

Program Development for Enhancing Creative Leadership among School Administrators in Local Government Organizations of Thailand

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Most schools under the supervision of local government organizations (LGOs) across Thailand face a number of problems; the most important is related to the lack of creative leadership of school administrators. This study explored the existing situation, identified desirable conditions for enhancing creative leadership among school administrators in the LGOs, developed a program for enhancing creative leadership, and assessed the results of the implementation of the program developed. The research used two sample groups. The first group, representing 197 schools under the LGOs, consisted of school administrators at three levels: school directors; deputy directors; and learning area heads. The second group comprised of twelve volunteer school administrators working in the LGO of Udonthani Province who shared self-development. The instruments used were questionnaires and evaluation forms. Statistics used in the data analysis included mean (M), percentage, standard deviation (SD) and a priority needs index (PNI). The study identified three main factors and nine indicators of creative leadership of school administrators. Analysis showed that the three main factors-vision, flexibility and imagination-were currently at a low level among the first sample group. In contrast, the desirable condition expressed for this group was that the three main factors would be at a high level. Following implementation of the program the median was significantly higher than it had been prior to implementation, with a statistical significance level of .01. A suggestion showed that positive behaviors of school administrators can be developed through cooperation in establishing a creative leadership enhancement program based on need.

Keywords: development program, creative leadership, flexibility, local government organizations, vision, and imagination

Schools play a major role in education management, and school administrators are an important component in the effective development of education. The significant indicators for success or failure of education outcomes rest on the ability of school administrators to make the utmost use of their knowledge and experience and in providing the leadership to create a vision for change, and to support school staff in their development to meet the challenges of a changing world. The aim is to achieve the goals set in the 1999 National Education Act, which states that local communities are to be involved with education administration and management (Office of the Education Council, 1999), and are expected to ensure a high standard and quality in the management of education in cooperation with the various agencies responsible for education management. A number of problems exist in Thai education, including the setting and planning of education policy, the development of curriculum, and the improvement of teaching and learning, as well as in personnel administration and financial and budget management.

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Additionally, there is little consistency in resource administration and office management between the central and the local levels (Office of the Education Council, 2010). Local management lacks autonomy and is not fully effective, both at the provincial offices and in the schools themselves. Also, deficiency is evident in the inadequate level of participation and support from people in the local community. Administration and local education policy-making are mainly dependent upon the central organization.

School administrators play a leading role in shaping the quality, effectiveness and efficiency of school programs that determine academic excellence and education quality. Various academicians have agreed that the ability of school administrators is a major factor in educational success or failure, and is a crucial variable for successful administration and quality development. That is to say, education quality and efficiency vary in accordance with the leader or administrator (Boonprasert, 2001; NaTalang, 1989).

Leadership is the process of influencing, convincing and persuading, thereby affecting the decision-making and the objectives of an organization. The leadership process aims to stimulate and motivate the working behavior of those involved in the endeavor, which will lead to achievement of the goals that have been set. The process must maintain the group status and culture (Yukl, 1998). It is believed that strong leadership of a school administrator will enable him to make extensive use of his knowledge, capabilities and potential to achieve administrative objectives. Leadership effectiveness indicates whether or not a person has suitable leadership potential. Criteria for measuring the effectiveness of an individual's leadership potential can be developed using measurements such as job yields, achievement of group objectives, survival of the organization, growth of the organization, successful management of crises, satisfaction of followers, self-dedication, positive psychological state and the stability of leader status (Yukl, 1998).

Creative leadership is, then, a form of creative development and an image-producing model for which further studies of creative leadership involving research relating to relevant concepts, format and procedures are needed (Sinlarat, 2010.) This is in accordance with Stoll and Temperley's findings (2009) that creative leadership is an imaginative and responsive behavior based on meticulous and detailed consideration in various situations and challenges. Moreover, this suggests the concept that creative leadership is the ability to lead others to employ new methods to achieve new and creative results.

School administrators with creative leadership skills are needed for the administration of schools under LGOs to enable them to compete, to be acknowledged for quality education administration, to handle changing environments and to prepare the organization's members for handling and adapting to the changing trends in social development, as well as for managing new missions and unstable environments. Creative leadership among administrators will make new things happen (Rattanadilok Na Phuket, 2012). Findings from the problem-analysis assessment conducted by the Office of the Education Council indicate the presence of certain factors that hinder development and administration in schools under the supervision of LGOs. Firstly, local administrative bodies were found to lack vision in education management, and the administrative systems were found to be ineffective and lacking in unity in school management. Secondly, in the schools themselves, it was found that administrators were not committed to better education development. Deficiencies were found in their vision and knowledge and their ability to synthesize information, think analytically, utilize resources efficiently in the physical school development, and especially to exercise creative leadership.

All of these factors have resulted in a low standard of education, unclear education management policies, and limitations and inefficiencies in budget utilization, resulting in schools not having been developed to their full potential. These stem from the fact that schools rely upon and follow inadequate local administration regulations. Another hindering factor is the lack of readiness of the local education administration itself. Therefore, the central administration level needs to urgently improve various components of the system to enable local administration to achieve greater efficiency in its administrative and development mission (Office of the Education Council, 2010).

Schools in local government organizations (LGOs) are overseen by each provincial local administration, and all are under the supervision of the Department of Local Administration of the Ministry of Interior. Like many other educational institutions, they have long been faced with a number of problems, the most important being related to the lack of creative leadership of school administrators. Therefore, the researcher was interested in studying the status of creative leadership among school administrators in schools under the LGOs, and in developing a training program to enhance creative leadership by employing research findings based on the works of many researchers (Barrand, 1990; Caffarella, 2002; Houle, 1996; Knowles, 1980; Stlyes, 1990; Wongwanit, 2001). Their findings indicate that content of creative leadership training programs should comprise needs assessment, study of basic information, setting of objectives and/or goals, planning, staff development, evaluation, modes of implementation, resource management, process and method, and time frame. It is intended that the training program developed serve as a model or guideline for school administrators in LGO schools to be properly and continually trained to enable them to develop their administration and management skills effectively to meet the intent of the National Education Act.

Research Objectives

This study has four objectives:- 1) to investigate the factors and indicators of creative leadership among school administrators in the local government organizations (LGOs), 2) to explore the existing situations and desirable conditions for the enhancement of creative leadership abilities of school administrators in the LGOs, 3) to develop a program for the enhancement of creative leadership among school administrators in the LGOs, and 4) to assess the results of the implementation of the program with regard to enhancements to the creative leadership among school administrators in the LGOs.

Significance of the research

The significance of the research are divided into two items; 1) Findings on the current situations and needs in terms of creative leadership enhancement among school administrators in the LGOs will benefit both the local government organization itself, and those having roles in enhancing creative leadership among school administrators. The latter can use the findings as guidelines to lay foundations for the further enhancement of school administrators in the LGOs; and 2) Findings will result in a creative leadership enhancement program that is capable of improving the level of creative leadership among school administrators in the LGOs.

Methodology

This study employed the research and development method and conducted in four steps.

Step 1

The researcher investigated several documents and research studies concerning concepts and theories related to creative leadership, specifically those found in the work of many academicians (Bennis & Thomas, 2002; Casse & Claudel, 2007; Chernin, 2001; Couto & Eken, 2002; Danner, 2008; Delich, 2013; Guntern, 2004; Harris, 2009; Katz & Earl, 2006; Kelly, 1998; Palus & Horth, 2005; Parker & Begnaud, 2004; Sousa, 2003; Stoll & Temperley, 2009; Ubben, Hughes, & Norris, 2007). The documentary research was synthesized to set up the factors and indicators of creative leadership of school administrators and approved its appropriateness by seven experts on leadership management and educational field.

Step 2

Based on the factors and indicators of creative leadership in step 1, questionnaires were developed to explore current situations and the need for the promotion of creative leadership among school administrators under the LGOs. Five hundred and ninety-one questionnaires were distributed to 197 sample schools derived from the population of 899 schools under the LGOs across the country and constructed by determining sample size of Krejcie and Morgan formula (1970). Three levels of administrators, namely, school administrator, a deputy school administrator, and a head of learning areas in sample each school were asked to complete the questionnaires. The returned questionnaire were 579 or 97.97 percent of the 591 questionnaires distributed. The instruments used for data analysis in this phrase were mean (Mean), percentage, standard deviation (SD) and a priority needs index (PNI).

Step 3

The researcher designed a draft of a training program for the enhancement of creative leadership among school administrators in the LGOs based on the information and data in Step 1 and 2. The factors of the program consisted of principle, objectives, content, method of development, and evaluation. The content of training program comprised three factors and nine indicators including: 1) imagination with three indicators, creative thinking, humor in working, and creative problem-solving, 2) flexibility of thinking with three indicators, the ability to find answer independently without being restricted to the customary regulations, the ability to adjust to various situations, and openness to new ideas, and 3) vision with three indicators, vision building, vision distributing, and vision Implementing. The process of training was divided into 3 steps: 1) pre-assessment, 2) Operation for Enhancing creative leadership, and 3) post-assessment. This training lasted 22 hours. In order to determine the appropriateness of this training program, the researcher set up an evaluation questionnaire and distributed both the program and the evaluation form to nine specific experts on creative leadership and educational field for evaluation and approval. The comments and suggestions from the experts was revised and prepared to be implemented in Step 4.

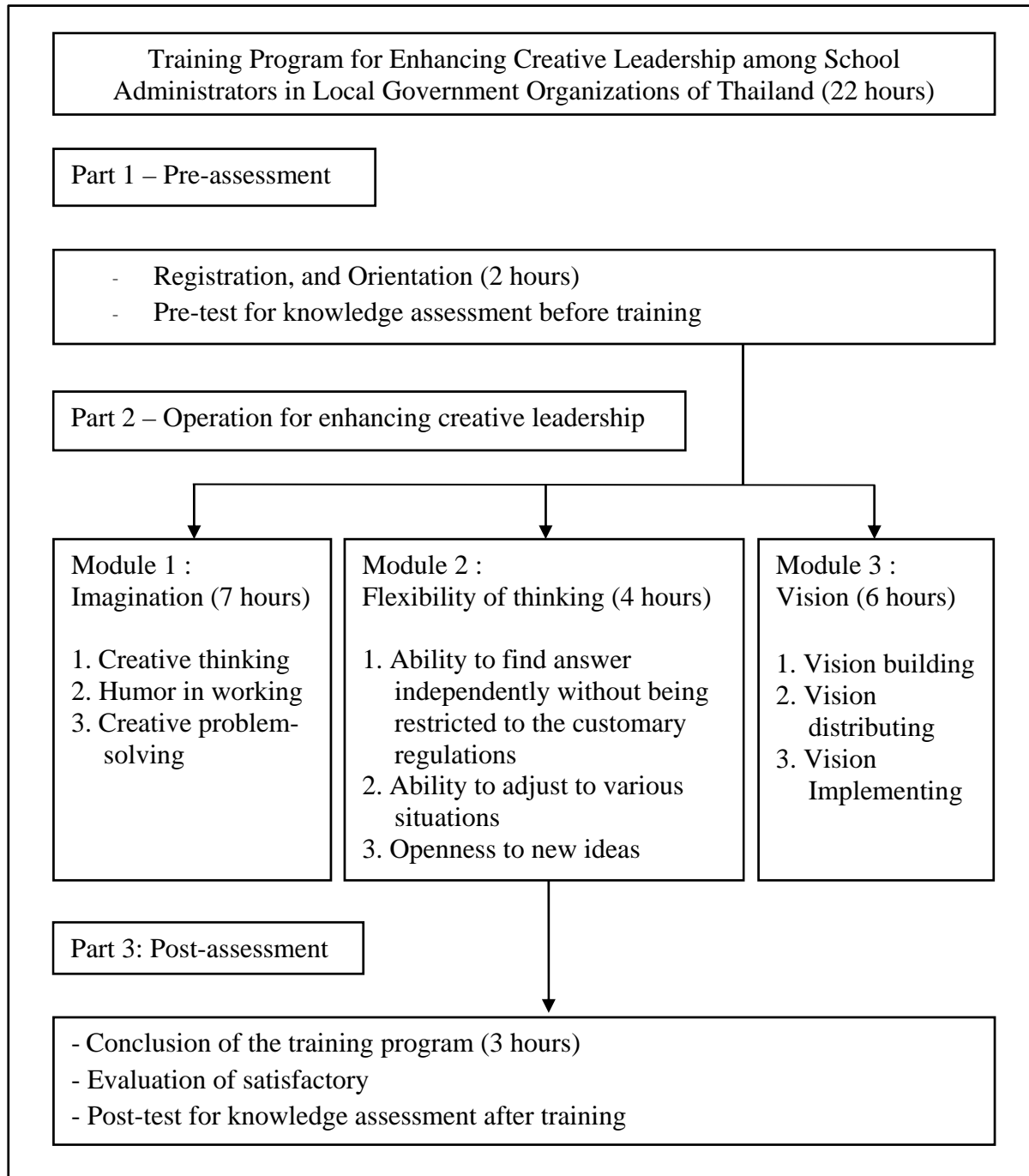


Figure 1. Training Program for Enhancing Creative Leadership among School Administrators in Local Government Organizations of Thailand.

Step 4

The developed program to enhance the creative leadership of school administrators was implemented by 12 volunteer school administrators under the local government organizations of Udonthani Province. As the result, the research was able to include comparisons of the information about the creative leadership behavior of school administrators before and after implementation of the program.

The tools for data collection included both questionnaires about current situations and desirable conditions for the enhancement of creative leadership among 197 school administrators, and evaluation forms that were used to assess the appropriateness and feasibility of the program in terms of the enhancement of creative leadership among school administrators who participated in this program. The statistics used in the data analysis were mean averages (Mean), percentages, standard deviations (SD) and the index of sequencing the importance of needs (PNI Modified).

Results

Findings from this research can be summed up with reference to the research objectives, as follows.

1. Findings about the factors and indicators of creative leadership among school administrators in the LGOs are outlined as follows.

The results of the analysis of the documents, concepts, theories and related research on the key factors and creative leadership indicators were synthesized and the three main factors for creative leadership are presented along with nine minor components, or so-called indicators. The first factor is imagination, consisting of three indicators: creative thinking, humor in working, and creative problem-solving ability. The second factor is flexibility consisting of three indicators namely the ability to find answers independently without being restricted to customary regulations, the ability adjust to various situations and having openness for new ideas. The third factor is vision, which was found to have the following three indicators: vision building, vision distributing and vision implementing. The levels of appropriateness and possibility for the factors and indicators of creative leadership are all rated as highest.

2. Findings on current situations and needs for enhancing creative leadership among school administrators in the LGOs are listed below.

2.1 Analysis of the current situations concerning the level of creative leadership among school administrators, based on the opinions from the school administrators, the deputy school administrators, and the heads of academic affairs, were found to be of a low level overall. When analyzed individually, the mean (*M*) of the three main factors were ranked, respectively, from lowest to low. Imagination was 2.15, while flexibility was 2.17, and vision 2.33. The total was 2.22 (low level). In contrast, the expectations on the level of creative leadership among school administrators based on the same samples were ranked as being of a high level. In detail, the mean (*M*) of the three main factors were ranked, respectively, from high to highest according to expectations, with imagination being 4.28, while flexibility was 4.35, and vision 4.46. The total overall was 4.36 (high level).

Table 1

Analysis on the Appropriateness and Possibility for the Factors and Indicators of Creative Leadership

Factors and Indicators	Appropriateness			Possibility		
	Mean	S.D.	Level	Mean	S.D.	Level
1. Imagination						
<i>Indicators</i>						
1.1 Creative thinking	5.00	0.00	Highest	5.00	0.00	Highest
1.2 Humor in working	4.86	0.38	Highest	4.86	0.38	Highest
1.3 Creative problem-solving ability	4.86	0.38	Highest	5.00	0.00	Highest
2. Flexibility						
<i>Indicators</i>						
2.1 Ability to find answers independently without being restricted to the customary regulations	4.86	0.38	Highest	4.86	0.38	Highest
2.2 Ability to adjust to various situations	4.86	0.38	Highest	4.86	0.38	Highest
2.3 Openness to new ideas	5.00	0.00	Highest	5.00	0.00	Highest
3. Vision						
<i>Indicators</i>						
3.1 Vision building	4.57	0.79	Highest	4.86	0.38	Highest
3.2 Vision distributing	4.86	0.38	Highest	4.86	0.38	Highest
3.3 Vision implementing	4.86	0.38	Highest	4.86	0.38	Highest
Total	4.86	0.40	Highest	4.90	0.30	Highest

When considered in greater detail, each component can be summed up as:

2.1.1 For imagination, with the average of low level, and with a low level for the first following three indicators ranging from high to low, it was found that decision making (based on actual and existing information and the determination to accomplish the goals) ranks as first, followed by skills and wits in creatively solving problems. The average level of expectations for the enhancement of creative leadership was also found to be high. Faith and dedication toward the job ranked first, followed by promoting creativity among the work staff, and decision-making based on the actual and existing information and situations.

Table 2

Analysis on the Current Situations and Expectations about the Level of Creative Leadership among School Administrators in the LGOs

Main Factors	Current Situations			Desirable Situations		
	M	S.D.	Level	M	S.D.	Level
1. Imagination	2.15	.28	Low	4.28	.34	High
2. Flexibility	2.17	.23	Low	4.35	.32	High
3. Vision	2.33	.28	Low	4.46	.34	High
Total	2.22	.25	Low	4.36	.33	High

2.1.2 In terms of flexibility, the overall existing level of creative leadership among school administrators was found to be low. In detail, the first, being individual and not simply following others unreasonably, was rated as being middle level. The following three were ranked as low level: responses to changing situations, both within and outside the work place; open mindedness for ideas and suggestions from others, including regarding ideas and suggestions from work staff as being equally valuable; and lastly, being enthusiastic and pro-active in carrying out the task at hand. In terms of expectations, the overall level as well as in the individual aspect were found to be high. The following first three aspects ranged from an ability to inspire others to be aware of the importance of goal achievement, to regard the work staff as being equally important and to have unfaltering determination, respectively.

2.1.3 With regard to vision, the overall level was found to be low. When scrutinizing the indicators individually, each was seen to be of a low level also. The following three indicators range from low to lowest: interest in new innovation of the work staff; application of information technology in administrating the work place; and having continual skills in quality administration. For expectations of creative leadership enhancement, the overall level was high. When considered individually, 4 aspects were found to be at a high level. The following three were found to rank from highest to high: situation analysis for goal setting of the work place; bringing improvements through use of suggestions, and reflections from members or experts; and continual supervision, follow-up and revision of strategies.

2.2 From the analysis, the following findings rank the importance of the needs for creative leadership among school administrators in local government organizations, from highest to high: flexibility behavior (PNI = 0.501); imagination behavior (PNI = 0.498); and vision behavior (PNI = 0.478).

2.2.1 In terms of imaginative behavior, its importance in enhancing creative leadership among school administrators was found in the first seven indicators ranging from highest to lowest according to their needs. Based on the information obtained, the researcher set up a creative leadership enhancement program handout for school administrators in local administrative organizations. The findings indicate the level of needs, respectively, as: faith in and dedication on carrying out the jobs (PNI = 0.510); being daring in offering new ideas for general improvement (PNI = 0.505); instigating and promoting innovative ideas among the work staff (PNI = 0.505); willingness to create new jobs with quality surpassing expectations (PNI = 0.502); creating a fun and unstressed working atmosphere (PNI = 0.499); being earnest in seeking knowledge and experience (PNI = 0.495); making decisions based on actual and existing facts (PNI = 0.495); and being able to accurately diagnose situations (PNI = 0.495).

Table 3

Analysis of the Current Situation, Desirable Condition and the Importance of the Needs for Creative Leadership among School Administrators in Terms of Imaginative Behavior

Imaginative behavior	Mean of current situation (D)	Mean of desirable condition (I)	PNI (I-D)/D
1. Being earnest in seeking knowledge and experience	2.13	4.22	0.495
2. Daring to offer new ideas for general improvement	2.11	4.26	0.505
3. Having a sense of humor and being friendly with staff	2.18	4.31	0.494
4. Creating a fun and unstressed working atmosphere	2.13	4.25	0.499
5. Being smart so as to creatively solve problems	2.11	4.24	0.502
6. Willingness to create new jobs with quality surpassing expectations	2.13	4.28	0.502
7. Faith and dedication in carrying out the jobs	2.16	4.41	0.510
8. Instigating and promoting innovative ideas among the work staff	2.13	4.41	0.505
9. Making decisions based on actual and existing facts	2.20	4.36	0.495
10. Intending to work in order to reach the target	2.20	4.23	0.480
11. Giving opportunities for teachers to find new methods to use in their work	2.16	4.22	0.488
12. Being able to accurately diagnose situations	2.17	4.30	0.495
13. Having skills and talents to creatively tackle problems which suddenly happen	2.19	4.22	0.481

2.2.2 As for the importance of flexible behavior in thinking as enhancing the level of creative leadership among school administrators, the following first seven findings range in order of need from highest to lowest. Among these, the ability to inspire staff to become aware of objective accomplishments ranks first (PNI = 0.522), followed respectively by creative supervision and advice to co-workers (PNI = 0.517), unending determination (PNI = 0.516), stamina and patience for problems that arise (PNI = 0.514), fixing and improving work regulations with reference to changing situations (PNI = 0.514), and building faith and trust among the staff (PNI = 0.513).

Table 4

Analysis on Current Situation, Desirable Condition and the Importance of the Needs for Creative Leadership among school Administrators in Terms of Flexible Behavior

Flexible behavior	Mean of current situation (D)	Mean of desirable situation (I)	PNI (I-D)/D
1. Having self-confidence, not only following others without reason	2.53	4.23	0.402
2. Having flexibility and appropriately adjusting their plans	2.18	4.29	0.492
3. Responding to both outside and inside situations within the organization which have changed from the past	2.22	4.35	0.490
4. To be patient against various pressures which may occur	2.17	4.31	0.497
5. Opening their mind to listen to opinions and suggestions from others	2.14	4.37	0.510
6. Creative supervision and advice to co-Workers	2.07	4.32	0.521
7. Having the ability to inspire staff to become aware of objective accomplishments	2.15	4.5	0.522
8. Unending determination	2.13	4.4	0.516
9. Stamina and patience for arising problems	2.11	4.34	0.514
10. Having strong courage and being firm. Not afraid when unexpected things happen all around	2.18	4.39	0.503
11. Giving equal opportunities to co- workers in job participation	2.12	4.39	0.517
12. Fixing and improving work regulations in reference to changing situations	2.11	4.34	0.514
13. Building faith and trust among the staff	2.13	4.37	0.513
14. Taking responsibility for self-decision	2.16	4.38	0.507
15. To disclose work information honestly	2.16	4.39	0.508
16. Giving equal importance to all staff in the school	2.19	4.45	0.508
17. Listening to all opinions, while not opposing others' suggestions	2.20	4.36	0.495
18. Being able to integrate various methods of working	2.16	4.28	0.495
19. Being able to encourage colleagues to fulfill their duty to meet their vision	2.17	4.28	0.493
20. Being alert, vigorous and facile in working	2.19	4.31	0.492

2.2.3 As for the aspect of vision behavior, ranging from highest to lowest levels of needs, it's importance for the enhancement of the level of creative leadership among school administrators was found in the following seven aspects: continual supervision, follow-up and revision of working strategies comes first with a PNI = 0.510, followed by situation analysis to set up school objectives (PNI = 0.496), bringing improvements through using suggestions and reflections from staff members or experts (PNI = 0.490), and setting up a feasible and accurate plan for the future of the school (PNI = 0.479). The following five rank equally in

level of needs: promoting inspiration among staff to make changes for the better, searching for new methods to win over obstacles which resist change, setting up roles and job specifications of staff, systematically achieving the goals along with an ability to explain working procedures for a set track in line with the direction and destination as planned, and skills in inspiring staff, with the PNI = 0.475.

Table 5

Analysis of the Current Situation, Desirable Condition and the Importance of the Needs for Creative Leadership among School Administrators in Terms of Vision Behavior

Vision Behavior	Mean of Current Situation (D)	Mean of Desirable Situation (I)	PNI (I-D)/D
1. Learning for self-development regularly	2.29	4.32	0.470
2. Setting up a feasible and accurate plan for the future of the school	2.31	4.43	0.479
3. Situation analysis to set up school objectives	2.31	4.58	0.496
4. Promoting inspiration among staff for a better change	2.32	4.42	0.475
5. Searching for new methods to overcome obstacles which resist change	2.34	4.46	0.475
6. Setting up roles and job specifications of staff to systematically achieve the goals	2.33	4.44	0.475
7. Ability to explain working procedures with a set track in line with the direction and destination as planned	2.31	4.40	0.475
8. Paying attention to developing innovation by the staff	2.44	4.44	0.450
9. Applying the use of technology to school administration and management	2.44	4.46	0.453
10. Being skillful in administrating quality on continuous basis	2.40	4.47	0.463
11. Being skillful in staff inspiration	2.37	4.51	0.475
12. Bringing improvements through using suggestions and reflections from staff members or experts	2.32	4.55	0.490
13. Continual supervision, follow-up and revision of working strategies	2.22	4.53	0.510

3. Findings on the evaluation of the creative leadership enhancement program among school administrators by the experts are as follows:

3.1 The appropriateness of the development program handbook evaluated by the nine experts was found to be high on average. When considered individually, four indicators of the handbook for the creative leadership enhancement program for school administrators were ranked from the highest to lowest. The first three were reasonableness in developing the program, needs for developing the program, and relevancy of problems to actual situations and the sequence of content. The rest were also found to be of a high level. The last three

aspects with the lowest mean were content relevancy to time period allocated, stimulation of creative leadership, and feasibility, objectives, and objectives verification, and respectively.

4. Findings on the implementation of the creative leadership enhancement program among school administrators in local government organizations are:

4.1 The median after the implementation of the program was found to be significantly higher than that of the median before the implementation, with a statistical level of .01.

4.2 An average level of high was recorded in terms of the satisfaction of school administrators on the creative leadership enhancement program results from the analysis. When considered individually, nine indicators were found to rank high with regard to the level of satisfaction. Only one aspect, self- study of documents and other media relevant to background knowledge and guidelines for creative leadership enhancement, was found to be at a fair in level of satisfaction. The level of satisfaction ranging from highest to lowest was in pre-testing, testing of background knowledge after the enhancement of creative leadership, and imagination. The analysis of the evaluation on creative leadership behavior of school administrators shows an overall high level, with the highest being among the school administrators and teachers holding heads of academic affairs positions, and high among the school deputy administrators.

Discussion and Conclusion

This study was conducted based on the research and development method. The research process was divided into four steps: documentary research for investigation of factors and indicators of creative leadership; exploration of the current situation and need to enhance creative leadership through the use of questionnaires; development of a training program; and implementation of the program developed. The outcomes were satisfactory and coincided with the research findings of many researchers.

1. The factors and indicators of creative leadership consisted of three main and nine minor elements of human behavior. The main factors were: imagination, which consists of creative thinking, humor in working, and creative problem solving ability; flexibility, which includes the ability to independently find answers without being restricted to customary regulations, the ability to adjust to various situations, and the freedom to be open to new ideas; and vision, which comprised vision building, vision distribution, and vision implementation.

2. From analysis of the need for creative leadership components that affect the enhancement of creative leadership of the school administrators, flexibility ranked foremost in importance, followed by imagination and vision. This coincided with a study of the Office of Education Council (2010) that indicated the need for school administrators to have the autonomy to develop schools and their staff with flexibility.

3. Kho (2001) stated that a training program needed to be evaluated in order to accept the reasonability and need for personal development. Evaluation of the handbook of the training program to enhance creative leadership of the school administrators is as follows:

The overall level of appropriateness of the program handbook, from the assessment of nine experts, was high. When considered individually, appropriateness for the school administrators ranked highest in four key aspects: i.e., reasonableness in program development; needs for program development; problems related to existing conditions; and content sequencing. The remaining components were found to be of high importance. The last three, with the lowest average score, included: content in relation to time allocation; stimulation of creative leadership, feasibility, and objectives; and possible inspection of objective achievement.

4. The value of the median after the implementation of the training program was significantly higher than the value prior to implementation of the program. Analysis of the results found that overall satisfaction of school administrators with the training program was high. With regard to the three levels of school administrators, the analysis of creative leadership behaviors of school administrators was found to be highest among the school directors and heads of learning areas, and high among school deputy directors.

Recommendations

1. Suggestions for implementation of the findings

1.1 School administrators in local government organizations should be urged to become aware of the importance of providing support for developing skills and knowledge and for widening perspectives as well as for stimulating perpetual learning. This is because the research findings indicate that even the school administrators displaying high creative leadership still displayed the lowest level rating for the three important factors: imagination, flexibility, and vision. Perhaps this is because the school directors are most accustomed to following policy given from the central level, rather than thinking or acting creatively.

1.2 Periodical creative leadership level inspection should be administered as it acts like a temperature measuring device. Continual and sustainable development processes should also be established. The research findings show low levels of evidence, in every indicator, of creative leadership in the actual and present situations among school administrators.

1.3 Programs or projects for staff development should be set up to achieve general standards. An example would be cooperation in establishing a creative leadership enhancement program based on needs. It is seen from the findings that school administrators expressed their needs for enhancing flexibility, imagination and vision, respectively.

2. Suggestions for further study

2.1 Studies should be done on other creative leadership enhancement programs, such as among Rajamangala University of Technology administrators, or vocational institution administrators. This would be to identify the similarities and differences in the important results of the research between school administrators and the ones in these two types of organizations so that the development program would address to the specific characteristics of the target group, and sample groups with similar contexts and situations.

2.2 Periodical research in creative leadership inspection should be done. This could make use of the findings as guidelines for continual development, to identify strengths and weaknesses both in terms of creative leadership and other influencing factors. This would enable development tracks to be laid which would be relevant to the existing problems.

2.3 Qualitative research should be done in addition and for in-depth studies, such as Participatory Action Research, and Research and Development. The findings from this research could be used as data and guidelines for further studies. Then both qualitative and quantitative research findings could be utilized in the promotion and enhancement of creative leadership.

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