

Developing Leadership Skill Model in 21st Century for School Administrator under Anshan Normal University

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Abstract: The objectives of this research were: (1) To explore the factors and indicator of 21st century leadership skills for school administrators under Anshan Normal University, Liaoning province. (2) To modelling the 21st century leadership skills indicators for school administrators under Anshan Normal University, Liaoning province.

The total population of this study included 1,142 administrator and teachers from Anshan Normal University in Liaoning, the People's Republic of China. A stratified random sampling method was used to sample, totalling 480 persons. The instrument for collecting data was a questionnaire. Descriptive statistics and the Confirmatory Factor Analysis were used to perform data analysis using statistical software.

Research results revealed that (1) the factors in these studies screened from theoretical framework, its consisted of 4 key factors and 13 indicators of 21st century leadership skills. The 4 key factors were: Communication Skills, Creative Skills, Vision Skills, and Cooperation Skills. (2) the developed model of 21st century leadership skills indicator for school administrators under Anshan Normal University is consistent with the empirical data, the value of Chi-square (χ^2) = 34.98, Relative Chi-square (χ^2/df) = 1.39, Degree of Freedom (df) = 25, Statistical Significance (p) = 0.09, Goodness of Fit Index (GFI) = 0.98, Adjusted Goodness of Fit Index (AGFI) = 0.97, and Root Mean Square Error of Approximation (RMSEA) = 0.03, all in line with specified criteria. And the key factors had the weight between 0.84 - 0.9 higher than 0.70 ; sub-factors/ indicators between 0.70 - 0.92, higher than the criterion as 0.30.

Keywords: Developing Model; 21st Century Leadership Skill Indicators; School administrators

1. Introduction

The current world situation is changing rapidly as a result of advances in science and technology which have affected China in many ways, be it politics, economy, education, society and culture. The management of education at present is the era of educational reform. in which the management in the educational institution can be effective; Administrators must have high leadership qualities.

Anshan Normal University is a university in the city of Anshan, in Liaoning province. With such importance, therefore, the researcher is interested in studying the indicators 21st century leadership skills for school administrators under Anshan Normal University, which is a study from theory to structural relationship modeling and to examine the coherence of the structural relational models developed from theory and research with empirical data. If the model is found to be consistent with the empirical data according to the specified criteria can use the research results to be used as information for planning and prioritizing in enhancing the quality of school administrators to have skills in management in the new era, or create criteria for assessing the administrators. In addition, educational institutions or related agencies can be used for monitoring, and evaluating the operation to see how effective and efficient as well.

2. Research objectives

(1) To explore the factors and indicator of 21st century leadership skills for school administrators under Anshan Normal University, Liaoning province.

(2) To modelling and evaluate the 21st century leadership skills indicators for school administrators under Anshan Normal University, Liaoning province.

3. Research Methodology

The research methodology was mixed method, including qualitative and quantitative research, studied with the respondent both administrators and teachers of the university totally 480 respondents. The research instruments used in the research are divided into two sections: 1) a questionnaire on the status of respondents, 2) a questionnaire on the suitability of leadership skills indicators in the 21st centuries for school administrators, using a 5-level rating scale classified by key and sub-components, there were a total of 72 questions.

4. Data analysis

Data analysis uses descriptive statistics to determine the frequency, distribution and percentage values in analyzing the background data of the respondents. and analysis of average values, standard deviations. and the distribution of leadership skills in the 21st century for school administrators. The inferential statistics used in the analysis include Pearson Correlation Coefficients, Structural directness analysis by Confirmatory Factor Analysis (CFA.) with a statistically ready-made program (SPSS for Windows) and AMOS program to analyze models of structural equations or linear structure analysis (SEM.).

5. Conclusion

1.The respondents in this studied 247 persons, female was slightly more numerous than that of male. The majority were over the age of 40 years or older, with 279 people and follow the age of 31- 40 year. The qualification about half of them had a bachelor’s degree, the rest had a higher level: 34.58% were at master degrees and 12.29% were doctoral degrees. In these respondents the majority of 398 or 82.92% were art design teachers, the rest were administrator’s position. The majority 48.75% were the assistant professors, only 13.33% and 5.00% were associate professors and professor respectively. And for working experience in their positions 56.67% with 11-15 years of experience, more than that about 20% and the rest were below.

2. The appropriateness of the 21st century leadership skills indicators for school administrators in order to select a structural correlation model by comparing it with an average threshold equal to or greater than 3.00 and a distribution coefficient equal to or less than 20%, the findings are as follows:

(1)The component of communication skills (CMS) consists of three indicators: media literacy, technology, and presentation. the average value was between 4.07-4.57 and the distribution coefficient were between 12.13-16.92.

(2)The component of creativity skills (CTS) consists of four indicators: originality, challenge, flexibility, and imagination, the average value were between 4.28-4.52 and the distribution coefficient were between 12.50-14.56 .

(3)The component of vision skill (VSS), consists of three indicators: formulating, communicating, and inspiration, the average value were between 4.28-4.2 and the distribution coefficient were between 12.60-14.19.

(4)The component of collaboration skill (CLS), consists of three indicators: participation, trust, and conflicts resolution, the average value was between 4.07-4.64 and the distribution coefficient were between 11.19-16.92.

3.The consistency of the structural relationship model of the 21st century leadership skills indicators for Anshan Normal University which developed from the theory and research related with the empirical data. This is the Chi-square value (χ^2), It is not statistically significant (p-value) must be higher than 0.05, GFI and AGFI values higher than 0.95 and RMSEA values must be less than 0.05 appear in the following second order of data analysis.

In summary, the Pearson Correlation Coefficient of variables indicating leadership skills in the 21st century for all measured models, the statistically significantly correlated at .01 level. (p<01). The model is very consistent with empirical data to a very good extent. The Chi-square value (χ^2) is equal to 34.98, df equals 25, P-value equals 0.09, GFI equals 0.98, AGFI equals 0.97, and RMSEA equals 0.03 as follow from the criteria of conformity assessment. The investigation revealed that the weight of the four indicator factors were positive the value of 0.84 – 0.96 and is statistically significant at the level of .01.

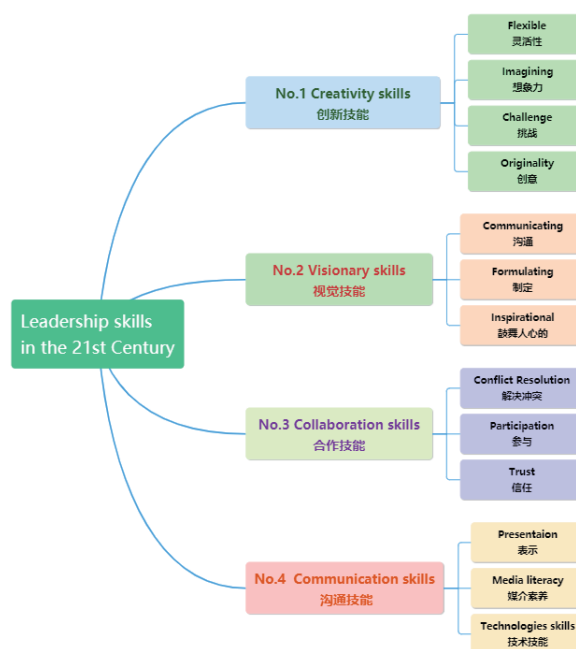


Figure 1 The 21-century leading skills mind map for Anshan Normal University

The results of this analysis show that the 21st century leadership skills indicator structure model for school administrators under Anshan Normal University consists of 4 components of 13 indicators, including 72 questionnaire questions, that can be used to measure the 21 century leadership skills for the university administrators structurally direct. This is compounded by the essential and essential skills in the changing environment in the 21 centuries: communication skills, creative skills, vision skills and collaboration skills. The researchers created a mind map as shown in figure 1

6. Recommendations

Recommendations based on research findings and policy formulation

(1) The Liaoning School District and provincial offices can use the 21 century leadership skills indicators for school administrators, as a result of this research, to be used in planning develop the leadership skills of school administrators. To allow school administrators to be developed into professional executives in line with leadership skills in the new era or in the

21st century.

(2) Ministry of Education and Office of the Education Commission can take the leadership skills in the 21 century for school administrators as a result of this research, as a result of this research, to be a policy to develop school administrators to have knowledge and understanding of the value of leadership in themselves. Especially the leadership skills for executives in the 21st century, which are skills that need to be strengthened in the leadership. at various levels.

(3) Office of the Board of Education can take the 21st century Leadership skills for school administrators as a result of this research, it is a guideline for determining standard indicators. For the development of teachers and educational personnel. Prior to the establishment, he was promoted to the position of school administrator. Deputy Director and Director, as well as the implementation of standard indicators of entry into positions. School Administrators.

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