

The Program Development for Enhancing the Effective Authentic Leadership on Private School Management

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Abstract: *The objective of this research was to study and develop the program for enhancing the Effective Authentic Leadership on Private School Management. The target group were the private school administrators. The research instruments were: the Interview Form, the Questionnaire, and the Self-Assessment Form. The research findings found that: 1) the components of Effective Authentic Leadership on Private School Management including 4 components and 21 indicators: (1) the Self-Awareness including 7 indicators, (2) the Balanced Processing including 4 indicators, 3) the Relational Transparency including 6 indicators, 4) the Internalized Moral Perspective including 4 indicators, 2) the overall current situation was in “Moderate” level, the overall desirable situation was in “the Highest” level, 3) the Program for enhancing the Effective Authentic Leadership on Private School Management including the following components” the Principle, Objective, Model and Technique Development, Structural Content, Knowledge Management in Program, and Program Evaluation including 4 Learning Unit: Model 1, the Confidence and Faith, Module 2, the Self-Awareness, Module 3, the Commitment and Sincerity, Module 4, the Reasonability. The Program Evaluation was in “the Highest” level. 4) the application of Program for enhancing the Effective Authentic Leadership, found that the Private School Administrators’ Authentic Leadership before development (pretest) was in “Moderate” level. After development (posttest), was in “the Highest” level. The evaluative findings of Effective Authentic Leadership on Private School Management, before development (pretest), in overall, was in “Moderate” level. After development (posttest), in overall, was in “the Highest” level.*

Key Words : *Program for enhancing the Effective Authentic Leadership, Effective Authentic Leadership, Educational Management, Private School Management, Effectiveness*

Introduction

The basic lesson we obtained from the extreme changing in successful organizational management, would be the complex and long period of time management system during the 20th century which was not able to be sued for solving the problems being faced in organization or school during the 21st century. The administrators had to search for new techniques of human management, the technique they could free themselves freely. (McCord, 2019) The Leadership was important for organizational management, successful administration and management, and survival of organization. Ivancevich et al., 2008), one of the richest and most popular American Businessman of the world. The Microsoft Founder as “Bill Gates” stated the significance of “Leader” who would help in developing both of energy and power for other persons during the advancing world. We would see that the “Leader” was the most important factor for the moving organization especially in changes situation being occurred without stopping. Besides, they would be the persons who could lead their organization to step over different crises in order to adjust themselves

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efficiently. (Kruse, Kevin : 2012)

The future educational institutions were likely to be unlimited boundary. Since the order and command were decreased from Vertical Organizational Structure to Horizontal Organizational Structure which were flexible and based on team-based. For the trend in employment, it would be temporary employment as well as recruited from outside. It was not necessary to have close interaction. The tellers would have more freedom. The organization could not control or monitor very much. Therefore, the school administrator's strong leadership was an important characteristic of successful educational institution. The school administrators were the key persons of educational institution as well as professional leaders who had to be competent, knowledgeable, skillful in creating the learning innovation as well as increasing their members' learning potentiality, and good professional ethics. (Rooncharoen, 2014) Leadership and Leaders' characteristics were important factor in work reform and effectiveness of organization (Jermittiparsert & Srihirun, 2019; Sriyakul, Singa, Sutduean, & Jermittiparsert, 2019). Consequently, leadership was a major attribute or characteristic affecting the organization structural process, social interaction pattern, belief, value, attitude, and working behavior. (Somprach, 2017. The leaders who would lead their teamwork to have an intention in working until it was accomplished, they would be leaders who were not only be competent but also be ethical as well as influencing their team work. This kind of leaders would have leadership called Authentic Leadership for being assertive and communicating their real-self without pretending from their viewpoint, value, expressive behavior. So, they would win their followers' mind. When they had authentic leadership who could win their members' mid, develop trustworthiness of team work , it was certainly that whether how difficult in the other kinds of work they would be accomplished easily. (Senawong, 2015)

The authentic leadership included various prominent characteristics, for instance, the theory of Idealized Leadership being emphasized on interpersonal relationship between leader and follower. Besides, the idealized leadership was the relationship including the respect, trust, cooperation, loyalty, and opened very much. The leaders had to be the leaders who were not only smart but also ethical as well as win their teamwork's mind. They were suitable for improving and crating new organizational culture focusing on collaboration especially in Educational Context of Thailand where the true cooperation was really required in very educational level.

According to the review of related research and literature, the authentic leadership could influence the followers in both of individual and group, for example, their trust on leaders or administrators, commitment in their work, positive psychological capital, good member behavior of organization, emotional attachment, special attempt, creative thinking, work satisfaction, satisfaction on their super ordinates, and followers' work performance, outcome of authentic leadership on followers in group level. (Teerapad Kulopad, 2017) The authentic leadership in educational context for the past many years, global educational field paid attention to the leader's ethics, morality, and good value especially when they had to make their decision in "Human." The ethics being behind leadership. When the leaders were role models in virtue, the other organizational members would behave the same as leaders since it could not deceive anyone, and the followers would be able to tell only in a few weeks that whether their leaders were ethical or not. They might be ready for forgive their leaders in many things including: not being competent or knowledgeable, not being confident, or even a lack of good manner. But, they would not be able to forgive the high executives who recruited that leader. (Drucker and Joseph, 2004) In current situation, private school was an educational organization playing its role in educational management under control of government as specified by law. Furthermore, the government determined the educational policy promoting and supporting the private educational institutions; freedom in quality administration and management by emphasizing on the government's role in promoting and encouraging. Moreover, the educational coupon system would be administered to enhance the private education. As a result, the implementation of private school had to be focused on quality by providing the instructional activity to b relevant to the need and expectation of service receivers, the students, parents, and community. The service receivers had satisfaction on policy and plan as well as curriculum in that issue. The Ministry of Education paid an attention to the issue and offer the rule for certifying the educational quality standard of private school 2011, the starting point of private educational management focusing on quality. (Somsak Dolprasit, 2016)

According to the above reason and significance, the researcher viewed an importance of Development in Private School Administrators' Authentic Leadership, as well as studied and developed the Program for enhancing Effective Authentic Leadership on Private School Management in order to solve those problems by awareness of and interest in studying and developing Authentic Leadership Model which would be useful for Development of Private School Administrators' Leadership in Thailand so that te school administrators would have an Effective Authentic Leadership on Management which would b e useful and practical in Context of Thai Society further.

Review of Related Research Literatures

For review of research literatures of Authentic Leadership to be effective on Private School Administrators' work management, the researcher studied and developed from various theories of Bill George, 2003 ; Luthans & Avolio, 2003 ; Ilies et al., 2005 ; Shamir & Eilam, 2005 ; Walumbwa et al., 2008, 4 components could be concluded as follows: 1) Self-Awareness, 2) Balanced Processing, 3) Relational Transparency, and 4) Internalized Moral Perspective.

For review of research literature of School Effectiveness, the researcher studied and developed from different theories of Mott, 1972 ; Hoy and Ferguson, 1985 ; Lezotte, 2001 ; Sergiovanni, 2001 ; Ornstein and Levine, 2003 ; and Teera Rooncharoen, 2006, 6 components could be concluded including: 1) the Student's Quality, 2) the Competency to change and develop the school, 3) the Problem Solving Ability in school, 4) the Precise and Significant Mission, 5) the Satisfaction of Teacher's Work, and 6) the Positive School Climate as shown in Figure 1:

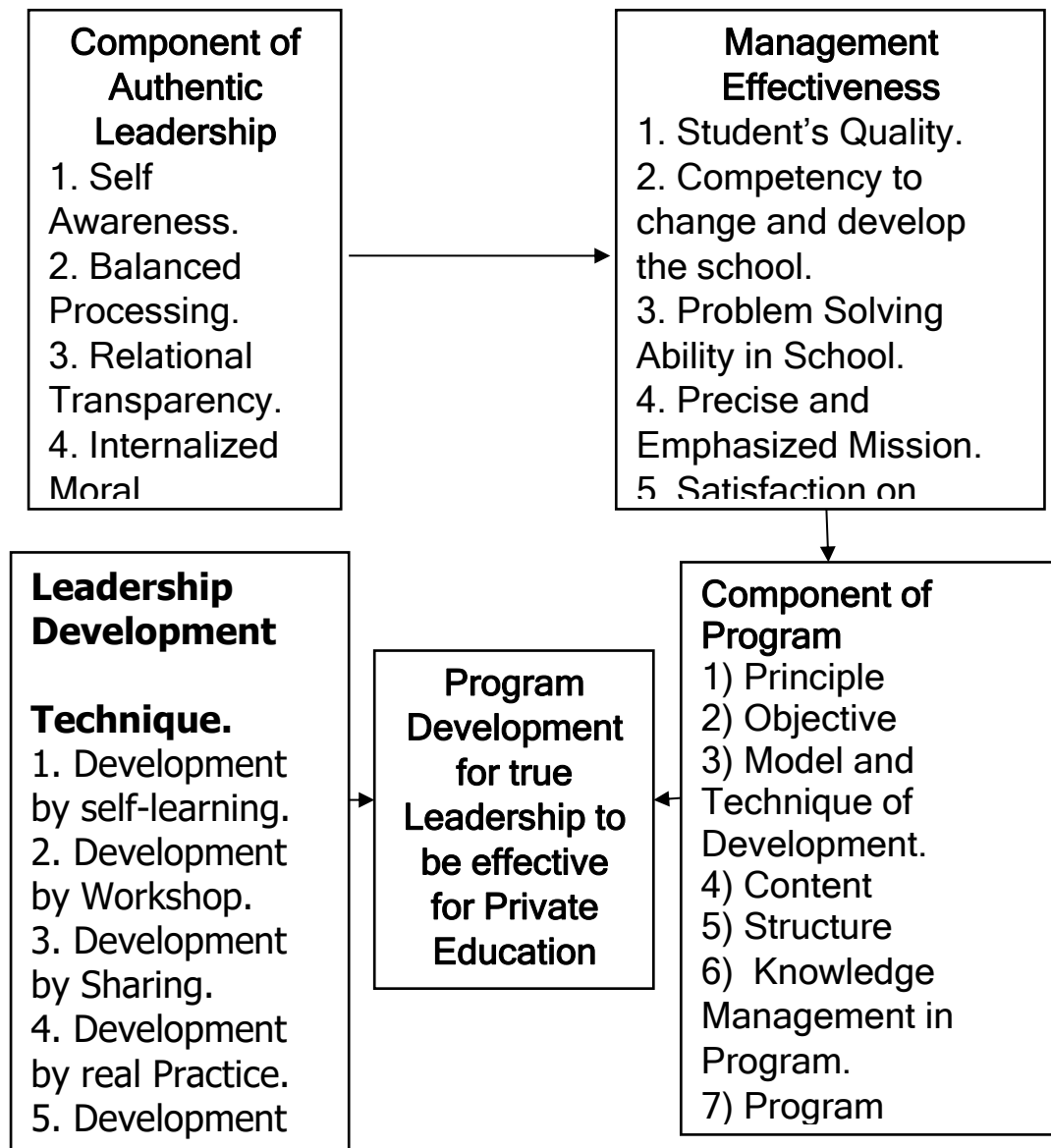


Figure 1: Conceptual Framework

Research Methodology

Population and Samples:

The Population were 3,224 school administrators including 1,612 private school administrators and 1,612 assistant private school administrators. The samples were private school administrators and assistant private school administrators. They were selected by Multi-state Sampling, total of 340 persons.

Research Instruments

1. The instruments using for data collection was the Questionnaire asking current situation, desirable situation, and need for effective authentic leadership on private school management.

2. The instrument using for evaluating the participants in program for enhancing effective authentic leadership on private school management, consisted of:
 1) the Knowledge and Comprehension Test before development (Pretest), and after development (posttest), 2) the Evaluation Form of self-changing in effective authentic leadership on private school management, 3) the Satisfaction Evaluation Form on program for enhancing the effective authentic leadership on private school management.

Data Collection

In data collection of this study, the researcher sent the Questionnaire and Official Letter asking for cooperation in data collection by mail as well as for the support as respondents returning the questionnaire to researcher. There were total of 322 returned Questionnaires for the first time. After following up for second time, there were 18 more Questionnaires, total of 340 issues for 100%.

Data Analysis

1. The Questionnaires of current situation, desirable situation, and need for effective authentic leadership on private school management, were analyzed by calculating the Mean and Standard Deviation.

2. The Knowledge and Comprehension Test before development (Pretest), and after development (Posttest) were analyzed by calculating the Mean and Standard Deviation. The inferential statistic was the t-test.

3. The Self-Assessment in effective authentic leadership on private school management, Descriptive Statistic was administered. In addition, the inferential statistic was the t-test.

4. The Satisfaction Evaluation Form on program for enhancing effective authentic leadership on private school management, was analyzed by calculating the Mean and Standard Deviation.

Conclusions of Research Findings

1. The findings of component in Effective Authentic Leadership on Private School Management, consisted of 4 components and 21 indicators including: 1) the Self-Awareness including 7 indicators, 2) the Balanced Processing including 4 indicators, 3) the Relational Transparency including 6 indicators, and 4) the internalized Moral Perspective including 4 indicators as shown in Table 1.

Table 1: The Mean, Standard Deviation, and Propriety Level of Effective Authentic Leadership on Private School Management, in overall and each aspect. (N = 7)

Component of Authentic Leadership	\bar{X}	S.D.	Propriety Level
1. Self-Awareness	4.86	0.25	Highest
2. Balanced processing	4.75	0.38	Highest
3. Relational transparency	4.76	0.23	Highest
4. Internalized moral perspective	4.79	0.35	Highest
Overall	4.79	0.30	Highest

According to the Table, found that the components of Authentic Leadership in Private School Management, in overall, the Propriety level was in “the Highest” level.

2. The findings of study in current situation, desirable situation, and need for effective authentic leadership on private school management, found that the Propriety of every component of current situation in authentic

leadership, was in “Moderate” level. For desirable situation of effective authentic leadership, in overall, was in “the Highest” level. In addition, the need for effective authentic leadership on private school management, in overall, the Mean Value was in “the Highest” level.

Table 2: The Mean of Current Situation (D), the Mean of Desirable Situation (I), the index of Need (PN_{modified}), and sequence of Need for Authentic Leadership, in overall and each aspect.

Component of Authentic Leadership	Current Situation (D)	Desirable Situation (I)	PN_{modified}	Sequence
1. Self-Awareness	3.06	4.03	0.32	2
2. Balanced processing	3.19	4.16	0.30	4
3. Relational transparency	3.10	4.06	0.31	3
4. Internalized moral perspective	3.11	4.16	0.34	1

3. The application of Program in testing one’s knowledge and comprehension in Effective Authentic Leadership on Private School Management before development and after development, found that the findings in testing the private school administrators participating in Effective Authentic Leadership on Private School Management, the Mean Value of after development (posttest) was significantly higher than before development (pretest) at .05 level. It was indicated that the application of program could cause the administrators to obtain knowledge of authentic leadership more as shown in Table 3.

Table 3: The comparative findings of Pretest (Before Development of Authentic Leadership) and Posttest (After Development of Authentic Leadership).

Testing	N	\bar{X}	S.D.	t	Sig.
Pretest	18	17.72	1.36	22.759	.000*
Posttest	18	28.17	1.82		

* referred to the significant at .05 of t value.

4. The application of program in Self-Assessment for Effective Authentic Leadership on Private School Management, found that the posttest Mean Value of school administrators participating in the effective authentic leadership, was significantly higher than the pretest at .05 level. It was indicated that the application of program in Self-Assessment for Effective Authentic Leadership on Private School Management, could cause the administrators’ Authentic Leadership in higher level as shown in Table 4.

Table 4: The comparison of Self-Awareness before development (pretest) of Authentic Leadership and after development (posttest) of Authentic Leadership to be effective on Private School Management.

Authentic Leadership	N	\bar{X}	S.D.	t	Sig.
Self-Awareness					
Pretest	18	3.19	0.13	16.33	.000*
Posttest	18	4.56	0.16		
Balanced processing					
Pretest	18	3.18	0.10	50.70	.000*
Posttest	18	4.52	0.55		
Relational transparency					

Pretest	18	3.14	0.15	14.99	.000*
Posttest	18	4.41	0.16		
Internalized moral perspective					
Pretest					
Posttest	18	3.16	0.13	18.77	.000*
	18	4.52	0.05		
Overall					
Pretest	18	3.17	0.02	40.66	.000*
Posttest	18	4.52	0.08		

*referred to the significant at .05 of t value.

According to the interview of participants in development, after development, they were able to analyze and concluded the changing in Effective Authentic Leadership in organization as follows: the administrators had their precise goal of work management, they were aware of significance in the action plan as well as school developmental plan, and the effectiveness of more effective cooperation and conference, the administrators were more recognized, and the administrators and teachers had more common understanding. As a result, there was a good climate in school, and the conference was more effective.

Discussions

The components of Effective Authentic Leadership on Private School Management including 4 components and 21 indicators: (1) the Self-Awareness including 7 indicators, (2) the Balanced Processing including 4 indicators, (3) the Relational Transparency including 6 indicators, (4) the Internalized Moral Perspective including 4 indicators, They were confirmed by experts in “the Highest” level.

The overall current situation, desirable situation, and need Effective Authentic Leadership on Private School Management, found that the current situation of Effective Authentic Leadership on Private School Management, in overall, was in “Moderate” level.

The desirable situation of Effective Authentic Leadership on Private School Management, in overall, was in “the Highest” level, Furthermore, the level of need for the Effective Authentic Leadership on Private School Management, in overall, the Mean Value was in “the Highest” level ranking in order from high to low as follows: the Internalized Moral Perspective, the Relational Transparency, and the Balanced Processing. Considering desirable situation, found that it was in “the Highest” level: the Internalized Moral Perspective. Since the private school administrators in the Northeast of Thailand were aware of and paid their attention to the administrators’ virtue as well as trustworthiness in leading their organization to be congruent with current situation being emphasized on management for trustworthiness, honesty, being ethical as well as responsible for society and sincere with service receivers, and self-development, and being able to respond rapid quickly changing called Disruption during the 21st century by providing the training, for educational institutions to promote the school administrators’ competency in goal setting and organizational plan establishing to be accomplished its goal effectively and sustainability for organization being congruent with the facing situation and context by developing norm and value being responsible for common development in organization.

The developed program development of components of program including:

1)the Principle, 2) the Objective, 3) the Development Model and Technique, 4) the Content, 5) the Structure, 6) the Knowledge Management in Program, 7) the Program Evaluation including: Module 1, the Trustworthiness and Confidence, Module, the Self-Awareness, Module 3, the Commitment and Sincerity, Module 4, the Reasonability. Various Models and Techniques were administered for developing one’s intensive knowledge, comprehension, and learning skill for participants to be able to use for self-development continuously. The techniques using for developing the Effective Authentic Leadership consisted of: Self – Learning, Workshop, Coaching, and Body of Knowledge Formation. For Body of Knowledge Formation, 4 Steps were determined including: Step 1, the evaluation before development (pretest), Step 2, the Development, Step 3, the knowledge integration, and Step 4, the evaluation after development (posttest). In addition, the handbook establishment for Effective Authentic Leadership on Private School Management, consisted of 4 Parts including: Part 1, the Introduction, Part 2, the Program Development for Effective Authentic Leadership on Private School Management, and Part 4, the Measurement and Evaluation by using the proportion of 70:20, 70% (105 hours) was spent for Integration with Work Practice, 20% (30 hours) was spent for using the Professional Learning Community (PLC) in Follow up and Evaluation, 10% (15 hours) was spent for training. The session of development was 150 hours.

The application of Program for enhancing the Effective Authentic Leadership on Private School Management, were as follows: it was found that the school administrators obtained authentic leadership before development, in overall, was in “Moderate” level. After development, it was significantly higher than before the development at .05 level. The following up findings of after development and reflection, the participants in learning and participants in promotion of organization, the participants’ application of new knowledge or new skill and satisfaction, the participants of school administrators, found that, in overall, it was in “the Highest” level. Moreover, according to the participants’ interview, found that there was Effective Authentic Leadership on Private School Management as follows: the administrators set precise goal of work management, they were aware of significance of work action plan and school management plan. Furthermore, there was an effectiveness in cooperation and conference more. The administrators were more trustworthy. As a result, there was good climate in school. The conference was more effective. Putting the program into practice, the participants had their opportunity to analyze the authentic leadership, and establish their leadership developmental plan by themselves, the researcher and supervisor team work from Kalasin Provincial Education Office, followed up and supervised continuously by using PLC process as well as shared learning through participants’ lesson deciphering activity and knowledge sharing during the development and after development, they were able to apply different approaches from learning process very well. The goal of school development was occurred based on unique characteristic of that school. Moreover, the strong network of private school management in Kalasin was occurred as well.

Recommendations

The school administrators played their role as the organizational leaders in applying their knowledge of Authentic Leadership in school management work to be successful in Educational Policy by Office of the Private Education Commission (OPEC). They should obtain development in work management inside organization with full competency and potentiality. In addition, in overall, the private school administrators should played their role in various aspects of leaders so that the school would be secure especially in work management, freedom in planning and management in their organization. Furthermore, according to this research, the components as well as indicators of effective authentic leadership on private school management which would be useful for the Private School Administrators as well as the Educational Administrators under jurisdiction of Office of the Private Education Commission in establishing the work plan and information to be aware of in developing the private school administrators. The administrators should search for knowledge from the role model administrators, field trip study from best practice school, and ask for cooperation from every division in order to have experience coaching administrators teaching one’s work and sharing one’s knowledge which would lead to self-development respectively. Moreover, the future research, comparative study of development findings and searching for techniques which would cause the most effective and efficient leadership, should be conducted.

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