

Developing Program of Creative Leadership for School Administrators

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Abstract

The purposes of the research were 1) to investigate components and indicators for creating creative leadership of school administrators, 2) to analyze current conditions, strategies and needs for creating the leadership, 3) to develop a program for fostering creative leadership for school administrators and 4) to evaluate results of the program implementation. The research methodology was divided into 4 phases: 1) study of components and indicators for creative leadership from seven experts, 2) analysis of current situation and strategies for developing creative leadership program based on the data collected from 1,225 sample subjects, 3) design of a creative leadership program for school administrators assessed by seven experts, and 4) implementation of the program to ten school administrators. The thirty key informants for the leadership development program consisted of school administrators, academicians, and chairmen of the basic education committee. The statistics using for data analysis included the percentage, mean, standard deviation, modified priority needs index (PNI_{modified}), and t-test. The results

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of the research were as follows: 1) The findings indicted that there were four key components, each comprising several indicators. These components and indicators for creative leadership consisted of imagination with three indicators: creative ideas, humor and a problem-solving, flexibility with three indicators: independent thinking ability, adaptability, and modernization/acceptance of new ideas ; vision with three indicators: creation, promotion and implementation and trustworthiness with three indicators: extroversion, confidence and support for others.2) the overall condition of the creative leadership of school administrators was at a high level, and the overall need of the school administrators for creating creative leadership was at the highest level.

Four strategies regarding of creating creative leadership were training, self study, field trip visit, and integrating theory for practice. Two high rated items of the needs for creating creative leadership were vision and trustworthiness. 3) the creative leadership program for school administrators consisted of rationale, objective, four modules of content: imagination, flexibility, vision and trustworthiness, development activities and evaluation. 4) the steps towards implementation of the program were as follows: 1) the overage posttest score of the school administrators for creative leadership after implementing the program was significantly higher than the pretest score at the .01 level ; 2) the overall creative leadership behavior of the administrators was at the highest level. The overall behavior of the school administrators for creative leadership after implementing the program was significantly higher than before implementing the program at the .01 level. 3) the overall satisfaction of the administrators with the creative leadership program was at a high level.

Keywords: Creative leadership, school administrators, developing program

Introduction

School has long been the organization playing an important role in educational management, since the administrators as leaders were very important in developing the educational quality of schools. The most important indicator of whether the educational management or school administration would be successful was the effectiveness. The school administrators had to apply their knowledge, competency, and experience in creating their visions for changing and supporting their educational staffs. The staffs needed to be developed in order to keep pace with the changes of current world situation by focusing on their accomplishments according to specified goals. (KanokratPurahong, 2006) According to the report of Thai educational situation, it was observed that the administrators, during the educational reform period had major responsibility in collaborating as

well as dedicating themselves to solve many problems. Among these issues were the problem of inequality in obtaining educational services, the quality of local educational management, and staff development of both teachers and administrators. Therefore, it was necessary to provide teacher and administrator development for effective educational management in order to be relevant to the national economic, political, and social situation. (Office of the Education Council, 2010) The techniques leading to problem solving as well as achievement, involved the school administrators, the key persons of educational institutions as well as professional leaders who had to obtain expertise, knowledge, competency, ethics, morality, and proper codes of conduct in order to lead a good and effective administration and management. (Rooncharoen, 2007)

However, in the current situation, it was necessary for the administrators or new organizational leaders to have leadership skills in leading the organization to succeed under limitations. The leaders had to provide opportunities for their staffs to have more working freedom. For school administration, in order to compete and be recognized for the quality of their educational management, it was necessary for the administrators to have creative leadership and competency to face with environmental changes. Furthermore, administration needed to prepare their members to be able to cope with and adjust to changes in direction, social development, mission and environmental uncertainty. The administrators with creative leadership would create new things to happen. (Na Puket, 2012) But, the situations described in analytic findings of The Educational Council found that the factors were obstacles to educational development and management included that the administrators still lacked of the characteristics of creative leadership as well as perseverance to educational development. The work of administrative systems lacked effectiveness and unity in school administration. As a result, the educational standards of schools were at a low level of quality. The schools did not achieve development with full potentiality. In addition, the educational management policy was not precise. There were limitations and inefficient budgets for school administration and management since they depended on rules and regulations they had to follow. Moreover, the readiness of education to meet the public demands had to be hurried in order to meet effective administration and management. (Office of The Education Council, 2010)

According to the synthesis of various educators' approaches, we concluded that creative leadership has been related to collaboration that stimulates the creativity of participants, enriches competency by cooperating with other people who may had congruent or incongruent ideas, team-work, and mutually enforced motivation. Collaboration leads to a situation of creative support for different opinions. The educators who participated in this study expressed their opinions on the factors of creative leadership, Bennis (2002) ; Couto and Eken (2002) ; Casse and Claudel

(2007) ; Harris (2009),subsequently synthesized by the researcher, into 4 factors: 1) imagination, 2) flexibility, 3) vision, and 4) trustworthiness.

According to the current situation and problems faced by school and educational administration and management, the researcher was interested in studying the school administrators’ creative leadership by applying Houle (1996), Caffarella (2002), Knowles (1980), and Wongwanich (2001) for their models of the patterns or structure for developing programs for creative leadership in order to further the knowledge, comprehension, and effective work practices.

Objectives

1. To investigate components and indicators for creating creative leadership of school administrators.
2. To analyze current situation, strategies and needs for creating the leadership.
3. To develop a program for fostering creative leadership for school administrators.
4. To evaluate the results of the program implementation.

Methodology

The research was conducted in four phases as described below:

Table 1: Research phases, methodology, instrument, and findings of developing program of creative leadership for school administrators.

<i>Phases</i>	<i>Methodology</i>	<i>Instruments</i>	<i>Findings</i>
Phase 1: study of components and indicators for creative leadership	1. Principles, approaches, and related theories and literature were studied for synthesizing into components and indicators for creative leadership 2. The propriety of components and indicators for creative leadership were investigated by 7 experts.	1. Evaluation 2. Form of propriety of components and indicators.	The components and indicators for creative leadership were established.

<i>Phases</i>	<i>Methodology</i>	<i>Instruments</i>	<i>Findings</i>
Phase 2: Analysis of current situation and strategies for developing creative leadership program	1. The components and indicators from phase 1, were used as conceptual framework in constructing the questionnaire asking about the current situation and needs for developing creative leadership program for school administrators 2. The questionnaires were administered to samples at 375 schools(293 small-size schools, 76 middle-size schools and 6 large-size schools) selected by multi stage random sampling in elementary primary schooloffice of the primary education area in the north- east under the jurisdiction of the office of the basic education commission.	The questionnaire asking current conditions and strategies for developing creative leadership program.	The current situation, desirable outcomes, development technique, and needs for developing creative leadership program
Phase 3: design of a creative leadership program for school administrators	1. The developing of a creative leadership program was outlined. In addition, a handbook for that developing was also outlined. 2. The propriety and feasibility of a tentative program and handbook were investigated. 3. The program and its handbook were revised based on 7 experts' suggestion the same as phase 1.	1. Interview Form 2. Evaluation 3. Form of propriety and feasibility of program and handbook	1. Features of the program were established. 2. Handbook was created.
Phase 4 : implementation of the program	The developed program was administered in 10 schools and evaluated by participants.	1. Test of Creative Leadership. 2. Evaluation Form	1. The program was developed. 2. Evaluation results of participant satisfaction levels was collected

Results

1. The findings indicted that four key components for creating a program for creative leadership consisted: imagination with three indicators: creative ideas, humor and problem-solving skills ; flexibility with three indicators: independent thinking ability, adaptability, and modernization/acceptance of new ideas ; vision with three indicators: creation, promotion and implementation ; and trustworthiness with three indicators: extroversion, confidence and support for others.

2. The findings showed that the overall condition of the creative leadership of school administrators was at a high level, and the overall need of the school administrators for creating creative leadership was at the highest level. Four

strategies regarding of creating creative leadership were training, self study, field trip visit, and integrating theory for practice. Two high rated items of the needs for creating creative leadership were vision and trustworthiness.

3. The developing plan for the creative leadership program for school administrators consisted of rationale, objective, four modules of content (imagination, flexibility, vision and trustworthiness), development activities and evaluation.

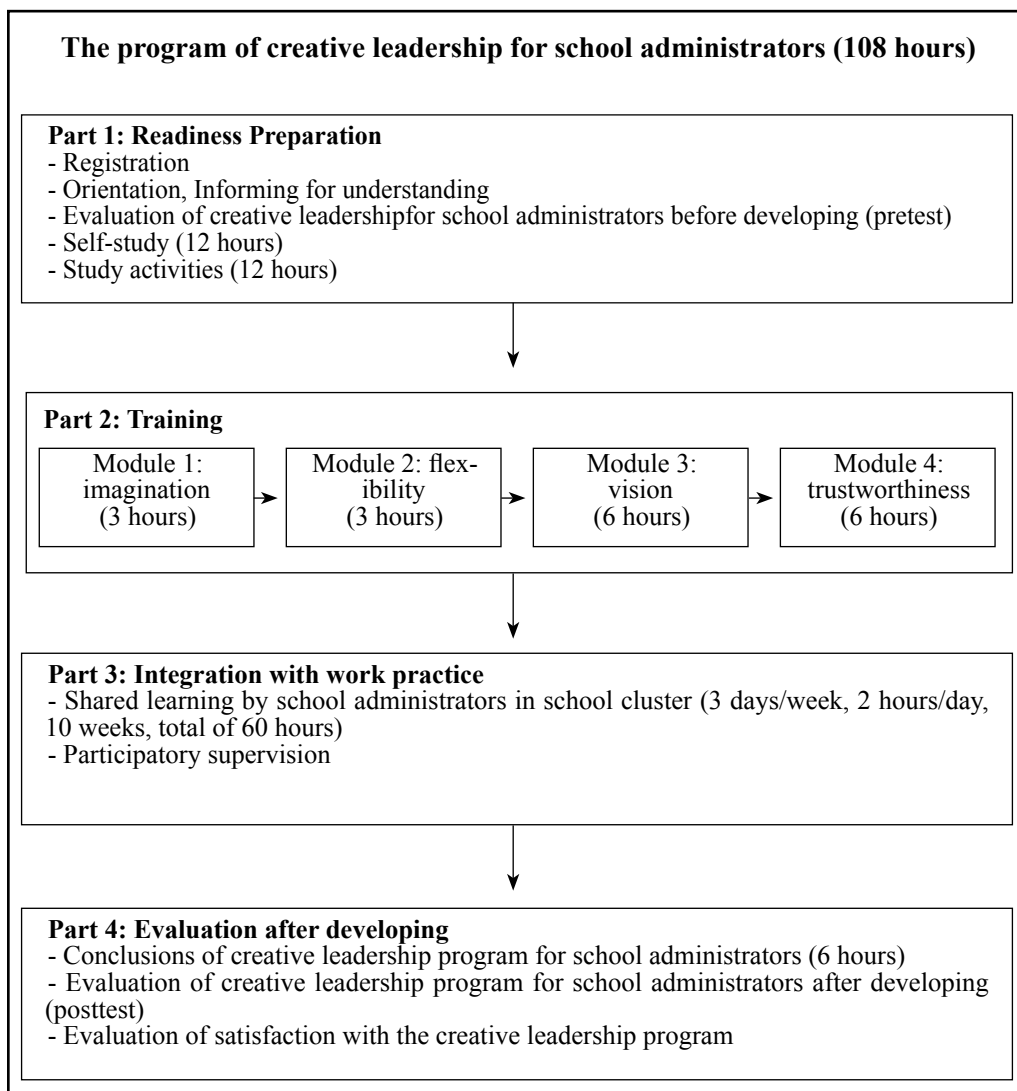


Figure 1: Developing program of creative leadership for school administrators

The developing plan consisted of 4 parts, Part 1: readiness preparation ; Part 2: training ; Part 3: integration of creative leadership and work practice ; and Part 4: evaluation after developing.

4. Regarding the implementation of the program, the findings are as follows:

4.1 The overall posttest score of participants after implementing the program was significantly higher than that of the pretest score at the .01 level.

4.2 The overall creative leadership behavior of the administrators was at the highest level. The overall behavior of the school administrators for creative leadership after implementing the program was significantly higher than before implementing the program at the .01 level.

4.3 Lastly, the findings showed that the administrators' satisfaction who participated in the evaluation program was at a high level.

Discussion

There were major issues discovered in the research findings of this study, which could be discussed based on research objectives as follows:

1. The factors and indicators incorporated into the program from both inside and outside the country resulted in a set of factors that were deemed relevant to the Thai context. The subsequent tools, assessment of factors and Indicators of creative leadership, were proposed to 7 experts for evaluating the propriety of factors and indicators of creative leadership. The evaluative findings found that the propriety was rated as being of the highest level in every factor and indicator.

2. The investigation of the current situation and desirable outcomes by asking the opinion of school administrators, school academic leaders, and presidents of basic school boards, found that they described the overall current situation was at "High" level. Considering each aspect, found that the highest level of mean value, was in the imagination which was at "High" level. The second order, the flexibility and the vision, the mean values were equal which were at "High" level. The last order was the trustworthiness, was at "Moderate" level. The overall desirable situation was at "The Highest" level. Considering each aspect, the highest level of mean value, was the vision which was at "High" level. The second order was the imagination which was at "The Highest" level. The trustworthiness was at "High" level. The last order was the flexibility which was "Moderate" level respectively. These results are supported by Alkin (1992: 717-718) finding that the administrators at every level of an organization often are blamed for a lack of leadership while at the same time have the responsibility for being the leaders. The administrators had to obtain their own development for being the

administrators. However, leadership is not inborn but must be learned. The administrators had to have the intention, commitment and dedication to learn how to be effective leaders. The implications are that every level of administration needs to be developed immediately. Therefore, the goals of leadership development were to promote their knowledge and skill to a higher level not only to know their particular duties but also the organizational changes, leadership management, and improved working effectiveness.

3. The program for fostering creative leadership for school administrators consisted of factors of program: 1) the rationale, 2) the objective, and 3) the content included 4 modules: the imagination, the flexibility, the vision, and the trustworthiness, 4) the development activity, and 5) the measurement and evaluation. The session of developing was 108 hours.

The implementation of developing consisted of 4 parts, Part 1: readiness preparation ; Part 2: training ; Part 3: integration of creative leadership and work practice ; and Part 4: evaluation after developing. In the developing phase, various developing techniques were implemented so that the participants would be able to utilize a rationale for continuous self-developing. The techniques using included: 1) training, 2) self study, 3) fieldtrip visit, and 4) integrating theory for practice. The model was based in part on Pucharoen's (2010) work in developing leadership characteristics among school administrators. Additional support can be found in the work of Dokkam (2010), who found that a model for developing the school administrators' leadership consisted of 3 phases: Phase 1: the session before action ; Phase 2: the action phase (including intensive training, 8 sessions of workshops and handbooks for leadership development, and field study at a best practice school), and Phase 3: follow up conferences. Other work informing this study includes McCauley (1986) work that concluded: 1) Learn on the job, 2) Learn from others, 3) Learn from mistakes, and 4) Learn through practice.

4. The study in program implementation, the findings found that the mean of school administrators' posttest score after using the program for developing creative leadership, were higher than the pretest mean score before using the program for developing the creative leadership at .01 significant level. The overall finding for evaluating the school leaders' creative behavior, was at "The Highest" level. For comparison of the mean for evaluating school administrators' creative leadership after using the program for developing one's creative leadership, was significantly higher than the mean score of school administrators' creative leadership before using the creative leadership program at .01 significant level. Similarly, Chansiri (2008) found that: (1) the participants in selfdevelopment, who were evaluated by their super ordinates, subordinates, and coworkers, had overall mean scores of core competency before development

at a high level, and (2) after development, their mean score of core competency was significantly higher than before development at .01 level. The participants also reported an overall satisfaction level of each aspect of the program at a high level. The evaluative findings found a high level of success of this program. Additional support can be found in Puangnil (2012) research study, who found that the teachers were satisfied with the samples' strategic leadership at a high level, and in Wankam (2010) research study, whose results also produced reported satisfaction with training at a high level.

Recommendation

1. Suggestions for implication

1.1 School administrators who are participating in the program must be aware of the importance of developing by promoting encourage self-developing in various forms, such as training, seminars, continuing education and field visits.

1.2 To evaluate the creative leadership of school administrators. There should be a number of teachers covering all subjects and all classes.

2. Suggestions for further research

2.1 Research should be conducted on the developing program of creative leadership in other positions.

2.2 There should be more research on the patterns or ways of developing creative leadership in a variety of other forms.

2.3 Research on leadership developing program should be conducted in a systematic manner, along with leadership developing program that emphasize training and developing approaches.

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