learning Community does not depend solely on teachers; rather, it is closely associated with administrators’ network-based management roles. These include fostering collaboration, providing resources, creating motivation, and exercising academic leadership. Such factors are essential for facilitating sustainable collaborative learning in schools. These findings are consistent with those of [Chupun, Thammathikul, & Somkhaoyai \(2022\)](#), who found a positive relationship. Similarly, [Boonnak \(2022\)](#) found a positive, statistically significant relationship at the .01 level between administrators’ instructional leadership and the establishment of Professional Learning Communities in schools within the Primary Educational Service Area Office Loei 2. Furthermore, [Dzul, Hussin, and Sulaiman \(2023\)](#) indicated that PLC function as a mediator and demonstrate a strong positive relationship with both trust and teachers’ self-efficacy.

The findings on the effect of school administrators’ collaborative network management on Professional Learning Communities in Schools under the Samut Prakan Primary Educational Service Area Office revealed that three dimensions were selected into the regression equation at the .01 level of statistical significance: Evaluation and Improvement, Vision, and Participation. Together, these variables predicted the Professional Learning Community at 58.80 percent ($R^2=0.588$), with a standard error of estimate (SEE) of 0.249. When considered individually, Evaluation and Improvement predicted 56.00% of the variance, Vision predicted 40.80 percent, and Participation predicted 25.20 percent. The predictive power of 58.80% ($R^2=0.588$) has significant practical implications for educational management. This demonstrates that more than half of the success in establishing robust Professional Learning Communities (PLCs) depends directly on administrators’ ability to systematically evaluate outcomes, articulate a clear vision, and foster genuine participation. However, the remaining 41.20% of the unexplained variance suggests that PLCs’ effectiveness is also shaped by other contextual factors not captured in this model, such as school size, budget adequacy, technological readiness, and organizational culture. Therefore, while school administrators should prioritise collaborative network management, they must also remain attentive to the specific socio-environmental contexts of their schools to fully optimise PLC sustainability in the long term. These results indicate that the development of a Professional Learning Community does not arise solely from teachers’ efforts. It requires collaborative network management by school administrators who can establish a clear vision, systematically evaluate and improve practices, and create opportunities for participation in the program. These factors directly improve the quality of education. Participation highlights the importance of providing teachers with opportunities to engage in decision-making, planning, and implementation, thereby fostering a shared sense of ownership among them. Vision reflects leadership that provides a clear direction for school development. Administrators with a strong vision can inspire trust and sustained engagement in PLC processes. Evaluation and

Improvement emphasise systematic monitoring and continuous development to ensure that PLC implementation is progressive and sustainable. These findings are consistent with [Piamphuechana's \(2023\)](#) study, which found that the five dimensions of instructional leadership could predict PLC with 96.40 percent accuracy, with statistical significance at the .01 level. Similarly, [Phuangpim et al. \(2025\)](#) found that the learning leadership of school administrators significantly affected Professional Learning Communities with a predictive power of 73 percent at the .01 level of statistical significance.

Recommendations

Recommendations for Practice

Short-term Strategies

Enhance Meaningful Participation:

Administrators should prioritise transparent and fair participation by giving teachers, staff, parents, and partners a voice in goal-setting, planning, and decision-making. Increasing active engagement can help strengthen the weak correlation between basic participation and overall PLC effectiveness.

Establish a Shared Vision: Because 'Shared Vision' yielded the lowest mean score, administrators must establish a clear and comprehensive vision aligned with the school context. This vision should be continuously communicated through PLC activities and systematically linked with instructional planning and evaluation processes.

Long-term Strategies

Leadership Capacity Building: The findings regarding participatory network leadership should be directly applied to strategic planning and the long-term leadership capacity building of school administrators.

Strategic Agency Support: The Samut Prakan Primary Educational Service Area Office and relevant agencies should utilise these research findings to develop sustained strategic approaches to collaborative network management, thereby permanently strengthening PLCs across educational institutions.

Recommendations for Future Research

Further research should be conducted on the

effect of school administrators' collaborative network management on Professional Learning Communities in Schools under other jurisdictions. The findings can then be compared across different affiliations to identify similarities, differences, and contextual factors influencing outcomes.

There should be continued evaluation of the collaborative network management of school administrators and its impact on Professional Learning Communities (PLC). The results of such evaluations can inform further research to develop models and strategic approaches to enhance collaborative network management. This would contribute to ongoing organizational and school development systematically and sustainably.

Conclusion

Study Findings on Variable Levels

The research can be summarised as follows: Overall, the school administrators demonstrated a high level of collaborative network management. Similarly, schools exhibited a high level of implementation of Professional Learning Communities (PLCs). These findings reflect the strong emphasis on collaboration, shared learning, and systematic professional development among teachers within the school context. This indicates that administrators recognise participatory management and continuous professional growth as key mechanisms for improving educational quality.

Findings on Correlation and Influence

The findings revealed that collaborative network management among school administrators was positively correlated with the high-level implementation of Professional Learning Communities (PLC), with statistical significance at the .01 level. This indicates that when administrators effectively manage collaborative networks, the operation of Professional Learning Communities within schools becomes stronger and more concrete in practice.

Furthermore, the stepwise multiple regression analysis results indicated that the components of collaborative network management that influenced the development of Professional Learning Communities were evaluation and improvement, vision, and

participation. These three variables collectively accounted for 58.80 percent of the variance in the level of Professional Learning Community implementation, with statistical significance at the .01 level. The findings indicate that network-based management, emphasising participatory practices, clear direction-setting, and the continuous use of evaluation results for improvement, serves as a crucial mechanism for strengthening and sustaining Professional Learning Communities within schools.

Limitations and Future Scope

This study was limited in scope as the sample consisted only of schools under the Samut Prakan Primary Educational Service Area Office, and the research primarily employed quantitative data collection methods only. Future research should expand the scope to include other educational service areas or jurisdictions. Additionally, qualitative or mixed-method approaches should be employed to gain deeper insights and further develop sustainable models of collaborative network management in schools.

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