Examining existing ideas about sustainable leadership of private school science principals

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ABSTRACT. The objectives of this research were to examine existing ideas about sustainable leadership of private school science principals in jurisdiction of Khon Kaen Provincial Education Office. The quantitative data of population were the private school principals and teachers working in private schools under jurisdiction of Khon Kaen Provincial Education Office from 127 principals, 2,425 school teachers, total of 2552 persons. The samples were 92 school principals selected by Purposive Sampling, and 331 teachers selected by Simple Random Sampling. The research instruments included 5 Level Rating Scale, the content validity was 0.84, and the Reliability of total issue was 0.96. Data were analyzed by using the computer program to calculate the frequency, percentage, and standard deviation. The research findings found that the sustainable leadership of private school administrators under jurisdiction of Khon Kaen Provincial Education Office, in all, was at “High” level. The mean values were ranked in order from high to low as follows: 1 (the in-depth body of knowledge, 2 (the steadfast standpoint and far reaching stretch, 3 (the comprehensiveness and balance, 4 (the construction of cooperative network and 5 (the various techniques for success and goal achievement. The study may have implications for professional development of administrators’ sustainable leadership in private school science.

Key words :Existing ideas, Sustainable Leadership, Private School Principals

1. Introduction

Hargreaves and Fink recognize that the key forces influencing change and continuity in the long term are leadership, leadership sustainability and leadership succession. They also note the urgent need to rethink the constant drives in educational policy and practice—the obsession with reaching higher and higher standards—without regard to social justice. The authors take the position that to solve problems effectively and ensure meaningful changes, good leaders need to pursue and model sustainable leadership, and identify and define what matters. Across the pages of the book, there are interesting insights, which will be useful for reflective practitioners. The book provides a core vocabulary for leaders to talk and debate further about change and the authors offer this Last Word as conclusion:

... Sustainable educational leaders promote and practice sustaining learning. Sustainable leaders sustain others as they pursue this cause together. Sustainable leaders also sustain themselves, attending to their own renewal and not sacrificing themselves too much as they serve their community. Sustainable leaders stay the course, stay together, stay around and stay alive...Sustainability is the first and final challenge of leadership. (p. 272)

The private educational institutions, the educational organizations under jurisdiction of Office of Private Education Commission (OPEC), were implemented under National Education Act 1999, and Revised Issue (the Second Issue) 2002, and the Third Issue 2010. Since then, the private educational institution was a part of Thai Educational System throughout the time, and took part in national educational management for a long period of time. In addition, it played an important role in helping shouldering the national burden and responsibility in public sector. Therefore, the role of private educational institutions in Thailand, the private...
educational institutions could not ignore resist the educational changing trend. On the contrary, they had to be aware of the significance of those changes for educational institutes including: the high competition among private schools as well as public schools. It was necessary for private schools to include leadership for administrators so that the schools would be effective and sustainable although there were many changes that have an impact on. (Boonrod Leau-ngam, 2017)[6]

It was to be based on the administrators’ leadership, the school development, the educational quality development, and student development so that the quality would reach standard at universal level. The problems of private schools were: the private schools had to invest by themselves. Consequently, they had to be careful in developing their own schools in order to be survival and, to be secure, sustainable, and recognized by the parents. Since there were a lot of students each year, the sustainable leadership of school administrators were necessary for secure and confident administration in order to have secure administration, sustainable and sound immunity, confidence, and be ready to face with changing in time, policy, law, politics and government, society, economic, environment, and globalization trend. As a result, the private schools had to run their business continuously and effectively, and be recognized by society. (Kingkaew Sri-la-sri-kul-rat, 2015)[8]

A variety of academics concluded that the leadership was an important ingredient in promoting the efficiency of schools. Likewise in Thai society, the educational crisis was cased by lack of effective leadership. Since the administrators often played their role as the administrators rather than leaders. They focused on their routine work to be successful in time without considering the future goal and direction. They had no interest in bringing new innovation to be used in organization. They didn’t improve their working technique since they always cling to traditional one. The sustainable leadership was interested by various organizations around the world. Because every leader had the same goal that they would administer for successful organization according to the organizational objective. More important thing was the technique how the organization would be successful sustainably and securely throughout the time, even to work under the new administrators. (Ti-wa-kan Sri-sa-wad, 2015)[9]

Realizing the significances of the problems slaked above, the researcher team working in the private schools in Khon Kaen Province, were interested in studying the sustainable leadership of private school administrators, under jurisdiction of Khon Kaen Provincial Education Office so that the utility from this research study would be applied for determining policy into practice, and guiding direction of school development.

2. Objectives
1. To study the sustainable leadership of private school principals, under jurisdiction of Khon Kaen Provincial Education Office.

3. The Related Theoretical Approach and Research Literature
According to the approach of Brent Davies,2012[2] in textbook called “Developing sustainable leadership,” the foundation factors of leadership were presented: the administrators had to have self-development for obtaining their leadership by focusing on the Outcome instead of Output. They had to integrate the working balance among mission, goal, short term plan (Annual Action Plan), and Long Term Plan to be harmonious. The working process should be emphasized instead of planning. In addition, how to make their organizational staffs to have trust, belief, faith, was the focus of the leadership. It was necessary to possess personal humility humbleness, courage, sincerity, strategies timing and detachment, building rapacity and Creating involvment, developing strategic measure for continuously success organization.

According to research study of Ti-wa-kan Sr—sa-wad (2015)[9] in “Sustainable Leadership of School Administrators under The Office of Secondary Educational Service Area 19,” the findings found that the sustainable leadership of school administrators, in rarl, was at “High” level. The values were ranked in order from high to low as follows: 1) the development of organizational working culture, 2) the mission and commitment in promoting the community and society, 3) the in-depth body of knowledge, 4) the various techniques for success, 5) the innovation, 6) the cooperative network development, respectively. The guidelines for developing the sustainable leadership of school administrators included: 1) the school administrators should have sharing experience, develop clear goal of network, 2) the school administrators should analyze the situation for improving the suitable and relevant services for current changes, 3) the school administrators had to use their competency and skill in communication, providing supplementary budgets suitable, 4) the school administrators had to create the counseling and coaching system in schools, and really putting into practice until they became their organizational culture, 5) the public relation should be provided
for community to know and understand so that there would be cooperation in enhancing the academic performance, and 6) the teachers should be encouraged to have continual self-development by furthering their studying or being on promotion of academic standing, providing sharing platform or stage among school staffs, and collaboration with various outside organizations as learning source for the staffs.

According to the above related approaches and research literatures, the significance of guidelines for developing the private school administration, under jurisdiction of Khon Kaen Provincial Education Office, could be viewed as useful in improving, and developing the efficiency in work administration of private schools to meet the standard, quality required and to reach school goal accordingly.

4. Research Methodology

This research was Mixed Methods Research.

4.1 Population and Samples

1. The population of this research consisted of 127 school principals and 2,425 teachers, total of 2,552 persons.

2. The samples of this study consisted of the school principals selected by Purposive Sampling. The key informants included: 1) 92 school principals selected by Simple Random Sampling, and 2) 331 teachers selected by Simple Random Sampling.

4.2 The instruments using in this study

The quantitative data were collected by using the questionnaire with 3 Parts. Part 1, the questionnaire asking the respondents’ demographic data, was the Checklist. Part 2, the questionnaire asking the sustainable leadership of private school administrators, under jurisdiction of Khon Kaen Provincial Education Office, was 5 Level Rating Scale. Part 3, the recommendations of guidelines for sustainable leadership of school administrators, under jurisdiction of The Office of Khon Kaen Provincial Education Office, was the open-ended questionnaire.

4.3 Data Analysis

The computer program was used for data analysis by analyzing the following statistics: 1) the respondents’ demographic data were analyzed by using the frequency and percentage, 2) the data of sustainable leadership of private school administrators under jurisdiction of Khon Kaen Provincial Education Office, was the Checklist, analyzed by using the mean and standard deviation, and 3) the content was analyzed from recommendations in order to determine guidelines for developing the sustainable leadership.

5. Research findings

1. The sustainable leadership of private school principals, under jurisdiction of Khon Kaen Provincial Education Office, was shown in Table 1.

Table 1. The sustainable leadership of private school principals

| Number | Sustainable Leadership of Private School Administrator connectivity | Mean | Standard Deviation | Interpretation |
|--------|---------------------------------------------------------------|------|--------------------|---------------|
| 1.     | Development of Connectivity and Supportive Network           | 4.22 | .74                | High          |
| 2.     | breadth, comprehensiveness and Balance                       | 4.25 | .64                | High          |
| 3.     | In-depth Body of Knowledge                                   | 4.44 | .70                | High          |
| 4.     | Steadfast standpoint and far reaching stretch                | 4.38 | .68                | High          |
| 5.     | Variety of Technique for Success and Overall Goal            | 4.15 | .75                | High          |
|        | Overall                                                      | 4.29 | .70                | High          |

According to the number respondents of questionnaires, there were 120 school principals (89.13%), 331 teachers (100%), their work experiences were less than 5 years (10.43%), more than 5 years but less than 10 years (37.45%), more than 10 years but less than 20 years (43.24%), more than 20 years (8.88%).

According to Table 1, found that the sustainable leadership of private school principals, under jurisdiction of Khon Kaen Provincial Education Office, in overall, was in “High” level μ = 4.29. Considering each aspect, found that every aspect was in “High” level. The mean values were ranked in order from high to low as follows: 1) the intensive body of knowledge (X̅ = 4.44), 2) The steadfast standpoint and for reaching stretch (X̅ = 4.38), 3) the breadth, comprehensiveness and balance (X̅ = 4.25), 4) the creation of cooperative and supportive network (X̅ = 4.22), and 5) the various techniques for success and goal (X̅ = 4.15).
6. Conclusion and Discussions

According to research study, found that the sustainable leadership of private school administrators under jurisdiction of Khon Kaen Provincial Office, in fall, was at “High” level. It was indicated that Khon Kaen Provincial Office recognized the significance of school administrators who needed to be competent in developing the cooperative climate, conducive working climate providing an opportunity for organizational staffs to express their viewpoint freely. They recognize the significance of flexibility. It was supported by the experts’ viewpoints during Focus Group Discussion. It was also relevant to viewpoint of Abdul Ka-lam (2012)[1] that the administrators had to have leadership and be able to adjust themselves, collaborate with, and connect with boundless association. They should develop firm standpoint and far stepping with extensiveness, covering, and completeness. They should create good relationship with their colleagues, understand the other persons, be able to communicate efficiently. They should have creative thinking as well as competency in managing the changes. They had to build relation network in both of personal and workplace for increasing the fluency and flexibility in collaborative work in both of inside and outside the schools. They should search for various technique in order to accomplishing the goal. Considering each aspect, found that the highest level of mean value was in the in-depth body of knowledge. It might be due to current private school administrators tried to search for body of knowledge throughout the time in order to gain self-development as professional administrators. It was supported by viewpoint of Tee-ra Roon-cha-reen, 2013[7] that the necessity of professional administrators was owing to various problems in school management during the present time. The outcome of educational management had no quality. In addition, the law specified that the school management had to be of high professional school as well as professional standard. The aspect with second order of mean value, was the steadfast standpoint and for reaching stretch, and readiness for lasting stance. It was supported by viewpoint of Brent Davies (2012)[2] that the Lencth or sustainability, persistence, and for reaching stretch, would emphasize on well constructed foundation, not be unwarming or shaker easily. It consisted of clear steadfast standpoint and far reaching stretch being great or powerful alway. The third order of mean value was the breadth, comprehensiveness and balance by being the persons who had good relationship with different work units related in every aspect. It was supported by viewpoint not be unwarming or shaker easily. of Gayle,c. Avery (2014)[4] that the sustainable leaders had to obtain the following characteristics: 1) the continuous staff development, 2) the good relationship with both of the members and subordinates, 3) the long period of staff maintenance, 4) the value for staffs, 5) the administrators with leadership, 6) the moral and work practice, 7) the shared decision making, 8) the listening to every level of colleagues, 9) the

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