

Leadership Model for General Education Administration in Islamic Private Schools

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Abstract

The objectives of this research were 1) to develop the leadership model for the general education administrators of Islamic Private Schools and 2) to verify the validity of the model. The sample was 226 school administrators. The questionnaire was used to gather data, and descriptive statistics were used to analyze the frequency distribution of the variable background of the sample and to validate the model by confirmatory factor analysis. The main findings were 1) The leadership model for the general education administrators of Islamic Private Schools consisted of three aspects, namely: 1.1) The trait of administrator which was composed of vision, intelligence, responsibility, collaboration, and being accepted, 1.2) Skill of the school administrator which was composed of administration skill, communication skill, human resource skill, transformation skill, innovation, and technology skill, and 1.3) adherence to religion which was composed of Islamic practicing, devoting themselves for society, and being role models, and 2) The leadership model for the general education principal of Islamic Private Schools consistent with the empirical data with the goodness of fit statistics. The value for a Chi-square was 53.83 with 62 degrees of freedom ($df = 62$; $p = 0.76504$). The goodness of Fit Index (GFI) was 0.965 whereas the Adjusted Goodness of Fit Index (AGFI) was 0.949. The Root Mean Square Residual (RMR) was 0.006.

Keywords: Leadership model, Islamic Private Schools

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Introduction

In the 21st century, school management has become competitive because of changes in the society, technology, and communication which causes every school to develop students to be well-adapted in the society of changes and enhance their skills required in the modern days. The Ministry of Education attempted to drive private schools to international academic achievement by preparing students' academic performances, morale, and competitiveness. Hence, the issued policy mainly focuses on concrete learning experience that school administrators should readily adapt with the policy under their applicable leadership in the respective schools.

In the educational aspect, leadership of school administrators was one of the most significant factors for effective school management and encourages all teachers and educational staff to be well-prepared for improvement. Leading whole schools with loyalty, school administrators can find success in the set goal. Leadership entrusted by school staff required—the traits of school administrators (Jarun Keha, 2011): administrators are required to possess proficient skills of management, research, creativity, media development, and academic cooperation as well as

technology (Bavorn Tesarin, 2017). Therefore, every school director was directly responsible for school effectiveness. Successful school administrators had distinct traits and highly excel at management (Sergiovanni, 1995; Leithwood et al., 2004; Davis et al., 2005).

In the community of Muslims, parents selected general education Islamic private schools for their children to have faith in the religion and strongly adhere to the teaching in the social diversity. Therefore, many of them have been sending their children to study in general education integrated with Islamic private schools (Jitmuad, 1988). According to the Office of the Private Education Commission statistics, the number of the general education Islamic private schools and Islamic integrated schools was 231 nationwide in the semester 2017. Various problems were detected related to leadership of school administrators affecting the quality of the schools; for example, many managed schools were similar to family businesses, meaning school administrators were reappointed by their heir or family members regardless of academic background or proficiency of academic management. Briefly, school administrators fail to develop themselves resulting in problems in leadership, management, knowledge, abilities, criteria, and

appropriate skills for school quality management according with the changes in society, economics, politics, and educational policies (Rakchamanee, 2017). As a result, teachers' performances and educational staff's working are hindered due to lack of effective management in their proficiency improvement, and consecutive plan development resulted in decreasing quality of teaching-learning and students' performances (Suenee, 2003). Besides those problems, administrators of general education Islamic private schools must strive to improve their skills in accordance with current affairs. It is essential for them to be the pillar for the expectation of teachers and staff and be self-regulated by Islamic practicing and occupation righteousness. Besides that, they must give advice and solve their schools' problems while being accepted in the community as they must volunteer, cooperate with society, and open more opportunities for stakeholders in school management based on the Islamic society (Leesoh, 2013). To prepare for social changes, school administrators of general education Islamic schools, thereby, must accomplish improving the quality of schools while adhering to religious teaching and maintaining Islamic schools' identities suitably during the social changes (Saleh, 2005).

It requires religion integrated management to solve the abovementioned problems and concepts of leadership of general education private schools. Therefore, this study is aimed to develop a leadership model of general education private school administrators in accordance with the education of Thailand and Islamic practicing.

Objectives

1. To develop the leadership model for the general education administrators of Islamic Private Schools.
2. To examine constructs validity of the leadership model for the general education administrators of Islamic Private Schools with empirical data.

Scope of study

1. Population and sample

The population of this study was in total 231 general education private school boards including directors, vice-directors, and assistant directors around Thailand. The sample group was simply randomized from general education private schools into three groups being primary schools, secondary schools, and primary-secondary schools. Thirty-five percent of the samples were again drawn. Therefore, general education private schools totaled 81,

where there were 226 school administrators.

2. A scope of the study

This study was based on synthetic research integrated with the traits of leadership and religious adherence under the academic and research concept of Stogdill (1974). Chester I. Barnard (1966) Ronald W. Stadt (1973) John Gardner (1989) Bass (1990) Katz Robert (1974) Drake and Roe (1986) Ricketts (2003) Sasitra Plenjit (2015) Somchai Tepseang (2004) Chaisak Sukrakarn (2017) Saleh (2005) Ahmed AS. (1994) Mohammad SA. (2002) and Khanittha Saleemad (2015).

Operational definitions

1. The leadership model for the general education administrators of Islamic Private Schools is defined as a relationship construction including main components and sub components of Islamic fundamental leadership of general education Islamic school administrators that are analyzed with the empirical data through confirmatory factor analysis.

2. Islamic private schools are private schools certified by primary – secondary education under the basic curriculum of Ministry of Education and Islamic education. The schools must have three basics of Islamic Principles: Faith, Practice, and Morale to integrate in every aspect.

Students must be taught to develop by the Islamic practicing; for example, they should study under the program of Islamic education and participate in an Islamic lifestyle that supports relationships among administrators, teachers, and students. To behave with high morality in accordance with Lord Muhammad's teaching, students must be enhanced with knowledge, generosity, and religious teaching to be a good Islamic citizen benefitting society.

3. Leadership of general education Islamic school administrators is defined as traits of school administrators influencing staff within the school with the art of persuading others to love schools, practice by the purposes, and successfully achieve the goal. The leadership of general education Islamic school administrators includes leadership traits, skills, and religious adherence.

Research methodology

This quantitative research was divided into two main stages of procedures as follows.

Stage 1: Developing leadership model for general education Islamic school administrators

Previous theories and studies related to create a model of hypothesis leadership were synthesized for validity approval by having a group conversation with seven

experts in research, education, leadership, Islamic studies, and general education Islamic school administrators. As a result, all was guaranteed by them. Therefore, leadership of general education Islamic school administrators approved by seven experts consisted of three main components and 13 subcomponents:

1.1. Leadership traits comprised of five subcomponents were vision, intelligence, responsibility, participation, and recognition.

1.2. Leadership skills comprised of five subcomponents that were Administration skill, Communication skill, Human Resource Management skill, Transformation skill, and Innovation and Technology skill.

1.3. Religious adherence comprised of three subcomponents were Islamic practicing, Devoting themselves for society, and Being a role model.

The whole model is shown in figure 1.

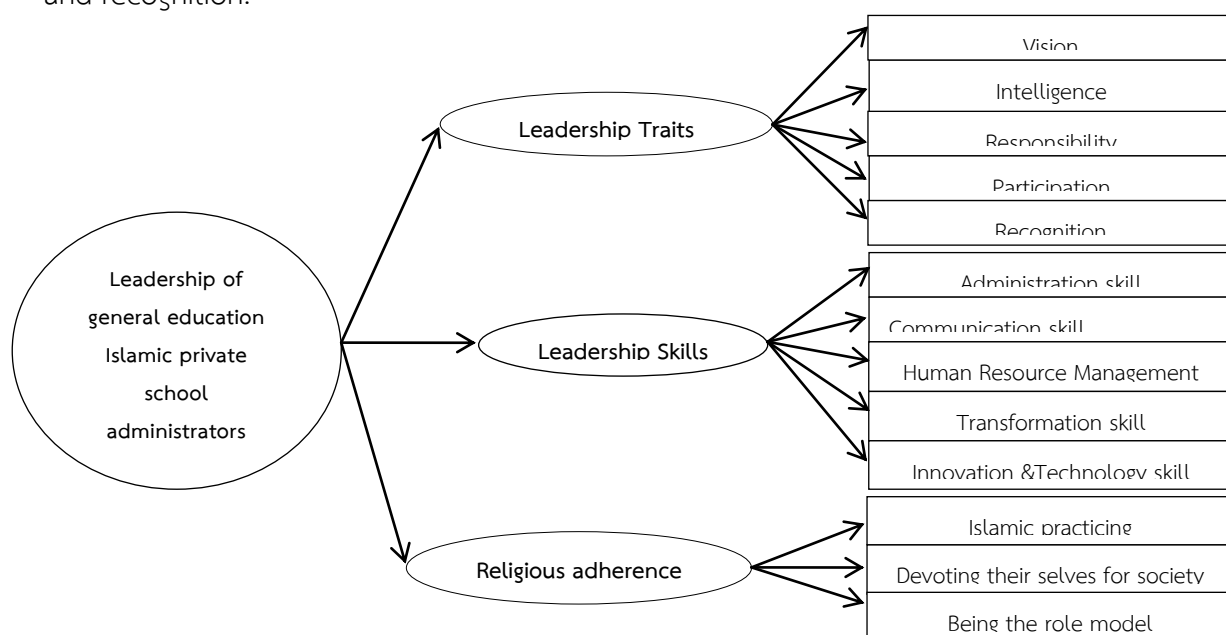


Figure 1. Leadership model for general education Islamic school administrators

Stage 2: The validity of the leadership model for general education Islamic private school administrators with the empirical data

2.1. Research Instruments: The interview was conducted with general education Islamic school administrators about leadership. The

questions were based on practical research divided into two

steps: 1) checklist questionnaires about general information of the administrators consisting of gender, age, academic background, and management experiences and 2) rating scale

questionnaires about leadership self-evaluation of the administrators. The total number of questions was 63 in which every question had IOC higher than 0.5. The questionnaires were tested with 30 people of non-sample population to approve validity measured by Cronbach's alpha coefficient. It resulted in 0.972 defining the reliability of the instrument was ensured for data collection.

2.2. Data Collection

Data were collected starting from the sample group by mailing questionnaires via the total 226 sets that were responded to and returned in whole. Next, the questionnaires were validity-proven before confirmatory factor analysis (CFA) through advanced researching software.

Data analysis

It was divided into two stages:

1. The analysis of the general background of general education Islamic school administrators using the descriptive statistical value of discrete variables by frequency and percentage and the analysis of statistical continuous variables by average, deviant standard, skewness, and kurtosis. To describe the distribution of variables, the collected data tended to distribute within a normal curve, meaning data could be further analyzed.

2. The analysis of confirmatory factors of leadership of general education Islamic school administrators to test consistency between the leadership model with empirical data. The criteria were designed to be in accordance with the empirical data calculating chi-square without statistical significance or a ratio of chi-square to degree of freedom less than 2.00. It required the index GFI and the index AGFI of more than .90

while the index RMR and the index RMSEA were less than .05.

Conclusions

1. Developing a leadership model for general education Islamic private school administrators

A developed model of leadership of general education Islamic school administrators consisted of three main components and 13 subcomponents as follows.

- 1) Leadership traits comprised of five subcomponents were vision, intelligence, responsibility, participation, and recognition

- 2) Leadership skills comprised of five subcomponents were Administration skill, Communication skill, Human Resource Management skill, Transformation skill, and Innovation and Technology skill.

- 3) Religious adherence comprised of three subcomponents were Islamic practicing, Devoting themselves for society, and Being a role model.

The validity of the leadership model for general education Islamic private school administrators with the empirical data

From the test of the leadership validity, chi-square was equivalent to 53.83 at 62 degrees of freedom at index significance of 0.76054. The index GFI, the index AGFI, and the index RMR were equivalent to 0.965, 0.949, and 0.006, respectively. This means the model was consistent with the empirical data. The weight of the main component in the leadership model of general education Islamic school administrators was found with positive and nearest value in which leader traits were weighted the highest. The result of all the weights of 13

subcomponents was found to be positive overall. The highest weight subcomponents were innovation and technology, and the highest role model of weighted subcomponents was religious adherence. Overall, main components and subcomponents were approved to describe a

leadership model of general education Islamic school administrators as shown in the details of the weight of all components and models calculated by the advanced statistical software in table 1 and figure 2

Table 1. The analysis on the result of the weight components of observed variables and latent constructs

| Observed variables | Factor Loading | Standard error | Reliability |
|---|----------------|----------------|-------------|
| Vision (TRT1) | 0.405 | - | 0.704 |
| Intelligence (TRT2) | 0.347 | 0.028 | 0.449 |
| Responsibility (TRT3) | 0.334 | 0.023 | 0.494 |
| Participation (TRT4) | 0.358 | 0.029 | 0.494 |
| Recognition (TRT5) | 0.403 | 0.028 | 0.747 |
| Administration skill (SKL1) | 0.417 | - | 0.776 |
| Communication skill (SKL2) | 0.381 | 0.021 | 0.744 |
| Human Resource Management skill (SKL3) | 0.379 | 0.024 | 0.607 |
| Transformation skill (SKL4) | 0.388 | 0.028 | 0.555 |
| Innovation & Technology skill (SKL5) | 0.463 | 0.026 | 0.691 |
| Islamic practicing (ISL1) | 0.389 | - | 0.754 |
| Devoting their selves for society (ISL2) | 0.416 | 0.022 | 0.709 |
| Being role model (ISL3) | 0.441 | 0.023 | 0.801 |
| Latent Variables | Factor Loading | Standard error | Reliability |
| Leadership traits (TRT) | 0.995 | 0.065 | 0.990 |
| Leadership skills (SKL) | 0.972 | 0.060 | 0.945 |
| Religious adherence (ISL) | 0.904 | 0.064 | 0.818 |
| $\chi^2 = 48.42$; $df = 56$, $p = 0.75401$; $GFI = 0.969$; $AGFI = 0.949$; $RMSEA = 0.000$ | | | |

Note: ** $p < .01$, - = no report due to the fixed-parameter.

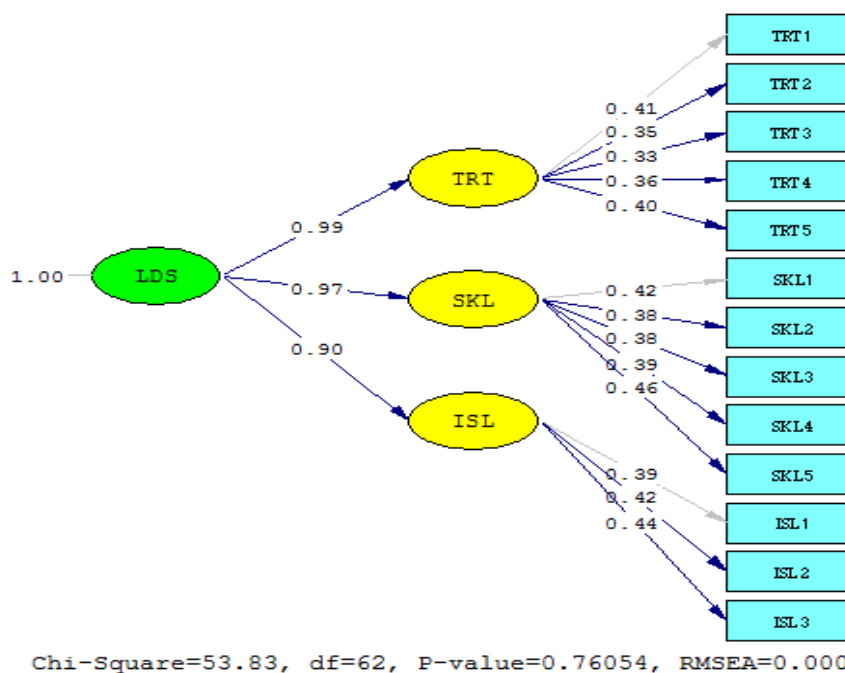


Figure 2. The model of leadership model of general education Islamic school administrators from the statistical

Discussion

1. The leadership development of general education Islamic private school administrators

The main components of leadership of general education Islamic school administrators consisting of three that included 13 subcomponents:

1. Leadership traits including five subcomponents: 1.1. Vision defined long-term perception and future planning for organizational success, 1.2. Intelligence defined awareness, intelligence, fullness of knowledge, discretion, analytical thinking, being philosophical, and up-to-date with current affairs, 1.3. Responsibility defined as respecting regulation, working diligence, hard working to achieve, and being responsible when committing mistakes, 1.4. Participation defined as an act of opening opportunities to participants and stakeholders in making a

decision, planning as well as building relationships among the community or other schools, and 1.5 Recognition defined as an appropriate, sincere, respectful, and logical behavior within strong faith while maintaining temper during the whole time leaving to a successful path that was well-received by others in accordance with Stogdill (1974) Chester I. Barnard (1966) Ronald W. Stadt (1973) John Gardner (1989) Bass (1990) Hoy and Miskel (2001) Schleicher (2015) Mendels P. (2012) Wang L. H. (2010) Jareun Phuvijit (2016), and Chaiyont Phaopan (2014).

2. Leadership skills consisted of five subcomponents—2.1. Administration skill defined as an ability to manage schools resulting in the standard and quality institutes classifying into four aspects that were academic management, manpower management, budget management, and general management, 2.2. Communication skill

defined as how administrators can convey, receive, and distribute information through cooperative public relations in or outside schools effectively, 2.3. Human resource management skill defined as trust and love for the organization built by administrators to understand the needs of colleagues and build good relationships among teachers and staff in schools, 2.4. Transformation skill defined as an ability of directing a proper plan, a solution, and flexible management to well-adapt and handle changes, and 2.5. Innovation and Technology skill defined as initiative skills of administrators to synthesize new things creatively until they could be developed into a plan or a newer technological device useful for educational quality development in regard to vision and roles of changing technology integrated schools. These components were related to the study of Katz Robert (1974), Drake & Roe (1986), Ricketts (2003), Potikosum (1993), and Sergiovanni (1983) and supported the concept of 21st century leaders and the administrators' skills in Thailand 4.0 by Malinger (1998), Plenjit (2015), S Tepseang (2004), Sukrakarn (2017), and Tesarin (2017).

3. Religious adherence consisted of three subcomponents that were 3.1. Islamic practice defined as being faithful to God, scared of committing sin against God, adherent to laws and teaching of God to behave by the religious teaching of the Quran, and to strictly follow Lord Muhammad's footsteps, 3.2. Devoting themselves for society defined as sacrifice and services for the society while being aware of social responsibility and driving vision of people in the organization, students, their parents, and people in the community to develop into the society shaped by religion

and moral codes, and 3.3. Role Model defined as a moral Islamic lifestyle as maintaining good manner, advising and supporting subordinates willingly, behaving as an ideal figure to all staff in schools according to the Quran, and the Islamic research about leadership that included Hassani A. (2004) Saleh. (2005) Ahmed AS. (1994) Mohammad SA. (2002) Qadri Y. (2002), and Saleemad (2015).

Concerning all of the above, these components were related to the study of McDade (1995) and Kim (1998) that reported leadership of administrators that affected learning and teaching performance of teachers. It resulted in efficient academic progress of students. Besides that, leadership could cope with management during the era of changes that affected the relationship between cultural management of schools and successful school reorganization. The successful leadership required district traits and high-level management, giving positive results as a significant factor of schools' effectiveness (Sergiovanni, 1995). Similarly, Shah S. (2006) found that satisfactory working performance of teachers was a result of teamwork leadership, leader of all leaders, creativity, risk management, and efficient-result-focused leadership. Additionally, other research related to leadership of Islamic school administrators showed that administrators were a good, supportive, faithful, honest, and work-dedicated role model followed by management skills and an unwavering foundation of Islamism (Ahmad R.H., Salleh A.J, and Ghavifekr S., 2017).

2. The validity of the leadership model for general education Islamic

private school administrators with the empirical data

From the validity found in the model of leadership, general education Islamic school administrators were consistent with the empirical data. The highest weight was leaders' traits followed by leaders' skills and religious adherence. Particularly, Vision, a subcomponent in Leaders' Traits, was the most weighted because the traits of good administrators affected school management. Some may view that leaders with far vision benefitted not only good management but also teachers' and staff's effective performances. At the same time, the results in the research of Jarun Keha (2011), Pilan Patipimpakom (2007), and Sanan Prachongchit (2013) showed that traits of school administrators could be accepted and trusted by everyone in schools; moreover, it required good vision to improve teachers' working performances. Hence, vision and good leadership of administrators enhanced teachers' working capacities.

Innovation & Technology skill weighed the most in Leaders' Skills because good-skilled and innovative managers could boost more effective working management. More and more administrators prioritized Innovation and Technology as an essential skill of every

director in the 21st century as clearly stated in the policy to develop education in Thailand 4.0 by the Ministry of Education. Correspondingly, Piya Jarernvesharug (2013), Phetsombat Pimolpun (2018), and Kannika Redmond (2016) studied about an indicator of leadership and reported that administrators must possess skills to handle changing technology. Therefore, analytical skills, creativity, innovation, and technological researching and development were required skills that administrators must take into account Chaisak Sukrakarn (2017).

For Religious adherence, Role Model was the most weighted subcomponent because administrators paid attention when it comes to Islamic behaviors and directing working righteously according to their roles assigned by the educational council. To enhance the working performance of teachers and staff, administrators had to set themselves as role models who strictly adhered to the religious teaching of Islamism so that the trust in leadership heightened among everyone in schools. Likewise, According to Salleh M.J. & Mohamd N.A. (2012), they supported religious role models in boosting the trust; moreover, administrators had to complete their duties in managing under Islamic

practicing application in the whole organization with their honesty, loyalty, dedication, and persistence. Alkrdem & Alqahtani (2006) similarly stated that school administrators had to assist others as humble and promising role models. Furthermore, in Hafit Khamnurak (2014), teachers in general education Islamic private schools idealized leadership of administrators as responsible and work-dedicated role models that accorded with the study of Ahmad R.H., Salleh A.J. & Ghavifekr S. (2017) stating that administrators had to converse core values and behave as role models under Islamic practicing. Additionally, Khanittha Saleemad (2014) found the standard Islamic private schools with administrators' ideal Islamic role models boosted vision as well as encouraged teachers and staff in schools, resulting in their positive working outcome.

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Suggestions for future application

1. Any licensees or board management of general education Islamic private schools can study this research to determine qualifications of administrators in general education Islamic private schools.

2. General education Islamic school administrators can develop themselves or increase effectiveness of their working performances in general educational Islamic schools based on this research.

Suggestions for further research

Causal variables or factors affecting leadership of general education Islamic private school administrators should be studied. Additionally, other interesting variables should be analyzed, such as risk management and cultural exchange to obtain more useful information and more diverse concepts for developing leadership of general education Islamic private school administrators

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