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CREATIVE LEADERSHIP THAT AFFECTS EFFECTIVENESS IN EDUCATIONAL INSTITUTION ADMINISTRATION

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Abstract

This article wants to present about creative leadership that affects the effectiveness of educational institution administration. The objective of studying creative leadership that affects the effectiveness of educational institution administration. Educational institution administrators must have knowledge Ability to manage education effectively Adapt to every situation and be able to apply innovations so that academic achievement and the quality of the educational institution meet the goals. Efficiently Including flexibility in thinking and making decisions. Have creative ideas in Cooperate, work together, coordinate, connect different parts together in a balanced way. This academic article has collected information from Academic documents, books, and academic articles Through the search, it was found that creative leadership that affects effectiveness in educational institution administration has two main topics: 1) creative leadership 2) effectiveness in educational institution administration.

Keywords: Creative Leadership, Effectiveness School Administrations.

Introduction

Educational institutions are entities responsible for managing education, with a primary mission focused on reforming learning to develop every learner into a well-rounded human being, possessing knowledge alongside virtuous qualities, and living harmoniously with others. Consequently, the enhancement of educational quality is essential for institutions to provide education in alignment with the mission stipulated by the National Education Act B.E. 2542 (1999) and its subsequent amendments (Second Amendment B.E. 2545 (2002), Third Amendment B.E. 2553 (2010), and Fourth Amendment B.E. 2562 (2019)). Section 4 of the Act states that education is a process of learning for personal and social development through the transmission of knowledge, training, cultural preservation, and the advancement of academic progress. It involves creating knowledge that emerges from establishing an environment as a learning society and supporting individuals in lifelong learning. The National Education Act places particular emphasis on academic work, especially concerning the teaching and learning processes, aiming for learners to possess the characteristics of being good individuals with academic knowledge. However, academic issues remain significant challenges for educational institutions, particularly at the basic education level (Office of the Education Council, 2017: 4-9).

The management of education to achieve the objectives of educational agencies and institutions according to the Education Act requires several factors for successful implementation within educational institutions. One such factor is the administrators' knowledge, skills, and leadership abilities, which are particularly important in unifying the organization to work towards its set goals. Leadership acts as a crucial tool for administrators and professional leaders, enabling them to exert influence and authority over others. The key indicator of a professional manager's leadership is the achievement and efficiency of their

work. Leadership, therefore, serves as a measure of work outcomes and efficiency. It is a process of creating and developing working relationships within the organization, fostering motivation, and utilizing interpersonal relationships to enhance communication. This helps in building a conducive organizational atmosphere to promote growth and development, as humans are a vital factor in driving the organization forward. Leaders emerge from organizational practices and are therefore closely related to knowledge, understanding of objectives, and decision-making to support and enhance the quality of education.

The leadership of educational administrators is a process that demonstrates knowledge, capability, expertise, genius, and special skills in educational management effectively. It involves flexibility to adapt to any situation, applying innovations, and focusing on learning outcomes and student quality as the main goals. It is an influence or process of leading efficiently, with flexibility and special ability in systematic thinking and decision-making. It involves creative thinking, daring to challenge in collaboration, coordinating and connecting various parts in a balanced manner to manage change. Additionally, educational administrators must have creative leadership, which is the ability to motivate, coordinate, and lead others with vision, imagination, and flexibility through new and challenging methods, using factors such as:

- 1) An open environment with trust, allowing freedom of thought and supporting new ideas.
- 2) Internal motivation through desire, hope, ambition, perseverance, and dedication to become successful.
- 3) In-depth knowledge and dedication with broad and deep knowledge and skills, which result in intelligent, systematic problem-solving approaches. (Kittikarn Patipan, 2013: 30-31)

Performance efficiency is characterized by competencies that are fundamental attributes of individuals, which relate to effective performance or meeting standards, or having outstanding achievements in work or certain situations. Teachers and Personnel's Competency refers to behaviors arising from the integration of a person's knowledge, skills, character, attitude, and motivation, which contribute to outstanding success in fulfilling their roles and responsibilities. The Office of the Basic Education Commission has developed two types of competencies: Core Competency and Functional Competency. Core Competency is a shared competency that all teachers and educational personnel must possess, as it is the fundamental competency that ensures successful performance. (Office of the Basic Education Commission, 2010: 26)

The extent to which a teacher possesses competence is significantly influenced by the school administrators, who are considered a key factor in achieving such outcomes. School administrators, therefore, need to have leadership qualities, particularly creative leadership, which impacts the behavior and performance of teachers, instructors, and staff within the school. This is directly related to the development of learners to meet the educational goals aimed at enhancing the quality of Thai people at all levels and sectors (Krongthip Nakwiches, 2008: 9-18). Successful execution of duties results in teachers improving their teaching management skills and techniques for assisting students, enabling them to apply the acquired knowledge to solve current problems and positively impact the creation of a professional culture at the school level. This leads to increased collaboration, a sense of ownership, innovation development, and leadership among teachers (Pasin Tangjuang, 2011: 34). Therefore, teachers must have core competencies that compel effective performance and significantly affect learners, including:

- 1) Achievement orientation in work performance
- 2) Quality service

3) Self-development

4) Teamwork

5) Ethics and professional ethics of teachers to ensure organizational and learner effectiveness suitable for the situation (Pittaya Auanlan, 2019: 80). Thus, the role of a good administrator involves planning and looking towards the future organizational goals, managing processes by utilizing personnel to drive the organization's operations, ensuring staff perform according to their roles and capabilities, and using management skills to maximize value and benefit to the organization.

Effective educational administration to achieve goals requires not only knowledge and principles but also the practical application of theories suited to the situation and environment. Additionally, it is essential for educational administration to have resources as fundamental management factors, considering resources as a crucial factor aligned with the individual's concept, as mentioned.

Somyos Nawaikan (2007: 23) stated that management factors are the processes of planning, organizing, directing, and controlling the efforts of the organization's members and utilizing other resources to achieve the predetermined objectives of the organization.

Somkid Bangmo (2008: 63) stated that management or administration of various operations requires resources as a fundamental factor. The key factors of management consist of four elements: Man, Money, Material, and Method. These four management factors are essential because the efficiency and effectiveness of management depend on the completeness and quality of these factors.

Praphapan Rakliang (2013: 13) stated that input factors or management resources are resources prepared for operations, including people or human resources, money, budget, materials and equipment, and management techniques.

In summary, the management of educational institutions in the present era requires complete and quality resources as factors for successful administration and achieving objectives. There are seven key factors: Man, Money, Materials, Management, Machine, Market, and Morale. These management factors are resources; generally, lacking any one of them can lead to ineffective operations and failure to achieve success. They must be used efficiently and effectively. The fundamental factors include people, money, materials, and management, which facilitate and support individuals within the organization to ensure smooth operation, achieve objectives, and maximize benefits.

Leadership is a characteristic of leaders who possess knowledge, skills, personality, and social behavior. They use innovative thinking to solve problems and create an environment conducive to creative thinking, which leads the organization to success. Creative leadership is the process of fostering leadership where creative thinking is novel and different from the norm. It is the ability to perceive relationships among various elements around oneself to facilitate learning through new, creative, and quality methods. The term "Creative Leadership" is translated from English, and it has been defined by various individuals as follows:

Adair (2007, cited in Kittikan Patiphan, 2012: 35) stated that creative leadership refers to the stimulation, promotion, and guidance of new processes systematically with new methods in a systematic manner.

Danner (2008: 155) stated that creative leadership refers to leaders who use flexibility and have trust in overall methods and processes. It is also related to supporting collaborative work and encouraging creativity from one person to another.

Kritsapon Amranan (2016: 42) defines creative leadership as the ability to motivate or lead others with vision, encouraging and supporting experimentation within the organization. This enables personnel to think outside the box, be bold in their thinking and decision-

making, foster creativity, and find new approaches to management. Additionally, it involves communication within the organization, the ability to adapt, and various work processes, making them easier, more flexible, and adaptable to different situations effectively.

Amornrat Ngam Banphue (2017: 15) defined creative leadership as the behavior and ability of educational administrators to lead the organization towards predetermined goals. It involves imaginative responses by thoroughly considering various situations and issues in communication and coordination, both regarding oneself and others, with inspiration, vision, imagination, and various processes in a creative manner to develop and enhance efficiency in educational institutions.

In conclusion, creative leadership refers to the behavior of a leader who can motivate by employing processes that demonstrate flexibility. This includes the ability to envision potential outcomes and plan for success, possessing a vision that sees the bigger picture, and inspiring confidence in the organization. Such leadership encourages individuals to work willingly and to their full potential, leading to the achievement of set goals and objectives, thereby enhancing the quality of educational institutions and impacting student outcomes. Creative leadership is crucial as it reflects the behavior and capabilities of educational administrators in promoting and implementing new processes systematically, with a willingness to adapt and foster collective responses in innovative problem-solving and operational execution according to various situations. This continuous improvement and efficiency in educational institutions involve a positive outlook that turns crises into opportunities and the ability to adapt effectively to different situations.

Components of Creative Leadership According to Phaitun Sinlarat (2010) The Chairman of the Teachers' Council of Thailand provided insights into the components of creative leadership, which include:

- Analytical Thinking
- Leading Change
- Imagination

The components of creative leadership according to Sukhapat Charoen (2013: 46-48) summarize the components of creative leadership into four elements as follows:

- Flexibility
- Imagination
- Problem-solving ability
- Goal-oriented practice

It can be concluded that the creative management of educational administrators consists of three components: imagination, flexibility, and vision.

Imagination

Phonthip Pankong (2016: 6) defines imagination as the expression of creative leadership, which reflects beliefs, faith, and expectations, leading to mental images. It is the behavior of expressing the process of creating clear mental images that are reasoned and recorded through the brain and subconscious, enabling humans to create imagination.

Kunawut Singthong (2018: 40) describes imagination as the expression of having creative thinking, intelligence, and a sense of humor in work, seeing the world positively to motivate personnel to work efficiently and be able to solve problems creatively. The components of imagination include belief, faith, and expectations, which lead to mental images. Importantly, it must be a belief that is feasible.

In ummary, imagination is the expressive behavior of educational institution administrators who use their experience and knowledge to create new works, fostering trust and confidence in the abilities of colleagues, being friendly with personnel, and ensuring

enjoyment and happiness. It involves intelligence, cleverness, reason, and the ability to inspire and motivate personnel to work creatively and solve problems with dedication to achieve the institution's goals creatively and efficiently. It also involves accepting the integration of information technology in the management of educational institutions to achieve goals creatively and with quality.

Flexibility

Leaders in this era are ready to develop organizations to be suitable and aligned with society, events, and current situations. Flexibility is the ability to adapt to different situations to lead to change, and it involves modifying rules and working methods to achieve organizational goals, leading to operational effectiveness.

Wiroj Sararatana (2010: 49) defined flexibility as the ability to quickly respond to environmental changes. Therefore, various systems should also have flexibility to achieve the desired outcomes in new things.

Sarisa Pathisin (2011: 169) defined flexibility as the ability to think outside the box, not confined to existing rules or familiarities. Flexibility allows one to see things from new perspectives and adapt without being rigid. Flexible thinking is a foundational mindset that leads to creativity. Flexibility enhances the quality of thinking because those with flexible thinking do not block knowledge, accept more information, and are open to differing or opposing opinions. Flexible thinking is divided into immediate flexible thinking and adaptive flexible thinking.

Sukphatchara Simcharoen (2013: 10) mentioned that flexibility means demonstrating the ability to adapt to different situations by improving personality through self-reflection and understanding to face future challenges, and being open to new ideas freely.

In summary, flexibility is a behavior exhibited by educational administrators who can adapt to changing situations and contexts, involving the revision of laws, regulations, and operational methods to suit the educational context. They possess the knowledge and ability to solve operational problems through various methods, listen to differing opinions and suggestions from subordinates, and constantly adjust plans without being attached to rules or familiarities. They are open to new ideas, make good decisions, are patient, work independently, facilitate and assist in work operations, and encourage subordinates to seek or implement new methods in their work assignments.

Vision

To lead an organization to sustainable prosperity, both the management and employees must understand what will happen in the future and be able to adjust their work processes to smoothly adapt to upcoming events. Scholars have defined the concept of having a vision as follows:

Kriangsak Charoenwongsak (2010: 16) defined having a vision as someone who should learn the thinking method to develop creative thinking potential alongside other dimensions of thinking. This helps to enhance our intelligence, making us clever and capable of solving problems and developing new things efficiently.

Montathip Seyyongka (2013: 10-11) explained the meaning of having a vision as a behavior exhibited by executives who have quick thinking, broad thinking, and forward-thinking, including the ability to create strategies to be used in work focusing on achieving success and always being ready for change.

Boonnak Thapthimthai (2014: 67) described vision as the expression of planning, having a clear operational direction towards goals, using knowledge and ability to bring about

change from the current state to the desired future state. This enables everyone to see and aspire to the same goals and apply past experiences to improve the future.

In summary, vision is the expressed behavior of executives in educational institutions who have knowledge and the ability to communicate through various new, correct formats, envisioning the future. This includes driving the development of educational institutions towards positive change, considering thoughts before making decisions, planning, and having a clear and step-by-step approach in operations to achieve specified goals. It involves analyzing situations to set organizational goals towards excellence, engaging personnel in educational institutions in creating and setting goals to be ready and capable of changes in all aspects, striving towards goals in practical methods, and being able to apply knowledge and ability to use appropriate new technologies in managing educational institutions.

From the above, it can be concluded that creative leadership requires a high level of facilitative skills because the core mission of this theory is teamwork in knowledge exploration, team learning, cooperative problem-solving, imagining the desired future, examining shared beliefs, using questioning, collecting, analyzing, and interpreting data, as well as encouraging teachers to engage in creative discussions about teaching and learning. These missions express the behavior of creative leadership, leading to an efficient quality school and establishing the organization as a learning organization.

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