

The Relationship between Innovative Leadership among School Administrators and Internal Supervision in Schools under the Secondary Education Service Area Office of Samutsakhon Samut Songkram

OPEN ACCESS

Volume: 13

Special Issue: 1

Month: February

Year: 2025

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 04.01.2025

Accepted: 15.02.2025

Published Online: 22.02.2025

Citation:

Wannaruemol, S. & Piatanom, P. (2025). The Relationship between Innovative Leadership among School Administrators and Internal Supervision in Schools under the Secondary Education Service Area Office of Samutsakhon Samut Songkram. *Shanlax International Journal of Education*, 13(S1), 1-8.

DOI:


<https://doi.org/10.34293/education.v13iS1-Feb.8494>



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Abstract

The objectives of this research were to study the innovative leadership among school administrators under the Secondary Education Service Area Office of Samutsakhon Samut Songkram (SE-SS), the internal supervision in schools under the SE-SS, and the relationship between innovative leadership among school administrators and internal supervision in school under the SE-SS. The research sample, selected by multi-stage random sampling and consisting of 278 teachers who worked in schools under the SE-SS in the 2024 academic year, based on a statistical determination using Cohen's sample sizes at a significant level of .05. The research instrument was a questionnaire, a five-point Likert scale, with a reliability of 0.991. The data were analyzed by mean, standard deviation, and Pearson's Product-moment Correlation Coefficient. The research revealed that the overall innovative leadership among school administrators and internal supervision in schools under the SE-SS were high. Additionally, the relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS was positively correlated at the highest level, with a significance level of .01. This is because the innovative leadership of school administrators fosters more effective internal supervision within the school.

Keywords: Innovative Leadership, Internal Supervision, School Administrators

Introduction

Thailand is undergoing rapid changes across various economic, societal, political, educational, and cultural sectors. In addition, with the rise of modern media and technology, information is now readily accessible. Therefore, it is crucial to equip students with the necessary knowledge and skills to adapt to these transformations. This objective aligns with Thailand's National Economic and Social Development Plan 2023-2027 ([Office of the National Economic and Social Development Council, 2022](#)), which aims to develop human resources by continuously focusing on holistic skill development for Generation Z. Based on the results, the country has steadily progressed in terms of health, educational access, and income levels. The United Nations Human Development Index has indicated that Thai people's specific knowledge and skills across all age groups have generally improved. Nevertheless, declining reading habits and an increasing NEET (Not in Education, Employment, or Training) rate are of high concern. This underutilization of young talent represents a significant societal loss. However, a lack of connection between the education system

and the labor market highlights the need for better alignment between young people's skills and the labor market demands. These gaps hinder the nation's ability to cultivate a workforce with the innovative talents required by an increasingly competitive, innovation-driven economy, especially in science and technology.

Demographic projections suggest a potential decrease in the demand for educational facilities, indicating a reduced need for quantitative expansion. Instead, this presents an opportunity to focus on enhancing the quality of education with an emphasis on equity and efficiency. The growth of digital development and internet access has expanded educational opportunities beyond traditional classroom settings, facilitating technology for resource management, lifelong learning, remote education, and personal skill enhancement-essential elements for keeping up with the ever-evolving labor market. This approach aligns with Thailand's National Education Plan 2017-2036 ([Office of the Education Council, 2019](#)), which establishes strategies for educational management under strategy 2, focusing on workforce development, research, and innovation to enhance national competitiveness. This strategy promotes research and development to generate knowledge and innovations that create productive outputs and add economic value. Additionally, strategy 3 aims to develop the potential of people at all life stages and build a learning society. This includes advancing learning models essential for 21st-century learners, fostering analytical skills, and applying processes that encourage the application of principles to real-world contexts. Furthermore, this strategy expands on creating research-based knowledge and innovation, enabling individuals to develop themselves and contribute positively to society.

Innovative leadership has become critical in school administration in today's fast-paced world. It not only drives the integration of new ideas into school management but also introduces fresh innovations and practices, creating an environment that fosters innovation ([Sarapon, 2022](#)). This approach reshapes problem-solving methods to build a sustainable and innovative organization. Moreover, innovative leadership is essential for anticipating future

challenges, establishing policies, promoting new solutions to problems, and motivating staff to work toward shared organizational goals ([Janthaphim, 2022](#)). Innovative leadership is crucial in forecasting situations and setting organizational goals. It encourages relationships and modern approaches to problem-solving while fostering collaboration and inspiring personnel, ensuring that work aligns with the organization's vision and goals.

School administrators are vital to educational management and progress, which enhances teacher effectiveness. Effective school administrators possess the leadership skills necessary to navigate ongoing changes and can inspire and motivate their teams to embrace new behaviors and innovations, ultimately benefiting school management. They are crucial in creating an innovative environment to drive adequate personnel in schools that maximize value and service delivery. Moreover, a strong school administrator fosters trust among all school personnel, supporting the growth of teachers and staff while highlighting the importance of a visionary school administrator who has efficiently guided the institution toward its goals ([Sarapon, 2022](#)).

Education is essential for shaping quality individuals and promoting the progress of society and the nation. The National Education Act B.E. 2542, revised in B.E. 2562, emphasizes that education should enhance the well-being of Thai people in their physical, mental, and intellectual capacities, along with their knowledge, morality, and social harmony. Furthermore, the external quality assessment criteria of the Office for National Education Standards and Quality Assessment also emphasize internal supervision within schools. This aims to raise awareness among school administrators regarding its importance and to ensure that such practices are implemented effectively and in alignment with the school's context. [Autsaha's \(2021\)](#) research reflects that internal supervision in schools is crucial for all educational institutions. The primary purpose is to help develop schools, teachers, and students to keep pace with the rapid and continuous changes in society and technology. Additionally, internal supervision within schools serves as a strategic tool for school administrators to enhance and develop the capabilities of teachers

and school personnel, contributing to improving the quality of education. Supervision tailored to the school's specific issues and needs enables school administrators or supervisors who thoroughly understand the challenges to effectively support, encourage, and develop teachers and personnel in a timely and targeted manner, making the supervision process as efficient as possible. As [Waesulong et al. \(2022\)](#) notes, internal supervision is crucial in improving teachers' knowledge and teaching effectiveness by fostering collaboration and support among school administrators and colleagues. It also encourages leadership among teachers and boosts their morale, contributing to achieving educational success by national educational goals.

Educational district offices and central educational agencies must focus on internal supervision in schools and set standards for academic schools. Adequate supervision at the school level relies on collaboration among three key groups: administration, supervisors, and those being supervised ([Jiradetchakul, 2007](#)). If any of these groups do not work together, the success of school supervision is compromised. As [Khongwan et al. \(2023\)](#) noted, internal supervision in schools is crucial in improving teachers' knowledge, skills, and teaching methods, promoting effective educational practices that align with technological advancements. The current technological advancements play a significant role in management, and aligning work processes with these changes is essential to achieve the highest efficiency and success. School administrators can use supervision to address challenges or effectively meet emerging needs. Therefore, school administrators play a crucial role and must recognize the importance of using internal supervision within schools that is tailored to the appropriate context to enhance educational management in their schools. School administrators are responsible for overseeing the supervision of learning management within their schools, as it is a process that requires the collaboration of teachers and staff to find solutions jointly. Since all parties are familiar with the issues and working environment, they can accurately identify problems, leading to more effective and immediate action than external supervision. This approach aligns with the philosophy of supervision, which emphasizes collaboration. As

such, school administrators must support and develop models for internal learning supervision to ensure both efficiency and effectiveness. This is consistent with [Waesulong et al. \(2022\)](#), who emphasized that the primary responsibility of school administrators is to establish a system for internal supervision and learning management within the school. This includes offering guidance and knowledge and organizing various training and meetings to support teachers and staff in improving their teaching skills. Moreover, school administrators must closely monitor, support, and enhance the learning management of teachers. In line with [Autsaha \(2021\)](#), developing knowledge, skills, and understanding in different areas must be promoted. Collaborative planning, support, encouragement, control, monitoring, and evaluation of teachers' performance are essential for ensuring that teachers are equipped with up-to-date knowledge. This will allow them to design and implement appropriate teaching and learning activities suited to students' developmental stages and contexts, ultimately ensuring that students meet the set educational goals.

This study investigates the relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS. The goal is to enhance the quality of education by leveraging the innovative leadership qualities of school administrators to improve student outcomes through effective internal supervision and provide school administrators with valuable insights to improve their innovative leadership and internal supervision practices. Additionally, the study intends to support the professional development of teachers by uplifting their morale and fostering effective teaching. The findings from this research will be shared with relevant authorities to offer recommendations for enhancing innovative leadership among school administrators and internal supervision processes in schools, ultimately leading to improved educational quality.

Conceptual Framework

The researcher synthesized concepts and studies related to innovative leadership among school administrators through documentary research, including those by [Sasiyo \(2023\)](#), [Sarapon \(2022\)](#),

Janthaphim (2022), Horth and Buchner (2014), Wooi (2013), and Hender (2003). Additionally, studies on internal supervision in schools were reviewed, including those by Autsaha (2021), Waesulong et al. (2022), Harris (1985), and Allen et al. (2001). These works were used to establish the conceptual framework for this research, as in Figure 1.

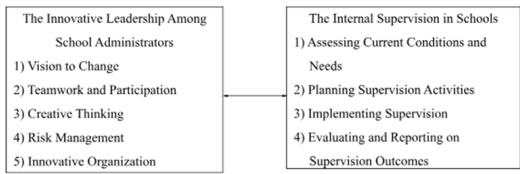


Figure 1 Conceptual Framework

Research Objectives

- To study the innovative leadership among school administrators under the SE-SS.
- To study internal supervision in schools under the SE-SS.
- To examine the relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS.

Methodology

Population and Sample

The population for this study consists of 1,007 teachers employed in schools under the SE-SS for the 2024 academic year, with a sample size of 278 teachers. The sample was determined based on Cohen's sample size recommendations (Cohen et al., 2017) at a significant level of .05. The sampling process began with multi-stage random sampling, included the following steps: 1) cluster random sampling was performed with the province as the sampling unit, 2) stratified random sampling was then applied based on the size of the schools; in this case, two small schools, two medium-sized schools, two large schools, and two extra-large schools, totaling eight, and 3) simple random sampling was conducted according to the sample size proportion.

Research Instruments

The primary research tool was a questionnaire to examine the relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS. The questionnaire utilizes a five-point Likert

scale (Likert, 1974) comprising 90 items. The Item Objective Congruence (IOC) index ranges from 0.80 to 1.00 (Rovinelli & Hambleton, 1977). The overall reliability score is 0.991, indicating a high reliability (Tavakol & Dennick, 2011).

Data Collection

The researcher gathered data from a sample group of SE-SS teachers. A total of 278 responses were collected, resulting in a 100% response rate.

Data Analysis

The data analysis included calculating the mean, standard deviation, and Pearson's Product-Moment Correlation Coefficient to examine the relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS. The researcher employed Pearson's correlation coefficient because the objective was solely to analyze the direction of the relationship between innovative leadership among school administrators and internal supervision in schools. The study aimed to understand how these variables are related without exploring the influence of independent or dependent variables.

Results

Innovative Leadership among School Administrators

Table 1 shows that the overall Innovative leadership among school administrators under the SE-SS was high. When looking at specific aspects, the highest dimension is establishing an innovative organization. This is followed by creative thinking, teamwork and participation, risk management, and vision to change in that order.

Table 1 Innovative Leadership among School Administrators: Mean and Standard Deviation

Innovative leadership	Mean	SD	Levels	Rank
Vision to Change	4.27	0.58	high	5
Teamwork and Participation	4.34	0.52	high	3
Risk Management	4.32	0.53	high	4
Creative Thinking	4.35	0.53	high	2
Innovative Organization	4.39	0.51	high	1
Total	4.34	0.47	high	

Internal Supervision in Schools

Table 2 The Result of Internal Supervision in School: Mean and Standard Deviation

Internal Supervision in Schools	Mean	SD	Levels	Rank
Assessing Current Conditions and Needs	4.23	0.48	high	4
Planning Supervision Activities	4.33	0.50	high	3
Implementing Supervision	4.40	0.50	high	1
Evaluating and Reporting on Supervision Outcomes	4.36	0.43	high	2
Total	4.33	0.41	high	

Table 2 shows that internal supervision in schools under the SE-SS was high. When looking at specific aspects, the highest dimension is the establishment of the implementing supervision. This is followed by evaluating and reporting on supervision outcomes, planning supervision activities, and assessing current conditions and needs in that order.

The Relationship between Innovative Leadership among School Administrators and Internal Supervision in Schools

Table 3 shows that the relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS was a high positive correlation ($r=0.862$), with statistical significance at the .01 level.

Table 3 The Relationship between Innovative Leadership among School Administrators and Internal Supervision in Schools under the SE-SS

Innovative Leadership	Internal Supervision in Schools				
	y_1	y_2	y_3	y_4	y_{total}
x_1	0.536**	0.661**	0.690**	0.573**	0.729**
x_2	0.545**	0.630**	0.696**	0.559**	0.720**
x_3	0.613**	0.664**	0.726**	0.557**	0.760**
x_4	0.630**	0.694**	0.715**	0.599**	0.782**
x_5	0.758**	0.727**	0.772**	0.601**	0.848**
x_{total}	0.691**	0.759**	0.809**	0.650**	0.862**

Note: ** $p < .01$; The researcher designated variable X to represent innovative leadership among school administrators and Y to represent internal school supervision.

Discussion

This study examined the relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS.

The overall innovative leadership among school administrators under the SE-SS was high. Notably, an innovative organization received the highest average rating, followed closely by creative thinking, teamwork and participation, risk management, and vision to change. This may be because school administrators under the SE-SS can continuously lead their organizations toward development and change. They consistently encourage personnel to think creatively and develop innovations to enhance organizational efficiency, meeting societal needs and goals. As a result, the overall innovative leadership among school administrators in this area is high, which resonates with [Sasiyo \(2023\)](#), who emphasizes that innovative leadership is a quality of school administrators that reflects their intelligence in innovation. It involves a deep understanding of problems and opportunities approached with creative thinking. They effectively use their knowledge, skills, and experience to drive and inspire personnel to create innovations in the school, ultimately adding value to the school. This observation aligns with [Sarapon \(2022\)](#), who describes innovative leadership in school administrators as their ability to inspire personnel to develop and implement new approaches that enhance the efficiency of school development. This leadership drives the creation and application of innovations that benefit educational administration and development, ultimately achieving the school's goals and objectives. Additionally, this study supports the findings of [Sittichatburana \(2023\)](#). The research findings revealed that the overall level of innovative leadership demonstrated by school administrators was very high.

The internal supervision in schools under the SE-SS was high. Notably, the aspect that received the highest average rating was implementing supervision, followed closely by evaluation and reporting, supervision planning, and assessing current conditions and needs. This may be because school administrators under the SE-SS place significant importance on internal supervision in schools. Internal supervision within schools emphasizes the

collaboration between school administrators and teachers to improve teaching quality and enhance student learning outcomes. The goal is to optimize teaching effectiveness, leading to the best academic achievements for students. Consequently, internal supervision in schools under the SE-SS is generally high. These findings resonate with [Khongwan et al. \(2023\)](#), who highlighted that internal supervision within schools is a collaborative effort between school administrators and teachers to improve teaching practices and enhance student performance, ultimately leading to better academic outcomes. Similarly, [Waesulong et al. \(2022\)](#) described internal supervision as a process of support and assistance through systematic steps and collaboration based on strong relationships among school staff, primarily involving administrators, supervisors, and teachers. The aim is to enhance the effectiveness of teaching and learning, ensuring that students achieve their highest potential in all areas of development - physical, social, emotional, mental, and intellectual - according to their age and capabilities. Furthermore, [Glickman et al. \(2017\)](#) defined school-based supervision as a carefully planned and executed process that provides guidance, consultation, and oversight of teaching and school management. The primary objective is to enhance the quality of teachers' instruction and students' learning experiences. This process may involve classroom observations, mentoring, offering constructive feedback, and organizing professional development training to boost the skills and potential of teachers and educational staff.

3. The relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS was positively collected at the highest level, with a significance level of .01, supporting the research hypothesis. This may be because the school administrators under the SE-SS demonstrate innovative leadership, continuously develop the organization, and drive personnel to think creatively and generate innovations, ensuring the organization operates effectively and meets societal demands and organizational goals. Additionally, they emphasize internal supervision in school, providing cooperation and guidance and promoting teaching and learning processes for teachers and school staff to improve teaching methods and enhance the

quality of student learning. Their goal is to increase the efficiency of teaching and learning management to achieve the best academic outcomes for students. This aligns with the needs of students and the school's educational goals. These findings align with [Tarimo and Lekule \(2024\)](#) their findings revealed that when teaching supervision is conducted correctly, it promotes teachers' professional growth and enhances education quality. Adequate supervision relies on strong collaboration between supervisors and subordinates. School leaders should foster academic excellence by creating a supportive environment, with classroom visits aimed at encouraging teachers rather than focusing on fault-finding. [Astari \(2024\)](#) highlighted the role of supervision in increasing the quality of school education, pointing out that educators must effectively apply various techniques and strategies in academic supervision planning to improve education quality. This involves setting clear objectives, identifying supervision areas, designing supervision plans, selecting resources, and conducting follow-up and evaluation processes. Educational supervision requires supervisors to have expertise and dedication to elevate educational standards. This view is supported by [Nasution et al. \(2023\)](#), who highlighted the role of education supervision in improving. The research highlights that supervision is essential for improving education quality. Educational supervision helps school administrators and teachers develop their potential, with supervisors providing strategies to support teachers during challenges. Directive supervision applies to both academic and management areas, requiring skilled supervisors. The study focuses on how supervision enhances education, emphasizing that adequate supervision should be professional by providing teachers with support, encouragement, and confidence to improve the learning process.

Conclusion

Innovative leadership emphasizes fostering and applying new ideas in school administration to enhance efficiency and achieve educational goals. School administrators must analyze situations, develop appropriate frameworks, communicate clear work strategies, and support teamwork. Building trust and maintaining positive relationships among

teachers and staff is essential. School administrators should encourage the participation of all stakeholders in creating innovations, improving work processes, and solving problems to achieve the school's desired outcomes. Monitoring and evaluating the implementation of innovations to enhance work efficiency is critical, along with systematically managing risks. School administrators should support teachers and staff by providing freedom of thought and creating meaningful and impactful work. Additionally, cultivating an organizational culture focused on innovation is vital. This includes creating an environment conducive to learning, promoting knowledge development and the use of technology, and rewarding those who develop practical innovations. These efforts aim to position the organization as a sustainable hub of innovation. Moreover, internal supervision within the school is another critical focus. School administrators should apply innovative leadership skills and attributes to enhance school management. This includes planning to analyze problems and identify needs, collaborating with teachers and staff to develop materials and tools for supervision, and establishing a transparent system for monitoring and evaluation. Such an approach improves teaching and learning activities, motivates teachers to have faith in their profession, and facilitates the dissemination of supervision results in practical, actionable formats on an ongoing basis. Therefore, innovative leadership positively relates to internal supervision because innovative leadership is essential for supporting adequate internal supervision

Recommendations

Recommendations for Practitioners

The overall innovative leadership among school administrators under the SE-SS was high. When looking at specific aspects, the highest dimension is establishing an innovative organizational environment. Therefore, school administrators should analyze educational trends to set a vision, mission, strategies, and goals that fit the school's context. They must communicate operational guidelines to ensure understanding and focus on fostering innovation. Additionally, they should implement suitable innovations to help the school achieve its goals.

Internal supervision in schools under the SE-SS was high. When looking at specific aspects, the highest dimension is the establishment of implementing supervision. Therefore, school administrators should prioritize identifying the root causes of problems to find practical solutions. They must assess teachers' professional development needs, school improvement, classroom conditions, and student achievement. Through internal supervision meetings, administrators can foster student self-improvement and positive learning attitudes and ultimately enhance the overall quality of student outcomes.

The relationship between innovative leadership among school administrators and internal supervision in schools under the SE-SS was a high positive correlation. School administrators should be encouraged to adopt policies emphasizing visionary leadership, teamwork and participation, risk management, creative thinking, and an innovative organizational environment. This elements will help promote adequate internal supervision, ultimately enhancing the quality of education within the school.

Recommendations for Researchers

- A Study on the Influence of Innovative Leadership and Internal Supervision in Schools
- An Analysis of Factors Affecting Internal Supervision in Schools Using Linear Regression
- Approaches to Strengthen Innovative Leadership for Promoting Internal Supervision in Schools

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