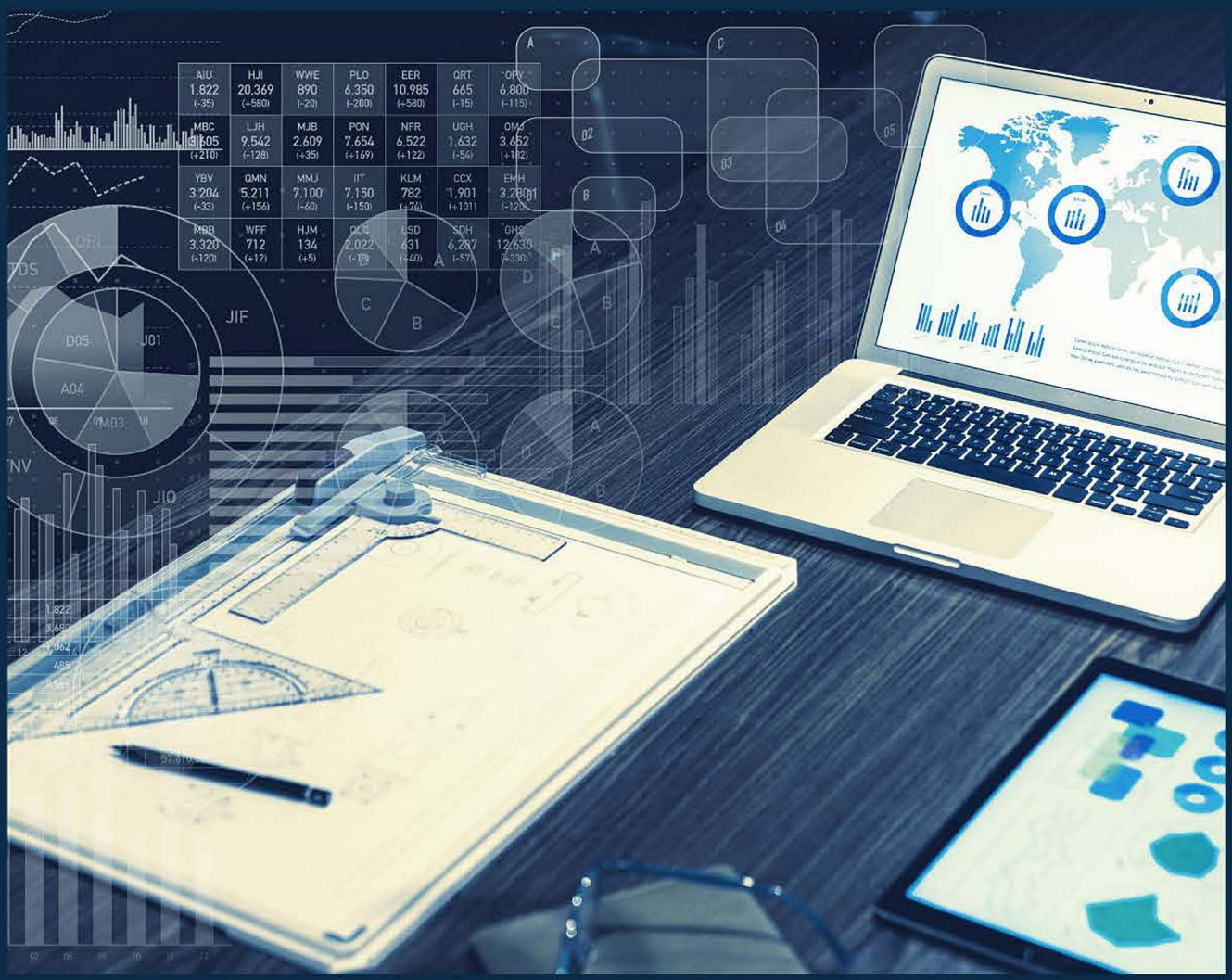
MANUAL FOR FORMATTING DISSERTATION, THESIS, AND RESEARCH PAPER

2026

FOR INTERNATIONAL STUDENTS

BANGKOKTHONBURI UNIVERSITY



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PREFACE

Graduate education is an important mission of the university in developing human resources who possess advanced knowledge and competence, research potential, and the ability to create new bodies of knowledge with academic and social value in a sustainable manner. Works in the forms of Dissertation, Thesis, and Research Paper are regarded as key mechanisms that reflect the quality of the educational management process and the standards of graduates at each level.

In the context of social, technological, and global knowledge transformation, the preparation of research works is required to adhere to the principles of academic accuracy, systematicity, and alignment with international standards in terms of content structure, research methodology, data presentation, and academic ethics. The university therefore establishes clear guidelines and standards for the preparation of research works so that they can be applied effectively.

To ensure that the preparation of Dissertation, Thesis, and Research Paper complies with the aforementioned criteria, Bangkokthonburi University has prepared this "Manual for Writing and Formatting Dissertation, Thesis, and Research Paper 2026" to serve as a framework and guideline for students, advisors, and relevant parties in conducting research systematically, from structuring, writing the content, formatting, to preparing the components of the research work.

This manual addresses the establishment of the university's common standards, covering structure, typing format, language use, citation, and data presentation, so that the works are accurate, clear, orderly, and can serve as quality academic reference documents. It also facilitates verification, evaluation, and dissemination in the academic community.

The university is confident that strict adherence to the guidelines set forth in this manual will help enhance the quality of research works to a high standard, ensure their credibility, and appropriately reflect the potential of graduates.

On behalf of the university, I would like to express my appreciation to all faculty members and relevant parties who have contributed to the preparation of this manual, and I sincerely hope that it will be beneficial to the development of the quality of graduate-level research toward academic excellence.

Professor Dr. Bangorn Benjathikul
President
Bangkokthonburi University

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CHAPTER 1

FORMAT OF THE OUTER COVER AND INNER COVER

The preparation of Dissertation, Thesis, and Research Paper is not only a process that demonstrates the academic potential of the researcher but also reflects the university's academic standards at the international level.

The specification of the format of the outer cover and inner cover is therefore of great importance as the "first component" that demonstrates the orderliness, unity, and professionalism of the research work.

This chapter aims to prescribe the standard formats of the outer cover, Thai inner cover, and English inner cover so that they are accurate, consistent, and standardized across the university. It also supports use in both printed documents (Printed Format) and digital systems (Digital Submission).

Key Principles for Formatting

The formatting of the outer cover and inner cover should adhere to standardized principles across the institution in order to ensure unity and reduce discrepancies in document preparation. The key principles can be explained as follows:

1) Standardization refers to the use of a uniform format throughout the university, whether in terms of the arrangement of components, font size, or language format, in order to establish an academic identity and systematicity of the work.

2) Clarity & Readability refers to the arrangement of text in a balanced manner, appropriate to visual perception, and clearly readable in both printed and digital formats. This is consistent with the principles of academic communication, which emphasize clarity of presentation (APA, 2020).

3) Bilingual Consistency refers especially to the context of a university where both Thai and English are used. Information in both languages must correspond in meaning and accurately reflect the same content.

4) Academic Formality requires the use of formal language, avoiding colloquial language or informal styles, in order to maintain the standards of graduate-level writing.

1.1 Format of the Outer Cover

The format of the outer cover is a component that reflects the external appearance of the Thesis and plays an important role in establishing the orderliness and credibility of the research work. The formatting must therefore be clear, consistent, and in accordance with the prescribed standards.

Formatting Criteria

In arranging the components of the outer cover, Center Alignment shall be used for all text in order to create balance and formality. The components should be arranged systematically in the following order:

1) University Crest
2) Title
3) Name of the researcher (without title or prefix)
4) Statement indicating the status of the research work
5) Name of the programme and field of study
6) Faculty of …, Bangkokthonburi University
7) Academic year
8) Copyright statement

In preparing the outer cover of the Thesis, the sequence of components should be kept consistent in terms of both format and line spacing in order to ensure orderliness and a uniform standard throughout the entire document. The author should strictly pay attention to academic details, particularly the translation of the English title so that it accurately corresponds to the meaning, avoiding literal translation; the use of all capital letters in the English title; the avoidance of abbreviations in the title; and the verification of the spelling of personal names and organizational names, as these components directly affect the accuracy and credibility of the work.

In summary, the format of the outer cover is not merely a physical component of the document, but also represents academic standards that reflect the professionalism of the researcher and the quality of the institution. Therefore, strict compliance with the criteria is necessary in order for the research work to have unity and to be appropriately used in academic contexts at both national and international levels, as shown in the following example of the arrangement of the components of the outer cover.

Example of the arrangement of the components of the outer cover

CULTURAL LEADERSHIP MODEL FOR ADMINISTRATORS IN HIGHER EDUCATION INSTITUTIONS UNDER JILIN PROVINCE

Mali Seesan

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Educational Administration
Faculty of Education, Bangkokthonburi University
Academic Year 2026
Copyright of Bangkokthonburi University

1.2 Format of the Inner Cover

The inner cover is an important internal component that formally presents the details of the Dissertation, Thesis, or Research Paper. Its format is consistent with the outer cover in order to maintain the unity of the entire document. However, the inner cover has certain specific characteristics that differ from the outer cover, which must be clearly prescribed so that its preparation complies with the same standard.

In terms of the overall format, the innter cover shall use the same arrangement of components as the outer cover in all respects, including the sequence of information, center alignment on the page, and font style, in order to ensure continuity in the document structure. The key difference is that t**he university crest shall not be displayed,** as the innter conver serves as an internal information page, not a symbolic cover page.

In terms of material, normal paper shall be used, not hard cover paper, in order to align with the standard of internal pages of the document and to support preparation in digital format, where the cover material is not emphasized.

Although the innver cover has a format similar to the outer cover, important details must be strictly controlled, namely, the omission of the university crest, the use of normal paper, and the correct statement of copyright, in order to prevent discrepancies and maintain a uniform standard throughout the document. The essential point is that the inner cover serves to connect the document structure systematically and reflect academic standards, as shown in the following example of the arrangement of the components of the inner cover.

Example of the arrangement of the components of the inner cover

CULTURAL LEADERSHIP MODEL FOR ADMINISTRATORS IN HIGHER EDUCATION INSTITUTIONS UNDER JILIN PROVINCE

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1.3 Use of Terms for Types of Research Works and Standards for Document Format

In addition to the format of the outer cover and inner cover, the use of terms for types of research works and the specification of document formats, such as the page numbering system and the use of numerals, are important components that make the Thesis accurate, systematic, and standardized throughout the entire document.

Therefore, this section prescribes the necessary criteria so that the author can apply them correctly and consistently.

1.3.1 Principles for the Use of Terms for Types of Research Works

The correct use of terms for types of research works according to the level of study is an important principle in the preparation of academic documents, as it affects the accuracy, clarity, and standardization of the work. It also reflects the professionalism of the researcher and the image of the university at the international level.

In general, graduate-level research works are classified into three types as follows:

Dissertation for the doctoral degree level

Thesis for the master's degree level

Research Paper for the master's degree level

The terms for research works should be used correctly and consistently with the level of study, and shall remain consistent throughout the entire document.

1.3.2 Guidelines for the Use of Terms and Language

In practice, the author should clearly verify the type of research work and use the corresponding term consistently throughout the document, whether on the outer cover, innver cover, abstract, and content sections. This includes the use of English terms that must correspond to the type of work, such as Dissertation, Thesis, or Research Paper.

In addition, the use of titles or prefixes, such as Miss, Mrs., or Mr., in the name of the researcher should be avoided. The English name of the programme must be used according to the official translation prescribed by the university.

1.3.3 Standards for the Use of Page Numbers and Numerals in the Document

The specification of page numbering format and the use of numerals in the document are important components that help the research report to be systematic and consistent throughout the entire document. For page numbers, the format should be prescribed as follows:

· **Front Matter:** Lowercase Roman numerals (e.g., i, ii, iii, iv) shall be used to distinguish the preliminary pages from the main text.

• **Main Text**: Arabic numerals, such as 1, 2, 3 …, shall be used consecutively.

• **Regarding the use of numerals within the content**, Arabic numerals shall primarily be used, and the same format must be applied consistently throughout the entire document.

The establishment of the aforementioned standards will help reduce confusion in reading and enhance the orderliness of academic documents. In summary, the formats of the outer cover and innver cover, together with the specification of terms for types of research works, the page numbering system, and the use of numerals, are all fundamental components that reflect the university's academic standards. Clear criteria and strict compliance with them will help ensure that research works have unity, reduce formatting errors, and facilitate verification. They also promote the image of the university as a higher education institution with academic standards at the international level.

CHAPTER 2

APPROVAL PAGE FORMAT FOR EXAMINATION RESULTS

The approval page is an important component of the preliminary section of graduate-level research works, namely Dissertation, Thesis, and Research Papers. It serves to provide official certification that the research work has been reviewed and approved by the examination committee in accordance with the University's regulations. This section is therefore important both academically and administratively, as it serves as evidence confirming the completeness of the research process.

Establishing a standardized approval page format for use across the University plays an important role in ensuring the accuracy, credibility, and systematic organization of documents. It also helps reduce formatting errors and facilitates the review process. Therefore, this chapter specifies the principles and formats of the approval page, beginning with the general principles and followed by the specific formats according to the level of the research work.

2.1 General Principles and Format of the Approval Page

The approval page is a document placed in the preliminary section of graduate-level research works. It serves to indicate the official approval of the research work by the examination committee. This document must be accurate, complete, and written in formal language in order to reflect the completeness of the work and the correctness of the review process.

2.1.1 Standard Components of the Approval Page

The approval page should consist of the following components:

1) Title of the research work
2) Name and surname of the researcher
3) Statement of approval
4) Names of the examination committee members
5) Positions of the committee members
6) Space for signatures

2.1.2 Formatting Guidelines

The approval page should be formatted systematically by centering the text on the page, using the font style prescribed by the University's standards, and arranging the names of the examination committee members in a clear order. In addition, appropriate spacing should be provided for signatures, and the degree title must be stated correctly in accordance with the curriculum. Consistent formatting helps ensure that the document is orderly and convenient for review.

Points to Note

The author should strictly verify the accuracy of all information, particularly the consistency of the title with the cover page and abstract, the accuracy of the names and academic titles of the committee members in accordance with the appointment order, as well as the order and number of committee members, which must comply with the University's regulations.

In summary, the approval page is a component that must have a standardized structure and format throughout the document in order to ensure the credibility and unity of the research work. However, differences in the approval page may depend on the specific components required at each level of study, which will be presented in the following section.

2.2 Dissertation Approval Page Format

The dissertation approval page is an important document that reflects the rigor of the assessment process at the doctoral level. It indicates that the research work has been comprehensively reviewed by a committee of qualified experts in accordance with the criteria prescribed by the University. Therefore, the preparation of the approval page at this level must be accurate, complete, and strictly in accordance with the prescribed structure.

The dissertation approval page shall primarily follow the general structure specified in Section 2.1. However, it has specific requirements regarding the composition of the examination committee, which must reflect the standards of doctoral-level assessment. In particular, external experts must participate in significant roles in order to ensure that the review process is impartial and academically sound.

Order and Composition of the Examination Committee

The order of the names of the committee members on the approval page should be clearly and systematically arranged, with the following components:

1) Chairperson (External Qualifed Expert)
2) Member (External Qualifed Expert)
3) Member (Internal Qualifed Expert)
4) Member (Major Advisor)
5) Member (Co-Advisor)

This order reflects the structure of academic supervision, beginning with an external expert serving as chairperson to promote transparency and credibility in the assessment process.

Important Practice Guidelines

In practice, the dissertation defense examination committee must consist of not fewer than five members. An external expert shall serve as the chairperson, and at least one additional external expert shall serve as a committee member. In addition, there must be not fewer than three qualified experts in total in order to ensure that the assessment is comprehensive and consistent with graduate-level standards.

In the case where there is no co-advisor, an additional qualified expert must be appointed in order to ensure that the number of committee members meets the prescribed criteria.

Points to Note

The author should verify that the names and positions of the committee members are accurate and consistent with the appointment order, and that the order in which the names are presented complies with the prescribed criteria. In addition, the number of committee members must be checked to ensure that it is complete as required, in order to avoid problems in certifying the document at the final stage.

In summary, the dissertation approval page must clearly reflect the standards of doctoral-level assessment in terms of both the structure and composition of the committee. Preparation in accordance with the prescribed criteria helps ensure that the document is credible, systematic, and consistent with the University's academic standards, as shown in the following example of the dissertation examination approval page.

Example of the dissertation examination approval page.

CULTURAL LEADERSHIP MODEL FOR ADMINISTRATORS IN PRIVATE UNIVERSITIES UNDER JILIN PROVINCE

Lian Hua

The doctoral dissertation advisors and the final dissertation defense examination committee, after careful consideration, has duly approved this doctoral dissertation to be of good quality and recommended for its submission as a partial fulfilment of the requirements for the Degree of

Doctor of Philosophy

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

Final Dissertation Defense Examination Committee

..... Chairperson (External Qualified Expert)
(Associate Professor Dr.Poschanat Nontachai)

.....Member (External Qualified Expert)
(Associate Professor Dr.Narisa Sansri)

..... Member (Internal Qualified Expert)
(Assistant Professor Dr.Sutira Wattanakulchai)

.....Member (Major Advisor)
(Associate Professor Dr.Kamalan Sirithanya)

.....Member (Co-Advisor)
(Associate Professor Dr.Chuanchuen Kultana)

The Faculty of Education, Bangkokthonburi University has duly accepted this doctoral dissertation as a partial fulfilment of the requirements for the Degree of

Doctor of Philosophy

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

…… Dean
(Associate Professor Dr.Malakan Thanya)
...../...../.....

2.3 Thesis Approval Page Format

The thesis approval page is a document that certifies a research work at the master's degree level. It reflects that the work has been reviewed by the examination committee in accordance with the University's criteria. Although the assessment process is less intensive than that of the doctoral level, it must still strictly adhere to the principles of accuracy, completeness, and formality.

The thesis approval page shall primarily follow the same structure as specified in Section 2.1, with the composition of the committee adjusted appropriately for the master's degree level, which requires fewer committee members than the doctoral level. Nevertheless, the arrangement of information must remain clear, systematic, and consistent with the University's standard format.

Order and Composition of the Examination Committee

The order of the names of the committee members on the approval page should be clearly specified and arranged according to the following structure:

1) Chairperson (External Qualified Expert)
2) Member / Major Advisor
3) Member / Co-Advisor

This structure reflects academic supervision at the master's degree level, while still requiring an external expert to serve as chairperson in order to maintain the transparency and credibility of the assessment process.

Important Practice Guidelines

In preparing the approval page, the author should verify that the number and roles of the committee members comply with the requirements of the curriculum, and that the names are arranged correctly according to their positions. In addition, the layout and font style should be standardized throughout the document in order to ensure that the document is orderly and convenient for review.

Points to Note

The author must strictly verify the accuracy of the names and positions of the committee members in accordance with the appointment order, as well as the consistency of the information with other sections of the document, in order to avoid errors that may affect the certification of the research work.

In summary, the thesis approval page must appropriately reflect the assessment structure at the master's degree level in terms of both the composition of the committee and the layout format. Correct compliance with the prescribed criteria helps ensure that the document is systematic, credible, and consistent with the University's academic standards, as shown in the following example of the thesis examination approval page.

Example of the thesis examination approval page

CREATIVE LEADERSHIP OF ADMINISTRATORS AFFECTING PARTICIPATION OF TEACHERS IN COLLEGES UNDER JIANGXI PROVINCE

Hu Xinyi

The thesis advisors and the final thesis defense examination committee, after careful consideration, have duly approved this thesis to be of good quality and recommended for its submission as a partial fulfillment of the requirements for the degree of

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

Final Thesis Defense Examination Committee

..... Chairperson (External Qualified Expert)

(Assistant Professor Dr.Nirasa Sripun)

..... Member /Major Advisor

(Instructor Dr.Suthasiri Wittaya)

..... Member/Co-Advisor

(Instructor Dr.Yawadee Sopon)

The Faculty of Education, Bangkokthonburi University has duly accepted this thesis as a partial fulfilment of the requirements for the Degree of

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

.....Dean

(Associate Professor Dr.Malakan Thanya)

...../...../.....

2.4 Research Paper Approval Page Format

The research paper approval page is a document used to certify a research work at the master's degree level, as in the case of a thesis. It reflects that the work has been reviewed by the examination committee in accordance with the University's criteria. Although a research paper has a narrower scope and fewer credits than a thesis, it must still maintain the same level of accuracy, completeness, and formality.

The research paper approval page shall follow the same standard structure as specified in Section 2.1, with the components adjusted appropriately to the nature of the research paper. A research paper is a master's degree-level research work with fewer credits than a thesis in terms of academic workload, generally 6 credits compared with 12 credits for a thesis. Nevertheless, the preparation of the document must still maintain the same standards of accuracy, clarity, and formality.

Order and Composition of the Examination Committee

The order of the names of the committee members on the approval page should be arranged according to the following structure:

1) Chairperson
2) Member / Advisor
3) Member

This structure reflects the nature of assessment at the master's degree level, which allows greater flexibility, while still requiring appropriate academic supervision.

Important Practice Guidelines

In preparing the approval page, the author should verify that the composition of the committee complies with the requirements of the curriculum and that the names are arranged correctly according to their roles. In addition, the layout and font style should be standardized throughout the document in order to ensure that the document is orderly and convenient for review.

Points to Note

The author must verify the accuracy of the names and positions of the committee members in accordance with the appointment order, as well as the consistency of the information with other sections of the document, in order to avoid errors that may affect the certification of the research work.

In summary, the research paper approval page must reflect the nature of a master's degree-level research work with a specific scope according to its credits. Although it is less intensive than a thesis, it must still adhere to the principles of accuracy, systematic organization, and formality in order to ensure that the document is credible and consistent with the University's academic standards, as shown in the following example of the research paper examination approval page.

Example of the research paper examination approval page

CREATIVE LEADERSHIP OF ADMINISTRATORS IN PINGXIANG COLLEGE UNDER JIANGXI PROVINCE

Hu Xinyi

The research paper advisors and the final research paper defense examination committee, after careful consideration, have duly approved this research paper to be of good quality and recommended for its submission as a partial fulfillment of the requirements for the degree of

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

Final Research Paper Defense Examination Committee

..... Chairperson

(Assistant Professor Dr.Nirasa Sripun)

..... Member /Advisor

(Instructor Dr.Suthasiri Wittaya)

..... Member

(Instructor Dr.Yawadee Sopon)

The Faculty of Education, Bangkokthonburi University has duly accepted this research paper as a partial fulfilment of the requirements for the Degree of

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

.....Dean

(Associate Professor Dr.Malakan Thanya)

...../...../.....

CHAPTER 3

FORMAT OF THE ABSTRACT PAGE

The abstract page is an important component of graduate-level research works, namely dissertations, theses, and research papers. It serves to summarize the essential substance of the research in a concise and comprehensive manner, enabling readers to understand the objectives, methodology, and research findings within a short period of time. Therefore, the preparation of a high-quality abstract page must take into account the accuracy of content, clarity of language, and standardization of format.

3.1 English Abstract Format

The English abstract is an important component of graduate-level research works. It is used to communicate the essential substance of the research at the international level and must be consistent with the Thai abstract in terms of content, structure, and meaning.

Therefore, the writing of the English abstract must use accurate, concise, and clear academic language, while fully reflecting the essential components of the research, so that it can be effectively used for international dissemination and citation.

3.1.1 Principles of the English Abstract

The English abstract must convey the same meaning as the Thai abstract, using concise and clear academic English. It should not be translated word for word, but should be rewritten in a manner that is natural in English.

Language Consistency

In practice, the English abstract must retain the same structure as the Thai abstract. It shall be divided into three paragraphs and arranged in the same order of content. In addition, the number of research objectives and research findings must correspond exactly in order to maintain the consistency of the academic substance.

Maintaining consistency between the Thai and English abstracts is an important principle that helps ensure accurate and standardized academic communication at the international level.

3.1.2 Writing Structure of the English Abstract

The English abstract shall be written in prose and divided into three paragraphs, with a structure corresponding to the Thai abstract, as follows:

Paragraph 1: Research Objectives

The first paragraph shall be flush left and present the research objectives without beginning with the title of the research. The infinitive form (to + verb) should be used, and the sequence must correspond to the Thai abstract.

Recommended Text Formats
"This research aimed to (1) …; (2) …; and (3) …"
"The research objectives were: (1) To …; (2) to …; and (3) to …"
"The research objectives were to (1) …; (2) …; and (3) …"

Paragraph 2: Research Methodology
The second paragraph presents the research methodology. It must cover the essential components of the research methodology, namely the research design, population and sample, sample size determination, sampling method, key informants, if applicable, research procedures, instruments used for data collection, and statistics used for data analysis. The paragraph must be written as continuous text and arranged systematically.

Recommended Text Format
"This research methodology employed a … research design. The population consisted of … A sample of … was determined using … and obtained through … sampling. Key informants included …, selected by purposive sampling. The research procedures included (1) …; (2) …; (3) …; and (4) … The instruments used for data collection were … Data were analyzed using …"

Additional Recommended Text Formats
The research procedures included (1) reviewing the literature and related studies; (2) developing the research instruments; (3) collecting the data; and (4) analyzing the data.

The instruments used for data collection included a five-point rating scale questionnaire, interview protocols, observation checklists, and document analysis forms.

The statistics used for data analysis included frequency, percentage, mean, and standard deviation.

Data were analyzed using descriptive statistics, Confirmatory Factor Analysis, Structural Equation Modeling, and content analysis.

Qualitative data were analyzed using thematic analysis or content analysis.

Paragraph 3: Research Findings
The third paragraph presents the research findings. The findings must be consistent with the research objectives and written in a run-in-text format.

Recommended Text Formats
"The research findings revealed that (1) …; (2) …; and (3) …"
"The findings indicated that (1) …; (2) …; and (3) …"
Past tense should be used, and the writing should be concise without elaborating beyond what is necessary.

3.1.3 Keywords

Keywords are important components that facilitate the retrieval and classification of research works. The selection of appropriate and standardized terms helps increase access to the work at both academic and international levels.

Guidelines for Selection and Format

Keywords shall be presented using the term ***Keywords:*** formatted in bold and italics, followed by the keywords typed continuously on the same line and separated by commas (,). If the text is long and must continue onto a new line, the continued line shall be aligned with the first keyword. Keywords should be selected from standard academic terminology and must be consistent with the title and content of the research work. They should reflect the key variables, concepts or theoretical framework, population or sample, and research context.

Recommended Format

Keywords*:* digital leadership, organizational effectiveness, educational administration, private universities, Liaoning Province

Keywords should be written in **lowercase letters**, except for proper nouns. The appropriate selection of keywords helps increase the efficiency of retrieving and disseminating research works at the international level.

3.1.4 Language Use

Language use in the English abstract must take into account grammatical accuracy, sentence conciseness, and the appropriateness of academic vocabulary.

Guidelines for Language Use

In general, the research objectives may be written in either the present tense or the past tense, whereas the research methodology and research findings should be written in the past tense in order to reflect completed actions. Sentences should be short and concise, repetitive sentence structures should be avoided, and appropriate academic vocabulary should be used.

Precautions

Literal translation from Thai should be avoided. Grammar and sentence structures should be carefully checked. Unnecessary wordiness should also be avoided.

Accurate and appropriate language use helps enhance the quality of the abstract and increase the credibility of the work at the international level.

3.1.5 Font Style and Font Size

The font style of the English abstract must follow the same standard throughout the document and must allow the content to fit within one page.

Formatting Guidelines

Use Times New Roman font, with the font size set within the range of 10-12 points. The author may adjust the font size as appropriate to ensure that the content does not exceed one page, provided that the completeness of the essential content is not reduced, as shown in the following example of the English abstract format.

Example of the English Abstract Format

Dissertation Title: **CULTURAL LEADERSHIP MODEL FOR ADMINISTRATORS IN HIGHER EDUCATION INSTITUTIONS UNDER JILIN PROVINCE**

Researcher: Miss Mali Seesan, **Advisors:** Associate Professor Dr.Kamala Sirithanya, and Associate Professor Dr.Chuanchuen Kultana; **Degree:** Doctor of Philosophy (Leadership in Educational Administration); **Academic Year:** 2026

ABSTRACT

The objectives of this research were: (1) To determine the core components and indicators of cultural leadership for administrators in higher education institutions under Jilin Province; (2) to propose the cultural leadership model for administrators in higher education institutions under Jilin Province; and (3) to develop practical guidelines for enhancing cultural leadership for administrators in higher education institutions under Jilin Province.

The research methodlogy was a mixed method, including qualitative research and quantitative research. The popolation was 542 administrators and teachers in higher education under Jilin Provice, the People's Republic of China. The researcher determined the sample size with Taro Yamane's (1973) formula and obtained by the stratified random sampling technique totaling 342 Sample. The instruments used for data collection were semi-structured interview forms, a five-point rating scale questionnaire and focus group discussion form. The statistics used for data analysis were descriptive statistics, confirmatory factor analysis and content analysis was employed.

The research findings revealed that: (1) There were five components and 20 indicators for administrators in higher education institutions under Jilin Province, which consisted of strategic cultural vision and identity capacity, cultural communication and external engagement capacity, cultural governance and participation capacity, cultural innovation and adaptability capacity, cultural sustainability and brand-shaping capacity; (2) the cultural leadership model for administrators in higher education institutions under Jilin Province was consistent with the empirical data. The value of Relative Chi-square (x^2/df)=3.900, Degree of Freedom (df)=160, Goodness of Fit Index (GFI)=0.897, Tucker-Lewis Index (TLI)=0.939, and Root Mean Square Error of Approximation (RMSEA) =0.073, all in line with specified criteria. The results showed that Average Variance Extracted (AVE) values for all five components exceeded 0.5, and Composite Reliability (CR) values were all above 0.7, indicating satisfactory convergent validity; and (3) there were a total of 15 practical guidelines for enhancing cultural leadership for administrators in higher education institutions under Jilin Province.

***Keywords*:** cultural leadership model, administrators, higher education institutions, Jilin Province

3.2 Structure of the Thai Abstract Page

The Thai abstract page is divided into three main parts: (1) information about the research work, (2) abstract content, and (3) keywords. The information about the research work presents the basic details of the work and must be prepared accurately, completely, and systematically so that it can be clearly verified and cited.

3.2.1 Information about the Research Work

Information about the research work refers to the section that presents the basic details of the research work. It must be accurate, complete, and systematically formatted so that it can be clearly verified and cited, as follows:

(1) Title of the Research Work

Use the label according to the type of research work, namely "**ชื่อดุษฎีนิพนธ์**" for Dissertation Title, "**ชื่อวิทยานิพนธ์**" for Thesis Title, or "**ชื่อสารนิพนธ์**" for Research Paper Title," and type the text continuously on the same line. If the text is long and must continue onto a new line, align the indentation with the first character of the first line. Bold type shall be used only for the label and the title of the research work in order to clearly distinguish this part of the information.

(2) Researcher

Use the label according to the type of research work, such as "**ผู้ทำดุษฎีนิพนธ์**" for Dissertation Researcher, "**ผู้ทำวิทยานิพนธ์**" for Thesis Researcher," or "**ผู้ทำสารนิพนธ์**" for Research Paper Researcher." Begin on a new line and type flush left, followed by The researcher's full name and surname, including the title of address, such as Mr., Mrs., Miss, or military/police rank, if any. The text shall be typed continuously until complete.

(3) Advisor

Specify the name of the principal advisor and co-advisor, if any, in a clear order, beginning with the principal advisor followed by the co-advisor. Full names with academic titles must be used, such as "**อาจารย์**" for Instructor, "**ผู้ช่วยศาสตราจารย์**" for Assistant Professor," "**รองศาสตราจารย์**" for Associate Professor," and "**ศาสตราจารย์**" for Professor" Abbreviations such as "**อ.**" for Instr., "**ผศ.**" for Asst. Prof., "**รศ.**" for Assoc. Prof.," and "**ศ.**" for Prof." **shall not be used.**

(4) Degree (Program)

Specify the name of the degree and the program in parentheses correctly according to the official name of the curriculum so that it is consistent with the University's academic documents. The word "Program" does not need to be typed.

(5) Academic Year

Specify the academic year of graduation correctly.

Formatting Guidelines

The presentation of information about the research work should consistently use labels. A colon ":" shall be placed immediately after each label without a space before the colon, and bold type shall be used only for the label. The text following the colon shall be typed in regular font. The consistent use of the same format throughout the document

helps make the document systematic and easy to read. Examples of the format for presenting information about the research work are as follows:

Examples of the Thai Abstract Format

ชื่อดุษฎีนิพนธ์: **รูปแบบภาวะผู้นำเชิงวัฒนธรรมสำหรับผู้บริหารมหาวิทยาลัยเอกชนในมณฑลจี๋หลิน**

ผู้ทำดุษฎีนิพนธ์: นางสาวเหลียน หัว **อาจารย์ที่ปรึกษา:** รองศาสตราจารย์ ดร.กมลา ศิริธัญญา และรองศาสตราจารย์ ดร.ชวนชื่น กุลธนา **ปริญญา:** ปรัชญาดุษฎีบัณฑิต (ภาวะผู้นำทางการบริหารการศึกษา) **ปีการศึกษา:** 2569

In summary, the preparation of information about the research work on the Thai abstract page must be accurate and complete and must use a standardized format consistently throughout the document. This enables the information to be effectively verified, cited, and communicated in an academic context, which is an essential foundation for preparing graduate-level research works.

3.2.2 Abstract Content

The abstract content is the section that presents the essential content of the research in summary form. Its purpose is to enable readers to understand the overall picture of the research quickly and completely. Therefore, the writing of the abstract content must use concise, clear, and systematic language, while strictly following the prescribed structure.

Writing Structure

The abstract content shall be written in prose and divided into three paragraphs. Each paragraph has a specific function, as follows:

Paragraph 1: Research Objectives

Begin a new paragraph and type flush left. It is not necessary to begin with the title of the research work. The content must present all research objectives completely and arrange them clearly in numerical order.

Prescribed Text Format

วัตถุประสงค์ของการวิจัยคือ (1) เพื่อกำหนดองค์ประกอบหลักและตัวชี้วัดของภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน (2) เพื่อเสนอแบบจำลองภาวะผู้นำผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน และ (3) เพื่อพัฒนาแนวทางปฏิบัติเพื่อส่งเสริมภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน

The forms (1) เพื่อ.... (2) เพื่อ.... และ (3) เพื่อ.... must be used consistently, and omissions or unclear sequencing must be avoided.

Paragraph 2: Research Methodology

This paragraph shall be written as continuous text without separating the content into items. It must cover the essential components of the research methodology, namely the research design, population, sample, method for determining sample size, sampling method, key informants, if any, research procedures, instruments used for data collection, and statistics used for data analysis.

Recommended Text Format

"ระเบียบวิธีวิจัยคือการวิจัยแบบผสมผสานทั้งการวิจัยเชิงคุณภาพและเชิงปริมาณ ประชากรประกอบด้วยผู้บริหารและครูจำนวน 1542 คน ในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน สาธารณรัฐประชาชนจีน ผู้วิจัยกำหนดขนาดกลุ่มตัวอย่างโดยใช้สูตรของ ทาโร่ ยามาเน่ (1973) และได้มาจากการสุ่มตัวอย่างแบบแบ่งชั้น ได้จำนวนกลุ่มตัวอย่าง 342 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่แบบสัมภาษณ์เชิงกึ่งโครงสร้างแบบสอบถามมาตราส่วนวัดระดับห้าคะแนนและแบบสนทนากลุ่ม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ สถิติเชิงพรรณนา การวิเคราะห์ปัจจัยเชิงยืนยัน และการวิเคราะห์เนื้อหา

The content must be arranged systematically and must cover all necessary components without omission.

Paragraph 3: Research Findings

The research findings shall be written in continuous text using a run-in-text format, and the findings shall be arranged in an order consistent with the research objectives.

Prescribed Text Format

ผลการวิจัยพบว่า (1) มี 5 องค์ประกอบ และ 20 ตัวชี้วัด สำหรับภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาในมณฑลจี๋หลิน ซึ่งประกอบด้วยวิสัยทัศน์เชิงกลยุทธ์ทางวัฒนธรรมและความสามารถด้านอัตลักษณ์ ความสามารถในการสื่อสารทางวัฒนธรรมและการมีส่วนร่วมภายนอก ความสามารถในการกำกับดูแลและการมีส่วนร่วมทางวัฒนธรรม ความสามารถในการสร้างสรรค์นวัตกรรมและการปรับตัวทางวัฒนธรรม ความสามารถในการรักษาความยั่งยืนทางวัฒนธรรมและการสร้างแบรนด์ (2) โมเดลภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาในมณฑลจี๋หลินสอดคล้องกับข้อมูลเชิงประจักษ์ ค่าดัชนีความสอดคล้องสัมพัทธ์ของไคสแควร์เท่ากับ 3.900 โดยมีองศาอิสระเท่ากับ 160 ค่าดัชนีความสอดคล้องโดยรวมเท่ากับ 0.897 ค่าดัชนีความสอดคล้องเชิงเปรียบเทียบแบบทักเกอร์ ลูอิสเท่ากับ 0.939 และค่ารากที่สองของค่าเฉลี่ยกำลังสองของความคลาดเคลื่อนประมาณค่าเท่ากับ 0.073 ซึ่งทั้งหมดเป็นไปตามเกณฑ์ที่กำหนดผลการวิจัยแสดงให้เห็นว่าค่าเฉลี่ยความแปรปรวนที่สกัดได้ สำหรับองค์ประกอบทั้งห้ามีค่าเกิน 0.5 และค่าความน่าเชื่อถือแบบผสม มีค่าสูงกว่า 0.7 ซึ่งบ่งชี้ถึงความถูกต้องเชิงลู่เข้าที่น่าพอใจ และ (3) มีแนวทางปฏิบัติทั้งหมด 15 ข้อสำหรับการเสริมสร้างความเป็นผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาภายใต้มณฑลจี๋หลิน

The presentation of findings must be concise, direct, and not elaborated beyond what is necessary.

Requirements and Prohibitions

In writing the abstract content, the author must avoid including content that falls outside the scope of the abstract, namely an introduction, an overall conclusion, and recommendations, because such content should appear in other parts of the document. Strictly maintaining the scope of the abstract helps ensure that the content remains concise and conforms to academic standards.

In summary, the abstract content must strictly follow the three-paragraph structure while maintaining conciseness, clarity, and completeness. The use of a standardized format helps enhance the quality of the research work and enables the essential content to be communicated effectively at the academic level.

3.2.3 Keywords

Keywords are components used to reflect the essential substance of the research and play an important role in information retrieval in academic databases. Therefore, keywords must be selected from terms that can clearly represent the main content of the research.

Prescribed Text Format

Keywords shall be presented in the following format:

คำสำคัญ: โมเดลภาวะผู้นำเชิงวัฒนธรรม ผู้บริหารในสถาบันอุดมศึกษา มณฑลจี๋หลิน

Spaces shall be used between keywords, and **commas (,) shall not be used**, so that the format remains standardized throughout the document.

The appropriate selection of keywords helps increase the efficiency of access to and dissemination of the research. Therefore, the author should give importance to selecting keywords that truly reflect the essential substance of the research.

3.2.4 Font Style and Font Size

The font style of the abstract must follow the same standard throughout the document and must allow the content to fit within one page, so that it is suitable for use in both printed documents and digital systems.

Formatting Guidelines

Use TH Sarabun New font, with the font size set within the range of 14-16 points as appropriate. The author may adjust the font size so that the content fits within one page, provided that the completeness of the essential content is not reduced.

The use of an appropriate and consistent font format helps make the abstract clear, easy to read, and consistent with the University's standards, which is an important component of research quality, as shown in the following example of a Thai abstract.

Example of a Thai abstract

ชื่อดุษฎีนิพนธ์: โมเดลภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน

ผู้ทำดุษฎีนิพนธ์: นางสาวมะลิ สีสัน **อาจารย์ที่ปรึกษา**: รองศาสตราจารย์ ดร.กมลา ศิริธัญญา และรองศาสตราจารย์ ดร.ชวนชื่น กุลธนา **ปริญญา**: ปรัชญาดุษฎีบัณฑิต (ภาวะผู้นำทางการบริหารการศึกษา) **ปีการศึกษา:** 2569

บทคัดย่อ

วัตถุประสงค์ของการวิจัยคือ (1) เพื่อกำหนดองค์ประกอบหลักและตัวชี้วัดของภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน (2) เพื่อเสนอแบบจำลองภาวะผู้นำผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน และ (3) เพื่อพัฒนาแนวทางปฏิบัติเพื่อส่งเสริมภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน

ระเบียบวิธีวิจัยคือการวิจัยแบบผสมผสานทั้งการวิจัยเชิงคุณภาพและเชิงปริมาณประชากรประกอบด้วยผู้บริหารและครูจำนวน 1542 คน ในสถาบันอุดมศึกษาขั้นสูงในมณฑลจี๋หลิน สาธารณรัฐประชาชนจีน ผู้วิจัยกำหนดขนาดกลุ่มตัวอย่างโดยใช้สูตรของ ทาโร่ ยามาเน่ (1973) และได้มาจากการสุ่มตัวอย่างแบบแบ่งชั้น ได้จำนวนกลุ่มตัวอย่าง 342 คน เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่แบบสัมภาษณ์เชิงกึ่งโครงสร้างแบบสอบถามมาตราส่วนวัดระดับห้าคะแนนและแบบสนทนากลุ่ม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ สถิติเชิงพรรณนา การวิเคราะห์ปัจจัยเชิงยืนยัน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) มี 5 องค์ประกอบ และ 20 ตัวชี้วัด สำหรับภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาในมณฑลจี๋หลิน ซึ่งประกอบด้วยวิสัยทัศน์เชิงกลยุทธ์ทางวัฒนธรรมและความสามารถด้านอัตลักษณ์ ความสามารถในการสื่อสารทางวัฒนธรรมและการมีส่วนร่วมภายนอก ความสามารถในการกำกับดูแลและการมีส่วนร่วมทางวัฒนธรรม ความสามารถในการสร้างสรรค์นวัตกรรมและการปรับตัวทางวัฒนธรรม ความสามารถในการรักษาความยั่งยืนทางวัฒนธรรมและการสร้างแบรนด์ (2) โมเดลภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาในมณฑลจี๋หลินสอดคล้องกับข้อมูลเชิงประจักษ์ ค่าดัชนีความสอดคล้องสัมพัทธ์ของไคสแควร์เท่ากับ 3.900 โดยมีองศาอิสระเท่ากับ 160 ค่าดัชนีความสอดคล้องโดยรวมเท่ากับ 0.897 ค่าดัชนีความสอดคล้องเชิงเปรียบเทียบแบบทักเกอร์ ลูอิสเท่ากับ 0.939 และค่ารากที่สองของค่าเฉลี่ยกำลังสองของความคลาดเคลื่อนประมาณค่าเท่ากับ 0.073 ซึ่งทั้งหมดเป็นไปตามเกณฑ์ที่กำหนดผลการวิจัยแสดงให้เห็นว่าค่าเฉลี่ยความแปรปรวนที่สกัดได้ สำหรับองค์ประกอบทั้งห้ามีค่าเกิน 0.5 และค่าความน่าเชื่อถือแบบผสม มีค่าสูงกว่า 0.7 ซึ่งบ่งชี้ถึงความถูกต้องเชิงลู่เข้าที่น่าพอใจ และ (3) มีแนวทาง

ปฏิบัติทั้งหมด 15 ข้อสำหรับการเสริมสร้างความเป็นผู้นำเชิงวัฒนธรรมของผู้บริหารในสถาบันอุดมศึกษาภายใต้มณฑลจี๋หลิน

คำสำคัญ: โมเดลภาวะผู้นำเชิงวัฒนธรรม ผู้บริหารในสถาบันอุดมศึกษา มณฑลจี๋หลิน

Note:
All international students are required to prepare both an English Abstract and a Thai Abstract in accordance with the University regulations. The Thai Abstract shall follow the prescribed format and content structure specified in this Manual. The English and Thai Abstracts should convey equivalent information and maintain consistency in terms of research objectives, methodology, findings, and key terminology.

CHAPTER 4

ACKNOWLEDGEMENTS PAGE FORMAT

The Acknowledgements Page is one of the components of graduate-level research work through which the researcher expresses gratitude to individuals or organizations that have provided support, assistance, or played a significant role in the successful completion of the Dissertation, Thesis, or Research Paper. Writing acknowledgements is therefore not only a matter of academic courtesy but also reflects the researcher's gratitude, academic ethics, and professionalism.

The writing of acknowledgements should employ polite, formal, and academically appropriate language. The content should be concise, clear, and sincere to conform to the standards of the University.

4.1 Components of the Acknowledgements Page

The content of the acknowledgements should be organized systematically, beginning with the individuals who played the most significant roles and proceeding to others in descending order of importance. This arrangement reflects academic appropriateness. In general, the content may be organized as follows.

The acknowledgements should begin with parents or benefactors who provided support in life and education, forming the foundation of The researcher's academic success. This should be followed by the major advisor and co-advisor(s) (if any), who played important roles in providing academic guidance, research supervision, and support throughout the completion of the study.

The next section should express appreciation to faculty members or experts who contributed knowledge, ideas, or valuable recommendations, as well as to informants and organizations that supported data collection or the conduct of the research. Finally, The researcher may acknowledge family members or close associates who provided encouragement and support throughout the research process.

The order described above should be guided primarily by appropriateness and the context of the research. Researchers may adjust the sequence to reflect the nature of the support received, provided that the principle of "arranging from highest to lowest importance" is maintained consistently.

Example of Content Organization

"The researcher would like to express sincere gratitude to his/her parents for their unwavering encouragement and support throughout the educational journey. The researcher also wishes to thank the major advisor and co-advisor for their close guidance and invaluable recommendations. Appreciation is further extended to faculty members and experts for their constructive suggestions, as well as to the organizations and informants who supported the data collection process. Finally, heartfelt thanks are

offered to family members for their constant encouragement and support throughout the research undertaking….”

The appropriate determination of components and content sequence will help ensure that the acknowledgements are clear, systematic, and reflective of proper academic etiquette.

4.2 Guidelines for Writing Acknowledgements

The writing of acknowledgements must take into account academic appropriateness in terms of language, format, and content. Formality and consistency of presentation must be maintained throughout the document.

With regard to language use, polite, formal, and academically appropriate expressions should be employed. Colloquial language or informal expressions should be avoided. The writing should emphasize clear, concise, and sincere communication.

When identifying individuals, their full legal names must be used accurately, together with their academic titles or ranks (if any). Nicknames or informal abbreviations should not be used in order to maintain the credibility of the document.

In terms of presentation format, acknowledgements must be written in prose form and should not be presented as bullet-point lists. The content should be arranged according to the importance of the individuals being acknowledged, and a consistent format should be maintained throughout the document.

In addition, the inclusion of photographs, illustrations, decorative elements, or any form of embellishment should be avoided. Exaggerated or inappropriate expressions should likewise be avoided in order to comply with academic standards.

Example of Appropriate Language Use

The researcher would like to express sincere gratitude to Associate Professor Dr. Maliwan Jaingam, Major Advisor, for her close academic guidance and invaluable recommendations that greatly contributed to the successful completion of this research.

In summary, well-written acknowledgements should reflect politeness, appropriateness, and academic formality. Adherence to these guidelines will help ensure that the document is orderly, credible, and consistent with the standards of the University, as illustrated in the following acknowledgement example.

Example of Acknowledgements

ACKNOWLEDGEMENTS

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The value and benefits derived from this Dissertation are respectfully dedicated to the researcher's parents, teachers, and all benefactors who have generously imparted knowledge and guidance, enabling the researcher to accomplish this scholarly work.

CHAPTER 5

TABLE OF CONTENTS FORMAT

The Table of Contents is an essential component of graduate-level research works, including Dissertation, Thesis, and Research Paper. Its primary function is to present the overall structure of the document in a systematic manner, enabling readers to locate and access specific content conveniently and efficiently. Therefore, the preparation of a correct and standardized Table of Contents plays a significant role in enhancing the organization, credibility, and professionalism of an academic document.

In general, the Table of Contents consists of three major sections: the Table of Contents, the List of Tables, and the List of Figures. These sections must be prepared consistently throughout the entire document.

5.1 Table of Contents

The Table of Contents presents all headings and sections contained in the document, including the preliminary pages, main text, references, appendices, and researcher information. Entries should be arranged according to their actual order of appearance in the document to facilitate navigation and referencing.

The structure of the Table of Contents should be organized into three major components that function systematically together: the heading, the entry structure, and the page numbers. Each component must follow a consistent format throughout the document.

Structure of the Table of Contents

The heading should display the title "**TABLE OF CONTENTS**" centered on the page, serving as the starting point for all entries listed on that page.

Regarding the entry structure, the content should be arranged into three alignment areas: the item column, the title column, and the page number column. The item column (left side) presents the sequence of document components, such as the Approval Page, English Abstract, Thai Abstract, Table of Contents, List of Tables, List of Figures, Chapter 1 through the final chapter, References, Appendix, and Researcher Information.

The title column (center section) displays chapter titles and major headings. Heading levels should be clearly distinguished according to their hierarchical importance and may be aligned either to the left or centered, depending on the prescribed format. Dot leaders (……) are not required to connect entries to page numbers.

The page number column (right side) indicates the page number for each entry. Page numbers must be right-aligned and vertically aligned throughout the page to ensure neatness and readability.

Formatting Guidelines

The format of the Table of Contents should be maintained consistently throughout the document, particularly with respect to heading levels (indentation), which must clearly reflect the hierarchy of the content. In addition, a uniform font style and layout should be applied to ensure a well-organized and systematic presentation.

In practice, the use of the Automatic Table of Contents feature in Microsoft Word is strongly recommended. Heading 1, Heading 2, and other heading levels should be standardized from the beginning of document preparation. This approach helps minimize errors and improves the accuracy of page numbering and document structure, as illustrated in the following Table of Contents example.

Example of Table of Contents Format

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Cautions

The preparation of the Table of Contents must include a careful review of the order of entries to ensure that they correspond accurately with the actual content of the document. A consistent format must also be applied throughout the entire document. In addition, overly detailed subheadings should be avoided, as excessive levels of detail may make the Table of Contents complicated and difficult to read.

In summary, the Table of Contents is an element that connects the overall structure of the document into a unified system. A correctly and consistently prepared Table of Contents enables readers to access the content efficiently and reflects the quality of graduate-level research work.

5.2 List of Tables and List of Figures

The List of Tables and List of Figures are elements used to present all tables and figures included in the document. They should be arranged according to their order of appearance in the content in order to facilitate the searching and referencing of detailed information. Therefore, preparing these sections systematically and consistently plays an important role in ensuring the clarity, accuracy, and professionalism of graduate-level research work.

Structure of the List of Tables and List of Figures

The List of Tables and List of Figures should be formatted in the same manner as the Table of Contents, using the "three-column structure," which consists of the heading, the entry structure, and the page numbers.

The heading should display the title "**LIST OF TABLES**" or "**LIST OF FIGURES**" centered on the page to clearly identify the type of list.

Regarding the entry structure, the information should be arranged into three columns: the number column, the title column, and the page number column. The number column (left side) indicates "Table" or "Figure," followed by its sequence number, which must correspond with the chapter and the order of appearance in the content.

Numbering should use a system linked to the chapters of the document. Either of the following formats may be selected: a hyphenated numbering format, such as 4-1 and 4-2, or a decimal numbering format, such as 4.1 and 4.2. However, only one format must be used consistently throughout the entire document.

The title column (center section) displays the title of each table or figure. The title should be concise, clear, and reflective of the content presented. Dot leaders (……) are not required, and the format must be applied consistently throughout the document.

The page number column (right side) indicates the page on which each table or figure appears. Page numbers must be right-aligned and vertically aligned on every line to ensure neatness and readability.

Preparation Guidelines

In preparing the List of Tables and List of Figures, entries should be arranged according to their actual order of appearance in the content. The font style, spacing, and alignment should be consistent throughout the document. In addition, the numbering

format must remain the same throughout the entire document, and the use of hyphens and periods should not be mixed.

In practice, it is recommended to use the Insert Caption and List of Tables/Figures functions in Microsoft Word to generate these lists automatically. This helps reduce errors and effectively improves the consistency of the document, as illustrated in the following example of the List of Tables format.

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Cautions

The preparation of the List of Tables and List of Figures must strictly ensure that the numbering and page numbers correspond accurately with the actual content. A single numbering format must be used consistently throughout the entire document. In addition, overly long or unclear titles should be avoided, as they may affect the reader's understanding and the overall organization of the document.

In summary, the List of Tables and List of Figures are important tools for accessing detailed research information. Preparing them systematically and consistently helps make the document clear, convenient to use, and reflective of academic standards at the graduate level.

CHAPTER 6

NUMBER OF CHAPTERS AND PRINTING FORMAT

Determining the number of chapters and assigning chapter titles in a research report is an important element that reflects the academic structure of the work in terms of systematic organization, clarity, and coherence of content. The chapter format depends on the nature of the research, the field of study, and the level of complexity of the content.

However, in order to establish a common standard across the University and to facilitate the examination, evaluation, and international dissemination of research work, general guidelines for structuring the chapters of a research report have been established as reference criteria.

6.1 Number of Chapters in a Research Report

In general, a research report should consist of five main chapters covering the research process from problem formulation to conclusion and recommendations. This structure enables the content to be presented systematically and in accordance with academic practices widely adopted at the graduate level.

The five chapters are: Introduction, Review of Literature and Related Research, Research Methodology, Data Analysis, and Conclusion, Discussion, and Recommendations. Each chapter has a specific role in explaining the research process comprehensively.

6.1.1 Standard Format

The University requires the five-chapter format as the main default standard for preparing research reports, in order to ensure consistency and unity of research work at both the program and institutional levels. To present the chapter structure of a research report clearly and to reflect consistency between Thai and English presentation, the University has prescribed a parallel structure for displaying chapter organization. This helps reduce inconsistencies in terminology and enhance accuracy in the preparation of academic documents, as shown in Table 6-1 below.

Table 6-1 Standard Chapter Structure for Research Reports

English
CHAPTER 1 **INTRODUCTION**
CHAPTER 2 **REVIEWS OF LITERATURE AND RELATED RESEARCH**

English
CHAPTER 3 **RESEARCH METHODOLOGY**
CHAPTER 4 **DATA ANALYSIS**
CHAPTER 5 **CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS**

The use of the five-chapter format as the standard helps ensure that the structure of research work is clear, easy to understand, and consistent with internationally accepted academic practices.

6.1.2 Alternative Formats

In some cases where the nature of the research is complex or where there is an academic necessity, the researcher may adjust the chapter structure to include more than five chapters. Such adjustment must be supported by academic rationale and must continue to maintain the systematic organization of the content.

Examples of cases in which an alternative format may be used include separating the data analysis chapter from the research results chapter, qualitative or theoretical research with multiple dimensions, or research and development that involves specific stages.

However, when using an alternative format, the researcher must obtain approval from the advisor and should maintain consistency of structure throughout the entire report, without causing confusion for readers in following the content.

Although chapter organization may be flexible according to the nature of the research, using the standard format as the main basis and making adjustments only when necessary will help maintain a balance between systematic organization and academic appropriateness.

Note

In summary, establishing the five-chapter format as the University's main standard helps ensure that the preparation of research reports is clear, consistent, and aligned with international practices. It also facilitates examination, evaluation, and dissemination of the work at the international level. However, allowing the format to be adjusted as appropriate to the research under the supervision of the advisor helps promote academic flexibility without compromising institutional standards.

6.2 Fonts and Typography Standards

The specification of font styles and font sizes is an important element in the preparation of academic documents, as it directly affects readability, orderliness, and consistency of the document. The use of a standard font style throughout the report helps ensure unity of the research work and alignment with international practices.

6.2.1 Font Families

The selection of font families must take into account clarity, readability, and consistency. The same font family shall be used throughout the document for each language in order to maintain the standard of the research work.

For English, Times New Roman shall be used consistently. Multiple font families should not be mixed in the same document.

Examples of font use

English: Times New Roman, 12 points

Clear specification and consistent use of font families help ensure that the document is orderly and appropriately reflects academic standards.

6.2.2 Font Sizes

The specification of font sizes must reflect the hierarchy of content and must be applied consistently throughout the report, so that readers can clearly distinguish the components of the document.

Standard Format

Element	Format
Main text	12 pt
CHAPTER	Boldface, 14-point font
CHAPTER TITLE	Boldface, uppercase,16-point font
ABSTRACT	12 pt

Preparation Guidelines

To ensure consistency with international practices, such as APA 7th Edition and international thesis formats, a consistent font size should be used for body text, and the use of multiple font sizes within the same section should be avoided. The hierarchy of content should be maintained through the use of boldface and spacing rather than changes in font size.

Systematic specification of font sizes helps ensure that the document is clear, readable, and consistent with academic standards at both national and international levels.

6.3 Page Setup and Paragraph Formatting

Page setup and paragraph formatting are important elements that affect the orderliness, readability, and consistency of academic documents, especially graduate-level research work, which must follow a clear and uniform format throughout the report. Proper specification of margins, text alignment, and paragraph indentation helps ensure that the content is systematically structured and facilitates reading, examination, and international-standard document formatting.

6.3.1 Margins

The specification of margins is an important aspect that helps ensure that the document is orderly, suitable for binding, and consistent with academic document standards.

Standard Requirements

Position	Measurement (inches)	Measurement (centimeters)
Left	1.5 inches	3.81
Right	1.0 inches	2.54
Top	1.5 inches	3.81
Bottom	1.0 inches	2.54

Correct specification of margins helps ensure that the document is balanced, suitable for formatting and binding, and consistent with international standards.

6.3.2 Paragraph Formatting and Text Alignment

Paragraph formatting must be consistent and clearly reflect the structure of the content, particularly the distinction between the first paragraph and subsequent paragraphs, which is an important principle in academic writing.

The first paragraph after a heading shall be typed flush left, with no indentation, and the first letter shall align with the position of the heading. Subsequent paragraphs shall be indented consistently. In general, the paragraph indentation is set at 0.5 inch in order to align with international standards.

For line spacing, 1.5 or 2.0 line spacing should be used, and appropriate spacing before and after paragraphs should be specified to enhance readability.

Recommended example

1.1 Concepts of Leadership

Leadership is an important factor affecting organizational effectiveness, particularly in the educational context, where leaders must be able to set direction, create motivation, and promote collaboration among personnel in order to achieve established goals.

Somchai Srisuwan (2017) stated that leadership is a process through which a leader influences individuals or groups to create cooperation and move efficiently toward organizational goals.

Supawadee Inkaew (2019) explained that leadership in the present era must emphasize adaptability, communication, and trust-building in order to respond to changes in a complex environment.

Caution
The first paragraph after a heading should not be indented, as this is inconsistent with academic writing standards and may cause inconsistency in the document format.

Systematic paragraph formatting and text alignment help ensure that the document is clear, orderly, and consistent with international academic writing standards.

In summary, systematic specification of font families, font sizes, and paragraph formatting helps ensure that the document is consistent, readable, and reflective of academic standards at both national and international levels. The use of automatic formatting tools also helps reduce errors and significantly improve efficiency in document preparation.

6.4 Heading Numbering System

The specification of heading and subheading numbers is an important element in structuring the content of a research work. It helps present the sequence of ideas systematically, enables readers to follow the content and connect related issues clearly, and plays an important role in generating an automatic table of contents and maintaining consistent document formatting throughout the report.

6.4.1 Heading Numbering

Heading numbering should cover all levels of content structure, including the chapter level, main headings, and subheadings. The chapter number should be used as the leading number in order to clearly indicate the position of the content within each chapter.

For example, in Chapter 1, the numbers 1.1 and 1.2 are used for main headings, while in Chapter 2, the numbers 2.1 and 2.2 are used accordingly. The numbering system must be applied consistently throughout the document.

In practice, the numbering format should be specified from the beginning of document preparation and applied consistently in order to prevent confusion and reduce formatting errors at later stages.

Systematic heading numbering helps ensure that the content structure is clear and facilitates the preparation of academic documents.

6.4.2 Decimal Numbering System

The recommended heading numbering system is the “Decimal Numbering System,” which uses numbers separated by periods to indicate the hierarchy of content, such as 1.1, 1.1.1, and 1.1.1.1. This format helps present the content structure clearly and systematically.

Standard Requirements

The use of the decimal numbering system should be limited to no more than four levels in order to prevent excessive structural complexity. If the chapter number is not used as the leading number, no more than three levels should be used. Limiting the number of heading levels helps keep the content concise, readable, and not unnecessarily complicated, which is an important principle of academic writing.

The decimal numbering system is internationally accepted and is appropriate for structuring research work that requires clarity and systematic organization.

6.4.3 Sequential Numbering for Subitems

When it is necessary to present a list within a subheading, sequential numbering may be used to distinguish issues clearly. The format 1), 2), 3) should be used for the first level, and (1), (2), (3) for the next level.

Example

1) Basic concepts
    (1) Meaning of a system
    (2) Components of a system
2) Related theories

6.4.4 Requirements and Guidelines for Heading Numbering

The heading numbering system must be consistent and systematic throughout the entire document. The use of mixed formats should be avoided, such as combining numbers with bullets or other symbols in an inconsistent manner. The sequence of numbers must also be checked to ensure continuity and to avoid duplication.

In addition, the levels of subheadings should not be deeper than necessary, as using too many heading levels may make the content structure overly complex and reduce clarity in presentation.

In practice, it is recommended to use Heading Styles in Microsoft Word to assign heading levels in accordance with the content structure, for example:

• Heading 1 for the chapter level
• Heading 2 for main headings, such as 1.1
• Heading 3 for subheadings, such as 1.1.1

Using this system enables automatic table of contents generation and efficient control of document formatting, while reducing errors that may arise from manual formatting.

Consistent specification and use of the heading numbering system, together with automatic formatting tools, help ensure that the document is orderly, accurate, and consistent with international academic standards, as shown in the following example of heading numbering.

Example of a Heading Numbering System

1.5”

CHAPTER 1 (14 pt/bold)

INTRODUCTION (16 pt/bold)

1.5” 1.0”

1.1 Background and Significance of Problem (14 pt/bold)

1.1.1 Background (12 pt/bold/italic)

1.1.2 Significance of Problem (12 pt/bold/italic)

1.2 Research Objectives (14 pt/bold)

1.3 Research Questions (14 pt/bold)

1.4 Scope of the Research (14 pt/bold)

1.4.1 Research Methodology (12 pt/bold)

1.4.2 Population and Sample (12 pt/bold)

1.4.3 Research Instrument (12 pt/bold)

1.4.4 Data Collection (12 pt/bold)

1.4.5 Data Analysis (12 pt/bold)

1.5 Scope of Content (14 pt/bold)

1.0”

CHAPTER 7

FORMAT FOR PRESENTING CONTENT, TABLES, AND FIGURES

The presentation of content in a research report is an important element that reflects the academic quality of the work. The content in each chapter consists of textual content, tables, and figures, which must be arranged systematically, clearly, and consistently throughout the entire work in terms of structure, font format, and method of presentation. This enables readers to understand the essential content effectively and in accordance with a unified standard.

7.1 Presentation of Content in the Literature Review

The presentation of content in the literature review chapter should be structured hierarchically, beginning with main headings and developing into subheadings and paragraph-level details. Such sequencing enables readers to clearly follow the development of concepts and the connections among bodies of knowledge.

In general, the structure of the content should be organized around key concepts. For example, in a study of leadership, the content may be divided into leadership concepts, leadership theories, and related research. Each section is then developed into interconnected subheadings.

In terms of presentation format, major headings may be placed at the center of the page to emphasize key concepts, using a font size larger than that of the main text, such as approximately 14-16 points for English text. The formatting must remain consistent throughout the entire work.

Example of Structuring a Literature Review

CHAPTER 2

LITERATURE REVIEW AND RELATED RESEARCH

Concepts and Theories of Leadership

2.1 Meaning of Leadership

2.1.1 Meaning Based on Traditional Perspectives

2.1.2 Meaning Based on Contemporary Perspectives

2.2 Leadership Theories

2.2.1 Trait Theory

2.2.2 Behavioral Theory

2.2.3 Situational Leadership Theory

2.2.4 Transformational Leadership Theory

2.3 Related Research

2.3.1 National Research

2.3.2 International Research

Organizing content by using key concepts as the central framework and developing them hierarchically helps create a systematic literature review and facilitates the analysis and synthesis of knowledge at the academic level.

7.2 Presentation of Main Ideas and Supporting Details

An academic paragraph should consist of a main idea (Topic Sentence) and supporting details. The main idea serves as the principal sentence of the paragraph and should be placed at the beginning of the paragraph so that readers can clearly understand the key point. It should then be followed by supporting details, which may take the form of explanations, citations, or further analysis.

7.2.1 International Style

The international style requires the topic sentence to be placed at the beginning of the paragraph. The first paragraph following a heading should be aligned with the left margin of the page (without indentation), whereas subsequent paragraphs should be indented consistently. This approach enhances the clarity of the content structure and conforms to international academic writing standards.

Example

2.1 Meaning of Leadership

Leadership is a process through which an individual uses influence to set direction, motivate, and coordinate the cooperation of individuals or groups in order to achieve organizational goals effectively and sustainably.

Northouse (2022) explains that leadership is a process by which an individual influences a group to achieve a common goal, emphasizing the relationship between leaders and followers within a situational context. Meanwhile, Yukl (2013) points out that leadership involves the ability to establish a vision, make decisions, and motivate effective action.

In the context of contemporary organizations, leadership is no longer confined to positional authority. It also encompasses the ability to communicate effectively, build trust, and lead change. These capabilities are critical factors that enable organizations to adapt appropriately to rapidly changing environments.

7.2.2 Thai Style

The Thai style presents the main idea and supporting details in a continuous manner. The distinction between the first paragraph and subsequent paragraphs may

not be explicitly indicated, or all paragraphs may follow the same indentation format. This style may be used in Thai-language research reports; however, the clarity of ideas within each paragraph must be maintained.

Example

2.1 Meaning of Leadership

Leadership is a process through which an individual uses influence to set direction, motivate, and coordinate the cooperation of individuals or groups in order to achieve organizational goals effectively and sustainably.

Northouse (2022) explains that leadership is a process by which an individual influences a group to achieve a common goal, emphasizing the relationship between leaders and followers within a situational context. Meanwhile, Yukl (2013) points out that leadership involves the ability to establish a vision, make decisions, and motivate effective action.

In the context of contemporary organizations, leadership is no longer confined to positional authority. It also encompasses the ability to communicate effectively, build trust, and lead change. These capabilities are critical factors that enable organizations to adapt appropriately to rapidly changing environments.

Requirements for Selecting a Writing Style

Researchers may select a writing style as appropriate to the language and nature of the research work. However, the same style must be used consistently throughout the entire work. In cases where the report is prepared in English, only the international style shall be used.

7.3 Academic Writing Structure in the Literature Review

The presentation of content in the literature review should have a clear and systematic structure so that the arrangement of concepts proceeds coherently and facilitates readers' understanding. In general, the structure of academic writing in this section should consist of four important components: prologue, statement of concept, supporting details, and conclusion. The sequencing of these components helps make the presentation complete in terms of both content and reasoning.

7.3.1 Prologue

The prologue is the part that introduces the issue being presented. Its purpose is to connect readers concisely and directly to the context of the content. The prologue may describe a situation, trend, or related problem in order to establish a basis for understanding the importance of the topic to be discussed.

Example:

"In the context of digital transformation, educational organizations need to adapt to technology and new forms of learning. This has made the role of leaders more complex and challenging."

7.3.2 Statement of Concept

The statement of concept is the main sentence that reflects the essential content of the paragraph. It should function as an operative concept with clear key terms so that it can be developed systematically into subheadings or further explanation. A good statement of concept should clearly identify the main issue and have an appropriate scope.

Example:

"Digital leadership consists of key components, namely the ability to use technology, digital communication, and change management in organizations."

7.3.3 Supporting Details

Supporting details are the part that explains, supports, or develops the concept from the main sentence. They may include references to scholars' concepts, examples, comparisons, or logical analysis. The content should be logically connected and clearly support the main point of the paragraph.

Example:

"Northouse (2022) explains that leaders in the present era must be able to apply technology to support decision-making, while Yukl (2013) emphasizes that communication and collaboration are important factors that contribute to administrative effectiveness. In addition, Kane et al. (2015) point out that leaders who can manage digital transformation help organizations adapt and create competitive advantage."

7.3.4 Conclusion

The conclusion is the part that brings together the essential points of the concept in that topic. The researcher must compose it in their own words and reflect concise analysis. It should not be copied from other sources. A good conclusion reinforces the key point and appropriately connects to the next paragraph or topic.

Example:

"In conclusion, digital leadership is an important component that enables organizations to adapt effectively to technological change and is a key factor in driving organizations toward sustainability in the digital era."

Example of Writing All Components in One Paragraph

In the context of digital transformation, educational organizations need to adapt to technology and new forms of learning. This has made the role of leaders more complex and challenging. Digital leadership consists of key components, namely the ability to use technology, digital communication, and change management in organizations.

Northouse (2022) explains that leaders in the present era must be able to apply technology to support decision-making, while Yukl (2013) emphasizes that communication and collaboration are important factors that contribute to administrative effectiveness. In addition, Kane et al. (2015) point out that leaders who can manage digital transformation help organizations adapt and create competitive advantage.

In conclusion, digital leadership is an important component that enables organizations to adapt effectively to technological change and is a key factor in driving organizations toward sustainability in the digital era.

Ethical Precautions

The presentation of content in the literature review must include proper citation and avoid copying text from other sources without citation, as this constitutes a violation of academic ethics and may seriously affect the researcher's academic status. Therefore, researchers should compose the content in their own words and use citations appropriately to indicate the sources of concepts.

In summary, an academic writing structure in the literature review that consists of a prologue, statement of concept, supporting details, and conclusion helps make the presentation clear, systematic, and conducive to academic analysis. When used together with proper citation and composition in the researcher's own words, it enhances the quality of the literature review, making it credible and consistent with the standards of graduate-level research.

7.4 Guidelines for Presenting Academic Content

Academic writing should emphasize the analysis and synthesis of information rather than merely arranging or summarizing content directly from sources. Researchers must be able to logically connect relevant concepts, theories, and research findings in order to reflect in-depth understanding and develop their own academic conclusions.

The presentation should use clear, concise, and formal language. Researchers should avoid fragmented listing of concepts, which does not demonstrate relationships among bodies of knowledge.

Example of Writing

Inappropriate

"Bass (1985) discusses transformational leadership as inspiring followers. Burns (1978) states that leadership is a process of elevating the values of leaders and followers. Yukl (2013) states that leadership involves the use of influence to set organizational direction."

Appropriate

"Although Burns (1978) and Bass (1985) emphasize the role of leaders in elevating motivation and inspiring followers within the framework of transformational leadership, Yukl (2013) expands the perspective toward the role of leaders as a process by emphasizing the use of influence to set direction and manage relationships within organizations. This reflects the development of the concept of leadership from a value-based dimension to a systematic management dimension in the modern context."

In practice, researchers should avoid presenting concepts in a repeated "states that… states that…" pattern across multiple sources. Instead, they should group related concepts and rewrite them in their own words, while clearly demonstrating the connections or differences among the concepts.

Analytical and synthetic writing enhances the quality of the literature review by making it deeper, more credible, and clearly reflective of the researcher's academic capability.

7.5 Font Format and Content Layout

The presentation of content must comply with the university's font format requirements in order to ensure that the document is orderly and standardized throughout the entire work. TH Sarabun New, 16 points, shall be used for Thai text, and Times New Roman, 12 points, shall be used for English text.

For headings or text intended to emphasize key terms, a larger font size or bold type may be used together with center alignment on the page. However, consistency of formatting must be maintained throughout the entire document.

Multiple font types or font sizes should not be used within the same section of the content. Priority should be indicated through hierarchy, font format, and spacing rather than through excessive variation in formatting. Consistent use of font format and content layout helps make the document readable, orderly, and clearly reflective of academic standards.

In summary, the presentation of content in a quality research report requires both a systematic structure and an appropriate writing format, especially analytical and synthetic writing, the clear use of main ideas and supporting details, and the specification of font format and content layout in accordance with a unified standard throughout the entire work. These elements help make the work credible and enable it to communicate essential content effectively at the academic level.

7.6 Table Presentation

Tables are important tools for presenting the results of data analysis, especially quantitative data or data requiring multidimensional comparison. Appropriate use of tables enables readers to understand the structure of the data and interpret research findings clearly. Tables must support the analysis and not replace academic explanation.

The presentation of tables in a research report must be systematic, beginning with the numbering and title of the table, which are important elements that enable readers to refer to the data accurately.

(1) Table Numbering

Table numbers must correspond to the chapter of the report by using the chapter number as the prefix. For example, tables in Chapter 4 shall be formatted as Table 4.1, 4.2 or Table 4-1, 4-2. One format must be selected and used consistently throughout the entire work.

(2) Table Titles

Table titles must communicate the content of the data clearly and concisely. They commonly begin with the word "shows" to indicate the nature of the data, for example:

Table 4.1 shows the demographic characteristics of respondents classified by gender, age, and educational level

The table title must be placed above the table and aligned with the left margin of the page. The word "Table" may be italicized or formatted differently from the main text to make it clearly visible.

(3) Table Format and Table Lines

Tables should be simple, readable, and consistent with international standards, especially APA guidelines, which recommend using lines only as necessary, namely:

- Use horizontal lines only in important parts, such as the top line, the line beneath the table heading, and the bottom line.
- Do not use vertical lines within the table.
- Avoid excessive lines or unnecessary decoration.

These guidelines help make tables clean and data-focused.

(4) Referring to Tables in the Text

Academic presentation should explain the results of the analysis in the text first and then refer to the table, such as "(see Table 4.1)," so that readers understand the meaning of the data before considering the details.

The wording "From Table 4.1, it was found that…" is commonly found but is not recommended in international standards because it makes the table lead the content rather than the analysis.

Example of Presentation

The results of the analysis of respondents' demographic characteristics showed that the majority of the sample were female, accounting for 52.90 percent, while male respondents accounted for 47.10 percent. The 26–30 age group had the largest number of respondents, reflecting the demographic structure of early working age (see Table 4.1).

Table 4.1 shows the demographic characteristics of respondents classified by gender, age, and educational level

Demographic Characteristics	Frequency (Persons)	Percentage
Gender		
Male	146	47.10
Female	164	52.90
Age		
26 – 30 years	146	47.10
31 – 35 years	131	42.26
36 – 40 years	27	8.71
41 – 45 years	6	1.93
Educational Level		
Master's degree	271	87.42

Demographic Characteristics	Frequency (Persons)	Percentage
Doctoral degree	39	12.58

Placement of Tables

Tables should be placed immediately after the text that refers to them, or on the same page where possible, in order to ensure continuity in reading. If a table contains extensive details or raw data, it should be placed in the appendix, while only tables summarizing the essential content should be presented in the main text.

In summary, high-quality table presentation requires both correctness of format and appropriateness of use, particularly systematic numbering and titling of tables, simple table design in accordance with international standards, and logical connection between tables and explanation in the text. These guidelines help enhance the clarity and credibility of research work and ensure consistency with international academic standards.

7.7 Figure, Diagram, and Chart Presentation

Figures, diagrams, and charts are important tools for presenting data or concepts that are complex and can be more easily understood through visual representation. They are particularly useful when explaining relationships among variables, operational processes, or research conceptual frameworks. Appropriate use of figures enhances the clarity of the content and improves the effectiveness of academic communication. However, figures must support explanation rather than replace analysis in the text.

The presentation of figures in a research report must include complete and systematic components, beginning with the figure number and figure caption, which are essential for enabling readers to accurately reference and interpret the content.

(1) Figure Numbering

Figure numbers must correspond to the chapter of the report. For example, figures in Chapter 2 should be numbered as Figure 2.1, 2.2 or Figure 2-1, 2-2. One format must be selected and used consistently throughout the entire work, in the same manner as table numbering.

(2) Figure Caption

The figure caption must communicate the content of the figure clearly and concisely. It should be placed below the figure and centered on the page. A standard format is as follows:

Figure 2.1 Conceptual Framework

The word “Figure” may be italicized to distinguish it from the main text. The font size of the caption should be slightly smaller than that of the main text (for example, 10-point when the main text uses 12-point font).

(3) Source of the Figure

If a figure is reproduced or adapted from another source, the source must be clearly identified on the line immediately following the caption. For example:

Source: Adapted from Kane et al. (2015)

Providing the source is an essential part of academic ethics and must be carried out rigorously.

(4) Figure Design

Figures should be simple, clear, and capable of conveying meaning immediately. Excessive use of colors or unnecessary elements should be avoided. Lines in diagrams should be sharp and clearly visible, and all text within the figure must remain legible when printed.

Presentation Guidelines

The presentation of figures should follow the same principle as table presentation. Researchers should explain the key points in the text first and then refer to the figure, such as "(see Figure 2.1)," so that readers understand the meaning of the figure within the context of the research.

Beginning with the phrase "From Figure…" is commonly found but is not considered a recommended practice in international academic writing because it makes the figure lead the content rather than the researcher's analysis.

Example of a Research Framework or Conceptual Framework

The conceptual framework derived from the analysis and synthesis of the various sources mentioned above illustrates the relationships among the variables in this study, as shown in Figure 1.2.

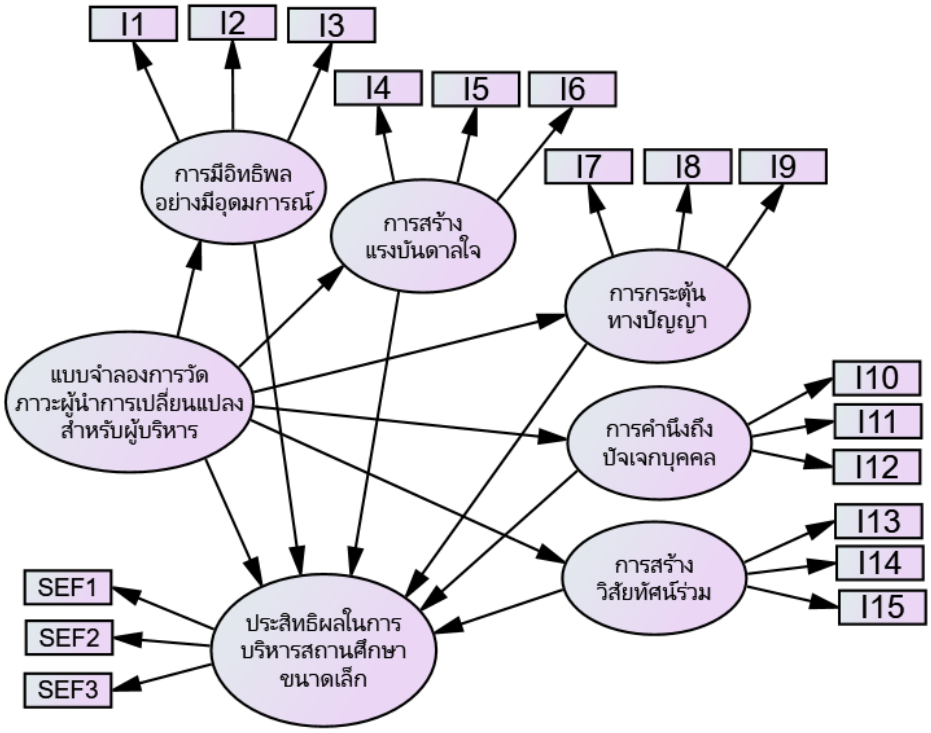

Figure 1.2 Conceptual Framework

The diagram should clearly show arrows linking the variables and should use a format that is easy to read. The research framework or conceptual framework may be adjusted according to the research design and the research methodology used.

Placement of Figures

Figures should be placed immediately after the text that refers to them, or on the same page where possible, so that readers can connect the content continuously. If a figure is large or contains many details, it may be placed on the following page, but this must not disrupt the continuity of reading.

In summary, high-quality figure presentation must consider clarity of content, correctness of format, and appropriateness of use, particularly systematic numbering and captioning of figures, accurate identification of sources, and logical connection between figures and explanation in the text. These guidelines help enhance the international standard, credibility, and communicative effectiveness of research work.

Example of What Should Not Be Done

Table 4.2 Results of the Analysis and Synthesis of Components of Transformational Leadership for School Administrators Based on Expert Opinions

Components	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Frequency	Percentage
1. Idealized Influence	*	*	*	*	*	*	*	7	100.00
2. Inspirational Motivation	*	*	*	*	*	*	*	7	100.00
3. Intellectual Stimulation	*	*	*	*	*	*	*	7	100.00
4. Individualized Consideration	*	*	*	*	*	*	*	7	100.00
5. Shared Vision Building	*	*	*	*	*	–	–	5	71.43
6. Participatory Networking	*	*	–	–	–	–	*	3	42.86
7. Teamwork	*	*	*	–	–	*	*	5	71.43
8. Visionary Leadership	*	*	*	*	*	*	*	7	100.00
9. Strategic Management	*	–	*	–	–	–	*	3	42.86
10. Digital Technology	*	–	*	–	–	–	*	3	42.86

In Table 4.2, the findings from interviews with seven experts who had experience in school administration regarding the components of transformational leadership for school administrators are presented. The analysis and synthesis of the interview data were guided by Bass's theory of transformational leadership, while also incorporating additional perspectives offered by the experts. The mapping analysis revealed that five components achieved 100 percent agreement among the experts: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and vision. One additional component, shared vision, received agreement from more than 50 percent of the experts (71.43%). The remaining components received less than 50 percent agreement, namely participatory networking, strategic management, and digital technology.

Example of an Inappropriate Presentation of Data Analysis Results Because the Table Is Presented Before the Analysis

Example of Appropriate Practice

The interviews with seven experts who had experience in school administration identified key components of transformational leadership for school administrators. The analysis and synthesis of the interview data were based on Bass's theory of transformational leadership, together with additional perspectives provided by the experts. The mapping analysis revealed that five components achieved 100 percent agreement among the experts: idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and vision. One additional component, shared vision, received agreement from more than 50 percent of the experts (71.43%). The remaining components received less than 50 percent agreement, namely participatory networking, strategic management, and digital technology. The results of the analysis and synthesis are presented in Table 4.2.

Table 4.2 Analysis and Synthesis of the Components of Transformational Leadership for School Administrators Based on Expert Opinions

Components	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Frequency	Percentage
1. Idealized Influence	*	*	*	*	*	*	*	7	100.00
2. Inspirational Motivation	*	*	*	*	*	*	*	7	100.00
3. Intellectual Stimulation	*	*	*	*	*	*	*	7	100.00

Components	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Frequency	Percentage
4. Individualized Consideration	*	*	*	*	*	*	*	7	100.00
5. Shared Vision Building	*	*	*	*	*	–	–	5	71.43
6. Participatory Networking	*	*	–	–	–	–	*	3	42.86
7. Teamwork	*	*	*	–	–	*	*	5	71.43
8. Visionary Leadership	*	*	*	*	*	*	*	7	100.00
9. Strategic Management	*	–	*	–	–	–	*	3	42.86
10. Digital Technology	*	–	*	–	–	–	*	3	42.86

Example of an Appropriate Presentation of Data Analysis Results
The analysis results should be presented before the table. Tables should be provided after the analysis and, where appropriate, may be included in the appendix.

7.8 Punctuation and Parentheses in Foreign Languages

The use of punctuation marks and parentheses in academic writing, particularly in sections involving foreign languages, must follow international grammatical conventions. Thai and English differ in their spacing conventions, and incorrect usage may affect the clarity, accuracy, and professionalism of the research report.

(1) Use of Punctuation Marks (., :, ;)

When using a period (.), comma (,), colon (:), or semicolon (;), the punctuation mark must be attached directly to the preceding word, followed by one space after the punctuation mark. This practice conforms to standard English writing conventions.

The following examples illustrate common errors.

Punctuation Mark	Incorrect	Correct
[.]	Ph.D . Dr . JohnSmith	Ph.D. Dr. John Smith
[,]	The committee consists of teachers,administrators,and researchers.	The committee consists of teachers, administrators, and researchers.
[:]	The study focuses on:leadership development in schools.	The study focuses on: leadership development in schools.
[;]	The objectives are threefold: 1) To analyze data ; 2) To develop a mode ; 3) To evaluate outcomes	The objectives are threefold: (1) to analyze data; (2) to develop a model; and (3) to evaluate outcomes.

In the cases above, these are considered “formatting requirements”; therefore, the terms “Incorrect” and “Correct” must be used clearly.

(2) Spacing with Numbers

Numbers should be separated appropriately from surrounding text to ensure readability and consistency. In English academic writing, a space should be inserted between a numeral and the noun that follows it when the numeral functions as a quantity.

Example

Incorrect: A total of120participants were included in the study.
Correct: A total of 120 participants were included in the study.
Incorrect: The survey was conducted in2026.
Correct: The survey was conducted in 2026.

Consistent spacing around numbers improves readability and conforms to standard academic writing conventions.

(3) Use of Parentheses

The use of parentheses in academic writing must follow the correct spacing principles. One space must be inserted before the opening parenthesis and one space after the closing parenthesis. However, there must be no space after the opening parenthesis or before the closing parenthesis. This ensures clarity and conformity with international standards.

Example

Incorrect: Digital leadership(Digital Leadership)plays an important role in organizational development.
Correct: Digital leadership (Digital Leadership) plays an important role in organizational development.
Incorrect: The study employed confirmatory factor analysis(CFA).
Correct: The study employed confirmatory factor analysis (CFA).

Parentheses should follow the principle of “spacing outside, but no spacing inside.”

(4) Run-in-text Numbering

When presenting a series of items within a paragraph, run-in-text numbering should be used in the form (1), (2), and (3). The forms 1), 2), and 3) should be avoided in continuous text.

The final item should be preceded by “and” to ensure grammatical correctness and consistency with academic writing conventions. In addition, all items should follow a parallel grammatical structure.

Example

Incorrect: The objectives of this research were 1) to develop a model 2) to examine its effectiveness 3) to evaluate user satisfaction.
Correct: The objectives of this research were (1) to develop a model; (2) to examine its effectiveness; and (3) to evaluate user satisfaction.
Incorrect: The research procedures included 1) reviewing the literature; 2) instrument development; 3) collecting data.
Correct: The research procedures included (1) reviewing the literature; (2) developing the research instruments; and (3) collecting the data.

Run-in-text numbering should be written as (1), (2), and (3), and parallel structure should be maintained throughout the series.

Style Consideration

In considering the use of punctuation marks in academic writing, some cases may be regarded as "fixed requirements," which are grammatical or formatting rules that must be followed strictly. These cases can be clearly classified as "Incorrect" or "Correct," such as spacing with punctuation marks or the use of numbering formats within a paragraph.

However, in some cases, the use of punctuation marks is not a fixed requirement but rather a matter of writing style. Such cases may not be strictly "incorrect," but they can be considered in terms of appropriateness, such as inconsistent use of punctuation throughout the work or excessive use of punctuation marks. These cases should therefore be considered at the level of "Appropriate" or "Inappropriate" rather than being judged as "Incorrect."

For this reason, understanding the difference between "rule-based requirements" and "style-based guidelines" is important, as it helps users interpret the examples and guidelines in this manual correctly and reflects the different levels of strictness in each case.

In summary, the correct use of punctuation marks and parentheses not only helps make the text clear and smooth to read, but also reflects the systematic quality and standards of academic writing. Applying spacing rules, punctuation usage, and presentation formats consistently throughout the entire work enhances the quality of research and aligns it with international standards.

7.9 Formatting of Chapters, Chapter Titles, and Heading Numbering

The formatting of chapters, chapter titles, and heading numbering is an important element in creating a well-organized research report and helping readers follow the logical sequence of the content. This is particularly important in the arrangement of headings at different levels, which must maintain a clear structural relationship and follow a consistent format throughout the entire work.

In general, the structure may be classified into two formats: a sub-chapter structure and a non-sub-chapter structure. The choice depends on the nature of the content and the complexity of the research.

7.9.1 Sub-chapter Structure

This format is suitable for research reports that divide content into major subdivisions (sub-chapters) in order to enhance clarity and organization.

1) Formatting of the Chapter Number and Chapter Title

The term "**CHAPTER**" shall be presented in boldface, 14-point font, and the chapter title shall be presented in boldface, 16-point font. Both shall be centered on the page to clearly emphasize their status as the principal heading of the chapter.

2) Formatting of Sub-chapters

Sub-chapter titles shall be presented in boldface, 16-point font, and centered on the page to indicate major divisions within the content. This arrangement helps readers clearly perceive the overall structure of the chapter.

3) Heading Numbering

Heading numbers shall use the chapter number as the leading number and follow a decimal numbering system, such as 1.1 and 1.1.1. In general, headings should not exceed three levels, although up to four levels may be permitted when necessary. The same numbering format must be used consistently throughout the entire work to avoid confusion in interpreting the structure.

4) Main Headings

Main headings shall be aligned with the left margin, presented in boldface, 14-point font, and numbered at the first level, such as:

1. Introduction

The first paragraph under the heading should not be indented so that the content connects directly and continuously with the heading.

5) Subheadings

Subheadings shall be indented one level, presented in boldface, 12-point font, and numbered with two levels, such as:

1.1 Background and Significance of the Problem

This format reflects a systematic subdivision of the content.

6) Lower-Level Subheadings

The next level of headings shall be indented one additional level, presented in bold italic type, 12-point font, and numbered with three levels, such as:

1.1.1 Concepts of Leadership

This format clearly represents the deeper structure of the content.

7) Minor Headings and Sub-items Within Lists

When additional list items are required, the format 1), 2), 3) shall be used on separate lines to distinguish individual points. For sub-items presented within a paragraph, the format (1), (2), (3) shall be used in accordance with the run-in-text numbering convention. The structure of the statements should remain consistent throughout the list.

Example (Sub-chapter Structure)

CHAPTER 1

INTRODUCTION

Fundamental Concepts of Educational Administration

1. Introduction

Educational administration is an important field of study concerned with the systematic management of educational institutions. It involves planning, organizing,

leading, and evaluating educational processes in order to achieve institutional goals effectively.

1.1 Background and Significance of the Problem

Educational institutions are currently facing rapid changes in policy, technology, society, and learner needs. These changes require administrators to apply appropriate leadership and management approaches in order to ensure educational quality and institutional sustainability.

1.1.1 Concepts of Leadership

Leadership is a key factor influencing the effectiveness of educational organizations. It involves the ability to set direction, motivate personnel, build collaboration, and guide organizations toward desired goals.

1) Strategic Leadership
2) Innovative Leadership

Systematic formatting of chapters, chapter titles, and heading numbering helps give a research report a clear structure and facilitates effective academic communication. Selecting a format that is appropriate to the nature of the work and applying that format consistently throughout the entire work are important factors in ensuring unity of the document and alignment with graduate-level standards.

7.9.2 Non-Sub-chapter Structure

This format is suitable for general research reports that do not divide content into sub-chapters. It uses a continuous heading structure within a single chapter, which helps make the presentation concise while still maintaining a clear academic structure. The formatting must use the same criteria consistently throughout the entire work.

1) Formatting of the Chapter Number and Chapter Title

The formatting of the chapter number and chapter title shall follow the same format as the sub-chapter structure. The term “Chapter” shall be presented in boldface, 14-point font, and the chapter title shall be presented in boldface, 16-point font, centered on the page, to maintain the standard of the entire document.

2) Heading Numbering

The chapter number shall be used as the leading number, and headings shall be sequenced according to the decimal numbering system, namely 1.1 and 1.1.1. In general, the numbering should not exceed three levels. The same format must be used consistently so that the structure of the content is continuous and does not cause confusion.

3) Main Headings

Main headings shall be aligned with the left margin, presented in boldface, 14-point font, and numbered with two levels, such as 1.1 Introduction. The first paragraph of the content shall not be indented so that the text connects continuously with the heading.

4) Subheadings

Subheadings shall be indented one level, presented in boldface, 12-point font, and numbered with three levels, such as 1.1.1 Significance of the Research. This shows the systematic division of content at a subordinate level.

5) Lower-Level Subheadings

The next level of headings shall be indented one additional level, presented in bold italic type, 12-point font, and numbered with four levels, such as 1.1.1.1 Related Concepts, in order to reflect the deeper structure of the content.

6) Minor Headings

In cases where additional sub-items are to be presented, the format 1), 2), 3) shall be used, with each item beginning on a new line to clearly separate the points and help the content be read in sequence.

7) Sub-items Within Lists

For sub-items within a paragraph, the format (1), (2), (3) shall be used according to the Run-in-Text writing convention. Parallel Structure shall be maintained for clarity and orderliness.

Example (Non-Sub-chapter Structure)

CHAPTER 1

INTRODUCTION

1.1 Introduction

Educational institutions are currently facing rapid changes in technology, society, and public policy. These changes require educational administrators to adapt their management approaches in order to maintain organizational effectiveness and sustainability.

1.1.1 Significance of the Research

The increasing complexity of educational administration has highlighted the importance of leadership in promoting organizational effectiveness and responding to change.

1.1.1.1 Related Concepts

Transformational leadership is widely recognized as an important leadership approach that enables organizations to adapt effectively to changing environments.

In summary, systematic formatting of chapters and heading numbering helps make a research report clear and orderly. Researchers must select a format (sub-chapter or non-sub-chapter structure) that is appropriate to the nature of the work and use that format consistently throughout the entire work in order to ensure unity and conformity with academic standards.

CHAPTER 8
REFERENCE FORMATTING

Referencing is an essential component of academic writing that reflects the credibility, transparency, and ethical responsibility of the author. This is particularly important in graduate-level and doctoral research. Proper referencing enables readers to verify original sources and systematically trace the development of knowledge within a particular field of study. When authors incorporate the ideas, theories, data, or content created by others—such as text, examples, case studies, tables, or figures—they must appropriately acknowledge the source. This includes both in-text citations and the reference list at the end of the document.

For this research manuscript, all references must follow the American Psychological Association (APA) 7th Edition style. The same referencing format must be applied consistently throughout the entire document, including writing style, language usage, and the arrangement of reference entries. In cases of direct quotation, page numbers must be included using the abbreviation "p." in accordance with international standards. For paraphrased citations, page numbers are not required but may be included to enhance clarity.

In addition, citation sentences should maintain language consistency. Only one language should be used within a sentence, and Thai and English should not be mixed. This practice ensures academic professionalism and compliance with international standards.

Referencing consists of two parts:

• Citation: Appears within the text.

• Reference List: Appears at the end of the document.

8.1 Citation

A citation is the acknowledgment of the source of information or ideas within the text. It indicates that the content originates from another author and enables readers to locate the original source.

In-text citations are divided into two forms: direct citation and paraphrased citation.

(1) Direct Citation

A direct citation involves reproducing another author's exact words without modification. It must be presented either within quotation marks ("…") or as a separate block quotation, together with the author's name, publication year, and page number, in accordance with APA 7th Edition.

▪ **Short Quotation**

A short quotation is used when the quoted text contains fewer than 40 words and must be enclosed in quotation marks.

Example (Correct APA 7 Format)
Fullan (2016, p. 25) stated that "effective leadership requires the ability to mobilize people toward a shared vision and sustain change through collaborative processes."
or
Leadership plays a significant role in organizational change because "effective leaders must be able to create a shared vision and sustain continuous transformation" (Fullan, 2016, p. 25).

▪ **Long Quotation**

A long quotation is used when the quoted text contains 40 words or more. It must be presented as a block quotation in a separate paragraph and should not be enclosed in quotation marks.

Example
Fullan (2016) explained that:

Effective leadership is not about individual authority but about collective capacity. It involves engaging people in meaningful work, building shared commitment, and sustaining improvement through continuous learning and collaboration. (p. 27)

(2) Paraphrased Citation

A paraphrased citation involves restating another author's ideas using the writer's own words without copying the original text. The author's name and publication year must still be provided.

According to APA 7th Edition, page numbers are not required for paraphrased citations but may be included if greater precision is desired.

Examples

Transformational leadership emphasizes the creation of a shared vision and the active participation of organizational members (Fullan, 2016).
or
This perspective highlights the role of leaders in creating sustainable organizational change (Fullan, 2016, p. 25).

Important Referencing Guidelines

References must clearly distinguish the ideas of different authors. Multiple concepts should not be combined in a way that obscures their original sources. However, when several authors support a similar idea, multiple citations may be included within the same parenthetical reference.

Example

Leadership plays a significant role in organizational effectiveness (Fullan, 2016; Northouse, 2021).

One practice that must be strictly avoided is copying another person's work without using quotation marks or without acknowledging the source. Such conduct constitutes academic misconduct (plagiarism) and may result in serious consequences, including rejection of the work or revocation of an academic degree.

8.2 Reference List

The Reference List is a compilation of all sources cited within the research manuscript. Its purpose is to enable readers to locate, retrieve, and verify the original sources accurately and comprehensively. The preparation of reference entries must follow the American Psychological Association (APA) 7th Edition style and must correspond precisely with the in-text citations. In other words, every source cited in the text must appear in the reference list, and sources not cited in the text should not be included.

8.2.1 Principles for Preparing a Reference List

The preparation of a reference list should follow the principles outlined below. All reference entries must be arranged alphabetically by the author's surname (Alphabetical Order). The same principle applies to both Thai and English sources. When both Thai and English references are included, they should be combined into a single reference list rather than separated into different sections.

For English authors, names should be written in the format of surname followed by initials (e.g., Fullan, M.). For Thai authors, full names should be written in their standard format.

The first line of each reference entry should be aligned with the left margin, while subsequent lines should be indented using a hanging indent format to clearly distinguish individual entries.

English book titles and journal titles should be italicized. Capitalization should follow sentence case, meaning that only the first word of the title, proper nouns, and the first word following a colon are capitalized. Title Case should not be used.

The publication year should appear in parentheses immediately after the author's name and should be followed by a period.

8.2.2 Reference List Formats (APA 7th Edition)

Reference entries must be prepared according to the type of source being cited. The formats and examples are as follows.

1) Book

Format

Author, A. A. (Year). *Title of the book* (Edition). Publisher.

Example (English)

Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.

2) Journal Article

Format

Author, A. A., & Author, B. B. (Year). Title of the article. *Title of the Journal, Volume*(Issue), page–page. https://doi.org/xxxxx

Example

Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform. *School Effectiveness and School Improvement, 17*(2), 201–227. https://doi.org/10.xxxx

3) Website

Format

Author/Organization. (Year). *Title of the webpage*. URL

Example

World Bank. (2020). *Education in a digital world*. https://www.worldbank.org

4) Edited Book

Format

Editor, A. A. (Ed.). (Year). *Title of the book*. Publisher.

5) Book Chapter

Format

Author, A. A. (Year). Title of the chapter. In A. Editor (Ed.), *Title of the book* (pp. xx–xx). Publisher.

Important Considerations

Reference entries must be accurate, complete, and consistent, particularly with respect to punctuation, capitalization, and the use of italics. Furthermore, all entries in the reference list must correspond directly to citations appearing within the text. The correct and consistent application of APA 7th Edition referencing standards enhances the quality of research work, ensures compliance with international academic standards, and facilitates its use within the global scholarly community.

APPENDIX

Appendix 1

Examples of the Front Matter of a Research Paper
(For International Students)

CREATIVE LEADERSHIP OF ADMINISTRATORS IN PINGXIANG COLLEGE UNDER JIANGXI PROVINCE

Hu Xinyi

A Research Paper Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Education
Leadership in Educational Administration
Faculty of Education, Bangkokthonburi University
Academic Year 2026
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Hu Xinyi

The research paper advisors and the final research paper defense examination committee, after careful consideration, have duly approved this research paper to be of good quality and recommended for its submission as a partial fulfillment of the requirements for the degree of

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

Final Research Paper Defense Examination Committee

..... Chairperson

(Assistant Professor Dr.Nirasa Sripun)

..... Member /Advisor

(Instructor Dr.Suthasiri Wittaya)

..... Member

(Instructor Dr.Yawadee Sopon)

The Faculty of Education, Bangkokthonburi University has duly accepted this research paper as a partial fulfilment of the requirements for the Degree of

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

.....Dean

(Associate Professor Dr.Malakan Thanya)

...../...../.....

Research Title: **CREATIVE LEADERSHIP OF ADMINISTRATORS IN PINGXIANG COLLEGE UNDER JIANGXI PROVINCE**

Researcher: Ms.Hu Xinyi, **Advisor:** Instructor Dr.Suthasiri Wittaya; **Degree**: Master of Education (Leadership in Educational Administration); **Academic Year:** 2026

ABSTRACT

The objectives of this research were: (1) To investigate the level of creative leadership of administrators at Pingxiang College in Jiangxi Province; and (2) to compare teachers' perceptions of creative leadership of Pingxiang College under Jiangxi Province, classified by work experience and educational level.

The research methodology was survey research. The population consisted of 588 teachers in Pingxiang College under Jiangxi Province, the People's Republic of China. The sample consisted of 226 teachers. The sample size was determined by Krejcie and Morgan's table and obtained by simple random sampling technique. The instrument used for data collection was a five-point rating scale questionnaire. The statistics used for data analysis were frequency, percentage, mean, Standard Deviation and t-test.

The research findings revealed that: (1) Creative leadership of administrators in Pingxiang College under Jiangxi Province, overall and in each aspect was at a high level; and (2) comparison of teacher's perception on creative leadership of administrators in Pingxiang College under Jiangxi Province, classified by work experience and educational level, overall and in each aspect was not different.

Keywords: creative leadership, administrators, Pingxiang College, Jiangxi Province

ชื่อสารนิพนธ์: **ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารวิทยาลัยผิงเซียงสังกัดมณฑลเจียงซี**
ผู้ทำสารนิพนธ์: นางสาวหู ซินอี้ **อาจารย์ที่ปรึกษา**: อาจารย์ ดร.สุธาสิริ วิทยา **ปริญญา**: ศึกษาศาสตรมหาบัณฑิต (ภาวะผู้นำทางการบริหารการศึกษา) **ปีการศึกษา**: 2569

บทคัดย่อ

วัตถุประสงค์ของการวิจัยคือ (1) เพื่อศึกษาระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารวิทยาลัยผิงเซียงสังกัดมณฑลเจียงซี และ (2) เพื่อเปรียบเทียบการรับรู้ของครูต่อภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารวิทยาลัยผิงเซียงสังกัดมณฑลเจียงซี จำแนกตามประสบการณ์การทำงานและระดับการศึกษา

ระเบียบวิธีวิจัยคือ การวิจัยเชิงสำรวจ ประชากร ประกอบด้วย ครูของวิทยาลัยผิงเซียงสังกัดมณฑลเจียงซี สาธารณรัฐประชาชนจีน จำนวน 588 คน กลุ่มตัวอย่างจำนวน 266 คน กำหนดขนาดตัวอย่างด้วยการเทียบตารางเครจซี่และมอร์แกน และดำเนินการโดยวิธีการสุ่มอย่างง่าย เครื่องมือที่ใช้ในการรวบรวมข้อมูลเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบสมมติฐาน ค่าที

ผลการวิจัยพบว่า (1) ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารวิทยาลัยผิงเซียงสังกัดมณฑลเจียงซีโดยภาพรวมและรายด้านอยู่ในระดับมาก และ (2) เปรียบเทียบการรับรู้ของครูต่อภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารวิทยาลัยผิงเซียงสังกัดมณฑลเจียงซี จำแนกตามประสบการณ์การทำงานและระดับการศึกษาโดยรวมและรายด้านไม่แตกต่างกัน

คำสำคัญ: ภาวะผู้นำเชิงสร้างสรรค์ ผู้บริหาร วิทยาลัยผิงเซียง มณฑลเจียงซี

ACKNOWLEDGEMENTS

At this point, the pen is finished, and the last chapter of the paper has been written. The master's career is also coming to an end, and two years seem to be in the blink of an eye, repeatedly in the dream of yesterday. For me, the summer in Bangkok is very hot and I have experienced a lot. Wherever I looked in the past two years, it was all memories.

First of all, I would like to thank my thesis supervisor, Instructor Dr.Suthasiri Wittaya, who guided me step by step to complete this thesis. In the process of determining the title and revision of the paper, careful review is also indispensable, patiently correcting mistakes and proposing directions for me. I will keep in mind the teacher's teachings, whether it is for this topic or for my attitude towards life, I will work hard, correct my mistakes, and surpass my previous self.

Secondly, I would like to thank my classmates for teaching me how to organize questionnaires and data when I was having trouble collecting data.

I am also grateful to my family for allowing me to concentrate on my studies without distractions.

Hu Xinyi

Appendix 2

Examples of the Front Matter of a Thesis
(For International Students)

CREATIVE LEADERSHIP OF ADMINISTRATORS AFFECTING PARTICIPATION OF TEACHERS IN COLLEGES UNDER JIANGXI PROVINCE

Hu Xinyi

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CREATIVE LEADERSHIP OF ADMINISTRATORS AFFECTING PARTICIPATION OF TEACHERS IN COLLEGES UNDER JIANGXI PROVINCE

Hu Xinyi

The thesis advisors and the final thesis defense examination committee, after careful consideration, have duly approved this thesis to be of good quality and recommended for its submission as a partial fulfillment of the requirements for the degree of

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

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(Instructor Dr.Suthasiri Wittaya)

..... Member/Co-Advisor

(Instructor Dr.Yawadee Sopon)

The Faculty of Education, Bangkokthonburi University has duly accepted this thesis as a partial fulfilment of the requirements for the Degree of

Master of Education

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

.....Dean

(Associate Professor Dr.Malakan Thanya)

...../...../.....

Research Title: **CREATIVE LEADERSHIP OF ADMINISTRATORS IN PINGXIANG COLLEGE UNDER JIANGXI PROVINCE**

Researcher: Ms.Hu Xinyi, **Advisor:** Instructor Dr.Suthasiri Wittaya; **Degree**: Master of Education (Leadership in Educational Administration); **Academic Year:** 2026

ABSTRACT

The objectives of this research were: (1) To investigate the level of creative leadership of administrators at Pingxiang College in Jiangxi Province; and (2) to compare teachers' perceptions of creative leadership of Pingxiang College under Jiangxi Province, classified by work experience and educational level.

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Keywords: creative leadership, administrators, Pingxiang College, Jiangxi Province

ชื่อวิทยานิพนธ์: **ภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารที่ส่งผลต่อการมีส่วนร่วมของครูในวิทยาลัยสังกัดมณฑลเจียงซี**

ผู้ทำวิทยานิพนธ์: นางสาวหู ซินอี้ **อาจารย์ที่ปรึกษา**: อาจารย์ ดร.สุธาสิริ วิทยา และอาจารย์ ดร.ญาวดี โสภณ **ปริญญา**: ศึกษาศาสตรมหาบัณฑิต (ภาวะผู้นำทางการบริหารการศึกษา)

ปีการศึกษา: 2569

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์คือ (1) เพื่อศึกษาระดับภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารในวิทยาลัยสังกัดมณฑลเจียงซี (2) เพื่อศึกษาระดับการมีส่วนร่วมของครูในวิทยาลัยสังกัดมณฑลเจียงซี และ (3) เพื่อตรวจสอบภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารที่ส่งผลต่อการมีส่วนร่วมของครูในวิทยาลัยสังกัดมณฑลเจียงซี

ระเบียบวิธีวิจัยคือ การวิจัยเชิงสำรวจ ประชากรประกอบด้วยครูในวิทยาลัยสังกัดมณฑลเจียงซี สาธารณรัฐประชาชนจีน จำนวน 588 คน กลุ่มตัวอย่างจำนวน 266 คน กำหนดขนาดตัวอย่างด้วยการเทียบตารางเครจซี่และมอร์แกน และใช้การสุ่มอย่างง่าย เครื่องมือที่ใช้ในการรวบรวมข้อมูลเป็นแบบสอบถามมาตราส่วนประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์ถดถอยพหุคูณ

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คำสำคัญ: ภาวะผู้นำเชิงสร้างสรรค์ การมีส่วนรวมของครู วิทยาลัย มณฑลเจียงซี

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Hu Xinyi

Appendix 3

Examples of the Front Matter of a Dissertation
(For International Students)

CULTURAL LEADERSHIP MODEL FOR ADMINISTRATORS IN PRIVATE UNIVERSITIES UNDER JILIN PROVINCE

Lian Hua

A Dissertation Submitted in Partial Fulfillment of
for the Requirements of the Degree of
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CULTURAL LEADERSHIP MODEL FOR ADMINISTRATORS IN PRIVATE UNIVERSITIES UNDER JILIN PROVINCE

Lian Hua

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CULTURAL LEADERSHIP MODEL FOR ADMINISTRATORS IN PRIVATE UNIVERSITIES UNDER JILIN PROVINCE

Lian Hua

The doctoral dissertation advisors and the final dissertation defense examination committee, after careful consideration, has duly approved this doctoral dissertation to be of good quality and recommended for its submission as a partial fulfillment of the requirements for the Degree of

Doctor of Philosophy

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

Final Dissertation Defense Examination Committee

..... Chairperson (External Qualified Expert)
(Associate Professor Dr.Poschanat Nontachai)

.....Member (External Qualified Expert)
(Associate Professor Dr.Narisa Sansri)

..... Member (Internal Qualified Expert)
(Assistant Professor Dr.Sutira Wattanakulchai)

.....Member (Major Advisor)
(Associate Professor Dr.Kamalan Sirithanya)

.....Member (Co-Advisor)
(Associate Professor Dr.Chuanchuen Kultana)

The Faculty of Education, Bangkokthonburi University has duly accepted this doctoral dissertation as a partial fulfillment of the requirements for the Degree of

Doctor of Philosophy

Leadership in Educational Administration

Faculty of Education, Bangkokthonburi University

…… Dean
(Associate Professor Dr.Malakan Thanya)
...../...../.....

Dissertation Title: **CULTURAL LEADERSHIP MODEL FOR ADMINISTRATORS IN PRIVATE UNIVERSITIES UNDER JILIN PROVINCE**

Researcher: Ms.Lian Hua, **Advisors:** Associate Professor Dr.Kamala Sirithanya, and Associate Professor Dr.Chuanchuen Kultana; **Degree:** Doctor of Philosophy (Leadership in Educational Administration); **Academic Year:** 2026

ABSTRACT

The objectives of this research were: (1) To determine the core components and indicators of cultural leadership for administrators in private universities under Jilin Province; (2) to propose the cultural leadership model for administrators in private universities under Jilin Province; and (3) to develop practical guidelines for enhancing cultural leadership for administrators in private universities under Jilin Province.

The research methodology was a mixed method, including qualitative research and quantitative research. The popolation was 542 administrators and teachers in higher education under Jilin Province, the People's Republic of China. The researcher determined the sample size with Taro Yamane's (1973) formula and obtained by the stratified random sampling technique totaling 342 sample. The instruments used for data collection were semi-structured interview forms, a five-point rating scale questionnaire and focus group discussion form. The statistics used for data analysis were descriptive statistics, confirmatory factor analysis and content analysis was employed.

The research findings revealed that: (1) There were five components and 20 indicators for administrators in private universities under Jilin Province, which consisted of strategic cultural vision and identity capacity, cultural communication and external engagement capacity, cultural governance and participation capacity, cultural innovation and adaptability capacity, cultural sustainability and brand-shaping capacity; and (2) the cultural leadership model for administrators in private universities under Jilin Province was consistent with the empirical data. The value of Relative Chi-square (x^2/df)=3.900, Degree of Freedom (df)=160, Goodness of Fit Index (GFI)=0.897, Tucker-Lewis Index (TLI)=0.939, and Root Mean Square Error of Approximation (RMSEA) =0.073, all in line with specified criteria. The results showed that Average Variance Extracted (AVE) values for all five components exceeded 0.5, and Composite Reliability (CR) values were all above 0.7, indicating satisfactory convergent validity; and (3) there were a total of 15 practical guidelines for enhancing cultural leadership for administrators in private universities under Jilin Province.

***Keywords*:** cultural leadership model, administrators, private universities, Jilin Province

ชื่อดุษฎีนิพนธ์: โมเดลภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในมหาวิทยาลัยเอกชนสังกัดมณฑลจี๋หลิน

ผู้ทำดุษฎีนิพนธ์: นางสาวเหลี่ยน ฮวา **อาจารย์ที่ปรึกษา**: รองศาสตราจารย์ ดร.กมลา ศิริธัญญา และรองศาสตราจารย์ ดร.ชวนชื่น กุลธนา **ปริญญา**: ปรัชญาดุษฎีบัณฑิต (ภาวะผู้นำทางการบริหารการศึกษา) **ปีการศึกษา:** 2569

บทคัดย่อ

วัตถุประสงค์ของการวิจัยคือ (1) เพื่อกำหนดองค์ประกอบหลักและตัวชี้วัดของภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในมหาวิทยาลัยเอกชนสังกัดมณฑลจี๋หลิน (2) เพื่อเสนอแบบจำลองภาวะผู้นำผู้นำเชิงวัฒนธรรมของผู้บริหารในมหาวิทยาลัยเอกชนสังกัดมณฑลจี๋หลิน และ (3) เพื่อพัฒนาแนวทางปฏิบัติเพื่อส่งเสริมภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในมหาวิทยาลัยเอกชนสังกัดมณฑลจี๋หลิน

ระเบียบวิธีวิจัยคือ การวิจัยแบบผสมผสานทั้งการวิจัยเชิงคุณภาพและเชิงปริมาณ ประชากรประกอบด้วย ผู้บริหารและครูจำนวน 1,542 คน ในมหาวิทยาลัยเอกชนสังกัดมณฑลจี๋หลิน กำหนดขนาดกลุ่มตัวอย่างโดยใช้สูตรของ ทาโร่ ยามาเน่ (1973) ได้กลุ่มตัวอย่างจำนวน 342 คน และใช้การสุ่มตัวอย่างแบบแบ่งชั้นเครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ได้แก่แบบสัมภาษณ์เชิงกึ่งโครงสร้างแบบสอบถามมาตราส่วนวัดระดับห้าคะแนนและแบบสนทนากลุ่ม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ สถิติเชิงพรรณนาการวิเคราะห์ปัจจัยเชิงยืนยัน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) มี 5 องค์ประกอบ และ 20 ตัวชี้วัด สำหรับภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในมหาวิทยาลัยเอกชนสังกัดมณฑลจี๋หลิน ซึ่งประกอบด้วยวิสัยทัศน์เชิงกลยุทธ์ทางวัฒนธรรมและความสามารถด้านอัตลักษณ์ ความสามารถในการสื่อสารทางวัฒนธรรมและการมีส่วนร่วมภายนอก ความสามารถในการกำกับดูแลและการมีส่วนร่วมทางวัฒนธรรม ความสามารถในการสร้างสรรค์นวัตกรรมและการปรับตัวทางวัฒนธรรม ความสามารถในการรักษาความยั่งยืนทางวัฒนธรรมและการสร้างแบรนด์ และ (2) โมเดลภาวะผู้นำเชิงวัฒนธรรมของผู้บริหารในมหาวิทยาลัยเอกชนสังกัดมณฑลจี๋หลิน สอดคล้องกับข้อมูลเชิงประจักษ์ ค่าดัชนีความสอดคล้องสัมพัทธ์ของไคสแควร์เท่ากับ 3.900 โดยมีองศาอิสระเท่ากับ 160 ค่าดัชนีความสอดคล้องโดยรวมเท่ากับ 0.897 ค่าดัชนีความสอดคล้องเชิงเปรียบเทียบแบบทักเกอร์ ลูอิสเท่ากับ 0.939 และค่ารากที่สองของค่าเฉลี่ยกำลังสองของความคลาดเคลื่อนประมาณค่าเท่ากับ 0.073 ซึ่งทั้งหมดเป็นไปตามเกณฑ์ที่กำหนด ผลการวิจัยแสดงให้เห็นว่าค่าเฉลี่ยความแปรปรวนที่สกัดได้ สำหรับองค์ประกอบทั้งห้ามีค่าเกิน 0.5 และค่าความน่าเชื่อถือแบบผสม มีค่าสูงกว่า 0.7 ซึ่งบ่งชี้ถึงความถูกต้องเชิงลู่เข้าที่น่าพอใจ และ (3) มีแนวทางปฏิบัติทั้งหมด 15 ข้อสำหรับการเสริมสร้างความเป็นผู้นำเชิงวัฒนธรรมของผู้บริหารในมหาวิทยาลัยเอกชนสังกัดมณฑลจี๋หลิน

คำสำคัญ: โมเดลภาวะผู้นำเชิงวัฒนธรรม ผู้บริหารในมหาวิทยาลัยเอกชน มณฑลจี๋หลิน

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Lian Hua

Appendix 4

Example of a Five-Chapter Research Report
(For International Students)

CHAPTER 1
INTRODUCTION

1.1 Background and significance of research

(1st Paragraph: Overview background and significance in general) ……
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(2nd Paragraph: Practical significance in research area) ……
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(3rd Paragraph: Statement of problem of research area) ……...….

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(4th Paragraph: Research gap, how it is related to researcher (you)? What is the expected outcomes?)

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1.2 Research Questions

(Example)

1.2.1. What are the components of effectiveness of Fine Arts Teacher's Performance in Liaoning Academy of Fine Arts?

1.2.2. What are the managerial guidelines for Fine Arts Teacher's Performance in Liaoning Academy of Fine Arts?

1.3 Research Objectives

(Example)

1.3.1. To examine the components of effectiveness of Fine Arts Teacher's Performance in Liaoning Academy of Fine Arts.

1.3.2. To propose the managerial guidelines for Fine Arts Teacher's Performance in Liaoning Academy of Fine Arts.

1.4 Research Hypothesis (if any)

.....

.....

1.5 Research Scope

1.5.1 Scope of Content to Study

(as same as research framework and related literature in Chapter 2)

1) Effectiveness
2) Performance Management
3) Teacher's Performance Management
4) Fine Arts' Teacher in Academy of Fine Arts
5) Liaoning Academy of Fine Arts

1.5.1 Scope of Population/Sample/Key Informants

……

……

……
……

1.5.2 Research Instruments

……..…….
……..……
……..……
……

1.5.3 Scope of Time

……..….
……..……
……..……
……

1.6 Definition of Terms

(Keywords from dissertation titles or research finding, 4-5 lines per terms)

Terms 1 means .....
.....
.....
.....

Terms 2 means .....
.....
.....
.....

Terms 3 means .....
.....
.....
.....

Terms 4 means .....

1.7 Research Framework or Conceptual Framework

(Example) The research framework or conceptual framework is shown in the figure below. The mixed method research design is based on a convergent design of two methodologies as below.

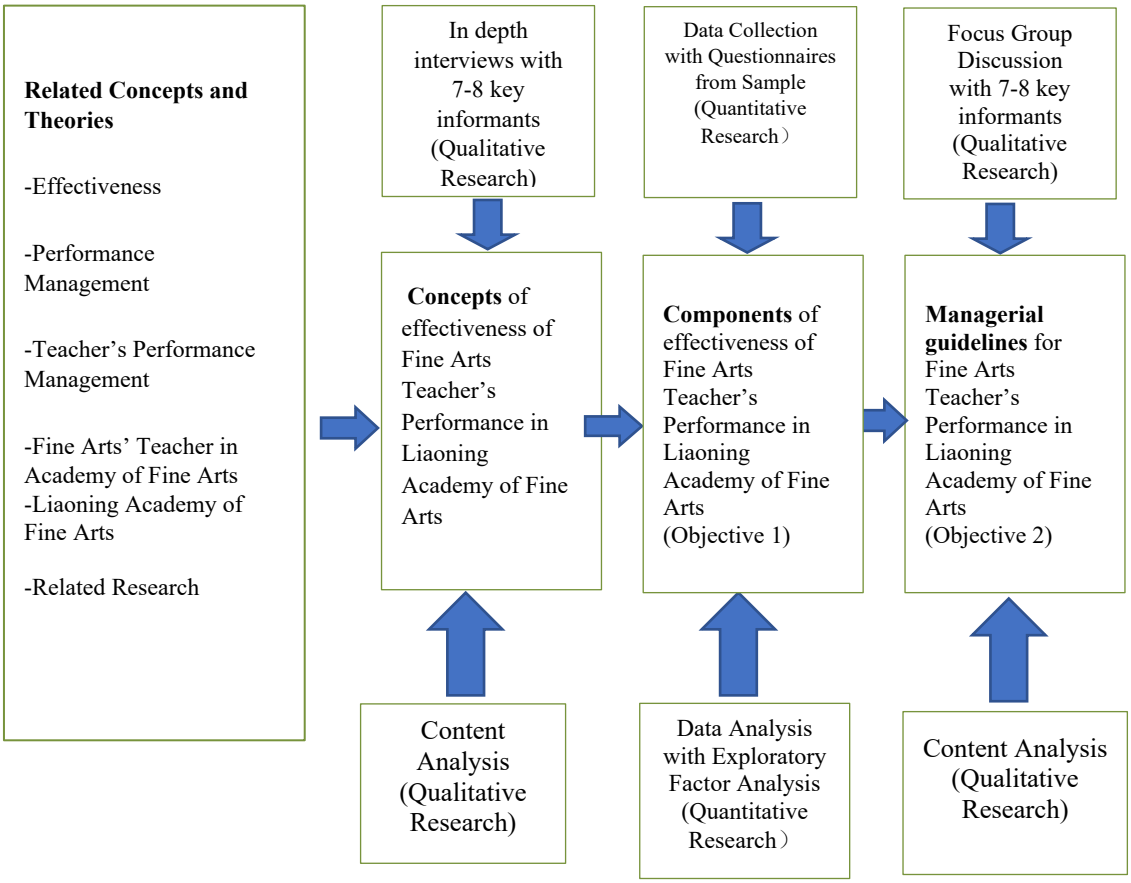

figure 1.1 .....

(N.B. Research framework/conceptual framework is changeable according to research design and research methodology.)

1.8 Expected Benefits

(Clearly mention who will gain benefit from your research findings, write item by item 1,2,3,…)

1.....

.....

2.....

.....

3.....

.....

CHAPTER 2

REVIEWS OF LITERATURE AND RELATED RESEARCH

From Dissertation title "……", the research has studied the review of literature and related research. Details are as follows:

2.1 Review of Literature

2.1.1 ……

2.1.2 ……..

2.1.3 ……..

2.1.4 ……

2.2 Related Research

2.2.1 National Research

2.2.2 International Research

(Same as scope of content to study and research framework in Chapter1)

2.1 Review of Literature

2.1.1 Sub-Chapter (Keyword 1)

Concepts of Keyword 1

Definitions

Historical Development

Types of Keyword 1 (If Applicable)

Logical Steps (If Applicable)

Advantages and Disadvantages (If Applicable)

Principles of Keyword 1

……

……..……..……

……..……..……

……..……..……

Theories on Keyword

……

……..……

……..……

……

(Summary on researcher's concepts) ……

……

……

……

(Please use in-text citation APA7th edition e.g. Last name (Year) for all concepts, principles, and theories)

2.1.2 Sub-Chapter (Keyword 2)

Concepts of Keyword 2

Definitions

Historical Development

Types of Keyword 2 (If Applicable)

Logical Steps (If Applicable)

Advantages and Disadvantages (If Applicable)

Principles of Keyword 2

……..……

……..……..……

……..……

……..……..……

Theories on Keyword 2

……..……

……..……..……

……..……..……

……..……

(Summary on researcher's concepts)

……

……

……

……

(Please use in-text citation e.g. Last name (Year, page) for all concepts, principles, and theories)

(Please use the same outline for the rest of Sub-Chapters)

2.2 Related Research (In ascending years, not over than 10 years)

2.2.1 National Research

(Related Research on Keyword 1)

Last name of researcher (Year, page) Research Title, Research findings

……..

……..

……..

……

(Related Research on Keyword 2)

Last name of researcher (Year, page) Research Title, Research findings

……..

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(Related Research on Keyword 3)

Last name of researcher (Year, page) Research Title, Research findings

……..

……..

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(Related Research on Keyword 4)

Last name of researcher (Year, page) Research Title, Research findings

……..

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…….

2.2.2 International Research

(Related Research on Keyword 1)

Last name of researcher (Year, page) Research Title, Research findings

……..

……..

…….

(Related Research on Keyword 2)

Last name of researcher (Year, page) Research Title, Research findings

……..

……..

…….

(Related Research on Keyword 3)

Last name of researcher (Year, page) Research Title, Research findings

……..

……..

……..

(Related Research on Keyword 4)

Last name of researcher (Year, page) Research Title, Research findings

……..

……..

…….

(Begin new paragraph for each research or study)

CHAPTER 3
RESEARCH METHODOLOGY

The research objectives were: (1) To ……, and (2) to ……. The research was mixed methodology design which were comprised of quantitative and qualitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. The research procedures consisted of three steps: (1) Determining the variables of ……..; (2) exploring the components of ……; and (3) developing the managerial guidelines on …… . Details are as follows:

3.1 Step (1) Determining ……..……
……...…….

3.1.1 Research Design

.....
….....

3.1.2 Population/Sample/Key Informants

.....
.....

3.1.3 Instruments

.....
.....

3.1.4 Data collection

.....
.....

3.15 Data analysis

.....

.....

3.2 Step (2) Exploring the components of ……..

……

3.2.1 Research Design

.....…

….....

3.2.2 Population/Sample/Key Informants

.....

.....

3.2.3 Instruments

.....

.....

3.2.4 Data collection

.....

.....

3.2.5 Data analysis

.....

.....

3.3 Step (3) Developing the managerial guidelines on …..……..

…….

3.3.1 Research Design

.....…

….....

3.3.2 Population/Sample/Key Informants

.....

.....

3.3.3 Instruments

.....

.....

3.3.4 Data collection

.....

.....

3.3.5 Data analysis

.....

.....

CHAPTER 4
DATA ANALYSIS

Dissertation title was …….. Research objectives were: (1) To…….; and (2) to …….. The research methodology was mixed methodology, including qualitative and quantitative research. Population of the research was …… The sample size was determined by …….., obtained by ……. sampling method, totalling ……. sample. The key informants were ……., obtained by purposive sampling method. The instruments used for data collection were …….., …., and …….. Questionnaires have been received at the response rate of ……% In this Chapter, the result of data analysis from research instruments were presented in ….. sections as follows:-

Section 1: Result of Content Analysis on Variables ……..……

……

……

Section 2: Result of Data Analysis for Research Objective 1 ……..……

……

……

Section 3: Result of Data Analysis for Research Objective 2 …….

……

……

Section 4: Result of Data Analysis for Research Objective N …….

……

……

*(Chapter 4 presents the results of data analysis collected from research instruments to be used as the foundation to state the research findings in Chapter IV. **Each Part presents the Tables before the result of data**. For each part, there are two types of tables: (1) Type I: Table Showing the Overall Results of each Section and (2) Type I: Tables showing the results of each item in the Section.*

Type I Tables are shown in Chapter IV using the numbering as Table 4.1, Table 4.2, Table 4.3 … Table 4.N)

Section 1 Result of Content Analysis for Variables

From review of literature, the researcher has studied variables from related concepts, principles, theories, and related research concerning with ……..……..…….. Outline of variables were presented in Table 4.1

Table 4.1 Outline of Variables from Review of Literature and Related Research

Main Variables	Sub Variables	Sources
		Last name, year, page

From the outline of variables from review of literature and related research, there were …… main variables, and …… sub-variables. Then, the research has prepared semi-structured interview from to conduct interview from …….. key informants who were …… , obtained by purposive sampling method. The variables from interview were presented in Table 4.2

Table 4.2 Variables from Interview of Key Informants

Main Variables	Sub Variables	Key Informants
		Last name, year, page

Table 4.2 Variables from Interview of Key Informants (Continued)

Main Variables	Sub Variables	Key Informants
		Last name

From Table 4.2, there were ….. variables from interview of key informants. The researcher has employed content analysis. As result, total …….. variables were found and prepared as a research instrument, a five-point rating scale questionnaire. The quality of instruments have been verified by Content Validity and Reliability.

For Content Validity of questionnaire, the researcher has sent questionnaire to five experts for verification. The Item-Objective Congruence (IOC) was used to evaluate the items of the questionnaire based on the score range from 0, -1, +1. The items that had scores lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved. As a result, it was found that there were …….. items of questionnaire.

For Reliability of questionnaire is a way of assessing the quality of the measurement procedure used to collect data. The researcher has sent out 30 questionnaires to collect data from non-sample in order to consider a result of

reliability. Cronbach's alpha coefficient on or above 0.70 means adequate reliability to determine the internal consistency or average correlation of items in a research instrument to measure reliability of the questionnaire. As a result, Cronbach's alpha coefficient was at …….. which can be used to describe the reliability of questionnaire.

Section 2 Result of Data Analysis for Research Objective 1

.....

.....

Part I: Result of Data Analysis on Questionnaire: Demographic Information

.....

.....

Table 4.3 Frequency and percentage Result of Data Analysis for Questionnaire: Demographic Information

(n = xxx)

Demographic Information	Frequency	Percentage
Gender		
Male	198	45.2
Female	240	54.8
Age		
……		
…….		
…….		
Educational Degree		
……		
……...		
……		
Work Experience		
……		
……...		
……		

From Table 4.3, it was summarized that ……..…….

…….

…….

Part II Result of Data Analysis on Questionnaire: xxxxx

Table 4.4 Result of Data Analysis on Questionnaire: xxxxx

(n = xxx)

From Table 4.4, it was summarized that …….

…….

…….

…….

…….

Part III Data Analysis Result on Section III of Questionnaire: xxxxx

Table 4.5 Data Analysis Result on Section III of Questionnaire: xxxxx

(n = xxx)

From Table 4.5, it was summarized that ……...…….

…….

…….

(Please use the same format for the rest of sections)

CHAPTER 5
CONCLUSION, DISCUSSION AND RECOMMENDATIONS

Dissertation title was …….. Research objectives were: (1) To…….; and (2) to …….. The research methodology was mixed methodology, including qualitative and quantitative research. There were three processes of research which were research proposal preparation, research procedures, and research report. Details were as follows:-

5.1 Conclusion

5.2 Discussion

5.2.1 Discussion about major findings of objective 1

5.2.2 Discussion about major findings of objective 2

5.3 Recommendations

5.3.1 Recommendation for policy formulation

5.3.2 Recommendation for practical application

5.3.3 Recommendation for Further Research

5.1 Conclusion

The research procedures consisted of three steps: (1) studying variables of ……. It was a qualitative research. The researcher has studied related literatures about the concept, principles, and theories, related research on …… as well as in-depth interview from …. key informants who were ……, …… …….. and …… with more than…… years' experience from …….. Purposive sampling method was employed. Semi-structured interview form was used. Data collection was performed by the researcher. The collected data was analyzed by Content Analysis; step (2) examining …….., and (3) developing the managerial guidelines ……... It was a quantitative research. The researcher used the variables of …… from step (1) to prepare an instrument as a questionnaire as to collect data from samples in order to examine components of

…….... Population consisted of …….. who were ……..., ……., and ……... They came to 20 colleges and universities of ……. in …….. Province, which are classified according to …….. . The researcher determined sample size with Krejcie and Morgan's Table (1970). The sample size was approximate 210 ……..., ……., and ……..., with a stratified sampling technique. In order to make accuracy in Exploratory Factor Analysis, the researcher has increased the sample size to be approximate 300 samples. The researcher employed a questionnaire which composed of three parts; Part I: Demographic variables (Checklist), Part II: Variables of …….. (five-point rating scale), and Part III: Recommendation (Opened End). Instrument was developed from step (1) as a questionnaire. The quality of questionnaires were assessed by content validity and reliability. For the content validity, it was checked by five experts and analyzed by Item-Objective Congruence (IOC). The item value was ≥ 0.60. For the reliability, it was analyzed by Cronbach alpha at .80. The questionnaires were sent by online, mail, and researcher. The data of demographic variables were analyzed by descriptive statistics; frequency, and percentage. The variables of ……. were analyzed by descriptive statistics; mean, Standard Deviation (S.D.). The components of ……. were analyzed by Exploratory Factor Analysis (EFA) to reduce irrelevant variables; step (3) developing the managerial guidelines ……... It was a qualitative research. The researcher used each component of ……. from step (2) to develop the managerial guidelines of ……..by using Focus Group Discussion; 9 key informants (……..., ……., and ……...) from different outstanding ……. Key informants consisted of 9 key informants (……..., ……., and ……...) from different outstanding entrepreneurship education colleges with more than 5 years' experience under …… Province. They are professionals with …… or using relevant management experience to carry out work. They have reasonable experience or certain achievements in ……, and their success in ……. has been widely recognized. The key informants without relevant mature ability or experience are from ordinary instructors. Key informants were selected by purposive sampling technique

with the above criteria. Note taking, diagram "Components of ……..". By Focus Group Discussion, the researcher was as a facilitator. The data from Focus Group Discussion was analyzed by Content Analysis. After the completion of data collection, content analysis was used to analyze the collected data,

From the research objectives**,** major findings were revealed as follows:-

1. There were six components of ……. which consisted of ……,……,……..,…… and …….

2. There were total 18 managerial guidelines ……... Details were as follows;

Component 1: There were…… managerial guidelines which were ……,……., ……., …….., and ……..

Component 2: There were…… managerial guidelines which were ……,……., ……., …….., and ……..

Component 3: There were…… managerial guidelines which were ……,……., ……., …….., and ……..

Component 4: There were…… managerial guidelines which were ……,……., ……., …….., and ……..

(Please note that major research findings or research results are different from the results of data analysis in Chapter 4. You have to make use of the results of data analysis to derive the research findings ***<u>based on the objectives</u>****, research questions, and hypothesis and bring forth the dependent variables.*

Major Findings provide the answers to the objectives, research questions or, if any, research hypotheses. Write the major findings briefly based on the main ideas not in details.)

5.2 Discussion

Based on the research objectives, the discussion will be presented as follows:-

5.2.1 (Major Findings of Objective 1) There were six components of …… which consisted of ……,……..,…… and …….…… ….The major findings were revealed as such

because …… (give researcher's opinions why these components are important and cause effectiveness). This research finding was in accordance with the theories or research of Author 1 or …… which was found that ……. Also, the findings were in the same direction with Researcher A and Researcher B…….. Moreover, from the research of Researcher C …….., it was found that …….corresponding to the research of Researcher D, Researcher E ……. However, the research of Researcher F, it was found that …… which was different…..

5.2.2 (Major Findings of Objective 2) The major findings were revealed as such because …… (give researcher's opinions why these guidelines are important to improve/enhance effectiveness for that component). This research finding was in accordance with the theories or research of Author 1 or …… which was found that ……. Also, the findings were in the same direction with Researcher A and Researcher B…….. Moreover, from the research of Researcher C …….., it was found that …….corresponding to the research of Researcher D, Researcher E ……. However, the research of Researcher F, it was found that …… which was different…..

(Discussion presents your observations to the major findings ***based on your objectives****, or outstanding results. Do not repeat the findings by copying and pasting them up in this Discussion area. Bring your related literature/research (in Chapter 2) to discuss with the research finding that why the research findings were found so, give the reason based on your own opinions, explain how it's related to the other's research or literatures).*

5.3 Recommendations

(You may provide itemized recommendations based on your research findings in three aspects)

5.3.1 Recommendation for Policies Formulation

……

……

5.3.2 Recommendation for Practical Application

……
……
……...…….

5.3.3 Recommendation for Further Research

……
……
……...……

BIBLIOGRAPHY

(APA Format, related to in-text citation, alphabetical orders (a-z))

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Guidelines

Publication Manual 6th Edition vs 7th Edition

The 6th edition of the *Publication Manual of the American Psychological Association* was released in 2009. The current 7th edition came out in the fall of 2019 and was designed to be more student focused, provide more guidance on accessibility, and address changes that have developed over the last 10 years.
Below, we've listed what we feel are the most relevant changes related to APA format.

Journals and DOIs

DOI stands for "digital object identifier." Many journal articles use and have a unique DOI that should be included in a full citation.

When including a DOI in a citation, format it as a URL. Do not label it "DOI." Articles without DOIs from databases are treated as print works. For example:

6th edition:
Gänsicke, B. T., Schreiber, M. R., Toloza, O., Fusillo, N. P. G., Koester, D., & Manser, C. J. (2019). Accretion of a giant planet onto a white dwarf star. *Nature, 576*(7785), 61–64. doi: 10.1038/s41586-019-1789-8
7th edition:
Gänsicke, B. T., Schreiber, M. R., Toloza, O., Fusillo, N. P. G., Koester, D., & Manser, C. J. (2019). Accretion of a giant planet onto a white dwarf star. *Nature, 576*(7785), 61–64. https://doi.org/10.1038/s41586-019-1789-8

Citing Books

There are few new guidelines when you are citing a book. First, the publisher location no longer needs to be indicated.

6th edition:
Zack, P. O. (2001). *The shoals of time.* Bloomington, IN: First Books Library.
7th edition:
Zack, P. O. (2001). *The shoals of time.* First Books Library.
Second, the format of an ebook (e.g., Kindle, etc.) no longer needs to be indicated.

6th edition:
Niven, J. (2012). *Ada Blackjack: A true story of survival in the Arctic* [Kindle].
7th edition:
Niven, J. (2012). *Ada Blackjack: A true story of survival in the Arctic*.
Lastly, books from research databases without DOIs are treated the same as print works.

URLs

When using a URL in a citation, you no longer need to include the term "Retrieved from" before URLs (except with retrieval dates). The font should be blue and underlined, or black and not underlined.

6th Edition:
Flood, A. (2019, December 6). Britain has closed almost 800 libraries since 2010, figures show. *The Guardian*. Retrieved from https://www.theguardian.com/books/2019/dec/06/britain-has-closed-almost-800-libraries-since-2010-figures-show
7th Edition:
Flood, A. (2019, December 6). Britain has closed almost 800 libraries since 2010, figures show. *The Guardian*. https://www.theguardian.com/books/2019/dec/06/britain-has-closed-almost-800-libraries-since-2010-figures-show

Authors

Within a full APA citation, you may spell out up to 20 author names. For two to 20 authors, include an ampersand (&) before the name of the last author. For sources with 21 or more authors, structure it as follows:

Structure: First 19 authors' names, . . . Last author's name.
7th edition example: Washington, G., Adams, J., Jefferson, T., Madison, J., Monroe, J., Adams, J. Q., Jackson, A., Van Buren, M., Harrison, W. H., Tyler, J., Polk, J. K., Taylor, Z., Filmore, M., Pierce, F., Buchanan, J., Lincoln, A., Johnson, A., Grant, U. S., Hayes, R. B., Garfield, . . . Trump, D.
When creating an in-text citation for a source with 3 or more authors, use "et al." after the first author's name. This helps abbreviate the mention.

6th Edition: (Honda, Johnson, Prosser, Rossi, 2019)
7th Edition: (Honda et al., 2019)

Appendix 5

Academic Writing Support Tools

Methodology Sentence Bank

This table compiles "standard sentence patterns" for writing abstracts. The sentence patterns are arranged according to the structure of research methodology so that they can be used accurately, consistently, and in accordance with international standards.

Table: Standard Sentence Patterns (Methodology Sentence Bank)

Component	English
Research Objectives	This research aimed to (1)…; (2)…; and (3)… .
	to examine…; to develop…; and to evaluate…
Research Design	This research employed a … research design.
	This research employed a mixed-method research design.
Population	The population consisted of …
	The population included …
Sample Size Determination	The sample size was determined using …
	The sample size was determined using … table.
	The sample size was determined based on …
Sample	A sample of … participants was selected.
	A total of … participants were included.
Sampling Method	using … sampling method
	using stratified random sampling method
	selected by purposive sampling method
Key Informants	Key informants included …
	selected through purposive sampling method.
Research Procedures	The research procedures included (1)…; (2)…; (3)…; and (4)…
	The research was conducted in four stages: …
	(1) literature review; (2) instrument development; (3) data collection; and (4) data analysis
Research Instruments	The instruments used for data collection were …
	a five-point rating scale questionnaire
	a semi-structured interview form
	observation checklists / document analysis forms
Statistics/ Data Analysis	Data were analyzed using …
	frequency, percentage, mean, and standard deviation
	Confirmatory Factor Analysis
	Structural Equation Modeling
	content analysis
Research Findings	The research findings revealed that (1)…; (2)..; and (3)… .
	The reearch results indicated that …

Guidelines for Using the Table

1) Use the table as a sentence template bank for writing abstracts.

2) Sentences from different rows may be combined to construct a complete abstract.

3) Maintain appropriate tense usage (i.e., past tense for the methodology and findings sections) and ensure parallel structure throughout the abstract to achieve consistency in sentence construction and presentation.

Example Abstract: Strong vs Needs Improvement

Example Abstract: Needs Improvement

This research studies digital leadership in universities. The objectives are to study factors, develop a model and evaluate it. The research uses mixed method. The population is teachers and administrators. The sample is 200 people. The researcher used questionnaire and interview. Data analysis includes mean and percentage.

The results show that digital leadership is important and helps organization. It can improve performance and communication.

Example: Strong Abstract

This research aimed to (1) examine the components of digital leadership in higher education institutions; (2) develop a digital leadership competency model; and (3) evaluate the effectiveness of the proposed model.

This research employed a mixed-method research design integrating qualitative and quantitative approaches. The population consisted of university administrators and faculty members, totaling 1,200 participants. The sample size was determined using statistical criteria. A sample of 220 participants was selected using stratified random sampling method. Key informants included 15 experts selected through purposive sampling method. The instruments used for data collection were a five-point rating scale questionnaire and a semi-structured interview form. Data were analyzed using descriptive statistics, Confirmatory Factor Analysis, and content analysis.

The research findings revealed that (1) digital leadership comprised three core components: technological competency, communication capability, and change management; (2) a digital leadership competency model was developed and empirically validated; and (3) the proposed model demonstrated strong validity and practical applicability in higher education institutions contexts.

Common Errors and Corrections in Academic Abstract Writing

This table presents common errors in English abstract writing, together with corrected forms and explanations, to help writers improve the quality of academic writing in accordance with academic standards.

Table: Common Errors and Corrections in Academic Abstract Writing

Aspect	Incorrect	Correct	Explanation
Sentence structure	This research has objective is…	This research aimed to…	Avoid redundant structures and use a standard academic form.
Tense usage	The results show…	The research findings revealed…	Research findings should be written in the past tense.
Literal translation	The population have amount…	The population consisted of…	Use natural English structures.
Informal language	A lot of data…	Data were collected…	Avoid informal expressions.
Article (a/an/the)	employed survey design	employed a survey design	An article is required before a countable noun.
Subject–verb agreement	Data is analyzed…	Data were analyzed…	Data is treated as a plural noun in formal academic writing.
Academic vocabulary	use questionnaire	employed a questionnaire	Use academic vocabulary, such as "employed."
Redundancy	The research study…	The research…	Avoid redundant wording.
Use of "people"	200 people	200 participants	Use research-specific terminology.
Use of "etc."	variables etc.	variables such as…	Avoid using "etc." in academic writing.

Aspect	Incorrect	Correct	Explanation
Vagueness	many factors	several key factors	Use more precise wording.
Parallel structure	to study…, developing…, and evaluation	to study…; to develop…; and to evaluate…	Maintain consistent grammatical structure.
Preposition	consisted from	consisted of	Use the correct preposition.
Plural form	3 factor	3 factors	Use the correct plural form.
Capitalizatio n	confirmatory Factor analysis	confirmatory factor analysis	Use lowercase letters according to standard academic usage.
Overuse of passive voice	Data were collected and were analyzed and were interpreted	Data were collected, analyzed, and interpreted.	Reduce unnecessary repetition in passive structures.
Weak verbs	made a study	conducted research	Use appropriate academic verbs.
Ambiguous subject	It shows that…	The research findings revealed that…	Specify the subject clearly.
Direct Thai translation	The research has the objective to…	The research aimed to…	Avoid Thai-influenced sentence structures.
Improper linking	Also the results…	Additionally, the results…	Use linking words appropriately.

Standardized AI Prompt for Abstract Writing

Prompt (Recommended)
Write an academic abstract based on the following research information.
The abstract must follow a **3-paragraph structure**:
(1) research objectives
(2) research methodology
(3) research findings
Requirements:

- Use formal academic English
- Use standard research sentence patterns (e.g., "This research aimed to…", "This research employed…", "The research findings revealed that…")
- Use past tense for methodology and findings
- Use run-in-text numbering (1)..; (2)…; and (3)
- Do not include introduction, discussion, or recommendations
- Ensure clarity, conciseness, and coherence

Research Information:

- Title: …
- Objectives: …
- Research design: …
- Population: …
- Sample and sampling method: …
- Instruments: …
- Data analysis: …
- Findings: …

Advanced Prompt – for international publication
Write a high-quality academic abstract suitable for international publication (e.g., Scopus-indexed journals).
Requirements:

- Follow a 3-paragraph structure (objectives, methodology, findings)
- Use precise academic vocabulary
- Avoid redundancy and informal expressions
- Ensure logical flow and coherence
- Use discipline-appropriate terminology
- Maintain parallel structure in objectives and findings

Punctuation Guide

The use of punctuation in academic writing must follow standard grammatical conventions and must be applied consistently throughout the document. This helps ensure clarity, coherence, and alignment with international academic writing standards.

Table: Examples of Punctuation Usage

Type	Incorrect	Correct	Explanation
Comma (,)	teachers,administrators,researchers	teachers, administrators, and researchers	Use a space after each comma.
Comma (,)	When the data were collected the researcher analyzed them	When the data were collected, the researcher analyzed them	Use a comma to separate clauses.
Comma (,)	However the results were inconsistent	However, the results were inconsistent	Use a comma after a linking word.
Comma (,)	1200 participants	1,200 participants	Use a comma in numbers of 1,000 or more.
Period (.)	The results are significant .	The results are significant.	A period must be placed immediately after the preceding word.
Period (.)	Ph D	Ph.D.	Use periods in abbreviations.
Period (.)	4 , 25	4.25	Use a period for decimals.
Colon (:)	The variables include leadership,communication	The variables include: leadership, communication	Use a colon before a list.
Colon (:)	The objectives are:to study…	The objectives were: to study…	Use a space after a colon.
Colon (:)	The study focuses on leadership development	The study focuses on: leadership development	Use a colon to introduce further explanation.

Type	Incorrect	Correct	Explanation
Semicolon (;)	(1) to analyze, (2) to develop, (3) to evaluate	(1) to analyze; (2) to develop; and (3) to evaluate	Use semicolons to separate items in a series.
Semicolon (;)	The model is valid, it is applicable	The model is valid; it is applicable	Use a semicolon to connect closely related independent clauses.
Parentheses ( )	digital leadership(Digital Leadership)	digital leadership (Digital Leadership)	Use a space outside parentheses.
Parentheses ( )	(Digital Leadership)	(Digital Leadership)	Do not use spaces inside parentheses.
Parentheses ( )	(Yukl,2013)	(Yukl, 2013)	Use a space after a comma.
Run-in-text Numbering	1) to analyze 2) to develop	(1) to analyze; (2) to develop; and (3) to evaluate	Use (1), (2), and (3) for run-in-text numbering.
Quotation Marks (“ ”)	The concept of digital leadership is important	The concept of “digital leadership” is important	Use quotation marks to highlight a term.
Quotation Marks (“ ”)	The term digital leadership refers to…	The term “digital leadership” refers to…	Use quotation marks when defining a term.
Hyphen (-)	mixed method research	mixed-method research	Use a hyphen in compound modifiers.
Hyphen (-)	five points scale	five-point rating scale	Use a hyphen in compound adjectives.
Capitalization	confirmatory Factor Analysis	confirmatory factor analysis	Use lowercase letters for common academic terms.
Capitalization	bangkokthonburi university	Bangkokthonburi University	Capitalize proper nouns.

Capitalization in Academic Terms

The use of uppercase and lowercase letters in academic terms must follow international academic writing standards, particularly APA guidelines. General academic terms should be written in sentence case, except when they are proper nouns or appear in positions that require capitalization, such as headings or titles.

Correct and consistent capitalization helps make academic work more professional and aligned with international publication standards.

Core Principles

- Use sentence case for general statistical and research methodology terms.
- Capitalize only the first word of a sentence or proper nouns.
- Use Title Case only in headings, table titles, and figure titles.
- Acronyms should be written in uppercase letters and should not include periods.

Table: Statistical Terms Style Guide

Term	Inappropriate	Appropriate	Acronym	Note
standard deviation	Standard Deviation (SD.)	standard deviation (SD)	SD	Do not use periods.
confirmatory factor analysis	Confirmatory Factor Analysis (CFA)	confirmatory factor analysis (CFA)	CFA	Use lowercase.
exploratory factor analysis	Exploratory Factor Analysis (EFA)	exploratory factor analysis (EFA)	EFA	Use lowercase.
structural equation modeling	Structural Equation Modeling (SEM)	structural equation modeling (SEM)	SEM	Use a consistent form.
analysis of variance	Analysis of Variance (ANOVA)	analysis of variance (ANOVA)	ANOVA	Use lowercase.
multiple regression analysis	Multiple Regression Analysis	multiple regression analysis	—	Not a proper noun.
correlation coefficient	Correlation Coefficient	correlation coefficient	—	Use lowercase.

Term	Inappropriate	Appropriate	Acronym	Note
mean score	Mean Score	mean score	—	Use lowercase.
hypothesis testing	Hypothesis Testing	hypothesis testing	—	Use lowercase.
research methodology	Research Methodology	research methodology	—	Use lowercase.

Context-Based Usage

Context	Appropriate Form	Example
Body text	Sentence case	The data were analyzed using confirmatory factor analysis (CFA).
Heading	Title Case	Confirmatory Factor Analysis Results
Table title	Title Case	Table 4.1 Results of Confirmatory Factor Analysis
Figure title	Title Case	Figure 2.1 Conceptual Framework of the Study

In summary, academic terms, especially statistical and research methodology terms, should generally be written in sentence case. Exceptions apply when the terms are proper nouns or appear in positions requiring emphasis, such as headings, table titles, or figure titles. Acronyms should follow international standards and be used consistently throughout the document to ensure accuracy, credibility, and alignment with international academic standards.

Academic Expressions for Research Findings

The presentation of research findings should be systematic, clear, and objective, focusing on findings derived from the data rather than interpretation or discussion. The use of standard academic vocabulary and sentence structures enhances the credibility of the presentation and aligns it with international research standards.

Core Principles

- Present findings according to the research objectives.
- Use a neutral tone.
- Use the past tense in English writing.
- Avoid interpretation of findings.
- Use statistical terminology accurately and appropriately.

Table: Findings Sentence Bank

Aspect	Full Sentence
General findings	The research findings revealed that digital leadership was significantly related to organizational effectiveness.
General findings	The data analysis indicated that the technological dimension had the highest mean compared to other variables.
Statistical significance	The hypothesis testing results showed that the two variables were statistically significant at the .05 level.
Statistical significance	The analysis revealed that the variable was not statistically significant.
Mean score	Overall, digital leadership was at a high level.
Mean score	The research findings showed that the respondents' satisfaction was at a moderate level.
Comparison	The administrators had a significantly higher mean score of leadership than the faculty members.
Comparison	The comparison results indicated that the experimental and control groups differed significantly.
Correlation	The analysis showed that digital leadership had a strong positive correlation with organizational effectiveness.

Aspect	Full Sentence
Correlation	The two variables had a low level of correlation.
Effect (SEM/Regression)	Digital leadership had a statistically significant effect on organizational effectiveness.
Effect (SEM/Regression)	Communication variables influenced organizational success.
Factor Analysis	The factor analysis revealed that digital leadership consisted of five components, namely technological competency, communication, change management, creativity, and decision-making.
Factor Analysis	The variables could be classified into three main factors.
Model Fit	The proposed model was consistent with empirical data.
Model Fit	The analysis indicated that the model demonstrated a good fit.
Model Development	The study led to the development of a digital leadership model for higher education institutions.
Model Development	The developed model showed high validity and reliability.

In summary, effective reporting of research findings requires clear, objective, and systematic presentation of evidence obtained from data analysis. Researchers should employ standard academic expressions, appropriate statistical terminology, and consistent grammatical structures to ensure clarity, accuracy, and compliance with international academic writing standards.

Integrated Examples

The findings revealed that (1) digital leadership consisted of five components, namely technological competency, digital communication, change management, creativity, and data-driven decision-making; (2) the proposed model demonstrated a good fit with empirical data; and (3) digital leadership had a statistically significant effect on organizational effectiveness at the .05 level.

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