

A Study of Education Administrators' Exertion of Authority Phitsanulok Primary Educational Service Area Office 1

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Abstract

The objectives of this study were 1) to study education administrators' exertion of authority 2) to compare education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1. The variables were divided by the administrators' experiences and the sizes of the institutions. The population in this study was 1,161 education administrators and teachers. The number of the samples was 291 determined using Krejcie and Morgan Table, stratified random sample of the sizes of the institutions, and simple random sampling. The study used a 5-point rating scale questionnaire for item-objective congruence ranged between 0.80-1.00 and the reliability was at 0.962. Data analysis statistics were mean, standard deviation, t-test statistic, one-way ANOVA test, and pair difference test by Scheffe's method. The results were found as follows.

1) In general, the level of education administrators' exertion of authority was high. The aspect with the highest mean was the authority of information technology access ($\bar{x} = 4.17$), while that with the lowest mean was the authority of punishment ($\bar{x} = 3.56$).

2) There was no difference, in general, in the comparison of education administrators' exertion of authority divided by work experience. However, when each aspect was considered, there were statistically significant differences in the authority of punishment and the sizes of the institutions at statistically significant level of .05.

Keywords: exertion of authority, education administrators, Primary Educational Service Area Office

1. Introduction

Educational institutions are educational units at the operational level of education services to effectively improve education with cooperation from all parties. The performance of educational institutions depends on various factors of collaborating with others to reach a goal, for example, teachers, communities, student parents, and, most importantly, education administrators. The administrators are highly responsible for managing education. It is the responsibility of the administration to make sure that the educational institutions can achieve specific educational objectives in the prescribed curriculum. The primary duties of education administrators are to get involved with the art and science of educational management as well as to examine the internal and external circumstances influencing the performance of educational institutions. Additionally, they are required to focus on the use of resources worthwhile and maximum benefit for educational institutions. The education administrators hold all the managerial power over educational institutions of those for which the powers were granted to it, prevent all abuses of power, and on top of that they must take maturity for performance excellence.

In order to complete the educational activities to fulfill their objectives, the administrators must consider the responses to exercise of their power over their subordinates. The administrators play a key role in schools and exemplary leaders who effectively and efficiently lead to good school management and administration. The use of authority of the education administrators will allow them to direct their subordinates to perform their tasks in accordance with their goals and achievements. The use of power of the administrators depends upon knowing and understanding of organizational management and prioritizing their subordinates. Currently, educational institutes are organizations with bureaucratic structure which adopt a functional structure. And where-ever there are duties, more perceived power to obtain. Executives who have been selected or appointed shall be empowered in accordance with the laws or regulations of the organization and have duties to exercise power with subordinates. However, executives shall adhere to the highest ethical and moral standards to assign duties to the

subordinates and make them accept and follow it. The subordinates will therefore work willingly and effectively. Inasmuch as education administrators were necessary for institutional success, the exertion of authority in educational institutions is extremely important. There are different types of power education administrators' exercises. Each form of power can be used in different ways to reach desired goals and outcomes. The administrators must consider the factors to suits the situation by delegating authority and adhering to the rules. For example, use reward power to improve performance. All types of power benefit administrators and educational leaders. They have to learn when to use each type and how to use the different types of power to be an effective leader. Administrators must frequently explore and review their exertion of authority and get involved with the art and science of educational management. Transforming power of God through grace, evaluating the workplace and choose their leadership style based upon the subordinates' conditions presented according to Theory X and Theory Y, or what the situation of the organization currently is. Power usage of administrators is overseeing administrative tasks and positions. Either the administrators were from appointment or election to the positions, they gain legitimate authority in the educational institutions. While some prefer expert power and use it to influence the subordinate across all levels as an effective foundation for leadership. The use of power, either the power of attorney or power of character must be accurate. The administrators must use specific influencing tactics as well as psychology to positively related to subordinate motivation to accept voluntarily and therefore work willingly and effectively.

It is important to decide which types of power usage styles of education administrators should exercise and select appropriately. The use of authority allows the administrators to perform their authority to manage various missions in accordance with their goals and achievements. Looking for ways to reduce the intensity of a conflict or issue can help impacting the feelings of subordinates. The use of power of the education administrators is the main role-players in promoting respectful interactions from subordinates which relies on work experience in educational institutions of the administrators themselves. Khanthong's research found that in the comparison of Streemutprakan School administrators' exertion of authority under the Secondary Educational Service Area Office 6 according to the work experience variables. The results indicated statistically significant level of .05. Duration of working enables the administrators to identify and exploit opportunities in learning and understanding the problems and situations clearly and accurately. They can also benefit from skills development and working attitude. Work experience is a surefire way to guarantee your performance in the past than those who have none of it (Khanthong, 2017). Boarisut's revealed administrators' exertion of authority divided by work experience has statistically significant level of .05. Assigning tasks effectively is critical for the administrators to choose the best people for the job. Different job experience levels distinguish those with different points of view. Administrators are responsible for delegating roles to staff in various subdivisions in the school, and they just doing their job and not going above and beyond. However, there may sometimes be duties to perform outside of their job description and put this into different perspective in varying experiences (Boarisut, 2017).

The study on education administrators' exertion of authority also found that institutions of different sizes have diverse administrative efficiency. This can be identified that institution size is one of the important factors in the power usage of administrators. The results of Buaphet and Prasarn's study supported that administrators' exertion of authority divided by institution size has statistically significant level of .05. The structures of educational administration are various, namely the complexity of tasks in large educational institutions are more complicated than those small ones. The administrators have to apply knowledge and competence, use techniques of managerial control and perform their authority to manage various missions to achieve success at work. The management of large-scale institutions differ from medium and small educational institutions with fewer personnel. This can be described a current problems of different power usage styles of administrators depend on the variety of contexts and complexity of the structures of educational administration. Understanding the importance of building intimacy in a relationship with subordinates can help encourage effective teamwork and great performance of personnel in educational institutions as a whole (Buaphet & Prasarn, 2015).

According to the statements and significance of the problems, a researcher has realized the importance of education administrators' exertion of authority. Thus, the researcher is interested in studying education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1 in Muang District and Bang Rakam District to apply the information for improving and developing the use of power of administrators. This will result in boosting personnel morale in workplace, and correspondingly improving efficiency of education administrators.

2. Method

Step 1 Research form

This research is survey research. By collecting and analyzing the data obtained from questionnaires. Then the study results were presented in the form of quantitative data analysis and comparison, data synthesis and explanation.

Step 2 Population and samples in the research

1) The population was 1,161 education administrators and teachers under Phitsanulok Primary Educational Service Area Office 1 in Academic Year 2021. They were comprised of 114 administrators and 1,161 teachers.

2) The sample was 291 education administrators and teachers under Phitsanulok Primary Educational Service Area Office 1 in Academic Year 2021. They were determined using Krejcie and Morgan Table (Krejcie, & Morgan, 1970), stratified random sample of the sizes of the institutions, and simple random sampling.

Step 3 The instruments used in the study

A questionnaire created by a researcher was a research instrument consisting of documents analysis and relevant research study. This study applied conceptual framework for exertion of authority of Bartol, Martin, and Matthews (Bartol, Martin, & Matthews, 1998; as cited in Sanratana, 2014). There are six types of authority which are 1) Legitimate power 2) Reward power 3) Punishment power 4) Expert power 5) Informational power 6) Referent power. The questionnaire was divided into two parts.

Part 1 General information the design of a questionnaire is a list of three questions (Checklist), which are 1) Status 2) Work experiences 3) Size of institution

Part 2 Questionnaire about education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1. The design of a questionnaire is a 5-point rating scale questionnaire (Srisa-ard, 2017).

Step 4 Data collection

A researcher has collected data as the following steps

1) Wrote a letter of requirement to formally request the target participants and attached consent form to take part in a research study developed by the Human Research Ethics Application form (AF 05-10/2.0).

2) Submitted and collected data from the target participants via Google Form. The sample was 291 education administrators and teachers under Phitsanulok Primary Educational Service Area Office 1. There were 291 participants who responded to the questionnaires, which represented the response rate at 100%.

3) Check questionnaire reliability and validity to do data analysis.

Step 5 Data analysis

Information obtained from questionnaire responses was analyzed through statistical program as follows.

1) The status of respondents was analyzed using frequency and percentage

2) Education administrators' exertion of authority according to the opinions of administrators and teachers were analyzed using mean and standard deviation. The findings of overall and divided sections were interpreted based on threshold average as showed below (Srisa-ard, 2017).

Average range 4.51–5.00 classified exertion of authority at the highest level

Average range 3.51–4.50 classified exertion of authority at high level

Average range 2.51–3.50 classified exertion of authority at moderate level

Average range 1.51–2.50 classified exertion of authority at low level

Average range 1.00–1.50 classified exertion of authority at the lowest level

3. Results

For the research at this time, the research team has classified the data obtained from the study and presented the research results according to the determined objectives. The study results can be summarized as follows:

1) The findings of education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1

Table 1. The findings of education administrators' exertion of authority on the overall and divided sections

Type	Administrators' Exertion of authority	n = 291		Rate	Order
		\bar{x}	SD		
1	Legitimate power	4.12	0.62	high	3
2	Reward Power	3.96	0.70	high	5
3	Punishment Power	3.56	0.64	high	6
4	Expert Power	4.14	0.70	high	2
5	Informational Power	4.17	0.65	high	1
6	Referent Power	4.10	0.68	high	4
Total		4.01	0.03	high	

Source: Wechayaluck, 2023.

The results of education administrators' exertion of authority reported in the table were as follows.

1.1) Legitimate power on the overall and divided sections were at high level in sequence of providing instructions to teachers and personnel for operations of schools, supervising teachers and personnel to perform their duties as required and establishing organizational structure to improve the operation of schools in accordance with the laws or regulations.

1.2) Reward power on the overall and divided sections were at high level in sequence of building intimacy in a relationship with teachers and personnel, setting up job requirements, and creating clarity of purpose for operations of schools.

1.3) Punishment power on the overall and divided sections were at high level in sequence of issuing warnings prior to punishment, informing rules and regulations about punishment, fairly and equally ordering punishment.

1.4) Expert Power on the overall and divided sections were at high level in sequence of demonstrating skill to get respectful interactions, clarifying roles and duties to teachers and personnel, and performing important task well and obtaining good results.

1.5) Informational power on the overall and divided sections were at high level in sequence of disseminating information, being well versed in news and information, focusing on news and information on different media.

1.6) Referent power on the overall and divided sections were at high level in sequence of dressing modestly as role models for teachers and personnel, boosting personnel morale in workplace, regarding to be prestigious to the public.

2) A comparison of results of education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1 divided by work experience the sizes of the institutions

Table 2. A comparison of results of education administrators' exertion of authority

Type	Work Experience	1-9 years		10 year above		t	Sig.
		\bar{x}	SD	\bar{x}	SD		
1	Legitimate power	4.07	0.58	4.16	0.66	-1.16	0.25
2	Reward Power	3.93	0.66	3.98	0.75	0.62	0.54
3	Punishment Power	3.68	0.70	3.43	0.55	3.51	0.00*
4	Expert Power	4.11	0.63	4.18	0.75	0.76	0.45
5	Informational Power	4.14	0.59	4.20	0.71	0.80	0.42
6	Referent Power	4.06	0.67	4.13	0.69	0.85	0.39
	Overall	4.00	0.55	4.01	0.58	0.18	0.86

Note. * at statistically significant level of .05.

Source: Wechayaluck, 2023.

2.1) A comparison of results of education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1 divided by 1-9 years of work experience and 10 years above. There was no difference in overall but showed statistically significant level of .05 when considered in legitimate power and punishment power.

2.2) A comparison of results of education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1 divided by large, medium, and small scales. The sizes of the institutions showed statistically significant level of .05.

4. Discussion

In this study, important issues in the development of research objectives and hypothesis were discussed as showed follows.

1) Education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1 on the overall was at high level. The administrators could have been influenced by implementing Phitsanulok Primary Educational Service Area Office 1 vision, mission, goals, organizational cultures, core values, ideology, strategies, and strategic planning policy (Phitsanulok Primary Educational Service Area Office 1, 2020). The administrators exercise administrative power to meet the quality standards. The power involving the use of authority will be used for achieving institutional objectives. This observation is consistent with the findings of Boarisut (2017) and Yakaew (2018) which showed education administrators' exertion of authority on the overall was also at high level.

When each aspect was considered, the aspect with the highest mean was informational power. The information is important to support administrator decision making to use the appropriate power for different types of tasks. This observation is consistent with the findings of Khanthong (2017) which revealed Streetsmutprakan School administrators' exertion of authority under the Secondary Educational Service Area Office 6 in the area of informational power was at the highest level. The similar findings of Kittayarak (2016) also found Pan Thong District administrators' exertion of authority under the Chonburi Primary Educational Service Area Office 2 has the highest level of informational power. Having informational power provides access to important information as well as disseminate information to the public. Administrators have more opportunities in receiving information than subordinates. Informational power is therefore an effective tool in administration. Reliable information is a key component of decision making between all the parties concerned. The use of power therefore requires a variety of arts; for example, belief, trust, acceptance, willingness to drive efficiency and effectiveness in administration.

2) A comparison of results of education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1 can be discussed as follows.

2.1) A comparison of results of education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1 divided by 1–9 years of work experience and 10 years above. There was no difference in overall as most of education administrators started off as teachers, so they understand and know the problems of educational institutions. This also helped to improve their understanding of the roles and responsibilities in administrative powers. When took up the administrative position; therefore, they became proficient at selecting appropriate powers to make their subordinates happy at work. This observation is consistent with the findings of Sachumnan (2016) which showed no difference on the overall of education administrators' exertion of authority in small-scale institutions under Roi Et Primary Educational Service Area Office 1. The similar findings of Puchurat (2017) also found no significant differences on the overall and divided sections of education administrators' exertion of authority in Bueng Kan Primary Educational Service Area Office 1 according to the teachers' attitudes in Bueng Kan District. Working experience is an important component of becoming an administrative position since it allows individuals to learn to become a good administrator for the future.

On the contrary, the result showed statistically significant level of .05 when considered in punishment power. Less-experienced administrators used more punishment power than more-experienced ones. Experienced administrators know the strategies for effectively managing people at work using expertise, strategy, compromise, or request for cooperation. Apart from these, the subordinates may afraid and considerate of seniority, so punishment power becomes useless. This observation is consistent with the findings of Thangkaew (2017) which found statistically significant level of .05 in punishment power in opportunity expansion schools in Pluak Daeng District under Rayong Primary Educational Service Area Office 1.

2.2) A comparison of results of education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1 divided by small, medium, and large scales. The sizes of the institutions showed statistically significant level of .05, which were consistent with the assumption. The structures of educational administration are various depend on the sizes of the institutions. A chain of command of small-scale institutions is shorter than medium and large scales institutions which influences education administrators' exertion of authority. The complexity of tasks in large educational institutions are more complicated than those small ones. The number of personnel in different sizes of institutions are various so education administrators use different sources of powers according to the context of the educational institution. When education administrators' exertion of authority depends on the sizes of institutions, the use of power of the administrators

are also depended on the various sizes of the institutions. This observation is consistent with the findings of Kittayarak (2016), which showed that Pan Thong District administrators' exertion of authority under the Chonburi Primary Educational Service Area Office 2 on the overall and divided sections were statistically significant level of .05. The similar findings of Punchurat (2017) also found statistically significant level of .05 on the overall and divided sections of education administrators' exertion of authority in Bueng Kan Primary Educational Service Area Office 1 according to the teachers' attitudes in Bueng Kan District. Other findings of Samroam (2017) agreed that education administrators' exertion of authority in Pathum Thani Primary Educational Service Area on the overall and divided sections were statistically significant level of .05. It can be assumed that the sizes of the institutions are one of the main factors in education administrators' exertion of authority.

5. Conclusion

The use of power by educational institute administrators found that legal power by using command Rewarding power by building strong relationships with teachers and staff. The power of punishment through a warning before punishment expert power by demonstrating knowledge, skills, and respect for the power of having information. by disseminating information to others to know the reference power by dressing modestly as a good role model for teachers and personnel. The comparison uses the power of school administrators. Classified by work experience, the overall picture is not different. when considering each aspect of the exercise of executive power and the power of punishment the difference was statistically significant at the .05 level. When classified by the size of educational institutions, small, medium, and large were significantly different at the .05 level.

6. Suggestions from the Research

6.1 Suggestions for Implementing Research Results

- 1) Legitimate Power Education administrators are recommended to always review the exertion of authority and explain the reasons for administrative orders to teachers and school personnel.
- 2) Reward Power Education administrators are recommended to provide appropriate benefits to teachers and personnel as well as create clear rewarding criteria.
- 3) Punishment Power Education administrators are recommended not to penalize subordinates for not delegating tasks, job relocation, declining a salary increase, salary reduction, salary cut, temporary suspension and termination of the employment before analyzing cause and effect.
- 4) Expert Power Education administrators are recommended to initiate new projects in educational institutions, demonstrate knowledge and technical expertise, including solving administrative problems in educational institutions.
- 5) Informational Power Education administrators are recommended to recognize valuable information that can be used in educational institutions as well as control and use information of educational institutions appropriately in making decisions.
- 6) Referent Power Education administrators are recommended not to use power in influencing their performance. The gap between teachers and personnel in educational institutions should be reduced and create rapport with teachers and personnel in educational institutions.
- 7) Education administrators are recommended to consider the exertion of authority according to the sizes of the institutions. Exertion of authority is therefore an effective tool in administration.

6.2 Suggestions for Next Research

- 1) Future research could further study problems and challenges faced by education administrators in exertion of authority under Phitsanulok Primary Educational Service Area Office 1.
- 2) It could also study factors affecting education administrators' exertion of authority under Phitsanulok Primary Educational Service Area Office 1.
- 3) Further study the relationships between education administrators' exertion of authority and institution effectiveness under Phitsanulok Primary Educational Service Area Office 1.

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