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TRAINING NEEDS FOR DISTANCE LEARNING PACKAGES VIA SOCIAL MEDIA ON ACADEMIC LEADERSHIP FOR THE 21ST CENTURY OF SCHOOL ADMINISTRATORS UNDER NONTHABURI PRIMARY EDUCATION SERVICE AREA OFFICE, THAILAND

Suttiwan Tuntirojanawong, Ed.D

Sukhothai Thammathirat Open University, Nonthaburi, Thailand

suttiwan.tun@stou.ac.th

Abstract

The purposes of this research were (1) to study training needs for distance learning packages via social media on academic leadership for the 21st century of school administrators under Nonthaburi Primary Education Service Area Office. (2) to compare training needs for distance learning packages via social media on academic leadership for the 21st century of school administrators, as classified by school size. The sample consisted of 127 administrators in school under Nonthaburi Primary Education Service Area Office. The research instrument was a rating scale questionnaire with .97 level of reliability. The statistics used for data analysis were percentage, mean, standard deviation, and one-way analysis of variance. The findings revealed that (1) both the overall and by-aspect training needs for distance learning packages via social media on academic leadership for the 21st century of school administrators under Nonthaburi Primary Education Service Area Office were rated at the highest level; aspects of training needs for distance learning packages via social media on academic leadership for the 21st century could be ranked as follow:

encouraging concern for achievement, managing instructional resources, developing academic climate, and coordinate instructional program ; and (2) no significant difference was found regarding the overall training needs for distance learning packages via social media on academic leadership for the 21st century levels of the administrators of schools with different sizes in Nonthaburi Primary Education Service Area Office.

Keywords

Training Needs, Distance learning, Social Media Networks, Academic leadership, 21st Century

1. Introduction

The current world is Globalization which is changing rapidly due to the growing use of information technology to connect everything together, both regional and global economic data and investment, political stability, food security and energy, advances in science and innovation, changes in natural resources, population structure and society. Such changes will affect Thai education. Therefore, education must prepare students to keep pace with changes in society and the world in order to live properly and effectively by providing students with the knowledge, skills, abilities and competencies to challenges from all sides and Partnership for 21st Century Skills (P21) wants all school systems to graduate students capable of offering solutions to world problems. Twenty-first century students need to be flexible and open to new ideas while possessing communication and language proficient skills. The classrooms must contain content objectives that are clearly defined and expanded beyond the minimal mastery requirements of the past. The learning standards and expectations of today must require our children to have a higher level of knowledge and skills .Twenty first century elements, which include strong core subjects, teacher quality, purposeful assessment, technology tools, and the ability to learn and apply life skills within a global context, should be a top priority for all children. The school leader who supervises teachers and classroom instruction becomes vital to the implementation of 21st century reform initiatives (Lambert, 2002). Principals can participate in the development of curriculum as well as monitor its contents to assure alignment to 21st century state and national standards. Twenty-first century principals must be able to understand 21st century reform and judge the teaching they see in their schools. These leaders must know what is happening in their schools and be able to continue improvement and growth.

Current management of education, Thai students need to pass the O-NET (Ordinary National Educational Test). It is mandatory for sixth grade students before they enter lower secondary level, ninth graders entering upper secondary, and twelfth graders set to enter

undergraduate studies. The 2015 average O-NET scores for all 5 subjects tested were below 50% in school under Nonthaburi Primary Education Service Area Office.

The principal is required to be both an administrative leader and an instructional leader. The dynamic challenges and responsibilities facing the principal relative to evaluating instructional personnel require complex competencies as well as a higher level of leadership effectiveness. It is apparent that principals have greater needs for renewal than anyone in the educational arena. An environment of in-service for the principal is needed to enhance teacher performance, instructional effectiveness, and student learning. The findings of training needs for distance learning packages via social media on academic leadership can improve and develop academic school administrators, as well as improved performance in academic administration, which will lead to the development of quality education to achieve the school's goals for 21st Century.

2. Purposes of the study

The purposes were (1) to study training needs for distance learning packages via social media on academic leadership for the 21st Century of school administrators under Nonthaburi Primary Education Service Area Office. (2) to compare training needs for distance learning packages via social media on academic leadership for the 21st Century of school administrators under Nonthaburi Primary Education Service Area Office, as classified by school size.

3. Literature Review

3.1 Training Needs

The training needs assessment provides information on where training is needed, what the content of the training should be, and who within the organization needs training in certain kinds of skills and knowledge (Wexley, 1984).

3.2 Instructional Leadership

The instructional leaders can be classified into the following categories: (1) defining the school's mission; (2) managing the instructional program; and (3) promoting a positive school learning climate (Hallinger & Murphy, 1987).

3.3 Managing Instructional Resources

Instructional resources usually fall into one of two categories: student-centered and teacher-centered. In the student-centered model, instructional resource can be used for tutorials, problem solving, discovery, and review. In the teacher-centered model, resources are used for presentations of supplementary or primary material in the classroom (Glanz, 2006, Cavanagh & Silcox, 2003).

3.4 Developing Academic Climate

A positive school climate helps people feel socially, emotionally and physically safe in schools. The developing the school learning climate program within this dimension, a leader must engage in the following practices: maintains high visibility, creates a reward system to reinforce student achievement and effort, establishes clear standards, protects instructional time, and participates in staff development programs in alignment with the school mission.

3.5 Concerning for Achievement

The teachers should use practices that promote physical movement, challenge students thinking and requires their focus to be on hands-on tasks (Marzano, 2007). Instructional strategies, according to the Partnership for 21st Century Skills (2009) make students to improve. Twenty-first century instruction encourages student engagement in new concepts, exploring material, communicating experiences, understanding information and assessing their own progress while building on their existing skills and knowledge.

3.6 Coordinating Instructional Program

The principal is to attempt to raise the insight of all staff member, parents and other citizens concerning instructional Program. Twenty first century instructional practices are very different. They are designed to meet state standards and benchmarks and allow teachers to adjust their instruction to track student progress and performance. According to Marzano (2007), teachers should use practices that promote physical movement, challenge students thinking and requires their focus to be on hands-on tasks. Instructional strategies, according to the Partnership for 21st Century Skills (2009) make students the focus of improvement. Twenty-first century instruction encourages student engagement in new concepts, exploring material, communicating experiences, understanding information and assessing their own progress while building on their existing skills and knowledge (National Board for Professional Teaching Standards, 2005). Twenty first century classroom delivery requires teachers who are willing to use multiple instructional strategies. Classroom delivery requires teachers who will model lessons /activities /assignments to reinforce learning and promote personal skills.

4. Conceptual Framework

The conceptual framework was represented below.

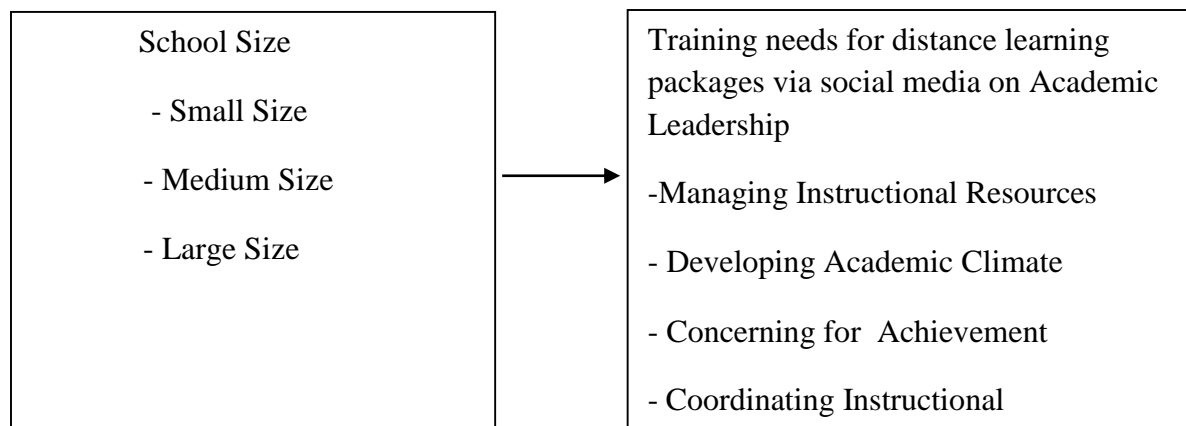


Figure 1: *Conceptual framework of Training needs for distance learning packages via social media on academic leadership*

5. Research Methodology

The samples were 127 school administrators under Nonthaburi Educational Service Area Office. They were selected by stratified sampling. The questionnaire focused on the demographics of the administrators by gender, age, education, teaching experience, school size, and academic leadership, which were divided into four areas: : managing instructional resources, developing academic climate, concern for achievement, and coordinate instructional program .

6. Results and Discussion

6.1 The percentage of administrator’s demographic information showed the most administrators were male (52.80 %). By age, they were 41 to 50 years old (33.00 %). By educational qualification, they hold a higher degree than Bachelor’s degree (96.80%). By administrating experience, they were 11 to 15 years (25.50 %). By school size, they were medium school (67.70 %).By having electronic tools, they had electronic tools (100%). By using electronic tools, they used electronic tools (40.20).By time of using electronic tools, they used electronic tools 2-3 hours per day (37.80).

6.2 Analysis on training needs for distance learning packages via social media on Academic Leadership appears in Table 1 to Table5.

Table 1: *Mean and Standard Deviation of Training Needs for Distance Learning Packages via Social Media on Academic Leadership*

<i>Category N (302)</i>	<i>M</i>	<i>SD</i>
Managing Instructional Resources	4.61	.34
Developing Academic Climate	4.56	.35
Encouraging Concern for Achievement	4.64	.32

Coordinating Instructional Program	4.49	.30
Overall	4.57	.30

Table 1 showed that the training needs for distance learning packages via social media on academic of leadership was rated at the highest ; academic of leadership could be ranked as follow: encouraging concern for achievement, managing instructional resources, developing academic climate, and coordinate instructional program. This may be because the education system in Thailand has been performing instructional leadership as a major part of the effective school leaders' behavior. These results are consistent with Fullan (1991:161) explains that instructional leaders spend most of their time dealing strictly with curricula matters rather than administrative functions.

Table 2: Mean and Standard Deviation of Training Needs for Distance Learning Packages via Social Media on Managing Instructional Resources

<i>Category</i>	<i>M</i>	<i>SD</i>
1. Curriculum development	4.66	.47
2. Instructional development	4.83	.37
3. Media, Technology, and Innovation	4.71	.46
4. Measurement and Evaluation	4.49	.51
5. Research in educational development	4.54	.50
6. Learning resources development	4.63	.48
7. Personnel and teacher professional development	4.46	.66
Overall	4.61	.34

Table 2 showed that the training needs for distance learning packages via social media on instructional resources was rated at the highest and item that instructional development had the highest mean and personnel and teacher professional development had the lowest mean. These results are consistent with by Hallinger and Murphy (1985). The principal, as a leader, must work collaboratively with staff members in the areas of evaluation, development, and in the implementation of curriculum and instruction.

Table 3: Mean and Standard Deviation of Training Needs for Distance Learning Packages via Social Media on Developing Academic Climate

<i>Category</i>	<i>M</i>	<i>SD</i>
8. Encourage a learning atmosphere	4.54	.50
9. Encourage teacher effectiveness	4.67	.40
10. Teaching supervision	4.60	.49
11. Encourage a conducive learning environment	4.48	.50
12. Encourage teacher to create a classroom climate	4.48	.50

13. Encourage positive social interactions in a classroom	4.46	.50
14. Motivate learners and teachers	4.70	.46
Overall	4.56	.35

Table 3 showed that the training needs for distance learning packages via social media on developing academic climate was rated at the high level and item that motivate learners and teachers had the highest mean and encourage positive social interactions in a classroom had the lowest mean. These results are consistent with Hallinger and Murphy (1985) expressed Developing the School Learning Climate Program Within this dimension, a leader must engage in the following practices: maintains high visibility, creates a reward system to reinforce student achievement and effort, establishes clear standards, protects instructional time, and participates in staff development programs in alignment with the school mission.

Table 4: Mean and Standard Deviation of Training Needs for Distance Learning Packages via Social Media on Concerning for Achievement

Category	M	SD
15. Encourage students' skills and career	4.70	.45
16. Encourage learning and innovation skills	4.75	.43
17. Encourage computer skills information and communication technology	4.76	.42
18. Encourage positive social skills.	4.54	.50
19. Encourage morality.	4.60	.49
20. Encourage desirable character traits	4.51	.50
Overall	4.64	.32

Table 4 showed that the concerning for achievement was rated at the highest level and item that encourage computer skills information and communication technology had the highest mean and Encourage desirable character traits had the lowest mean. These results are consistent with Marzano (2007) explained that teachers should use practices that promote physical movement, challenge students thinking and requires their focus to be on hands-on tasks. Instructional strategies, according to the Partnership for 21st Century Skills (2009) make students the focus of improvement. Twenty-first Century instruction encourages student engagement in new concepts, exploring material, communicating experiences, understanding information and assessing their own progress while building on their existing skills and knowledge.

Table 5: Mean and Standard Deviation of Training Needs for Distance Learning Packages via Social Media on Coordinating Instructional Program

<i>Category</i>	<i>M</i>	<i>SD</i>
21. Encourage academic cooperation network between schools.	3.56	.95
22. Encourage a collaborative network between schools and parents, community in teaching and learning.	4.48	.50
23. Encourage a collaborative network between schools and parents in community development of learning resources.	4.50	.51
Overall	4.49	.40

Table 5 showed that the training needs for distance learning packages via social media on coordinate Instructional Program was rated at the high level and item that encourage academic cooperation network between schools and parents in community development of learning resources had the highest mean and encourage academic cooperation network between schools had the lowest mean. These results are consistent with Hallinger (2005) synthesized instructional program that dimension integrates three leadership functions; supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress.

6.3 Comparison of Training Needs for Distance Learning Packages via Social Media on Academic of Leadership in appears Table 6

Table 6: Comparison of Training Needs for Distance Learning packages via Social Media on Academic of Leadership by School Size

<i>Category</i>	<i>N (127)</i>	<i>Small</i>		<i>Medium</i>		<i>Large</i>		<i>F</i>	<i>Sig</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Managing Instructional Resources		4.56	.35	4.62	.47	4.67	.40	1.585	.298
Developing Academic Climate		4.53	.48	4.58	.40	4.56	.35	1.346	.602
Encouraging Concern for Achievement		4.59	.49	4.64	.78	4.64	.32	1.129	.327
Coordinating Instructional Program		4.46	.66	4.48	.50	4.49	.30	0.602	.550
Overall		4.53	.48	4.56	.35	4.61	.49	1.035	.450

Table 6 showed that the result expressed no significant different between the small school, medium school and large school. The training needs on academic of leadership by school size were not different because they must know about and what they need to do in order to lead teachers in developing 21st century classrooms within their schools.

7. Recommendations

- 7.1 The training program for academic leadership should be focused on the progress for the 21st century of school's goals and teachers' expectations, achieved by schools and students in particular.
- 7.2 The training program for academic leadership should be focused on mission, curriculum management and instruction, create good culture in schools and good cooperation between principals, students and all stakeholders.
- 7.3 The training program for academic leadership should be focused on the success of all students to support the maintenance and support of school culture and instructional programs conducive to student learning and the professional growth of the staff.
- 7.4 The training program for academic leadership should be focused on the developmental capabilities as well as the opportunity to engage students, teachers in the use of technology and digital tools to build cultural understanding and awareness around the world.
- 7.5 The training program for academic leadership should be focused on the success of all students by acting with honesty and fairness. Academic leadership training programs should focus on the use of teaching methods in schools.
- 7.6 The training program for academic leadership should be focused on the student achievement that promotes the success of all students by facilitating the development of a contest for the use and care of vision in the school community.
- 7.7 The training program for academic leadership should be focused on defining clear learning objectives and good cooperation between principals, teachers, students, and all stakeholders.
- 7.8 The training program for academic leadership should be focused on the success of all student by managing the organization, operations and resources for a safe, effective and productive learning environment.
- 7.9 The training program for academic leadership should be focused on the success of all students, in partnership with families and community members, responds to the diverse needs and interests of the community as well as the mobilization of community resources.

8. Conclusion

The training needs for academic leadership were in the areas of concerning for achievement, managing instructional resources, developing academic climate, and coordinating instructional program. The principal as the instructional leader should know how changing concepts of

curriculum philosophies and beliefs affect teacher planning (Dikkers, A. G., Hughes, J. E., & McLeod, S., 2005). Therefore, the generalization of these findings is limited to schools in Nonthaburi, so the results cannot be generalized to all schools. Future work should include data collection with several school administrators over several areas.

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