



## The effect of innovative leadership on competency of creating high performance organization

Wallapha Ariratana <sup>a,\*</sup>, Tang Keow Ngang <sup>b</sup>, Saowanee Sirisooksilp <sup>a</sup>

<sup>a</sup> Department of Educational Administration, Faculty of Education, Khon Kaen University, Khon Kaen 40002, Thailand

<sup>b</sup> International College, Khon Kaen University, Khon Kaen 40002, Thailand

### Article Info

#### Article history:

Received 7 January 2016

Revised 21 October 2016

Accepted 30 October 2016

Available online 30 August 2019

#### Keywords:

administrative competencies,  
high performance organization,  
innovative leadership

### Abstract

This study explored the effect of the innovative leadership of school administrators on creating competency in high performance organization. A survey was administered to 317 samples consisting of 272 teachers and 45 school administrators from 56 basic secondary schools to obtain information on innovative leadership practices and competency levels of managing high performance organization. Descriptive statistics were used to examine the level of innovative leadership and competency of managing high performance organization and inferential statistics (Pearson's correlation coefficient and stepwise multiple regression) were used to examine the relationships between the variables. The findings indicated that school administrators not only implemented their innovative leadership style to a high degree, but they also had high levels of performance in the three major competencies to create high performance organization. Competency in creating high performance organization was significantly related with the four dimensions of innovative leadership style at a significance level of .05. The significant predictors were the innovative organizational climate, risk management, moral and accountability, and the transformational vision dimensions of innovative leadership. These four innovative leadership dimensions were successfully contributing 80.0 percent of the variance towards the competency level of managing high performance organization. The findings contribute significantly to knowledge proposing innovative leadership which can guide school administrators in improving their competencies to manage their schools effectively.

© 2019 Kasetsart University.

### Introduction

Innovative leadership involves creating different leadership styles in organizations to stimulate teachers to produce creative ideas, products, services, and solutions. Gliddon (2010) developed the competency model of innovation leaders and established the concept of innovation leadership at Penn State University. As an approach to organizational development, innovation leadership can be used to support the achievement of the mission or vision of an organization or group. In a world that is ever changing with new technologies and processes, it is

becoming obligatory for organizations to think innovatively in order to guarantee their continued success and stay competitive (Dess & Pickens, 2000; McEntire & Greene-Shortridge, 2011; Sarros, Cooper, & Santora, 2008; Shipton, Fay, West, Patterson, & Bird, 2005; Tushman & O'Reilly, 1996).

In order to adapt to new changes, the need for innovations in organizations has resulted in a new focus on the role of leaders in shaping the nature and success of creative efforts (Mumford & Licuanan, 2004). Without innovative leadership, school organizations are likely to struggle (McEntire & Greene-Shortridge, 2011). Innovative leadership represents the shift from the 20<sup>th</sup> century traditional view of organizational practices which discouraged teacher innovative behavior to the 21<sup>st</sup> century view of valuing innovative thinking as a potentially powerful influence on organizational performance (Mumford, Scott, Gaddis, & Strange, 2002).

\* Corresponding author.

E-mail address: [wallapha@kku.ac.th](mailto:wallapha@kku.ac.th) (W. Ariratana)

Peer review under responsibility of Kasetsart University.

Innovative leadership was the application of administrators' competency in leading the organization by considering factors including transformational vision, creative thinking, innovative organizational climate, risk management, morality and accountability, and team working and participation. Consequently, school administrators have to use these factors as the major processes in school development with better competitive competency level. Many school organizations in Thailand intended to give substantial focus to innovation (Pakdeelao, 2011). Therefore, school administrators have to utilize innovation for constructing product, solving the problems, and developing the organization by practicing a higher level of competency and sustainability leadership to lead their organizations and accomplish its goals successfully.

### Statement of Problem

According to the recommendation of the study on the Surrounding for Education and Thai Education Situation in World Stage, the efficiency and effectiveness of the overall Thai Education System needs to be evaluated (Office of the Education Council, 2013). Furthermore, it was found that only 17 percent of the administrators possessed high quality potential and readiness in educational management. Therefore it was necessary to provide school development in order to move, adjust, and search for direction to be able to surpass the competitors at both the national and international levels to serve the ASEAN Community (AEC) as a high performance organization. In short, school administrators have to improve and modify their leadership style, as well as practice methods in their schools using innovation as an instrument to accelerate implementation and accomplish goals.

The Office of Secretariat in Educational Council (2013) indicated that most of the schools under the jurisdiction of the Office of Secondary Educational Service Area 21 (which covered a total of 56 schools in Nongkai and Buengkan provinces) were lower than the national average in all core subjects in the 2012 academic year according to the O-NET report. There is great diversity in students' learning achievement due to the different contexts and visions of school organizations for improving learning quality based on universal standards. In addition, very few schools in this area achieve top listing at the national level. Therefore, most schools are found to be lacking in academic competitive skills. On top of that, there is only a limited number of students who manage to pass the entrance examination for higher education institutions.

### Literature Review

Cheryl Lemke, president and Chief Executive Officer of the education technology consulting firm Metiri Group (in Roscorla, 2010), shared seven steps to becoming an innovative leader: embrace the challenge, drive change through collective creativity and knowledge, shape the culture, establish a professional learning system, decide and systematize, ensure digital access and infrastructure, and demand accountability.

The first step is 'embrace the challenge' which means that innovative leaders do not delegate creativity and innovation

but they lead it. Innovative leaders cultivate a culture of critical and creative thinking that takes on challenges. The second step is 'drive change through collective creativity and knowledge' being defined as innovative leaders show creativity and seek knowledge. When they drive change, they both tolerate and criticize digital technology and the way teachers or students use it.

The third step is 'shape the culture' meaning that innovative leaders create a culture of risk, change, and critical and creative thinking. They think for themselves, and they do not just follow rules blindly. They shift from rules to principles. They open their schools to different ideas and do not mind breaking established rules when they no longer make sense. This is followed by the fourth step 'establish a professional learning system'. Innovative leaders create professional learning communities in their schools.

Next is 'decide and systematize' as the fifth step. Innovative leaders create a blueprint of principles, professional development, strategies, approaches, and resources. Then they get out of the way and let their staff figure out the details. The sixth step is 'ensure digital access and infrastructure' defined as innovative leaders will build the capacity for teachers and students to learn through blogs, wikis, and virtual environments by laying a solid infrastructure foundation. The final step is 'demand accountability'. Innovative leaders delegate responsibility but put accountability in place. In the beginning, they set low stakes so that people become comfortable with taking risks, failing, and learning by experience.

It can be concluded that leadership with an innovative and visionary approach along with other characteristics can prove more beneficial for organizations, for the purpose of success, development, and sustainability (Gesell, 2010). Therefore the qualities of appropriate vision and innovative approach may help a leader to be more effective and capable to run an organization and better cope, as well as play an important role in dealing with organizational matters.

Innovative leaders are those who have a store of skills and knowledge gained from experience that allows them to manage effectively and efficiently the tasks of daily life. Effective leadership is always required to bring effective changes (Deal & Kennedy, 2000). Competent leadership can handle and manage such problems. According to Gruban (2003 as cited in Wasim & Imran, 2010) competence is an ability to manage knowledge and other skills and capabilities. Virtanen (2000) highlights some competencies of leaders and relates them to successful organizational change in his model of leader competencies.

### Study Purpose

The main objective of this study was to explore the effect of innovative leadership of school administrators on creating competency in high performance organization among the schools in the Secondary Educational Service Area Office 21. More specifically, the study seeks: 1) to identify the level of innovative leadership in school administrators and their competency level in managing high performance organization; 2) to study the relationship between the innovative leadership

level and competency level of school administrators in managing high performance organization; and 3) to study the effect of the school administrators' innovative leadership level on the competency level of managing high performance organization.

Based on the research objectives, this study seeks to answer the following research questions:-

RQ1: What is the level of innovative leadership practices?

RQ2: What is the school administrators' competency level in managing high performance organization?

RQ3: Is there any significant relationship between the dimensions of innovative leadership practices and the school administrators' competency level in managing high performance organization?

RQ4: Is there any dimension of innovative leadership which is a significant predictor of the school administrators' competency level in managing high performance organization? Based on a detailed study of the objectives and research questions above, the null hypothesis was designed to be tested at the .05 significance level:

Ho1: There is no significant relationship between the level of innovative leadership practices and school administrators' competency level in managing high performance organization.

Ho2: There is no significant predictor of the school administrators' competency level in managing high performance organization.

## Conceptual Framework

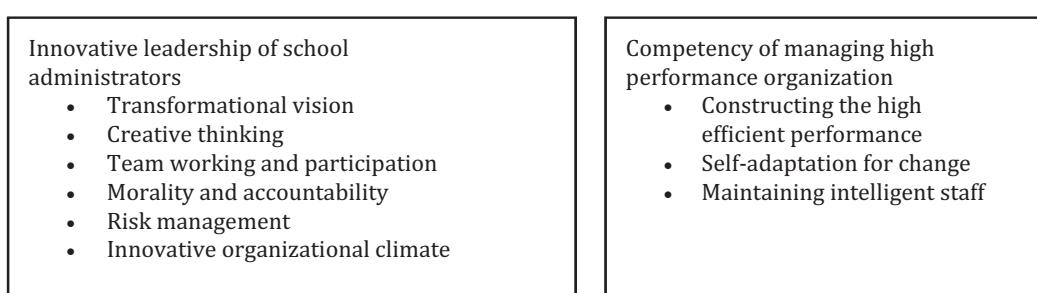
The variables in this study are elucidated in Figure 1. The variables include school administrators' innovative leadership practices and the competency level of managing high performance organization. The independent variable is innovative leadership of school administrators. The dimensions of innovative leadership consist of transformational vision, creative thinking, team working and participation, morality and accountability, risk management, and innovative organizational climate. On the other hand, competency of managing high performance organization acts as the dependent variable. For this study, three competencies of managing high performance organization were selected:

competency in constructing highly efficient performance, competency in self-adaptation for change, and competency in maintaining intelligent staff.

The three aspects of competency in managing high performance organization are predicted to be associated with the good innovative leadership of administrators. In other words, this framework also predicts that the innovative leadership of administrators promotes the competencies of managing high performance organization. This view is associated with studies conducted by past researchers. Innovative leadership was synthesized from the theories of the past research of Horth and Vehar (2012), Lindegaard (2009), Pollock (2008), George (2012), and Rojwattanawiboon (2010) whereas competency in managing high performance organization was derived from De Waal (2012), Linder and Brooks (2012), and Jupp and Younger (2004).

The findings of Suntongsiri and Sirisooksilp (2015) showed that most of the their respondents had positive perceptions toward the principal leadership styles in enhancing the competencies in managing high performance in a school. It also identified that there was a sense of awareness and consciousness among teachers on the role and competencies in ensuring and determining organizational performance. The main conclusion to be drawn from the study by Sirisooksilp et al. is that particular types of school leadership style (such as directive leadership and charismatic leadership) have substantial impacts on school principals' competencies in managing high performance in a school. The more school principals focus their leadership styles, they greater their likely influence on their competencies in managing high performance in a school.

School administrators' innovative leadership refers to the level of school administrators' conduct on affecting the work process of teachers in the school organization for constructing innovation thus accomplishing the goals that lead to changes that increase school values. Competency in managing high performance organization referred to the competencies to manage the organization with a quick and efficient work process to keep pace, with the changed situation, accomplished work, and best quality work being recognized and sustainable.



**Figure 1** Conceptual framework

The transformational vision dimension in this study is defined as an innovative leader who is able to give clear vision based on a holistic point of view, nurture staff ownership and commitment to adapt to new pedagogies. The team working and participation dimension is referred to as innovative leadership which promotes collaboration, challenges professional learning, encourages staff and community networking, and creates diverse teams to address strategic issues. Next is the creative thinking dimension, which means the cognitive understanding of the innovative leader on how to think creatively, to display optimism, to create a positive culture to encourage staff to decide new initiatives freely, and to support the innovative thinking and actions of staff.

The innovative organizational climate is defined as modeling new behavior that facilitates a shift in culture, supporting innovation modeling learning through an action research and supportive process, involving teachers in the innovative use of technology, promoting ICT across the school curriculum and student-centered learning, creating a positive learning environment, and promoting a learning community using information technology. The morality and accountability dimension refers to an innovative leader being the role model and encouraging staff to develop their abilities, building trust among staff about change, and self-responsibility. The risk management dimension means the innovative leader is able to manage uncertainty issues and believes in change, risk-taking, experimenting, and supporting staff to become co-learners, and supporting risk taking.

There are three competencies in managing high performance organization. First, constructing highly efficient performance competency means the leader is able to manage staff responsible for results, is outcome oriented and uses result-based management, focusing on the achievement of results, and maintaining clear accountability for performance, and making tough decisions. Next is competency in self-adaptation for change which refers to competency in providing continuous improvement based on open and collaborative management, being customer or client centered, and aware of change in the school environments, and being able to translate insight into action. Finally, competency in maintaining intelligent staff is defined as human capital management, information management, being passionate, accountable and responsive, innovative and flexible, maintaining individual and a trust relationship with staff, being committed to the growth and development of staff, and being led by a courageous leader.

## Methodology

The researchers employed a survey questionnaire as a method to collect quantitative data. The target group was 1,771 school administrators and teachers who worked in the schools under the Office of Secondary Educational Service Area 21. A multistage sampling technique followed by stratified random sampling was administered to select samples according to school size with 26.3 percent for small-sized schools, 32.5 percent for medium-sized schools, and 41.3 percent for large-sized schools. The required sample size was 317 basic secondary administrators and teachers according to Krejcie and Morgan's Table at the 95 percent

confident level. These 56 basic secondary schools consisted of 29 small-sized schools, 18 medium-sized schools, and 9 large-sized schools. The sample of 317 consisting of 272 teachers and 45 school administrators was randomly selected.

Survey questions in the form of a questionnaire were distributed to the 317 teachers and school administrators to collect information on their perceptions on innovative leadership practice and competency levels of managing high performance organization. This method benefits this study in terms of obtaining data more efficiently as time, energy, and costs could be minimized (Sekaran, 2006), while providing an excellent means of measuring attitudes and orientations in a large population which can, therefore, be generalized to a larger population (Babbie, 2002).

The survey questionnaire instrument was administered in the Thai language to ensure that the respondents were clear about the statements. There were 120 questions in three sections in this instrument. Section A of the questionnaire was intended to gather information regarding demographic factors of the respondents which included information pertaining to their personal background such as gender, age, working experience in government service, level of education, school size, and job position.

Section B was specifically designed by the researchers to gauge the frequency of the administrators' implementation of innovative leadership practice in their workplace. There were six dimensions for innovative leadership, namely transformational vision (13 items), creative thinking (6 items), team working and participation (16 items), morality and accountability (8 items), risk management (8 items), and innovative organizational climate (20 items), giving a total of 81 items. To measure the respondents' responses toward innovative leadership practice, a five-point Likert scale was used.

Section C of the instrument was used to gauge information about competencies in managing high performance organization. Three aspects of competencies were measured, giving a total of 33 items in Section C. This section was used to measure the competency in constructing a highly efficient performance (15 items), ability in adjustment for changes (8 items) as well as maintaining intelligent staff (10 items). Section C was scored using a five-point Likert scale.

This questionnaire was then sent to a panel of experts for comment and feedback for validation purposes. The panel of experts was selected using the criteria based on their expertise. The five experts were a professor in educational administration, a vice director of the Secondary Educational Service Area Office, a supervisor, and two excellent principals from secondary schools. The panelists chosen consisted of five professionals from various fields, such as educational administration, consultants in leadership development, and excellent practitioners. From the feedback by the panel, some modifications were made to the original instrument.

Pilot testing of the instrument was carried out using 30 teachers in the Secondary Educational Service Area Office 21 but they were not included as part of the actual study. They were chosen so that their structure and population representation were the same as in the actual study. To improve the quality of the items in the instrument, they were

also asked to give suggestions and comments on the items in the instrument. Revisions were made based on the suggestions and feedback from the 30 participants. It could be concluded that the instruments were reliable and good to use as the Cronbach alpha values indicated that all the research variables had high values ranging from .98 to .96 for innovative leadership and competency of managing high performance organization, respectively.

All 317 distributed questionnaires were successfully collected with the assistance of a senior assistant in each research school, giving a response rate of 100 percent. The quantitative data collection was conducted from 1 to 28 February 2014. Descriptive statistics were determined based on the mean score and standard deviation. Furthermore, inferential statistics (Pearson's correlation coefficient and stepwise multiple regression) were used to explain the relationships between innovative leadership practice and the competency of managing high performance organization.

## Results

The results of this study are presented in accordance with the research questions indicated above. The initial comment relates to descriptive findings about two variables innovative leadership and its dimensions, and competency of managing high performance organization. This is followed by the relationship between the two variables. Finally, the effect of innovative leadership on competency of managing high performance organization is considered.

### *Innovative Leadership of School Administrators*

Table 1 shows the mean scores and standard deviations of the innovative leadership dimensions of transformational vision, creativity, team working, morality and accountability, risk management, and innovative organizational climate. As indicated in Table 1, the mean score for the six innovative leadership dimensions ranged from 4.04 to 4.32. Table 2 shows the identification of the level of variables proposed by Glass and Hopkin (1984)

**Table 1** Innovative leadership practices

Innovative leadership dimensions	$\bar{x}$	SD
Morality and accountability	4.32	.69
Team working and participation	4.10	.62
Creative thinking	4.09	.67
Risk management	4.05	.56
Innovative organizational climate	4.10	.58
Transformational vision	4.04	.70
Overall	4.12	.56

**Table 2** Interpretation of variable level based on mean score

Mean score range	Interpretation
4.50–5.00	Highest
3.50–4.49	High
2.50–3.49	Medium
1.50–2.49	Low
1.00–1.49	Lowest

The results of the study revealed that all the innovative leadership dimensions were high. Considering the first three orders, the highest was morality and accountability ( $\bar{x} = 4.32$ ,  $SD = 0.69$ ). The second order included two innovative leadership dimensions: team working and participation ( $\bar{x} = 4.10$ ,  $SD = 0.62$ ) and innovative organizational climate ( $\bar{x} = 4.10$ ,  $SD = 0.58$ ). This was followed by creative thinking ( $\bar{x} = 4.09$ ,  $SD = 0.67$ ) and risk management ( $\bar{x} = 4.05$ ,  $SD = 0.56$ ). The dimension with the lowest average value was the transformational vision ( $\bar{x} = 4.04$ ,  $SD = 0.56$ ). The overall mean score for innovative leadership was high ( $\bar{x} = 4.12$ ,  $SD = 0.56$ ).

### *Competency Level of School Administrators in Managing High Performance Organization*

On the other hand, the overall average value of competency level in managing high performance organization was high. Considering each aspect of competency the ranking in order from high to low was: competency in managing intelligent staff ( $\bar{x} = 4.18$ ,  $SD = 0.60$ ), adaptability to change ( $\bar{x} = 4.07$ ,  $SD = 0.59$ ), and competency in constructing highly efficient performance ( $\bar{x} = 4.02$ ,  $SD = 0.55$ ). Table 3 presents the mean scores and standard deviations of the three aspects of competency of managing high performance organization. The mean scores ranged from 4.02 to 4.18, indicating that all three competency aspects were highly practiced. The overall mean value for competency to manage high performance organization was high ( $\bar{x} = 4.08$ ,  $SD = 0.55$ ).

**Table 3** Competency level of managing high performance organization

Competency	$\bar{x}$	SD
Competency in managing intelligent staffs	4.18	0.60
Adaptability to change	4.07	0.59
Constructing the high efficient performance	4.02	0.55
Overall competency	4.08	0.55

### *Relationship between Innovative Leadership and Competency of Managing High Performance Organization*

Table 3 presents Pearson's correlation coefficients between the six innovative leadership dimensions with competency of managing high performance organization. Based the interpretation of correlation coefficients by De Vaus (2002), Table 4 shows the correlation results between the innovative leadership dimensions and competency of managing high performance organization is significant ( $p < .05$ ), with strength of association varying from 'substantial to very strong' to 'very strong' and positive.

The Pearson's correlation coefficients between the six dimensions of innovative leadership and competency in managing high performance organization showed a significant relationship at the .05 level, with the association being strong and positive. Considering the strength of the correlation results, the ranking in order from high to low was: team working and participation, innovative organizational climate, morality and accountability, transformational vision, creative thinking, and risk management with competency in managing high performance organization.

**Table 4** Designation strength of association based on size of correlation coefficients

Strength of association	Negative	Positive
Low to moderate	-0.29 to -0.10	0.10 to 0.29
Moderate to substantial	-0.49 to -0.30	0.30 to 0.49
Substantial to very strong	-0.69 to -0.50	0.50 to 0.69
Very strong	-0.89 to -0.70	0.70 to 0.89
Near perfect	-0.99 to -0.90	0.90 to 0.99
Perfect relationship	-1.00	1.00

As indicated in Table 4, the competency level in managing high performance organization was significant, positive and very strongly correlated with all innovative leadership dimensions, except risk management which displayed a 'substantial to very strong' association. The strongest strength was the team working and participation dimension ( $r = 0.85$ ;  $p < .05$ ), the second strongest was innovative organizational climate ( $r = 0.82$ ;  $p < .05$ ), followed by the morality and accountability dimension ( $r = 0.74$ ;  $p < .05$ ). There were two innovative leadership dimensions having the same r-value, namely: transformational vision and creative thinking ( $r = 0.71$ ;  $p < .05$ ). The only innovative leadership dimension with the weakest association strength was risk management with a competency level of managing high performance organization ( $r = 0.68$ ;  $p < .05$ ), but it still had a 'substantial to very strong' correlation.

These results indicate that, to very large extent, an increase in innovative leadership dimensions such as team working and participation, innovation of organizational climate, morality and accountability, transformational vision, and creative thinking is associated with an increase in the competency level of managing high performance organization. In addition, to a 'substantial to very strong' extent, an increase in risk management was associated with an increase in the competency level of managing high performance organization.

#### *Significant Predictors for Competency of Managing High Performance Organization*

To identify the significant predictor for competency in managing high performance organization, a stepwise multiple regression analysis was carried out. In this analysis, the six innovative leadership dimensions were treated as predictor variables, while competency in managing high performance organization was treated as the dependent variable. The purpose of estimating this regression equation was to identify the dimensions of innovative leadership that have a significant impact on competency in managing high performance organization, that is, the dimensions which constitute the predictors for competency in managing high performance organization.

The estimated regression equation was significant at .05 ( $p < .05$ ), implying that from the six predictor variables, four variables (innovative organizational climate, risk management, morality and accountability, and transformational vision) had an impact on competency in managing high performance organization, thereby qualifying these to be the predictors for the latter. In brief, these four variables had a linear relationship

with competency in managing high performance organization. The adjusted  $R^2$  of .800 shows that the impact of the four significant predictors accounted for 80.0 percent of variation in the dependent variable.

The adjusted  $R^2$  of .800 in Table 5 shows that the impact of innovative organizational climate was 74.9 percent, risk management was 3.4 percent, morality and accountability was 1.0 percent, and the advancement factor was 0.7 percent. In conclusion, the four variables accounted for 80.0 percent of variation in the dependent variable.

**Table 5** Correlation coefficient between innovative leadership with competency level

Competency of managing HPO	r value	p
Innovative organizational climate ( $X_6$ )	0.82	.00
Risk management ( $X_5$ )	0.68	.00
Morality and accountability ( $X_4$ )	0.74	.03
Team working and participation ( $X_2$ )	0.85	.00
Transformational vision ( $X_1$ )	0.71	.01
Creative thinking ( $X_3$ )	0.71	.02

\*  $p < .05$

In this analysis, the size of the standardized coefficient ( $\beta$ ) directly indicated the importance of these predictors relative to one another. In the context, the innovative organizational climate ( $\beta = 0.46$ ) was the most important predictor, followed by risk management ( $\beta = 0.29$ ), morality and accountability ( $\beta = 0.13$ ), and transformational vision ( $\beta = 0.10$ ), respectively. As shown in Table 5, the summary statistics of the estimated regression equation show the variables for which the coefficients are statistically significant. For the dimensions of innovative leadership practices, the results of data analysis showed that only four out of six predictor variables were significantly correlated ( $p < .05$ ) and thus included in the regression model. This means that only four of these predictor variables are the factors of competency level of managing high performance organization. Table 5 shows the regression analysis results obtained.

In conclusion, the four variables accounted for 80.0 percent of variation in the dependent variable. The following multivariate linear regression model shows the relationship between the predictor variables on the dependent variable.

$$\text{Unstandardized score : } \hat{Y} = 0.50 + 0.43(X_6) + 0.26(X_5) + 0.10(X_4) + 0.08(X_1)$$

$$\text{Standardized score : } \hat{Y} = 0.46(X_6) + 0.29(X_5) + 0.13(X_4) + 0.10(X_1)$$

**Table 6** Regression analysis results for the dimensions of innovative leadership on competency level of managing high performance organization

Administrative Competencies	B	$\beta$	t	R <sup>2</sup>	Change in R <sup>2</sup>	p
Innovative Org. climate (X <sub>6</sub> )	0.43	0.46	8.35	.749	-	.00
Risk management (X <sub>5</sub> )	0.26	0.29	6.40	.783	.040	.00
Morality & Accty. (X <sub>4</sub> )	0.10	0.13	2.84	.793	.010	.01
Transfor. Vision (X <sub>1</sub> )	0.08	0.10	2.45	.800	.007	.02

## Discussion

This study was conducted to examine school administrators' implementation of innovative leadership in schools under the Office of Secondary Educational Service Area 21. The findings revealed that the school administrators were rated high in the frequency of implementation of the six dimensions of innovative leadership. Thus, the findings indicated that the highest level of average value was morality and accountability which means that the school administrators were emphasized ethics, morality, and good governance relevant to the good national management principle (Thailand Ministry of Education, 2003).

Furthermore, the findings indicated that the competency level of managing high performance organization was high especially the competency in maintaining intelligent staff. This finding was supported by the 2013 Annual Report (Office of Secretariat in Educational Council, 2013). This Annual Report showed that high achievement officials are those with high potential and they were the most valuable resources in the organization. Consequently, human resource should be one of the vital priorities to be emphasized in the development of high performance organization.

In addition, past research suggests that competency in managing high performance organization is an important component of a successful organization and a constructive relationship. The results of the present study indicated that the correlation between competency in managing high performance organization and all six dimensions of innovative leadership was significant, positive, and strong. The evidence from this study shows that school administrators' innovative leadership is related to their competencies in managing high performance organization. Similarly, the positive relationship between competency in managing high performance organization and all six dimensions of innovative leadership affirms the importance of school administrators' innovative leadership practice to their competencies in managing high performance organization. Among the six innovative leadership dimensions, innovative organizational climate was found to be the strongest related to competencies in managing high performance organization. This result was in line with Pakdeelao (2011) who found that an innovative organizational climate needed to be included in the administrative and management system as well as being an important resource of the organization in order to promote and support innovation development thus creating value and advantages in competition for the organization in a continuous and sustainable manner.

In addition, the findings of this study indicated that innovative organizational climate, risk management, morality and accountability, and transformational vision were the four significant predictors for competency in managing high

performance organization. This finding has broken new ground suggesting that school administrators should focus on these four areas if they want to be capable in managing high performance organization. Since school administration and organizational performance are associated with innovative leadership, it is therefore critical for school administrators to give attention to enhancing innovative behavior in the workplace.

## Recommendation

From the findings of this study, the researchers recommend that school administrators should focus on the four significant predictors—innovative organizational climate, risk management, morality and accountability, and transformational vision—so that school administrators will be able to solve problems in an innovative way, creating a win-win situation whereby everybody benefits and the school enjoys the benefits of high performance. Focusing on participatory working, utilizing the research process in problem solving and work development, and providing an information technology system would assist staff and students to access knowledge, skills, and competency in using information technology.

Competency in constructing a highly efficient workplace received the highest average value among the other competencies in managing high performance organization. Therefore, schools should apply new management systems by using technology and provide widespread instrument and information technology which would lead to the development of highly efficient performance. Additionally, school administrators should organize all the six dimensions of innovative leadership appropriately which would result in its efficient and accepted implementation in schools as well as high performance organization.

A possible avenue for future research is to conduct a longitudinal investigation of school administrators' innovative leadership skills development. The findings from such a study will provide a greater understanding of how and what innovative leadership skills school administrators acquire in a school management setting. Furthermore, school administrators' knowledge and capability can be fully explored. Such studies enable researchers to identify any other factors that may impact the competencies of managing high performance organization.

## Conflict of Interest

There is no Conflict of Interest.

## References

Babbie, E. (2002). *The basics of social research* (2nd ed.). Belmont, CA: Thomson Learning, Inc.

De Vaus, D. (2002). *Surveys in social research* (5th ed.). London, UK: Routledge.

De Waal, A. (2012). *Characteristics of high performance organization*. Retrieved from <http://creativecommons.org/licenses/by/3.0/>

Deal, T., & Kennedy, A. (2000). *Corporate cultures, the rites and rituals of corporate life*. Berkeley, CA: Perseus Publishing.

Dess, G. G., & Pickens, J. C. (2000). Changing roles: Leadership in the 21st Century. *Organizational Dynamics*, 28, 18–34.

George, B. (2012). *Developing innovative leadership*. Retrieved from <http://www.billgeorge.org/page/developing-innovative-leaders>

Gesell, I. (2010). *Agile leadership: Innovative approaches to leading in uncertain times*. Paper presented at Leadership and legislative conference (AIA Grassroots), Washington, DC.

Glass, G. V., & Hopkins, K. D. (1984). *Statistical methods in education and psychology* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Gliddon, D. G. (2010). *Handbook of improving performance in the workplace: Volumes 1–3*. International Society for Performance Improvement. doi: 10.1002/9780470592663.ch31

Horth, D. M., & Vehar, J. (2012). *Becoming a leader who fosters innovation*. Greensboro, NC: Center for creative leadership.

Jupp, V., & Younger, M. P. (2004). A value model for the public sector. *Outlook Journal*, (February 2004).

Lindegaard, S. (2009). *The open innovation revolution: Essentials, roadblocks and leadership skills*. Hoboken, NJ: Wiley.

Linder, J. C., & Brooks, J. D. (2004). Transforming the public sector. *Outlook Journal*, 6(10), 68–76.

McEntire, L. E., & Greene-Shortridge, T.M. (2011). Recruiting and selecting leaders for innovation: How to find the right leader. *Advances in Developing Human Resources*, 13, 266–278.

Mumford, M., & Licuanan, B. (2004). Leading for innovation: Conclusions, issues, and directions. *The Leadership Quarterly*, 15, 163–171.

Mumford, M. D., Scott, G. M., Gaddis, B., & Strange, J. M. (2002). Leading creative people: Orchestrating expertise and relationships. *The Leadership Quarterly*, 13, 705–750.

Office of Secretariat in Educational Council. (2013). *A report of educational management in the Office of Secondary Educational Service Area 21, 2012 Academic year*. Bangkok, Thailand: Author.

Office of the Education Council. (2013). *Situation of Thailand Education in World Stage 2013*. Bangkok, Thailand: Author.

Pakdeelao, W. (2011). *A study of characteristic of innovation organization: A case study of rewarded innovation organization* (Unpublished master's thesis). The National Institute of Development Administration, Bangkok, Thailand.

Payat, W. (2012). *Innovation management from best practice approach*. Bangkok, Thailand: Chulalongkorn University Printing.

Pollock, K. (2008). The four pillars of innovation: An elementary school perspective. *The Innovative Journal: The Public Sector Innovative Journal*, 13(2), 12–24.

Rojwattanawiboon, O. (2010). *Development of model in innovation leadership* (Unpublished master's thesis). The National Institute of Development Administration, Bangkok, Thailand.

Roscorla, T. (2010). *Find out what innovative leaders do to cultivate of creativity and critical thinking*. Paper presented at the T+L conference in Phoenix on October 25, 2010.

Sarros, J. C., Cooper, B. K., & Santora, J. C. (2008). Building a climate for innovation through transformational leadership and organizational culture. *Journal of Leadership & Organizational Studies*, 15, 145–158.

Sekaran, U. (2006). *Research methods for business: A skill building approach* (4th ed.). India: John Wiley & Sons Inc.

Shipton, H., Fay, D., West, M. A., Patterson, M., & Bird, K. (2005). Managing people to promote innovation. *Creativity and Innovation Management*, 14, 118–128.

Suntongsiri, B., & Sirisooksilp, S. (2015). Leadership styles affecting high performing organization of school under the Office of Secondary Educational Service Area 27. *Journal of Education Graduate Studies Research*, 9(1). Retrieved from <http://ednet.kku.ac.th/edujournal> [in Thai]

Thailand Ministry of Education. (2003). *National Education Act 1999, and the Revised Issue (the 2nd Issue) 2002 and Ministerial Rules and Compulsory Education Act 2002*. Bangkok, Thailand: The Express Transportation Organization of Thailand (ESO).

Tushman, M., & O'Reilly, C. (1996). Ambidextrous organizations: Managing evolutionary and revolutionary change. *California Management Review*, 38, 8–30.

Virtanen, T. (2000). Changing competencies of public managers: Tensions in commitment. *The International Journal of Public Sector Management*, 4(13), 333–341.

Wasim, A., & Imran, A. (2010). *The role of leadership in organizational change: Relating the successful organizational change to visionary and innovative leadership* (Unpublished master's thesis). University of Gävle, Gävle, Sweden.