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Feasibility of Transformational Leadership of School Administrators Program under Mahasarakham Primary Educational Service Area Office 1

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Abstract

This research aims to 1) study the current situation, the desired conditions, and the necessary needs for enhancing transformational leadership among school administrators, and 2) develop a program to enhance transformational leadership among school administrators. The research was conducted in two phases: 1) studying the current situation, desired conditions, and necessary needs for enhancing transformational leadership among school administrators. The sample group consisted of 272 participants, including school administrators, deputy administrators, and head teachers of various departments. The research tool was a questionnaire designed to assess both the current and desired states of transformational leadership. The data were analyzed using percentage, mean, standard deviation, and the necessity index (PNI_{modified}). 2) developing a program to enhance transformational leadership among school administrators. The group providing information consisted of five experts. The tool used was an assessment form for evaluating the program's appropriateness and feasibility. The data were analyzed using mean and standard deviation. The current state of transformational leadership among school administrators was found to be at a moderate level overall. The desired conditions were rated at the highest level overall. The most necessary area for enhancement was found to be intellectual stimulation. The transformational leadership enhancement program for school administrators consists of six main components: Principles Objectives Goals Content Development process Measurement and evaluation The content is divided into four modules: Module 1: Idealized influence Module 2: Inspirational motivation Module 3: Intellectual stimulation Module 4: Individualized consideration. The evaluation results of the program's appropriateness and feasibility were found to be at the highest level overall.

Keywords: Educational Administration, Program, Transformational Leadership

Introduction

The 20-Year National Education Reform Plan (2017-2037) is a significant framework designed to elevate the quality of education in Thailand to international standards. It aims to develop high-quality human resources to drive the nation toward sustainable development. This master plan aligns with the concept of VUCA - a world characterized by Volatility, Uncertainty, Complexity, and Ambiguity. As such, it focuses on improving the quality of education to meet national needs and adapt to the challenges of the modern era (Iksal et al., 2024). It emphasizes the development of skills necessary for the new world, flexible educational approaches, and comprehensive education in all aspects. This plan aims to cultivate individuals who are prepared to cope with global changes (Ministry of Education, 2022). In managing education within the VUCA era, appropriate strategies must be implemented to deal with uncertainty and rapid change. Educational institutions should adapt by developing administrators who

are capable of understanding and managing VUCA conditions effectively ([Chen, 2024](#); [Dewi et al., 2025](#)). This involves fostering a culture of continuous learning and development, encouraging flexibility in decision-making, and operational strategies suited for a constantly evolving environment.

Academic ideas include situational analysis, data-driven decision-making, and technological integration in the decision-making process that have to be used by educational managers. They should set up transparent channels of communication that support cooperation and strong team-building initiatives as well as conversation and intellectual interaction ([Mubtaker, 2024](#); [Zamiri & Esmacili, 2024](#); [Samuel et al., 2025](#)). Unlocking their own potential depends on administrators being flexible and adaptable in response to VUCA issues. Through reading scholarly publications, attending seminars and training courses, and sharing information with colleagues and professionals, they should encourage a lifetime of learning.

The development of mental resilience is also very important. While establishing a conducive atmosphere for problem-solving and decision-making, managers should inspire flexible thinking and take into account many options. A balance of speed and accuracy will also be possible with the help of analytical tools and decision-making methods that focus on options and variety. Educational leaders have to be adaptable and proactive in their style of instruction since the world changes fast and randomly. Essentials include creating a lifetime of learning culture, supporting diverse and adaptable teams, and properly using technology for knowledge-sharing and communication.

It is well known that the main players in controlling all operations inside a given institution are school officials. A competent administrator must be a leader, having the skill of convincing and motivating people to match the goals of the company. They also have to make sure subordinates fully understand their objectives and strive to help the institution reach them. Effective management of educational institutions is main duty of school managers in order to fulfil their goals with high caliber. Establishing clear regulations and methodical operating rules within the institution falls mostly on administrators.

These models help educators and other staff members to carry out plans with efficiency so that the objectives of the education are satisfied. In the end, the administrator's ability to properly run the company determines most how successful these goals are. School administration is an instructional process involving the cooperation of many groups of people. Its objective is to improve student growth in accordance with social demands. The government must meticulously plan resource management with financial assistance to ensure the efficient use of human capital, money, time, and assets. Effective internal management within a school might have detrimental impacts on other linked facets of the organization.

Ensuring efficiency and effectiveness within educational institutions depends on administrators acting with leadership. Every institution has to first acknowledge and give top priority to the efficacy of a school if it is to achieve its educational goals. Providing vision, direction, and defined objectives that contribute to the general success of the institution depends mostly on school administrators. This accomplishment is a reflection of the school's capacity for efficient operation and a strong instrument for supporting significant learning possibilities. Administrators should also foster a lifelong learning attitude, always growing themselves and motivating others to follow suit. Fostering individuals with advanced professional skills, who can think critically, be creative, start businesses, or even become modern farmers, will help to meet the changing demands of the country.

Moreover, effective school leaders must demonstrate mental flexibility, collaborate successfully in multicultural environments, and promote well-being for both themselves and their staff. This holistic approach ensures a balance between physical and mental health, allowing individuals to lead happy, fulfilling lives. The National Education Plan (2017-2036) highlights several urgent issues that require rapid development. One critical concern is the quality of education, where current outcomes remain unsatisfactory. Achievement levels in basic education fall significantly below the average and lag behind those of several Asian countries ([Office of the National Education Commission, 2017](#)).

Based on the background and prior research findings, the aim of this study is to enhance the transformational leadership capabilities of school administrators under the Mahasarakham Primary Educational Service Area Office 1. The findings will be applied to improve personnel development and organizational performance, which will, in turn, contribute to the overall effectiveness of school administration. This research seeks to: Foster a clear vision among administrators. Promote individual consideration, understanding the unique needs and differences of each staff member. Inspire personnel through motivation and support, encouraging collaboration and creative problem-solving.

Research Questions

- What are the current conditions, desired conditions, and essential needs regarding transformational leadership of school administrators under the Mahasarakham Primary Educational Service Area Office 1?
- How should the development program for enhancing transformational leadership of school administrators under the Mahasarakham Primary Educational Service Area Office 1 be structured?

Research Objectives

- To examine the current conditions, desired conditions, and essential needs of transformational leadership among school administrators under the Mahasarakham Primary Educational Service Area Office 1.
- To develop a program for enhancing transformational leadership among school administrators under the Mahasarakham Primary Educational Service Area Office 1.

Research Methodology

This study employs a mixed methods research approach. The research process is divided into two phases as follows:

Phase 1 Investigating the current situation, the desirable situation, and the essential needs for enhancing transformational leadership among school administrators under the Mahasarakham Primary Educational Service Area Office 1.

Phase 2 Developing a program to enhance

transformational leadership among school administrators under the Mahasarakham Primary Educational Service Area Office 1.

Research Participants

The research participants included 272 individuals, comprising school administrators, deputy school administrators, and heads of the four administrative divisions within schools. Additionally, three school administrators recognized for best practices and transformational leadership were selected as key informants. Furthermore, five experts were involved in assessing the appropriateness and feasibility of the transformational leadership enhancement program for school administrators.

Data Collection

In Phase 1, the research procedures included the following steps:

Reviewing literature, concepts, theories, and relevant research to synthesize the components of transformational leadership.

Developing a questionnaire based on the synthesized components to assess the current and desirable states of transformational leadership among school administrators. The questionnaire's validity ranges 0.80-1.00. The questionnaire was then pilot-tested on 30 individuals who were not part of the main sample. The item discrimination power was analyzed using the Item-Total Correlation method, with the current state questionnaire yielding values between 0.69-0.96 and the desirable state questionnaire yielding values between 0.91-0.99. Reliability was tested using Cronbach's Alpha Coefficient, resulting in a reliability score of 0.65 for the current state questionnaire and 0.82 for the desirable state questionnaire. The finalized questionnaire was distributed online via Google Forms to the 272 sample participants.

Analyzing the mean and standard deviation of the current and desirable states of transformational leadership among school administrators.

Using the findings from the current and desirable state analysis to determine the needs index and prioritize the essential needs.

In Phase 2, the research procedures included the following steps:

Studying school administrators who demonstrated best practices or had received the OBEC AWARDS by interviewing 3 administrators.

Synthesizing the interview data to draft a transformational leadership enhancement program for school administrators.

Validating and assessing the appropriateness and feasibility of the transformational leadership enhancement program with five experts.

Data Analysis

Basic statistical analyses included percentage, mean, standard deviation, and the modified Priority

Needs Index (PNI_{modified}). The feasibility of the program can be analyzed by mean and standard deviation to consider its feasibility.

Results and Discussion

The study on the transformational leadership enhancement program for school administrators under the Mahasarakham Primary Educational Service Area Office 1. Examination of the current and desirable states, as well as the essential needs for improving transformational leadership among school administrators under the Mahasarakham Primary Educational Service Area Office 1 (Table 1).

Table 1 The Actual and Preferred Levels of Transformational Leadership among School Administrators

Transformational Leadership Component	Actual			Preferred		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
Idealized Influence	2.79	0.63	Moderate	4.64	0.51	Highest
Inspirational Motivation	2.77	0.64	Moderate	4.51	0.52	Highest
Intellectual Stimulation	2.62	0.60	Moderate	4.52	0.49	Highest
Individualized Consideration	2.76	0.60	Moderate	4.62	0.47	Highest
Overall	2.73	0.62	Moderate	4.57	0.50	Highest

From Table 1, it was found that the current state of transformational leadership among school administrators under the Office of Mahasarakham Primary Educational Service Area Mahasarakham Primary Educational Service Area Office 1 was at a moderate level overall. When considering individual components, all were also at a moderate level. The highest mean score was for Idealized Influence, followed by Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation, respectively. For the desirable state of transformational leadership, the overall level was found to be at the highest level. Similarly, when considering individual components, all were at the highest level. The component with the highest mean score was Idealized influence, followed by

Individualized consideration, Intellectual stimulation, and Inspirational motivation, respectively.

The analysis of transformational leadership among school administrators reveals a significant gap between the actual and preferred levels of leadership components. The data shows that the current levels of idealized influence, inspiring motivation, intellectual stimulation, and individual care are rated as moderate. However, the desired levels are much higher, which shows that people really want better leadership ([Anom & Gustomo, 2023](#); [Zadok et al., 2024](#)). The prioritization of the essential needs for transformational leadership among school administrators under the Mahasarakham Primary Educational Service Area Office 1 is presented in Table 2.

Table 2 Needs of School Administrators

Transformational Leadership Component	Operating Level			
	Preferred	Actual	PNI_{modified}	Priority
Idealized influence	4.64	2.79	0.66	3
Inspiration motivation	4.51	2.77	0.63	4
Intellectual stimulation	4.52	2.62	0.73	1
Individualized consideration	4.62	2.76	0.67	2
Overall	4.57	2.74	0.68	-

Table 2, the PNI_{modified} index for strengthening transformational leadership among school administrators in Mahasarakham Primary Educational Service Area Office 1 is ranked as follows, from highest to lowest need: 1. Intellectual stimulation ($PNI_{\text{modified}} = 0.73$) 2. Individualized consideration ($PNI_{\text{modified}} = 0.67$) 3. Idealized influence ($PNI_{\text{modified}} = 0.66$) 4. Inspirational motivation ($PNI_{\text{modified}} = 0.63$)

According to school administrators' transformational leadership requirements, the levels

of operation they like and those that occur differ greatly. The existence of this disparity has brought to light the need for implementing specific training programs to improve their leadership qualities. The sections that follow provide an overview of the fundamental aspects of transformational leadership as well as the implications these aspects have for school administrators ([Bellibaş et al., 2021](#); [Schmitz et al., 2023](#)).

Table 3 Appropriateness and Feasibility of the Transformational Leadership Enhancement Program for School Administrators

Evaluation Criteria	Appropriateness			Feasibility		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
Principles	4.60	0.60	Highest	4.80	0.45	Highest
Objectives	4.60	0.50	Highest	4.70	0.50	Highest
Goals	4.60	0.55	Highest	4.80	0.27	Highest
Content	4.46	0.82	Highest	4.63	0.57	Highest
Development Process	4.53	0.48	Highest	4.67	0.48	Highest
Assessment and Evaluation	4.70	0.27	Highest	4.90	0.22	Highest
Overall	4.58	0.54	Highest	4.75	0.41	Highest

Based on Table 3, the evaluation results indicate that the Transformational Leadership Enhancement Program for School Administrators in Mahasarakham Primary Educational Service Area Office 1 is highly appropriate and highly feasible across all assessed aspects.

The high scores point to great stakeholder support; therefore, they support the theory that well-crafted leadership initiatives may propel educational change ([Myran & Masterson, 2021](#); [Rajaram, 2021](#)). It is crucial to make sure the program stays flexible enough for many educational environments, considering the somewhat bigger variance in responses for content and development processes. The high feasibility ratings show that the program has the structural support and resources required, so it is a reasonable and sustainable project for administrators of schools.

The program is a fantastic effort for enhancing school leadership, as it is well-organized and conforms to ideas of transformational leadership. Further improvement of the material and development method will help to guarantee more inclusiveness and flexibility to fit different school

requirements. The high feasibility scores imply that the program is not only well-designed but also very implementable, therefore guaranteeing long-term success in improving the efficacy of school leadership ([Francisco et al., 2024](#)).

The study on the current state, desired state, and necessary improvements in transformational leadership among school administrators in Mahasarakham Primary Educational Service Area Office 1 revealed the following: Current State: The overall transformational leadership level of school administrators was at a moderate level. The highest-rated component was idealized influence (charismatic leadership).

The desired transformational leadership level was at the highest level overall, with idealized influence being the most important component. Needs Assessment: When comparing the current and desired states, the Priority Needs Index (PNI_{modified}) ranked intellectual stimulation as the most critical area for improvement, followed by individualized consideration, idealized influence, and inspirational motivation, respectively. Program Evaluation: The appropriateness of the Transformational Leadership

Enhancement Program was rated at the highest level. The feasibility of the program was also evaluated at the highest level. These findings suggest that the developed program effectively addresses the essential leadership competencies required for school administrators and has strong potential for successful implementation.



Figure 1 Components of the transformational leadership enhancement program for school administrators in Mahasarakham Primary Educational Service Area Office 1

Conclusion

The degree of transformational leadership among school administrators was determined to be somewhat modest generally. Six primary elements comprise the transformational leadership improvement program designed for school administrators. Overall, the assessment findings on the suitability and feasibility of the program revealed greatest degree. The study can be used for leveraging transformational leadership of school administrators, but it requires to implement into school contexts and more practical investigation.

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