
LEADERSHIP CHARACTERISTICS OF KEY ADMINISTRATORS IN PHITSANULOK AREA 1 PRIMARY SCHOOL TOWARDS A SCHOOL GOVERNANCE MODEL

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ABSTRACT

This quantitative study investigated the leadership qualities of senior leaders in Phitsanulok Area 1 schools, and how those qualities can influence the implementation of a school governance model. Researchers examined how often administrators exhibited transformational, academic, strategic, creative, and information technology (IT)- oriented leadership styles, along with autocratic, global, holding the Dhamma (greatest), and it governance orientations. Results of one-sample statistical analyses showed that all leadership styles were exhibited by administrators to a large extent (greater than 3.50 on a one-sample t-test), with statistically significant differences between the means ($p < 0.05$), indicating a consistent and strong administrative leadership culture. likewise, governance indicators were evaluated and found to be rated high and significant, indicating that administrators have a balanced view of authority, global, ethical principles based upon Dhamma, and how they integrate technology. Analysis of variance determined that generally, demographic characteristics had no significant moderating effects on leadership styles either on governance, except for age, which had a significant effect on academic leadership and autocratic governance. Additionally, the regression analysis indicated that leadership characteristics are significant predictors of governance dimensions. transformational, academic, strategic, creative, and it leadership jointly account for 30.2% of the variance in autocratic governance, 29.0% of the variance in global governance, and 48.0% of the variance in holding the Dhamma as the greatest. While only selected indicators of leadership, when considered separately, were significant, when all indicators were measured as a combined total, they were all statistically significant, supporting the interrelated nature of the leadership competencies. Based on these correlations, a revised governance model for Phitsanulok Area 1 schools is proposed, incorporating the following elements: distributed leadership for instruction, ethical governance based on Dhamma, global awareness, and e-government through ICT. The findings of this research suggest that an effective model for governance for Phitsanulok Area 1 schools must encompass the experience of leadership characteristics and governance characteristics together rather than demographic characteristics to ensure support of an effective school governance model for Phitsanulok Area 1 schools.

Keywords: *Leadership, school governance model, administrators, ethical principles, e-government*

INTRODUCTION

Willingness is an important part of success in the work, especially in the field of education for administrators. The more an educational institution demonstrates good and appropriate leadership, the greater the effects. The efficiency of administration increases as well. It is also

creates confidence, faith, and trust in teachers. Parents and communities come together to promote and support educational management to achieve set objectives.

For the reasons mentioned above, the researcher is interested in studying the leadership characteristics of educational institution administrators under the jurisdiction of the Educational Service Area Office, Phitsanulok Primary Education Area 1.

In today's society, humans gather under rules. And practices and defined responsibilities for the organization to achieve its set goals. The organization will achieve through its leaders. As for leaders, they must have leadership qualities at any level. Leaders may not have the line of authority. Leaders focus on group processes, gathering information, providing feedback, and using power with other people. Therefore, it can be said that leadership is an important factor in the administrative process.

Leaders are not born by birth. There are many factors that cause leaders to emerge; a harmonious relationship with subordinates can bring about change. It reflects shared objectives. Such changes will reflect the objectives that members of the organization share with leaders. Educational institution administrators are the key to an organization's success. They are responsible for organizational administration. It is necessary to have an executive with a broad, ethics and dedication to efficient organizational development (Noppon Supawittayacharoenkul, 2017, p. 51). Pennapa Srikaek (2020: 13) mentions that educational institution administrators play a very important role in their work. Personnel are important to the overall performance of the educational institution. This is because leaders control, supervise, and influence operations. Results are achieved in accordance with the educational institution's objectives. The leader is responsible for the effectiveness of the work and its success. Educational institutions adjust the landscape to suit the environmental conditions of the community and respond to the educational needs of the community.

Educational changes. In the present era of Thai educational administration, it is in the midst of "Thailand 4.0", which aims to drive the economy through innovation and change (Working Style Research Administration and Educational Quality Assurance Division). In the past, one had to work hard and in large quantities, yet with little return. It adjusts the work style to work effectively in a small way. More returns and efficiency are achieved by using creativity as a driving force and leading innovation. Administration of educational institutions that emphasize studying and using technology, as provided in the education law called the "National Education Act B.E. 2542", which was amended (Issue 2) B.E. 2002 and further amended (Issue 3) B.E. 2010. Education is based on the principle of unity in various policies in practice.

Focusing on the distribution system. The power and adherence to the principles of local participation are important. (Ministry of Education, 2003). It is important to educational institutions. It is very important because it will help lead the organization towards success.

Efficiency, which educational institution administrators should have, includes management experience, knowledge, ability, and understanding of management principles. As well as leadership.

Faith comes from acceptance. To followers or subordinates, resulting in the success of administration, as Charoen Suraprasert (2016, page 6) said. Leadership is an important factor in how members work together in an organization. How successful the operation will be depends on leadership. Effective leadership will lead to the achievement of goals.

Progress, unity in working together. Leadership skills are one thing that executives at every level in the organization should study and understand. This is to motivate and induce Others

work together, consistent with Krit Phon Amranan (2016, page 26) who said that leadership that it is an important factor affecting co-workers, organizations, and the environment that will cause efficiency or failure is an important quality that executives should have because in the era of competition requires executives to have leadership qualities in order to lead the organization to success. success and Nopphon Supavithayacharoenkul (2017, pp. 14 - 15) said that leadership is science and art are the parts that attract the various knowledge and abilities of personnel, ready to listen to the opinions of people within the organization, induce personnel to have the same attitude in the same direction, assign work according to aptitude, ability to help coordinate conflicts within the organization and be a creative innovator. Similarly, Orapan Thiankhanchat (2017, page 14) stated that leadership is an important factor in administration for successfully managing organizations in the era of competition: co-workers performed their work willingly and achieved effective results. Quality matches the objectives and goals set. The leaders demonstrate good and appropriate leadership. This affects efficiency. effectiveness in administration, helps build confidence, faith in subordinates as well as those who come in contact with work (Phat Raphon Phenthong, 2018, page 15: Stogdill (1974, pp. 62 – 65); Rattana Nakmusik, 2015, pp. 17 - 18). They summarized leadership characteristics as being a good leader, love in the job, love subordinates, justice, progress, have good intelligence, a habit of researching, relied upon in matters for which he is responsible like activities and social events, has a sense of humor that is not vulgar, good cooperation, lively and refreshing, dress well, and athletic ability.

Statement of the Problem

This study focused on the leadership characteristics of key administrators in Phitsanulok Area 1 Primary Schools in relation to a school governance model.

Specifically, the study addressed the following concerns:

1. To what extent are the leadership characteristics of educational institution administrators? under the jurisdiction of the Educational Service Area Office, Phitsanulok Primary School, Area 1, as demonstrated in terms of:
 - a. Transformational;
 - b. Academic;
 - c. Strategic;
 - d. Creative; and
 - e. Leadership in information technology?
2. To what extent are the governance of administrators demonstrated in terms of:
 - a. Autocracy, egotism, that is, taking one's self, one's own status, prestige;
 - b. Globalism, holding the world as the greatest, that is, taking the popularity of the world as a top priority; and,
 - c. Holds the Dhamma as the greatest, that is, principles, truth, correctness, goodness, and reasonable results?
3. To what extent do the demographic profiles moderate administrators:
 - a. Leadership as to:
 - i. Transformational;
 - ii. Academic;
 - iii. Strategic;
 - iv. Creative; and
 - v. Information technology leadership?
 - b. Governance as:

- i. Autocracy, egotism, that is, taking one's self, one's own status, prestige;
 - ii. Globalism, holding the world as the greatest, that is, taking the popularity of the world as a top priority; and,
 - iii. Holds the Dhamma as the greatest, that is, principles, truth, correctness, goodness, and reasonable results?
4. To what extent are the effects of leadership on school governance as to:
 - a. Autocracy, egotism, that is, taking one's self, one's own status, prestige;
 - b. Globalism, holding the world as the greatest, that is, taking the popularity of the world as a top priority; and,
 - c. Holds the Dhamma as the greatest that is, principles, truth, correctness, goodness, and reasonable results?
 - d. Based on the findings, what school governance model for key administrators in Phitsanulok Area 1 Primary Schools can be proposed?

Scope and Delimitations

The study focused on leadership characteristics of educational institution administrators under the jurisdiction of the area office, Phitsanulok Primary Education Area 1, and their effects on school governance.

Demographic scope and sample used in the research. The population used in this research consists of school administrators and teachers in schools under the Phitsanulok Primary Educational Service Area Office 1: 113 educational institution administrators and 2,741 teachers of Phitsanulok Primary Educational Service Area Office 1 for the academic year 2023. The sample size was determined using Krejcie and Morgan's table (Thanin Sincharu, 2009, p. 49), with a sample size of 314 people, which was the minimum criterion. For this research, the researcher used a sample group of 348 classified as executives. (113) teaching group (201). The sample group was obtained by stratified random sampling.

Review of Related Literature

Leadership of educational institution administrators. A leader is a person who can help others or the community through mutual agreement. They try to find a solution to be successful according to the goals that have been set. The behavior of leaders influences the general public to cooperate, with a focus on success. Society can influence people in its own society. Leadership refers to qualities such as intelligence, goodness. A person's knowledge and abilities lead people. The personal behavior of one person leads the group's activities to achieve a common goal. An influential relationship between leaders and followers drives change to achieve common goals and builds people's confidence and support for the organization's goals. Educational institution administrators. To persons who work as administrators of educational institutions provide early childhood, basic, and tertiary education both public and private (Office of the Council of State, 2003: 1) The word "Educational institution administrators" whether it be primary school or secondary school is called Principal or Head of School is used to refer to the highest administrator of a public school. But if it is a private school, other words may be used, such as head teacher, head master, or headmistress. In Thailand, school administrators are currently called educational institution directors. They are considered the highest qualities of educational institution administrators, such as consciousness and wisdom. goodness, knowledge, the ability to bring people together, and the ability to lead each other to a beautiful destination. Educational institution administrators are therefore an important mechanism that influences the quality of results from the educational system, the efficiency of administration, and the effectiveness of educational institutions. Administrators with

leadership are an important variable in providing quality education and skills, and in developing educational institutions to be modern and suitable for changes in the world of educational administrators.

Leadership components of educational institution administrators

1 Leadership characteristics of educational institution administrators. Maxine, 2015, Online] March 6, 2021; Gerald Augus, 2012, Online, March 6, 2021, and George Couros, 2010 Online, March 6, 2021, wrote articles titled Top 10 Characteristics of Successful 21st Century School Leaders: 21st Century Administrators: New Roles, New Responsibilities and The 21st Century Principal respectively. It is concluded that effective educational institution administrators should have the following leadership qualities:

1 Creative person who manages the place effectively. There is a process to push talented school personnel to create work of higher quality and standards, and push for the benefit of students, and must continually find ways to manage.

2 Communicator. Effective school administrators not only communicate by sharing information through many media but also are effective listeners, necessary for management to communicate effectively to all stakeholders.

3 Critical Thinker. School administrators must pay attention to the ideas expressed by teachers or personnel as very important, especially in terms of their long-term impact on the school and students. It is considered important to use information and ideas in all decisions.

4 Build a community (Builds Community). This means coordinating connections with appropriate groups of people, promoting learning, and providing opportunities for others to see leadership.

5 Having a vision (Visionary). An effective educational institution administrator has a vision for the school to best prepare students for the future they want and shares a vision for developing communities together effectively.

6 Creating cooperation and contact (Collaboration and Connection). Educational institution administrators must openly and clearly seek shared information and knowledge. There is a search for understanding and acting in an understanding way with others. There is contact with the outside world through blogs and social media. and must build cooperation with others.

7 Create positive energy. Educational administrators must create both positive principles and proactive and caring methods, and make time to meet and talk with students. Teachers and parents recognize and value them by developing authentic relationships. In addition, they must create their own health and welfare and energy levels.

8 Confidence. Educational administrators must have confidence, approachable, and visible. As leaders, they must have the courage to face difficult situations and have confidence in maintaining morale in the school community.

9 Commitment and Persistence. Educational administrators must show serious commitment and dedication to encourage teachers and students and to their work, and never give up to achieve success according to the set development goals.

10 Willingness to Learn. Educational administrators must learn regularly as change in the 21st century is exciting and can be used to strengthen executives' potential, thus, executives are lifelong learners.

11 Must be an entrepreneur, Creativity and Innovation (Entrepreneurial, Creative and Innovative). The ability to think outside the box is a powerful power of executives. Creativity and innovation are the best ways to address the social complexity of the 21st century, and schools must be able to develop into entrepreneurial organizations.

12 Intuitive. School administrators must learn to trust their own instincts and their ability to think. Innovative executives can successfully solve problems unexpectedly or intuitively, which results from good ingenuity.

13 Ability to inspire. Educational administrators should foster enthusiasm and positive thinking among personnel as they jointly determine the future direction. All of these things must be emphasized while still in the executive position.

14 Modesty (Be Humble). School administrators are important to performing their duties in the school. The administrator's job is not a status, but a job that is conducive to everyone in the school; that is, it requires respect, getting to know people in the community, and opening opportunities with teachers and the community.

15 Good model. Educational institution administrators must know his people, train them to be creative, work together, and practice good communication, think analytically to use technology effectively and cultivating innovation, provide a safe environment for learning and risk-taking.

2 Modern skills of school administrators. Modern skills of school administrators are important characteristics of effective leadership . Educational institution administrators, who are the leaders of educational institutions, therefore, is important that they develop modern skills necessary for the management of educational institutions. Self-management continuously leading to efficient management. There are academics offering their views on the new era skills for educational institution administrators.

From a study of the concept of new era leadership skills (Avis Gaze, 2016 Online March 6, 2021) the administrator must be able to synthesize the concepts of leadership skills of school administrators as follows:

- 1 Analytical thinking and creative thinking.
- 2 Problem solving.
- 3 Communication.
- 4 Technology skills and digital literacy.
- 5 Organizational management.
- 6 Personal management.
- 7 Teamwork.
- 8 Innovation for learning.
- 9 Organizational direction.
- 10 Sensitivity.
- 11 Judgment.
- 12 12. Results orientation.
- 13 Interpersonal.
- 14 Moral-ethical.

3 Roles and duties of leadership. Educational institution administrators roles and responsibilities are behavioral patterns expressed in accordance with their position, which is in line with social expectations. The role of individuals varies according to culture. It is the duty of managing educational institutions to achieve the goals according to the position they hold. There are academics who give their views on the roles and responsibilities that educational institution administrators should lead. The details are as follows from the study of the views of the role and duties of educational institution administrators (The Wallace Foundation (2012)[Online] March 6; Derick Meado (2016) [Online] March 6, 2021); Grossman (2011) [Online] March 6, 2021) ; DoDEA 21 (2014) [Online] March 6, 2021). The roles of educational institution administrators are as follows:

- 1 Role as academic leader, role as maintainer of discipline.
- 2 Role as evaluator.
- 3 Role in policy review.
- 4 Role in administration, curriculum and teaching.
- 5 Role in setting work schedules.
- 6 Role in creating a learning atmosphere and culture.
- 7 Role in promoting the development of teachers and personnel.
- 8 Role in publicizing the Thai Baht in Coordinate relationships with the community.
- 9 Role in acting as a good example.

4 Morals and ethics of leadership. Although it is not explicitly specified as a requirement, it must be applied based on moral principles. Ethics is based on religious principles, rules, laws, and orders, and on the study of moral and ethical concepts for educational institution administrators.

The experts agreed that many aspects of the impact of educational institution administrators are not directly related to moral problems, but moral objectives must be the driver of administrators' leadership potential to manage and achieve success. Brown & Trevi (2006) and Greenfield (2004) stated that moral leadership is best understood as two separate processes: the moral behavior of individuals and the moral and ethical influences. It can be explained that the process is based on a premise for school administrators to bring the best possible characteristics to help teachers develop and be empowered to teach and use context to perform their moral management duties in two ways:

- 1 through attitudes regarding decision-making and processing values that are consistent with their professional ethics; and
- 2 the way that people carry out their duties. and benefits for daily operations.

Hester & Killian [5] stated that school administrators must act as moral agents. School personnel must pay attention to their own development and must have responsibility for ethical rules. There is an obligation to ethical care and to make personnel feel attentive to ethics. in the book Dhamma of Life on Buddhist Ethics for Executives, as follows:

1 Characteristics for administrators in the Dutipāpanika Sutta talks about the characteristics of people who will be able to carry out their duties well. There are 3 characteristics:

- 1.1 Chakkumā means having wisdom and foresight.
- 1.2 Vithu Ro means managing business well. Has specific expertise, and
- 1.3 Nissayasam Panno means being able to rely on others because he has good human relations.

2 Management methods. In the sovereignty, Sutta executives must have a format. and management methods which is an important factor in success or failure. Three methods of administration can be summarized:

- 2.1 Autocracy, egotism, that is, taking one's self, one's own status, prestige, and prestige to be the greatest, acting with one's wishes and one's own interests as a measure; on the merit side, that is, refraining from doing evil . Do good and respect yourself.
- 2.2 Globalism, holding the world as the greatest, that is, taking the popularity of the world as a top priority. Shaken by the sounds of gossip and praise, acting with the desire to please the crowd, or looking for popularity. In the merit side, it includes refraining from doing bad things and doing only good things with respect to the voices of the people.

2.3 Dhammathipatai holds the Dhamma as the greatest, that is, principles, truth, correctness, goodness, and reasonable results are the greatest.

3 **Principles for management.** Theocratic administrator adheres to ethical principles in management The principles of management are as follows:

3.1 The 4 Physical Principles refer to the Dhamma which is the power to live life with confidence.

3.2 Itthibatham 4 Refers to the path to success in work.

3.3 The 4 brahmavihāra dhamma refers to the dhamma that must be the principle of the mind and the direction of conduct, leading to a pure life.

The 7 principles of Dhamma are principles for all beings, morals and ethics of leadership of educational institution administrators. Executives can choose to use them as appropriate to the management context, consisting of the morality inherent in the executives, bringing Dhamma principles into practice until they become habits; morality and ethics for oneself, morality and ethics for performing administrative duties, and morality and ethics for society.

Theoretical Framework

Educational administrators know that leadership requires hundreds of judgments each day that demand a sensitivity and understanding of various leadership strategies.

Bridging the gap between the academic and practical world, A Guide to Effective School Leadership Theories provides an exploration of ten dominant leadership strategies to give school leaders a solid basis in theory and practical application. Demonstrating the advantages and drawbacks of each theory, readers are encouraged to discover the most appropriate strategy, or combination of strategies, that will best enable their school to achieve positive results.

Transformational Leadership: The (Un) Disputed Champion of Leadership Strategies. Transformational leadership, which was developed by James Burns and Bernard Bass, places relationships at the center of educational leadership. It encourages leaders to develop tools and strategies that encourage all stakeholders to participate in creating the mission and commit to the purpose of the school. In the transformational model, school leaders must have the charisma to influence employees, the intelligence to create strong, sustainable participatory structures, and the ability to give individualized attention. Transformational leadership is compared and contrasted with three similar leadership styles: transactional leadership, emotional leadership, and servant leadership.

Instructional Leadership: A Catalyst for the Promotion of Teaching and Learning. Instructional leadership is the traditional top-down, principal-as-dictator method of school leadership. This chapter looks at the history of school leadership, and the changes implemented in the 1970s and 1980s, when the focus shifted to “effectiveness.” The three essential tasks of a school leader, defining the school’s mission, managing the instructional program, and promoting a positive school-learning climate, are examined through the lens of instructional leadership, and the positive and negative aspects of this method are elucidated.

Finally, the Myers-Briggs personality evaluation is used to identify the optimal personality traits for a school leader.

Distributed Leadership: A Humanistic Approach to Shared Governance. Distributed leadership is rapidly becoming a prominent new model in schools across the United States. As it becomes clear that not all school leaders have the exceptional qualities needed to successfully enact transformation, distributed leadership, in which stakeholders share responsibility, is becoming more widespread.

This method is highly flexible, and the chapter outlines some ways in which distributed leadership manifests, from “soft bureaucracy” to democracy in school politics. Some of the practical considerations of moving from an instructional to a distributed model.

Ethical Leadership: *Using Your Moral Compass to Steer the Ship.* Ethics is an area of growing concern in the educational sphere. New media allows for greater scrutiny of teachers and staff, and lawsuits are becoming commonplace. This examines the historical basis of ethics, looking at the philosophical inquiries of Aristotle, Kant, and Mill, before turning to the necessity of a solid ethical structure in the school system, and the means of creating such a structure. Emotional Leadership: ***Using Your Heart to Lead.*** Emotional intelligence (EI) was first described by Salovey and Mayer as a distinct area of human intelligence. While intellectually brilliant people often rise to the top of organizations, it takes a degree of emotional intelligence to make an excellent manager. This looks at the characteristics of emotional intelligence as they pertain to school leadership. The strong connections between emotional and transformational leadership are noted, and its impact on motivation and effectiveness are described.

Entrepreneurial Leadership: *How Schools can Learn from Business Leaders.* Studies of successful entrepreneurship have burgeoned in the past decade, with researcher’s intent on discovering the secrets of a thriving business. Many of the lessons learned have been co-opted by the educational sector, and more and more schools are operating on the “business model.”

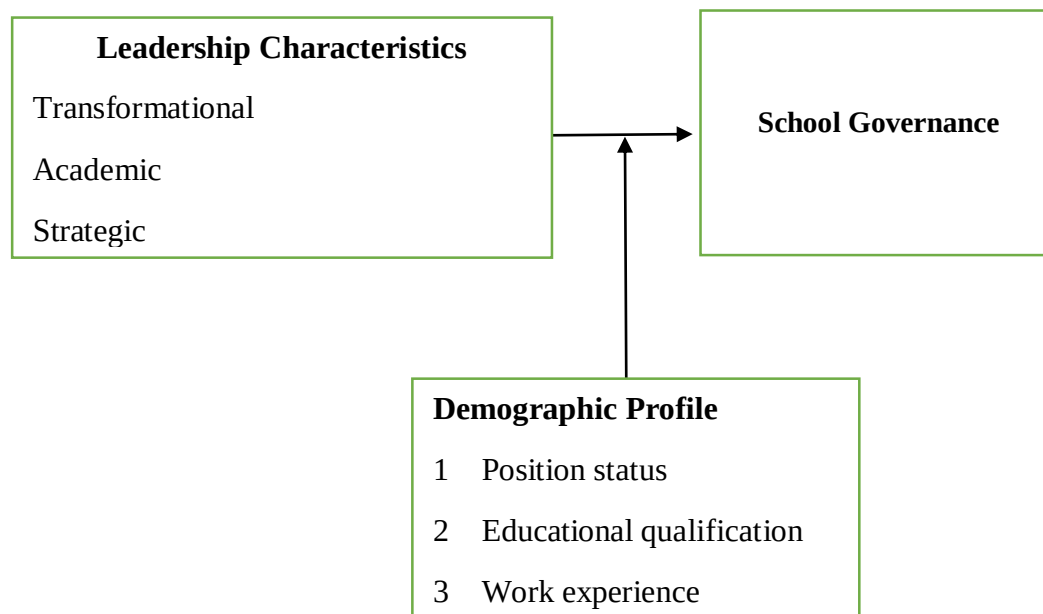
Strategic Leadership: *Those Who Fail to Plan, Plan to Fail.* School leadership requires planning at the micro and macro levels. This looks at three historic models of strategic leadership: internal, prevalent in the 1980s; interface, formed in the 1990s; and future leadership, which has been the primary model in the new millennium. The basic elements of strategic leadership are examined, and research stemming from interviews with leaders possessing high-level strategic skills is presented.

Sustainable Leadership: *The Race is Won by Those Who Endure.* Hargreaves’ vision of the “knowledge society,” which encourages individuals to work in teams, uses problems as learning opportunities, includes everyone in the organizational vision, and develops “social capital” through relationship-building, is used as the template for sustainable leadership. At the forefront of the issues, currently facing U.S. educational sustainability is the changing demographics.

Invitational Leadership: *Developing a School Culture of Trust, Respect, and Hope.* Invitational leadership is a relatively new model, developed in 2002 by Purkey and Siegel and goes on to show how invitational leadership manifests itself in the school setting. The model is based on four tenets: optimism, respect, trust, and intention. The chapter examines each of these as they relate to the school setting. It then compares and contrasts the model with other prominent leadership models, using recent research studies and interviews with school leaders and teachers.

Constructivist Leadership: *A Framework for Building Sustainable School Improvement.* Constructivist leadership is one of the most promising of the new leadership models. The constructivist model, which is rooted in Kant’s philosophy, acknowledges the changes in the educational climate that have occurred due to globalization and the rapid adoption of technology and the Internet. In constructivist learning, students actively and continuously construct their own meanings and understandings of reality. It is thus a highly adaptable model.

Conceptual Framework



METHODOLOGY

Research Design

This study used a quantitative research design. Quantitative research is a systematic investigation that primarily focuses on quantifying data, variables, and relationships. It involves the use of statistical, mathematical, and computational techniques to collect and analyze data. Quantitative research is used to establish patterns, test hypotheses, and make predictions.

Key Characteristics of Quantitative Research.

Objective: Focuses on numbers and measurable variables rather than subjective opinions.

Structured: Employs well-defined research questions, hypotheses, and data collection methods.

Statistical: Utilizes statistical tools to analyze data and validate findings.

Replicable: Enables the study to be repeated to verify results and increase reliability.

The study utilized Causal-Comparative (Ex Post Facto) Research.

Definition: Causal-comparative research investigates the cause-and-effect relationship between variables when experimental manipulation is not possible. It compares groups that differ on a particular variable to determine the effect of that variable.

Purpose: To explore cause-and-effect relationships retrospectively by comparing pre-existing groups.

Population and Sampling Technique

The respondents are principals and assistant principals.

Data Gathering Procedure

The questionnaire was administered personally by the researcher.

Data Analysis

Data analysis involves statistical techniques to interpret numerical data and determine relationships or trends. Key techniques include descriptive statistics, inferential statistics, and regression analysis.

Statistical Tests

T-Test: Compares the means of two groups to determine if they are statistically different.

ANOVA (Analysis of Variance): Determines the moderating effects of moderating/mediating variables to independent and dependent variables.

Regression Analysis: Examines the effects of independent to dependent variables.

Limitations and Ethical Considerations

The researcher saw to it that all responses are of utmost confidentiality and are presented as a group responses.

RESULTS AND DISCUSSION

Specifically, the study addressed the following concerns:

1 To what extent are the leadership characteristics of educational institution administrators under the jurisdiction of the Educational Service Area Office, Phitsanulok Primary School, Area 1, as demonstrated in terms of:

- 1.1 Transformational;
- 1.2 Academic;
- 1.3 Strategic;
- 1.4 Creative; and
- 1.5 Leadership in information technology.

Table 1: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Transformational	37	4.0541	.70498	.11590
Academic	37	3.7568	.68335	.11234
Strategic	37	3.8108	.56949	.09362
Creative	37	3.7838	.75038	.12336
Leadership	37	3.8919	.69856	.11484

The computed standard of the above indicators are less than 1.00 reflecting homogenous which shows that the responses are very close to the means.

The computed means are greater than 3.50 indicating that the indicators are demonstrated to a high extent.

One-Sample Test

Test Value = 3.5

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Transformational	4.781	36	.000	.55405	.3190	.7891
Academic	2.285	36	.028	.25676	.0289	.4846

Strategic	3.320	36	.002	.31081	.1209	.5007
Creative	2.300	36	.027	.28378	.0336	.5340
Leadership	3.412	36	.002	.39189	.1590	.6248

The test of significance of the means are significant where $\text{sig} < .05$ for all mean difference, thus, the indicators are significantly demonstrated.

The indicators are:

- 1.1 Transformational;
 - 1.2 Academic;
 - 1.3 Strategic;
 - 1.4 Creative; and
 - 1.5 Leadership in information technology.
- 2 Extent governance of administrators as demonstrated in terms of:
- 2.1 Autocracy, egotism, that is, taking one's self, one's own status, prestige;
 - 2.2 Globalism, holding the world as the greatest, that is, taking the popularity of the world as a top priority; and,
 - 2.3 Holds the Dhamma as the greatest, that is, principles, truth, correctness, goodness, and reasonable results
 - 2.4 Leadership in information technology.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Autocracy	37	3.8108	.70071	.11520
Globalism	37	3.9459	.66441	.10923
Holds	37	3.8378	.72700	.11952
IT	37	3.7568	.59654	.09807

The computed standard deviations are less than 1.00 reflecting homogeneity of the responses, that is, the respondents are in one accord of their responses of the indicators.

The means are greater than 3.50 showing that the indicators are demonstrated to a high extent.

One-Sample Test

Test Value = 3.5

	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Autocracy	2.698	36	.011	.31081	.0772	.5444
Globalism	4.083	36	.000	.44595	.2244	.6675
Holds	2.827	36	.008	.33784	.0954	.5802
IT	2.618	36	.013	.25676	.0579	.4557

The test of significance for the mean difference is significant ($\text{sig} < .05$). These results indicate that the indicators are significantly different.

Extent of governance of administrators as demonstrated is significant in terms of:

- 2.1 Autocracy, egotism, that is, taking one's self, one's own status, prestige;
- 2.2 Globalism, holding the world as the greatest, that is, taking the popularity of the world as a top priority; and,

- 2.3 Holds the Dhamma as the greatest, that is, principles, truth, correctness, goodness, and reasonable results.
- 2.4 Leadership in information technology.
- 3 Extent demographic profiles moderate administrators' Leadership as to:
 - 3.1 Transformational;
 - 3.2 Academic;
 - 3.3 Strategic;
 - 3.4 Creative;

Table 3
Leadership in information technology Leadership

Leadership in information technology leadership is tested on the moderating role of the respondents' Age, Years of Service and Education.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Transformational	Between Groups	8.809	15	.587	1.358	.254
	Within Groups	9.083	21	.433		
	Total	17.892	36			
Academic	Between Groups	11.227	15	.748	2.815	.015
	Within Groups	5.583	21	.266		
	Total	16.811	36			
Strategic	Between Groups	4.092	15	.273	.756	.708
	Within Groups	7.583	21	.361		
	Total	11.676	36			
Creative	Between Groups	8.437	15	.562	.998	.491
	Within Groups	11.833	21	.563		
	Total	20.270	36			
Leadership	Between Groups	3.484	15	.232	.346	.980
	Within Groups	14.083	21	.671		
	Total	17.568	36			
Autocracy	Between Groups	11.342	15	.756	2.507	.026
	Within Groups	6.333	21	.302		
	Total	17.676	36			
Globalism	Between Groups	8.225	15	.548	1.502	.191
	Within Groups	7.667	21	.365		
	Total	15.892	36			
Holds	Between Groups	5.944	15	.396	.636	.814
	Within Groups	13.083	21	.623		
	Total	19.027	36			
IT	Between Groups	4.477	15	.298	.752	.711
	Within Groups	8.333	21	.397		
	Total	12.811	36			

Age significantly moderate Academics and Autocracy (sig<.05). The rest of the indicators are not significantly affected by the Age of the respondents.

Years of Service ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Transformational	Between Groups	.892	6	.149	.262	.950
	Within Groups	17.000	30	.567		
	Total	17.892	36			
Academic	Between Groups	3.533	6	.589	1.330	.275
	Within Groups	13.278	30	.443		
	Total	16.811	36			
Strategic	Between Groups	.953	6	.159	.445	.843
	Within Groups	10.722	30	.357		
	Total	11.676	36			
Creative	Between Groups	3.173	6	.529	.928	.489
	Within Groups	17.097	30	.570		
	Total	20.270	36			
Leadership	Between Groups	.470	6	.078	.138	.990
	Within Groups	17.097	30	.570		
	Total	17.568	36			
Autocracy	Between Groups	2.078	6	.346	.666	.677
	Within Groups	15.597	30	.520		
	Total	17.676	36			
Globalism	Between Groups	1.781	6	.297	.631	.704
	Within Groups	14.111	30	.470		
	Total	15.892	36			
Holds	Between Groups	1.416	6	.236	.402	.872
	Within Groups	17.611	30	.587		
	Total	19.027	36			
IT	Between Groups	1.755	6	.293	.794	.582
	Within Groups	11.056	30	.369		
	Total	12.811	36			

Education

Education does not significantly moderate the indicators.

3.5 Governance as:

- 3.5.1 Autocracy, egotism, that is, taking one's self, one's own status, prestige;
- 3.5.2 Globalism, holding the world as the greatest, that is, taking the popularity of the world as a top priority; and,
- 3.5.3 Holds the Dhamma as the greatest, that is, principles, truth, correctness, goodness, and reasonable results?
- 3.5.4

Governance: AGE ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Autocracy	Between Groups	11.342	15	.756	2.507	.026
	Within Groups	6.333	21	.302		
	Total	17.676	36			
Globalism	Between Groups	8.225	15	.548	1.502	.191

	Within Groups	7.667	21	.365		
	Total	15.892	36			
	Between Groups	5.944	15	.396	.636	.814
Holds	Within Groups	13.083	21	.623		
	Total	19.027	36			
	Between Groups	4.477	15	.298	.752	.711
IT	Within Groups	8.333	21	.397		
	Total	12.811	36			
	Between Groups					

For Governance, Age moderates significantly Autocracy (sig=.026). The rest of indicators do not affect significantly Governance.

Years of Service ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Autocracy	Between Groups	2.078	6	.346	.666	.677
	Within Groups	15.597	30	.520		
	Total	17.676	36			
Globalism	Between Groups	1.781	6	.297	.631	.704
	Within Groups	14.111	30	.470		
	Total	15.892	36			
Holds	Between Groups	1.416	6	.236	.402	.872
	Within Groups	17.611	30	.587		
	Total	19.027	36			
IT	Between Groups	1.755	6	.293	.794	.582
	Within Groups	11.056	30	.369		
	Total	12.811	36			

Not one of the indicators are not significantly moderated by Years of Service of the respondents.

Education ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Autocracy	Between Groups	2.599	2	1.299	2.930	.067
	Within Groups	15.077	34	.443		
	Total	17.676	36			
Globalism	Between Groups	.469	2	.234	.517	.601
	Within Groups	15.423	34	.454		
	Total	15.892	36			
Holds	Between Groups	1.517	2	.758	1.472	.244
	Within Groups	17.510	34	.515		
	Total	19.027	36			
IT	Between Groups	.269	2	.134	.364	.697
	Within Groups	12.542	34	.369		
	Total	12.811	36			

Education, likewise, does not significantly moderately the indicators of Governance.

On Autocracy. The predictors, Leadership, Creative, Academic, Transformational and Strategic represent 30.2% of included variables that predict Autocracy (R-square=.302).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549 ^a	.302	.189	.63100

a. Predictors: (Constant), Leadership, Creative, Academic, Transformational, Strategic

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.333	5	1.067	2.679	.040 ^b
	Residual	12.343	31	.398		
	Total	17.676	36			

a. Dependent Variable: Autocracy

b. Predictors: (Constant), Leadership, Creative, Academic, Transformational, Strategic

The F-test of significance of the derived regression equation is significant at $\alpha=.05$ (sig=,040). Thus, it can be used as a predictive tool for Accuracy.

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	2.551	1.295		1.970	.058
	Transformational	.125	.159	.126	.790	.435
	Academic	.174	.160	.170	1.084	.287
	Strategic	-.672	.226	-.546	-2.971	.006
	Creative	.345	.158	.370	2.191	.036
	Leadership	.347	.182	.346	1.908	.066

a. Dependent Variable: Autocracy

The coefficients. Taken singly, only Strategic and Creative indicators are significant. However, taken together the indicators are significant to predict Autocracy.

On Globalism. The predictive indicators Leadership, Creative, Academic, Transformational, and Strategic represent 29.0% of relevant variables that are included to have effects on Globalism.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.539 ^a	.290	.176	.60326

a. Predictors: (Constant), Leadership, Creative, Academic, Transformational, Strategic

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.610	5	.922	2.534	.049 ^b
	Residual	11.281	31	.364		
	Total	15.892	36			

a. Dependent Variable: Globalism

b. Predictors: (Constant), Leadership, Creative, Academic, Transformational, Strategic

The F-test of significance of the derived regression equation is significant as a predictive tool (sig=.046).

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.995	1.238		.022
	Transformational	-.085	.152	-.090	.579
	Academic	.381	.153	.392	.019
	Strategic	.412	.216	.353	.066
	Creative	-.056	.151	-.063	.713
	Leadership	-.383	.174	-.403	.035

a. Dependent Variable: Globalism

Taken singly, Academic and Leadership are significant predictive indicators for Globalism (sig=.05). However, taken together, all the indicators significantly contribute to Globalism.

Holds the Dhamma as the greatest, that is, principles, truth, correctness, goodness, and reasonable results. The included variables Leadership, Creative, Academic, Transformational and Strategic represent 48.0% as significant predictors.

Overall, the dependent variables, Autocracy, Globalism and Holds are significantly dependent on the indicators.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693 ^a	.480	.396	.56492

a. Predictors: (Constant), Leadership, Creative, Academic, Transformational, Strategic

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.134	5	1.827	5.724	.001 ^b
	Residual	9.893	31	.319		
	Total	19.027	36			

a. Dependent Variable: Holds

b. Predictors: (Constant), Leadership, Creative, Academic, Transformational, Strategic

The F-test of significance of the derived regression equation is highly significant at $\alpha=.01$ (sig=.001). This test result show that the derived regression is a valid predictive tool for Globalism.

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.931	1.159		-1.666	.106
	Transformational	.294	.142	.285	2.065	.047
	Academic	.264	.144	.248	1.839	.076
	Strategic	.007	.202	.005	.034	.973
	Creative	.414	.141	.427	2.935	.006
	Leadership	.512	.163	.492	3.144	.004

a. Dependent Variable: Holds

The coefficients. Taken singly, Transformational, Creative, and Leadership are significant variables to predicts Holds. However, the nonsignificant variables when taken singly become significant when these are taken together with the significant variables.

Overall, the variables to have significant effects are:

The dependent variables:

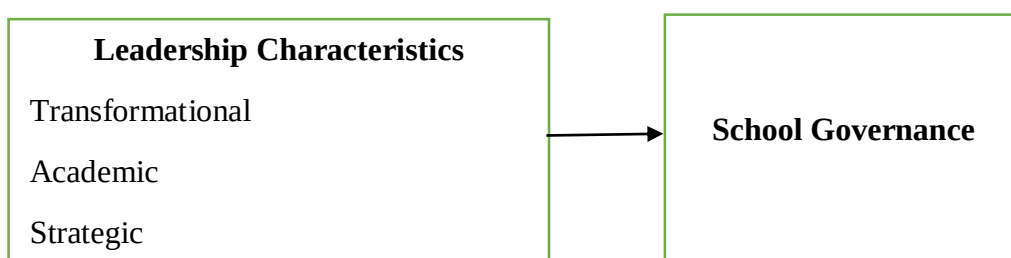
- 1 Autocracy, egotism, that is, taking one's self, one's own status, prestige;
- 2 Globalism, holding the world as the greatest, that is, taking the popularity of the world as a top priority; and, Holds the Dhamma as the greatest, that is, principles, truth, correctness, goodness, and reasonable results.

The independent variables:

- 1.1 Transformational;
- 1.2 Academic;
- 1.3 Strategic;
- 1.4 Creative; and
- 1.5 Leadership in information technology

- 4 Based on the findings, what school governance model for key administrators in Phitsanulok Area 1 Primary Schools can be proposed?

The initial conceptual framework can now be revised to input the test result to form the final governance model.



The demographic profiles do not significantly moderately leadership characteristic anf school governance, thus they are not in cluded in final governance model.

CONCLUSIONS

Who is responsible for instructional leadership? Originally, instructional leadership was assumed just to be the role of the school principal, and early research focused only on what principals did. In these early days, an overly 'heroic' view of the role of school principals meant

that researchers did not recognize the distributed nature of leadership in schools. However, as researchers began to explore leadership practices at other levels in schools, it became clear that instructional leadership could be enacted by others in addition to the principal and senior leaders.

Instructional leadership is distributed through networks of influence in and across schools. While the principal and senior leadership team have an important and central role in instructional leadership, it is also clear that middle leaders and other teachers who have responsibility for teaching and learning beyond their own classroom play a key role in instructional leadership in schools. Distributed or shared leadership are terms used to describe the network of both formal and informal sources of influence within a school. Distributed leadership does not mean that anyone and everyone is a leader, but that leadership is situated through a web of influence in a school based on expertise and influence. For example, if you were to walk into a school and ask teachers whom they go to for advice on curriculum issues, it is likely that a few key names would emerge. Those named may be people who don't hold 'positional' leadership roles such as principal or deputy principal, but who exercise influence and contribute to instructional leadership within the school due to their specific expertise and the willingness of others to seek out their advice.

Simply put the instructional leadership practices of leaders and teachers in schools increases student achievement by improving teaching and learning in the school. Unpacking the layers of what this means reveals other important findings. For example, the presence of instructional leadership in a school.

RECOMMENDATIONS

E-Governance in schools. The role of ICT in streamlining school administration. Technology is transforming almost every aspect of modern life, and education is no exception. E-governance in schools refers to the use of information and communication technology (ICT) to streamline administrative tasks, improve communication, and facilitate decision-making. By incorporating technology into governance, schools can operate more efficiently and ensure better transparency in their operations.

The role of ICT in school governance is multifaceted. First, ICT tools can be used to manage school operations, such as scheduling, budgeting, and resource allocation. For instance, cloud-based software can help school administrators track student performance, manage attendance, and communicate with teachers and parents in real-time. This not only saves time but also improves data accuracy and accessibility, making it easier for decision-makers to make informed choices.

Furthermore, ICT can enhance communication between all stakeholders in the school community. Platforms such as online portals or mobile apps allow parents, teachers, and students to stay updated on school events, grades, and progress. This fosters a sense of involvement and accountability, as all parties have easy access to relevant information.

Case studies of e-governance implementation in schools can provide a clearer picture of its impact. In several schools in India, for instance, digital platforms have been implemented to monitor attendance, track academic progress, and facilitate communication between parents and teachers. These tools have made the administrative process more transparent and efficient, reducing the burden on school staff and allowing them to focus on educational outcomes.

Moreover, e-governance enables greater collaboration among teachers. Online platforms and digital tools enable teachers to share resources, exchange ideas, and collaborate on lesson plans or student projects, promoting a culture of continuous professional development. As a result, ICT is not just about administrative efficiency—it is a powerful tool for enhancing overall school governance.

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