A DEVELOPMENT OF LEADERSHIP MODEL FOR MIDDLE ADMINISTRATORS OF SAINT GABRIEL FOUNDATION SCHOOLS IN THAILAND

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Abstract: This study aimed 1. To identify the most desirable leadership characteristics of Middle Administrators of Saint Gabriel Foundation schools in Thailand. 2. To explore the leadership characteristics of Middle Administrators of Saint Gabriel Foundation Schools in Thailand. 3. To develop a model to enhance leadership of Middle Administrators in Saint Gabriel Foundation Schools in Thailand. The qualitative and quantitative methods were applied during the study. Content analysis, questionnaire, and focus group were took place in order to find out and to identify the most desirable leadership characteristics and practices of administrators, explore the leadership characteristics and practices of administrators, develop the model to enhance leadership characteristics and practices of administrators of Saint Gabriel Foundation Schools in Thailand later on.

The participants of the study were 1,180 teachers from 11 schools of Saint Gabriel Foundation in Thailand. The frequency, percentage and the modified (PNI) were used in the research processes to find out the priority needs. The findings of the study namely: 1) Courage; act or do something because it is right, correct, and necessary, even if it is difficult, unpopular, or distasteful to implement, informs others if they do something not appropriate or not right, tells others what he/she thinks not what they want to hear, identifies frustrating behaviors of others, and asks for advice when facing problems. 2) Creative; rethinking design, creating new value is perhaps the most important behavior for the long-term health of an organization, also builds an ideas of others, changes his/her ways of working, searches for new information, not using existing information, and has different ideas respectively. 3) Confidence; the ability to be certain about one's competencies and skills. It includes a sense of self-esteem and self-assurance and the belief that one can make a difference. Leadership involves influencing others, and self- confidence allows the leader to feel assured that his or her attempts to influence others are appropriate and right., 4) Caring; notice what their people are doing, and not just what they're doing "right" or "wrong", understand how everything that each team member does relates to the team's mission, goals and standards for performance. It includes knowing strengths and weakness of others to help them develop or improve and gives consideration to others.

Keywords: Middle Administrator, Leadership Characteristic, Creative, Courage, Confident, Caring

School administrators are facing challenges and pressures with the rising expectations for schools related to rapid and constant technological innovation and increasing economic globalization. As countries struggle to transform their educational systems to prepare all young people with the knowledge and skills needed to function in a rapidly changing world, the role and expectations of school leaders have changed radically. They are no longer expected to be merely good managers but also administrators of schools as learning organizations. The effective school administrators are increasingly viewed as key to large-scale education reform in order to improve educational outcomes. This is the reason this study has developed a Leadership Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

In order to develop leadership model for middle administrators of Saint Gabriel Foundation Schools in Thailand, the objectives of the study are outlined below:

1. To identify the most desirable leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.

2. To explore the leadership characteristics of middle administrators of Saint Gabriel Foundation Schools in Thailand.

3. To develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.

Theoretical Framework

The fundamental characteristics of Montfortian spirituality are based on the spirit of Saint Louis Marie de Montfort. The core mission of the brothers is that they are administrators of charity schools, committed to providing education that forms and develops all aspects of their service to young people. Central to these characteristics of Montfort spirituality is the key notion that the brothers work with dedication for "God Alone" and hold firmly to the motto, "Labor Omnia Vincit", where work for others is the guiding principle which overcomes all difficulties. By adopting these characteristics of Montfortian spirituality, the brothers continue to see their leadership role as one of service. It might be appropriate, here, to consider the main model of leadership that the brothers and administrators of The Saint Gabriel Foundation Schools in Thailand, adopted from the 1900s foundation years up until 1960s. During these six decades modes of operation within The Saint Gabriel Foundation Schools in Thailand were often based on what would now be termed Instructional Leadership, with very rigid hierarchical and 'top down' approaches to management and very little true consultation with staff about the development of the school. In addition, the Montfort Brothers of Saint Gabriel believed that such a model invariably suited the Thai approach to management,

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where the deep sense of reverence to those of high status and position in Thai society, reinforced teacher and lecturer acceptance of authoritarian approaches to educational leadership by the brothers alone.

The Path-Goal Theory, Transformational Theory, Trait Theory were used as a basic for both questionnaire developing, surveying and developing of the model.

1, Path-Goal Theory attempts to explain how a leader guides subordinates to accomplish designated goals, Path goal theory first appeared in the leadership literature in the early 1970s in the works of House and Mitchell (1974) who describe four styles of leadership:

a) Supportive leadership: Considering the needs of the followers and showing concern for their welfare whilst creating a friendly working environment.

b) Directive leadership: Telling followers what needs to be done and giving appropriate guidance along the way.

c) Participative leadership: Consulting with followers and taking their ideas into account when making decisions and taking particular actions.

d) Achievement-oriented leadership: Challenging goals are set, both in work and in self-improvement (and often together).

Path goal theory emphasizes the relationship between a leader's style and the characteristics of subordinates in the work setting. Path goal theory was developed to explain how leaders motivate subordinates to be productive and satisfied with their work. It is a contingency approach to leadership because effectiveness depends on the fit between a leader's behavior the characteristics of subordinates and the subordinates.' task (House, 1996).

2, Transformational Theory

Burns (1978) introduced the concept of transformational leadership, describing it as not a set of specific behaviors but rather a process by which "leaders and followers raise one another to higher levels of morality and motivation". He stated that transformational leaders are individuals that appeal to higher ideals and moral values such as justice and equality and can be found at various levels of an organization. The components of Transformational Leadership: Bass (1985) suggested that there were four different components of transformational leadership.

1) Intellectual Stimulation – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.

2) Individualized Consideration – Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of each follower's unique contributions.

3) Inspirational Motivation – Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals.

4) Idealized Influence – The transformational leader serves as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideals.

3. Trait Theory

Stogdill (1974) identified Traits that were positively associated with leadership. The list included the following 10 characteristics: 1) drive for responsibility and task completion. 2) vigor and persistence in pursuit of goals. 3) risk taking and originality in problem solving. 4) drive to exercise initiative in social situations. 5) self-confidence and sense of personal identity. 6) willingness to accept consequences of discussion and action. 7) willingness to tolerate frustration and delay. 8) readiness to absorb interpersonal stress. 9) ability to influence other people's behavior 10) capacity to structure social interaction systems to the purpose at hand.

Educational Leadership

Traditional understandings of teacher professionalism place individual autonomy in situations of equality at the centre of organizational practice. Smylie's (1992) study of elementary school teachers' response to the evolving work of teacher leaders in the United States identified norms of professional equality, professional accountability and privacy, and opposition to peer judgment, and a belief that giving or receiving advice undermines the norm of equality by implying status differences and implies obligation. This creates a climate in which the idea of monitoring individual action as part of the formal accountability of overall departmental/unit/ subject performance tends to be viewed as unacceptable and to be avoided.

Glover, Gleeson, Gough, and Johnson (1998b) found that middle administrators expressed concern at their involvement in monitoring and evaluation, with cross-curricular monitoring being especially difficult. Wise (2001) suggests that monitoring through classroom observation is seen by many departmental members as demonstrating a failure of trust and to be replacing trust with surveillance.

Although the middle administrators possess some sort of formal responsibility for an area of the school's work, it is clear that this formal position is not the basis of their authority. Indeed, Wettersten (1994) found that four exemplary chairs of subject departments in an American school district possessed little formal authority, relying instead on exchange relationships between the chair and the members of the department. As they attempted to fulfil their extensive responsibilities with such limited formal authority, Wettersten (1994) concludes that leadership based on exchange (transactional)

relationships not only preserves existing structures and routines but also can stimulate organizational change and teacher-initiated improvements. The complexity of school contexts means that both leadership styles (transactional and transformational) tend to become blended in leaders' approaches.

The variety of tasks that middle administrators carry out is a significant and continuing theme in research findings (Bell, 1996). They characteristically exercise multiple tasks in small teams, and are experiencing increasing pressure and increasing diversity of role throughout the school (Glover et al, 1998b). Yet it is notable that relatively little attention has been given to addressing the effectiveness of middle administrators, especially in relation to students' learning experiences, development and attainment. None of the studies reports on the impact of performance management, but this is to be expected as it is early yet for such studies to have had time to report findings. Middle Administrators occupy a pivotal position in relation to change and restructuring in the education system and within their schools and colleges.

The changing expectation that middle administrators should act as line managers, which is itself not universally shared by senior managers (Metcalfe and Russell, 1997; Glover et al, 1998), stands at odds with some middle administrators' belief that their primary obligation is to their department rather than the school, and calls into question the basis of the subject leader's authority within their area of responsibility.

However, although these interpersonal skills are crucial elements of the middle administrator practice, they are not sufficient in themselves to the middle administrators the authority needed to underpin them in action. This derives from their subject knowledge and their expertise as teacher (Bell, 1996).

Thus it is departmental colleagues who accord legitimacy, not formal position, and the middle administrator has to have the status of a "leading professional". However, it appears that a high level of expertise and the fact that departmental colleagues expect their middle administrators to lead by example does not accord them the right to observe other teachers in action in the classroom, especially in a department where the staffs are stable and experienced and the examination or test scores are good. Hence, Brown and Rutherford (2000) found that heads of department see themselves as managers of the curriculum not of colleagues. They believed that their work should focus on what was to be taught and monitoring output, rather than examining and managing practice.

It would appear, then, that the middle administrators require a combination of teaching expertise, subject knowledge and good interpersonal skills if they are to obtain and maintain the authority they require to do their job.

In the post-modern information society, change, by its very nature, has been a constant on-going trend that continually adds layers of complexity to an already complicated educational system. The reform, reshaping, redesign or restructuring of educational organizations seems to have become imperative. Undoubtedly a middle administrator's traditional position with its authority and power has been greatly challenged, yet a principal is still held accountable for student's learning outcome and academic performance. Many educators and researchers realized that the traditional management models are inadequate. A new style of leadership, transformational leadership, has emerged as illustrated by the following descriptions (Carlson, 1996).

Method

Participants
The participants of this study were from 11 schools of Saint Gabriel Foundation in Thailand. They were 1,242 teachers in eight core curriculum subjects. The researcher made a try out sample to the 30 teachers in Saint Louis school and validated by 3 experts, questionnaires were supplies to the 11 schools. The respondents who return the questionnaire were 1,180 teachers.

Instrumentation
This process involved the following steps 1) Study various instruments widely used against identified characteristics. 2) Draw out defined middle administrators' behaviors. 3) Check with experts and one assessor for the validity and consistency of the instrument. The quantitative techniques, based on 2 main theories mentioned in the theoretical framework. To determine the lists of key characteristics, both qualitative inductive and quantitative deductive approaches were applied. Questionnaire was adapted from "A Development Model of Innovative Leadership Competencies in Selected Leaders in Thailand", by Patchara Vanichvasin (2009), published Dissertation. So as to make it comprehensive to investigate the perceptions and preferences of teachers towards the leadership style of middle administrators within Saint Gabriel Foundation Schools in Thailand. The four dimensions of the questionnaire are as follows: Creative, Courage, Confident, and Caring. A final list of characteristics of most desirable middle administrator was developed into a survey instrument utilizing a 5-point Likert type scale. The Likert Scale of 1-5 was constructed so that a rating of: 1 – indicated never happen 2 – indicated seldom happen 3 – indicated happen sometimes 4 – indicated often happen 5 – indicated always happen

Results
The research findings are presented according to the research objectives which were on reported on in three parts:

Part I: Demographic Information

Part II: Current Situation and the Expectation of Middle Administrators of Saint Gabriel Foundation in Thailand.

Part III: The proposed Development Model for Middle Administrators of Saint Gabriel Foundation Schools in Thailand.

The collection of data was organized during the months of February to May 2012. The respondents were 1,242 teachers teaching in secondary level from 11 schools in the Saint Gabriel Foundation in Thailand. The returned questionnaires were 1,180 (96.18%). The Statistical Package for Social Science (SPSS) was used to determine Frequency Percentage Mean and Standard Deviation (SD) scores of participants' responses to the items in a two- part questionnaire.

According to the objective 1, objective 2 and objective 3, 1,242 teachers from 11 schools: (1) Assumption College Bangkok, (2) Saint Gabriel College, (3) Assumption College Thonburi, (4) Assumption College Samutprakarn, (5) Assumption College Sriracha, (6) Assumption College Rayong, (7) Saint Louis, Chachoengsao (8) Montfort College, Chiangmai (9) Assumption College Lampang, (10) Assumption College Nakhornratchasima, (11) Assumption College Ubonratchathani participated in the data collection. The Statistical Package for the Social Sciences (SPSS) to determine Frequency, Percentage, Mean, and Standard Deviation (SD) scores of participant responded to the items in a two-part questionnaire, they were expected performance and actual performance.

The research findings are presented on each

1) courage with consists of: 1.1 identifies frustrating behaviors of others, 1.2 informs others if they do something inappropriate, 1.3 asks for advice when facing problems, 1.4 tells others what he/she thinks and not what they want to hear.

2) creative with consists of : 2.1 builds on ideas of others, 2.2 changes his/her ways of working, 2.3 searches for new information, not using the existing information, 2.4. has different ideas.

3) confident with consists of: 3.1 has comfort related to business ventures that involve uncertainty, 3.2 likes his/her opinions being challenged, 3.3 asks others to express different thoughts, 3.4 dares to take risks to get quick results.

4) caring with consists of: 4.1 knows strengths and weaknesses of others to help them develop or improve, 4.2 give consideration to others before doing anything, 4.3 takes care of his/her subordinates closely, 4.4 treats people as the most important asset.

Phase III: for the objective 3: to develop a model to enhance leadership of middle administrators of Saint Gabriel Foundation Schools in Thailand.

Table 1 shows that the highest score of Creative characteristic is item 9, second is item 4, third is item 3 and item 7 accordingly.

Table 1: Ranking of Creative characteristic

| Item | Creative Characteristic | MEAN | | Modified PNI | Ranking |
		Importance (I)	Degree of success (D)		
9	builds on ideas of others	3.91	3.27	0.196	1st
4	changes his/her ways of working	4.04	3.41	0.187	2nd
3	searches for new information, not using the existing information	4.25	3.59	0.184	3rd
7	has different ideas	4.15	3.53	0.176	4th

respondent's personal information; the respondents of 1,180 teachers are from 11 schools of Saint Gabriel Foundation in Thailand. The majority of education level is Bachelor Degree with working experience for more

Table 2 shows that the highest score of Courage characteristic is item 13, second is item 7, third is item 14 and item 10 accordingly.

Table 2: Ranking of Courage characteristic

| Item | Courage Characteristic | MEAN | | Modified PNI | Ranking |
		Importance (I)	Degree of success (D)		
13	identifies frustrating behaviors of others	3.70	3.01	0.227	1st
7	informs others if they do something not appropriate or not right	4.14	3.42	0.211	2nd
14	asks for advice when facing problems	4.08	3.41	0.196	3rd
10	tells others what he/she thinks not what they want to hear	3.99	3.35	0.191	4th

than 15 years and over. The researcher found that the characteristic of leadership characteristics after PNI modified were:

Table 3 shows that the highest score of Confident characteristic is item 3, second is item 4, third is item 11 and item 14 accordingly.

Table 3: Ranking of Confident Characteristic

Item	Confident Characteristic	MEAN		Modified PNI	Ranking
		Importance (I)	Degree of success (D)		
3	has comfort related to business ventures that involve uncertainty	4.03	3.35	0.203	1st
4	likes his/her opinions being challenged	4.21	3.52	0.196	2nd
11	asks others to express different thoughts	3.93	3.32	0.184	3rd
14	dares to take risks to get quick results	4.02	3.43	0.172	4th

Table 4 shows that the highest score of Caring characteristic is item 7, second is item 4, third is item 5 and item 1 accordingly.

Table 4: Ranking of Caring Characteristic

Item	Caring Characteristic	MEAN		Modified PNI	Ranking
		Importance (I)	Degree of success (D)		
7	knows strengths and weaknesses of others to help them develop or improve	4.24	3.57	0.188	1st
4	gives consideration to others before doing anything	4.10	3.46	0.186	2nd
5	takes care of his/her subordinates closely	4.24	3.60	0.176	3rd
1	treats people as the most important asset.	4.30	3.69	0.166	4th

Discussion

To explore the Educational leadership characteristics and practices of middle administrators of Saint Gabriel Foundation Schools in Thailand. The findings show that the behaviors as being characteristics of effective leadership fall into the four characteristics namely: 1) courage 2) creative 3) confident 4) caring. The researcher used modified PNI in this stage to find the priority of the characteristic. The characteristics and priority of the model are described in the following paragraphs:

1) courage: Results show that the opinion of experts to middle administrators' characteristics of Saint Gabriel Foundation in Thailand in every item is of high level. This priority: identifies frustrating behaviors of others, informs others if they do something inappropriate or not right, asks for advice when facing problems and tells others what he/she thinks not what they want to hear. The trust and respect of their followers by doing the right thing rather than ensuring they do things right (Kevin E. Kelloway & Julian Barling.2000).

2) creative: Results show that the opinion of experts in relation to middle administrators characteristics of Saint Gabriel Foundation in Thailand in every item is of high level. This priority: builds on ideas of others, changes his/her ways of working, searches for new information, not using the existing information and has different ideas. Leaders have creativity to achieve levels of performance beyond their own expectations and to think about old problems in new ways (Kevin E. Kelloway & Julian Barling. 2000)

3) confident: Results show that the opinion of experts in relation to middle administrators characteristics of Saint Gabriel Foundation in Thailand in every item is of high level. This priority: has comfort related to business ventures move than to value uncertainty, likes his/her opinions being challenged, asks others to express different thoughts and dares to take risks to get quick results. This item is descriptive of leaders who communicate high expectations to followers, improving them through motivation to become committed to and be part of the shared vision of the organization (Bass.1985)

4) caring: Results show that the opinion of experts in relation to middle administrators characteristics of Saint Gabriel Foundation in Thailand in every item is of high level. This priority consists of knows strengths and weaknesses of others to help them develop or improve, gives consideration to others before doing anything, takes care of his/her subordinates closely and treats people as the most important asset. This caring is representative of leaders who provide a supportive climate in which they listen carefully to individual needs of followers as coaches and advisers while trying to assist followers in becoming fully actualized, appreciating and responding to their needs and recognizing and celebrating their achievements (Bass 1985).

There was a development of middle administrator model of Saint Gabriel Foundation in Thailand. There are resolutions of the VII Provincial Chapters for the lay teachers, the mainstay of the schools, are given proper formation training and active participation in the administration of the schools. From 1986 onwards, the recommendations by the Provincial Education Commission to the Provincial Chapter to take concrete action in Saint Gabriel Foundation Schools in Thailand, so that the middle administrators are very important for effective schools. Development experiences are deemed essential to leadership development. There are formal programs, coaching, job assignment, mentoring, self-analysis, networks, reflection, action learning and outdoor challenge (David & Stanley.2001). As the professional development model is concentrated on the priority of improvement while Continuous Professional Development (CPD) shows that as a leaders of CPD, inspectors will be looking at what administrators do in relation to CPD: leadership shows clear vision, a sense of purpose and high aspirations for the school with a relentless focus on student achievement, Strategic planning reflects and promotes the school's ambitions and goals. Inspire, motivate and influence staff and students. Create effective teams, knowledge and innovative leadership of teaching and the curriculum; provide good role models for other staff and students (Bubb &.Earley, 2005). In judging the effectiveness of the school's management of CPD, it is also crucially important to understand the training and development cycle.

As the model shows four layers of circles, an inner circle refers to the completed product of the model: vision & mission of Saint Gabriel Foundation in Thailand. The second layer refers to the leadership competencies applied to the model. The third layer refers to transaction leadership and transformation leadership applied to conceptual framework of a development model. The fourth layer refer to four factors and the priority activities which the middle administrators or leaders must be concerned about for effective administration. This information provided the right practice and good decision making to the Saint Gabriel Foundation School Leaders to plan effectively for the next stage of continuous professional development. The plan should also concern short term and long term strategies with the clear goal to develop the middle administrators and the achievement of Saint Gabriel Foundation in Thailand.

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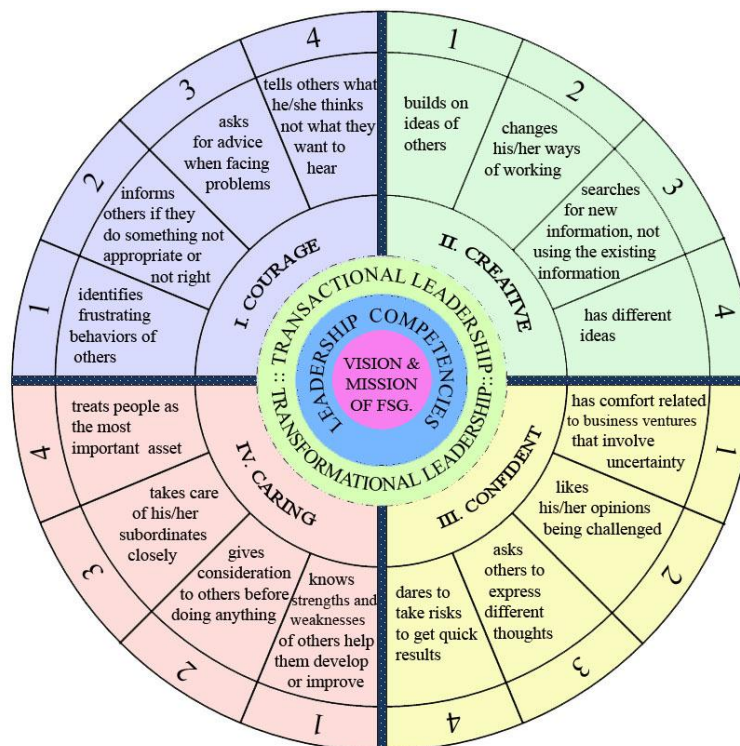Burns, J. (1978). *Leadership.* New York, NY: Harper &

Figure 1: A Leadership Model for Middle Administrators of Saint Gabriel Foundation schools in Thailand

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