The effectiveness of an innovative leadership development program for primary school administrators

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Article Info	ABSTRACT
	The purpose of this research was to study the effectiveness of innovative leadership development program for primary school administrators. The research methodology can be summarized as follows: 1) the results of the effective implementation of the innovative leadership development program by selected 20 school administrators for the 2023 academic year, employing a specific selection process and voluntary participation development; 2) the results of the evaluation of the effective innovative leadership development program of school administrators in primary schools were evaluated by 9 experts and stakeholders. The statistics used in data analysis include percentage, mean, standard deviation, and the t-test statistics. The results showed that the participants had a higher development. They had the satisfaction of using the program in all aspects at the highest level.

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1. INTRODUCTION

The future world needs individuals with innovative potential, and many sectors necessitate creative minds capable of translating that creativity into innovation. Consequently, it is essential to underscore the originality of learners (Karim et al., 2025). School administrators must employ management and leadership strategies (Kutthalaeng & Nuangchalerm, 2025). School administrators must guide the organization towards successful transformation and optimize managerial efficacy (Fatoni et al., 2024). It is important to embrace and assimilate novel thoughts and methodologies. Educational institutions employ novel ideas or tactics, leading to innovation.

This insight is derived from an analysis of the outcomes of external quality evaluations conducted on fundamental educational institutions. The Office of Accreditation and Evaluation of Education

Quality determined that the educational management circumstances of schools. Administrators require more sufficiency on academic administration and curriculum. Teaching and learning activities that prioritize learners' individual is needs. The creation of novel learning materials for students must enhance and encourage the creativity of educators and staff in educational institutions (Almufarreh & Arshad, 2023; Pattaufi et al., 2023). The administration of learning and employment within educational institutions requires a high level of creativity. High-quality education and educators can innovate methodologies and enhance student performance. School administrators must explicitly articulate the vision for information and communication technology and advocate for the funds necessary for infrastructure management to ensure its efficient and successful utilization. Technology is beneficial for the administration of educational institutions and for enhancing communication skills.

Consequently, leadership development is crucial for the success of individuals and organizations. The evolution of leadership in the 21st century must include the distinctive characteristics of this period, especially swift technical advancements. The emergence of remote employment and sustainability issues. Twenty-first-century leaders must exhibit a range of attributes, including adaptability, exceptional communication, and proficient negotiating abilities. These attributes encompass emotional intelligence and empathy, vision and inspiration, along with the capacity to cooperate and cultivate teams.

Leadership development may be attained through training, comprehensive mentorship, experience learning, and leadership development targeted to unique requirements. It constitutes an investment in the future of both individuals and organizations. By developing the requisite attributes and competencies. Proficient leadership can effectively navigate the rapid changes and challenges of the 21st century, resulting in lasting outcomes (Subrahmanyam, 2025). School administrators are a crucial mechanism with the greatest impact on the quality of outcomes produced by the education system, the efficiency of administration, and the efficacy of educational institutions. By promoting awareness of cognitive skill improvement and personal growth through workshops. Teachers should possess abilities in field excursions, technological capacity development, creative skill development, relational thinking, logical reasoning, networking, systems thinking, sequential thinking, and applied skills. Executives must establish unique visions and plans. An administrative framework has been developed to facilitate the development of creative leadership. The process involves formulating the aggregate values of the educational institution.

Researchers identified the excellent creative leadership of school administrators associated with the Chaiyaphum Primary Education Area Office. The current conditions are generally mild; the optimal conditions are at their peak, and development is essential. It is effective organizational management, listed in declining order. Innovative vision, teamwork, and personnel advancement Leadership fosters creativity and transformation while establishing a network of engagement (Aekbua et al., 2025). The Innovative Leadership Development Program is designed for the advancement of school administrators. Five: The subsequent aspects are 1) Efficient organizational management, 2) Pioneering vision, 3) Development of teams and staff, 4) Leadership fosters innovation and transformation, and 5) Establishing a participatory network to enhance educational institutions and promote innovation in a rapidly changing environment. The research has yielded significant results. The innovative leadership development program for school administrators at this primary school will serve as a framework for systematic organizational management planning, delineating the roles of various personnel in collaboratively fostering innovations to enhance the quality of learners and educational institutions.

2. METHOD
This study divided the 2 phases.
Phase 1 Innovative leadership development program for primary school administrators

The participants include the school administrator and deputy school administrator, 20, under the Chaiyaphum Primary Education Service Area office, Thailand. They will discuss various strategies to enhance educational outcomes and address challenges faced by the schools in the region. Additionally, community engagement and parental involvement will be key topics on the agenda. The development process and methods are as follows:

Table 1 Development time

Procedure	Development process	Duration (Hours)
1	Preparation before undergoing development	4
2	Intensive development according to the pattern	110
	1. Training 5 Module	24
	2. PLC Group Discussion	6
	3. Learning from Practical Practice	80
3	Post-development follow-up and reflection	6

Data analysis will involve examining the results of the innovative leadership test for co-developers both before and after development, using mean and standard deviation. This method will show how well the leadership strategies used during the development process worked. By comparing these statistical measures, we can identify trends and areas for improvement that may enhance team collaboration and project outcomes. Next, compare the average results of the innovative leadership test to the 80 percent criterion using a one-sample t-test, set the significance level at .05, and analyze the level of satisfaction by calculating the mean and standard deviation. This analysis will offer helpful observations about how well the leadership strategies align with team expectations and objectives. Furthermore, it will help in refining future initiatives and fostering a more engaged and productive work environment. The criteria for interpreting the results of data analysis are determined as follows.

$$4.51 - 5.00 \text{ means highly satisfied}$$
$$3.51 - 4.50 \text{ means satisfied}$$
$$2.51 - 3.50 \text{ means moderate}$$
$$1.51 - 2.50 \text{ means unsatisfied}$$
$$1.00 - 1.50 \text{ means highly satisfied}$$

The process of developing innovative leadership for executives is divided into 3 stages with the following details:

1. Pre-enhanced development
2. Intensive development as follows:
   2.1 Training workshop using a development activity set of 5 modules.
   2.2 On-the-job learning: Developing innovative leadership of school administrators to actual practice in schools.
   2.3 Reflection and cooperation through PLC activities
3. Follow up and feedback

Participation in the development according to the innovative leadership development program of executives must involve participation of not less than 80% of the total time to clearly understand the development process and be able to summarize and design a development process diagram, as shown in Figure 1.
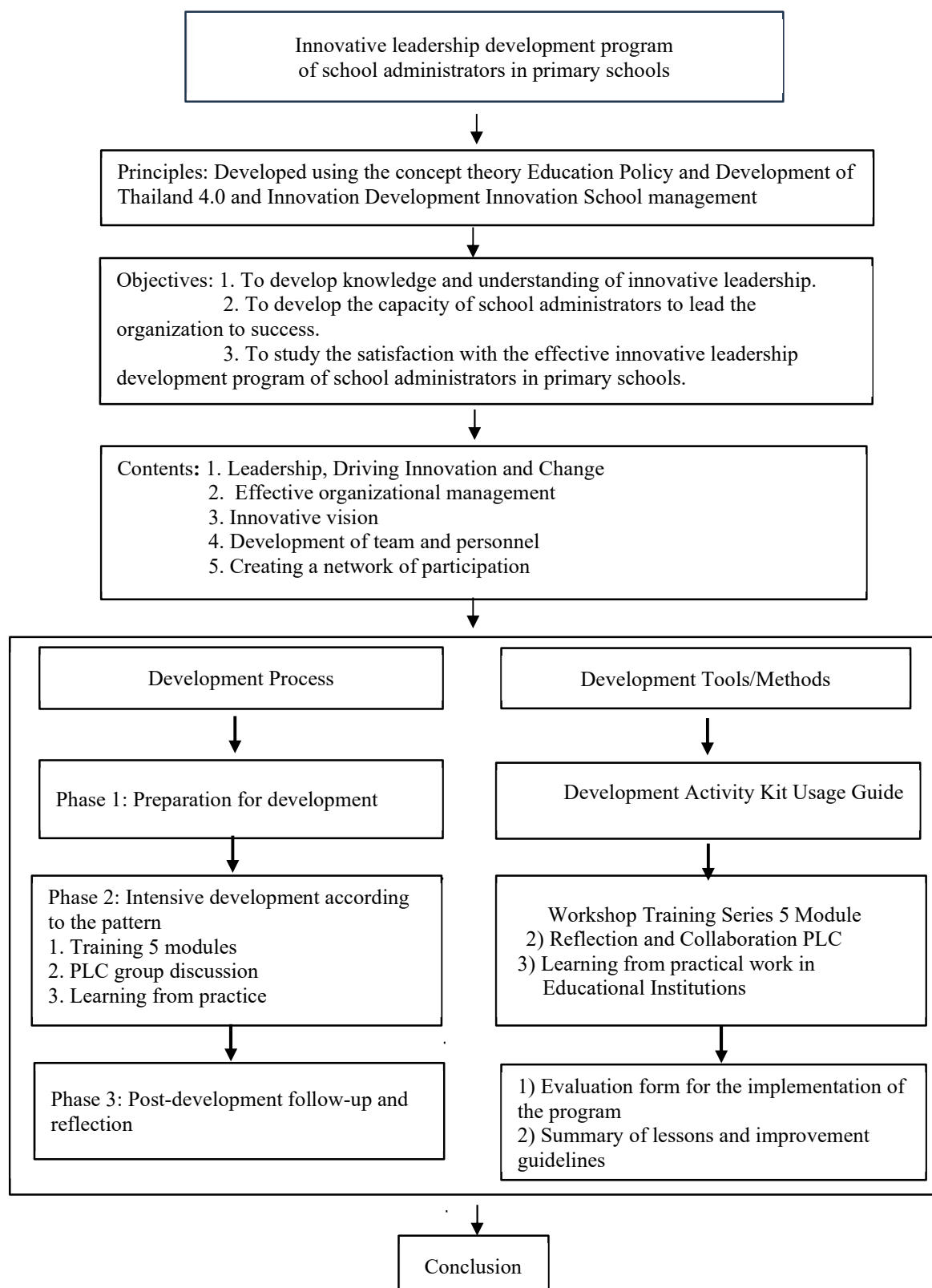
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│              Innovative leadership development program         │
│                of school administrators in primary schools     │
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┌─────────────────────────────────────────────────────────────┐
│ Principles: Developed using the concept theory Education Policy│
│ and Development of Thailand 4.0 and Innovation Development      │
│ Innovation School management                                    │
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│ Objectives: 1. To develop knowledge and understanding of        │
│ innovative leadership.                                           │
│             2. To develop the capacity of school administrators  │
│ to lead the organization to success.                             │
│             3. To study the satisfaction with the effective      │
│ innovative leadership development program of school              │
│ administrators in primary schools.                               │
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│ Contents: 1. Leadership, Driving Innovation and Change          │
│           2. Effective organizational management                 │
│           3. Innovative vision                                   │
│           4. Development of team and personnel                   │
│           5. Creating a network of participation                 │
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│ ┌──────────────────────────┐   ┌──────────────────────────┐   │
│ │   Development Process   │   │ Development Tools/Methods │   │
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│ │ Phase 1: Preparation for │   │ Development Activity Kit   │   │
│ │ development   │   │ Usage Guide   │   │
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│ │ Phase 2: Intensive   │   │ Workshop Training Series   │   │
│ │ development according   │   │ 5 Module   │   │
│ │ to the pattern   │   │ 2) Reflection and   │   │
│ │ 1. Training 5 modules   │   │ Collaboration PLC   │   │
│ │ 2. PLC group discussion   │   │ 3) Learning from practical │   │
│ │ 3. Learning from practice │   │ work in Educational   │   │
│ │   │   │ Institutions   │   │
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│ │ Phase 3: Post-development │   │ 1) Evaluation form for the │   │
│ │ follow-up and reflection │   │ implementation of the   │   │
│ │   │   │ program   │   │
│ │   │   │ 2) Summary of lessons and │   │
│ │   │   │ improvement guidelines   │   │
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                      │ Conclusion   │
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Figure 1 Diagram showing the development process

Phase 2 Evaluation of the Quality of Effective Innovative Leadership Development Programs of School Administrators in Primary Schools

Demographic and sample cohorts for the assessment of the development program's use. By nine components individuals and stakeholders. Conducting content analysis on group discussion data and summarizing the findings. The data from the questionnaire about the utility and viability of the development program were evaluated. The mean and standard deviation are utilized, and the average is juxtaposed with the criteria. The utility and potential of the program. The average is 3.51, while the standard deviation does not exceed 1.00. To collect data for the evaluation of the use of the development model, the researcher proceeded as follows:

1. Evaluation of the quality of the development programs by focus group discussion to consider the draft of the development model by 9 experts.

2. Experts and stakeholders answer the assessment of the usefulness and feasibility of the development model.

3. Analysis of data from focus group discussions using content analysis and summarizing the results using the mean and standard deviation and comparing the mean with the criteria to interpret the meaning as rating scale, divided into 5 levels from highest to lowest levels. The data obtained from the questionnaires regarding the usefulness and feasibility of the development program were analyzed using descriptive statistics.

3. RESULT AND DISCUSSION

The innovative leadership development program of school administrators in primary schools showed that the test score after development was statistically significantly higher than before development at the level of .05 (Table 2).

Table 2 Understanding of administrators in primary schools between before and after the development

Test	$\overline{X}$	S.D.	Paired differences		t	Sig.(1-tailed)
			$\overline{X}$	S.D.		
Before	26.05	4.23	1.27	5.71	11.74	.00
After	41.05	4.23				

Pre-development and post-development tests of 20 administrators, the average scores were 26.05 points and 41.05 points, respectively, and when comparing the before and after scores, it was found that the test score after development was statistically significantly higher than before development at the level of .05. These results show that the training program for the administrators worked to improve their skills and knowledge. Further analysis could offer information about which specific areas showed the most improvement and how these changes impact overall performance.

Table 3 Pre-test and post-test development tests of the administrators

No.	Module	Before (score 50)		After (score 50)		Percentage of Progress
		$\overline{X}$	S.D	$\overline{X}$	S.D	
1	Leadership, driving innovation and change	26.8	6.91	39.35	3.55	21.50
2	Effective organizational management	26.20	36.65	39.75	3.64	27.10
3	Innovative vision	28.30	3.51	39.45	3.41	22.30

4	Team and personnel development	28.85	4.68	39.75	3.58	21.80
5	Networking engagement	29.80	3.98	39.55	5.02	19.50
	Overall	27.99	1.68	39.57	1.80	23.16

Results of the analysis of the percentage of progress of test scores before and after development in Table 3. It was found that the average score before development was 27.99 and increased to 39.57 after development, with an average percentage of progress. When considered on a case-by-case basis, it was found that effective organizational management has made the most progress, accounting for 27.10 percent, followed by leadership, driving innovation and change, and innovative vision. The development of teams and personnel and the creation of a network of participation respectively. School administrators who have participated in the development have completed all activities and have prepared an assessment of accuracy, appropriateness, feasibility, and usefulness of the program (Table 4).

Table 4 The accuracy, appropriateness, feasibility, and usefulness of the program

List	Accuracy			Appropriateness			Feasibility			Usefulness		
	$\overline{X}$	S.D	Result	$\overline{X}$	S.D	Result	$\overline{X}$	S.D	Result	$\overline{X}$	S.D	Result
Principles	4.66	0.50	Highest	4.55	0.52	Highest	4.77	0.44	Highest	4.77	0.44	Highest
Objectives	4.66	0.50	Highest	4.77	0.44	Highest	4.77	0.44	Highest	4.77	0.44	Highest
Content	4.60	0.52	Highest	4.75	0.38	Highest	4.82	0.36	Highest	4.71	0.48	Highest
Process	4.59	0.36	Highest	4.62	0.38	Highest	4.70	0.38	Highest	4.62	0.45	Highest
Methods/Tools	4.77	0.44	Highest	4.77	0.44	Highest	4.77	0.44	Highest	4.66	0.50	Highest
Measurement and Evaluation	4.55	0.38	Highest	4.62	0.38	Highest	4.62	0.38	Highest	4.55	0.44	Highest
Overall	4.62	0.28	Highest	4.67	0.26	Highest	4.73	0.29	Highest	4.88	0.38	Highest

The adopted creative leadership development program addresses the needs of participants and aligns with the setting of elementary schools. The implementation of development initiatives significantly influences progress and yields tangible outcomes. Teachers developed learning management innovations aligned with the school's objectives. These innovations were predominantly of high quality, and stakeholders involved in the model's execution expressed maximal satisfaction. Furthermore, the model's quality was standardized for precision. This aligns with Fullan's (2001) assertion that creative leaders must effectively facilitate lasting positive change inside the organization. The model's implementation principles, which include designing and creating a successful innovative leadership development framework for primary school administrators, are based on the creative leadership development model (Bass & Avolio, 1994). The execution of the Government's Innovation Development Policy is crucial. This suggests that the developed model employs a coherent, methodical, and pragmatic approach, consistent with the findings of Day et al. (2011), which assert that a well-defined leadership style helps executives set direction. Inspire and cultivate the organization efficiently. Furthermore, the evaluation outcomes demonstrate alignment with the directives of the Office of the Basic Education Commission (2021), which underscores the role of school administrators in implementing policies and promotes the ongoing advancement of innovation within educational institutions. Leaders establish a defined vision and framework that can directly influence the enhancement of educational quality in schools. These measures can address the contemporary setting of Thai educational institutions, which require leaders who are adaptable and willing to experiment.

4. CONCLUSION

The innovative leadership development program for primary school administrators has shown that when CEOs cultivate innovative leadership, they may motivate staff to generate fresh ideas. Contentment with the innovation produced by the execution of the school development program. This indicates that the implemented creative leadership development program can address the requirements of the participants. The experts and stakeholders determined that the development program aligns with the context of the primary education institution. The curriculum for cultivating school administrators has five components: 1) Efficient organizational administration, 2) Pioneering vision, 3) Development of teams and staff, 4) Leadership propels innovation and transformation, and 5) Establishing a participatory network. It can enhance the imaginative leadership of proficient school administrators.

5. ACKNOWLEDGEMENT

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