

4-1-2010

Effective Private Bilingual School's Principal Leadership Behaviors in Thailand: A Measurement Model

Patee Tintavee

Follow this and additional works at: <https://scholars.fhsu.edu/alj>



Part of the [Educational Leadership Commons](#), [Higher Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Tintavee, Patee (2010) "Effective Private Bilingual School's Principal Leadership Behaviors in Thailand: A Measurement Model," *Academic Leadership: The Online Journal*: Vol. 8: Iss. 2, Article 18.

DOI: 10.58809/TVGZ3036

Available at: <https://scholars.fhsu.edu/alj/vol8/iss2/18>

This Article is brought to you for free and open access by the Peer-Reviewed Journals at FHSU Scholars Repository. It has been accepted for inclusion in *Academic Leadership: The Online Journal* by an authorized editor of FHSU Scholars Repository. For more information, please contact ScholarsRepository@fhsu.edu.

Academic Leadership Journal

The Thai Educational Reform decree 2542 B.E. allows to establish English Program (bilingual schools), in order to provide English proficiency to Thai students for facing with globalization in this competitive age (Maneerin, 2003). Hence, bilingual school is an appropriate alternative for new settings and global requirements (Carnoy, 1999). The new school type, bilingual school, will require the different forms of leadership that has been provided with the skills needed to meet the challenge (Usdan et. al., 2000). Duttweiler (1988) stressed that an effective principal as school leader has to possess effective leadership behaviors that are flexible and fit to school settings.

Under the pressures of changes, Thai educators have to consider and examine the critical arguments of how to provide the readiness of school leaders to fulfill global requirements and changes? What are effective school leadership's behaviors needed for managing the school effectively under global circumstances.

This study focuses on administering of private bilingual schools, which may demand for school principals who have distinguished working manners and behaviors. The research examined what are effective principal leadership behaviors of private bilingual school's principal leadership.

Literature Review

Definition of Bilingual School in Thai Context

Accordance with section 25 Ministry and Department Revised Act B.E. 2534, the Ministry of Education Policy declares "Teaching and Learning Management of Ministry of Education's curriculum in English B. E. 2544" which delineated bilingual education into two forms; English Program (EP) and Mini English Program (MEP) (MOE, 2001). EP is managed teaching and learning in English in all subjects included English, Mathematics, Science, and Physical Education except Thai and Social Science in the parts of Thai law, culture and tradition. MEP is allowed to manage teaching and learning not more than 50 per cent of teaching time. And this project is so-called, in Ministry of Education 43/2546 dated 22 July B.E. 2546, "English Program (EP)" (MOE, 2003).

Bilingual School and Globalization Contexts

In this 21st century, all regions and countries on over the world have faced with globalization and internationalization contexts. Multicultural competency is a basic requirement for advancement (Ngai, 2002). The multicultural competency includes bilingual/multilingual ability, cross-cultural knowledge, and intercultural communication skills. Bilingual is, therefore, becoming increasingly important and necessary for global and local interpersonal- and intercultural-communication competence. Ngai (2002) demonstrated that bilingual is very important and offer benefits for all students, communities and society in global economy as a whole.

Thailand is also falling into the same situations. In order to provide readiness to cope changes.

Educational policies are necessary to be shaped for enhancing human resources' ability to keep up with rapid changes associated with globalization in order to thrive in a very competitive global arena (Ministry of Education (MOE), 2004). The 1977 Construction and 1999 National Education Act provide basic principles as well as challenging guidelines for the provision and development of the education system (MOE, 2004). One of educational policies, announced in the period of the Prime Minister Taksin Chinawatra's government, has targeted that Thai students must have ability to use English, as second language, for dealing and coping with global economy (Chinawatra, 2004). The policy's objective is to develop intercultural communication competency to Thai students for competing in competitive age.

To deal with globalization and gain high opportunity, parents are seeking for education choices for their children. Bilingual education/school is a good choice for parents to provide education to their children at lower cost than international schools (Chinawatra, 2004). Bilingual school is, therefore, a choice.

Leadership Behaviors

Leadership behavior approach basically focused on the two kinds of general behaviors of leaders that (1) respond to goal achievement or task behavior, and (2) help subordinates feel comfortable themselves and working with others or relationship behavior (Bass, 1990; Burns, Daiels & DeAgelis, 2001; Northouse, 2004, Yukl, 2002). There are no universal effective behavior sets can be described and applicable to all situations (Northouse, 2004, Yukl, 2002). Leaders attribute will be effective in different situation, and the same attributes is optimal in all situations (Yukl, 2002). Besides, leader behaviors can define as the process where by an individual engages with others and creates connection that raises motivation and morality in both leader and follower which has been labeled transformation leadership (Northouse, 2004). There is no common set of leadership behaviors can be applied to all circumstances and contexts. Different settings required special leadership behaviors for driving followers to contribute their highest capability and outputs. Therefore, the argument is "what are effective leadership behaviors of the private bilingual school's principals?"

Principal Leadership: Empirical Evidences from Western Countries

Scott, Ahadi and Krung (1990) noted that principal leadership is a significant element in the school's success. Strong leadership from principal is a characteristic of successful schools (Weber, 1971; cited in Research for Better School Inc. (RBSI), 1987). The arguments are "what is the effective tomorrow's principal?" and "how principals exercise their leadership?" Duttweiler (1988) stated that the effective principal leadership "must display the vision and skills necessary to create and maintain a suitable teaching and learning environment, to develop school goals, and inspire others to achieve these goals." There is, of course, no single model of distributed leadership that is sure to work for every school.

Usdan et al. (2000) argued that the school in 21st century will require a new kind of principal, one who role will be defined in term of instructional leadership, community leadership and visionary leadership. The role of the principal is central. The principal must be a matter of effectively leading a community of teachers, learners, and other school community members (Usdan et al., 2000). Lezotte (1997) stated that all of effective school's leadership had strong instructional leadership, a strong sense of mission, demonstrated effective instructional behaviors, help high expectations for all students, practiced frequent monitoring of student achievement, and operated in a safe and orderly manner. The effective principal leadership must play a vital and multifaceted role in setting the direction for schools that are

positive and productive workplaces for teachers and vibrant learning environment for children (Davis, Darling-Hammond, LaPointe and Meyerson, 2005), and influence achievement of students through support and develop effective teachers and implement effective processes.

Effective Principal Leadership Behaviors: Empirical Evidences from Western Countries

Effective principals are flexible in their approach to leadership and use appropriate type of control for professionals (Duttweiler, 1988). They build cohesiveness within organization and recognize and reward staff accomplishments. They solve problems through collaboration. Effective principal is “leaders who effectively improve the teaching and learning processes in their schools” (Paige, Rees, Pretilli, and Gore, 2004). Bulach, Boothe and Pickett (2006) mentioned that “leadership behaviors allow principals to create positive school cultures and learning environments.” Bossert and colleagues (1982, cited in RBSI, 1987) found the following general behaviors principal in effective schools: (a) principals emphasize achievement by setting goals, developing performance standards for students, and expressing optimism that students will be able to meet the goals; (b) principals are more active and powerful in areas of curriculum and instruction. They make decisions in these areas. The principals can leverage district support and resources for improvement of curriculum and instruction. Further, these principals understand community power structures and maintain appropriate relationships with parents; (c) principals devote more time to coordination and control of instruction and are more skillful at the task involved. They observe teachers more, and are more supportive of teachers’ improvement efforts. They promote in-service opportunities and are more active in setting up teacher and program evaluations.

Effective Principal Leadership Behaviors: Empirical Evidences from Thailand

Some prominent researches proved relationship between leadership behaviors and effective leadership, especially in the area of educational leadership. The most common effective leadership behaviors were found in the previous studies of Buranajant (2007), Leksansern (2006), Kusol (2000), Kaewmesri (2002) and Sirisunhirun (2004) were included: promote harmony activity among staff and team working; create communication and academic cooperation network with both internal and external associates; coordinate with work groups in organization to get cooperation and work together effectively; define/share clear vision, mission, policy, goals and strategies for educational administration; encourage staff to participate in the process of creating vision, making plan, policy and setting targets; communicate clear organization direction, goals and operational guideline to all members and make them have the same understanding; promote and support staff to develop and display their leader roles and use the fullest potential; be a good representative and role model that accepts by both internal and external organization; be a good listener and accept different ideas; honor and respect for others; easy to find and access; friendly with all concerns; support to get crucial resources and fairly allocate based on discussion results; encourage subordinates to initiate and share their ideas with others; and provide reliable assessing system and reward system.

Research Question

According to numerous researches about effective school leadership, they reported that the high successfulness of schools is influenced from effective school leaders (Davis, Darling-Hammond, LaPointe and Meyerson, 2005; Lezotte, 1997; Usdan et al., 2000). They also stated that importance factors influence to achievement of those effective school leaders, in administering their schools, are

exhibiting of their effective leadership behaviors (Davis et al., 2005; Lezotte, 1997; Usdan et al., 2000).

There are researches and theories emphasized on leader behaviors (Northouse, 2004; Bulach, Boothe & Pickett, 2006). There are two essential kinds of general leader behaviors, task behaviors and relationship behaviors (Bass, 1990; Yukl, 2002; Northouse, 2004). These behaviors facilitate goal accomplishment and help subordinates and concerns feel comfortable in work conditions and situations. Yammarino and Bass (1988, cited in Bass, 1990) reported that leadership behaviors are significantly correlated to effective leadership. Thus, the relation between effective leadership behavior and effective leader can be drawn as in Figure 1.

From mentioned relation, the critical argument is: “what are factors/variables that make up effective principal behaviors that effect to effective principal leadership?” According to stated argument, where apply to bilingual school’s settings, it reflects to the following research question.

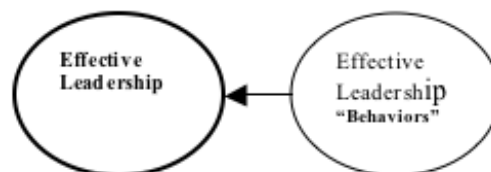


Figure 1: Causal relation of Effective Leadership and Effective Leadership Behaviors

Research question: what are factors/variables that make up effective bilingual school’s principal behaviors that effect to effective principal leadership?

Methodology

Instruments

The instrument for measuring effective leadership behaviors (86 items) was aggregated from literature reviews and ground data, which was collected from teaching staff from four schools—randomly selected one from each school grade (kindergarten, primary, secondary, and high school), by using open-ended questionnaire. The questionnaire was provided, as 5 rating scales, in to two languages, English and Thai. It was tried out with 52 Thai and 48 foreign teaching staff. The results of Cronbach’s alpha are .99 for Thai version, and .98 for English version.

Sample and Sampling

The data collections were conducted at school level for both foreign and Thai teaching staff, 12 samples per school. The stratified random sampling method was employed for sampling. The total 91 private bilingual schools, in Bangkok and three vicinity provinces (Nonthaburi, Pathum Thani and Samutparkarn), were classified into four homogeneous subgroups (strata)—high school, secondary school, primary school, and kindergarten, 17, 27, 37 and 10 schools respectively. 720 samples are approximately required for the reasons of 300 is as good for EFA (DeVellis 2003); 400 is for the CFA of 20 latent variables (20 samples per each); and 20 samples are securing unreturned and incomplete questionnaires. Hence, 60 sample schools were proportionately drawn from four strata 11, 18, 24, and 7 schools respectively.

Procedure

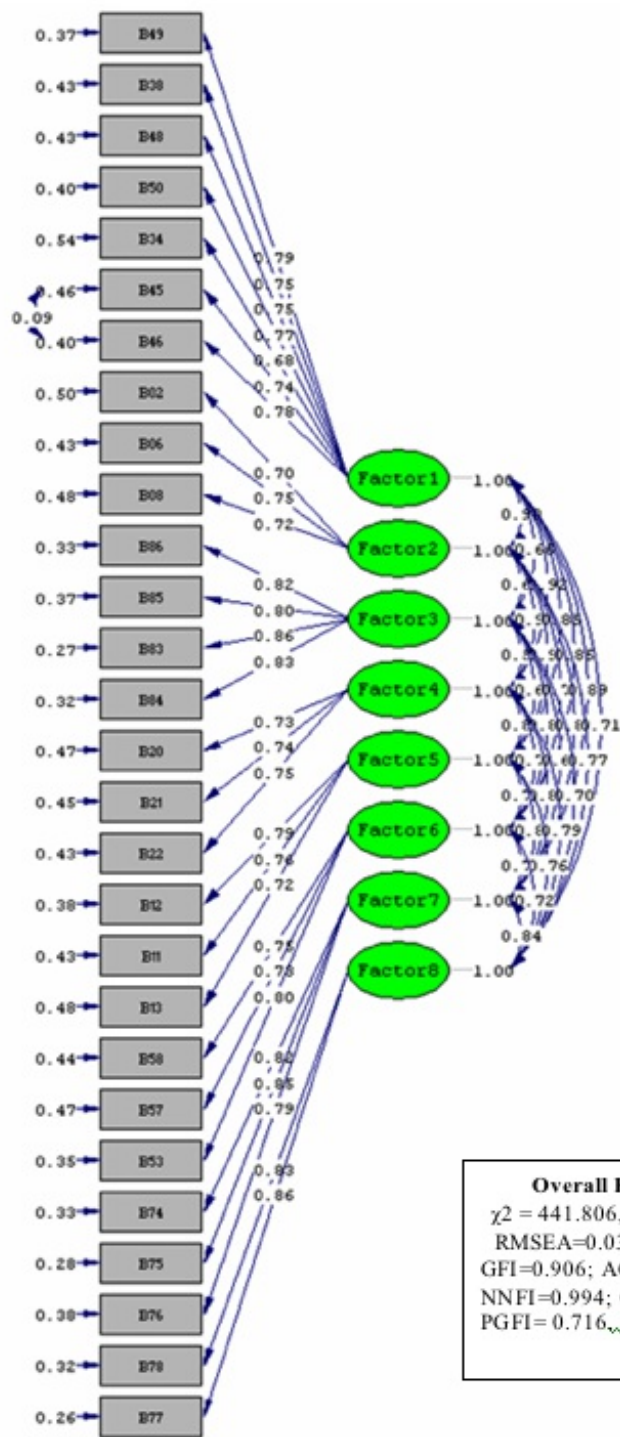
The collected data were separated into two groups, one for exploratory factor analysis (EFA) and another for confirmatory factor analysis (CFA). The EFA was used for identifying how many underlying

factors are required to explain effective leadership behaviors. Then CFA was used as the utility of the underlying dimensions of a construct identified through EFA (Pett et al., 2003). The measurement model of effective leadership behaviors was constructed and tested.

Results

The principle component analysis (PCA) and varimax rotation method were used for identifying behavioral factors in EFA process. Then the CFA was conducted, with independent dataset, by using LISREL software and maximum likelihood estimation method. The results of EFA and CFA revealed that 28 behaviors were underlying eight factors (see Figure 2 and Table 1), which were obtaining strong factor loading between .68 to .86 and squared multiple correlation (R^2) between .50 to .74, and they were achieved the convergent validity criteria. The eight underlying factors are participating and encouraging for reaching goal (7 items), visioning and being role model (3 items), demonstrating patience and politeness (4 items), emphasizing on relations and team-work (3 items), supporting instructional improvement (3 items), encouraging student involvement (3 items), demonstrating instructional leadership (3 items), and creating relationship with parents (2 items).

Figure 2: The 8 factor model of behavior measurement model



Chi-Square=441.81, df=321, P-value=0.00001, RMSEA=0.035

Table 1: The eight factor model of behavioral measurement model						
Factor	Item	Description	Loading	R ²	Composite reliability	AVE
Factor1		Participating and encouraging for reaching goal ($\alpha = .902$)			.902	.568
	B49	Establish school-wide goals and programs through faculty input and participation.	.793	.629		
	B38	Help the faculty to develop and reach consensus on the goals (vision, mission, plan and target setting) of school.	.754	.569		
	B48	Encourage the use of educational assurance system and standardized testing, to guarantee educational quality at national standards.	.752	.566		
	B50	Make decision effectively based on true data	.774	.599		
	B34	Very skillful and shrewd negotiator.	.682	.465		
	B45	Develop networks/alliances to build a strong base of support.	.738	.545		
	B46	Have bird eye view (long-term vision) and innovative behaviors	.777	.604		
Factor2		Visioning and being role model ($\alpha = .769$)			.769	.516
	B02	Envision future goal and directions for school, and clearly communicate to staff.	.704	.496		
	B06	Be highly charismatic, role modeling and self-sacrificing	.752	.566		
	B08	Persistently pay attention to both people and works (direction, vision, and goals)	.718	.516		
Factor3		Demonstrating patience and politeness ($\alpha = .895$)			.895	.681
	B86	Patience	.821	.674		
	B85	Politeness, humility and well-mannered	.795	.632		
	B83	Good human relations	.857	.734		
	B84	Compassion	.826	.682		
Factor4		Emphasizing on relations and team-work ($\alpha = .785$)			.785	.549
	B20	Promote the school/relation in the community effectively.	.726	.527		
	B21	Strongly believe in clear structure and a chain of command to goal achievement	.742	.551		
	B22	Team working and team development	.754	.569		
Factor5		Supporting instructional improvement ($\alpha = .799$)			.799	.570
	B12	Provide suggestions and coach or mentor for improvement, new working paradigm and personal matters.	.789	.623		
	B11	Commit to instructional improvement and missions.	.756	.572		
	B13	Delegate and empowering	.719	.517		
Factor6		Encouraging student involvement ($\alpha = .803$)			.803	.577
	B58	Encourage student leadership and responsibility.	.748	.560		
	B57	Make students feel free to initiate communication with principal.	.725	.526		
	B53	Honor and respect for others	.804	.646		
Factor7		Demonstrating instructional leadership ($\alpha = .859$)			.859	.670
	B74	Provide direct instructional leadership in one-to-one interactions with individual teachers.	.819	.671		
	B75	Develop instructional strategies.	.849	.721		
	B76	Coordinate instructional programs.	.786	.618		
Factor8		Creating relationship with parents ($\alpha = .830$)			.830	.709
	B78	Communicate personally with parents of individual students.	.825	.681		
	B77	Obtain active parental involvement in school activities.	.859	.738		

The behavior measurement model indicates: χ^2 was significant ($\chi^2=441.806$, $df=321$, $p=0.00$). AGFI (0.88) is slightly below criteria 0.90. However, Goodness of fit index (GFI=0.91), Root mean squared error of approximation (RMSEA=0.035), NNFI=0.99 and CFI=0.99 which are better than benchmarking criteria of 0.90, 0.5, 0.90 and 0.90 (Brown, 2006) respectively. These indicate the model fits to data, and is a parsimonious model (both PGFI and PNFI are above 0.05). The discriminant validity of all factors were achieved, the confidence interval (± 2 standard errors) around disattenuated correlations are in the range of 0.68 to 0.997, does not contain value of 1 as suggested by Anderson and Gerbing (1988). The composite reliability and average variance extracted (AVE) were, in ranges of .769 to .902 and .526 to .709 above their threshold values of 0.6 and 0.5 (Netemeyer et al., 2003) respectively, confirmed the internal consistency of items in a scale.

Conclusion

The study emerged the behavior measurement model of eight factors with 28 behavioral indicators (Table 1), and revealed that nine behaviors were confirmed as common principal leadership behaviors of all study contexts. They are (1) envision future goal and directions for school, and clearly communicate to staff (Buranajant, 2007; Yukl, 2002); (2) be highly charismatic, role modeling and self-sacrificing (Kusol, 2000; King, 2006); (3) persistently pay attention to both people and works (direction, vision, and goals) (Leksansern, 2006; King 2006); (4) promote the school/relation in the community effectively (Sirisunhirun, 2004; Valentine & Bowman, 1988); (5) strongly believe in clear structure and a chain of command to goal achievement (Sirisunhirun, 2004; King, 2006); (6) team working and team development (Kaewmesri, 2002; Sirisunhirun, 2004; Yukl, 2002); (7) provide suggestions and coach or mentor for improvement, new working paradigm and personal matters (Srisunhirun, 2004; Yukl, 2002); (8) commit to instructional improvement and missions (Buranajant, 2007; Valentine & Bowman, 1988); and (9) delegate and empowering (Kusol, 2000; Kaewmesri, 2002; Yukl, 2002).

However, there are four exclusive principal leadership behaviors, in private bilingual schools, were found in only this study context other than previous evidences. They are (1) patience; (2) politeness, humility and well-mannered; (3) good human relations; and (4) compassion. These leadership behaviors are well describing what teaching staff demands for in leading them to achieve goal in the Thai working environments.

The contributions of the effective principal behaviors are values to private bilingual school's principals, assistant principals and successors, and persons who are interesting in effective bilingual school's principal leadership as for being guidelines for further improvement and being the baseline for further researches. However, any citations of the findings would be cautioned because the results were based upon empirical evidences represented in Thai settings.

References

- Anderson, J. C. & Gerbing, D. W. (1988). Structural Equation Modeling in Practice: A Review and Recommended Two-Step Approach, *Psychological Bulletin*, vol. 103, no. 3, pp. 411-423.
- Bass, B. M. (1990). *Bass & Stogdill's Hand Book of Leadership: Theory, Research, and Managerial Applications*, 3rd Ed., The Free Press, NY.
- Brown, T.A. (2006). *Confirmatory Factor Analysis for Applied Research*, The Guilford Press, New York, USA.
- Bulach, C., Boothe, D. & Pickett, W. (2006). Analyzing the Leadership Behaviors of the School Principals, <http://cnx.org/content/m13813/lestedt/>, Retrieved October 25, 2007.
- Burns, G., Daniels, G. & DeAngelis, T. (2001). Providing Union Leadership Education: For a Change, *Labor Studies Journal*, pp. 238-257.
- Buranajant, N. (2007). *Administrator Leadership Relating to Organizational Effectiveness in Private Vocational Schools*. (Doctoral Dissertation, Kasetsart University, 2007).
- Carnoy, M. (1999). Globalization and Educational Reform: What Planners need to Know, *International*

Institute for Educational Planning, <http://www.unesco.org/iiep>.

Chinawatra, T. (2004). Bilingual School, http://www.elib-online.com/doctors47/child_school007.html, Retrieved December 7, 2006.

Davis, S., Darling-Hammond, L., LaPointe, M. & Meyerson, D. (2005). School Leadership Study Developing successful Principals, Stanford Educational Leadership Institute (SELI).

DeVellis, R.F. (2003). Scale Development: Theory and Applications, 2nd Ed., Sage Public Inc. Californai, USA.

Duttweiler, P. C. (1988). New Insight from Research on Effective School, Office of Educational Research and Improvement (ED), Washington, DC.

Kaewmesri, B. (2002). A Proposed Model of Leadership Traits Development of Nursing College Administrators under the Ministry of Public Health. (Doctoral Dissertation, Chulalongkorn University, 2002).

Kusol, K. (2000). The Causal Structural Relationship Model of Factors Influencing Leadership of Deans in government Higher Education Institutions under the Ministry of University Affairs. (Doctoral Dissertation, Chulalongkorn University, 2000).

Leksansern, A. (2006). Administrative Behaviors Indicating School Based Management Achievement of Administrators in Basic Education Institutes in Thailand. (Doctoral Dissertation, Kasatsart Univerity, 2006).

Lezotte, L. W. (1997). Revolutionary and Evolutionary: The Effective School Movement, Effective Schools Products, Ltd., Okemos, MI.

Maneerin, S. (2003). An Innovation of Education Management: The 5 new School Types, http://www.mc41.com/more/new_sch01.htm, Retrieved August 1, 2007.

MOE (2001). Policy, Procedures and Process of Teaching and Learning's Management of Ministry of Education curriculum's in English.

MOE (2003). Amendments of Policy, Procedures and Process of Teaching and Learning's Management of Ministry of Education curriculum's in English.

MOE (2004). National Report 2004, Forty-seven session of the International Conference on Education, Geneva, 8-11 September 2004.

Netemeyer, R. G., Bearden, W. O. & Sharma, S. (2003). Scaling Procedures: Issues and Applications, Sage Publication, Inc., California, USA.

Ngai, P. B. Bilingual Education for All: A Benefits Model for Small towns, Bilingual Research Journal, vol. 26, no. 2, Summer 2002.

Northouse, P. G. (2004). Leadership: Theory and Practice, Sage Publication, Inc., California, USA.

Paige, R., Rees, Nini S., Pretilli, M. J. & Gore, P. (2004). Innovative Pathways to School Leadership, U.S. Department of Education, Office of Innovation and Improvement.

Pett, M. A., Lackey, N. R. & Sullivan, J. J. (2003). Making Sense of Factor Analysis: The Use of Factor Analysis for Instrument Development in Health Care Research, Sage Publications, Inc. California, USA.

Research for Better School Inc. (1987). Effective Principal Behaviors, Office of Educational Research and Improvement (ED), Washington, DC.

Scott, C., Ahadi, S. & Krung, S. E. (1990). An Experience Sampling Approach to the Study of principal Instructional Leadership II: A Comparison of Activities and Beliefs as Bases for Understanding Effective School Leadership, Office of Educational Research and Improvement (ED), Washington, DC.

Sirisunhirun, S. (2004). A Development of Model for Leadership Traits Development of the Deans. (Doctoral Dissertation, Chulalongkorn University, 2004).

Usdan, M., McCloud, B. & Podmostko, M. (2000). Leadership for Student Learning: Reinventing the Principalship, School Leadership for 21st Century Initiative, A Report of the Task Force on the Principalship, October 2000.

Yukl, G. Q. (2002). Leadership in Organizations, 5th Ed., Prentice-Hall, Inc., New Jersey, USA.

VN:R_U [1.9.11_1134]