TRANSFORMATIONAL LEADERSHIP OF NURSING EDUCATION ADMINISTRATORS IN THE 21ST CENTURY

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ABSTRACT

The purpose of this research was to analyze the main components of leadership change in the Faculty of Nursing Management. In the 21st century, it is affiliated with autonomous universities. This is a document study that involves two steps: 1) Synthesis of elements of transformational leadership from 20 papers and research sources, by selecting the components with frequencies from 50 percent and 2) confirming the elements of change leadership of the school administrators, by a qualified person in nursing education administration and holding a professorship in Nursing Science, 4 people using In-depth Interview technique. Data were analyzed by creating conclusions from content analysis. The tools used for data collection were questionnaires to confirm the composition of change leadership of the Faculty of Nursing. In the 21st century, descriptive statistics were used to analyze data such as frequency, mean, standard deviation, and the Index of Item Objective Congruence. The results of the research revealed that the transformational leadership of educational institution administrators has 4 main components, 20 subcomponents, 18 indicators, namely: (1) ideological influence, which has 8 sub-components, 6 indicators; Mind has 3 sub-elements, 3 indicators (3) Intellectual stimulation has 4 sub-elements, 4 indicators (4) Taking into account individuality, has 5 sub-elements, 5 indicators.

Keywords: Transformational Leadership, Transformational Leadership of Nursing School Administrators

I. INTRODUCTION

The 21st century has undergone many changes, forcing all organizations to adapt to new ways of working, including nursing education institutions, to learn to use new and diverse methods of management concerning management. Teaching nursing graduates to be prepared for practice in the 21st century. The study must include appropriate theory, laboratory practice, and real-life nursing practice. In order to connect with the real situation that will result in graduates who have graduated to be able to work effectively and efficiently. Therefore, administrators in nursing institutions need to adjust the administration within the institution and reform the education for their own institutions to survive. In this regard, nursing education administrators need to work together to manage education in new ways following the changing conditions (Thompson, S. A., & Miller, K. L., 2018). The new generation of executives must be professional executives with high leadership to be able to lead the school through the current crises. It is undeniable that school administrators need modern management skills to work following assigned policies and lead to successful performance and organizational performance. more efficiency. Educational administrators in the 21st century must have theoretical knowledge, competence, skills, and experience in educational administration to be up-to-date and ready to adapt to the times (Julsuwan, S., 2019; Paopan., C., 2016). Therefore, leadership is an important factor in improving the quality of education. Because leadership is the process by which individual influences a group of followers to achieve a common goal, where without influence, leadership is impossible (Peter G. Northouse, 2010). Leadership is a positive trait that includes courage, vision, caring, and collaboration, motivating and motivating colleagues, stakeholders to change, develop to achieve goals. An effective leadership style that is consistent with the transition from education reform is also essential, in particular, to have the leadership of leaders who can lead the organization to the unified organization that it works to achieve. towards common goals (Kowalski, TJ, 2010).

Transformational leadership is a new paradigm in which leaders try to influence their followers to give their followers a sense of trust, loyalty, and respect, which gives their followers more motivation to do their job.
resulting in higher performance than ever (Bass, BM & Riggio, RE, 2006). In the era of change, various organizations, whether government, state enterprise, or private, have to face all changes. The results of the changes were both positive and negative. At the organizational level, every organization needs to have a self-analysis of weaknesses, strengths, opportunities and obstacles, problems of the organization to see the importance and urgency of having to adjust or change oneself to go forward. to something better. Therefore, organizations must expedite their plans to cope with such changes and adapt to increase their competitiveness and keep up with the changes. Organizations need to be prepared, especially personnel preparation that requires leadership, organizations need to adapt. Organizations must build personnel and executives at various levels to have good leadership skills to lead the organization towards its goals, vision, mission. Leadership is therefore an extremely important element in the transformation of work processes and processes to achieve effectiveness and success in management. Therefore, executives must be leaders in the management, coordination of people in the organization. (Winikitcharoen, P., Prasertsin, S., and a Prasertsin, U., 2020; Julsuwan, S., and Chinacarawat, N., 2020)

The International Council of Nurses [ICN]) takes the lead in driving successful strategies. The ICN is administered with representatives from professional bodies of 13 member countries. Countries participate in activities and campaigns in various forms, as well as participating in global health policy formulation in the World Health Assembly. Working with the World Health Organization, Organization the United Nations, the International Labor Organization, and the World Bank on various missions. Including the development of nursing leadership and promoting the creation of a network of nursing students to prepare future Thai nurse leaders. The Leadership for Change (LFC) program was established in 1995 to prepare nurses for leadership skills. To drive organizational change, to improve nursing practice, and result in better health outcomes, the curriculum will be designed to match the context and needs of each country in which the training is applied (Chinlumprasert, N., 2018). In line with the 4th National Nursing and Midwifery Development Plan (2017-2021), there are four main plans based on missions in education, nursing services, research, and professional development which is consistent with the 20-year national strategic framework The 12th National Economic and Social Development Plan (2017-2021) and drafting a national health reform plan according to the Constitution of the Kingdom of Thailand 2017 for nursing education strategies. Nursing council aims to develop nursing education administrators at all levels to have competence in managing education in new health systems (Nursing council, 2017) as well as results from empirical research and development training transformational leadership at all levels in organizations of many countries found that executives or leaders with transformational leadership can lead to higher work efficiency and organization. Although the conditions of the organization have various limitations. transformational leadership. Therefore, it is of interest to academics in the management of business, industry, education, hospitals, and other departments, and there are suggestions that leaders should be developed transformational leadership (Yuki & Fleet, 1992). The researcher studied the composition of transformational leadership in the 21st century of the administrators of the Faculty of Nursing, affiliated with autonomous universities to lead the development The transformational leadership in the 21st century of the Faculty of Nursing will directly affect the development of executives to be able to work more efficiently.

II. OBJECTIVES

To study the composition of transformational leadership in the 21st century of the Faculty of Nursing Affiliated with an autonomous university.

III. METHODOLOGY

This research uses Document Research methodology to study the composition. transformational leadership in the 21st century of the administrators of the Faculty of Nursing affiliated with autonomous universities, with a two-step research methodology, as follows:

Step 1: Document Study to analyze and synthesize the composition of transformational leadership. From the theoretical concepts of academics and related research by studying 20 related documents according to the concepts and research of academics and researchers, as follows:


(3) composition synthesis the results are transformational leadership by frequency distribution from multiple sources and summarizing results using frequencies of 10 or more that are equal to or greater than 50% of the total frequencies comprising1. Idealized influence (II). 2. Inspirational Motivation (IM). 3. Intellectual Stimulation (IS) and 4. Individualized Consideration (IIC). The researcher has brought the components obtained from the synthesis in step 1 to be presented to experts to confirm the components in step 2.

Step 2 Component Confirmation Four experts used Purposive Sampling, who were experts in nursing education administration with experience in nursing education administration, and holding a position of Professor of Nursing, having at least 10 years of teaching experience at the higher education level, and having experience in acting as a branch chair or a faculty member, or having been a dean of the Faculty of Nursing to confirm the composition. The transformational leadership was synthesized in Step 1 using in-depth interview techniques to create a conceptual framework for the composition of the transformational leadership. Transformational leadership in addition to the conceptual framework the transformational leadership was documented and questionnaires were used to confirm the composition which is an audited and open-ended assessment form to suggest additional ideas to find Validity by analyzing the Index of Item Objective Congruence.

IV. RESULTS

1. Effect of Synthesis of Elements transformational leadership of nursing school administrators; Composition Synthesis Effect The transformational leadership of the administrators of the nursing school is derived from the study of academic concepts and theories and related research both domestically and internationally. The researcher applied the data from the document content synthesis to the composition synthesis table, expressed in frequency form, and selected components with frequencies of 10 or higher, equal to or greater than 50% of the total frequencies, as components. Transformational leadership found that transformational There are four components of leadership in school administrators: 1. Idealized influence (II), 2. Inspirational Motivation (IM), 3. Intellectual Stimulation (IS), and 4. Individualized. Consideration (IC), as shown in Table 1.

| Table 1 | Synthesis of the main constituent’s transformational leadership from documents, textbooks, and related research |
Synthesis results on transformational elements leadership of nursing education administrators found that transformational Leadership of school administrators has 4 main components, 20 sub-components, 18 indicators, as follows: (1) Idealized influence has 8 sub-components, 6 indicators. (2) Motivation has 3 sub-components with 3 indicators. (3) Intellectual Stimulation has 4 sub-components with 4 indicators. (4) Taking into account the individuality, there are 5 sub-components, 5 indicators, details as in Table 2.

Table 2: Synthesis of principal components, minor components, and transformational indicators leadership of nursing school administrators.

<table>
<thead>
<tr>
<th>Main component</th>
<th>Sub-element transformational leadership of nursing school administrators</th>
<th>Indicators of transformational leadership of nursing school administrators</th>
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</table>
| 1. Idealized influence | 1. Have a vision  
2. Create understanding of organizational changes  
3. Promote and support organizational change  
4. Build credibility  
5. Self Esteem  
6. Being a good role model in health  
7. Have morals, ethics and professional ethics  
8. Emotional Intelligence | 1. Executives behave in respectful manner and personnel have confidence.  
2. Executives are witty, intelligent, self-confident and have a firm ideology.  
3. Executives have set a vision together with personnel in the institution for change.  
4. Executives can enable personnel to participate in creating the vision.  
5. Being a role model in every aspect of work personal matter and health conditions  
6. Political talent |
| 2. Inspirational Motivation | 9. Motivation to work | |

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### Components of transformational leadership of nursing school administrators

<table>
<thead>
<tr>
<th>Sub-element transformational leadership of nursing school administrators</th>
<th>Indicators of transformational leadership of nursing school administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Vision is communicated to everyone in the organization. 11. Create a positive attitude towards organizational change.</td>
<td>inspire everyone in the institution.</td>
</tr>
<tr>
<td>(4) Individualized Consideration (IC) 16. Assigning tasks and teaching tasks 17. Team building 18. Mentoring / Mentoring 19. Opportunity for advancement 20. Relationships between people inside and outside the organization</td>
<td>12. The administrators provide opportunities for everyone in the institution to have the opportunity to suggest ways of working or solving problems related to operations.</td>
</tr>
<tr>
<td>14. Executives assign everyone in the institution to perform their duties according to their competence and aptitude appropriately.</td>
<td>15. Be a good adviser to everyone in the institution so that everyone can solve problems on their own.</td>
</tr>
<tr>
<td>16. The administrators encourage and encourage everyone in the institution to develop themselves to have stability and career advancement. 17. The right people are prepared to be future leaders. 18. Able to create a team and work together as a team both in the institution and a multidisciplinary team</td>
<td>16. The administrators encourage and encourage everyone in the institution to develop themselves to have stability and career advancement.</td>
</tr>
</tbody>
</table>

2. Composition confirmation results in transformational leadership of nursing school administrators in the 21st century. Summary of the evaluation results of experts in terms of benefits the suitability and feasibility of the transformational leadership of nursing school administrators have 4 main components, 20 subcomponents, 18 indicators, namely:

2.1 Idealized influence has 8 sub-components: 1) Vision, 2) Build understanding of organizational change, 3) Promote and support organizational change, 4) Build credibility, 5) Self-esteem, 6) Being a good role model in health, 7) Moral Ethics and professional ethics, 8) Emotional intelligence. 6 indicators are 1) Executives behave in respectful manner and personnel have confidence. 2) Executives are witty, wise, and confident in themselves and is steadfast in his ideology. 3) Executives have set a vision together with personnel in the institution for change. 4) Executives can enable personnel to take part in creating the vision. 5) Being a role model in all aspects of work and personal matters and health conditions. 6) Political talent.

2.2 Inspirational Motivation has three components: 1) Motivation to work. 2) The vision is communicated to everyone in the organization. 3) Build a positive attitude towards organizational change. Three indicators are: 1) Executives have the skills to inspire everyone in the institution. 2) The administrators express and communicate to everyone in the institution to be enthusiastic about their work. 3) There is clear communication both verbally and in writing.
2.3 Intellectual Stimulation has four components: 1) Delegation of decision-making power. 2) Creation of innovation/research. 3) Creativity. 4) Integrative thinking. The four indicators are 1) Executives encourage everyone in the institution to be creative in their work, innovate, and create research. 2) Executives urge everyone in the institution to feel that the problems that arise are challenging. 3) The administrators provide opportunities for everyone in the institution to suggest work practices or solve operational-related problems. 4) Has the ability to solve immediate problems.

2.4 Individualized Consideration There are 5 sub-elements; 1) Assignment and coaching, 2) Team building, 3) Mentoring/mentoring, 4) Opportunity for advancement, 5) Relationships between people both inside and outside the organization. The 5 indicators are 1) Management assigns everyone in the institution to perform their duties according to their competence and aptitude appropriately. 2) Administrators are good advisers to everyone in the institution so that they can solve problems on their own. 3) The administrators encourage and encourage everyone in the institution to develop themselves to ensure stability and professional advancement. 4) The right people are prepared to be future leaders. 5) Able to build teams and work together as a team both in institutions and multidisciplinary teams.

V. DISCUSSION
The study of transformational elements of the leadership of nursing education administrators in the 21st century was derived from the synthesis of relevant documents and research and interviews with experts to obtain components and indicators. Transformational leadership consistent with the context of nursing education in the 21st century, it was found that transformational Leadership of school administrators consists of 4 main components, 20 sub-elements, 18 indicators including; 1) Ideological influence has 8 sub-components, 6 indicators. (2) Motivation has 3 sub-components with 3 indicators. (3) Cognitive stimulation has 4 sub-components, 4 indicators. (4) Taking into account individuality, there are 5 sub-components, 5 indicators. This is consistent with Bass's (1999) theory of principles described as transformational Leadership is the process by which a leader influences coworkers or followers through four specific behavioral components, known as “4I's” (Four I's): Idealized Influence or Charisma Leadership (II or CL), Inspiration Motivation (IM), Intellectual Stimulation. (IS), and Individualized Consideration (IC). Consistent with Bass & Avolio (2003), the four behaviors (4I's): Leaders develop people by creating leadership for their followers through delegation or empowerment, decentralization. Power will arise in the organization; new innovations will be created by the followers.

Leaders encourage their followers to innovate, continually improve quality, and overall, this change leader will also contribute to the development of the organization. Consistent with Julsuwan, S. (2019), transformational leadership in the full leadership model describes the theory of transformational leadership. Transformational leadership is defined as a component called “4I's”: Idealized Influence or Charisma Leadership (II or CL), Inspiration Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). This is consistent with interviews with experts who found that the composition of the transformational leadership of the administrators of nursing schools affiliated with autonomous universities in the 21st century consisted of ideological influence, inspiration, intellectual stimulation, and individual consideration. And in line with the findings of Julsuwan, S., and Chinacarawat, N. (2020), transformational leadership consists of four elements: ideological influence, inspiration, intellectual stimulation, and consideration to individuality and consistent with research by Jitprane, W. and Intarak, C. (2018) who studied transformational leadership and skills in the 21st century of school administrators under the Secondary Education Service Area Office 2, including Sansamak's education, T., Kotta, P., and Masena, C. (2020), who studied The transformational leadership of school administrators in the Education 4.0 era, under the Office of Secondary Education Service Area 29 found that there were studies on the four main components of transformational leadership that includes ideological influence, inspiration, intellectual stimulation, and individual consideration.

Summary and Suggestions
Transformational leadership is the process by which a leader influences a follower by interacting with a follower to create a motivation for cooperation and how the follower works with regards to the benefits that the organization will receive and see. Bypassing self-interest, motivating and growing expectations for followers, as well as leaders trying to motivate followers. Change and accept the changes that will occur in the organization. Transformational leadership consists of four elements: ideological influence, inspiration, intellectual stimulation, and individual consideration from the four components of such transformational leadership, ideological influence
is the most important because it is the first impression seen from a visionary, credible, role model for a nursing school administrator. Everyone within a nursing academy has it and it is a charm or prestige that a nursing school administrator can create from himself first. After that, it will pass on the experience of motivational work by creating intrinsic motivation and using effective communication. Intellectual stimulation by empowering decision-making and promoting innovation. And lastly, nursing school administrators must take into account the differences between individuals, manifested by appropriate and challenging assignments, team building within the school, providing consultations, and encouraging opportunities for advancement in their roles. The work of personnel at all levels. These are all things that the administrators of nursing schools should adapt to the circumstances of the 21st century. As for the results of the study, it was concluded that the main components of the transformational leadership of the administrators of the Faculty of Nursing in the 21st century under the Autonomous University had 4 main components, 20 sub-elements, 18 indicators, namely; (1) Ideological influence has 8 sub-components, 6 indicators. (2) Motivation has 3 sub-components with 3 indicators. (3) Cognitive stimulation has 4 sub-components, 4 indicators. (4) Taking into account individuality, there are 5 sub-components, 5 indicators.

Research results using recommendation

1. The administrators of the nursing school should focus on the continuous and consistent development of their own transformational leadership through education and learning exchanges with many people. In order to keep up with the changes that occur in the 21st century, which will cause the management of nursing schools to develop effectively.

2. Nursing council should apply the results from this research to develop nursing education administrators at all levels to have transformational leadership competencies in line with the National Nursing and Midwifery Development Plan. Issue 4 (2017-2021) on the development of nursing education administrators at all levels to have competence in education management in the new health system.

Further research recommendation

1. There should be a study of the composition. transformational leadership of the administrators of nursing schools under other affiliations, such as those affiliated with the Royal Institute of Nursing (Nursing College), affiliated with private universities.

2. There should be a causal research study related to transformational leadership that affects the effectiveness of nursing schools.

3. There should be studies to develop development programs. transformational leadership for nursing school administrators to have a program that can be used to develop nursing school administrators to have transformational leadership with efficiency and effectiveness on an international level.

REFERENCES