

## COMMUNICATION SKILLS OF SUCCESSFUL SCHOOL ADMINISTRATORS

Somyot Rungruang

Student of Master in Educational Administration, Suan Sunandha Rajabhat University

Email: s66561802042@ssru.ac.th

Suttipong Boonphadung

Email: suttipong.bo@ssru.ac.th

Graduate School, Suan Sunandha Rajabhat University

### Abstract

Communication is important for everyone. Especially nowadays, it is the information age where everyone can quickly learn, understand, and access various information. The purpose of this article aims to present the concept of 1) the importance of administrator's communication, 2) the effective communication within the organization, and 3) the administrative roles of school administrators. By collecting information from academic documents, books, and academic articles. As school administrators who responsible for managing the educational institution to achieve its goals. It is related to administrative duties, and it is necessary for working within the organization to lead people in the organization in educational institutions to carry out various tasks efficiently, communication skills in managing schools to be successful.

**Keywords:** Communication Skills, School Administrators, Successful implementation

### Introduction

In today's world, the rapid accessibility of information has brought about unavoidable changes and impacts on organizations and their personnel. Organizations must continuously adapt and develop to enhance their managerial capabilities, ensuring their continued operation and achieving a competitive advantage. Individuals constantly need to use communication processes to connect with one another by organizing their thoughts and conveying them in language to others. In the present era, technology has made communication much easier. People must have communication skills to keep up with and effectively apply relevant information for maximum benefit in their lives and education, ultimately leading to a normal and prosperous life. (Assist. Prof. Dr. Jomkwan Suttinun, 2021). Anant Ngamsaard (2007) suggested to maintain a leading position, leaders must prioritize strategic management to drive continuous organizational progress. Among various strategies, communication stands out as paramount. Effective communication serves as a crucial strategy, process, and tool that fosters understanding and alignment among all organizational members, from policy-makers to operational staff. It enables the accurate definition of shared visions, missions, and strategies, guiding the organization towards its goals. Successful implementation requires alignment with the organization's foundational elements: structure, management systems, attitudes, values, and organizational culture. As Dance & Larson (1976) noted communication fulfills relational, emotional, and control functions. Therefore, communication is a vital managerial tool that administrators should prioritize for effective and highly productive organizational management.

#### The Importance of Communication

Humans express thoughts and feelings in various ways. Communication is a key factor in fostering mutual understanding. The communication process involves at least two individuals: the sender and the receiver of information (Wanida Nambutra, 2000). Similarly,

as Rachen Phanuwech (2020) stated every organization consists of multiple units that perform different functions, and each unit comprises personnel with various roles. All these small components come together to form a larger structure that can drive many different initiatives. However, the crucial point is that all these small components must have a common direction and shared goals. During operations, they must also stay informed about relevant information, changes, or directives in a timely manner to adjust their work direction according to changing circumstances.

Communication is a crucial factor in collaborative work within an organization. Understanding organizational communication is essential because internal organizational communication is the process of exchanging information among individuals at all levels and departments within the organizational environment and atmosphere. This process is adaptable to time, context, individuals, and the subject and purpose of communication (Krit Suebsanti, 1995).

Paroma Sattavetin (1990) highlighted five key aspects of the importance of communication for humans: 1) Social Importance: Communication unites individuals into societies, fostering mutual understanding, establishing social norms, and modifying behaviors and attitudes to promote peaceful coexistence within families and society, 2) Daily Life Importance: Daily life involves constant communication with people, pets, or even the supernatural. Individuals act as both senders and receivers in various contexts—family, workplace, and society, 3) Industrial and Business Importance: Communication is vital in industry and business, including public relations techniques to build relationships with personnel, employees, customers, and various groups; disseminating information; advertising products; and motivating consumers. It's also crucial for effective organizational management to achieve goals, 4) Governance Importance: All levels of governance, from governments and agencies to organizations and families, rely on communication to disseminate information and ensure mutual understanding and 5) International Relations Importance: Communication facilitates international relations and policies. Countries need dedicated communication departments to disseminate information, foster understanding, and secure international support.

Jetsada Noknoi (2016) stated that communication is essential for creating mutual understanding. It's a dynamic process influenced by the sender's and receiver's perceptions, experiences, knowledge, and interests. This aligns with Wichian Wittayudom (2008), who emphasized the vital role of communication in organizational management; without it, organizational operations would cease.

Based on the perspectives of various scholars, communication is crucial for everyone. It creates meaning and understanding (or misunderstanding) in social contexts. Administrators must prioritize communication, focusing on both senders and receivers to ensure effective communication within educational institutions.

### Effective Internal Organizational Communication

Internal organizational communication is the process of exchanging information among individuals at all levels within an organization's environment and atmosphere. This process is adaptable to time, context, individuals, and the subject and purpose of communication (Krit Suebsanti, 1995). Effective internal organizational communication should adhere to four principles: Consistency, Compassion, Organization, and Selectivity (Pincus, Robert, Rayfield & DeBonis, 1991).

Rachen Phanujej (2020) outlines methods for enhancing internal organizational communication: 1) Document Control System: Implement a robust system with assigned responsibilities for document control, storage, distribution, modification, and disposal. This includes clear document numbering, dates, and traceability, supporting modifications and

differentiating between controlled and uncontrolled documents or forms. Clearly state the document's purpose (e.g., information, instruction). Utilize software to enhance efficiency, 2) Effective Meeting Management: Maximize meeting effectiveness and time utilization. Establish a system for identifying unnecessary meetings, replacing them with alternative communication methods. Implement clear agendas, prior notification to participants, time management, and defined decision-making processes (e.g., assigning responsibility or using the Six Thinking Hats method), 3) Standardized Communication Schedule: Integrate regular communication into managerial responsibilities. Establish standardized information dissemination methods, such as monthly, weekly, or daily briefings, departmental information boards, and designated personnel for document distribution, 4) Communication Skills Development: Develop the communication, presentation, persuasion, and motivational skills of managers and supervisors to align personnel towards common goals, 5) Collaborative Policy Implementation: Establish internal communication as an organizational policy, ensuring dissemination and implementation at all levels.

Moreover, Senao Tiyaow (1994) identifies six levels of communication: 1) Intrapersonal: Communication with oneself, 2) Interpersonal: Communication between two or more individuals, fostering understanding and self-awareness, 3) Small Group: Communication within groups, often resulting in higher productivity and more complex relationships than other communication forms. Key aspects include democratic working foundations, clear objectives, and collaborative discussion, 4) Technological: Communication using technology and various media, requiring user expertise, 5) Community: Communication to a large audience with limited feedback, often one-way and requiring expertise from the sender, 6) Mass Communication: Communication using mass media, reaching a large and diverse audience.

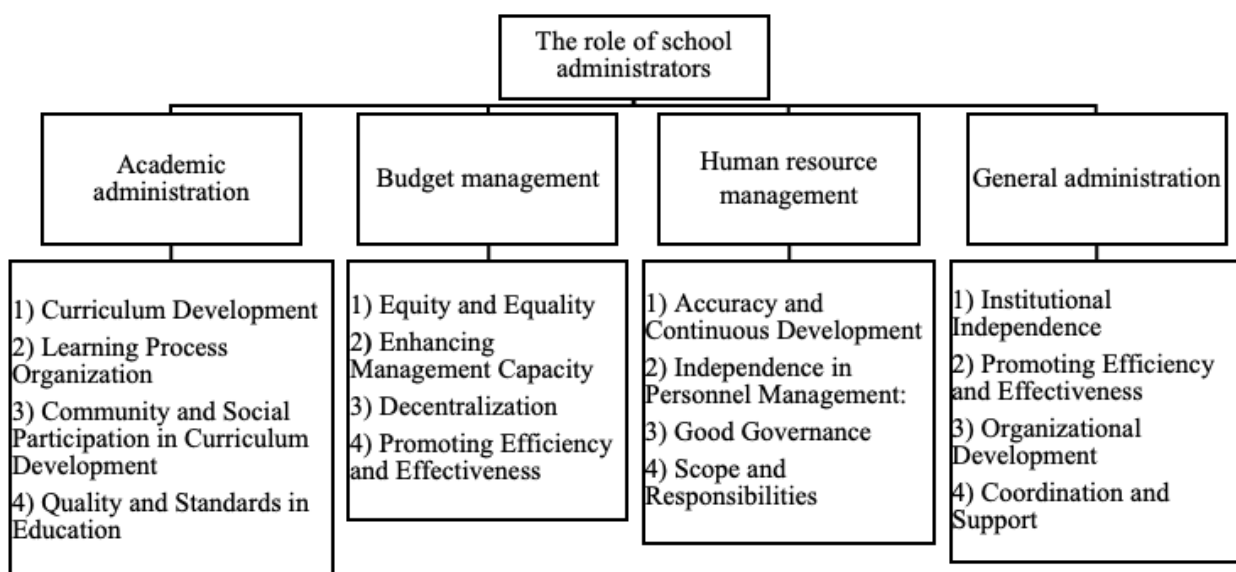
Surawong Sothanasethiy and Pachana Toopkaew (2006) suggest assessing communication success through indicators such as timely and efficient activity completion, resource optimization, goal achievement, conflict resolution, morale enhancement, creativity, and individual satisfaction and well-being.

In conclusion, effective communication considers all levels of personnel, utilizes effective management systems, and employs measurable success indicators. This approach guides the development of efficient and productive internal organizational communication.

### **The Role of School Administrators**

The role of school administrators, as defined by Section 39 of the National Education Act B.E. 2542 (1999), involves decentralized administrative responsibilities to school committees and area education offices in four key areas: academic administration, budget management, human resource management, and general administration. A summary (Office of Educational Reform, 2000) is as follows: Academic administration are based on four principles to illustrate: 1) Curriculum Development: Educational institutions develop their own curricula based on the core curriculum of basic education, ensuring that it aligns with current conditions, problems, and the genuine needs of the community and society. Teachers, administrators, parents, and community members should participate in the curriculum development process, 2) Learning Process Organization: The learning process should be organized with the belief that students are the most important (student-centered), 3) Community and Social Participation in Curriculum Development: Communities and society should be involved in determining the scope and content of the basic education curriculum, 4) Quality and Standards in Education: Education should be provided with quality and standards by establishing indicators for the quality of curriculum development and the learning process, and by assessing the quality of education at all levels, both at the district and institutional levels. Budget management is guided

by four key principles: 1) Equity and Equality: Budget management in educational institutions should adhere to the principles of equity and equal opportunities for learners to ensure basic education, 2) Enhancing Management Capacity: The focus should be on developing the capacity for budget management, including standards for financial management to support budget services and performance, which includes: budget planning, cost calculation, systematic procurement management, financial management and budget control, financial reporting and performance results, asset management, internal auditing, 3) Decentralization: The principle of decentralizing budget management should be applied, providing schools with a consolidated budget for developmental purposes, 4) Promoting Efficiency and Effectiveness: The emphasis should be on creating a budget management system within educational institutions that allows for independent decision-making, flexibility, transparency, and accountability, reflected in the successful outcomes and resources used. Human resource management is guided by three key principles: 1) Accuracy and Continuous Development: The management of personnel in educational districts and institutions should adhere to policies, laws, and established criteria to ensure correctness and ongoing development, 2) Independence in Personnel Management: Educational districts and institutions should maintain independence in their human resource management according to relevant policies, laws, and established guidelines, 3) Good Governance, 4) Scope and Responsibilities: Educational institutions have responsibilities related to personnel in 19 specific areas, including workforce planning and management of government officials and educational personnel. Lastly, general administration is based on the following four principles: 1) Institutional Independence: Educational institutions should have maximum independence in managing and administering their own education, with the district education office overseeing, promoting, supporting, and coordinating policies to ensure that education aligns with national policies and standards, 2) Promoting Efficiency and Effectiveness: Administration and management should follow principles that focus primarily on achieving results, emphasizing transparency and accountability according to established criteria and the involvement of individuals, communities, and relevant organizations, 3) Organizational Development: Educational institutions should evolve into modern organizations by appropriately applying innovation and technology through advanced networks and systems, 4) Coordination and Support: There should be promotion and support to facilitate educational services, both formal and informal, to individuals, communities, organizations, and other social institutions.



Virginia Parish (2013) identifies qualities of effective school administrators: 1) Student-Centered Approach: Prioritizing student success above other administrative tasks, 2) Visionary Leadership: Creating and consistently communicating a clear vision to motivate staff and enhance efficiency, 3) Clear Communication: Ensuring transparent and easily understood communication to facilitate effective teamwork, 4) Driving Change: Championing continuous improvement within the school, involving staff, students, parents, and the community, 5) Decisive Action: Addressing challenges decisively while maintaining a balance between impulsive action and excessive deliberation, 6) Delegation and Empowerment: Effectively delegating tasks to develop staff skills and improve outcomes, 7) Positive Reinforcement: Recognizing and encouraging the strengths of others, 8) Prioritization: Organizing tasks based on their importance to students and the school, 9) Active Listening: Openly receiving diverse perspectives and understanding different viewpoints, 10) Risk Management: Making timely decisions that benefit the school, considering potential risks and opportunities.

In summary, effective school administrators possess strong leadership qualities and diverse skills that contribute to improved student outcomes and school success.

## Conclusion

Effective communication forms the cornerstone of successful educational administration. It fosters understanding, collaboration, and coordination, ensuring that plans are implemented accurately, appropriately, and achieve their objectives. Clear communication, coupled with a well-defined vision, motivates effective teamwork, driving the organization towards its goals. Educational institutions, with their hierarchical structures and diverse personnel (administrators, teachers, support staff, and students), rely on constant communication to clarify policies, responsibilities, and procedures. School administrators must select appropriate communication methods based on context and situation to avoid conflicts, errors, and ultimately, administrative failures. Therefore, effective communication is paramount for school leaders to guide their institutions towards success.

## References

- Anant Ngamsa-ard. (2007). *Leadership for Administrators*. Si Sa Ket: Si Sa Ket Technical College.
- Dance, F. E. X. & Larson, C. E. (1976). *The Functions of Human Communication: A Theoretical Approach*. New York Holt, Rinehart & Winston.
- Jetsada Noknoi. (2016). *Internal Organizational Communication: Concepts, Theories, and Applications (1st ed.)*. Bangkok: Chulalongkorn University Press.
- Jomkwan Suttinun. (2021). *Communication Skills*. Bangkok: O.S. Printing House.
- Krit Suebsanti. (1995). *Organizational Culture and Communication Behaviors*. Bangkok: Chulalongkorn University.
- Ministry of Education. (1999). *National Education Act B.E. 1999*. Bangkok: Ministry of Education.
- Orawan Pilanthonowat. (2006). *Persuasive Communication (4th ed.)*. Bangkok: Chulalongkorn University Press.
- Paroma Sattavetin. (1990). *Principles of Communication*. Bangkok: Faculty of Communication Arts, Chulalongkorn University.
- Pincus, J. D., Robert, A. P. R., Rayfield, A. P. R., & DeBonis, J. N. (1991). *Transforming CEOs into Chief Communication Officers*. *Public Relations Journal*.
- Rachen Phanuwej. (2020). *Developing Yourself into a Leader (3rd ed.)*. Bangkok: Tonkird Publishing.



17<sup>th</sup> International Conference  
December 5-7, 2024 in Osaka, Japan

Surawong Sothanasethiy and Sathaporn Saicheua. (2006). *Communication for Business Organization Management*. Bangkok: Prasitphan & Printing.

Senao Tiyaow. (1994). *Organizational Communication* (2nd ed.). Bangkok: Faculty of Commerce and Accountancy, Thammasat University.

Virginia Parish. (2023, November 15). Top 10 skills every school principal must have for running an efficient school. Retrieved March 22, 2023, from <https://www.pikmykid.com/top-10-skills-every-school-principal-must-have/>

Wanida Nambutra. (2000). *Communication between Administrators and Teachers in Secondary Schools in Khon Kaen Province*. Master's Thesis, Graduate School, Mahasarakham University.