

# Approaches to Creative Communication Skills Development of School Administrators in Schools under the Bangkok Metropolitan Administration

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## Abstract

This mixed methods research was applied and divided into two phases. Phase one: was to study the creative communication skills of school administrators according to the perspective of teachers in the Bangkok Metropolitan Administration (BMA). Multi-stage random sampling was used to select teachers from the BMA as participants in this research. The research instrument for phase one was a five-point Likert scale, consisting of 50 items, validating content with a range of 0.80 to 1.00, discriminant power between 0.30 to 0.80, and reliability of 0.986. Statistical analyses included mean, standard deviation, and the modified priority needs index (PNI<sub>modified</sub>). Phase two: focused on qualitative research to identify approaches to creative communication skills development of school administrators in schools under the BMA. The participant has three groups comprising seven individuals: academic experts in educational management at the directorial level or equivalent, representatives from the education department, and educational counselors affiliated with the BMA. Participants were selected using purposive sampling. The research employed a semi-structured interview as the instrument and conducted content analysis. The results of the research found that: 1) the degree of success, and importance of state requirements for creative communication skills of school administrators under the BMA were at high and highest levels respectively. The most crucial priority needs were encouragement, followed by active listening, fostering positive relationships, and reflective thinking, in that order; and 2) approaches for developing creative communication skills of school administrators under the BMA including engagement, approachability, optimism, and reinforcement, the EAOR model.

**Keywords:** Creative Communication Skills, School Administrators, Mixed Methods Research

## Introduction

Communication, a pivotal aspect of human life, stands alongside physiological needs as essential for survival. While not directly tied to basic survival, communication becomes integral in the pursuit of physiological needs. In essence, it functions as a fundamental tool for humans to navigate and fulfill their survival requirements. Particularly in the realm of creative communication, where innovative thinking and open-mindedness play a crucial role, understanding the needs and perspectives of others is key to building human relationships.

Findings from previous studies underscore three critical factors that emphasize the importance of sharing perspectives in creative communication within organizations: active listening, reflective thinking, and encouragement. These factors contribute to the construction of a high-quality organizational culture (Men & Yue, 2019). Fostering positive relationships by reducing

conflict is another vital aspect in organizational dynamics (Tontrong et al., 2022). In educational institutions, creative communication skills are particularly effective in shaping relationships between school administrators and subordinates.

Recognizing the significance of creative communication skills, the Department of Education, Bangkok Metropolitan Administration (BMA), has developed a training program for school administrators. Standard professional qualifications are expected to yield effective solutions to problems, with creative communication playing a key role (Department of Education, BMA, 2021). Effective communication for school administrators is deemed critical for successful change management. Integrating positive communication into conversations fosters positive relationships and enhances engagement with subordinates, propelling the educational system forward in the global economy.

The responsibility of the BMA policy regarding creative communication is particularly crucial in schools under the Department of Education, BMA (Siamrath Online, 2023). Despite the wealth of literature available, a review of studies reveals a gap in exploring creative communication skills for school administrators, both domestically and internationally. Motivated by this gap, the researcher seeks to investigate approaches to developing creative communication skills for school administrators in BMA-affiliated schools. Adopting the viewpoint of subordinates or teachers in these schools offers valuable insights into the behavior of school administrators. As the saying goes, “If it doesn’t rain, we won’t know about the roof leak. If there is no criticism, we won’t know where our shortcomings are.” Applying research findings, the creative communication skills model will be employed to develop effective approaches for school administrators under the BMA. This aligns with the future enhancement and continuous improvement policy for creative communication skills among school administrators in BMA-affiliated schools.

### Conceptual Framework

Mixed methods research was utilized to create creative communication skills development guidelines for school administrators by studying

relevant documents or research on creative communication skills conducted by many researchers (e.g., Men and Yue (2019), Rattanasungsri (2019), Loureiro (2021), Naqvi (2020), Singhal and Kim (2021), Thassanathep (2021), Wahid et al. (2021), Bilro et al. (2022), Tontrong et al. (2022), Diyyab (2023), Tantiwinyupong and Apinontawatee (2023), and Yelavarthi (2023)). To determine the highest frequency components for the conceptual framework, the researcher applied four criteria: 1) fostering positive relationships; 2) active listening; 3) reflective thinking; and 4) encouragement (Figure 1).

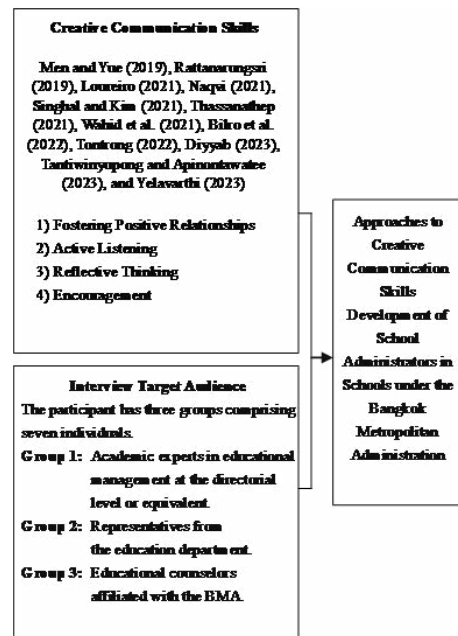


Figure 1 Overview of the Research Conceptual Framework

### Objectives

The major objectives of the study are to:

- Study the degree of success, the importance states, and the modified priority needs index (PNI<sub>modified</sub>) of creative communication skills of school administrators under the BMA.
- Develop approaches to creative communication skills development of school administrators in schools under the BMA.

### Research Methodology

The study was divided into two phases as follows:

**Phase One:** Focused on quantitative research.

### Population and Sample

Of the total research population size of 13,579 teachers at 437 educational institutions in the BMA, the sample size for this study included 370 teachers. The sample was obtained from Cohen's ready-made open table (Cohen et al., 2018). Next, multi-stage random sampling was performed, which started with simple random sampling to select district officers from district groups of the BMA, including Central BMA Group, North BMA Group, South BMA Group, Eastern BMA Group, North Krugthon BMA Group, and South Krungthon BMA Group. After that, cluster random sampling was used to select one district of six districts, the Eastern BMA Group, and one district office of the Eastern BMA Group, the Bangkapi office. Finally, simple random sampling was used to select teachers from the Bangkapi office as participants in this research.

### Research Instrument

"In this study, data collection relied on the Creative Communication Skills Questionnaire specifically designed for school administrators. The survey aimed to assess teachers' perceptions regarding both the degree of success and the importance states of creative communication skills, employing a 5-point Likert scale for evaluation. Using a dual-response format, the questionnaires consisted of 50 items. For the development of the creative communication skills of the school administrator's questionnaire, the content validity was reviewed by five experts based on the indices of item-objective congruence (IOC), which ranged from 0.80 to 1.00, indicating that they were acceptable (Rovinelli & Hambleton, 1977). In addition, the coefficient value of the overall questionnaire was tested, resulting in a Cronbach's alpha coefficient of 0.986, which indicated a high level of reliability (Tavakol & Dennick, 2011).

### Data Collection

The online questionnaires were sent to the directors of the BMA through the Faculty of Education at Ramkhamhaeng University to collect information from the government teachers under the BMA. There was an 80.27 percent response rate.

### Data Analysis

After checking the data set for missing data, the means and standard deviations were calculated. The modified priority needs index (PNI<sub>modified</sub>) was used to compare the differences between the means of the degree of success and the importance states using Wongwanich's formula as presented in Eq. (1).

$$PNI_{\text{modified}} = (I-D)/D \quad (1)$$

Where I = the mean of the importance states, and D = the mean of the degree of success (Wongwanich, 2019)

**Phase Two:** Focused on qualitative research.

### Sample

Using purposive sampling, a total of seven participants were selected which included academic experts in educational management at the directorial level or equivalent, representatives from the education department, and educational counselors affiliated with the BMA. Semi-structured interviews were used so the participants could express their opinions and make suggestions for the creation of creative communication skills development guidelines for school administrators under the BMA.

### Research Instrument

A semi-structured interview form was used to obtain information in phase one, the four components of an interview foster positive relationships, active listening, reflective thinking, and encouragement.

### Data Collection

The invitation was carried out among graduate students from the Faculty of Education, Ramkhamhaeng University. In addition, the participants were contacted to attend an interview. They were informed of a date, time, and location for the interview. Before conducting the interview, the researcher introduced herself to the participants, explained the purpose of the interview and the length of interview time, asked the participants to complete a consent form, and requested permission for photographs, videos, or audio recordings.

### Data Analysis

After conducting interviews, content analysis revealed the highest frequency distribution of four

key components. These components form the basis for creating approaches to the development of creative communication skills among school administrators under the BMA.

**Result**

**Phase One:** Creative communication skills of school administrators’s needs among government teachers in the BMA.

**Table 1 The Degree of Success, the Importance States, and the Modified Priority Needs Index (PNI<sub>modified</sub>) of Creative Communication Skills of School Administrators under the BMA**

Creative Communication Skills	Degree of Success			Importance States			PNI <sub>modified</sub>	Rank
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level		
Fostering Positive Relationships	4.30	0.84	High	4.53	0.73	Highest	0.053	4
Active Listening	4.29	0.84	High	4.54	0.72	Highest	0.058	2
Reflective Thinking	4.28	0.83	High	4.52	0.72	Highest	0.056	3
Encouragement	4.29	0.87	High	4.56	0.72	Highest	0.062	1
Total	4.29	0.85	High	4.54	0.72	Highest	0.057	

As Table 1 shows, the degree of success, the importance states, and the modified priority needs index (PNI<sub>modified</sub>) of creative communication skills of school administrators under the BMA as follows:

The degree of success to have high levels of creative communication skills, both overall and in each component. The highest level was fostering positive relationships, active listening, and encouragement, while the lowest was reflective thinking.

The Importance states to have the highest levels of creative communication skills, both overall and in each component. The highest level was for encouragement, active listening, and fostering positive relationships, while the lowest was for reflective thinking.

Finally, the modified priority needs index (PNI<sub>modified</sub>) was 0.057, the highest level was for encouragement, active listening, and reflective thinking, while the lowest was for fostering positive relationships.

Phase Two: Approaches to creative communication skills development of school administrators under the BMA, the EAOR model (Figure 2).



**Figure 2 Approaches to Creative Communication Skills Development of School Administrators under the BMA, the EAOR Model**

The approaches to creative communication skills development of school administrators under the BMA, including engagement, approachability, optimism, and reinforcement, the EAOR model, can be described in four components as follows.

**Engagement**

By creating engagement working among amiable subordinates, considerate of diverse thoughts, decision-appropriate assigning tasks to subordinates, and understanding the job description and immediate crisis support.

**Approachability**

By negotiating relationship coordination in situations of conflict or disagreement with subordinates, listening and providing consultation on work and personal matters for subordinates, nonverbal communication assessment: creating a

conversational quality that ensures subordinates feel safe and comfortable, and fostering authenticity through age-appropriate verbal communication with subordinates.

### Optimism

By asking whether these amounts of happiness or suffering for everyone under supervision with empathy, emphasizes equal importance on listening to subordinates from all parties, thinking before speaking without bias, and pleading guilty if there was a miscommunication among subordinates.

### Reinforcement

Avoid using offensive words in communication, active listening without interrupting with counter arguments or using a mobile phone, understanding the characteristics and requirements of subordinates, and expressing pride and appreciation in working with subordinates under the school organization.

### Discussion

The degree of success, the importance states, and the modified priority needs index ( $PNI_{\text{modified}}$ ) of creative communication skills of school administrators under the BMA.

The results of the degree of success, the importance states, and the modified priority needs index ( $PNI_{\text{modified}}$ ) of creative communication skills of school administrators under the BMA, showed the total degree of success is high levels overall, the total importance states are the highest levels overall, and the total modified priority needs index ( $PNI_{\text{modified}} = 0.057$ ). The results of the component were the highest level in encouragement, active listening, and reflective thinking, while the lowest was for fostering positive relationships. Considering the modified priority needs index's highest level of encouragement, the school administrators do not evince pride in subordinates. Making subordinates feel worthless and not receiving acknowledgment from school administrators. Does not take responsibility for their school administrators' communication mistakes because of fear of losing face. This creates a toxic work environment, and subordinates feel facing problems alone. Consistent with [Saragih et al. \(2022\)](#), encouragement is not just

about gestures and words but must be an expression of genuine concern and sincerity. A good school administrator solves the problem of working with intimate greetings and making the subordinates dare to seek advice about work. Another way to improve encouragement can bring powerful change is by complimenting consistent with [Tontrong's et al. \(2022\)](#), proposed importance of desired behavior and permanent behavior change happens through encouragement. These results are consistent with a study by [Diyab \(2023\)](#) that creative communication skills can inspire motivation. If school administrators do not prioritize the relationship aspect, they use rude words to reduce relationships. Poor communication often creates a tense environment where people are not motivated to be productive and not inspired to collaborate. Emotional intelligence in workplaces is necessary. When school administrators have negative emotions, these emotional states often leave a mark on the subordinates and hinder their ability to manage work. The problem arises from the negative emotions of school administrators affecting subordinates' decisions. And [Thassanathep \(2021\)](#) proposes that encouragement is more important than a reprimand. Just one reprimand has a big risk of destroying a human relationship and an organization relationship.

Approaches to creative communication skills development of School Administrators in Schools under the Bangkok Metropolitan Administration.

The approaches to creative communication skills development of school administrators in schools under the BMA from this study include engagement, approachability, optimism, and reinforcement, the EAOR model. The results are consistent with a study by [Isaruk et al. \(2023\)](#) are reported leaders should have a strategic approach to creative accessibility, optimism, verbal communication, and engagement. Approaches for developing effective communication for social services of social workers include reinforcement, engagement, optimism, and empathy. Consistent with [Reith-Hall & Montgomery \(2023\)](#). Approach to developing effective communication in social service for social worker reinforcement, engagement, optimism, and empathy. The benefit of the business English class through creative communication creates challenges for students with

components: reinforcement, engagement, optimism, and Interest. This was in line with to development of a conceptual framework to enhance sports students' communication skills by [Berg & Villiers \(2021\)](#) engagement, motivation, accessibility, and individual development. Also, [Saragih et al. \(2022\)](#) proposed strategies to improve the creative speaking skills of tourism students' access, optimism, and motivation.

### Suggestions for Future Research

The Component of encouragement has the modified priority needs index ( $PNI_{\text{modified}}$ ), which is the highest level of creative communication skills. Therefore, the school administration must encourage subordinates to empower the decisions. Create an impression by expressing appreciation for subordinates who can solve the right problem in public announcements.

The Component of fostering positive relationships has the modified priority needs index ( $PNI_{\text{modified}}$ ), which is the lowest level of creative communication skills. It indicates school administrators are already fostering positive relationships. Enhance amiability conversational conduct with subordinates, polite to build the school a highly quality success.

The BMA government teacher and educational personal development institute should apply the EAOR model in the training program that assumes the position of the school administrator to improve creative communication skills through the necessary skills for school management.

### Conclusion

This study yielded new insights into approaches to creative communication skills development of school administrators in schools under the BMA. The findings showed that the greatest approach to creative communication skills development of school administrators with engagement, approachability, optimism, and reinforcement, is the EAOR model, which is arguably a high-priority creative communication skill. Therefore, it is recommended that those who are involved in the creative communication skills of school administrators use these results to develop a policy for their institutions to foster subordinates that are necessary for the future workforce.

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