



Transformational Leadership and Change Management Competency in Response to Sudden Disruptions Among Administrators of Jiangling Town Central High School, DaZhou City

Ntapat Worapongpat

Center for Knowledge Transfer, Technology, Community Innovation, Entrepreneurship, Tourism and Education, Eastern Institute of Technology Suvarnabhumi (EITS), Thailand

E-mail: dr.thiwat@gmail.com RCID ID: <https://orcid.org/0009-0008-3071-5249>

Pornjit Arunyanon

Thongsuk College, Thailand

E-mail: Pornjit.A@thongsuk.college RCID ID: <https://orcid.org/0009-0003-3451-8174>

Received 15/10/2024

Revised 19/10/2024

Accepted 20/12/2024

Abstract

Background and Aim: Transformational leadership is vital in educational administration, particularly during periods of unexpected challenges. This study investigates the transformational leadership qualities of school administrators at Jiangling Town Central High School in DaZhou City, which has experienced various disruptions affecting educational delivery. Understanding these leadership traits can enhance change management practices within the educational sector. Objectives: The research aimed to (1) assess the transformational leadership of school administrators under Phon Phet Sara Sin's supervision and (2) compare these leadership qualities based on position, work experience, and school size.

Materials and Methods: A quantitative research design was employed, utilizing structured questionnaires as the primary data collection tool. The sample comprised 223 school administrators and teachers from Jiangling Town Central High School, selected through simple random sampling to achieve a 95% confidence level with a 0.05 margin of error. The questionnaire evaluated dimensions of transformational leadership, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Descriptive statistics (percentages, means, standard deviations) and inferential statistics (ANOVA) were applied for data analysis.

Results: The assessment indicated a high overall level of transformational leadership among administrators. Significant differences were noted based on administrative position and years of experience ($p < .01$), suggesting that more experienced administrators exhibit stronger transformational leadership qualities. Furthermore, individualized consideration demonstrated significant variance in three areas: ideological influence, inspiration, and stimulation of wisdom ($p < .05$). No significant differences in transformational leadership were found when comparing school sizes.

Conclusion: The findings underscore the significance of transformational leadership in managing sudden disruptions within educational contexts. Administrators displaying strong transformational leadership qualities can better inspire and motivate their teams during crises. Practical Recommendations: Professional development programs should focus on enhancing transformational leadership skills among school administrators, with particular emphasis on individualized consideration and inspiration. Schools should also provide mentorship opportunities for less experienced administrators to foster transformational leadership competencies. Future Research Directions: Further studies are encouraged to explore the long-term effects of transformational leadership on school performance during disruptions, as well as comparative analyses across different educational settings and regions to gain broader insights into effective leadership practices.

Keywords: Academic Leadership, Transformational Leadership, Disruption, School Administrator, DaZhou City

Introduction

In today's fast-changing world, organizations across both public and private sectors must continuously adapt to the dynamic environment influenced by globalization (Pramathikul & Worapongpat, 2023; Deepimay & Worapongpat, 2023). These changes inevitably impact internal organizational structures, such as restructuring, workflow optimization, workforce reduction, and role adjustments (Chongwen & Worapongpat, 2020; Chayboonkrong & Worapongpat, 2024). Many organizations are also adopting innovative management technologies to keep pace with this evolution (Chanpradit et al., 2024; Chayboonkrong & Worapongpat, 2024). These shifts have unavoidable consequences for individuals at all levels, affecting work skills, job security, and attitudes toward work. In some cases, these changes lead to stress and resistance, which can directly harm organizational





productivity (Dongling & Worapongpat, 2023; Gao & Worapongpat, 2022). Leaders, therefore, play a crucial role in guiding organizations through these transformations efficiently (Jian & Worapongpat, 2024; Jianzh & Worapongpat, 2020). Having leaders who can keep pace with societal changes is a significant challenge for all types of organizations (Baojanraya et al., 2023; Liu & Worapongpat, 2024).

A leader is recognized as someone who must possess the knowledge, skills, and abilities necessary for each situation (Li & Worapongpat, 2023; Liu & Worapongpat, 2024). Consequently, leaders must continuously strive for self-development (Min & Worapongpat, 2023; Ma & Worapongpat, 2023). In the context of schools, which are key institutions responsible for educational reform, leaders must be at the forefront of bringing about positive changes (Ning et al., 2023). According to the National Education Act, B.E. 2542 (1999), as amended in 2002, 2010, and 2019, the term "educational administrators" refers to professionals responsible for managing education at various institutions in both public and private sectors (Promwong et al., 2023; Phakamas et al., 2023). Educational administrators are therefore tasked with maximizing benefits for students (Pitsapoh & Worapongpat, 2024). The improvement of educational quality, which is essential for the successful implementation of national educational reforms, depends primarily on the leadership of school administrators (Rungrachana & Worapongpat, 2023; Riyabroi & Worapongpat, 2023).

The development of individuals with characteristics aligned with societal needs relies on an essential factor: educational management (TianShu & Worapongpat, 2022). Schools, led by educational administrators or school leaders, are responsible for creating collaborative relationships between teachers, parents, the community, and local organizations (Thammajai & Worapongpat, 2024). Effective administrators must optimize the limited resources available to enhance teaching and learning (Rungrachana & Worapongpat, 2023). To fulfill these responsibilities, administrators must possess a deep understanding of school management, including its objectives, scope, and significance. The ultimate goal is to ensure that students achieve the outcomes defined in the curriculum, gain essential life skills, and become productive members of the community and the nation (Worapongpat et al., 2022).

In the era of educational reform, school administrators must be knowledgeable and capable of managing education with a vision that keeps pace with changes. They must exhibit leadership qualities, foster relationships, and be democratically minded to lead educational reforms. This ensures that all learners acquire the knowledge, skills, and personal characteristics aligned with the basic education curriculum (Worapongpat et al., 2022). Therefore, effective school administrators during this reform period must possess several key characteristics, including being developers, problem-solvers, decision-makers, negotiators, diplomats, planners, governors, and scholars (Worapongpat, 2022). They must demonstrate leadership qualities (Worapongpat, 2022; Worapongpat & Phakamas, 2022) and be prepared to implement changes that lead to organizational success (Worapongpat et al., 2022). Transformational leadership is particularly effective in enabling organizations to thrive despite constraints by motivating followers, harnessing individual strengths, and inspiring them to use their full intellectual and professional capacities (Worapongpat et al., 2022; Worapongpat et al., 2022). This study, therefore, aims to examine the transformational leadership of school administrators, specifically focusing on the four dimensions of transformational leadership exhibited by school leaders in Jiangling Town Central High School, DaZhou City, as conceptualized by Bass and Avolio. The findings will provide valuable insights for educational administrators and policymakers, helping them enhance the leadership capacities of personnel in educational institutions.

The increasing complexity and unpredictability of educational environments, particularly in the context of rapid social and technological changes, have highlighted challenges in school leadership. Administrators must not only manage routine tasks but also respond effectively to sudden disruptions and evolving expectations from teachers, students, and the community. In Jiangling Town Central High School, DaZhou City, the lack of a clear understanding regarding how transformational leadership can address these challenges has led to inconsistencies in leadership practices and outcomes. There is a need to examine the specific dimensions of transformational leadership that school administrators exhibit and their impact on organizational effectiveness.

This study, therefore, aims to examine the transformational leadership of school administrators, specifically focusing on the four dimensions of transformational leadership exhibited by school leaders





in Jiangling Town Central High School, DaZhou City, as conceptualized by Bass and Avolio. The findings will provide valuable insights for educational administrators and policymakers, helping them enhance the leadership capacities of personnel in educational institutions.

Objectives

1. To examine the academic leadership in terms of the ability to cope with sudden disruptions among administrators of Jiangling Town Central High School in DaZhou City.
2. To compare the academic leadership in terms of the ability to handle sudden disruptions among administrators of Jiangling Town Central High School in DaZhou City, categorized by position, work experience, and school size

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 (Worapongpat et al, 2022). Effective education leaders are those who can envision and implement strategies that lead to significant advancements in teaching and learning processes (Worapongpat, 2023).

2. Vision for Change:

A strong vision for change is foundational to innovative leadership. According to Kouzes and Worapongpat (2023; Worapongpat, 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, 2023; Worapongpat, 2024). This vision often involves aligning the goals of the institution with broader educational trends and societal needs (Worapongpat, 2023).

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 (Worapongpat, 2023). Research indicates that when educational leaders promote teamwork, they create an environment where innovation thrives, as team members contribute diverse perspectives and ideas (Min & Worapongpat, 2023).

4. Creative and Innovative Thinking:

Creative and innovative thinking is another essential aspect of effective leadership (Worapongpat & Kumla, 2024). Leaders who foster a culture of creativity can inspire their teams to develop new approaches and solutions (Worapongpat, Yaowalak, & Tirayanamwong, 2023). In educational institutions, this includes encouraging teachers and staff to experiment with new teaching methods and technologies (Worapongpat & Muensai, 2023). Studies show that innovative leaders are often characterized by their ability to think outside the box and challenge the status quo (Zhou & 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 and Worapongpat, Natthanaree, & Channakarn (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 (Worapongpat, 2024). An innovative atmosphere is marked by open communication, trust, and the willingness to take calculated risks (Yun & 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 by Min & Worapongpat (2023) suggests that leaders with extensive work experience tend to have a more refined approach to fostering innovation compared to their less experienced counterparts. Similarly, educational



level has been shown to influence a leader's ability to implement innovative practices effectively (Worapongpat & Phakamas, 2024).

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 (Min & Worapongpat, 2023). This theory aligns closely with the components of innovative leadership, including vision, creativity, and teamwork (Worapongpat, Cai, & Wongsawad, 2024).

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, Rawiporn, & Jariya, 2023). However, challenges such as resistance to change and limited resources often hinder the implementation of innovative practices (Worapongpat & Phosri, 2024). Addressing these challenges requires a strategic approach and a supportive leadership environment (Zhou et al, 2024).

9. Summary:

The literature underscores the importance of innovative leadership in driving educational transformation. Leaders who possess a clear vision, encourage teamwork, support creative thinking, and foster an innovative organizational culture are better equipped to navigate the complexities of modern education (Phakamas et al., 2023). Future research should explore the specific factors that contribute to successful innovative leadership and how these can be applied in different educational contexts (Yun & Worapongpat, 2023).

Conceptual Framework

This research is a quantitative study. The researcher established the conceptual framework based on the transformational leadership theory of Bass, B. M. (1990) and Bass et al (1996). The details are as follows:

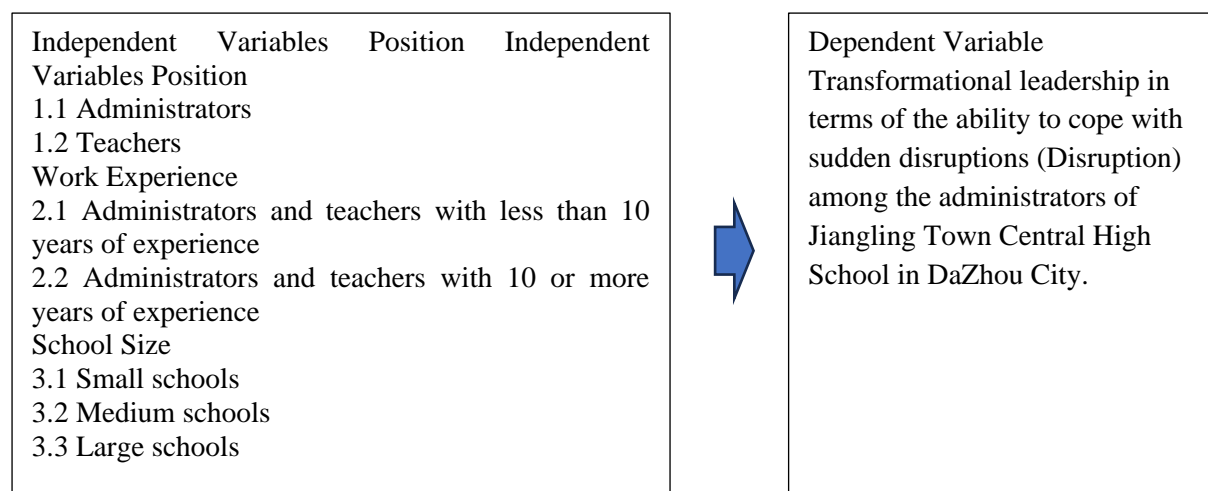


Figure 1: Research conceptual framework

Methodology

This research employs a quantitative research approach, and the procedures are as follows:

1. Population and Sample

1.1 Population: The population consists of school administrators and teachers from Jiangling Town Central High School in DaZhou City for the 2022 academic year. There are a total of 441 participants, including 32 administrators and 409 teachers (Semester 1, 2022).

1.2 Sample: The sample includes 223 participants, comprising school administrators and teachers from Jiangling Town Central High School in DaZhou City. The sample size for administrators was determined using an 80% selection criterion, resulting in 25 administrators. The

sample size for teachers was determined using Krejcie & Morgan's (1970) table, resulting in 198 teachers. The sampling was conducted using simple random sampling with a margin of error set at 0.05.

2. Research Instruments

The main tool for data collection in this research is a questionnaire, divided into two parts:

Part 1: General information about the respondents, collected using a checklist format, which includes working experience and school size.

Part 2: A 5-point Likert scale questionnaire, consisting of 44 items to measure respondents' opinions.

Quality Assessment of Research Instruments:

The questionnaire was reviewed and revised according to the advisor's suggestions.

The revised questionnaire was submitted to 3 experts to evaluate the content validity using the Index of Item-Objective Congruence (IOC), with the results ranging from 0.80 to 1.00.

A pilot test was conducted on a group of 30 respondents, who were not part of the main sample, to measure the discriminatory power (ranging from 0.25 to 0.75). The reliability of the questionnaire was calculated using Cronbach's alpha, with a reliability score of 0.95.

3. Data Collection

The primary data was collected using Google Forms for 198 sets of questionnaires, ensuring convenience and efficiency. Secondary data was gathered from various sources such as books, academic papers, and electronic media.

4. Data Analysis

Descriptive Statistics: The data were analyzed using percentages, mean, and standard deviation.

Inferential Statistics: An F-test was used to compare the differences between the sample groups.

5. Statistical Tools Used

The statistical analysis was conducted using software for descriptive statistics, which includes:

Percentage

Mean

Standard Deviation

T-test and F-test for comparing differences among groups.

Results

Table 1: Overall Ratings of Academic Leadership by Dimension

Dimension	Administrators (Mean)	Teachers (Mean)	Overall Mean
Idealized Influence	4.17	4.17	4.17
Intellectual Stimulation	4.10	4.10	4.10
Inspirational Motivation	4.07	4.10	4.09
Individualized Consideration	4.03	4.00	4.02
Overall Rating	4.09	4.09	4.09

The research revealed that the overall academic leadership of school administrators in terms of their ability to handle sudden changes at Jiangling Town Central High School in DaZhou City was rated at a high level. When considering each dimension, all aspects were also rated at a high level. The highest average score was for idealized influence (mean = 4.17), while the lowest was for individualized consideration (mean = 4.03). Further analysis of the opinions from administrators and teachers showed that: Administrators rated the transformational leadership of school leaders at a high level, with the dimensions ranked from highest to lowest as follows: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation. Teachers similarly rated the transformational leadership of administrators at a high level, with the dimensions ranked as: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration.

Comparison of Transformational Leadership by Position, Work Experience, and School Size



Comparison by Position

Table 2 Comparison of Transformational Leadership by Position

Dimension	Administrators (Mean)	Teachers (Mean)	Significance Level
Idealized Influence	4.25	4.10	0.01
Intellectual Stimulation	4.20	4.05	0.01
Inspirational Motivation	4.15	4.00	0.01
Individualized Consideration	4.30	4.10	0.01

Comparison by Work Experience

Table 3 Comparison of Transformational Leadership by Work Experience

Experience Level	Administrators (Mean)	Teachers (Mean)	Significance Level
Less than 10 years	4.20	4.15	0.05
10 years or more	4.15	4.05	Not Significant

Comparison by School Size

Table 4 Comparison of Transformational Leadership by School Size

School Size	Administrators (Mean)	Teachers (Mean)	Significance Level
Small	4.10	4.00	Not Significant
Medium	4.12	4.02	Not Significant
Large	4.15	4.10	Not Significant

The comparison of transformational leadership among school administrators, categorized by position, revealed statistically significant differences at the 0.01 level. Administrators rated their transformational leadership higher than teachers did. Additionally, when categorized by work experience, it was found that administrators and teachers with less than 10 years of experience and those with more than 10 years of experience had significantly different opinions, particularly in the area of individualized consideration, with significance at the 0.05 level. However, there were no significant differences in other dimensions, such as idealized influence, inspirational motivation, and intellectual stimulation. When comparing transformational leadership across school sizes (small, medium, and large), no significant differences were found in the opinions of administrators and teachers.

Discussion

From the analysis of the data regarding academic leadership in terms of the capability to cope with immediate disruptions among the school administrators in Jiangling Town Central High School, DaZhou City, several points warrant discussion:

The study aimed to explore the academic leadership capabilities in handling immediate disruptions among school administrators in Jiangling Town Central High School, DaZhou City, based on the perceptions of both administrators and teachers. The overall results indicated a high level of capability, consistent with the findings of Worapongpat et al. (2024), who studied the leadership of school administrators under the Office of the Education Service Area. Their findings revealed that the leadership of school administrators in Mukdahan, as perceived by both administrators and teachers, was also at a high level. This is supported by (Weiyi et al., 2024), who investigated the transformational leadership of school administrators in Nong Ruea District under the Khon Kaen Educational Service Area Office 5, finding similarly high levels of transformational leadership. This is attributed to administrators having knowledge and competence, acting for the common good, being good role models, dedicating time, sacrificing, showing clarity in their work, being visionary, eager, and



committed to their duties, delegating authority and responsibility to colleagues, and motivating teachers to devote themselves to their work. This fosters a supportive working environment that ultimately enhances work efficiency and effectiveness.

Analysis of Academic Leadership

The capability to cope with immediate disruptions among school administrators in Jiangling Town Central High School, DaZhou City, was classified based on position, work experience, and school size, as follows:

Comparison by Position

The comparison of academic leadership capabilities to cope with immediate disruptions among school administrators in Jiangling Town Central High School, DaZhou City, by position showed significant statistical differences at the .01 level, aligning with the initial hypothesis. This is consistent with (Xunan & Worapongpat, 2023) and (Worapongpat et al., 2024), who examined transformational leadership among secondary school administrators under the Office of the Basic Education Commission in Khon Kaen Province. They found significant statistical differences at the .05 level based on the positions of the teachers. Additionally, Worapongpat & Nipapon (2024) studied the leadership of educational administrators, finding significant differences among administrators and teachers of varying status at the .05 level. (Worapongpat & Phakamas, 2024; Worapongpat & Khamcharoen, 2024) also studied and compared transformational leadership among school administrators in Khon Kaen Educational Service Area Office 4, revealing significant differences in perceptions of leadership among teachers and educational personnel based on their positions at the .05 level. This suggests that the transformational leadership of basic education administrators must possess high operational potential, commitment, suitable behaviors for leadership, and creativity in their work. They must have self-confidence to build trust and comply with guidelines; otherwise, they may fail to gain the confidence and trust of teachers. Administrators must also consider individuals equally and respectfully to foster collaboration in achieving common goals.

Comparison by Work Experience

The comparison of academic leadership capabilities to cope with immediate disruptions among school administrators in Jiangling Town Central High School, DaZhou City, based on work experience, showed significant differences at the .05 level. When considered in specific areas, the aspect of individual consideration showed significant differences at the .05 level, while the areas of idealized influence, inspirational motivation, and intellectual stimulation did not show significant differences at the .05 level. This aligns with the findings of (Worapongpat, 2024) and (Pitchapo & Worapongpat, 2024) who examined and compared transformational leadership among school administrators under the Office of the Education Service Area based on work experience, finding significant differences at the .05 level. In another study focusing on transformational leadership that impacts the efficiency of school administrators in Nakhon Ratchasima Educational Service Area Office 1, it was noted that overall, there were no significant differences based on experience, although specific areas showed significant differences in creating new visions and fostering collaborative commitment. This may be due to respondents having varying work experiences; those with longer tenure have witnessed various changes over time. The leadership styles of administrators with differing experiences also vary according to their years of service. Those with extensive experience have worked under many different administrators, each employing different operational methods. Sometimes, they may cling to previous administrators' styles. However, the research found that those with less than 10 years of experience exhibited greater transformational leadership than those with more experience, though not significantly, as most administrators and teachers in this group are relatively new and employ faster, more modern methods of adaptation.

Comparison by School Size

The comparison of academic leadership capabilities to cope with immediate disruptions among school administrators in Jiangling Town Central High School, DaZhou City, based on school size, showed no significant differences overall or in specific areas. This aligns with (Worapongpat & Sriaroon, 2024; Worapongpat, 2024), who studied the transformational leadership of administrators impacting teachers' teaching behaviors in schools under the Primary Educational Service Area of Bueng Kan. They found no significant differences based on school size at the .05 level. Additionally, studies on transformational leadership among educational administrators showed that opinions regarding transformational leadership did not differ significantly across varying school sizes. This lack of difference is attributed to administrators and teachers across all school sizes consistently implementing the Ministry of Education's policies, maintaining ongoing coordination within their schools, and regularly meeting to plan educational approaches. This ensures that various organizational missions align with shared goals. Furthermore, administrators and teachers focus on participatory work and

quality assurance in education, adhering to the standards set by the Ministry of Education in their school administration.

Knowledge Contribution

From the study of academic leadership in terms of the ability to cope with sudden changes of school administrators in Jiangling Town Central High School, DaZhou City, the knowledge can be summarized into a diagram.

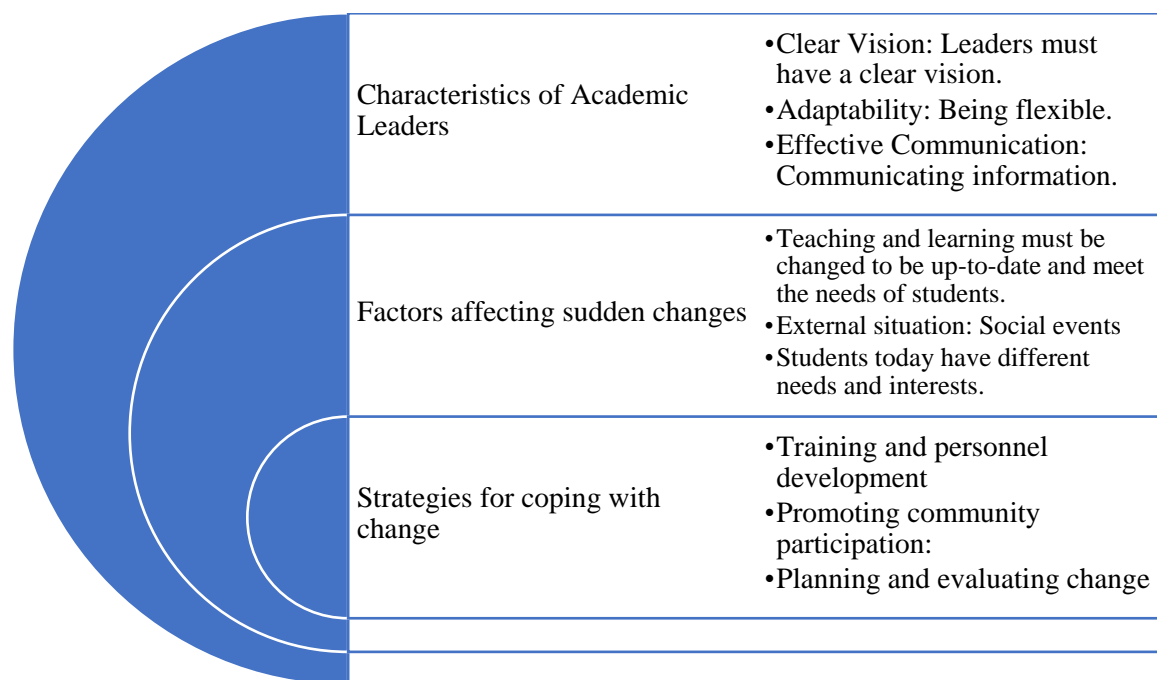


Figure 2 illustrates the results of academic leadership in the ability to cope with immediate changes due to disruption among the administrators of Jiangling Town Central High School, DaZhou City.

The academic leadership in the ability to cope with immediate changes due to disruption among the administrators of Jiangling Town Central High School, DaZhou City, consists of the following elements:

Clear Vision: Leaders must possess a clear vision to establish the direction for the development of the organization or educational institution during periods of rapid change.

Adaptability: Flexibility and the ability to modify strategies are crucial for maintaining continuity and satisfaction among students and staff.

Effective Communication: Communicating information and managing expectations during times of change can help alleviate anxiety among students and staff.

Factors Influencing Immediate Changes

Technology: Rapid technological changes necessitate adaptations in teaching and learning to remain modern and meet student needs.

External Situations: Social events, such as pandemics or economic issues, can create pressure to adapt in education.

Student Needs: Today’s students have diverse needs and interests, necessitating changes in content and teaching methods.

Strategies for Coping with Change:

Training and Development: Organizing training programs to enhance the skills of faculty and staff in coping with change.



Promoting Community Involvement: Building partnerships with parents and the community to support change initiatives.

Planning and Evaluating Change: Developing a clear strategic plan and monitoring and evaluating outcomes to improve or adapt the education system.

Recommendation

Suggestions for Implementation

Based on the research findings, it was found that administrators and teachers have a high level of agreement regarding the transformational leadership of the school administrators at Jiangling Town Central High School, DaZhou City. Therefore, school administrators should continually improve themselves to enhance their transformational leadership qualities.

It is important to recognize and prioritize self-development to embody transformational leadership, which leads to effective educational management, builds confidence and credibility with others, and serves as a role model in dedicating time, self-sacrifice, and public-mindedness. Leaders should demonstrate clarity in actions, show respect for others, exhibit self-confidence, be helpful, generous, and compassionate towards subordinates.

Leaders should maintain a positive outlook, continually reinforce and build confidence among team members, promote and support their subordinates' progress, and serve as a driving force for development. This encourages all teachers to have the motivation to perform their duties. Providing opportunities for team members to work to their fullest potential, offering guidance, and consulting until tasks are completed are essential.

Leaders should set an example by seeking knowledge and continuously proposing new ideas. They should promote and support personnel in furthering their education through training, meetings, seminars, and continued education. Opportunities should be provided for team members to learn through practice and to suggest solutions to problems, providing guidance and clarification to colleagues at all times, while actively monitoring progress.

It is advisable to consider individual capabilities when assigning tasks, taking into account personal differences, respecting others' rights, and trusting and supporting team members in their work.

Suggestions for Future Research

Future studies should examine the transformational leadership of school administrators through qualitative research methods to provide a clearer understanding of their leadership styles.

Research should explore the transformational leadership of school administrators while considering additional variables, such as the chairpersons of the basic education committee and parents.

Future studies should investigate the transformational leadership of school administrators using other conceptual frameworks.

There should be a study on the self-development needs of administrators toward becoming professional leaders to create training programs that align with the changing conditions of Thai society and the global context.

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