

# LEADERSHIP OF SCHOOL ADMINISTRATORS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE 1\*

**Wimol Chankaew**

Rajapark Institute, Thailand

Email: wimoljankaew93@gmail.com

**Received:** June 3, 2019; **Revised:** June 28, 2019; **Accepted** August 5, 2019

## **Abstract**

This research intends to 1) study the leadership qualities of the School Administrators under the Secondary Educational Service Area Office 1; and 2) study and compare the leadership qualities of the School Administrators under the Secondary Educational Service Area Office 1 according to the views of teachers with different gender, educational background, and work experience. The sample group used for this research are teachers supervised under the Secondary Educational Service Area Office 1 for the educational year 2016 amounting 354 persons, determined the sample group size basing on the Krejcie and Morgan method through simple random sampling. The tool used for this research is the 5 level survey to test the overall level of confidence at .959. Statistics used for data analysis are the average, standard deviation (SD), t-testing and one-way ANOVA. Results of this research summarize that 1) the leadership qualities of the School Administrators under the Secondary Educational Service Area Office 1 finds that in general performs at a high level. When considering from each specific area indicates that the leadership qualities of the School Administrators fall at high level in all areas but once sequenced, the orders ranks first at the leadership with participation qualities, second at the leadership with supportive qualities, third with the leadership qualities that mainly focuses on target achievement, with the least of the ranking at the leadership qualifications that only gives orders; 2) the studying and comparing of the leadership qualities of the School Administrators under the Secondary Educational Service Area Office 1 shows that different work experience demonstrates clearly differentiates the quality of leadership of the School Administrators under the Secondary Educational Service Area Office 1 without any statistical significance.

**Keyword:** Leadership; School Administrators

---

\* *Firs paper Present at The 5th Greater Mekong Sub region International Conference (GMSIC) 2018*

## Introduction

To run a school with effectiveness by school administrators is a task with high responsibility to improve and develop works in many aspects so the administration must be equipped with the ability to manage within the school, vision to alter education to be up-to-date with the changing human society and be accepted by all involved parties. Leadership is, therefore, the key to the secondary school administration to reach targets set (Praikaew, 2012).

With the state of leadership of school administrators which is highly crucial with inspiring views and operational results that may be different but still in the same line. The thought-provoking part is that it is necessary to have leaders that win the hearts of followers to gain their true devotion while other leaders are so hated by their followers to the extent of grouping up to chase these leaders from the position. In the past, it was believed that it is the characteristics of leaders that reflect on the effectiveness but it has now been proven that characteristics have only a minor effect since what is truly important is the behavior of the leader that is appropriate enough to win the hearts of the followers (Plubpiboon, 2005).

This being the case, leaders in education administration is most important to have the characteristics of leadership with intentions of fulfillment on both work and people as well as not only thinking of oneself but the organization as a whole. Take for example the past that mainly based on the role and characteristics of leaders but these leaders must also be stimulated to create followers to grow and be desired leaders as well as being self-leaders. What is important is the portrait of the leadership trait within oneself to become a model in the creation of followers to be future capable leaders in order to sustain education administration. Here, self-leaders for education administration must contain the qualities for development of knowledge, capabilities, and skill to be able to decide as assigned to their respective duties (Manz and Sims, 1989). Moreover, leaders in education administration must be responsible on education administration with indicators to reflect on the quality of their work and assure the results will meet the educational standards that have been set in 3 areas, namely on the students, on positivity and on education administration. Therefore, leaders in education administration must hold the most important duty to bring out the knowledge, capabilities, and leadership to gather the abilities of the followers and make the best use of these abilities to most benefit education administration for most effective and efficient success as targeted (Hutaithaworn, 1999).

The mission of school administrators assigned by the responsible offices is to put effort on appropriate leadership that gives best results to education administration for subordinates to meet with good spiritual and moral support as well as satisfaction at work to be able to produce best work results, including willingly give teamwork effort for good atmosphere within the school. This clearly reflects that quality of educational leadership must focus with a balance both on work of the school and relations with fellow teachers for best results, as

well as teachers will be happy both with work and fellow colleagues. For this reason, leaders in education administration must be leader ready to adapt to administrative development and be complete with qualifications to lead the education administration. This is very essential and will consequence in education administration be smooth as planned with quality and in accordance with educational standards. Because the leader must now learn about leadership so information technology becomes the source for information to better improve the state of leadership of school administrators to become more effective (Secondary Educational Service Area Office 1).

With the above reasons, the researcher is interested to study the state of leadership of School Administrators under the Secondary Educational Service Area Office 1 where findings will benefit to the School Administrators on top of providing recommendations on the leadership qualifications of School Administrators and effectiveness of schools to be used for promotion and development of leadership appropriately and to be used with related agencies and supporters of researches and studies for further use.

### **Research Objective**

1. To study the leadership qualities of the School Administrators under the Secondary Educational Service Area Office 1,
- 2) To study and compare the leadership qualities of the School Administrators under the Secondary Educational Service Area Office 1 according to the views of teachers with different gender, educational background, and work experience.

### **Benefits to be received**

1. To be the method in developing the improvement of School Administrators under the Secondary Educational Service Area Office 1 o be the source to promote and develop the appropriate state of leadership for most efficient and effective education administration results.
2. Related offices can use information from this research to become sources for the planning of quality improvement in education administration under the Secondary Educational Service Area Office 1.

### **Research method**

The scope of this research uses the Quantitative Research method, as follows:

The population and sample group used for this research are:

1. The population consists of teachers under different secondary education offices of area 1 for the educational year of 2016 (Online details from

<http://www.secondary.co.th/mathayom/human/report/teacher.php> searched on 10 March 2017).

2. Sample group consist of teachers teaching in different schools for the educational year of 2016 under the Primary Education Offices Area 1 amounting 354 persons, determined the sample group size basing on the method of Krejcie and Morgan, 1970 (reference from Srisa-ard, 2010) through simple random sampling

### **Variables used for the research**

1. Dependent variables Gender 1) Male 2) Female Level of education 1) Bachelor Degree 2) Master Degree or higher Working Experience 1) Less than 10 years 2) 10-20 years 3) More than 20 years

2. Independent variables are leadership qualifications of school administrators under the Secondary Education Offices Area 1, include:

2.1 leadership with participation qualities,

2.2. Leadership with supportive qualities

2.3 leadership qualities that mainly focuses on target achievement, and

2.4 leadership by only giving orders

The tool used to gather information on under the Primary Education Offices Area 1 from the view of administrators and teachers are divided into 2 parts, the general part, and the 5 level rating scale survey from most to least on leadership qualifications of school administrators under the Primary Education Office Area 1.

### **Tool creation method**

To study the view on leadership trait of school administrators creates the tool of a 48 question survey with 5 rating scale from most to least before inserting the received information into the equation. If results show more than or equal to 0.50 then it is considered acceptable and need not require any change (Putiyathani, 2006). Indicator set at 0.50 is used for tryout surveys with the population not in the sample group of 30 persons to test for reliability of Alpha-Coefficient according to Cronbach which the overall level of confidence is at .959. Testing for Descriptive Statistic shows the mean and standard deviation (SD) while Inferential Statistics set confidence level at 95% prior to testing the One-way Analysis of Variance (ANOVA).

### **Literature Review**

#### **Theory relating to Leadership Qualifications**

Leaders who are school administrators have ideas relating to leadership qualifications i.e. Roonchareon (2010) that leaders must encourage unity no

matter in terms of living or working together towards the destined target as well as Yulk (Yuki: 1981) stating that the person who will make the organization progress and achieve success shall be the person with good relations to their subordinate or leading for followers to have confidence and is able to assist others to reach the group's target or Griffin (Griffin, 1999 ) stating that leaders are those who have the authority to persuade and influence others to one's demands and yet still be accepted to be the one giving advice. In summary, leaders are the one with the power to influence the thoughts and behaviors to work within the group and still be accepted by group members as well as influence others to successfully work according to objectives.

Leadership qualifications are usually defined in various ways but usually is understood as the process of influencing the society on various activities as determined in addition to creating relationships with people in the organization to achieve targets. The components include gaining trust and confidence in the leader is the indicator of confidence in the leader. This includes communicating with precise meaning by leaders, namely being the key to win trust and confidence within the organization. Leaders are not born, leaders are made and they are made by effort and hard work. Leaders can be made (Chankaew, 2012).

In summary, leadership qualifications are crucial to the organization because leaders are the determinants of success or failure in work administration. Leaders are heads of the organization so if leaders lack leadership qualifications then it is not likely that the leader can bring the organization to success.

### **Ideas and theory relating to leadership**

Leadership traits are the observation that could be studied but still cannot confirm the trait of which type of characteristic could bring out the best of an effective leader so studies have been done in the aspect of characteristics, roles, duties, etc., but in reality, leaders could only be grouped in 2 types:

- 1) Formal leaders are people who have been assigned to positions of leadership and have been granted with authority in accordance with rules of the organization;
- 2) Informal leaders are people who have not been assigned into leading positions of the organization but have the characteristics that are accepted by the people and trusts i.e. experience, knowledge, ability, human relations, etc.

Ideas of school administrator such as Rewthong (2007) stated that school administrators are the ones with the art and various methods to do work with the ability to lead academically and liaise with co-workers to manage education so the organization will meet with effectiveness and efficiency acceptable both within the organization and outside the school. Yawirach (2009) stated that executives refer to persons who are assigned to positions in various organizations to control and monitor responsibility of many work activities to succeed as planned by the help of others but leaders are people respected and accepted by others to do various works. Praijeaw (2012) stated that school administrators play

an important role in bringing the school to effectiveness since leaders are responsible for improving and developing the school. That is why school administrators require the inner ability to manage the school's vision that is ever-changing with human society. Relationships and recognition also take a big part because it is the key to leadership to bring the school to the expected target. In summary, school administrators are the people to bring the school to objected destinations and granting happiness to all who joins in the journey.

The role of school administrators mean the behavior to perform as conditioned and execute the responsibility in one's position in society in addition to committing and meeting others' expectations i.e. Changrean (2009) who stated that administration means bringing the process of using resources effectively, no matter if it be materials or human, for best of effectiveness and efficiency.

Petchsri (2013) mentioned that administration the process which agencies or organizations that relate to budget, equipment, and various facilities blend together to reach expected targets in the work according to the assigned responsibility. This is in cooperation with the intention and full capability to use appropriate resources for the utmost benefit. In summary, education administering means the process that works together between human and resources for the best benefit to both. Knowledge should be passed down as cultural inheritance that passed on the knowledge to ensure academic enhancement for the organization in terms of managing the environment, society, knowledge and other supporting factors that supports continuous learning.

Administration of schools require management to be responsible, diligent, contain high tolerance and must be determined to think innovatively to create inspiration in the work. The leader should stance acts of discipline and punctuality along with showing qualities of honesty. General roles and duties of school administrators should include 1) leaders as administrators; 2) leaders as planners; 3) leaders as policy setters; 4) leaders as experts; 5) leaders as representative of the group for outside dealings; 6) leaders as regulator of internal relationships; 7) leaders as persons who has grace and authority to punish; 8) leaders as negotiator; 9) leaders as sample model; 10) leaders as group identity; 11) leaders as the responsible person; 12) leaders as person with ambition; 13) leaders as father of mercy; and 14) leaders as the fault taker when things go wrong.

## **Research results**

General analysis of data for the information provided by the 354 persons find that the majority of up to 206 persons are female, calculated to 58.19%, educated at bachelor degree level at 226 persons, calculated to 63.84%, have work experience between 10-20 years of up to 97 persons calculated to 48.02%, followed by have work experience of more than 20 years of up to 91 persons, calculated to 27.40%.

Result of analysis of leadership qualities of the School Administrators under the Secondary Educational Service Area Office 1 finds that the general picture on the operation is at a high level with mean at 4.18 and SD at 0.20. Upon considering each area, all fall at high level in the sequence of first to be leadership with participation qualities with mean at 4.22 and SD at 3.40, second with leadership with supportive qualities with mean at 4.19 and SD at 0.30, next with leadership qualities that mainly focuses on target achievement with mean at 4.16 and SD at 0.30, and lastly with leadership by only giving orders with mean at 4.14 and SD at 0.28.

Hypothesis No.1 Teachers with different gender view leadership of school administrators in secondary schools of Area 1 differently.

Hypothesis No.2 Teachers with different educational background view leadership of school administrators in secondary schools of Bangkok Area 1 differently.

Hypothesis No.3 Teachers with different experience view leadership of school administrators in secondary schools of Bangkok Area 1 in both overall and individually differently without statistical significance.

## **Research Discussion**

Study the leadership qualities of the School Administrators under the Secondary Educational Service Area Office 1 finds that the overall picture on operation is at high level but when specifically looked into per household finds that leadership of secondary education is at high level in all areas, namely the areas of leadership with participation qualities, leadership with supportive qualities, leadership qualities that mainly focuses on target achievement and leadership by only giving orders subsequently. Hence, education administration in the reformed era focuses on quality of end-results, process, management and other factors that are directed towards system development so the key players that can emphasize this change are the school administrators because they must be well aware of internal management. Schools ought to have the vision to alter education to be up-to-date with the changing human society and be accepted by all involved parties. Leadership is, therefore, the key to the secondary school administration to reach targets set (Praikaew, 2012).

This will prepare school administrators be required to have necessary qualifications of leadership appropriate for various situations i.e. leadership with focus on school benefits and not individual, give clear and timely instructions, practice authority with kindness and grace, understand subordinate, be supportive for followers to overcome obstacles, be inspirational and listen to problems and suggestions of subordinates that is beneficial for improving and stepping forward towards work success. Moreover, to also mentor and give recommendations as capable with leadership capabilities and appropriateness for the individual to move towards target and work effectively, being able to think innovatively and work happily under the policy set for the school on participation with various

opinions and aspects and consulting upon encountering problems. This corresponds to the research work of Chunhasopon (2007) that studied the views of primary school teachers on leadership qualifications of school administrators under Pathumthani Education Office Area 2 where findings indicate that the characteristic of leadership in the view of these teachers is placed at a high level. This matches up with the research (Srithong, 2012) that studied leadership that has an effect on the opportunity for expansion under Kanchanaburi Primary Education Office Area 3 where findings indicate that the characteristic of leadership in the view of these teachers is placed at a high level. This is also in the same direction to the research work (Rak-ngan, 2012) that studied the views of administrators and teachers under Secondary Education Office Area 5 where findings indicate that the characteristic of leadership in the 4 areas of leadership from the view administrators and teachers is placed at a high level. This goes the same direction as the research (Nundilok, 2014) that studied the effects that leadership have on working from the views of school teachers under Kalasin Education Office Area 1 on leadership with participation qualities, leadership qualities that mainly focuses on target achievement and leadership by only giving orders where overall and individually indicate that the characteristic of leadership in the view of these teachers is placed at high level. Yet, another research that fall the same line is the research of (Ponggul, 2015) that studied the views of primary school teachers of small primary schools under Kanchaburi Education Office Area 1 where findings indicate that the characteristic of leadership in the view of these teachers is placed at high level for overall and once looking deeper especially into the areas of leadership with participation qualities, leadership with supportive qualities, leadership qualities that mainly focuses on target achievement and leadership by only giving orders, all are also at high level subsequently.

Hypothesis No.1 Teachers with different gender view leadership of school administrators in secondary schools of Area 1 in both overall and individually differently without statistical significance since administrators develop by motivating, supporting, increasing knowledge and experience of fellow teachers for improvement systematically and equally. This is alongside with the research (Sienglah, 2013) that studied the leadership qualifications of administrators under Cha Cheong Sao Primary Education Office Area 1 which differentiates the gender and has found that there is a difference without statistical significance.

Hypothesis No.2 Teachers with different educational background view leadership of school administrators in secondary schools of Bangkok Area 1 in both overall and individually differently without statistical significance. This is probably the involvement which they had with administrators in secondary schools of Bangkok Area 1 which also corresponds with the research (Fitzgerald 2008) that studied the views of state teachers under Pung Nga Primary Education Office Area 1 of which results of the comparison show no differentiation.



Hypothesis No.3 Teachers with different experience view leadership of school administrators in secondary schools of Bangkok Area 1 in both overall and individually differently without statistical significance. This also corresponds with the research of Krittiya Jailek Fitzgerald (2008: Abstract) that studied the views of teaching officials under Pung Nga Primary Education Office of which results of the comparison show no differentiation. In addition, this is also in line with the research (Sienglah, 2013) that studied the leadership qualifications of administrators under Kanchaburi Education Office Area 1 which differentiates through experience and has found that there is no difference.

### **Recommendation from this research**

1. School administrators should maintain the good characteristics by opening the opportunity for co-working teachers to express their ideas innovatively and be happy with work happily under the policy set for the school as well as the welcome difference of ideas in various aspects and once encountering with problems, to closely and freely brainstorm opinions with work colleagues.

2. School administrators should use the same method of self-development in leadership to be the method of management towards work target effectively and efficiently.

### **Recommendation**

1. Study the leadership qualifications of school administrators that have the impact of the efficiency of the school from other theories i.e. the theory of character qualifications during change or theory of character qualifications to reform into the knowledge-based organization.

2. There should be a comparison on of school administrators in public and private schools to identify the differences.

3. Study the leadership qualifications of school administrators in the various education areas to understand the view pint of teachers from different areas to learn the differences.

### **References**

- Changrean, P. (2009). *Administration Culture*. Bangkok: Aksorn Chareontus
- Chankaew, W. (2012). *Development Format for the Leadership State of School Administrators under Suratthani Primary School Education Office Area 3*, Master of Education Thesis, Rangsit University.

- Fitzgerald, K.J., (2008). *Leadership State of School Administrators in the view of state teachers under Pung Nga Primary Education Office Area 1*. Master of Education Thesis, Phranakhon Rajabhat University
- Griffin Ricky, W. (1999) *Management*. (5th ed.) Boston: Houghton Mifflin.
- Nundilok, J. (2014). *Leadership State of School Administrators at Amphur Muang under Kanchanaburi Education Office Area 1*. Master of Education Paper, Silpakorn University.
- Petchsri, G. (2013). *Overall Management of Private Schools under Prachuabkurikhan Primary Education Office Area 2*. Master of Education Thesis, Dhonburi Rajabhat University.
- Plubpiboon, S. (2005). *Relationship between Leadership Behavior and Operational Results of Schools under Samutsongkram Education Office*. Master of Education Thesis, Nakornpathom Rajabhat University.
- Ponggul, T. (2015). *Leadership State of School Administrators in Small Primary Schools under Kanchanaburi Primary Education Office Area 1*. Master of Education Research Paper, Kanchanaburi Rajabhat University.
- Praikaew, N. (2012). *Leadership State of School Administrators at Amphur Baan Khie under Rayong Education Office Area 1*. Master of Education Thesis, Burapha University.
- Putiyathani, S. (2006). *Measuring Education*. (5th ed.). Kalasin: Prasarn Karnpim Printing.
- Rak-ngan, B. (2012). *Leadership State of School Administrators in the view of Administrators and Teachers of Schools under Secondary School Education Office Area 5*. Master of Education Thesis, Thepsatri Rajabhat University.
- Rewthong, P. (2007). *The satisfaction of Teachers toward Leadership Behaviors of School Administrators under Lopburi Education Office Area 2*. Master of Education Thesis, Thepsatri Rajabhat University.
- Roonchareon, T. (2010). *Being Professional in Adjusting and Administering Education in the Educational Operations Era*. (6th ed.). Bangkok: Khaofang.
- Sienglah, T. (2013). *Leadership State of School Administrators under Chachoengsao Education Office Area 1*, Master of Education Thesis, Burapha University.
- Srisa-ard, B. (2010). *Basic Research*. (8th ed.). Bangkok: Sureewitiya.
- Srithong, K. (2012). *Leadership State of School Administrators that has Effect on Opportunity for Effective Management of Primary Schools under Kanchanaburi Primary Education Office Area 3*. Master of Education Thesis, Kanchanaburi Rajabhat University.
- Yawirach, N. (2009). *Leadership State and Leadership Strategy*. (7th ed.) Bangkok: Chulalongkorn University Book Center.