

Development of Program to Enhance Strategic Leadership of Secondary School Administrators

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Abstract

This research aimed to 1) study principles, attributes and skills needed for secondary school administrators, 2) investigate current situations, desirable conditions and needs for strategic secondary school administrators, 3) develop a strategic secondary school administrator enhancement program, and 4) explore the efficiency level of the strategic secondary school administrator enhancement program by using the developmental research process. Sampling and data collection were as follows: step one, collect data from the relevant literature, publications, online research and academic databases regarding leadership and strategic leadership. Moreover, in-depth interviews were conducted with 7 informants while the elements of strategic leadership were verified by 7 experts. Step 2, 369 directors, deputy directors and heads of the planning programs were consulted for studying current conditions of strategic leadership and needs in development of a strategic secondary school administrator enhancement program. Step 3 required 7 experts to evaluate and comment on the program. Step 4 required a group of 15 directors from 4 schools under the Office of Secondary Schools Services Area Zone 30 for efficiency assessment. Research instruments were an interview form, a questionnaire, and an evaluation form. Statistics used in data analysis and verification were percent, means, standard deviation, Modified Priority Needs Index (PNI_{modified}) and Independent t-test. The research results showed that the strategic leadership for secondary school administrators' enhancement program consisted of 3 modules as module 1 principles of strategic leadership, module 2 strategic leadership attributes and module 3 strategic leadership skills. The application of the program showed that the participants receiving the development for the secondary school administrators' enhancement program had higher strategic leadership after the development than before, and managed the school more efficiently.

Keywords: development of program, strategic leadership enhancement program, strategic leadership, basic education institutes administrator

1. Introduction

1.1 Challenges

Rapid changes in science and information technology during globalization have made it difficult for each nation to stand individually. Countries require cooperation and inter-nation reliance including higher level of cooperation in operating missions and problem solving. At the same time, the world is full of information which people need to consider, analyze, categorize and decide upon, in order to keep up with the social dynamic. This leads to economic competition, trading and international-industrial collaboration. One factor driving these changes and processes is education. In order to keep up with the aforementioned circumstances, education in several countries needs to be reformed as it has to confront the challenges of the 21st century and have adequate efficiency to compete in the global market (Upper Secondary Education Bureau, 2013).

The content of the Educational Acts of B.E. 2542 (Revision) introduced concepts and procedures seen as educational reform, considering the acts attempted reform in many ways, such as reforming the education system to relate to the total system with child-center teaching and learning methods: To wit, there must ensue curriculum and content, teaching procedure (both intra and extra-curricular), management system and total organization of educational administration of governmental offices, local administration organizations and private sectors by decentralization and participation policy. Teachers and educational personnel must be given focus via the improvement of teacher status and quality, educational resources and investment for powering up educational

resources into the system, quality assurance by validating internal and external audits and educational media and technology for standardization of a variety of media and technology (Educational Reform Office, 2001). To reform education, there are several factors required for success, especially at operational level consisting of educational institutions under institutional administrators. The administrator is a very crucial contributor to administrate and manage education and achieve institutional commitment. The administrator needs to be knowledgeable, capable and ethical in order to achieve this commitment (National Educational Committees, 2002). Pahe (2010) mentioned that a school administrator is the key person in a school, basin organization, to mobilize strategic reformation in the second decade in paving the school for efficiency. Thus, it's inevitable that the school administrator be a knowledgeable worker with professionalism and an educational leader who can utilize science and arts integrated in the management of the school to achieve the highest goals. In consequence, institution leaders need vision and determination to encourage their subordinates to acquire leadership by adopting participatory management or teamwork in the organization. They can create relationships between leaders and followers. The leader is bound to seek strategies or tools to lead the organization to its excellency and efficiency. A good leader should be capable of encouraging followers to be attentive, united, and willing to work and more importantly to support them morally in their duties. That best tool for running an effective educational institution is leadership (Chijang, 2009).

1.2 Visionary Leadership

Leadership is one of the attributes influencing personnel to shift working behavior toward organizational success and objectives. A high-potential leader produces high-productive performance of the organization, because leadership influences organizational changes effecting teamwork. More importantly, leadership yields an effective organization (Ivancevich, Konopaske, & Matteson, 2008). Leadership is crucial for organization success. The administrator with evident leadership reflects persuasive power over others in the team to achieve organizational commitment by their belief that the administrator makes a difference and understands organization (Yukl, 2010). Developing leadership necessitates the appreciation of several problems. First, undervaluing of leadership is caused by lack of knowledge of leadership, its benefits or influences over the performance of the organization or the personnel in the organization as a result of non-monetary benefit-measurement. Second, there is a lack of knowhow of leadership development. To wit, some organizations still focus on the old school leadership knowhow which is not applicable in present situations. These organizations state that they are improving leadership but instead mistake leadership for administration that aims to improve the roles and duty of management, not leadership of personnel. In Thailand, the idea of modern and ethical leadership is yet to be widespread. Lack of research on this subject has resulted in no authority or national organization paying attention to leadership development with the limited amount of budget to invest in it. Third, there is inadequate training caused by the lack understanding regarding training programs such as learning theory, technique and activities to encourage change in the attitudes or behavior or personality, integration of training program and practice, feedback, appropriate rewarding processes and organizational cultures and values toward leadership improvement. Therefore, it is necessary to have knowledge and better understanding regarding leadership (Jongwisani, 2013). Kangpeng and Chusorn (2014) presented relevant ideas of that leadership as interpersonal aspects since nowadays changes happen every day. Organization leaders are required to cause inspiration and motivation by using the power and influence they have to direct or support everyone in organization to the right direction in order to achieve the results they have set before. Thus, to develop leadership skill focuses on management to better quality organization with clearer vision and management, especially of the leader since many researchers confirmed that leadership and education development in practice are interrelated and need support.

1.3 Visionary Strategic Leadership of Secondary School Administrators

Currently, administrators are essential and need to have management strategy that includes leadership in strategic educational management. Leaders need to acquire strategic leadership in order to driven the organization to a target set effectively and efficiently (Deeboonmee, 2013). Lammana (2014) reported in her work that Thai education keeps changing their educational policy which causes the schools especially in secondary high school level to compete with one another in developing their education management in order to persuade more students to enroll at their school. To keep up with the changes, the secondary high school administrators are forced to adapt and learn to improve themselves for better knowledge, skills and required qualifications, especially in the aspect of strategic leadership so as to create the strengths of their school to meet the requirements of current and prospective students. All in all, the nowadays, administrators need to have strategic leadership in which to bring success to the organization. One of the important characteristics of strategic leadership is vision, with wider vision to be taken into practice (Yawirat, 2007). Strategic leadership consists of the following attributes: vision

and strategic setting, capability in applying strategies into practice, ability to create and develop work effectively, being attentive to work, and the ability to evaluate and develop strategy (Naowabutr, 2013). Strategic leadership also requires understanding and value of decision making, with support provided to teachers or faculty (Carr, Corkwell, & Johnson, 2009). The most important success-factor for strategic management is knowledge and potential of the administrators in the following skills: strategic leadership, ability to think strategically, change management, and vision. In this study strategic leadership and strategic thinking are discussed (Wootton & Horne, 2010). A successful strategic educational institution administrator relies heavily on reinforcement by receiving training and practicing leadership skill. The training program must be intense in an appropriate period of time in preparing an amateur leader to be a professional manager (Kaewdang, 2006). Similarly, Yawirat (2013) said that a good leader needs continual improvement by many means, such as attending meetings or seminars to keep themselves up to date. This covers also personality, attitudes, emotion and social skills with the goal of attaining modern expertise and leadership commensurate with current changes. Kaenla (2014) stated that leadership development in secondary schools affected all areas of school advancement, because the school heads are in charge of making decisions in leading the institutions toward success. The most important training for them is that which develops heads to become strategic leaders who can apply principles, concepts, knowledge and skills into practices in schools, and make work performance respond to plan objectives. Chaijuthaphak (2015) presented his ideas regarding strategic leadership of secondary school administrators as an important tool for managing big size schools. Administrators with strategic leadership are those who can apply principles, knowledge and characteristics with skills required for self-development to work and support colleagues and work by creating good organizational culture, future planning, broad vision, and being able to perform tasks in order to meet schools' and society's expectations. For these reasons, the researcher, as a secondary school administrator, believes that strategic leadership is appropriate for managing schools by enhancing this skill for secondary school administrators working in large secondary schools who cannot avoid confronting many problems and bear real responsibility in managing teachers and students. Therefore, the school administrator should have strategic leadership for planning to cope with forthcoming problems by thinking in advance and creating good organizational culture for school success (Phusing, 2015). Earlier literature has confirmed the relationship between strategic leadership and work efficiency and effectiveness. The pre-promoting training curriculum for school administrators is yet complete. Therefore, the author has become interested in the development of a program for enhancing strategic leadership in secondary school administrators.

2. Research Objectives

This research aimed to 1) study principles, attributes and skills needed for secondary school administrators, 2) investigate current situations, desirable conditions and needs of strategic secondary school administrators, 3) develop a strategic secondary school administrator enhancement program

3. Method and Instrument

This research and development is divided into 4 steps:

Step 1: Investigating theory and relevant researches, principles and desirable strategic leadership of secondary school administrators. The first step of this research collected data from the relevant literature, publications, online research, and academic databases regarding leadership and strategic leadership. In-depth interviews were conducted with 7 informants while the elements of strategic leadership were verified by 7 experts. A semi-structured interview was verified by 5 experts using IOC technique used as a research tool. Statistics used in data analysis were content validity, mean and standard deviation.

Step 2: Investigating current condition of strategic leadership and needs in development of strategic secondary school administrator enhancement program. The survey on the sample group consisted of 369 directors, deputy directors, and heads of programs, by using a 5-rating scale questionnaire. Data were verified by finding Item Total Correlation and Cronbach' Alpha Coefficient. Statistics used to analyze data were percent, mean, standard deviation and Modified Priority Needs Index (PNI_{modified}).

Step 3: Developing the strategic leadership of the secondary school administrator enhancement program. The collected data from step 2 were used as a guideline in developing the strategic leadership of the secondary school administrator enhancement program and creating a respective manual. The program was evaluated and commented upon by 7 experts employing a 5-rating scale questionnaire. Statistics used in data verification were content validity, mean and standard deviation.

Step 4: Applying the strategic leadership of the secondary school administrator enhancement program. The invented program was applied among the sample group of 15 directors from 4 schools under the Office of Educational Services Area Zone 30. They voluntarily participated in the program, evaluated the program via 2

evaluation forms: self-evaluation and by-teacher-evaluation. Statistics used in data verification were content validity, mean and standard deviation.

4. Results

The results of the research showed that:

1) Investigating theory and relevant researches, principles and desirable strategic leadership of the secondary school administrators.

There were 3 major elements, 16 sub-elements and 75 indicators discovered.

2) Investigating desirable conditions and needs in development of the strategic secondary school administrator enhancement program.

It was revealed that the strategic leadership of the secondary school administrators was at a high level overall and in each aspect. The desirable condition of strategic leadership at secondary school was at a high level overall and in each aspect. The priority need index of strategic leadership of secondary school administrators was ranked from high to low and described the first two major elements with equal value as principles and attributes, while the skills of the strategic leadership was ranked secondly.

3) Developing the strategic leadership of the secondary school administrator enhancement program.

The developed program of the strategic leadership of the secondary school administrator consisted of 2 items 1) the program manual, which contained 4 parts: introduction, the strategic leadership of the secondary school administrator enhancement program, the application of strategic leadership development, and the program evaluation; 2) the program of strategic leadership of the secondary school administrator enhancement contained the following: 1) program principles; 2) program objectives; 3) contents, which consisted of 3 modules as the strategic leadership principles, the strategic leadership attributes, and strategic leadership skills in which there were 5 parts (introduction, background, principle-to-practice, lesson summary and evaluation) inclusive in each module; 4) the activities to develop the strategic leadership were various in order to create a body of knowledge, understanding, skills for strategic leadership and Continuous Self Development. The activities consisted of 3 parts, taking 180 hours of training: part 1 was 18 hours of coursework and training presented in three modules of principles, attributes and skills of the strategic leadership. Part 2 was 36 hours of relationship development. Part 3 was 126 hours of challenge assignments. 5) Measurement and evaluation is described as Figure 1 below.

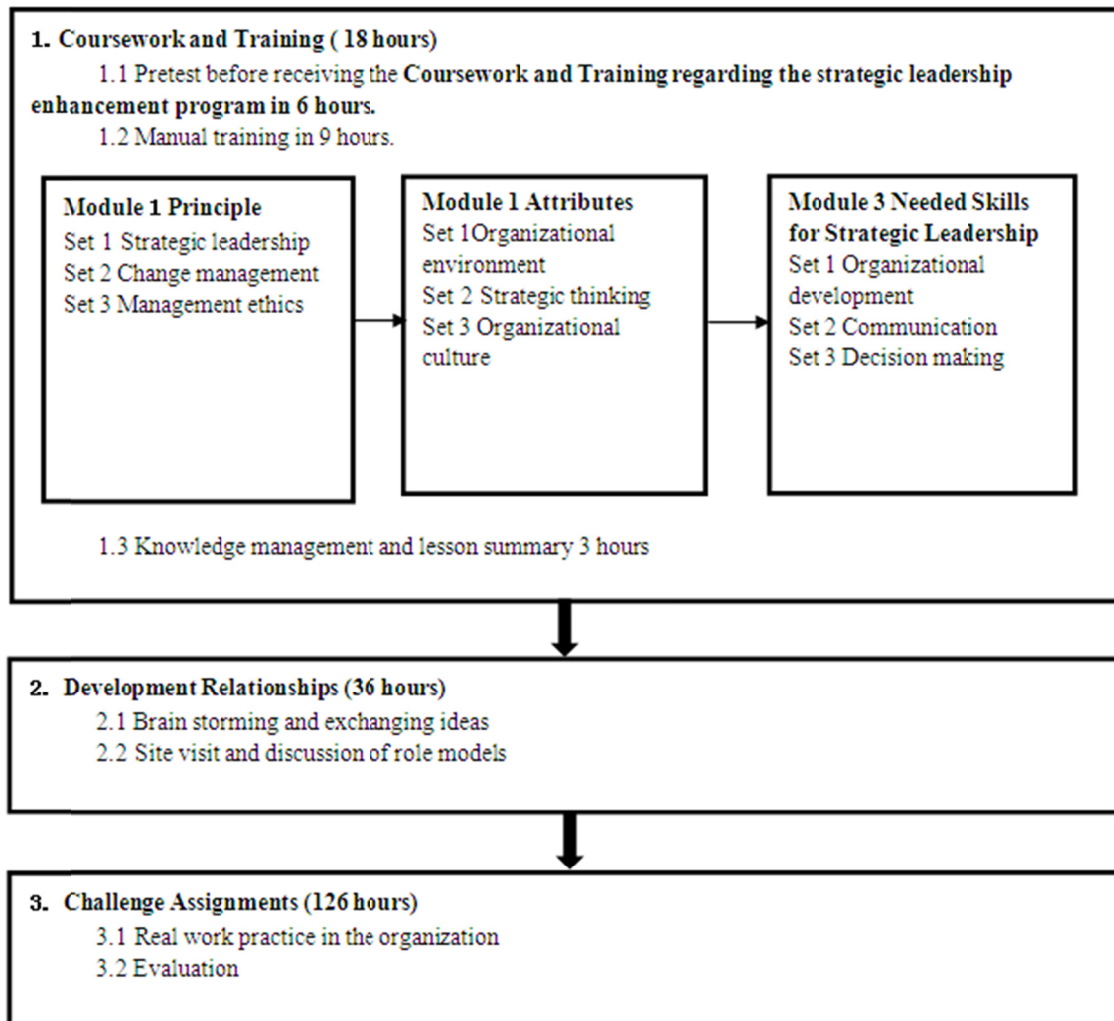


Figure 1. Developing the strategic leadership of the secondary school administrator enhancement program

4) Results of the strategic leadership in secondary school administrator enhancement program application

The secondary school administrators had 13.00 out of 30 score points at average before receiving the development equate to 43.31 percent, and had 24.60 out of 30 score points after the development equated to 82.00 percent. The after development score point was higher than the before development average score at the statistical significant level of .01 and passed 80 percent standard set.

The evaluation of the strategic leadership level of the secondary school administrators, measured by the administrators and teachers, revealed that the post-development strategic leadership level was higher than the pre-development level in all aspects. Moreover, the followup-period evaluation of the strategic leadership level was higher than the post-development level in all aspects.

The evaluation of the strategic leadership enhancement program in terms of satisfaction, was at a very high level overall. When considering each aspect ranking from high to low, the elements of training venue and facilities and development activities were at a very high level, while the content and training document was at a high level.

5. Discussion

The results of the development research on strategic leadership in the secondary school administrator enhancement program presented interesting issues and need to be discussed as follows:

1) Principles, attributes and skills needed for the strategic leadership of the secondary school administrator.

There were 3 major elements, 16 sub-elements and 75 indicators discovered.

2) The principles on the strategic leadership consisted of 7 sub-elements and 35 indicators as described below:

Sub-element 1 showed the appropriate principles of the strategic leadership were 1) balancing working life and personal life, 2) balancing personal life and working behavior of colleagues, 3) having positive attitude, 4) being confident and 5) having adaptability toward others and willingness to change. This is consistent with Kouzes and Posner (1993) saying that reliability causes trust and confidence from colleagues is an important element of a good leader as suggested in the researches of Quong and Walker (2010), Stephen and Robbins (2008), Ussahawanitchakit (2011).

Sub-element 2 modern visionary contains 5 indicators as 1) accepting organizational changes, 2) maintaining good work and planning for future development, 3) applying strategy and invention which is proved to be workable into one's organization, 4) designating possible directions for the organization and 5) inventing and enhancing positive strategy and invention, as supported by the research of Quong and Walker (2010) in that the strategic leaders have an important role in the school vis-à-vis the rigid information stream and continual change of understanding.

Sub-element 3 future focusing strategy consists of 5 indicators. To wit, 1) clear future strategy designation, 2) creating future strategy with community, 3) creating future strategy based on graduate results, 4) initiating creativity, invention and new technology in organizations, and 5) supporting and developing personnel in organization toward continual career advancement. This is consistent with Davies & Ellison (2003) revealing that the future focus strategy is an attribute of the strategic leader who looks forward to the future and assists school management policy to cope effectively with the changing environment as also stated in the work of Slaughter (2004), Thompson (2005), Rohrbeck (2010), Quong and Walker (2010), Kahklong (2014).

Sub-element 4 the empirical evidence focus consists of 4 indicators: 1) participation in collecting empirical evidence with colleagues, 2) analysis and interpretation of the collected empirical evidence into useful information, 3) application of the empirical evidence in organizational research and development and 4) application of the empirical evidence in organizational work and decision making. These points are consistent with the research of Davies and Ellison (2003) indicating that working with evidence means the strategic leader collects and checks learning continually in order to make an appropriate decision about the directions toward school development as also suggested by Hargreaves (1999), Groundwater-Smith (2000), Quong and Allan Walker (2010).

Sub-element 5 intention toward accomplishment has 7 indicators, namely: 1) intention to create organizational culture to differentiate oneself from others, 2) practicing by following the strategy created, 3) appropriate and effective resource management, 4) appropriate and effective organizational work allocation, 5) appropriate learning environment arrangement, 6) frequent educational quality check and management, 7) continual support for colleague advancement as consistent with findings from Robinson (2007); Quong and Walker (2010).

Sub-element 6 decency contains 5 indicators: There are 1) morale and justice in management, 2) co-working under democracy, 3) clarity, 4) being role model, 5) accepting one's mistake and knowing how to correct it. This is consistent with research by Quong and Walker (2010) who identify decency as the knowhow to do the right thing, including strategic leadership pursued to conduct right things in order to be an ethical leader. This is consistent with the works of Ramsey (2003), Cherrington (1994), Laub (2003), Feldheim and Wang (2004), and Somprach (2003).

Sub-element 7 making relationships has 5 indicators: 1) motivation to create mutual significance and objectives, 2) adjustment to meet other people and variety of contexts, 3) treating others with dignity, trust, and respect for one another, 4) cooperation with both internal and external organizations. This is consistent with Bass' (1985) research which showed that the revolutionary leader is the leader with respectful personality, being helpful, respectful of individuals and encourages others to do better. With all these attributes, the strategic leader can motivate a team to work and put more effort to work for better results as also found by LaFasto and Larson (2001), Quong and Walker (2010).

3) Attributes of the strategic leadership contain 3 sub-elements and 15 indicators as follows.

Sub-element 1 strategic learning consists of 5 indicators: 1) clear understanding both in and outside organization, 2) utilizing information gained from the context analysis in organizational development and improvement, 3) exchange of knowledge with people in and outside organization, 4) researching for new ideas continually, 5) finding the best practice for the organization as showed in Boal and Hooijberg (2001), Chadwick and Raver (2012).

Sub-element 2 strategic thinking consists of 5 indicators; 1) clear vision, 2) different practical perspectives, 3)

different strategies and innovations to be used in organizational development, 5) creating values and organizational culture matching with Yodsala's (2013) findings from his research on the development of strategic leadership of primary school administrators under the office of basic educational services. The research suggested the 5 elements as vision making, communicating vision, practicing based on visions, being role model and enhancement as also suggested in Garratt (2003) and Glenn (2015).

Sub-element 3, value push up, consists of 5 indicators which are: 1) receiving respect and acceptance from colleagues, 2) implanting organizational values and culture, 3) motivating colleagues to follow organizational values, encouraging idea exchange in organization, 5) supporting staff participation in designating organizational performance. This is consistent with Page and Wong's (2003) findings as the measurement for elements in strategic leadership attributes motivates colleagues to have values and attitudes when they receive value, respect, loyalty, politeness and services. While in designing procedure, the leader should be treated as a role model as mentioned in Bass and Avolio (1994), Kouzes and Posner (1999), Brubaker (2005).

4) Strategic leadership skills are in 6 sub-elements 25 indicators described as follows:

Sub-element 1 learning skill has 4 indicators: 1) checking the past success and failure, 2) discussing and reflecting the organization performance, 3) exchanging ideas between administrators and operators, 4) creating innovation that benefits organization future use. This is consistent with the research by Schuoemaker, Krupp, and Howland (2010).

Sub-element 2 interpretation skill has 4 indicators: 1) well-rounded data analysis before taking actions, 2) considering and interpreting data and lead to practice, 3) facilitating communication between people in an organization and 4) utilizing data in development and work improvement. This is also suggested in Schuoemaker, Krupp, and Howland (2010).

Sub-element 3 forecasting skill consists of 4 indicators: 1) analysis changes of environment, 2) forecasting of possible future trend, planning by all parties participation, 4) meeting and discussion with all parties involved as responding to Schuoemaker, Krupp, and Howland (2010), PSA Leadership Institute (2013) work.

Sub-element 4 consistent planning skill has 4 indicators: 1) ability to communicate to make understanding with people both in and outside organization, 2) supporting recurrent proactive communication, 3) coordinating the parties with different practices to conform in direction, 4) facilitating all parties work as consistent with Watson (2007)'s research on the 21st century leadership under the perceptions of private sector leaders in Canada showing the leadership enhancement program should focus on the potential to future plan with vision and other capabilities such as communication skill and team work. This is also suggested in Schuoemaker, Krupp, and Howland (2010).

Sub-element 5 challenge skill has 5 indicators: 1) continual self-development in order to cope with external changes, 2) support for others to see other perspectives of work, 3) setting higher aims, 4) being persistent toward goals, and 5) reflecting and feedback checking as described in Schuoemaker, Krupp, and Howland (2010), Gentry et al. (2014), Allard (2015).

Sub-element 6 decision making skill has 4 indicators: 1) analyze and consider thorough information prior to decision making, 2) check important data, 3) evaluate choices of decision and 4) choose the right choice to match with organization's objectives. This is consistent with Schuoemaker, Krupp, and Howland (2010).

5) The current and desirable condition of the strategic leadership of secondary school administrators.

The level of strategic leadership of secondary school administrators currently is high overall and is also high at every aspect. The desirable conditions of the strategic leadership of secondary school administrators currently is very high overall and is also very high at every aspect. The priority need of the strategic leadership enhancement of the secondary school administrators, ranking from high to low, the first two major elements with equal value were the principles and the attributes, while the skills of the strategic leadership were ranked secondly. This may result because the school administrators are able to adapt themselves to groups and changes, apply empirical evidence in work and decision making, have creativity, accept their own mistakes, and know how to improve and make appropriate adjustment, create values and culture in the organization, cooperate with internal and external organizations. However, the school teacher head of planning opined that school administrators thought that school administrators have strategic leadership at a lower level in all aspects compared to from the opinions collected from the directors and vice-directors. This may be because the heads of planning departments had limited knowledge of school management and the perspective of work was different. It was also shown that the school directors, vice directors, and heads of planning department agreed that strategic leadership level was lower compared to other skills investigated. This might result from the school administrator lacking

organizational best practices, risk management and colleagues' respect and recognition. As in the aspect of strategic leadership principle, the administrators showed their lack of paying attention in balancing between work and personal life, confidence, clear organization directions and community participation in future planning. The organization research and development plan is discontinued and the resource management is inappropriate and inefficient. There are lacking of a checking system and frequent educational improvement. There is also to a certain degree, no democratic work environment. Considering the aspect of strategic leadership skill, it is revealed that the administrators fail to discuss work performance, check work results and evaluate the information gained to develop and improve their jobs, and exchange knowledge between executives and operators. The desirable condition in schools is the existence of clarity of the executives, ability to direct new directions, organizational culture and identity, participation in empirical data collection with colleagues, providence of appropriate learning environment, motivation for others to see significance and common objectives. They request the administrators to have strategies and innovation in work development within the organization, common understanding with plans and readiness for meetings, before working on projects. This would facilitate all parties. This is consistent with Lengpanich (2011), who mentioned in her research on Equation Model of Service Based Strategic Leadership of the Administrators in the Primary Schools Under the Office of Basic Educational Services, that the service based strategic leadership of the administrators who had different ages were statistically significantly different at a level of .05. The other work of Lonlua (2011) titled Equation Model of Visionary Based Strategic Leadership of the Administrators in the Primary Schools under the Office of Basic Educational Services showed the level of the overall visionary based strategic leadership was at a high level. This is consistent with Prasertrattana's (2012) research titled Equation Model of Decentralized Strategic Leadership of the Administrators in the Office of Basic Educational Services, which presented the leadership at a high level. The administrators with different genders and ages did not have different levels of decentralized strategic leadership while the ones that administrated in different school sizes and with different years of work experience had levels of decentralized strategic leadership that were different at statistically significance level of .05. Similar findings were also cited in Yodsala's (2013) research titled The Development of Visionary Based Strategic Leadership of the Administrators in the Primary Schools under the Office of Basic Educational Services as the current condition of the administrators in the primary schools as overall and by each aspect at a high level. The priority need in developing the visionary based strategic leadership as overall and by each aspect was at a very high level. This is consistent with Khaklong's (2014) research on the Development of Service Based Strategic Leadership Enhancement for the School Administrators Under the Basic Educational Service, in that the current problem condition and desirable condition of the service based strategic leadership enhancement for the school administrator was overall at a very high level and the priority need was also at a very high level.

6) The evaluation of the strategic leadership of the secondary school administrator enhancement program.

The evaluation results conclude that the developed program of the strategic leadership of the secondary school administrator enhancement consisted of 2 items: 1) the program manual which contained 4 parts: introduction, the strategic leadership of the secondary school administrator enhancement program, the application of strategic leadership development, and the program evaluation; 2) the program of strategic leadership of the secondary school administrator enhancement contained the following elements: 1) program principles, 2) program objectives, 3) contents which consisted of 3 modules as the strategic leadership principles-the strategic leadership attributes-strategic leadership skills which were in 5 parts (introduction, background, principle-to-practice, lesson summary and evaluation) subsided in each module, 4) the activities to develop the strategic leadership were various in order to create a body of knowledge, understanding, skills for strategic leadership Continuous Self Development. The activities consisted of 3 parts, taking 180 hours of training. This is consistent with Amornchai's (2010) research on the leadership enhancement program for local administrators at local governmental offices, which showed that the program consisted of 3 parts: the leadership of the local administrators at the local governmental offices that need to be developed, principles, concepts and objectives of the local administrators, and the development process of the administrators at the local governmental offices which contained content, general objectives, specific objectives, development process and evaluation. Another research by Pannuek (2011) titled The Competency Enhancement Program for School Administrators Under the Office of Basic Education Service consisted of 4 parts: introduction, enhancement program content, competency evaluation and guidelines, conditions and indicators. Puangnil (2012) researched the work titled The Strategic Leadership Enhancement Program for School Administrators Under the Office of Basic Education Service presented 3 projects: the strategic leadership enhancement program containing 7 handbooks, the development of the schools toward the highest competency organization having 1 manual, creating the strategic leadership network with 1 handbook. As seen in Huadsri's (2013) research titled The On-The-Job Training Leadership

Enhancement Program for Administrators Under the Office of Basic Education Services offered 4 parts: introduction, content of the development program, onsite efficiency evaluation tool, and guidelines, conditions and indicators for the on-the-job training leadership enhancement program. Yodsala's (2013) research titled *The Development of Visionary Based Strategic Leadership of the Administrators in the Primary Schools under the Office of Basic Educational Services*, contained 5 elements in the program: background and significance of the program, program objectives, styles and development method, program structure and content of the program. Similarly, Khaklong's (2014) research on *The Development of Service Based Strategic Leadership Enhancement for the School Administrators Under the Basic Educational Services* presented 6 elements of the program: introduction, objectives, content, activities, learning media and program measurement and evaluation.

7) Results of the strategic leadership in the secondary school administrator enhancement program application.

The secondary school administrators had 13 out of 30 score points on average before receiving the development equating to 43.31 percent, and had 24.60 out of 30 score points after the development equating to 82.00 percent. The after development score point was higher than the before development average score at the statistically significant level of .01 and passed 80 percent standard set. Jansiri (2008) researched the development of administrators in supporting field at government universities and found that the administrators who received self-evaluation and evaluation by supervisors, subordinates and colleagues had higher competency after the development than before the development at the statistical significant level of .01. Moreover, Yodsala's (2013) research titled *The Development of Visionary Based Leadership of the Administrators in the Primary Schools Under the Office of Basic Educational Services* discovered the test score on the visionary focus leadership of the primary schools under the office of basic educational services at 17.73 out of 30 score points equating to 59.11 percent while the score after the development was 26.00 out 30 score points equating to 86.67 percent. All administrators passed 80 percent standard set.

The evaluation of the strategic leadership level of secondary school administrators was high overall and as measured by the teachers, the administrator had strategic leadership attributes at a moderate level. This might have resulted because the administrators kept searching for new knowledge though were deficient in organizational best practice, clear vision, ability to manage risks, creating and implanting values and organizational culture, staff acceptance and respects. The skill of leadership was at a high level because they believed that the administrators could communicate with both internal and external organization staff, support proactive communication in publicizing organization continually and analyze, and check information before making decisions. However, the administrators evaluated themselves in the aspect of strategic leadership attributes at a high level since they see themselves understanding the context of both internal and external organizations, and analyze the context to improve and develop the organizations. The administrators thought they were lacking new knowledge about best practices for the organizations. Leadership skill is at a moderate level because the administrators see themselves lacking communication and mutual understanding with both external and internal organizations.

They should support proactive communication, maintain continuous public relations, facilitate work of others, analyze and check information before making decisions. It was apparent that the administrators and teachers disagreed with each other. This may be because the administrators did not have confidence and still felt themselves lacking strategic leadership skills while the teachers focused on their performance though still lacked the skills in working. However, the evaluation and measurement after the development was at a very high level overall. The evaluation of the strategic leadership level after the development and the following stages was at a very high level. To compare, the strategic leadership level after the development was higher than before in all aspects and the level was also even higher during the follow-up period. Parnpob (2009) researched the development of strategic leadership of the private schools in the southern region and revealed that the participants always had higher understanding after the training. This is consistent with Julsuwan (2011) studying the development of change focus leadership of supporting department administrators at the government university, showing that the change focus leadership after the development was higher than before the development with statistical significance level of 0.01. Also, Puangnil (2012) researched the work titled *The Strategic Leadership Enhancement Program for School Administrators under the Office of Basic Education Service* found higher level of strategic leadership among the administrators attending the development program in all skill types at the statistical significance level of 0.01. In the research titled *Development of Creativity Leadership of the School Administrators Under to Office of Suratthani Basic Educational Service Area Zone 3* by Jankaew (2012) there was shown higher performance of the creativity focus leadership after receiving development at a statistical significance level of 0.01. Similarly, in Yodsala's (2013) research titled *The Development of Visionary Based Strategic Leadership of the Administrators in the Primary Schools under the*

Office of Basic Educational Services as the visionary leadership was at a high level before the development and later increased after the development. It was even higher during the period of follow-up compared to after the development. In Khaklong's (2014) research on The Development of Service Based Strategic Leadership Enhancement for the School Administrators Under the Basic Educational Services presented the leadership level, as evaluated by itself and by the vice directors and head teachers from academic department at overall high level, and after the development the leadership skill was higher than before at a significant level of .01

The evaluation of the strategic leadership enhancement program satisfaction was at a very high level overall, but when considered in each aspect ranking from high to low the elements of training venue and facilities and development activities were at a very high level while the content and training document was at a high level. Similarly, Kidrungruang's (2008) research titled The Development and Evaluation of an Applied Program for Basic Education Institutes Self-Developing Program presented the program satisfaction evaluation as overall and in each aspect high and very high. The same results presented in the research titled Development of Creativity Leadership of the School Administrators under the Office of Suratthani Basic Educational Service Area Zone 3, by Jankaew (2012), were that the teachers and students were satisfied with the creativity leadership of the school administrator performance at a high level. Yodsala's (2013) research titled The Development of Visionary Based Strategic Leadership of the Administrators in the Primary Schools Under the Office of Basic Educational Services found the satisfaction of the participants in the development program as high overall and the research on The Development of Service Based Strategic Leadership Enhancement for the School Administrators Under the Basic Educational Services by Khaklong (2014), indicated the satisfaction of the participants in the development program as high overall and in all aspects.

6. Conclusion

The development research on the strategic leadership enhancement program for the secondary school administrators under the office of secondary school service area zone 30 Thailand concluded that:

- 1) There were 3 major elements, 16 sub elements and 75 indicators at issue.
- 2) It was revealed that the strategic leadership of the secondary school administrators was at a high level overall and in each aspect. The desirable condition of the strategic leadership in secondary school was at a high level overall and in each aspect. The priority need index of strategic leadership of the secondary school administrators was ranked from high to low, with the first two major elements of equal value being the principles and attributes, while the skills of the strategic leadership was ranked secondly.
- 3) The developed program of the strategic leadership of the secondary school administrator enhancement consisted of 2 items: 1) the program manual contained 4 parts: introduction, the strategic leadership of the secondary school administrator enhancement program, the application of strategic leadership development and the program evaluation; 2) the program of strategic leadership of the secondary school administrator enhancement contained elements as follows: 1) program principles, 2) program objectives, 3) contents consisting of 3 modules as the strategic leadership principles-the strategic leadership attributes-strategic leadership skills in 5 parts (introduction, background, principle-to-practice, lesson summary and evaluation) subsided in each module, 4) the activities to develop the strategic leadership were various in order to create a body of knowledge, understanding, and skills for strategic leadership Continuous Self Development. The activities consisted of 3 parts, taking 180 hours of training.
- 4) Results of the strategic leadership in the secondary school administrator enhancement program application showed that the secondary school administrators had higher score points after the development in all aspects, and at the statistically significant level of .01, and passed 80 percent standard set. The strategic leadership level of the school administrators, evaluated by the administrators themselves, the teachers and the students, before the development was at a high level and after the development was at a very high level. Moreover, the following period evaluation of the strategic leadership level was higher than after the development in all aspects. The satisfaction of the strategic leadership enhancement program was at a very high level overall.

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