

# INNOVATION FOR SCHOOL ADMINISTRATION: CHALLENGES OF THAI EDUCATIONAL LEADER

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**Abstract** - Changes on Thai school management in the future are inevitable; particularly upon the advent of the so called Education 4.0 Policy, from which equipping the students with creativity and ability to produce innovation are main educational objectives. School administrators must be ready to improve and adjust themselves in order to develop ideas, idea implementation, and working behaviors relevant to the coming trends. They must abandon the old ideological frameworks which with the educational results will hinder desirable progresses. Learning of school management innovation is thus imperative to school administrators. This article proposes concepts of school management innovation, implementation approaches of school management innovation, as well as school administrator roles, in order to increase school administration effectiveness. A school administrator must be an administrative innovator who can create and deliver innovation compatible to future educational context in order to achieve desirable educational quality.

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**Index Terms** - Innovation, School Administration, Educational Leader

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## I. INTRODUCTION

Changes on organization administration in Thailand, at present and in the future, are inevitable. Organizational administrators have to be well prepared for improvement, changes, development of working concepts, as well as working behaviors compatible with external changes. They have to shift from old paradigm and old methodology to the one that yields desirable mission outcomes, and keep up with trends. Learning of educational administration innovation in which knowledge and understanding of meaning and types of administration innovation are included, and learning of educational innovation development, method of innovation development, innovation quality assessment, and innovation implementation, is therefore, imperative to a school administrator and an educational administrator.

## II. EDUCATIONAL INNOVAION

### Definition of Innovation

Innovation is a new method that has been tried and developed in the process of creation, development, and implementation. It is differ from the existing practice. It is also believed to be a tool for professionalism (Yosyingyong, 2009)

### Types of Innovation

Innovation can be grouped into two types: 1) product innovation which can be of tangible product or intangible product or both; and 2) process innovation consisting of technological process innovation and organizational process innovation. Innovation can also be classified as product innovation, process innovation, service innovation, marketing innovation, financial innovation, language, arts, cultural innovation, administer and governance innovation, faith, thought and belief innovation.

## III. EDUCATIONAL ADMINISTRATION INNOVATION

### The meaning of educational administration innovation

Educational administration innovation is defined as new thought or new method of educational administration put into practice after processes of development and improvement; it is different existing thought or method. Purpose of innovation is to improve effectiveness and efficiency of educational administration.

Examples of educational administration innovation in Thailand are such as school-based administration, achievement oriented administration, quality-emphasized management, good governance management, and so on. Most educational administration innovation is intangible, unlike product innovations, due to time limitation and uncontrollable social factors.

### Types of Educational Administration Innovations

Educational administration innovations can be classified into four types as follows.

1. Process based educational administration innovation, which is new thought or new method on administration role and process. They are, for examples, strategic planning technique, human resource development strategy, organizational leading strategy, learning organization models, flexible organization, internal control systems, balanced evaluation systems, and Program Evaluation and Review Technique (PERT).

2. Function based educational administration innovation, which is focusing on educational administration duties. They are such administration responsibilities as academic administration, personnel

administration, budgeting administration, and general administration. Existing function based educational administration innovations are: coaching and mentoring, output-based budgeting system, high competency personnel development system, and output-based budgeting administration system.

3. Mechanism based educational administration innovation which involves supporting mechanism for more effective organizational administration. Examples of this innovation type are educational quality assurance systems, Management Information System (MIS), school-based learning community development, sufficiency economy based learning development, Distance Learning Television (DLTY), and Distance learning Information Technology (DLIT)

4. Model based educational administration innovation which deriving from beliefs, concepts, and theories. Examples of this type of innovation, formed in accordance with educational administration objectives, are such as autonomous school, legal entity school, world-class school, dream school, bamboo school, demonstration school, Suttayasai School, bilingual school, learning development using ICT school, alternative school, and partnership school.

#### **IV. GUIDELINES FOR EDUCATIONAL ADMINISTRATION INNOVATION MODEL DEVELOPMENT**

Development of an educational administration model can be carried out in five phases. They are as follows.

##### **Phase I: Development of an Educational Management Innovation Model**

This phase includes: 1) reviewing of related literature, 2) defining principles and factors of a model, and 3) drafting a model.

##### **Phase II: Examination of Educational Administration**

This phase has normally two objectives; which are 1) creating a new model, and 2) modifying an existing model. The main objective of creating and developing a model is to verify, or to verify it with the empirical data. There are many verification methods; some are either of qualitative or quantitative analyses nature. Qualitative analyses are done mostly by experts, while that of quantitative are done statistically. Jamonmarn (1998) suggested that a model should be examined in two manners which are 1) examination of relationship between variables, and 2) parameter approximations of the relationship. These approximations can be done in form of across time, samples, or sites, or references of samples to population. These verification methods lead to two answers: 1) creation of a new model, or 2) modification of an existing model.

##### **Phase III: Proposing Educational Administration Innovation, Concluding, and Reporting**

After the developed innovation was verified, the developer should reconsider in order to improve it up to the utmost completion.

##### **Phase IV: Driving Educational Administration Innovation into Schools**

These approaches for driving educational administration innovation into schools are: 1) shared coworkers attitude, 2) communication, and 3) resource allocation

###### **1. Shared coworker attitude**

Attitude of innovation user is important for innovation implementation. An organizational administrator must induce his coworker to have positive attitude towards the innovation, competency, and objectives, of the innovation in order that the implementation can be achieved. This share of coworker attitude can be encouraged through public relation activities, workshop, and so on.

Desirable attitude can be detected from such coworker behaviors as: feeling, knowledge, understanding, attention, and response to the involved innovation. Creation of shared coworker attitude is, therefore, an important factor of innovation implementation.

###### **2. Communication**

In the author's opinion, any coworker is unwilling to cooperate unless information essential to innovation has been communicated. The coworker needs to know exactly what have to be done. Communication is imperative factors for effective administration. Administrator must, therefore, suitably build understanding the innovation implementation with clarity, accuracy, and completeness.

###### **3. Resource Allocation**

Resources in forms of finance, time, personnel, and required technology, are important factors for success of innovation implementation. Personnel responsible for innovation implementation should be carefully selected by considering his qualification, attentiveness, disciplinary observation, and sense of responsibility. Personnel with experiences and skills should also be parts of selection criteria. Sufficient information systems and cooperation of involved parties are also needed for success of innovation implementation. Resources are, of causes, direct or indirect factors for success of innovation implementation.

##### **Phase V: Innovation Dissemination**

Wherever innovation has been developed in an organization, academic competency of the administrator is to disseminate the innovation by means of academic publication which is beneficial to human communication, especially in academic

communities. Academic writing ability is, therefore, effect administrative skills of the administrator.

## CONCLUSION

Educational administration innovation is concept, approach, process that an academician or an educational administrator create or develop means to increase capability of educational administration. Educational administration innovation can be developed in forms of model development. Five phases of the development include: 1) developing an educational administration innovation model, 2) verifying the developed model, 3) proposing, concluding, and reporting the model, 4) driving the model into schools, and 5) disseminating information of the model.

To implement the innovation, relevant context and factors must be brought into consideration. This consideration should also include those of culture,

organization, as well as, innovation driving factors of shared coworker attitude, communication, and resource allocation.

Importantly, the administrator must be able to continually develop his capability of creating and implementing innovation. His organization must be upgraded for international competitiveness with pride.

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