

Paradigm Shift of Change Management in the 21st Century to Sustainable Educational Organization

**Jedaman, P. ^{a++*}, Singma, S. ^{b#}, Srichaiwong, P. ^{ct}
and Kenaphoom, S. ^{a++}**

DOI: 10.9734/bpi/pller/v2/6974B

Peer-Review History:

This chapter was reviewed by following the Advanced Open Peer Review policy. This chapter was thoroughly checked to prevent plagiarism. As per editorial policy, a minimum of two peer-reviewers reviewed the manuscript. After review and revision of the manuscript, the Book Editor approved the manuscript for final publication. Peer review comments, comments of the editor(s), etc. are available here: <https://peerreviewarchive.com/review-history/6974B>

ABSTRACT

The emergence of change management in educational organizations in the 21st century has raised the need to adapting paradigm shift in leaders' vision on setting the goals, missions and objectives towards the effective achievement of the organization's goals, this chapter sheds lights on the paradigm shift of change management aiming to bring about a sustainable educational organization by means of a mixed method research design wherein the data collection draws on the change factors which include leading the organization with vision for change, strategic organization management for change, results-base management for change, knowledge management and personnel focus for change, creating organizational value of quality for change and sustainable educational organization. These factors account for the relevance of this chapter as it adds knowledge in organizational change management based on empirical data with significant impact on sustainable educational organization and the major implications will directly and indirectly influence the implementation of education policy, organization change, organization culture, knowledge sharing retention, excellent organization to sustainable educational organization.

Keywords: Paradigm shift; change management; the 21st century; sustainable educational organization.

^a Rajabhat Maha Sara Kham University, Thailand.

^b Khon Kaen University, Thailand.

^c Northeastern University, Thailand.

⁺⁺ Assoc. Prof. Dr.;

[#] Dr.;

^t Assist. Prof. Dr.;

*Corresponding author: E-mail: p.jedaman@gmail.com;

1. INTRODUCTION

The changing trends of information technology and communications in the 21st century have affected the world's economy, environment, society, culture as well as education and politics. Similarly, the trend of globalization in the 21st century have brought about dynamic changes into the educational organization, especially on the educational policy, education management and the behavior of service recipients. Therefore, further changes need to be effected in the educational management of planning and new strategies are required to keep up with changes that affect the educational organization, mainly the education personnel to be successful while performing their duties and responsibilities [1]. By organization management paradigm we mean the management method that leads to changing the educational organization management strategies, operational planning and various work systems of the educational organization to be linked with the changes in management paradigm to a good direction and reduce the impact of various problems towards effectiveness.

Sustainable development goals (SDGs) seek to shift the world onto a sustainable and resilient path, ensuring that no one is left behind [2]. The fourth goal of the SDGs aims to ensure inclusive and equitable quality education, promotes lifelong learning opportunities for all, and emphasizes that global education efforts must give central importance to quality and learning for all girls and boys [3]. This focuses on access, outcome and quality to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, achieve universal access to a quality higher education and promote lifelong learning opportunities for all. Education is a mechanism for developing competencies and the ability to instill ideas in citizens and students such an important determinant to competitiveness, which the trend of change was the transition on "*Arab spring*" revolution through using social media to makes the 21st century an important issue in determining educational management [4]. One example is the awakening [5] of the private sector in the United States, where there is a wide-ranging discussion on next-generation skills, through the 21st century skills partnership network.

Change management in the 21st century is the concept of management of educational organizations in order to change educational management towards the achievement of results such as changing policies and roles of organizational leaders, strategic management, focusing on organizations, personnel and students in effective educational management quality. In order to achieve the expected results, a set of measures must be implemented including a strategic planning of educational management towards success by setting clear management directions. Having the vision for human resource development that is aligned with the vision for educational development as a mechanism of leading the development to personnel with high performance in sustainable educational management. It should be highlighted that educational management strategies are important and beneficial to educational organizations because they help to clearly define future objectives and missions that result in operations consistent with the mission that can be used to operate into goals, means, targets, indicators [6]. In addition to the measures aforementioned, scholars also suggest

creating a learning society, creating opportunity and equality in education, providing education to lifelong learning and improving the efficiency of educational administration as the goals of educational management [7]. Thus, educational organization management is expected to show awareness of change, ability of changing dynamics in the 21st century towards the implementation of concrete and efficient manners into educational organization to maximum benefit.

An important variable of the competency and ability of organization leaders that can give room for designing the education for development which is aligned with context of humans and society is by creating a learning society, creating innovation and using the technological innovations to enhance the quality of education under globalization in the 21st century to sustainable educational organization. Besides, to develop a sustainable organizational management that meets the needs of the present and eliminate problems to arise from development in the future, it must be connected and interrelated for taking account important factors of 3 areas such as economy, society and environment. Meanwhile, the organization must adhere to the principles of good governance, operating ideology and having clear goals by creating a long-term vision, having a clear mission in adhering truly practice [8]. Organization management paradigm is a framework for developing the quality of educational organizations to be effective. It is a changing educational management paradigm of leadership through having the policies, visions, management strategies, making personnel capable of working to effective education [9]. So, the effective management paradigm includes planning, organizing and motivating, controlling to lead the organization towards the achievement of objectives [10]. It is aimed at creating the balance and support in driving the operations of efficient organization personnel.

Moreover, the management of educational organization goals requires a further important variable of the competencies and abilities of organizational leaders for development linked to humans and society, that is, creating a learning society, creating innovation and using technology to develop the management effectively [11]. This chapter highlights the organizational management for change by leadership in terms of vision, strategic management, teamwork and participation of personnel to work successfully [12]. It also seeks to back up innovative leadership characteristics committed to the managerial ability of leaders who can influence personnel and can stimulate and motivate personnel towards building confidence to achieve common goals [13]. The organizational change management is expected to drive the organization personnel to develop creative ideas to build a successful corporate culture [14] base on policies for creating the future and teamwork by creating an understanding of working in the same direction and setting common goals towards the sustainable educational organization.

It is believed that the organizational leadership comes from a clear organizational planning for long-term growth, this includes having a clear ideology, value, vision and mission as well as policy and action plan to effectiveness [15]. Furthermore, the change management by the leadership must have a forward-looking vision,

paradigm, new thinking, laying the foundation for long-term growth of the organization [16]. The leadership should also be guided by a strategic management throughout the organization which is worth receiving cooperation from personnel in driving the organization to planned direction, and organizational culture toward the achievement of the objectives and goals [17]. Additionally, the change management must be backed by setting a paradigm for educational organization management. All in all, this chapter highlights the paradigm shift of change management in the 21st century for sustainable educational organization, and it also pinpoints the causal factors to paradigmship of change management, which can affect sustainable educational organization towards the achievement of goals and maximizing benefits.

2. THE CHALLENGES TO PARADIGM SHIFT OF CHANGE MANAGEMENT IN THE 21ST CENTURY

The paradigm shift of change management in the 21st century is grounded in the conceptual framework that is used worldwide as a tool for studying the environment, organizational culture, policies, structures, management processes, technology and personnel behavior. It is both the art and science of organizational management to systematically have reliable principles, rules and theories arising from scientific research for the benefit of change management in the 21st century. In the nature of practice that requires knowledge, abilities, experience and skills of organizational leaders to work in order to achieve goals [18]. It involves concepts, values, perceptions and practice in order to achieve success, including, evaluating success. The importance of creating a paradigm will enable problem solving with a paradigm shift. So, the organizational management for change is guided by conscious management of situation that causes the organization to change by having a vision, planning actions to eliminate impacts that may occur in the future [19]. This will bring the benefits both to leaders and personnel, such as preventing problems and reducing risks that may occur in operations, giving the organization a clear framework for operating in order to achieve results success, and saving management resources in terms of people, money, materials, equipment, and time, etc.

Moreover, organizational leadership should strengthen, support adaptation, changes in operations [20]. Leadership role seeks change borne out by decision making for implementing the change and having change advocates to provide support, promote concrete changes through leadership's communication that allows the personnel to understand of organizational direction [21]. It also requires adapting and changing attitudes to those aligned with organizational changes and being connected in a network manner to jointly transform into a new type of organization in the form of a learning organization [22]. However, the organizational change management is primarily aimed at modernizing management to be committed to maximize the output, outcome and impacts [23]. It is also aimed at managing the change of organizational leaders from adjusting the roles [24]. Organizational mission must be focused on performance for operational agility of the organization, quality and performance of the organization to maintain the management focused on results as the primary goal.

Paradigm shift of change management is guided by organizational leadership that is committed to achieve success through the transformation of organizational management processes, development of new organizational strategies including the policy change, organization change, organization culture, knowledge sharing retention, quality organization [25]. It is founded on the management creativity, organizational performance assessment with the continuous creation of personnel and management processes to be able to create effective and potential work [26]. Jointly mobilizes personnel's skills and abilities to their fullest potential, promoting participation and organization policy, organization change, organization culture, knowledge sharing retention, excellent organization to sustainable organization [27]. Furthermore, change management in the 21st century fosters organizational vision, strategic management, participation and teamwork, human research development and creating the organization culture with a proactive working attitude [28]. It is believed that sustainable educational organization can be achieved through setting organizational change management that seeks effective organization development in terms of policy, organization change, organization culture, excellent organization [29]. From strategic leadership, execution excellence, and organizational learning to sustainable educational organization.

Thus, the paradigm shift of change management in the 21st century is aimed at leading the organization with vision for change, strategic organization management for change, results-base management for change, knowledge management and personnel focus for change, creating organizational value of quality for change towards sustainable educational organization founded on education policy, organization change, organization culture, knowledge sharing retention, excellent organization in research framework as follows:

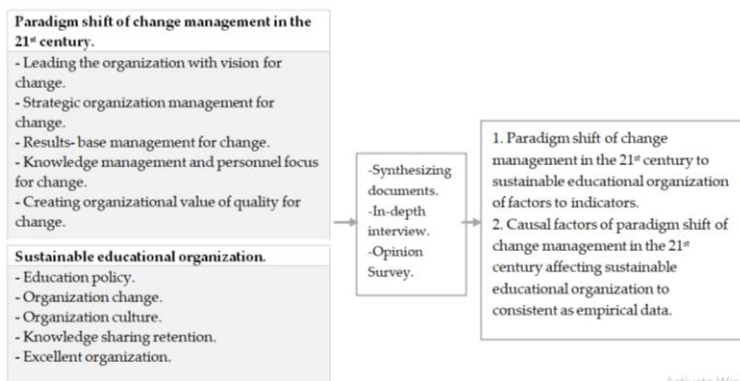


Fig. 1. Research framework to paradigm shift of change management in the 21st century to sustainable educational organization

Source: Jedaman, P., Kenaphoom, S, Jongmuanwai, B. , and Niyomves, B.,2021; Rangsan Sukkasem, Methini Inbua, and Patanaphan Khetkan, 2020; Chen, Yongxia, Jia, Liangding and Li, Chaoping et al.,2018; McGrath, Simon, Lesley Powell.,2016; Vally, G.V.S., & Daud, K.,2015; Greenberg, J.,& Baron, R.A.,2014; Pelser, T.G., 2014; Cristensen, T., & Laegreid, P.,2013; Forcadell, F.J. and Guadamillas, F.,2012; Mosley, D. C., & Patrick, D. K., 2011

3. METHODOLOGY

The mixed method research adopted for this chapter involves both qualitative and quantitative data to combine participatory action learning to multi-contextual and cultural perspectives for the research to complete and provide the explanations and conclusions based on the research results of the study on paradigm-ship of change management in the 21st century towards sustainable educational organization. The spatial studies took place in secondary education service office, in the area of the basic education commission (OBEC) in Thailand. With respect to the research participants and tools, the study involved 43 key informants from the secondary education service area holding the position of office directors, they were selected through purposive sampling and focus group. Additionally, 450 school directors and teachers respectively were involved under the selection technique of multi-stage cluster sampling. The research tools used for data collection included, 1) structured interview addressed to leading the organization with vision for change, strategic organization management for change, results- base management for change, knowledge management and personnel focus for change, creating organizational value of quality for change, it consisted of 5 interview topics all concerned with the paradigm shift of change management in the 21st century, of the structure, it contained questions like - How can the paradigm-ship of change management lead the organizations to create organizational value of change for a sustainable educational organization in the 21st century?, 2) semi-structured questionnaire addressed to leading the organization with vision for change, strategic organization management for change, results- base management for change, knowledge management and personnel focus for change, creating organizational value of quality for change, it aimed to explore the causal factors of the paradigm shift of change management from the perceptions of the participants. It consisted of 5 rating scales divided in 6 parts and each part addresses questions on a specific causal factor as follows: part 1; leading the organization with vision for change, part 2; strategic organization management for change, part 3; results-best management for change, part 4; knowledge management and personnel focus for change, part 5; creating organizational value of quality for change, part 6; sustainable educational organization. The whole questionnaire included open-ended suggestions to reliability value of 0.87.

The data collection and equerry methods included document analysis which consisted of synthesizing information from relevant documents and related research for the integration and development of conceptual framework pertaining the participatory action learning, individual in-depth interview to multi-contextual and cultural perspectives of 43 key informants to take the results for analysis of paradigm shift of change management in the 21st century to sustainable educational organization of factors and indicators, including the survey by questionnaire addressed to 450 respondents to take the results for analysis of causal factors to paradigm shift of change management in the 21st century affecting sustainable educational organization to consistent as empirical data.

With regard to data analysis, qualitative data of factors and indicators were analyzed by using three main stages as follows: data reduction, data

organization, data interpretation towards drawing conclusion. And the causal factors coded as quantitative data were analyzed by descriptive statistics including frequency, percentage, mean, standard deviation, skewness, kurtosis, Chi-square, correlation coefficient using covariance statistics, and structural equation model (SEM) by LISREL programed.

4. EXPERIMENTAL RESULTS

The study could yield results as follows:

4.1 Paradigm Shift of Change Management in the 21st Century to Sustainable Educational Organization

The paradigm shift of change management in the 21st century to sustainable educational organization comprises 6 factors, namely leading the organization with vision for change, strategic organization management for change, results-best management for change, knowledge management and personnel focus for change, creating organizational value of quality for change, sustainable educational organization. Each of these factors consists of indicators amounting to 27 as follows:

- 1) Leading the organization with vision for change;** 1.1) the ability to analyze trends, direction of change come to define visions, missions, strategies, goals, 1.2) the ability to communicate operational guidelines to education personnel, 1.3) a focusing on development of innovation and a bring appropriate to achieve the goals, 1.4) the enabling all personnel in the educational organization on the value, 1.5) an accept of vision a leading the successful implementation.
- 2) Strategic organization management for change;** 2.1) the continuous process of setting missions and goals, 2.2) analysis of the internal and external environments, 2.3) a work according to strategies in terms of organizational structure and culture.
- 3) Results-best management for change;** 3.1) the mechanisms for creating success in clear operational policies and objectives, 3.2) setting operational directions including vision, mission, objectives and goals, 3.3) setting strategic planning steps and operational plans, decentralizing decision making in developing work to achieve results efficiently.
- 4) Knowledge management and personnel focus for change;** 4.1) the collection of existing knowledge in the organization and developing a system to personnel in the organization, 4.2) the accessing of knowledge and develop oneself to be a personnel with high potential, 4.3) the achieving of human development and organizational development goals, 4.4) the achieving of professional learning community and motivating achievement of the personnel, 4.5) enhancement of knowledge identification, knowledge acquisition, knowledge development, knowledge transfer, knowledge storing, knowledge utilization.
- 5) Creating organizational value of quality for change;** 5.1) a improving the quality through knowledge management, create new things to increase

effectiveness, 5.2) operation to according of mission and achieving organizational goals, 5.3) organization transformation of setting the direction on being in learning organization, 5.4) managing and providing the important knowledge to ready of personnel in their work to the maximum benefit, 5.5) developing an information technology systems of working and collaborative innovation, 5.6) learning the dynamic of systematic and continuous learning of opportunities and responds for personnel to organizational goals.

- 6) **Sustainable educational organization;** 6.1) education policy, 6.2) organization change, 6.3) organization culture, 6.4) knowledge sharing retention, 6.5) excellent organization

4.2 Causal Factors to Paradigm Shift of Change Management in the 21st Century Affecting Sustainable Educational Organization

The change factors or causal factors behind paradigm shift of change management in the 21st century affecting sustainable educational organization include leading the organization with vision for change (LVC), strategic organization management for change (SMC), results-best management for change (RMC), knowledge management and personnel focus for change (KPC), creating organizational value of quality for change (CQC), sustainable educational organization (SEO). These factors are regarded as crucial variables that influence to sustainable educational organization and they are all consistent with the empirical data by considering the Chi-square of 486.92, df. of 166, CMIN/ DF. of 2.96, NFI. of 0.99, GFI. of 0.94, RMSEA. of 0.058, RMR. of 0.013 in all variables to direct and indirect influences to sustainable educational organization at statistically significant level of 0.01 as shown in Table 1.

However, the first causal factor LVC has a direct and positive influence on a number of management skills such as knowledge management and personnel focus for change (KPC), strategic organization management for change (SMC), creating organizational value of quality for change (CQC), results-best management for change (RMC) towards sustainable educational organization (SEO) at a statistically significant level of 0.01, with the influences size of 0.99, 0.96, 0.90, 0.83, 0.94. In contrast, the same factor has a positive indirect influence on sustainable educational organizations (SEO) at a statistically significant level of 0.01, with the influences size of 0.23. The second factor SMC has not the direct influence on sustainable educational organizations (SEO) at a statistically significant level of 0.01, with the influences size of -0.18. The third factor RMC has a positive and direct influence on sustainable educational organizations (SEO) at a statistically significant level of 0.01, with the influences size of 0.08. The fourth factor KPC has a positive and direct influence on sustainable educational organizations (SEO) at a statistically significant level of 0.01, with the influences size of 0.24. The fifth factor CQC has a positive and direct influence on sustainable educational organizations (SEO) at a statistically significant level of 0.01, with the influences size of 0.11., respectively. In this regard, a forecast equation that can predict causal factors to paradigm shift of change management in the 21st century affecting sustainable educational organization of 89% is illustrate in Fig. 2.

Table 1. The direct and indirect influences, and combined influence of causal factors

Outcome variable	SMC.			KPC.			RMC.			CQC.			SEO.				
Causal variable	DE	TE	IE	DE	TE	IE	DE	TE	IE	DE	TE	IE	DE	TE	IE		
LVC.	0.96**	-	0.96**	0.99**	-	0.99**	0.83**	-	0.83**	0.90**	-	0.90**	0.71**	0.23**	0.94**		
SMC.	-	-	-	-	-	-	-	-	-	-	-	-	-0.18	-	-		
KPC.	-	-	-	-	-	-	-	-	-	-	-	-	0.24**	-	-		
RMC.	-	-	-	-	-	-	-	-	-	-	-	-	0.08**	-	-		
CQC.	-	-	-	-	-	-	-	-	-	-	-	-	0.11**	-	-		
External latent variables.	LVC1	LVC2	LVC3	LVC4	LVC5												
Precision.	0.63	0.63	0.32	0.41	0.53												
Observed variables.	SMC1	SMC2	SMC3	KPC1	KPC2	KPC3	KPC4	KPC5	RMC1	RMC2	RMC3	CQC1	CQC2	CQC3	CQC4	CQC5	CQC6
Precision.	0.54	0.95	0.62	0.65	0.61	0.68	0.60	0.58	0.75	0.50	0.53	0.67	0.68	0.73	0.65	0.62	0.60
Observed variables.	SEO1	SEO2	SEO3	SEO4	SEO5												
Precision.	0.41	0.39	0.50	0.48	0.42												
Chi-square of 486.92, df. of 166, CMIN/ DF. of 2.96, NFI. of 0.99, GFI. of 0.94, RMSEA. of 0.058, RMR. of 0.013																	
Structural equation.	SMC	KPC	RMC	CQC	SEO												
R-square.	0.91	0.98	0.68	0.81	0.89												

** Statistically significant level of 0.01
 Source: by LISREL programed,98

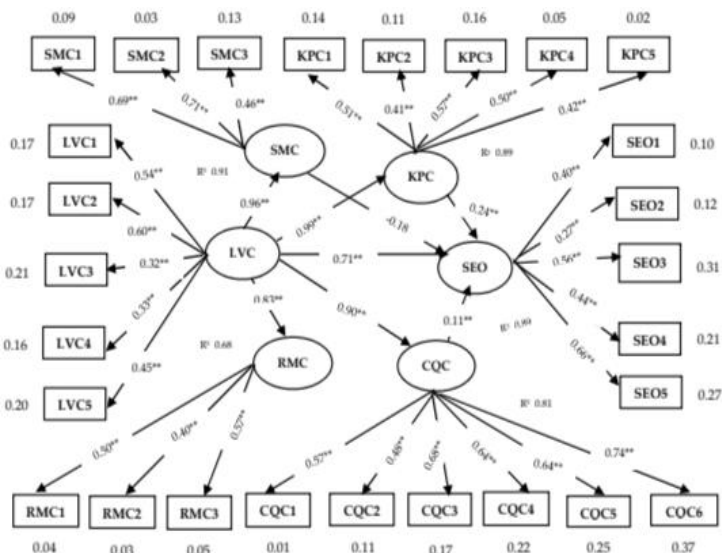


Fig. 2. Model to causal factors to paradigm shift of change management in the 21st century affecting sustainable educational organization

**** Statistically significant level of 0.01**

Chi-square of 486.92, df. of 166, CMIN/DF. of 2.96, NFI. of 0.99, GFI. of 0.94, RMSEA. of 0.058, RMR. of 0.013

Source: by LISREL programed, 98

5. DISCUSSION

The paradigm shift of change management in the 21st century consists of 6 factors, namely leading the organization with vision for change, strategic organization management for change, results-base management for change, knowledge management and personnel focus for change, creating organizational value of quality for change and sustainable educational organization. These factors are cornerstones for success in leading the organization with vision for change in the hands of organization leadership that is capable of analyzing trends, direction of change to define visions, missions, strategies and goals aligned with the context of educational organization. The organization leadership must communicate operational guidelines to educate personnel for a clear understanding and focusing on development of innovation and bring appropriate innovations to develop educational organization towards the achievement of the goals by enabling all personnel on the value and vision leading the successful implementation, which is important for developing the organization to success and result in adding value to personnel in systematic thinking. This will also steer the personnel to learn along with the potential and perceive the overall image of the organization, see a common vision and learning to work together with a team spirit.

Nonetheless, the creation of an organizational management system requires linking together the different areas of the change, namely the operational plans, processes, indicators and the activities to be aligned and integrated in order to achieve organizational results. It also poses the responsibility of being consistent with competency and ability of proactive personnel in implementing the organization policies and mission to achieve objectives and goals for efficiency [30]. Therefore, the strategic organization management for change involves a continuous process of setting missions and goals by devising appropriate strategies, operating according to specified strategies and using management authority in a systematic way that can lead to success according to educational management goals, analysis of the internal and external environments. Furthermore, it involves setting the direction of management and organizing education according to the missions and objectives, defining strategic plans, projects and activities including the works of organizational structure, culture as well as the control strategies of supervision, monitoring, and evaluation based on actual conditions. Besides, the SMC seeks to develop values, ideology, creating a work culture to allow personnel in educational organizations to be committed to performing their duties to achieve the goals and develop creative ideas to continuously do the work and be engaged with the organization, joint thinking, joint determination and consider all these as common practices, which will strengthen the change management and develop personnel to work as quality individuals [31]. So, the results-best management for change is the mechanisms for creating success in clear operational policies and objectives, recruiting personnel to perform appropriate tasks, developing and training personnel to be able to perform results-base work, allocating and planning appropriate budgets with the amount of work and responsibilities of the operator and provide support with various materials and equipment for performing tasks sufficient to meet the needs of personnel [32]. It entails setting operational directions including vision, mission, objectives and goals, setting strategic planning steps and operational plans, decentralizing decision making in developing the work to achieve results by supervising, monitoring and evaluating performance in alignment with goals. Especially important is the change factor of creating organizational value of quality for change to improve quality through knowledge management by developing and create new things to increase effectiveness in operating the mission to achieve organizational goals [8]. In addition, the organization transformation through setting the direction of being a learning organization, the role of organizational leaders in practice aiming to develop a systematic process for managing and providing important knowledge that is ready for use to personnel in their work to the maximum benefit, and developing information technology systems to facilitate learning and working, empowering personnel by creating learning for good work performance such as collaborative innovation as well as learning dynamic from creating systematic and continuous learning opportunities for personnel to increase work efficiency by including the education policy, organization change, organization culture, knowledge sharing retention, excellent organization to organizational goals towards sustainable educational organization.

The causal factors behind paradigm shift of change management in the 21st century affecting sustainable educational organization comprise first, leading the organization with vision for change which has a direct positive influence on knowledge management and personnel focus for change, strategic organization management for change, second, creating organizational value of quality for change, third, results-best management for change to sustainable educational organization by variables that influence on sustainable educational organization by leading the organization with vision for change and all variables are consistent with the empirical data proved by the Chi-square of 486.92, df. of 166, CMIN/ DF. of 2.96, NFI. of 0.99, GFI. of 0.94, RMSEA. of 0.058, RMR. of 0.013 in all variables to directly and indirectly influence the sustainable educational organization at statistically significant level of 0.01. Because paradigm shift of change management in the 21st century include knowledge management and personnel focus for change, it seeks the collection of existing knowledge in the organization to develop a personnel system in the organization, accessing the knowledge and develop oneself to be a person with high potential and using the tools for achieving work goals and human development goals. In this regard, the educational organization leaders in managing change will be the guides in determining the work roles of personnel in educational organizations, where leaders with leadership will influence the organization's ideas in the policy analysis process [12]. The leaders have a direct positive influence on the effectiveness of educational organization [33] The organizational management paradigm for change in educational leadership requires constant adjustment and flexibility in the strategic management process [34].

Most importantly, sustainable educational organization must give importance to education policy, organization change, organization culture, knowledge sharing retention by continuous supervision and monitoring and effective risk management along with efficient educational operations [35]. It also bears with social responsibility and the educational environment, which current educational operations face challenges in many aspects both internal and external factors of the educational organization to constantly adapt and develop the organization in order to providing education that can grow steadily and sustainably. Therefore, sustainable educational organization is a matter of great importance that must be integrated, driven to concrete practice towards the goals achievement.

6. CONCLUSION

Paradigm shift of change management in the 21st century will lead the organization with vision for change of the ability to analyze trends, direction of change and define visions, missions, strategies, goals, strategic organization management for change based on continuous process of setting missions and goals. The results-best management for change is the mechanism for creating success in clear operational policies and objectives, knowledge management and personnel focus for change. The paradigm seeks to build a professional learning community and enhancement of knowledge identification, knowledge acquisition, knowledge development, knowledge transfer, knowledge storing, knowledge utilization, creating organizational value of quality for change by

improving the quality through knowledge management, creating new things to increase effectiveness, learning the dynamic of systematic and continuous learning of opportunities and enable personnel to respond to organizational goals, including sustainable educational organization which values education policy, organization change, organization culture, knowledge sharing retention, excellent organization. All the factors affecting sustainable educational organization they influence directly and indirectly as consistent empirical data as statistically proved with a significant level of 0.01. Therefore, the educational organizations leaders must adjust strategies in alignment with the changes that occur under the paradigm shift of change management in the 21st century in order to make educational management and operations achieve their objectives and the goals for sustainable educational organization.

7. POLICY IMPLEMENTATIONS

The implementations of education policy, organization change, organization culture, knowledge sharing retention, excellent organization will take place as follows;

- a) Education policy of adjusting the new paradigm to driving a learning culture towards quality education. Promoting all sectors involved in education to have knowledge, understanding of policies, visions, missions, goals, strategies, development focuses, and work plans for effective education and development to efficiency. Promoting and developing the competency of educational personnel to have high potential and competence, including creating a society of lifelong learning. Decentralization of decision-making to solve educational problems quickly. Empowerment to be able to organize education as responding to diverse needs, so that learners can learn and develop themselves continuously in raising the level of education and student development, by creating educational innovations and an environment conducive to learning.
- b) Organization change to continually promoting change and innovation, recognizing it as an opportunity and not a threat that the change is an opportunity, and all personnel in educational organizations must have the capacity to adapt for agility and flexibility of the organization, where organizational leaders must work together with personnel on the basis of co- knowledge, co- thinking, co- operation, co- development and co- evaluation, including, setting strategies to bring the team, personnel, and organization to success in the image future.
- c) Organization culture of creating efficiencies within educational organizations, and maintaining a culture where sustainable strategies are well implemented, creating a conducive culture in educational organizations that can make the personnel to see them as a special place to work, creating core values of a good organization it is the key to making the organization more efficient and successful.
- d) Knowledge sharing retention of sharing ideas, sharing knowledge and exchanging knowledge between each other, it brings good results to the educational organization, and good relations among personnel, by sharing

and managing knowledge will increase cooperation and ability of organizational learning is necessary to increase the ability to carry out educational operations for maximum benefit and effectiveness.

- e) Excellent organization from strategic leadership of education leaders to systems perspective, visionary leadership, societal responsibility, ethics and transparency. Execution excellence into education personnel, the learners to focused excellence, valuing personnel, focus on success, and delivering value and results. Organizational learning of organizational learning and agility, managing the educational for innovation.

COMPETING INTERESTS

Paradigm shift of change management in the 21st century of leading the organization with vision for change, strategic organization management for change, results-best management for change, knowledge management and personnel focus for change, creating organizational value of quality for change, sustainable educational organization on the achieving organizational development goals, learning organization, achieving the professional learning community, motivating achievement to sustainable educational organization of education policy, organization change, organization culture, knowledge sharing retention, excellent organization to effectiveness.

REFERENCES

1. Wattanachai K. Developing the quality of education in the Thailand 4.0 era. Bangkok: Arun Publishing, Thailand; 2016.
2. United Nations Development Group. The Sustainable Development Goals are Coming to Life: Stories of Country Implementation and UN Support; 2016.
Available:<https://undg.org/wp-content/uploads/2016/12/SDGs-are-Coming-to-Life-UNDG-1.pdf>
3. Restless Development, United Nations Inter-Agency Network on Youth Development and United Nations Development Programmed. Guiding Principles for Supporting Young People as Critical Agents of Change in the 2030 Agenda; 2017.
Available:<https://www.youth4peace.info/system/files/201711/2017.07.26%20%20Guiding%20Principles%20%20Youth%20Engagement%20in%202030%20Agenda%20Implementation%20-%20IANYD%20Final.pdf>
4. Paitoon Phimdee, Pornchai Jedaman, et al. Educational development under the framework of Thailand 4.0 in the 21st century. Journal of Industrial Education. 2017;16(2):92-98.
5. Office of Education Council Secretariat. Policy and strategy for developing educational quality. Bangkok: The office, Thailand; 2018.
6. Kanokorn Somprat. Strategic management. Bangkok: Success media, Thailand; 2014.
7. Darawan Sukkantharak, Prasert Intarak. Strategy for driving academic administration of basic educational institutions towards the ASEAN Community. Veridian E-Journal. 2014;7(1):58-72.

8. Avery GC, Bergstein H. Sustainable leadership practices for enhancing business resilience and performance. *Strategy & Leadership*. 2012;39(3): 5-15.
9. Narumon Jituea, Chalermchai Kittisaknawin, Nalinnat Deesawat. Role of leadership in developing organizations into learning organizations. *Veridian E-Journal*, Silpakorn University. 2017;10(2):1738-1754.
10. Campbell RF. *On the nature of organizational effectiveness*. San Francisco: Jassay Bass; 2017.
11. Greenberg J, Baron RA. *Behavior in organizations* (9th ed.). Upper Saddle River, NJ: Prentice-Hall; 2014.
12. Jedaman P, Kasorn K, Jongmuanwai B. Educational Management Strategies in the 21st Century towards Sustainable Thai's Basic Education, Thailand. *Research Highlights in Language, Literature and Education*. 2023;3(13):93-110.
DOI: org/10.9734/bpi/rhll/v3/4152B
13. Jong JP, Den Hartog DN. Leaders influence employees' innovative behavior. *European Journal of Innovation Management*. 2017;10(1):41-64.
14. Alsolami HA, Guan Cheng KT, Ibn Twalh AAM. Revisiting Innovation Leadership. *Scientific Research*. 2016;5(2):31-38.
15. Halm Rudiger, Kuhmen Micheal. Determinants of sustainability reporting: A review of result, trend, theory, and opportunities in expanding field of research. *Journal of Cleaner Production*. 2013;59(2):5-12.
16. Etzioni A. *Modern organization*. Englewood Cliffs, New York: Prentice-Hall; 2014.
17. Chumsak Intarak. Paradigm for development of educational administrators in the 21st century. *Journal of Educational Administration Silpakorn University*. 2019;10(2):1-10.
18. Forcadell FJ, Guadamillas F. A Case Study on the Implementation of a Knowledge Management Strategy Oriented to Innovation. *Knowledge and Process Management*. 2012;9(3):162-171.
19. McGrath, Simon, Lesley Powell. Skills for sustainable development: Transforming vocational education and training. *International Journal of Educational Development*. 2016;50:12-19.
20. Chen Yongxia, Jia Liangding, Li Chaoping, et al. Reforming Leader, Psychological Empowerment, and Employee's Organizational Commitment: Empirical Research in China. *Management World*. 2018;12(1):96-105.
21. Jedaman P, Kenaphoom S, Jongmuanwai B, Niyomves B. *Journal of Physics: Conference Series*; 2021.
DOI: 10.1088/1742-6596/1835/1/012097
22. Pelsler TG. A Sustaining Industry Leadership Through Innovation Strategy Archetypes. *International Business & Economics Research Journal*. 2014;13(4):697.
23. Rangsak Sukkasem, Methini Inbua, Patanaphan Khetkan. The Policy Organization Management. *Ramkhamhaeng Journal Political Science Edition*. 2020;3(2):157-183.
24. Cristensen T, Laegreid P. *New public management: The transformation of ideas and practice*. New York: Prentice Hall; 2013.

25. Mosley DC, Patrick DK. Leadership and Followership: The dynamic process of building high performance cultures. *Organization Development Journal*. 2011;29(2):85-100.
26. Greenberg J, Baron RA. *Behavior in organizations* (9th ed.). Upper Saddle River, NJ: Prentice-Hall; 2014.
27. Boyatzis RE. Competencies in the 21st Century. *Journal of Management Development*. 2008;27(1):5-12.
28. Vally GVS, Daud K. Implementation of School Based Management Policy. *Journal of Social and Behavioral Sciences*. 2015;17(2):693–700.
29. Kaewwichian P. Developing a community participatory management model to raise the quality of education. *Education Review Journal*. 2018;2(1):122-137.
30. Zammuto RF. *Assessing organizational effectiveness system change adaptation and strategy*. Albany: State University of New York; 2012.
31. Mungchu A, Teemueangsa S, Jedaman P. Science educational management of SIAOE model for sustainability the quality improving a Thai's Basic education, Thailand. *Journal of Physics: Conference Series*. 2020;1835.
DOI: 10.1088/1742-6596/1835/1/012096
32. Bell BS, Kozlowski SWJ. A typology of virtual teams: Implications for effective leadership. *Group and Organization Management*. Thousand Oaks. 2002;24(1):14-26.
33. Napalak Rungsuwan. Analysis of management factors that affect the effectiveness of educational institutions. *Thaksin University Journal of Education*. 2014;14(2):230-250.
34. Jeynes WH. The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement A Meta-Analysis. *Urban Education*. 2007;42(1):82-110.
35. Rupert J Baumgartner. Strategic perspectives of corporate sustainability management to develop a sustainable organization. *Journal of Cleaner Production*. 2017;140(1):81-92.

Biography of author(s)



Jedaman, P. (Assoc. Prof. Dr.)
Rajabhat Maha Sara Kham University, Thailand.

Research and Academic Experience: He has excellence in reviewing on Asian Journal of Advance in Research. He is also a reviewer of the Asian Journal of Education and Social Studies. He is a reviewer of Publons and Sage publications. He has been Qualified in Thai Basic Education. He is a researcher at the National Research Council of Thailand, Research and Development Institution, Rajabhat Maha Sara Kham University, Thailand.

Research Area: His fields of study include human resource development (HRD), human resource management (HRM) and integration management. He plays important roles in leadership and teacher professional development, organizational management and development and educational organization management. His areas of research include "leadership, and organizational management strategy", "educational management" and "sustainable organization".

Number of Published Papers: He has published 1 paper in a reputed journal.



Singma, S. (Dr.)
Khon Kaen University, Thailand.

Research Area: He has done research on educational technology communications and learning environments. Additionally, his research area primarily focuses on AI learning management and educational environment.

Number of Published Papers: He has published 2 articles in reputed journals.



Srichaiwong, P. (Assist. Prof. Dr.)
Northeastern University, Thailand.

Research Area: His research area mainly focuses on local development, education and agriculture to the highest potential, public policy, educational management and local organization administration. He has expertise in the application of a sufficiency economy for sustainability.

Number of Published Papers: He has published 3 articles in several reputed journals.

Any Other Remarkable Point: He has played an important role in local wisdom development.



Kenaphoom, S. (Assoc. Prof. Dr.)
Rajabhat Maha Sara Kham University, Thailand.

Research and Academic Experience: He is the Director of research and development at Rajabhat Maha Sara Kham University, Thailand and a researcher at the National Research Council of Thailand.

Research Area: His research areas include public administration and political science, strategy management and local organization administration.

Number of Published Papers: He has published 4 research articles in several reputed journals.

Special Award: He was awarded as an expert in public administration.

© Copyright (2023): Author(s). The licensee is the publisher (B P International).

Peer-Review History:

This chapter was reviewed by following the Advanced Open Peer Review policy. This chapter was thoroughly checked to prevent plagiarism. As per editorial policy, a minimum of two peer-reviewers reviewed the manuscript. After review and revision of the manuscript, the Book Editor approved the manuscript for final publication. Peer review comments, comments of the editor(s), etc. are available here: <https://peerreviewarchive.com/review-history/6974B>