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The Study of the Components and Indicators of the Innovative Organizations of Secondary Schools Under the Office of the Basic Education Commission

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Abstract

The objective of this study was to study the composition and indicators of innovative organizations of secondary schools under the Office of the Basic Education Commission using research papers study principles and concepts. Then, data was collected, analyzed, and synthesized to obtain the composition and indicators of the innovative organization of secondary schools under the Office of the Basic Education Commission. The tools used to collect data included document notes and assessment forms for the suitability of elements and indicators by confirming elements and indicators from 9 experts. Among the informants are notable people. Three expert groups' credentials are ascertained by Purposive Sampling: Group 1: Academic staff members in postsecondary education establishments who hold a Ph.D. in education, educational administration, or a related field and are assistant professors or higher. Group 2: Educational Administrators having a Ph.D. in Education and a minimum of five years' experience in the field. Group 3 consists of school administrators who have at least five years of experience managing schools and a doctorate in educational administration.

The results of the study showed that 1) the innovative organizational composition of secondary schools under the Office of the Basic Education Commission consisted of 5 components: (1) Vision and Strategy, (2) Organizational Structure, (3) Organizational Culture, (4) Human Resource Development and (5) organizational communication. 2) Elements and indicators of vision and strategy are most appropriate, 3) Elements and Indicators of organizational structure are most appropriate, 4) Elements and Indicators of Human Resource Development and 5) Elements and Indicators of corporate communication are most appropriate.

Keywords: innovation organization, vision, organizational structure, organizational culture, personnel development, corporate communications

1. Introduction

Nowadays, a rapid change in economic conditions, society and technology happened all over the world. The widespread distribution of information occurs freely. These are the key drivers that drive both public and private organizations to rapidly adapt and survive in the midst of fierce competition (Thongwan, 2010), as well as organizations and education need to adapt for building competence under conditions of competition and commitment. The goal is to provide education that will build students' competencies in both knowledge and skills that meet standards. It is in demand in the labor market and among stakeholders both domestically and internationally. Therefore, the educational management process must be adjusted and developed in accordance with the situation (Prachankhet, 2014). Educational organizations will succeed and survive in the midst of rapid global change. It depends on being creative in discovering new things and creating innovation (YosYingyong, 2009). Developing innovation is a way to help every organization building a strong position as an innovative organization with the goal of survival. Sustainable growth and competitiveness in such circumstances are not specific to the economy. However, the management of public affairs in this era of globalization requires professional executives to manage the affairs well and achieve the set goals. This is because of changes in the economy. The rapid pace of technology and technological progress has been without borders and has affected all business, even in the field of education management, which requires professional administrators to make

education administration successful and in accordance with desirable guidelines (Runjaroen, 2010).

Educational organizations to succeed and survive in the midst of such rapid global changes depend on creativity. Discovery and innovation from a traditional organization that emphasizes top-down command by the commander are responsible for controlling and planning all the work. The nature of the organization must be changed to become an innovative organization that must develop new forms of educational management. This includes creating innovative habits for people in the organization, that is, teachers and school personnels who must have the initiative to create work styles. Creativity is the origin of innovation within the organization, intellectual property that cannot be intangible but is of immense value than physical property (Adams, Bessant, & Phelps, 2006; Caldwell & O'Reilly, 2003). Therefore, creating innovation within the school has an impact on school performance. Those who play an important role in driving innovation to develop or apply innovation to education are school leaders or administrators. Educational management requires collaboration from teachers and educational personnel to drive results through knowledge management processes, leading schools to become "Innovative Organizations".

From the importance of such an innovative organization, the researcher analyzed the composition and indicators of the organization of innovation in secondary schools under the Office of the Basic Education Commission to enable educational institutions to develop quality education amidst the constantly changing world and able to continuously innovate and create sustainable value for educational institutions.

2. Methodology

1) Study of elements and indicators

① The researcher studied the principles, concepts and theories from documents, textbooks and related research both domestically and internationally according to the concept of Decharin (2004); YosYingyong (2009); Chaiprasit (2010); National Innovation Agency (2010); Wutrong (2014); Thamtastananon (2020); Quinn (1991); Higgins (1995); Adair (1996); Christiansen (2000); Sherwood (2001); Tidd (2001); Greenberg (2002); Harvard Business School (2003); Kuczmarski (2003); Hay Group (2005); Shapiro (2006); Holder and Matter (2008); Von Stamm (2008) Collect, analyzed and synthesized data to obtain elements and indicators of secondary school innovation organizations under the Office of the Basic Education Commission.

② Data Collection Tools is an Assessment of the suitability of elements and indicators.

③ Data collection, analytics, synthesis, principles concept theories from papers, textbooks and research.

④ Organizing and Content Analysis.

⑤ Statistics used in research are the Average and Standard deviation.

2) Checking for the suitability, confirming composition and indicator by qualified 9 experts.

3) The tools used to collect data are a form of assessment of the appropriateness of the composition and indicators of the innovative organization of secondary schools under the Office of the Basic Education Commission with 5 levels of estimation with the following evaluation criteria: 5 means most appropriate, 4 means very appropriate, 3 means moderately appropriate, 2 means less appropriate, 1 means least appropriate.

4) Analysis of data obtained from the suitability assessment form of elements and indicators by determining the mean and standard deviation interpreted according to the midpoint criteria as follows: 4.51–5.00 means most suitable, 3.51–4.50 means very suitable, 2.51–3.50 means moderately appropriate, 1.51–2.50 means less suitable, 1.00–1.50 means least suitable (Srisa-ard , 2011).

3. Results

The results of the study of the composition and indicators of innovative organizations of secondary schools under the Office of the Basic Education Commission by confirmation of composition qualified by 9 experts as shown in Tables 1–6.

Table 1. Average, standard deviation, and suitability level of organizational elements of innovation of secondary schools under the office of the basic education commission (n = 9)

Components	$\overline{X}$	S.D.	Appropriate rating
1. Vision	4.78	0.44	Highest
2. Organizational Structure	4.56	0.53	Highest
3. Organizational Culture	4.56	0.53	Highest
4. Personnel Development	4.67	0.50	Highest
5. Corporate Communication	4.67	0.50	Highest
Average	4.64	0.50	Highest

From Table 1, it was found that the suitability of the innovative organizational composition of secondary schools under the Office of the Basic Education Commission as a whole is the most appropriate ($\overline{X}$= 4.64). Considering each component, found that suitable at the highest level. The most appropriate elements are Vision and Strategy ($\overline{X}$= 4.78). Human Resource Development ($\overline{X}$= 4.67). Corporate Communications ($\overline{X}$= 4.67). Organizational Structure ($\overline{X}$= 4.56), and Corporate Culture ($\overline{X}$= 4.56) respectively.

Table 2. Mean, standard deviation, and suitability level of component indicators vision (n = 9)

Indicators	$\overline{X}$	S.D.	Appropriate rating
1. Vision and Innovation strategy	4.67	0.50	Highest
2. Communicating the innovation vision	4.56	0.53	Highest
3. Shared Innovation Values	4.56	0.53	Highest
4. Monitoring and Evaluation	4.67	0.50	Highest
Average	4.61	0.51	Highest

Table 2 shows that the overall appropriateness of vision and strategy elements indicators is the most appropriate ($\overline{X}$= 4.61). Considering each indicator, it was found that it was the most appropriate level of all indicators, with the most appropriate indicators being the vision and innovation strategy. Monitoring and Evaluation ($\overline{X}$= 4.67). This is followed by communicating the innovation vision and shared innovation values ($\overline{X}$= 4.56).

Table 3. Mean, standard deviation, and suitability level of Indicators of organizational structure (n = 9)

Indicators	$\overline{X}$	S.D.	Appropriate rating
1. Organizational Structure	4.67	0.50	Highest
2. Task Assignment	4.56	0.53	Highest
3. Teamwork	4.67	0.50	Highest
Average	4.63	0.51	Highest

Table 3 shows that the overall appropriateness of indicators of organizational structure is the most appropriate ($\overline{X}$= 4.63). Considering each indicator, it was found that it was the most appropriate level of all indicators, with the most appropriate indicators being Organizational Structure and Teamwork ($\overline{X}$= 4.67). This is followed by Task Assignment ($\overline{X}$= 4.56).

Table 4. Mean, standard deviation, and suitability level of indicators of organizational culture (n = 9)

Indicators	$\overline{X}$	S.D.	Appropriate rating
1. Core Values	4.56	0.53	Highest
2. Collaboration	4.56	0.53	Highest
3. Motivation	4.56	0.53	Highest
Average	4.56	0.53	Highest

Table 4 shows that the overall appropriateness of the indicators of Corporate Culture is the most appropriate ($\overline{X}$= 4.56). Considering each indicator, it was found that it was suitable at the highest level of all indicators.

Table 5. Mean, standard deviation, and suitability level of indicators of personnel development (n = 9)

Indicators	$\overline{X}$	S.D.	Appropriate rating
1. Collaborative Learning	4.67	0.50	Highest
2. Innovation Leaders	4.56	0.53	Highest
3. Innovation Networks	4.56	0.53	Highest
4. Innovation Advocates	4.56	0.53	Highest
Average	4.59	0.52	Highest

Table 5 shows that the appropriateness of the indicators of Human Resource Development as a whole is the most appropriate ($\overline{X}$= 4.59). Considering each indicator, it was found that all indicators had the highest level of suitability with the most appropriate indicator being collaborative learning ($\overline{X}$= 4.67). Followed by Innovation Leaders, Innovation Networks, and Innovation Advocates ($\overline{X}$= 4.56).

Table 6. Mean, standard deviation, and suitability level of indicators of corporate communication (n = 9)

Indicators	$\overline{X}$	S.D.	Appropriate rating
1. Communication channels	4.56	0.53	Highest
2. Communication skills	4.56	0.53	Highest
3. Communication innovation	4.56	0.53	Highest
Average	4.56	0.53	Highest

Table 6 shows that the appropriateness of indicators of Corporate Communication elements as a whole is appropriate to the greatest extent ($\overline{X}$= 4.56). Considering each indicator found that it was suitable at the highest level of all indicators ($\overline{X}$= 4.56).

4. Discussion

Composition and Indicators of the organization of innovation of Secondary schools under the Office of the Basic Education Commission. It was found that the composition and indicators of the organization of innovation of Secondary schools under the Office of the Basic Education Commission consisted of 5 components; 1) Vision and Strategy, 2) Organizational Structure, 3) Organizational Culture, 4) Human Resource Development, 5) Organizational Communication. The process of studying, analyzing and synthesizing the elements and indicators of innovative enterprises of Secondary schools under the Office of the Basic Education Commission, has been systematically implemented. It begins by reviewing documents, literature, textbooks and research related to the organizational component of innovation. It has corresponded with the principles and concepts of Chamchoi (2012) who said that the key mechanism that drives educational institutions to become an innovative organization is the organization's ability to manage knowledge effectively. That is, the organizational structure must have a highly flexible management system and organizational culture. Personnel in the organization have values that recognize and recognize knowledgeable individuals in the organization. Expertise and ability to perform duties and responsibilities well. Creating values for personnel in the organization to have values at work that dare to think and do new things that aim to benefit the organization without fear of failure. It is also consistent with the concept of Sutthawart and Siriwong (2015) who stated that Educational Innovators must consider the Attributes of Educational Innovator, i.e. competence, behavior, and attitude in order to be able to design the development process together with appropriate support, also known as the Reinforcement System, with the main foundation being Management for Innovative Sustainability that focuses on the principles of learning organization, knowledge management, and information technology management that facilitate the development of innovation potential. It corresponded with the research of Thongwang (2010) that presents the elements of the Innovation Organization of the National Science and Technology Development Agency, namely, the appropriate organizational structure. Organizational Learning Culture: Knowledge Creation and Transfer Supportive atmosphere Teamwork. Moreover, this is also in line with the research of Phakdeelao (2011) who studied characteristics of Innovation Organizations: Case Studies of Award-Winning Organizations for Innovation. It was found that the characteristics of the Innovation Organization consist of Vision, Strategy, and Goals Organization Structure Human Resource Management Reward and recognition Communication Knowledge and information management, Resources, Evaluation and transmission of ideas, Leader, Personnel, Networks Culture, and shared values.

5. Suggestion

5.1 Suggestions to Implement

1) Elements and Indicators of innovative organizations of secondary schools under the Office of the Basic Education Commission consist of 5 elements and 17 indicators. The schools can use elements and indicators to guide the development of the school to become an innovative organization.

2) The results obtained from the study of the composition and indicators of the Organization of Innovation are used as a framework for studying current conditions, desirable conditions and necessary needs of development as an innovative organization of Secondary schools under the Office of the Basic Education Commission.

5.2 Suggestions for Next Research

Study qualitative research through participatory research or action research should be conducted to study the Composition and Indicators of Innovative Organizations of secondary schools under the Office of the Basic Education Commission of Basic Education Institutions.

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Data sharing statement

No additional data are available.

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