

DEVELOPMENT OF 21ST CENTURY LEADERSHIP OF ADMINISTRATORS IN THE FACULTY OF EDUCATION, NATIONAL UNIVERSITY LOAS

Lena Phonemajedy¹, Yaolee Naoyeng², Bouakham Souvannasy³, Khamphao Manivong⁴

^{1,2,3,4}Lecturer, Faculty of Education, National University of Laos, Vientiane, Lao PDR

DOI: <https://www.doi.org/10.58257/IJPREMS38539>

ABSTRACT

In the 21st century, effective leadership is crucial for navigating rapid technological advancements that can adapt to new global changes. This research objective, divided into phase 1, aims to investigate the current situation on 21st-century leadership of administrators. 63 lecturers were involved as a target group. A five-point rating scale questionnaire was used to collect data. Frequency, percentage, mean, and standard deviation were used to analyze the data. Phase 2 aims to investigate a suggestion to develop 21st-century leadership for administrators. A qualitative research methodology was applied, and the sample group was 19 administrators. Phase 3 aims to evaluate the level of feasibility and propriety standards of 21st-century leadership of administrators in the Faculty of Education, National University of Laos; 14 administrators were purposively selected for this study. The research instrument was a 5-point scale questionnaire, and the data obtained were analyzed using frequencies, mean, and standard deviation. The findings of the study indicate phase 1 reveals the current situation on 21st-century leadership of administrators overall was moderate level. Phase 2 reveals the level of agreement in five aspects, and Phase 3 reveals the overall level of feasibility and propriety standards was at a high level.

Keywords: situation, method, develop, 21st century leadership, administrators

1. INTRODUCTION

Education serves as the fundamental and pivotal factor in the development of human resources. Therefore, in order for Lao human resources to become valuable and high-quality resources, they must make progress in education and invest in education to match the goals set out to create people to meet the socio-economic development of the nation [1]. The 21st century is an era of intellectual society, a social network, and thinkers who use wisdom to make great changes; technology will be used to create new innovations. Therefore, the leaders of this era must be characterized as leaders with agility and adaptability who can lead the organization to reform or change the culture, structure, and various processes to lead to the survival and progress of the organization [2]. The Faculty of Education is a faculty that has a role in the management of teaching and learning, scientific research, and technical services for the society and performs duties as assigned by the National University of Laos and the Ministry of Education and Sports. The Faculty of Education includes 6 departments, 6 divisions, and 3 demonstration schools and organized teaching and learning at the kindergarten, secondary, bachelor's, and doctoral degree levels. The summary for the 2023-2024 school year of the Faculty of Education has shown a number of outstanding issues, such as students dropping out at a high rate, the number of students in many fields being small, making students lack motivation to study and want to change course. At the same time, a number of teachers are not active in their work, and administrators also need to increase their knowledge, IT skills, and up-to-date work management techniques [3]. Thus, the importance of leadership in the 21st century and the problems mentioned above, the researcher is one of the staff members of the Faculty of Education of the National University of Laos who is interested in studying the development of 21st-century leadership of administrators in the Faculty of Education, National University of Laos, to bring the results of the study as a way to improve and develop the 21st-century leadership of administrators in the Faculty of Education of the National University of Laos to be efficient and effective.

2. METHODOLOGY

The mixed-methods research methodology was applied to this study. We divided the study process into three phases. Phase 1: The quantitative method had been adopted in this study, whereas the theoretical and related studies based on the development of leadership in the 21st century have been reviewed to define the conceptual framework for this study. The target population lecturers in six departments and six divisions in the academic year 2024-2025. The research instrument consists of five aspects, such as the human relations aspect, the administration aspect, the technology aspect, the critical and creative thinking aspect and the communication aspect. The questionnaire had been validated by three experts and all 30 items have been validated and are reliable, associated with α -values equal to 0.96. Phase 2, the qualitative method had been applied in this phase; the research instrument was drafted based on the finding in phase 1.

19 administrators include the deputy head of the department, deputy head of the division and the head of the unit in the department at Faculty of Education National University of Laos were purposely selected to be involved in in-depth interviews, and the items with mean value less than overall mean value in each aspect were selected to draft as interview question. The respondents were asked to rate an agreement and additional suggestions regarding to the develop 21st century leadership of administrators in the Faculty of Education, National University of Laos while Phase 3 adopted the quantitative method to determine the level of feasibility and propriety standards. The total target population was 14 administrators include the acting dean, vice dean, head of department and head of division in the Faculty of Education at the National University of Laos. Data had been collected using the questionnaire with a five-point rating scale, which consists of five aspects and 20 items.

3. ANALYSIS

Phase 1, the data were analyzed by using a computer program to formulate frequency, percentage, mean and standard deviation. The respondents were asked to fill out the questionnaire to rate their level of current situation of the develop 21st century leadership of administrators in the Faculty of Education, National University of Laos. on a five item Likert scale format: (1) very low, (2) low, (3) moderate, (4) high and (5) very high and content analysis method was used to analyzed the open-ended questions. The results were interpreted by using the following measurement scale [4]. Table 1. Illustrate the of current situation of the develop 21st century leadership of administrators in the Faculty of Education, National University of Laos.

No.	Mean range	Level of current situation
1	1.00 - 1.50	Very Low
2	1.51 - 2.50	Low
3	2.51 - 3.50	Moderate
4	3.51 - 4.50	High
5	4.51 - 5.00	Very High

Phase 2, the qualitative data were obtained from the interview had been analyzed using content analysis method to group and summarized. The respondents also have been asked to rate the perception whether they have agreed, disagree and additional suggestion on the develop 21st century leadership of administrators in the Faculty of Education, National University of Laos. Phase 3, The quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) to find out Frequency, Percentage, Mean and Standard Deviations. The respondents were asked to fill out the questionnaire to rate their level of feasibility and propriety standards on a five item Likert scale format: (1) strongly disagree on feasibility and propriety standards, (2) disagree on feasibility and propriety standards, (3) neither agree nor disagree on feasibility and propriety standards, (4) agree on feasibility and propriety standards and (5) strongly agree on feasibility and propriety standards. In order to determine the respondents' level of feasibility and propriety standards the author has divided the five-point scale into five levels as illustrate on Table 2. Level of feasibility and propriety standards.

No.	Mean range	Level of feasibility and propriety standards
1	1.00 - 1.50	Strongly disagree
2	1.51 - 2.50	Disagree
3	2.51 - 3.50	Neither agree nor disagree
4	3.51 - 4.50	Agree
5	4.51 - 5.00	Strongly agree

4. RESULTS

Phase 1; the result of the respondent's demographic reveals the total respondents was 63 lecturers who currently work in Faculty of Education National University of Laos classify by gender, age, qualification and working experience are shown in Table 3. Frequency and percentage of respondents categorized by gender, age, qualification and working experience

No.	Demographic	Number of respondents	Percentage
1	Gender		
	Male	25	39.7

	Female	38	60.3
2	Age		
	Below 30 years old	6	9.5
	Above 30 years old	57	90.5
3	Qualification		
	Bachelor degree	6	9.5
	Master degree	56	88.9
	Doctoral degree	1	1.6
4	Working Experience		
	Below 5 years	1	1.6
	5-15 years	23	36.5
	Above 15 years	39	61.9

Based on table. 3, it reveals 38 respondents (60.3%) were female lecturers while most of the respondents were above 30 years old were 57 respondents (90.5%) and 56 respondents (88.9) were own a master degree whereas 39 respondents (61.9%) have been working at Faculty of Education, National University of Laos more than 15 years. In term of the current situation of the develop 21st century leadership of administrators in the Faculty of Education, National University of Laos was illustrated in Table 4. the current situation of the develop 21st century leadership of administrators in the Faculty of Education, National University in five aspects. The detailed breakdown is presented in the table.4 below:

No.	Aspect	Mean	S. D	Level of current situation
1	Human relationship	3.55	0.43	Moderate
2	Administration	3.46	0.45	Moderate
3	Technology	3.33	0.35	Moderate
4	Critical and creative thinking	3.42	0.31	Moderate
5	Communication	3.53	0.45	Moderate
	Total	3.46	0.30	Moderate

According to table.4, it revealed the overall mean score across all aspects is (mean:3.46), suggesting a moderate level for the current situation as a whole while the highest level was human relationship (mean:3.55) such as administrator should be a person who is generous, open, and sincere (mean: 3.62). Additionally, administrators encourage and support colleagues (mean:3.57) followed by the communication aspect (mean: 3.53), the administration aspect (mean:3.46), critical and creative thinking aspect (mean:3.42) and the lowest level was the technology aspect (mean:3.33). Phase 2, it indicates the overall analysis of the aspect of human relationships has emerged as a key element in the characteristics of 21st-century leadership, highlighting the need for administrators to adopt a more approachable and friendly demeanor, enhance teamwork skills, Promote active listening, support, and fairness for all colleagues. Besides that, the administrator should foster loyalty and humility among colleagues. Moreover, the aspect of "Administration" indicates that the administrator should improve position allocation to ensure to put the right man on the right job according to their knowledge and ability, effective problem-solving strategies, task management need to done on time, increasing enthusiasm, prioritize transparency and ensure that all processes are subject to audit while the analysis of technology suggests that administrators should enhance their ICT skills to better integrate these competencies into their administrative roles, facilitate ICT training opportunities for lecturers and promote the utilization of technology in the workplace. Likewise, the aspect of critical and creative thinking indicates that the administrator should promote innovative strategies to foster the development of new ideas which can be applied into administration task and teaching in Faculty of Education and for the aspect of Communication indicated administrator should improve a communication skill between lecturers in the faculty, encourage lecturers to participate in faculty's administration work, improve public speaking skills for lecturers and students and The administrator should maintain open lines of communication with the lecturers. Phase 3, his study also intended to evaluate the level of feasibility and propriety standard to ensure that all suggestion made by the responds from phase 1 and phase 2 are relevance to develop 21st century leadership of

administrators in the Faculty of Education, National University of Laos. The total 14 administrators including acting dean, vice dean and the head from six departments and division in Faculty of Education, National University of Laos. The finding revealed data highlights the level of feasibility and propriety standard across various aspects, namely human relationships, administration, technology, critical and creative thinking, and communication. The detailed breakdown is presented in the table.5 below:

No.	Aspect	Level of feasibility standard			Level of propriety standards		
		Mean	S. D	Meaning	Mean	S. D	Meaning
1	Human relationship	4.35	.44	Agree	4.42	.35	Agree
2	Administration	4.50	.47	Agree	4.57	.55	Strongly agree
3	Technology	4.39	.53	Agree	4.62	.36	Strongly agree
4	Critical and creative thinking	4.30	.51	Agree	4.58	.31	Strongly agree
5	Communication	4.37	.45	Agree	4.46	.42	Agree
	Total	4.38	.40	Agree	4.53	.32	Strongly agree

Based on Table 5, Overall, the total mean score for all aspects on feasibility standard was (mean:4.38), it confirms the high feasibility standards while the propriety standard was (mean: 4.53) also confirms the highest propriety standards. The administration aspect (mean:4.50), the technology aspect (mean: 4.39) and the critical and creative thinking aspect (mean: 4.30) achieved a high level it means the respondents agreed with the feasibility standard while they strongly agreed with the propriety standards on the administration aspect (mean:4.57), the technology aspect (mean: 4.62) and the critical and creative thinking aspect (mean: 4.58). In addition, it reflected strong feasibility and propriety standards, the respondent also both agreed to the feasibility and propriety standards with mean value for feasibility standard for the human relationship aspect (mean:4.35), the communication aspect (mean:4.37). Similarly, the mean value of propriety standards at human relationship aspect (mean:4.42), the communication aspect (mean:4.46).

5. DISCUSSION

The discussion of this research was drawn from the main and consistent findings. The discussion conducted here pertains to relevant theories and associated studies. First, the study on the 21st-century leadership situation of the administrators in the Faculty of Education of the National University of Laos in 5 aspects found that overall, they were at a moderate level. It may be because the board of directors has not paid enough attention to the development of leadership in human relations, administration, information and technology, analytical and creative thinking, and communication. The findings here are consistent with [5], who investigated leadership and summarized that the world in the 21st century is highly competitive. Therefore, educational administrators need to have leadership in managing the organization to be efficient and effective. which the management of the organization has many risks, so administrators must have vision, have the ability, and have leadership that can lead the organization to progress, excellence, and consistency. Looking at the results in each aspect. The human relations aspect found that overall, at a high level, maybe because the administrator is generous, open, sincere, encouraging, and supportive of colleagues and lecturers. The findings here are consistent with [6], who investigated the leadership situation of education administrators in the 21st century, the district office of primary education in Udon Thani, Zone 3. The results of research on the human relations aspect as a whole are at high levels. The administration aspect was found to be generally at a moderate level in this case; it may be a matter of administrators giving attention to changing the way of working together with lecturers within the Faculty of Education and outside and knowing the role of administration in the faculty. The findings here are consistent with [6], who investigated 21st-century management skills of education administrators at the basic level of the Regional Office of Primary Education, Primary City, Zone 1. The results of the overall administrative research are high levels. The information and technology aspect were found to be generally at a moderate level. In this case, it may be a matter of attention in promoting and supporting teachers in the use of technology and information in actual work and providing an Internet network to be used in teaching and learning; even if it does not have high internal efficiency, it is still usable. The findings here are consistent with [7], who investigated leadership in the 21st century. Summarized that leadership in information and technology means that administrators must be able to use technology creatively and effectively and use up-to-date information from multiple reliable sources to make decisions. Also using technology for communication and dissemination of information, activities, and performances to external organizations. The analytical and creative thinking aspect was found to be generally at a moderate level. In this case, it may be a matter of the attention to encouraging, promoting lecturers in the production of modern innovations in teaching and learning and encouraging lecturers to be eager to use their knowledge and skills to create new innovations. The findings here are consistent with

[8]. who investigated guidelines for developing leadership skills in the 21st century of school administrators in Pha Udom group Primary education zone of Nakonesavan Province. Year 5 Academic Journal, Volume 2, 100-101. Summarized that administrators have to look far ahead to what will happen to the organization, not be biased, and be a generous person; the most important thing is to have the courage to accept the mistakes that have happened both to oneself and to those under command and know how to motivate members within the organization. The communication aspect was found to be overall at a very high level. In this case, it may be a matter of attention to posture, expressing opinions on matters appropriately and facilitating the lecturers within the faculty to communicate various tasks. The findings here are consistent with [6], who investigated 21st-century management skills of education administrators at the basic level of the Regional Office of Primary Education, Primary City, Zone 1. The results of research on the communication aspect as a whole are at high levels. Looking at the results of the assessment of the possibility of the 21st-century leadership development method of administrators in the Faculty of Education of National University in 5 aspects as a whole at high levels, the results of the assessment of suitability in 5 aspects overall are at the highest level. That is because the board of directors in the Faculty of Education of the National University agrees and gets the importance of developing leadership in the 21st century. The assessment results of the possibility and suitability of the 21st-century leadership development method of administrators in the Faculty of Education of the National University of Human Relations aspect as a whole are at high levels. That is because the board of directors in the Faculty of Education saw the necessity and importance of the investigation and revision of the use of words, appropriate expression, and learning about negotiation skills and how to convince teachers to cooperate in the implementation of more work. The findings here are consistent with [9]. strategic leadership in the 21st century. Summarized that the human relations leadership of the administrators is that they must be generous, open, and sincere and have the ability to manage relationships with others, have the skills to work with others, and know how to encourage and support colleagues. The administrative aspects of the assessment results of the possibility overall are at a high level and overall suitability is at the highest level. That is because the board of directors in the Faculty of Education has seen the importance of finding out how to learn, training on the principles of management, efficiency, and management techniques for the modern and resolving conflicts that arise within the Faculty of Education to be fair. The findings here are consistent with [10]. who investigated principles of administration and management of schools. Summarized that the leadership of administration is that managers must have knowledge and understanding of management principles, processes, and techniques in corporate management and have knowledge and understanding of their own roles. The information and technology aspect of the assessment results of the possibility overall is at a high level and overall suitability is at the highest level. That is because the board of directors in the Faculty of Education has seen the importance of organizing training on the use of new technologies for the board of directors, supplementing the creation of an e-book database, purchasing enough books for the library and organizing IT training for teachers who do not have IT experience. The findings here are consistent with [7]. who investigated leadership of the 21st century. Summarized that leadership in information and technology managers must be able to use technology creatively and effectively to use up-to-date information from multiple reliable sources to make decisions. The analytical and creative thinking aspect of the assessment results of the possibility overall is at a high level and overall suitability is at the highest level. That is because the board of directors in the Faculty of Education has seen the importance of sharing new lessons in managing work with related parties both domestically and abroad. The findings here are consistent with [11]. who investigated 21st Century Leadership Skills for Basic Education Administrators. Summarized that analytical and creative thinking leadership is the expressive behavior of the executive that shows the ability to think new things by bringing knowledge and previous experience to use to create new works. The communication aspect of the assessment results of the possibility overall is at a high level and overall suitability is at the highest level. That is because the board of directors in the Faculty of Education has seen the importance of the use of words in assigning work must be clear and easy to understand and assign work according to the role of each department and each division and exchange experiences in communication skills. The findings here are consistent with [12]. who investigated communicating leadership. Summarized that communication leadership is the communication between the leaders and the followers to be consistent that will lead to the completion of the operation according to the group's goals by listening to understand, reflecting, being open-minded, and finding mutual agreement.

6. CONCLUSION

This research examined the level of the development of 21st-century leadership among administrators within the Faculty of Education at the National University of Laos. The findings of the study indicate the current situation reveals that all examined aspects include the human relationships, the administration, the technology, the critical and the creative thinking, and the communication fall within a moderate level where as the respondent suggested to improve all five aspects and the level of both feasibility and propriety standards at a high level.

7. REFERENCES

- [1] Ministry of Education and Sports. (2020). Education and Sports Development Plans 5 years IX (2021-2025). Vientiane Capital: Ministry of Education and Sports
- [2] Karpeng, S. (2557). Global Leadership. Bangkok: Nana company Limited.
- [3] Summary of the school year. (2024). Summary of the academic year 2023-2024 and the direction of the plan 2024-2025 Faculty of Education, National University Laos.
- [4] Srisa-ard, B. (2554). Basic Research. 9th Publication. Bangkok: Suriyasas
- [5] Sinlarad, P. (2561). Educational leadership. Bangkok: Chulalongkorn University.
- [6] Pernchit, S. (2557). 21st century management skills of education administrators at the basic level of the Regional Office of Primary Education, Primary City, Zone 1. Master's Thesis University of Latsapat Kanjanabuly.
- [7] Chiengtong, K. (2561). Leadership of the 21st century. University of Mahasarakham. Thailand.
- [8] Keaoan, P. 2565). Guidelines for developing leadership skills in the 21st century of school administrators in Pha Udom group Primary education zone of Nakonesavan Province. Year 5 Academic Journal, Volume 2, 100-101.
- [9] Masing, A. (2562). Strategic leadership in the 21st century. Academic journal of Suo Dusit University 33-42.
- [10] Sysuphan, K. (2010). Principles of administration and management of schools. Vientiane Capital: Education Publishing House.
- [11] Redmone, K. (2559). 21st Century Leadership Skills for Basic Education Administrators. Mahamongkut University. Thailand.
- [12] Weatherspoon, Patricia D. (1997). Communicating Leadership. Boston: Allyn and Bacon.