

Strategies for Developing Trustworthy Leadership of Primary School Administrators

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ABSTRACT

According to the PISA 2018 research summary report, 66% of Thai students expressed worry about how they are perceived when they make mistakes (OECD, 2019). This highlights the courage to learn among Thai students, with an emphasis on trial and error. Goddard et al. (2009) suggest that schools, as social institutions, foster relationships that influence the trust structure between teachers and school leaders. Kulophas (2020) found that many teachers struggle with communication, which weakens the trust between them and key decision-makers, leading to feelings of alienation and inconsistency. This lack of trust in school administrators undermines the academic relationship between teachers and school leaders, impeding meaningful and exploratory learning. The traditional hierarchical structure in Thai schools often exacerbates feelings of distrust, as teachers feel evaluated rather than valued. The principal's authority, often directed by the Minister of Education, further contributes to a lack of continuity and consistency in educational settings, fostering distrust among teachers. When trust and credibility are lacking, it affects the school environment, leading to problems in setting school goals and creating a positive atmosphere.

Keywords: Trustworthy, School Administrator, Leadership development, Primary School.