Administrators’ Roles in Inspiration For the Success of Teachers in Compulsory Schools Under the Office of MahaSarakham Primary Educational Service Area 3

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Abstract—This study aimed to examine the school administrators’ roles in inspiration for the success of teachers thus develop guidelines for school administrators to inspire teachers’ success in compulsory schools under MahaSarakham Primary Educational Service Area 3, Thailand. Researchers utilized mixed mode method using survey and focus group interview design. A total of 220 teachers as well as seven school administrators were involved phase 1 and phase 2 of this study as respondents respectively. Researchers employed purposive sampling technique for the seven qualitative samples while multi-stage sampling technique for 220 quantitative samples by utilizing Krejcie and Morgan table. Two types of research instruments were utilized in this study namely questionnaire and focus group interview protocol. This study was conducted in two phases. Descriptive statistic like mean score, percentage as well as content analysis were utilized to analyze the obtained data. The results from the first phase indicated that all the school administrators’ roles were at high level. In addition, guidelines for school administrators to inspire their teachers’ success include: School administrators must touch teachers’ heart and give encouragement to teachers. In addition, school administrators must be dedicated and open-minded. They should act as good role models and consultants by having the principles of self-management, people management, and task management. School administrators should also work based on good governance, justice and transparency. Evaluation criteria should be set up in acceptable, systematic and clear way, and evaluation results should be reported to all teachers at the schools. A committee for evaluation should be formed with the fairness, and the information should be disclosed and inspected. Teachers from all sectors should work together to write a key performance indicator (KPI) with the standard criteria. Before assigning tasks to teachers, school administrators should understand the teachers’ competencies. School administrators should build up trust among their team. Bias against teachers should be avoided, and organizational conflicts were the responsibility for the school administrators to resolve. School administrators should have an EQ and form a working team to be responsible for planning evaluation. School administrators should have positive thinking, speaking and acting. On top of that, school administrators should make a creative conversation and a good planning. School administrators should lead the way of using the evaluation results and giving feedbacks for developing staff’s competencies. Finally, budget for teacher development must be supported.

Index Terms—Compulsory schools, school administrators’ roles, success of teachers.

I. INTRODUCTION

The essential role of school administrators is to develop teachers by utilizing appropriate management process. School administrators are encouraged to use the participatory management, possess the democratic leadership style, give respect to their colleagues and allow them to show opinions and participate in decision-making. School administrators should also be visionary, confident, honest and sincere, and they should be able to build love and relationship within a school [1].

The effectiveness of educational administration is very much based upon the roles of school administrators. The personnel development in the school must be performed continuously, systematically and in harmony with the requirement of teacher and school development. The major goal of the development is to allow teacher to practically implement the curriculum in the classroom as well as enhance their knowledge and skills for the self-development and the development of teaching which can affect the development of students’ quality.

As a result, school administrators must have their efforts to develop their personnel according to the guidelines proposed by [2], in which the administrators will be responsible for the supervision with teacher. The supervision should be exercised orderly and continually and in accordance with the staffs and school needs. School administrators should allow their staff to be confident in thinking and acting including have their own academic freedom which can enhance the teacher’s performance.

Achievements are derived from inspiration in return making an inspiration is the vital element for learning. Inspiration can motivate people to do something. One who is greatly inspired must be enthusiastic and effortful to achieve goals [3]. Inspiration may come from goals, examples, motivation or some other push factors. The main reason that inspires people to create something powerfully might be caused by some internal and external reasons. The reason of internal inspiration means an inspiration from the bottom of human mind which is regarded as individual.

II. BACKGROUND OF THE STUDY

The reason of internal inspiration means an inspiration from the bottom of human mind which is regarded as individual. The internal inspiration can be rooted from two reasons. The first reason comes from the clear intention to achieve something which might be called the ideology. Next, sudden realization is a condition of thinking which happens suddenly without limitation of
time, location or context. This condition must be relied on natural talents or genius. The sudden realization tends to occur when producing a lyric, theory, book title and short story required short time to do. On the other hand, the reason for external inspiration comes from environmental factors that affecting human mind and leading to creative thinking. The external inspiration might be rooted as some factors such as natural environment. In fact, human beings are created by the nature process which enables them to think creatively and powerfully. For example, thinkers, writers or artists usually travel to mountain, beach or waterfall to find an inspiration naturally.

III. PROBLEM STATEMENT

In current situation, it is time for school administrators to improve their school management to be more effective. To promote the collaboration of working is one of the approaches that allow the administrative team and teacher to work together in order to develop the curriculum. It also shows the faith in the career and builds a good relationship within the colleagues. Allowing the teacher and staff to attend the trainings, conferences, seminars or work courses with other organizations is a way of enhancement their knowledge and performance. School administrators must be in charge of broaden their staff’s knowledge and ideas by exchanging knowledge with staff from other schools as well as support their teachers to have the self-development according to the professional autonomy by developing teachers to have a high standard, knowledge and skills as well as putting teacher in an honored place.

Besides, school administrators should encourage teacher to gain more experiences to be promoted because it will allow teacher to enhance their knowledge and skills for the self-development and the job progress. In addition, school administrators should complement or give teacher rewards for being more inspiration in working because the teacher development is based upon the inspiration for achievement. However to what extent, school administrators to be able to perform the above roles are still questionable.

At present time, the trend of capitalism or materialism has controlled a society where human beings are being away from a nature. As a result, creative thinking will be occurred by the social phenomenon where human beings cling to. This social phenomenon can inspire people to think creatively such as war or poverty. In general, all people cannot equally be the leader in some situations since they were born. This is because of the difference of ego and innate skills. One might have achance to see an example of achievement from someone and feel inspired to do something. However, one following inspiration must not mimic others. This might be a starting point to pay an attention. Creative thinkers must have their own goals and methods [4].

Owing to the achievements of teachers at compulsory schools under the office of MahaSarakham Primary Educational Service Area have showed a great dependent on the school administrators, therefore the inspiration for success of teachers in educational opportunity expansion schools should be given the priority by the school administrators. With this reason, researchers are interested to study school administrators’ roles in inspiration for the success of teachers in compulsory schools under the office of MahaSarakham Primary Educational Service Area 3, Thailand. The results of the research can be used as the guidelines for effective school development and promotion.

IV. OBJECTIVES OF THE STUDY

The following are the main objectives of this study:

a. To study the school administrators’ roles to inspire their teachers’ success in compulsory schools under the Office of MahaSarakham Primary Educational Service Area 3, Thailand.
b. To propose the guidelines for school administrators to play their roles in inspiring teachers’ success in compulsory schools under the Office of MahaSarakham Primary Educational Service Area 3, Thailand.

V. METHODOLOGY OF THE STUDY

Researchers utilized mixed mode design consisted of quantitative and qualitative method. This study was a descriptive research and organized into two phases as follows. The first phase was a survey study to investigate the school administrators’ roles to inspire their teachers’ success. The second phase was a focus group interview to develop guidelines for school administrators to inspire their teachers’ success.

A. The first phase

The population unit used for this study consisted of 593 teachers. Researchers employed multistage sampling technique to select quantitative samples for the first phase. The required samples consisted of 220 teachers. These 220 samples who were randomly selected from schools through lots drawing, using Krejcie& Morgan Table to identify the sample size. The instrument used for data collection was a 5-level, rating–scale type of questionnaire which was designed for the purpose of inquiring respondents’ opinions regarding the six school administrators’ key roles including (i) leadership; (ii) instructional development; (iii) student affairs; (iv) personnel management; (v) general administration, and (vi) performance evaluation roles. This method benefits this study in terms of obtaining data more efficiently as time, energy and costs could be minimized [5], provides an excellent means of measuring attitudes and orientations in a large population which can, therefore, be generalized to a larger population [6].

The survey questionnaire instrument was administered

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in Thai language to ensure that the respondents were clear about the statements. The instrument consisted of two sections including demographic items. Section A of the questionnaire was intended to gather information regarding demographic factors of the respondents which included information pertaining to their personal backgrounds such as gender, age, year of working, current position, and school status. Section B was specifically designed by researchers to gauge the frequency of the implementation of school administrators’ roles in inspiring teachers’ success. To measure the respondents’ responses towards school administrators’ key roles in inspiring teachers’ success.

This questionnaire was then sent to a panel of experts for comments and feedbacks. The panel of experts was selected using the criteria based on their expertise. From the feedbacks returned by the panel, some modifications were made to the original instrument. On top of that, the questionnaire had been checked for Index of Item Objective Congruence (IOC) as 0.75 to 1.00 with the validity at 0.97.

Pilot testing of the instrument was carried out to 30 teachers and they were not the samples of the actual study. They were chosen as their structure and population are the same as the actual study. To improve the quality of the items in the instrument, they were also asked to give suggestions and comments on the items in the instrument. Revisions were made based on the suggestions and feedback from the 30 participants. It could be concluded that the instruments were reliable and good to use as the Cronbach alpha value indicated that the research variable had higher Cronbach alpha values 0.89.

All the 220 distributed questionnaires have been successfully collected, giving a response rate as 100 percent. Descriptive statistic including mean score and standard deviation were utilized in this study.

B. The second phase

Researchers employed purposive sampling technique to select all the seven experts who are school administrators or supervisors and act as information provider. Specifically, these seven information providers are school administrators or supervisors under the Office of MahaSarakham Primary Educational Service Area 3. Selected school administrators must have professional academic standing and empirical achievement. Selected supervisors must have at least 10 years of experience in the education and have received national awards. To produce a manual to be used at the focus group interview, researchers relied on the returned questionnaire for data on school administrators’ roles to inspire teachers’ success for the prescription of questions, for the production of a manual for in-depth interview to comply with the prescribed questions which consisted of main questions and extended questions. The questions were flexible for adjustment to meet the informant situations. A draft manual was completed and presented to the advisor for a close scrutiny to check for the content validity and the suitability of the order of the main questions including the suitability and possibility of the extended questions. The draft was then amended and revised according to the suggestions of the advisor before being put into implementation.

VI. RESULTS OF THE STUDY

Results of this study are presented in accordance with the research objectives that are indicated above. The initial finding is descriptive findings about variable on school administrators’ roles to inspire teachers’ success in general. This is followed by the qualitative findings related to the proposed guidelines. Table 1 below shows the identification on the level of variables proposed by [7].

<table>
<thead>
<tr>
<th>Table 1 Interpretation of variable level based on mean score</th>
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<tbody>
<tr>
<td>Mean score range</td>
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<tr>
<td>----------------------</td>
</tr>
<tr>
<td>4.50 – 5.00</td>
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<tr>
<td>3.50 – 4.49</td>
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<td>2.50 – 3.49</td>
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<td>1.00 – 1.49</td>
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</tbody>
</table>

A. School administrators’ key roles to inspire teachers’ success in compulsory schools under the Office of MahaSarakham Primary Educational Service Area 3, Thailand

Table 2 shows the mean scores and standard deviations of school administrators’ key roles namely (i) leadership; (ii) instructional development; (iii) student affairs; (iv) personnel management; (v) general administration, and (vi) performance evaluation roles from respondents’ perceptions. As indicated in Table 2, the mean score for all the school administrators’ key roles ranged from 4.06 to 4.25. Average mean score of school administrators’ roles was 4.16.

The result of the study revealed that the roles of school administrators to inspire teachers’ success from respondents’ perceptions were at high level. Finding revealed that the highest level was leadership role ($\bar{x} = 4.25, SD = 0.69$). Considering the second order was instructional development role ($\bar{x} = 4.21, SD = 0.67$). There were two roles which had the same mean score turned up to be the third order, namely student affairs and general administration roles ($\bar{x} = 4.15$) with slightly difference in their SDs as 0.67 and 0.68 respectively. This is followed by personnel management role ($\bar{x} = 4.12, SD = 0.65$). The school administrators’ role with the lowest level of average value was performance evaluation role ($\bar{x} = 4.06, SD = 0.65$).
Table 2 School administrators’ roles to inspire teachers’ success

<table>
<thead>
<tr>
<th>Administrators’ roles</th>
<th>$\bar{x}$</th>
<th>SD</th>
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<tbody>
<tr>
<td>Leadership role</td>
<td>4.25</td>
<td>0.69</td>
</tr>
<tr>
<td>Instructional development</td>
<td>4.21</td>
<td>0.67</td>
</tr>
<tr>
<td>Student affairs</td>
<td>4.15</td>
<td>0.67</td>
</tr>
<tr>
<td>General administration</td>
<td>4.15</td>
<td>0.68</td>
</tr>
<tr>
<td>Personnel management</td>
<td>4.12</td>
<td>0.65</td>
</tr>
<tr>
<td>Performance evaluation</td>
<td>4.06</td>
<td>0.65</td>
</tr>
<tr>
<td>Total</td>
<td>4.16</td>
<td>0.67</td>
</tr>
</tbody>
</table>

B. Guidelines for school administrators roles to inspire teachers’ success

The guidelines for school administrators to play their roles in order to inspire teachers succeed in their profession found that school administrators should do as follows:

(i) School administrators must touch teachers’ heart and give an encouragement to teachers. In addition, school administrators must be dedicated and open-minded. They should act as good role models and consultants by having the principles of self-management, people management, and task management.

(ii) School administrators should also work based on good governance, justice and transparency. Evaluation criteria should be set up in acceptable, systematic and clear way, and evaluation results should be reported to all teachers at the schools.

(iii) A committee for evaluation should be formed with the fairness, and the information should be disclosed and inspected. Teachers from all sectors should work together to write a key performance indicator (KPI) with the standard criteria.

(iv) Before assigning tasks to teachers, school administrators should understand the teachers’ competencies. School administrators should build up trust among their team. Bias against teachers should be avoided, and organizational conflicts were the responsibility for the school administrators to resolve.

(v) School administrators should have an EQ and form a working team to be responsible for planning evaluation. School administrators should have positive thinking, speaking and acting. On top of that, school administrators should make a creative conversation and a good planning. School administrators should lead the way of using the evaluation results and giving feedbacks for developing staff’s competencies. Finally, budget for teacher development must be supported.

VII. DISCUSSION

School administrators’ roles in inspiration for the success of the teachers in compulsory schools under the office of MahaSarakham Primary Educational Service Area 3 could be discussed as follows:

The highest mean of the school administrators’ roles in inspiration for the success in teacher profession was the leadership role. This shows that school administrators had possessed sufficient leadership and decision making skills. They are also confident, dedicated and patient hence encouraged teachers to consider the success as something valuable and challenging. This finding is supported by [8]. According to [8], the important role of school administrators is the leadership role. The school administrators who act as the leaders must lead the school to be changed for the appropriate operation such as the organizational structure chart or the responsibilities.

Furthermore, [9] indicated that the good characteristics of the school administrator are being patient and courageous. On top of that, school administrators should also have the ability of making appropriate decision. The school administrators should be enthusiastic and ready to work all the time as well as act as good role model for their colleagues.

On the other hand, finding revealed that the lowest mean score of school administrators’ role was the performance evaluation. This might be due to the unclear role of the school administrators in enhancing teachers’ confidence about their performance. Besides, it is undeniable that performance evaluation system still showed unfairness. This result is in accordance with the finding of [10]. [10] highlighted that the importance of performance evaluation which should declare on the objectives, job descriptions, and evaluators. Besides, school administrators should give suggestions to the evaluators about criteria, evaluation methods, and utilization of results in order to make the evaluation acceptable for the teachers who are being evaluated. In this point, [8] further mentioned that the performance role is one of the most important school administrators’ roles in order to monitor the progress of school activities which seems to be beneficial for the administration as well as the school staff development. As a result, performance evaluation must be carried out progressively.

CONCLUSION

The submitting author is responsible for obtaining agreement of all coauthors and any consent required from sponsors before submitting a paper. It is the obligation of the authors to cite relevant prior work.

In conclusion, school administrators should implement according to qualitative results derived from this study. School administrators are encouraged to follow the proposed guidelines strictly in order to inspire their teachers for the success in teaching profession. In addition, the mutual trust and believe in each other between school administrators and teachers is important to develop. Finally, school administrators under other affiliations are encouraged to adopt the results of this study to determine the proper guidelines on inspiration for the success in teaching profession of the teachers.
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