

**A Causal Model Of Digital Instructional Leadership And Flexible  
Administration Of Administrators, With Digital Instruction As Mediator,  
Affecting To Teaching Efficiency Of Teachers At Highly Competitive  
Secondary Schools**

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**Abstract**

The purpose of the study was 1) to study levels of digital instructional leadership, flexible administration, digital instruction, and teaching efficiency at highly competitive secondary schools under the Office of Basic Education Commission 2) to develop and validate a causal model of digital instructional leadership and flexible administration of administrators, with digital instruction as mediator, affecting to teaching efficiency of teachers at highly competitive secondary schools under the Office of Basic Education Commission. The quantitative research. A sample was 380, constructed by stratified random. The instrument was the questionnaire. The researcher with overall reliability of .94. The data was analyzed using percentage, mean, standard deviation and structural equation modeling analysis. The research results were; 1) digital instructional leadership, flexible administration, digital instruction and teaching efficiency of teachers was overall at the high level ( $\bar{x} = 4.39$ , S.D. = .65). 2) Developing and validating consistency of a causal model of digital leadership, flexible administration, digital instruction and teaching efficiency of teachers were fitted with empirical data very well ( $\chi^2 = 85.21$ ,  $df = 79$ ,  $\chi^2/df = 1.08$ , P-value = 0.30101, GFI = 0.97, AGFI = 0.96, and RMSEA = 0.01).

**Keywords:** Digital Instructional Leadership, Flexible Administration, Digital Instruction, Teaching Efficiency

## 1. Introduction

Achievement Is Always The Primary Goal Of Every Organization. So Is The School's. Students' Achievement In Learning Is Their Ultimate Purpose. Although There Were Not Many Researches On The Correlation Between The Students Outcome And Teaching, Main Part Of The Success In Learning Is Focused On Teachers And Their Teaching Efficiency. (Jermstiparsert And Sriyakul, 2020)

Many Educational Researches Give The Explanation Of Effective Teachers In Variety Of Extent ; Teaching Performance Job Satisfaction ,Classroom Interaction , Or Professional Development. Teachers Are Guided And Informed Every Now And Then To Build Good Teaching Situation Participate Training And Improve Professional Knowledge. (Jermstiparsert And Sriyakul, 2020)

From Past To Present There Has Been Changes In Many Aspects Of Living. The Coming Of Digital Ages Has Shaped Work Environments And Processing. Many Organizations Have Faced High Competitiveness Under Digital Transformation. This Has Happened To Schools As Well. Secondary School, Especially, Technically Are Ones Whose Learners Have To Cope With Both National Assessment Test And The Particularly Entrance Exam Of Any Forms. Hence, Highly – Effective Teachers Are Likely One Of The Keys Factors To Make School At The Top Rank ; Highly Competitive School (Sriyakul, Rodboonsong, And Jermstiparsert, 2020)

However, Teaching Job Is A Mission Mostly Done In School. Hence, It Is Inevitable That Other Factors Within Schools Are The Variables. Especially Working To Outsmart The Others Put A Lot Of Stress And Frustration Physically And Psychologically. As A Teacher's Work Place, School Is Supposed To Be Supportive Environment. Environment Affects How Workforce Interacts, Direct And Performs Tasks In An Organization. It Also Directly Affected The Human Sense And Precisely Changed Interpersonal Interactions And Worker's Commitment (Ajala, 2012). With The Same Reason, Teaching Efficiency Is Then Associated With School Working Environment. That Is To Say How Skillful The Leader Administrates The School Result On How Much Teachers Can Reach Their Highest Point Of Teaching Achievement. Due To The Trend Of Digital Transformation, This Paper Particularly Focused On 2 Skills Of The School Leaders; The Digital Instructional Leadership And Flexibility In Administrating. The Findings Show That Under The Circumstance Of High Competitiveness, These Factors Significantly Promote Teaching Efficiency Of The Teachers.

The Purpose Of The Study Was 1) To Study Levels Of Digital Instructional Leadership, Flexible Administration, Digital Instruction, And Teaching Efficiency At Highly Competitive Secondary Schools Under The Office Of Basic Education Commission 2) To Develop And Validate A Causal Model Of Digital Instructional Leadership And Flexible Administration Of Administrators, With Digital Instruction As Mediator, Affecting To Teaching Efficiency Of Teachers At Highly Competitive Secondary Schools Under The Office Of Basic Education Commission. Development Of Schools Teaching Efficiency At Highly Competitive Secondary Schools In Accordance With The Social Context That Needs People Who Need People With Knowledge And Ability To Develop The Country To Advance

## 2.Literature review

Teaching Efficiency are the ability of teachers to effective teaching and learning management by developing study units or lesson plans to correspond to the course management in administrative or other clerical work effectively. A systematic review of grades reports and tests (Borich, 2004). It has 5 dimensions which are teachers' abilities to control their teaching and learning to attain their objectives. Developing learners' potential through the most effective actions, which include: 1) the increased efficiency is that administrators support academic matter for students and they treat the requirement of teachers and students in schools so it tries to help and encourage them. 2) the creations of learning activity diversity is meant that teachers endeavour and have a good responsibility in their jobs including high quality of teaching. They are friendly with colleagues and students.3) the teachers' task orientation and attention are school climates which emphasise academic matter and students try to challenge positively in the academic way reaching to aims. 4) the increasing efficiency of students' learning process. 5) the enhancing of students' learning success is a good relationship between schools and communities. The communities and schools support and participate in each other.

Digital Instructional Leadership is the ability of leaders to instruct digital leaders' actions in encouraging instructors to govern teaching through the use of digital is referred to as digital instructional leadership. Shepherd's (2019) Competitive outlook includes three elements:

1) vision is the ability of administrators to see the school's future missions, principles, and beliefs, which are all linked together through destinations. By doing so, (Dexter, 2011; Moos, Krejsler,

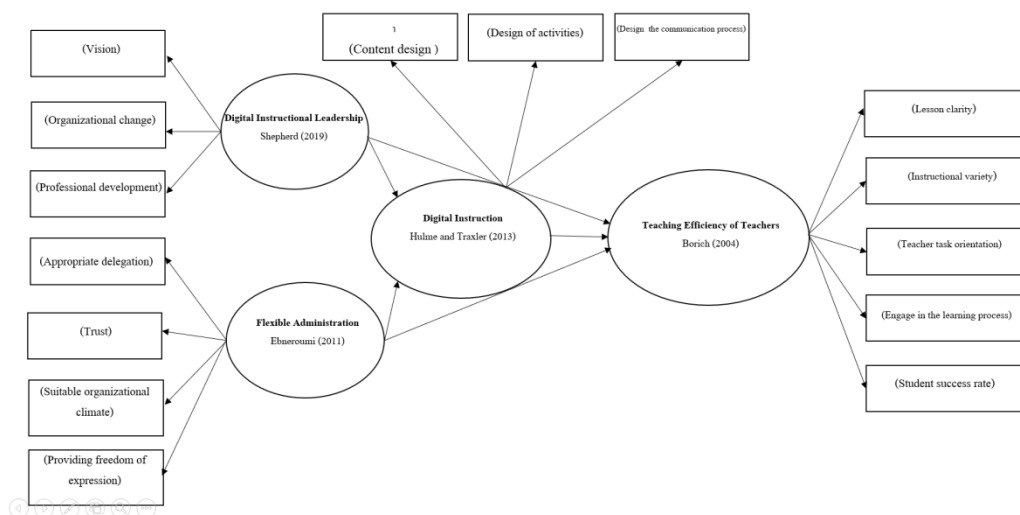
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& Kofod, 2008; Beytekin, 2014) 2) organizational change is within the school, administrators make changes. Effective by adjusting the teaching and learning process, influencing the usage of new technology, and transforming both instructors' and students' learning cultures (Anderson & Dexter, 2005; Machado & Chung, 2015; Beytekin, 2014; Jones & Dexter, 2018; Warschauer et al., 2014, Davies, 2010) 3) professional development is teachers are inspired to learn and employ new technology teaching and learning course design adaptability to changes in the technological atmosphere by administrators who support professional development for teachers in successful teaching and learning management. Infrastructure in schools and a digital citizenship paradigm (Dexter, 2011; Machado & Chung, 2015; Richardson & Sterrett, 2018, Isin & Rupert, 2015)

Flexible Administration is executives employ management that prioritizes efficiency and productivity. It empowers teachers to assign responsibilities and think independently when making bold teaching and learning design decisions (Ebneroumi, 2011). Competitive outlook includes four elements: 1) appropriate delegation is executives organize a flexible management structure to assign rights and responsibilities to teachers and workers as needed to manage effective teaching and learning. Individuals can change their employment responsibilities. By delegating responsibilities to teachers and workers by each student's potential 2) Trust is administrators, instructors, and personnel work together with mutual trust and respect. and working together while recognizing disparities in diversity, gender, education, and maturity of each individual 3) suitable organizational climate is to create a positive working environment, management fosters a suitable setting for working and learning. To establish a positive culture of innovation, there must be a sense of closeness and connection in the school, as well as solid relationships between administrators, teachers, staff, and students and 4) Providing freedom of expression are all components of collaboration.

Digital Instruction is meant that the design of the learning system is essential and vital to enhancing the learning efficiency of the learners. Especially learning from the use of mobile technology (mobile learning), which is a popular technology medium today. (Hulme and Traxler (2013). with 3 elements which that appropriate delegation, trust, suitable organizational climate, providing freedom of expression: 1) content design is that the behaviour of administrators supports teachers in managing digital learning, including content design. educational activity design and communication process design. 2) design of activities is meant that the administrators encourage teachers to plan. Developing and evaluating effective learning designs by organizing activities teaching and learning provide knowledge through a variety of channels.3) design the communication process is the administrators promote teachers in the process of effective communication transfer knowledge from teachers to learners by creating an alternative channel.

The researcher analyzes the leader attributes followed by conducting research, interview 4 experts and focus group teaching efficiency of teachers at highly competitive secondary schools, synthesized the data obtained as a total of 15 indicators as shown in Figure



**Figure 1:** Theoretical framework of the study shows the relationship between Positive mindset, good self-esteem, and social relationships and Employees' Decisions

### 3. Research Methodology

The Sample Group Was A Highly Competitive Rate School. High School Level Under The Basic Education Committee Of 48 Out Of The 282 Schools, The Contributors Consisted Of 8 Leaders Of The Learning Subject Group, Totaling 384 People. By Mail Received Back 367 Copies Or 95.57 Per Cent. Analysis Of Data 1) Researcher Analyzes And Presenting Information Analyzed From Questionnaire Data Including Frequency Distribution Percentage Of Each Variable 2) Basic Statistical Analysis Of Research Variables Used Statistical Analysis, Mean And Standard Deviation 3) Structural Model Analysis To Examine The Assumptions Based On The Research Framework. By Analyzing The Structural Equation Model (Sem).

### 4. Research Results

The level of digital instructional leadership, flexible administration and digital instruction that affect teaching efficiency of highly competitive secondary schools under the Office of Basic Education Commission were high. This study found that the level of digital instructional leadership, flexible administration and digital instruction that affect teaching efficiency of highly competitive secondary schools under the Office of Basic Education Commission was high. The average score of all levels was between 4.29 and 4.56 on a 5-point scale. The 'teaching efficiency' received the highest scores, followed by digital instructional, flexible administration and digital instructional leadership. The dimension of teaching efficiency that had the highest mean was the increasing efficiency of students' learning process. The dimension of digital instruction that had the highest mean was content design. The dimension of digital instructional leadership that had the highest mean was a vision. The dimension of flexible administration that had the highest mean was academic press, followed by teacher professionalism, collegial leadership and community engagement. The causal model of digital instructional leadership and flexible administration with digital instruction as mediator teaching efficiency of highly competitive secondary schools under the Office of Basic Education Commission.

The SEM of a causal model of digital instructional leadership and flexible administration with digital instruction as mediator affecting teaching efficiency of highly competitive secondary schools under the Office of Basic Education Commission in Bangkok produced results that fit the empirical data with the fit indices being:  $\chi^2 = 85.21$ ,  $df = 79$ ,  $\chi^2/df = 1.08$ , P-value = 0.30101, GFI = 0.97, AGFI = 0.96, and RMSEA = 0.014. This study analyzed the relationship between digital instructional leadership, flexible administration, digital instruction and teaching efficiency through SEM. It found that all the study's research hypotheses were supported. Digital instruction has a direct influence on teaching efficiency which is significant at the 0.05 level. Digital instructional leadership and flexible administration have an indirect effect on teaching efficiency mediated by digital instruction. The causal relationship model between the variables is shown below in Figure 2.

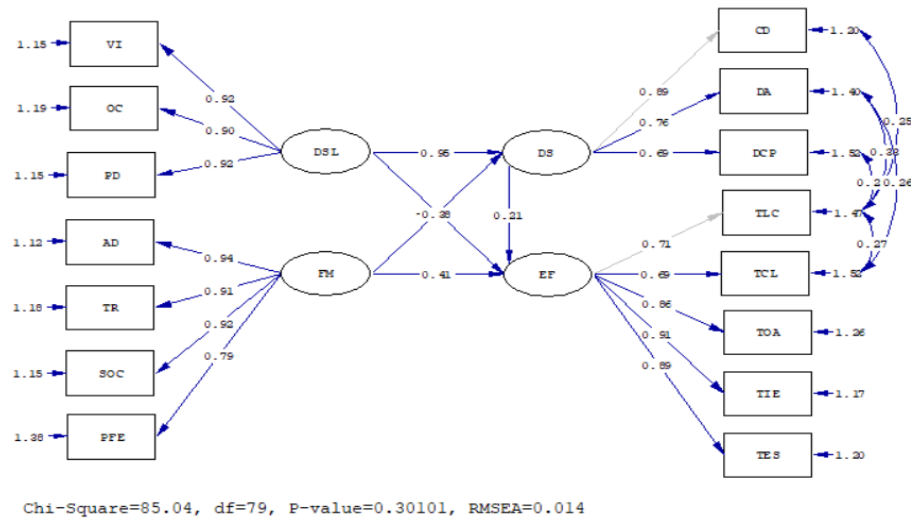


Figure 2: Measurement Model

### 5. Discussion and Conclusion

This research found that Flexible Administration and flexible administration have a direct effect on teaching efficiency positively and significantly. Thiratanachaiyakul (2015) also said that administrators should create teacher professionalism to make a good relationship between teachers and teachers' colleagues. Additionally, an effective team is the members cooperating and taking responsibility to finish work, completely. Excellent teamwork is each member to create ideas and willing to complete their work to achieve the organization's

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objectives. Because of the various each member's knowledge, competencies, and behavior to work as a team can share and apply to produce work and solving problems (Kasetauim, 2015). Moreover, effective teamwork can evolve the teaching efficiency referred to in the research by Charuaendech (2015). It impacts the effectiveness of the organizations. Cantu (2007) recommended that there are six dimensions to evaluate the teaching efficiency consisting of teamwork, decision-making, leadership support, trust and respect, recognition and rewards, and customer focus. Consequently, Digital instruction also directly affected school effectiveness, significantly. Steers (1976) indicated that digital instruction related to primary school effectiveness. Therefore, teachers have a good relationship with the schools and they dedicate to teaching and it is part of their life so work is dedicated to developing school to reach the target together can administrate the school system and it involves in school organization to succeed and recognize the school's targets. In addition, if members of organizations understand their responsibilities linking to organizational aims. That organization has digital instruction (Tower, 2003). According to International Survey Research (2004) pointed that staffs' view perceives their products and services which are excellent so digital instruction has in that company. The leaders support for school climates to motivate teaching efficiency (Jansen in de wal, 2014). Digital leadership, school climates, work engagement and effectiveness of school (Srimata, 2019). This research indicated that digital instructional leadership and flexible administration have a direct influence on teaching efficiency, significantly. Flexible administration is important indicators of teaching efficiency.

This study showed that digital instructional leadership and flexible administration have a direct effect on teaching efficiency at highly competitive secondary schools under the Office of Basic Education Commission, with digital instruction as mediator, significantly. It has shown that teaching efficiency is supported by digital instructional leadership and flexible administration which are two factors of it, with digital instruction as mediator. Srimata, (2019) said that Digital leadership, school climates, work engagement and effectiveness of the school. Ngenpat (2016) said that leadership has indirect and direct effects on teaching efficiency through school climates. It has shown that leadership of administrators is important for teaching efficiency so schools should encourage to improve their administrators by participating in the seminar to be supervisors to advise teachers. Furthermore, school climates have a direct impact on school effectiveness. It means that flexible administration is critical for effective teaching. As a result, schools should encourage collaborative efforts and the sharing of ideas in order to foster school unity. It has a positive impact on the effectiveness of teaching. Furthermore, people with a high sense of efficacy are more likely to succeed because they visualized success positively. People with a low sense of efficacy and a fixation on problems, on the other hand, are unable to see the possibility of success, and as a result, they become unproductive on both an individual and organizational level. (Bandura, 1997). Teachers' engagement in professional learning, transformational leadership, school environments, and basic psychological needs. (Thanomton, 2018)

### 6.Recommendations

Established digital instruction: This study found that digital instruction has a direct influence on teaching efficiency which is significant at the 0.05 level. Digital instruction is a composite of content design, design of activities and designs of the communication process with others. School administrators should digital instruction in school focusing on developing teachers to realize their duties and responsibilities and the encouraging cooperation between teachers and administrators should be improved. Moreover, they should emphasise academic climates such as innovation, academic competition, supporting high technology material.

Enhance digital instruction through flexible administration: This study indicated that flexible administration influenced digital instruction. School leaders should consider how to build flexible administration to evolve digital instruction and school effectiveness. School administrators should make good flexible administration to work full potential by flexible administration to work fast, solving the problems by sharing with teachers and response teachers need, permitting teachers to participate in making the decision.

### 7.Further Research

Because the teaching digital leadership variable had the greatest impact, further research into the establishment of teaching digital leadership indicators for high-competitive secondary school administrators was required. The teacher's teaching efficiency variable had the highest mean in the study's findings. As a result, a model for increasing teacher teaching efficiency should be developed. The study's findings revealed that digital teaching variables influenced teaching efficiency. As a result, research into the causal factor model of digital teaching and how it affects teacher teaching efficiency should be conducted. The findings revealed that the flexible management variables influenced the teaching efficiency variables of the teachers. As a result, studies on the development of flexible management that affects teachers' teaching efficiency should be conducted..

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