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Academic Administration to Develop Proactive Learning Management for Teachers in Sarasas Affiliated Schools

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Abstract

This research aimed to: 1) study the current state, desired state, and necessary needs in academic administration to develop proactive learning management for teachers in Sarasas affiliated schools, and 2) explore approaches to academic administration for enhancing proactive learning management among teachers in Sarasas schools. The sample group consisted of 159 Sarasas school administrators. The research tools included questionnaires, interviews, and content analysis. The reliability of the current state assessment was 0.975, and the desired state assessment was 0.959. Data was analyzed using basic statistics such as percentage, mean, and standard deviation. The assessment of necessary needs in academic administration to develop proactive learning management for teachers in Sarasas-affiliated schools was conducted using the Modified Priority Needs Index (PNI_{modified}) to rank needs. The current state of academic administration to develop proactive learning management for teachers in Sarasas affiliated schools was generally at a high level. When considering individual aspects, the highest average score was in evaluation and assessment, while the lowest was in curriculum development. The desired state of academic administration to develop proactive learning management for teachers in Sarasas-affiliated schools was also at a high level. The aspect with the highest average score was teaching and learning management, and the lowest was curriculum development. The ranking of necessary needs for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools, from most to least needed, was curriculum development, teaching and learning management, and evaluation and assessment. The approaches to academic administration to develop proactive learning management for teachers in Sarasas affiliated schools included: for curriculum development, establishing a curriculum committee, analyzing the school context, setting goals to adjust the curriculum structure, studying theories, promoting competence development for future readiness, adding courses that align with local arts, culture, and community needs, conduct research to improve efficiency, and monitor teaching outcomes; for teaching and learning management, understand student needs, adjust teaching according to different groups, encourage diverse activities, create a confident learning environment, stimulate thinking through questions and experiments, provide feedback, and evaluate progress; for evaluation and assessment, develop assessment tools, conduct continuous evaluations, use feedback to improve transparency, and enhance teachers' skills.

Keywords: Academic Administration, Proactive Learning Management

1. Introduction

In the current era, the world is experiencing rapid changes, which have become evident after the COVID-19 pandemic. These changes affect every sector of society, raising numerous questions about the future in this new age. The concept of the BANI World, presented by Jamais Cascio (2020) in his writings for the IFTF (Institute for the Future, a think tank), attempts to explain and forecast this new world. It suggests that the world is fragile, filled with brittleness, anxiety, nonlinearity, and incomprehensibility. This fragility impacts the stability of various organizations and creates widespread effects globally. Understanding the BANI World will help people view reality more clearly, enabling them to prepare for the uncertain changes of the future. Kraaijenbrink (2022) notes that these ambiguous changes affect all aspects of society, including financial crises, environmental issues, and health concerns.

Thailand, therefore, must begin to adjust its national management according to the national strategic plan of "Creating a Knowledge Society," focusing on development within the framework of a 20-year national strategy (2018-2038). This strategy aims to create a balance between economic, social, and environmental development, as well as to comprehensively enhance human resource capabilities. "Thais in the future must be physically, mentally, and intellectually prepared, have balanced development in all areas, and maintain well-being at every age. They should possess public-mindedness, responsibility towards society and others, savings habits, generosity, discipline, moral integrity, and be good citizens. They must have the right mindset, necessary skills for the 21st century, proficiency in English and a third language, while preserving local languages, and a lifelong love of learning and self-development. This will lead them to become highly skilled individuals, innovators, thinkers, entrepreneurs, modern farmers, and more, aligning with their aptitudes," ensuring they keep pace with the current world and are prepared for future changes. Creating a new generation of teachers who act as supporters of learning and skill development essential for the 21st century is thus crucial. The shift in teachers' roles from instructors to coaches and facilitators, along with their continuous professional development, is key to enhancing educational quality and effective learning management. This aligns with the policies of the Office of the Basic Education Commission (2018) and the National Education Act of 1999.

The National Education Act of 1999, amended (4th Edition) in 2019, establishes guidelines for lifelong learning (Sections 8 and 25) and the continuous development of learners (Section 66). It aims to develop individuals holistically—mentally, physically, intellectually, emotionally, and socially—while ensuring they possess the knowledge, skills, and happy living conditions (Ministry of Education, 2004). The Basic Education Core Curriculum of 2008 focuses on developing learners to achieve balance in physical, cognitive, moral, and life skills for happiness (National Education Act, 2008). Academic administration is therefore essential in enhancing educational quality by emphasizing the curriculum and critical teaching processes necessary for contemporary and future learning.

Academic administration is a core aspect of school management, focusing on learning and academic development to improve the efficiency and quality of educational services (Sukanya Chamschoi, 2022; Pramez Charoenuch, 2022). Active Learning is a significant strategy, emphasizing student engagement in the learning process and the development of essential skills.

The Sarasas School Network, established in 1964 by Professor Phiboon and Professor Pensri Yongkamol, is an educational institution under the Office of the Private Education Commission, which uses English as a medium of instruction alongside Thai content. It aims to improve educational quality and learning according to national curricula and policies, with a focus on enhancing skills in English, mathematics, science, and technology. The Sarasas School Network is a modern learning institution that keeps pace with rapid changes, aiming to develop teachers and learners into creative thinkers, readers, presenters, problem solvers, and life planners in the context of Thai society and the global landscape moving towards the digital age. It seeks to provide more engaging learning experiences that align with societal and technological changes (Documentation of the Meeting on Planning for the 2023 Academic Year). This aims to ensure that learning management is effective and responsive to students' needs.

Given the aforementioned context, academic administration to develop proactive learning management for teachers in Sarasas-affiliated schools represents a strategy that can be applied to utilize research findings in planning and improving academic administration. This approach ensures that teachers develop their learning management in alignment with contemporary educational practices, enhancing both the efficiency and effectiveness of schools and benefiting students in the future.

2. Research Questions

1. What are the current conditions, desired conditions, and essential needs for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools?
2. What should be the guidelines for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools?

3. Research Objectives

1. To study the current conditions, desired conditions, and essential needs for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools.
2. To explore the guidelines for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools.

4. Research Methodology

The research on academic administration to develop proactive learning management for teachers in Sarasas affiliated schools was conducted using a mixed methods design to align with the research objectives. To study the current conditions, desired conditions, and essential needs for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools. To explore the guidelines for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools. The research process includes two main steps

Step 1: Studying the current conditions, desired conditions, and essential needs for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools. This step employs quantitative research methods.

Step 2: Exploring the guidelines for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools. This step utilizes qualitative research methods, including interviews with experts to gather data that will form the basis for the development of guidelines for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools.

5. Research instrument

Step 1: Studying the current conditions, desired conditions, and essential needs for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools.

5.1 Population and Sample Group

5.1.1 The population in this study consisted of 270 school administrators from 46 Sarasas affiliated schools.

5.1.2 The sample group included administrators from the 46 Sarasas affiliated schools (as documented in the meeting summary of the Sarasas School Executive Committee). The sample size was determined using Krejcie and Morgan's (1970) table, with a simple random sampling method applied per school. A total of 159 administrators were selected as the sample group.

5.2 Data Collection Tools

The researcher used a questionnaire to study the guidelines for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools. The questionnaire consisted of three sections

Section 1: General information about the respondents, presented in a checklist format, covering gender, age, education level, position status, and work experience.

Section 2: Current and desired conditions of academic administration to develop proactive learning management for teachers in Sarasas affiliated schools. This section used a 5-point rating scale.

Section 3: Open-ended questions for additional comments or suggestions regarding academic administration to develop proactive learning management for teachers in Sarasas affiliated schools.

5.3 Development and Quality of the Research Instruments

5.3.1 The researcher reviewed literature, concepts, theories, and relevant research on academic administration and proactive learning management for teachers.

5.3.2 A conceptual framework for the research was established, and key terms were defined to guide the development of the questionnaire.

5.3.3 The draft questionnaire was reviewed by the research advisor to ensure accuracy and appropriateness, with revisions made based on feedback.

5.3.4 Content validity was assessed by presenting the questionnaire to five experts to evaluate the alignment between the questions and objectives using the Item-Objective Congruence Index (IOC).

5.3.5 The content validity analysis showed that the questions had IOC values ranging from 0.60 to 1.00, indicating that the research instrument was suitable for use in data collection.

5.3.6 After revisions based on expert feedback, the questionnaire was tested with 30 individuals from a non-sample population to evaluate its reliability and ensure clarity of language.

5.3.7 The overall reliability of the questionnaire was determined using Cronbach's Alpha Coefficient (Cronbach, 1951), with current conditions yielding 0.975 and desired conditions yielding 0.959.

5.3.8 The final version of the questionnaire was then printed and distributed to the sample group for data collection.

5.4 Data Collection

5.4.1 The researcher requested a formal letter from the Graduate School of Suvarnabhumi Institute of Technology to the administrators of Sarasas affiliated schools, seeking cooperation for the data collection.

5.4.2 The researcher coordinated with 46 sample schools to gather data on the current and desired conditions of academic administration through online questionnaires using Google Forms.

5.4.3 Data on the current and desired conditions was collected from 159 administrators, representing a 100% response rate.

5.5 Data Analysis

5.5.1 General information from the respondents was analyzed using SPSS for Windows to calculate frequency (f), percentage (%), mean (\bar{x}), and standard deviation (S.D.).

5.5.2 The current and desired conditions of academic administration were interpreted using a 5-level rating scale based on the guidelines by Boonchom Srisa-ard (2013, p. 121).

5.5.3 The essential needs for academic administration were evaluated and ranked using the Modified Priority Needs Index (PNImodified) to calculate the prioritization of these needs based on the formula provided by Suwimon Wongwanich (2015).

Step 2: Study of Academic Administration Guidelines to Develop Proactive Learning Management for Teachers in Sarasas Affiliated Schools

This step of the research aims to fulfill the second objective—studying the academic administration guidelines for developing proactive learning management for teachers in Sarasas affiliated schools. After analyzing the data from the first objective, the researcher reviewed related literature and research to identify relevant academic administration strategies. The researcher conducted in-depth interviews with 7 key informants selected through purposive sampling. These interviews helped form the guidelines for academic administration in Sarasas affiliated schools.

5.2 Key Informants The in-depth interview was conducted with 7 key informants, divided into four subgroups:

5.2.1 One senior administrator responsible for setting policies for Sarasas schools. This individual holds a doctoral degree and has over 10 years of experience.

5.2.2 Two Sarasas school administrators, each with at least 5 years of administrative experience and a master's degree or higher.

5.2.3 Two university professors with doctoral degrees or associate professor rank and knowledge of academic administration to develop proactive learning management.

5.2.4 Two learning management specialists with at least a master's degree, focusing on proactive learning strategies.

5.3 Data Collection Instruments

Research Instruments for this phase was an in-depth interview guide focusing on academic administration to develop proactive learning management. The interview questions were semi-structured, designed to allow flexibility, enabling the researcher to gather in-depth information that reflects real conditions. The questions were formulated after a review of relevant literature and were presented to the 7 key informants by the researcher.

Part 1: General information about the informants, in the form of short-answer questions.

Part 2: Structured questions related to guidelines for academic administration to develop proactive learning management for teachers in Sarasas schools.

5.4 Instrument Development Steps

The researcher followed these steps to develop the interview instrument

5.4.1 The researcher reviewed theories, books, documents, and related research to inform the creation of the interview guide.

5.4.2 Information from Step 1, including current and desired conditions and needs in academic administration, was used to draft the interview framework, which was reviewed by the thesis advisor.

5.5 Data Collection Process

The researcher collected data through in-depth interviews with the 7 key informants, following these procedures:

5.5.1 A letter from the Graduate School of Suvarnabhumi Institute of Technology was sent to seek permission for the interviews. The researcher contacted each informant to request an interview.

5.5.2 Appointments were scheduled with the informants individually to determine the date, time, and location of the interviews.

5.5.3 The interviews were conducted according to the agreed schedule, and the interview guidelines were shared with the informants in advance to allow them to prepare.

5.6 Data Analysis

The researcher organized and summarized the interview data through content analysis.

6. Results of Data Analysis

The results were presented in two stages

6.1. Step 1: The study of the current and desired conditions and needs for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools.

Results of Analysis of Current and Desired Conditions in Academic Administration for Enhancing From a sample group of 159 individuals, the analysis was conducted to find the average and standard deviation of the current state, desired state, and essential needs in academic administration aimed at enhancing proactive learning management for teachers in Sarasas affiliated schools. The results of the analysis are shown in Table 1.1.

Table 1.1: Proactive Learning Management for Teachers in Sarasas Affiliated Schools (n = 159)

Academic Administration	Current State			Desired State		PNI	Rank
	\bar{x}	S.D.		\bar{x}	S.D.		
1. Curriculum Development	4.03	0.52	high	4.43	0.51	high	99
2. Teaching Management	4.14	0.56	high	4.47	0.58	high	79
3. Assessment and Evaluation	4.13	0.58	high	4.46	0.57	high	79
Total	4.10	0.55	high	4.45	0.55	high	85

From Table 1.1, it is observed that the current state of academic administration for enhancing proactive learning management for teachers in Sarasas affiliated schools is at a high level ($\bar{x} = 4.10$, S.D. = 0.55). When examined by area, the highest average was found in the assessment and evaluation area ($\bar{x} = 4.13$, S.D. = 0.58), while the lowest average was in the curriculum development area ($\bar{x} = 4.03$, S.D. = 0.52).

The desired state of academic administration for enhancing proactive learning management for teachers in Sarasas affiliated schools is also at a high level ($\bar{x} = 4.45$, S.D. = 0.55). The highest average in this category is in the teaching management area ($\bar{x} = 4.47$, S.D. = 0.58), while the lowest average is again in the curriculum development area ($\bar{x} = 4.43$, S.D. = 0.51).

The ranking of essential needs for academic administration to enhance proactive learning management for teachers in Sarasas affiliated schools, listed from highest to lowest, includes. 1. Curriculum Development. 2. Teaching Management. 3. Assessment and Evaluation. In summary, the priority of essential needs in academic administration for enhancing proactive learning management for teachers in Sarasas affiliated schools is as follows: 1) Curriculum Development, 2) Teaching Management, and 3) Assessment and Evaluation.

In summary, the essential needs for academic administration to develop proactive learning management for teachers in Sarasas affiliated schools, categorized by the highest priority areas, are as follows

1. Curriculum Development

The curriculum development area requires administrators to create a curriculum that aligns with proactive learning management, ensuring flexibility and adaptability based on students' needs and experiences. This approach aims to maximize the benefits of learning for students and emphasizes providing opportunities for learners to choose subjects according to their interests and aptitudes. Additionally, it is important to establish criteria for assessing students' competencies across different educational levels continuously.

2. Teaching Management

In the teaching management area, it is essential for administrators to enhance the effectiveness of teachers' instruction by providing ongoing training in proactive learning management. This will ensure that teachers develop expertise and create an optimal learning environment for students. Furthermore, support for teaching resources is crucial, allowing teachers to conduct experiments or simulate learning scenarios in a comprehensive and modern manner.

3. Assessment and Evaluation

In the assessment and evaluation area, it is necessary for administrators to encourage teachers to continuously collect and monitor students' academic performance. They should synthesize student data to identify strengths and areas needing improvement, enhance students' analytical thinking and problem-solving skills, and design activities that effectively challenge students in confronting real-world situations.

6.2. Step 2: Results of the Study on Academic Administration to Develop Proactive Learning Management for Teachers in Sarasas Schools

The researcher utilized the findings from the modified Priority Needs Index (PNI) to create an interview guide, ranking the needs from highest to lowest as follows: 1) Teaching Management, 2) Curriculum Development, and 3) Assessment and Evaluation. Based on this information, the researcher developed the interview questions to guide academic administration aimed at enhancing proactive learning management for teachers in Sarasas affiliated schools. The interview participants included experts such as senior administrators, school leaders in the Sarasas network, higher education instructors, and specialists in learning management. The findings are summarized as follows.

6.2.1 Curriculum Development

In the area of academic administration related to curriculum development, the focus is on providing opportunities for students to select subjects according to their interests and aptitudes. It was suggested that the development of educational curricula should have clear objectives and be structured to align with current and future changes. Understanding the social and economic contexts of the community can enhance the design of a curriculum that better meets student needs. Encouraging students to choose subjects based on their interests will help develop their potential. The curriculum should emphasize future readiness by incorporating subjects aligned with student and community needs, enabling students to apply their knowledge and skills effectively in daily life.

6.2.2 Curriculum Development

Regarding the need for curriculum development that aligns with students' experiences, it was suggested that creating a quality curriculum responsive to students' and society's needs should begin with enhancing teachers' abilities to manage learning in accordance with students' experiences. Support for experiential learning is crucial, and involving teachers in curriculum development will lead to a more responsive curriculum. Utilizing a competency-based curriculum approach to emphasize essential life skills, alongside promoting teamwork and technology use, will increase learning effectiveness.

6.2.3 Curriculum Development

In the aspect of developing criteria for assessing students' competencies, it was recommended that curriculum development should rely on studying standard criteria documents, allowing teachers to participate in defining these criteria. The assessment criteria should encompass knowledge, skills, and desirable attributes. An effective evaluation may employ the STEAM Design Process, enabling teachers to observe and record students' abilities in analytical thinking, problem-solving, and creative outputs in real learning contexts.

6.2.4 Teaching Management

For academic administration concerning teaching management and supporting teachers' teaching materials effectively, it was recommended that the development of teaching media and equipment should begin with thorough planning and surveying the needs of both teachers and students. This will help in procuring and providing necessary equipment. Teacher quality is also essential, and expanding the use of PLC (Professional Learning Communities) while utilizing existing media as a shared resource for learning exchange will support the development of new media or the use of technology to maximize teaching and learning effectiveness.

6.2.5 Teaching Management

In the area of academic administration focused on creating a learning environment conducive to student learning, it was suggested that the upkeep of both internal and external classroom environments is crucial. Regular maintenance of necessary equipment is important to ensure a suitable learning atmosphere, considering cleanliness, safety, and a pleasant environment. Teachers and administrators should collaborate in planning effective learning environments, allowing students to learn outside the classroom to enhance their experiences and simulate conducive learning situations. Organizing classrooms in an INNOVATION format with various teaching media, using technology to enhance teaching effectiveness, and creating an enjoyable classroom atmosphere—possibly through the concept of Makerspace—can significantly foster student learning and creativity.

6.2.6 Teaching Management

For academic administration aimed at continuously enhancing teachers' expertise in proactive learning management, it was suggested that teacher development should be an ongoing process through tracking systems and capacity development, such as internal supervision, PLC, and ID Plans, alongside training sessions for knowledge exchange and study visits to model schools. Supporting teachers with incentives to boost motivation, collaboratively designing lessons between teachers and administrators, and providing an accessible online training system will help elevate teaching quality and enhance teachers' experiences.

6.2.7 Assessment and Evaluation

In the area of academic administration to encourage teachers to assess students' ability to handle complex situations effectively, it was suggested that administrators should support teachers in creating simulated scenarios or utilizing real situations for learning. This approach will stimulate students' analytical thinking and systematic problem-solving skills. Utilizing standard and precise assessment criteria and tools, along with collaborative analysis in the PLC process, will aid in improving teachers' evaluation methods. Modernizing and enhancing the efficiency of student assessments by examining tools like the STEAM Design Process will ensure comprehensive measurement of students' problem-solving skills, aligning assessments with the needs of skill development.

6.2.8 Assessment and Evaluation

Regarding the area of academic administration to encourage teachers to analyze learning outcomes for ongoing student development, it was recommended that data analysis for instructional improvement should be a continuous process supported by administrators. Utilizing the results of such analyses not only enhances teaching effectiveness but also opens opportunities for rewards or consequences based on outcomes. Administrators should establish a clear data analysis plan and support collaboration among teachers, parents, and administrators in analyzing and sharing information to foster student development. Raising teachers' awareness of their roles in the data analysis

process and using these insights for student development is essential. Designing precise assessments using basic statistics will facilitate effective instructional improvements. Additionally, applying the STEAM Design Process in analyzing results will support the comprehensive and continuous development of students across various dimensions.

7. Discussion of Results

Based on the study of academic administration to develop proactive learning management for teachers in Sarasas affiliated schools, the researcher discusses the findings as follows:

7.1. Current Status of Academic Administration for Developing Proactive Learning Management

The current status is rated at a high level. This may be due to the commitment of school administrators in the Sarasas network to elevate the quality of education. They aim to develop all Sarasas schools to meet standards by aligning teaching activities with national development plans and the national curriculum. The goal is to create quality students who contribute positively to society, fostering their development in physical, emotional, social, and intellectual aspects. The focus is on cultivating diverse abilities, creativity, systematic thinking skills, ethics, and effective communication in English for a fulfilling life in a globalized society. The Ministry of Education (2022) emphasizes learner-centered education to help students develop essential skills for future life and work, such as critical thinking, creative problem-solving, and the ability to effectively apply knowledge. This aligns with Prameet Charoenuch (2022), who states that learner-centered and adaptable education helps students develop necessary skills for future life and work. Additionally, Sukanya Chaimchoi (2022) highlights the importance of academic administration in schools for achieving desired learning outcomes through curriculum development, teaching management, and evaluation, ensuring that education meets set standards and effectively responds to students' needs.

7.1.1 Curriculum Development

The overall management status is rated high. This may be attributed to Sarasas schools recognizing the importance of continuous curriculum improvement to meet the needs of learners at all levels. Encouraging students to participate in selecting and tailoring their learning paths should be emphasized more to maximize learning effectiveness in alignment with students' needs and abilities. Effective school curriculum development helps education align with societal conditions and achieve set goals. This is consistent with Pichitpicha Janta (2020), who notes that overall school curriculum development practices are at a high level, partly due to ongoing adjustments in standards, indicators, and content in the basic education core curriculum. Jarunee Kaeian (2014) also states that academic administration plays a crucial role in defining educational directions and goals, and effective curriculum management fosters collaboration among stakeholders to create an education system that genuinely meets the needs and goals of the school.

7.1.2. Teaching Management and Learning Development Processes

The overall condition is rated high. This may be due to the commitment of administrators in the Sarasas network to create a conducive learning environment. High-quality teaching management arises from a focus on all aspects of academic administration, from designing student-centered curricula to developing teachers to use teaching methods that foster confidence and encourage students to be motivated learners. Administrators' focus on creating a learning environment reflects a clear understanding that effective learning involves more than just knowledge transfer from teachers to students; it requires creating an enjoyable, motivating atmosphere for students to learn. This is a crucial factor in developing well-rounded learners in knowledge, skills, and attitudes. Supporting teachers in student-centered teaching demonstrates genuine concern for a learning management process that truly responds to students' needs, fostering their self-development and preparing them for future challenges. This aligns with Wasana Ditsapradab (2021), who emphasizes that quality learning management centered on students enables them to develop fully in thinking skills, analysis, and adaptability to diverse contexts. Additionally, Brickner and Etter (2008) state that learner-centered learning not only helps students develop necessary skills for learning and life

but also promotes self-confidence and adaptability in facing new challenges. Teaching that considers the needs and potential of each student provides opportunities for growth in alignment with personal interests and abilities, leading to deeper and sustainable learning.

7.1.3. Evaluation

The overall condition is rated high. This may be due to the commitment of administrators in the Sarasas network to establish a quality assessment system aligned with educational standards. Effective evaluation allows for monitoring the success of teaching and serves as a vital tool for continuous improvement and development in education. Designing suitable assessment tools ensures accurate evaluation covering all aspects, and utilizing assessment data to refine teaching management and curriculum development helps education meet students' needs and potential. Transparent and fair assessments build trust in the educational process and provide specific feedback for continuous self-improvement, enabling teachers to clearly identify individual strengths and areas needing development. This is consistent with Thanatda Khunsuk (2022), who states that effective evaluation must serve as a tool for educational improvement in measuring knowledge and skills, as well as providing specific feedback to support continuous self-development.

7.2. Study Results on Administrative Strategies for Developing Proactive Learning Management for Teachers in Sarasas Schools

The researcher can discuss the results in various areas as follows. Curriculum Development: There are effective strategies for developing curricula that can meet learners' needs. This begins with establishing a committee of experts, administrators, and teachers to create the curriculum. Careful planning is the essential first step, leading to the appointment of a responsible working group that aligns with the school's goals. Collaborative Professional Learning Communities (PLC) allow for the exchange of ideas and drafting guidelines, utilizing SWOT Analysis to assess the school's context, identifying strengths, weaknesses, opportunities, and threats. Once results are obtained, guidelines for curriculum development should align with educational laws, the school's vision, and goals, incorporating local culture and arts into teaching. Research processes may be employed to enhance teaching effectiveness and allow for systematic monitoring of results, consistent with the research by Phichitcha Janta, which emphasizes that curriculum development is a critical process for school improvement. This should involve planning meetings and establishing working groups, including curriculum development committees and management teams comprised of educational leaders, heads of academic departments, teachers across all subjects, and school committee members. Conducting SWOT analysis of the school's context and organizing parent meetings each semester is essential to raise awareness and accountability among parents and the community in managing the school's curriculum. The curriculum should be diverse and responsive to community needs, as noted by Anusorn Nampradit (2023), stating that school administrators should adopt management principles that vary depending on cultural contexts and situations. Importantly, the management structure and school policies must facilitate smooth operations, distributing tasks to share work experiences while consulting all stakeholders, particularly on significant issues such as curriculum quality and development policies. All parties should be informed and involved in decision-making, promoting and supporting teacher development through close observation and mentoring to reflect sustainable practices. This aligns with Kwan Khao Chumketsakulkij (2017), who asserted that managing a school curriculum is vital, involving at least one parent meeting per semester to foster community involvement in managing learning across all eight learning areas. Furthermore, incorporating project-based learning for 1-3 hours per week represents an appropriate and feasible adjustment. Collaboration among administrators, teachers, and staff in curriculum development enhances clarity and provides concrete direction in learning management. The participation of all parties in evaluation contributes to effective curriculum development and educational management that meets students' needs.

Teaching Management and Learning Development Processes: Strategies for teaching management emphasize the learner's role, beginning with understanding each learner's needs, interests, and abilities. Teachers must adjust their teaching methods and activities to suit each group of learners, encouraging active participation through various motivating activities such as project-based learning, group work, or integrating technology into teaching. Creating a classroom atmosphere that fosters confidence in sharing opinions, using questioning techniques to stimulate

thinking, and providing opportunities for learners to explore and seek knowledge independently enhances engagement and critical thinking skills. This learner-centered approach also includes providing feedback and assessments that align with individual learner needs and progress, enabling students to develop fully according to their potential. This is supported by Anusith Phanklam and colleagues (2017), who stated that learner-centered teaching must consider creating learning experiences that meet students' needs and interests. Learning designs should allow full student participation in inquiry and problem-solving while using media and technology to support diverse learning styles, thereby fostering analytical skills and lifelong learning.

The development of measurement and evaluation in education is crucial for enhancing the quality of teaching and learning. Tools must be designed to cover all aspects of learning and align with educational standards. Evaluation should be conducted continuously and diversely to reflect progress and assist teachers in improving their instruction. Information from assessments should be utilized for curriculum development and to respond to students' needs. Maintaining transparency and providing clear feedback will build trust, and developing teachers' assessment capabilities will enhance the effectiveness of teaching and learning management. This is consistent with Pongsak Pakamas and Darunee Panjaratanakorn (2023), who stated that academic performance assessment should be designed to encompass all learning objectives by using tools that can effectively evaluate students' understanding and abilities. The assessment must cover knowledge, skills, and critical thinking to obtain accurate information regarding students' progress. The design of assessments should be varied, such as tests, observations, and project evaluations, to reflect comprehensive learning outcomes and support long-term learning processes. It should encompass the learning objectives, using tools that can accurately assess students' understanding and capabilities. Questionnaires or interviews should be used to evaluate students' satisfaction and commitment to learning. The information obtained from assessments should be utilized to improve teaching methods and learning activities to enhance effectiveness and respond to students' needs. Providing students with opportunities to express their opinions and reflect on their learning experiences helps foster the development of more effective learning methods. These approaches ensure that evaluations effectively contribute to the development of teaching and learning and genuinely respond to students' needs.

8. Recommendations

Based on the study of administrative strategies for developing proactive learning management for teachers in Sarasas Schools, the following suggestions are made for applying the research results:

1. The research findings indicate that managing curriculum development according to learning plans, allowing learners to choose based on their strengths and interests, has the lowest average score. Therefore, school administrators should promote and develop themselves in curriculum development to gain knowledge and expertise in seeing the overall picture of curriculum management. This is essential for creating a vision in school administration that effectively aligns with the diverse groups of learners.
2. The research shows that strategies for developing proactive learning management for teachers exhibit variety across different areas. There should be clear policies regarding planning for development in each area, setting criteria for successful development, and continuous support systems for monitoring and evaluation.
3. Teachers should receive continuous development and enhancement of proactive learning management across various aspects.

9. Suggestions for Future Research

1. Future studies should investigate the factors that contribute to the success of promoting teachers' capabilities in proactive learning management by utilizing classroom studies through professional learning communities.
2. There should be further qualitative studies on the academic administration of educational institutions to facilitate ongoing research and development of proactive learning.

3. Research should be conducted periodically to assess teachers' proactive learning management to provide systematic development guidance, identifying strengths and weaknesses.
4. Factors influencing teachers' proactive learning management should be studied.

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