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TRANSFORMATIONAL LEADERSHIP OF EDUCATIONAL ADMINISTRATORS THAT AFFECTS STUDENT STANDARDS IN THAILAND

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Abstract

This article wants to present the leadership of school administrators that affects student standards. With the objective of knowing the transformational leadership of educational institution administrators in the present era. with vision Have the ability to influence others build confidence accepted and respected and support of people in the organization It also has an influence on stimulating individuals. Cooperate and work to the best of your ability. Achieve the objectives and goals that the organization has set for efficiency and effectiveness of work. From collecting information and investigating, it was discovered that The transformational leadership required includes. Individual consideration. intellectual stimulation. Inspiration and Ideological influence.

Keywords: transformational leadership, educational administrator, student standard

Introduction

The development of high-quality standards for learners is highly anticipated following the education system reforms after the promulgation of the National Education Act B.E. 2542 (1999). The Act's Section 6 mandates a quality assurance system for educational institutions, sparking a wave of educational quality improvement efforts. Furthermore, the government prioritizes holistic human resource development linked to economic, social, cultural, religious, and political dimensions. The aim is to cultivate a highly skilled workforce possessing strong moral and ethical values, physical and mental well-being, self-directed learning capabilities, and a lifelong pursuit of knowledge. This includes equipping individuals with the necessary knowledge and skills for life and work, preparing Thais for 21st century life through integrated collaboration among various sectors government, private sector, education, and the public to sustainably develop Thai education standards to meet international benchmarks. Educational institutions must adapt their roles and responsibilities to comply with the National Education Standards B.E. 2561 (2018) and the three standards set by the Office of the Basic Education Commission (OBEC). Learners creating jobs and a better quality of life. Innovators contributing to a stable, prosperous, and sustainable society; and Strong citizens for peace. Transformational leadership among educational administrators is a crucial factor in fostering the development of learners to achieve the three desired outcomes. Effective educational leaders can manage and drive the organization in a unified direction. Many scholars consider transformational leadership essential for today's educational administrators and the cornerstone of 21st-century educational management. Therefore, it is imperative that educational administrators possess a thorough understanding of and receive training in transformational leadership. This will enable them to become powerful organizational leaders and agents of change, capable of adapting to decentralized authority through diverse and flexible processes according to the situation. They will be able to effectively manage educational quality according to national education standards, achieving positive results for students. Studies on

transformational leadership in educational administration reveal that numerous scholars and researchers have conducted studies and explored relevant data. Research on transformational leadership in educational administration has utilized various leadership theories and organizational frameworks to define conceptual frameworks and research scopes. This has resulted in research findings that educational administrators can apply to solve problems and adjust their school management within their own contexts. For example: Burns (1978) proposed a concept of transformational leadership, categorizing it into four types. Intellectual Leaders: These leaders possess a vision capable of transforming society, holding beliefs and values that transcend existing needs and transform the environment. They focus on objectives stemming from their values. Reformers: These leaders seek the participation of allies, both those who share their reform goals and those who do not. They emphasize ethics, aligning methods and goals, and transforming various aspects of society to recognize a moral course. Revolutionaries: These leaders demand commitment, courage, selflessness, and even self-sacrifice. Heroes: These leaders possess charisma and exceptional abilities, and are most frequently cited as transformational leaders who consider and seek capable followers. They represent a complete individual, embodying intellect, reform, revolution, and charisma. Bass and Avolio (1994) defined four key dimensions of transformational leadership, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Bennis and Nanus (1985) identified three characteristics of transformational leaders: Developing a vision. Developing commitment and trust. Facilitating organizational learning. Therefore, this article focuses on the transformational leadership of school administrators and its impact on learner standards. This will help drive the development of Thailand's basic education system, making it robust and adaptable to constant change. It will assist teachers, providing support and guidance to students so they can build upon their knowledge, achieve their learning goals, and progress to higher levels of education with quality. The author, therefore, presents this analytical and synthesized article on the components of transformational leadership among school administrators.

Components of Transformational Leadership

The components of transformational leadership involve a leader's ability to change the beliefs and attitudes of followers. Leaders must convey their thoughts and experiences, stimulating thinking, inspiring, and motivating followers to work continuously and systematically to achieve goals beyond expectations. A review of the literature reveals that various scholars have proposed diverse components of transformational leadership: Gary A. Yukl (1998) identified three components. Intellectual Stimulation. Individualized Consideration treating followers individually, focusing on personal development, and providing appropriate support to less experienced followers and Charisma the ability to command strong loyalty and dedicated commitment from followers. James L. Gibson, John M. Ivancevich & James H. Donnelly (2002) defined five components. Charisma instilling feelings of value, respect, and admiration, and possessing a clear vision. Individual Attention leaders showing interest in followers' needs, assigning meaningful tasks to promote advancement. Intellectual Stimulation leaders helping followers think rationally through real-world testing. Contingent Reward leaders informing followers how to obtain desirable rewards and Management by Exception leaders allowing followers to work independently without interference. Stephen R. Covey (2004) described these components. Charisma or Idealized Influence leaders earning admiration by demonstrating their value through actions and adhering to ethical principles. Inspirational Motivation leaders sharing a vision with followers, setting high standards, and motivating them. Intellectual Stimulation leaders encouraging creative thinking and innovation and Individualized Consideration leaders paying attention to

individual followers, listening to their concerns, building teams, fostering initiative, and supporting them through mistakes, encouraging the adoption of new methods for improvement. Chiwin Onlora (2010) identified four components with 13 indicators. Idealized Influence with two indicators vision building and charisma building. Individualized Consideration with three indicators: focusing on development, emphasizing individual differences, and mentoring. Intellectual Stimulation, with four indicators: using logic, emphasizing survival, using experience and focusing on excellence and Inspirational Motivation with four indicators emphasizing practice, building confidence, building belief in the goals of the ideal, and building expectations in the abilities of followers Rangsana Prasitseri (2008) described four key qualities of transformational leaders. Charisma leaders possessing vision, a sense of responsibility, attention to detail, and confidence, inspiring loyalty, pride, and faith in their goals. Inspirational Motivation leaders motivating followers by clearly communicating their vision, maintaining a positive attitude, and ensuring understanding. Intellectual Stimulation leaders encouraging members to test old and new methods, fostering a creative atmosphere and Individualized Consideration leaders developing followers' abilities understanding individual needs, and showing appreciation and trust providing personalized attention. Sutep Pongsriwattana (2007) defined four components. Idealized Influence and Charisma leaders demonstrating strong role models. Inspirational Motivation leaders communicating high expectations and inspiring commitment to organizational visions. Intellectual Stimulation leaders encouraging innovation by questioning existing beliefs and values and Individualized Consideration leaders fostering a positive work environment by attending to individual needs, acting as mentors and advisors, and helping followers develop. In summary transformational leadership is a process by which leaders influence their colleagues and followers by enhancing their efforts and capabilities. This involves fostering commitment and a broad vision for the organization. Key characteristics include: acting as a role model, inspiring respect, admiration, and faith; encouraging independent thought and decision-making among team members; motivating them to exceed expectations; elevating social values and ideals (such as justice and peace); building organizational commitment and a far-reaching vision; and stimulating creative problem-solving and the exploration of new approaches.

Educational administrators

Chamnarn Kampanyothin (2016) School administration is based on theories; it may align with one specific theory or integrate multiple theories into practice, not relying solely on a single theoretical framework. Pachree Ploythas (2017) School administration involves managing resources: personnel, budget, equipment, educational materials, buildings, and facilities. A school's stability and parental trust depend heavily on effective administration and collaborative teamwork. Ronchai Kingkaew (2017) School administration is a process requiring administrators to utilize techniques, strategies, and leadership in managing resources (personnel, finances, materials, equipment, and facilities). The outcome is student learning achievement according to the curriculum. Reungyot Reuangchan (2017) School administration involves fulfilling the role of providing quality education to the public and acting as a transformative leader within the educational organization. It also includes building relationships with individuals, groups, and social institutions, guided by societal norms and expectations of leadership behavior, authority, and responsibility. In summary educational administrators are individuals or groups responsible for managing educational institutions to achieve their goals and objectives. Their duties encompass planning, organizational structure, personnel management, resource allocation, and evaluation, aiming for efficient and high-quality education. Effective educational administrators possess expertise in management, education, and leadership, fostering a positive learning environment, promoting the

development of students, teachers, and staff, and collaborating with the community to make the school a sustainable center for community development.

Student standards

The Ministry of Education (2011) has set 15 standards for basic education. The 6 learner standards are as follows 1. Learners are healthy and appreciate aesthetics. Indicators: Have habits in caring for health and exercising regularly; have weight, height and physical fitness according to standard criteria; protect themselves from addictive substances and avoid situations involving violence, diseases, accidents and sexual issues; see self-worth and have appropriate self-confidence and expression; have good relationships with others and show respect to others; create works by participating in art, music, dance/dramatic arts activities imagination. 2. Learners have desirable moral, ethical and values. Indicators: Have desirable characteristics according to curriculum; show kindness to others and gratitude to those with grace; accept different thoughts and cultures; realize, value, participate in conserving and developing the environment. 3. Learners have skills in self-directed learning, love learning and self-development. Indicators: Have reading habits and seek knowledge on their own from libraries, learning sources and media around them; have skills in reading, listening, viewing, speaking, writing and asking questions to further investigate; learn together in groups, exchange opinions for learning; use technology in learning and presenting works. 4. Learners have systematic thinking abilities, creative thinking, decision-making and problem-solving with mindfulness and rationality. Indicators: Summarize ideas from reading, listening and viewing and communicate through speaking or writing according to their own thoughts; present thinking methods, solutions in their own language or approach; set goals, predict, make decisions, solve problems with justification; have initiative and creatively produce works with pride. 5. Learners have essential knowledge and skills based on the curriculum. Indicators: Average academic achievement in each learning area meets criteria; essential skills assessment results according to curriculum meet criteria; reading, analytical and writing assessment results meet criteria; national test results meet criteria. 6. Learners have collaborative working skills, love working, can work with others and have good attitudes towards ethical occupations. Indicators: Plan work and complete successfully; work happily, dedicated to develop work and take pride in their own work; work with others; have good feelings towards ethical occupations and seek knowledge about occupations they are interested .

Analysis of the components of transformational leadership

This article synthesizes the components of transformational leadership from the perspectives and research findings of seven scholars both international and Thai mentioned above. The author observes that while the names of the components vary across these scholars, the underlying components are essentially the same. Therefore, components with similar meanings but different names have been grouped under neutral, overarching categories that reflect the common underlying element and encompass other components with different names. These are organized into a single component, enabling analysis of transformational leadership components. Individualized Consideration. Intellectual Stimulation. Inspirational Motivation and Idealized Influence (Charisma). Other components, such as emphasizing vision, providing incentives, mentoring, possessing expertise and exceptional abilities, exhibiting ethical conduct, focusing on excellence, demonstrating loyalty, providing contingent rewards, creating innovations, and driving change, can be considered sub-components of the main components already mentioned.

Conclusion

Transformational leadership in educational administration significantly impacts student achievement. Transformational leaders inspire and motivate teachers and other staff to improve educational quality, leading to enhanced teaching methods innovative learning approaches and curriculum development aligned with student needs and societal contexts. Specifically the establishment of a shared vision building trust empowering staff and providing ongoing support encourage teachers to experiment with new approaches, pursue continuous professional development and ultimately enhance student learning. This translates into improved academic performance enhanced life skills and increased student engagement in school activities. However, transformational leadership alone is insufficient; administrators must also possess expertise in education management and effective evaluation to ensure sustainable improvements in educational quality and the attainment of established student achievement standards.

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