

TRANSFORMATIONAL LEADERSHIP OF SCHOOL ADMINISTRATORS UNDER
PRACHUAP KHIRI KHAN PRIMARY EDUCATION SERVICE AREA OFFICE 2
ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษา
ประถมศึกษาปทุมธานีเขต 2

LIU ZEHUA

หลิว เจ้อหัว

Faculty of Education, Bangkokthonburi University

คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี

e-mail: 6253100077.edu@bkkthon.ac.th

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ABSTRACT

This study is a survey research with the objective of 1) to study the opinions on the transformational leadership of the school administrators Under Prachuap Khiri Khan Primary Educational Service Area Office 2 (2) to compare the opinions on the leadership change of school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2, classified by school size. The sample group was small, medium and large school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2, the researcher determined the sample size by using Krejcie and Morgan tables. A total of 159 school administrators were sampled by stratified random sampling (1) 78 small school administrators (2) 64 medium school administrators and (3) 17 large school administrators. The tool used in the study was a questionnaire. The five-level rating scale has a confidence value of 0.92. The statistics used for data analysis are: Frequency distribution, percentage, standard deviation and the F value test.

The results showed that: 1) The school administrators have opinions on the transformational leadership of the school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2 overall at a high level and 2) Comparison of opinions on transformational leadership of school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2 Classified by school size Overall, there was no

difference, except for aspect 1, ideological influence. There were different opinions on transformational leadership at the .05 level.

Keyword: Transformational Leadership of School Administrators

บทคัดย่อ

การศึกษาครั้งนี้เป็นการวิจัยเชิงสำรวจโดยมีวัตถุประสงค์เพื่อ 1) ศึกษาความคิดเห็นต่อภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาประจวบคีรีขันธ์ เขต 2 และ 2) เปรียบเทียบความคิดเห็นต่อภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัด สพป.ประจวบคีรีขันธ์ สำนักงานเขตพื้นที่การศึกษาประถมศึกษาศรีษัณห์ เขต 2 จำแนกตามขนาดโรงเรียน กลุ่มตัวอย่างมีขนาดเล็ก ผู้บริหารโรงเรียนขนาดกลางและขนาดใหญ่ สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาประจวบคีรีขันธ์ เขต 2 ผู้วิจัยกำหนดขนาดของกลุ่มตัวอย่างโดยใช้ตารางเครจซี่และมอร์แกน ผู้บริหารโรงเรียนจำนวน 159 คน สุ่มตัวอย่างแบบแบ่งชั้นภูมิ (1) ผู้บริหารโรงเรียนขนาดเล็ก 78 คน (2) ผู้บริหารโรงเรียนขนาดกลาง 64 คน และ (3) ผู้บริหารโรงเรียนขนาดใหญ่ 17 คน เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม ระดับการให้คะแนนห้าระดับมีค่าความเชื่อมั่น 0.92 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ การแจกแจงความถี่ ร้อยละ ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าเอฟ

ผลการวิจัยพบว่า 1) ผู้บริหารสถานศึกษามีความคิดเห็นต่อภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาประจวบคีรีขันธ์ เขต 2 โดยรวมอยู่ในระดับมาก และ 2) การเปรียบเทียบความคิดเห็นต่อภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา สังกัด สำนักงานเขตพื้นที่การศึกษาประถมศึกษาประจวบคีรีขันธ์ เขต 2 จำแนกตามขนาดโรงเรียน โดยรวม ไม่มีความแตกต่างกัน ยกเว้น ด้านที่ 1 อิทธิพลทางอุดมการณ์ มีความคิดเห็นต่อภาวะผู้นำการเปลี่ยนแปลงแตกต่างกันที่ระดับ .05

คำสำคัญ: ภาวะผู้นำการเปลี่ยนแปลงของผู้บริหารสถานศึกษา

Introduction

Educational act of the National Prof. 2542, as amended (No. 2) May. In 2545, a legal framework in the education process of Article 6 says that education must be to develop people in Thailand to be human and is a complete physical, mental, intellectual, and moral, ethical and cultural life, and be able to live with others happily. Section 39 requires the ministry to decentralize the administration and management of education, both academic, budget, personnel management, and general administration, to the

elementary school in the educational area directly and give priority to various reforms, namely the reform of the education system, learning reform, reform of education administration, reform of teachers, faculty, educational personnel, and resource reform, and investment for education. Studying the changes under this act is huge education reform, which reformed the whole system and how successful the reform depends on several important factors. But the factors that have the greatest influence on the organization's effectiveness are organization management which is considered important; it is important to the development and operation of the organization because every part of the organization can move in the desired direction and achieve the objectives set. Managers who succeed in administration must use several strategic and strategically important is to have leadership in management.

Reflections on the leadership ability of primary school administrators. At present, the question of whether the leadership style of the executive primary school which type is suitable for management? Today's constantly changing, which Suthep Mr. Sri Valley (2548 page 367) says that the leadership has broadly recognized rice. The present thing is transformational leadership. The name of this theory indicates the process of change or translation in a person. The leaders will focus on the change of standard moral values.

And evaluate future leaders in a foresighted way to make them aware. To the level of motivation of the follower, Then try to find ways to meet the needs and treat those who follow with human values. The main roles of transformational leaders are Causing various changes. Still, throughout the process of change, leaders and followers are bound Together steadily. The theory of transformational leadership has been established that is consistent with the scenario of a world where the change occurs at a time corresponding to the belle carpet of gold (2546 page 3) summarizes the results of empirical research and training development-leadership changes in the fire. Many found Executives or leaders with transformational leadership can achieve higher job and organizational effectiveness in the organization of different countries. Although the condition of the organization is limited in any leadership change is so interesting.

Of scholars, administrations, education, government, and other agencies In Thailand, over the past decade, there has been a study of leadership that is appropriate for the present, this time of change. New concepts the famous and recognized in current theories of transformational leadership. (Transformational Leadership Theory) A new

leadership theory. Or a new paradigm (New Paradigm) The leadership change is a change in paradigm (Paradigm Shift) into leadership with vision (Vision) distributed power or empowerment (Empowering electrode) is. Have morality (moral agents) and encourage followers to lead as well Prachuap Khiri Khan Primary Educational Service Area Office 2 was assigned by the Office of the Commission. The Ministry of Basic Education will conduct intensive workshop development courses to lead change to support education managers and the decentralization of administrators. In elementary school, the objective is to evaluate the performance of an intensive training workshop. With the target group of management training Elementary school in elementary school Transsexual pharmacist, who at one school in the Inspection Area 11,12,13 and 14 of the 9 provinces of Nakhon Ratchasima, Buri Ram, Surin, Si Sa Ket, Amnat Charoen, Yasothon, Roi Et and Ubon Ratchathani. A total of 248 people. The results showed that after the development of the trainees. Have a deep understanding of the content of the leader of the crib. Changes are at a good level. It is a mean of 4.05.

For this reason, the researcher is interested in studying the transformational leadership of the administrators in primary school under the Prachuap Khiri Khan Primary Educational Service Area Office 2 was the most used element of transformational leadership and at what level. In addition, in educational services currently, the Prachuap Khiri Khan Primary Educational Service Area Office 2 has changed rapidly in all areas. The social, environmental, cultural, and technology of the day, the role of school administrators need to adapt and seek new ways. In line with the current situation to lead the organization to success according to society's hopes and the results of this study, the researchers believe that it is for the Management School, an experience of filling in the check process to improve their own leadership change to be effective.

Research Objectives

1. To study the transformational leadership of school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2.
2. To compare the transformational leadership of school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2, classified according to the size of the school.

Research Hypothesis

The teachers who work in different school sizes had different opinions on the transformational leadership of school administrators under Prachuap Khiri Khan Khet Primary Educational Service Area Office 2.

Conceptual Framework

A study of the transformational leadership of school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2. Researchers have studied management concepts. The researcher has carried out the research with the following important steps.

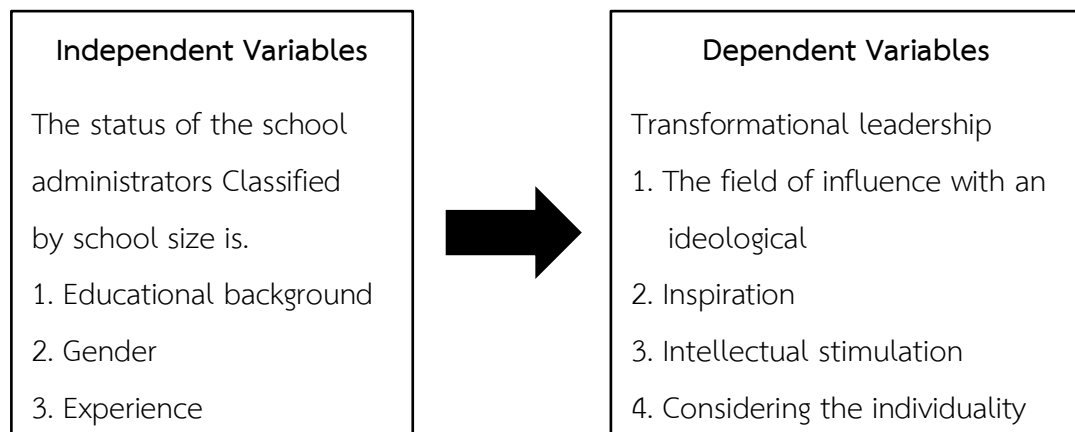


Figure 1: Conceptual Framework

Research Methodology

The study was survey research about the transformational leadership of school administrators under Prachuab Khiri Khan Primary Educational Service Area Office 2, by the following procedure.

1. Population and Sample
2. Variables used in the study.
3. Tools used in the study.
4. Check the tools used in the study.
5. Data Collection
6. Data Analysis and statistics used in the study

Research Findings

Table 1: Frequency and percentage of respondents

Status	Number (n)	Percentage (%)
Administrators by school size		
1. Small Size	78	49.10
2. Medium Size	64	40.30
3. Large	17	10.70
Total	159	100.00

Table 1 showed that the respondents were school administrator's small number of 78 people, representing 49.10 as school administrator's medium of 64 people representing 40.30 and school administrators a large number of 17 people think it is. 10.70 percent.

Table 2: Mean standard deviation and degree of feedback on Transformational leadership of school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2 in general

Executive Transformational Leadership	\bar{X}	S.D.	Comment Level
1. The field of influence for ideology	4.18	0.20	good
2. Inspiration	4.25	0.23	good
3. Intellectual stimulation	4.25	0.14	good
4. Considering the individuality	4.30	0.15	good
Total / Average	4.24	0.18	good

From Table 2, we found that the comments Executive transformational leadership Elementary school under Prachuap Khiri Khan Primary Educational Service Area Office 2 Was at good level.

Table 3: Comparison Comments on Transformational leadership of school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2 classified by school size

Transformational Leadership	Source of Variance	SS	df	MS	F	p
1. The field of influence for ideology	Between groups	0.78	2	0.39	10.54	0.00*
	Within a group	5.80	156	0.03		
	Total	6.58	158			
2. Inspiration	Between groups	0.37	2	0.18	3.47	0.33
	Within a group	8.50	156	0.05		
	Total	8.88	158			
3. Intellectual stimulation	Between groups	0.02	2	0.01	0.65	0.52
	Within a group	3.14	156	0.02		
	Total	3.16	158			
4. Considering the individuality	Between groups	0.11	2	0.58	2.61	0.07
	Within a group	3.46	156	0.02		
	Total	3.57	158			
Total average	Between groups	0.32	2	0.29	4.31	0.23
	Within a group	5.22	156	0.03		
	Total	5.54	158			

* $P < .05$

From Table 3, we found that the comments on Transformational leadership of school administrators under Prachuap Khiri Khan Primary Educational Service Area Office 2 classified by school size overall, no difference, except that one side has had a rich marketplace. There are reviews Transformational leadership varies at the .05 level.

Discussion of Research Findings

1. The school administrators have opinions on the transformational leadership of the school administrators. Under Prachuap Khiri Khan Primary Educational Service Area Office 2, the overall picture was at a high level, which was consistent with the research of Supaporn Siripankaew (2000: d). Under the Rayong Provincial Primary Education Office The

results showed that The leadership behaviors of women administrators in large, medium and small schools were at a high level. both overall and in each aspect Consistent with the research of Manat Yatcharoen (2001: d) studied the leadership of primary school administrators. Plubpla School Group under the Chanthaburi District Primary Education Office The results showed that Leadership of Elementary School Administrators Under Prachuap Khiri Khan Primary Educational Service Area Office 2, the overall level was at a moderate level. Consistent with the research of Thawatchai Homyoen (2005 p. under the Nong Khai Educational Service Area Office, Region 2. Transformational leadership of basic education administrators Under the Nong Khai Educational Service Area Office, Region 2, overall, it was found that the educational institute administrators had a high level of leadership change. Corresponding to the research of Saranrat Chanthamol (2005: 49-51) studied the transformational leadership of elementary school administrators in the district.

Wang Saphung is under the Loei Educational Service Area Office, Region 2. Transformational leadership of elementary school administrators Wang Saphung District under the Loei Educational Service Area Office, Region 2, overall and by aspects Executives have a high level of transformational leadership. And in accordance with the research of Paisan Saenyosbunruang (2006, page d) has studied leadership behavior changes of administrators in relation to professional management of private school administrators in Khon Kaen Province. The overall change in leadership behavior of executives is at a high level, as Bundit Tanpitak said that leadership change means Leadership of executives using various methods In raising the need for awareness and awareness of the followers, the followers move away from self-interest to work for the common good of the agency. And strive to make great efforts to work to achieve success, and Sumalee Khumchandi said that leadership change. It is a process whereby leaders need to increase the level of their followers' efforts to meet expectations. The leader gives the followers a feeling of trust, joy, loyalty and respect for the leader. Enabling followers to become potential developers, self-reinforcing Self-control can be achieved by the change leader using one of the following methods: Enhance the follower's sense of awareness by recognizing the importance and value of the desired outcome and how to achieve the desired outcome that the follower does not take into account his or her own interests. But dedicated to the organization and policy team by stimulating the needs of the followers to rise to the level of Maslow's needs.

2. Comparison of opinions on the transformational leadership of school administrators Under Prachuap Khiri Khan Primary Educational Service Area Office 2 Classified by school size Overall, there was no difference, except for aspect 1, ideological influence.

There were different opinions on transformational leadership at the .05 level, which was consistent with the research of Manat Yatcharoen (2001: d). Plubpla School Group under the Chanthaburi District Primary Education Office the results of the study revealed that the overall and individual comparative results Classified by school size and work experience found that differed not statistically. Consistent with the research Natharot Kabkrue (2004: d), studied the relationship between transformational leadership and coping behavior. A case study of a private company The results showed that Transformational leadership as a whole and individual components There was no correlation with coping behavior both overall and individual component at statistically significant level.

At the 05 level, this is consistent with the research by Kuhnert and Lewis (1987: 648-657). Leaders as Exchange Leaders are characterized by motivational behavior. for the benefit of both parties while the leader of change is at a higher level of development. will not pay attention to their own needs but will begin to see the value of the group and of the agency which is valuable.

Or higher virtue Leaders for change sacrifice their own interests to reach the minds of their followers. Encourage subordinates to see the value of ideals and dignity in order to.

Do not work on duty just for salary or any other rewards day to day. They also try to change the attitudes and beliefs of their subordinates. to be accepted and work until the goal.

This is consistent with the research of Migler (1992: 786-A, cited in Ubon Sophaphak, 2006: 45). Minnesota State Career Education and Technical College By exploring the nature and executive leadership from the education profession 1 and Technical College 12 by the executive respondents LBDQ-12 MLQ and LAI study results showed that compared with Management Group 2 found. The behavior of the executives in relation to the project initiation dimension and the change behavior and the exchange behavior were not different as Burns.

(1978: 29) describes process leadership in which leaders influence followers and vice versa. Followers influence the behavior of leaders as well. Transformational leadership can be

seen both on a narrow scale. It is a process that influences the individual (Individual) and on a broad scale. It is the process of using power to change society and reform institutions.

Of the awareness of the followers by raising the level of moral concepts and values higher, such as in matters of liberty, justice, equality, peace and humanitarian, without depending on emotions such as fear, selfishness jealousy Leaders make their followers go from "Everyday selves" to "self.

(Better selves) Burns had the idea that transformational leadership could be expressed by anyone in the organization. In every position that may be a leader or a follower and may involve people of equal, higher or lower influence, Burns sees leadership as an interaction.

Of persons with different powers motivation level and skills to go to a common goal, and Bass views transformational leadership as different from trade-off leadership. But it is not a separate process. Bass has described transformational leadership as an extension of trade leadership. This is because trade leadership focuses only on management or trade, which occurs between leaders, associates and followers.

Suggestion

1. There should be continuous education to develop leadership and change of educational institution administrators in educational institutions
2. There should be a presentation of the model for the use of transformational leadership of the school administrators. At the provincial or regional level
3. Should study the relationship between educational quality and transformational leadership of educational institution administrators. Under Prachuap Khiri Khan Primary Educational Service Area Office 2
4. Should study the factors influencing the transformational leadership of the school administrators. Under Prachuap Khiri Khan Primary Educational Service Area Office 2

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