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## INSPIRATION THE DEVELOPMENT OF EDUCATIONAL INSTITUTION ADMINISTRATION IN THE 21<sup>ST</sup>

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### Abstract

This article presents about creating inspiration for developing educational institution administration in the 21st century, with the objective of using inspiration to develop educational institution administration in the 21st century. To develop educational institution administration by using inspiration to drive educational institutions to keep up with the times in the 21st century, develop organizations and learners to be efficient, by using inspiration as a driving force in the operations of educational institution administration, keeping up with the changing times of the 21st century. The content and details of the article will discuss using inspiration to motivate administrators, personnel, and students to be ready for the development of educational institution administration in the 21st century, pushing educational institution administration towards a common goal. This academic article aims to analyze creating inspiration for developing educational institution administration in the 21st century by collecting data from academic documents. The search found that there are 4 main areas for creating inspiration for developing educational institution administration in the 21st century: 1) Inspiration from goals 2) Inspiration from role models 3) Inspiration by Motivation 4) Inspiration by Dynamic, to serve as inspiration in developing educational institution administration in the 21st century.

**Keywords:** Inspiration , Developing educational institution administration in he 21st century

### Introduction

Thai education is in constant flux, undergoing rapid and unforeseen development. Educational administrators face swift changes, requiring them to adapt their management styles in a highly competitive landscape. They must strategically develop their institutions to meet objectives and keep pace with 21st-century advancements. Successfully leading an educational institution to achieve its goals necessitates a focus on effective management and strong leadership (Sasirada Paengthai, 2016). This becomes a crucial challenge, demanding transformative educational administration to drive other sectors. Traditional administrative styles, teaching methods, and learning approaches require efficient, innovative management to achieve educational goals and improve institutional effectiveness. This necessitates creating a challenging, proactive organizational culture prepared for global change.

Driving the development of educational administration is paramount for smooth, efficient operation. Inspiring leadership is one key method for motivating administrators, staff, and students (Dusadee Yo Lao et al., 2013). Inspiration, they explain, is an intrinsic power driving thoughts and actions toward success, even in the face of significant challenges and personal sacrifices.

Developing educational administration requires a collaborative effort from all stakeholders, fostering inspiration to motivate administrators, staff, and students for progress in 21st-century Thai education.

## **Inspiration**

Inspiration is an intrinsic, self-generated force that drives individuals to pursue desired outcomes and achieve success. Unlike external motivation, it doesn't require prior external incentives to spark internal drive. It empowers individuals to overcome challenges, however difficult, to reach their goals, even if it necessitates personal sacrifices (Namthip Vipawin, 2008). It instills a sense of challenge in followers when facing new tasks or changes, leveraging communication, expression, and symbolism. This is achieved by clearly defining objectives, visions, and desired future achievements, fostering commitment and inspiring a determined pursuit of success.

Wuthipong Thayaping (2019) describes goal-oriented inspiration as the act of defining work objectives, including identifying the beneficiaries. Clearly defining the "who" and "what" of a task powerfully motivates consistent effort towards its successful completion.

Poj Chaiansukij (2007) categorizes inspiration into four types, acknowledging its diverse origins and dependence on individual needs and contextual factors: The explanation of the four types would follow here if you would like me to continue. Please let me know.

1. Inspiration by Goal, Setting personal goals, regardless of their ambition or alignment with one's abilities, serves as a driving force. The level of effort exerted depends on both the individual's capabilities and the goal's difficulty. Highly capable individuals with ambitious goals might invest less effort than less capable individuals with similarly ambitious goals. However, achieving the goal remains inherently rewarding, motivating further action and preventing discouragement. This type of inspiration influences self-positioning, career choices, and social affiliations, guiding individuals towards their life's purpose..

2. Inspiration by Role Model, This type of inspiration stems from admiration for individuals, both known and unknown, such as family members, teachers, celebrities, singers, or athletes. It arises from exposure, participation, and interaction (direct or indirect) with these individuals, fostering feelings of love, faith, trust, and admiration. These positive feelings develop into a desire to emulate the role model. Role model inspiration significantly impacts life choices, life paths, attitudes, perspectives, thoughts, and decision-making, aligning these aspects with the characteristics of the admired individual.

3. Inspiration by Motivation, This type of inspiration arises spontaneously from unforeseen events, situations, opportune moments, or conditions. It's unplanned and unanticipated. This kind of inspiration might inform crucial decisions or choices impacting one's life, organization, or institution. Therefore, careful consideration, precision, and a focus on effectiveness are paramount, exceeding the importance of other forms of inspiration.

4. Inspiration by Dynamic, This type of inspiration arises naturally from experiences and circumstances encountered at a particular moment, exerting influence during that specific time. Dynamic inspiration is often transient and subject to frequent change, impacting life for shorter periods. Examples include fashion trends, artistic appreciation, and lifestyle preferences.

In summary, inspiration is an internal stimulus that motivates individuals to embrace challenges, new assignments, and change. It's influenced by individual factors and categorized into four main types:

1. Inspiration by Goal: The drive to achieve self-defined goals; higher goals generally lead to greater effort.

2. Inspiration by Role Model: Motivation stemming from love, faith, trust, and admiration for exemplary figures, leading to emulation.

3. Inspiration by Motivation: Sudden decisions prompted by immediate stimuli or circumstances.

4. Inspiration by Dynamic: Responses to constantly shifting situations and external stimuli.

### **How to get inspired**

Namthip Vipawin (2008) describes a three-step process for building inspiration. (The specific three steps would need to be provided to complete the translation.)

1. Self-Belief: Individuals must possess unwavering confidence in their ability to achieve their desired outcomes through thought and action. Doubt, hesitation, confusion, or self-doubt must be completely absent during the planning and execution phases.

2. Commitment: Following the establishment of strong self-belief, the second step is unwavering commitment. This refers to a deep-seated determination to achieve success, regardless of the required physical, mental, and intellectual effort.

3. Faith in Desired Outcomes: This entails envisioning the value and significance of the anticipated success. The achievement is perceived as the most challenging and rewarding aspect of life. This aligns with

Bass & Avolio's (1994) work identifying inspiration as a key component of transformational leadership. Their "Four I's" model of full-range leadership includes: 1) Idealized Influence, 2) Inspirational Motivation, 3) Intellectual Stimulation, and 4) Individualized Consideration. This model highlights how effective leadership, particularly through inspiration, enhances employee performance, job satisfaction, and the achievement of organizational goals. The process of building inspiration can be further defined through the steps outlined above.

1. Valuing Contributions and Fostering a Sense of Purpose: Most individuals desire a sense of value, accomplishment, the ability to help others, and participation in collective success. These are fundamental to building workplace inspiration. Actively listening to and valuing individual contributions is crucial. For example, management actively listening to problems and suggestions regarding community service projects, and empowering staff to work and make decisions independently within the project's framework. Other emotional factors that can inspire include fairness, transparency, equality, camaraderie, and opportunities for advancement.

2. Aligning Tasks with Individual Strengths and Aspirations: Community service projects should consider the expertise of the departments involved. For instance, health-related projects align well with individuals seeking opportunities for advancement and helping others. The primary objectives of these projects are advancing knowledge and improving healthcare systems, leading to more efficient operations.

3. Connecting Tasks to a Clear Vision: Community service projects should be presented within a clear vision, showcasing successful changes and innovations while valuing staff input. This approach benefits the collective while acknowledging individual contributions. The operational approach should align with a vision emphasizing change and innovation, but also prioritize staff feedback.

4. Utilizing Engaging Communication: Leaders and management should use vibrant and engaging communication styles when discussing community service projects. A confident tone, varied pitch, appropriate pauses, and strategic emphasis create excitement and emotional engagement. Whether in meetings or casual settings, this lively communication style fosters a stimulating atmosphere and inspires staff.

5. Positive Language and an Optimistic Outlook: Positive belief and optimism about change are contagious, particularly when supporting challenging tasks. If community service staff lack confidence, management should use positive language to reassure them that change will lead to success. For example, using phrases like "Good things will happen" instead of "Good things might happen" when discussing change (Naphat Senapong, 2018).

In short, inspiration is an internal force that motivates individuals to pursue goals. It can be triggered by external factors or other people, serving as a catalyst for goal-oriented behavior. Inspiration fuels drive, commitment, and determination to achieve objectives.

### **Developing educational institution administration in the 21st century**

The Office of the Education Council Secretary (2016) has outlined the directions for Thailand's National Education Plan 2017-2036. The plan aims to provide education and learning opportunities for all citizens from birth throughout life. The main goals are to ensure equal access to education, improve quality and standards, and promote education for employability and job creation. This is within the context of Thailand's economy and society which is driven by innovation and creativity. Key themes are building a knowledge-based society, lifelong learning, and environments conducive for self-directed learning. The plan intends for Thailand to transition from a middle income to a developed country within 15 years. Government agencies related to education should use this plan to guide the development of education policies and programs.

Bhardee Anantanawi (2009, p. 2), educational administration can be viewed as a collaborative activity. This involves individuals working together to develop children, youth, and citizens in all aspects – enhancing their capabilities, attitudes, behaviors, values, and moral character. The goal extends to fostering effective and responsible social, political, and economic participation within society, utilizing structured processes within both formal and informal educational settings.

Nopphong Bunjitradul (2010, p. 4), administration involves several broad principles: It necessitates two or more individuals collaboratively engaging in one or more activities, operating within a structured framework with defined rules and regulations. Effective resource utilization and appropriate techniques are employed to achieve one or more clearly defined, pre-determined objectives. These objectives are collaboratively established, ensuring mutual understanding and agreement among all participants.

The Ministry of Education (2003, p. 33-65) has specified 4 groups of educational institution administration work as follows:

1. Academic affairs administration
2. Budget administration
3. Personnel administration
4. General affairs administration

Kraisor Jiamthong (2018, p. 23) explains that academic administration, budget administration, personnel administration, and general administration in education are processes designed to foster human development. This development encompasses intellectual growth, knowledge acquisition, moral character development, work skills, critical thinking abilities, lifelong learning, creative application of knowledge, and physical and mental well-being. The aim is to equip individuals for successful careers, harmonious living within their environment, and adaptability in a rapidly changing society. This aligns with the core ideals of lifelong learning and transforming Thai society into a learning society that prioritizes quality of life and social integration.

Pikul Namhung (2021) emphasizes that 21st-century educational leadership requires administrators to be change agents—visionary, proactive, and future-oriented. Effective

strategies are crucial for achieving goals. Key tools for success include organizational knowledge management, continuous innovation and knowledge development, flexible and adaptive practices, team-based work, and the development of strong and sustainable professional networks

In summary, 21st-century educational administration is driven by innovation, creativity, and modern technology. However, the four core administrative functions remain: academic affairs, budget management, personnel management, and general administration, all working toward the plan's objectives. There is a greater emphasis on openness, flexibility, adaptability, leveraging technology, and developing future-essential skills to foster understanding and respect for diversity in a globalized world.

## Conclusion

This article examines the need for modernizing educational management in Thailand to keep pace with rapid societal changes, technological advancements, and evolving career demands. The increasing need for 21st-century skills necessitates adapting the education system to equip learners with necessary knowledge and competencies. Lifelong learning, the development of 21st-century skills, and community engagement are highlighted as key strategies for driving modern and responsive educational administration. The dynamism of these changes requires internal motivation, which the author categorizes into four main types of inspiration: 1. Inspiration by Goal : Driven by the pursuit of self-defined goals; higher goals lead to greater effort. 2. Inspiration by Role Model : Inspired by admiration, faith, trust, and positive impressions of role models. 3. Inspiration by Motivation: Sudden decisions prompted by immediate stimuli or specific conditions. 4. Inspiration by Dynamic: Responding to constant change and external stimuli to drive improvement in educational administration. This approach aims to ensure efficient and effective development of educational administration, keeping pace with the rapid changes of 21st-century education.

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