Needs Assessment of Learning Leadership Development for Secondary School Administrators

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Abstract

The research objectives were to assess the needs and guidelines of learning development for secondary school administrators. The target group consisted of 410 principals and assistant principals of secondary schools under the Office of Basic Education Commission (OBEC). The sample group was derived with a stratified random sampling technique. The data collecting tool was a 5-level rating scale questionnaire asking present and desirable conditions. The tool had the reliability of 0.92 and 0.96 respectively. Analytical data statistics were mean, percentage, and Modified Priority Needs Index ($PNI_{modified}$) The findings are as the present condition of learning leadership of school administrators under the Secondary Educational Service Area Offices as a whole is at medium level. The desirable condition is at the highest level. The development needs exist in all dimensions. The Team Learning dimension has the development needs at the highest ($PNI_{modified} = 0.38$). The needs in descending order are Self-Directed Learning ($PNI_{modified} = 0.37$), Integrating Pluralism ($PNI_{modified} = 0.36$), Context-Oriented Transformation ($PNI_{modified} = 0.34$), Employing Facilitating Technology and Innovation Learning in Digital ($PNI_{modified} = 0.33$), and Creativity and Courage ($PNI_{modified} = 0.32$). And learning leadership development guideline for secondary school principals consists of (1) development ratio 70:20:10 – 70 percent on the job training and off the job training, 20 percent on PLC (professional learning community) and personal feedback, and 10 percent on training; (2) development phases – phase 1 training, phase 2 integration with work practice, and phase 3 follow up and evaluation.

Keywords: Needs assessment, learning leadership, secondary school administrators

Introduction

Management and leadership are words that have similar and related meanings that cannot be completely separated from each other. It can be said that leadership is the most important element of management as Maxwell (1999) states that "Everything rises and falls on leadership", or "Everything will advance or fail because of leadership". Leadership can create ties or divisions among people. At the same time, it can create unity or promote chaos, and it can also inspire or break it down. Kouzes and Posner (2016) believe that leadership can be learned and must be learned to have consistent leadership, so this type of leadership is called Learning Leadership, or leadership learning organizations with a culture of leadership. There is a strong emphasis on learning first and creating systematic opportunities for learning, good leadership is a habit that must be continuously reinforced every day.

At the same time, management focuses on creating the vision, direction, values, and objectives of the organization. Leadership is about power, influence, inspiring, and motivating people to work towards achieving a common vision and purpose. But in general, leaders tend to neglect the connection of these two parts, leading to problems in management. For example, some leaders have good vision but cannot build teams. While another leader may be good at inspiring others and building a team but lacks vision, for example. Usually, problems with teamwork are caused by different team members (Kanlong, S., and Kangpheng, S.,2020).

At the same time, learning leadership is interconnected, as leaders must constantly learn academically to manage their organization's goals following the ever-changing circumstances. At the same time, the key factors of learning are the development of collective leadership, openness to the participation of others, promoting the growth of others, and building community. In addition, the learning organization concept and related issues are important for leadership development and leadership learning today, and leaders can learn and transfer knowledge to practice in the workplace. Therefore, academic leadership and learning leadership are inseparable. In line with Faber (2009); Curtis (2012); Metheney-Fisher (2012) concluded that acquiring leadership development opportunities through Team Learning (team-based learning) helps to discover one's identity, develop emotional intelligence, and experience leadership through learning from peers. Most leadership learning comes from experience and guidance. These two learning resources require leaders to be able to think through situations and understand how to apply learning to leadership, In other words, leadership and learning link academic leadership and learning leadership. instructional leadership is taken seriously in coaching and distributed leadership.

From the study of documents and research related to the development of learning leadership based on the concept of Northouse (2007); Roueche et al. (2014); Thepsang, S. (2014) has been found that a leader is a person who makes the organization grow and achieve by using leadership to motivate people in the organization to work towards its objectives. Leadership is the process of defining the behavior of people in their working conditions, including influencing them in different ways to motivate individuals or groups to achieve goals. Leadership is therefore important to leaders as leaders use leadership to operate and direct to achieve management goals, especially learning leadership influences the creation of a learning organization, It has characteristics and behaviors in terms of building a shared vision, learning people, teamwork, coaching, results-oriented, and using motivation. Therefore, enhancing learning leadership in educational institutions is necessary to develop schools into sustainable learning organizations.

Secondary schools are basic educational institutions that provide education from lower secondary to high school, Its main mission is to manage to learn to develop learners to have the characteristics specified by the curriculum. The person who is most responsible for such achievements is the school administrators, who must find ways to develop and enhance learning to lead the school to higher quality, to raise the level of learning achievement, and to strive for improvement. Personnel is constantly learning, lifelong. Therefore, leaders develop themselves through a continuous learning with a variety of learning styles and strategies, create a vision with employees, focus on learning as a priority, emphasize teamwork, and create Close relationships with personnel. Therefore, enhancing learning leadership in educational institutions is necessary to develop schools into sustainable learning organizations (Coad & Berry, 1998: 165; Northouse, 2007; Roueche et al, 2014)

Based on the aforementioned background and research reports, this research aims to study the needs, requirements, and approaches for developing learning leadership of high school administrators, This will lead to a plan to enhance learning leadership in educational institutions, and to develop into a sustainable learning organization.

Research questions

At what level is the need for learning leadership development of secondary school administrators affiliated with the Office of the Basic Education Commission?. And what are the guidelines for developing learning leadership of administrators of secondary schools under the Office of the Basic Education Commission?

Objectives

1. To study the needs and necessities of developing learning leadership of secondary school administrators, under the Office of the Basic Education Commission.

2. To study the guidelines for the development of learning leadership of the administrators of secondary schools, under the Office of the Basic Education Commission.

Methodology

This research is descriptive. It is carried out in 4 steps as follows.

Step 1: Study the documents, concepts, theories, and research related to the learning leadership of school administrators under the Secondary Education Service Area Office.

Step 2: Analyze and synthesize the components and indicators of learning leadership of school administrators under the Secondary Education Service Area Office.

Step 3: Study the needs and requirements for the development of learning leadership of secondary school administrators.

3.1 The population is the school director and the deputy director of the school for academic affairs, affiliated with the Secondary Education Service Area Office from 2,358 schools. The sample included the school director and the school deputy director. under the Office of the Secondary Education Service Area of 222 schools, a total of 444 informants, using the tables of Krejcie & Morgan (1970) and Stratified random sampling, data were collected from two schools, consisting of the school director and deputy school director.

3.2 The tool was a questionnaire on the current condition and the desirable condition of learning leadership of school administrators under the Secondary Education Service Area Office. It was a 5-level estimator. The confidence values by Cronbach's Alpha coefficient method were obtained. Confidence values of current and desirable condition questionnaires were 0.92,0.96 and Item Total Correlation values were 0.27 to 0.87 and 0.24 to 0.81 respectively.

3.3 The statistics used to analyze the data were percentage, mean, standard deviation, and Priority Needs Index Modification: $PNI_{modified}$ by using the criteria to consider the necessary needs that are valuable $PNI_{modified}$, at least .30 or 30 percent (Khong-ngam, Wongwanich, and Piromsombat, 2014)

Step 4: Study the guidelines for developing learning leadership of secondary school administrators:

4.1 Study relevant documents and research on models, methods, and guidelines for learning leadership development.

4.2 A case study of schools under the Office of Secondary Education Service Areas that developed educational institutions through the OBECQA quality criteria for one school on the development model and learning leadership development process.

4.3 The outline of learning leadership development guidelines consists of development patterns and steps for developing learning leadership.

4.4 Organize a discussion group of 9 experts comprising 3 policy experts, 3 academics, and 3 school administrators to assess and make recommendations for improving learning leadership development guidelines.

Results

1. Needs and necessities to develop learning leadership of secondary school administrators Under the Office of the Basic Education Commission, it was found that there was an essential need to develop learning leadership of secondary school administrators in all aspects. Sorted in descending order of $PNI_{Modified}$ values as follows: Team Learning (0.38), Self-Direct Learning (0.37), Integrating Pluralism (0.36), Context-Oriented Transformation (0.34), Employing Facilitating Technology and Innovation Learning (0.33), and Creativity and

Courage (0.32), respectively, as shown in Table 1

Table 1. Desirable Conditions (I), Current Conditions (D), and Needs to Develop Learning Leadership (PNI$_{Modified}$)

No.	Component	Importance (I)	Degree of Success (D)	PNI$_{Modified}$
1	Creativity and Courage	4.61	3.49	0.32
	1.1 initiative	4.61	3.47	0.33
	1.2 Fluent thinking	4.58	3.50	0.31
	1.3 Flexible thinking	4.60	3.48	0.32
	1.4 Clarity in thinking	4.65	3.50	0.33
2	Self-Direct Learning	4.78	3.49	0.37
	2.1 Analysis of own needs	4.77	3.47	0.37
	2.2 Determination of learning objectives	4.79	3.49	0.37
	2.3 Learning planning	4.76	3.50	0.36
	2.4 Searching for scientific resources	4.79	3.50	0.37
3	Team Learning	4.89	3.55	0.38
	3.1 Team communication	4.92	3.49	0.41
	3.2 The ability of the team	4.87	3.56	0.37
	3.3 Creating learning	4.88	3.55	0.37
	3.4 Learning exchange activities	4.87	3.58	0.36
4	Integrating Pluralism	4.73	3.49	0.36
	4.1 Integration of ideas	4.74	3.45	0.37
	4.2 Integrating the learning process	4.73	3.46	0.37
	4.3 Connecting and building new knowledge	4.72	3.56	0.33
5	Employing Facilitating Technology and Innovation Learning	4.69	3.53	0.33
	5.1 Developing the ability to use information and communication technology	4.68	3.49	0.34
	5.2 Support for budgets and resources in information and communication technology	4.67	3.54	0.32
	5.3 Ethical Use of Information and Communication Technology	4.71	3.57	0.32
6	Context-Oriented Transformation	4.69	3.49	0.34
	6.1 Collaborative learning with stakeholders	4.65	3.46	0.34
	6.2 Building a learning network	4.68	3.53	0.33
	6.3 Reflecting on the results of collective learning	4.75	3.48	0.36

2. Guidelines for developing learning leadership of high school administrators Under the Office of the Basic Education Commission, it was found that there was a 70-20-10 development model, namely On the Job Training 70% (105 hours), self-learning and others. 20 percent (30 hours) of the professional learning community (PLC) and 10 percent (15 hours) of intense training were conducted in three steps as follows;

2.1 Training stage Content used to develop leadership, learning, 6 percent, 10% (15 hours), divided into 3 modules: Module 1 Self leading: (1) Creativity and Courage and (2) Self-Direct Learning. Module 2 Team leading including Team Learning (Team Learning) and

Integrated Pluralism. And Module 3 Organization leading: Employing Facilitating Technology and Innovation Learning and Context-Oriented. Transformation.

2.2 Integration Stages in Operations: It is a practical step in the workplace (On the Job Training) in their educational institutions with 70 percent (105 hours) of teachers and educational personnel (105 hours) with a cycle of planning, designing development activities, and implementation. , and measurement

2.3 Follow-up and evaluation steps after development: Follow-up and evaluation using the Professional Learning Community (PLC), self-paced learning, 20 percent (30 hours).
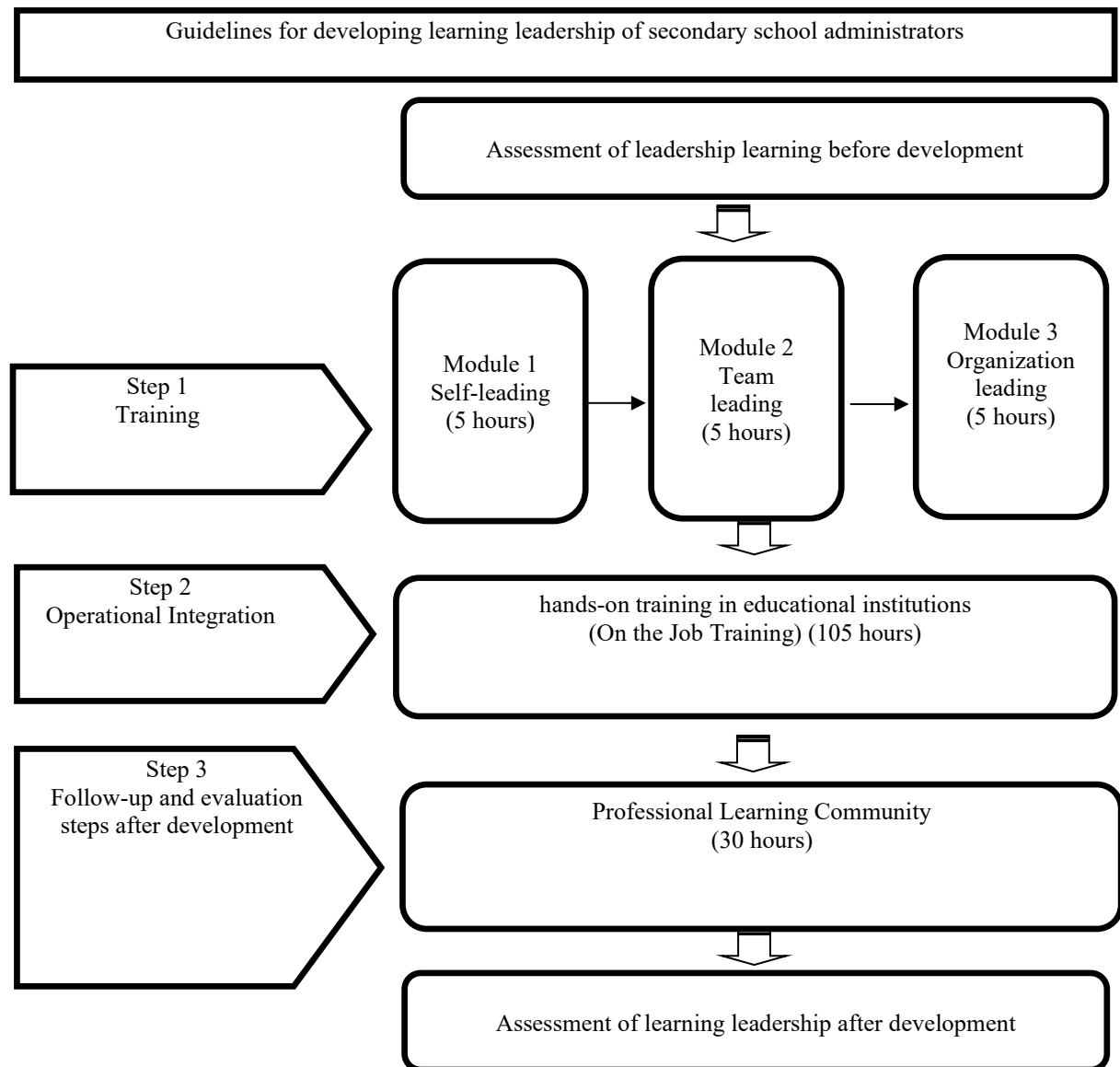

Figure 2: Guidelines for developing learning leadership of secondary school administrators

Discussion

1. The need for learning leadership development of secondary school administrators, under the Office of the Basic Education Commission was found. There is an essential need to develop learning leadership in all aspects of secondary school administrators. This may be because the Office of the Basic Education Commission has realized and given importance to arranging the learning process following the current situation that emphasizes life skills in the

21st century. There has been training for the development of school administrators about encouraging teachers to organize learning activities for learners to achieve results according to the aforementioned focus. By creating norms and values with responsibility for the development of learners together, making school administrators pay more attention to learning management. In addition, the Office of the Secondary Education Service Area has also issued supervision, focusing on the learning process and building a Professional Learning Community, which emphasizes that teachers and school administrators can work together to achieve the goals of learning management. At the same time, the professional learning community acts as a commitment for teachers to work together through collaborative efforts to achieve the most effective outcomes for learners based on the premise that. the key to continuous and consistent student learning is that teachers must habitually learn about their work and lead to sustainable professional development (Du Four, Dufour, and Eaker, 2008)

Consistent with the concepts of DuFour (2007); McMahon, Forde, & Martin (2011) addressed the key elements in which members of the professional learning community work together with the key elements being Norms and Shared values and. vision, Collective responsibility for students learning, Reflective professional inquiry, Collaboration), and Supportive conditions structural arrangements and collegial relationships. These five main elements are not hierarchical or hierarchy, but are used to differentiate between PLC and community or school integration. Typically comprising the resulting portion is the knowledge that arises from the integration and application of that knowledge and the process that produces the outcome.

2. The learning leadership development approach uses a 70:20:10 ratio of development methods, of which 70% (105 hours) is integration with work practice, and 20% (30 hours) uses the process of enhancing professional learning communities (PLC).), follow-up, and Follow up and evaluation. And 10 percent (15 hours) is training. by setting a development period of 150 hours. This is because the development method covers both pieces of training for an understanding of learning leadership, on-the-job experience, in addition to off-the-job experience, and using PLC processes including mentoring, coaching, and personal feedback.

The findings are consistent with Phillips and Schmidt (2004), who suggested that 70% of the most effective leadership development methods are derived from on-the-job experience and off-the-job experience. Only 20% got it from mentoring or coaching and personal feedback. 10% from education/training, like Marquette University (2017) outlines the framework for student leadership development in leadership programs at three levels: individual, group, and community.

It is also consistent with Rabin's (2014) concept that presents the 70-20-10 model dividing leadership development into 10 percent formal and 90 percent informal. In informal development, 70 percent of learning is experiential learning and hands-on practice. 20 percent of learning is learning that is encouraged and supported by others. And 10% is formal, such as education.

This is consistent with the concepts of Kangpheng and Kunlong (2016); Kangpheng (2017) presents a 21st-century curriculum leadership development model consisting of 3 dimensions: the first dimension: 9 Core Values (9Cs). The second dimension: Three components of curriculum leadership. And the third dimension: development methods 70:20:10. In addition, in the Integration with work practice phase, a development cycle is established: planning, designing development activities, implementing it, and measuring results, allowing participants to analyze themselves and plan development actions. together in a continuous cycle to lead to sustainable enhancement or development. Likewise, Ripley et al. (2014) argue that quality educational programs must work and reflect on a continuous cycle: Plan, Design, Implement, and Measure. Therefore, at this stage, it is considered an important

step that school administrators must follow in a continuous cycle to strengthen the learning leadership of the school administrators to be sustainable.

Recommendation

1. Before implementing the learning leadership development guidelines, the management should have a meeting to explain to everyone the importance of development. This must be taken seriously, openly, and ready to listen to suggestions from practitioners with participation and goodwill in common development.

2. Before using the learning leadership development guidelines, it should be organized to create knowledge and understanding for practitioners and stakeholders to have knowledge and understanding, as well as clear guidelines in various fields, using the development process that Diversity and emphasis on participation, such as participatory action meetings.

3. Development operations should be carried out in a complete and continuous cycle. For example, starting from the introduction of knowledge, the integration of knowledge gained into practice, and monitoring and evaluation.

4. Schools should declare a quality policy on learning leadership for both teachers and school administrators, and promote and support budgets for each district to conduct research and development, and best practices should be provided in each secondary education service area office.

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