



Innovative Leadership of Educational Institution Administrators at Dhonburi Rajabhat University

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Abstract

Background and Aim: The objectives of this research are 1. To study the innovative leadership of educational institution administrators. Thonburi Rajabhat University and 2. To compare the innovative leadership of educational institution administrators. Thonburi Rajabhat University Classified by work experience and educational qualification This research is a survey research.

Materials and Methods: The population used in this research is teaching staff. Educational institution administrators Thonburi Rajabhat University, in the academic year 2023, numbering 270 people. The sample group is 127 teachers and administrators of the Thonburi Rajabhat University in the academic year 2022. The sample size was determined using the table. Cransy and Morgan Using stratified sampling. According to the proportion of the sample until the specified amount is reached The research method has 4 steps: 1) Study the research problem. 2) research design 3) Data collection 4) Analyze data writing a research report The tool used to collect data is a 5-level estimation questionnaire. Statistics used in data analysis include: 1) Frequency Percent 2) Mean 3) Standard Deviation 4) Test the hypothesis by using a t-test.

Results: The research results found that the Innovative leadership of educational institution administrators at Thonburi Rajabhat University found that Overall is at a high level in comparison to the innovative leadership of school administrators. Thonburi Rajabhat University Classified by work experience and educational qualification different Have opinions on the innovative leadership of educational institution administrators Thonburi Rajabhat University that are not different on all 4 sides.

Conclusion: Innovative leadership of educational institution administrators at Thonburi Rajabhat University Classified by work experience and educational qualification with different work experiences and different educational qualifications Overall each aspect is not different.

Keywords: Innovative Leadership, Educational Institution Administrators, Dhonburi Rajabhat University

Introduction

The rapid advancement of technology and innovation has brought significant changes to the global landscape, (Pitchapo & Worapongpat, 2024), particularly in economic and social sectors. These changes have necessitated constant adaptation to maintain competitiveness amid globalization. In Thailand, increasing competitiveness at both the national and organizational levels has been prioritized. A policy framework has been established to emphasize innovation, with plans to position the country as a leader in systematic innovation development, aimed at addressing crises and fostering sustainable national development (Woorapongpat et al, 2020) It is widely recognized that innovation within organizations requires strong leadership, specifically innovative leadership, which is a crucial factor for success. Leaders play an essential role in supporting and empowering organizational personnel by





providing ideas and direction that foster the creation of new methods and innovations beneficial to the organization (Woarapongpat & Chuthong, 2020)

Effective leaders must ensure that individuals within the organization are performing to the best of their abilities. The distinction between leadership and management is essential: management operates most efficiently under stable and consistent conditions, while leadership is inherently dynamic, involving ongoing engagement with others and driving continual change (Woarapongpat et al, 2021)) Therefore, the challenge for leadership lies in fostering and sustaining growth through change. (Rungrachana & Worapongpat, 2023)

Innovative leadership is a critical competency for educational institution administrators and teaching staff. It is essential for creating awareness, fostering attitude shifts, and facilitating the acquisition of new skills. Administrators and educators must embrace the role of innovative leaders who can transform creative ideas into actionable outcomes that yield the greatest benefit to educational institutions. This entails two primary components: (1) implementing new methods to establish conducive environments for innovation, and (2) utilizing innovative ideas to solve problems and drive the development of new solutions within the organization. Educational institution administrators must embody innovative leadership, as emphasized by (Woarapongpat et al, 2022f) who argued that successful educational institutions rely on clear principles, concepts, and theoretical frameworks. These institutions thrive on the dedication and efforts of all stakeholders, unity of purpose, and the pursuit of challenging goals. Additionally, they require sufficient and high-quality resources, all under the guidance of strong leadership (Woarapongpat et al, 2021b)

Administrators play a pivotal role in initiating, developing, and driving organizational operations toward effective change and goal attainment. The key components of innovative leadership include a visionary and strategic mindset, innovative thinking skills, fostering an innovative organizational atmosphere, managing risk, and building innovation networks. These factors form the foundation of the organizational development process (Woarapongpat & Phakamas, 2022) Thus, innovative leadership among school administrators is a critical factor in enabling sustainable change and development in the education sector (Woarapongpat et al, 2022e)

Effective educational institution management requires the ability to envision and execute positive changes. Leaders must possess creativity, critical thinking, observation skills, curiosity, and an inclination toward analysis, research, experimentation, and synthesis to identify optimal solutions or alternatives. They should demonstrate an ability to connect ideas, engage in in-depth information study, and learn from both knowledge and experience to foster innovative changes that add value. Whether creating new ideas or enhancing existing ones, leaders must translate ideas into concrete actions through careful analysis, increasing the institution's efficiency, quality, and potential. This, in turn, enhances the institution's competitiveness. (Pramathikul & Worapongpat2023)

The research identifies a critical need for educational institution administrators to develop and practice innovative leadership to drive positive change and foster sustainable growth. Despite the recognition of innovative leadership as essential for educational success, many institutions face challenges in fully embracing and implementing these leadership practices. The research problems, therefore, revolve around a lack of Innovation in Leadership Practices: Many educational administrators and teaching staff lack the necessary skills and awareness to foster an innovative culture, making it difficult to respond to changing educational demands. Limited Strategic Vision: There is often an absence of a clear strategic vision among administrators for driving institutional change and development. This hinders their ability to create environments conducive to innovation and creativity. Inadequate Resources and Support: Even when innovative ideas are generated, educational institutions frequently struggle with limited access to high-quality resources, support, and frameworks to effectively implement these ideas and sustain change. Resistance to Change: Many educational environments are resistant to new ideas or changes, often due to entrenched traditional practices, lack of stakeholder buy-in, or fear of failure, which further impedes the implementation of innovative leadership Gap in Skills and Competencies: Administrators and educators often lack the critical competencies—such as creative problem-solving, risk management, and innovation network-building—needed to guide their institutions toward successful transformation. Sustainability of Innovative Changes: The challenge lies





not just in initiating change but also in ensuring that these innovations are sustainable and lead to long-term improvements in the quality and efficiency of educational institutions.

Objectives

1. To study the innovative leadership of educational institution administrators at Thonburi Rajabhat University.
2. To compare the innovative leadership of school administrators at Thonburi Rajabhat University, classified by work experience and educational level

Literature review

1. Overview of Innovative Leadership in Educational Institutions Innovative leadership is a crucial factor in the transformation and advancement of educational institutions. It involves leaders who not only manage effectively but also drive change, foster creativity, and promote a culture of continuous improvement (Yun & Worapongpat, 2023) Effective leaders in education are those who can envision and implement strategies that lead to significant advancements in teaching and learning processes (Worapongpat & Nipapon, 2024)

2. Vision for Change A strong vision for change is foundational to innovative leadership. According to Kouzes and (Worapongpat & Praditteera, 2024) visionary leaders articulate a compelling vision for the future, which motivates and guides their teams toward achieving set goals. In educational settings, leaders with a clear vision for change can navigate their institutions through complex educational reforms and technology integration (Worapongpat & Kumla, 2024) This vision often involves aligning the goals of the institution with broader educational trends and societal needs (Worapongpat & Viphoouparakhot, 2024)

3. Participation in Work and Teamwork Participation in work and effective teamwork are critical components of innovative leadership. Collaborative leadership encourages the involvement of all members of the institution in decision-making processes, which enhances collective problem-solving and fosters a sense of ownership and commitment (JianFeng & Worapongpat, 2024) Research indicates that when educational leaders promote teamwork, they create an environment where innovation thrives, as team members contribute diverse perspectives and ideas (Worapongpat & Praditteera, 2024)

4. Creative and Innovative Thinking Creative and innovative thinking is another essential aspect of effective leadership. Leaders who foster a culture of creativity can inspire their teams to develop new approaches and solutions (Deepimay & Worapongpat, 2023) In educational institutions, this includes encouraging teachers and staff to experiment with new teaching methods and technologies (Liu & Worapongpat, 2024) Studies show that innovative leaders are often characterized by their ability to think outside the box and challenge the status quo (Xunan & Worapongpat, 2023)

5. Creating an Atmosphere that Promotes Innovative Organizations The creation of an innovative organizational atmosphere involves establishing a supportive environment where new ideas are encouraged and nurtured. According to Robinson, (Min & Worapongpat, 2023) effective leaders create an organizational culture that values and rewards innovation, providing the necessary resources and support for employees to experiment and implement new ideas. An innovative atmosphere is marked by open communication, trust, and the willingness to take calculated risks (Zi & Worapongpat, 2023)

6. Comparative Studies on Innovative Leadership Comparative studies reveal that the effectiveness of innovative leadership varies depending on the work experience and educational background of the leaders. For instance, research (TianShu & Worapongpat, 2022) suggests that leaders with extensive work experience tend to have a more refined approach to fostering innovation compared to their less experienced counterparts. Similarly, the educational level has been shown to influence a leader's ability to implement innovative practices effectively (Dongling & Worapongpat, 2023)

7. Application of Theoretical Frameworks Several theoretical frameworks provide insights into innovative leadership in education. Transformational leadership theory, for example, emphasizes the role of leaders in inspiring and motivating followers to exceed their self-interests for the sake of the



organization (Ning et al, 2023) This theory aligns closely with the components of innovative leadership, including vision, creativity, and teamwork.

8. Current Trends and Challenges Current trends in innovative leadership include the integration of digital technologies and the promotion of collaborative networks among educational institutions (Worapongpat et al, 2023) However, challenges such as resistance to change and limited resources often hinder the implementation of innovative practices (Jianzh & Worapongpat, 2020) Addressing these challenges requires a strategic approach and a supportive leadership environment.

9. Summary The literature underscores the importance of innovative leadership in driving educational transformation. Leaders who possess a clear vision, (Chongwen & Worapongpat, 2020) encourage teamwork, support creative thinking, and foster an innovative organizational culture are better equipped to navigate the complexities of modern education. Future research should explore the specific factors that contribute to successful innovative leadership and how these can be applied in different educational contexts.

Conceptual Framework

Research Concept Framework

Independent Variables refer to the factors that might influence the outcome of the research, which in this case are the work experience and educational level of the administrators.

Dependent Variables refer to the outcomes or aspects of innovative leadership that are being measured, including vision for change, participation in teamwork, creative thinking, and fostering an innovative organizational atmosphere.

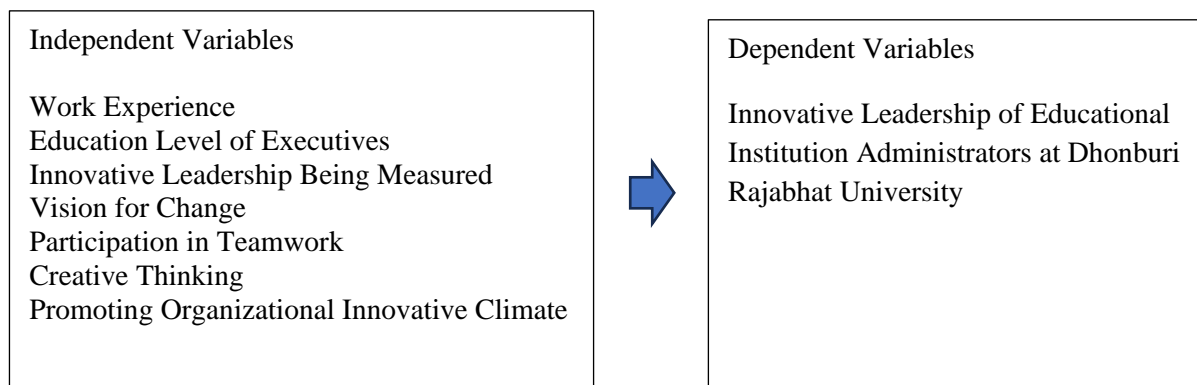


Figure 1: Landscape Showing the Research Concept Framework

Methodology

This research utilized a questionnaire developed by the researcher through a comprehensive review of relevant documents and studies. The questionnaire is divided into two parts:

Part 1: General information of the respondents, including work experience and educational level.

Part 2: Innovative leadership of educational institution administrators at Thonburi Rajabhat University, covering four dimensions:

Participation in work and teamwork

Vision for change

Creativity and innovation

Creating an atmosphere to promote innovative organizations

The second part of the questionnaire employed a 5-point Likert scale to assess innovative leadership.

Creation of Research Tools

The researcher followed a systematic process in developing the research tools, specifically the questionnaire on the innovative leadership of school administrators at Thonburi Rajabhat University:



Review of literature: Documents and previous research related to the innovative leadership of educational institution administrators were reviewed to provide guidelines for questionnaire development.

Terminology definition: Terms were defined clearly to create a questionnaire using a 5-level Likert scale.

Questionnaire development: The questionnaire was designed based on relevant variables synthesized from studies, including (Worapongpat, 2023) and (Worapongpat et al, 2020) research on innovative leadership of educational institution administrators in the 21st century, particularly from the perspective of teachers under the Songkhla Secondary Educational Service Area Office, Satun.

Expert consultation: A draft questionnaire was presented to the research advisor for feedback on content, language, and appropriateness to ensure alignment with the research objectives.

Content validation: The questionnaire was revised following recommendations from three experts who evaluated its content validity and clarity using the Item Objective Congruence (IOC) index.

Pilot testing: The revised questionnaire was tested on a sample group of 30 respondents, and the discriminant validity of each item was analyzed using Pearson's Product-Moment Correlation Coefficient.

Reliability testing: The reliability of the questionnaire was assessed using Cronbach's alpha coefficient, with a value of 0.70 or higher indicating acceptable reliability.

Final administration: The validated and reliable questionnaire was distributed to the designated sample group for data collection and analysis.

Data Collection

The researcher collected data from a sample group at Thonburi Rajabhat University. The process involved informing participants about the research objectives and obtaining permission to collect data. A letter requesting permission, along with the questionnaire, was sent to the respondents with a designated return date. The data obtained from the completed questionnaires were then used for analysis.

Data Analysis

The researcher employed statistical methods to analyze the data using a statistical software package. The analysis was conducted in the following steps:

Part 1: General information of the respondents (e.g., work experience and educational level) was analyzed using descriptive statistics, including frequency and percentage.

Part 2: The responses related to innovative leadership of school administrators were analyzed using the mean (arithmetic mean) and standard deviation.

Statistics Used for Analysis

The statistical methods employed in this research include:

Item Objective Congruence (IOC): This index was used to evaluate the content validity of the questionnaire

Descriptive statistics: Frequencies and percentages were used to analyze general data about the respondents.

Inferential statistics:

The arithmetic mean and standard deviation were used to analyze the responses to innovative leadership.

Independent Sample t-test: This test was applied to determine whether differences existed in the innovative leadership of educational institution administrators at Thonburi Rajabhat University based on different levels of teaching experience and educational background.

Results

The study on innovative leadership among educational institution administrators at Thonburi Rajabhat University yielded the following results:

The data collected from administrators and educators at Thonburi Rajabhat University revealed that the majority of respondents (93 individuals, or 73.27%) had over 10 years of work experience, while 34 individuals (26.77%) had less than 10 years of experience. Additionally, most educational





institution administrators held graduate degrees, with 107 respondents (84.25%) possessing such qualifications, compared to 20 respondents (15.75%) who held only bachelor's degrees.

Overall Findings on Innovative Leadership

The innovative leadership of educational institution administrators at Thonburi Rajabhat University was rated at a high level overall, with a mean score of 4.48 on a 5-point Likert scale. When analyzing the individual dimensions of innovative leadership, all aspects were found to be at either high or very high levels. The ranking by average score is as follows:

Creating an innovative organizational atmosphere: Highest average score.

Vision for change: Second highest score.

Creative thinking: Third in ranking.

Teamwork and participation: Fourth in ranking.

Comparison Based on Work Experience and Educational Qualification

When comparing the innovative leadership of educational institution administrators based on work experience, no significant differences were found in the overall or individual aspects of leadership among administrators with different lengths of service.

Similarly, when comparing administrators based on educational qualifications, no significant differences were found in their overall innovative leadership or any of the specific aspects evaluated.

Discussion

Overall Innovative Leadership

The overall innovative leadership of educational institution administrators at Thonburi Rajabhat University was found to be at a high level. This could be attributed to the administrators' and teachers' strong commitment to innovation and their clear vision for transforming traditional operations. As noted by (Baojanraya et al, 2023) and (Worapongpat, 2022) this dedication involves incorporating information and communication technology (ICT) to enhance work efficiency. By encouraging teamwork and fostering creative thinking, administrators empower organizational personnel to collaborate on problem-solving and improve the quality of their institutions. The administrators' visionary leadership also inspires teachers and staff, creating a sense of motivation and alignment with institutional goals.

Vision for Change

In terms of "vision for change," the study revealed the highest average score among all dimensions of innovative leadership. This suggests that educational institution administrators are adept at conveying a clear vision, mission, and strategic goals that align with the institution's objectives. Their ability to maintain a flexible attitude toward problem-solving and effective communication, as indicated by (Worapongpat et al, 2022c), allows for a cohesive vision-building process between administrators and staff. As Ratchawin (Phunahha, Worapongpat., N., 2023.p. 67-85) highlights, visionary leadership involves setting goals, creating action plans, and fostering a shared understanding of the institution's vision. This collaborative process ensures that the institution remains prepared to address challenges and seize opportunities for future development, aligning with studies by (Worapongpat et al, 2022d)) which stress the importance of predicting organizational trends and steering the institution toward sustainable growth.

Teamwork and Participation

The aspect of "teamwork and participation" also achieved a high score. This success is likely due to the opportunities provided by administrators for personnel and community members to participate in decision-making processes, as well as the encouragement of collective problem-solving. Educational institution administrators demonstrate strong leadership in motivating teams to collaborate and contribute to the organization's success. According to (Worapongpat et al. 2022) effective teamwork is facilitated by administrators who offer guidance, actively listen to concerns, and provide training to enhance staff's understanding of change management. This participatory approach fosters a culture of shared responsibility and commitment to achieving institutional goals.

Creativity



Creativity was also rated highly, reflecting the administrators' efforts to encourage personnel to develop innovative solutions and apply them in practice. School leaders support creative thinking by encouraging the development of new methods tailored to the institution's context. (Worapongpat et al. 2022b) Concluded that creativity is closely linked to the ability to think outside the box, which allows individuals to approach challenges from different perspectives. Administrators foster an environment where flexible thinking and innovation are encouraged, contributing to the generation of new ideas and methods for organizational development.

Innovative Organizational Atmosphere

The highest-scoring dimension was the creation of an "innovative organizational atmosphere." This may result from the administrators' efforts to promote continuous learning and personal development among staff, fostering a collaborative learning community within the institution. As noted by (Worapongpat et al, 2020d)) the creation of a positive organizational atmosphere directly influences the learning experiences of teachers, which in turn contributes to institutional innovation. Administrators work to ensure a relaxed, stress-free work environment, supported by a clear organizational structure and objectives. This nurturing atmosphere empowers personnel to explore new ideas and innovations while maintaining a supportive and productive workplace.

Suggestions for Future Research

Given the findings on innovative leadership, which highlight key aspects such as participation, vision for change, creative thinking, and fostering an innovative atmosphere, future research could delve deeper into the factors that influence innovative leadership in educational institutions.

Factors Affecting Innovative Leadership

Investigating what specific internal and external factors influence the development of innovative leadership among educational administrators can provide more detailed insights into how leadership can be cultivated and strengthened.

Guidelines for Developing Innovative Leadership

Future research should focus on developing comprehensive guidelines and frameworks to help school administrators build and enhance their innovative leadership skills. This may involve case studies, experimental interventions, or comparative studies across different educational institutions to identify best practices for promoting leadership that drives innovation in education.

Knowledge Contribution

The research on innovative leadership among educational institution administrators at Thonburi Rajabhat University offers several significant contributions to the field of educational leadership and organizational innovation:

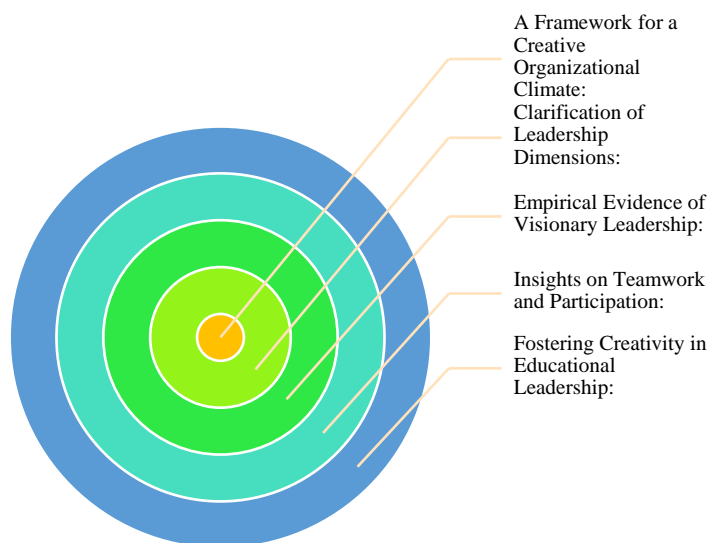


Figure 2 Knowledge Contribution



Enhanced Understanding of Innovative Leadership: The study provides a comprehensive analysis of innovative leadership within an educational context, highlighting how administrators' vision, teamwork, creativity, and organizational atmosphere contribute to overall innovation. This understanding helps bridge gaps in the existing literature by detailing how these leadership components interact and impact educational institutions.

Clarification of Leadership Dimensions: By categorizing innovative leadership into distinct dimensions—such as having a vision for change, fostering teamwork, encouraging creativity, and creating an innovative atmosphere—the research clarifies the specific attributes and practices that contribute to effective leadership in educational settings. This categorization aids in developing more targeted leadership development programs.

Empirical Evidence of Visionary Leadership: The study reinforces the importance of having a vision for change among educational leaders. It provides empirical evidence supporting the notion that a clear and communicated vision is critical for driving organizational innovation and improvement.

Insights into Teamwork and Participation: The findings underscore the role of teamwork and participation in fostering innovation. This contribution is crucial for educational administrators aiming to cultivate collaborative environments where collective problem-solving and idea generation are prioritized.

Promotion of Creativity in Educational Leadership: The research highlights the significance of creativity in leadership, showing how encouraging innovative thinking and problem-solving among personnel can enhance organizational performance. This insight can guide administrators in creating environments that nurture and leverage creative ideas.

Framework for Innovative Organizational Atmosphere: The study contributes a framework for establishing an innovative organizational atmosphere. By identifying how educational administrators can set clear directions and build supportive structures, the research provides practical guidelines for creating environments conducive to innovation.

Comparative Analysis of Work Experience and Educational Levels: The comparison of innovative leadership based on administrators' work experience and educational levels offers valuable insights into how these factors influence leadership practices. This analysis can inform the development of targeted professional development and training programs.

Practical Recommendations for Educational Administrators: The research provides actionable recommendations for educational administrators, such as enhancing vision and strategy, promoting teamwork, and supporting creativity. These recommendations are grounded in empirical data and offer practical guidance for improving leadership practices.

Contribution to Leadership Theory: By integrating findings from various studies and theoretical frameworks, the research contributes to the broader field of leadership theory. It aligns with and extends existing theories of transformational leadership and innovation in educational settings.

Foundation for Future Research: The study identifies areas for further investigation, such as factors affecting innovative leadership and strategies for developing leadership capabilities. This lays the groundwork for future research to build on these findings and explore new dimensions of innovative leadership.

Impact on Educational Policy and Practice: The insights from this research can influence educational policy and practice by providing evidence-based strategies for enhancing leadership effectiveness in schools. This has implications for policymakers and educational leaders aiming to drive systemic change and improve educational outcomes.

Overall, this research advances the understanding of innovative leadership in educational institutions, offering both theoretical contributions and practical guidance that can enhance leadership practices and foster a culture of innovation.





Recommendation

Vision for Change

The research revealed that the vision for change had the lowest average score among innovative leadership dimensions. This suggests that although school administrators have set clear visions, missions, strategies, and goals focused on development and innovation, more effort is needed to translate these into impactful organizational change.

Recommendation: Educational institution administrators should ensure that the vision, mission, strategies, and goals are fully integrated into operational guidelines, focusing on driving innovation and adapting to current challenges. Administrators should actively engage in communicating the vision and ensuring that all staff members align with and work towards these objectives.

Teamwork and Participation

The study indicated that teamwork and participation, while present, also had a relatively low average score. This highlights the need for improved collaboration and collective problem-solving within the institution. Recommendation: Administrators should foster a culture of collaboration by encouraging personnel to participate in decision-making processes, brainstorming, and using their full potential to achieve institutional goals. Effective communication, structured teamwork initiatives, and shared leadership can enhance the overall engagement of the personnel.

Creativity

While creativity was encouraged by administrators, the research found that this area also showed room for improvement, with a lower average score compared to other aspects. Recommendation: Administrators should provide additional support and resources to foster creativity among staff. Encouraging new ideas and alternative approaches to solving problems can help drive innovation. Offering training in creative problem-solving and allocating time for brainstorming sessions will help unlock the full creative potential of the personnel.

Innovative Organizational Atmosphere The research showed that creating an innovative organizational atmosphere, though valued, needs more attention. Administrators have established clear objectives, but the innovation culture needs to be more deeply embedded in the organizational structure.

Recommendation: Educational institution administrators should focus on clearly defining the direction, structure, and objectives that promote innovation. Creating an environment where creativity and innovation are constantly nurtured will help the organization progress. Regular review of strategies to promote innovative thinking and fostering an open atmosphere where new ideas are welcomed will contribute to a thriving, forward-thinking educational institution.

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