



Innovative Leadership Development Model Of Sarasas Affiliated Schools Administrators

Anusorn Nampradit* Choocheep Puthaprasert**
Yongyouth Yaboonthong*** and Monnapat Manokarn****

Received:

Revised:

Accepted:

Abstract

This research aims to: 1) study the elements and guidelines of innovative leadership development model of Sarasas Affiliated Schools administrators, 2) study the state of innovative leadership of Sarasas Affiliated Schools administrators and 3) create, examine and evaluate innovative leadership development model of Sarasas Affiliated Schools administrators. Research instruments are content synthesis table, connoisseurship record form, teacher questionnaire and administrator interview form. Statistics used in data analysis are mean and standard deviation. Findings reveal that innovative leadership consists of 5 elements: 1) innovative vision and strategies,

* Faculty of Education, Chiang Mai University
239, Huay Kaew Road, Muang District, Chiang Mai, 50200, THAILAND
E-mail: paul_ans83@yahoo.com

** Faculty of Education, Chiang Mai University
239, Huay Kaew Road, Muang District, Chiang Mai, 50200, THAILAND
E-mail: Chucheep8714@gmail.com

*** Faculty of Education, Chiang Mai University
239, Huay Kaew Road, Muang District, Chiang Mai, 50200, THAILAND
E-mail: dr.yongyouth@gmail.com

**** Faculty of Education, Chiang Mai University
239, Huay Kaew Road, Muang District, Chiang Mai, 50200, THAILAND
E-mail: mmonnapat@gmail.com

2) innovative thinking skills, 3) innovative organization atmosphere creation, 4) risk management and 5) innovative network creation. Innovative leadership development guideline consists of 6 steps: 1) presenting information, 2) individual processing, 3) sharing knowledge for group agreement, 4) presenting innovation for success, 5) criticizing conclusion for action and 6) evaluating the development by indicators. The study results of innovative leadership states of Sarasas Affiliated Schools administrators show a high level in a holistic view. The mean value of innovative organization atmosphere creation is at the lowest. The results of model creation indicate that the elements of the model consist of 6 parts: 1) The Principles of Model, 2) The Objectives of Model, 3) Innovative Leadership Development Process based on Elements and Indicators, 4) Model Success Assessment Guidelines, 5) Success Conditions and 6) Model Application Manual. The results of the examination and evaluation by experts found that, in a holistic view, it was accurate, consistent, appropriate, feasible and useful at the highest level.

Keywords: Development model, Innovative leadership, Sarasas Affiliated Schools Administrators



รูปแบบการพัฒนาภาวะผู้นำเชิงนวัตกรรม ของผู้บริหารโรงเรียนในเครือข่าย

อนุสรณ์ นามประดิษฐ์* ชูชีพ พุทฺธประเสริฐ** ยงยุทธ ยะบุญธง*** และ มนต์นภัส มโนการณ****

รับวันที่ กุมภาพันธ์ 02, 2019 ส่งแก้ไขวันที่ พฤษภาคม 10, 2019 ตอปรับตีพิมพ์วันที่ มิถุนายน 02, 2019

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาองค์ประกอบและแนวทางการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารโรงเรียนในเครือข่าย 2) เพื่อศึกษาสภาพภาวะผู้นำเชิงนวัตกรรมของผู้บริหารโรงเรียนในเครือข่าย 3) เพื่อสร้าง ตรวจสอบและประเมินรูปแบบการพัฒนาภาวะผู้นำเชิงนวัตกรรมของผู้บริหารโรงเรียนในเครือข่าย เครื่องมือที่ใช้ในการวิจัย ได้แก่ ตารางการสังเคราะห์เนื้อหา แบบบันทึกการสนทนากลุ่มผู้เชี่ยวชาญ แบบสอบถามครู แบบสัมภาษณ์ผู้บริหาร สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ยส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยพบว่า องค์ประกอบภาวะผู้นำเชิงนวัตกรรมมี 5 องค์ประกอบ คือ 1) วิสัยทัศน์และกลยุทธ์เชิงนวัตกรรม 2) ทักษะการคิดเชิงนวัตกรรม 3) การสร้างบรรยากาศแห่งองค์การนวัตกรรม 4) การบริหารความเสี่ยง 5) การสร้างเครือข่าย

- * คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่
เลขที่ 239 ถนนห้วยแก้ว ตำบลสุเทพ อำเภอเมือง จังหวัดเชียงใหม่ 50200
อีเมล: paul_ans83@yahoo.com
- ** คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่
เลขที่ 239 ถนนห้วยแก้ว ตำบลสุเทพ อำเภอเมือง จังหวัดเชียงใหม่ 50200
อีเมล: Chuchep8714@gmail.com
- *** คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่
เลขที่ 239 ถนนห้วยแก้ว ตำบลสุเทพ อำเภอเมือง จังหวัดเชียงใหม่ 50200
อีเมล: dr.yongyouth@gmail.com
- **** คณะศึกษาศาสตร์ มหาวิทยาลัยเชียงใหม่
เลขที่ 239 ถนนห้วยแก้ว ตำบลสุเทพ อำเภอเมือง จังหวัดเชียงใหม่ 50200
อีเมล: mmonnapat@gmail.com

นวัตกรรม แนวทางการพัฒนาภาวะผู้นำเชิงนวัตกรรม ประกอบไปด้วย 6 ขั้นตอน คือ 1) การนำเสนอให้ ข้อมูลความรู้ 2) การประมวลผลรายบุคคล 3) การร่วมแบ่งปันความรู้สู่ ข้อตกลงของกลุ่ม 4) การนำเสนอนวัตกรรมสู่ความสำเร็จ 5) การร่วมวิพากษ์สรุปสู่การปฏิบัติ 6) การประเมินการพัฒนาตามตัว บ่งชี้ ผลการศึกษาสภาพภาวะผู้นำเชิงนวัตกรรมของผู้บริหารโรงเรียนในเครือข่ายสาสน์ พบว่า โดยภาพรวมอยู่ในระดับมาก โดยองค์ประกอบด้านการสร้างบรรยากาศแห่งองค์การนวัตกรรมมีค่า เฉลี่ยอยู่ในระดับต่ำสุด ผลการสร้างรูปแบบ พบว่า องค์ประกอบของรูปแบบ มี 6 ส่วน คือ 1) หลัก การของรูปแบบ 2) วัตถุประสงค์ของรูปแบบ 3) กระบวนการพัฒนาภาวะผู้นำเชิงนวัตกรรมตาม องค์ประกอบและตัวบ่งชี้ 4) แนวทางการประเมินความสำเร็จของรูปแบบ 5) เงื่อนไขความสำเร็จ และ 6) คู่มือการใช้รูปแบบ ผลการตรวจสอบและประเมินรูปแบบโดยผู้เชี่ยวชาญ พบว่า โดยภาพรวม มีความถูกต้อง สอดคล้อง เหมาะสม เป็นไปได้และเป็นประโยชน์อยู่ในระดับมากที่สุด

คำสำคัญ: รูปแบบการพัฒนา ภาวะผู้นำเชิงนวัตกรรม ผู้บริหารโรงเรียนในเครือข่ายสาสน์

Introduction

The challenges of the dynamic world in the 21st century are both the external and internal pressures. The external pressure includes changes in global economic and social context due to the Digital Revolution, the Fourth Industrial Revolution, operation to achieve UN Sustainable Development Goals 2030 that Thailand has ratified as well as the impact of being ASEAN community and the need for skilled manpower in the 21st century. The internal pressure includes changes in population structure leading the country to enter into a complete aging society in the near future, becoming a middle-income trap country, changes in attitudes, beliefs, values, culture and behavior of populations by globalization, economic growth of the country causing rapid depletion and deterioration of natural resources as well as education system that still has many problems ranging from Thai people's quality in all ages, educational management quality and standards at all levels, weaknesses of education systems, personnel development in science, English, technology, improper and inflexible management of educational institutions to unequal educational opportunity. In addition, most Thai people's moral and ethical issues and unawareness of the importance of discipline, honesty and public mind affect the education system and are required to be adjusted to respond to and support such challenges (*National Education Plan, 2017-2036*).

In addition, under such domestic and foreign economic, social, natural resources and environmental conditions and circumstances, Thailand is pushed to adapt and manage the risks more wisely, make a big change to solve the fundamental problems that are the weaknesses and limitations of the nation that has been accumulated for a long time. Meanwhile, proactive strategies are implemented to utilize the strengths and prominence of the country. In this regard, integrated issues need to be focused in order to transform the plan into action for actual achievement in developing innovation development and applying for driving all dimensions of development to enhance the potential of the country. In this regard, the focus is placed on utilizing creativity and developing innovation to create new things that have added value, clear and specific emphasis in consistent with national development and using innovative strategies to integrate research and development with commercial utilization and innovation development (*The 12th National Economic and Social Development Plan, 2017-2021*).

Leaders are considered an essential factor for the concept of creating innovation in organization because leaders' roles are to support and encourage the personnel in the organization to have new ideas and ways to create new works and methods that benefit the organization. National Innovation Agency (2004) describes that the elements of sustainable innovation organization must consist of important internal factors: top executives' substantial support on innovation, creation of roadmap of innovation by personnel from various offices, including supporting personnel to create innovation. In the past decade, leadership development has been the focus of most organizations. Most organizations have invested in leadership development in order to create skills in leading the organization to the desired direction. Developing the leaders' skills to the innovation direction is also required to develop leaders' creativity in addition to technical expertise. Teoprasertkul (2010) suggests that innovation and creativity must be created along with leadership so that everyone in the organization understands the objectives and goals of the organization in the same direction while employees have freedom to think and innovate for the organization. The development of innovative leadership in practitioners will help create economic worth and value for the organization and also advantageous to the competitiveness of the nation continuously.

According to this study, innovative leadership is the application of the executives' abilities to lead the organization by considering various factors including creating a vision for change, being creative, creating organizational atmosphere, risk management, managements' ethics and teamwork and participation. These factors are the crucial processes that leaders must applied to develop the competitiveness of the organization. Many organizations in Thailand have turned to place importance on innovation (Wuttirong, 2012). Therefore, when managing a school, leaders need to have innovative leadership to produce outcome and solve problems or develop the organizational management that leads to achieve the goals.

In conclusion, the current leaders should have innovative leadership characteristics. Researchers are interested in studying the innovative leadership development model of Sarasas School administrators by focusing on applying which will greatly benefit the education industry, especially education administration and educational reform. It is also a guideline to develop innovative leadership as the important information for school administrators to use for developing leadership in order to keep up with future changes.

Objectives

1. To study the elements and guidelines of innovative leadership development model of Sarasas Affiliated Schools administrators.
2. To study the state of innovative leadership of Sarasas Affiliated Schools administrators.
3. To create, examine and evaluate innovative leadership development model.

Scope

1. Content

1.1 The elements and indicators of innovative leadership development of Sarasas Affiliated Schools Administrators are studied from relevant documents, concepts, theories and research, both domestic and foreign, able to synthesize theoretical elements and indicators and verify by experts.

1.2 The state of the innovative leadership of Sarasas Affiliated Schools administrators is studied based on the elements and indicators obtained from theoretical synthesis and verification by expert.

1.3 When creating, examining and evaluating the model, the scope of content consists of 6 parts of model elements: 1) the principles of model 2) the objectives of model 3) innovative leadership development process based on elements and indicators, 4) model success assessment guidelines, 5) success conditions and 6) model application manual. The scope of content for examining the model is accuracy and consistency. The scope of content for evaluating the model is suitability, feasibility and usefulness.

2. Population

2.1 The state of innovative leadership of Sarasas Affiliated Schools administrators is studied. Target group in this research is Sarasas Affiliated Schools administrators including Director, Deputy Director Assistant Director and teachers in Sarasas Affiliated Schools.

2.2 When creating and examining the model, the target group in this research is 2 members of Sarasas School Management Committee, 3 Directors of Sarasas Affiliated Schools, 2 Directors of private schools, 2 Personal Development Department Heads of Sarasas Affiliated Schools, 3 teacher representatives, 3 parent representatives. The total

population is 15.

2.3 When evaluating the model, the target group in this research is 5 experts obtained from purposive sampling who are higher education lecturers in Faculty of Education, Faculty of Human Resource Management and hold a doctorate degree or hold an academic position of Associate Professor or higher.

Conceptual Framework

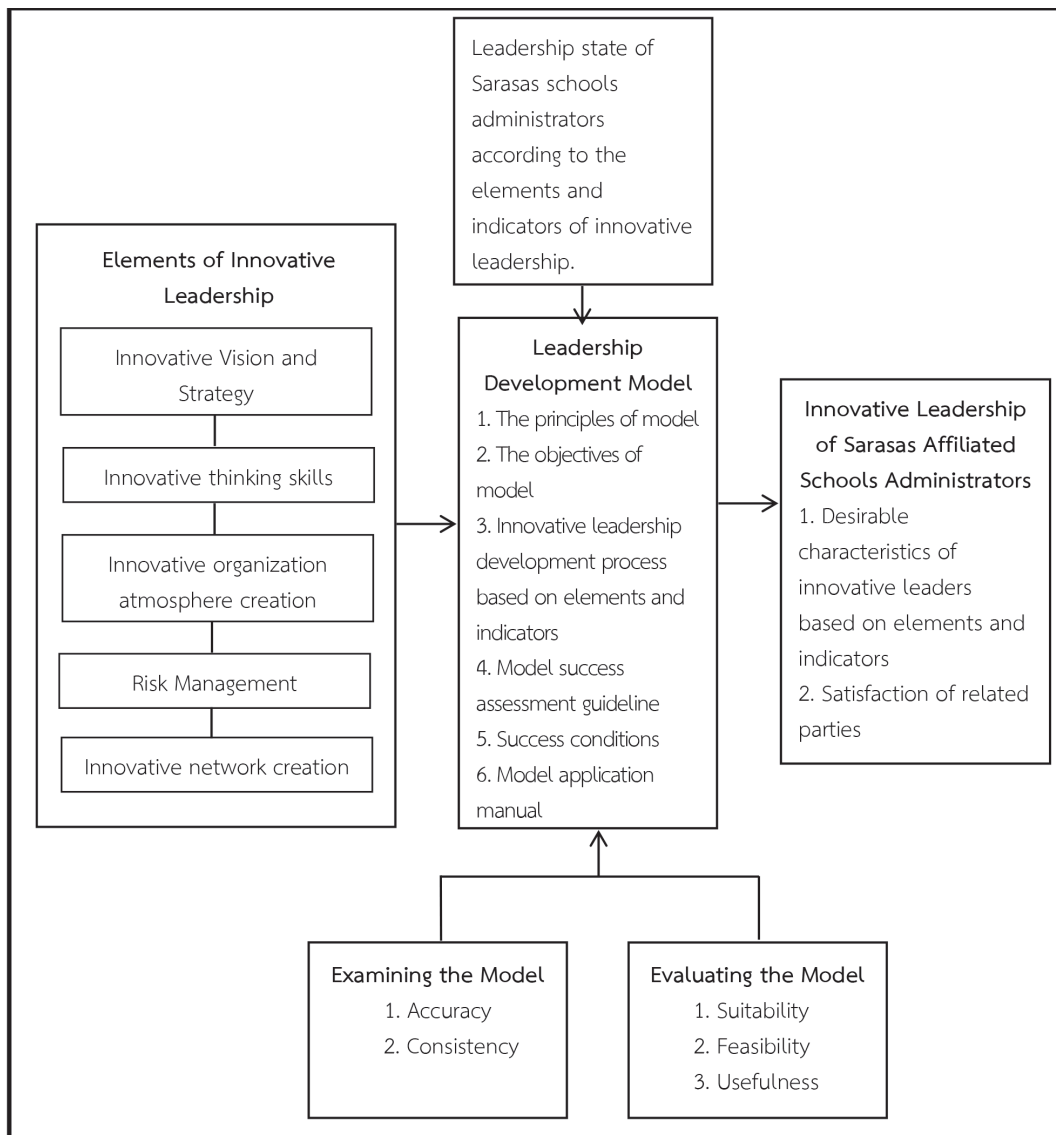


Figure 1: Conceptual framework for research on innovative leadership development model of Sarasas Affiliated Schools administrators

Source: Author's analysis

Figure 1, from the study of the theory of human resource management and development for the competency of school administrators according to the concept of Teacher and Basic Education Personnel Development Bureau (2007), Phoowittapan, A. (2016) and the synthesis of the concept of leadership development model of Runcharoen, T. (2007), Kheowsri, P. (2001), Thipwaree, P. (2015), it was found out that the appropriate leadership development model of Sarasas Affiliated Schools administrators consists of 6 parts:

Part 1: The principle of model is that it is developed based on the concept of innovative leadership development theory. The human resources management and development theory is applied to improve the school administrators' performance, based on blended learning including self-learning, learning from others, onsite action learning, based on flexibility that is consistent with the context, situation and necessity of leadership development. In addition, it is the model that uses operation development process and method through various techniques and methods. Moreover, monitoring and evaluation are conducted in a creative manner.

Part 2: The objectives of model are 1) to develop the administrators' knowledge and understanding about innovative leadership in Sarasas Affiliated Schools 2) to raise awareness of the administrators to be appropriate in accordance with the changing context.

Part 3: Innovative leadership development process based on elements and indicators consists of 1) development objectives 2) content 3) techniques and methods of development based on components and indicators.

Part 4: Model success assessment guideline consists of 1) authentic assessment of the level of knowledge and understanding and the results of the administrators' presentation after training 2) administrators' characteristics and behaviors assessment based on the elements and indicators from the implementation in the schools 3) stakeholders' satisfaction assessment which must be at a high level or higher.

Part 5: Success conditions are 1) the school's administrative structure and policies, that are, flexible and agile management model through decentralization to each group to be fully responsible, clear communication of policies and practices from central unit for operations that all sectors understand, acknowledge, and are able to perform effectively 2) service and productivity, that are, establishing the ability to develop true leadership in

administrators by providing multiple and clear experiences, providing learning areas such as a fully-equipped modern conference room where technology is used effectively to create an atmosphere of exchanging and sharing experiences covering leadership development based on elements and indicators 3) personnel cooperation, that are, encouraging quality cooperation among the administrators from the central unit, school administrators themselves and participation with personnel beyond the school network 4) budgeting including income and expense budget and flexibility in organizing projects and activities for developing administrators, financial assistance from various sources for the utmost benefits in management 5) materials and equipment, including the availability of buildings, technological media, materials and equipment required for organizing projects and activities for developing administrators including the ability to use them for the utmost benefits and 6) management, that are, developing administrators' ability to plan, complying with the plan, supervising and following up, managing for participation, team building including the ability to coordinate with schools' internal and external networks.

Part 6: Model application manual is an important document to be used as a guideline for applying the model to create identical understanding in the implementation of model consisting of 1) beginning part including preface, table of contents, explanation on the use of manual 2) content including principles of model, objectives of model, innovative leadership development process based on elements and indicators, model achievement assessment guideline, achievement conditions 3) ending part including bibliography, appendix which emphasizes the tools used, evaluation and criteria used to judge the administrators' characteristics and stakeholders' satisfaction.

Methodology

Step 1 Studying the elements and indicators of innovative leadership and guidelines of innovative leadership development of Sarasas Affiliated Schools administrators.

In the study of elements and indicators of innovative leadership and guidelines of innovative leadership development of Sarasas Affiliated Schools administrators, the data collected is synthesized to obtain elements and guidelines of innovative leadership development that will be developed for Sarasas Affiliated Schools administrators. Research methodology is divided into 3 minor steps: 1) studying the theoretical

elements of innovative leadership of Sarasas Affiliated Schools administrators, 2) confirming the empirical elements of innovative leadership of Sarasas Affiliated Schools administrators, and 3) studying the guidelines of innovative leadership development of Sarasas Affiliated Schools administrators by experts.

Step 2 Studying the state of innovative leadership of Sarasas Affiliated Schools administrators based on the elements and indicators of leadership obtained from Step 1 and the need for innovative leadership development of executives.

Step 3 Creating and examining innovative leadership development model of Sarasas Affiliated Schools administrators.

In this step, the data obtained from the study in Step 1 is used to create and examine the innovative leadership development model of Sarasas Affiliated Schools administrators through workshop among experts by: 1) drafting the Innovative Leadership Development Model of Sarasas Affiliated Schools Administrators and 2) checking the accuracy and consistency of Draft Innovative Leadership Development Model of Sarasas Affiliated Schools Administrators.

Step 4 Evaluating Innovative Leadership Development Model of Sarasas School Administrators.

In this step, the Draft Innovative Leadership Development Model approved, examined and revised according to the experts' suggestions is re-evaluated through connoisseurship to evaluate the suitability, feasibility and usefulness of innovative leadership development model of Sarasas Affiliated Schools administrators for complete improvement.

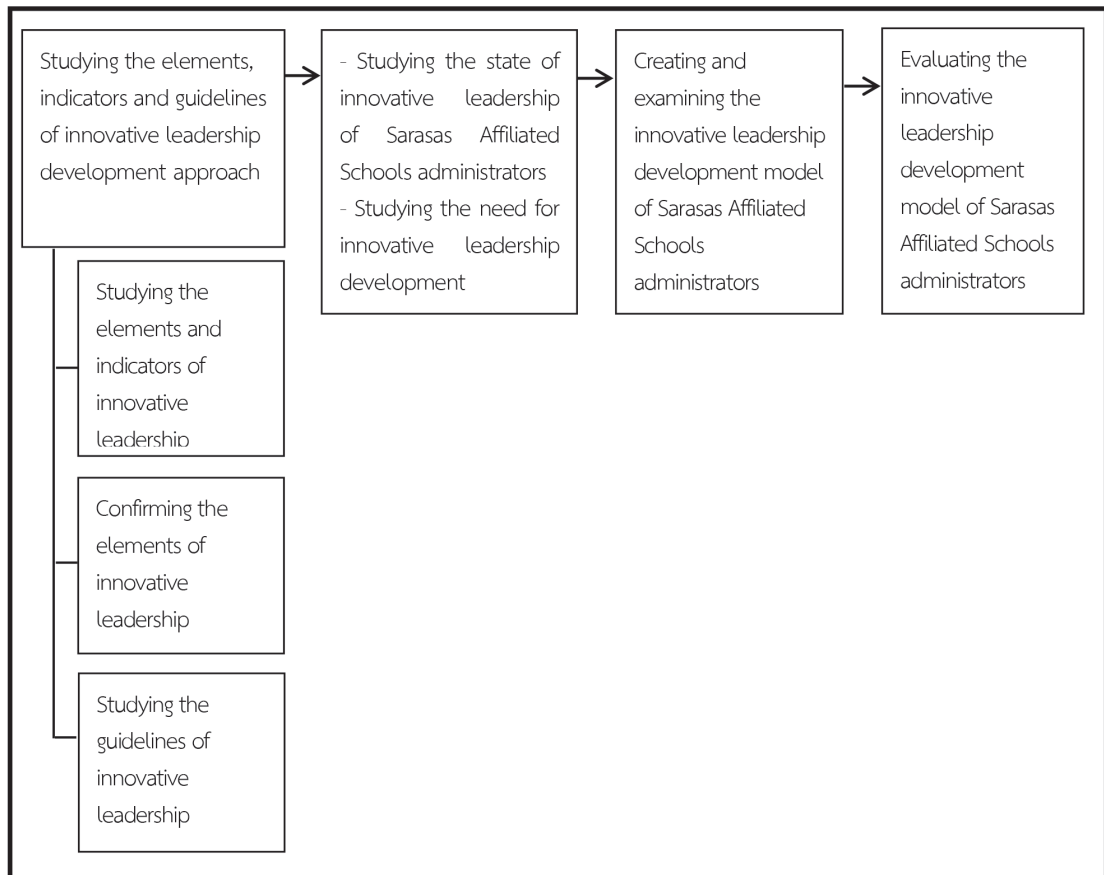


Figure 2: Research Process

Source: Author's analysis

Instruments

Table 1: Research Objectives, Instruments and Goals

Objectives	Instruments	Goals
1. To study the elements and guidelines of innovative leadership development of Sarasas Affiliated Schools administrators	- Content Synthesis Table - Connoisseurship Record Form	To study the elements, indicators and guidelines of innovative leadership development of Sarasas Affiliated Schools administrators using expert opinion more than 50%
2. To study the state of innovative leadership development of Sarasas Affiliated Schools administrators 2.1 Study the state of innovative leadership development of administrators	- Sarasas Affiliated Schools Teachers Questionnaire	To inquire the state of innovative leadership development of Sarasas Schools administrators by elements and indicators
2.2 Study the problems and needs in innovative leadership development of administrators	- Administrators Interview Form	To inquire the problems and needs in innovative leadership development of Sarasas Affiliated Schools administrators
3. To create, examine and evaluate the innovative leadership development model of Sarasas Affiliated Schools administrators 3.1 Create and examine the innovative leadership development model of administrators	- Issues and Minutes of Workshop Form	To draft and verify the accuracy, consistency of the draft of innovative leadership development model
3.2 Evaluate the innovative leadership development model of administrators	- Connoisseurship	To evaluate the suitability, feasibility, usefulness of innovative leadership development model

Source: Author's analysis

Conclusion and Discussion

Conclusion

1. Elements and guidelines of innovative leadership development of Sarasas Affiliated Schools administrators consist of 2 steps.

1.1 Elements of innovative leadership of Sarasas Affiliated Schools administrators obtained from relevant document synthesis, theoretical concepts and research, both domestic and foreign, are synthesized by making a content synthesis table based on experts' opinion choosing as elements and indicators more than 50 percent. It is found that there are 6 elements and 20 indicators. Element 1 innovative vision: Indicators 1) creating vision 2) disseminating vision 3) compliance with vision 4) being a good model according to vision. Element 2 creating innovative organization atmosphere: Indicators 1) organizational structure 2) promoting mutual decision-making 3) creating mutual trust 4) creating a positive atmosphere. Element 3 having innovative strategies: Indicators 1) direction of the organization 2) implementing strategy 3) controlling and evaluating strategies. Element 4 risk management: Indicators 1) planning risk management 2) identifying risk event 3) risk assessment 4) controlling and monitoring risk. Element 5 creative thinking: Indicators 1) imagination 2) flexibility. Element 6 creating innovative network: Indicators 1) network goals 2) participation of members 3) exchange-oriented interactions. The examination and confirmation of empirical elements and indicators of innovative leadership of Sarasas Affiliated Schools administrators through connoisseurship reveals that the experts proposed to combine some elements and indicators together. Innovative vision and innovative strategy should become an innovative vision and strategy. In addition, wording should be adjusted to summarize the indicators to be concrete, easy to measure and evaluate. Therefore, in summary, there are 5 elements and 19 indicators. Element 1 innovative vision and strategy: Indicators 1) participating in creating and defining innovative vision and strategy in response to changes 2) adhering to the innovative vision and strategy of executives through continuous implementation 3) disseminating innovative vision and strategy to personnel to be aware and understand through team learning 4) establishing a core team for jointly determining practices 5) using inspiration in implementing, examining and evaluating innovative vision and strategy. Element 2 innovative thinking skills: Indicators 1) having creativity to work in response to

changes 2) having thoughtfulness to act, understand, improve for quality 3) conveying to flexible, open, successful action. Element 3 Innovative organization atmosphere creation: Indicators 1) organizing a flexible organizational structure in response to changes 2) Promoting nonstop socialization to inspire new works 3) creating and promoting a positive atmosphere as a mutual trusted and supportive team 4) creating and promoting learning areas toward new practices 5) using technology to increase the capability of workers to create new work. Element 4 risk management: Indicator 1) collaborating in assessing and planning for risk management in response to changes 2) collaborating in creating a flexible mechanism to reduce and control the possible risks 3) developing different and better strengths for risk control. Element 5 innovative network creation: Indicators 1) collaborating in setting a goal to create both internal and external networks in response to changes 2) reinforcing, pushing, stimulating one another in the network to understand and respect one another equally 3) participating in seeking mechanisms and guidelines for socialization among network members.

1.2 Guidelines of innovative leadership development of Sarasas Affiliated Schools administrators consist of 6 steps: 1) presenting information, 2) individual processing, 3) sharing knowledge for group agreement, 4) presenting innovation for success, 5) criticizing conclusion for action and 6) evaluating the development by indicators.

2. States of innovative leadership development of Sarasas Affiliated Schools administrators are shown in the table below.

Table 2: Mean, standard deviation and interpretation of innovative leadership development state of Sarasas Affiliated Schools Administrators

States of Innovative Leadership Development of Sarasas Affiliated Schools Administrators	\bar{X}	S.D.	Interpretation
1. Innovative Vision and Strategy	3.79	0.84	High
2. Innovative Thinking Skills	3.70	0.86	High
3. Innovative Organization Atmosphere Creation	3.66	0.87	High
4. Risk Management	3.72	0.85	High
5. Innovative Network Creation	3.72	0.86	High
Overall	3.72	0.86	High

Source: Author's analysis

Table 2 illustrates that the states of Sarasas Affiliated Schools administrators in a holistic view is high. When classified by all 5 elements, it reveals that the state of innovative leadership administrators at the highest mean is the innovative vision and strategy element followed by risk management and innovative network creation equally. The state at the lowest mean is the innovative organization atmosphere creation element.

3. The results of the creation of innovative leadership development model of Sarasas Affiliated Schools administrators reveals that the elements of innovative leadership development model of Sarasas Affiliated Schools administrators consist of 6 parts: Part 1 The Principles of Model; Part 2 The Objectives of Model; Part 3 Innovative Leadership Development Process based on Elements and Indicators consisting of 6 steps, that are, Step 1 presenting information, Step 2 individual processing, Step 3 sharing knowledge for group agreement, Step 4 presenting innovation for success, Step 5 criticizing conclusion for action, Step 6 evaluating the development by indicators; Part 4 Model Success Assessment Guidelines; Part 5 Success Conditions; Part 6 Model Application Manual consisting of 1) beginning including Preface, Table of Contents, User Guides 2) content including The Principles of Model, The Objectives of Model, Innovative Leadership Development Process based on Elements and Indicators, Model Success Assessment Guidelines, Success Conditions 3) ending including bibliography, appendices.

4. The results of the examination of the leadership model reveals that, in a holistic view, the experts attended model drafting workshop considered it is accurate and consistent with innovative leadership development of Sarasas Affiliated Schools administrators

5. The results of quality assessment of innovative leadership development of Sarasas Affiliated Schools administrators according to the connoisseurship reveals that, in a holistic view, all aspects of model are suitable, feasible and useful at the highest level (Table 3).

Table 3: Mean, standard deviation, and interpretation of quality assessment on suitability, feasibilities and usefulness of model

Elements of Model	Suitability Level			Feasibility Level			Usefulness Level		
	\bar{x}	S.D.	Interpretation	\bar{x}	S.D.	Interpretation	\bar{x}	S.D.	Interpretation
1. Principles of Model	4.72	0.49	Highest	4.60	0.55	Highest	4.80	0.45	Highest
2. Objectives of Model	4.60	0.89	Highest	4.60	0.55	Highest	4.60	0.55	Highest
3. Leadership development process based on elements and indicators	4.50	0.35	Highest	4.25	0.32	High	4.55	0.28	Highest
4. Guidelines of model success evaluation	4.60	0.52	Highest	4.50	0.57	Highest	4.60	0.52	Highest
5. Success conditions	4.90	0.23	Highest	4.90	0.23	Highest	4.90	0.23	Highest
6. Model Application Manual	5.00	0.00	Highest	5.00	0.00	Highest	5.00	0.00	Highest
Total	4.72	0.41	Highest	4.64	0.37	Highest	4.74	0.34	Highest

Source: Author's analysis

Discussion

1. The results of synthesis of innovative leadership development elements and indicators indicate that 5 elements of innovative leadership suitable for Sarasas Affiliated Schools administrators are: 1) Innovative vision and strategy aiming at reflecting the clear and creative goals and practices that can motivate personnel to achieve the goals in accordance with the concept of Nanus (1992) which explains that having a vision is to see the future of an organization that is consistent with a credible and valuable reality and is also in line with the concept of Daft (2005) that gives a viewpoint that a strategic leader is a person who has the ability to see what will happen in the future, is flexible, has

strategic thinking and has the ability to stimulate creativity for changes to advantage the competition between organizations; 2) Innovative thinking skills which is the starting point for developing new things based on infinite knowledge is consistent with the concept of Horth & Buchner (2009) which explains that innovative leadership is a leader who is able to innovate and apply it in the leadership mission in terms of both usage and innovation which is consistent with Sukanya Chamchoy (2012) that has presented innovative concept for the 21st century education institutions that managing to have innovations in an education institution for use in education quality development, the school administrators must have different and creative thinking skills or called innovative thinking skills; 3) Innovative organization atmosphere creation, it is found that the state of innovative leadership of Sarasas Affiliated Schools Administrators in this aspect shows the lowest level of implementation. However, it may be caused by the command line that makes the innovative atmosphere creation too official. The organizational structure atmosphere is vertical which is consistent with the study of Jung et al. (2003) which reveals that an official organizational structure has a vertical command line. There is no relationship with being an innovative atmosphere organization; 4) Risk management shows high level of action. However, this may be because the school administrators have taken trial and error, dare to make decisions and do things that have never been done before which is consistent with the research of Zhang (2012) which concludes that a person having innovative leadership must have the courage to take risks, be able to assess and control the situation when facing problems under complex or uncertain circumstances and dare to make decisions without fear of mistakes 5) Innovative network creation is also done at high level. However, this is because new generation of Sarasas Affiliated Schools administrators have received a policy to start creating a broader network, are ready to cooperate with others in both exchanging information and other benefits which is consistent with the concept of Pramukkul (2004) which explains that networking is a purposive connection among members under joint objectives.

2. The overall state of innovative leadership of Sarasas Affiliated Schools administrators is high. When considering each aspect, it is found that the state of innovative leadership of Sarasas Affiliated Schools administrators which is actually implemented at the highest level is innovative vision and strategy, followed by risk management and innovative network creation. The state of innovative leadership of

Sarasas Affiliated Schools administrators which is actually implemented at the lowest level is innovative organization atmosphere creation. This may be because the command line makes the innovative atmosphere creation too official. The organizational structure atmosphere is vertical which is consistent with the study of Jung et al. (2003) which reveals that an official organizational structure has a vertical command line. There is no relationship with being an innovative atmosphere organization.

3. Innovative leadership development model of Sarasas Affiliated Schools administrators is a model that is confirmed in a holistic view by experts that it is suitable, feasible and useful at the highest level. However, this is because the model creation concept and principle, human resources management and development theory, blended learning principle are flexible and the model applies various techniques and means in operational development process and method. Monitoring and evaluation is conducted in a creative manner and used as a guideline to determine the structure of innovative leadership development model of Sarasas Affiliated Schools administrators. However, the objective is to develop knowledge and understandings of administrators about innovative leadership, create awareness and good attitude in leadership development and develop innovative school management behavior properly in consistent with the changing context. Six parts of the elements of model are: Part 1 The Principles of Model, Part 2 The Objectives of Model, Part 3 Innovative Leadership Development Process based on Elements and Indicators, Part 4 Model Success Assessment Guidelines, Part 5 Success Conditions, Part 6 Model Application Manual. All parts are related. Keeves (1988) suggests that a model should consist of structured relationships of variables and is consistent with Madaus, et al. (1983), Bertalanff (1968) which say that creating a good model should consist of structural relationship between variables and can be examined by empirical data.

Recommendation for Application

For successful application of the model, the schools should adjust and prepare to take actions according to the following achievement conditions.

1. School structure and policies that must be flexible encourage personnel to share ideas by learning through sharing both successful and failed experiences for management and administrators development to have quality, adjusting the management style to be

flexible, dividing work groups for sharing work experience, giving importance to internal communication process in the school and policies received from central unit that influence the operations in the same direction.

2. The availability of quality services and products which must promote and support the development of administrators to have real innovative leadership by adhering to the principles of blended learning from self-learning, learning from others, learning by doing onsite, organizing diverse and clear learning experience, providing comprehensive learning area, organizing projects or activities for administrators to experiment and learn from mistakes occurred in simulated situations for courage to make decisions on risk issues, monitoring through observation and guided teaching closely to reflect the results onto sustainable action.

3. Cooperation of personnel (Man) requires cooperation from top-level administrators from the central unit. Top-level administrators who are developing and all personnel must create quality cooperation, strengthen good relationships with both internal and external units to ensure the same direction of operational process.

4. Budget (Money) must be allocated in a clear and fair manner by the school focusing on educational development based on the elements of leadership development. In addition, the school must give support on income, expenditure and flexibility in arranging school administrator development activities and programs and encourage the cooperation and aid from financial sources to maximize the benefits for the development.

5. Material including premises, technological media, materials and equipment required for organizing administrator development activities and programs including the ability to organize and operate for utmost benefits.

6. Management must place importance on quality management, for example, abilities to plan; implement the plan; supervise, monitor and evaluate; establish a quality team; and coordinate with internal and external networks.

Recommendation for Future Research

1. Innovative leadership development in important tasks of the schools such as academic work, quality assurance, development of teaching and learning management for learners, etc. should be studied specifically to create creative innovation in the administration

system of schools and drive the whole system simultaneously.

2. The study of the states of innovative leadership development reveals that innovative organization atmosphere creation is at the lowest level of action. Therefore, a research on enhancing leadership skills in creating innovative organization atmosphere should be conducted for school administrators to be efficient in this aspect of leadership and able to respond to changes that occur all the time

References

- Bertalanffy, L.V. (1968). *General system theory: foundations, development, application*. New York: George Braziller.
- Carmeli, A., Gelbard, R., & Gefen, D. (2010). *The importance of innovative leadership in cultivating strategic fit and enhancing firm performance*. *The Leadership Quarterly*, 21, 339-349. Dansereau.
- Chamchoy, Sukanya. (2012). *Innovative Concepts for School Administrators in The 21st Century*. *Journal of Education: Naresuan University*, 14(2), 117-127.
- Daft, R.L. (2005). *The leadership experience*. 5th ed. South-Western: Thomson.
- Horth, D. & Buchner, D. (2009) *Innovative Leadership*. Retrieved December 25, 2018, from www.ccl.org/leadership/pdf/research/InnovationLeadership.pdf.
- Juito, Saneh. (2011). *Innovation Management: New Science of Management*. *Journal of Modern Management*.
- Jung, D., C. Chow and A. Wu. (2003). *The Role of Transformational Leadership in Enhancing Organizational Innovation: Hypotheses and Some Preliminary Findings*. *The Leadership Quarterly*. 525-544.
- Keeves P.J. (1988) *Education Research, methodology and measurement: an international handbook*. Oxford : Pergamon Press.
- Kheowsri, Prasit. (2001). *A Proposed Model for Leadership Development of School Administrators in School-based Management Schools*. Chulalongkorn University.
- Loader, A. (2016). *Why should you show innovative leadership?* Retrieved from <https://blog.castle.co/innovative-leadership>.
- Madaus, G.F, Scriven, M., & Stufflebean, D.L. (1983). *Evaluation models*. Boston: Kluwer-Nijhoff.
- Ministry of Education. (2003). *National Education Act B.E. 2542 and Amendment (No. 2) B.E. 2545, together with the relevant Ministerial Regulations and Education Act*.

- Nanus, B. (1992). *Visionary leadership: Creating a compelling sense of direction for your organization*. San Francisco, CA: Jossey-Bass.
- National Innovation Agency. (2004). *Innovation Management for Executives*. Bangkok: Ministry of Science and Technology.
- Office of the Education Council, Ministry of Education. (2017). *National Education Plan 2017-2036*. Bangkok: Chili Sweet Graphic Co., Ltd.
- Phoowittayapan, Apron. (2016). *Core Competency Development Program on 70:20:10 Learning Model*. Bangkok, Chulalongkorn University.
- Pramukkul, Thana. (2004). *Review Article*. Khon Kaen: Health Promotion Center Region 6.
- Robert, F. B., & Jeff, Z. (2010). *Leadership vacuums and overcoming barriers to innovation*. Retrieved from <http://www.business-strategy-innovation.com/2010/04/leadershipvacuums-and-overcoming.html>.
- Rojwattanaboon, Onanong. (2010). *Development of An Innovative Leadership Model*. Doctoral dissertation in Public Administration, School of Public Administration, National Institute of Development Administration.
- Runcharoen, Teera. (2007). *Professionalism in Organizing and Administering the Wducation Reform Era (revised edition) for the Second Round of Reform and Third Round for External Assessment*. Bangkok: Khaofang Publishing.
- Sena, A. & Erena, E. (2012). *Innovative Leadership for the Twenty-First Century*. Retrieved December 25, 2018, from www.sciencedirect.com.
- Shama, P. (2008) *Innovative Leadership*. Retrieved December 5, 2018, from <http://www.scribd.com/doc/470597/Innovative-Leadership>.
- Smith, T. (2004). *Innovative leadership*. In *Encyclopedia of Leadership*. Thousand Oaks, CA: Sage Pub.
- Stottand, K. & Kong, L.S. (2005). *Developing Leadership: Creating the schools of tomorrow*. Retrieved December 25, 2018, from <http://eds.b.ebscohost.com>.
- Teacher and Basic Education Personnel Development Bureau. (2007). *Developing Change Leaders to Support Decentralization for Educational Administrators and School Administrators*. Office of the Basic Education Commission.
- Teoprasertkul, Sanchai. (2010). *Inner Motivation and Creativity: Things You Must Know (Part 1)*. Retrieved from <https://www.brandage.com>.
- Thipwaree, Pitak. (2015). *A Development Model of Innovative Leadership for Institute of Physical Education Administrators*. Prince of Songkla University.

- Volk, A. (2012). International Conference on Leadership, Technology and Innovation Management. Retrieved December 25, 2018, from www.sciencedirect.com.
- Wuttirong, Payat. (2012). *Innovation Management from Concept to Excellence Practice*. Bangkok: Chulalongkorn University Press.
- Zhang, Y. (2012). *Blend Daoism, The Chinese cultural philosophy, with Western leadership theories to enhance innovative capabilities of Chinese enterprises*. Retrieved March 28, 2019, from <http://search.proquest.com/pqdtglobal>.