Suggested guidelines for developing sustainable leadership of private science school principals

Pha Agsonsua 1, Ekkarad Kositpimanwech 2,*, Chokchai Yuenyong3
1North Eastern University, Khon Kaen, Thailand
2Eksuksa School, Khon Kaen, Thailand
3Khon Kaen University, Khon Kaen, Thailand
*Corresponding author email :ekkarad2552@gmail.com

ABSTRACT. The research aimed to study the guidelines for developing the sustainable leadership of private school principals, under jurisdiction of Khon Kaen Provincial Education Office. The participant included Ten experts for focus group discussion selected by Purposive Sampling including the Lecturers teaching Leadership Course in the university, the Provincial Education Office administrators, the school director, the expert, and the academic receiving doctoral degree in Educational Administration. Methodology regarded qualitative paradigm. The guidelines of developing the sustainable leadership of private school principals were interpreted through Focus Group Discussion from the experts selected by Purposive Sampling. Data were analyzed by using the Content Analysis based on conceptual framework and other issues being studied, and concluded into main issues. The findings revealed that the guidelines for developing the sustainable leadership of private school principals, under jurisdiction of Khon Kaen Provincial Education Office were provided into 9 categories. These included 1) outcome based oriented, 2) strategic administration, 3) the process based oriented (instead of planning), 4) Ethical and moral based administration, 5) professional administrators, 6) strategic abandonment or detachment, 7) cooperative development potentiality, 8) strategies measure for continual success, 9) building up sustainability. The paper will discuss about these guidelines. The paper may have implications for developing professional development of sustainable leadership in Thailand.

Key words: Guidelines, Administration, Sustainable Leadership, Private School Principals

1. Introduction

There is a growing body of evidence that school leadership has the greatest impact on teachers in the classroom and is the key factor for successful achievement of a school’s organizational goals (Barber et al. 2010; Day et al. 2010). This is because leadership is a process of convincing others to follow the leader to act and achieve the goal envisioned by the leader (Samranijit et al. 2016). To be an effective leader, a school principal must influence his teachers in a positive way to achieve the goals of the organization (Hall et al. 2015). Since teacher quality is the most important factor related to student achievement (Barber et al. 2010), the extent to which school leaders are successful in driving teachers’ professional development is another major measure of their success as leaders. There is no single, all-embracing theory of educational leadership. This reflects the fact that school leaders have adopted different leadership styles to match the astonishing diversity of educational institutions, ranging from small, rural primary schools to extralarge secondary schools, across the widely different national contexts in Thailand (Sirisooksilp et al. 2015). This is also related to the varied nature of the problems encountered in schools, requiring different approaches and solutions. As a result, several perspectives may be valid simultaneously (Bush 2011). There are broad compilations of the main theories of educational leadership based on systematic review of literature and research (Bush 2011).

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
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
To study guidelines for developing 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,201[2]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 capicity and Creating involvement, 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 ral, 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 cooperative 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.
Methodology regarded qualitative paradigm. The guidelines of developing the sustainable leadership of private school principals were interpreted through Focus Group Discussion.

4.1 Participants included ten experts for focus group discussion selected by Purposive Sampling including the Lecturers teaching Leadership Course in the university, the Provincial Education Office administrators, the school director, the expert, and the academic receiving doctoral degree in Educational Administration.

4.2 The instruments using in this study

The qualitative data were collected by using purposive Focus Group Discussion. The key informants were 10 experts selected by Purposive Sampling. The instrument of Focus Group Discussion Record.

4.3 Data Analysis

Data from Focus Group Discussion were analyzed by using the Content Analysis based on conceptual framework and other issues being found. The main issues were concluded.

5. Research findings

The guidelines for developing the sustainable leadership of private school principals, under jurisdiction of Khon Kaen Provincial Education Office, were as follows:

5.1 Outcome-oriented

1) The work practice was emphasized on in economic, spirit, and soul aspects, 2) the stakeholders had trust and confidence and faith, 3) the work implementation focused on sustainability and security, 4) the creative and valuable common benefit of schools were focused on, 5) the academic leaders in developing the schools up to universal standard, and 6) the quality, value, knowledge, wisdom, and profound attitude were emphasized, on.

5.2 Strategic Administration

1) The annual action plan was established to be relevant to the School Development Plan to serve for National Education Act, 2) the Strength, Weakness, Opportunity, and Threat (SWOT), were analyzed from both of inside and outside for determining the appropriate development strategy, 3) the new works were regularly initiated, and being Trice creative leaders in every aspect, 4) the progressive and for advanced school administration was performed, 5) the new approaches for development to outperform the trading competitors, and new and original strategic technique always, 6) the school administrators could think out of the box, be courageous to think and do new things, and esashif new values and beliefs creatively, and 7) the intelligent administrative strategies, improved and modified change appropriately.

5.3 Process-oriented instead of Planning

1) The process and valuable activity were emphasized instead of just planning oriented, 2) the participative collaboration in promoting success, advancement, and pride were developed, 3) the consultation was performed in order to propel the process to accomplish goal, 4) the PDCA quality cycle was used for the best benefit, and 5) the cooperation to have consensus and understanding were developed for problem solving.

5.4 The Ethical and moral-based Administration

1) The administrators played their role as good examples with principle in behaving themselves, 2) they had awareness of principle in behaving themselves, 3) they practice good governance and used their wisdom in leading life, 4) they believed in moderate practice or middle way, and were ready to accept change throwing what someone was up to in both of the globalization trend as well as present occurrence, 5) the encouragement for persistence and competency in administering with reasonableness, and 6) the justice as well as carefulness in decision making.

5.5 The Professional Administrators

1) They should promote the staff development to meet professional standard with service-mindedness, 2) they have Professional Will including to be persistent, earnest, and conscientious, 3) they are persistent in dedicating their performance to be successful, secure, and sustainable for schools, 4) they develop their staffs’ potentiality for developing as well as transcending and promoting their competency for future generation, 5) they preferred to improve or behave themselves without blaming the others or outside factors, and 6) they honored and gave credit to others rather than themselves.

5.6 Detachment or strategic abandonment

1) The administrators had to know time and place to have detachment or leave their position, 2) they plan the strategy for developing future leaders or administrators for inheriting, 3) they are ok sincerity and justice in assigning their work transparently, 4) they provide opportunity for the other persons to work nobly, and 5) they should not be grudge in their position by offering opportunity for the others.

5.7 Development of Participative Potentiality

The stakeholders had unity, and everyone participate in their work creatively, 2) they recognized and honored with each other, they paid respect to each other, respected in seniority and were trustworthy, 3) they participated in cooperation in order to search for the best alternative in school development, 4) they collaborated in thinking, doing, listening to their co-workers’ opinion and accepting their co-workers’ competency for the highest successful development of their schools.
and they shared their viewpoint in seeing their success, adjusted their thought with their colleagues, and were the part of friendly team workers.

5.8 The Measurement and Evaluation of Work Performance

They focus on intensive and extensive measurement covering every dimension, 2) they supervise and follow up their staffs’ performance, 3) they encourage their colleagues to analyze the rising problems in their work for developing the better alternatives in their group, 4) they compare their work performance with the criterion for indicating their work success, 5) they evaluate their strategies periodically so that in case of obstacles, they would be able to solve the problems in time, and 6) they use their evaluative findings to be guidelines for developing the modern strategies which would lead to more efficient school development.

5.9 The Development of Sustainability and Security in Organization

1) They had to create cooperative and sustainable culture for success, 2) they enhance, fulfill, and transfer regularly and continuously, 3) they develop the team leaders by not waiting for being dependent on the administrators only, 4) They are administrators with great and vision they were transformational leaders, 5) they are flexible to propriety as well as sustainable and secure situation recued. They were of great spirit in persisting, stretching far wide with comprehensiveness and balance.

6. Discussions

The Guidelines for Developing Sustainable Leadership of Private School Administrators, under jurisdiction of Khon Kaen Provincial Office, were as follows:

According to content analysis in recommendations and experts’ focus group discussion, there were following guidelines for developing the sustainable leadership: 1) the Outcome-oriented, 2) the Strategic Administration and Management, 3) the Process-oriented instead of Planning, 4) the Ethical and moral baud Administration and Management, 5) the Professional Administrators, 6) the Detachment, 7) the Participatory Development of potentiality 8) the Measurement and Evaluation of Work Performance, 9) the Development of Sustainability and Security in Organization. It was supported by viewpoint of Brent Davies (2012)[2] that there were 9 factors of sustainable leadership including: 1) the Outcome-oriented instead of Product, 2) the short term and long term Integrated Plan for developing the balance of goal, 3) the Process-oriented instead of Planning-oriented, 4) the passion and Faithfulness, 5) the personal Humility and professional will, 6) the the strategic Timing and abandonment as detachment 7) the development of Potentiality, 8) Developing strategic measures of success, and 9) Building in sustainability. It was supported by viewpoint of John P. Kotter (2016) in transformational leadership which included the following factors: 1) the Participation and Recognition by persons in environmental context, 2) the Comprehension and Knowing of the standpoint of organization, and Reasonableness, 3) the Knowing of Goal to be accomplished, and What to be measured for persons to know and to reach the goal, 4) the Outcome-oriented, how to lead the organization to accomplish its goal or objective, 5) the Planning for goal accomplishment, and 6) the Provision for an Opportunity for organizational staffs to express their opinion or viewpoint.

7. Conclusions and Recommendations

7.1 Recommendations for The Application of Findings

7.1.1 The school administrators should develop the cooperative network with various high competent organizations such as higher educational institutions and other institutions.

7.1.2 The school administrators should develop the innovation in both of process and of structure in order to improve the service system in school to be more convenient and time saving.

7.1.3 The school administrators should provide opportunity for community to participat more by reducing the steps and regulations in work process, promoting the flexibility so that the community would process sufficient resources in educational management.

7.1.4 The school administrators should create the counseling and coaching system systematically, and be committed in actual practice in schools.

7.1.5 The school administrators should develop the cooperation with community in conducting research and academic product for the public.

7.1.6 The school administrators should create new instructional innovation for society.

7.2. Recommendations for further research

7.2.1 The qualitative research as case study in sustainable leadership of successful school administrators who had made great performance and were recognized by community as well as society, and could develop their school effectively and successfully.

7.2.2 The study of variables of sustainable leadership of school administrators in other factors which were not considered yet such as, toughness, justice, should be studied so that the study of sustainable leadership would be more comprehensive, and also of wide variety.
References

[1] Abdil Kalam. (2012). *Creative leadership in the global knowledge economy*. Retrieved January 2, 2015 From http://www.india.jbs.cam.ac.uk/new/events/2009/09063_abdul_kalam.htm.

[2] Brent Davies. (2012). *Developing Sustainable Leadership*. London: ECIY JSP.

[3] Fullan, M. (2013). *The six Secrets of Change*. New York: John wiley & cons

[4] Gayle, C.A. (2014). Leadership for Sustainable Future. Massacchusetts. Edward Elgar Publishing.

[5] John P. Kotter. (2016). *Model Planning for Higher Education*. Journal of Higher Education, 52, 470-489.

[6] Leau-ngam, Boon-rod. (2017). *Strategy of Private School Administration based on Effective Sufficiency Economy Philosophy*, under The Office of Nongkai Primary Educational Service Area 1. Doctor of Philosophy Dissertation in Educational Administration, Faculty of Education, North Eastern University.

[7] Roon-cha-roen, Tee-ra. (2013). *Professional in Educational Administration and Management during The Educational Reform*. Bangkok: L.P. Press Co. Ltd.

[8] Sri-la—li-kul-rat, Kingkaew. (2015). *Strategic Leadership*. Searching on the 19th November 2015 From http://gotoknow.org/blog/kingkaew_aems/206245.

[9] Sri-sa-wad, Ti-wa-kan. (2015). *Sustainable Leadership of School Administrators under The Office of The Secondary Educational Service Area 19*. Doctor of Philosophy Dissertation in Educational Administration, Khon Kaen University.