RESEARCH

THE EFFECTIVE SCHOOL LEADERSHIP FOR SCHOOL PRINCIPALS

Rung-aroon Borwonchaidet[*], Phacharawit Chansirisira[**]

ABSTRACT

The objectives of the research were; 1) to study the components of effective school leadership for school principals, 2) to study the current and desirable states and methods to reinforce the effective school leadership for school principals under provincial administrative organization. The research methodology consisted of 2 phases. Phase 1 to explore the concepts, theories and relevant literatures concerning the components of effective school leadership for school principals. Techniques including the content analysis, the in-depth interviews. Phase 2 to study the problem, need and methods to reinforce the effective school leadership for school principals under provincial administrative organization. The Samples for this study consisted of 507 school administrators who work at the schools under the administrative organization including the school director, the vice school director, and the head of the academic department. The research instruments were the semi- structured interview and the five-rating-scale questionnaire and the data were analyzed by using the percentage, mean, standard deviation and Modified Priority Needs Index. The results of the study were as follows: 1. The components of the effective school leadership for school principals consisted of 3 components including strategic management, leadership management, and cooperation network. 2. The current states of the effective leadership of the principals under the provincial administrative organization were moderate. The desirable states of the effective leadership were at the highest level. The needs for the development of the effective leadership could be arranged as follows: strategic management, leadership management and cooperation network. The methods to reinforce the effective school leadership for school principals consisted of five methods: job training, coaching and mentoring, self-study, workshop and site visiting.

Keywords: Effective School Leadership, componants of the effective school leadership, Technique to Developing, School under Provincial Administrative   Organization

    [*]   Corresponding Author, Faculty of Education, Mahasarakham University Mahasarakham University, Muang MahasarakhamMahasarakham Province 44000, Thailand E-mail : Fullhouse418@gmail.com
    [**]   Advisor, Faculty of Faculty of Education, Mahasarakham UniversityMahasarakham University, Muang MahasarakhamMahasarakham Province 44000, ThailandE-mail : phacharawit05@gmail.com

1. INTRODUCTION

For the education reform to succeed, it has to depend on a number of factors.   School administrators, teachers and educational personnel as well as resources are all important in administration of education. The administrators have be knowledgeable and academically competent to organize an effective education so that the objectives can be attained (Office of National Education Commission, 2002).

School administrators play the key role to lead the organization to the changing streams. They are to be capable professionals to deal with the current states. They have to be able to determine the strategies for educational administration. Being equipped with these qualifications, they can expect a maximum efficiency in educational administration (Wichian kumjan, 2014).

The school administrators are the important group of the personnel of the schools. They play an active part in driving the strategy of an educational reform and making it   more efficient. For the education reform to be successful,   the new generation of the administrators has to have a high potential to bring about considerable changes.   In other words, they have to be knowledgeable, and professional. Furthermore, they have to be a leader of education, capable of applying both science and art in an integrated manner to achieve the ultimate airm   (Surasak Pahe, 2010)

The administrators' leadership is crucial to influence or persuade the subordinates or personnel to change their working behavior so that the set goals can be achieved. Those equipped with leadership will have a great potential to administer the agency and bring about changes. As a result, a team work is an integral part of an organization. Leadership is a vital factor leading to the organization's efficiency (Ivancevich, Konopaske and Matteson. 2008). It is very essential in leading the body to an expected success. Therefore, the leaders are those who make difference and thouroughly understand the agency (Yukl. 2010). There has been little or no development of leadership. The common problem often found concerning the leadership development is people do not appreciate the leadership. That may be due to several factors. People concerned have no knowledge or appreciation of the leadership. They are not aware of the benefits or impacts of leadership upon the organization, or groups of individuals. Another problem is lack of the proper direction.

Development of the effective leadership in some case may be done according to the old theory, which can probably be not appropriate with the present social conditions or situations.   Some organizations may focus on the development of roles and duties of the administrators at the cost of the effective leadership. Additionally, there was no effective training as there was no knowledge on theories or there was lack of application of techniques and activities which could contributed to changes in attitudes, and behaviors of the persons concerned. As a result, the administrators had no appropriate methods to integrate various aspects and they lacked the feedback or factors leading to the effective leadership (Yukl. 2010).

As a school administrator, the researcher was particularly interested in the effective leadership of the administrators affiliated to the provincial administrative organization. The aim was to develop a better leadership and make the administrators able to carry out their duties more efficiently.

2. LITERATURE REVIEW

Leithwood and Day (2007: P.2) studied an effective leadership in 63 schools in 8 countries. They found that the success indicators were students' higher test scores at a national level; school administrators were more socially accepted. There were other success indicators specific to different locations. For example, in some countries, measurement may be based on a behavior which was consistent with democratic value or on students' contribution or participation.

Tornsen (2009) examined the effective leadership of 26 high school administrators in Sweden. Measurement was conducted from academic results or social results. In other words, academically overall scores had to be higher than an average criterion ranging between 75 and 80% of the school or the country. However, success as achieved by administrators could not be measured by only students' scores as different areas had different conditions. Tornsen, thus, had measured an effective leadership from social results.

Hull (2012) defined effective school administrators as the ones who made students perform better than a general criterion. A comparison was made on the changes of students' achievement year on year among the students.

Clifford, Behrstock-Sherratt and Fetters (2012) explained that an effectiveness of the school administrators can be measured from two perspectives. One was the administrators' conduct. In this aspect, focus was on motivation, beliefs and actions. However, as an administration very much depended on context, motives might change according to time and environment. The thing which worked in one school may not work in another. The other was the impact on students. The indicators of the effective leadership in this perspective were participation (attendance rate) or learning achievement (test scores, grade average,), etc.

To conclude, an effective leadership means behavior, vision, values and clear direction of the administrators. They have to be capable of making a decision according to their beliefs and values with focus on benefits of the organization. Besides, they should be able to motivate, persuade the personnel to be more determined to carry out their duties. They know how to establish a good relation between the school and the community. Parents and communities should be involved in the school administration so that the set goals and objectives can be obtained.

Components of effective leadership of the school administrators Wallace Foundation (2013) held that there were four characteristics of an effective leadership of the school administrators. They were: 1)

Vision which can lead to students' academic success 2) Atmosphere friendly to education 3) Development of personnel and teaching
4) Personnel, information and processes favorable to the school development.

Leithwood et al.(2006) found that the key components of an effective leadership included the following: 1) guideline 2) distributed leadership 3) fundamentals of leadership, ideas and emotional nature 4) interfering variables or specific conditions of individual schools

Suber (2011) held that characteristics of effective school administrators were: 1) Teaching development and evaluation 2) Educational supervision to develop a teacher's behavior and students' learning achievement. 3) activities and professional development in accordance with the needs. 4) Reduced resignation and transference of teachers. 5) Promotion of the school's positive culture.

Stronge, Richard and Catano (2008) described the characteristics the administrators should have. They were: 1) academic leadership 2) school atmosphere 3) personnel resource administration 4) regular evaluation of the performance of teachers and personnel. 5) Administration and management. 6) Communication and communal relations. 7) Professionalism 8) Students' learning achievement.

Gurr, Drysdale and Mulford (2014) studied the leadership of the school administrators in Tasmania (five schools) and Victoria (nine schools), Australia and found that the components of the effective leadership were: 1) surrounding context 2) values and beliefs 3) support and development of the personnel potential 4) vision 5) school potential development 6) school expectation 7) follow–up, evaluation and reflection of opinions and changes. 8) Leadership model 9) Problem solution.

Kouzes and Posner (2006) pointed out that there were five components: 1) Model of the way 2) Inspiration to a shared Vision 3) Challenging Process 4) Reinforced energy to achieve the goal 5) Motivation and enhancement

Marriner referred to the qualities of an effective leadership as consisting of the following: 1) higher intelligent 2) initiative and able to think and do beneficial things. 3) Aware and able to solve the problems in an appropriate manner. 4) Emotionally mature. 5) Skilled in language communication. 6) Able to persuade others to follow and provide useful recommendations. 7) Well aware of the ability of individuals. 8) Able to take part in social activities regardless of time and type.

Luthans described the good leaders, saying that they had to: 1) able to build a relation between schools and communities. 2) able to develop and use innovation to bring about a maximum quality. 3) able to manage the existing resources to a maximum degree. 4) able to use the principles of a good governance. 5) able to create a favorable atmosphere. 6) able to solve problems and conflicts. 7) have a good vision.

Yukl (2010) showed the concepts and related research on an effective leadership which can be evaluated from the following: 1) performance 2) quality of a group 3) commitment to the goal

4) satisfaction 5) commitment of coworkes to goals 6) a leader's behavior 7) success and goals 8) a good quality life and a group development

Stogdill described six aspects of an effective leadership: 1) healthy body and good personality 2) good education background 3) good decision, and ability to communicate 4) initiatives and self-confidence 5) commitment to the assigned duties 6) ability to work with others.

Smith viewed that administrators' behaviors which could lead to an effectiveness. They included the following: 1) creating a relation between the administrators and the committee 2) planning and cooperating with teachers 3) communicating and building an understanding between the school and a community 4) motivating teachers professionally and personally 5) creating an atmosphere 6) Helping teachers 7) cooperating in activities 8) developing in academic works 9) being harmonious and cooperating 10) regularly working according to the projects 11) building a relation with a community 12) leading in academic affairs 13) displaying an ability to teach and administer 14) teaching students to develop a good conduct and discipline 15) building a relation with students.

Kanok-orn (2016) described that a successful leader had to: 1) develop a vision and values 2) increase a teacher quality 3) improve a teaching quality and develop skills in life and work 4) adjust the structure of an organization 5) build a cooperation, develop and enhance relations with all personnel 6) build a strong relation with a community 7) improve conditions for learning and teaching 8) design and improve a curriculum.

3. RESEARCH METHODOLOGY

A study of the components and the methods to develop the effective leadership of the school principals under the provincial administrative organizations was a process using research and development. Both quantitative and qualitative data were gathered. The steps and procedures are shown below. The research is illustrated in figure 1.
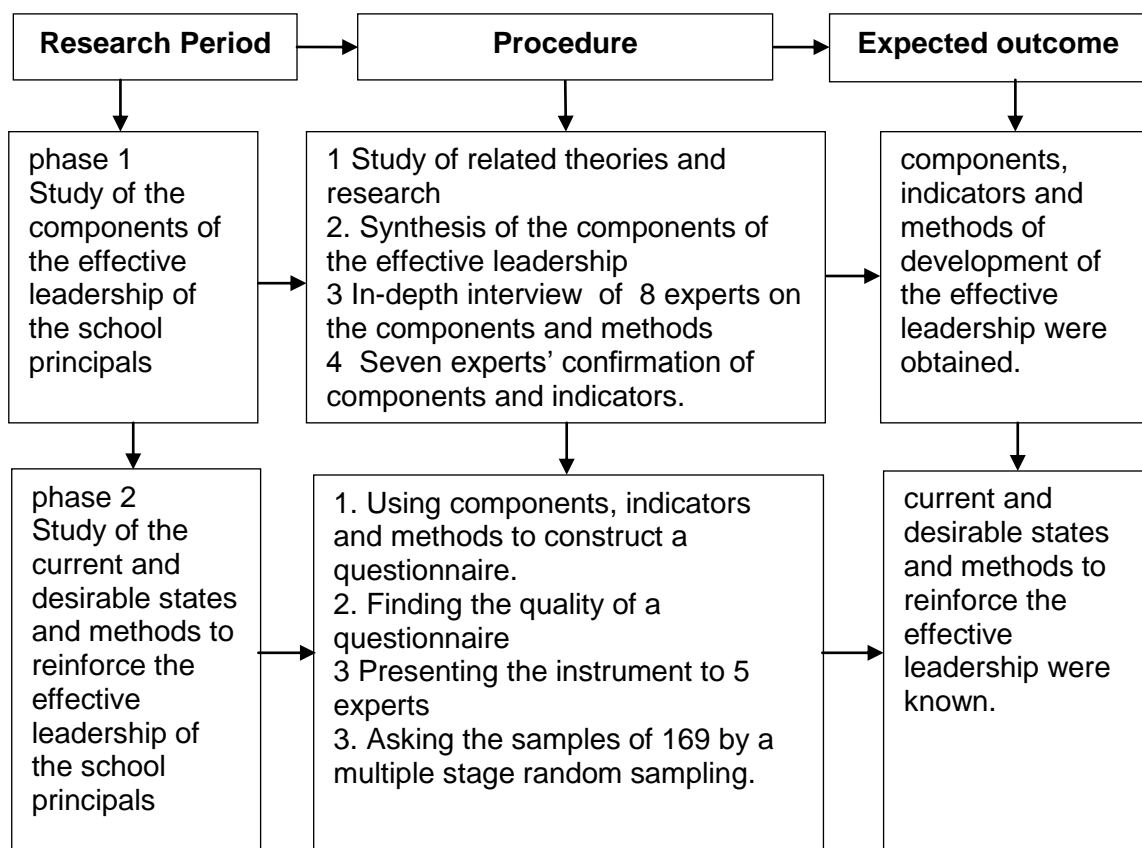
Research Period	Procedure	Expected outcome
phase 1 Study of the components of the effective leadership of the school principals	1 Study of related theories and research 2. Synthesis of the components of the effective leadership 3 In-depth interview of 8 experts on the components and methods 4 Seven experts' confirmation of components and indicators.	components, indicators and methods of development of the effective leadership were obtained.
phase 2 Study of the current and desirable states and methods to reinforce the effective leadership of the school principals	1. Using components, indicators and methods to construct a questionnaire. 2. Finding the quality of a questionnaire 3 Presenting the instrument to 5 experts 3. Asking the samples of 169 by a multiple stage random sampling.	current and desirable states and methods to reinforce the effective leadership were known.

Figure 1: Research and Development of the study and technique for developing of the effective leadership for the school principals under the provincial administrative organization.

   Phase one: Study of the components of effective leadership of the school principals.   A study was conducted on documents, concepts, theories and related research on the effective   leadership of the school principals. An in–depth interview was conducted on eight experts concerning components, indictors and methods to reinforce the effective leadership of the school   principals.

   Phase two: Study of the current and desirable states and methods to reinforce the effective leadership of the school principals and teachers affiliated to the provincial administrative organization. The technique used in the process was a survey of the current and desirable states and methods to reinforce the effective leadership of the school principals from the sample 169 school administrators who work at the schools under the administrative organization including the school director, the vice school director, and the head of the academic department by using questionnaire with 5 level rating scale. Data were analyzed by calculating the Mean, Standard Deviation and Modified Priority Needs Index.

4. RESULTS AND DISCUSSION

4.1 Results

         There were three main components of the effective leadership of the school principals in the study: strategic management, leadership management and cooperation network. The sub-components were as follows. 1) Strategic management consisted of 4 components: strategic analysis, strategic planning, practical strategies, strategic control and evaluation. 2) Leadership management consisted of 4 sub-components: good model, inspiration, motivation and reinforcement, and creativity. 3) Cooperation networking consisted of 5 sub-components: school network atmosphere, cooperation network management, coordination, participation and communication.

         A Study of the current and desirable states and development methods for the effective leadership of the principals.

         1) The current states of the effective leadership of the principals under the provincial administrative organization were moderate. The desirable states of the effective leadership were at the highest level. The needs for the development of the effective leadership could be arranged as follows: strategic management, leadership management and cooperation network.

Table 1   Results of The current states of the effective leadership of the principals

components of the effective leadership	current states			desirable states			PNI modified	Need Level
	X	S.D.	Level	X	S.D.	Level		
1. Strategic management	3.12	0.14	moderate	4.81	0.21	highest	0.29	1
2. Leadership management	3.17	0.20	moderate	4.78	0.27	highest	0.24	3
3. Cooperation networking	3.13	0.12	moderate	4.76	0.27	highest	0.25	2
รวม	3.13	0.13	moderate	4.67	0.23	highest		

2) The results of the methods to develop the effective leadership of the school principals consisted of five methods: job training, coaching and mentoring, self–study, workshop and site visiting.

Table 2   Results of the methods to develop the effective leadership of
the school principals

No	Component	Development method		
		Method 1	**Method 2**	**Method 3**
1	strategic management	Job training 83.00 %	Workshop 81.40 %	Coaching and Mentoring 81.10%
2	leadership management	Job training 82.40%	Coaching and Mentoring 80.00%	Self– study Learning 79.00%
3	Cooperation network	Job training 80.00 %	Self study Learning 80.00%	Site visiting) 78.20%

4.2 Discussion

The effective leadership of the school principals consisted of 3 primary components and 13 secondary components as given in a descending order of significance: strategic management, leadership management, and cooperation network. Details of each components can be given as follows.

Component number one: strategic management: this component explained vision and strategies in the administration of the leaders. It was congruent with the concept ascribed to Winter (2003) who held that a competent leader could transmit his or her vision to others and put it into practice. He or she could guide the direction and determine the objectives of the organization. Besides, they could be thinkers, and planners, having the skills in the administration. Ward (2002) also found that those possessing the vision were able to motivate others to build strong will to the desired goals. Suphon Wangsin (2000) mentioned that the key characteristics of the school administrators were they had to be far–sighted, being able to lead in terms of education and perceived the directions and trends of ongoing changes. In addition, Netpanna Yawirat (2006) pointed out that the vision was a linking part to the future of the organization. It was a key link for the members of the organization.

Component number two: leadership practice: it referred to the administrators' inspirational practice and motivation to teachers and communities.   They could create reinforcement, creativity and good attitudes to others.   The leaders were to be devoted and committed to the common targets and

vision. They could encourage others to do things for the common good at the cost of personal interests. The concept was similar to that of Kouzes, J. M. & Posner, B. Z. (2006) who held that good attributes, good model, virtues and ethics on the part of the leaders make the leaders more reliable and admirable. Teera Runcharone (2014) also found that the personality and administrative process of the administrators had to be in line with the educational reform.

Component number three: cooperation network: this component described the ability of the administrators to give attention to the tasks related to the creation of internal and external relations with other agencies. It also included the participation and cooperation from the communities. Somwang Pitiyanurak et al (2000) explained that the image of the new generation of the school administrators had to be academically competent, being able coordinators and good facilitators. They should be always keen and eager to provide help and could get the communities involved in the operation process between the schools and the communities. West (1994) carried out a research and found that teachers, administrators and parents took part in the research. It was found that very few teachers participated in the decision-making process. A majority of them viewed that they were hardly involved in the process. They also held that the school-based administration failed to produce any satisfactory success. The personnel concerned viewed that although the administrators allowed them to express their views or opinions, the school-based administration was not satisfactorily successful.

The current and desirable states and the methods to reinforce the effective leadership

The current states of the leadership were moderate. The desirable states were at the highest level. The needs could be arranged in the order of significance: strategic management, leadership management, and cooperation network. The finding was in line with the research by Wiman Wannakum (2010: 218–219) on the professional potential development of the administrators under the Office of the Basic Education Commission. The research found that 1) the professional potential necessary for the administrators of the small schools was categorized into 25, 2) the professional potential to be developed for the administrators was categorized into 11. The research finding was in accordance with the research by Supakarn Prasertratana (2012: 148–151) who studied the model of the structure of leadership. It was found that the school administrators had a high level of expression of the leadership; the administrators who were different in age had a different leadership with no statistical significance; the administrators who worked at different sized schools and had different working experiences had a different leadership with a statistical significance of .05.

Based on a study of the effective leadership of the school administrators, five development methods were acquired: the job training, coaching and mentoring, self-study, workshop and site visiting. These development methods were accepted as effective due to the fact that at present the persons were required to undergo training held in the school. The result found was congruent with the research undertaken by the Secretariat of the Education Council (2015: 93) in that the teacher development method should be a school-based training. The development activities included training, seminars,

educational tour, independent study and continuous practice. The personnel should be involved in the development process.

The methods acquired in the process could be practical in the classroom. The school should have the internal supervision and follow–up process. The procedures in question were consistent with the work by Wittaya Chansiri (2008: 218–219) who viewed that to develop the potential of the university personnel, training, seminar, workshop and site study were all necessary.

5. RECOMMENDATIONS

5.1 Recommendations for applications

5.1.1 It can be used as the guidelines to reinforce the effective leadership and to evaluate the potential of the school principals.

5.1.2 The research results should be used to construct the instrument to measure the effective leadership of the principals.

5.1.3 It is a guidelines for the organization to use it as the training course for the administrators.

5.2 Recommendation for further research

A further research should be on the reinforcement of the effective leadership of the school administrators.

6. CONCLUSION

An effective leadership could be useful and used as a guideline in building a model. And desirable characteristics can be developed accordingly. With the desirable characteristics obtained, it is possible to increase an efficiency in the performance of the organization. This is because a leader is the one who leads or guides a group to the desired target. Besides, leadership is also related to the roles of a leader.

Different types of leadership may be required in different situations. Leaders must possess special attributes to play or act according to the roles. An effective leadership is crucial to the school performance. An efficient leader is the person who leads others to the goal.

REFERENCES

Gurr, D., Drysdale, L. and Mulford, B. (2014). *Models of successful principal leadership.* School Leadership and Management: Formerly School Organisation [Online], 26:4. Available at: http://dx.doi.org/ 10.1080/ 13632430600886921 <accessed 15 April 2017>.

Hull, J. (2012). *The principal perspective: Full report.* [Online]. Available at: http:// www.centerforpubliceducation. org/principal–perspective [Accessed: April 1, 2017].

Ivancenich, J.M., Konopaske, R., & Matteson, M.T. (2008). *Organizational behavior and Management.* 8th ed. Boston: McGraw–Hill.

Kanok–on Somprat. (2559). Leadership and Learning for the School Administrators. Faculty of Education, Khonkaen University.

Kouzes, J.M. & Posner, B.Z. (2006). *Leadership Practices Inventory.* 3rd Edition. Pfeiffer, San Francisco, CA :Jossey–Bass.

Leithwood, K. and Day, C. (2007). *Successful principal leadership in times of change.* Starting with what we know In: Leithwood, K. and Day, C. ed. Dordrecht: Springer, pp. 1–15.

Leithwood, K., Day, C., Sammons, P., Hopkins, D. and Harris, A. (2006). *Successful School Leadership: What It Is and How It Influences Pupil Learning.* Department for Education and Skills, London.

Netpanna Yawirat (2006). *Leadership and Strategic Leadership.* 6th ed. Bangkok : Central Express

Office of the National Education Commission (2002). *States and Problems of Management of the Basic Education Management in Thailand.* Bangkok: VTC Communication 4.

Prasertrattana, S. (2012). *A Structural Equation Model of Distributed Leadership for Basic School Administrators.* PhD Thesis, Khon Kaen : Khon Kaen University.

Secretariat of the Education Council. (2015). *Reports on the Education Results, Production and Development in Thailand.* Bangkok : Prikwan Graphic.

Somwang Pitiyanuwat et al. (2000). *Reports on the Licenses for the Administrators.*   Bangkok : Pakpim.

Stronge, J., Richard, H. and Catano, N. (2008). *Qualities of effective principals.* Virgina, Alexandria: Association for Supervision and Curriculum Development.

Suphon Wangsin. (2000). *School Administration according to the Education Reform Guidelines.* Academic Journal 5, 6 (30 June 2000: 29.)

Surasak Pahe. (2010). *School Administrators : Roles and Challenges in Thai Education Reform in the Second Decade (2009–2018).* Meeting Documents under Prae Educational Service Area 2. Pages 11–12.

Suber, C. (2012). *Characteristics of effective principals in high–poverty South California elementary schools.* International Journal of Educational Leadership Preparation [Online] Vol. 7, no. 1. Available at: https://eric.ed.gov/?id=EJ971503 [Accessed: 15 April 2017].

Teera Runcharoen. (2014). *Being a Professional in Management and Administration in the Administration for the Learning Reform.* Bangkok: Khaofang.

Tornsen, M. (2009). *Successful principal leadership: prerequisites, process and outcomes.* Dissertation, Faculty of Social Sciences, Umea University, Sweden.

Wallace Foundation. (2013). *The school principal as leader: Guiding schools to better teaching and learning.*   Available   at: http://www.wallacefoundation.org/knowledge–center/school–leadership/effective–principal–leadership/pages/the–school–principal–as–leaer–guiding–schools–to–better–teaching–and–learning.aspx [Accessed: 15 April 2017).

Ward K. (2002). *A Vision for tomorrow.* Nurse Outlook; 50:121–126

Wichian Kumjan. (2014). *Efficient Administrators in the Educational Reform Age.*   (online): http://school.obec.go.th/bankudchiangmee/vicakan7.htm (retrieve 1 April 2017)

Wiman Wannakum. (2010). *A Development of the Professional Faculty of the Administrators under the Basic Education Commission Office.* A Doctorate Degree.

Winter G. (2003). *High performance leadership.* New York : John Wiley & Sons.

Wittaya Chansiri. (2008). *Developing Core Competencies of Supporting–Line Administrators at Public Universities.* PhD Thesis, Mahasarakham : Mahasarakham University.

Yukl. (2010). *Leadership in organizations.* 7th ed. Upper Saddle River, NJ: PrenticeHall.