

THE DEVELOPMENT OF INSTRUCTIONAL LEADERSHIP STRATEGIES FOR TAEKWONDO INSTRUCTORS OF TAEKWONDO DOJANGS IN THAILAND

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Abstract: This research aims to develop the instructional leadership strategies for Taekwondo instructors of Taekwondo dojangs in Thailand by exploring the desirable and current instructional leadership components for Taekwondo instructors. Additionally, analyzing the needs of instructional leadership and the current teaching environment regarding instructional leadership for Taekwondo instructors. This descriptive research used two methods, the qualitative and quantitative methods. There were 630 Taekwondo instructors as a sample of the population of 8,596 Taekwondo instructors in Thailand. Questionnaires and strategic evaluation forms were the instruments to accomplish the research objectives. Descriptive statistics consisted of Mean, Frequency, Percentage, $PNI_{Modified}$, SWOT analysis, TOWS analysis, and validation from the experts. The research findings presented that the desirable instructional leadership for Taekwondo instructors had the highest average value, supporting student learning as a sub-component with the highest value while effective communication with the lowest value. The current instructional leadership for Taekwondo instructors presented a high average value, supporting student learning with the highest value, whereas vision and goal have the lowest value. Instructional leadership needs were vision and goal, creating a good environment for learning, developing a teaching career, effective communication, developing curriculum, supporting student learning, and wide knowledge, respectively. The strength included wide knowledge, supporting student learning, developing curriculum, and effective communication, whereas the weakness was vision and goal, creating a good environment for learning, and developing a teaching career. The opportunity concerned technological and social factors, while economic and political factors were threats. As a result, instructional leadership strategies for

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Taekwondo instructors of Taekwondo dojangs in Thailand comprised seven strategies.

Keywords: Instructional Leadership; Strategy, Taekwondo;

Introduction

Leaders are those who lead the organization to reach its peak of success. To lead the organization to success, leadership is essential in every position. Leadership is also crucial for sports because it could be considered a behavioral process that influences individuals and groups towards set goals. Both leaders and leadership are essential factors in improving the organization for success. Instructional leadership means giving authority to the subordinates, which results in better performance (Findley and Findley, 1992), creating an enjoyable and better working environment, including a fair and effective learning environment (Davis and Thomas, 1989). Learning and teaching in sports require a leader with instructional leadership skills, capable of leading the school to achieve its goals.

Taekwondo is a Korean national sport and is widespread globally. Taekwondo was introduced in Thailand in the year 1965. Kukkiwon (2012) mentioned that leadership in Taekwondo is a process of exercising an influence on people in an organization to achieve the established goal. Taekwondo's necessity of leadership describes that leadership is needed to deal with things that occur from diverse levels, including individuals and teams. Furthermore, instructional leadership is essential for Taekwondo instructors because they teach the students by practicing and teaching their knowledge, skills, and experiences. As an instructional leader, a Taekwondo instructor needs to exercise leadership to attain the goal he/she sets for Taekwondo training and transform them into a desirable state (Kukkiwon, 2012). Therefore, leadership is an essential virtue of Taekwondo instructors because they are in the position where they lead various societies and organized communities. There are differences in each individual's instructional leadership strategies due to multiple factors, namely, education, career achievement, environment, society, vision, goals, and other factors that create knowledge about instructional leadership strategies, not just Taekwondo knowledge. In Thailand, there are a large number of Taekwondo players. Still, only a small number have the potential as high as the national team compared to the country's total black belt holders. Besides, Taekwondo dojangs in Thailand have diverse administrations, and the management is mainly based on Taekwondo instructors with the highest Dan in dojangs. From above, the researcher concludes that Taekwondo instruction is typically based on experience and teachers' ability. Hence the success of Taekwondo instructors

will vary. Therefore, only individual teaching style creates Taekwondo instructors' quality. This is the situation, so there is a problem.

Research Objectives

1. To explore the desirable components of instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand.
2. To explore the current components of instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand.
3. To analyze the needs of instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand.
4. To analyze the current teaching environment regarding instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand.
5. To develop instructional leadership strategies for Taekwondo instructors of Taekwondo dojangs in Thailand.

Literature Review

Instructional Leadership

Hallinger and Murphy (1986) mentioned that instructional leadership performances represent the substance of the principal's instructional leadership role. These roles include framing and communicating school goals, supervising and evaluating instruction, coordinating curriculum, developing high academic standards and expectations, monitoring student progress, promoting teachers' professional development, protecting instructional time, and creating incentives for students and teachers.

Framing and Communicating School Goals. According to the studies of effective instructional schools, schools have a clearly defined mission focusing on improving students' achievements. This includes support in terms of both staff and school resources. Moreover, the school's objective would be more likely to succeed with a manageable scope. Thus, it helps coordinate less complicated goals and can effectively communicate with the school's mission.

Supervising and Evaluating Instruction. The leaders in schools must demonstrate their leadership as effective supervisors by observing the classroom instructions. The leaders' and teachers' coordination is needed to ensure that the classroom objectives are directly associated with the school's objectives by utilizing as much information as possible to review classroom instructions. Additionally, they can improve the teacher's instructional practices by providing visible and constructive advice.

Coordinating Curriculum. The school's effectiveness is linked to a range of items and their alignment to related materials, namely, instructional objectives, curricular materials, and testing instruments. As instructional leaders, the principal's role is to ensure that the curricular materials used to correspond with the school's instructional objectives. This must be done to ensure that such materials are reinforcing and that the instructional objectives and all testing instruments can keep track of the student's learning progress.

Developing High Academic Standards and Expectations. There are sustained high expectations from all students in effective classrooms and schools. These expectations are embedded in the school policies and standards, reflecting adults' behavior throughout the school. The high expectations are promoted indirectly to students by the principal. Moreover, they determine the school expectations directly through the policies, such as grading, student progress, retention, and classroom instructional practices.

Monitoring Student Progress. Frequent monitoring of the student's progress must be done by the principal, which/uses a great range of information on student learning to evaluate the school's program and progress towards the goals. The data collected will be applied for analysis, modification, and tracking student learning progress. The monitoring and feedback of student performance results strengthen the staff accountability for student learning and makes positive school differences.

Promoting the Professional Development of Teachers. The principal allows teachers' professional development by providing assistive activities, including training programs, research, curricular reports, and schedules to observe peer teaching, personal recognition, and useful resources for instructional improvement activities.

Protecting Instructional Time. The policies and enforced norms that reduce undesirable acts such as unpunctuality, absence, and absenteeism result in higher learning time. The principal and teachers' development of classroom management and instructional practices can lead to increased student learning opportunities 1) by protecting classroom instructional time and 2) prevent any interruptions from public announcements.

Developing Incentives for Students and Teachers. The reward system is another vital aspect of schools. For excellent student achievements, they should provide incentives for both students and teachers for encouragement. For instance, honor rolls, awarding ceremonies, and certificates of merit for

attendance and performance and announced in the school materials, such as the newsletter.

Rutherford (1985) found that quality academic leadership consists of four factors. The first is having a vision, working to achieve a goal, emphasizing progress on learning effectiveness, coordinating curriculum, evaluating and changing the idea to execution, working as a team, and giving importance to school goals. The second is creating the environment to support learning. The third is knowing what is happening at school and learning how students and teachers perform. Lastly, operating with knowledge and being flexible with each teacher's different teaching format and strategy, intervening only when necessary.

Strategy Development

Strategy means the method of how organizations can effectively achieve goals in the long term. Also, the researchers defined the meaning of strategy as the scope and a long-term direction that uses internal resources and allocates resources to successfully achieve the organizational goal (Rothwell and Kazanas, 1992). Wheelen and Hunger (2012) defined that strategic management determines an organization's long-term process to check the external environment; search for opportunities and threats and evaluate the internal environment to find strengths and weaknesses. Strategic management includes four steps there are environmental scanning, strategy formulation, strategy implementation and evaluation, and control

Priority Needs Index (PNI). The priority of needs for an organization is essential to identify the ranking order of the strength, weakness, opportunity, and threat by calculating the Modified Priority Needs Index (PNI_{Modified}), and the result is presented regarding the levels of priority needs from the highest level to the lowest level (Altschule and Watkins, 2014). Therefore, the strengths, weaknesses, opportunities, and threats are separated through Modified Priority Needs Index (PNI_{Modified}).

SWOT analysis is the method to check the environment by analyzing strengths, weaknesses, opportunities, and threats. It is applied to find the internal environment's strengths and weaknesses and the external environment's opportunities and threats (Armstrong, 1990). Moreover, SWOT analysis is a tool for strategic planning and management in the organization. It is a simple but powerful tool for sizing up an organization's resource capabilities and deficiencies, market opportunities, and the external threats to its future (Thompson et al., 2007).

The external environment includes political (P), economic (E), social (S), and technological (T), and it is called a PEST analysis. Analyzing the external environment consists of two variables: opportunity and threat. They are uncontrollable factors that directly and indirectly impact the organization (Healey, 1994).

Koontz and Weihrich (1988) mention that TOWS Matrix is a tool to match the analyzed internal and external environment. They comprise strengths, weaknesses, opportunities, and threats for developing the strategies. TOWS Matrix creates the process in four different positions, including SO (Strength and Opportunity), WO (Weakness and Opportunity), WT (Weakness and Threat), and ST (Strength and Threat).

Scope of the Study

The scope of the research is to explore instructional leadership strategies for Taekwondo instructors of Taekwondo dojangs in Thailand. The primary data collected was used in the study. In this research, the preliminary data were gathered from Taekwondo instructors in Thailand as the respondents. The population was, qualified 8,596 black belt holders who have 1st, Dan, to 9th Dan from the World Taekwondo Headquarter or Kukkiwon in South Korea. The sample size was 630 questionnaires from Taekwondo instructors in Thailand.

Conceptual Framework

The conceptual framework included instructional leadership components and strategy development to create instructional leadership strategies for Taekwondo instructors of Taekwondo dojangs in Thailand. The instructional leadership components were created from synthesizing the data from 14 sources for Taekwondo instructors. Strategy development emphasizes three processes which are the first is needs assessment via Priority Needs Index, the second is environment assessment of Taekwondo dojangs in Thailand via SWOT analysis and PEST analysis, and the third is strategy development using the TOWS matrix to create the instructional leadership strategy for Taekwondo instructors of Taekwondo dojangs in Thailand.

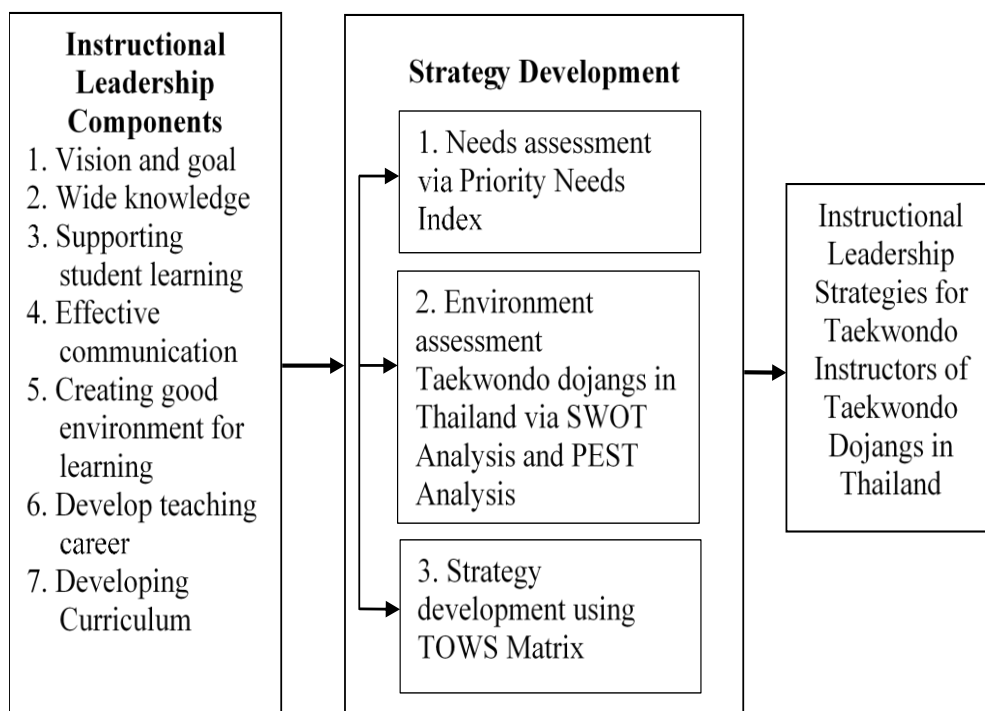


Figure 1. Conceptual Framework

Methodology/Procedure

This study applied the descriptive research method. Both qualitative and quantitative methods were applied in this research. The qualitative method was synthesizing the data from 14 sources to create a thematic synthesis to identify the instructional leadership components for Taekwondo instructors. Moreover, the instructional leadership components were determined by the frequency of seven and above or representing 50 percent of all studies. Then the instructional leadership components were applied to create the questionnaire as a research instrument. The quantitative method identified desirable and current instructional leadership components for Taekwondo instructors of Taekwondo dojangs in Thailand. The data was collected from the questionnaire and analyzed with descriptive statistics. A survey technique was used to gather the data and the primary data in the study. The research technique collected the information from the sample by distributing questionnaires.

Population and Sample

This research used a sample size of 630 Taekwondo instructors for a population of 8,596 Taekwondo instructors in Thailand. There were ten Taekwondo grandmasters, 248 Taekwondo masters, and 372 Taekwondo

instructors. The questionnaires were distributed to the respondents in Bangkok, Thailand, using non-probability sampling and purposive techniques.

Research Instruments

In this research, the researcher applied the synthesis data from 14 sources and created the thematic synthesis to identify the instructional leadership components for Taekwondo instructors of Taekwondo dojangs in Thailand. The instructional leadership components were determined by the frequency of 7 and above or representing 50 percent of all studies. The questionnaire covered instructional leadership's essential elements from thematic synthesis from 14 sources, including vision and goal, wide knowledge, supporting student learning, effective communication, creating good environments, developing teaching career, and developing curriculum. The questionnaire and strategic evaluation form were the research instruments to achieve the research objectives. The Cronbach's Alpha Coefficient formula was used to calculate the data collected to identify the questionnaire's reliability value. The alpha reliability coefficients for the questions of desirable components are .974 and for the questions of current components are .980. The researcher used the primary data to collect the information for this research. The questionnaire was an instrument to gather data and preliminary data from Taekwondo instructors in Thailand.

Data Analysis

1. Research Objective 1: Data analysis was Mean, Frequency and Percentage.
2. Research Objective 2: Data analysis was Mean, Frequency and Percentage.
3. Research Objective 3: data analysis was the Modified Priority Needs Index (PNI_{Modified}).
4. Research Objective 4: data analysis as SWOT analysis, PEST analysis, and TOWS analysis.
5. Research Objective 5: data analysis was examined by the experts' strategic evaluation forms (appropriateness and feasibility) and validation.

Findings/Results

The findings were presented according to each research objective.

Research objective 1 is to explore the desirable components of instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand. And research objective 2 is to explore the current components of instructional

leadership for Taekwondo instructors of Taekwondo dojangs in Thailand. The findings of research objectives 1 and 2 are shown in Tables 1 and 2.

Table 1: *The Desirable and Current Instructional Leadership Components for Taekwondo Instructors of Taekwondo Dojangs in Thailand*

Item No.	Instructional leadership for Taekwondo instructors in Thailand	Desirable				Current			
		Mean	SD	Level	Rank	Mean	SD	Level	Rank
1	Vision and Goal	4.68	.42	Highest	2	4.18	.67	High	7
2	Wide Knowledge	4.63	.52	Highest	5	4.36	.62	High	2
3	Supporting Student Learning	4.72	.48	Highest	1	4.38	.70	High	1
4	Effective Communication	4.54	.59	Highest	7	4.20	.69	High	5
5	Creating a Good Environment for Learning	4.64	.46	Highest	4	4.23	.61	High	4
6	Develop Teaching Career	4.58	.49	Highest	6	4.19	.71	High	6
7	Developing Curriculum	4.66	.51	Highest	3	4.33	.64	High	3
	Mean	4.64	.44	Highest	-	4.27	.59	High	-

The finding indicated that the overall picture of desirable instructional leadership for Taekwondo instructors in Thailand is at the highest level (mean = 4.64), and a comprehensive view of current instructional leadership for Taekwondo instructors in Thailand is at a high level (mean = 4.27). When considering each aspect of desirable instructional leadership for Taekwondo instructors in Thailand, the result presented that all aspects are at the highest level. They include supporting student learning, vision and goal, developing curriculum, creating a good environment for learning, wide knowledge, developing teaching career respectively and effective communication. When considering each aspect of current instructional leadership for Taekwondo instructors in Thailand, the result presents that all aspects are at a high level. There is support for student learning, wider knowledge, developing curriculum, creating a good environment for learning, effective communication, and developing teaching career and vision and goal.

Table 2: *The Desirable and Current External Environment Factors (PEST Analysis) affect Instructional Leadership for Taekwondo Instructors of Taekwondo Dojangs in Thailand*

Item No.	Instructional leadership for Taekwondo instructors in Thailand	Desirable				Current			
		Mean	SD	Level	Rank	Mean	SD	Level	Rank
1	Political	3.40	1.23	Neutral	4	3.25	1.20	Neutral	4
2	Economic	3.82	1.17	High	3	3.63	1.07	High	3
3	Social	3.88	1.09	High	2	3.72	1.08	High	2
4	Technological	4.27	.66	High	1	4.11	.74	High	1
	Mean	3.84	.97	High	-	3.68	.93	High	-

Based on the analysis of the desirable and current external environment factors (PEST Analysis) that affect Taekwondo instructors' instructional leadership. The finding indicated that the overall picture of both desirable and current instructional leadership for Taekwondo instructors in Thailand is at a high level at a mean of 3.84 and 3.68, respectively. When considering each aspect of desirable and current instructional leadership for Taekwondo instructors in Thailand, the result presents that the technological factor is at a high level and the social factor is at a high level. The economic factor is at a high level. Lastly, the political factor is at a neutral level.

Research objective 3 is to analyze the needs of instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand. The findings of research objective three are shown in Tables 3 and 4.

Table 3: *The Priority Needs Index of Instructional Leadership for Taekwondo Instructors of Taekwondo Dojangs in Thailand*

Item No.	Instructional leadership for Taekwondo instructors in Thailand	PNI _{modified}	Rank	Strength (< mean)	Weakness (> mean)
1	Vision and Goal	11.99	1		1
2	Wide Knowledge	6.14	7	1	
3	Supporting Student Learning	7.63	6	2	
4	Effective Communication	8.10	4	4	
5	Creating a Good Environment for Learning	9.85	2		2
6	Develop Teaching Career	9.43	3		3
7	Developing Curriculum	7.68	5	3	
Mean of PNI _{modified} = 8.69					

The analysis of all seven components indicated that instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand has the mean of PNI_{Modified} at 8.69. The vision and goal component has the highest PNI_{Modified} value of 11.99. Creating a suitable environment for learning has the PNI_{Modified} value of 9.85. Developing a teaching career has the PNI_{Modified} value of 9.43. Effective communication has the PNI_{Modified} value of 8.10. Developing curriculum has the PNI_{Modified} value of 7.68. Supporting student learning has the PNI_{Modified} value of 7.63, and wide knowledge has the PNI_{Modified} value of 6.14.

Moreover, three components have an average higher than the mean of PNI_{Modified} at 8.69, including vision and goal (11.99), creating a good environment for learning (9.85), and developing a teaching career (9.43). These indicate that three components should prioritize improvement and development. Therefore, these three components are the weakness. In contrast, four components have an average lower than the mean of PNI_{Modified}

at 8.69, comprising of a wide knowledge (6.14), supporting student learning (7.63), and developing curriculum (7.68), and effective communication (8.10). Hence, these four components are the strengths.

Table 4: *The Priority Needs Index of External Environment Factors (PEST Analysis) Affect Instructional Leadership for Taekwondo Instructors of Taekwondo Dojangs in Thailand*

Item No.	Instructional leadership for Taekwondo instructors in Thailand	PNI _{modified}	Rank	Opportunity (< mean)	Threat (>mean)
1	Political	4.43	2		2
2	Economic	5.09	1		1
3	Social	4.06	3	2	
4	Technological	3.95	4	1	
Mean of PNI _{modified} = 4.38					

The findings on the analysis of each aspect of the external environment factors affect instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand. They indicated that the economic factor has the highest PNI_{Modified} value at 5.09 and the political factor has the second high PNI_{Modified} value at 4.43. This means that both factors have an average higher than the mean of PNI_{Modified} at 4.38. Thus, both economic and political factors are a weakness. Simultaneously, technological and social factors have the PNI_{Modified} value at 3.95 and 4.06, respectively. These external environment factors are, on average, lower than the mean of PNI_{Modified} at 4.38. Therefore, these technological and social factors are strengths.

Research objective 4: To analyze the current teaching environment regarding instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand. The findings showed four strengths, three weaknesses, two opportunities, and two threats. The strengths included wide knowledge, student learning support, curriculum development, and effective communication. The weaknesses were vision and goal, creating a good environment for learning, and developing a teaching career. The opportunity consisted of technology and social, while the threat was economic and political.

Table 5: The Strength, Weakness, Opportunity, and Threat (SWOT Analysis) of Instructional Leadership for Taekwondo Instructors of Taekwondo Dojangs in Thailand

Strength (S)	Weakness (W)
1. Wide Knowledge (6.14)	1. Vision and Goal (11.99)
2. Supporting Student Learning (7.63)	2. Creating a Good Environment for Learning (9.85)
3. Developing Curriculum (7.68)	3. Develop a Teaching Career (9.43)
4. Effective Communication (8.10)	
Mean of PNI _{Modified} = 8.69	Mean of PNI _{Modified} = 8.69
Opportunity (O)	Threat (T)
1. Technological (3.95)	1. Economic (5.09)
2. Social (4.06)	2. Political (4.43)
Mean of PNI _{Modified} = 4.38	Mean of PNI _{Modified} = 4.38

Research objective 5 is to develop instructional leadership strategies for Taekwondo instructors of Taekwondo dojangs in Thailand. The findings presented that the instructional leadership strategies for Taekwondo instructors of Taekwondo dojangs in Thailand include seven strategies. Strategy 1 is creating a good environment for Taekwondo learning. Strategy 2 is increasing extensive knowledge of Taekwondo. Strategy 3 is supporting student Taekwondo learning. Strategy 4 is developing for effective communication. Strategy 5 is supporting the development of the Taekwondo curriculum. Strategy 6 is supporting the development of Taekwondo teaching. Strategy 7 is creating a vision and goal.

Discussions

1. The desirable and current instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand had the highest and highest levels. The internal component's highest average for both desirable and current instructional leadership for Taekwondo instructors was supporting student learning. It presented that Taekwondo instructors should focus on students' progress and studying because Taekwondo is a sport and martial art; therefore, supporting student learning is essential for students' practice. Hallinger and Murphy (1986) defined that the monitoring and feedback of student performance results strengthen the staff accountability for student learning and make positive differences. From the finding of external environment factors (PEST factors), the desirable and current instructional leadership factors for Taekwondo instructors had a high level for the overall picture. They had the same result: the high level was technological, social, and economic factors, respectively, while political factors were neutral. Furthermore, Hoy and Hoy (2013) indicated that instructional leaders should focus on using technology in schools in teaching and

learning as it is useful in schools for many purposes. It can make schools more engaging for students, increase student achievement, and support reform-oriented instructional aims in developing high-order thinking skills.

2. The research finding presented that instructional leadership components for Taekwondo instructors of Taekwondo dojangs in Thailand included four strengths: wide knowledge, supporting student learning, developing curriculum, and effective communication. Hallinger and Murphy (1986) stated frequently monitoring student progress and using a great range of information on student learning to evaluate the school's program and progress towards the goals. Also, principals' support should be beneficial and provide the teaching resources for effective classroom achievement (Hoy and Hoy, 2009). Besides, McEwans (1998) suggested that the leader must have the ability to communicate and have the ability to express to the parents, students, and teachers the importance and value of the school.
3. The strategies of instructional leadership for Taekwondo instructors included seven strategies. This finding of strategy 1 is consistent with Kukkiwon (2012), which indicated that creating an environment that helps develop the Taekwondo community. In terms of a notion of space, a dojang (gymnasium) is a place installed with appropriate facilities and equipment where the students and trainees can freely engage in the practice. Furthermore, Hoy and Hoy (2009) stated that instruction leaders arrange the learning environment for high academic achievement. This finding of strategy 2 is also consistent with Glickman (1990), who indicated that influential instructional leaders could be concluded in 3 components: knowledge base, task, and skills. Also, Kukkiwon (2011) defined that a Taekwondo instructor should be capable of fully expressing and presenting all techniques, spirit, and theoretical knowledge regarding Taekwondo. The finding's strategy three is also supported by Kukkiwon (2012), which mentioned that Taekwondo instructors could promote Taekwondo teaching, train activities, and prepare proper resources for Taekwondo's effective education. Moreover, Andrew and Bascom (1990) indicated that instructional leadership means the leader's action to perform tasks to enhance students' academic progress, for example, arranging teaching equipment for teachers, providing instructional suggestions, and being present in school. The finding of strategy 4 is also consistent with McEwans (1998). They indicated that instructional leaders must be able to

communicate and express to parents, students, and teachers the importance and value of the school. For strategy five and strategy 6, the findings are consistent with Hallinger and Murphy (1986), who mentioned that the curricular materials correspond with the school's instructional objectives and promote teachers' professional development. In addition, practical instruction and continuous improvement should be a constant process, and teachers and principals must do the activities cooperatively (Hoy and Hoy, 2009). The finding of strategy seven is supported by World Taekwondo Headquarters (2012), which indicated that a wide vision is essential to support the development of many necessary parts for Taekwondo instructors and students. Moreover, Rutherford (1985) claimed that having a vision, working to achieve a goal, emphasizing progress on learning effectiveness, coordinating curriculum, evaluating and changing the vision to execution, working as a team, and giving importance to the school goal.

Recommendations

Recommendations for Implementing the Research Findings

From the research results, the most crucial component for both desirable and current instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand was supporting student learning. Furthermore, the sub-component of supporting student learning of both the desirable and current instructional leadership for Taekwondo instructors emphasized importance to students' Taekwondo learning. Therefore, Taekwondo instructors should prioritize students' learning by setting the goal for students and creating a Taekwondo teaching plan or activity to enhance students' ability and support studying for higher achievement. Taekwondo instructors should focus on increasing Taekwondo knowledge to develop the knowledge and experience, such as always practicing Taekwondo, attending Taekwondo seminars, participating in Taekwondo national competitions or international tournaments, etc. Furthermore, Taekwondo instructors should emphasize the vision and goal of setting the objective and guidelines for developing Taekwondo dojangs. For example, suppose Taekwondo instructors set the vision and goal of Taekwondo dojangs, such as Poomsae, as the final goal for students. In that case, Taekwondo instructors in that dojangs create a Poomsae teaching plan for teaching and training Taekwondo students at an advanced level.

Taekwondo instructors should create a Taekwondo teaching method as a standard to achieve their goal of Taekwondo dojangs by focusing on four strong points, wide knowledge, supporting student learning, developing curriculum, and effective communication. Additionally, Taekwondo plans to

reduce its weak point, including three points: vision and goal, creating a good environment for learning, and developing a teaching career for Taekwondo instructors and Taekwondo dojangs. All of the above are some procedures to increase the strength and decrease Taekwondo instructors' weaknesses. If Taekwondo instructors have extensive knowledge and experience, they can create a Taekwondo teaching plan as a standard for Taekwondo dojangs in Thailand. The result can be estimated and evaluated if the teaching has a clear step and method. Hence, student learning achievement can also increase and develop more than in the past.

Recommendations for Future Research

This research was focused explicitly on desirable and current instructional leadership for Taekwondo instructors of Taekwondo dojangs in Thailand. Future research could expand the population to include the school directors and Taekwondo students of Taekwondo dojangs in Thailand to find an overview of Taekwondo organization and the priority need factors of both school directors and Taekwondo students. The opinion of the school directors, Taekwondo instructors, and Taekwondo students of Taekwondo dojangs will present the critical and necessary elements for three groups to create the teaching method and plan to enhance the higher achievement for Taekwondo dojangs in Thailand.

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