

Leadership of Secondary School Principals Affecting School Effectiveness on Chinese Language Study Program in Pathumtani, Thailand

Xidan Deng and Kitpinit Usaho

Master of Education Program, Eastern Asia University

Received: June 11, 2018

Revised: July 16, 2018

Accepted: July 18, 2018

Abstract

This research aimed to (1) study the levels of leadership of secondary school principals and school effectiveness in Pathumtani, Thailand (2) study the relationship between the leadership of secondary school principals and school effectiveness in Pathumtani, Thailand (3) propose guidelines for the leadership of secondary school principals affecting school effectiveness in Pathumtani, Thailand. The sample size consisted of 10 school principals and 20 teachers. The statistics used were mean, standard deviation, Cronbach's alpha and Pearson product-moment correlation. The research findings were as follows (1) the level of leadership of secondary school principals was high with self-identity, building relationships, leading for teaching, learning, developing partnerships and managing school programs, while the school effectiveness was high with teachers' quality. (2) The level of leadership of secondary school principals requires developing shared direction and developing learning culture. However, the level of school effectiveness at developing students' learning performance and outcomes need to be improved. (3) The relationship between school principals' leadership and the school effectiveness has a positive correlation. (4) The guideline for improving leadership of secondary school principals include fostering leadership by developing shared direction, developing culture and having self-identity.

Keywords: leadership, school effectiveness, secondary school principals, Chinese language study program



Introduction

Amidst globalization which consists of complexity and diversity from the revolution of information technology, education is a great cause of rapid change in society (Deeboonmee

& Ariratana, 2014).

School leadership is now an education policy priority around the world. Increased school autonomy and a greater focus on

schooling and school results have made it essential to reconsider the role of school leaders. There has been a growing research attention for the impact of school leadership on school effectiveness and school improvement. On the other hand, Chinese language has an important place in a globalized society, especially in Thailand. According to survey, Chinese in Thailand arguably get along better with the majority population than in any other country in Southeast Asia. This is due in part to historical reasons and partly to Thai tolerance of foreigners. In the old days wealthy Chinese offered their daughters to royal court as wives and consorts in an effort to establish royal connections (Hays, 2008).

This research will find the status of leadership of principals affecting school effectiveness. With figuring out the problems in school leadership and school effectiveness, it will make a guideline for the leadership of principals affecting school effectiveness in secondary schools. And it will make an impact on improving student Chinese levels in secondary schools in Thailand.

This research focuses on Chinese language study program in order to study on the leadership of secondary school principals affecting school effectiveness in Patumtani, Thailand.

Objective

1. To study the levels of leadership of secondary school principals and school effectiveness in Pathumtani, Thailand
2. To study the relationship of the leadership of secondary school principals and school effectiveness in Pathumtani, Thailand.
3. To propose guidelines for the leadership

of secondary school principals affecting school effectiveness in Pathumtani, Thailand.

Literature review

1. Leadership of Principals

The Standard (ACER, 2005, p.76) sets out from Australian council for educational research what principals are expected to know, understand and do to succeed in their work and ensure their leadership has a positive impact. It takes full account of the crucial contribution made by principals in:

- raising student achievement at all levels and all stages
- promoting equity and excellence
- creating and sustaining the conditions under which quality teaching and learning thrive
- influencing, developing and delivering on community expectations and government policy
- contributing to the development of a twenty-first century education system at local, national and international levels.

Research and a substantial, evolving body of knowledge inform the leadership requirements and the professional practices that are at the core of the Standard and show that:

- effective leaders understand their impact
- leadership must be contextualised, learning-centred and responsive to the diverse nature of Australia's schools
- effective leadership is distributed and collaborative, with teams led by the principal working together to accomplish the vision and aims of the school

- the practices and capabilities of leaders evolve as they move through their careers
- almost all successful leaders draw on the same repertoire of core leadership practices and behaviours, with some key personal qualities and capabilities explaining the significant variation in leadership effectiveness.

The leadership of school principals is an enormously powerful influence on the quality of schools and the learning of pupils (Day & Leithwood, 2007, p. 43). While the work of principals has been examined intensively over the past 20 years, almost no effort has been made to understand the role from an international or cross-cultural perspective. This book contributes significantly to our understanding of successful school leaders by describing similarities and differences in the work of such leaders in countries ranging from England to Australia, the United States to Norway, Sweden to Hong Kong. Bringing together case study research, the book helps explain what all successful principals do and the ways in which context shapes some of their work.

2. School effectiveness.

During the last four decades, the field of school effectiveness has been explored from a variety of research paradigms using both qualitative and quantitative methods. However, at the heart of all school effectiveness research is an attempt to explain how school inputs, the context of schooling, and school processes affect school outputs (Scheerens, 2000, p.51). In general, school inputs include variables such as teacher qualifications, school infrastructure, and per-student expenditures.

Effectiveness can be defined within the

field of economics to mean profit that is when the desired output is achieved (Scheerens, 1992, p.11). However, in the context of a school, the desired output is not profit; therefore the desired outcomes or output should be clearly defined. As stated: “Definitions vary on the orientation or theory of those examining the issue” (Chapman, 1991, p. 7). The school effectiveness knowledge base started around the 1970s in the USA and the UK (Reynolds, 1995, p.3). It is stated that effectiveness is a multidimensional concept as such the definition should be expansive and evaluated by exploring the dynamics of schools as a social organization (Renihan, 1999, p.38).

3. Leadership of Principals Impacting the Effectiveness on Processes and Outcomes

In the late 1970s, researchers got curious to know what principals actually do and how their leadership behaviors and styles are related to student outcomes. The results of this school effectiveness research suggest that instructional leadership is an important characteristic of effective schools. Effective principals appeared to be characterized by the performance of leadership tasks which are positively connected to student achievements, such as: emphasis on basic subjects; provision of an orderly atmosphere and a learning climate; setting instructional strategies; coordination of instructional programmes; supervising and supporting teachers; orientation towards educational development and innovation; mission-orientation and dissemination of school’s vision. Furthermore, gender appears to be an important variable in this respect. Research shows that women are stronger instructional leaders than their male colleagues. They carry out more instructional activities and spend more time on instructional matters than

men. Their male counterparts spend more time and attention on administrative tasks and external contacts (Krüger, 2008, p.22). Even the decision to become a principal is determined for women in the first place by their desire to be an instructional leader, while for men the decision tends to rest on the salary. Research into the premature departure of principals (Krüger, Van Eck, & Vermeulen, 2005, p.78) showed that the women who left had operated a management style that was not only more strongly focused on human relations, but they also turned out to be less oriented towards administration and to focus more on educational and instructional matters than the men who left.

Conceptual Framework

Independent variables	Dependent variables
1. Leadership	2. School effectiveness
1.1 Principals' self-identity	2.1 Students' learning performance and outcome
1.2 Principals' relationship	2.2 Teachers' quality
1.3 Developing shared direction	
1.4 Leading teaching	
1.5 Developing a learning culture	
1.6 Developing partnerships	

Methodology

For quantitative method, the data are collected by questionnaire. The respondents are the principals and teachers from the 10 secondary schools which have Chinese language study program in Patumtani, Thailand

For qualitative method, the data are collected by interviews. The informants are the principals and teachers from the 10 secondary schools which have Chinese language study

4. Thailand Education in Secondary School

General secondary education Secondary education is divided into 2 cycles of 3 years: lower (Matayom I-III) and upper (Matayom IV-VI). During secondary education, pupils sit for the O-NET twice: once in the third year (Matayom III) and again in the sixth year (Matayom VI). The O-NET comprises of assessments in 8 areas (1) Thai language (2) mathematics (3) science (4) foreign languages (5) social studies, religion and culture (6) art (7) health and physical education (8) career and technology.

5. Related research studies

This part composed with 10 related research studies in Thailand and 10 foreign Studies.

program in Pathumtani, Thailand

Population and Sample

There are 10 secondary schools which have Chinese language study program in Pathumtani, Thailand. This study used the whole population.

The number of principals is 10 persons from the 10 secondary schools which have Chinese

language study program in Pathumtani, Thailand

The number of Chinese language teachers is 20 persons from the 10 secondary schools which have Chinese language study program in Pathumtani, Thailand

This research use purposive sampling.

Research Tools

Research instruments are questionnaire and interviews. And the steps of designing the research tool include the following:

1. To clearly define the object of the questionnaire based on the purpose of the research study.

2. To create the questionnaire consisting of questions about level of leadership of secondary school principals and school effectiveness. The questions were designed based on the conceptual framework derived from the review of concepts, theories and relevant research literature including all variables.

3. To examine the validity of the questionnaire.

- 3.1 The advisor examined the drafted questionnaire on its content validity and clear usage of language to ensure the questionnaire is appropriate for the research study and has breadth of content coverage.

- 3.2 The questionnaire is revised based on the suggestion of advisor.

- 3.3 The revised questionnaire was examined by five specialists on its content valid-

ity and suitability.

- 3.4 To examine the reliability of the questionnaire. The Cronbach's Alpha Coefficient formula is used to compute the data collected to identify the reliability value of the questions; The alpha reliability coefficients of each question should be higher than 0.50, each selected question has the 1.00 Cronbach's Alpha.

Data Collection

The researchers collected questionnaires from secondary schools in Pathumtani, Thailand. The questionnaire together with the letter of cooperation for tryout of the research tool from the Graduate School, Eastern Asia University sent to these secondary schools which belong to the sample schools. This research conducted a questionnaire survey of 10 schools which have Chinese language study program.

The researcher will make interviews with 30 sampling includes 10 principals and 20 teachers.

Statistical Analysis

The data analysis of the questionnaire consists of four sections as following:

1. The informant's basic information is analyzed using the descriptive statistics to identify frequency distribution and percentage.

Because the limited population, this research used purposive sampling. From Table 1, it can be found there are 30 participant including 10 principals and 20 teachers.

Table 1*Personal Information*

Position	Frequency	Percentage
Principal	10	33%
Teacher	20	67%
Total	30	100%

2. The information on the levels of leadership of secondary school principals and school effectiveness in Pathumtani, Thailand is

analyzed using a statistical tool, SPSS for Windows, to identify means and standard deviation.

Table 2*Descriptive statistics of independent variables*

Leadership of secondary school principals in Pathumtani, Thailand	Descriptive Statistics				
	N	Mean	SD	Level	Order
self-identify	30	4.026	.291	high	5
building relationship	30	4.450	.231	high	4
developing shared direction	30	3.100	.392	moderate	7
leading for teaching and learning	30	4.466	.204	high	3
developing learning culture	30	3.444	.333	moderate	6
developing partnership	30	4.608	.229	highest	2
managing school program	30	4.683	.334	highest	1
Total	30	4.111	.288	high	

The findings indicate that leadership of secondary school principals in Pathumtani, Thailand is at a high level (Mean =4.111, SD=0.288). When considering each aspect, managing school program has the highest mean value (Mean=4.683, SD=0.334).

3. The information on the relationship between leadership of secondary school principals and school effectiveness in Pathumtani, Thailand is analyzed using correlation analysis.

Table 3*Descriptive statistics of independent variables*

Descriptive Statistics					
	N	Mean	SD	Level	Order
the level school effectiveness in Pathumtani, Thailand					
students learning performance and outcome	30	3.888	.440	high	2
teachers quality	30	4.266	.430	high	1
Total	30	4.077	.435	high	

The findings indicate that the school effectiveness in Pathumtani, Thailand is at a high level (Mean =4.077, SD=0.435). When considering each aspect, teachers quality has the highest mean value (Mean =4.266, SD=0.430).

Result

1. The levels of leadership of secondary school principals and school effectiveness in Pathumtani, Thailand.

The findings indicate that the school effectiveness in Pathumtani, Thailand is at a high level (Mean=4.077, SD=0.435). The findings indicate that leadership of secondary school principals in Pathumtani, Thailand is at a high level (Mean=4.111, SD=0.288).

2. Relationship between of leadership of secondary school principals and school effectiveness in Pathumtani, Thailand.

There is a positive relationship between principals' leadership and school effectiveness in Pathumtani, Thailand, according to the Pearson correlations.

3. Guidelines for leadership of secondary school principals to improve school effectiveness in Pathumtani, Thailand.

Considering these findings, guidelines of leadership of secondary school principals to improve school effectiveness mainly focus on fostering leadership with developing shared direction, developing culture and self-identify.

Discussions

1. The levels of leadership of secondary school principals and school effectiveness in Pathumtani, Thailand.

1.1 leadership of secondary school principals.

The article (Peterson, 2002, pp.212-232) articulates the importance of professional development programs as complementary to pre service preparation. While on-the-job in service programs offer pre service administrators a glimpse of the requirements for the position, they do not offer ample time to learn everything about the job prior to practicing. This article offers information about sources of professional development including universities, professional associations, governmental agencies, and not-for-profit organizations. Each source is analyzed, including the focus of the program, its purpose, curriculum, instructional strategies, location, internal coherence and integration of technology. The article

also provides examples of exemplary programs offered by each source.

In this research, it used quantitative method to find the relationship and level about principal leadership and school effectiveness. The instrument includes mean, SD analysis, descriptive analysis, Pearson correlations analysis. For acquire the guideline, thesis used qualitative method, such as interview to collected answers. Based on the analysis, the level of leadership of secondary school principals is at high level. The findings indicate that the it should improve the self-identify, developing shared direction and developing learning culture which are shown to be the lowest variables according to order. Thus, it could have more comparable research about the attributes of leadership.

1.2 School effectiveness.

The following conclusions (Purkey & Smith, 1983, p. 424) are derived from a review of research on effective schools and from information which is beginning to emerge on the cultures of good schools and on the role of the principal in good schools: (1) Effective schools are commonly defined in terms of student achievement or character development; the preferred definition is a combination of both concepts. (2) Content or organizational factors of an effective school include: effective teacher characteristics and behavior; strong supportive school leadership; good home-school-community relations; academic emphasis; effective instructional strategies; and positive external relationships with board and board office personnel. These are essential givens in a good school and there may be others.

This thesis is based on the analysis, the level of school effectiveness is at high level. The

findings indicate that the students' performance and outcome is at moderate level, which means it should be improved. Thus, there are more factors about the students' performance can be discussed.

2. Relationship between of leadership of secondary school principals and school effectiveness in Pathumtani, Thailand.

Here is the impact of leadership of principals on school effectiveness (Mulford, 2003, p.13). achieving the heightened expectations of schools. Consider broadening what counts for effective education beyond academic achievement to include areas such as student engagement, participation and self-concept and community social capital. Explore more seriously whole-of-government (cross-agency) approaches to meeting the heightened expectation of schools.

In this research, it used the Pearson correlations to find if it has a relationship between leadership of principals and school effectiveness. According to the Pearson correlations, there is a positive relationship between principals' leadership and school effectiveness. Because of $r = 0.902$, the relationship between school principals' leadership and the school effectiveness is positive correlation. Thus, it could have more discussion about the others factors effecting school effectiveness.

3. Guidelines for leadership of secondary school principals to improve school effectiveness in Pathumtani, Thailand.

Here is the statement about teaching (Gay, 2002, pp.106-116). The components of the preparation for and practice of culturally responsive teaching included in this discussion are not inclusive. There is much more to know, think, and do. These suggestions are merely samples of the knowledge and skills needed to prepare

teachers to work more effectively with students who are not part of the U.S. ethnic, racial, and cultural mainstream. This preparation requires a more thorough knowledge of the specific cultures of different ethnic groups, how they affect learning behaviors, and how classroom interactions and instruction can be changed to embrace these differences.

Thus, for improving school principal leadership, developing shared direction and developing learning culture can be improved at following:

1. Collaboratively develop and implement shared values, vision and mission for the school that support student learning and success.

2. Collaboratively develop school goals and a school growth plan that is based on evidence of student learning and the Department of Education directions.

3. Inspire and lead innovation to support student achievement.

4. Build collaborative teams and processes that support improvement of student learning

5. Encourage staff to engage in networks between and among schools to bring new knowledge and practices to the school learning environment

Recommendation

1. Recommendation for schools

There is recommendation to improve the leadership of school principals. It contains each variable in this thesis.

- 1.1 Self-identify: For improve self-identify, principals can make Self-assess, self-reflect, and set personal professional goals to remain current with educational practice and engage in continuous

professional learning.

- 1.2 Building relationship: For building relationship, principals can develop open and effective communication with community and other schools.

- 1.3 Developing shared direction: Principals can collaboratively develop and implement shared values, vision and mission for the school that support student learning and success.

- 1.4 Leading for teaching and learning: Schools can set and maintain high expectations for student learning and achievement.

- 1.5 Developing learning culture: Principals can build collaborative teams and processes that support improvement of student learning.

- 1.6 Developing partnership: Principals can Support experiential learning that connects with the land within the classroom and outside of the school environment.

- 1.7 Managing school program: School can create a safe, orderly, caring, respectful and healthy school environment.

- 1.8 Students' learning performance and outcome: School can provide the opportunity to students for going to China, such as summer campaign.

- 1.9 Teachers' quality: Principals can encourage teachers study more knowledge and invite proffers to have speech about improving themselves.

2. Recommendation for further study

- 2.1 It could focus on what kind of relationship between school principal leadership and school effectiveness. Because it only need to be known whether it has a relationship between them. It lacks further analysis.

2.2 It could be found about more factors that affecting school effectiveness.

2.3 It could focus on the detail of school effectiveness, not only focusing on Chinese language study program.



References

- Australian Council for Educational Research (ACER). (2005). *Australian principals center leadership framework*. Sydney: Australian Principals Centre.
- Chapman, J. D. (1991). *The Role of School Leadership in Enhancing the Effectiveness of Schools and Developing a Capacity to Innovate and Experiment*. Paris: OECD.
- Day, C., & Leithwood, K. (2007). *Successful principal leadership in times of change: An international perspective*. Dordrecht: Springer.
- Deeboonmee, W., & Ariratana, W. (2014). Relationship between strategic leadership and school effectiveness. *Procedia-Social and Behavioral Sciences*, 112, 982-983.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106–116.
- Hays, J. (2008). *Population of Taiwan: Low birth rate and abortions*. Retrieved from http://factsanddetails.com/southeast-asia/Taiwan/sub5_1b/entry-3148.html
- Krüger, M. L. (2008). School leadership, sex and gender: Welcome to difference. *International Journal of Leadership in Education*, 11(2), 21-50.
- Krüger, M. L., Van E. E., & Vermeulen, A. (2005). Why principals leave: Risk factors for premature departure in the Netherlands compared for women and men. *School Leadership and Management*, 25(3), 66-163.
- Mulford, B. (2003). School leaders: Changing roles and impact on teacher and school effectiveness. *A Paper Commissioned by the Education and Training Policy Division, OECD, for the Activity: "Attracting, Developing and Retaining Effective Teachers"*. Paris, April, 2003.
- Peterson, K. (2002). The professional development of principals: Innovations and opportunities. *Educational Administration Quarterly*, 38(2), 212- 232.
- Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review elementary. *School Journal*, 83(1), 427-452.
- Renihan, P. J. (1999). *In-school leadership for Saskatchewan schools: Issues and strategies*. Retrieved from https://www.stf.sk.ca/sites/default/files/supporting_the_principalship_in_saskatchewan_schools.pdf

Reynolds, D. (1995). The effective school: An inaugural lecture. *Evaluation & Research in Education*, 9(2), 2-43.

Scheerens, J. (1992). Monitoring school effectiveness in developing countries. *School Effectiveness and School Improvement*, 12(4), 10-79.

Scheerens, J. (2000). *Improving school effectiveness*. Paris: Unesco International Institute for Educational Plannin.

