



## The Collective Leadership of School Administrators under the Bangkok Primary Educational Service Area Office

Sirirat Chantaban<sup>1</sup> and Patumporn Piatanom<sup>2</sup>

<sup>1,2</sup>Faculty of Education, Ramkhamhaeng University

\*Corresponding Author, e-mail: [sirirat7154@gmail.com](mailto:sirirat7154@gmail.com)

### Abstract

This survey research aimed to study and compare the levels of collective leadership of school administrators under the Bangkok Primary Educational Service Area Office, classified by educational background, working tenure, academic standing, and school clusters of respondents. The sample population consisted of 285 teachers who worked for school under the Bangkok Primary Educational Service Area Office in academic year 2021. The samples were categorized selected by stratified random sampling using Cohen's approach. The instrument was a questionnaire on teachers' opinions about the levels of school administrators collective leadership. The questionnaire was found to have a reliability level of 0.968. The statistics used for data analysis were mean, standard deviation, t-test, One-way ANOVA, and Scheffe's multiple comparison method. (Byrkit, 1975). The findings were as follows. The collective leadership levels of all school administrators were found at a high level, while the opinions about collective leadership levels of school administrators with different academic standing from different school clusters were found different at a significance level of 0.05, while the opinions about the collective leadership levels of school administrators among teachers with different educational backgrounds and working tenure showed no differences.

**Keywords:** Leadership, Collective Leadership, School Administrators

### Introduction

The world situation has changed dramatically since 2019, resulting in sudden changes in organizations and society in many dimensions, including economic changes, digital technology development,

and other innovations. Many organizations, whether public or private, have had to adapt to these changing situations appropriately.

For education industry in the era of modernization, Thailand has faced changing conditions and new limitations that affect the dimensions of education. The need to adapt to these demands has affected those in education profession, who have to keep up with rapid changes in course structures and leaps in digital technology that have forced teachers to develop new skills and teaching methods such as online teaching via Google meet or Zoom. This, in turn, creates the need for strong and flexible leadership of school administrators.

It is necessary that various public and private organizations must understand, accept, and adapt to any changes. Of course, when there are changes in educational institutions or other organizations, there will be reactions and consequences, affecting administrators and the related parties resistance to change or changes in position.

Education management in Thailand had been developed under the 8<sup>th</sup> National Economic and Social Development Plan. This plan introduced an turning point in various areas. It clearly called for visible cooperation and participation of all sectors and organizations. The plan states: “All human being are centers of development.” That means the goal is to develop complete human beings, physically, mentally, and socially, disciplined, along with knowledge acquisition and life skills. They are supposed to have organizations, it could bring in balanced development. The 12<sup>th</sup> National Economic and Social Development Plan is linked to the 20-year national strategy, acting as a master plan for national development. The vision endowed with directions to the development of the country has resulted from the cooperation between public and private sectors, with the main objective of moving towards “security, prosperity and sustainability”. (Office of the Education Council Secretariat, 2017).

Changes in educational dimensions have caused a national academic crisis, resulting in more efficient and effective educational management in which school administrators must use a right set of strategies to manage school and educational organization. School administrators must use strategies to manage an organization not based solely on the paradigm of supervisions and subordinates. They must be change leaders who rely on both science and art to develop higher-quality educational institutions. These school administrators must be visionary, knowledgeable, open-minded, understandable, and be able to build cooperation and adhere to goals or achievements as a top priority. (Rungaroonsaengthong, 2018).

Generally, each school administrator will have primary responsibility for solving problems and overcoming any obstacles. Sometimes solutions may require cooperation from various departments in

an educational institution. This significantly calls for collective leadership. Collective leadership is the relationship or state of a group of members who come together to work as a team with the same goals and objectives and changing the relationship of the group members. Sometimes there may be a relationship in leadership. But sometimes it may be necessary to change the relationship from a leader to a follower. Group members are equal and equal acknowledging the abilities and differences of individuals in the group. To accomplish tasks that are accomplished in accordance with the goals set by everyone in the team or group together. Following the basic principles means that school leaders may change relationships, taking on the roles as followers in certain situations. All of this will focus on the exchange of ideas, and building trust. Kellogg (2017) concerning concept collective leadership, which covers knowing the community, building a team, developing the individual, and making changes.

For these reasons, the researcher was interesting in studying collective leadership of school administrators under the Bangkok Primary Education Service Area Office, because Bangkok Primary Education Service Area Office is the top education in Thailand but it separate 3 clusters from 37 schools. And for gaining knowledge needed to successfully develop more efficient and effective educational leadership and to enhance the quality of learners and of educational institutions.

### **Research objectives**

The objectives of this research were to study the levels of collective leadership of school administrators under the Bangkok Primary Education Service Area Office, and to compare the levels of collective leadership, classified by the educational background, work experience, academic standings, and school clusters of the administrators.

### **Research methodology**

#### ***Population and Sample***

1. The population used in this research comprised 1,094 teachers from 37 educational institutions under the Bangkok Primary Education Service Area Office, in academic year 2021.

2. The sample population in this research comprised 285 civil service teachers who work for educational institutions under the Bangkok Primary Education Service Area Office, divided into 3 groups of schools, namely Tawarawadee Group, Rattanakosin Group, and Krungthongburi Group. The sample size was determined by the table of Cohen et al. (2011), with statistical significance of 0.05 using a stratified random sampling method of Suwatanpornkul (2018).

### ***Research instrument***

A questionnaire was designed to collect information from teachers about their opinions on collective leadership levels of school administrators. There were thirty-four statements with responses given on a 5-point Likert scale. The questionnaire consisted of two sections: general information, and items about the collective leadership of school administrators under the Bangkok Primary Education Service Area Office.

### **Data Collection and analysis**

1. A request was sent to the director of the Bangkok Primary Education Service Area Office through the faculty of education at Ramkhamhaeng University asking for assistance in collecting information from civil service teachers under the Bangkok Primary Education Service Area Office.

2. Between 17 and 21 January 2022, the researcher presented the Google Form questionnaire to the sample group, namely civil service teachers under the Bangkok Primary Education Service Area Office.

3. A total of 285 questionnaires, representing 100% were completed. The questionnaires were checked for completeness and accuracy, and then statistical analysis was carried out on the collected data. The mean score for the 5-point Likert scale responses to the thirty-four statements were the classified based on five criteria: 1.00-1.50 stand for lowest, 1.51-2.50 for low, 2.51-3.50 for moderate, 3.51-4.50 for high, and 4.51-5.00 for highest (Srisa-ard, 2017). Content analysis was used to analyze the qualitative data from the opened-ended questions.

### **Results**

The research results can be summarized as follows.

1. It was found that the collective leadership of school administrators, both overall and in each aspect was at a high level. The aspect with the highest mean was making changes, followed by individual development. The aspects with the lowest average scores were knowing the community or organization, and building a team.

2. It was also found that there was no perceived difference in opinions of teachers about the collective leadership of school administrators when the teacher respondents were classified based on educational background or working tenure. Collective leadership levels of school administrators with different academic standing and from different school groups, both overall and in each aspect, were found to be different at a significance level of 0.05

**Table 1** Mean and standard deviation of collective leadership scores of school administrators under the Bangkok Primary Educational Service Area Office, overall and by each aspect.

Collective leadership	$\bar{X}$	SD	Levels
1. Know Community or Organization	4.48	0.50	Good
2. Build a Team	4.48	0.48	Good
3. Develop the Individual	4.51	0.48	Excellent
4. Make Changes	4.52	0.49	Excellent
<b>Average</b>	<b>4.50</b>	<b>0.45</b>	<b>Good</b>

From table 1, it can be seen that collective leadership of school administrators under Bangkok Primary Educational Service Area Office, is at a high level. When considering each aspect, it was found that the aspect with the highest mean was making changes, followed by develop the individual while the aspects with the lowest means were building team and know community or organization.

**Table 2** Comparison of opinions of respondents, overall and in each aspect, about collective leadership of school administrators under the Bangkok Primary Educational Service Area Office, classified by education levels.

Collective leadership	Bachelor degree		Higher than bachelor degree		t	p
	$\bar{X}$	SD	$\bar{X}$	SD		
1. Know Community or Organization	4.50	0.45	4.44	0.55	1.090	0.277
2. Build a Team	4.49	0.43	4.47	0.54	0.432	0.666
3. Develop the Individual	4.51	0.43	4.52	0.54	-0.270	0.836
4. Make Changes	4.53	0.44	4.50	0.55	0.534	0.594
<b>Average</b>	<b>4.51</b>	<b>0.39</b>	<b>4.48</b>	<b>0.52</b>	<b>0.442</b>	<b>0.659</b>

As seen in Table 2, it was found that the opinions of civil service teachers with different educational backgrounds on collective leadership of the school administrators under the Bangkok Primary Educational Service Area Office, both overall and in each aspect, were not different.

**Table 3** Comparison of opinions of respondents, overall and in each aspect, about collective leadership of school administrators under the Bangkok Primary Educational Service Area Office, classified by tenure.

Collective leadership	Tenure			f	p
	$\bar{X}$ 5 years	$\bar{X}$ 5-10 years	$\bar{X}$ 10 years		
1. Know Community or Organization	4.45	4.45	4.55	1.064	0.347
2. Build a Team	4.48	4.43	4.57	2.113	0.123
3. Develop the Individual	4.51	4.46	4.61	2.280	0.104
4. Make Changes	4.54	4.47	4.59	1.478	0.230
<b>Average</b>	<b>4.50</b>	<b>4.45</b>	<b>4.58</b>	<b>1.986</b>	<b>0.139</b>

Table 3 summarizes the questionnaire results for civil service teachers with different tenures. There were no significant differences in the opinions on the level of collective leadership of the school administrators under the Bangkok Primary Educational Service Area Office, overall and each aspect.

**Table 4** Comparison of opinions of respondents, overall and in each aspect, about collective leadership of school administrators under Bangkok Metropolis Primary Educational Service Area Office, classified by positions.

Collective leadership	Position			f	p
	$\bar{X}$ Assistant teacher	$\bar{X}$ Teacher (Practitioner)	$\bar{X}$ Teacher (Professional level)		
1. Know Community or Organization	4.66	4.36	4.53	9.248*	0.000
2. Build a Team	4.65	4.36	4.55	10.004*	0.000
3. Develop the Individual	4.68	4.41	4.57	8.323*	0.000
4. Make Changes	4.66	4.42	4.60	7.266*	0.001
<b>Average</b>	<b>4.66</b>	<b>4.39</b>	<b>4.56</b>	<b>10.111*</b>	<b>0.000</b>

\* $P \leq 0.05$

From Table 4, it can be seen that there were difference in opinions on the level of collective leadership of the school administrators under Bangkok Primary Educational Service Area Office, both overall and for each aspect, at the 0.05 level of statistical significance. Therefore, Scheffe's Method was used to perform difference of pairs analysis of the means, Overall, it was found that professional level

teachers (K.2) and assistant teachers had difference opinions on the level of collective leadership of the school administrators, as compared to practitioner teachers (K.1).

**Table 5** Comparison of opinions of respondents, overall and in each aspect, about collective leadership of school administrators under Bangkok Metropolis Primary Educational Service Area Office, classified by school clusters.

Collective leadership	School group			f	p
	$\bar{X}$	$\bar{X}$	$\bar{X}$		
	Tawarawadee group	Rattanakosin group	Thonburi group		
1. Know Community or Organization	4.34	4.37	4.87	35.592*	0.000
2. Build a Team	4.38	4.35	4.85	32.151*	0.000
3. Develop the Individual	4.42	4.39	4.86	28.686*	0.000
4. Make Changes	4.43	4.39	4.89	30.031*	0.000
<b>Average</b>	<b>4.40</b>	<b>4.37</b>	<b>4.87</b>	<b>37.376*</b>	<b>0.000</b>

\*P ≤ 0.05

As shown in table 5, there were differences in opinions on the level of collective leadership of the school administrators under Bangkok Primary Educational Service Area Office, both overall and for each aspect, at the 0.05 levels of statistical significance. Therefore, Scheffe's Method was used to perform difference of pairs analysis of the means, Overall, it was found that teachers of Thonburi group had different opinions on the level of collective leadership of the school administrators teachers of Tawarawadee and Rattanakosin groups.

## Discussion

There were important results that were brought to discussion on collective leadership of the school administrators under Bangkok Primary Educational Service Area Office. They are as follows.

1. It was found that the opinion of civil service teachers on the level of collective leadership of school administrators under Bangkok Primary Educational Service Area Office, both overall and for each aspect, was at a high level. This may result strong collaboration between educational institute administrators personnel and other for institutes in providing new management methods and applying them to bring benefits for those educational institutions. There is a systematic work plan, to promote and strengthen the potential of collective leadership of personnel in educational institutions, allowing

personnel in educational institutions to work cooperatively, enabling teams to share generated data, while providing opportunities for parents and the community members to participate in the administration of educational institutions. As a result, civil service teachers have ranked at a high level collective leadership of the school administrators under Bangkok Primary Educational Service Area Office, overall and in each aspect. This is consistent with the research result of Phuchin (2016) who studied collective leadership of learning matter group page in expanding educational opportunities at schools under the Kamphaeng Phet Primary Educational Service Area Office, Area 1. The study results revealed that opinions about the collective leadership of learning content groups in schools that expanded educational opportunities under the Kamphaeng Phet Primary Educational Service Area Office, Area 1, overall, were at a high level. Also, this is consistent with research of Saksiriphaporn (2016), who studied collective leadership of the Basic Education Commission under the Office of Secondary Education Service Area, Area 38, Sukhothai Province. The results of that study showed that collective leadership of the Basic Education Commission under the Office of Secondary Education Service Area, Area 38, Sukhothai Province, overall, was at a high level.

2. The comparison of the results on the level of collective leadership of the school administrators under Bangkok Primary Educational Service Area Office, classified by educational background, work experience, positions and school groups are as follows.

2.1 Civil service teachers with different educational backgrounds have opinions on level of collective leadership of the school administrators under Bangkok Primary Educational Service Area Office, overall and for each aspect, which are not significantly different. This may be because school administrators could create equality, familiarity, trust, and support for school personnel to be ready for changes and adhere to principles of equality and equity. All personnel have the opportunity to jointly solve problems and make decisions together, and opportunities are given for personnel to show their abilities to their fullest potential. It may also be due to praises and encouragement given to people when they are able to initiate work development with new methods and ideas. This is consistent with the research of Sangchanda (2018) who studied on leadership according to Buddhist principles practiced by educational institute administrators of centers for promotion of educational efficiency, in Mueang District, Office of Roi Et Elementary Education Area 1. The research results showed that the opinions of civil service teachers with different educational backgrounds on leadership in accordance with Buddhist principles practiced by educational institute administrators of center for promotion of educational efficiency, in Mueang District, Office of Roi Et Elementary Education Area 1 were not significantly different. Moreover the research of Srikram (2019), who studied on leadership of school administrators under the

Office of Secondary Education Service Area 32 found that there was no significant difference in opinions of civil service teachers with different educational backgrounds about leadership over leadership of the school administrators under Office of Secondary Education Service Area 32.

2.2 There was no significant different in the opinions of civil service teachers with different tenures regarding the level of collective leadership of school administrators under Bangkok Primary Educational Service Area Office, in each aspect. This may be because educational institute administrators have transferred new knowledge and work experiences with personnel in educational institutions. There is a systematic work plan, and good working relationships with all organizations and sectors, in addition to exchanging information and solving problems together. This is consistent with research of Bamrunghakdi (2020) who studied leadership in information technology among school administrators and the effectiveness of schools under local administrative organizations, in Sakon Nakhon Province. The results showed that there were no significant differences in the opinions of civil service teachers with different tenure about information technology leadership of school administrators and effectiveness of schools under the Sakon Nakhon Provincial Local Administrative Organization. This is also in line with the research of Jirapornpanich (2020), who studied the learning leadership of elementary school administrators in the digital era based on the opinions of teachers in Pak Kret District, Nonthaburi Province. The research results showed that there were no significant differences between the opinions of civil service teachers with different tenures with respect to learning leadership of elementary school administrators in the digital era in Pak Kret District, Nonthaburi.

2.3 Civil service teachers in different positions have different opinions on the level of collective leadership of the school administrators under Bangkok Primary Educational Service Area Office, both overall and in each aspect. This may be because school administrators create equality, familiarity, trust, and support for school personnel to have their own leadership development, and create a systematic work plans aiming to develop competency that responds to goals and in line with the vision of the school. There is a transfer of new knowledge to personnel in educational institutions who are encouraged to actively engage in their work. As a result, civil service teachers have different opinions on the level of leadership, which are statistically different at the significance level of 0.05, which is consistent with the research of Sansamak (2019), who studied transformational leadership of school administrators in the 4.0 era under the Office of Secondary Education Service Area 29. The research results showed that opinions on transformational leadership of school administrators in the 4.0 era under the Office of Secondary Education Service Area 29 were statistically different at a significance level of 0.01. The findings are also consistent with the research of Suwannarong (2021), who studied

opinions about effective leadership of administrators in Phrapariyattidhamma Schools, Department of General Studies, Group 8, under the National Office of Buddhism, which were statistically significant at the level of 0.01.

2.4 Civil service teachers from different school groups have different opinions on the collective leadership of the administrators of the educational institutes under Bangkok Primary Education Service Area Office, overall and in each aspect, at the 0.05 level of statistical significance. This may be, because administrators are educated to understand the condition of the community context, as well as customs, traditions and culture of community and society surrounding the school. So they could provide opportunities for parents and communities to participate in school administration. Educational institutions participate in community activities, and encourage various activities in educational institutes. All personnel work together to achieve objectives, school personnel accept and are willing to abide by the rules and regulations set together by themselves and the administrator. Educational institutions could find advantages, outstanding, characteristics, talents, special abilities and strengths of all personnel. So they can set involved in consultation meetings and brainstorming with working groups in order to improve the operation of educational institutions. Furthermore, these institutions promote self-esteem, and encourage personnel in educational institutions to accept and participate in changes. There is clarity in the practice guidelines at both individual and team levels, providing directions for all departments. Despite all this, civil service teachers form different school groups have different opinions on the level of collective leadership of the school administrators under Bangkok Primary Education Service Area Office, both overall and for each aspect, such as knowing the community or organization, building team, developing the individual or making changes. The difference was statistically significant at the level of 0.05, which is consistent with the research of Chantra (2020), who studied academic leadership of basic educational institution administrators in Nakhon Phanom province. The study results showed that civil service teachers in schools under the office of the basic education commission in Nakhon Phanom province, had different opinions on academic leadership of administrators of basic education schools in Nakhon Phanom province. The differences were statistically significant level of 0.05 being consistent with research of Thongketkao (2020), who studied leadership and school atmosphere. In view points of administrators and teachers under Saraburi Primary Educational Service Area Office.

### **For Further Research**

There should be a study of problems, development guidelines and collective leadership models of school administrators in order to create and develop a higher quality and more efficient system of

working together. Moreover, there should be a study of the factors affecting promotion of collective leadership of school administrators. In addition, there should be an exploration on a model of collective leadership of school administrators benefitting the current situations.

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