

Sustainable Leadership Development Strategies of School Administrators under the Secondary Educational Service Area Office Nakhon Phanom

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Abstract

The objectives of this mixed-method study were to develop strategies for sustainable leadership of school administrators under the Secondary Educational Service Area Office Nakhon Phanom. There were 4 research methods: phase I) identify the components of sustainable leadership of school administrators by interviewing 5 experts and confirming factors by 5 experts, phase II) develop strategies for sustainable leadership in a focus group including 7 people, phase III) validate the appropriateness, feasibility and utility of sustainable leadership development by collected of data which comprised 84 school administrators using multi-stage random sampling, and phase IV) produce a user manual of strategies by 5 experts for validate the appropriateness of user manual. The findings were as follows: I) There were four main components in the sustainable leadership of school administrators, namely 1) depth 2) breadth 3) vision, and 4) media literacy. All of the components have appropriateness at the highest level and feasibility at the high. II) The strategies for the development of sustainable leadership of school administrators comprised a vision, 6 missions, 6 objectives, 7 strategies, 61 operational approaches, and 25 indicators. III) The appropriateness, feasibility, and utility of the strategies for the development of sustainable leadership of school administrators were at the highest level. IV) The user manual of the strategies for the development of sustainable leadership of school administrators obtained the overall appropriateness at the highest level.

Keywords: sustainable leadership, strategies, leadership

1. Introduction

Education is the most important to a country's development, whether it is political development, economic, social or cultural. A school is an organization that provides education to the people, and then school administrators are the main learning reform in schools. The leadership of the administrator is one of the important factors that determine the growth of the school because the leadership of the administrator is the component that reveals varied skills and expertise in administrators to assist in organizing numerous conflicts. School administrators need to persuade instructors to be devoted to their job at the institution and teachers' preparedness must be facilitated and supported by administrators (Pharadee, 2012).

At present, rapid changes in the world of education require that the process of recruitment and selection be managed more effectively. This process is based on generic skills in the field of administration and management. However, because the field of education plays an important role in producing human capital that possesses the ability to enhance national growth, the recruitment and selection of principals must use criteria that are more important than generic skills in the field. The question arises whether success and excellence in technical competency will help a principal succeed in school or whether there is a need to analyze further the leadership characteristics needed in an era where workers are highly educated, possess higher degrees, or follow extension programs (Norlia & Jamil, 2014). Sustainable educational leadership and improvement preserves and develops deep learning for all that spreads and lasts, in ways that do no harm and indeed create positive benefits for others around, now and in the future. The principles of sustainability in educational change and leadership are depth, length, breadth, justice, diversity, resourcefulness, and conservation.

Sustainable leadership is a new management. It results from the tendency toward sustainability in global development. One of the first organizations to make this a priority for the organization was the United Nations,

which attempts to lobby for sustainable development to be prioritized by all nations around the globe. There are principles for advancing education toward sustainability in the realm of education. Then, the Secondary Educational Service Area Office Nakhon Phanom has supported the development of leadership of administrators because the policy has been modified to reflect the management change. As a result, development is not constant (Secondary Educational Service Area Office Nakhon Phanom, 2023).

Therefore, the researcher is motivated to research sustainable leadership development strategies of school administrators under the secondary educational service area office in Nakhon Phanom to support the development of school administrators’ long-term leadership. This will advance the improvement of education quality in the present and be consistent with educational development plans.

2. Method

There are four phases in Research and Development, as follows:

Phase I: Identify the components of sustainable leadership of school administrators under the secondary educational service area office in Nakhon Phanom by interviewing 5 experts and confirming factors by 5 experts.

Phase II: Develop strategies for sustainable leadership of school administrators under the secondary educational service area office in Nakhon Phanom by interviewing 5 experts and a focus group including 7 people.

Phase III): Validate the appropriateness, feasibility, and utility of sustainable leadership development strategies of school administrators under the secondary educational service area office in Nakhon Phanom by collecting data which comprised 84 school administrators using multi-stage random sampling.

Phase IV: Produce a user manual of strategies of school administrators under the secondary educational service area office in Nakhon Phanom by 5 experts to validate the appropriateness of the user manual.

Details of the research method are shown in Table 1.

Table 1. Research plan

| Research phase | Method | Information provider | Data analysis | Processing time | Results |
|---|---|--|-------------------------------------|--------------------------------|---|
| Phase I: Identify the components of sustainable leadership of school administrators | 1. Study documents and research related to sustainable leadership | 1. Related documents and research | 1. Content Analysis | May 2022 to November 2022 | Components of sustainable leadership of school administrators under the secondary educational service area office Nakhon Phanom |
| | 2. Interview experts to determine the components | 2. found the components of 5 people | 2. Content Analysis | | |
| | 3. Conformity check the components | 3. confirmed the components of 5 people | 3. Analysis with \bar{x} and S.D. | | |
| Phase II: Develop strategies for sustainable leadership of school administrators under the secondary educational service area office in Nakhon Phanom | 1. Interview experts to analyze strength opportunity aspiration and result of sustainable leadership of school administrators | 1. Qualified person to find strength opportunity and result of 5 people | 1. Content Analysis | December 2022 to February 2023 | sustainable leadership development strategies of school administrators under the secondary educational service area office in Nakhon Phanom |
| | 2. Focus group experts to analyze strength opportunity aspiration and result of sustainable leadership of school administrators | 2. Qualified person to find strength opportunity aspiration and result of 7 people | 2. Content Analysis | | |
| | 3. Draft sustainable leadership development strategies for school administrators | - | - | | |

| | | | | | | |
|---|---|--|----------------------------------|------------------------|---|--|
| | 4. Focus group experts to develop the development strategies of school administrators | 4. Qualified person to find strength opportunity and aspiration and result of 7 people | 4. Content Analysis | | | |
| Phase III) Validate the appropriateness, feasibility, and utility of sustainable leadership development strategies of school administrators under the secondary educational service area office Nakhon Phanom | 1. Apply strategies from phase II to a 5-level rating scale questionnaire and Propose to the advisor 2. Collect the data with a sample 3. Analyze the appropriateness, feasibility, and utility of sustainable leadership development | 84 school administrators | Analysis With \bar{x} and S.D. | March 2023 to May 2023 | sustainable leadership development strategies of school administrators under the secondary educational service area office in Nakhon Phanom | |
| Phase IV) Produce a user manual of strategies of school administrators under the secondary educational service area office in Nakhon Phanom | 1. Produce a user manual of strategies for school administrators 2. Validate the appropriateness manual of strategies of school administrators 3. Analyze the appropriateness manual | Conformity checks 5 experts | Analysis With \bar{x} and S.D. | June 2023 to July 2023 | user manual of strategies of school administrators | |

3. Results

I) The result of the study of the components of sustainable leadership of school administrators under the secondary educational service area office Nakhon Phanom

The result of the synthesis of components of sustainable leadership of school administrators under the secondary educational service area office Nakhon Phanom from 10 relevant documents and research sources, using the criterion of a frequency of 4 or more, which is equal to or more than 40% of the total frequency and interviewing 5 experts. Then, there are confirming factors by 5 experts to validate the appropriateness and feasibility. These were consistent with the results from the components studies and confirmed the following components: 1) depth, 2) breadth, 3) vision, and 4) media literacy. The result is shown in Table 2.

Table 2. The confirming factors of sustainable leadership of school administrators

| Component | Appropriateness | | | Feasibility | | |
|----------------|-----------------|------|-----------|-------------|------|-----------|
| | \bar{x} | S.D. | Interpret | \bar{x} | S.D. | Interpret |
| Depth | 4.87 | 0.67 | highest | 4.13 | 0.75 | high |
| Breadth | 4.73 | 0.67 | highest | 4.40 | 0.72 | high |
| Vision | 5.00 | 0.73 | highest | 4.47 | 0.79 | high |
| Media literacy | 5.00 | 0.69 | highest | 4.40 | 0.73 | high |
| Total average | 4.90 | 0.66 | highest | 4.35 | 0.72 | high |

Table 2 shows the result of confirming factors of sustainable leadership of school administrators by 5 experts. The appropriateness and feasibility of sustainable leadership of school administrators as a whole were found to be appropriate at the highest level ($\bar{x}=4.90$, S.D.=0.67). The aspect with the highest appropriateness was media literacy ($\bar{x}=5.00$, S.D.=0.69), and vision ($\bar{x}=5.00$, S.D.=0.73) was at the highest level. The overall feasibility was at a high level ($\bar{x}=4.35$, S.D.=0.72). The aspect with the highest feasibility was vision ($\bar{x}=4.47$, S.D.=0.79).

II) The result of the study of developing strategies for sustainable leadership of school administrators under the secondary educational service area office Nakhon Phanom. The result is shown in Figure 1.

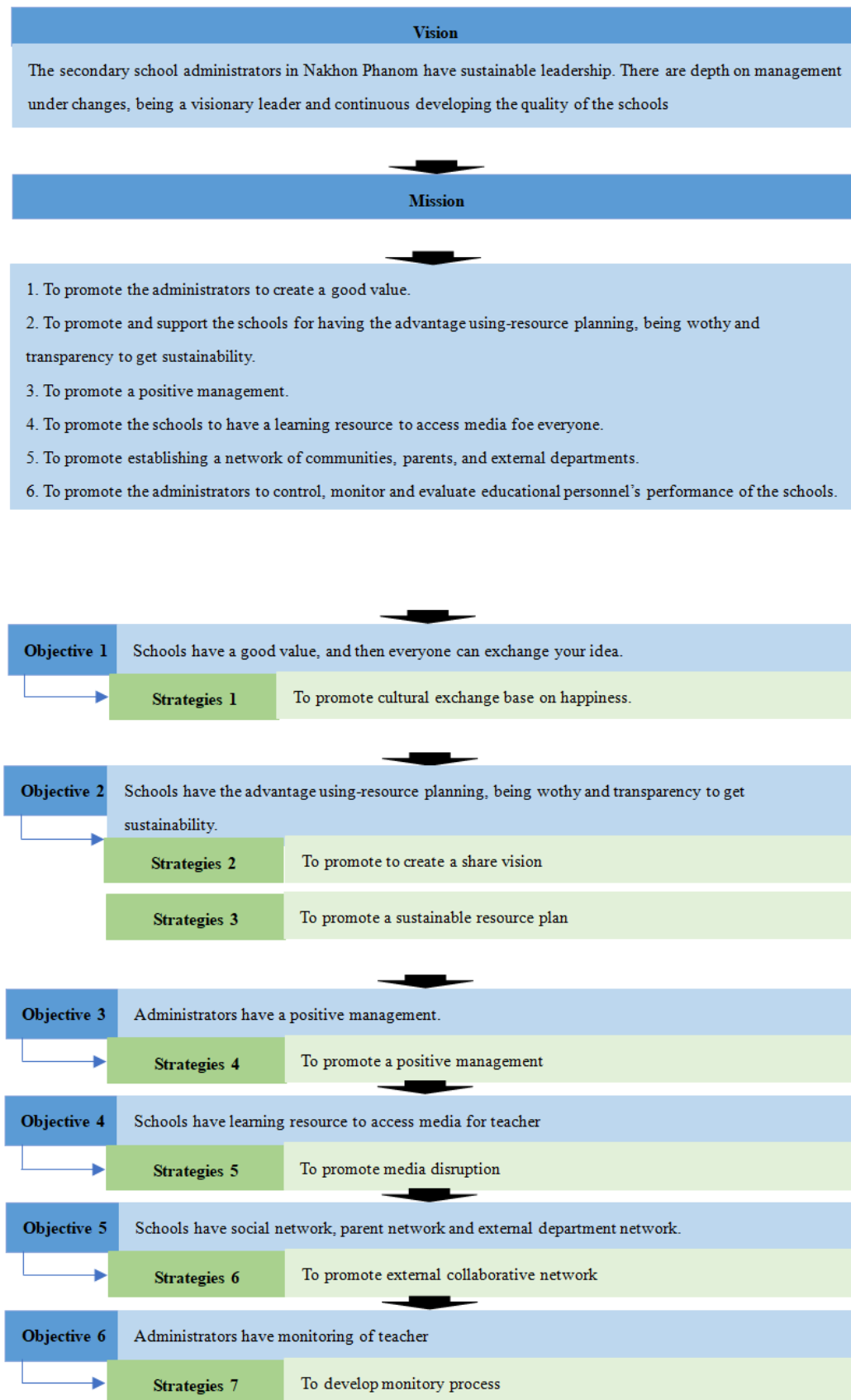


Figure 1. Sustainable leadership development strategies of school administrators under the secondary educational service area office in Nakhon Phanom

III) The result of the study validated the appropriateness, feasibility, and utility of sustainable leadership development strategies of school administrators under the secondary educational service area office in Nakhon Phanom by collecting data which comprised 84 school administrators using multi-stage random sampling. The result is shown in Table 3.

Table 3. The validated the appropriateness, feasibility, and utility of sustainable leadership development strategies of school administrators

| Component | Appropriateness | | | Feasibility | | | Utility | | |
|--|-----------------|------|-----------|-------------|------|-----------|-----------|------|-----------|
| | \bar{x} | S.D. | Interpret | \bar{x} | S.D. | Interpret | \bar{x} | S.D. | Interpret |
| Vision | | | | | | | | | |
| The secondary school administrators in Nakhon Phanom have sustainable leadership. There is depth on management under changes, being a visionary leader, and continuous developing the quality of the schools | 4.84 | 0.36 | highest | 4.76 | 0.61 | highest | 4.78 | 0.63 | highest |
| Mission | | | | | | | | | |
| 1. To promote the administrators to create a good value. | 4.86 | 0.50 | highest | 4.56 | 0.52 | highest | 4.58 | 0.48 | highest |
| 2. To promote and support the schools for having the advantage of using resource planning, being worthy, and transparency to get sustainability. | 4.74 | 0.44 | highest | 4.70 | 0.42 | highest | 4.80 | 0.61 | highest |
| 3. To promote a positive management. | 4.58 | 0.54 | highest | 4.55 | 0.50 | highest | 4.68 | 0.51 | highest |
| 4. To promote the schools to have a learning resource to access media for everyone. | 4.61 | 0.59 | highest | 4.52 | 0.48 | highest | 4.65 | 0.56 | highest |
| 5. To promote establishing a network of communities, parents, and external departments. | 4.75 | 0.52 | highest | 4.65 | 0.49 | highest | 4.75 | 0.65 | highest |
| 6. To promote the administrators to control, monitor, and evaluate educational personnel's performance of the schools. | 4.81 | 0.40 | highest | 4.80 | 0.45 | highest | 4.85 | 0.54 | highest |
| Mission average | 4.72 | 0.33 | highest | 4.63 | 0.40 | highest | 4.71 | 0.44 | highest |
| Objective | | | | | | | | | |
| 1. Schools have a good value, then everyone can exchange ideas. | 4.72 | 0.51 | highest | 4.55 | 0.43 | highest | 4.78 | 0.62 | highest |
| 2. Schools have the advantage of using resource planning, being worthy, and transparency to get sustainability. | 4.65 | 0.50 | highest | 4.54 | 0.51 | highest | 4.70 | 0.46 | highest |
| 3. Administrators have a positive management. | 4.57 | 0.54 | highest | 4.52 | 0.53 | highest | 4.60 | 0.55 | highest |
| 4. Schools have learning resources to access media for teacher | 4.58 | 0.52 | highest | 4.57 | 0.51 | highest | 4.65 | 0.49 | highest |
| 5. Schools have social networks, parent networks, and external department networks. | 4.70 | 0.50 | highest | 4.60 | 0.44 | highest | 4.70 | 0.48 | highest |
| 6. Administrators have monitoring of teacher | 4.70 | 0.51 | highest | 4.65 | 0.55 | highest | 4.78 | 0.45 | highest |
| Objective average | 4.66 | 0.34 | highest | 4.57 | 0.35 | highest | 4.69 | 0.41 | highest |
| Strategies | | | | | | | | | |
| 1. To promote cultural exchange based on happiness. | 4.56 | 0.34 | highest | 4.52 | 0.30 | highest | 4.66 | 0.35 | highest |
| 2. To promote and create a shared vision. | 4.55 | 0.34 | highest | 4.52 | 0.31 | highest | 4.63 | 0.36 | highest |
| 3. To promote a sustainable resource plan | 4.54 | 0.44 | highest | 4.53 | 0.36 | highest | 4.68 | 0.40 | highest |
| 4. To promote a positive management | 4.58 | 0.41 | highest | 4.56 | 0.43 | highest | 4.64 | 0.44 | highest |
| 5. Promote media disruption | 4.64 | 0.41 | highest | 4.60 | 0.44 | highest | 4.66 | 0.42 | highest |
| 6. To promote external collaborative network | 4.62 | 0.44 | highest | 4.59 | 0.41 | highest | 4.70 | 0.43 | highest |
| 7. To develop a monitory process | 4.68 | 0.42 | highest | 4.57 | 0.41 | highest | 4.73 | 0.36 | highest |
| Strategies average | 4.60 | 0.31 | highest | 4.58 | 0.31 | highest | 4.70 | 0.33 | highest |

Table 3 shows the result of the study of validated the appropriateness, feasibility, and utility of sustainable leadership development strategies of school administrators as a whole were found that the appropriateness was at the highest level (\bar{x} =4.60, S.D.=0.31), the feasibility was at the highest level (\bar{x} =4.58, S.D.=0.31) and the utility was at the highest level (\bar{x} =4.70, S.D.=0.33).

The appropriateness, feasibility, and utility of vision as a whole were found that the appropriateness was at the highest level ($\bar{x}=4.84$, S.D.=0.36), the feasibility was at the highest level ($\bar{x}=4.76$, S.D.=0.61) and the utility was at the highest level ($\bar{x}=4.78$, S.D.=0.63).

The appropriateness, feasibility, and utility of the mission as a whole were found that the appropriateness was at the highest level ($\bar{x}=4.72$, S.D.=0.33), the feasibility was at the highest level ($\bar{x}=4.63$, S.D.=0.40) and the utility was at the highest level ($\bar{x}=4.71$, S.D.=0.44).

The appropriateness, feasibility, and utility of the objective as a whole were found that the appropriateness was at the highest level ($\bar{x}=4.66$, S.D.=0.34), the feasibility was at the highest level ($\bar{x}=4.57$, S.D.=0.35) and the utility was at the highest level ($\bar{x}=4.69$, S.D.=0.41).

IV) The result of the study produced a user manual of strategies of school administrators under the secondary educational service area office in Nakhon Phanom. The result is shown in Table 4.

Table 4. The validated user manual of strategies of school administrators

| Item | Appropriateness | | |
|------------------|-----------------|------|-----------|
| | \bar{x} | S.D. | Interpret |
| Manual's form | 4.60 | 0.52 | highest |
| Manual's content | 4.60 | 0.51 | highest |
| Manual's using | 4.67 | 0.47 | highest |
| Total average | 4.62 | 0.47 | highest |

Table 2 shows the result of the study of a user manual of strategies of school administrators by 5 experts. The appropriateness of a user manual of strategies of school administrators as a whole was found the appropriateness at the highest level ($\bar{x}=4.62$, S.D.=0.47). That the aspect with the highest appropriateness was the manual's using ($\bar{x}=4.67$, S.D.=0.47).

4. Discussion

From the research results, it was found that the components of sustainable leadership of school administrators under the secondary educational service area office in Nakhon Phanom are 4 components as follows: 1) depth 2) breadth 3) vision and 4) media literacy, there are issues that are discussed as follows:

I) The results of the component analysis of sustainable leadership of school administrators found that the appropriateness was at the highest level. The aspect with the highest in appropriateness was media literacy and vision. The administrators must monitor the media if they wish to run their school sustainably. This is consistent with the contemporary environment, in which the media plays an important part in school management. In addition, administrators must have vision because sustainable administrators must be able to convince staff members of the school's accomplishments. The feasibility was high level, and the aspect with the highest feasibility was vision. The administrator's responsibility, that have the fundamental ability to create a vision for the future of the school and establish rules for its operation. This corresponds to Stanekzai (2016) had said the components of sustainable administrators were clear vision, diversity, developing leaders, and ethical leaders.

II) The result of the study of developing strategies for sustainable leadership of school administrators found that has 7 strategies: 1) to promote cultural exchange based on happiness 2) to promote create a shared vision 3) to promote a sustainable resource plan 4) to promote a positive management 5) to promote media disruption 6) to promote an external collaborative network and 7) to develop a monitory process.

Strategies 1 to promote cultural exchange based on happiness, it is an important strategy for the administrator's long-term leadership growth. The common behavior of individuals inside an organization is known as organizational culture. The administrators must develop a culture of information sharing throughout the organization to motivate participation, to think critically, to make wise decisions, and to accept accountability. This corresponds to Siriporn (2016) and Nakarin (2019) had said the school regularly supports staff development to support instructors' positive attitudes and motivation at work. Administrators inspire staff to promote a culture of love and togetherness within the educational setting to have confidence in one another and to collaborate well.

Strategies 2 to promote to create a shared vision, administrators must motivate everyone in the school to take part in creating a vision to which everyone will be dedicated. This corresponds to Supaporn (2015) and Rodjana (2020) had said creating a shared vision among people is an important instrument for developing organizations. The development of a future vision inside the school is facilitated by having a common vision among everyone

involved.

Strategies 3 to promote a sustainable resource plan, an essential component of management planning for administrators is developing a strategy for sustainable resource development because administrators need to be aware of operations in order to use resources efficiently and to the benefit of the school. This corresponds to Junpen (2015) had said the management of educational institutions must put a greater emphasis on effectiveness and make sure that resources are used efficiently.

Strategies 4 to promote positive management, administrators who promote sustainable leadership have to commit to the virtues of positivity. This corresponds to Piyatut (2015) had said administrators are essential to both administration and command for establishing connections inside the organization and promoting its spirit.

Strategies 5 to promote media disruption, school administrators play an important role in leading the organization into a digital organization, which is the basis for educational development in the 21st century. This corresponds to Tinnakorn (2022) said the management of educational institutions in the digital era presents major administrative challenges in the middle of the world's constant change and activity.

Strategies 6 to promote external collaborative networks, school administrators should have the ability to create networks. Participation from a variety of sectors, including communities and government organizations, is necessary for sustainable development. This corresponds to Suda (2020) had said about creating a network of cooperation based on a shared understanding of the objectives and responsibilities.

Strategies 7 to develop the monitory process, administrators must place priority on the process of supervision, monitoring, and assessment because it is a process used to evaluate each system's performance. This corresponds to Wittaya (2014) had said one of the most important tasks in the management process is supervision and monitoring. A plan must be made and then carried out in any management process.

III) The result of the study validated the appropriateness, feasibility, and utility of sustainable leadership development strategies of school administrators and found that the appropriateness was at the highest level, the feasibility was at the highest level and the utility was at the highest level. There are principles in strategy and specific recommendations for helping school administrators achieve sustainable leadership. This corresponds to Ornkunya (2021) had said in research that the appropriateness was at the highest level, the feasibility was at the highest level and the utility was at the highest level.

IV) The result of the study of producing a user manual of strategies of school administrators found that the appropriateness of a user manual of strategies of school administrators as a whole was found that the appropriateness was at the highest level. The objectives are clear, the work process is described methodically, and the content may be structured by the objectives. Which corresponds to Kokanit (2020) said a manual is a written part, a book, or a notepad. It is a great book that is small, portable, and compact if any action is combined with the intended objective.

5. Recommendation

5.1 Suggestions for Use

The research results found that sustainable leadership has 4 components. As a result, the secondary educational service area offices may put sustainable leadership principles into practice. Administrators can apply this framework to assess their skills in managing schools.

The Secondary Educational Service Area Office and schools can develop administrators to have sustainable leadership by following the manual for using sustainable leadership development strategies for school administrators.

5.2 Suggestions for Further Research

The components of sustainable leadership discovered by this study should be applied to school administrators, and explore sustainable leadership development methods.

There should be research on structural equation modeling for sustainable leadership under the secondary educational service area offices.

There should be research to study sustainable leadership development methods under the secondary educational service area offices for applying the guidelines or methods obtained to develop administrators to have sustainable leadership.

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Obtained.

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Data sharing statement

No additional data are available.

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