

Transformational Leadership of School Administrators in the Private Schools under the Office of Private Education Narathiwat Province, Thailand

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Abstract: *The objectives of the study were 1) to assess the level of Transformational Leadership of School Administrators in the Private Schools under the Office of the Private Education Narathiwat Province; 2) to study the variables that moderate the impact of Transformational Leadership level of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province; 3) to obtain recommendations on Transformational Leadership for School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province. The sample group consisted of 210 school teachers from the large-scale private schools under office of the Private Education Narathiwat Province. The sample size was determined by the table of Krejcie and Morgan with the selection process of Stratified Random Sampling Method. The instruments used for data collection consisted of Likert's Five-Scale Rating questionnaires and the Semi-Structured Interview. The Cronbach's Alpha Coefficient scored at 0.81. Frequency, Percentage, Mean, Standard Deviation, t-Test, F-Test, and Scheffe's Post Hoc Test were statistics used.*

The findings of this research study showed that the Transformational Leadership of School Administrators in the Private Schools Under the Office of Private Education Narathiwat Province was at a High Level. There was significant difference at 0.001 level for Transformational Leadership among different gender, marital status, and work experience of school administrators in the Private Schools Under the Office of Private Education Narathiwat Province.

In summary, there was a strong link between leadership capability and high performance of the team members. Transformational Leadership was a series of process that helped inject positive influence, inspiration, motivation, intellect, knowledge, creativity, and personal growth into the organization. Transformational leaders must acquire the new set of leadership skills to help overcome new challenges and obstacles of the Educational Transformation in this fast-changing century. School administrators who practiced transformational leadership skills showed competitive advantage to lead the institution for the new era of Education 4.0.

Keywords – Transformational Leadership, School Administrators. Education 4.0

I. BACKGROUND OF THE STUDY

Education is the tool which provides people with the required knowledge, skill, technique, and information, which will enable them to know their rights and duties toward their family, society, and obviously nation. Education helps expand the vision and outlook to see the world. Level of education develops the status of the nation. We need an educational system that enhances the proper skills of our children that can contribute to the development of the country [1]. Education 4.0 is the direct response to Industrial Revolution 4.0 as announced by Klaus Schwab, executive chairman of the World Economic Forum, in 2015. This is the era of technologies that combine hardware, software, and biology, and it emphasizes the advancement in communication and connectivity [2]. This creates a new blueprint of education worldwide. Education 4.0 will enable learning anytime using the e-learning tools and applications. The old classroom setting is no longer sufficient. As education 4.0 emphasizes the personalized learning where students can learn at their own pace and use their own tools and techniques. Teachers are now just learning coaches. The school system has been revamped. The educational leaders are facing new challenges as these rapid changes occur [3].

According to Thailand's 20-year National Strategy, education is the key driver to raise the standard of the country and to produce highly skilled workers needed in the workforce [4]. Educational leadership is crucial in implementing new educational policy worldwide. Appropriate leadership skills

are one of the most necessarily surviving factors for this transformational period. Educational leaders play a crucial role in refining school outcomes. Because educational leaders are the center of influence, it is undeniable that they must acquire the right attributes for this new challenges and missions. Transformational period requires transformational leaders. The old leadership skills of command and control are slowly losing their relevance. Educational leaders must be equipped with adequate competencies and attributes for the era of Education 4.0.

II. Objective Of The Study

The objectives of this research study are

- 1) To assess level of Transformational Leadership Level of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province.
- 2) To study the variables that moderate the impact of Transformational Leadership level of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province.
- 3) To obtain recommendations on Transformational Leadership for School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province.

III. HYPOTHESES

The hypotheses of the studies are

- 1 Gender moderates the impact of the Transformational Leadership level of School Administrators in the Private Schools Under Office of the Private Education Narathiwat Province.
- 2 Marital Status moderates the impact of the Transformational Leadership level of School Administrators in the Private Schools Under Office of the Private Education Narathiwat Province.
- 3 Work Experience moderates the impact of Transformational Leadership level of School Administrators in the Private Schools Under Office of the Private Education Narathiwat Province.

IV. SCOPE OF THE STUDY

The scope of the study is based on the Transformational leadership theory with the framework of Bass and Avolio 1994, the researcher had outlined this research into the four transformational leadership attributes: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Stimulation [5]. To gain deeper understanding of the variables that moderate the impact of Transformational Leadership the researcher had chosen the three variables of gender, marital status, and years of work experience to study.

V. METHODOLOGY

The population of the study consisted of the school employees who are currently working at the private schools under Office of the Private Education Commission in Narathiwat Province. The sample size was determined by Krejcie and Morgan Table [6]. The researcher uses the Stratified Sampling Method by dividing the entire populations into different subgroups proportionally then selects the final subjects via Simple Random Sampling Method. The 10 interviewers are drawn from the sample group with specific criterions. They must be school employees who are in the managerial position with 10 years of work experience.

This research study employs the mixed method design which is the combination of qualitative approach (questionnaire) and quantitative approach (semi-structured interview). The researcher has developed a questionnaire and a semi-structured interview based on the Transformational Leadership theory of Bass and Avolio 1994 [5] with the four transformational leadership attributes: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The first part of the Questionnaire requires the participants to check the gender, marital status, and years of work experience of their school administrators. The second part of the Questionnaire employs Likert's Five-Scale Rating Method. The instruments validated by five experts before for the pretesting process. For the reliability test, a total of 30 school employees who are not in the sample group from Laemtong

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Wittaya School in Narathiwat Province were requested to participate in the pre-testing of the instrument. The result of the reliability test indicated Cronbach's Alpha Coefficient score of .81.

For data collecting process, the official letters from Hatyai University are sent to the participated schools on the researcher's behalf as an introduction and a request for their cooperation on this research. The researcher hands out the Questionnaires to the sample group then goes back to collect them. The researcher checks for completion and errors, then follows the next steps.

For data analysis process, the researcher analyzes the data using the following statistics: Frequency (f), Percentage, Mean, Standard Deviation, t-test, F-test, and Scheffe Post-Hoc Analysis. The data obtained from the Semi-Structured Interview use the content analysis method.

VI. RESULT

The demographic data reveals that 66.70 % of school administrators in the Private Schools Under Office of the Private Education Narathiwat Province are male and 33.30% of school administrators in the Private Schools Under the Office of the Private Education Narathiwat Province are female. The overall level of Transformational Leadership Attributes of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province is at a High level (\bar{x} = 3.89, S.D. 0.70). Intellectual Stimulation Attribute of Transformational Leadership ranks number one at a High Level (\bar{x} = 3.92, S.D. 0.72). Idealized Influenced Attribute of Transformational Leadership ranks number two at a High Level (\bar{x} =3.91, S.D. 0.70). Individualized Consideration of Transformational Leadership ranks number three at a High Level (\bar{x} = 3.90, S.D. 0.66). Inspirational Motivation Attribute of Transformational Leadership ranks number four at a High Level (\bar{x} = 3.84, S.D. 0.73).

The study of Transformational Leadership Attributes of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province reveals that female school administrators scores at the Highest level (\bar{x} = 4.43, S.D. 0.25) while the male school administrators scores at a High level (\bar{x} = 3.63, S.D. 0.66). The statistical data indicates that there is significant difference at .001 for all four Transformational Leadership Attributes of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province between male and female groups. The statistical analysis shows that the significance level is below the cut-off value, which rejects the null hypothesis and accepts the alternative hypothesis.

The study of Transformational Leadership Attributes of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province reveals that school administrators who are married ranks number one at a High level (\bar{x} = 4.15, S.D. 0.72). School administrators who are single ranked second at the Moderate level (\bar{x} = 3.33, S.D. 0.13). The school administrators who has other marital status ranks the lowest at the Moderate level (\bar{x} = 3.20, S.D. 0.17). The statistical data indicates that there is significant difference at .001 for all four Transformational Leadership Attributes of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province between different marital status groups. The statistical analysis shows that the significance level is below the cut-off value, which rejects the null hypothesis and accepts the alternative hypothesis. Therefore, a statistical post-hoc test, Scheffe, selected for further analysis. The test reveals whether there is a meaningful difference in the means of the groups being tested. The data from the post-hoc test indicates significant differences at .01 level between school administrators from different marital status groups as follows. School administrators who are married (4.15) significantly differs with the group of Single (3.33) and the group of Other (3.20) at .01 level for overall Transformational leadership attributes.

The study of Transformational Leadership Attributes of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province reveals that school administrators with 21 or more years of experience ranks first with the score of the Highest level (\bar{x} = 4.41, S.D. = .20), the school administrators with 11-20 years of experience ranks second with the score of a High level (\bar{x} = 4.19, S.D. = .26), and the school administrators with 0-10 years of experience ranks third with the score of the Moderate level (\bar{x} = 3.29, S.D. = .45). The statistical data indicates that there

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is significant difference at .001 level for overall level and all four Transformational Leadership Attributes of School Administrators in the Private Schools Under Office of the Private Education Narathiwat Province between all three experience groups. The statistical analysis shows that the significance level is below the cut-off value, which rejects the null hypothesis and accepts the alternative hypothesis. Therefore, a statistical post-hoc test, Scheffe, selected for further analysis. The test reveals whether there is a meaningful difference in the means of the groups being tested. The data from the post-hoc test indicates significant differences at .01 level between school administrators from different marital status groups as follows. School administrators who have 0-10 years of experience (3.29) significantly differs with the group of 11-20 years of experience (4.19) and the group of 21 or more years of experience (4.41) at 0.01 level for overall Transformational leadership attributes.

The data obtained from the Semi-Structured Interview analyzed and coded as follows

1. Idealized Influence: Strong vision, Trustworthy, Knowledgeable, Moral and Integrity, Respectable, Responsible and Reliable, Self-Discipline, Role Model, Decision Maker, and Passion.

2. Inspirational Motivation: Communicator, Inspiration, Motivation, Teamwork, Appreciative, Supportive, Optimism, Connectedness, Collaborative, and Common Good.

3. Intellectual Stimulation: Stimulator, Challenger, Innovation, Creation, Imagination, Problem Solving, Knowledge Sharing, Future Skills, Digital Work, and Lifetime Learner.

4. Individualized Consideration: Good Listener, Empathy, Harmony, Includer, Connectedness, Openminded, Flexibility, Mentor/Coach, Personal Growth, and Career Development.

VII. DISCUSSIONS

The study reveals that overall level of Transformational Leadership of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province is at a High level. The School Administrators have embraced the Transformational Leadership Attributes and incorporate these important skills in their daily management practice. The result clearly explains why these large-scale private education entities are the most competitive private schools in Narathiwat Province.

The research study reveals that there is a significant difference of Transformational Leadership of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province between the male and the female groups. The female group of School Administrators scores at the Highest level where the male group of School Administrators scores at a High level of Transformational Leadership practice. The characteristics between male and female leaders differ in many ways. Several studies have noted that female leaders are leaning toward transformational style while male leaders are more transactional. Reassured by many scientists, the four primary areas of difference in male and female brains: processing, chemistry, structure, and activity [7]. Many research studies also concluded that women are more likely to be trusted and respected and show greater concern for individual needs. Women tend to be more nurturing, caring, and sensitive than men and that these characteristics are more aligned with transformational leadership [5][8].

The research study reveals that School Administrators who are married significantly differed with the School Administrators who are single and in others marital status. The married School Administrators scored at a High level where the single and the others marital status groups scored at the Moderate level of Transformational Leadership Practice. To help explain this finding, Professor Kerry Sulkowicz, a clinical professor of psychiatry at NYU School of Medicine, states that leaders need sincere sounding boards to counter the unavoidable, painful, and feelings of isolation. Without this type of support, many leaders succumb under such conditions. Emotionally troubled leaders can be easily distracted and fall apart. They tend to live in a paranoid, and they fear the outside world. They see things in negativity. Leaders with unstable emotions see everyone as their enemies and cannot build a functional team [9]. Many experts in the field of marriage psychology have linked the positive influence of marriage with leadership [10][11].

The study reveals that there is a significant difference of Transformational Leadership of School Administrators in the Private Schools Under the Office of the Private Education Narathiwat Province between the three different experience groups. The School Administrators in the group of 21

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or more years of experience scored at the Highest level of Transformational Leadership practice. The School Administrators in the group of 11-20 years of experience scored at a High level of Transformational Leadership practice. The School Administrators in the group of 0-10 years of experience scored at the Moderate level of Transformational Leadership practice. Many research studies have found the same results that both personal core value and work experience help shape leadership practice of school principals in a positive way. Leaders who have strong work background and extensive years of experience are better at resisting social pressures and other negativities. They are also a good source of guidance and advice for their team members. Years of experience help them predict, plan, and implement the right strategy for any situation they are encountering [12][13][14][15].

The researcher concludes that transformational leader is a new type of leader who provides a role model of high ethical, trustworthy, and highly respectable behaviors. Transformational Leader must articulate a vision that is appealing and inspiring to followers. They constantly provide inspirational motivation and challenge the team members with high standards. Transformational leaders communicate optimistically about future goals and provide meaning for the task at hand. They are the type of leaders with exceptional communication skills; powerful, inspirational, and engaging. Transformational Leaders stimulate and encourage creative thinking. They nurture and develop people to think independently. For such a leader, learning is a value. Unexpected situations are opportunities to learn. Transformational leaders act as mentors or coaches and listen to the team members' concerns and needs. They give empathy and emotional support. Transformational Leaders recognize and value the team's contribution. As a result, the team members grow aspirations for self-development and have intrinsic motivation for their tasks. Transformational leaders who are fully equipped with the right attributes can overcome challenges and obstacles from the world of uncertainty and complexity. Transformational leaders are the type of leaders for the new era of Education 4.0.

VIII. RECOMMENDATION

1. The research conducted provides a foundation for additional, more detailed research. As this study was a case study of the private school in Narathiwat province, it is recommended that this study be replicated using a representative sample from different geographical areas. This could minimize the impact of location on participant responses.

2. Additionally, a larger and more representative sample could improve the validity of the resulting data analysis methods. Larger sample sizes could enable researchers to use more focused data collection methods, reduce the likelihood of bias, and improve the confidence in how data is interpreted. It could also provide a clearer picture of the comprehensiveness of transformational leadership across all levels of the organization.

3. Future studies might expand transformational leadership theory, provide further practical approaches to identify how organizations might evaluate leadership and implement strategies for more effective leadership, and examine how community-based organization leaders might create and sustain a more transformational organizational culture.

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