
A Program to Enhance Creative Leadership of School Administrators

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Abstract

This research aimed to 1) study current conditions, desirable conditions, and the need to enhance creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1 2) To develop and evaluate the program to enhance the creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1. The research method was divided into two phases. Phase 1 was to study the current conditions, desirable conditions, and the need to enhance creative leadership of school administrators. The researchers used school administrators and teachers as the sample. Under the Office of Roi Et Primary Educational Service Area 1, 338 people were selected through the stratified random sampling. The research instrument was a scaling questionnaire. Phase 2 was to develop and evaluate the program to enhance the creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1. and evaluate the program by 5 experts selected through the purposive sampling technique. The research instruments were an interview form and an evaluation form on the appropriateness and possibility of the Programs to Enhance the Creative Leadership of School Administrators. The data were analyzed by using mean, standard deviation, and modified priority needs index (PNI). The results showed that; 1. The current state of creative leadership among school administrators were at a moderate level overall. The highest average aspect was vision. The desired state of creative leadership of school administrators was at the high level. The highest average aspect was imagination. The prioritized needs for the development of creative leadership among school administrators are ranked, in descending order, as follows: imagination, flexibility, consideration of individuality, and vision. 2. To develop and evaluate the program to enhance creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1, which consists of 1) Principle, 2) Objective, 3) Content, 4) Development method, 5) Measurement and evaluation. The content consists of 5 modules: Module 1 – Vision, Module 2 – Flexibility, Module 3 – Imagination, Module 4 – Individualized Consideration. The results of the overall program evaluation were at the highest level appropriate, and the possibilities are at the highest level.

Keywords: Program, Creative Leadership, Administrators, Management of Education

1. Introduction

Thailand's 13th National Economic and Social Development Plan (2023–2027) serves as a key framework for driving the country's development across all areas—economy, society, and people's quality of life—while the world is changing fast. The primary goal is to elevate Thailand from a middle-income to a high-income country in a stable and sustainable manner, fostering a harmonious society. This involves developing human resources capable of adapting to future changes by promoting an environment conducive to lifelong learning and cultivating knowledge, skills, behavior, and character aligned with Thai societal values. (Office of the National Economic and Social Development Council, 2023) So, Educational administration requires professional personnel in order for the administration and management of education to proceed efficiently and achieve the set goals. Educational administrators play a vital role in driving their institutions toward success. To do so, they need more than just technical or administrative expertise; they must also demonstrate a clear vision for the future, possess strong determination to overcome challenges, and use creativity to solve problems and innovate. These qualities enable them not only to manage day-to-day operations effectively but also to inspire others and lead meaningful organizational development.

School administrators are key figures in driving the organization to adapt and respond to changes in the context of the contemporary world, which is dynamic and continuously changing across social, economic, political, governance, technological, environmental dimensions, quality of life of citizens. Rapid changes require leadership with vision and the capability to manage the organization effectively in order to strengthen and sustainably enhance the organization's competitiveness. Leadership is therefore essential for all organizations in the era of globalization, where technological advancement has rapidly transformed society from the past to the present. Therefore, it is necessary to continuously adapt and respond to current global developments. The primary goal of educational administration is to enhance the quality of student learning and to cultivate well-rounded human development. (Julsuwan, 2016) This is important because the quality of education directly impacts a country's social and economic development. When students receive a high-quality education and develop holistically—intellectually, emotionally, socially, and ethically—they are better prepared to become responsible citizens, lifelong learners, and adaptable members of an ever-changing global society. Effective educational administration ensures that learning environments are supportive, inclusive, and aligned with the needs of both individuals and the nation.

The creative leadership of administrators is one factor that affects the creation of a good atmosphere in educational institutions. Creative leadership of administrators is one of the factors that affects the creation of a good atmosphere in educational institutions. Creative leadership is the ability of administrators to motivate, coordinate, and lead others with vision, imagination, and flexibility with new methods or approaches that are challenging and creative (Patiphan, 2013). It is the ability of leaders to motivate, coordinate and lead others with vision, imagination and flexibility with new approaches that are challenging and creative. Creative leadership according to Robinson's concept consists of vision, individual consideration, flexibility and adaptation, creativity and teamwork. Therefore, school administrators need to have diverse knowledge, skills, and management perspectives, focusing on motivating and encouraging personnel to participate creatively.

Roi et Primary Educational Service Area Office 1, which is under the supervision of the Office of the Basic Education Commission, overall operation report. Recent changes in the structure and policies of the education system have made it difficult for educational management to fully achieve its intended goals. This reflects the challenges faced by school administrators in adapting to such changes, particularly in leading organizations creatively. The communication of goals and directions within the organization still lacks unity, affecting work motivation and the overall efficiency of educational personnel. This situation highlights the importance of creative leadership among school administrators, which is a critical factor in management aimed at achieving the vision of the educational service area that: developing learners for a sustainable future society, pioneering educational innovation, and a leading quality organization. To manage education effectively, it is essential to develop the creative leadership of school administrators. Qualified leaders are those who can continuously adapt and innovate in line with the vision. They are flexible and courageous in facing changes, as well as capable of adjusting to evolving environments to meet the needs of the organization and the nation, both now and in the future. This enables them to drive the organization toward its goals sustainably. (Roi Et Primary Educational Service Area Office 1, 2023) Therefore, cultivating creative leadership is essential to enable school administrators to effectively respond to change, foster innovation, and guide their organizations toward sustainable success.

2. Research Methodology

This research used a mixed-methods approach, conducted in two phases as follows:

2.1. Phase One

This phase studies the current conditions, desired conditions, and necessarily needs to enhance creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1

2.1.1. Population and Sample

The population consisted of 2,533 participants, including school administrators and teachers from the Roi Et Primary Educational Service Area Office 1.

The sample consisted of 338 participants including school administrators and teachers from Roi Et Primary Educational Service Area Office 1. It was determined using Krejcie & Morgan Formula (Krejcie and Morgan, 1970) stratified random

sampling categorized by school size, small, medium, and large. Within each stratum, simple random sampling was conducted based on school size to select the sample as specified.

2.1.2. Research Instruments

The questionnaire consisted of 2 sections. Part 1 consisted of general information about educational level, position, and school size, presented as a checklist. Part 2 was a questionnaire concerning the current and desired conditions of creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1 by using a five-point rating scale based on Likert's concept.

2.1.3. Instrument Quality Assessment and Data Collection

The criteria and procedures for constructing a rating scale questionnaire were thoroughly examined. Based on this understanding, the research conceptual framework was used as a foundation for drafting the questionnaire items.

The drafted questionnaire was submitted to the thesis advisor for a thorough review to identify and rectify any flaws or ambiguities in the question items.

The revised questionnaire was submitted to five experts to assess the content validity using the Item-Objective Congruence (IOC) method. The IOC values ranged between 0.60 to 1.00 were acceptable.

The questionnaire was pilot-tested to 30 school administrators and teachers, who were a non-sample group. The discrimination values for the current condition ranged from 0.52 to 0.88, and for the desired condition from 0.70 to 0.89. All 40 items met the quality criteria.

The overall reliability coefficients (Cronbach's Alpha) were 0.983 for the current condition questionnaire and 0.989 for the desired condition questionnaire, both statistically significant at the .05 level.

Data were collected from 338 sample participants using both in-person distribution and Google Forms. The Necessary needs assessment was performed by comparing the current and desired conditions. The Priority Needs Index (PNI modified) was calculated to identify and rank the priority elements for improvement.

2.1.4. Data Analysis and Statistical Methods Used in the Study

Data analysis and instrument quality evaluation were conducted using IBM SPSS Statistics version 27. The analyses included calculation of the Index of Item-Objective Congruence (IOC) to assess content validity, Cronbach's alpha coefficient to measure reliability, and the modified Priority Needs Index (PNI modified) to identify and prioritize areas for improvement.

2.2. Phase Two

This phase considers to develop and evaluate the program to enhance the creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1.

2.2.1. Population and Sample

The interview participants were chosen from three school administrators recognized as the best practice examples in creative leadership using a purposive sampling technique.

The suitability and feasibility of the program were assessed by 5 experts. These experts were selected using purposive sampling based on specific qualifications.

2.2.2. Research Instruments

The semi-structured interview was designed to gather information on the enhancement of creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1.

The interview questions were reviewed for accuracy and appropriateness with an advisor before being used in interviews with administrators. It consisted of 2 sections. Section 1 consisted of general information about the interviewees. Section 2 consisted of opinions about enhancing creative leadership for school administrators.

The assessment form consisted of two sections. Section 1 was general information about the assessor. Section 2 was the assessment of the suitability and feasibility of the program.

2.2.3. Instrument Quality Assessment and Data Collection

The interviewees recognized as the best practice were selected using the criteria as follows:

1) A school administrator with demonstrated achievements in school management, whose school or personnel has received the OBEC Awards from the Office of the Basic Education Commission (OBEC) and was awarded the Gold Medal level.

2) A school administrator who demonstrated achievements at the educational service area level in the area of creative leadership, whose schools have been recognized by their affiliated agencies or external organizations as model schools or schools with outstanding best practices.

2.2.4. Data Analysis and Statistical Methods Used in the Study

The assessment of suitability and feasibility of the program data was analyzed using descriptive statistics, which included percentage, mean, and standard deviation.

3. Ethical Approval

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. (Approval number: 241-026/2025). All participants gave informed consent, and their privacy rights were strictly observed. The data are available upon reasonable request from the corresponding number.

4. Research Findings

The researcher conducted the data analysis in two phases.

4.1. Phase One

The results of the study on the current conditions, desired conditions, and necessary needs for enhancing creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1.

The research findings revealed the current conditions, desired conditions, and the necessary needs for enhancing creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1The results are presented in Table 1 as follows:

Table 1. Mean, Standard Deviation, Priority Needs Index Modified (PNI_{modified}), and Rank of Priority Needs for Enhancing Creative Leadership of School Administrators under the Roi Et Primary Educational Service Area Office 1

Component of innovative leadership	Current Conditions			Desired Conditions			PNI _{modified}	Priority Ranking
	\bar{x}	S. D.	Level	\bar{x}	S. D.	Level		
1. Vision	3.09	0.94	Moderate	4.42	0.64	High	0.430	4
2. Flexibility	2.86	1.20	Moderate	4.45	0.58	High	0.556	2
3. Imagination	2.80	0.70	Moderate	4.54	0.56	Highest	0.621	1
4. Individualized Consideration	3.00	1.11	Moderate	4.43	0.62	High	0.477	3
Total	2.97	1.03	Moderate	4.45	0.60	High		

According to Table 1, the current conditions of creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1 were found to be at a moderate level ($\bar{x} = 2.97$). When considering each component individually, all were also at a moderate level. The component with the highest mean score was creative thought Vision ($\bar{x} = 3.09$), followed by Individualized Consideration ($\bar{x} = 3.00$), Flexibility ($\bar{x} = 2.86$), Imagination ($\bar{x} = 2.80$).

The desired conditions of creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1 were found to be at high level ($\bar{x} = 4.45$). When considering each component Imagination, all were also at highest level. The component with the highest mean score Imagination ($\bar{x} = 4.54$), followed by Flexibility (4.45), and Individualized Consideration ($\bar{x} = 4.43$), Vision ($\bar{x} = 4.42$).

The Priority Needs Index (PNI_{modified}) shows that all components scored above the threshold of 0.3 This indicates that all components require enhancement. The component with the highest level of need is Imagination (PNI_{modified} = 0.621), followed by Flexibility (PNI_{modified} = 0.556), Individualized Consideration (PNI_{modified} = 0.477), Vision (PNI_{modified} = 0.430).

This study will be critically discussed using several fundamental ideas and frameworks from the field of educational administration, including systems theory, and creative leadership theory. Robinson (2007) claimed that creative leadership requires the ability to motivate, coordinate, and lead others with imagination, vision, and flexibility through innovative and challenging approaches. It comprises key components such as visionary thinking, consideration of individual differences, and the ability to be flexible and adaptable. Stoll and Temperley (2009) defined creative leadership as an imaginative and thoughtful response to opportunities and challenging issues. It involves seeing, thinking, and acting differently to create opportunities for everyone involved. creative leadership is expressed through a leader’s behavior that inspires and motivates organizational personnel by clearly communicating the organization’s vision and goals. It involves out-of-the-box thinking and the use of new approaches. This process relies heavily on interpersonal communication and the ability to adapt to change. It fosters collaborative and innovative responses in problem-solving, effectively guiding the organization toward its goals.

From the result, that the current conditions were assessed at moderate level while the desired conditions were assessed at the high level. This indicates that the most critical desirable behavior of creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1 is Imagination. Therefore, school administrators should be careful consider before making any decisions regarding operations in educational institutions. This includes carefully and rationally considers information to reach appropriate conclusions or decisions, drawing on existing knowledge, understanding, and experience.

4.2. Phase Two

To develop and evaluate the program to enhance the creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1

The Priority Needs Index (PNI_{modified}) was analyzed from the current and desired conditions of creative leadership. Key components with significant needs were identified across four dimensions. These issues were used to construct an interview protocol, the findings of which were employed in developing the program to enhance the creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1.

The interview was conducted with three key informants, comprising school administrators recognized for their best practices in creative leadership. The results were synthesized and are presented in Table 2 as follows:

Table 2. The Summary of Key Issues Identified for the Program

Interview Topics	Summary of findings
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1. Program Components	1. Principle 2. Objective 3. Contents 4. Development methods 5. Evaluations
2. Development concept	Learning Based on the 70:20:10 Model 1. 70% of learning from practice and experience. 2. 20% of learning through study visits, allowing participants to learn from the practices and experiences of others. 3. 10% of learning and development through courses and programs, such as participating in seminars and specialized training courses.
3. Development Methods	1. On-the-Job Learning 2. Educational Study Visit 3. Training Program
4. Duration	100 hours
5. Assessment and Evaluation	1. Pre-, during-, and post-development evaluation 2. Evaluation of Participant Satisfaction with the Program

Both theoretical foundations in creative leadership and qualitative data gathered via interviews, the program presents a comprehensive approach grounded in established models and best practices. This program serves as a key approach to enhancing the creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1. It aims to develop administrators within this office to possess knowledge, understanding, and the ability to foster imagination, flexibility, individuality, and vision. The goal is to ensure that operations achieve the set objectives while allowing administrators to fully harness each staff member's potential, which is a crucial factor contributing to the organization's success.

The 70:20:10 framework outlines a model for learning and development, emphasizing that 70% of learning is from practice and experience, 20% from interactions with others, and 10% from learning and development through courses and programs.

This model suggests that effective learning and development programs should consider a mix of informal and formal learning opportunities (Lombardo and Eichinger, 1996).

The duration of this innovative leadership program is decided during the interview based on the best practices. The duration of training programs varies depending on the training objectives, content complexity, audience needs, and delivery methods (Noe, 2017). Time allocation must be appropriate according to the components with the highest priority needs. Since each module requires different amounts of time, the researcher can allocate 100 hours for this program.

Table 3. Mean and Standard Deviation of the Suitability and Feasibility Level of the Program for Enhancing the creative leadership of school administrators under the Roi Et Primary Educational Service Area Office 1

Program Components	Suitability			Feasibility		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1. Principles						
1.1 Importance of Principles	4.60	0.49	Highest	4.60	0.49	Highest
1.2 Suitability to the problem context	4.60	0.49	Highest	4.80	0.40	Highest
2. Objectives						
2.1 The objectives are appropriate.	4.80	0.40	Highest	4.80	0.40	Highest
2.2 The objectives are clear	4.80	0.40	Highest	4.80	0.40	Highest
3. Content						
3.1 Consistent with the program objectives.	4.80	0.40	Highest	4.80	0.40	Highest
3.2 Content and duration	4.60	0.49	Highest	4.80	0.40	Highest
Module 1 Vision	4.60	0.49	Highest	4.60	0.49	Highest
Module 2 Flexibility	4.60	0.49	Highest	4.20	0.75	Highest
Module 3 Imagination	4.60	0.49	Highest	4.80	0.40	Highest
Module 4 Individualized Consideration	4.60	0.49	Highest	4.60	0.49	Highest
4. Development methods						

Program Components	Suitability			Feasibility		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
4.1 Training	4.60	0.49	Highest	4.40	0.40	Highest
4.2 Study visits	4.60	0.49	Highest	4.80	0.40	Highest
4.3 Self-directed Learning	4.80	0.40	Highest	5.00	0.00	Highest
5. Evaluation						
5.1 pre- development evaluation	4.60	0.49	Highest	4.80	0.40	Highest
5.2 during-development evaluation	4.40	0.49	Highest	5.00	0.00	Highest
5.3 post-development evaluation	4.20	0.75	Highest	4.80	0.40	Highest
5.4 Evaluation of Participant Satisfaction with the Program	4.80	0.40	Highest	4.80	0.40	Highest
Total	4.63	0.47	Highest	4.74	0.40	Highest

According to Table 3, Five experts assessed the creative leadership development program for administrators on an item-by-item basis. The results showed that the suitability of the program received mean scores ranging from 4.20 to 4.80, indicating that the program is highly appropriate. Additionally, the feasibility of the program was rated with mean scores between 4.20 and 5.00, demonstrating that the program is highly feasible for implementation. This is consistent with the study conducted by Kriangkrai Namtongbai (2021), who Developed the Development of the Programs to Enhance a Creative Leadership of School Administrators in the Sisaket Primary Educational Service Area Office 3. The program comprised the following components: principles, objectives, activity content, development processes and methods, and assessment and evaluation. The evaluation results indicated that both the appropriateness and feasibility of the program were rated at the highest level. His study uses it as a structured framework for leadership development—comprising 70% of learning occurs through hands-on practice and real-life experiences, 20% through social interactions and collaboration with others, and 10% through formal education such as courses and structured training programs.

5. Conclusion

This study found that the current level of creative leadership among school administrators in the Roi Et Primary Educational Service Area Office 1 was moderate, while the desired level was rated at the highest level. The priority needs for enhancement, ranked from greatest to least, were: (1) Imagination, (2) Flexibility, (3) Individualized Consideration, and (4) Vision. Based on these findings, a Creative Leadership Development Program was designed, comprising principles, objectives, content, development methods, and evaluation components. The program included four modules: Module 1 – Vision, Module 2 – Flexibility, Module 3 – Imagination, and Module 4 – Individualized Consideration. Expert evaluation indicated that the program was highly suitable and feasible for implementation. These results underscore the importance of targeted leadership development focusing on imagination and adaptability to strengthen educational leadership in rapidly changing contexts. Future research may explore the long-term impact of implementing this program on school performance and student outcomes.

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