

Leadership Roles of The Demonstration School Admininstrators under The Thai Public University for The Next Decade

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Abstracts

This research was 1) to determine the current conditions on the leadership roles of the demonstration school administrators as perceived by 148 demonstration schools teachers by means of simple random sampling, 2) to analyze and set up the leadership roles of demonstration school administrators' perceptions of the 17 expert panels by means of purposive sampling. EDFR technique was used for analyzing the data, and 3) to certify the appropriateness of leadership roles by using Focus Group Discussion technique. There were four aspects synthesized from the related research and use them as the components of leadership of the future.

The components of leadership roles were Visionary, Trustworthy, Communication and Team leading. Mean, standard deviation, median, and interquartile range, and descriptive technique were used for analyzing the data.

The results on current conditions of the leadership roles of school administrators were found at the high level in all aspects. The EDFR technique used for future trends of the leadership roles of demonstration school administrators showed consensus. For the focus group discussion, the expert panels agreed that all aspects of the leadership role were appropriate for the administrators in the next decade.

Keywords: Leadership Roles; School Administrators; The Next Decade

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Introduction

Sakulsumpaopol, N. (2010 : online) mentioned about ONEC (1999) about the schools that carry out various members that are consisted of school administrator, educational leaders, teachers, parents and students. Education system changes that has been happened was made by Thai public Office of the National Education Commission researchers, political figure. Moreover, according to ONEC (1999, as cited in Sakulsumpaopol, N., 2010 : online) mentioned “Education for all” that began in 1990’s has emphasized importance of how to increase the quality of education. Similarly to other countries in the world, the educators have been faced with the problem of what is how to increase quality of education.

Moreover, the evidences about the low academic achievement of Thai students are showed in PISA test. The Thai students have been performing below the international average in core subjects, according to the results of the international 2018 PISA examinations according to the Organisation for Economic Co-operation and Development (Bangkok Post, 2019 : online) the results showed that most of Thai students have themselves the low score in science, mathematics and reading compared with the participating. In every year, the PISA examinations, access the educational evaluation which the basic skills of the students who are 15 years old. Thailand is ranked 56th for maths, 66th for reading, and 52nd for sciences (Bangkok Post, 2019 : online) Comparing to other Asian students, for example, students from Singapore got the high score in the PISA tests. For instance, Chinese students were top in all subjects (Bangkok Post, 2019 : online).

The demonstration schools or satit schools are know as laboratory schools as they are under the faculty of education in Thai public universities. It is noticeable that the demonstration schools are more flexible in term of management withing their own school than other state schools for example the student performance development and to produce the good quality of teacher students to the society. They are viewed as to provide better quality and more flexible of educational management (Thongprong, 1998 : 10 -15).

The researcher would like to say that it would be useful to analyze the leadership roles in the current and analyze and set up the roles of leadership of school administrators that are able to fit with the new era of the world.

Research objectives

1. To determine the current conditions about the roles of school administrators in coping with changes in the next decade in Public Demonstration schools in Thailand.
2. To analyze and set up the leadership roles of Demonstration schools’ administrators in secondary school level under the Office of Higher Education Commission in Thailand by using EDFR technique in the next decade.
3. To evaluate and certify the appropriateness of leadership roles of the school administrators in implementing change in the next decade.

Research design

The researcher would like to divide to research design into 3 parts according to the research objective as followed:

Objective 1

To determine current conditions about leadership of school administrators in public demonstration schools in secondary school level under the office of higher education commission in Thailand.

Research procedure

1. To review related literature about leadership theory, leadership and change theory of leaders.
2. Make a survey research by studying current condition leadership of school leadership of the school administrators in public demonstration schools in secondary school level under the office of higher education commission in Thailand by randomly select from population: the teachers. The researcher will use questionnaires for teachers as research instrument in five scale that explore leadership from the teachers and will statistically analyze by mean (\bar{X}) and standard deviation (SD) about the components of effective administrators' leadership of the Demonstration schools' administrators.
3. Do site visit by making pilot survey from the data from research instrument will be synthesized according to the objective 1.

Sampling design

To decide the suitable size of sample was important stage for data collection, it has to be connected and consistent between data and respondent. In this study, the research approach required a small actual sample of the respondents, due to the particular research area that had been focused.

Sample size

The researcher determine the population by using purposive sampling as the three best practice demonstration schools were selected. Next, in each school, the researcher used simple sampling to get the target sample size which were 148 teachers in the schools which are as followed:

Population	Sample size
Srinakharinwirot University Prasarnmit Demonstration School	
85	70
Srinakharinwirot University Patumwan Demonstration School	
70	59
The Demonstration School of Chulalongkorn	
80	66

(Chulalongkorn University Demonstration Secondary School, 2011 :online; Patumwan Demonstration School, 2019 : online; Srinakharinwirot University Prasarnmit Demonstration School (Secondary), 2019 : online)

Sampling

From table 1, the researcher used purposive sample to select the schools by using criteria as their reputations and the academic student outcomes. Next, in each school, the simple sampling to sample number of teachers, the researcher will use simple sampling technique according to (Krejcie, R., & Morgan, D., 1970 : 607-610)

Research instrument

Research questionnaire is divided into 2 part as followed:

Part 1: Demographic information. This part consisted of the questions asking about the position and the general information from the respondents.

Part 2: This part will ask the respondents to indicate how they perceive the role of their administrator or their own role as an administrator in their school. It indicates the degree of perception of each leadership that has been used to manage school in the context of current condition, which 1 as the level of strongly disagree and 5 stand for strongly agree as well as followed:

Interpretation criteria of Mean of teachers' opinions toward current condition of administrators leadership's role

- 4.51-5.00 refer to respondent agree in the highest level
- 3.51-4.50 refer to respondent agree in the high level
- 2.51-3.50 refer to respondent agree in the moderate level
- 1.51-2.50 refer to respondent agree in the low level
- 1.00-1.50 refer to respondent agree in the lowest level

The researcher collected the 148 questionnaires back which was 76 percent out of 195 teachers which were the sample of this study.

Test of the research instrument

Reliability and validity

Panel of expert judges

There are 6 experts in educational administration to the committee of expert by evaluating the items to the operational definition (IOC) using the Item Objective Congruence (IOC) and used the IC (Internal consistency) (Rovinelli and Hambleton, 1976; as cited in Saelao, 2014 : 52), and found all items have the IOC at 1.00.

The research questionnaire needed to be measured to clarify its reliability, by the committee of expert judges and then a pilot testing with a very small target sample in the Demonstration School of Ramkhamhaeng University (Secondary School) with 30 teachers at .963 of Cronbach Alpha Coefficient level.

Objective 2

To analyze and set up the leadership roles of Demonstration schools' administrators under the Office of Higher Education Commission in Thailand by using EDFR technique in the next decade.

The researcher used EDFR technique to analyze the leadership roles by asking the opinions from professional experts in educational administration in order to get the consensus from them about the leadership roles in the next decade of Demonstration schools' administrators.

Research procedure

1. The researcher took the results from objective one to analyze for finding the low Mean (\bar{X}) to use as a setting the issues to interview the 17 expert panels.

2. The researcher set up the unstructured interview for 17 expert panels about 4 components of leadership role.

3. The researcher proposed to the advisor for approval.

4. The researcher took the unstructured interview to 17 expert panels: six experts to face-to-face interview and the rest of experts were asked to send the opinions and recommendation in document form to confirm questionnaire and improve some items.

5. The researcher proposed the questionnaire to the advisor for approval.

6. The questionnaire were administered to 17 experts panels.

7. The researcher analyzed and concluded results to propose to be certified in next stage.

Sampling design

The researcher selected 17 professional experts in Educational Administration. There are two selecting criteria: Associate professor lecturers in Educational Administration Department in Higher Education and demonstration schools directors with the two years working experience as the school director, to create the leadership of Demonstration schools' administrators.

Research instruments

The instruments for this objective were interview protocol and questionnaire analyzed and described the study objectives as followed:

1. Interview protocol

This part consisted of the questions from the results of objective one to ask the opinions and the recommendations from the expert panels to confirm in term of the leadership roles in the future of administrators in demonstration schools under public university in Thailand for 44 items.

2. The questionnaires for Delphi

This part was adjusted from the confirmation of experts panels. The expert panels were asked to indicate their opinions towards the role of administrators in demonstration schools. It indicated the degree of median and interquartile range, which one being strongly disagree and five being strongly agree as followed:

Interpretation criteria of possibility of expert panels' opinions was five rating scale as followed

5 means Highest consistence

4 means High consistence

3 means Moderate consistence

2 means Low consistence

1 means Lowest consistence

Both instruments were approved by the advisor before distributing them to the respondents.

Data collection

1. The researcher went to see the professional experts to interview by using the results from stage one.

2. The researcher got all the data: opinions and recommendations and adjusted to do the questionnaire for EDFR.

3. The researcher sent out questionnaire to the professional experts.

4. After obtained the questionnaire, the researcher analysed the data.

5. After obtained the professional experts consensus, the researcher prepare the consensus to do focus group discuss as it is shown stage three.

Data analysis

The researcher used Content Analysis Technique for interview and Delphi techniques, the researcher used Median (Mdn) and Interquartile Range (IQR) statistical techniques for data analysis.

1. Median levels criteria are as follow:

Interpretation criteria of median of expert panels' opinions are as followed (Poolpatarachewin, 1999 as cited in Phattasen, 2009 : 151).

Median between 4.50-5.00 means level of consensus is the highest

Median between 3.50-4.49 means level of consensus is high

Median between 2.50-3.49 means level of consensus is moderate

Median between 1.50-2.49 means level of consensus is low

Median between 1.00-1.49 means level of consensus is the lowest

The considerable items to as possibility of expert panels' must be 3.50 and higher

2. Interquartile range criteria are as followed:

The appropriate criteria of interquartile range of expert panels' opinions used in this research is lower than 1.50 (Poolpatarachewin, 1999 as cited in Phattasen, 2009 : 151).

Objective 3

To certify the appropriateness of leadership roles school administrators in implementing change in the next decade.

Research procedure

1. The researcher took the consensus from objective two, after analyzing Median (MdN) Interquatile Range from 17 expert panels.
2. The researcher set up the unstructured interview for five expert panels about 4 components of leadership role by conducting focus group discussion because of the time overlap of the expert panels.
3. The researcher proposed to the advisor for approval.
4. The researcher took the structured interview to ask five expert panels.
5. The researcher concluded the main issue from the focus group discussing, including opinions of experts panels in term of appropriateness and how to apply the leadership roles in the future and recommendations from the experts panels.
6. The researcher proposed the results to the advisor for approval to report in the research.

Sampling design

The researcher selected five professional experts panels in Educational Administration. There are two selecting criteria: associate professor lecturers in educational administration and educational experts who obtained the Degree doctoral degree in educational administration.

Research instruments

The instrument for this objective were unstructured interview and open-ended questionnaire in order to record the data from focus group discussion as followed:

1. Unstructured interview

This part consisted of the questions from the results of objective two to ask the expert panels in term of appropriateness and how to apply the leadership roles in the future from the expert panels of administrators in demonstration schools under public university in Thailand.

2. The open-end questionnaire

This part was adapted and adjusted from the results of interview part. The expert panels were questioned including their further recommendations for the future towards administrators' role in demonstration schools.

Both instruments were approved by the advisor before distributing them to the respondents.

Data collection

The researcher divided the group of expert panels into two groups according to the time overlap of the experts. After that, the researcher set the questions and result of the objective 2 to the participants and select the place for the group. The purposive sampling method was those are educational experts.

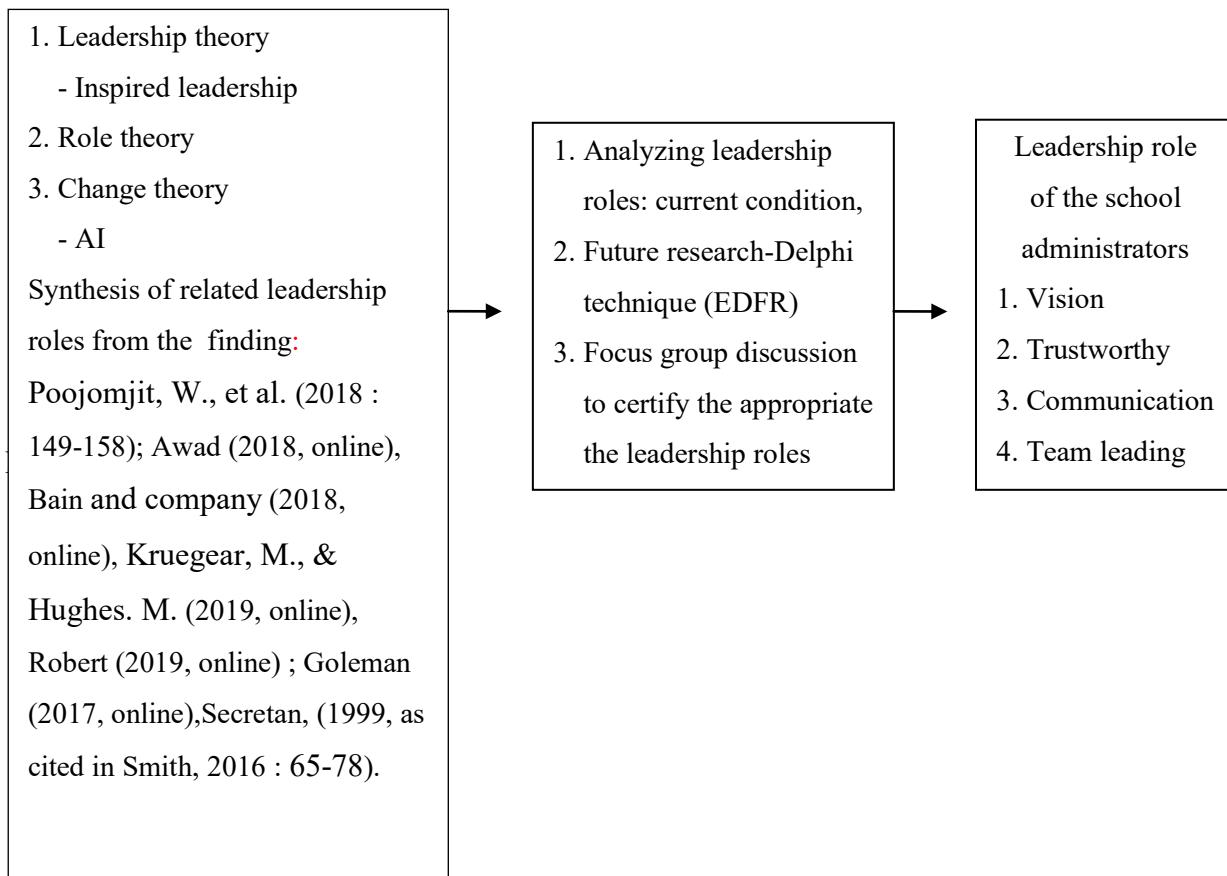
The researcher stated the purposes in each group. It took around two hours in this discussion. The main ideas of the group discussion was to conclude and report about the participants' opinions and recommendations for the research.

Data analysis

The researcher counted to analyze inform of frequency and content analysis to analysis of the participants' opinions from the respondents.

Conceptual framework

Leadership roles of the demonstration school administrators under the Thai public university



Research Results

There are 4 aspects of leadership that has been synthesized and according to objective 1-3.

1. The opinion of lecturers in demonstration schools about current leadership in their schools were at high level. It is noticeable that they agreed about the component of leadership of the future as visionary, trustworthy, communication and team leading.

2. The consensus of the experts from EDFR were consistent. As it can be seen, the experts all agreed that the 4 components of leadership.

EDFR Concensus

Aspects	Median	IQR	Experts' opinions
1. Visionary	4-5	0-1	Consistent
2. Trustworthy	4-5	0-1	Consistent
3. Communication	4-5	1	Consistent
4. Team leading	4-5	0-1	Consistent

3. The results of a group conversation with five expert panels on the leadership roles of the demonstration school administrators in the future, could be concluded that a group of experts certified the components of leadership roles in terms of appropriateness and application

Focus group discussion

Aspects	Experts' opinions					Frequency and percentage	Results		
	Experts								
	1	2	3	4	5				
1. Visionary									
1.1 Appropriateness	✓	✓	✓	✓	✓	5 (100 percent)	Certified		
1.2 Application	✓	✓	✓	✓	✓	5 (100 percent)	Certified		
2. Trustworthy									
2.1 Appropriateness	✓	✓	✓	✓	✓	5 (100 percent)	Certified		
2.2 Application	✓	✓	✓	✓	✓	5 (100 percent)	Certified		
3. Communication									
3.1 Appropriateness	✓	✓	✓	✓	✓	5 (100 percent)	Certified		
3.2 Application	✓	✓	✓	✓	✓	5 (100 percent)	Certified		
4. Team leading									
4.1 Appropriateness	✓	✓	✓	✓	✓	5 (100 percent)	Certified		
4.2 Application	✓	✓	✓	✓	✓	5 (100 percent)	Certified		

Discussion

The researcher used and referred the data from educational experts to confirm and certify the possibility and the consistent in the attributes of leadership roles of the future could be discussed in each aspect as followed:

1. Visionary: in this aspect, the EDFR results were consensus from the 17 experts panels. According to Howard, P. et al. (2019 : online) that mentioned about vision for educational leadership that has been proposing as an attribute to support reform of education.

2. Trustworthy: in this aspect, the EDFR results were consensus from the 17 experts panels. As a principal, it is very important to be with the school's vision and goals. However, to be trustworthy on the context of using the new technology for future is also important. According to (Grady,2011 : Online) school leaders or principals are supposed to be as a model of technology application and promote to use technology in their organization. For example, they encourage technology operation in instructional approaches and also help their teachers to set goals to use technology in their teaching methods. Additionally, the school leaders must be calm about the resistance and anxiety of using technology when the application of technology attack the teachers. Moreover, the school administrators have to be visible and support their subordinates as their responsibility to ensure that the teachers keep inspired to use technology and do not get irritated by the administrators' expectations of technology application in the organization.

3. Communication : in this aspect, the EDFR results were consensus from the 17 experts panels. To communication, in my opinion, this attribute of the leadership of the future

are important to cope with education change in context of technology and AI which is related (Maudling, W. S. et al., 2012 : 20-29) they mentioned that “relationship building” skill of school leaders is their communication ability, listening carefully and keep sympathetic character that produce trust and understanding.

4. Team leading: in this aspect, the EDFR results were consensus from the 17 experts panels. To be team leading, in my opinion, to inspire school members to work as a team in the organization, the school administrators should make the staff feel to be a part of their organization and enjoy with their team, it is related to (OECD, 2009 : online) that mentioned about the new time of school that cultures of collaborative work are needed to build and set up by the school leaders by conducting effective teaching in new age schools to be as collegiality, cooperation and collaboration from the member of teams. Encouraging and supporting in teamwork promotion among all teachers are needed for school administrators.

Recommendations

The leadership roles of the demonstration school administrators as perceived by school teachers on current condition showed that they performed active roles in school administration and rated at higher to highest levels. The 17 expert panels perceived the leadership roles showed high consensus in every aspect. For the focus group discussion from the five expert panels found that the roles were appropriate for the school administrators in the next decade. The researcher gives the recommend upon the school improvement as follows:

1. The school administrators as change agent establish direction by creating the school vision and setting up strategies in moving forward to the ultimate goals for the next decade. Information technology and AI concepts applying to teaching and learning environment including effective school management will take advantage for the next decade.

2. The school administrators as change agent by taking the leadership roles build teamwork in working together with all school personnel and stakeholders with trustworthy to each other.

3. The school administrators as change agent align the school personnel together for in working through effective two way communication for better mutual understanding to each other. Also, information technology, digital technology devices will take advantage taking place traditional communicative messages.

Recommendation for further research

There are many limitations in conducting this research as discussed before, the researcher recommends to conduct the future research as follows:

1. Conduct the instructional leadership role model of school administrators for improving teaching and learning environments. The research technique should be mixed method, quantitative and qualitative.

2. Participative action research should be conducted as R & D for the benefit of teachers and administrators as well.

3. Factors effecting the student achievement in the education era 4.0

4. Analysis of the key standard performance indicators of the school teachers and administrator in the next decade.

5. Artificial intelligence roles (actual and expected roles) enhancing the school management in Thailand.

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