

BEST LEADERSHIP PRACTICES FOR THE EFFECTIVENESS OF EDUCATIONAL QUALITY ASSURANCE IN PUBLIC SCHOOLS IN THAILAND

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Abstract: This study focused on the following objectives, to analyze the expected ideal leadership practices of school directors that lead to effectiveness of educational quality assurance in public schools; to identify the “best leadership practices” of school directors who achieved effectiveness of educational quality assurance in outstanding public schools in Thailand; to find the current leadership practices of the directors of the public schools in Thailand; and to develop and validate the “best leadership practices” for the effectiveness of educational quality assurance in public schools in Thailand. The mixed methods of research methodology have been applied in data collections and data analysis. The main methods were the literature review, the interview of six public school leaders of the most effective schools in Thailand, the use of the questionnaire with 205 public school leaders, and focus group method was used for developing and validating the “best leadership practices” for the effectiveness of educational quality assurance in public schools in Thailand. The findings for research objective 1 were the result of the excessive review of literature about the best practices of the school directors which leads to the effectiveness of the school and the success of every student comprising; Visionary Leadership, Unity of Purpose, Learning Community, Instructional Leadership, Curriculum and Instruction, Professional Development, Organizational Management, Assessment, Reflection, Collaboration, Diversity, Inquiry, and Professionalism. The findings for research objective 2 were the list of “leadership practices” of school leaders who achieved effectiveness of educational quality assurance was summed from the results of the common points of five schools out of 6 schools representing 6 regions which were qualitatively analyzed. The findings for research objective 3 were the list of the “current leadership practices” of the leaders of the public schools in Thailand. The findings for research objective 4 were the “best leadership practices” for the effectiveness of educational quality assurance in public schools which consisted of; an educational leader promotes the success of every student and achieves ONESQA Standards by; developing and communicating a vision of learning that is shared and supported by all stakeholders, nurturing and sustaining instructional program and culture conducive to student learning and staff professional growth, ensuring management of organization, operation, and resources for safe and effective learning

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environment, collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources, acting with integrity, fairness, and in an ethical manner, understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Keywords: Best Leadership Practices, Effectiveness of Educational Quality Assurance.

Introduction

The effectiveness of educational system of every country is a prerequisite for sustainable development of their economies and improvement of the life qualities of their nations which made educational reform the main talk of most of the countries all over the world in the last two decades (Carnoy, 2003). East Asian regimes also were determined to improve the quality of their educational system to ensure effective and competitive economies in the world market (Hallinger, 2010). Thailand has decided to increase the opportunities of free basic education to 100 percent by 2010 (Hallinger, 2004).

A sort of belief has evolved among the Thai officials that the key for the success in achieving high quality education across the nation lies on the shoulders of school directors (Hallinger and Bryant, 2013). Thailand is determined to improve the quality of educational system and bring the expected results by continuously increasing the budget allocated for education to become 4 % of the GDP of the country in 2009, but due to the lack of understanding and commitment among the bureaucrats the results of students on Ordinary National Educational Test (O- NET) 2011, the Program for International Student Assessment (PISA), and Trends in International Mathematics and Science Study (TIMSS) 2007 continue to be disappointing for the policy makers even though Thai schools are equipped with modern teaching tools and the high school students have access to internet and computers (World Bank, 2012).

Regardless of all the educational reform efforts which were invested in the past to improve the educational quality in many countries, yet schools continue to struggle because the school directors lack skills and knowledge to overcome the problems they encounter in this century (Levine, 2005). In other words, the school directors could not improve the educational quality in their schools in a way to provide all the pupils with an opportunity to excel academically and be able to maintain respected life and job and contribute into building a community that believes in democracy and mutual respect among all the components of the community (Green, 2009).

Therefore, it is necessary to identify the leadership best practices for school directors in public sector to achieve the effectiveness of educational quality assurance in public schools according to the national education standards and in congruence with ONESQA regulations and improve the students' achievements which will lead to effective improvement of the economy of the country and hence contribute to uplifting of life quality of the nation.

Objectives

The objectives of this research are: 1) to analyze the expected ideal leadership practices of school directors that lead to Effectiveness of Educational Quality Assurance in public schools. 2) to identify the "best leadership practices" of school