

The Influence Patterns Of School Administrators' Academic Leadership On School Effectiveness Under The Office Of Secondary Educational Service Area 22

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การวิจัยนี้วัดคุณประสิทธิภาพของผู้นำทางวิชาการของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 22 และ 2) ตรวจสอบรูปแบบอิทธิพลภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของสถานศึกษาขั้นพื้นฐาน ตามข้อ 1 กับข้อมูลเชิงประจักษ์ กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ คือ บุคลากรสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 22 จำนวน 341 คน ซึ่งได้จากการกำหนดขนาดกลุ่มตัวอย่าง โดยใช้ตารางสำเร็จรูปของ Krejcie & Morgan (1970) ในสัดส่วน 0.5% ของประชากรและระดับความเชื่อมั่น 95% เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล ประกอบด้วย 1) แบบสอบถามชนิดตราส่วนประเมินค่า (Rating Scale) 5 ระดับ และแบบสอบถามปลายเปิด และ 2) แบบสัมภาษณ์เชิงลึกผู้ทรงคุณวุฒิ จำนวน 9 คน วิเคราะห์ข้อมูลโดยใช้โปรแกรมสำเร็จรูปทางสถิติสติติ (SPSS) เพื่อหาค่าสถิติพื้นฐาน ค่าน้ำหนักองค์ประกอบ และหาค่าความสัมพันธ์ผลการศึกษาพบว่า

1. องค์ประกอบภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 22 ประกอบด้วย 3 องค์ประกอบหลักและ 13 องค์ประกอบย่อย ดังนี้ องค์ประกอบหลักที่ 1 ได้แก่คุณลักษณะภาวะผู้นำทางวิชาการ มี 3 องค์ประกอบย่อย คือ ด้านความรู้ ด้านภาระหน้าที่ และด้านทักษะ องค์ประกอบหลักที่ 2 ได้แก่ประสิทธิผลทางวิชาการของผู้บริหารสถานศึกษาขั้นพื้นฐาน มี 5 องค์ประกอบย่อย คือ ด้านการพัฒนาวิชาชีพครุทั้งโรงเรียน ด้านกำหนดเป้าหมายร่วมกัน ด้านการกำกับติดตามและจัดให้มีการสะท้อนผลการจัดการเรียนการสอน ด้านการพัฒนาบรรยากาศและวัฒนธรรมการเรียนรู้ของโรงเรียน และด้านการรักษาความสัมพันธ์ที่ดีระหว่างครุนักเรียน ผู้ปกครอง และชุมชน ส่วนองค์ประกอบหลักที่ 3 ได้แก่การพัฒนาองค์การแห่งการเรียนรู้ มี 5 องค์ประกอบย่อย คือ ด้านการเป็นบุคลากร ด้านการมีแบบแผนความคิด ด้านการมีวิสัยทัศน์ร่วมกัน ด้านการเรียนรู้ร่วมกันเป็นทีม และด้านการคิดอย่างเป็นระบบ ตามลำดับ

2. ผลการตรวจสอบความตรงของรูปแบบอิทธิพลภาวะผู้นำทางวิชาการของผู้บริหารสถานศึกษาที่ส่งผลต่อประสิทธิผลของสถานศึกษาขั้นพื้นฐาน สังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา เขต 22 พบว่า ค่าไค-สแควร์ (χ^2) แต่ต่างจากศูนย์อย่างไม่มีนัยสำคัญทางสถิติ ซึ่งมีค่า = 90.88 ท้องศ้าอิสระ ($df.$) = 72, p -value = 0.066 ค่าดัชนีวัดความกลมกลืน (GFI) = 0.967 ค่าดัชนีวัดความกลมกลืนที่ปรับแก้แล้ว ($AGFI$) = 0.930 และ

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ค่าดัชนีรากของค่าเฉลี่ยกำลังสองของส่วนที่เหลือ (RMR) = 0.006 แสดงว่ารูปแบบอิทธิพลภาวะผู้นำที่ศึกษามีความสอดคล้องกลมกลืนกับข้อมูลเชิงประจักษ์

คำสำคัญ : ภาวะผู้นำทางวิชาการ, ประสิทธิผลของโรงเรียนมัธยมศึกษา

ABSTRACT

The purposes of the research were 1) to investigate influential types of academic leadership affecting the effectiveness of basic education school administrators under Secondary Educational Service Area Office 22 and 2) to assess the influential academic leadership types affecting the effectiveness of basic education school administrators under Secondary Educational Service Area Office 22 with the empirical data. The sample subjects of the study were three hundred and forty one personnel of basic education schools under the Secondary Educational Service Area Office 22. Krejcie & Morgan table was employed for calculating the sample size. They were selected by simple random sampling. The target population was nine specialists in educational administration selected by purposive sampling. The research instrument was a 5-point-rating scale with open-ended questionnaire and in-depth interview form for nine informants. The SPSS computer program was used to analyze data through descriptive statistics, correlation, and factor analysis.

1. The research findings showed that the academic leadership of the basic education school administrators under the Secondary Educational Service Area Office 22 consisted of three major factors with thirteen minor factors. The 1st major components were knowledge, tasks and skills. The 2nd major components was academic effectiveness of the basic education school administrators with five subcomponents: teaching profession development, collaborative goal setting, monitoring and feedback of teaching and learning management, environment development and school learning culture and maintaining the good relationships among teachers, students, students' parents, and community. The 3rd major factors of learning community development with five minor factors: personal mastery, mental models, shared vision, team learning and systems thinking respectively.

2. The findings indicated that the chi-square values were not significantly different from the centers. The X value was 90.88, the degree of freedom (df.) was 72 and the p-value was 0.066. The harmonious index (GFI) was 0.967. The harmonic index (AGFI) was 0.930, and the average index of RMR was 0.006. The results indicated that the influential types of academic leadership were consistent with the empirical data.

Keywords : Academic Leadership, Effectiveness of Secondary Schools

Introduction

Globalization has affected many changes of the current phenomena causing the challenges and difficulties in clarifying and specifying the strategies for national development of many countries around the world. Intellectual capital is a necessary major factor in improving the economy, trading intercommunication of the countries. The process for developing knowledge and innovation for many products affects inevitably the change of occupation and ways of life of people. The abilities in competition and negotiation have not depended on the rich of natural resources, population and military force of the countries. On the other hand, the intellectual competency or quality of population in the countries is more important in the changing world. Education is the major and important process for quality improvement in human resources of the countries. Therefore, the efficient and effective educational management is a key factor for human resource development. Additionally, education takes part mainly in developing man power, living and adaption of people in the countries.

Therefore, schools are the most important organization for educational management (Ministry of Education, 2003:33-34). The major aim of the educational management is to achieve the goal and improving quality of education. It is obvious that the educational administration takes mainly responsibility for the achievement and failure of educational management in schools (Boontip

Suriyawong, 2001: 32).

However, the educational management in Thailand has encountered many problems for many decades. The quality of students, teacher and educational personnel is one of the important problems. Additionally, the administrators have encountered the problems of the effectiveness and efficiency in educational management and provision of educational management for all people. (Office of the Education Council, 2009:2). The Institute for the Promotion of Teaching Science and Technology (IPST) (2014) concludes that Thailand has encountered many serious problems caused by the change of economy, society, culture, technology and environment that affect directly global society and national society of Thailand. Education is a key required factor for Thai people in solving the serious problems facing in the country. The low quality of education in Thailand has been encountered for many decades identified by Program for International Student Assessment (PISA) of Organization for Economic Co-operation and Development (OECD). The average score of Thai students is low and has been decreased gradually for three years. The failure of the education quality should be improved and reformed the educational management throughout Thailand.

Prakong Ratsameekaew (2008) states that the leadership of the administrators affects the quality of educational management in schools. The primary school administrators in Thailand have lack of knowledge and interest in academy, morality and ethnics. Cotton

(2003) asserts that instructional leadership is related closely the curriculum and academic affairs and affects learning achievement of the students and basic educational management in schools. The Secondary Educational Service Area Office 22 has encountered these problems. The O-NET score of the students in 2016 showed that the maximum score of the students for Thai subject (01) was 378 points and the minimum score of the students was 161 points. The maximum score of the students for Social Study subject (02) was 924 points and the minimum score of the students was 378 points. The maximum score of the students for English subject (03) was 583 points and the minimum score of the students was 372 points. The maximum score of the students for Mathematics subject (05) was 853 points and the minimum score of the students was 372 points. The maximum score of the students for Science subject (06) was 372 points and the minimum score of the students was 232 points. (www.niets.or.th: 11 May 2019).

The importance of leadership of school administrators and problems of the overall education quality in Thailand mentioned above are necessary to find appropriate strategies for improving the educational management in Thailand.

Nonglak wiratchai (2000) states that research is an important strategy of scientific study for solving the problems and improving quality of education in Thailand. Therefore the author conducted the research on academic leadership of the school administrators affecting the effectiveness in educational

management based the principles and concepts adopted from Phanom Pongpaiboon (1989). The author focused on “Influential Types of Academic Leadership of the School Administrators Affecting the Effectiveness in Educational Administration” based on the concepts of Glickman (1990 cited in Chell, 2007: 11). Three major factors of academic leadership affecting the effectiveness are tasks, knowledge and skills. The author also synthesized theories and research on the effectiveness of organizations and schools consisted of three areas: learning achievement, desirable quality of the students and satisfaction of the teachers with their work.

Objectives

1. To investigate influential academic leadership types affecting the effectiveness of basic education school administrators under the Secondary Educational Service Area Office 22
2. To assess influential academic leadership types affecting the effectiveness of basic education school administrators under the Secondary Educational Service Area Office 22 with empirical data

Hypothesis

1. Academic leadership types of basic education school administrators under the Secondary Educational Service Area Office 22 are related to significantly the effectiveness in educational management in schools.
2. Academic leadership of basic

education school administrators under the Secondary Educational Service Area Office 22 is related significantly to the effectiveness in educational management in schools.

Research Methodology

Mixed method research of both quantitative research and qualitative research was employed for the study.

Scope of Research

1. Contents focused on influential academic leadership types affecting the effectiveness of basic education school administrators.

2. Research Areas were eighty one schools under the Secondary Educational Service Area Office 22 in Nakhonpanom and Mukdaharn Province.

Population and Sample

1. The population consisted of eighty one school administrators and two thousand and eight hundred forty teachers and educational personnel under the Secondary Educational Service Area Office 22.

2. The sample subjects of the study were three hundred and forty one participants consisting of sixty one school administrators, two hundred and seventy teachers and educational personnel in schools under the Secondary Educational Service Area Office 22 and nine experts. Krejcie and Morgan table was employed for calculating the sample size with 95% of the reliability and .5 of the ratio. They

selected by simple random sampling.

Variables

1. Independent variable was academic leadership of the school administrators in schools under the Secondary Educational Service Area Office 22. The variable consisted of 1) three major factors of academic leadership: knowledge, tasks and skills; 2) five major factors affecting the academic effectiveness of the administrators: teaching profession development of all teachers, collaborative goal setting, monitoring and feedback of teaching and learning management, environment development and learning culture of schools and maintaining good relationship among teachers, students, students' parents and community; and 3) five major factors of learning community: personal mastery, mental models, shared vision, team learning and systems thinking.

2. Dependent variable consisted of three major factors of the effectiveness in schools: learning achievement, desirable quality of the students and satisfaction of the teachers with their work.

Research Instrument

1. A 5-point-rating scale questionnaire was divided into three parts: 1) status of the respondents, 2) opinion of the respondents toward academic leadership of the administrators in schools under the Secondary Educational Service Area Office 22 and 3) effectiveness of the administrators in schools under the

Secondary Educational Service Area Office 22.

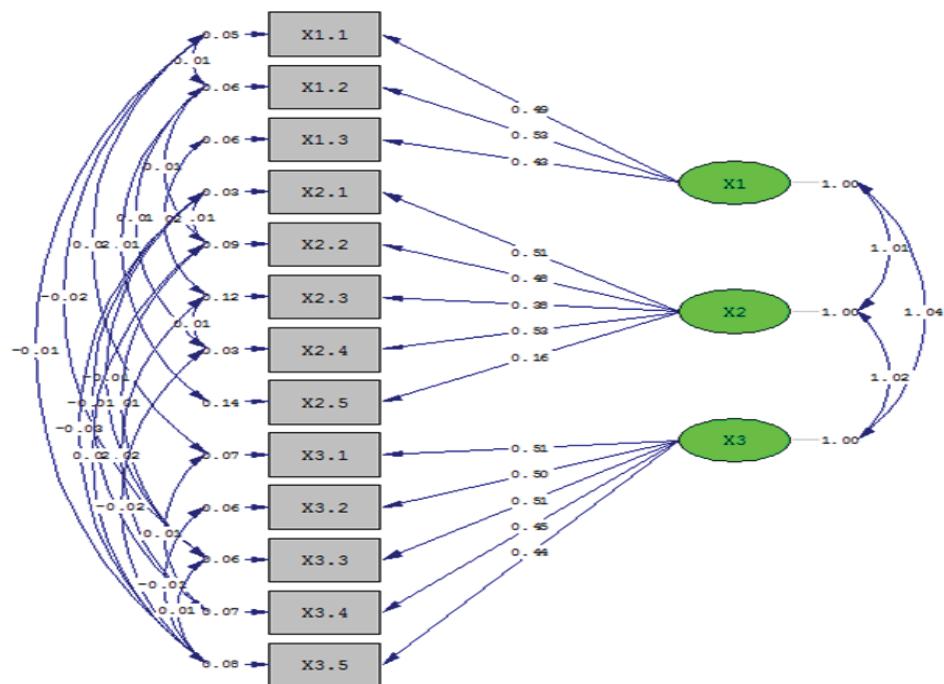
2. An in-depth interview form of nine experts consisted of two parts: 1) personal information of the informants, and 2) three areas of nine experts consisting of 2.1) three major qualities of three key informants: expertise in establishing policies and planning for educational administration, 2.2) three experts in educational administration in schools, and 2.3) three experts in educational

administration in schools under the Secondary Educational Service Area Office 22.

Data Analysis

1. The quantitative data and qualitative data of the personal information of the respondents: gender, age, status, education and work position, were analyzed by descriptive statistics: frequency and percentage.

Research Results



Chi-Square=54.25, df=42, P-value=0.09751, RMSEA=0.029

Figure 1: Model for analyzing the academic leadership affecting the effectiveness of school administrators (X)

Conclusion

1. Influential academic leadership types affecting the effectiveness of basic education school administrators under the Secondary Educational Service Area Office 22 consisted of three major factors: academic leadership, academic effectiveness of the administrators and learning organization. 1.1 The academic leadership consisted of three minor factors: knowledge, tasks and skills. 1.2 The academic effectiveness of the administrators consisted of five minor factors: teaching profession development of all teachers, collaborative goal setting, monitoring and feedback of teaching and learning management, environment development and learning culture of schools, and maintaining good relationship among teachers, students, students' parents and community. 1.3 Learning organization consisted of five minor factors: personal mastery, mental models, shared vision, team learning and systems thinking.

2. The research results indicated that the highest factor of the basic school administrators under the Secondary Educational Service Area Office 22 was knowledge and the lowest rated factor affecting the academic effectiveness of the basic school administrators was skills. The overall factors affecting the academic effectiveness of the administrators were at a high level. The highest rated factor affecting the academic effectiveness of the administrators was teaching profession development of all teachers. The lowest rated factor affecting the academic effectiveness of

the administrators was monitoring and feedback of teaching and learning management. The overall factors of learning organization were at a high level. The highest rated factor of learning organization was expertise. The lowest rated factor of learning organization was system thinking. Lastly, the overall factors of the effectiveness in basic education schools were at a high level. The highest rated factor of the effectiveness in schools was satisfaction of the teacher with their work. The lowest rated factor of the effectiveness in schools was learning achievement of the students.

3. Regarding the assessment of the influential academic leadership types of the school administrators affecting the effectiveness of basic schools, the results showed that the chi-square values were not significantly different from the centers. The χ^2 value was 90.88, the degree of freedom (df.) was 72 and the p-value was 0.066. The harmonious index (GFI) was 0.967. The harmonic index (AGFI) was 0.930, and the average index of RMR was 0.006. The results indicated that the influential types of academic leadership were consistent with the empirical data.

According to interviewing nine experts, the finding were concluded that the three major factors and thirteen minor factors of the influential academic leadership types of the school administrators affecting the effectiveness of basic school under the Secondary Educational Service Area Office 22 were very consistent with the real conditions of the basic education school.

The research results will be useful for the administrators to improve quality of education in the basic education institutes and also to design practical guidelines for the administrators. The administrators are able to implement the guidelines for educational administration in the schools under the Secondary Educational Service Area Office 22.

Discussion

1. The findings showed that the academic leadership of the school administrators affected positively and greatly the effectiveness of the academic administration of the basic education schools. The results may be caused by the heavy responsibility and duty of the administrators for achieving the school goal and academic improvement. The great responsibilities of the administrators are to specify the school development plan, curriculum design and shared vision by working together with the teachers and school personnel. The major aim is to improve quality of the students and curriculum contents, and promotion of the curriculum and school support for facilitating learning environment. Additionally the administration take responsibilities for develop knowledge of the teachers focusing curriculum design and educational supervision and monitoring the curriculum implementation. The curriculum should be designed and developed professionally for based on needs of the student and community. The administrators should realize the importance of professional academic

leadership by self-study and self-development for the effectiveness and efficiency improvement of the organization (Thongtippha Wiriyaphan, 2007: 2-3). Glickman (1990) cited in Chell (2007) states that the important quality of effective academic leadership for the school administrators is task relating to many minor factors: educational supervision and evaluation, personnel and teamwork development, curriculum design and implementation, process for team development, classroom action research and environment improvement and building good relation between school and community. Sheive and Schoenheit (1987) asserts that vision of the school administrators is one of the most important quality of the professional administrator. The vision always includes skills, desirable values and intention of the administrators to achieve the shared vision and work together with school personnel efficiently.

1.1 The findings indicate that the teaching profession development of the teachers is the most important factor affecting the academic effectiveness of the basic school administrators. The results may be caused by academic leadership of the school administrators. The professional administrators always realize the importance of efficient educational management based on needs of the students and school goal. The academic leadership of the administrators always includes their competency and experience in encouraging the teachers to take their great responsibility for efficient educational management and continuous self-development

focusing on knowledge, skills and teaching competency based on the concepts of learning organization. Leadership and team learning skills are the major factors of academic leadership for the administrators in the competitive and changing society. Peter M. Senge (1990) states that learning organization refers to the organization providing the personnel with continuous self-development through sharing knowledge and experience of the organization personnel. Additionally, the organization should encourage the personnel to create and transfer new knowledge to others through critical thinking and sharing their experience. The organization should provide the personnel to examine their creative thinking and belief in learning organization and work performance assessment. The administrators should be an advisor and supporter for the teacher to encourage the concepts of student-centered management for teaching and learning management in schools (Gephart and Others 1996: 35-45).

Therefore, the academic effectiveness of the basic school administrators is a major indicator for academic effectiveness and efficiency in basic education schools. Academic leadership of the administrator is necessary to improve the abilities in teaching and learning of the teachers.

1.2 The study indicated that the mental model of learning organization affected the academic effectiveness greatly. The results may be caused by clear performance procedure of the teachers through the mental model. The teachers understand their responsibility

clearly and adapt their suitable thinking to the school goal with their clear vision and team work for the achievement of the organization. Peter M. Senge (1990) states that mental models refer to thinking and understanding of the personnel for their organization. Mental models affect greatly behavior of the personnel in learning organization which the learning organization is able to be built through the collaboration of the personnel. It is obvious that mental models are related significantly to the effectiveness and efficiency of the organization.

2. The findings indicated that the chi-square values were not significantly different from the centers. The X value was 90.88, the degree of freedom (df.) was 72 and the p-value was 0.066, The harmonious index (GFI) was 0.967. The harmonic index (AGFI) was 0.930, and the average index of RMR was 0.006. The findings indicated that the academic leadership of the administrators affected significantly the academic effectiveness of the basic education schools. The study showed that the influential academic leadership of the administrators under the Secondary Educational Service Area Office 22. affecting the academic effectiveness consisted of eight major factors: learning organization, professional teachers and administrator, excellent quality assurance, learning facilitation, share vision and goal setting and high expectation of the students. The academic types of the administrator are appropriate, practical and consistent with the research and theories.

1. The study showed that the assessment method for learning organization was not

2. valid. As a result, the learning organization affected slightly the academic effectiveness of the basic school administrators.

Suggestions

1. Suggestion for practical application

1.1 The integrated model of the research is very appropriate and practical for graduate students of many different fields and the useful results are also employed to improve academic leadership affecting the effectiveness of other school administrators.

1.2 The basic education institute are able to employ the useful data to make a handbook or design a curriculum of academic leadership improvement for other educational institutes, and the findings are also useful for effective and efficient educational management in other basic education schools.

1.3 The research methodology should be adapted for appropriate application of both undergraduate student, graduate student and teacher development.

2. Suggestion for further research

2.1 The comparative study should be conducted in other schools in the different regions.

2.2 The in-depth research on the various factors of academic leadership affecting the effectiveness of basic education school administrators the problems should be conducted in the different regions.

2.3 The research framework should be employed for a comparative study of different population in different regions.

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