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ACADEMIC LEADERSHIP OF SCHOOL ADMINISTRATORS THAT AFFECTS TEACHERS IN THE 21ST CENTURY

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Abstract

Education. This article wants to present that academic leadership is important in developing education and driving the quality of educational institutions that will affect the quality of students. See the importance and are interested in studying the academic leadership of school administrators that affects teachers in the 21st century. There will be content about Definition of academic leadership Components of academic leadership for educational institution administrators The academic leadership role of educational institution administrators The importance of academic leaders in educational administration Academic leadership of future educational institution administrators The meaning of the 21st century and a framework for the 21st century to serve as a guideline for school administrators. that are interested in studying as information for managing educational institutions as efficiently and effectively as possible consistent with the needs of management to achieve Aims and success in the administration of educational institutions.

Keywords: Academic Leadership, School Administrator, A teacher in the 21st century

Introduction

Thailand has always given importance to education as a primary mechanism for national development. The Ministry of Education, through the Office of the Education Council Secretariat, has developed the National Education Plan 2017-2036 to set the goals and direction of national education management, aiming to provide education for all Thais to have access to opportunities and equality in quality education, develop an efficient education management system, and develop human resources to have work competencies that are in line with the needs of the labor market and national development. The dynamic challenges of the 21st century world, both in terms of external pressures, include changes in the global economic and social context due to the digital revolution, the transition to Industry 4.0 (The Fourth Industrial Revolution), the implementation of the United Nations Sustainable Development Goals (SDGs 2030) that Thailand has ratified, as well as the impact of becoming an ASEAN community and the need for a workforce with 21st century skills, along with domestic pressures from changes in the population structure that will cause the country to enter a complete aging society in the near future.

Academic leadership of school administrators is one of the factors in developing the quality of learning of students to meet the standards in order to develop organizations or agencies to progress towards success. Academic leaders must have knowledge of learning theories, knowledge of teaching and curriculum to be the driving force of education, have the ability to communicate and show students, teachers and parents that teaching and learning activities are important and valuable. School administrators must be a symbol of driving force and have academic leadership (McEwan, 1998), which is consistent with Purkey & Smith (1983, cited in Sittiporn Niyomsrisomsak, 2013), showing that research results show that

academic leadership has a wide impact on teaching and learning, which is clearly caused by the actions of school administrators. Schools are effective in using appropriate teaching and learning management techniques. Therefore, academic leadership of school administrators plays a part in supporting academic management in schools to be successful. Administrators must use their knowledge and abilities to manage the school's academic affairs to achieve goals and be effective.

The organization of education that responds to the needs of individuals, society and the country is therefore very important. The most important person who will help develop the quality of education and develop students' learning is the teacher. Teachers are the most meaningful and important people. The quality of students depends on the quality of teachers, as Wichian Chaibang (Wichan Panich 2012: Preface)

Academic Leadership

Academic leadership of educational administrators (Introduction leadership) plays an important role that directly affects the administration of teaching and learning in educational institutions. Content will be presented on the meaning of academic leadership, components of academic leadership of educational administrators, roles of academic leadership of educational administrators, importance of academic leaders towards educational administration, academic leadership of educational administrators in the future, as follows:

Meaning of Academic Leadership

The Office of the Education Council (2003) defined academic leadership as consisting of academic leadership and the ability to promote teachers and educational personnel to have academic leadership, have knowledge and understanding of national educational philosophy and learning management principles, be able to manage the curriculum and manage learning that focuses on learners, be able to organize information technology and communication systems to develop the quality of education, be able to create and develop educational innovations, give importance to and be able to promote research to develop the quality of education, be able to manage educational institutions to be learning organizations, and be able to motivate teachers and educational personnel to devote their knowledge and abilities to work for maximum efficiency.

Priyaporn Ruangcharoen (2017) defined academic leadership as the importance of teachers' teaching quality and students' academic achievement. Modern school administrators must have academic leadership, use leadership opportunities to their full potential, and turn to focus on administrative work as the main focus. Administrators with leadership will be able to work effectively, which affects the atmosphere of the organization so that they can perform their duties to achieve the organization's goals.

Songwonpong Chuanom (2016) defined academic leadership as behaviors and characteristics that indicate an administrator's knowledge and understanding of the work that aims to lead teachers and all relevant parties to participate in organizing the teaching and learning process to develop learners to be able to learn according to the objectives.

From the study, it can be concluded that academic leadership means the behavioral characteristics of administrators that indicate those who have knowledge and understanding about the national educational philosophy and learning management principles, can guide and motivate teachers, personnel and all relevant parties to participate in the implementation of the curriculum and teaching management, focusing on learners as important, so that the organization of teaching and learning activities is effective and achieves the goals.

Academic Leadership Components of Educational Institution Administrators

Hallinger and Murphy (1985) defined the academic leadership components of school directors into 3 components and 11 aspects as follows:

2.1 Defining the school mission The school mission definition is the determination of the scope of work that the school must be responsible for in terms of academic work and creating an understanding of the mission for those involved. The school mission is divided into 2 sub-components:

2.1.1 Framing school goals The school's academic goals must be clear, focusing on student learning outcomes. The team must be involved in setting the school's academic goals, which must include the responsibility of teachers to achieve the highest goals. The work goals must be expressed as measurable behavior. In addition, the school's goals must be easy for teachers to teach according to the objectives in the classroom, academic planning in the school, and participation of the school's team, including administrators, deputy administrators, teachers, and the school's academic development committee.

2.1.2 Communicating school goals The school's goals must be communicated by administrators to teachers. Parents and students are informed in both formal and informal ways, such as faculty meetings, explanations in the school's handbook, etc., and informally, such as talking to teachers. Communication is an important process. In every step of administration, communication is always involved. Communication creates good understanding, reason, and instills unity in the organization. Establishing a good communication system in the organization is the responsibility of administrators and is a good reflection of administrators' abilities.

2.2 Learning management (Managing the instructional program) The process related to caring for, promoting, and supporting teachers' teaching, students' learning, and coordinating teaching and learning, which is divided into 3 components:

2.2.1 Supervising and evaluating learning management (Supervising and evaluation instruction) Administrators will work with teachers on the curriculum and teaching. The results of the administrators must ensure that the school's goals are translated into classroom practice, including coordinating school goals with classroom learning objectives, supporting teachers in teaching according to the objectives, supervising classroom teaching through informal visits, and providing feedback to teachers on both supervision and evaluation, with the aim of making it concrete and allowing teachers to implement specific teaching methods.

2.2.2 Coordinating the use of the curriculum (Coordinating curriculum) In terms of effective implementation of the curriculum, administrators must coordinate with teachers in implementing the curriculum to achieve the objectives of the curriculum. It must be directly related to the content taught in the classroom, test scores, and student achievements. School administrators are responsible for creating understanding among teachers in the school in implementing the curriculum so that teachers can teach effectively according to the objectives and content of the curriculum to the greatest extent possible.

2.2.3 Monitoring student progress School administrators should use the test scores to set school goals, evaluate the curriculum, evaluate teaching, and measure progress according to the school's goals.

2.3 Promoting school climate The academic climate in a school is related to the norms and attitudes of personnel and students in the school. Administrators play an important role in creating the academic climate of the school. Administrators play an important role in enhancing the academic climate of the school, both in terms of teachers, students, and teaching, including the school's academic standards. The roles in enhancing the academic climate of the school can be divided into 6 components:

2.3.1 Controlling instructional time The time teachers spend teaching in the classroom Often lost in introducing learning rules to children, slow learners, and requests from the school office, administrators must find ways to control these activities to the least by pushing them as school policies. Administrators who successfully implement this policy to eliminate things that disrupt classroom teaching will be able to maximize learning time and students will achieve higher academic results.

2.3.2 Maintaining high visibility Administrators play an important role in

creating interactions with both teachers and students. This is to build good relationships and to identify problems and needs that can be used as information for development. Maintaining close attention to teachers and students helps increase interactions between administrators and students and teachers. In this informal interaction, administrators will receive a lot of information on the needs of students and teachers. Administrators will have the opportunity to communicate the goals of the school to teachers and students. 2.3.3 Providing incentives for teachers Providing incentives for teachers, creating a positive learning atmosphere in the classroom, and arranging rewards and recognition for teachers' work are important roles of administrators in creating a structure for doing

McEwan (2003) defined the components of academic leadership as consisting of 7 components as follows: 1. Creating academic standards, implementing according to standards to achieve goals according to standards by developing and promoting teaching and learning to ensure that teaching and learning activities of educational institutions are continuously coordinated with each other. 2. Being an academic resource for teachers, administrators must work with teachers, facilitate the development of teaching and learning that is consistent with students' needs, and be an encourager, inspirational, and provide feedback from observations that are useful for improving teachers' teaching. 3. Creating a culture and atmosphere conducive to learning, working with teachers, students, and parents to create high expectations for students' academic achievements, and to allocate and control teaching and learning time that is clear and effective. 4. Communicating the mission and vision of the educational institution, by communicating and coordinating with teachers, parents, and students to use the vision and mission of the educational institution to achieve goals and success in educational management. 5. Setting high expectations for the team, administrators can help teachers perform their duties to the best of their ability by providing feedback, arranging lecturers to give lectures, training, encouraging speeches, and providing assistance. However, the expected goals must be directly important to learning and aim to improve teaching and learning. 6. Developing teachers to be leaders, since the role of teachers to achieve students' learning goals is not just teaching. but also have a role as a judge and a leader. Administrators should therefore develop teachers to be leaders by providing assistance, guidance, facilitation, providing work opportunities and encouragement. 7. Creating and maintaining good attitudes among students, staff and parents. Academic leaders should therefore know how to maintain good relationships with teachers, students and parents by communicating and exchanging knowledge with colleagues and stakeholders, and providing support taking into account learning and various services for students.

From the study, it can be concluded that the components of academic leadership of educational institution administrators mean the determination of educational institution missions, the determination of the scope of work that educational institutions must be responsible for in terms of academic work and creating an understanding of such missions for those involved, including the management of learning processes related to taking care of, promoting and supporting teachers' teaching and students' learning by promoting the academic atmosphere of educational institutions in terms of teachers, students and teaching and learning, including academic standards of educational institutions to ensure that educational activities of educational institutions are continuously coordinated with each other, being an academic resource for teachers to participate in creating a culture and atmosphere conducive to learning, including creating and maintaining good attitudes with teachers, students and parents, by communicating and coordinating with teachers, parents and students in applying the vision and mission of educational institutions to achieve goals and educational success.

Role and administrative capabilities of the school director

Sumana Srikongphan (2017) gave 17 duties of school administrators as academic leaders as follows: 1. Encourage teachers to develop academic goals and objectives of the school. 2. Encourage teachers to put the academic goals and objectives of the school into practice. 3. Create confidence that the activities of the school and classroom are consistent with the objectives of the school. 4. Create confidence that The academic project of the educational institution is the result of research and educational practice. 5. There is a joint plan with teachers on academic projects to meet the needs of the students. 6. Encourage teachers to implement academic projects. 7. Work with teachers to evaluate the school's academic project. 8. Communicate with teachers and students with high expectations for academic standards. 9. Provide support for organizing social activities. 10. Provide support for activities to promote student intelligence. 11. There is a clear allocation of time for academic work with teachers. 12. Cooperate with students in setting regulations to resolve disciplinary issues. 13. Cooperate with students to use the developed regulations to resolve student disciplinary issues. 14. Cooperate with teachers to use the developed regulations to resolve student disciplinary issues. 15. Provide orientation for teachers on the educational project. 16. There is a fair evaluation of teacher performance. 17. Assist teachers in developing work systems for academic progress.

The Ministry of Education (2003) has set 3 main criteria for selecting model school administrators for learning reform. The second criterion states that school administrators must have academic leadership as follows: 1. Have a vision for managing education to keep up with change. 2. Have leadership in initiating the use of innovations for teaching and learning. 3. Promote the use of information and communication technology in learning reform. 4. Have the potential for self-reliance in academic development. 5. Always seek new knowledge to apply.

From the study, it can be concluded that the role and administrative ability of the school director means that the school administrator has academic leadership for learning reform, has the potential to be self-reliant in developing academic work by planning together with the teaching staff and encourages teachers to implement academic projects to use the research results to organize activities to promote and create students' intelligence to achieve the needs of the students and help teachers develop work systems for academic progress including seeking new knowledge to apply all the time.

The importance of academic leadership in educational administration

The Institute for Advanced Development (2010) defined the importance of academic leadership as meaning that academic leadership is important in creating awareness for all relevant parties to understand and coordinate to develop academic and professional work that is directly related to promoting and developing learning for learners to achieve their goals.

Hallinger (2009) stated that academic leadership is essential in using strategies of coordination and control to align the academic mission of the school with its strategies and operations. Thus, academic leaders do not focus solely on leadership, but rather on management, with administrative roles including coordination, control, and supervision of curriculum and instruction. Academic leadership involves engagement with the “technical core” of education, namely teaching and learning. Academic leaders must possess expertise and special abilities, be a leader in deepening work on curriculum and instruction, and be courageous in working directly with teachers to improve teaching and learning.

From the study, it can be concluded that the importance of academic leaders to educational administration means that academic leadership is important to create awareness for all relevant parties to understand by using the strategy of coordination and control to adjust the academic mission of the school, which in the future will have to create both the organization and improve the new system to be consistent with the needs of the new social structure and

coordinate to listen to the opinions of colleagues to help determine the direction of academic and professional development that is directly related, which will promote learners to learn and achieve their goals in a good direction.

Academic Leadership of Future School Administrators

Murphy (1990: 91) said that school administrators in the 21st century are not confident in the current trends that have changed the nature of schools themselves in changing what they replace. The 21st century has been made bigger by economics, politics and society. There will be more technology in communication. There will be a change in the position of control to be smaller. There are cohesive units such as centrally controlled schools and small schools. Now we have decentralization and change to communities. Smaller education in large schools. Students will not be able to express themselves as a group. The percentage of youth affected by poverty, unemployment, illiteracy, crime, drug addiction, malnutrition and lack of good hygiene will increase and have a direct impact on schools. Student-centered education will change the role of teachers from being experts who provide knowledge by lecturing to being guides. Serious conversations between teachers and students will replace traditional teaching. The focus is on learning, not teaching. Standards will be stricter. School leaders of the future must provide students with educational experiences that are more complex and demanding than ever before. At the same time, they must have more students who are not successful in schools with lower standards and less expectations. And emphasize that school administrators must be involved in educating children more than ever before. Because the challenges of future leadership will focus on the structure of school administration in the new educational concept, school administrators must have extensive knowledge and knowledge about teaching and learning.

McAdams (1998) found that American school administrators have a more important role than European school administrators. He stated that the obvious difference between school administrators in America and Europe is that the position of the European school administrator is equivalent to that of a head of teachers, that is, a teacher of teachers or someone who is respected for his or her abilities. McAdams concluded that school administrators have more authority than in the past decade, and the expectations seem to have increased. He found that the role of school administrators in America has remained the same in terms of management and supervision. He found that the longer they work, the more they are directed from above, with fewer classroom visits and evaluations of teaching. European school administrators do not have formal assessment, accountability and observation that do not require this role, making the relationship between school administrators and teachers more council-like than the hierarchical one found in American schools.

The study concluded that the academic leadership of school administrators in the future means that school administrators must participate in providing education to children more than ever before. In the future, the focus will be on the structure of school administration in the new educational concept. They must have extensive knowledge and knowledge about teaching and learning. They must have more command power than in the past decade. In other words, school administrators can be called the head of teachers or those who are respected because of their ability to change the school from the past. They use technology to communicate more.

The meaning of the 21st century

Wichian Panich (2012) defined the 21st century as a time when the world does not stand still and changes rapidly. People who will be able to live in harmony with modern society must practice creativity and innovation. However, good learning and training will help make people

sharp, quick, and patient. People who have high levels of these skills will get better jobs, have more advanced lives, and will be able to be more useful to society and the world.

Prasert Phlitphonkanpim (Wijarn Panich, 2012) has defined the 21st century as a world measured by work ability, which depends on learning skills: readiness to learn, eager to learn, wanting to learn, enjoying learning, able to learn at all times from all places, having good life skills, able to adapt every time encountering obstacles, being flexible in all forms when encountering life problems, and having the ability to use information technology.

Martin James (2010) defines the 21st century as a century of extremes, capable of creating a more magnificent civilization.

The study concluded that the meaning of the 21st century means that school administrators must be more involved in educating children than ever before. In the future, the focus will be on the structure of school administration in the new educational concept. They must have extensive knowledge and knowledge about teaching and learning. They must have more authority than in the past decade. In other words, school administrators can be called the head of teachers or those who are respected because of their ability to change the school from the past. They must use technology to communicate more.

Framework for the 21st Century

Wirot Saranat (2013) stated that the Partnership for 21st Century Skills was established in 2002. It is an organization in the United States that came from the gathering of thinkers, educators, leading private companies, and government agencies to jointly develop the “Framework for 21st Century Learning” to prepare students in the US education system for the 21st century. It was presented in 2009 and many states have already developed it into action plans and projects. At present, this organization is still active.

Partnership for 21st Century Skills (Online. 2009) stated that The Framework for 21st Century Learning describes the knowledge and skills as models for students to be successful in work and life. It is a combination of content knowledge and specialized skills. All use of 21st Century skills must develop academic knowledge and understanding among all students. Those who can think critically and communicate effectively must build on the foundation of academic knowledge. As shown in Figure 2, it clearly shows the components of all components that are interconnected in the process of teaching and learning in the 21st century to achieve the results that students are successful in work and life in the 21st century. Core knowledge or core subjects that are important in organizing learning in the 21st century include English as a native language (English), reading skills (Reading) to learn and gain a variety of additional knowledge. It is believed that reading is a basic skill for learning things. Other language skills (Language Arts) include listening, speaking and writing, foreign languages (World Language), arts (Arts), mathematics (Mathematics), economics (Economics), science (Science), geography (Geography), history (History), government and civics (Government and Civics). The disciplines in the social sciences (Social Science) mentioned above are different from Social Studies (Social Studies) which deals with the way of life (Way of Life) of humans, living things and the environment.

From the study, it can be concluded that the 21st century framework means 21st century skills. It is an organization in the United States that is a combination of thinkers, educators, leading private companies and government agencies. Jointly developed a framework for 21st century learning to prepare students in the education system for the 21st century. And many states have already implemented plans and projects for implementation. The 21st century learning framework is a combination of content knowledge and specific skills. It is necessary to develop academic knowledge and understanding among students. Those who can think

critically and communicate effectively must be built on the foundation of academic knowledge to achieve results that students are successful in their work and life in the 21st century.

Conclusion

From the study of the literature mentioned above, the academic leadership of school administrators that affects teachers in the 21st century is the behavioral characteristics of administrators that indicate those who have knowledge and understanding of the national educational philosophy and learning management principles, determine the scope of work that the school must be responsible for in terms of academic work and create understanding of such missions for those involved to know, including organizing learning processes related to caring for, promoting and supporting teachers' teaching and students' learning by promoting the academic atmosphere of the school, creating a culture and atmosphere conducive to learning, developing academic work by planning together with teachers and encouraging teachers to organize activities to promote students' intelligence to achieve students' needs, including creating awareness for all relevant parties to understand by using the strategy of coordination in control that will adjust the academic mission of the school, which in the future will have to create an organization and improve the system to be consistent with the needs of the new social structure, focusing on the structure of school administration in the new educational concept, having extensive knowledge and knowledge of teaching and learning, having more authority to command than in the past decade.

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