

Development of a Creative School Administration Model in Bangkok and its Vicinity, under the Office of the Private Education Commission

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Abstract: The objectives of this research were to develop a creative school administration model to be used at schools in Bangkok and Its Vicinity, under the Office of the Private Education Commission; and to study factors affecting the success of a creative school. This mixed methodology research was carried out in four phases as follows. 1) Analyzing concepts, theories, and research on creative school, along with interviewing experts using semi-structured interview schedules. 2) Developing a creative school administration model to be used at schools in Bangkok and its vicinity, under the Office of the Private Education Commission. 3) Evaluating the developed creative school administration model using focus group discussion of nine experts. 4) Studying factors affecting success of the creative schools with confirmatory factor analysis, and using a questionnaire with a sample of 453, randomly selected from directors, deputy directors, and assistant directors of these schools. The data were analyzed in terms of percentage, mean and standard deviation.

The research results revealed that the developed model of creative school administration consisted of three parts as follows. The first part was principles of creative school administration; the second part was six factors of creative school administration, which were flexibility administration, creative leadership, new training learners, environment and school climate, transformational teachers, and network relations; the last part was success indicators of creative schools, which were driving progressiveness, and monitoring and evaluation. The results indicated the propriety and the possibility of the developed creative school model were confirmed, and the model was congruous with the empirical data: Chi-square = 197.22, df = 171, P-value = 0.08273, and RMSEA = 0.018.

Keywords: education administration, creative school, private school

1. Introduction

1.1. The statement of problems

The 21st century education is now crucial in formulating a strategic approach to learn management. There are the 21st century performance-enhancing models and practices that emphasize on building the knowledge, skills, expertise and competencies into the learners for the success of their learning and their digital life. Learning in the 21st century does not focus only on core subjects, but also the 21st century skills, which teachers are not just teachers but they are facilitators in learning. The teachers are the learning designers, and coaches, who guild the learners to organize their learning in maximize their own potential. In addition, the educational system has the new direction to provide of learners the skills and knowledge they need to become the world citizens of the 21st century. The 4c of the 21st century skills, which are creativity, critical thinking, communication, and teamwork, aim to build up learner's skills and knowledge to be able to live and learn in the 21st century, within the new learning environment (Tangkitvanich, 2013.)

Today, Scholars focus on the 21st century skills for three reasons. First, these skills are not in the curriculum but in daily life activities and experiences. Second, these skills are important for individuals and organizations since the working structure is now horizontalized, leaded by technology, flexible working system and distribute the responsibility to the workers. And third, it becomes expectation of a new employee today to have the 21st century skills such as creativity and innovativeness, flexibility and adjustability, leadership and the cross-cultural learning (Kay, 2012). It is important to focus on the educational system that helps each student to maximize ones capability, and build up the skills needed in the future. In the present, the schools must lead with technology, to engage the students' attention, designing their own learning and to be able to enhancing the creativity and innovativeness.

Private schools are an important part of driving the education system. Private schools provide education in according to with the National Education Act 1999 and the National Education Plan 2017-2036 with an emphasis on innovation and driving education with education. There are several factors to achieve Education 4.0 efficiently. One of the crutial facors made a high quality private school is creativity. Creativity is the basis of the 21st century (Sinlarat, 2017). The creative schools are a schools promote the development of creativity of everybody in the schools, including the principals and teachers, in order to support the students to be able to use ones' creativity to creat an innovation. To Refine and encourage learners to learning what they are interesting and quality according to their potentials that make them happy in studying. In the future, students will be able to

produce their own innovations. As a result, the schools can continue to develop into a creative schools in the future.

Creative schools are support the creative improvement of everyone in the schools. Administrators, teachers and staffs encourage learners to apply their creativity producing innovations with their own ideas. Creative schools have an administrative approach whose key goal is to meet the needs of today's global society, especially the 21st century skills, which has greatly influenced Thai education. The school's creative approach requires the expansion of a new concept. It has to be beneficial and consistent with the school's goals by designing a new curriculum, new courses, new qualifications of executives, teachers and learners, as well as a new process of evaluation in creative schools. (Sinlarat and others, 2016).

Ebneroumi (2011) developed a conceptual framework of the creative school consisted of four dimensions: 1) training new learners, 2) flexible management structures, 3) physical suitability, and 4) creative leadership contexts. It is important to set up a model in the school administration to be carried out as planned. This is to develop a new type of management for the new management that is suitable for the current situation and ready for any changes, as well as inspiring teachers, personnel, learners to work and learn in the modern era when administrators will be the backlash in driving the new school model. All administrators, teachers, educational personnel, and students need to work together transforming jointly Thai education today into the 21st century education

All of these reasons, I interest in the development of a creative school administration model in Bangkok and its vicinity under the Office of the Private Education Commission. Using the conceptual framework of Ebneroumi's Creative School (2011) enhance the model of a school management, the results of this research will lead to the development of the private schools into a creative and knowledge-oriented school. The results of this research will lead to the development of the private schools into a creative and knowledge-oriented school to be useful for other school application.

2. Research Objectives

This research aims to develop a creative school administration model in Bangkok and its vicinity under the Office of the Private Education Commission and to study administrative factors that affect the success of creative schools.

3. Research Questions

1. What is the appropriate and possible creative school administration model in Bangkok and its vicinity under the Office of the Private Education Commission?
2. What are the administrative factors that affect the success of the creative schools?

4. Literature Review

4.1. Creative school

Creativity is gaining importance in a fast and competitive world economy in every country. We want people and forces that can adapt easily to changing situations, and make schools teaching students in ways that can be useful to fit the present unpredictable situation. In a digital, children and young people can be understood and recognized as creative and potentials. Given the reach and accessibility of digital media they (and, potentially, their teachers and parents) are both more empowered and also perhaps more exposed than they have ever been before. As educators involved in schools and universities seek to re-imagine their provision, new ways of considering the challenges are needed, by shifting, through collective possibility thinking, from what is to what might be. This paper has set out a perspective on imagining what might be, nurturing co-creativity through dialogue to both acknowledge and nurture the 4 Ps: plurality, playfulness, participation and possibilities (Craft, 2012). Students will be able to achieve more with creativity because they will be able to access different ideas in different ways, and skills that increase the ability of students to adapt to become students who are able to control themselves with creativity. The ability to adapt may be affected by two factors and the joint work of both factors, one of which is a person's talent for creativity and the other is the effect of the learning environment on creativity, so the school is an important part of increasing creativity for students (Besançon and Lubart, 2008). School administrators, and parents should be creative because they are the link between learning environments (Reppa *et al.*, 2010).

The Creative school is a place composed of important factors that all students benefit from different experiences and has been enhanced by knowledge and exchange of learning or learning creatively and by a variety of changes and opportunities for creative development. Creative schools should be supported by modern schools with a system of community inspection and support for school learning. The characteristics of creative school

depend on leadership, community and local, and leadership with a good attitude to change, must support change and base on cooperative management. Many researchers have studied the subject of school creativity in research such as Thomson and Sanders (2010). argued that schools need to adapt continuously to innovations and specified that in order to create creativity in schools, there is a need for all changes. The three components of these changes are training for new self-development, which are a flexible management structure, a sufficient physical space, and the role of creative leadership in the economy. All three of these elements are culture and technology, to describe a school as creative from the point of view of school administrators and an important factor for shaping the character of a school of creativity (Kampylis, Berki, and Saariluoma, 2009).

Creative school is a school that supports the improvement of ideas, creativity of everyone in the school, management, teachers and staffs, in order to encourage students to use their own creative ideas in the production of new ideas, which consist of the school's operating principles as well as its own. Six factors are 1) flexibility administration, 2) creative leadership, 3) new learners training, 4) school climate and environment, 5) transformational teachers and 6) network relations.

4.2.Model

Some part of model shows the structure of the relationship between a set of factors or variables or an important element in each other's relationships or reasons to help understand the facts or phenomena in a particular matter (Bardo and Hartman: 1982, Good: 1973, and Keeves: 1988). Useful model should have the following four characteristics (Keeves, 1988). 1) The model should consist of a very structured relationship, a relationship of general. 2) The model should be used as a predictor of future events. Being aggregated by observing which is to test the pattern on the basis of empirical data. 3) The system should indicate the rational mechanism of the study. In addition to the form is a predictive tool, and also explain the phenomenon. 4) The pattern should be a tool for creation of a new view and relationships of variables in a new character, which is an extension of this study.

Eisner (1976) considered the four assessments of the model by a qualified person. 1) Professional assessment It emphasizes a deep critique analysis of the issues being considered, depending on the judgment of the experts to reach a quality conclusion. The effectiveness and appropriateness of the item to be assessed 2) Assessment that is specific to the subject to be assessed as it measures value That cannot be measured with any instrument, the real evaluator's knowledge of three vehicles must be used. 3) Using of qualified persons as assessment tools, must be trusted that such experts They are honest and have good reasons. 4) Using of experts must accept the flexibility of a qualified workflow Including the formulation of important points To be taken into account Identification of the required information data collection, data analysis processing exactly as the presentation.

According to the study of the relevant documents above, it can be concluded that the model created prior to implementation should be evaluated for suitability by using various assessments, including tests by having qualified persons evaluate to confirm the quality of the model before actually applying it. To applied these procedures into this study.

5.Research Scope

The creative school model referred to the model used as a guideline for the management of creative schools, consisting of three parts. Part 1: the principles of creative school administration. Part 2: the elements of creative school Administration include: flexibility administration, creative Leadership, new training learners, environment and school climate, transformational teachers, network relations. Finally, part 3: the success indicators of creative schools.

The population used in the research was 453 common private schools in Bangkok and its vicinity areas include Nakhon Pathom, Nonthaburi, Samut Prakan, Samut Sakhon, Pathum Thani and Chachoengsao.

6.Research Methodology

The research was multi-phased mixed methodology research. It was conducted in 4 steps:

Step 1: Study the conceptual framework of creative schools from the conceptual documents and related theories in Thailand and abroad by analyzing documents and interviewing qualified persons. This research was to use the data obtained to analyze, synthesize and summarize as a conceptual framework for this research. The research instruments were semi-structured interviews about the creative school according to the conceptual framework. The researcher took the information obtained. By analyzing the content to develop the pattern in the second step. The researcher had taken the results from the study of documents, textbooks, both domestic and international research. Example case of a creative school from abroad Including interviews with 9 experts to develop a creative school management model in Bangkok and its vicinity Under the Office of the Private Education Commission.

Step 2: Develop the creative school administration model in Bangkok and its vicinity under the Office of the Private Education Commission.

Step 3: Check propriety and possibility of the creative school administration model in Bangkok and its vicinity under the Office of the Private Education Commission. The researchers drafted the model from the focus group with 9 qualified persons who are the expertise in the management of creative schools and have outstanding work in school administration to check suitability. Further recommendations from the focus group discussion led to the adjustment of the revision model.

Step 4: Analyze the administrative factors that contribute to the success of creative schools. The sample was fifty percent of private schools private school administrators in Bangkok and its vicinity under the Office of the Private Education Commission. 453 questionnaires were answered by school administrators include school directors, the school's deputy director, assistant school director, and head teacher. The questionnaire items were analyzed using linear structural relationships to evaluate the accuracy of the model. An Overall Model Fit Measure (Hair, 2014) and the confirmed factor analysis were used to test the administrative factors that contribute to the success of creative schools.

7. Research results

From step 1, by analyzing documents, concepts, theories, research papers, and textbooks both in Thailand and abroad about creative schools, and interviewing qualified persons, two topics were detected: the principles of creative school administration, and the six factors of creative schools which were flexible administration, creative administration, learning management, creating a school climate, teachers and staff, and network relations.

Step 2, the researchers used the obtained information to draft a creative school administration model. The draft model consists of three parts. First, the principles of creative school administration include 1) the principles of creative school administration and 2) the principles of flexibility in creative school management. Second, the factors of creative schools include 1) flexible management, 2) creative leadership context, 3) learning management, 4) creating an atmosphere in schools, 5) teachers and staff, 6) cooperation with networks. And last, the success indicators of creative schools include 1) management, 2) creative efficiency management, 3) resource allocation, 4) quality of teachers and staff, 5) participation, 6) networking relationships, and 7) quality of learners.

In step 3, the researchers conducted a focus group discussion. The results showed that the propriety and the possibility of the draft model of the creative schools in Bangkok and its vicinity Under the Office of the Private Education Commission was at the highest level ($M = 4.53$). The propriety and the possibility of the first part, the principles and objectives of the model were at the highest level ($M = 4.72$). The propriety and the possibility of the second part, the factors of creative school were also at the highest level ($M = 4.54$) where flexible administration scored the highest ($M = 4.69$), followed by network relations ($M = 4.67$). The factors scored the lowest were transformational teachers ($M = 4.30$), and environment and school climate ($M = 4.47$). The propriety and the possibility of the last part, the success factors of creative schools were at the high level ($M = 4.33$). Human resource development scored the highest ($M = 4.56$), while allocation of resources, and the community strength scored the lowest ($M = 4.22$).

The researchers implemented the advices of the focus group to revise the draft model. The revision of the creative school administration model consists of three parts but some indicators were regrouped. Part 1 is the principles and objectives of the model. Part 2 is the factors of creative school consisting of six factors. 1) *Flexibility Administration* detected from appropriate assignment, trust, organizational climate, free speech, and participatory management. 2) *Creative Leadership* detected from creativity, collaboration and team management, proactive management, internal and external communication skills of the school, and self-leadership. 3) *Network relations* detected from network collaboration and public relations. 4) *Environment and school climate* detected from facilities, learning resources, technology and environment. 5) *Transformational Teachers* detected from career stability, creativity development, personal development, and exchange of knowledge within school. 6) *New training learners* which are creative learning management, encouraging learners to think outside of the box, promoting flexibility in learner, using technology in learning management, and learning from teamwork. Part 3 is the success indicators of creative schools, which remains two indicators: driving progressiveness, and monitoring and evaluation.

At last, the results of analyzing the linear structure relationship showed that administrative factors affecting the success of the creative school in the study congruent with the empirical data. The administrative factors of the creative school had statistical values as followed: Chi-square = 197.22, $df = 171$, P-value = 0.08273 and RMSEA = 0.018 as shown in Figure 1 and Table

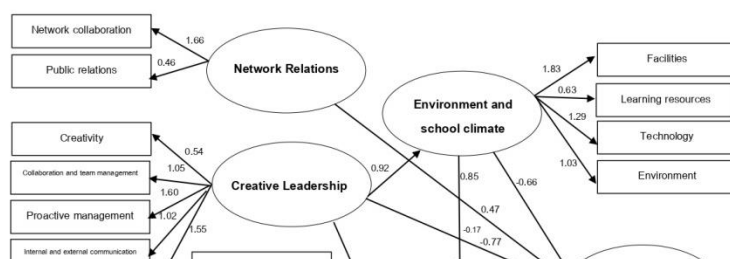


Figure 1: Results of a linear structural examination of administrative factors affecting to success of creative school.

The result of the causal model analysis of management factors affecting the success of creative school shown in Table 1. The research results indicated that new training learners has the best direct influence on the success of creative schools with the coefficient of influence equals 1.92, followed by the environment and school climate, indirect influence on the success of creative schools through new training learners with the coefficient influence equals 0.85

Table 1 Results of the causal model analysis of management factors affecting the success of Creative school

Dependent variable	R ²	Influence Value	Independent variables					
			CONNE CT	LEAD ER	FLEXIB LE	ENVIR ON	TRA IN	TEACH ER
ENVIRON	0.95	DE	-	0.92	-	-	-	-
		IE	-	-	-	-	-	-
		TE	-	0.92	-	-	-	-
TRAIN	0.90	DE	-	-	-	0.85	-	0.18
		IE	-	-	-	-	-	-
		TE	-	-	-	0.85	-	0.18
TEACHER	0.80	DE	-	0.95	-	-	-	-
		IE	-	-	-	-	-	-
		TE	-	0.95	-	-	-	-
SUCCESS	0.90	DE	0.47	-1.17	0.07	-0.66	1.92	0.55
		IE	-	0.52	-	-0.56	-	-0.12
		TE	0.47	-0.65	0.07	-1.22	1.92	0.43

DE=Direct Effect, IE=Indirect Effect, TE=Total Effect

8. Conclusion and discussion

As the result of the study, the Development of Creative School Administration Model in Bangkok and Its Vicinity under the Office of the Private Education Commission was suitable and possible, and the empirical data has met the specified criteria. We found that new training learners had the best direct influence on the success of the creative school. It is consistent with Anna Craft (2012) that learning management in creative schools must consist of learning together, self-control learning and focusing on creative skills where teacher is the director of learning.

Transformational teachers have direct influence on the success of creative schools. This finding consists with Pongcharoen (2012) that creating people has to be flexible. The teaching process should allow students to think by

themselves where the teacher plays the role of mentor, guiding according to the child's potential and focusing on life-long education.

Flexibility Administration is directly influenced the success of creative schools. According to Ebneroumi (2011), the creative schools need to set up administrative flexibility, such as appropriate assignment, trust, organization climate, and free speech so that the drive for creative schools could continue to evolve.

Moreover, transformational teachers show the indirect influence on the success of creative schools through training of new learners, which passed the consistency index criteria, represents a predictive model consistent with empirical data. This support Zhang (2018), who proposed a strategy for school administrators to promote the creativity of all teachers in the development of learning management for learners and facilitating the creativity of teachers to foster creativity for learners.

Besides, Creative Leadership has indirect influences on the success of creative schools through transformational teachers, and environment and school climate. It was found that the conformity index, the acceptance criteria, representing a predictive model consistent with empirical data. This is consistent with Rungreung (2017), which proposes the creating of creative momentum in schools, is a creative leader should be creating a work environment for teachers that demonstrates trust and encourages new ideas, as well as educating creative processes and enhancing elements of creative leadership, including imagination, resilience, and vision and solutions.

9.Suggestions

As the results of the research showed that the environment and school climate had a direct influence on the practice of new learners, the schools should develop the environment and school climate, including facilities for teachers and learners in the field of work and learning management. That will encourage students to create innovations that benefit themselves, society and the modern world to their full potentials.

Furthermore, the results showed that factor which scores the least of exchanging of mutual learning for executives. Therefore, schools should accelerate the development of teachers and staff to be knowledgeable in the modern world by training teachers and staffs to be face and accept in situations that change every second. Schools should clearly and continuously monitor and evaluate the progress of development individually which lead to a creative school in the future

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