

IC-005 Components And Indicators of Collective Leadership among Secondary School Administrators

Ariya Tipchai^{1,*}
Kowat Tesaputa²

¹Graduate School, Roi Et Rajabhat University, Thailand

²Faculty of Education and Human Development, Roi Et Rajabhat University, Thailand

*Corresponding author's email: ariyatipchai@gmail.com.

ABSTRACT

This research aimed to study the components and indicators of collective leadership among secondary school administrators. Documentary study was employed to analyze and synthesize the components and indicators of collective leadership. Seven experts were evaluated the propriety of the components and indicators of collective leadership, selected using purposive sampling. The research instrument was an evaluation form. Descriptive statistics were used for data analysis. The research findings revealed that: The collective leadership of secondary school administrators comprised six components: 1. Vision Setting (9 indicators), 2. Building a Strong Team (10 indicators), 3. Results Orientation (10 indicators), 4. Fostering Collaborative Change (11 indicators), 5. Networking (9 indicators), and 6. Building Cooperation (11 indicators). Furthermore, the experts considered the components to be at the highest level of appropriateness and suitable for developing shared leadership among school administrators.

Keywords: Components and Indicators, Collective Leadership, School Administrators

Introduction

Entering the 21st century, global changes have impacted the social, economic, environmental, scientific, and political aspects of every nation. Advancements in technology and communication have enabled rapid global interconnectedness and communication, creating a borderless world (Office of the Education Council, 2014). This constitutes a drastic transformation with widespread effects on countries in the political, economic, social, and educational spheres (Kangpeng and Kanlong, 2010). The changing context of global society under the influence of globalization affects Thai society, presenting both opportunities and limitations for national development. The flow of people, capital, knowledge, and technology stimulates rapid and unrestricted changes across all areas, creating global interconnectedness (Office of the Education Council Secretariat, 2011: 1). These changes necessitate unavoidable societal adjustments. Societies that adhere to traditional foundations, lack research and the creation of new knowledge, merely imitate and are intellectually dominated, and lack their own identity, will have low competitiveness (Phujomjit, 2015).

Educational institutions are organizations or agencies that play a crucial role in providing education, which is a significant factor in human development and the foundation of national progress. To achieve the goals of developing individuals and society in all dimensions, several components are necessary (Visalaporn, 2012). In particular, administrators must demonstrate outstanding leadership, regardless of the type of instruction the educational institution provides. The standards and quality of the educational institution are considered central. For an educational institution to be successful, it requires administrators with leadership qualities (Wonganutararoj, 2010). In managing organizations, especially educational agencies and institutions, one factor that contributes to successful operation within the organization is having administrators with the knowledge, abilities, and administrative skills, especially having leadership that can unite the organization in working towards common goals. Therefore, the leadership of administrators and professional administrative leaders who can create persuasive power and influence others, with key indicators of professional administrative leadership being work achievement and efficiency, make leadership a key indicator of work achievement and efficiency (Nuangsri et al., 2021).

Therefore, leadership is central to achieving success in life and organizational success. Leadership potential and skills are key factors in developing capabilities and creating a competitive advantage for both individuals and organizations in the modern era. Leadership is the ability to lead, which is crucial for a leader's success. For leadership to enable a leader to lead effectively, it is necessary to study leader characteristics, leader

power, and various leader behaviors to identify effective leadership in different organizations or situations (Yukl, 2002). However, in some situations, people should follow those who understand the situation best, rather than following the lead of formal authorities, which is called the “law of the situation” (Pearce and Conger, 2002). It is a process and situation in which an individual is accepted as a leader in a group and influences the behavior of the group members. Group members believe in the leader's ability to solve various problems the group faces, relying on the leader's authority or actions to persuade or guide others to achieve the set objectives (Anannavee, 2012). Administrators or leaders in the 21st century must possess different leadership characteristics and be able to develop leadership within the educational institution, fostering self-leadership among personnel within the organization. In the context of educational institutions, this means that administrators can empower teachers to develop self-leadership and take initiative in their work and participation in the institution. This type of leadership is a leadership trend that is receiving significant attention in the development of leadership in the 21st century, an era where leaders do not only play a role in leading themselves and others (Sararattana, 2014).

Collective Leadership is crucial and appropriate for creating and developing modern leaders with transformative leadership characteristics to address numerous and rapidly emerging social problems at both local and global levels. Leadership scholars recognize the necessity of cultivating or developing Collective Leadership among modern educational administrators as a 21st-century leadership development model. This relates to key values such as developing collaborative leadership skills for leaders to create a collective driving force for leadership to achieve organizational goals. Kuenkel and Schaefer (2016) proposed characteristics of Collective Leadership, which should involve fostering change through collaborative decision-making, implementing innovation in the organization, rotating leadership roles, enhancing brainstorming, and promoting collaboration over silos. In the rapidly changing present and future, there is a need for a new type of leadership that cannot be defined by formal systems but requires intensive interpersonal networks. It demands leaders who understand cooperation, control, and trust among partners, even with differing mindsets and working methods. Collective Leadership is the functioning of a group where individuals can take turns leading and following in different situations, working together as a team with potential leadership shifts based on the nature or surrounding context of the task, known as the work context. Collective Leadership is also found in network management and sometimes in cohesive teams rather than mere networks, almost eliminating the need for coordinators, with only responsible individuals possessing expertise in specific areas of the work. This fosters a team environment where members feel truly equal and respect each other's genuine abilities. The result is smooth workflow adaptable to situations, reciprocal initiative, and the generation of new ideas from individual capabilities and sometimes from the synergy of different thoughts, leading to emergent new knowledge. Instead of a “boss-like leader,” there is a “coordinator” who primarily gathers and disseminates information to the team. The direction of work is collectively determined by the team. Therefore, network-based work can be loosely connected and easily understood, making it suitable for connecting multiple organizations (Sirisuwat, 2016). Collective Leadership should be a necessary skill for personnel at all organizational levels to foster modern leadership that understands collaboration, can unite everyone in the team to work together holistically, with sharing, mutual care, and valuing differences and diversity to guide themselves, teammates, and the organization towards work-life balance and to bring about a shift in thinking and working methods, leading to collective action among collaborating personnel within the organization, ultimately driving the organization towards sustainable achievement of its goals. Collective Leadership is similar to the concept of “co-creation,” which does not emphasize the direct role of a single leader's impact on work but rather focuses on the leader's function through the interaction of group members, including sharing the leader's responsibilities so that members jointly own the group's outcomes. This does not result from task delegation to specific individuals but from the group, team, or community process, including continuous internal drive within the group. That is, the “co-creation” concept completely shifts the traditional view of leadership from emphasizing the leader to emphasizing the interaction of team members who collectively lead the team through shared responsibility (Hiller et al., 2006). Tzu (2015) stated that “co-creative” leadership is about an individual joining a group and learning from the group with love, starting by learning from what exists within the group, then collectively becoming the best leaders in the group, and when the work is completed, being able to say, “We participated in the work of the group.”

Therefore, leadership based on the collaborative concept is not a personal characteristic but is related to the processes that occur within a team, group, or organization. Furthermore, the “co-creation” leadership concept assumes that an individual's leadership is expressed by seamlessly integrating with the operational dynamics of the group, team, and organization in an inseparable manner. Consequently, Collective Leadership does not emphasize the individual expressions of each leader's level of ability or charisma. Thus, educational institutions, as open-system social organizations, need to strengthen Collective Leadership to develop contemporary secondary school administrators who possess the leadership qualities necessary for effective school management and problem-solving in areas such as limited administrative resource management, educational quality, and the

creation of strategic networks. Another important aspect is the need for secondary school administrators in the ASEAN Economic Community (AEC) era to collaborate in order to elevate educational quality and prepare for the global society, enhancing the country's competitiveness both within and outside the ASEAN region. Therefore, Collective Leadership is highly significant and appropriate for the development of secondary school administrators to foster synergistic collaboration and mutual support from various stakeholders in jointly improving the quality of school education. This includes cooperation from internal school personnel, stakeholders, fellow administrators, and cross-group, cross-organizational collaboration between school administrators and relevant organization administrators and the community to impact higher educational quality (Nuangsri et al., 2021).

Based on the results of the national education reform plan implementation, secondary schools face challenges in providing quality education. It has been found that the central education administration lacks unity and integration, with overlapping directives and monitoring from other agencies within the ministry and the Office of the Basic Education Commission. There is no modern information system, and excessive centralization of authority persists. Public participation promotion is insufficient, and there are issues with resource utilization efficiency. Despite a high proportion of education expenditure, learning achievement remains low. The large number of small schools predominantly lacks resources to support quality education, and there is insufficient staffing. Teachers have excessive workloads, hindering their ability to teach effectively (Office of the Basic Education Commission, 2022). Furthermore, the rapid changes in the new normal era have led to unmet learning needs of students and inefficiencies in teaching management. To address these problems, the leadership of school administrators is crucial and necessary for managing educational institutions. The leadership of school administrators should be visionary, mindful of the situation, knowledgeable and capable of collaborating with various individuals, supportive, and skilled in collaborative problem-solving, which will lead to the achievement of stated objectives and goals (Yindi et al. 2022). Therefore, if administrators, as leaders, lack self and other understanding, especially in fostering understanding of the organization and the needs of followers, they may ultimately be unable to create value for those followers who help shape the organization's future. Thus, in organizational management, administrators must possess leadership, a crucial factor in gaining the acceptance of subordinates. If organizational leaders lack appropriate characteristics or leadership, it inevitably leads to inefficiency within the unit, demoralized followers, and direct negative consequences for the organization (Greenleaf. 2002).

For this reason, Collective Leadership is a necessity for school administrators given the current circumstances. Furthermore, this type of leader has the potential to create an organizational atmosphere that is crucial for effective administration and personnel performance, which is considered important for transforming the management of school administrators. Research on Collective Leadership among school administrators is very limited. The researcher has a direct responsibility to promote and support the management of basic education institutions for maximum efficiency and therefore conducted the research on "The Development of a Program to Enhance Collective Leadership among Secondary School Administrators under the Office of the Basic Education Commission." This research aims to be used for developing Collective Leadership among secondary school administrators, promoting work efficiency that will impact the quality of secondary education management, and providing guidelines for the Office of the Basic Education Commission, secondary education service area offices, and other organizations with similar contexts to use in developing basic education administrators for more efficient and effective educational management in the future.

Purposes

To study the components and indicators of collective leadership among secondary school administrators.

Research Methodology

This research is a qualitative study investigating the components and indicators of collective leadership among secondary school administrators under the Office of the Basic Education Commission. It involves a review of documents, textbooks, and research related to shared leadership among secondary school administrators under the Office of the Basic Education Commission. Data synthesis was conducted based on this review to identify the components and indicators of shared leadership for secondary school administrators. The appropriateness of these components and indicators was then examined by seven experts selected through purposive sampling. These experts comprised three groups: two academics (university professors holding doctoral degrees in educational administration with at least 10 years of teaching experience in public or private universities), three school administrators (currently or formerly holding the position of school director, possessing a doctoral degree in educational administration, and having at least 10 years of administrative experience in schools), and two educational administrators (currently or formerly holding the position of director of an educational service area, possessing a doctoral degree in education, and having at least 10 years of administrative experience in education).

The research instrument used was a discussion point recording form derived from questions used in a focus group discussion. The index of item-objective congruence for the discussion questions was 1.00. This was to reach a common conclusion regarding the appropriateness of the components, as well as to gather additional opinions and suggestions from the seven experts. The discussion points consisted of three types of questions: 1. Leading questions, 2. Main questions (which directly addressed the research questions), and 3. Concluding questions. Data collection involved synthesizing content from relevant documents and textbooks. Official letters were prepared by the graduate school to request cooperation from the experts. Contact was made to schedule meetings with the seven experts 15 days in advance to deliver the letters and relevant documents for the focus group discussion. The focus group discussion was then conducted according to the scheduled date and time. The results were synthesized and summarized using descriptive statistics for data analysis.

Results

The collective leadership of secondary school administrators is processes and situations that enable school administrators to persuade, promote, and motivate individuals to be accepted as leaders within a group, representing a dynamic team environment where leadership shifts based on the context of the task. This fosters a team dynamic where everyone is equal, respected for their genuine abilities, ultimately leading to innovation and the achievement of the organization's operational goals. It comprises six components: 1. Vision Setting (9 indicators), 2. Building Strong Teams (10 indicators), 3. Achievement Orientation (10 indicators), 4. Creating Shared Change (11 indicators), 5. Networking (9 indicators), and 6. Fostering Collaboration (11 indicators). Experts have deemed these components to be at the highest level of appropriateness and suitable for developing the Collective Leadership of school administrators, as illustrated in Figure 1.



Figure 1

Discussion

Given that Collective Leadership of secondary school administrators is a process and set of situations enabling school administrators to persuade, promote, and motivate individuals to be accepted as leaders within a group, representing a dynamic team environment where leadership shifts based on the context of the task. This fosters a team dynamic where everyone is equal, respected for their genuine abilities, ultimately leading to innovation and the achievement of the organization's operational goals. It comprises six components: 1. Vision Setting (9 indicators), 2. Building Strong Teams (10 indicators), 3. Achievement Orientation (10 indicators), 4. Creating Shared Change (11 indicators), 5. Networking (9 indicators), and 6. Fostering Collaboration (11 indicators). Experts have deemed these components to be at the highest level of appropriateness and suitable for developing

the Collective Leadership of school administrators. This is because Collective Leadership necessitates a dynamic team environment with shifting leadership based on the task context, fostering a team where everyone is equal and respected for their genuine abilities, leading to innovation. Strengthening Collective Leadership involves developing individuals in management and work processes that rely on the collaboration of diverse team members who influence each other. Everyone accepts and promotes each other's knowledge, abilities, and decisions, taking turns as leaders and followers in appropriate situations, collectively defining goals, vision, and objectives. All team members are equal, working together to create new things to achieve the organization's goals (Pharadon Khemnok and Suchada Nanthachai, 2013; Jaruwan Thaopan et al., 2022), which arises from promoting individual engagement in shared vision (synthesizing Collective Leadership components related to defining a shared vision and having common goals), building a strong team (synthesizing Collective Leadership components related to creating strong teams and building shared responsibility), achievement motivation (synthesizing Collective Leadership components related to individual development and outcome focus), making a change together (synthesizing Collective Leadership components related to social awareness and creating change), creating a network (synthesizing Collective Leadership components related to knowing the community or organization and networking), and partnership (synthesizing Collective Leadership components related to fostering collaboration and teamwork) (Kellogg Foundation, 2007; Wheatley and Frieze, 2011; Brookes, 2017; Health and Social Care, 2017; O'Neill and Brinkerhoff, 2017; Kuenkel et al., 2021; Thitikarn Atsarakul, 2021). This results in personnel or individuals within the organization developing confidence in their ability to solve various problems the group faces by leveraging authority or the leader's actions to persuade or guide others to successfully complete tasks according to established objectives under any given situation to achieve collective or leader goals conditionally (Paradee Anantanawi, 2012). This aligns with the research of Supakchawi Iamsam-ang (2016), which studied the Collective Leadership of work unit heads in educational institutions under the Secondary Education Area Office, Region 39, finding that: 1) The overall Collective Leadership of work unit heads in educational institutions was at a high level. When considering individual components, all were at a high level, with the average scores ranked from highest to lowest as follows: Component 3: Develop the individual, Component 1: Know Community, Component 4: Make the change, and Component 2: Build a strong team. This also aligns with the research of Jinnicha Saksiriphaporn (2016), which studied the Collective Leadership of basic education institution committees under the Sukhothai Secondary Education Area Office, Region 36, finding that: 1) The overall Collective Leadership of the basic education institution committees across all four aspects was at a high level, with the highest average score in the Develop the individual aspect, followed by Know Community, Build a strong team, and Make the change, respectively. Furthermore, it aligns with the research of Saowapha Phuchin (2016), which studied the Collective Leadership of learning strand leaders in extended opportunity schools under the Kamphaeng Phet Primary Education Area Office, Region 1, finding that: 1) The overall Collective Leadership of learning strand leaders in extended opportunity schools under the Kamphaeng Phet Primary Education Area Office, Region 1 was at a high level. When considering individual components, the component with the highest average score was Component 4: Make the change.

Conclusions

To achieve the goals of developing individuals and society in all dimensions, several factors are essential. Shared leadership of secondary school administrators is a process and set of situations employed to develop individuals, enabling school administrators to persuade, promote, and motivate individuals to be accepted as leaders within a group. This fosters a dynamic team environment with shifting leadership based on the context of the task, where all individuals are equal and respected for their genuine abilities, ultimately leading to innovation and the achievement of the organization's operational goals. It comprises six components: 1. Vision Setting (9 indicators), 2. Building Strong Teams (10 indicators), 3. Achievement Orientation (10 indicators), 4. Creating Shared Change (11 indicators), 5. Networking (9 indicators), and 6. Fostering Collaboration (11 indicators).

Recommendations

1. Recommendations for Implementation

1.1 A thorough understanding of the components and indicators should be acquired before applying them to personnel development.

1.2 Ensure the readiness of facilities, materials, equipment, and personnel prior to development based on the components and indicators.

2. Recommendations for Future Research

2.1 Future studies should investigate factors that promote and support the development of shared leadership among school administrators to enhance the success of personnel development.

2.2 Further research should explore the components and indicators for developing leadership in personnel at various levels, such as supervisors, department heads, level heads, and staff in different departments.

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