

A Model for Developing Academic Leadership of Teachers in the 21st Century Under the Office of Primary Educational Service Area in Thailand

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Abstract

This research aimed to present a model for developing the academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area. This study used an integrated research method divided into two phases. Phase One aimed to study the current state of academic leadership of teachers in the 21st century under the Office of the Primary Educational Service Area. The sample group of this phase included 335 educational institution administrators, teachers, and heads of the academic department at schools under the jurisdiction of the Primary Educational Service Area Office Government Inspection Area 14, derived from stratified random sampling and three exemplary educational institutions. Phase Two aimed at creating a model for developing teachers' academic leadership in the 21st century under the Office of the Primary Educational Service Area. The sample group of this phase consisted of 12 experts for a focus group meeting, obtained from purposive sampling. The research tools used were questionnaires, interviews, and evaluation forms. Data were analyzed to investigate average, standard deviation, and content analysis. The research results showed that the current overall condition in every aspect was practiced at a high level. In addition, there were five academic leadership development models for teachers in the 21st century under the Primary Educational Service Area Office: principles of the model; objectives of the model; methods of operation of the model; evaluation of the model, and conditions for success of the model. The models were appropriate and the overall feasibility was high.

Keywords: academic leadership of teachers, academic leadership development, leadership development models

1. Introduction

1.1 Introduce the Problem

There is a rapid reversal of change in the 21st century. This change affects people's way of life such as living and working, affecting the economy's flow, society and cultures, and education. This situation especially changes how people think and the new era of work that integrates with digital technologies to adapt to the various changing situations that occur in departments of organizations. Human resources are critical in departments of an organization, especially the rapid changes in digital technology that disrupt many dimensions, from adjustments in careers, work, lifestyles, and cultures. Every organization pays attention and sets proactive strategies to develop the potential and increase the working ability, and competencies required of personnel in the new era of work (Masena, 2022, p. 25). These methods cause changes in education as well. Therefore, educational institutions must always adapt and prepare for personal development and training in organizing learning for learners in the 21st-century world (Office of the Permanent Secretary, 2016, p. a). The process of developing and training personnel must align with strategic plans, goals, objectives, skills, and knowledge to pursue the organization's continued success (Dessler, 2011, p. 42).

Education is an important tool in developing human resources to be prepared to cope with change. The key to educational reform is the reform of learning, which is important to be aware of for teachers and students. One of the most important mechanisms is the aim to change the concepts or perspectives in managing educational institutions to be a learning organization that allows everyone to exchange innovations and consult, consistent with teaching and learning in the modern era (Somprach, 2016, p. 197). The importance of academic leadership that one needs is self-development to keep up with changes in both academics and technology. As previously stated, it

is evident that promoting teacher development is critical for educational development and reform, especially the development of academic leadership of teachers in the 21st century because academic work is considered the heart of the quality development of students. Schools are educational institutions that provide knowledge and life skills to learners before attending colleges or universities. If teachers receive self-improvement training in academic leadership, the results affect the quality of the students. These results also affect the goal-setting of educational institutions in organizing teaching and learning to create decent people for society as well as helping to increase the quality of education.

Teachers are important people in driving the learning process. The teachers are responsible for directly developing the quality of students. Unfortunately, in the previous evaluation of student quality, the quality of the learners was still at an unsatisfactory level. The poor quality of students reflects the quality of teachers (Office of the Education Council, 2018, p. a). In addition, teachers are also the ones who guide and develop analytical thinking, creative thinking, and systematical thinking and understand technological advancements by creatively leveraging digital transformation. These things are new roles for teachers to facilitate and guide the students to form a creative learning process. Learning experiences are organized through technological media, creating experiences for students to research using the internet and create new experiences. To commercialize and acquire modern knowledge and keep up with technology, both teachers and students need to learn together in using technology to be beneficial and effective as the teachers give knowledge to students (being both a person spread knowledge and a user of knowledge, etc.) (Pakotang, 2018, pp. 18–19). Teacher leadership development is therefore an operation that seems to enhance knowledge and skills, creating necessary and important competencies to the profession. Teacher development needs to be performed continuously throughout one's working life so that teachers can always keep up with changes in the world of information and technology. Teacher development will help improve the quality and methods of the teachers' work, especially the leadership of teachers is widely accepted as being able to help organizations or schools achieve their set objectives (Somprach, 2016, p. 211).

Therefore, teachers are crucial components in developing students to be effective. The teachers need academic leadership to guide the students or advise them to perform the right things. They also create changes in the desirability of educational institutions. For teachers to have academic leadership, they need a broad vision to effectively make students successful in learning (Suteethon et al., 2016, p. 54). Because academic work is the heart of student development. Therefore, from the conditions mentioned above, it is evident that academic leadership development of teachers is important and necessary, especially the development of academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area. If the school teachers receive training to increase their academic leadership, the determination of guidelines for organizing education achieves the goals that have been set. Then the results will affect the quality of students in line with the goals of the curriculum and the constitution specified under the jurisdiction of the Primary Educational Service Area Office.

The researchers were interested in researching the academic leadership of teachers in the 21st century because there is limited research on this topic. Therefore, they aimed to investigate a model for developing the academic leadership of teachers this time to develop the academic leadership of teachers in the 21st century under the Office of the Primary Educational Service Area.

1.2 Research Objectives

This study aimed to investigate the current condition of academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area. In addition, it aimed to create a model for developing academic leadership for teachers in the 21st century under the Office of Primary Educational Service Area.

1.3 Research Conceptual Framework

This research aimed to develop a model for developing the academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area. The concept and theory of the elements of the model and elements of academic leadership development for teachers in the 21st century were studied and then formulated as a conceptual framework for this research in Figure 1.

2. Method

2.1 Populations and Sampling Procedures

The population used in the study of the current condition of academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area consisted of 2,528 educational institution administrators, heads of the academic departments at schools under the jurisdiction of the Primary Educational Service Area Office Government Inspection Area 14.

The sample size was determined from the population using stratified random sampling methods resulting in a

sample size of 335 people. The key informants in the study of guidelines for developing academic leadership qualities in teachers in the 21st century under the Office of Primary Educational Service Area included nine people from three schools (three from each school): educational institution administrators; heads of the academic department at schools; and teachers of exemplary schools.

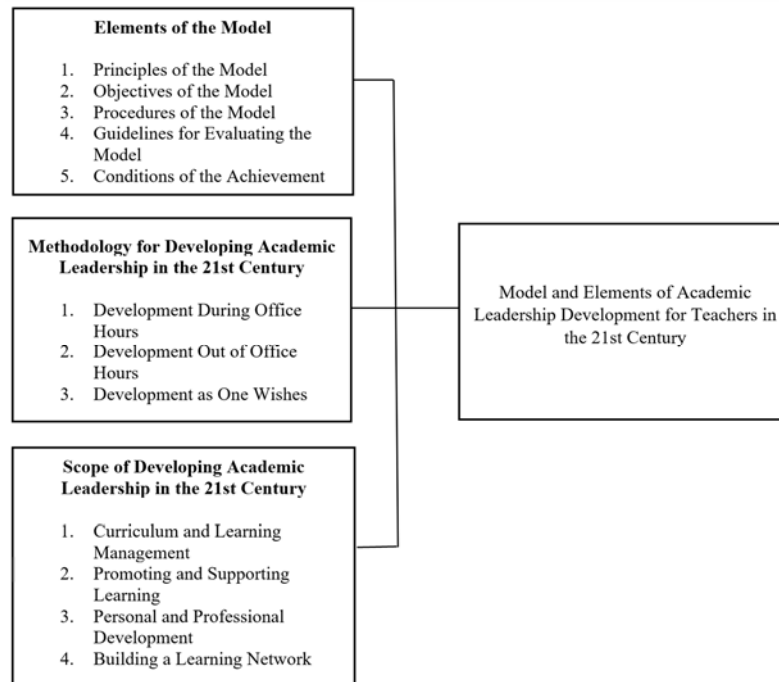


Figure 1. A conceptual framework for developing teachers' academic leadership in the 21st century under the Office of Primary Educational Service Area

Note. This figure demonstrates the conceptual framework for developing teachers' academic leadership in the 21st century under the Office of Primary Educational Service Area.

The researchers used purposive sampling methods to select the participants. The sample group used to develop academic leadership of teachers in the 21st century under the Primary Educational Service Area Office included 12 leadership development experts, obtained from purposive sampling methods. These groups consisted of three lecturers in higher education institutions, three educational administrators, three school principals, and three teachers.

2.2 Measures and Covariates

The questionnaire included three parts: basic information (checklist) about the respondents, including job position, gender, age, and size of the educational institution; opinions (rating scale) on the current condition of academic leadership of teachers in the 21st century under the Office of the Primary Educational Service Area; and suggestions (open-ended responses). The research instrument was assessed for reliability by five experts. The results showed that the Index of Item Objective Congruence (IOC) was equal to 1.00 and the confidence value (Reliability) of the entire questionnaire using the alpha coefficient (Cronbach, 1974). The value was equal to 0.91.

The interview method was a semi-structured interview for the participants to express their opinions on development guidelines for the academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area. The questions were open-ended.

Assessment of the appropriateness and feasibility of the academic leadership development model for teachers in the 21st century under the Office of the Primary Educational Service Area was divided into three parts. Part 1 consisted of general information about the experts: job title and description; highest educational qualification; and work experience. This assessment was a checklist. Then Part 2 examined and evaluated the academic leadership development model for teachers in the 21st century under the Office of the Primary Educational Service Area: appropriateness and feasibility aspect of the format. The researchers used a 5-point Likert Scale (Likert, 1932) to measure this part. Finally, Part 3 included open-ended questions for additional comments and suggestions.

2.3 Data Collection

Phase One studied the conditions of academic leadership development of teachers in the 21st century under the Office of Primary Educational Service Area by having the experts complete the questionnaire and interview. The researchers used the questionnaire to collect data personally, by mail, and by Google form. There were 335 responses (100 percent). The researchers also contacted the participant experts to complete the interview for guidelines to develop the academic leadership of teachers in the 21st century under the Office of the Primary Educational Service Area.

Finally, Phase Two investigated the development of a model for developing teachers' academic leadership in the 21st century under the Office of Primary Educational Service Area with the participant experts in the focus group meeting. In this meeting, the researchers obtained the data for the suitability and feasibility of the model for developing teachers' academic leadership in the 21st century under the Office of the Primary Educational Service Area.

2.4 Data Analysis

Phase One studied the conditions of academic leadership development of teachers in the 21st century under the Office of Primary Educational Service Area. The researchers analyzed the data gained from this phase using the averaging method (\bar{x}) and standard deviation (S.D.). For the interview on guidelines for developing teachers' academic leadership in the 21st century under the Office of the Primary Educational Service Area, the researchers analyzed data by transcribing the tapes and analyzing the content (Content Analysis).

The data gained from Phase Two for the development of a model for developing teachers' academic leadership in the 21st century under the Office of Primary Educational Service Area was analyzed to the average (\bar{x}) and standard deviation (S.D.)

3. Results

3.1 Development Conditions of the Academic Leadership of Teachers in the 21st Century under the Office of Primary Educational Service Area

The development conditions of the academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area were at a high level ($\bar{x} = 3.86$, S.D. = 0.59). When considering each aspect, it was found to be at a high level in every aspect. The aspect with the highest average was the aspect of promoting and supporting learning ($\bar{x} = 3.92$, S.D. = 0.61), followed by curriculum and learning management ($\bar{x} = 3.88$, S.D. = 0.60). The lowest aspect was creating a learning network ($\bar{x} = 3.78$, S.D. = 0.58).

Moreover, the results of the guidelines for developing teachers' academic leadership in the 21st century under the Office of the Primary Educational Service Area by selecting from outstanding educational institutions when interviewing were summarized in four main aspects. For curriculum and learning management, the results revealed that educational institutions promoted and developed teachers to increase knowledge and understanding and could systematically plan to create and develop curriculum. The teachers could design their learning units, and innovative media developed within work hours by exchanging knowledge with fellow teachers through the Professional Learning Community (PLC) process. The educational institutions also promoted and supported the teachers and personnel to receive development training according to the self-development plan each year. In addition, the teachers tended to search for knowledge from the media, and modern technology of teachers regularly.

For promoting and supporting learning, educational institutions would promote and develop teachers to increase knowledge and ability for developing classrooms and creating a learning atmosphere. The teachers were encouraged to develop themselves in work hours and out-of-work hours by the PLC process. Educational institutions supported the teachers to follow their professional development plan for each year to gain new knowledge via YouTube, Zoom, and other Applications.

For personal and professional development, educational institutions would promote and develop teachers to have systematic knowledge and a self-professional development plan. The educational institution would support media, supplies, technology, and educational field trips to develop modern knowledge to keep up with technology and the changes. The teachers developed themselves through Line (Messenger app), Facebook pages, Thai Mooc, Digital Learning and Instructional Technology (DLIT), etc.

Finally, the creation of learning networks is important in developing teachers' academic leadership of teachers in the 21st century. The development of teachers' academic leadership in terms of creating and developing learning networks, the educational institutions encouraged the teachers to create learning networks both within and outside the school and become members of digital networks for teachers' self-development through Line and Facebook

Pages.

3.2 Results of Creating a Model for Developing Academic Leadership for Teachers in the 21st Century under The Office of Primary Educational Service Area

The model for developing academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area consisted of five components. The first component consisted of the principles of the model (the principle of being a learning person, the principle of continuous self-development, and the principle of using technology components). Next, the model aimed to provide teachers with guidelines for developing teachers' academic leadership in the 21st century that could affect the quality of learners. It also aimed to provide teachers with a model for developing leadership to apply at the schools with high quality. The third component of process methods consisted of three methods: development during working hours; development out of working hours; and informal development in four areas of development (curriculum and learning management, promoting and supporting learning management, personal and professional development, and creating a learning network).

The fourth component addressed the evaluation of the model with two items: evaluate the academic leadership development of teachers after implementing the model and evaluate the satisfaction of school administrators and teachers in educational institutions after implementing the model. The last component was in two conditions for the success of the model. Educational institution administrators need to create awareness of teachers' self-development to help promote student quality and professional development. Then they need to promote and support the budget and morale for the self-development of teachers in educational institutions. In addition, educational institution administrators need to promote and support the teachers with media, equipment, and technology.

Results of evaluating the appropriateness and feasibility of the model for developing academic leadership for teachers in the 21st century under the Office of Primary Educational Service Area showed that the suitability was at a high level ($\bar{x} = 4.64$, S.D. = 0.45) and there was a high level of possibility ($\bar{x} = 4.61$, S.D. = 0.51) as shown in Table 1.

Table 1. Results of evaluating the appropriateness and feasibility of the academic leadership development model for teachers in the 21st century under the overall primary educational service area office

| | Detailed content of the elements of the format | Suitability | | | Possibility | | |
|----|---|-------------|------|-------|-------------|------|-------|
| | | \bar{x} | S.D. | Level | \bar{x} | S.D. | Level |
| 1. | Principles of the model | 4.43 | 0.51 | high | 4.50 | 0.51 | high |
| 2. | Objectives of the model | 4.50 | 0.51 | high | 4.50 | 0.51 | high |
| 3. | How the model works | 4.43 | 0.50 | high | 4.39 | 0.49 | high |
| | Development during work hours | 4.50 | 0.51 | high | 4.43 | 0.51 | high |
| | Development outside of work hours | 4.50 | 0.51 | high | 4.43 | 0.51 | high |
| | Informal development | 4.50 | 0.51 | high | 4.36 | 0.49 | high |
| | Aspect 1: Curriculum and learning management | 4.46 | 0.50 | high | 4.38 | 0.49 | high |
| | Aspect 2: Promote and support learning | 4.48 | 0.51 | high | 4.41 | 0.50 | high |
| | Aspect 3: Personal and professional development | 4.46 | 0.50 | high | 4.40 | 0.50 | high |
| | Aspect 4: Creating a learning network | 4.32 | 0.51 | high | 4.39 | 0.49 | high |
| 4. | Model evaluation | 4.50 | 0.51 | high | 4.43 | 0.51 | high |
| 5. | Success conditions | 4.50 | 0.51 | high | 4.43 | 0.51 | high |
| | Total | 4.46 | 0.50 | high | 4.42 | 0.50 | high |

Note. This table demonstrates the results of evaluating the appropriateness and feasibility of the academic leadership development model for teachers in the 21st century under the overall primary educational service area office.

3.3 Summary of Research Results

The research results on the model of academic leadership development of teachers in the 21st century under the Office of Primary Educational Service Area revealed the conditions of academic leadership development of teachers in the 21st century under the Office of Primary Educational Service Area in every aspect was at a high level of practice. Therefore, the researchers developed a model for developing academic leadership for teachers in the 21st century under the Primary Educational Service Area Office. The model consisted of five components.

The first component included the principle of being a learning person; the principle of continuous self-development; and the principle of using technology. Additionally, the second component addressed the objectives of the model that were grouped into two points: providing the teachers with guidelines for developing teachers' academic

leadership in the 21st century that can affect the quality of students and providing them with a model for developing leadership. The teachers then could apply their academic knowledge at their school with high quality.

Next, Component Three showed the process methods in three methods of development arranged in order of importance: development during work hours; development outside work hours; and informal development. The four areas of development included curriculum and learning management; promoting and supporting learning management; personal and professional development; and creating a learning network. The fourth component was the evaluation of the model with two items: evaluating the academic leadership development of teachers after implementing the model and evaluating the satisfaction of school administrators and teachers in educational institutions after implementing the model.

Finally, the fifth component showed two conditions for the success of the model. Educational institution administrators need to create awareness of teachers' self-development to help promote student quality and professional development. Then the educational institution administrators need to promote and support the budget and morale for the self-development of teachers in educational institutions. Additionally, they also need to promote and support media, equipment, and technology.

The model for developing academic leadership of teachers in the 21st century under the Office of Primary Educational Service Area was appropriate and feasible at a high level. This model can be used to develop the academic leadership of the teachers in the 21st century under the Office of Primary Educational Service Area. This action affects the quality of students and the quality of education further.

4. Discussion

The results to address research the first objective was that the conditions of academic leadership development of teachers in the 21st century under the Office of Primary Educational Service Area were at a high level. Then each aspect was at a high level: promoting and supporting learning; curriculum and learning management; personal and professional development; and the creation of learning networks.

The academic leadership of teachers under the jurisdiction of the Primary Educational Service Area Office in four areas aligned with the Ministry of Education (2021, p. 47) in the determination of the criteria and methods for evaluating the position and academic status of teachers and educational personnel in the teaching position according to the Office of the Teachers' Council of Thailand's letter No. STH 0206.3/W 9 dated 20 May 2021 (2021, p. 5). In addition, potential teachers needed higher performance competencies according to the expected academic level. They also needed to be able to develop students to reach their full potential in driving the development of educational quality. These results are consistent with Srinutphong's (2014, pp. 184–185) research regarding the academic leadership development model of teachers that promoted learning management through the use of information technology in basic educational institutions. The results of this research revealed six aspects of the model: curriculum development; developing the learning process; developing innovative media and educational technology; development of learning resources; supervision within educational institutions; and achievement motivation. The results when checking the consistency and accuracy of the model were found to be appropriate and feasible. The overall aspect and item were at a high level. The results to address the second objective showed that creating a model for the development of academic leadership for teachers in the 21st century under the Office of the Primary Educational Service Area included the principles of the model, objectives of the model, and the methods of process. There were three development methods consisting of development during work hours, development outside work hours, and informal development. Moreover, the development of academic leadership consisted of four areas: curriculum and learning management; learning promotion and support; personal and professional development; and learning network creation.

Next, the evaluation of the model and the success criteria of the model were appropriate at a high level. In addition, the researchers implemented components of academic leadership development for teachers with three methods of development in operating all four main components and applied the technologies in each process appropriately (e.g., Google Meet, Google Form, Line, Facebook, and Zoom). The results parallel Masena's (2022) study on human resource development in modern education which was a teacher development that integrated On Job Training, Off Job Training, and self-study with online lessons and other learning media. This present study's results are also similar to Raekrun's (2019) study on the academic leadership development model of teachers in basic educational institutions under the jurisdiction of the Nakhon Si Thammarat Primary Educational Service Area Office, Area 1. Raekrun found five aspects: self-development; vision development; curriculum development and learning management; learning resource development and classroom organization; and student quality development to meet learning standards.

Similarly, Wannasri (2021) studied the academic leadership development model of secondary English teachers in

the Northeastern region. The researcher found five components of leadership development for secondary English teachers: setting a vision and learning goals; teacher skills; use of educational media and technology; teacher professional development; and morality and ethics of teachers.

For general recommendations, educational institutions should promote and support teachers in developing themselves by creating learning networks through various development formats offline and online using technological media to keep up with changes in the 21st century. Then they should promote and support technological media and equipment to facilitate teachers' self-development. After that educational institution administrators should encourage personnel who are role models in self-development. Finally, they should realize the importance of academic leadership development and expand the model systematically and continuously. Regarding policy, educational institutions should also continually promote and support the development of teachers' academic leadership, especially development in work hours and self-development which will meet the teachers' needs. More importantly, the educational service area offices or related agencies should determine the development of teachers' academic leadership and methods of development for use in teacher development in educational institutions. The original affiliation should promote and support modern media, equipment, technology, and internet systems to strengthen the learning atmosphere for teachers in comprehensive learning.

Future research should study the academic leadership development model of teachers regarding building academic networks toward the development of educational quality. Moreover, the model for developing teachers' academic leadership in the 21st century should be studied in educational institutions at all levels.

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Data sharing statement

No additional data are available.

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