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## *Full Length Research Paper*

# **A proposed concept for educational administration programs for the 21<sup>st</sup> century**

<sup>1</sup>Wirot Sanrattana, <sup>2</sup>Phrakrusutheejarayawattana, <sup>3</sup>Phrakrupaladsamai, <sup>4</sup>Paisan Suwanno, <sup>5</sup>Merrill M. Oaks, <sup>6</sup>Muriel K. Oaks

Mahamakut Buddhist University, Isan Campus, Khon Kaen, Thailand, 40000  
Corresponding Author's E-mail: [wirsan@kku.ac.th](mailto:wirsan@kku.ac.th)

### **Abstract**

This research is designed to offer students a program in educational administration that builds on integration of emerging theories and concepts of administration, management, and leadership, combined with changing global paradigm of educational for the 21<sup>st</sup> century. The study was conducted in three research stages: 1) review of research papers, 2) to validate the results of the research paper by two methods in parallel: in-depth interviews of 10 experts and focused group discussion of 15 experts in the field of educational administration, and 3) critical findings from the lecturers and graduate student in Educational Administration, 15 cases with seminar. It found that in addition to courses on research methodology and professional ethics, the program should be aimed at strengthening administration as the primary focus supplemented with emerging leadership traits and management features. The scope of this study focused on awareness and ushering in a new paradigm shift in education for the 21<sup>st</sup> century.

**Keywords:** Management, administration, leadership, educational administration

## **INTRODUCTION**

Globalization has created the emergence of the information age with its' infinite possibilities of discovery and creative development. New breakthroughs are continuously occurring in energy, medicine, environmental restoration, space exploration and probes of the ocean depths. These emerging phenomena have resulted in a society that is fundamentally shifting paradigms on the social, economic, intellectual and industrial elements on which education has traditionally been based. In this time of shifting paradigms, to qualify as a lifelong learner the word "knowledge" has new meaning. In our emerging knowledge-based society, higher order thinking skills are necessary if we are to become autonomous lifelong learners.

As we move into a knowledge-based society the need to understand that our rapidly changing world requires students to adapt new ways of thinking regarding cultural diversity, emerging technologies, a media-saturated world and the need to create new ways of learning to maximize educational achievement. The rapid changes in our technology-driven society create the opportunity to transition 20<sup>th</sup> century programs into 21<sup>st</sup> century school curricula and methodology for future success. Current

trends in change adaptation theory creates research opportunities in educational administration, which is fundamental in the preparation of qualified university administrators and faculty, and also school principals, supervisors, and educational service area administrators.

The role of these educational personnel in policy formulation, change, and adaptation is fundamentally important for the evaluation of success at various levels in the educational community.

### **Purposes of research**

This research is designed to offer a program in educational administration that builds on integration of emerging theories and concepts of administration, management, and leadership, combined with changing global paradigm of educational for the 21<sup>st</sup> century.

### **RESEARCH METHODOLOGY**

This research used mixed methodology in the form of equivalent status design in both sequential and parallel with the aim to increase confidence in the monitoring

results of research to initiate a new concept and to expand in accordance with the opinion of Tashakkori and Teddlie (2009). The study was conducted in three research stages: 1) review of research papers to clarify the aim of the research mentioned above during January - August 2015 2) to validate the results of the research paper by two methods in parallel during September - October 2015 following in-depth interviews of 10 experts in the field of educational administration and focused group discussion of 15 experts in the field of educational administration, and 3) critical findings from the lecturers in educational administrative program and graduate student in Educational Administration, 15 cases with seminars in November 2015.

## RESEARCH FINDINGS

### Characteristics of learners in Educational Administration Programs

This study compared the similarities and differences in key aspects of administration, management, and leadership from the viewpoint of Bennis (1989); Kanungo (1998); Tabora, (1999); Allio (2005); Kent (2005); Kotterman (2006); Day and Schoemaker (2008); Othman (2011); Bhojwani (2012); and Wall Street Journal (2013) Hays and Kim (nd). These studies found that the characteristics of learners in educational administration program should be based on the theories and concepts of administration, management, and leadership. For **administration**, there is policy focus on defining objectives and main policies, emphasizing the power of creative thinking, the decision to focus on the overall organization, the decision to focus on external factors, and emphasis on the conceptual and human skills rather than only technical skills. **Leadership** style is a vision, a long-term outlook, embracing originality, having the ability to create the future and looking forward focused on external factors that promote learning in the context of one's own style. It also includes the ability to effectively initiate change and simply to do the right thing. Leadership also embraces the concepts of self-discipline, distribution of power, specializing in strategic context mobilization aimed at stimulating the development of solutions, to engage, inspire, trust, diversity, a shared decision, and empowerment of people. **Management** style is a pragmatic approach, being a good worker, having a current outlook, questioning how and when, emphasizing policy into practice, work focused on objectives, making decisions at the operational unit level, providing oriented management solutions, emphasizing technical skills and human skills, utilizing a centralized chain of command and the position of power, keeping a

focus on efficiency, specializing in practical applications and content, finding consensus, and focusing on command and control.

### Content scope in Educational Administration Programs

Hays and Kim (nd); Day and Schoemaker (2008); and Wall Street Journal (2013) all confirm that administration, leadership, and management skills are of critical value. Individual managers need leadership style, and the organization itself needs strong administration, leadership, and management focus. Although their skills may differ somewhat, it is important that leadership and management are mutually compatible. In the case of educational administration programs, besides it will focus on two basic important elements for the research skills, and professional ethics, the program must also take into account the development of educational policy makers/administrators who focus on the effectiveness of the organization based on external factors that contribute to the formulation of policy. Another important element is creation of long term educational vision, the ability of leadership to create the future taking into account external factors. Lastly, effective management means the ability to lead the organization and into the future based on policy to practice, a focus on efficiency with practical solutions to vexing problems.

### A Proposed Concept of Educational Administration Programs for the 21st century

This study found that from the agrarian societies of the 18th, 19th, and 20th centuries the rapid movement into the information age of the 21st century has quickly changed most everything we do including education. Social innovation and creativity have accelerated educational changes with new ideas, new theories and concepts that require new paradigm shifts be based on research outcomes like this research suggests. A new paradigm that challenges the vision and potential of adults is the concept of school age learners who represent digital immigrants in the new age and generations who will quickly be integrated as digital natives. Research suggests that contemporary educational administration programs will have to be designed to reorient learning so that the basic aim of education is learning to be a human being living in the real world and the modern era having a good quality of life. The data suggest that when things that have worked in the past are adhered to but are not consistent with the real world that student learning is not appropriate. Change will be accelerated in the future and will become even more important to keep pace with education. Especially programs in educational administration in the 21<sup>st</sup> century must emphasize the importance of awareness and lead to changes according the old paradigm versus new paradigms from the viewpoint of Tirto (2010) Nair, (2007); Churches (2008); and Roberts (2011) as follows. Contents and grammar starting with Tirto:

The old paradigm for 20 <sup>th</sup> century	The new paradigm for 21 <sup>st</sup> century
- Time-based	- Outcome-based
- Focus: memorization of discrete facts	- Focus: what students Know, Can Do and Are Like after all the details are forgotten.
- Lessons focus on the lower level of Bloom's Taxonomy – knowledge, comprehension and application.	- Learning is designed on upper levels of Blooms' – synthesis, analysis and evaluation (and include lower levels as curriculum is designed down from the top.)
- Textbook-driven	- Research-(outcome) driven
- Passive learning	- Active Learning
- Learners work in isolation – classroom within 4 walls	- Learners work collaboratively with classmates and others around the world – the Global Classroom
- Teacher-centered: teacher is center of attention and provider of information	- Student-centered: teacher is facilitator/coach
- Little to no student freedom	- Great deal of student freedom
- "Discipline problems" – educators do not trust students and vice versa. No student motivation.	- No "discipline problems" – students and teachers have mutually respectful relationship as co-learners; students are highly motivated.
- Fragmented curriculum	- Integrated and Interdisciplinary curriculum
- Grades averaged	- Grades based on what was learned
- Low expectations	- High expectations – "If it isn't good it isn't done." We expect, and ensure, that all students succeed in learning at high levels. Some may go higher – we get out of their way to let them do that.
- Teacher is judge. No one else sees student work.	- Self, Peer and Other assessments. Public audience, authentic assessments.
- Curriculum/School is irrelevant and meaningless to the students.	- Curriculum is connected to students' interests, experiences, talents and the real world.
- Print is the primary vehicle of learning and assessment.	- Performances, projects and multiple forms of media are used for learning and assessment
- Diversity in students is ignored.	- Curriculum and instruction address student diversity
- Literacy is the 3 R's – reading, writing and math	- Multiple literacies of the 21 <sup>st</sup> century – aligned to living and working in a globalized new millennium.
- Factory model, based upon the needs of employers for the Industrial Age of the 19th century. Scientific management.	- Global model, based upon the needs of a globalized, high-tech society.
- Driven by the NCLB and standardized testing mania.	- Standardized testing has its place. Education is not driven by the NCLB and standardized testing mania.

## CONCLUSION

The concept of educational administration programs for the 21st century, in addition to courses on contemporary statistics and research methodology and a course on professional ethics, should be aimed at strengthening administration as the primary focus supplemented with emerging leadership traits and management features. The scope of this study focused on awareness and ushering in a new paradigm shift in education for the 21st century.

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