

LEADERSHIP ROLES OF THE DEMONSTRATION SCHOOL
ADMINSTRATORS UNDER THE THAI PUBLIC UNIVERSITY
FOR THE NEXT DECADE

THANOMKHWAN THONGPRONG

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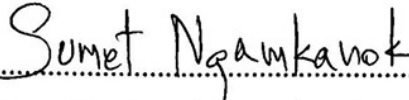
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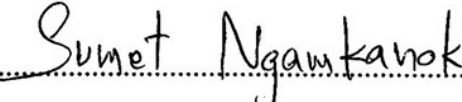
Advirosy Committee



..... Principal advisor
(Associate Professor Dr. Sumet Ngamkanok)

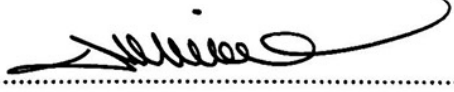

..... Co-advisor
(Assistant Professor Dr. Sompong Panhoon)

Examining Committee

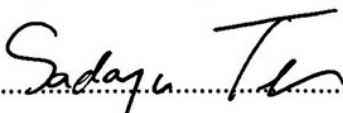

..... Principal examiner
(Associate Professor Dr. Kunawudh Konchalard)


..... Member
(Associate Professor Dr. Sumet Ngamkanok)


..... Member
(Assistant Professor Dr. Sompong Panhoon)


..... Member
(Dr. Denchai Prabjandee)

This dissertation has been approved by the Faculty of Education to be partial fulfillment of the requirements for the Degree of Doctor of Philosophy in Educational Administration of Burapha University


..... Dean of the Faculty of Education
(Associate Professor Dr. Sadayu Theerawanichtrakul)

July 6, 2020
.....

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Thanomkhwan Thongprong

58820004: MAJOR: EDUCATIONAL ADMINISTRATION;
Ph.D. (EDUCATIONAL ADMINISTRATION)

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This research was 1) to determine the current conditions on the leadership roles of the demonstration school administrators as perceived by 148 demonstration schools teachers by means of simple random sampling, 2) to analyze and set up the leadership roles of demonstration school administrators' perceptions of the 17 expert panels by means of purposive sampling. EDFR technique was used for analyzing the data, and 3) to certify the appropriateness of leadership roles by using Focus Group Discussion technique. There were four aspects synthesized from the related research and used them as the components of leadership of the future. The components of leadership roles were Visionary, Trustworthy, Communication and Team leading. Mean, standard deviation, median, and interquartile range, and descriptive technique were used for analyzing the data.

The results on current conditions of the leadership roles of school administrators were found at the high level in all aspects. The EDFR technique used for future trends of the leadership roles of demonstration school administrators showed consensus. For the focus group discussion, the expert panels agreed that all aspects of the leadership role were appropriate for the administrators in the next decade.

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CHAPTER 1

INTRODUCTION

This research is to study of the effective roles of school administrators according to their perception in Demonstrations schools in implementing changes in the future in Thailand.

Introduction

Sakulsumpaopol, 2010 mentioned about ONEC (1999) about the schools that carry out various members that are consisted of school administrator, educational leaders, teachers, parents and students. Education system changes that has been happened was made by Thai public Office of the National Education Commission researchers, political figure (ONEC, 1999). To implement the new program of instruction and take to the change of organization have influences to the main task of the social system in the schools (Sakulsumpaopol, 2010). Moreover, according to ONEC (ONEC 1999, cited in Sakulsumpaopol, 2010) mentioned “Education for all” that began in 1990’s has emphasized importance of how to increase the quality of education. Similarly to other countries in the world, the educators have been faced with the problem of what is how to increase quality of education. It has been changing situations within Thai school system. For instance, the improvement of school system, the reform of Thai education, these are the combinations that renew the overall aspects of the Thai education by focusing on school since the past years. (ONEC, 1999)

In Thailand, the demonstration schools or satit schools are known as laboratory schools as they are under the faculty of education in Thai public universities. They are used as a research field for educational researchers and educational lecturers to conduct to research within schools not only the secondary schools where students are willing to entry because of their well-performance due to the high quality of teaching method, demonstration schools also have more flexibility in their own organizational management. Moreover, the main aim of operating the demonstration school is to provide the teachers student

to practice their teaching skills and experiences in the real situations in the demonstration schools. The very first demonstration schools in Thailand are the Prasarnmit and Patumwan Demonstration Schools of Srinakharinwirot University, and also Chulanlongkorn University Demonstration Secondary School that had operated in 1958 (Thongprong, 1998).

From above, the main of Thai demonstration schools are operated by public universities. It is noticeable that the demonstration schools are more flexible in term of management within their own school than other state schools for example the student performance development and to produce the good quality of teacher students to the society. They are viewed as to provide better quality and more flexible of educational management (Thongprong, 1998).

From the researcher's point of view, Thai demonstration schools actually have been managed by public university along with the national curriculum of the ministry of education. However, they can operate the students' activity by themselves to fulfill their learning achievement with the change in AI world.

Significance of study

At present, the education has changed. The application of technology, science, economy, society, and politics has been important role to make change in education in Thailand. For instance, school administrators must change to keep up with changes into Thailand 4.0 era. Administrators should be the change agents to develop schools to change.

This study will investigate public demonstration schools with a particular focus on effective roles of school administrator and their influences on the context of school changing in the next decade. It can be predictable that, the results of this study will get the attention from the administrators, teachers, students and parents who involve in the demonstration schools environments about how to increase the quality of the school leader and make necessary adjustments for future professional development of both school administrators and teachers within the demonstration school.

Also, the results from this study will stimulate the recognition of the significance of effective school administrators' role in term of coping with

change from educational reform and the ongoing events and resistance that happen within the schools.

Statement of problems

As cited in Sakulsumpaopol, 2010 that mentioned about the management of Kotter, 2002 and Bingham and Gottfried (2003) as the practices that more likely to preparing to use for future and concern with change. On one hand, administration is the practices focusing on present that happening in the workplace, responsibility and concentrated in organizational structures and operations.

Moreover, the evidences about the low academic achievement of Thai students are showed in PISA test. The Thai students have been performing below the international average in core subjects, according to the results of the international 2018 PISA examinations according to the Organisation for Economic Co-operation and Development (Bangkok Post, 2019), the results showed that most of Thai students have themselves the low score in science, mathematics and reading compared with the participating. In every year, the PISA examinations, access the educational evaluation which the basic skills of the students who are 15 years old. Thailand is ranked 56th for maths, 66th for reading, and 52nd for sciences (Bangkok Post, 2019). Thailand's reading ability in PISA 2018 was lower than in any previous assessment, and 16 points lower than PISA 2015. In mathematics, on the contrary, performance stayed stable. The evaluation also shown in stable level. Comparing to other Asian students, for example, students from Singapore got the high score in the PISA tests. For instance, Chinese students were top in all subjects (Bangkok Post, 2019).

From above, the researchers would like to say that it may be concluded that the causes of the students' academic performance are not from the students themselves.

There are factors affecting the students' achievement such as the teachers' qualifications. Additionally, as mentioned earlier, the leadership roles of the school leaders. Similar to Wongsak, 2013 (as cited in Pootrakul, 2014), Baan Tonchok school principal, who found that the elements that have influences to the academic achievement of students are from the elements of students, teachers, school principals and parents.

Therefore, to lead the school members especially teachers and students to improve their performance. The important persons in the school are school leaders or school administrators. They should performs and improve their leadership roles to cope with the changing world that affecting the educational changes at present.

The researcher would like to say that it would be useful to analyze the leadership roles in the current and analyze and set up the roles of leadership of school administrators that are able to fit with the new era of the world.

Research questions

1. What are the teachers' current perceptions about the administrators leadership roles in supporting change in schools?
2. What are the leadership roles of school perceptions of administrators about how they cope with changing situation in the next decade within their schools system?
3. What is the appropriate leadership of school administrators in demonstration schools in the next decade?

Research objectives

1. To determine the current conditions about the roles of school administrators in coping with changes in the next decade in Public Demonstration schools in Thailand.
2. To analyze and set up the leadership roles of Demonstration schools' administrators in secondary school level under the Office of Higher Education Commission in Thailand by using EDFR technique in the next decade.
3. To evaluate and certify the appropriateness of leadership roles

of the school administrators in implementing change in the next decade.

Limitation of the study

The research entitled the leadership roles of demonstration administrators with the four specific components: vision, trustworthy, communication, and team leading. The research sample was conducted through only three best practice demonstration schools instead of using all of the demonstration schools as the time allowed. Furthermore, COVID-19 crisis at the time in conducting the research and at present time still be affected to everyone in the world, even in Thailand is not exempted. The crisis has stop everything normal practice for research to new normal with many restrictions. Also, conceptual framework, the research design used had limitation in number of synthesis research findings.

Operational definition of terms

For clear understanding, the terms used in this study will be explained their meanings in particularly as followed:

1. School administrators refer to school directors, school principals who are responsible for school management in the demonstration schools under the supervision of the Faculty of Education in the university.

2. Demonstration School refers to the laboratory schools or Satit in Thailand. These school purposes are to provide for students teaching and also for the university faculty to do research and development. There are 64 demonstration schools under the supervision of public universities and formally under the Office of Higher Education Commission and Rajapat universities.

3. Leadership roles refer to demonstration school administrators as leaders who are inspirational leaders exercise their leadership behaviors. They are four leadership roles as followed:

4. Visionary refers to leadership roles of school administrator in vision provides guidance to an organization by expressing what it wishes to attain, the indication aiming the way for all in the school needs to understand what the school is and where it intends to go. It is not only describes a school's direction

or goal, but also the means of accomplishing it. Vision is defined as a scenarios of the future for establishing direction, create a vision, explain big picture and set strategies. For school directors who implement changes in their schools, vision is a considerable picture of the future that inspires commitment to their staff.

5. Trustworthy refers to the essential link between a school administrators and teachers as well as students, parents, and stakeholders. Trust is necessary to teachers and to their job satisfaction. In this case, the relationship between school teachers and administrators have to be built on a foundations of trust.

6. Communication refers to the process that information has been exchanged between school administrators, teachers, students, parents and stakeholders through a common approach of communication which are behavior, signs or symbols. In case of administrators have to communicate with the teacher not only two ways but also one way communication to serve their need for the better views.

7. Team leading refers to the leadership of school administrators to engage to get others success in a board requirement of profession and orienting teams toward the most significant set of productivity of the team.

8. Next decade refers to a period of ten years from now or within ten years from now. For this research it starts from 2020 to 2029.

Conceptual framework

Leadership roles of the demonstration school administrators under the Thai public university

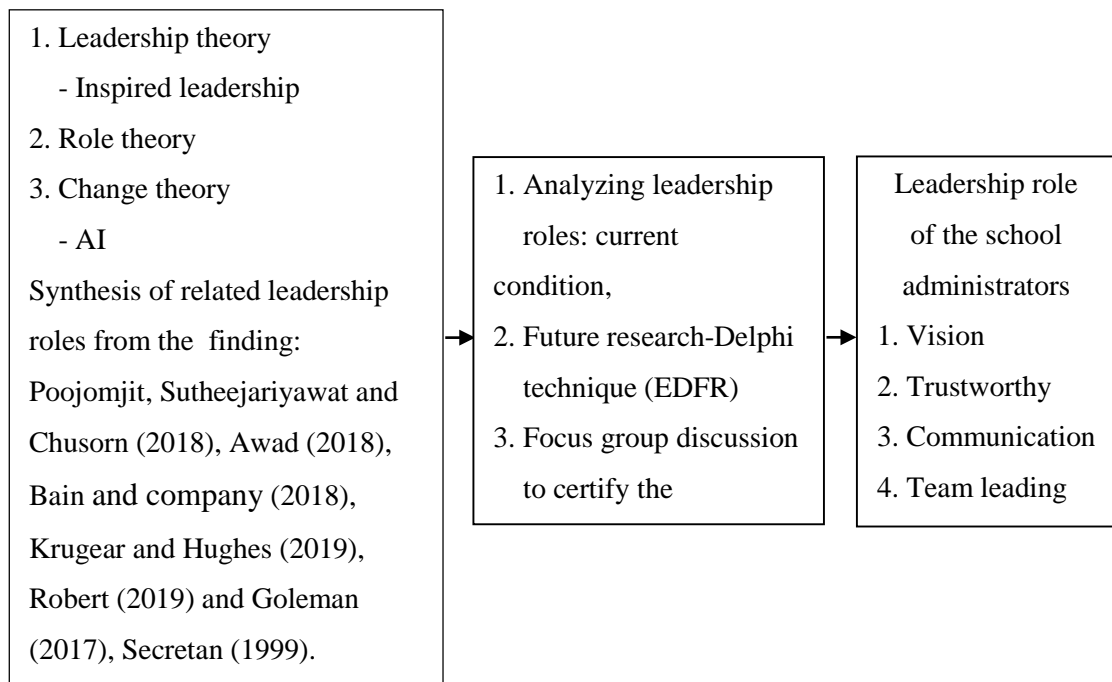


Figure 1 Conceptual framework.

The conceptual framework consisted of one. Input, two. Process and three. Output as followed:

1. The researcher synthesized related leadership roles from the six finding according to Poojomjit, Sutheejariyawat and Chusorn (2018), Secretan (1999), Awad (2018), Bain (2018), Kruger and Hughes (2019), Robert (2019) and Goleman (2017).

2. The researcher combined the components of leadership roles to be synthesized in the process of research design: 1) analyzing leadership roles: current condition, 2) Future research-Delphi technique (EDFR), 3) Focus group discussion to certify the appropriate the leadership roles.

3. The analyze the research objective 1-3 the research results were consisted of

3.1 Current conditions of leadership roles

3.2 EDFR from 17 expert panels for analyzing the consensus opinions

3.3 Focus Group Discussion participated from five expert panels to determine the appropriateness of the leadership roles of the school administrators.

The outputs were the results of the research.

CHAPTER 2

LITERATURE REVIEW

Introduction

In this chapter, different issues will be explored by the researcher. Firstly, leadership theory, including leadership roles, role theory. Next, theory of change, which is including concepts of change. Lastly, the administrators and change which include the administrators as an important person to school improvement and coping with changes.

The duties of the school leaders in education reform time is more interesting than previous time. However, the pressures on school leaders are also not different issue. The changes of roles of administrators are, for instance, the significant approaches of instruction, also increased responsibility to direct to parents (Hausman, 2000; Pierce and Stapleton, 2003; Helen and Deborah, 2004; Carol and Janice, 2008 as cited in Sakulsumpaopol, 2010). It has been “great expectations and hopes” that have been put to the leaders of school by society and community, particularly parents, to increase the quality of school (ONEC, 2000 p.8 as cited in Sakulsumpaopol, 2010). For example, keeping administrative functions, administrators are also accountable to provide directions to school members, evaluate and provide desirable resources, and job performance observation and evaluation (Griffith, 2004 cited in Sakulsumpaopol, 2010).

Leadership theory

There are several definitions of leadership that have been analyzed and defined from the twentieth century (Lunenburg and Ornstein, 2004).

According to Hunt and Fedynich (2018), mentioned about the leadership theory history for example, the great man theory. Moreover, as cited in Sakulsumpaopol, 2010, great man theory was also mentioned and he discussed about the timeline of leadership theory in as followed: the great men was born as leaders to complete his extraordinary characteristics that certified that their followers would work as they controlled (Rost, 1991). After that, the trait leadership theory has been visible what personal elements make successful leaders and the viewpoint was the idea that some people are born to be leaders with natural characteristic of leadership (Bass, 1990; Yukl, 1998). According to Rost (1991); Carlson, 1996, Yukl, 1998, the behaviorist leadership approach began to be interested in the 1950's and 1960's. According to Rost (1991) mentioned about the behaviorist decided in 1960's to study on behavior leadership that in what combination, which particular behaviors can produce effective leadership. There are three forms of research about effective leadership. Firstly, to study how managers defined their managerial content of activities and the way they spent their time for example, their roles, responsibilities and tasks. Secondly, in this time, to compare the effective leaders behaviors and ineffective one (Yukl, 1998). Lastly, Northouse, 2004 mentioned that there were researchers at the University of Michigan at Ohio State University who studied style of leadership about how they act and what they do. The viewpoints were that leaders can relate their effectiveness in order to make special outcomes. Next, situational theories began in the 1970's (Sakulsumpaopol, 2010). The particular situations are about this leadership theory (Northouse, 2004). The theorist continued that effective leaders change their method to be leadership to react to their circumstances factors. These factors contain the subordinates' maturity in respect to the task they have been requested to do as well as the context that the leader should do. Moreover, according to Hersey and Blanchard's (1993), the theory stresses that the leader use his style with their followers' commitment, ability and maturity. Leaders must consider and the leader must decide which leadership style to apply according to the situation and the improvement level of their followers due to each employee's ability is different, therefore, leaders must be flexible to the duty and the employee. This flexibility is different with the approach of contingency and traits (Northouse, 2004).

Next, Burns (1978), who firstly presented the theory of transactional and transformational leadership in 1980's based on to Maslow's Hierarchy of Needs, (Sukulsumpaopol, 2010). Additionally, in 1980's this outline was expand and also contain the transformational theory of leadership (House, Woycke, & Fodor, 1988 cited in Levine, 2000). Similarly to Hollander (1978, cited in Levine, 2000), explained that the benefits between leaders and followers exchange, receiving and giving are more in a sense of directive, this showed that the subordinates or followers provide their leaders' view in the return with responsibility and respect.

On one hand, a transformational leader inspires or changes staff and followers to act more than they expected how their actions could be expected to perform (Bass & Avolio, 1994 cited in Levine 2000). Moreover, transactional leadership stressed on to be transparent what is they expected and required from followers. The staff would get prize if they do what they have been ordered. To do and to begin of transactional leadership, the followers and leaders are about to negotiate the contract, by that contract, required permanent benefits and salary are provided to the followers. Some workplaces use motivations to stimulate their subordinates for better result. Transactional leadership is type of leadership that rise the followers performance by providing them such as a proper prizes (Sukulsumpaopol, 2010).

Influence of leadership styles

There were many argument about leadership and its importance to influence schools staffs and school performance. In the dissertation of Hickman (2017), there were educational experts mentioned about the impact of leadership that affect the success of schools, for instance, Liverman (2006, as cited in Hickman, 2017), analyzed affects how leadership enrich in organization success successfully. In many careers, for instance, doctors, physicians, nurses, counselors, statisticians, participated in the research study.

It showed the effectiveness of leaders normally influence and impact on employee satisfaction and motivated morale. In addition, Machumu & Kaitila (2014), reported that how the styles of leadership effect teachers' work satisfaction.

Furthermore, the cooperation between teachers and administrators should encourage the opportunities for increasing their confidence. Autocratic leadership is the one type which is related to the employee frustration (Machumu & Kaitila, 2014 cited in Hickman, 2017).

The researcher would like to say that there are many researchers who studied about leadership and how it affect the organization, how they promote the working performance and especially coping with changing context that has been changing over and over again. As it can be seen that, at present, industry in the entire world has confronted technology and innovations. This affects the labour market in global that needs the labour who are suitable for their new requirement. For instance, in Thailand, the government released the policy called “Thailand 4.0” to increased the new labour in the labour market into national and international level. It focuses on skill of new technology and innovations in working life. Therefore, the leadership style should be adjusted as Jedaman, 2017 mentioned his article about the leadership for Thailand 4.0.

As cited in Smith (2016), who mentioned about the difference between modern leadership styles focused on inspirational leadership as well that is suitable for the context of change. Inspirational leadership is a proper new one getting leader in acceptance and encourage confusion throughout those ones at a time inspirational approach. Inspirational leaders are repeatedly recreative, adaptive, and changing (Secretan, 1999). The differences between “old style” and “new style” leadership, (Secretan, 1999), It is comparable to the differences between “chaos and order”, (Secretan, 1999). It can be seen that old style leadership usually create system with behavior and motivation widely.

It enrich control for example, to create order, establish rules, and define targets and outcomes. Organization was seen as a tool which is influenced individual and group motivation was not yet accepted (Secretan, 1999)

Secretan (1999) mentioned that change was very important for leadership style which is produced unwanted negative attitude effecting on workplace and organization effectiveness. In workplaces, he acknowledged that, old style leaders, there were some lacks of sincerely trust among co-workers, high administrative at all levels of leadership, relationships that are not inappropriate between employees and administration, and lack of useful knowledge for doing the work. For example,

most employees did not look to the future of work in the next day. Moreover, positive perception were also lack of accordingly increasing a poor atmosphere to work with happiness.

In addition, Den Hartog (2001), also discussed about inspirational leadership and the future that might be the suitable to use inspirational leadership due to the developing globalization and information technology or changes that has been happened currently in the world that affect the way of working and the organization itself. Meaningfully, the demand from buyers was increased and also rising competition, then, the organizations need more flexible. In this circumstances, administrations are not able to depend on the old style of administration. This leads to more manage and more coordinate and from staff. It leads to make leaders have the different level of formal power from their position in the earlier strict management (Den Hartog & Koopman, 2001 cited in Den Hartog 2001).

Consequently, the researcher would like to use inspirational leadership in this study to create the leadership of the future for the next decade in order to coping with educational change in Demonstration Schools in Thailand that have to deal with new technology and innovations.

Sole, 2017 mentioned about the educational quotes that “The better your inspiration, the more success and happiness you will experience in your life. Inspiration is a main key in life” (Sole, 2017 cited in Poojomjit, Sutheejariyawat and Chusorn, 2018, p. 149).

As cited in Poojomjit, Sutheejariyawat and Chusorn, 2018, the Office of Permanent Secretary, 2016 mentioned that in the past, the various changes make Thailand to be aware of in different governmental sectors and various systems. It also affects the performance of Thai people and society in various views (Office of the Permanent Secretary, 2016), as well as touches to the present educational management. Moreover, it does not provide performance of students to be competitive with the globalization as they should (Office of the Permanent Secretary, 2012). The leadership also needs to inspire those who are involved to achieve in organizational change as the expected goals. Above all, it is a must that school administrators are supposed to be competent in leadership (Office of the National Economic and Social Development Board, 2015). Moreover, the process of leadership is that the leader influences the follower by using skill. As a result, leaders need to be capable of inspiring and providing motivation their co-workers thoughts and objectives by using positive way that is expected that it can achieve the goals due to the context of 21st century (Jedaman, 2017).

Therefore, Poomjomjit, Sutheejariyawat and Chusorn, (2018) mentioned that many of leadership styles were discussed by many educational leadership scholars such as global leadership, spiritual leadership, innovation leadership. The style of leadership that the researcher was interested in is inspirational leadership (Poomjomjit, Sutheejariyawat and Chusorn, 2018). Additionally, as Worth (2017) mentioned that inspirational leadership was not about to inspire, but it was about how to inspire others to by realize their full capability. Inspiration leadership has been gone beyond motivation. It was about giving the organizational members believe in certain thing and to find inspiration at workplace (Worth, 2017).

According to Poojomjit, Sutheejariyawat and Chusorn (2018), that mentioned the key elements of inspirational leadership had been proposed as the measurement model. They synthesized five components which are visionary, trustworthy, enthusiasm, and optimistic, respectively.

It is noticeable that, employees hope their leaders who sincerely maintenance and concern to their well-being of existence. Kouzes and Posner (2007) stated that “leader who recognize and celebrate significant accomplishments who encourage the heart show inspiration and positive energy, which increases their constituents understanding of the commitment to the vision and values” (p.31 cited in Smith 2016, p. 69).

Attributes of inspirational leadership

As cited in Smith (2016), in general organization, four attributes are important for working effectiveness on inspirational leadership. (Secretan, 1999). The courage is the first one because which is how to know the first steps in the risk of organization. People should be aimed at the judgment of inspirational leader. The personality of inspirational leadership should show into their passion. Listen to the people feeling is also the all of change and make it positively. Moreover, courage can support inspirational leaders for determination how to do the change appropriately happening in their leadership style (Secretan, 1999).

Love is also one of attributes of inspirational leader identity. It pays the most attention on individual well-being. Leaders eagerly want to care the emotion of employee (Secretan, 1999). General known, everybody wants love which is the first step to fulfill himself to do the work. Inspirational leadership should give love to all employee in the organization.

Authenticity is the third attribute. It is importantly concrete. It pays the position of mind and heart, teachers must get feeling of the purposive in their life. In the word expressed and the way they do will support employees aims (Kouzes & Posner, 2007). Integrity is also the one part of trustworthy which is actually mean to encourage employees working effectively. Inspirational leader must require to being reliable, responsible, clear, regular, consistent, and loyalty (Secretan, 1999).

Last, Secretan (1999) addressed that grace was one of the essential components of inspirational leadership (Secretan, 1999). It has to be able to love employees around them to be common trait and behaviour among human beings, but it is totally important for those who were determined inspiration.

He declared, Awad (2018) the strong relationship to employees is one factor of inspirational leadership. His first four ideas about inspirational leadership model which are: lead the team through culture, pursue significance, share, live, and scale the right values, and reframe and rethink.

Moreover, Goleman, 2017, stated four keys of inspirational leaders as follow: firstly, focus on the group and walk their talk. Additionally, be trustworthy. Lastly, be able to think outside the box.

Bain (2018) mentioned that 4 components are developing inner resources, connection with people, tone setting of effective team and team leading.

Krugear and Hughes (2019) mentioned that passion is one of the component of the inspirational leadership. They mentioned that inspiring leaders have to have passion. They have to send their power of belief to others and also they have to listen and combine others' opinion. They mentioned that the combination of vision and passion can be inspirational. Next, vision and purpose, to have a vision and realize objective is an important to inspire the stakeholders in the workplace. It could not be the organizational direction without vision or purpose. Moreover, to lead and being the relationship builder. Leadership is generating a necessary atmosphere that staff need to be part of the institute, therefore, they do not just come and work for the workplace. Lastly, being a listener and be good communicators is also the essential of inspirational leader. They have to use proper body language to deal with their followers.

Robert (2019) mentioned 6 components that are first of all: vision that focus on big picture orientated and strategic, the leaders should have clear vision keep the team to see on goals and targets also include the team in establishing and team's vision and the further development. Next, empowerment by coaching support, training. Additionally, responsibility, accountability and Trust. Furthermore, to symbolize to communicate purpose and visionary, inspirational leaders tell their purposive vision. Therefore, they have to tell vision of organization and objectives clearly to the workers. Moreover, to make time by listening. Similarly, to take blame and give credit if the situations or things are not on track, inspirational leaders will take as their own responsibilities. Conclusionly, innovation, inspirational leadership understand and significantly inspire the innovative and creative thinking among their followers.

In conclusion, according to many studies of the components of inspirational leadership. The researcher synthesized components that reflected to inspirational leadership from 7 sources including Poojomjit, Sutheejariyawat and Chusorn (2018), Secretan (1999), Awad (2018), Bain (2018), Krugear and Hughes (2019), Roberts (2019), Goleman(2017). The components include visionary, trustworthy, communication and Team leading.

Table 1 The components of inspirational leadership

Poojomjit, Suthējariyawat and Chusorn (2018)	Secretan (1999)	Awad (2018)	Bain (2018)	Kruegar and Hughes (2019)	Robert (2019)	Goleman (2017)
Visionary	Courage	Reframe and rethink	Developing inner resources	Passion	Vision	Focus on the group
Trustworthy	Love	Pursue significance	Connecting with others	Vision and purpose	Empowerment	Walk their talk
Enthusiasm	Authenticity	Live, share and scale the right values	Setting the tone	Relationship building	Responsibility	Be trustworthy
Optimistic	Grace	Leading team through culture	Team leading	Be objective listeners communicator	Communicate and embody purpose listen Take blame and give credit Innovate	Be able to think outside the box

From the synthesized table 1, all the components showed high to low frequencies as follows:

1. Leading team = 2
2. Vision = 3
3. Trustworthy = 2
4. Communication = 2

Therefore, the researcher used these four component of Leadership roles for the research.

Role theory

According to Huse, (1980, p.53), a role is “the set of activities that the individual is expected to perform and constitutes and psychological linkage between the individual and the organization” (Huse, 1980, p.53, cited in Sakulsumpaopol, 2010, p. 21). According to Sakulsumpaopol, 2010, the role of individual is not only influenced by the physical characteristics but also the expectations of others in the system of schools. Therefore, the role is the result of the expectations from others that put on each person in the organization.

The leadership roles of school administrators

According to Sakulsumpaopol, 2010, there are many perspective roles of administrators that have been seen such as developer, change agent, manager, fulfiller, director. For example, when the school change motivation began in the West during the 1980’s, the first stress caused to leaders of school how to place students as of their concern. Another importance factors were that the focus on applying of effective leadership to improve and carry out educational reform (Murphy, 1990; Datnow and Castellano, 2001; Bryk and Schneider, 2002; Lashway, 2002; Janc and Appelbaum, 2004; Auerbach, 2009 as cited in Sakulsumpaopol, 2010).

Additionally, the educational policy in Thailand focused on the national leadership level due to the central governmental decentralize the authority to the local, the school administrators has been expected as the main factor to lead school to be rearrangement and building supportive ideas among the communities of school (ONEC, 2002; Wattanachai, 2002; Pimpa, 2005 cited in Sakulsumpaopol, 2010).

Moreover, according to Quinn (1996) and Tayko (2004) (cited in Sakulsumpaopol, 2010) the four models has brief as main characteristics and roles of leadership. It has been showed its as followed: Human Relation, Explorer, Performer and Administrator:

1. Human relation role, this leadership approach, the school leaders emphasized on team building, facilitates agreement within the group also to develop school members and treats each of them in a gentle way. The main key is to share information and make decision-making participatively. Leaders focus on a systematical social and the development of a sense of relationship and belonging (Quinn, 1996 and Tayko, 2004).

2. Explorer role, such as flexibility and keenness. The leader repeatedly examine for innovation and improvement and changes within school. This role is categorized by flexibility and an external focus. These focus on adaptative, creative, innovative, growth, external supportive and resource achievement. Leaders are integrated as being inspiring and challenging (Quinn, 1996 and Tayko, 2004).

3. Performer role, such as setting goal planning and output and efficiency. This leadership role is described by probability and external focus. This role focuses on effectiveness, production, goal, competence, and achievement. The leader focuses on how to achieve tasks and how to get the work completed through goal setting and competition (Quinn, 1996 and Tayko, 2004).

4. Administrator role, stressed on the importance of management of information, organizational administration along with steadiness management. The staff are taken together through internal controls that keep policies, and rules. For instance, the principal activities and schedules in organizations, and also brings discipline to the workplace (Quinn, 1996 and Tayko, 2004).

According to Quinn (1996) and Tayko (2004), the expectations putting on leaders are to achieve on various different of levels, that is identified as 4 role in every organization. The model focuses on the importance of how to run between the levels, to understand the expectations of competitiveness and to resolve problems and failure within the organization.

According to Kotter (1990) the alterations between management and leadership are somehow similar in many steps. They both related in what needs to be completed, build up relationship and people networking and trying to confirm that the workforces will success their job in time.

As Kotter (1990), there are differences between leadership and management in many aspects as in the working process. For instance, in the process of forming plan, budgeting and planning, management process, to point the time that has been set from months to years, on also information and to eliminate risk. On one hand, in the process of leadership, they make the way and frequently stress on longer period of time frames, approaches of taking risk, and values of people. Therefore, vision also are improved. Strategies for building the changes also are the need to make vision achievement.

Additionally, the process of establishing and management of staff, they generate a structure to achieve plan requirements, allocating responsibility and authority for make ongoing plan and producing approaches to examine application and implementation, whereas, leadership support people. They communicate the direction with words to workers and their cooperation that might be needed in the organization and to affect them to be understood in organizational strategies and vision (Kotter, 1990).

Moreover, about the executive process in the organization, management stress about how to control and solve the problem but motivation and inspiring process of leadership try to motivating persons to cross over politics in workplace, administrative and resource obstacles to change (Kotter, 1990).

Lastly, the outcomes of the organizations that management produce which are expected by various followers and stakeholders, for example get the job finished to satisfy the customers and clients and being careful on the organizational budget. On one hand, the leadership makes change, also the potential of making

important changes, for instance, the goods responding to customers need. (Kotter, 1990).

As Kotter (1990) mentioned, management and leadership need to be the proper combination to get the organizational goals success. It could not be separate from each other, for example, much management but less leadership, the organization would be strongly focus on contract and timeline of rules without the proper emphasis on combination orientation and not very innovative and unable to cope with important changes in the surroundings of technological competitiveness.

The school administrators as change agent

Harzard, 1969, mentioned about the role of school administrators as a “change agent”. Therefore, the school administrators who are successful in their organization are expected to cope with changes in their schools for example changes with innovation (Hazard, 1969)

Concept of change

Change is a learning process by gathering new sense of individual. It has to be accepted that all change related to learning. It is a process that form what one believes, including their notion and values. The sense of individuals’ understanding and ownership will be deeper and can be improved. A situation that inspires persons to take risks into unsure condition must be improved through this process. Without this form of situation no important change happen (Evans, 2001; Buchanan, 2007 cited in Sakulsumpaopol, 2010).

Connor, 2006, Guskey, 2000, Beach, 1993, Williams, 2006 and Kose, 2007 mentioned about change is also a process that happens progressively in a long range of time (Connor, 2006; Guskey, 2000; Beach, 1993; Williams, 2006; Kose, 2007 cited in Sakulsumpaopol, 2010). It is done by the individuals and a personal experiences are the reason (Connor, 2006). Moreover, Sakulsumpaopol, 2010 discussed about process of change in many views as well. Additionally, part of the change process is to incorporate the new opinions, behaviours, and attitudes into a logic of themselves. However, in the context of school culture, “cognitive transformation” mentioned by Schein (1997, p.24 as cited in Sakulsumpaopol, 2010), addressed that if ones are able

to see how change are suitable with their vision, the combination process is critically enriched. Therefore, teachers will involve change in the sense of what it will happen to them (Cranston, 2002 as cited in Sakulsumpaopol, 2010).

As it can be seen, at present, the change that could happen in the future is the Artificial Intelligent (AI). Its influences could affect to school leader roles and education in the future.

Artificial intelligent (AI)

How AI Is Changing The Education Industry? According to Johnson (2019), Artificial Intelligence is our part of lives currently in the normal society. Also, in education, AI has been recognized and the traditional approach significantly change.

The educational industry has been becoming more useful and modified appreciated to the several applications of AI for education. The world of AI make individual learns and get smart knowledge from the computers. Present days, understudies do not have to go to normal classes to study as long as they have computers and they have website on computer connection. Teachers can spend more useful time with students. AI can apply to instruction methods as followed:

1. Simplifying Administrative Tasks

AI authorize the administrative mission of responsibilities and duties for teachers and educational institutions. Educators have spent many times on evaluating examinations and checking homework, prompt giving feedback to their students. However, technology can be applied to systematize the grading tasks when it involves with multiple tests. It shows the means that teacher would have more time with their students rather than spending many hours for student assessment (Johnson, 2019).

2. Smart Content

AI and education can be consistent and the new methods can be necessary to certify that all students attain their decisive academic accomplishment (Johnson, 2019).

Smart contents are very interested subject material today. Classroom setting will be on technology reaching nowadays. Moreover, smart and useful contents also concede of virtual contents like video lecture, video conference as well (Johnson, 2019).

3. Personalized Learning

The traditional structures should deliver to the intermediate but

serve students insufficiently. The same technology is being a part used on the way student are learnt.

Through AI applications, students are being directed and replies from their instructors. They make learning lessons shorten into smart guides of their study. It can be seen in the part, students can now contact with a wide content for interrelation with teachers (Johnson, 2019).

4. Global Learning

There is no limitation, AI can make it without any area of boundaries. Technology brings great changes by supporting any courses of learning from the worldwide to the global. Also AI education offer training students with basic IT skills. Inventionally, there will be a larger range of available online courses with ability of AI, students can learn from anywhere they want (Johnson, 2019).

5. New Efficiencies

IT procedures are also enhanced by AI and releases new productivities. AI also can be applied into demonstrating complex data to create the estimates data-driven. This, in turn, agrees proper planning in the future, like seats assigning in the school functions (Johnson, 2019).

Related research

Tuntinakhongul (2018) studied about “The role of Thai school directors as 21st century instructional leaders”. The researcher used qualitative research that was undertaken to determine the extent of Thai school directors regarded their roles to be 21st century instructional leaders. Moreover, the researcher used the purposive sampling method, comprising six primary school directors from 37 schools as population from Bangkok metropolitan area. The semi-structured interview questions form were employed. Content analysis was also used, and result was found as the key informants form in the 21st century. There is only one dimension reached 50% is dimension reached, which was the dimension of curriculum. The seven dimensions was less than 50%. These seven dimensions included assessment, instruction, educational use of technology, professional culture and climate, professional development, supervision, and school improvement was less than 50%. It is showed that interesting points that discussed why school director performance in the role of IL for 21st century classroom was quite at the low level.

Phusilp and Tangutairuang (2017), studied about “Academic Leadership Model of Primary Demonstration School Administrators under Rajabhat Universities”. The research objective was to explore the academic leadership model of the administrators in demonstration schools within Rajabhat Universities. The sampling were 371 subjects. Instruments were questionnaires of academic leadership. The research results showed that academic leadership of six components. Factor loading of all items were statistical significant at .01. Novel findings from this research firstly suggested that administrators of demonstration schools within Rajabhat Universities should prioritize development of the head of departments. Secondly, administrator should put priority on maintaining good relationships between teachers, students, parents, the community, and parties from all sectors. Next, the administrators should prioritize to goal formulation and comprehension to provide a clear path development in teaching. Then administrators should depend on upon teaching professionals and academic innovation to generate new knowledge in teaching in order to make teaching improvement effectiveness.

Subrahmanya and Mhunpiew (2015), studied about “The development of principal leadership model at international baccalaureate schools in Thailand”. The main purpose of this study was to investigate responsibilities of principal leadership of International Baccalaureate schools in Thailand to develop principal leadership model. The researchers used Transformational and instructional leadership approaches and combined with both qualitative and quantitative components were used to create the model. The 145 teachers from international baccalaureate school gave data in form of quantitative approach, moreover, the other three principals were interviewed in form of qualitative approach. The results reported from the average showed there is significantly different between current and appropriate practices. The findings revealed four leadership dimensions. Results confirmed that responsible principals can make the students student academic achievement. This is connected to this study that the educational leaders responsibility is to make organizational culture by supporting and sharing how to involved directions to schools management. Team spirit, cooperation are the most important atmosphere in school relationship. Furthermore, the communication is important to share visions and goals of the school to develop and set the relationship between vision, mission, goals and schools objectives of to set up and fulfill students performances and characteristics.

Iskak and Pa-alisbo (2019), studied about “The 21st century professional leadership standards of secondary school administrators in Nakhon Nayok, Thailand”. They mentioned that in the 21st century, there are challenges in professional leadership characteristics developing of schools leaders. The administrators’ roles are no longer restricted in educational objectives and policy implementation but they have a part becoming responsible in generated qualification in extremely changing era. Even though, in Thailand, it was observed that there were Thai principal and administrators and school leaders were not sufficiently experienced for school leadership.

Sukkamart (2017), studied about “The 21st century of sustainable leadership under education Thailand 4.0 framework”. They mentioned that the leadership skills for 4.0 in the 21st century is one of the important factors to cope with technological and innovative changing era in Thailand by using the leadership process by leaders have to have intellectual stimulation and individualized consideration, ideal influence,

inspired motivation, to their teachers in the school for the personal management in Thailand 4.0 era.

From the literature review and related researches above, the importance of leadership roles of school leaders are essential factor for schools to face the challenges of technological and innovative changing era. Therefore, the researcher would like to study about the leadership roles of school administrators of demonstration school under public university in Thailand.

CHAPTER 3

RESEARCH METHODOLOGY

The main research objectives are focused to what extent do administrators perform effective roles that support any changes in the future in the school as followed:

1. To determine current conditions about leadership of school administrators in public demonstration schools in secondary school level under the office of higher education commission in Thailand and

2. To analyze and set up the leadership roles of Demonstration schools' administrators under the Office of Higher Education Commission in Thailand by using EDFR technique in the next decade.

3 To certify the appropriateness of leadership roles school administrators in implementing change in the next decade.

The research questions to be answered as follows:

1. What are the teachers' current perceptions about the administrators leadership in supporting change in schools?

2. What are the leadership of administrators about how they cope with changing situation in the next decade?

3. What is the appropriate leadership of school administrators in Demonstration Schools in the next decade?

Research design

The researcher would like to divide to research design into 3 parts according to the research objective as followed:

Objective 1

To determine current conditions about leadership of school administrators in public demonstration schools in secondary school level under the office of higher education commission in Thailand.

Research procedure

1. To review related literature about leadership theory, leadership and change theory of leaders.
2. Make a survey research by studying current condition leadership of school leadership of the school administrators in public demonstration schools in secondary school level under the office of higher education commission in Thailand by randomly select from population: the teachers. The researcher will use questionnaires for teachers as research instrument in five scale that explore leadership from the teachers and will statistically analyze by mean (\bar{X}) and standard deviation (SD) about the components of effective administrators' leadership of the Demonstration schools' administrators.
3. Do site visit by making pilot survey from the data from research instrument will be synthesized according to the objective 1.

Sampling design

To decide the suitable size of sample was important stage for data collection, it has to be connected and consistent between data and respondent. In this study, the research approach required a small actual sample of the respondents, due to the particular research area that had been focused.

Sample size

The researcher determine the population by using purposive sampling as the three best practice demonstration schools were selected. Next, in each school, the researcher used simple sampling to get the target sample size which were 148 teachers in the schools which are as followed:

Table 2 Sample of the study

Population	Sample size
Srinakharinwirot University Prasarnmit Demonstration School	
85	70
Srinakharinwirot University Patumwan Demonstration School	
70	59
The Demonstration School of Chulalongkorn	
80	66

Source: <http://www.satitm.chula.ac.th/>, 2011; <https://www.satitpatumwan.ac.th/>, 2019
<https://spsm.ac.th/home/>, 2019

Sampling

From table 1, the researcher used purposive sample to select the schools by using criteria as their reputations and the academic student outcomes. Next, in each school, the simple sampling to sample number of teachers, the researcher will use simple sampling technique according to Krejcie and Morgan (1970).

Research instrument

Research questionnaire is divided into 2 part as followed:

Part 1: Demographic information. This part consisted of the questions asking about the position and the general information from the respondents.

Part 2: This part will ask the respondents to indicate how they perceive the role of their administrator or their own role as an administrator in their school. It indicates the degree of perception of each leadership that has been used to manage school in the context of current condition, which 1 as the level of strongly disagree and 5 stand for strongly agree as well as followed:

Interpretation criteria of Mean of teachers' opinions toward current condition of administrators leadership's role

4.51-5.00 refer to respondent agree in the highest level

3.51-4.50 refer to respondent agree in the high level

2.51-3.50 refer to respondent agree in the moderate level

1.51-2.50 refer to respondent agree in the low level

1.00-1.50 refer to respondent agree in the lowest level

The researcher collected the 148 questionnaires back which was 76 percent out of 195 teachers which were the sample of this study.

Test of the research instrument

Reliability and validity

Panel of expert judges

There are 6 experts in educational administration to the committee of expert by evaluating the items to the operational definition (IOC) using the Item Objective Congruence (IOC) and used the IC (Internal consistency) (Rovinelli and Hambleton, 1977 cited in Saelao, 2014), and found all items have the IOC at 1.00.

The research questionnaire needed to be measured to clarify its reliability, by the committee of experts and then a pilot testing with a very small target sample in the Demonstration School of Ramkhamhaeng University (Secondary School) with 30 teachers at .963 of Cronbarch Alpha Coefficient level.

Objective 2

To analyze the leadership roles of Demonstration schools' administrators under the Office of Higher Education Commission in Thailand by using EDFR technique in the next decade.

The researcher used EDFR technique to analyze the leadership roles by asking the opinions from professional experts in educational administration in order to get the consensus from them about the leadership roles in the next decade of Demonstration schools' administrators.

Research procedure

1. The researcher took the results from objective one to analyze for finding the low Mean (\bar{X}) to use as a setting the issues to interview the 17 expert panels.

2. The researcher set up the unstructured interview for 17 expert panels about 4 components of leadership role.

3. The researcher proposed to the advisor for approval.

4. The researcher took the unstructured interview to 17 expert panels: six experts to face-to-face interview and the rest of experts were asked to send the

opinions and recommendation in document form to confirm questionnaire and improve some items.

5. The researcher proposed the questionnaire to the advisor for approval.

6. The questionnaire were administered to 17 experts panels.

7. The researcher analyzed and concluded results to propose to be certified in next stage.

Sampling design

The researcher selected 17 professional experts in Educational Administration. There are two selecting criteria: Associate professor lecturers in Educational Administration Department in Higher Education and demonstration schools directors with the two years working experience as the school director, to create the leadership of Demonstration schools' administrators.

Research instruments

The instruments for this objective were interview protocol and questionnaire analyzed and described the study objectives as followed:

1. Interview protocol

This part consisted of the questions from the results of objective one to ask the opinions and the recommendations from the expert panels to confirm in term of the leadership roles in the future of administrators in demonstration schools under public university in Thailand for 44 items.

2. The questionnaires for Delphi

This part was adjusted from the confirmation of experts panels. The expert panels were asked to indicate their opinions towards the role of administrators in demonstration schools. It indicated the degree of median and interquartile range, which one being strongly disagree and five being strongly agree as followed:

Interpretation criteria of possibility of expert panels' opinions was five rating scale as followed

- 5 means Highest consistence
- 4 means High consistence
- 3 means Moderate consistence
- 2 means Low consistence
- 1 means Lowest consistence

Both instruments were approved by the advisor before distributing them to the respondents.

Data collection

1. The researcher went to see the professional experts to interview by using the results from stage one.
2. The researcher got all the data: opinions and recommendations and adjusted to do the questionnaire for EDFR.
3. The researcher sent out questionnaire to the professional experts.
4. After obtained the questionnaire, the researcher analysed the data.
5. After obtained the professional experts consensus, the researcher prepare the consensus to do focus group discuss as it is shown stage three.

Data analysis

The researcher used Content Analysis Technique for interview and Delphi techniques, the researcher used Median (Mdn) and Interquatile Range (IQR) statistical techniques for data analysis.

1. Median levels criteria are as follow:

Interpretation criteria of median of expert panels' opinions are as followed (Poolpatarachewin, 1999 as cited in Phattasen, 2009).

Median between 4.50-5.00 means level of consensus is the highest

Median between 3.50-4.49 means level of consensus is high

Median between 2.50-3.49 means level of consensus is moderate

Median between 1.50-2.49 means level of consensus is low

Median between 1.00-1.49 means level of consensus is the lowest

The considerable items to as possibility of expert panels' must be 3.50 and higher

2. Interquartile range criteria are as followed:

The appropriate criteria of interquartile range of expert panels' opinions used in this research is lower than 1.50 (Poolpatarachewin, 1999 as cited in Phattasen, 2009).

Objective 3

To certify the appropriateness of leadership roles school administrators in implementing change in the next decade.

Research procedure

1. The researcher took the consensus from objective two, after analyzing Median (Mdn) Interquartile Range from 17 expert panels.

2. The researcher set up the unstructured interview for five expert panels about 4 components of leadership role by conducting focus group discussion because of the time overlap of the expert panels.

3. The researcher proposed to the advisor for approval.

4. The researcher took the structured interview to ask five expert panels.

5. The researcher concluded the main issue from the focus group discussing, including opinions of experts panels in term of appropriateness and how to apply the leadership roles in the future and recommendations from the experts panels.

6. The researcher proposed the results to the advisor for approval to report in the research.

Sampling design

The researcher selected five professional experts panels in Educational Administration. There are two selecting criteria: associate professor lecturers in educational administration and educational experts who obtained the Degree doctoral degree in educational administration.

Research instruments

The instrument for this objective were unstructured interview and open-ended questionnaire in order to record the data from focus group discussion as followed:

1. Unstructured interview

This part consisted of the questions from the results of objective two to ask the expert panels in term of appropriateness and how to apply the leadership roles

in the future from the expert panels of administrators in demonstration schools under public university in Thailand.

2. The open-end questionnaire

This part was adapted and adjusted from the results of interview part. The expert panels were questioned including their further recommendations for the future towards administrators' role in demonstration schools.

Both instruments were approved by the advisor before distributing them to the respondents.

Data collection

1. To plan the group

The researcher divided the group of expert panels into two groups according to the time overlap of the experts. After that, the researcher set the questions and result of the objective 2 to the participants and select the place for the group.

2. To set up the group

The purposive sampling method was those are educational experts.

3. To conduct the group

The researcher stated the purposes in each group. It took around two hours in this discussion.

4. To report the results

The main ideas of the group discussion was to conclude and report about the participants' opinions and recommendations for the research.

Data analysis

The researcher counted to analyze inform of frequency and content analysis to analysis of the participants' opinions from the respondents.

CHAPTER 4

RESULTS

The objectives of study were to determine the current conditions about the roles of school administrators in coping with changes in the next decade in Public Demonstration schools in Thailand. And to analyze and set up the leadership roles of Demonstration schools' administrators in secondary school level under the Office of Higher Education Commission in Thailand by using EDFR technique in the next decade. Lastly, to evaluate and certify the appropriateness of leadership roles of the school administrators in implementing change in the next decade.

First of all, the researcher took the results from objective one to analyze for finding the low Mean (\bar{X}) to use as a setting the issues to interview the 17 expert panels. The unstructured interview was set up for 17 expert panels about 4 components of leadership role and had been approved by the advisors. The researcher took the unstructured interview to 17 expert panels to confirm questionnaire and improve some items. Additionally, the researcher analyzed and concluded results to propose to be certified in the focus group stage. The final result of EDFR analysis with median and interquartile range with the median of 3.50 and interquartile Range less than or equal to 1.50 to summarize the context in the next decade of leadership of the demonstration school administrators.

The researcher has divided the data analysis into two parts as follows:

Part 1: Results of survey research about the opinions of teachers in best practice demonstration schools about leadership of the demonstration school administrators by using questionnaires as shown in table 3 to 7.

Part 2: Analyze the data of future scenarios of leadership of administrators of demonstration school in the next decade as follow:

Analyze the experts' opinions on the future of leadership of the demonstration school administrators in the next decade (the final). The researcher analyzed data by covering used data median (Mdn) and Interquartile range (IQR) as in Table 8 through 10.

Results

Part 1: Results of survey research about the opinions of teachers in the best practice demonstration schools about leadership roles of the demonstration school administrators under by using questionnaires showed in table 3 to 7.

To study and analyze the future scenarios of leadership of the demonstration school administrators under public universities in the next decade. The researcher used the EDFR (Ethnographic Delphi Futures Research) to synthesize the concepts, theory of leadership and opinions about the current condition with the 148 selected teachers with questionnaire forms. The results of analysis and synthesis the data were as follows:

The researcher asked the 148 teachers' opinions by using questionnaires which could be synthesized into groups of opinions. And the results of the questions about the current condition of leadership of the demonstration school administrators were showed in table 3 to 7.

Table 3 Results of teachers' opinions about the current leadership of administrators in the demonstration schools on visionary

Leadership roles visionary	n = 148			Ranking order
	\bar{X}	SD	Level	
1. School administrators ensure consistently good teaching and learning in school.	4.24	0.67	High	2
2. School administrators incorporate the skills and knowledge into a comprehensive and curriculum that is well-adjusted.	3.84	0.60	High	16
3. School administrators are aware of attendance behavioral management.	3.86	0.82	High	13
4. School administrators try to do environmental and resources management well.	3.93	0.76	High	7

Table 3 (Continue)

Leadership roles visionary	n = 148			Ranking order
	\bar{X}	SD	Level	
5. School administrators try to establish the school into professional learning community.	3.95	0.70	High	6
6. School administrators encourage and develop parental partnership for learning support.	4.20	0.68	High	3
7. School administrators state clearly to their followers about direction, values and vision.	3.85	0.87	High	14
8. School administrators develop the process of learning and teaching conditions.	4.04	0.70	High	4
9. School administrators redesign the organization for example supporting roles and responsibilities.	3.71	0.77	High	17
10. School administrators enhancing teaching and learning.	4.30	0.70	High	1
11. School administrators building relationships inside the school community.	3.87	0.07	High	12
12. School administrators build relationships outside the school community.	3.85	0.87	High	14
13. School administrators provide vision to school members.	3.91	0.81	High	8
14. School administrators develop regularly a common purpose.	3.89	0.73	High	11

Table 3 (Continue)

Leadership roles visionary	n = 148			Ranking order
	\bar{X}	SD	Level	
15. School administrators facilitate the educational achievement and organizational goals.	4.03	0.67	High	5
16. School administrators and team are responsive to diverse needs and situations.	3.70	0.80	High	18
17. School administrators have a future orientation.	3.89	0.80	High	9
18. School administrators support the school atmosphere as a happy work place.	3.89	0.75	High	10
Total	3.94	0.70	High	

From table 3, the group of teachers agreed that administrators must have ensure consistently good teaching and learning in school and enhancing teaching and learning. They encourage and develop parental partnership for learning support. Moreover, develop the process of learning and teaching conditions and facilitate the educational achievement and organizational goals. The perception of teachers are in high level in every items. Moreover, when consider according to Mean in each item from highest Mean to lowest Mean are as followed respectively.

Visionary aspect

1. Item 10: School administrators enhancing teaching and learning.
2. Item 1: School administrators ensure consistently good teaching and learning in school.
3. Item 6: School administrators encourage and develop parental partnership for learning support.

4. Item 8: School administrators develop the process of learning and teaching conditions.
5. Item 15: School administrators facilitate the educational achievement and organizational goals.
6. Item 5: School administrators try to establish the school into professional learning community.
7. Item 4: School administrators try to do environmental and resources management well.
8. Item 13: School administrators provide vision to school members.
9. Item 17: School administrators have a future orientation.
10. Item 18: School administrators support the school atmosphere as a happy work place.
11. Item 14: School administrators develop regularly a common purpose.
12. Item 11: School administrators build relationships inside the school community.
13. Item 3: School administrators are aware of attendance behavioral management.
14. Item 2: School administrators incorporate the skills and knowledge into a comprehensive and curriculum that is well-adjusted.
15. Item 12: School administrators build relationships outside the school community.
16. Item 7: School administrators state clearly to their followers about direction, values and vision.
17. Item 9: School administrators redesign the organization for example supporting roles and responsibilities.
18. Item 16: School administrators response diverse needs and situations.

Table 4 Results of teachers' opinions about the current leadership of administrators in the demonstration schools on trustworthy

Leadership roles trustworthy	n = 148			Ranking order
	\bar{X}	SD	Level	
1. School administrators nurture care and trust with collegiality.	4.21	0.74	High	1
2. School administrators concern with the curriculum in terms of content and processes if it is up-to-date and relevant.	3.92	0.77	High	4
3. School administrators discuss how teaching influences the students' academic success.	3.97	0.71	High	3
4. School administrators give the active teaching course coordination.	3.84	0.77	High	6
5. School administrators promote and participate in teacher learning and development.	4.11	0.74	High	2
6. School administrators always provide suitable guidance in order to solve problem in teaching.	3.80	0.86	High	8
7. School administrators protect teacher time.	3.87	0.73	High	5
8. School administrators identify and resolve conflicts quickly and effectively.	3.69	0.85	High	10
9. School administrators work creatively with and empowering others.	3.79	0.73	High	9
10. School administrators improve relationships between staff and students.	3.82	0.76	High	7
Total	3.90	0.69	High	

From table 4, it was found that the group of teachers all agreed with 10 items as high level of opinions toward current condition leadership roles of

administrators that the administrators were able nurture care and trust with collegiality. They promote and participate in teacher learning and development and discuss how teaching influences the students' academic success. They had concern with the curriculum in terms of content and processes if it is up-to-date and relevant and protect teacher time. In addition, they give the active teaching course coordination. They were able to improve relationships between staff and students. They improve relationships between staff and students. Additionally, they were able to always provide suitable guidance in order to solve problem in teaching. The perception of teachers were at high level in every items. When consider according to mean in each item from highest to lowest means are as followed respectively.

Trustworthy aspect

1. Item 1: School administrators nurture care and trust with collegiality.
2. Item 5: School administrators promote and participate in teacher learning and development.
3. Item 3: School administrators discuss how teaching influences the students' academic success.
4. Item 2: School administrators concern with the curriculum in terms of content and processes if it is up-to-date and relevant.
5. Item 7: School administrators protect teacher time.
6. Item 4: School administrators give the active teaching course coordination.
7. Item 10: School administrators improve relationships between staff and students.
8. Item 6: School administrators always provide suitable guidance in order to solve problem in teaching.
9. Item 9: School administrators work creatively with and empowering others.
10. Item 8: School administrators identify and resolve conflicts quickly and effectively.

Table 5 Results of teachers' opinions about the current leadership of administrators in the demonstration schools on communication

Leadership roles communication	n = 148			Ranking order
	\bar{X}	SD	Level	
1. School administrators show passion for the work and give energy to others.	3.95	0.74	High	4
2. School administrators use the language to communicate systematically.	3.81	0.77	High	8
3. School administrators understand and appreciate others' needs and feelings.	3.92	0.71	High	7
4. School administrators assisting in others professional skills.	4.01	0.68	High	3
5. School administrators advocate the school members' views and openness, honesty and direct way.	4.05	0.63	High	1
6. School administrators pay true and sincere attention to others' comments, ideas and suggestion.	3.94	0.75	High	5
7. School administrators convey ideas and emotions clearly and compellingly.	3.93	0.67	High	6
8. School administrators share mutual interests and activities in school.	4.03	0.68	High	2
Total	3.95	0.70	High	

From table 5, it was found that the group of teachers agreed that the administrators were able to communicate properly with their coworkers at all levels in the organization. They were able to advocate the school members' views and openness, honesty and direct way. They share mutual interests and activities in school. The perception of teachers were at high level in every items. When

considering the mean scores in each item from highest to lowest means were as followed respectively.

Communication aspect

1. Item 5: School administrators advocate the school members' views and openness, honesty and direct way.

2. Item 8: School administrators share mutual interests and activities in school.

3. Item 4: School administrators assisting in others professional skills.

4. Item 1: School administrators show passion for the work and give energy to others.

5. Item 6: School administrators pay true and sincere attention to others' comments, ideas and suggestion.

6. Item 7: School administrators convey ideas and emotions clearly and compellingly.

7. Item 3: School administrators understand and appreciate others' needs and feelings.

8. Item 2: School administrators use the language to communicate systematically.

Table 6 Results of teachers' opinions about the current leadership roles of administrators in the Demonstration Schools under public universities about team leading

Leadership roles team leading	n = 148			Ranking order
	\bar{X}	SD	Level	
1. School administrators familiarize teams toward the significant outcomes.	3.97	0.68	High	5
2. School administrators focus on school timeline and resolve conflicts.	3.83	0.70	High	8

Table 6 (Continue)

Leadership roles team leading	n = 148			Ranking order
	\bar{X}	SD	Level	
3. School administrators invest happy working success.	4.08	0.70	High	2
4. School administrators engage assisting others to career achievement.	4.06	0.69	High	4
5. School administrators believe that cooperation will get the better outcomes.	4.12	0.69	High	1
6. School administrators build and encourage the freedom in the workplace.	4.08	0.94	High	3
7. School administrators pay attention the appropriate individually and in group expectations.	3.96	0.69	High	6
8. School administrators make a persuasive objective that builds confidence and encourages of school members.	3.95	0.69	High	7
Total	4.00	0.72	High	

From table 6, it is found that the group of teachers agreed that administrators are able to work with others. They believe that cooperation will get the better outcomes. They are able to invest happy working success. Not only building and encourage the freedom in the workplace but also they engage assisting others to career achievement. They familiarize teams toward the significant outcomes. The perception of teachers are in high level in every items. When consider according to Mean in each item from highest Mean to lowest Mean are as followed respectively.

Team leading aspect

1. Item 5: School administrators believe that cooperation will get the better outcomes.

2. Item 3: School administrators invest happy working success.

3. Item 6: School administrators build and encourage the freedom in the workplace.

4. Item 4: School administrators engage assisting others to career achievement.

5. Item 1: School administrators familiarize teams toward the significant outcomes.

6. Item 7: School administrators pay attention the appropriate individually and in group expectations.

7. Item 8: School administrators make a persuasive objective that builds confidence and encourages of school members.

8. Item 2: School administrators focus on school timeline and resolving conflicts.

Part 2: Analyze the data of the future scenarios of leadership roles of the demonstration school administrators under the original university ministry in the next decade, as followed:

Analyze the opinions of experts on the future of leadership roles of the demonstration school administrators under public universities in the next decade (final result). The researcher analyzed by using median (Mdn) and interquartile range (IQR) and add positions that experts agreed on.

EDFR Consensus

The researcher analyzed the data from the questionnaires of 17 experts using the Measures of Central Tendency statistics which are median and interquartile range and experts are consistent: The results of the analysis are shown in the table 7 to 8.

Table 7 results of future leadership analysis of the demonstration school administrators under public universities in the next decade: Visionary aspect

Visionary	Median	IRQ	Level	Experts' opinions
1. School administrators ensure consistently good teaching and learning in school by using technology and innovations.	5	0	Highest	Consistent
2. School administrators incorporate the skills and knowledge into a comprehensive and curriculum that is well-adjusted for the future.	5	1	Highest	Consistent
3. School administrators are aware of attendance behavioral management.	5	1	Highest	Consistent
4. School administrators try to do environmental and resources management well for the future.	5	1	Highest	Consistent
5. School administrators try to establish the school into professional learning community according to 21 st century.	5	1	Highest	Consistent
6. School administrators encourage and develop parental partnership to for learning support.	5	1	Highest	Consistent

Table 7 (Continue)

Visionary	Median	IRQ	Level	Experts' opinions
7. School administrators define the vision, values and direction to their followers clearly.	5	0	Highest	Consistent
8. School administrators improve conditioning learning and teaching according to 21 st century context.	5	1	Highest	Consistent
9. School administrators redesign the organization for example supporting roles and responsibilities for future.	5	1	Highest	Consistent
10. School administrators enhancing teaching and learning for future according to technological and innovative context.	5	1	Highest	Consistent
11. School administrators build relationships with inside school community.	5	1	Highest	Consistent
12. School administrators build relationships with outside school community.	5	1	Highest	Consistent
13. School administrators provide vision for future to school members.	4	1	Highest	Consistent
14. School administrators develop regularly a purpose for the future.	5	1	Highest	Consistent
15. School administrators facilitate organizational goals and educational achievement and for future.	5	1	Highest	Consistent

Table 7 (Continue)

Visionary	Median	IRQ	Level	Experts' opinions
16. School administrators are responsive to diverse needs and situations in the future.	5	1	Highest	Consistent
17. School administrators have a future orientation.	5	0	Highest	Consistent
18. School administrators support the school as a happy work place.	5	1	Highest	Consistent

From table 7, it is found that the future scenarios of leadership of the Demonstration School Administrators under public universities in the next decade according to experts' opinions: Visionary Aspect (final result), there are 18 items with a median of 3.50 or higher, with a range interquartile, the value is at one and lower in all of 18 items. It is noticeable that the experts have consistent opinions.

Table 8 Results of future leadership analysis of demonstration school administrators under public universities in the next decade about trustworthy aspect

Trustworthy	Median	IRQ	Level	Experts' opinions
1. School administrators nurture care and trust with collegiality for using technology.	5	0	Highest	Consistent
2. School administrators concern with the curriculum in terms of content and processes if it is up-to-date and relevant for the future context.	5	0	Highest	Consistent

Table 8 (Continue)

Trustworthy	Median	IRQ	Level	Experts' opinions
3. School administrators discuss how teaching influences the students' academic success.	5	0	Highest	Consistent
4. School administrators give the active teaching course coordination.	5	1	Highest	Consistent
5. School administrators promote and participate in teacher learning and development for future.	5	0	Highest	Consistent
6. School administrators always provide suitable guidance in order to solve problem in teaching about using technology.	5	1	Highest	Consistent
7. School administrators protect teacher time for preparing for teaching and learning process.	4	1	High	Consistent
8. School administrators identify and resolve conflicts in using technology quickly and effectively.	4	1	High	Consistent
9. School administrators work creatively with and empowering others of face the future.	5	0	Highest	Consistent
10. School administrators improve relationships between staff and students.	5	0	Highest	Consistent

From table 8, it is found that the future picture of leadership roles of the demonstration school administrators according to the opinions of experts: Trustworthy Aspect (final result). There were 10 items with a median of 3.50 and

higher, with a range of interquartile was at one and lower of all 10 items.

It is concluded that all of the experts had consistent opinion.

Table 9 Results of future leadership analysis of the demonstration school administrators under public universities in the next decade: Communication aspect

Communication	Median	IRQ	Level	Experts' opinions
1. School administrators show passion for the work and give energy to others to deal with new innovation.	5	1	Highest	Consistent
2. School administrators use language for communicate systematically.	5	1	Highest	Consistent
3. School administrators understand and appreciate others' needs and feelings.	4	1	High	Consistent
4. School administrators assist in others advanced skills on technological and innovative application.	5	1	Highest	Consistent
5. School administrators promote the school members' views in and openness, honesty and direct way.	5	1	Highest	Consistent
6. School administrators pay true and sincere attention to others' comments, ideas and suggestion.	5	1	Highest	Consistent
7. School administrators convey ideas about future goal and emotions clearly and compellingly.	5	1	Highest	Consistent
8. School administrators share mutual interests and activities in school about future goal.	4	1	High	Consistent

From table 9, it is found that the future picture of leadership of the Demonstration School Administrators under public universities in the next decade according to the opinions of the experts in communication (final result), there are eight items with median values 3.50 and above, also the interquartile range with 8 items is at one. It is noticeable that all of the experts have consistent opinion.

Table 10 Results of future leadership analysis of the demonstration school administrators under public universities in the next decade: Team leading aspect

Team leading	Median	IQR	Level	Experts' opinions
1. School administrators familiarize teams toward the significant outcomes.	4	1	High	Consistent
2. School administrators focus on school timeline and resolving conflicts about using technology.	4	1	High	Consistent
3. School administrators invest happy working success in their future.	5	0	Highest	Consistent
4. School administrators engage assisting others to career achievement for future.	5	0	Highest	Consistent
5. School administrators believe that cooperation will get the better outcomes.	5	1	Highest	Consistent
6. School administrators build and encourage the freedom in the workplace.	5	1	Highest	Consistent
7. School administrators pay attention the appropriate individually and in group expectations about technological and innovative application.	4	1	High	Consistent

Table 10 (Continue)

Team leading	Median	IQR	Level	Experts' opinions
8. School administrators make a persuasive objective that builds confidence and encourages of school members for the future.	4	1	High	Consistent

From table 10, it was found that the future scenarios of leadership roles of the demonstration school administrators in the next decade according to the experts' opinions: team leading aspect (final result), there were eight items with median values of 3.50 and above. The interquartile value was at one and lower in eight items. It is concluded that all of the experts had consistent opinions.

In conclusion, the consensus had been shown in all items on visionary, trustworthy, communication and team leading aspects. However, to confirm and certify the consensus of 17 experts, the researcher conducted the focus group discussion by asking five educational experts' opinion the future scenarios of leadership roles of school administrators as followed.

Table 11 Part 3 focus group discussion

Aspects	Experts' opinions					Frequency and percentage	Results
	Experts						
	1	2	3	4	5		
1. Visionary							
1.1 Appropriateness	✓	✓	✓	✓	✓	5 (100 percent)	Certified
1.2 Application	✓	✓	✓	✓	✓	5 (100 percent)	Certified
2. Trustworthy							
2.1 Appropriateness	✓	✓	✓	✓	✓	5 (100 percent)	Certified
2.2 Application	✓	✓	✓	✓	✓	5 (100 percent)	Certified

Table 11 (Continue)

Aspects	Experts' opinions					Frequency and percentage	Results
	Experts						
	1	2	3	4	5		
3. Communication							
3.1 Appropriateness	✓	✓	✓	✓	✓	5 (100 percent)	Certified
3.2 Application	✓	✓	✓	✓	✓	5 (100 percent)	Certified
4. Team leading							
4.1 Appropriateness	✓	✓	✓	✓	✓	5 (100 percent)	Certified
4.2 Application	✓	✓	✓	✓	✓	5 (100 percent)	Certified

The results of a group conversation with five expert panels on the leadership roles of the demonstration school administrators in the future, could be concluded that a group of experts certified the component of leadership roles in terms of appropriateness. If the demonstration school administrators were developed and learned in these characteristics, school administrators could process of leadership roles of the future to cope with future changes in order to develop and manage education in the demonstration school effectively. Especially, the demonstration school administrators had the various characteristics as presented, this would lead the schools and students including technology into their curriculum. Moreover, it should be able to provide opportunities for school members to learn about administrative changes regarding using technology into the school more efficiently. Regarding to the administrators of the demonstration school should do for the highest benefits for students in both academic and technology accessibility. All of the expert agreed and certified in each aspect of leadership roles visionary, trustworthy, communication, team leading expressed as followed:

1. Appropriateness of the leadership roles of administrators in the demonstration school "...I would like to suggest that in Team leading aspect, the administrators should focus on how to pay attention the appropriate individually and in group expectations to each Knowledge Department. Apart from that, the experts certified the appropriateness of component in Team leading aspect..."

“...in Communication aspect, I think that the administrators should pay their interests in sharing mutual interests and activities in school. It should be done systematically and fair for every school member. Apart from that, the experts certified the appropriateness of component in Communication...”

“...I think that in Trustworthy aspect, the administrators should focus on how to protect teacher time in their teaching period. Most of teachers’ time should focus in teaching and being with students, do not put too many non-teaching tasks to the teachers. Apart from that, the experts certified the appropriateness of component in Trustworthy aspect...”

“...in Visionary aspect, the administrators should focus on how to provide vision to school members. The administrators should do it systematically and set up the manual or approach to promote vision to school members by doing school meeting or brainstorming. Apart from that, the experts certify the appropriateness of component in Visionary aspect...”

2. How to apply the leadership of the future

The experts mentioned that it was the administrators should realize about “team leading”. Therefore, they had to study hard about technology which one is appropriate with their school, or circumstance. They had to explain and answer the questions in school meeting and show their visions and knowledge to school member why should school start to change in teaching and learning period to cope with change in the future.

Moreover, the experts suggested that it was important that Visionary of the administrators that should set up values and direction to their school members to follow their visions in term of educational change in their school, not only teaching process and method but also how to report students grades into the internet systems in order to using old tradition by submitting paper or hard copies. At the beginning, the administrators should listen and pay their attention to the school members about the problems and obstacles in using internet or the lack of computers or any technological devices.

However, the educational experts advised and emphasized that each aspect of the leadership could be defined into related terms as followed:

1. Vision

1.1 It is and meaningful and positive direction. Supporting results in commitments and the contribution of new level are high.

1.2 The sense of urgency and mission have to be with vision.

Vision based on administrators, also involves the revenue the investment returned on. The reality virtue invite in formal commitment and effort.

1.3 Vision needs to be the inspiration. It affords to inspire the best in cooperation which colleagues.

1.4 Vision is simple, easy to understand and clear.

1.5 To provide vision on the great inspiration on meaningful purpose and great direction, the administrators have to express themselves clearly and sincerely.

2. Trustworthy

2.1 Integrity

The administrators should take responsibility for their actions and work and make sure that the work of other is attributed correctly. They should be aware of moral and ethics that are known to the team and organization.

2.2 Reliability

The administrators should do what they say they will do to maintain trust from the subordinates.

2.3 Loyalty

The administrators should be loyal to their people and organization. Showing loyalty towards others is a requirement for receiving trust from others.

2.4 Justice

The administrators should be is just to those on their team and with those outside their team, also, the actions of a just leader are predictable and measurable.

3. Communication

3.1 communicating frequently enough:

3.2 Being opened to feedback from school member

3.3 Taking action based on feedback from employees

The administrators have to focus on perceptions of school members and follow up with them. Also the two-way communication is also essential to the organizational success.

3.4 Making sure that school members are informed about changes taking place in the organization- Sharing information with employees personally.

4. Team leading

4.1 Confidence in the team

Team ability as well as confidence will be effective by team leader. Confident leader secures the systematically discussion which gain team success. Moreover, self-confident leader in team also the paddle for organization effectiveness.

4.2 Respectful to others

School stakeholders with respectful leader empower the ideas of decision. This is putting into their opinion.

4.3 Fair and kind

The administrators are supposed to treat team members fairly. It is consistent with recognition and rewards, as well as disciplinary practice. Fair treatment will be used for all employees receive the fair treatment.

4.4 Willing to delegate

The administrators share leadership through delegation.

4.5 A Skilled Negotiator

Using negotiation skills to achieve results and reach an understanding in the conflict of the workplace is useful to the administrators and their organization.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The objectives of study were to determine the current conditions about the roles of school administrators in coping with changes in the next decade in Public Demonstration schools in Thailand. And to analyze and set up the leadership roles of Demonstration schools' administrators in secondary school level under the Office of Higher Education Commission in Thailand by using EDFR technique in the next decade. Lastly, to evaluate and certify the appropriateness of leadership roles of the school administrators in implementing change in the next decade.

Firstly, the researcher took the results from objective one to analyze for finding the low Mean (\bar{X}) to use as a setting the issues to interview the 17 expert panels. The unstructured interview was set up for 17 expert panels about 4 components of leadership role and had been approved by the advisors. The researcher took the unstructured interview to 17 expert panels to confirm questionnaire and improve some items. Additionally, the researcher analyzed and concluded results to propose to be certified in the focus group stage. The final result of EDFR analysis with median and interquartile range with the median of 3.50 and interquartile Range less than or equal to 1.50 to summarize the context in the next decade of leadership of the demonstration school administrators.

The results could be concluded and discussed according to the aspects as followed:

Conclusion

From the findings the experts panels gave their opinions that:

Leadership roles of administrators should be distinctive, especially, in the context of globalization and technology.

There were four aspects that the researcher found from synthesized the academic evidences from seven sources of inspirational leadership roles: visionary, trustworthy, communication and team leading. In each aspect, it could be defined into its attributes as followed:

Vision: the researcher put them into order as 1) school administrators ensured consistently good teaching and learning in schools., 2) School administrators incorporate the skills and knowledge into a comprehensive and curriculum that is well-adjusted., 3) School administrators are aware of attendance behavioral management., 4) School administrators try to do environmental and resources management well., 5) School administrators try to establish the school into professional learning community., 6) School administrators encourage and develop parental partnership for learning support., 7) School administrators state clearly to their followers about direction, values and vision., 8) School administrators develop the process of learning and teaching conditions., 9) School administrators redesign the organization for example supporting roles and responsibilities., 10) School administrators enhancing teaching and learning., 11) School administrators building relationships inside the school community., 12) school administrators and team build relationships outside the school community., 13) School administrators provide vision to school members. 14) School administrators develop regularly a common purpose, 15) school administrators and team had a future orientation. 16) School administrators facilitate the educational achievement and organizational goals.

Trustworthy: the researcher put them into order as 1) school administrators nurture care and trusted with collegiality., 2) School administrators concern with the curriculum in terms of content and processes if it is up-to-date and relevant., 3) School administrators discuss how teaching influences the students' academic success., 4) School administrators give the active teaching course coordination., 5) School administrators promote and participate in teacher learning and development., 6) School administrators always provide suitable guidance in order to solve problem in teaching., 7) School administrators protect teacher time., 8) School administrators identify and resolve conflicts quickly and effectively., 9) School administrators work creatively with and empowering others. 10) School administrators improve relationships between staff and students.

Communication: the researcher put them into order as 1) School administrators show passion for the work and give energy to others., 2) School administrators use the language to communicate systematically., 3) School administrators understand and appreciate others' needs and feelings.,

4) School administrators assisting in others professional skills., 5) School administrators advocate the school members' views and openness, honesty and direct way., 6) School administrators pay true and sincere attention to others' comments, ideas and suggestion., 7) School administrators convey ideas and emotions clearly and compellingly., and 8) School administrators share mutual interests and activities in school.

Team leading: the researcher put them into order as 1) School administrators familiarize teams toward the significant outcomes., 2) School administrators focus on school timeline and resolve conflicts., 3) School administrators invest happy working success., 4) School administrators engage assisting others to career achievement., 5) School administrators believe that cooperation will get the better outcomes., 6) School administrators build and encourage the freedom in the workplace., 7) School administrators pay attention the appropriate individually and in group expectations., and 8) School administrators make a persuasive objective that builds confidence and encourages of school members.

Discussion

The researcher used and referred the data from educational experts to confirm and certified the possibility and the consistent in the attributes of leadership roles of the future could be discussed in each aspect as followed:

Vision: The researcher found that, in this aspect the perception of current condition of administrators' leadership was at high in all items and the EDFR results were consensus. As it can be seen, the perception of teachers and the expert panels were consistent to each other. Therefore, visionary of leadership of the future is that the administrators should support and good teaching and learning in school by using and innovations which is consistent with Howard, O'Brien, Kay and O'Rourke (2019) that mentioned about vision of leader of the and their leadership that has been proposing as factor to educational changing support and reform education.

As Howard, O'Brien, Kay and O'Rourke, 2019, they offered coherent vision in their study: "Leading educational change in the 21st century: Creating living schools through shared vision and transformative governance for school organization". It is the vision that combine 21st century skills and approach to K12 education called "Living School". They also mentioned about vision is to be as an attribute of that mentioned about vision for educational leadership that has been proposing as an attribute to support reform of education. (O'brien and Howard, 2016 as cited in Howard, O'Brien, Kay and O'Rourke, 2019). The leadership of school administrators was also mentioned for example to support the making of vision that has been shared for change and also it has to be communicated to others especially, when the norms of society and technological norms are keeping to change.

Moreover, it is consistent with Afshari, Bakar, Luan, Samah and Foori (2008), studied about school leadership in supporting technology in education. They mentioned that educational leaders should support, use the concept and clearly understand and apply that technology integration is not the technology aspect. However, it is directing on gearing teachers to a changing pedagogics of the future generations and because the main initiating responsibilities and the implementing of school change within use of Information and Communication Technology (ICT) is one of the responsibilities of school leaders.

Trustworthy

The researcher found that, in this aspect the perception of current condition of administrators' leadership was at high in all items and the EDFR results were consensus. It is noticeable that the perception of teachers and the experts panels were consistent.

Therefore, the administrators show that they trust and care their colleagues about the curriculum content which is up-to-date and relevant for the future context.

Also, the school administrators discuss how teaching influences the students' academic success. They improve relationships between staff and students to promote and to participate in learning and development for future. Moreover, they provide suitable guidance in order to solve the teaching problems about using technology, too. They also work creatively with and empowering others of face the future. In my opinion, building trust in the organization is very important.

As it can be seen, apart from vision that is required in leadership of the future, the trustworthy of the leader is also required to be the appropriate attribute of it.

As a principal, it is very important to be with the school's vision and goals. However, to be trustworthy on the context of using the new technology for future is also important. According to Grady, 2011, school leaders or principals are supposed to be as a model of technology application and promote to use technology in their organization. For example, they encourage technology operation in instructional approaches and also help their teachers to set goals to use technology in their teaching methods. They are aware of time that teachers use to innovate are also important. Additionally, the school leaders must be calm about the resistance and anxiety of using technology when the application of technology attack the teachers. Moreover, the school administrators have to be visible and support their subordinates as their responsibility to ensure that the teachers keep inspired to use technology and do not get irritated by the administrators' expectations of technology application in the organization.

Communication

The researcher found that, in this aspect the perception of current condition of administrators' leadership was at high in all items and the EDFR results were consensus. It is noticeable that the perception of teachers and the experts panels were consistent.

The administrators showed their passion for the work and give energy to others to deal with new innovation. Therefore, the communication of school administrators is the important attribute of aspects. However, the other attributes of communication aspect is required for the leadership of the future as well. The school administrators have to use the language systematically. In addition, they pay attention to other's comments, ideas and suggestion by telling idea about future goal and feeling clearly and compellingly. Next, they share mutual activities and interests in school about future goal. These attributes of the leadership of the future are important to coping with education change in context of technology and AI which is related to Maudling, Peters, Roberts, Leonard and Sparkman, 2012, they mentioned that “relationship building” skill of school leaders is their communication ability, listening carefully and keep sympathetic character that produce trust and understanding building.

According to Afshari, Bakar, Luan, Samah and Fooi, 2008, nowadays, the period of information, the school leader must empower to incorporate ICT into everyday practice. Providing consistency and positive leadership for use of technology in school is very important in process of teaching learning. In fact, they should be technology leaders. According to Hope, Kelly and Guyden (2000 cited in Afshari, Bakar, Luan, Samah and Fooi, 2008), the technology leadership should combine the knowledge and understanding of technology and how the technology could be used to achieve the tasks. For instance, according to Gibson (2002 cited in Afshari, Bakar, Luan, Samah and Fooi, 2008) who mentioned about a study that explored the administrators' role about how to combine technology into classroom learning context of three school districts in United States that Gibson (2002) stated that the importance that school principals should focus on were ten technology categories which are as followed staff development present practice, clear planning, resources, communications, staff issues, support, problem, curriculum, application and implementation. As a result, the school leaders should understand the new technologies performances to be as a competent example in their school, and be able to promote and lead their followers through a new school culture that need to explore of teaching, learning and management techniques (Schiller, 2003).

Team leading

The researcher found that, in this aspect the perception of current condition of administrators' leadership was at high in all items and the EDFR results were consensus. The items are school administrators invest happy working success in their future, also, they focus on school timeline and resolving conflicts about using technology. Next, they familiarize team toward the significant outcomes. They believe that cooperation will get the better outcomes. Moreover, they build and encourage the freedom in the workplace and pay attention to the appropriate in individually and in group expectations about technological and innovative application. Lastly, they make persuasive objective that builds confidence and encourages of school members for the future. Therefore, this attribute is consistent that team leading to promote and empower the team to be successful to technological application in school is necessary in the leadership of the future.

In my opinion, to inspire school members to work as a team in the organization, the school administrators should make the staff feel to be a part of their organization and enjoy with their team. Therefore, it is related to OECD (2009) that mentioned about the new time of school that cultures of collaborative work are needed to build and set up by the school leaders by conducting effective teaching in modern schools to be as collegiality, cooperation and collaboration from the member of teams. Encouraging and supporting in teamwork promotion among all teachers are needed for school administrators.

Recommendations

The leadership roles of the demonstration school administrators as perceived by school teachers on current condition showed that they performed active roles in school administration and rated at higher to highest levels. The 17 expert panels perceived the leadership roles showed high consensus in every aspect. For the focus group discussion from the five expert panels found that the roles were appropriate for the school administrators in the next decade.

The researcher gives the recommend upon the school improvement as follows:

1. The school administrators as change agent establish direction by creating the school vision and setting up strategies in moving forward to the ultimate goals for the next decade. Information technology and AI concepts applying to teaching and learning environment including effective school management will take advantage for the next decade.

2. The school administrators as change agent by taking the leadership roles build teamwork in working together with all school personnel and stakeholders with trustworthy to each other.

3. The school administrators as change agent align the school personnel together for in working through effective two way communication for better mutual understanding to each other. Also, information technology, digital technology devices will take advantage taking place traditional communicative messages.

Recommendation for further research

There are many limitations in conducting this research as discussed before, the researcher recommends to conduct the future research as follows:

1. Conduct the instructional leadership role model of school administrators for improving teaching and learning environments. The research technique should be mixed method, quantitative and qualitative.

2. Participative action research should be conducted as R & D for the benefit of teachers and administrators as well.

3. Factors effecting the student achievement in the education era 4.0

4. Analysis of the key standard performance indicators of the school teachers and administrator in the next decade.

5. Artificial intelligence roles (actual and expected roles) enhancing the school management in Thailand.

Research procedure

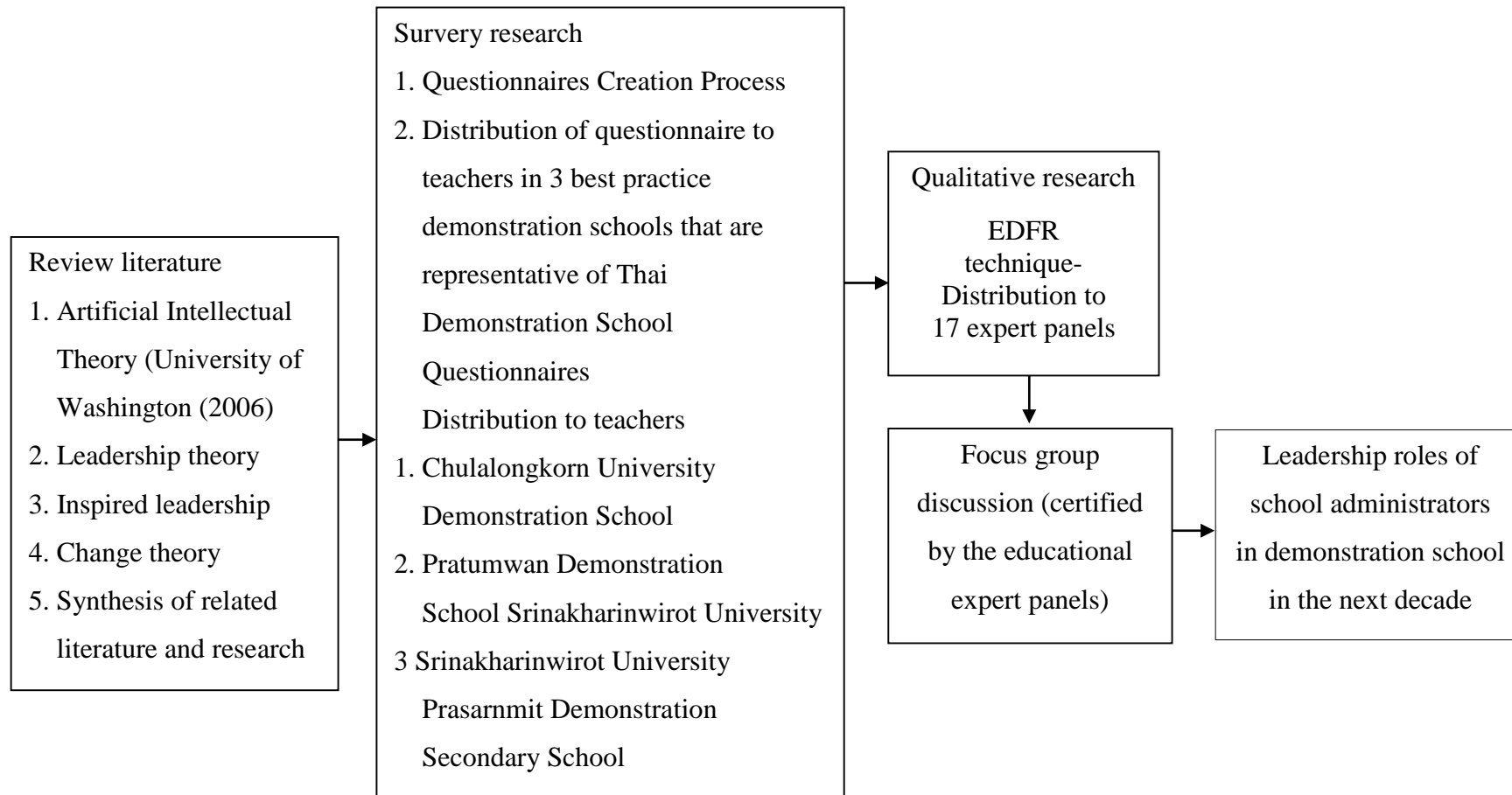


Figure 2 Research procedure

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APPENDIX

APPENDIX A
Questionnaire

Questionnaire

Exploring current condition of school leadership from teachers' opinion

Part 1: Demographic

Instruction: please mark ✓ into

1. Sex

Male Female

2. Experience of work

1 year 2 years 3 years

4 years 5 years

Part 2: To explore the opinions of teachers about current administrative leadership condition of school director.

Level 5 means strongly agree

Level 4 means agree

Level 3 means undecided

Level 2 means disagree

Level 1 means strongly disagree

Instruction: Please mark ✓ into of your opinion in each question

No.	Question	Opinions				
		5	4	3	2	1
Visionary						
1	School administrators ensure consistently good teaching and learning in school.					
2	School administrators incorporate the skills and knowledge into a comprehensive and curriculum that is well-adjusted.					
3	School administrators are aware of attendance behavioral management.					
4	School administrators try to do environmental and resources management well.					

No.	Question	Opinions				
		5	4	3	2	1
5	School administrators try to establish the school into professional learning community.					
6	School administrators encourage and develop parental partnership for learning support.					
7	School administrators state clearly to their followers about direction, values and vision.					
8	School administrators develop the process of learning and teaching conditions.					
9	School administrators redesign the organization for example supporting roles and responsibilities.					
10	School administrators enhancing teaching and learning.					
11	School administrators building relationships inside the school community.					
12	School administrators build relationships outside the school community.					
13	School administrators provide vision to school members.					
14	School administrators develop regularly a common purpose.					
15	School administrators facilitate the educational achievement and organizational goals.					
16	School administrators and team are responsive to diverse needs and situations.					
17	School administrators have a future orientation.					
18	School administrators support the school atmosphere as a happy work place.					

No.	Question	Opinions				
		5	4	3	2	1
Trustworthy						
19	School administrators nurture care and trust with collegiality.					
20	School administrators concern with the curriculum in terms of content and processes if it is up-to-date and relevant.					
21	School administrators discuss how teaching influences the students' academic success.					
22	School administrators give the active teaching course coordination.					
23	School administrators promote and participate in teacher learning and development.					
24	School administrators always provide suitable guidance in order to solve problem in teaching.					
25	School administrators protect teacher time.					
26	School administrators identify and resolve conflicts quickly and effectively.					
27	School administrators work creatively with and empowering others.					
28	School administrators improve relationships between staff and students.					
Communication						
29	School administrators show passion for the work and give energy to others.					
30	School administrators use language to communicate systematically.					
31	School administrators understand and appreciate others' needs and feelings.					

No.	Question	Opinions				
		5	4	3	2	1
32	School administrators assisting in others professional skills.					
33	School administrators advocate the school members' views and openness, honesty and direct way.					
34	School administrators pay true and sincere attention to others' comments, ideas and suggestion.					
35	School administrators team convey ideas and emotions clearly and compellingly.					
36	School administrators share mutual interests and activities in school.					
Team leading						
37	School administrators familiarize teams toward the significant outcomes.					
38	School administrators focus on school timeline and resolve conflicts.					
39	School administrators invest happy working success.					
40	School administrators engage assisting others to career achievement.					
41	School administrators believe that cooperation will get the better outcomes.					
42	School administrators build and encourage the freedom in the workplace.					
43	School administrators pay attention the appropriate individually and in group expectations.					
44	School administrators make a persuasive objective that builds confidence and encourages of school members.					

แบบสอบถามการวิจัยอนาคต
อนาคตภาพของภาวะผู้นำของผู้บริหารโรงเรียนสาธิต
ในสังกัดของทบวงมหาวิทยาลัยเดิมในทศวรรษหน้า

แบบสอบถามชุดนี้ สร้างขึ้นจากการสังเคราะห์แนวคิดทฤษฎีเกี่ยวกับภาวะผู้นำในยุคใหม่ และความคิดเห็นเกี่ยวกับสภาพปัจจุบันของภาวะผู้นำของผู้บริหารโรงเรียนสาธิตในสังกัดคณะศึกษาศาสตร์ในมหาวิทยาลัยของรัฐ (ทบวงมหาวิทยาลัยเดิม) โดยเก็บข้อมูลจากครูผู้สอนจากโรงเรียนสาธิตที่เป็น Best practice schools และนำมาสังเคราะห์เป็นข้อคำถามในบริบทแนวโน้มที่เป็นไปได้และพึงประสงค์ในทศวรรษหน้าของภาวะผู้นำของผู้บริหารโรงเรียนสาธิตในสังกัดของคณะศึกษาศาสตร์ในมหาวิทยาลัยของรัฐ แต่ละด้านมีความเป็นไปได้มากน้อยเพียงใด รวมทั้งแนวโน้มดังกล่าว ต้องมีหรือไม่

แบบสอบถามชุดนี้แบ่งเป็น 2 ตอน ได้แก่

1. ข้อมูลพื้นฐานเกี่ยวกับผู้ตอบแบบสอบถาม
2. แนวโน้มในทศวรรษหน้าของภาวะผู้นำของผู้บริหารโรงเรียนสาธิต

สังกัดคณะศึกษาศาสตร์ ในมหาวิทยาลัยของรัฐ ด้านวิสัยทัศน์ ด้านความน่าไว้วางใจ ด้านการสื่อสาร ด้านการเป็นผู้นำทีม

ส่วนที่ 1: ข้อมูลพื้นฐาน

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ลงในช่องสี่เหลี่ยม

1. อายุ

- น้อยกว่า 45 ปี 45-50 ปี 50-55 ปี
 55-60 ปี 60 ปี ขึ้นไป

2. วุฒิการศึกษา

- ปริญญาโท สาขา.....
 ปริญญาเอก สาขา.....

3. ประสบการณ์ด้านการบริหารที่เคยดำรงตำแหน่ง

- อธิการบดี รองอธิการบดี คณบดี
 รองคณบดี หัวหน้าภาควิชา ผู้อำนวยการ
 รองผู้อำนวยการ อื่น ๆ โปรดระบุ.....

APPENDIX B

List of experts

Experts of EDFR (School directors)

1. Asst.Prof.Dr.Khukrit Silalaiy
2. Assoc.Prof.Pol.Lt.Col.Dr.Siriphong Sauphayana
3. Asst.Prof.Kittisak Chirearsa
4. MR.Narin Vongkumjan, Lecturer
5. Asst.Prof.Tip Hasartsi
6. Asst.Prof.Dr.Boonchan Thongprayoon
7. Assoc.Prof.Porntip Thongaramdee
8. Assoc.Prof.Chaleaw Boonyong
9. Assoc.Prof.Dr.Siripat Jatsadaviroj
10. Asst.Prof.Predee Suttiyam
11. Mr.Tongsuk Kontong, Lecturer
12. Assoc.Prof.Sasitorn Mansagorn

Experts of EDFR (Lecturers in educational administration)

1. Assoc.Prof.Dr.Chonmanee Silanukit
2. Assoc.Prof.Rattana Kanchanaphan
3. Assoc.Prof.Amnuay Thongprong
4. Asst.Prof.Dr.Ampapan Tantinakhongul
5. Assoc.Prof.Dr.Noppongs Bunyajitradula

Focus group experts

1. Assoc.Prof.Dr.Thongchai Somboon
2. Assoc.Prof.Dr.Supoj inarj
3. Asst.Prof.Dr.Nitwadee Jirarotephinyo
4. Dr.Puwadol Julsukon, Lecturer
5. Dr.Aniruth Boonker

IOC Experts

1. Assoc.Prof.Pol.Lt.Col.Dr.Siriphong Sauphayana
2. Assoc.Prof.Dr.Chonmanee Silanukit
3. Assoc.Prof.Dr.Noppongs Bunyajitradula
4. Asst.Prof.Dr.Patumporn Piathanom
5. Assoc.Prof.Dr. Boonmee Panthai
6. Assoc.Prof.Amnuay Thongprong



ที่ อว ๘๑๑๘/๖ ๘๘ ๙

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๑

๒๘ พฤศจิกายน ๒๕๖๒

เรื่อง ขอความอนุเคราะห์ในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน ผู้ช่วยศาสตราจารย์ ดร.ปทุมพร เป็ยถนอม

สิ่งที่ส่งมาด้วย เค้าโครงย่อวิทยานิพนธ์ และเครื่องมือเพื่อการวิจัย จำนวน ๑ ชุด

ด้วยนางสาวถนอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำดุษฎีนิพนธ์เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุนทร งามนก เป็นประธานกรรมการควบคุมดุษฎีนิพนธ์ ขณะนี้อยู่ในขั้นตอนการสร้างเครื่องมือเพื่อการวิจัย ในการนี้ คณะศึกษาศาสตร์ได้พิจารณาแล้วเห็นว่าท่านเป็นผู้เชี่ยวชาญในเรื่องดังกล่าวเป็นอย่างดี จึงขอความอนุเคราะห์จากท่านในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัยของนิสิตในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.เชษฐ สิริวิสต์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้อำนวยการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา

โทรศัพท์ ๐ ๓๘๑๐ ๒๐๕๒ โทรสาร ๐ ๓๘๗๔ ๕๘๑๑

ผู้วิจัยโทร. ๐๙ ๒๓๒๗ ๕๓๓๐



ที่ อว ๘๑๑๘/ว ๘๘ ๙

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๑

๒๕ พฤศจิกายน ๒๕๖๒

เรื่อง ขอบความอนุเคราะห์ในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน รองศาสตราจารย์ อำนวย ทองโปร่ง

สิ่งที่ส่งมาด้วย คำโครงการวิทยานิพนธ์ และเครื่องมือเพื่อการวิจัย จำนวน ๑ ชุด

ด้วยนางสาวธนอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำดุษฎีนิพนธ์เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุเมธ งามนก เป็นประธานกรรมการควบคุมดุษฎีนิพนธ์ ขณะนี้อยู่ในขั้นตอนการสร้างเครื่องมือเพื่อการวิจัย ในการนี้ คณะศึกษาศาสตร์ได้พิจารณาแล้วเห็นว่าท่านเป็นผู้เชี่ยวชาญในเรื่องดังกล่าวเป็นอย่างดี จึงขอความอนุเคราะห์จากท่านในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัยของนิสิตในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่าคงจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.เชษฐ ศิริสวัสดิ์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้รักษาการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา

โทรศัพท์ ๐ ๓๘๑๐ ๒๐๕๒ โทรสาร ๐ ๓๘๗๔ ๕๘๑๑

ผู้วิจัยโทร. ๐๙ ๒๓๒๗ ๕๓๓๐

ที่ อว ๘๑๑๘/ ๖ ๘๘ ๙

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๑

๒๘ พฤศจิกายน ๒๕๖๒

เรื่อง ขอความอนุเคราะห์ในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน รองศาสตราจารย์ พันตำรวจโท ดร.ศิริพงษ์ เสงายาน

สิ่งที่ส่งมาด้วย ค่าโครงการวิทยานิพนธ์ และเครื่องมือเพื่อการวิจัย จำนวน ๑ ชุด

ด้วยนางสาวณอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุเมธ งามกนก เป็นประธานกรรมการควบคุมวิทยานิพนธ์ ขณะนี้อยู่ในขั้นตอนการสร้างเครื่องมือเพื่อการวิจัย ในการนี้ คณะศึกษาศาสตร์ได้พิจารณาแล้วเห็นว่าท่านเป็นผู้เชี่ยวชาญในเรื่องดังกล่าวเป็นอย่างดี จึงขอความอนุเคราะห์จากท่านในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัยของนิสิตในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่าคงจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.ไชยพันธุ์ ศิริสวัสดิ์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้อำนวยการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา

โทรศัพท์ ๐ ๓๘๑๐ ๒๐๕๒ โทรสาร ๐ ๓๘๗๔ ๕๘๑๑

ผู้วิจัยโทร. ๐๙ ๒๓๒๗ ๕๓๓๐



ที่ อว ๘๑๑๘/ว ๘๘ ๙

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๑

๒๘ พฤศจิกายน ๒๕๖๒

เรื่อง ขอความอนุเคราะห์ในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน รองศาสตราจารย์ ดร.ชนมณี ศิลาบุญกิจ

สิ่งที่ส่งมาด้วย คำโครงการย่อยวิทยานิพนธ์ และเครื่องมือเพื่อการวิจัย จำนวน ๑ ชุด

ด้วยนางสาวณอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำศษญ์นิพนธ์เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุนทร งามนก เป็นประธานกรรมการควบคุมศษญ์นิพนธ์ ขณะนี้อยู่ในขั้นตอนการสร้างเครื่องมือเพื่อการวิจัย ในการนี้ คณะศึกษาศาสตร์ได้พิจารณาแล้วเห็นว่าท่านเป็นผู้เชี่ยวชาญในเรื่องดังกล่าวเป็นอย่างดี จึงขอความอนุเคราะห์จากท่านในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัยของนิสิตในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่าคงจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.เชษฐ ศิริสวัสดิ์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้รักษาการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา

โทรศัพท์ ๐ ๓๘๑๐ ๒๐๕๒ โทรสาร ๐ ๓๘๗๔ ๕๘๑๑

ผู้วิจัยโทร. ๐๙ ๒๓๐๗ ๕๓๓๐



ที่ อว ๘๓๑๘/ ๖ ๕๘ ๕

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๑

๒๘ พฤศจิกายน ๒๕๖๒

เรื่อง ขอความอนุเคราะห์ในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน รองศาสตราจารย์ ดร.บุญมี พันธุ์ไทย

สิ่งที่ส่งมาด้วย คำโครงการวิทยานิพนธ์ และเครื่องมือเพื่อการวิจัย จำนวน ๑ ชุด

ด้วยนางสาวณอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำคชภูมินิพนธ์เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุเมธ งามกนก เป็นประธานกรรมการควบคุมคชภูมินิพนธ์ ขณะนี้อยู่ในขั้นตอนการสร้างเครื่องมือเพื่อการวิจัย ในการนี้ คณะศึกษาศาสตร์ได้พิจารณาแล้วเห็นว่าท่านเป็นผู้เชี่ยวชาญในเรื่องดังกล่าวเป็นอย่างดี จึงขอความอนุเคราะห์จากท่านในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัยของนิสิตในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่าคงจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.เชษฐ สิริสวัสดิ์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้อำนวยการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา

โทรศัพท์ ๐ ๓๘๑๐ ๒๐๕๒ โทรสาร ๐ ๓๘๑๔ ๕๘๑๑

ผู้วิจัยโทร. ๐๙ ๒๓๒๗ ๕๓๓๐



ที่ อว ๘๑๑๘/๑๓๓๕

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๑

๑๙ มีนาคม ๒๕๖๓

เรื่อง ขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลเพื่อการวิจัย

เรียน ดร. อนิรุทธ์ บุญเกื้อ

สิ่งที่ส่งมาด้วย เครื่องมือเพื่อการวิจัย จำนวน ๓ ชุด

ด้วยนางสาวธนอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำดุษฎีนิพนธ์ เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุเมธ งามกนก เป็นกรรมการควบคุมดุษฎีนิพนธ์ ในการนี้มหาวิทยาลัยบูรพามีความประสงค์ ขออำนวยความสะดวกในการเก็บรวบรวมข้อมูลเพื่อการวิจัย โครงการวิจัยนี้ได้ผ่านขั้นตอน การพิจารณาทางจริยธรรมการวิจัยของมหาวิทยาลัยบูรพาเรียบร้อยแล้ว

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.เชษฐ์ สิริสวัสดิ์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้รักษาการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา
โทรศัพท์ ๐ ๓๘๓๙ ๓๔๘๓
โทรสาร ๐ ๓๘๓๔ ๕๓๑๑
ผู้วิจัยโทร. ๐๙ ๒๓๒๗ ๕๓๓๐



ที่ อว ๘๑๑๘/๑ ทต๕

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๑

๑๙ มีนาคม ๒๕๖๓

เรื่อง ขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลเพื่อการวิจัย

เรียน ผู้อำนวยการโรงเรียนสาธิตศรีนครินทร์วิไลประชาสามิตร (ฝ่ายมัธยม)

สิ่งที่ส่งมาด้วย เครื่องมือเพื่อการวิจัย จำนวน ๑ ชุด

ด้วยนางสาวถนอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำคุณูปการ เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุเมธ งามกนก เป็นกรรมการควบคุมคุณูปการ ในการนี้มหาวิทยาลัยบูรพามีความประสงค์ ขออำนวยความสะดวกในการเก็บรวบรวมข้อมูลเพื่อการวิจัย โครงการวิจัยนี้ได้ผ่านขั้นตอน การพิจารณาทางจริยธรรมการวิจัยของมหาวิทยาลัยบูรพาเรียบร้อยแล้ว

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.เชษฐ์ ศิริสวัสดิ์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้รักษาการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา

โทรศัพท์ ๐ ๓๘๓๙ ๓๔๘๓

โทรสาร ๐ ๓๘๓๔ ๕๗๑๑

ผู้วิจัยโทร. ๐๙ ๒๓๒๗ ๕๓๓๐



ที่ ยว ๘๓๓๘/๑๓๓๕

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๓

๑๙ มีนาคม ๒๕๖๓

เรื่อง ขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลเพื่อการวิจัย

เรียน ผศ.ดร. อำภาพรหม ตันตินาครกุล

สิ่งที่ส่งมาด้วย เครื่องมือเพื่อการวิจัย จำนวน ๓ ชุด

ด้วยนางสาวณอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำดุษฎีนิพนธ์ เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุเมธ งามกนก เป็นกรรมการควบคุมดุษฎีนิพนธ์ ในการนี้มหาวิทยาลัยบูรพามีความประสงค์ ขออำนวยความสะดวกในการเก็บรวบรวมข้อมูลเพื่อการวิจัย โครงการวิจัยนี้ได้ผ่านขั้นตอน การพิจารณาทางจริยธรรมการวิจัยของมหาวิทยาลัยบูรพาเรียบร้อยแล้ว

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.เชษฐ์ ศิริสวัสดิ์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้อำนวยการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา

โทรศัพท์ ๐ ๓๘๓๓๙ ๓๕๘๓

โทรสาร ๐ ๓๘๓๙ ๕๗๑๑

ผู้วิจัยโทร. ๐๙ ๒๓๒๗ ๕๓๓๐

ที่ อว ๘๑๑๘/ว ๓๓๔

คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา
ต.แสนสุข อ.เมือง จ.ชลบุรี ๒๐๑๓๑

๑๙ มีนาคม ๒๕๖๓

เรื่อง ขอความอนุเคราะห์ในการเก็บรวบรวมข้อมูลเพื่อหาคุณภาพของเครื่องมือการวิจัย

เรียน ผู้อำนวยการโรงเรียนสาธิตมหาวิทยาลัยรามคำแหง (ฝ่ายมัธยม)

สิ่งที่ส่งมาด้วย เครื่องมือเพื่อการวิจัย จำนวน ๑ ชุด

ด้วยนางสาวณอมขวัญ ทองโปร่ง นิสิตระดับบัณฑิตศึกษา หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยบูรพา ได้รับอนุมัติให้ทำคชภูมินิพนธ์ เรื่อง LEADERSHIP OF SCHOOL ADMINISTRATORS IN THE DEMONSTRATION SCHOOLS UNDER PUBLIC UNIVERSITIES IN THAILAND IN THE NEXT DECADE ในความควบคุมดูแลของ รองศาสตราจารย์ ดร.สุเมธ งามนก เป็นประธานกรรมการควบคุมคชภูมินิพนธ์ ในการนี้ ผู้วิจัยขอความร่วมมือจากท่าน เพื่อการอำนวยความสะดวกในการเก็บรวบรวมข้อมูลเพื่อหาคุณภาพของเครื่องมือ อนึ่ง โครงการวิจัยนี้ได้ผ่านขั้นตอนการพิจารณาทางจริยธรรมการวิจัยของมหาวิทยาลัยบูรพา เรียบร้อยแล้ว

จึงเรียนมาเพื่อโปรดพิจารณา คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา หวังเป็นอย่างยิ่งว่า จะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.เชษฐ สิริสวัสดิ์)
รองคณบดีฝ่ายวิชาการ ปฏิบัติการแทน
คณบดีคณะศึกษาศาสตร์ ปฏิบัติการแทน
ผู้รักษาการแทนอธิการบดีมหาวิทยาลัยบูรพา

ภาควิชาการบริหารการศึกษา

โทรศัพท์ ๐ ๓๘๓๙ ๓๔๘๓

โทรสาร ๐ ๓๘๓๔ ๕๗๑๑

ผู้วิจัยโทร. ๐๙ ๒๗๒๗ ๕๓๓๐

APPENDIX C

Ethics in human



ที่ ๐๒๐/๒๕๖๓

เอกสารรับรองผลการพิจารณาจริยธรรมการวิจัยในมนุษย์
มหาวิทยาลัยบูรพา

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา ได้พิจารณาโครงการวิจัย

รหัสโครงการวิจัย : G-HU 011/2563

โครงการวิจัยเรื่อง : Leadership of school administrators in the demonstration schools under public universities in thailand in the next decade

หัวหน้าโครงการวิจัย : นางสาวณอมขวัญ ทองโปร่ง

หน่วยงานที่สังกัด : นิสิตระดับบัณฑิตศึกษา คณะศึกษาศาสตร์

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา ได้พิจารณาแล้วเห็นว่า โครงการวิจัยดังกล่าว เป็นไปตามหลักการของจริยธรรมการวิจัยในมนุษย์ โดยที่ผู้วิจัยเคารพสิทธิและศักดิ์ศรีในความเป็นมนุษย์ ไม่มีการล่วงละเมิดสิทธิ สวัสดิภาพ และไม่ก่อให้เกิดภัยอันตรายแก่ตัวอย่างการวิจัยและผู้เข้าร่วมโครงการวิจัย

จึงเห็นสมควรให้ดำเนินการวิจัยในขอบข่ายของโครงการวิจัยที่เสนอได้ (ดูตามเอกสารตรวจสอบ)

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| ๑. แบบเสนอเพื่อขอรับการพิจารณาจริยธรรมการวิจัยในมนุษย์ | ฉบับที่ ๒ วันที่ ๑๒ เดือน กุมภาพันธ์ พ.ศ. ๒๕๖๓ |
| ๒. เอกสารโครงการวิจัยฉบับภาษาอังกฤษ | ฉบับที่ ๒ วันที่ ๑๒ เดือน กุมภาพันธ์ พ.ศ. ๒๕๖๓ |
| ๓. เอกสารชี้แจงผู้เข้าร่วมโครงการวิจัย | ฉบับที่ ๒ วันที่ ๑๒ เดือน กุมภาพันธ์ พ.ศ. ๒๕๖๓ |
| ๔. เอกสารแสดงความยินยอมของผู้เข้าร่วมโครงการวิจัย | ฉบับที่ ๑ วันที่ ๒๔ เดือน มกราคม พ.ศ. ๒๕๖๓ |
| ๕. เอกสารแสดงรายละเอียดเครื่องมือที่ใช้ในการวิจัยซึ่งผ่านการพิจารณาจากผู้ทรงคุณวุฒิแล้ว หรือชุดที่ใช้เก็บข้อมูลจริงจากผู้เข้าร่วมโครงการวิจัย | ฉบับที่ ๒ วันที่ ๑๒ เดือน กุมภาพันธ์ พ.ศ. ๒๕๖๓ |
| ๖. เอกสารอื่น ๆ (ถ้ามี) | ฉบับที่ - วันที่ - เดือน - พ.ศ. - |

วันที่รับรอง : วันที่ ๔ เดือน มีนาคม พ.ศ. ๒๕๖๓

วันที่หมดอายุ : วันที่ ๔ เดือน มีนาคม พ.ศ. ๒๕๖๔

ลงนาม

(นายเจนวิทย์ นวลแสง)

ประธานคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา

ชุดที่ ๒ (กลุ่มมนุษยศาสตร์และสังคมศาสตร์)

APPENDIX D

IOC

Questionnaire

Exploring current condition of school leadership from teachers' opinion

Part 1: Demographic

Instruction: please mark ✓ into

1. Sex

Male Female

2. Experience of work

1 year 2 years 3 years

4 years 5 years

3. Current position

Administrator Teacher

Part 2: To explore the opinions of teachers about current administrative leadership condition of school director.

Level 5 means strongly agree

Level 4 means agree

Level 3 means undecided

Level 2 means disagree

Level 1 means strongly disagree

Instruction: please mark ✓ into of your opinion in each question

No.	Question	IOC		
		+1	0	-1
Visionary				
1	School administrators ensure consistently good teaching and learning in school.			
2	School administrators incorporate the skills and knowledge into a comprehensive and curriculum that is well-adjusted.			

No.	Question	IOC		
		+1	0	-1
3	School administrators are aware of attendance behavioral management.			
4	School administrators try to do environmental and resources management well.			
5	School administrators try to establish the school into professional learning community.			
6	School administrators encourage and develop parental partnership for learning support.			
7	School administrators state clearly to their followers about direction, values and vision.			
8	School administrators develop the process of learning and teaching conditions.			
9	School administrators redesign the organization for example supporting roles and responsibilities.			
10	School administrators enhancing teaching and learning.			
11	School administrators building relationships inside the school community.			
12	School administrators build relationships outside the school community.			
13	School administrators provide vision to school members.			
14	School administrators develop regularly a common purpose.			
15	School administrators facilitate the educational achievement and organizational goals.			
16	School administrators are responsive to diverse needs and situations.			
17	School administrators have a future orientation.			
18	School administrators support the school atmosphere as a happy work place.			

No.	Question	IOC		
		+1	0	-1
Trustworthy				
19	School administrators nurture care and trust with collegiality.			
20	School administrators concern with the curriculum in terms of content and processes if it is up-to-date and relevant.			
21	School administrators discuss how teaching influences the students' academic success.			
22	School administrators give the active teaching course coordination.			
23	School administrators promote and participate in teacher learning and development.			
24	School administrators always provide suitable guidance in order to solve problem in teaching.			
25	School administrators protect teacher time.			
26	School administrators identify and resolve conflicts quickly and effectively.			
27	School administrators work creatively with and empowering others.			
28	School administrators improve relationships between staff and students.			
Communication				
29	School administrators show passion for the work and give energy to others.			
30	School administrators use language to communicate systematically			
31	School administrators understand and appreciate others' needs and feelings.			
32	School administrators assisting in other professional skill.			
33	School administrators advocate the school members' views and openness, honesty and direct way.			

No.	Question	IOC		
		+1	0	-1
34	School administrators pay true and sincere attention to others' comments, ideas and suggestion.			
35	School administrators convey ideas and emotions clearly and compellingly.			
36	School administrators share mutual interests and activities in school.			
Team leadings				
37	School administrators familiarize teams toward the significant outcomes.			
38	School administrators focus on school timeline and resolve conflicts.			
39	School administrators invest happy working success.			
40	School administrators engage assisting others to career achievement.			
41	School administrators believe that cooperation will get the better outcomes.			
42	School administrators build and encourage the freedom in the workplace.			
43	School administrators pay attention the appropriate individually and in group expectations.			
44.	School administrators make a persuasive objective that builds confidence and encourages of school members.			

