

## A COLLABORATIVE LEADERSHIP MODEL TO IMPROVE SCHOOL EFFECTIVENESS IN THAILAND

### UM MODELO DE LIDERANÇA COLABORATIVA PARA MELHORAR A EFICÁCIA ESCOLAR NA TAILÂNDIA

Article received on: 6/1/2026

Article accepted on: 7/4/2026

**Somjai Sikkhawat\***

\*Nakhon Si Thammarat Rajabhat University, Nakhon Si Thammarat, Thailand

Orcid: <https://orcid.org/0009-0008-7120-2124>

[6577701002@nstru.ac.th](mailto:6577701002@nstru.ac.th)

**Werayut Chatakan\***

\*Nakhon Si Thammarat Rajabhat University, Nakhon Si Thammarat, Thailand

Orcid: <https://orcid.org/0000-0001-8542-4803>

[dr.kaset2557@gmail.com](mailto:dr.kaset2557@gmail.com)

**Chusak Ekpetch\***

\*Nakhon Si Thammarat Rajabhat University, Nakhon Si Thammarat, Thailand

Orcid: <https://orcid.org/0000-0002-9590-9254>

[chusakek@gmail.com](mailto:chusakek@gmail.com)

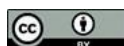
The authors declare that there is no conflict of interest

#### Abstract

This study developed and examined a collaborative leadership model to enhance school effectiveness in Thai primary schools within the Suratthani Primary Educational Service Area Office (PESAO) 1. A mixed-methods design was used across three phases. Phase 1 assessed needs through a questionnaire completed by 30 school administrators and teachers from six model schools, complemented by interviews. Data analysis was undertaken using descriptive statistics and the Modified Priority Needs Index (PNI<sub>modified</sub>). Phase 2 involved model development based on the needs assessment, literature, and expert validation. Phase 3 implemented the model in six schools and evaluated its implementation process and stakeholder satisfaction. The current level of collaborative leadership was moderate ( $M = 3.35$ ), while the desired level was highest ( $M = 4.74$ ), yielding an overall PNI<sub>modified</sub> of 0.41. Work System ranked as the highest priority need (PNI<sub>modified</sub> = 0.45). The developed model comprises five components—Vision, Inspiration, Empowerment, Work Systems, and Role Modeling—and three school effectiveness dimensions. Experts rated the model's appropriateness and feasibility as the highest. Implementation process and stakeholder satisfaction were also rated highest ( $M = 4.68$  and  $M = 4.71$ , respectively). The model provides a validated, contextually appropriate framework

#### Resumo

*Este estudo desenvolveu e examinou um modelo de liderança colaborativa para melhorar a eficácia escolar em escolas primárias tailandesas sob a jurisdição do Escritório de Área de Serviço Educacional Primário de Suratthani 1 (Suratthani PESAO 1). Utilizou-se um delineamento de métodos mistos em três fases. Na Fase 1, avaliaram-se as necessidades por meio de um questionário respondido por 30 diretores e professores de seis escolas modelo, complementado por entrevistas. A análise dos dados foi realizada por meio de estatística descritiva e do Índice de Necessidades de Prioridade Modificado (PNI<sub>modified</sub>). A Fase 2 envolveu o desenvolvimento do modelo com base na avaliação de necessidades, na literatura e na validação por especialistas. Na Fase 3, o modelo foi implementado em seis escolas, avaliando se seu processo de implementação e a satisfação das partes interessadas. O nível atual de liderança colaborativa foi moderado ( $M = 3,35$ ), enquanto o nível desejado foi o mais alto ( $M = 4,74$ ), resultando em um PNI<sub>modified</sub> geral de 0,41. O Sistema de Trabalho foi classificado como a necessidade prioritária mais alta (PNI<sub>modified</sub> = 0,45). O modelo desenvolvido compreende cinco componentes – visão, inspiração, empoderamento, sistemas de trabalho e modelagem de papéis – e três dimensões de eficácia escolar. Os especialistas avaliaram a adequação e a viabilidade do*



for developing collaborative leadership to improve school effectiveness, with strong practical utility and stakeholder acceptance.

**Keywords:** Collaborative Leadership. Needs Assessment. Priority Needs Index. School Effectiveness. Thailand.

*modelo no nível mais alto. O processo de implementação e a satisfação das partes interessadas também foram avaliados no nível mais alto (M = 4,68 e M = 4,71, respectivamente). O modelo fornece uma estrutura validada e contextualmente apropriada para desenvolver a liderança colaborativa a fim de melhorar a eficácia escolar, com forte utilidade prática e aceitação pelas partes interessadas.*

**Palavras-chave:** Liderança Colaborativa. Avaliação de Necessidades. Índice de Necessidades Prioritárias. Eficácia Escolar. Tailândia.

## 1 INTRODUCTION

Educational management in Thailand has undergone a shift, with the Kingdom currently restructuring its educational system to keep pace with the global order and the requirements of the 21st century. This change has also been articulated in the country's constitution, which states the nation is obliged to provide citizens with educational opportunities tailored to their needs through multiple education systems. This, in turn, promotes lifelong learning through partnerships among government agencies, local administrative bodies, and the private sector (Noppakhunwong *et al.*, 2025).

This legal framework is key to establishing a shared responsibility framework, in which the delivery of quality education becomes the responsibility of multiple stakeholders. The National Economic and Social Development Plan (No. 13, 2023-2027) highlights encouraging trends in Thailand's human development indicators, with increased access to education and rising income levels. However, concerning patterns have emerged, including declining reading proficiency and a growing population of youth who are either unemployed or not in schools or training (Asvathitanont *et al.*, 2024).

These challenges point to a critical need for educational leaders who can mobilize resources, inspire collective action, and create organizational conditions conducive to meaningful learning outcomes (Aekwut *et al.*, 2025). Thailand's Office of the Basic Education Commission (OBEC) has also developed a strategic plan for 2023-2027 that emphasizes participatory management, digital technology integration, and systematic

network collaboration across government and private sectors (Perrodin *et al.*, 2025).

Central to this vision is the role of school administrators, who must exercise effective leadership to translate policy objectives into classroom realities (Singhathongkul *et al.*, 2025; Tupthai & Chansirisira, 2025).

This is also consistent with research from Thailand's Office of the Teacher Civil Service Commission, which stipulates that educational quality begins in the classroom, with teachers serving as key drivers of success and school administrators requiring continuous self-development and instructional leadership (Ra-ngubtook & Bhongsatiern, 2022).

Moreover, educational quality management has become a significant challenge for school administrators in educational areas such as Thailand's Suratthani Province, specifically the Surat Thani Primary Educational Service Area Office (PESAO) 1 (Rakdee *et al.*, 2025). Frequently mentioned are concerns about resource constraints, diverse stakeholder expectations, and the necessity for continuous improvement (Tiwong *et al.*, 2025). Despite the recognized importance of collaborative leadership in educational settings (Lawrence, 2017), there remains a significant gap between current practice and desired outcomes in many Thai schools (Aroonsiwagool *et al.*, 2025; Saraphol & Nuangchalerm, 2025). The initial findings indicate that although the administrators appreciate the importance of collaboration, the process of implementing it is not entirely successful and that little systematic consideration has gone into ensuring that necessary competencies are developed.

This idea is further supported by the research question of this study, which argues that implementation is still sparse and that there has been no systematic consideration toward the development of competencies.

This study addresses this gap by investigating the current and desired states of collaborative leadership among school administrators in Suratthani Province (Xupravati & Kulophas, 2026). Through systematic identification of priority needs using the Modified Priority Needs Index (PNI<sub>modified</sub>) (Sukdee & Pechsri, 2026; Ussarn *et al.*, 2022) and the development of a contextually grounded collaborative leadership model (Phillips *et al.*, 2023), this research aims to provide practical guidance for enhancing school effectiveness. The proposed model—named VIEWR—integrates five essential components: Vision, Inspiration, Empowerment, Work system, and Role modeling. The

findings are hoped to advance theoretical understanding of collaborative leadership in Thai educational contexts and to promote practical applications for leadership development, which could be instituted within the unique institutional and cultural environment of southern Thailand.

In response to the priority areas identified in the needs assessment, the VIEWR model has been outlined, developed, and scaffolding is in place, encompassing fostering leadership in Thai schools. The concepts of the VIEWR Model (Vision, Inspiration, Empowerment, Work system, and Role modeling). The models were derived from a systematic literature review that synthesized historical, study-relevance, and empirical results about Thailand's educational system.

## **2 THEORETICAL FRAMEWORK**

### **2.1 Vision**

The essential component of shared vision organizes people by creating common goals that foster mutual understanding. Chin (2024) demonstrated that organizations that implement visionary leadership achieve better team performance results. This is because leaders create an environment that fosters employee belonging, dedication, and team harmony. Therefore, when leaders establish a shared vision through team involvement, they create an environment that supports open communication, inclusive participation, and empowers team members (Berhanu, 2025). This system then enables educators and stakeholders to see their work as essential progress toward the organization's main objectives.

Gialamas *et al.* (2014) have shown that in schools where knowledge is considered a personal and social construct, it is necessary for there to be leadership frameworks that match this perception to facilitate communication regarding the mission, values, and ideology of the school. Kanawapee *et al.* (2022) also noted that shared values and visions are some of the important aspects involved in developing teacher competence within online professional learning communities in Thailand.

## 2.2 Inspiration (I)

The ability to inspire and motivate people forms an essential part of collaborative leadership because organizations need authentic dedication from their members to make their collaborative systems succeed. Unger and Sann (2023) examined the impact of Self Determination Theory (SDT) on leadership and found that leaders who encourage autonomy, competence, and relatedness amongst their followers foster an environment where the latter can attain intrinsic motivation and continuously learn. The framework showed that subordinate leadership perceptions are an important factor that leads to their active participation and dedication to work. Setyaningsih (2025) found that achievement and motivation, along with trust, mediate the relationship between leadership practices and service quality outcomes. The results indicate that motivational processes operate through mechanisms involving meaning creation and relationship development rather than relying on direct contact. VanVactor (2012) reported that leadership exists within relationships throughout an organization, and that encouraging collaborative environments promotes the ongoing integration of ideas and interdependency among multiple stakeholders.

## 2.3 Empowerment (E)

Empowerment forms the basis that makes collaborative leadership a unique form of leadership, different from the existing forms of leadership where the power of making decisions is left solely in the hands of top management. According to Setyaningsih (2025), the concept of empowerment acts as a means used by managers to achieve some outcomes in the firm, concluding that organizational culture and empowerment influence trust, which then influences service quality. Gialamas *et al.* (2014) concluded that the leadership structure should demonstrate utmost respect for the establishment of institutional teams when learning takes place, and such learning requires delegation of power in the firm. Gialamas *et al.* (2014) also argued that leadership structures must respect team autonomy, similar to how NGOs require decision-making autonomy in collaborative contracts. Likewise, the issue of empowerment is also faced by the Thai education system due to the presence of hierarchical structures in schools and

expectations from leaders to adhere to proper authority structures. Thus, the need for educational administrators arises to strike a balance between legitimacy and development of leadership skills.

## **2.4 Work system**

The study defines Work System as the structural foundation that enables teams to execute their tasks. The absence of established processes and operational systems, together with the lack of accountability systems, creates a situation in which collaboration between teams is ineffective and lacks direction.

Moreover, VanVactor (2012) distinguished between the inspirational aspects of leadership and the coordinating functions of management. Kazley *et al.* (2016)'s development of a health administration collaborative leadership competency model, from which the researchers identified interpersonal capabilities and systematic understanding as keys to effective collaboration in organizational operations. Hallinger and Heck (2010) stated that collaborative leadership's effects on school improvement operate through changes in schools' academic capacity and systems that support instructional improvement.

## **2.5 Role modeling**

Role modeling becomes an essential component of collaborative leadership, which is adopted by learning institutions in showcasing their organizational values. Unger and Sann (2023) stressed that leader behavior and follower perception remain the key intervention necessary for ensuring learning sustainability. According to Gialamas *et al.* (2014), effective leadership models result in reflection at all organizational levels concerning the principles of the essence of meaningful relationships that facilitate genuine learning and development. Kanawapee *et al.* (2022) pointed to the relevance of the concepts of role models, model teachers, buddy teachers, and mentors in developing teacher competencies, thereby proving that role modeling becomes multi-dimensional and multi-relational. Yet again, in the Thai educational setting, leadership role modeling becomes significant due to existing cultural traditions of respect and admiration for

authority.

### **3 METHODOLOGY**

In order to develop a collaborative leadership model for improving the effectiveness of schools, this study took an evidence-based, mixed method approach. Mixed methods involve using both quantitative and qualitative approaches together in research so as to give a more detailed picture of any educational phenomenon (Pregoner, 2024).

The research design was done through various stages including needs assessment, development of model and implementation and evaluation. Application of the above design methodology in carrying out the research allowed the research to be conducted using the model design research approach which facilitates the development of valid and appropriate models.

Use of statistical analysis together with qualitative analysis carried out by various experts played a major role in making the finding valid and appropriate.

#### **3.1 Research design**

The research process included three stages. These included: (1) studying the current state, desired state, and important requirements for the concept of collaborative leadership; (2) creating a collaborative leadership model; and (3) assessing the performance of the collaborative leadership model created. It allowed combining quantitative assessment of requirements and qualitative data obtained from experts and field research following all the rules of model creation.

#### **3.2 Phase 1: needs assessment**

##### *3.2.1 Population and sample*

For phase 1, the sampling strategy employed the utilization of a target population of 1,875 school administrators and teachers at 115 schools in Suratthani's PESAO 1. The

selected sample size was 30, which was obtained through the use of purposive sampling. The sample size was made up of five individuals from six model schools. From each model school, one school administrator, head of academic affairs, quality assurance head, and two teachers were selected to form the sample size. Despite being small, the sample size was deemed appropriate for undertaking exploratory needs assessment.

### *3.2.2 Instruments*

A five-point Likert scale questionnaire was developed to assess current and desired conditions of collaborative leadership across five components: Shared Vision, Inspiration and Motivation, Empowerment, Work System, and Role Modeling. The instrument was validated by five experts, with the Index of Item-Objective Congruence (IOC) values ranging from 0.60 to 1.00, indicating acceptable content validity. Reliability testing with a non-sample group of 50 respondents yielded Cronbach's alpha coefficient of 0.99, substantially exceeding the acceptable threshold of 0.70.

Additionally, semi-structured interviews were designed to collect qualitative information regarding collaborative leadership from both principals and teachers in model schools. The interview questions included inquiries about successful strategies, problems encountered, and what constitutes ideal collaborative leadership.

### *3.2.3 Data collection and analysis*

Data collection during Phase 1 included both the use of surveys and interviews. The surveys were provided to the selected participants, who totaled 30, with all answers collected being regarded as valid. Interviews were carried out on 12 participants from four different school sizes.

Quantitative data were analyzed using descriptive statistics, including means (M) and standard deviations (SD). Priority Needs Index ( $PNI_{\text{modified}}$ ) was calculated using the formula  $PNI_{\text{modified}} = (I - D)/D$ , where I represents the mean score for desired conditions and D represents the mean score for current conditions (Sukdee & Pechsri, 2026). Higher  $PNI_{\text{modified}}$  values indicate a greater need for development, enabling prioritization of

intervention areas. After the content analysis, identified themes were coded to complement quantitative findings (Li & Zhang, 2022).

### 3.3 Phase 2: model development

Based on the results obtained in Phase 1, the initial model of collaborative leadership was formulated based on information collected from the literature review, interviews, and needs analysis. The draft was revised to ensure clarity and consistency with the research objectives. Following this, the draft model was presented to nine experts, who analyzed it and provided feedback for the formulation process through connoisseurship sessions (Figure 1).

**Figure 1**

*Conceptual framework of the collaborative leadership VIEWR (Vision, Inspiration, Empowerment, Work system, Role modeling) Model for enhancing school effectiveness*



### **3.4 Model implementation and evaluation**

#### *3.4.1 Participants*

The sample size comprised of 30 respondents with 5 individuals being chosen from each of the 6 model schools. Purposeful sampling method was employed by selecting the respondents who were actively engaged in school activities and administration (Nyimbili & Nyimbili, 2024). This comprised of school administrators, heads of academics, heads of QA, as well as teachers from the quality assured schools.

#### *3.4.2 Implementation procedures*

Prior to implementation, orientation sessions were conducted with all participants to ensure understanding of the model and its intended use. The collaborative leadership model was then implemented over a specified period, with schools applying the model to their leadership practices.

#### *3.4.3 Evaluation instruments*

Two assessment tools were created: (1) an instrument to evaluate the model's implementation through the process evaluation, and (2) a questionnaire on satisfaction, which measures stakeholders' satisfaction with the utilization of the model. Content validation was done using the five experts.

#### *3.4.4 Data analysis*

The researchers used descriptive statistics to analyze evaluation data, which included means (M) and standard deviations (SD), to assess process implementation and user satisfaction. The research team used content analysis to evaluate qualitative feedback and discover strengths and weaknesses in the model implementation.

### 3.5 Ethical considerations

This study involved only non-vulnerable adult participants and did not require the collection of sensitive personal data. Furthermore, participation was voluntary. However, informed consent was obtained from all participants prior to the study's commencement, either electronically or in writing. The study also complied with the ethical standards of the Declaration of Helsinki (2013 revision) and with Thailand's National Policy and Guidelines for Human Research 2015 (2015), which stipulates that social and behavioral research carried out anonymously and involving no physical or psychological risk to participants is not subject to formal institutional ethics review in Thailand.

## 4 RESULTS

The research findings are presented in three phases.

### 4.1 Phase 1: current conditions, desired conditions, and priority needs

#### Components of collaborative leadership and school effectiveness

The synthesis of literature, expert interviews, and analysis of model schools revealed five components of collaborative leadership for school effectiveness under the Suratthani PESAO 1. These were a (1) Shared Vision, (2) Inspiration and Motivation, (3) Empowerment, (4) Work System, and (5) Role Modeling. School effectiveness was conceptualized as comprising three dimensions: (a) ability to produce high-quality students, (b) ability of personnel to adapt to change, and (c) ability to manage internal school operations.

#### 4.1.1 *Current and desired conditions*

Table 1 presents the means, standard deviations, and priority needs indices for the five collaborative leadership components.

**Table 1***Current condition, desired condition, and PNI<sub>modified</sub> of leadership components.*

Component	Current Condition	Desired Condition	PNI <sub>modified</sub>	Rank
	M/SD	M/SD		
Shared Vision (V)	3.36, 0.59	4.66,0.48	0.39	4
Inspiration and Motivation (I)	3.36, 0.61	4.76,0.44	0.42	3
Empowerment (E)	3.32, 0.63	4.75,0.43	0.43	2
Work system (W)	3.25, 0.66	4.73,0.46	0.45	1
Role Modeling (R)	3.48, 0.69	4.79,0.41	0.38	5
Overall	3.35, 0.64	4.74,0.45	0.41	

The current condition of collaborative leadership was moderate ( $M = 3.35$ ,  $SD = 0.64$ ), whereas the desired condition was at the highest level ( $M = 4.74$ ,  $SD = 0.45$ ). The overall priority needs index (PNI<sub>modified</sub>) was 0.41, indicating a substantial gap between current and desired states.

Among the five components, Work System exhibited the highest priority need (PNI<sub>modified</sub> = 0.45), followed by Empowerment (PNI<sub>modified</sub> = 0.43), Inspiration and Motivation (PNI<sub>modified</sub> = 0.42), Shared Vision (PNI<sub>modified</sub> = 0.39), and Role Modeling (PNI<sub>modified</sub> = 0.38). The ranking suggests that interventions should prioritize improvements in work system (W) and empowerment (E) practices.

Further insights into the findings were gathered from qualitative research interviewees. According to the respondents, the administration appreciated the need for collaborative leadership, although the implementation was not always successful. One school administrator stated, "We try to involve teachers in decision-making, but we lack clear systems to sustain that involvement." Teachers expressed a desire for more meaningful participation: "We are invited to meetings, but our input does not always influence final decisions." The reflections demonstrated that the PNI<sub>modified</sub> values had shortcomings, specifically in the areas between Work System and empowerment.

#### **4.2 Phase 2: development of the collaborative leadership model**

Based on the findings from Phase 1 and the synthesis of relevant literature, the researcher developed the collaborative leadership model, named *VIEWR MODEL* (derived from the initial letters of the five components: Vision, Inspiration,

Empowerment, Work system, and Role modeling). The model comprises the following elements:

**Name:** VIEWR MODEL – Collaborative Leadership Model for Enhancing School Effectiveness under Suratthani PESAO 1;

**Principles:** (1) School effectiveness principle; (2) Collective effort for development principle; (3) Integration of leadership into practice principle.

**Objectives:** To provide guidelines for developing collaborative leadership among school administrators; to support administrators in applying the model to enhance school effectiveness and educational quality.

**Components:** Five collaborative leadership components (Shared Vision, Inspiration and Motivation, Empowerment, Work System, Role Modeling) and three school effectiveness dimensions;

**Success factors:** (1) Stakeholder participation; (2) Effective teamwork with clear goals and systematic planning; (3) Collaborative networks for exchanging best practices; (4) Valuing individuals within the organization.

Nine experts evaluated the model through connoisseurship seminars. Experts rated the model's appropriateness and feasibility at the highest level ( $M = 4.67$ – $4.85$  across criteria), confirming its suitability for implementation.

### 4.3 Phase 3: evaluation of model implementation

The VIEWR MODEL was implemented in six model schools with 30 participants. After the implementation period, process evaluation and satisfaction assessment were conducted.

#### 4.3.1 Process evaluation

The overall evaluation of the implementation process was at the highest level ( $M = 4.68$ ,  $SD = 0.42$ ). All five components received mean scores above 4.50, with Work System ( $M = 4.72$ ) and Role Modeling ( $M = 4.70$ ) receiving the highest ratings. Participants reported that the model's structured approach and clear guidelines facilitated practical application.

### 4.3.2 Model satisfaction

Stakeholder satisfaction with the model's use was also at the highest level overall ( $M = 4.71$ ,  $SD = 0.39$ ). Participants expressed high satisfaction with the model's clarity, practicality, and relevance to their school contexts. One teacher commented, “*The model helped us see how collaborative leadership is not just about meetings but about having clear systems and shared goals.*” Another administrator noted, “*The focus on empowerment and Work System gave us concrete steps to improve.*”

## 5 DISCUSSION

This research was conducted to propose and assess a collaborative leadership model that would improve school effectiveness at Suratthani PESAO 1. These results will give useful information regarding the existing situation on collaborative leadership in Suratthani's PESAO 1, as well as the proposed model.

### 5.1 Current and desired conditions of collaborative leadership

Organizations reported moderate current collaborative leadership ( $M = 3.35$ ) but desired the highest level ( $M = 4.74$ ), yielding a  $PNI_{\text{modified}}$  of 0.41. This gap reflects difficulties in consistently applying participatory methods in Thai schools (Kanawapee *et al.*, 2022).

The highest priority need was **Work System** ( $PNI_{\text{modified}} = 0.45$ ). Effective collaboration requires structured operational systems and clear responsibility protocols; without them, teamwork becomes disorganized and unproductive. VanVactor (2012) noted that collaborative leadership requires both inspiration and work systems to support successful resource utilization. In Thai schools, absent systems increase administrative workloads and widen the gap between planned and actual cooperation—a finding supported by interview data.

**Empowerment** was determined to rank second ( $PNI_{\text{modified}} = 0.43$ ). This is consistent with other studies, such as Gialamas *et al.* (2014), who indicated that authority principles should be distributed. Moreover, Empowerment includes delegating tasks and

fostering teacher ownership of improvement (Amos *et al.*, 2022). The moderate current condition ( $M = 3.32$ ) suggests administrators desire to empower but are constrained by traditional hierarchical decision-making. The highly desired condition indicates stakeholders recognize the importance of empowerment for school effectiveness.

**Inspiration and Motivation** was determined to rank third ( $PNI_{\text{modified}} = 0.42$ ). Analysis indicated that Leaders need to move beyond transactional management toward transformational practices that engage intrinsic motivation. This is consistent with Unger and Sann (2023), who reported that leader behavior and follower perceptions enhance commitment. The deficiency here indicates a need for administrator training in vision-building, recognition, and positive work environments.

**Shared Vision** ( $PNI_{\text{modified}} = 0.39$ ) and **Role Modeling** ( $PNI_{\text{modified}} = 0.38$ ) had the lowest-priority needs, though they were still substantial. Role Modeling's current status ( $M = 3.48$ ) was relatively better, likely because administrators are expected to model advanced behavior. Chin (2014) emphasized that engaging teams in shaping a shared vision promotes openness and inclusivity.

## 5.2 Development of the VIEWR model

The VIEWR Model integrates the five identified components with school effectiveness dimensions and success factors. The inclusion of success factors such as stakeholder participation, effective teamwork, collaborative networks, and valuing individuals within the organization reflects the model's grounding in both theoretical literature and local context (Tupthai & Chansirisira, 2025).

The model shares similarities with other collaborative leadership frameworks developed for educational settings. Hallinger and Heck's (2010) leadership for learning model emphasized building academic capacity through collaborative processes, and the VIEWR Model similarly connects collaborative practices with school effectiveness results. Gialamas *et al.* (2014) advocated for leadership structures that embrace core values about teaching and learning; the VIEWR Model addresses these requirements through its focus on role modeling and its development of a shared vision.

### 5.3 Implementation and evaluation

The VIEWR Model reached a successfully implemented state when it achieved its highest process and satisfaction ratings, demonstrating its practical value. The model's structured components enabled respondents to use it. The high satisfaction ratings of Thai users who developed the model through user-centered design and expert validation methods showed practitioner acceptance of the model.

The process evaluation results, which showed that all components scored 'high', indicated that the formative evaluation was implemented as designed. In particular, the high scores for Work System and Role Modeling stand out, given that PNImodified rankings were relatively diverse on these two components, with Work System ranking as the most needed and Role Modeling as the least needed. The successful implementation of both components suggests that the model design effectively addressed priority areas while keeping an eye on foundational issues.

The model was validated by the participant's feedback, which suggested that it was very effective with respect to the practice of collaborative leadership. The model helped the participants in understanding how collaborative leadership provides that system and consolidated objectives that direct leadership activity. The model was found by the administrator to offer specific guidance along the same line, thus benefiting from the overall participatory guidance.

## 6 CONCLUSION

This study set out to design and test the VIEWR Model, a collaborative leadership framework aimed at improving school effectiveness within Suratthani Primary Educational Service Area Office 1 in Thailand. Using a three-phase mixed-methods approach, the research first explored existing practices and identified clear gaps between current practices and stakeholders' aspirations—particularly in work systems and empowerment, which emerged as the most pressing needs.

The resulting model brings together five key elements: shared vision, inspiration and motivation, empowerment, work systems, and role modeling. These are linked to three broader dimensions of school effectiveness. Both expert review and field

implementation suggested that the model is not only appropriate in theory but also practical and useful in real school settings.

One important aspect of the study's results is that collaboration does not happen automatically. Studies reveal that collaboration depends on clear structures in place, the distribution of leadership roles, and the continuous development of people's capacity to work together. In this sense, the VIEWR Model offers a practical way to turn the study's collaborative leadership model into an actionable process in a school's daily work.

### **CONFLICT OF INTEREST**

The authors declare no conflict of interest.

### **AUTHOR CONTRIBUTIONS**

Somjai Sikkhawat (S.S.), Werayut Chatakan (W.S.) and Chusak Ekpetch (C.E.) S.S. conducted the intervention, collected the data, and wrote the initial manuscript; W.C. performed the statistical analysis; S.S., W.C., and C.E. contributed to writing, review, and editing, theoretical framing, and critical revisions. C.E. supervised the research. All authors approved the final version of the manuscript.

### **ETHICAL CONSIDERATIONS**

This study involved only non-vulnerable adult participants and did not require the collection of sensitive personal data. Furthermore, participation was voluntary. However, informed consent was obtained from all participants prior to the study's commencement, either electronically or in writing. The study also complied with the ethical standards of the Declaration of Helsinki (2013 revision) and with Thailand's National Policy and Guidelines for Human Research 2015 (2015), which stipulates that social and behavioral research carried out anonymously and involving no physical or psychological risk to participants is not subject to formal institutional ethics review in Thailand.

## **USE OF ARTIFICIAL INTELLIGENCE**

During the preparation of this work, the authors used DeepSeek 3.0 and Grammarly Premium for language refinement and formatting assistance. ChatGpt was used for visualization. After using these tools, the authors reviewed and edited the content as needed and take full responsibility for the content of the published article.

## **APA EDITION 7 USED**

In this work, the most recent standards of the APA were followed, Edition 7.

## **ETHICS STATEMENT**

This research did not involve human subjects. Therefore, no ethics approval was required. All sources are publicly available legal and academic documents.

## **PERSONAL DATA PUBLICATION**

The author(s) authorize(s) the publication of their e-mail addresses in the mini-curriculum(s) of the final version of the accepted article.

## **AUTHORS' RULES AWARENESS**

We declare that we are aware of the rules of the journal Veredas do Direito, that works in co-authorship represent the effective participation of the authors in their production, and that the simple supervision of work carried out by a professor does not guarantee and represents co-authorship of the text.

## DECLARATION

The authors agree and declare that:

- a) they provided accurate and true information and did not create false identity or used subterfuges with the purpose of deceiving people, institutions or obtaining benefits of any nature;
- b) they are the only responsible for any and all information, being subject to administrative and legal implications arising from inaccurate or false statements (arts. 298 and 299 of the Brazilian Penal Code) that may cause damage to the journal or to third parties;
- c) did not use the journal for illegal, illicit or prohibited purposes that violate third parties' privacy or rights, including copyright or intellectual property rights.

## REFERENCES

- Aekwut, K., Julsuwan, S., & Chansirisira, P. (2025). Needs assessment for enhancing teacher leadership among teachers in small primary schools under the Office of Basic Education Commission. *Journal of Education and Learning*, 14(4), 262–269. <https://eric.ed.gov/?id=EJ1480462>
- Amos, O., Siamoo, P., & Ogoti, E. (2022). Influence of delegation of responsibility in participative leadership style on improving the quality of education in public secondary schools in Arusha Region, Tanzania. *British Journal of Education*, 10(7), 1–19. <https://doi.org/10.37745/bje.2013/vol10n7pp119>
- Aroonsiwagool, A., Tuntiwongwanich, S., Pimdee, P., Meedee, C., & Moto, S. (2025). Assessing instructors' perceptions of critical skills in computational thinking and block-based programming: A needs assessment approach. *International Journal of Instruction*, 18(2), 245–260. <https://doi.org/10.29333/iji.2025.18214a>
- Asvathitanont, C., Tangjitprom, N., Jaroonsaksit, R., Puasiri, P., & Aunmueng, K. (2024). Policy and Digital Economy and Society Development Action Plan Phase 2 (B.E. 2566–2570) (A.D. 2023–2027) and Digital Economy and Society Development Action Plan for Human Resource Development Phase 2 (B.E. 2566–2570) (A.D. 2023–2027). In N. Mansour & L. Bujosa (Eds.), *Islamic Finance*. Springer. [https://doi.org/10.1007/978-3-031-48770-5\\_54](https://doi.org/10.1007/978-3-031-48770-5_54)
- Berhanu, K. Z. (2025). Strategies principal used to develop teachers' psychological empowerment in primary schools in Ethiopia: Qualitative study. *Current Psychology*, 44(2), 864–881.

- Chin, P. P. (2024). Unlocking the potential of visionary leadership: A study on shared vision, teamwork, and team performance. *Education Quarterly Reviews*, 7(2). <https://ssrn.com/abstract=4813924>
- Gialamas, S., Pelonis, P., & Medeiros, S. (2014). Metamorphosis: A collaborative leadership model to promote educational change. *International Journal of Progressive Education*, 10(1), 73–83. <https://eric.ed.gov/?id=EJ1017984>
- Hallinger, P., & Heck, R. H. (2010). Leadership for learning: Does collaborative leadership make a difference in school improvement? *Educational Management Administration & Leadership*, 38(6), 654–678. <https://doi.org/10.1177/1741143210379060>
- Kanawapee, C., Petsangsri, S., & Pimdee, P. (2022). The importance of sharing, caring, and collaboration in Thai teacher competency development through online professional learning communities. *Journal of Positive Psychology and Wellbeing*, 6(1), 3674–3689. <https://journalppw.com/index.php/jppw/article/view/5900>
- Kazley, A. S., et al. (2016). Competency development and validation: An update of the collaborative leadership model. *Journal of Health Administration Education*, 33(1), 73–93. <https://www.ingentaconnect.com/contentone/aupha/jhae/2016/00000033/00000001/art00006>
- Lawrence, R. L. (2017). Understanding collaborative leadership in theory and practice. *New Directions for Adult and Continuing Education*, 2017(156), 89–96. <https://doi.org/10.1002/ace.20262>
- Li, Y., & Zhang, S. (2022). Qualitative data analysis. In *Applied Research Methods in Urban and Regional Planning* (pp. 149–165). Springer International Publishing. [https://doi.org/10.1007/978-3-030-93574-0\\_8](https://doi.org/10.1007/978-3-030-93574-0_8)
- Noppakhunwong, T., Kantathanawat, T., & Pimdee, P. (2025). Enhancing digital literacy in Thai higher education: A strategic imperative. *Edelweiss Applied Science and Technology*, 9(5), 1832-1837. <https://doi.org/10.55214/25768484.v9i5.7291>
- Nyimbili, F., & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative research studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90–99. <https://doi.org/10.37745/bjmas.2022.0196>
- Perrodin, D. D., Chantaranamchoo, N., Sukjairungwattana, T., Ketanon, R., & Paiwittayasiritham, C. (2025). Global goals, local gaps: Thailand's long road to SDG 4 in education policy reform. *Policy Futures in Education*, Article 14782103251413090. <https://doi.org/10.1177/14782103251413090>
- Phillips, D. R., Stewart-Fox, T., Phillips, S., Griffith, M., & Bhojedat, J. (2023).

- Distributed leadership in education: A systematic review of its role in fostering innovative practices and enhancing school performance. *International Journal of Science and Research*, 12(11), 2083–2089. <https://dx.doi.org/10.21275/SR231128014118>
- Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative, and mixed methods. *IMCC Journal of Science*. <https://hal.science/hal-04879841/>
- Ra-ngubtook, W., & Bhongsatiern, J. (2022). Basic education in Thailand. In L. P. Symaco & M. Hayden (Eds.), *International Handbook on Education in Southeast Asia* (pp. 1113-1137). Singapore: Springer Nature Singapore. [https://doi.org/10.1007/978-981-16-8136-3\\_21-1](https://doi.org/10.1007/978-981-16-8136-3_21-1)
- Rakdee, H., Waichompu, N., & Dechpichai, W. (2025). Management Model for Internal Quality Assurance of Schools under Surat Thani Primary Educational Service Area Office. *Higher Education Studies*, 15(4), 45-57. <http://files.eric.ed.gov/fulltext/EJ1484392.pdf>
- Saraphol, A., & Nuangchalerm, P. (2025). Strengthening program in academic leadership of primary school administrators: A modified priority needs index study. *Journal of Practical Studies in Education*, 6(5), 93–100. <https://doi.org/10.46809/jpse.v6i5.139>
- Setyaningsih, S. (2025). Strategic model for improving instructor service quality: The role of visionary leadership, organizational culture, empowerment, achievement motivation, and trust. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 9(1), 197–214. <https://doi.org/10.29240/jsmp.v9i1.13371>
- Singhathongkul, N., Sirisuthi, C., & Prasertphorn, V. (2025). Model development of academic administration effectiveness in the digital era for extra-large-size primary schools under the Office of Basic Education Commission. *International Education Studies*, 18(6), 44–56. <https://eric.ed.gov/?id=EJ1491629>
- Sukdee, T., & Pechsri, K. (2026). The development of a training course for enhancing the production of innovative learning and classroom action research for physical education teachers. *Journal of Education and Learning*, 20(2), 655–663. <https://doi.org/10.11591/edulearn.v20i2.23327>
- Tiwong, P., Wannapairo, S., & Werathummo, A. (2025). Development of education administration model towards excellence in the 21st century for Thailand's primary schools. *International Education Studies*, 18(2), 36–46. <https://doi.org/10.5539/ies.v18n2p36>
- Tupthai, T., & Chansirisira, P. (2025). Needs assessment of participatory school management for academic effectiveness in provincial administrative organization schools: A study of Northeast Thailand. *Journal of Education and Learning*, 14(5), 348–356. <https://doi.org/10.5539/jel.v14n5p348>

- Unger, F., & Sann, U. (2023). Promoting self-determination and motivation as leadership skills: A didactics to strengthen autonomy support and the importance of role models in social work management education. In M. Arnold (Ed.), *Handbook of Applied Teaching and Learning in Social Work Management Education* (pp. 271–289). Springer. [https://doi.org/10.1007/978-3-031-18038-5\\_16](https://doi.org/10.1007/978-3-031-18038-5_16)
- Ussarn, A., Pimdee, P., & Kantathanawat, T. (2022). Needs assessment to promote the digital literacy among students in Thai community colleges. *International Journal of Evaluation and Research in Education*, 11(3), 1278–1284. <https://doi.org/10.11591/ijere.v11i3.23218>
- VanVactor, J. D. (2012). Collaborative leadership model in the management of health care. *Journal of Business Research*, 65(4), 555–561. <https://doi.org/10.1016/j.jbusres.2011.02.021>
- Xupravati, P., Kulophas, D. (2026). Leading with Camaraderie: How Thai Principals Cultivate Collaborative School Cultures. In J. Chi-Kin Lee, J. (Ed.), *Handbook of Asian Educational Innovation towards the Futures of Education*. Springer International Handbooks of Education (pp. 1-25).. Springer, Singapore. [https://doi.org/10.1007/978-981-96-3901-4\\_27-1](https://doi.org/10.1007/978-981-96-3901-4_27-1)