

ACADEMIC LEADERSHIP IN DRIVING EDUCATIONAL INSTITUTIONS TOWARDS THEIR GOALS

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Abstract

This article wants to present about academic leadership in driving educational institutions towards their goals. With the objective of helping develop educational institution administrators to have academic leadership qualities. Aiming at developing educational institutions towards the goal However, academic leadership must have knowledge and abilities in all areas. Both intellectually and emotionally However, academic leadership must have knowledge and abilities in all areas. Both intellectually and Ready to accept the changes quickly. Especially the educational process is a process. emotionally Always ready to develop oneself in order to Very important in human resource development To be efficient and effective This academic article has collected related research, divided into 3 topics: the meaning of leadership; Academic leadership of educational institution administrators and the roles, duties and responsibilities of educational institution administrators

Keywords: leadership., academic leadership of educational institution administrators., duties and responsibilities of educational institution administrators.

Introduction

Leadership is the heart of success in an organization. A leader with stability and confidence can inspire and motivate their team. Good leadership entails appropriate traits to effectively lead a team towards efficient work and achieve positive outcomes. The role of a leader is not only about management and setting goals, but also involves being proactive and efficiently solving problems that arise within the organization. Moreover, leaders must understand the needs and satisfaction of customers and be able to analyze and adjust operational strategies to respond to changes.

Good leadership requires knowledge and skills related to management, including an understanding of team needs. Additionally, a leader must be respected and accepted by their team and build strong relationships with individuals both inside and outside the organization. Leadership is a critical factor in the success or failure of an organization, as it affects people and resources under various circumstances. Leaders who exhibit leadership qualities contribute to the effective success of tasks and projects.

The Meaning of Leadership

Sermasak Visanaporn (2001: 10) stated that leadership is the use of influence by a person or position to have others willingly follow in order to achieve the goals set by the group. In summary, leadership is a form of interpersonal influence.

Pawida Tharasrisut (2004: 5) offered the perspective that leadership is the art of using a leader's influence to motivate colleagues to willingly cooperate in achieving set objectives.

Daft (1999: 5) described leadership as a process involving the relationship between leaders and followers, resulting in changes aimed at achieving shared goals.

Ivancevich and Matteson (2002: 425) defined leadership as the process of influencing others to achieve the organization's operational goals.

Yukl (2002) stated that leadership refers to an individual's personal behavior that guides a group's activities towards achieving shared goals.

In summary, leadership refers to the ability or process of leaders or managers to influence the behavior of individuals or groups to ensure that the organization's operations achieve the set objectives or goals collaboratively.

Academic leadership is a crucial role across various academic fields such as science, engineering, arts, and others. Academic leaders are responsible for creating and developing knowledge in their respective fields and representing expertise in those areas. They are accountable for setting directions and strategies for research and development in their academic fields. The success of an academic leader lies in fostering collaboration among researchers and students, promoting and inspiring creativity and understanding in related academic fields. Additionally, academic leaders play a role in forming partnerships with other organizations or institutions to exchange knowledge and experience and act as intermediaries in creating collaboration across different academic disciplines. To be an effective academic leader, one must have knowledge and understanding in the relevant academic field, as well as responsible leadership and an understanding of management.

The meaning of academic leadership of school administrators:

Thavorn Seng-iad (2007: 150) defines academic leadership as the ability of school administrators to apply knowledge, concepts, methods, and effective technology in management to benefit teachers and students.

Siranee Wasuphat (2008: 29) describes academic leadership of school administrators as the creative role-playing of administrators who can influence, motivate, or guide school personnel and stakeholders to understand and be aware of the objectives of educational management, unite forces, and coordinate relationships to ensure that academic work, which is directly related to the quality of teaching and learning and the quality of learners, achieves the set goals, which is the primary mission of the educational institution.

Glickman (1985 cited in Blasé and Blasé, 2000: 131) stated that academic leadership is the integration of work to provide direct assistance related to student development, personnel development, and curriculum development.

Girvin (2001: 1) mentioned administrators as academic leaders, considering them the central figure in efforts as visionary organizers, leaders, and evaluators, to ensure the school's academic progress, with the objective of enhancing students' learning success.

McEwan (2003: 6) defined academic leadership as leadership directly related to the teaching and learning process, involving teachers, students, and the curriculum, interacting with one another.

In summary, academic leadership refers to the characteristics or behaviors exhibited by school administrators in collaborating with teachers and stakeholders in managing teaching and learning, resulting in students achieving learning success.

The meaning of the roles, duties, and responsibilities of school administrators

Kitima Preedilok (2002: 155) summarized research findings from a study of principals in Illinois and found that successful school administrators should perform their roles as academic leaders as follows:

1. Evaluate teachers' performance.
2. Set high expectations for students and teachers.
3. Serve as a model of high professional standards.

4. Develop and implement the school's vision, mission, and goals.
5. Maintain positive internal relationships with staff both inside and outside the school.
6. Create a safe and orderly environment.
7. Develop school improvement plans.
8. Establish an effective internal communication system.
9. Be strict in selecting candidates for teaching positions.

Jakrapong Thaboot (2004: 32-34) found that the academic leadership role of school administrators is the behavior shown by administrators by utilizing their knowledge, abilities, and effective techniques in school management. This aims to motivate and guide teachers to carry out educational activities to achieve defined objectives and goals and to further advance the professional development of teachers.

Prasit Kiewsri and colleagues (2005) conducted research on the development model of academic leadership behavior of basic education administrators. By analyzing 22 documents and conducting expert group discussions, it was found that the academic leadership behavior of educational administrators is divided into 3 aspects with 23 items, summarized as follows:

1. School Management: Educational administrators must have the ability to plan strategically, implement action plans, organize a supportive organizational structure, utilize academic leadership, manage changes, mobilize resources from various sources, and create channels for participation from different parties.

2. Curriculum and Instruction Management: Educational administrators must focus on students' academic achievement, emphasize the ability and quality of teachers' teaching, have the ability to supervise teachers' instruction, evaluate teachers' and students' teaching and learning, design, create, and develop school curricula, coordinate curricula, monitor, oversee, and supervise curriculum use, motivate and encourage teachers and students in teaching and learning, create a learning-conducive environment, and manage time by being regularly visible in the school and community.

3. Community Team and Personal Management: Educational administrators must be role models in ethics and morality, accept differences in others' thoughts and actions, think outside the box, develop school personnel to be leaders, have communication skills, and build good relationships with colleagues and the community.

Winter and Sweeney (1994, cited in Lunenburg and Ornstein, 1996: 322-323) proposed effective school administration behaviors with an academic focus as follows:

1. Having high expectations for student achievement.
2. Clarity in curriculum matters.
3. Clarity in teaching program matters.
4. Clarity in goals, objectives, and standards.
5. Allocating significant time for teaching and learning.
6. Emphasizing reading and mathematics skills.
7. Implementing staff development programs.
8. Focusing on classrooms and teaching programs.
9. Regularly monitoring student progress.
10. Providing rewards for teachers and students.
11. Building relationships between teachers and parents.
12. Promoting a positive school atmosphere.

Chell (2001: 9) summarized the characteristics or behaviors of academic leadership based on research in effective schools as follows:

1. Supervision and evaluation of teaching
2. Personnel development activities
3. Curriculum development that enhances student knowledge and activities

4. Promotion of teamwork
5. Encouragement of research activities
6. Development of a positive school atmosphere
7. Building relationships between the school and the community

Glickman (1990 cited in Chell, 2001: 11) discussed the characteristics of effective academic leadership of administrators, which consist of three main components as follows:

1. Knowledge: Essential knowledge for academic leadership to perform the duties of educational administrators, with sub-components including:

- 1.1 Knowledge about effective schools
- 1.2 Knowledge about effective teaching
- 1.3 Knowledge and beliefs about educational management philosophy
- 1.4 Knowledge about administrative development
- 1.5 Knowledge about change management theories
- 1.6 Knowledge about curriculum theory and development

2. Tasks: Duties related to knowledge, with sub-components including:

- 2.1 Supervision and evaluation of teaching
- 2.2 Personnel and team development
- 2.3 Curriculum development and implementation
- 2.4 Group process development
- 2.5 Action research and classroom research
- 2.6 Creating a conducive learning environment
- 2.7 Building good relationships between the school and the community

3. Skills: Applying knowledge to effective practice, necessary leadership skills for educational administrators, divided into 8 areas as follows:

- 3.1 Leadership Skills
 - 3.1.1 Interpersonal skills
 - 3.1.2 Communication skills
 - 3.1.3 Supervisory skills
 - 3.1.4 Group decision-making guidance skills
- 3.2 Technical Skills
 - 3.2.1 Goal-setting or vision-setting skills
 - 3.2.2 Evaluation and planning skills
 - 3.2.3 Observational skills
 - 3.2.4 Research and evaluation skills

Weber (1989 cited in Lashway, 2002: 2) categorized academic leadership of administrators into five areas:

1. Establishing the school's mission
2. Promoting a positive learning atmosphere
3. Observing and providing feedback to teachers
4. Managing curriculum and instruction
5. Evaluating teaching programs

McEwan (2003: 13) discusses the seven steps to becoming an effective academic leader:

1. Set educational standards to achieve results.
2. Be a part of the team.
3. Create a school culture and atmosphere conducive to learning.
4. Communicate the school's vision and mission.
5. Set high expectations for staff and oneself.
6. Develop teachers to become leaders.

7. Develop and maintain a positive attitude towards students, teachers, and parents.

The Maryland State Board of Education (2005: Online) outlines a framework for academic leadership for school administrators, focusing on key content and skills, divided into eight components:

1. Facilitating vision development: Administrators lead the school's vision, incorporating values, challenges, and opportunities for student development. They ensure stakeholder participation in setting the vision, implementing it, reviewing it, and allocating resources to support its success.

2. Engaging in harmonious activities: This involves respecting, building teams, and genuinely trusting in relationships with students, staff, and parents. Administrators hold high expectations for students and teachers in continuous development, create an effective school leadership team, and establish professional learning communities focused on student learning outcomes, with teachers participating in decision-making.

3. Monitoring curriculum implementation: Administrators continuously interact with teachers to create standard curricula and apply research-based teaching strategies. They assign tasks that are appropriately challenging, aimed at new learning, and regularly assess student progress.

4. Ensuring assessment standards: Administrators ensure diverse methods of student assessment to foster collaboration and use formative assessments to improve teaching and learning, with summative assessments as a basis for measuring achievement and individual student studies to enhance classroom instruction.

5. Utilizing technology and diverse data: Administrators promote the effective use of technology and data to improve teaching and learning, encouraging the use of educational technology, websites for research, and group data reviews for decision-making, with teachers collaborating to analyze student work regularly.

6. Supporting professional development through research-based practices: Administrators support staff professional development aligned with curriculum, teaching, and assessment needs, linked to student development goals, allowing teacher involvement in planning and feedback, meeting staff needs, and aligning with agency professional development standards.

7. Building leadership capacity: School administrators build leadership capacity by creating teaching leadership opportunities, decentralizing decision-making to teachers, fostering school commitment, and participating in developing leadership team potential and success.

8. Enhancing stakeholder collaboration: Administrators foster collaboration with stakeholders by welcoming parents, benefactors, and stakeholders into the school, encouraging them to join school reform actions, participate in school life, and sharing decision-making with stakeholders.

In the research of Sīrrānī Wasuphat, 2008: 194, the exploratory and confirmatory components of academic leadership of school administrators of the Maryland State Board of Education (2005) were analyzed. The academic leadership components were reduced to four and renamed as follows:

- 1) Facilitating vision development
- 2) Ensuring effective teaching and assessment
- 3) Supporting professional development according to professional standards, and
- 4) Enhancing leadership and participation in teaching management.

Huber (2007: 30-34) compiled research related to the specific characteristics of academic leadership practices of school administrators into twelve main points as follows:

1. Providing resources to help teachers succeed in teaching management

2. Focusing on student learning as the main goal
3. Emphasizing both formal and informal success of students and staff
4. Developing and fostering relationships with school stakeholders
5. Developing a school culture to promote academic excellence and continuous improvement
6. Continuously monitoring the implementation of curriculum, teaching, and school assessments
7. Being knowledgeable about curriculum and teaching, and emphasizing research on effective educational practices
8. Being easily accessible and approachable
9. Using leadership teams for curriculum development, school policies, and promoting staff autonomy
10. Emphasizing professional development
11. Designing expected behaviors from others and behaving in accordance with beliefs with the intention of achieving positive results
12. Being aware of situations and adapting leadership practices to various situations

It can be concluded that administrators should possess professional characteristics and personal attributes according to the standards. They should have strong leadership, especially in transformational leadership, capable of guiding or motivating colleagues to change educational practices to align with goals. They should have vision, educational goals, work planning, creativity, and manage work focusing on the greatest benefit for learners' development. They should seek knowledge to keep up with societal changes, be a good example for school personnel, possess good personality, quick wit, good decision-making and problem-solving skills, good human relations, high responsibility, and open-mindedness to listen to others' opinions. They should be honest, fair, developers, and community service providers. They should maintain good health, love national institutions, and preserve religion, art, culture, nature, and the environment. Additionally, as organizational leaders, they must constantly develop themselves to keep up with rapid changes, especially in educational processes, which are crucial in developing human resources effectively and efficiently. Therefore, administrators should be aware of and prioritize organizational management, demonstrating leadership roles and guiding the organization towards success according to their mission. The role of administrators is diverse, depending on the organization's mission and administrative activities, requiring them to change key paradigms, compete with other organizations stably, and continually train to become excellent leaders. They should modernize the organization, develop the team into a learning entity, create new paradigms within the organization, and develop necessary skills to lead the organization under their care into digital management in the 21st century. This includes teamwork skills, problem-solving skills, critical thinking and creativity skills, communication skills, learning innovation skills, digital literacy skills, setting instructional direction skills, sensitivity skills, adjustment skills, and results orientation skills.

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