

Needs Assessment for Development of Primary School Administrators' Attributes in 21st Century

Kuljira Raksanakorn¹, Prayuth Chusorn^{1,*}, Phra Honda Khemma² & Pramook Chusorn¹

¹Faculty of Education, Northeastern University, Thailand

²Mahachulalongkornrajavidyalaya University, Khon Kaen Campus, Thailand

*Correspondence: Faculty of Education Northeastern University, Thailand. E-mail: prayuth.chu@neu.ac.th

Received: March 4, 2020

Accepted: April 10, 2020

Online Published: April 21, 2020

doi:10.5430/wje.v10n2p158

URL: <https://doi.org/10.5430/wje.v10n2p158>

Abstract

The objective of this research was to study the current condition, the desired condition, needs assessment, and guidelines of the development of primary school administrators' attributes in the 21st century. This is descriptive research, and the research's sample group consisted of 370 school administrators and teachers; they were selected using stratified random sampling. The research tools were semi-structured interviews and questionnaires, which have 0.98 of precision and 0.60-1.00 of IOC. The statistical measurements which were used in this research were frequency, percentage, average, standard deviation, and the value of needs assessment using the Priority Need Index (PNI_modified). The research found that the overall current conditions and conditions in each dimension were at a medium level, whereas the overall desired conditions were at the highest level, which later were analyzed for the needs assessment of the primary school administrators' attributes in the 21st century in the following dimensions: 1) creativity and innovations, 2) visions, 3) being a desirable leader, 4) interpersonal relations, and 5) relations with work.

Guidelines of the development of primary school administrators' attributes in 21st century comprise of: 1) the development of creativity and innovations, 2) opportunity provision to reach the 21st century's standards together in terms of the organization's visions, 3) reinforcement of 21st century leadership's attributes, 4) reinforcement of 21st century interpersonal relation's attributes, and 5) increase of the effectiveness of services which relate to the work within the 21st century organizations.

Keywords: development guidelines, primary school administrators' attributes in the 21st century

1. Introduction

The second revision of National Educational Management Act B.E. 2542 2002 states about the revision of educational management system; according to Section 6, it is mentioned that, "The management of the education has to focus on the development of Thais to be a complete human being physically, mentally, intellectually with knowledge, attributes, morale, and culture so that they can live peacefully with other people in the society." In Section 8, it is said that, "The management of education should strictly follow the following principles: (1) it is life-long learning for people, (2) the society can involve in the management of education, (3) the development of content and learning process should be continual." In Section 9, it sets the system management of the structure and management process of education to follow the following principles: (1) the unity of policies and variety of performances, (2) dissemination of authority to local schools and provincial administrative organizations, (3) specification of educational standards and provision of the quality assurance system for all levels and categories of education, (4) reinforcement principles of professional standards and continual development for teachers and educational officials, (5) assembly of resources from various sources to be used in the management of education, and (6) involvement of individuals, families, communities, organizations, provincial administrative organizations, private sectors, private organizations, professional organizations, religious institutes, firms, and other social institutes (Ministry of Education, 2003).

1.1 Literature Review

Globalization or the world without boundaries is the trend where many changes happen quickly, intensely, continuously, and complicatedly, and these changes are all related, which is the consequence of technological advances in each field such as science, engineering, materials science, computer science, communications, and telecommunications. Innovations and technologies are used as basic communicative tools in people's daily lives in the world of cyberspace, virtual reality, and e-commerce. Therefore, it is essential to administrate organizations which provide services to young people who are becoming the future of the country. Furthermore, there is a necessity to practice in accordance with the standards of school administrators profession (The Teacher's Council of Thailand, 2013). Hence, the attributes of the school administrators are important for they must be reliable and followed as the guidelines to develop the attributes of the new generations of school administrators. Primary school administrators in the 21st century possess many attributes such as the ability to learn continually, creativity and initiation, the ability to utilize innovations, the ability to realize external effects, flexibility, leadership with service-mind, morale, virtues, individuality, personalities, attitudes, the ability to make decisions, ambitions, motivation, thinking skills, and the ability to communicate (Chaiyon Paopan, 2018). For the attributes of primary school administrators in the 21st century, many academics have similar concept and analyze it for the components and index of the attributes of 21st century primary school administrators; those components consist of: in terms of being a desired leader – cultural, atmospheric, contextual awareness, being able to manage knowledge, intellectual technology, visions – communications and motivations, interpersonal relations – creative communications, reliability, building networks, sympathy, lastly relation with work – emphasizing on quality administration, perceiving as a whole, integrated working to analyze and synthesize the work, in terms of creativity and innovations – creatively initiating an innovation, integrating technology and innovation to achieve the goals, meet challenges, and think imaginatively (Pramook Chusorn, 2018; Dawruwan Tawinkarn, 2015).

The attributes of the 21st century primary school administrators are the abilities to be an administrator and manager who can keep up with the changes of the world and play an important role for setting goals and driving the organizations to success based on basic knowledge and understanding of administration and management in the 21st century. The attributes also include behaviors or competencies in working effectively in an organizational environment and quickly changing world. This can be measured from the following components: 1) being a 21st century desired leader, 2) having a vision, 3) having interpersonal relations, 4) having a relation with work, and 5) creativity/innovation. Chaiyon Paopan (2018); Sthian Wongkom, Wirot Sanrattana & Prayuth Chusorn (2019), and Yukl (2010). The details are as follow:

- 1) Being a desired leader means to behave or have knowledge and competency of a school administrator under the Office of the Primary Educational Service Area being aware of cultures, atmosphere, and context with the abilities of knowledge management and technological and intellectual competencies.
- 2) Having a vision means being a vision builder, communicator, and encourage reinforcement.
- 3) Having interpersonal relations means the abilities of a school administrator under the Office of the Primary Educational Service Area to creatively communicate, build trust and networks, and have sympathy.
- 4) Having a relation with work means the emphasis of administration with a quality cycle, where the system is being looked at as a whole, integrated work, and the ability to synthesize.
- 5) Creativity/innovation means the ability to initiate or innovate as well as integrate technology and innovation to achieve the goals, meet challenges, and think imaginatively.

The expressions of school administrators who show critical thinking skills and innovate imaginatively and carefully as well as show the abilities to control their emotions when working and initiating new ideas reinforce officials to do research, think, and decide when working with consciousness and creatively solve problems. It also encourages the officials to think outside the box, which thus supports the organizations. Because of the importance and necessity mentioned previously, the researchers had decided to study the guidelines for the development of primary school administrators in the 21st century hoping that the results would be practical and beneficial for school administrators, teachers, school boards, and those who involve in the educational administration and management for effective and efficient education as desired in the 21st century.

1.2 Research Objectives

1. To study current conditions, desired conditions, and needs assessment of the primary school administrators' attributes in the 21st century.

2. To propose guidelines for the development of primary school administrators' attributes in the 21st century.

2. Research Methodology

The research of the needs assessment in the development of primary school administrators' attributes in the 21st century is descriptive research. The sample group of the research consisted of 370 school administrators and teachers who were selected using stratified random sampling. The research tools were questionnaires with 0.98 of precision and 0.60-1.00 of IOC. The statistics used in the research were frequency, percentage, average, and standard deviation. To calculate the necessary needs value, the researchers used the Priority Need Index, which consists of two phases as follow:

Phase 1 The study of the current conditions, desired conditions, and needs assessment of the primary school administrators' attributes in the 21st century analyzed the data to find frequency, percentage, the average of \bar{x} , standard deviation, and necessary needs value (Suwimol Wongwanich, 2015) using the Priority Need Index (PNI_{modified})

Phase 2 The study of guidelines for the development of primary school administrators' attributes in the 21st century was through focus group discussion, which consisted of 25 experts and stakeholders. The data was analyzed according to an important matter of the variables and the objectives of the research.

3. Research Results

3.1 The Needs Assessment in the Development of Primary School Administrators' Attributes in the 21st Century

The current conditions and desired conditions were analyzed to find value of needs assessment in the development of primary school administrators' attributes in the 21st century which was 0.41; the most essential necessary need that needs to be developed the most urgently was creativity/innovation ($PNI_{\text{modified}} = 0.48$), the second most urgent one is having a vision ($PNI_{\text{modified}} = 0.44$) followed by being a desired leader ($PNI_{\text{modified}} = 0.43$), interpersonal relations ($PNI_{\text{modified}} = 0.39$), and a relation with work ($PNI_{\text{modified}} = 0.34$). The details for each dimension are as follow:

Creativity/innovation – the needs assessment in the development of primary school administrators' attributes in the 21st century are as follow respectively: the administrators have creativity/innovations, think outside the box, reinforce research work, have the courage to make decisions, work carefully, apply innovations to develop human resources and solve problems at work, apply new technologies in the development of new educational working systems, and express their initiative thinking for new innovations.

Having a vision – the needs assessment in the development of primary school administrators' attributes in the 21st century are as follow respectively: encourage, create and initiate new work in the organizations, motivate, encourage trust and competencies, set goals and visions with staffs' participation, exchange knowledge and learn from each other to establish the future with clear goals. It also includes the administrators' expressions, which are reliable and inspiring teamwork and a willingness atmosphere for staff in the organizations.

Being a desired leader – the needs assessment in the development of primary school administrators' attributes in the 21st century are as follow respectively: develop information technology and other technological systems such as communicative technology to provide more knowledge for staffs in the organizations as well as the application of the results of knowledge evaluation for other beneficial purposes, encourage staffs to work together in storing and searching for more information such as MIS, web, and blogs. The expressions of school administrators in terms of using information technology at work and the application of knowledge and innovations set policies for the organizations' benefits.

3.2 Guidelines for the Development of Primary School Administrators' Attributes in the 21st Century

1. The development of creativity and innovation potentials comprises of the following: staff encouragement to do innovative research work with imaginative and creative concepts, development and integration of technologies and innovations in accordance with goals, emphasis on learning approaches, visual aids, and application for real benefits, encouragement and development of staffs' attributes to be creative and innovative in the 21st century as well as trust and challenges to make decisions, be careful and open for new challenges in the future.

2. The provision of the opportunity with the organizations to make the vision meet the 21st century standards comprise of the reinforcement of motivation to increase the value of work in order to accomplish the goals. The organizations' vision encourages staffs to work as a team, to develop and entrust the staffs so that they can set goals

together, to understand the acceptance of various communications, encourage the exchange and learning to build the future together as well as to set clear goals, and encourage good atmosphere and environment within the organizations for a better motivation.

3. The encouragement of the 21st century attributes of leadership comprises of the following: the continual establishment of administration and knowledge management skills, encouragement of learning culture and motivation for self-development of the administrators to be the role model of learning, support of knowledge and competency in the use of technology in administration and management, the development and application of innovations for highest benefits, and encouragement of exchanging and learning together in the knowledge administration and management processes.

4. Encouragement of interpersonal relations in the 21st century comprises of the following: building good relationships within the organizations and emphasis of equality, encouraging creative communications for agreement and flexible decision making, building networks and good relationships within groups by exchanging knowledge and learning together, encouraging positivity-based practice – sympathy, and establishing stability within the organizations with sincerity.

4. Discussion

According to the results of the research about the needs assessment and guidelines for the development of primary school administrators' attributes in the 21st century, there are matters which need to be discussed as follows: The study of current conditions and desired conditions of the development of primary school administrators' attributes in the 21st century found that their current conditions in five dimensions are overall at a medium level. When considering each dimension, it was found that each dimension was at a medium level; however, it can be put in order respectively as follows: relation with work, interpersonal relations, being a desired leader, creativity/innovation, and having a vision. On the other hand, the desired conditions were overall at the highest level. When considering each dimension, there were four dimensions which were at the highest level and one dimension at a high level. When putting these dimensions in order, it can be in the following order: creativity/innovation, being a desired leader, interpersonal relations, having a vision, and relation with work respectively. Moreover, when the data was being analyzed using Matrix Analysis between the current and the desired conditions at the intersection point of 3.50 (from the five-scale), the overall analysis results showed that all five dimensions were in the work, which were the bad work areas and needed to be improved. This is coherent with Chumporn Pamontree (2015)'s research, who studied the attributes of school administrators in the 21st century. The results of both current and desired conditions were all at the highest level. When considering working experiences, it was found that the overall results and results in each dimension were not very different except the dimension of leadership. This also corresponds with Pimthada Watjanapunya (2012) who studied the strategies to develop Thai leader's attributes of basic educational school administrators. The results showed that the desired conditions were lower than the current conditions resulting in the proposal of the strategies to develop the administrators' attributes. Hence, the researchers have used the results of the study of both current and desired conditions to improve the strategical draft of the development of primary school administrators' attributes in the 21st century in the future. The attributes which are necessary are as follows: 1) creativity/innovation, 2) having a vision, 3) being a desired leader, 4) interpersonal relations, and 5) relation with work respectively.

The development guidelines for the development of the characteristics of the primary school administrators in the 21st century consist of 5 main points, which are interesting and sequential recommendations to promote and support the characteristics of creative human relations with others. The strengthening of the 21st century corporate vision shows that Promoting and promoting creative human relations features It is something that school administrators should consider to apply and be very suitable for the characteristics of the administrators. That will lead to the effectiveness of administrators and school personnel Consistent with the research of Prakrong Boonrong (2015) studied the leadership development strategy of basic school administrators, found that the strategy to build relationships with others Creating engagement Most appropriate in accordance with Chumpol Phamontree (2015) studied the characteristics of school administrators in the 21st century according to the perceptions and expectations of teachers under the Educational Service Area Office 27 found that the relationship with other people average expectations of the most suitable for subordinates. The school principals were positive thinking, praised and honored the colleagues and school administrators, help others and praise the good deeds to enable the organization's vision to move forward at a stable distance appropriately leading the organization into the 21st century effectively and efficiently.

5. Suggestions from Research and Conducting Further Research

- 1) Implementing guidance on education in the school to further research results and can be used to develop the school should promote and support the characteristics of creative human relations with others in the 21st century, consistent with the context of each school, able to be put into practice until achieving success, obtaining an excellent system.
- 2) Future research should be conducted on the development strategies regarding visionary leadership development in the organization of the 21st century in order to be aware of personnel and have mutual understanding in working as a team in order to see the future towards efficiency and effectiveness.
- 3) There should be research and development by bringing the guidelines into practice in the school to further the research findings and can be used to develop school in terms of promoting and supporting the characteristics of human relations with others creatively in the 21st century, in accordance with the context of each school by the principles of professional learning community.

Reference

- Chaicon, P. (2018). *Educational Leadership and Innovation in Administration: A New Paradigm in 21st Century of School Administrators*. Kalasin: Faculty of Education, Kalasin University, Khon Kaen University Press.
- Chomporn, P. (2015). Characteristics of School Administrators in 21st Century as Perceived And Expected By Teachers under The Office of Secondary Educational Service Area 27. *Journal of Graduate School*, 13(63).
- Dawruwan, T. (2015). Superleadership as a Leadership in the 21st Century. *Journal of Educational Management of Khonkaen University*, 11(2), 23-36.
- Johnson, L. R. (2003). Performance Evaluation of Special Education Administrators: Considerations and Recommendations. *NASPP Bulletin*, 82(9), 24-32. <https://doi.org/10.1177/019263659808259406>
- Kanungnit, K. (2016). *Characteristics of School Administrators in the 21st Century under Phranakhon Si Ayutthaya Primary Educational Service Area Office 1*. Dissertation on Education Program in Educational Administration, Graduate School Committee Office, Phranakhon Si Ayutthaya Rajbhat University
- Kennedy & Dresser. (2005). *An Integrative Investigation of Person-vocation Fit, Person-Organization Fit, and Person-job fit Perceptions*, Dissertation, Ph. D (Philosophy). Denton: Graduate School, the University of North Texas, Denton. Photocopied.
- Ministry of Education. (2003). *School Administration's Manual*. Bangkok: Printed by Express Transportation Organization of Thailand.
- National Education Act. (2019). *Royal Government Gazette* (4th ed.). 136(57).
- Patcharin, C. (2017). Strategies for Educational Management in the 21st Century of Schools under Department of Local Administration, Northeastern University.
- Pimtada, W. (2012). *Strategies for the Development of Thai-Style Leaders' Characteristics of Administrators in Basic Education Institution*. Dissertation in Educational Management under the Department of Educational Policy, Management and Leadership, Bangkok: Faculty of Education, Chulalongkorn University.
- Prakrong BoonKrong. (2015). *Strategies for Leadership Development of School Administrators under Primary Education Office*. Dissertation in Educational Management, Ubon Ratchathani Rajabhat University.
- Pramook, C. (2018). Leadership Competency Development for Administrators. *Journal of Educational Administration and Leadership Sakhonnakhon Rajabhat University*, 6(22).
- Sthian, W., Wirot, S., & Prayuth, C. (2019). The Structural Relationship Model of Indicators of Mindful Leadership for Primary School Principals. *International Journal of Higher Education*, 8(5), 134-142. <https://doi.org/10.5430/ijhe.v8n5p134>
- Suwimon, W. (2003). *Direction for Assessment of Learning*. Bangkok: Faculty of Education, Chalalongkorn University.
- Yukl. (2010). *Leadership in Organizations* (7th ed.). State University of New York, Albany ©2010 Pearson.