

**Causal Model of Innovative Leadership and Leaders' Emotional Intelligence
through Teacher's Self-Efficacy Affecting Teaching Effectiveness of Teachers in Small School
under Bangkok Metropolitan Administration**

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ABSTRACT

The purposes of this research were to 1) develop and examine the consistency of a structural equation model comprising of innovative leadership and principal's emotional Intelligence through teacher's self-efficacy affecting teaching effectiveness of teachers in small school under Bangkok Metropolitan Administration. 2) investigate the direct, indirect, and total effects of causal factors influencing the teaching effectiveness of teachers in these schools. The study was conducted on the population of 223 small-sized schools under the Bangkok Metropolitan Administration. The research instrument was a 5-point Likert scale questionnaire comprising 60 items and analyzed using descriptive statistics and structural equation modeling.

The purposes of this research were to: 1) the causal model of factors affecting teaching effectiveness of teachers in small-sized schools under the Bangkok Metropolitan Administration was consistent with the empirical data, with the following fit indices: $\chi^2 = 143.752$, $df = 118$, $\chi^2/df = 1.218$, $p\text{-value} = .054$, $GFI = .942$, $NFI = .977$, $RMSEA = .031$, $RMR = .007$. The causal factors of innovative leadership and emotional intelligence of school administrators affected teaching effectiveness through teachers' self-efficacy, accounting for 75.8% of the variance in teaching effectiveness. 2) regarding the analysis of direct and indirect influences: (1) Innovative leadership had a direct influence on teaching effectiveness with a path coefficient of .221 and an indirect influence through teachers' self-efficacy, with a total influence of .708; (2) principal's emotional intelligence had an indirect influence on teaching effectiveness through teachers' self-efficacy, with a path coefficient of .356, which was

statistically significant; and (3) teachers' self-efficacy had a direct influence on teaching effectiveness, with a path coefficient of .703, which was statistically significant at the .001 level.

KEYWORDS: Innovative Leadership, emotional intelligence, Teachers' self-efficacy, Teacher teaching effectiveness

Introduction

Continuous investigation to develop learners to be able to live effectively (Keels, 2014). Research studies to let learners know the development of students in the process of checking and reviewing the importance of considering the importance and taking action, but learners will consider reviewing the operations of the organization and most importantly, practicing and thinking (Office of the Education Council, 2010). Social change and stress control in small schools that control the situation of teachers. Limited budget and teaching at various elements of stress and continuing to teach teachers (Jacobson, 2016) through the examination of teacher values. Key Guidelines for Teachers and School Leaders (Walker, 2017)

Teacher teaching, such as many factors for teacher teaching experience that are important to attitudes, beliefs about the components of learning management about the content being taught and have a path with learners (Goe, 2007) to teacher teaching that leads to good practice in introducing effective teaching techniques, selecting learning media and good communication between teachers and students (Yeung & Watkins, 2000). Studying student learning outcomes to develop continuous education is an important core of teaching (Phillips & Weingarten, 2013). From such a concept called teaching effectiveness

In English, which Dash & Barman (2016) The main reason why teachers can emphasize direct control in teaching can be said that teachers have teaching ability and teacher support ability are the main ones that directly study learning achievement (Keels, 2014).

Objectives

1. To develop and examine the consistency of the causal relationship model of innovative leadership and emotional intelligence of administrators through teachers' self-efficacy perception that affects the teaching effectiveness of teachers in small schools under the Bangkok Metropolitan Administration.
2. To study the direct and indirect influences of causal factors that affect the teaching effectiveness of teachers in small schools under the Bangkok Metropolitan Administration.

Definitions

1. Teaching Effectiveness (ET) refers to the ability of teachers in small schools under the Bangkok Metropolitan Administration to organize learning, use teaching techniques, learning media, and assessment methods that are appropriate for students in order for students to achieve their learning goals, including creating an atmosphere that promotes participation and stimulates students to be interested in learning. It consists of 5 aspects: using appropriate teaching methods (Teaching methods: TCM), creating a learning atmosphere (Lem), monitoring students' learning process (Learning process: LPC), effective classroom management (ECM), and content knowledge (CKL).

2. Innovative leadership (IL) refers to the behavior of administrators in small schools under the Bangkok Metropolitan Administration. Visionary teachers see opportunities in changing situations and encourage teachers to be motivated to be creative, including solving problems with innovation and new methods, which helps develop teachers' work processes to be more efficient. Consisting of 8 dimensions: Vision for change (VSC), Risk management (RMM), Team and participate (TAP), Motivation (MTT), Creating organizational culture (COC), Creative thinking (CTK), Networking (NWK), and Information and communication

technology (ICT). 3. Principal's Emotional Intelligence (EI) refers to the ability of small school administrators under the Bangkok Metropolitan Administration to be aware of their own emotions and thoughts. Including appropriate expression to situations that occur in the school and being able to build good relationships through communication, motivating and stimulating teachers to perform their duties, consisting of 5 aspects: Emotional self-awareness (ESA), Emotional self-control (ESC), Motivating yourself (MYS), Empathy (EPT), and Social skills (SSK). 4. Teacher's self-efficacy affecting (SE) refers to the perception of the ability of teachers in small schools under the Bangkok Metropolitan Administration that they can teach to achieve learning goals and effectively transfer knowledge to students and are aware of their ability to manage the classroom, using personal experiences and learning from others to develop teaching and create a better learning environment. Consists of 3 aspects: Teaching strategies (TSG), Classroom management (CRM), and Student participation (SDP).

Research Methodology

Population and Research Sample

This study was conducted from a population of 223 small schools under the Bangkok Metropolitan Administration in the 2024 academic year using a purposive sampling method. The respondents were school administrators (directors, deputy directors, department heads, subject group heads) totaling 1 person and teachers from all learning groups (science and technology, mathematics, Thai language, foreign languages, social studies, religion and culture, health and physical education, art and vocational studies) totaling 8 people from 223 schools, totaling 2,007 people.

Research Instrument

This research used a questionnaire consisting of 2 parts. Part 1 asked general information in the form of a checklist, including gender, age, highest educational level, position in the school, and school experience. Part 2 asked about innovative leadership, emotional intelligence of administrators, teachers' self-efficacy perception, and teaching effectiveness of teachers in small schools under the Bangkok Metropolitan Administration. The questions were a 5-point rating scale, with 5 meaning the most agreed. Or the most consistent with the actual situation and 1 means least agree or the least consistent with the actual situation, totaling 60 items. The questionnaire has been examined for content validity of the questions and the consistency of the questions with the objectives and definitions of the variables used in the research by 5 experts: 2 experts in education administration, 2 experts in educational research, and 1 expert with experience in school administration, all of whom hold a doctoral degree, to consider the consistency and appropriateness of each question item with the operational definition (IOC: Index of Item Objective Congruence). All questions passed the criteria with a consistency index between 0.80 and 1.00. The revised questionnaire was then tested (Try Out) to find the reliability with 30 administrators and teachers of small schools under the Bangkok Metropolitan Administration, including 15 administrators and 15 teachers, with a reliability of .917 for the entire questionnaire.

Data collection

The research project has been approved and certified for human research ethics from Kasetsart University under the project code KUREC-SSR67/153 The researcher collected data using the following steps: 1) The researcher requested permission to collect data from the chairman of the Doctor of Education Program in Educational Administration, Special Program, Faculty of Education, Kasetsart University. 2) The researcher collected data by sending a letter requesting permission to complete the questionnaire to the Bangkok Education Office to collect data via online channels. The researcher requested permission to complete the online questionnaire between February and March 2025. 3) When the researcher received the questionnaires back, the researcher checked the completeness of the questionnaires by selecting out questionnaires that provided incomplete or unclear information as follows: (1) questionnaires that provided incomplete information and (2) questionnaires that specified a check mark in a single box throughout the questionnaire. There were 1,631 complete questionnaires from the study population of 223 schools. The questionnaires were then sorted by school name to find the average value and use the results to analyze the overall picture of the school.

Data analysis

Data analysis to examine the consistency of the causal relationship model of innovative leadership and emotional intelligence of administrators through teachers' self-efficacy perceptions that affect teachers' teaching effectiveness in small schools. Under the jurisdiction of Bangkok, including:

1. Descriptive statistics analysis of observed variables using the mean, standard deviation, skewness (Sk), and kurtosis (Ku) to analyze the distribution characteristics of the data.
2. Data analysis using Structural Equation Modeling (SEM) according to the model fit indices criteria of Hair et al. (2019)

Research Results

From the analysis of general data of the respondents, it was found that most of the respondents were female more than male, accounting for 76.39 percent. When considering by age range, it was found that most of the administrators and teachers of small schools under the Bangkok Metropolitan Administration were in the age range of 41-50 years, accounting for 30.90 percent, followed by the age range of 30-40 years, accounting for 30.47 percent. The least age range was over 50 years, accounting for 14.29 percent. In terms of educational qualifications, most had a bachelor's degree, accounting for 85.22 percent, followed by a master's degree, accounting for 14.29 percent, and a doctoral degree, accounting for 0.49 percent. In terms of work experience in schools, it was found that most of the administrators and teachers of small schools under the Bangkok Metropolitan Administration had work experience in schools between 1-5 years, accounting for 32.99 percent, and the work experience range with the least number of respondents was over 20 years, accounting for 7.91 percent. In addition to the general information of the respondents, The researcher analyzed the research results as follows:

1. Development and examination of the consistency of the causal relationship model of innovative leadership and emotional intelligence of administrators through teachers' self-efficacy perception that affects the teaching effectiveness of teachers in small schools under the Bangkok Metropolitan Administration

- 1.1 The research results found that the teaching effectiveness of teachers in small schools, which is the dependent variable The mean value was at the highest level ($\mu=4.51$, $\sigma=0.39$). The components with the highest mean value were effective classroom management ($\mu=4.56$, $\sigma=0.41$), creating a learning atmosphere ($\mu=4.53$, $\sigma=0.37$), and using appropriate teaching methods ($\mu=4.51$, $\sigma=0.39$). The components with the highest mean value were monitoring the learning process ($\mu=4.48$, $\sigma=0.39$) and knowledge of the subject matter being taught ($\mu=4.48$, $\sigma=0.40$), respectively. When considering the variable of innovative leadership, it was found that the mean value was at the highest level ($\mu=4.47$, $\sigma=0.44$). The components with the highest mean value were motivation ($\mu=4.60$, $\sigma=0.40$), organizational climate creation ($\mu=4.53$, $\sigma=0.44$), teamwork and participation ($\mu=4.51$, $\sigma=0.40$), while the components with high mean values were creativity ($\mu=4.49$, $\sigma=0.41$), use of information and communication technology ($\mu=4.44$, $\sigma=0.49$), having a vision for change ($\mu=4.44$, $\sigma=0.43$), building networks and relationships ($\mu=4.42$, $\sigma=0.47$), and risk management ($\mu=4.34$, $\sigma=0.48$), respectively. When considering the variable of emotional intelligence of the executives, it was found that the overall mean value was at a high level ($\mu=4.46$,

$\sigma=0.47$), while all components were at a high level, including having social skills ($\mu=4.50$, $\sigma=0.43$),

self-motivation ($\mu=4.49$, $\sigma=0.47$), understanding others' feelings ($\mu=4.46$, $\sigma=0.46$), controlling one's own emotions ($\mu=4.43$, $\sigma=0.50$) and the component with the lowest mean value was self-awareness of emotions ($\mu=4.41$, $\sigma=0.48$), respectively.

When considering the variable of teachers' self-efficacy perception, it was found that the mean value was at a high level ($\mu=4.49$, $\sigma=0.40$). The component with the highest level was teaching strategies ($\mu=4.51$, $\sigma=0.38$), followed by student participation and classroom management ($\mu=4.49$, $\sigma=0.40$) and ($\mu=4.47$, $\sigma=0.41$), respectively.

1.2 The results of the analysis of the relationship between variables using the correlation coefficient that affects the teaching effectiveness of teachers in small schools under the Bangkok Metropolitan Administration to know the nature of the relationship to consider the appropriateness are shown in Table 1

Table 1 Analysis of correlation coefficients between observed variables in research

Value	VSC	TAP	MTT	CTK	COC	RMM	NMK	ICT	ESA	ESC	MYS	EPT	SSK	TSG	CRM	SDP	TCM	LEM	LPC	ECM	CKL	
VSC	1																					
TAP	.821**	1																				
MTT	.710**	.832**	1																			
CTK	.761**	.877**	.863**	1																		
COC	.698**	.804**	.820**	.831**	1																	
RMM	.733**	.726**	.634**	.695**	.700**	1																
NMK	.743**	.713**	.603**	.658**	.676**	.715**	1															
ICT	.711**	.766**	.798**	.757**	.781**	.756**	.673**	1														
ESA	.759**	.772**	.683**	.757**	.711**	.769**	.699**	.750**	1													
ESC	.643**	.688**	.585**	.673**	.687**	.738**	.680**	.619**	.874**	1												
MYS	.662**	.725**	.662**	.718**	.730**	.729**	.616**	.668**	.842**	.857**	1											
EPT	.680**	.744**	.705**	.753**	.772**	.746**	.628**	.723**	.876**	.845**	.899**	1										
SSK	.641**	.720**	.670**	.718**	.688**	.678**	.634**	.669**	.818**	.777**	.796**	.876**	1									
TSG	.579**	.567**	.516**	.593**	.514**	.643**	.562**	.564**	.697**	.597**	.627**	.639**	.707**	1								
CRM	.624**	.659**	.554**	.634**	.548**	.716**	.564**	.668**	.722**	.616**	.626**	.661**	.674**	.876**	1							
SDP	.575**	.619**	.548**	.598**	.506**	.649**	.525**	.607**	.665**	.570**	.585**	.595**	.608**	.787**	.887**	1						
TCM	.562**	.622**	.576**	.611**	.549**	.678**	.541**	.618**	.669**	.582**	.591**	.630**	.633**	.814**	.867**	.855**	1					
LEM	.564**	.582**	.586**	.555**	.525**	.605**	.592**	.671**	.636**	.472**	.516**	.564**	.549**	.714**	.731**	.710**	.782**	1				
LPC	.572**	.604**	.520**	.592**	.480**	.560**	.604**	.565**	.629**	.523**	.551**	.569**	.547**	.687**	.694**	.692**	.719**	.815**	1			
ECM	.480**	.472**	.414**	.420**	.347**	.398**	.529**	.441**	.438**	.364**	.372**	.372**	.360**	.497**	.492**	.505**	.508**	.699**	.775**	1		
CKL	.483**	.467**	.434**	.417**	.361**	.481**	.491**	.418**	.465**	.385**	.443**	.413**	.364**	.542**	.544**	.556**	.603**	.694**	.737**	.803**	1	
Mean	4.35	4.51	4.60	4.49	4.53	4.34	4.42	4.44	4.41	4.43	4.49	4.46	4.50	4.51	4.47	4.49	4.51	4.53	4.48	4.56	4.48	
S.D.	0.43	0.40	0.40	0.41	0.44	0.48	0.47	0.49	0.48	0.50	0.47	0.46	0.43	0.38	0.41	0.40	0.39	0.37	0.39	0.41	0.40	

Kaiser-Meyer-Olkin Measure of Sampling Adequacy = .942 Bartlett's test of sphericity = 6081.343 df = 210 sig = 0.000

** p<0.01

Discussion of Results

A study on the causal relationship model of innovative leadership and emotional intelligence of administrators through teachers' self-efficacy perceptions that affect teaching effectiveness of teachers in small schools under the Bangkok Metropolitan Administration. The researchers were able to discuss the results in the following important points:

The research results found that innovative leadership has a direct influence on teaching effectiveness of teachers in small schools under the Bangkok Metropolitan Administration, which is consistent with international studies indicating that leadership that emphasizes the use of new innovations in management plays an important role in enhancing teacher effectiveness in the classroom, especially when leaders can stimulate teacher participation and promote learning of school personnel. From the study of Orphanos & Orr (2014), which used structural equation modeling (SEM) analysis, it was found that preparing leaders with an innovative approach affects the leadership behavior of administrators and indirectly affects cooperation among teachers, resulting in better teaching quality. Administrators who encourage teachers to develop and exchange new teaching ideas freely are all factors supporting teaching effectiveness in the context of Thailand. Innovative leadership plays an important role in promoting teacher teaching quality, teacher learning and growth (Ariratana et al., 2019), especially in small schools with limited resources. Innovative leaders will be able to set the direction, apply new ideas, and promote an educational environment that supports continuous learning, leading to higher teaching effectiveness. The research results found that teachers' self-efficacy had a high direct influence on teaching effectiveness of teachers in small schools under the Bangkok Metropolitan Administration, without going through other variables. This reflects that teachers with high self-efficacy are more likely to manage the classroom and have teaching strategies that enable students to participate well. Teachers' self-efficacy is of primary importance in successful teaching (Sehgal et al., 2017). Similarly, Hettinger et al. (2023) found that teachers' self-efficacy is important in creating a learning atmosphere and driving teaching quality. In addition, IJAEM (2020) found a relationship between teachers' self-efficacy and teaching effectiveness, indicating that teachers' self-confidence is the only variable that can comprehensively explain teaching ability. The analysis of the above data reflects that teachers with high levels of self-efficacy tend to design quality learning, manage the classroom well, interact positively with students, and adapt to various situations effectively without the need for external factors as conditions, especially in the context of small schools under the Bangkok Metropolitan Administration, which often face problems with limited resources. Enhancing teachers' self-efficacy awareness can be an important tool for sustainably enhancing teaching effectiveness.

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