

**DEVELOPMENT OF AN ADMINISTRATIVE LEADERSHIP MODEL FOR
THE ENGLISH PROGRAM IN SCHOOLS OF THE ST. GABRIEL'S
FOUNDATION, THAILAND**

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CHAPTER I

INTRODUCTION

This chapter outlined the background of the study and the statement of the problem. In addition to the research questions and research objectives, the theoretical and conceptual frameworks were also outlined. Moreover, this chapter includes the scope of the study, definition of terms and significance of the study.

Background of the Study

The current Thai education reform process maintains, in spirit, the original vision of the 1932 National Education Scheme, with a formal recognition of individual student ability, regardless of sex, social background, or physical condition. In subsequent education reforms, the modern concept of moving towards a knowledge-based information society was incorporated. Indeed, the 1997 economic crisis in Thailand, highlighted the social and educational weaknesses within sections of the population, culminating in the National Education Reform Act of B.E. 2542 (Office of National Education. B.E. 2542).

English, as a national lingua franca, was specifically targeted by the National Education Reform Act for development. The National Education Reform Act of B.E. 2546 (Amendments of policy from the Office of National Education. B.E. 2546) recognized that English, Standard, Business and Academic usages had expanded beyond their native communities. Such momentum had been strengthened by at least two social factors. First, the efforts of ministries of education worldwide and specifically Thailand to provide English language programs for their school populations; and second, the determination of non-native-speaking parents to acquire English proficiency for their children from the earliest possible age, with or without state help. Indeed, English as

a lingua franca has been adopted as the official language of the ASEAN partner countries where it has been introduced as a compulsory subject in schools.

According to the ASEAN trade partner export statistics, 2009, Thailand's major trading partners are the USA, Australia, New Zealand and the 25 countries in the European Union and Canada. This trade is conducted in English using the American Dollar as the trading currency. Moreover, the top sources of foreign direct investment in to the ASEAN partner countries are also the USA, Australia, New Zealand, the European Union and Canada (Kirkpatrick, 2010).

However, many countries in the ASEAN community still refuse to make English their official second language, the perception being that it would further erode local language traditions and allow too much immigration from western countries (Sharifian, 2009). Still, there is a great demand for English in Thailand. Those who can afford it often choose to send their children to private schools which offer extensive English in the way of immersion or bilingual education. According to a British Council report, 'All stakeholders indicate that the demand for English is high and shows no sign of reducing'. There is clearly a sustained ongoing demand for an English Program especially at the secondary level. However, it is not clear if the English Program is achieving their educational goals, in terms of improved levels of English and satisfactory levels of content knowledge, owing to the lack of collected internationally benchmarked evaluation data. In terms of teaching, a number of areas have been identified as targets for further research (Sharifian, 2009).

The 1999 Act was specifically written to stimulate a wholesale change within the education system reflected in its academic rhetoric. It stated that learners should be gaining authentic experience; thinking critically with a balanced integration of subject matter; where learners are to be full partners in the learning process. One of the many

projects initiated to practically apply these aspirations, was the English Program Project. The English Program was delineated into the English Program (EP) and Mini English Program (MEP).

The difference between the two provisions was based on local supply and demand. The medium of instruction from the Ministry of Education core curriculum subjects was to be Standard and Academic English. Moreover, Thai traditions and culture were not to be marginalized in this new project, as was the concern with international school curricula, but included in the mainstream curriculum. This, as it was then thought, would identify the English Program as being a unique educational product in the market place. The Ministry of Education, having initiated the programs, felt no need to over-regulate and decided that existing legislation embracing all private schools would adequately cover the new English Program, in terms of leaders and management practices. As a result there was to be no prescriptive management model for the new English Program. The English Program was to succeed or fail as market forces dictated (Kirkpatrick, 2010).

This research examined the need for and the implementation of a relevant Administrative Leadership Model to meet the changing needs and expectations of the English Program, specifically, in the schools of the St. Gabriel's Foundation, Thailand.

An Administrative Leadership Model was seen as contextually suited to the then contemporary needs of the English Program, because Administrative Leadership is a process that synthesizes management, administration and leadership roles. Leadership is, therefore, further synthesized contextually into Educational Leadership.

The synthesis of the varied departmental roles and responsibilities, has, at its heart, the aim of building leadership capacity in followers. The Administrative Leader must build trust before expecting full and enthusiastic participation. Building leadership

capacity is, in part, from theory and notions of good leadership practice, derived from experience and a mature understanding that leadership is not just singular but a collaborative pluralistic enterprise. Followers must trust that their ownership of ideas, projects and contributions will be encouraged, valued and acted upon.

The action required from a leader, in this context, will be to support these ideas, projects and contributions with resources, finance and above all support and encouragement. An English program can exist without such a collaborative leadership, but existence was not the issue of this research. This research was based on theoretical frameworks, designed to address specific issues in the unique context of an English Program including relevant research to establish and identify good leadership characteristics. Research outcomes would present a new model of leadership that envisions participative decision making for an English Program's stakeholders and its leadership. It would be a next step in a trust relationship between followers and leaders. It defined the stakeholder has a full partner in decision making and progress. Followers would no longer be required just to follow instructions but to create their own instructions to be followed by themselves. Followers would be retained longer if they were encouraged to make a meaningful investment in their own role, take responsibility for their own decisions and crucially, feel that they were supported by the leadership in the school. Likewise, the new leader of an English Program facilitates change. In a real sense the leader subordinates themselves to the efforts and contributions of their staff. He or she would be the servant of stakeholders not the master of all decision making (Regan, 2007).

More importantly perhaps, would be the decentralization of authority, to ensure that, change and improvement address the needs of all stakeholders (Cohen and Barry, 2004). Any leadership model for the English Program must, therefore, be concerned with

establishing direction, vision and goals, where organizational performance and improvement was guided by leaders who command the overview of an Administrative Leadership Model (Starratt, 2011).

The English Program, discussed in this research, occupied a particular niche in the educational market place, and are an arrangement of teaching and learning where Standard and Academic English is the medium of instruction but the dominant school culture remains Thai. The program's various core curricula were in accordance with the Basic Education Curriculum B.E. 2544 from the Ministry of Education.. Curricula subjects, English, Mathematics, Science, Physical Education, Health Studies, Occupational Works and ICT, are taught in English, whereas subjects conducted in Thai were Social Studies (Buddhism, History, Geography, etc.) and Thai language, underpinning Thai customs and culture. The purpose of English Program's educational provision would be threefold,

1. To give greater numbers of Thai students access to learning English through subject content within schools
2. To give parents, who want an enriched English language education for their children, the opportunity to offer their children this form of education in their own country, rather than having to send their children to study overseas
3. To enable an enriched English language education without losing or eroding Thai traditions and cultural development within the school

The option of an education in an English Program school, had become available to a much greater number of students and the evidence for this had been the growing school roll and some over-subscription to the program, teaching and learning through the lingua franca of English, would be made possible without erosion of Thai culture and traditions. Herein lay the uniqueness of the English Program and it had become evident through

formal and informal contact with Thai parents, that they wished their children to have a school education where the curriculum content was taught in English, to further their child's higher educational aspirations and to join a prestigious university with an international program. This constituency of parents, who because of their income bracket can choose to send their children to a range of well known international schools at home and abroad, were actively choosing the English Program. Moreover, parents stated that they were uncomfortable about sending their children to study abroad because the costs were increasingly prohibitive. In terms of supply and demand, English Program occupied a unique position in the educational market place, offering a full curriculum in the English Language whilst preserving Thai culture and traditions. Although initiated and governed by the Ministry of Education legislation, and the St. Gabriel's Foundation's policies, the growing expectations of parents, evidenced from regular contact and meetings, linked with changes in the wider economy, as a result of changes in government legislation, had become an important factor in how the English Program saw their own role and their function as perceived by stakeholders.

Statement of the Problem

The problems, discussed, had either not been accepted as problems by the leadership of English Program, nor been comprehensively and systematically understood or addressed in a consistent manner by the present and past leadership of the English Program. The evidence for this claim was that the problems were still contemporary and persistent, hence the need for this research and subsequent findings. Moreover, the problems stated, reflected the changing circumstances and challenges faced by the English Program and required a more responsive, participative and adaptable leadership than had hitherto been the case.

It was assumed, at the conception of the English Program, that the English Program would just be an appendage onto a regular Thai High School, one amongst many other provisions, offered as educational choices to parents. It was further assumed, that the bureaucratic and administrative systems that already existed, including the management structure, would be adequate for the new English Program and would be administered centrally from within the Thai school structure. However, over 10 years of the English Program's development, there had been a growing awareness of reoccurring problems in that arrangement. The English Program had faced difficulties in attempting to adapt the educational culture, and relationship of their host school to be more responsive to the unique impact and requirements of an English Program and the question of a more responsive and independent leadership for English Program had arisen.

Assigning priority for the distribution of resources or the recruitment of personnel had demonstrated a transparent need for a more adaptable leadership. Central decision making had failed to recognize and sometimes even acknowledge the English Program's specific needs for specialized resources, curricula adaptations or the growing and separate expectations of an English Program stakeholder population as opposed to a Thai regular program stakeholder population. This had led to a demand for a more responsive leadership, decentralized English Program, functioning independently and consistently delivered within all the English Program in schools of the St. Gabriel's Foundation.

More problematic, perhaps, had been the less than successful recruitment and retention of qualified foreign teachers, a key expectation of parents and part of the original requirements of an English Program. Foreign teachers would leave the school at the end of their first or the second year. More alarmingly, foreign teachers were leaving before the completion of their first contact or not passing their probationary assessment within the first 90 days. This caused the English Program to be continually recruiting

outside the normal recruitment cycle, where the pool of qualified and competent teachers was even smaller than usual. The stated reasons, from correspondence, formal notifications, teacher assessments and interviews with line managers, by foreign staff who intend to leave, was that the salary package for new foreign teachers was not competitive with international schools. New teachers had left the English Program directly because they would gain or were offered a higher salary package elsewhere. Teachers found it difficult to find adequate, inexpensive housing that was near the school, making commuting distances a factor in their decision to stay with the school.

Of particular concern, to resigning teachers, was the administrative workload that was expected, in support of their teaching practice and on top of their timetable of classes. The documentation expected by Thai administrators was perceived to be, at best, irrelevant, repetitive and not understood by the foreign teachers. They reported that although they expected to submit information concerning grades, assessments and attendance, as Western teachers are required, most of the Thai documentation was statistical and not apparently relevant to their teaching practices or it was documentation that was generated from the routine administrative systems in the Thai regular programs and that had been inherited by the English Program. Foreign teachers did not identify this as a cultural problem rather they categorized these issues as a difference in organizational practices between Thailand, Europe and other native speaker nations. A perception that may or not be true but the perceptions remained.

Some teachers, who left the program early, reported frustration with communication generally and the Thai staff in particular. Firstly, the language barrier but more pertinently the perception that Thai staff were reluctant or unable to share key information about schedules, standards and timetables, which led to misunderstandings

between Thai and foreign staff. Lack of communication leading to misunderstanding, was regularly reported by foreign teachers, including those that stayed with the school.

Many foreign teachers, in interviews with line managers, claimed that of particular concern was the apparent Asian practices of working during scheduled free time, particularly during the weekends or even holidays. Foreign teachers who would leave the program felt that their morale had been undermined by additions to their timetable, seminars and events, scheduled to coincide with their free time, without consultation. School events that did not seem to need their participation, were not explained and that they were not full participating staff in these achievements. They acknowledged and assumed that this was probably a cultural difference between Thai working practices and Western working practices and had been a persistent perception by foreign staff.

Teachers who eventually left the school observed that Thai events and ceremonies seemed to have a higher priority than education in the school and misunderstood the mission of an English Program. They added that student behavior was very different in the foreign teacher's class, than it was in the Thai teacher's class, where foreign teachers had struggled to maintain appropriate levels of classroom management with, as they saw it, little support from the leadership.

Key to understanding the purpose and findings of this research was the acknowledgement that there was not a single leadership that could be expected to be effective with every person in every contextual situation and with all the problems highlighted in the previous paragraphs. The best leadership was perhaps the style that works. The leadership that works was a result of understanding all the components and forces that combined to create a certain "context". In the context of an English Program where foreign and Thai staff work side by side, there was a need to build coalitions and

combinations of leadership theories and practices in order to create a more effective and desirable leadership to fit the context of English Program. Mentoring networks were necessary for the dissemination of formal and informal information, designed to create a “coalitions” of resources, support, and technical expertise.

Recruitment and retention of foreign teachers stood as an exemplar of the need for a more responsive leadership in the English Program in schools of the St. Gabriel’s Foundation. However, leadership also had to acknowledge that some variables may not be within their control, in terms of recruitment. The limited pool of teachers that came to stay in Thailand, for example. The even more limited pool of teachers that could be considered ‘fully qualified’ and although foreign staff may have had a language in common they may not have shared the same social norms, ethical values, customs, religious beliefs, teaching practices or pedagogy which also affected retention of teachers. The perceived differences in organizational practices between West and East had led to misunderstandings and past research suggested that the demographic diversity of foreign staff also has a powerful effect on staff retention (Moodian, 2009). Indeed, there is no doubt that some of the teachers that eventually left the school, had cited the distance between themselves and their own family support networks, as another factor in their decision to leave the Program.

However, what would be in the control of a responsive leadership would be how it communicates with followers, how information was disseminated, shared and managed, how authority and responsibility were decentralized and how followers were motivated to participate and invest their professional energies in a more positive relationship with their school. This would be the brief of leadership. To survive as a viable educational product would not be the issue for the English Program, mere survival would not need a new form of leadership, however, within the schools of the St. Gabriel’s Foundation of Thailand has

been an aspiration to do more than survive as they contended with a changing environment and growing challenges, it was acknowledged by all stakeholders that the English Program, whatever the economic circumstances, would have to find a more inclusive and adaptable leadership (Hentschke, 1975).

Research Questions

1. What leadership characteristics have been used by those individuals who undertake a leadership role in the English Program in schools of the St. Gabriel's Foundation, Thailand?
2. What are the perceived desirable leadership characteristics for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand?
3. What is the methodology by which an Administrative Leadership Model can be developed for the English Program in schools of the St. Gabriel's Foundation, Thailand?

Research Objectives

1. To identify leadership characteristics used in the English Program in schools of the St. Gabriel's Foundation, Thailand.
2. To identify desirable leadership characteristics for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand.
3. To develop an Administrative Leadership Model for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand.

Theoretical Framework

The five leadership theories elaborated in Chapter 2 and contextualized, were specifically selected as the basis of research for the circumstances that are unique to an English Program. Other important reasons for the inclusion of these five theories were,

- a. The five theoretical approaches to leadership, represented key development stages in the thinking about leadership, chronologically and theoretically.
- b. The five theoretical approaches to leadership, were specifically addressing leadership issues rather than discussions within the behavioral or cognitive psychology disciplines.
- c. The five theoretical approaches to leadership,, provided coherent frameworks where instrument question types would be created and closely linked (Dialectically).

Thomas Carlyle and Francis Galton's Trait Theory (Northouse, 2010) established the notion of trait-based leadership focusing on the personal qualities that are held by leaders and further suggested that there are five common traits that leaders possess: intelligence, self-confidence, integrity, sociability, and determination. These traits are associated with influencing others, specifically, communication, dependability and a willingness to take responsibility (Evans, 1971). Trait Theory offers a range of possible question types and instruments. Trait theory's importance to this research was that it generated instrument questions and domain statements with subsequent analysis of follower perceptions on the importance of traits in leadership and perceptions of inherent abilities (Shriberg, 2009).

Kurt Lewin set out to identify different styles of leadership. Leadership Style Theory (Graumann C., 1986) focused on the Leader's behavior. However, in the

administrative leadership model, delegation of tasks and responsibility from the leader to followers was an important factor in the decision making process. Leadership Style theory represented another stage in the development of thought concerning leadership.

As part of this research it was of interest to discover how many respondents identified present leadership under those broad Leadership Style theory categories, but more interestingly would be when they offered an opinion about more specific issues concerning leadership decision making. Leadership Style Theory focuses on the Leader's behavior. The behavior of the leader is key and what leaders do and how they act forms the basis of their leadership. (Fairholm, 2009). Leadership Style theory claims there are three major leadership styles. (Lewin, 2008). Authoritarian leaders, who provide clear expectations. Participative leaders encouraging group members to participate, but retaining in control of decision-making processes. Delegative leaders who offer little or no guidance to group members and leave decision-making up to group members. Common to all, is that the leaders are, '*...certain about a chosen course of action...*' (Northouse, 2010).

Situational leadership theory proceeds from the notion that leaders adapt and be flexible to the changing needs of followers and adapt their leadership style contextually (Hersey, 2008). Therefore, this connection between empathy and performance and a strong correlation between empathy and effectiveness, effectively building and maintaining relationships (Northouse, 2010). Situational Leadership categorized all leadership styles into basic behavior types, authoritarian, delegation of task and responsibility (Sarros and James, 2001). Again, the theory formed a useful criterion in the analysis of leadership styles. The central tenant of Situational Leadership, was that there was no single style of leadership (Bass et al, 2008).

A Transactional leadership concerns, controlling, organizing, and short-term planning, whilst motivating and directing followers. The theory assumes that subordinates can be motivated by a creative system of rewards.

'...Leadership that drives change demonstrates how creative thinking is an essential element of leadership...'(Northouse, 2010, p274).

A Transactional style of leadership was seen as a series of "transactions" based on the premise that people were motivated by reward or punishment as part of the transaction, a system of rewards and punishment. The main goal of the follower would be to obey the instructions of the leader. Transformational Leadership Theory was defined as leadership that caused change and developed followers into leaders (Northouse, 2009).

Transformational Leadership introduced four elements of leadership, individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Burns, 2004). The Transforming leader serves as a change agent of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration,

"This implies that individuals must possess all of these attributes in order as a process of maturation and emotional intelligence, to be considered a transformational leader."(Northouse, 2010,p185). Transformational leaders were optimistic implementing their vision through small planned steps (Pielstick, 2003). Essentially, the final theory the research considered, Transformational leadership, was a framework of value judgments that research respondents would react to positively, indifferently or negatively, depending on their emotional maturity, professional experience and where they placed themselves in the organization.

Conceptual Framework

Administrative leadership would successfully address both contemporary leadership issues concerning how English Program were structured and managed, reinforce the vision and mission of the St. Gabriel's Foundation of Thailand as well as define the rationality behind authority, procedures, and decision making.

The St. Gabriel's Foundation of Thailand operated from its founding principle, “Education for all and all for Education”. Its underlying philosophy was the belief that a man justifies himself and his existence by ‘noble works’ expressed in the Latin Motto, Labor Omnia Vincit (Labor Conquers All Things). The purpose of man’s existence, according to the St. Gabriel's Foundation of Thailand, was to know the Truth and to love and search for it as the source of life and all knowledge.

Mission

1. The Foundation, was to achieve the vision, by creating an atmosphere of love, peace, freedom and justice for all students and staff in its education institutions.

2. The Foundation encouraged the spirituality of St. Louis de Montfort, its Founder, by giving priority to the poor and the marginalized in its educative mission.

The St. Gabriel’s Foundation educational institutions now offer programs from the Kindergarten, Primary, to Secondary education. The St. Gabriel's Foundation of Thailand has, as its central focus; what it describes as the poor and the marginalized, providing technical, academic and vocational projects to support this foci.

The Foundation’ s governance of its schools, presented the researcher with some key independent variables, that were relevant to the conceptual overview, making the policies and practices of the St. Gabriel's Foundation of Thailand particularly and contextually relevant. Most obviously, the English Program that were the subject of this research came under the governance of the St. Gabriel's Foundation of Thailand and key

elements of their 'Vision' and Mission' provided independent variables that may impact on the findings in this research. For example, the St. Gabriel's Foundation had, as part of its vision, '...uniting of students, families, staff, alumni and the Brothers, in a bond of unity and into the development of a high quality of life in all its dimensions.' The implication for leadership, was that 'bond of unity..' can only be realized through the widest possible consultation between leadership, followers and stakeholders and it was the aim of the St. Gabriel's Foundation of Thailand to attempt to facilitate a responsive leadership in its schools. Directly relevant were the Foundations mission statements, 'To develop the system of the St. Gabriel Education Management.' The intention here is to have leadership as a systematic process, with shared goals and practices. This research also attempted to identify a systematic leadership framework in the development of an Administrative Leadership Model.

Also of interest, in their stated vision, was the idea, 'To support and enhance the lifestyle of the St. Gabriel's Foundation staff' alluding to staff professional development, and the terms and conditions of employment, identified by this research as one of the dependant variables for English program leadership. This was also clearly linked to the retaining of foreign staff, also identified by the researcher in the problem statement.

Mission Statement 7 was aimed at encouraging 'interchange and co-operation between each of the Foundation schools.' This interchange was one of the purposes of the findings of research and the application of an Administrative Leadership Model. Therefore, Administrative leadership would successfully address both contemporary leadership issues concerning how English Program is structured and managed, reinforced the vision and mission of the St. Gabriel's Foundation of Thailand.

Any useful research could not avoid investigations into leadership characteristics or informed judgments about the desirability or otherwise of leader characteristics

(Dunkerley and Stewart, 1980). The Conceptual Framework, therefore, was based on the leadership theories discussed, Trait Theory, Leadership Style Theory, Situational Leadership Theory, Transactional Leadership Theory and Transformational Leadership Theory and how they would be used to clarify and define the issue of current and desirable leadership characteristics in the most direct and relevant manner. Those theories of leadership were used as the key variables to determine leadership characteristics of leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand, and to develop an Administrative Leadership Model for the English Program.

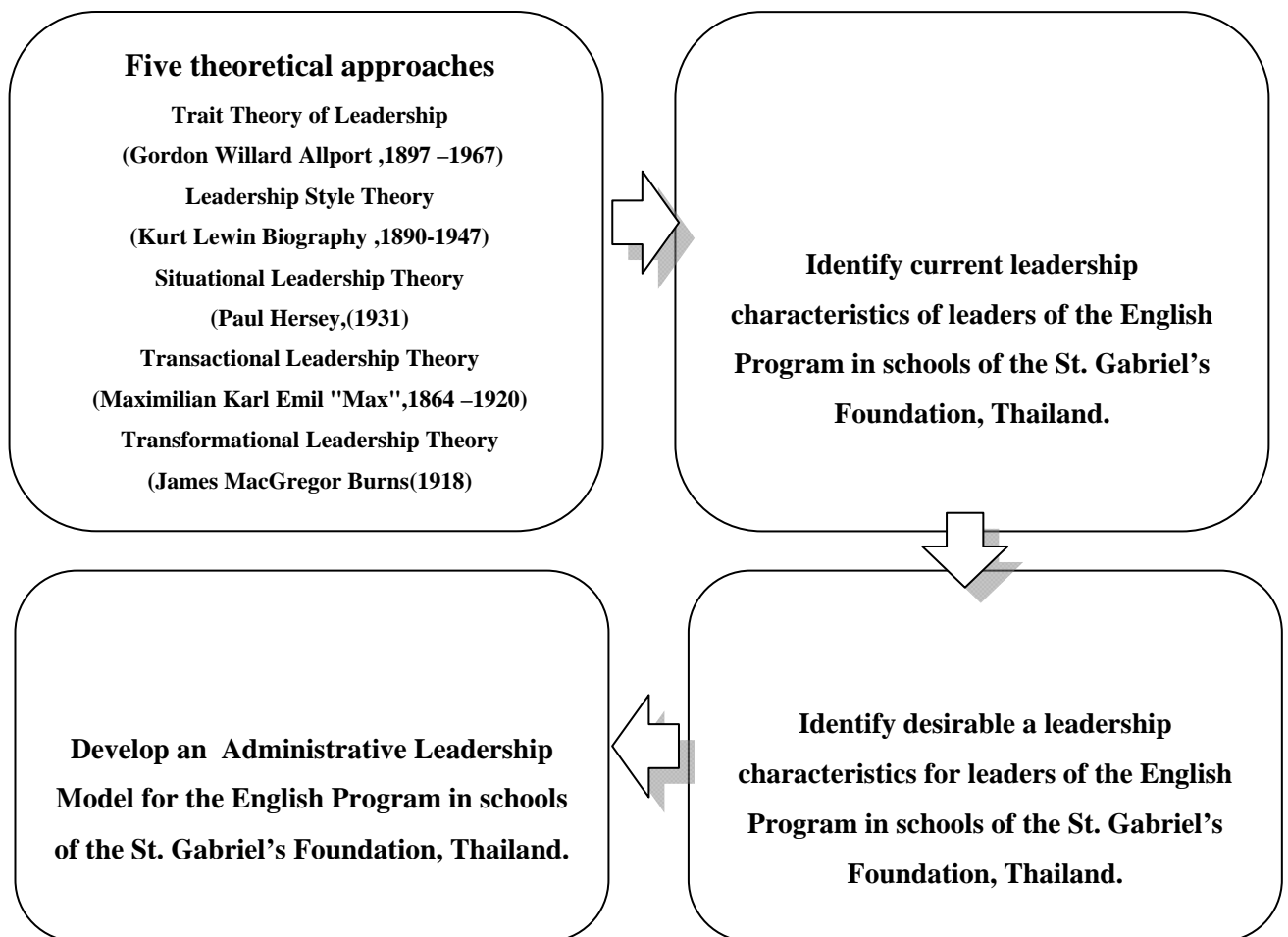


Figure 1 Conceptual Framework for Development of an Administrative Leadership

Model for the English Program in schools of the St. Gabriel's Foundation, Thailand

The research attempted to synthesize relevant theory into a coherent conceptual framework, which in turn generated a series of research objectives and questions, to be tested using instruments focused toward the analysis of leadership characteristics. This study process culminated in the development of an Administrative Leadership Model. This workplace investigation generated recommendations for leaders, suggested from study outcomes which could be applied to all English Program within the St. Gabriel's Foundation schools.

Definitions of Terms

Administrative leadership model: refers to a theory related methodology focused on present and desired leadership characteristics, as framework model. Desirable is used in this research as an adjective to prompt respondents to consider the positive or attractive properties of a given issue. The criterion for the adjective 'desirable' will be advantageous, beneficial, or advisable as opposed to, imprudent, inadvisable, injudicious or unwise.

Leader: refers to any individual in the English Program specifically, that has responsibility for decision making and the implementation of those decisions.

Leadership: refers to the art of motivating and inspiring people.

Trait theory of leadership: claims that leaders are different from non-leaders in terms of personal traits, physical characteristics, motives, and needs.

Leadership style theory: refers to the theory which focuses on how the leader influences subordinates.

Situational leadership styles: refer to the theory which identifies two key leaderships.

Behaviors: refer to task behavior and relationship behavior.

Transformational theory of leadership: refers to the theory which focuses on leaders

who have exceptional impact on their organizations. Transformational leader refers to leaders who motivate their subordinates.

Transactional leaders: refer to leaders that try determining what their subordinates need to achieve their own goals and organizational objectives. These leaders help their subordinates become confident that they can reach their goals and objectives, and reward them for their accomplishments.

The St. Gabriel's Foundation: refers to the government recognized legal authority that was responsible for the policies, practices and good governance of all schools in the Foundation. The Foundation has been operating 14 educational institutions, including one university and a Technical school, in Thailand since 1901 and is responsible for overall administration of all schools in the Foundation.

English Program: refers to the arrangement of teaching and learning as a process, based on the Ministry of Education's curricula, enabling students to attain the highest standards of proficiency and mastery in both Standard and Academic English across core curriculum subjects, including the preservation, protection and transmission, of Thai values and traditions in all areas of school activity. English program students can then effectively gain full access to higher education and business opportunities in the global economy.

Communicative: The term 'Communicative' is the operational definition derived from the first principles of Trait Leadership. 'Communicative' is presented as construct or 'Characteristic'. The term 'Communicative' was used because it requires action to proactively convey meaning.

Empathy: The term 'Empathy' is the operational definition derived from the first principles of Situational leadership. 'Empathy' is presented as construct or

‘Characteristic’. The term ‘Empathy’ proceeds from the notion that leaders adapt and be flexible to the changing needs of followers and adapt their leadership style contextually.

Creative: The term ‘Creative’ is the operational definition derived from the first principles of Transactional leadership. ‘Creative’ is presented as construct or ‘Characteristic’. The term ‘Creative’ is from the assumption that subordinates can be motivated by a creative system of rewards.

Confident: The term 'Confident' is the operational definition derived from the first principles of Leadership Style Theory. 'Confident' is presented as construct or ‘Characteristic’. The term 'Confident' is from the theories focus on the Leader’s behavior and their certainty, ‘... *about a chosen course of action...*”

Maturity The term 'Maturity' is the operational definition derived from the first principles of Transformational Leadership. 'Maturity' is presented as construct or ‘Characteristic’. The term 'Maturity' is from the implication, from theory, that emotional intelligence and maturity are required, to offer followers individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence

Scope of the Study

The research attempted to synthesize relevant theory into a coherent conceptual framework, which in turn generated a series of research objectives and questions, to be tested using instruments focused toward the analysis of leadership characteristics. This study process culminated in the development of an Administrative Leadership Model. This workplace investigation generated recommendations for leaders, suggested from study outcomes which could apply to all the English Program within the St. Gabriel’s Foundation schools.

This study was limited to the English Program in schools of the St. Gabriel's Foundation, Thailand. The purpose of limiting the research, into leadership characteristics, to a of 8 schools of the St. Gabriel's Foundation, Thailand was to ensure consistency and internal and external validity with the research objectives. Moreover, the present leadership and the research population of foreign staff were accessible for research purposes and had a wide variety of experience and knowledge specifically concerning the operations of the English program. Moreover, they were familiar with the problems outlined in the chapter 1.

The study discussed quantitative and qualitative analysis pre-selected because they were specific to the objectives, measurable by research, achievable in the time frame, and realistic with regard to the issues concerning the leadership of the English program. This study was also limited in its investigation of school subsystems that related to the leadership, thus limiting any comparison to other corporate structures or institutions outside the schools research . This study examined only some of the variables related to leadership practice for the purposes of addressing known problems and may have tended to neglect some of the variables concerned with differences in knowledge, degree of authority, level of professionalism.

Limitations of Study

The research was specifically focused on current and desired leadership characteristics, as perceived by the research population of 205 foreign teachers and only concerned with leadership. The 8 schools in St. Gabriel's Foundation in Thailand, chosen for research, were those schools running some form of English program, at primary and secondary level. The research instrument questionnaire, that produced the findings, was specifically designed to elicit responses to statements and questions, deriving from theory

that was relevant to the context of an English Program. Any findings and conclusions, therefore, only had meaning and relevance to leadership and foreign teachers within those 8 schools. Recommendations from findings were aimed only at the present and future development of leadership in the English Program, to include other types of school, was envisaged or included in the research.

Significance of the Study

The research aims were to assist the leadership in English Program of the St. Gabriel's Foundation schools in Thailand to better understand their organizational goals. Analysis provided recommendations concerning desirable characteristics, for leaders within the framework of an Administrative Leadership Model. The research aimed to develop this administrative leadership model, as 'desirable characteristics' framework that would meet the changing needs of stakeholders, identify known problems, and model leadership for the English Program in schools of the St .Gabriel's Foundation, Thailand.

The findings of this study could be useful for enhancing commitment, individual and collective decision-making, improving communications, stimulating meaningful staff training and development.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviewed literature and discussed the theoretical basis of Administrative Leadership and its efficacy as a leadership model for the English Program in schools of the St. Gabriel's Foundation, Thailand. Important considerations were that the theory supporting notions of leadership roles, leadership characteristics, were in the strict context of establishing directions, goals and motivating followers to participate in an organizational vision for English Program in schools of the St. Gabriel's Foundation. In chapter one, the stated research objectives were an analysis of leadership and an evaluation of desirable leadership characteristics based on perceived and shared problems that had arisen in the management of English Program. These problems included the changing demands of stakeholders, the values and norms of the existing educational culture, bureaucratic procedures, motivation and retention of foreign staff, creating an independent vision and the growing competition with other educational institutions. If Administrative Leadership was to address these issues, then clearly the model must have been school leadership for change. The chapter began with an examination of Administrative Leadership in that context. As previously stated in chapter one, any Administrative Leadership Model would have to be contextually suited to the contemporary needs of the internal and external realities of the English Program, a model that synthesized management, administration and leadership roles and decentralized authority (Cohen and Barry, 2004). Any leadership model, therefore, should have been concerned with establishing direction, vision and goals (Starratt and Robert, 2011). This chapter was divided into two parts as follows.

Part I	Overview of the St. Gabriel's Foundation of Thailand
Part II	Five theoretical approaches to leadership
Part III	Research Related

Part I Overview of The St. Gabriel's Foundation of Thailand

The St. Gabriel's Foundation, was the government recognized legal authority that was responsible for the policies, practices and good governance of all schools in the foundation. At the time of the research, there were 14 schools, one university and a Technical school under the overall administration of the St. Gabriel's Foundation of Thailand.

Philosophy

The St. Gabriel's Foundation of Thailand operated from its founding principle, "Education for all and all for Education". Its underlying philosophy was the belief that a man justifies himself and his existence by 'noble works' expressed in the Latin Motto, Labor Omnia Vincit (Labor Conquers All Things). The purpose of man's existence, according to the St. Gabriel's Foundation of Thailand, was to know the Truth and to love and search for it as the source of life and all knowledge.

Vision

The St. Gabriel's Foundation sought to offer to young people an education of excellent quality and through its educative mission, in accordance with Gospel values under the guidance of St. Louis Marie de Montfort's charism, 'young people will be fully developed in all dimensions.'

Mission

1. The Foundation, was to achieve the vision, by creating an atmosphere of love, peace, freedom and justice for all students and staff in its education institutions.

2. The Foundation encouraged the spirituality of St. Louis de Montfort, its Founder, by giving priority to the poor and the marginalized in its educative mission.

The Brothers of St. Gabriel Congregation was founded in France in 1705 and linked to the work of St. Louis Marie de Montfort (1673-1716). In the course of St. Louis Marie de Montfort's mission he established charitable schools for needy children and then entrusted this work to the early followers, from whom the group grew to be later known as the Brothers of St. Gabriel. The subsequent St. Gabriel's Foundation's main stated concern is Catholic education, in particular Catholic education for the poor, orphans and the physically challenged. The early missionary schools taught in either English or French as the medium of instruction until the Thai Ministry of Education announced the use of a single curriculum explained in chapter one. The St. Gabriel's Foundation educational institutions now offer programs from the Kindergarten, Primary, to Secondary education. The St. Gabriel's Foundation of Thailand has, as its central focus; what it describes as the poor and the marginalized, providing technical, academic and vocational projects to support this foci.

The Foundation's governance of its schools, presented the researcher with some key independent variables, that were relevant to the conceptual overview, making the policies and practices of the St. Gabriel's Foundation of Thailand particularly and contextually relevant. Most obviously, the English Program that were the subject of this research came under the governance of the St. Gabriel's Foundation of Thailand and key elements of their 'Vision' and 'Mission' provided independent variables that may impact on the findings in this research. For example, the St. Gabriel's Foundation had, as part of its vision, '...uniting of students, families, staff, alumni and the Brothers, in a bond of unity and into the development of a high quality of life in all its dimensions.' The implication for leadership, was that 'bond of

unity..' can only be realized through the widest possible consultation between leadership, followers and stakeholders and it was the aim of the St. Gabriel's Foundation of Thailand to attempt to facilitate a responsive leadership in its schools. Directly relevant were the Foundations mission statements, 'To develop the system of the St. Gabriel Education Management.' The intention here is to have leadership as a systematic process, with shared goals and practices. This research also attempted to identify a systematic leadership framework in the development of an Administrative Leadership Model.

Also of interest, in their stated vision, was the idea, 'To support and enhance the lifestyle of the St. Gabriel's Foundation staff' alluding to staff professional development, and the terms and conditions of employment, identified by this research as one of the dependant variables for English program leadership. This was also clearly linked to the retaining of foreign staff, also identified by the researcher in the problem statement.

Mission Statement 7 was aimed at encouraging 'interchange and co-operation between each of the Foundation schools.' This interchange was one of the purposes of the findings of research and the application of an Administrative Leadership Model. Therefore, Administrative leadership would successfully address both contemporary leadership issues concerning how English Program is structured and managed, reinforced the vision and mission of the St. Gabriel's Foundation of Thailand. The focus of this research was a 8 schools in St. Gabriel's Foundation in Thailand now offering a form of the English Program. The total number of foreign teachers at the 8 schools is 205 which formed the research population.

Part II Five theoretical approaches to leadership

Trait Theory

In 1936, psychologist Gordon Allport claimed that leaders can be identified by their personal characteristics, or more specifically their Cardinal Traits. These traits, he further claimed dominated an individual's whole life, often to the point that the person becomes known specifically for these traits (Evans, 1971). Trait Theory offers a range of possible question types and instruments. Trait Theory, claims that there are innate behavioral qualities, critical to leadership and consequently lacking in non-leaders (Stough et al., 2009). Trait theory proceeded from the assumption that people inherit certain qualities or traits making them better suited to leadership (Shriberg, 2009). Trait theory's importance to this research was that it generated instrument questions and domain statements with subsequent analysis of follower perceptions on the importance of traits in leadership and perceptions of inherent abilities.

More interestingly there would be an identification and analysis of what this research had termed desirable traits which may have inferred that followers and leaders perceive traits as a valid element in leadership. The Cardinal Traits that would be considered by this research and were specific to the context of problems facing the English Program would be considerations about the adaptability of leaders to communicate and the presence or absence of decisiveness as a leadership trait, an awareness of leaders to their social environment. Traits associated with influencing others, persistence and continuity and the link between personal characteristics and leadership qualities, specifically, communication, dependability, energy linked to activity and finally a willingness to take responsibility.

It must be the oldest question in leadership, are leaders born or made? However, these were not mutually exclusive alternatives. If there are certain inborn qualities that make one a good leader, these natural abilities need development. For example, we are not born with self-confidence, honesty and integrity. Motivation to lead comes from within and cognitive ability needs to be developed. Trait theories, proceed from the assumption that people inherit certain qualities or traits making them better suited to leadership (Shriberg, 2011). In 1936, psychologist Gordon Allport claimed that leaders can be identified by their personal characteristics, or more specifically their Cardinal Traits. These traits, he further claimed dominated an individual's whole life, often to the point that the person becomes known specifically for these traits (Evans, 1971).

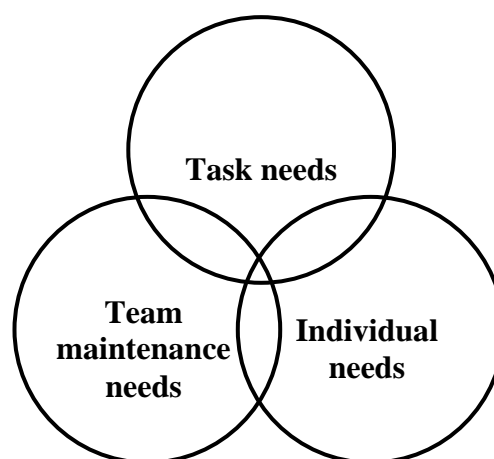


Figure 2 Interrelationship of Follower Needs to be addressed by relevant Cardinal Traits.

The strengths of Trait Theory are that it is superficially easy to understand, has validity from research and provided a criteria for assessing leadership. The limitations were that it was difficult to escape from subjective judgments regarding what is 'good' or 'successful' in leadership (Gill, 2006). The list of traits is long, more than 100 different traits of successful leaders have been identified and there was

disagreement over which traits were the most important for a leader. In the end, according to Kirkpatrick and Locke 'leadership traits matter' (as in Price, 2006, pp. 66-80). A leader knows the difference between reacting to events and responding to events and this ability but rely on innate traits.

Perhaps the most well known research tool, which employed Trait Theory principles, was the Minnesota Multiphasic Personality Inventory or MMPI-2 (Hathaway, 1969). It was a test where response styles had been determined based on statistics and the respondent will fall on a continuum of an increasing number of traits. The MMPI-2 utilizes several techniques that attempt to catch a person who is attempting to alter the results. It asks questions in a specific way as to determine what is called a response style.

Leadership Style

In 1939, a group of researchers led by psychologist Kurt Lewin set out to identify different styles of leadership (Graumann C. F. et al., 1986). Leadership Style Theory focuses on the Leader's behavior as an independent and dependant variable affecting subordinates (Fairholm, 2009). However, in the administrative leadership model, delegation of tasks and responsibility from the leader to followers is an important factor in the decision making process, as in Tannenbaum and Schmidt Continuum offering a simple analysis, which highlights the relationship between the freedom that a leader chooses to give to a team, and the level of authority retained by the leader. The Tannenbaum and Schmidt Continuum research concluded that successful leaders effectively delegate responsibility for decisions (Gautschi, 2011).

Leadership Style theory represented another stage in the development of thought concerning leadership. Just as trait theorists had sought to identify a single

'right' type of person to lead, behavioral theorists sought to identify a single, 'right' way to lead. Kurt Lewin in his research claimed there were three major leadership styles.

1. Authoritarian Leadership (Autocratic)
2. Participative Leadership (Democratic)
3. Delegative Leadership (Laissez-Faire)

As part of this research it was of interest to discover how many respondents identified present leadership under those broad categories, but more interestingly was when they offer an opinion about more specific issues concerning leadership decision making. Should leaders in an English Program have utilized target setting for production or performance and the efficacy of delegating responsibility to followers, linked to the idea that stakeholders should be included in leadership decisions.



Figure 3 The degree of authority of different styles between top management and work force

The figure illustrates the delegation of authority from management to a participative leader follower relationship, concluding that a dictatorial leadership

needs the most individual control of authority and participative leadership the least individual control of authority.

Researchers concluded that the democratic style was most effective but later studies were mixed (Lussier, 2007). Later, in the University of Michigan Studies began to systematically look at the behaviors exhibited by leaders. The conclusion was that employee orientated leaders achieved higher levels of workplace productivity, and had more satisfied staff than did production orientated leaders. Moreover, in the Ohio State University Studies conducted at the same time referred to these two ways of leading as,

1. Initiating structure - where leaders define and then structure the work.
2. Consideration - where leaders nurture mutual trust and interpersonal relations.

These studies produced mutually exclusive styles, either task or relationship focused (Bass and Stogdill, 2008). Some further studies pointed out that there are always disadvantages to a manager being high in either their people or their task focus, and that there may well be contexts where it is more beneficial to favor one rather than the other.

Lewin (2008) set out to identify different styles of leadership. In the study, groups of schoolchildren were assigned to one of three groups with an authoritarian, democratic or laissez-fair leader. Researchers then observed the behavior of children in response to the different styles of leadership. Authoritarian leaders, also known as autocratic leaders, provide clear expectations, with a clear division between the leader and the followers. Researchers found that decision-making was less creative and Lewin also found that it is more difficult to move from an authoritarian style to a democratic style. Lewin's study found that

participative leadership, also known as democratic leadership, is generally the most effective, offering guidance to group members, children in this group were less productive than the members of the authoritarian group, but their contributions was of a higher quality.

Researchers then found that children under delegative leadership, also known as laissez-fair leadership, were the least productive of all three groups. The children in this group made more demands, showed little cooperation and were unable to work independently (Cummings and Worley, 2009).

Situational leadership

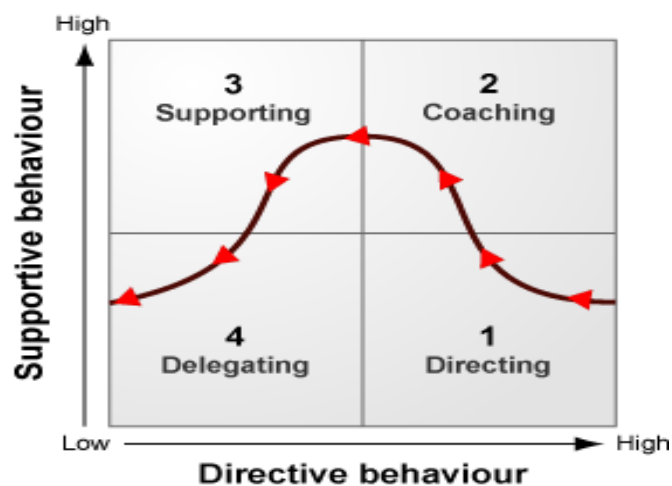


Figure 4 Describes the different leadership outcomes of Supportive and Directive

Paul Hersey is a behavioral scientist and entrepreneur, best known for conceiving Situational Leadership. In the 1960s, Hersey established the Center for Leadership Studies, which provides training in Situational Leadership, as well as Situational Coaching, Parenting, and Selling (Hersey. P., et al 2008). Situational Leadership Theory, developed the main tenant or principle, there is no single style of

leadership. Leadership, it was concluded is task-relevant and that the most successful leaders are those that adapt their leadership style to the capacity to set high but attainable goals contextually. The Hersey-Blanchard Situational Leadership Model relies on two fundamental concepts; leadership style and the individual or group's maturity level. The central tenant of Situational Leadership, is that there is no single style of leadership. Leadership, for Paul Hersey, leadership is task-relevant and that the most successful leaders are those that adapt their leadership style to attainable goals (Bass et al, 2008). This notion would be tested in the research instrument, where question types had been designed to illicit responses to a set of assumptions closely related to Situational Leadership. Would the desirable leader initiate new ideas, clarify instructions, encourage, and take responsibility and motivate by reward? Would followers perform better when the chain of command is clear, where staff are the primary responsibility of leaders?

In that context, a good leader develops competence and commitment so followers are self-motivated rather than dependent on others for direction and guidance. Obviously, therefore, a leader's low expectations lead to low performance of followers, according to Blanchard, they further elaborated this idea into 'development levels' (Bass et al, 2008).

D1 - Low competence and high commitment

D2 - Low competence and low commitment

D3 - High competence and low/variable commitment

D4 - High competence and high commitment

Leadership depends on understanding the requirements of a given situation and assessing how much participation or power sharing is essential for success, including what form that participation should take (Vroom and Jago, 1988).

Transactional Leadership

A Transactional style of leadership was first described by Weber in 1947 and then Bass in 1981. Its focus concerns on controlling, organizing, and short-term planning. As in most leadership theories discussed, Transactional leadership involves motivating and directing followers. However there is a stark difference between the Situational and Transactional notions with much more emphasis on motivating through self-interest. Leadership that is transactional is defined as authority and responsibility in the organization. The main goal of the follower would be to obey the instructions of the leader.

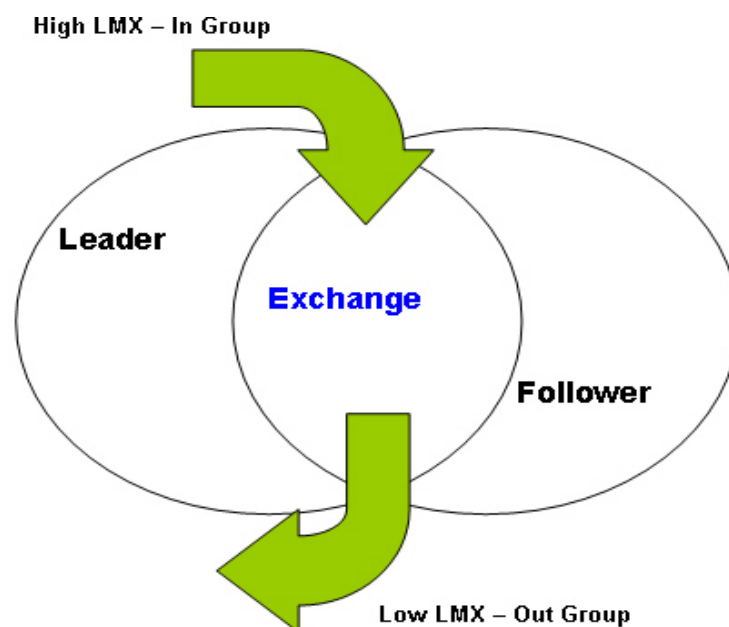


Figure 5 Illustrates in a Venn diagram the communication dynamic between leader and follower

Motivation is through a system of rewards and punishment. If a subordinate achieves an objective, a reward will follow, and if he does, or does not follow the instructions of the leader, a punishment will follow. Here, the exchange between leader and follower takes place to only achieve routine performance goals. However,

the theory does have some sophisticated mechanisms when it defines what is reward? These leader follower exchanges involve four dimensions (Northouse, 2009).

1. Contingent Rewards, linking the goal to rewards at the start, clarifying expectations, providing necessary resources, setting mutually agreed goals. Transactional leaders utilize the SMART model (specific, measurable, attainable, realistic, and timely) to set goals and objectives for their subordinates.

2. Active Management by Exception, is the active monitoring of work, watching for deviations from rules and standards.

3. Passive Management by Exception, transactional leaders intervene only when standards are not met. They may even use punishment as a response to unacceptable performance.

The transactional leaders seem not to enhance followers' creativity or new ideas. In a simple organization, where problems are simple and well defined and where plans are set, unchangeable and long term. Transactional Leadership may indeed be appropriate. The situation of a medical laboratory would be an obvious example where lives will depend on strict adherence to the successful outcomes.

Research suggests that, transactional leaders are found to be able in guiding efficiency decisions which are aimed at cutting costs and improving productivity.

The theory assumes that subordinates can be motivated by simple rewards. The only 'transaction' between the leader and the followers is the money which the followers receive for their compliance and effort.

Transformational Leadership

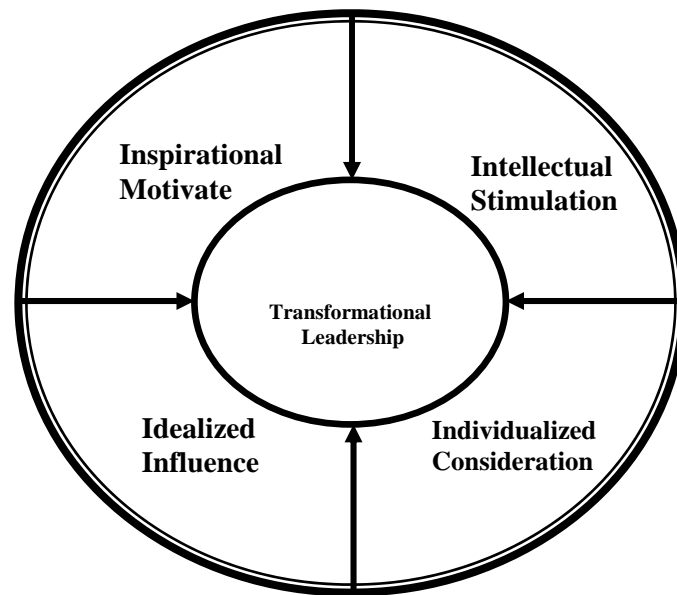


Figure 6 Models the key elements that form the important tenets of Transformational Leadership

James MacGregor Burns is an historian and political scientist, shifted the focus of leadership studies from the traits and actions of great men to the interaction of leaders and their constituencies as collaborators working toward mutual benefit (Burns,2004).

Burns first introduced the concept of transforming leadership in his descriptive research on political leaders. According to Burns, transforming leadership is a process in which leaders and followers help each other to advance to a higher level of motivation. According to Burns the basic tenet of transforming leadership is that the transforming approach creates significant change in the life of people and organizations. Unlike the transactional approach, it is not based on a give and take relationship, but on the leader's personality traits and ability to make a change through example, articulation and an energizing vision (Lincoln, 2011). Bass (2008) extended

the work of Burns by explaining the mechanisms that underlie transforming leadership, and used the term 'transformational' instead of transforming.

Bass (2008) added the proposition that transformational leadership could be measured. After years of research and a number of meta-analyses transformational leadership positively predicts a wide variety of performance outcomes (Denzin and Lincoln, 2011).

Bass (2008) introduced four elements of transformational leadership, namely individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Individualized Consideration, the degree to which the leader attends to each follower's needs, is a mentor, gives empathy and support, keeps communication open and places challenges before the followers. Intellectual Stimulation, stimulating and encouraging creativity allowing followers to develop and think independently. Inspirational Motivation, the degree to which the leader articulates a vision that challenges followers with high standards, communicates optimism. Idealized Influence, providing a role model for high ethical behavior, respect and trust. The most frequently used survey with the concepts of Transformational Leadership interpreted is called the Multifactor Leadership Questionnaire (MLQ Form 5X). The original scales in the questionnaire are based on an initial factor analysis and earlier versions. Research outcomes were limited, as early question types described the result of leadership, instead of specific actions of the leader that can be observed. The current version of the MLQ Form 5X includes 36 items that are broken down into 9 scales with 4 items measuring each scale. Subsequent validation work by Antonakis (Antonakis, 2002) and his colleagues provided strong evidence supporting the validity and reliability of the MLQ5X. In this way the transformational leader can be identified as one who develops a challenging

and attractive vision, linked to a strategy which specifies actions. Transformational leaders are decisive and optimistic implementing their vision through small planned steps (Pielstick, 2003).

Table 1 Summary of the Five Theoretical approaches

THEORETICAL APPROACHES TO LEADERSHIP	MAIN CONTRIBUTOR	BRIEF DESCRIPTION
TRAIT	Gordon Willard Allport (1897 –1967) an American psychologist and the first psychologists to focus on the study of the personality.	Leadership traits, are integrated patterns of personal characteristics that reflect a range of individual differences across a variety of group and organizational situations.
LEADERSHIP STYLE	Kurt Lewin Biography (1890-1947) best known for his work on, Experiential learning, Field Theory, Group dynamics and considered the founder of modern social psychology.	Balancing natural leadership style with the leadership style that the job demands, which means to develop flexibility, recognizing the different demands of each situation and adapt appropriately.
SITUATIONAL	Paul Hersey (1931) a behavioral scientist conceiving Situational Leadership, published in Management of Organization Behavior.	The purpose and general principles the situational leadership are for the benefit both the leader and follower and the development of an equal professional working relationship whilst also being directed to a specific task-oriented job.

Table 1 (continued)

THEORETICAL APPROACHES TO LEADERSHIP	MAIN CONTRIBUTOR	BRIEF DESCRIPTION
TRANSACTIONAL	Maximilian Karl Emil "Max" (1864 –1920) a German sociologist and political economist who profoundly influenced social theory, social research, and the discipline of sociology.	Transactional leadership suggests that people are motivated by rewards and punishment, in a system of quid pro quo.
TRANSFORMATIONAL	James MacGregor Burns (1918) historian and political scientist, and authority on leadership studies. Burns' research regarding the transformational theory focuses on how leaders approach power.	Still a result-driven theory, however, part of the desired result is the steady and consistent growth of everyone entrusted to the leader's care. A transformational leader places a great deal of emphasis on the needs and potential of employees.

Part III Research Related

Dubrin (Dubrin, 2001) defined leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goals. In his book, *Leadership: Research Findings, Practice, and Skills*, Dubrin gave other definitions of leadership, the interpersonal influence, directed through communication toward goal attainment. This can be interpreted as navigating followers toward a specific end. However, the journey to that end, allows followers to be fully engaged. Engagement, can be achieved by the use of the influential increment over and above

mechanical compliance with directions and orders. In other words, not just compliance but collaboration. Dubrin explains this as, an act that causes others to act or respond and should be a shared direction.

For Durbin, leadership is the art of influencing people by persuasion or example and a leader should be the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objectives. Kouzes and Posner (Kouzes and Posner, 1995) further defined leadership as the art of mobilizing others to want to struggle for shared aspirations. According to Kouzes and Posner, leaders can mobilize others to want to act because of the credibility they have with followers. This requisite credibility of the leaders is sustained by their actions, consistently. They challenge, inspire, enable, and encourage (Smith and Piele, 2006).

Armstrong (1998) added that leadership is getting things done through people. He claimed that leadership is about encouraging and inspiring individuals and teams to achieve a desired result. According to Armstrong, organizational effectiveness depends on the quality of leadership. Leadership, therefore, is a dynamic process in which one individual influences others to contribute to the achievement of the group task. Northouse (Northouse, 2007) defined leadership as “a process whereby an individual influences a group ... to achieve a common goal” (as in Morden, 2004, p. 200).

Kotter (1996) in an overview of leadership, described the attributes needed as a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like. Leadership aligns people with this vision of the future and inspires them to make it happened in spite all the obstacles. Added to these observations concerning what is good practice for leaders, historically, we now had to identify the type of organization

that closely describes an English Program. This would then provide context for a meaningful analysis and discussion about leaders and their leadership.

The English program as a Complex Learning Organization

English Program prioritized teaching and learning processes to incorporate English in most subjects, especially core subjects, based on the curriculum of Ministry of Education. The main objective of the English Program in schools of the Foundation, like most schools, was to recognize the influence of business in the context of globalization and to adapt to the evolving academic needs of students, especially in English language competency. The school used Standard and Academic English as its Lingua Franca within the framework of an English Translation of the Thai Ministry of Education's Basic Education Curriculum. The Thai Ministry of Education curriculum required students to be taught by qualified English native speakers in the following subjects, English, Mathematics, Science etc. where English is the medium of instruction. However, Thai language, Social Studies and Arts subjects were taught by Thai teachers. Foreign teachers were employed from various English native speakers countries such as the USA, Great Britain, Canada, Ireland, Australia, South Africa and other countries in Europe. The foreign teachers, now working in EP were from a wide variety of backgrounds, ages, training, beliefs, religions, teaching experiences and cultures but English is their common language. Over the years, the reputation of the English Program in many schools of the Foundation had increased as evidenced by growing numbers of applications to join the program. The number of teachers the schools managed to retain was further evidence of a positive response to education provision in the English Program. Further evidence could be seen from the positive comments from parents, alumni and stakeholders. However, the program still faces challenging questions concerning

quality education, academic student achievement and leadership ability to change and devolve authority.

An English Program, like most schools, was a complex learning organization (Senge, 2006). Complex organizations encounter unique internal conflicts and leaders, traditionally, spend most of their time trying to resolve these conflicts. The conflict of trying to follow policy but being sensitive to individual differences and the persistent question has always been, is consistency more desirable than effectiveness? According to Peter Senge this tension between consistency and effectiveness effects policy and decision making in complex organizations, and its consequences can be seen in most school practices (Senge, 2006).

Staff may have professional goals that come into conflict with school procedures and policies. On one hand they are encouraged to develop their own professional goals but on the other hand they are often incompatible with school administrative culture. Often staff make a decision on the basis of what they see as the merits of the case rather than on the basis of school policies and procedures. This conflict between process and product resulted in staff rarely getting to see the long range effects of their projects and work, removing the responsibility to see it through to completion.

Any mature understanding of the context of an English Program and a realization that leadership must address specific issues in the unique context of an English Program tended to lead one toward or away from traditional leadership models. Administrative Leadership, however, defines the stakeholder as a full partner in decision making and progress as outlined in the mission and vision of the St. Gabriel's Foundation, Thailand. Followers were no longer required just to follow instructions but to create their own instructions. Followers would be retained longer

if they were encouraged to make a meaningful investment in their own role, take responsibility for their own decisions, and crucially, feel that they were supported by the leadership in the school.

Administrative Leadership can be the synthesis of vision, the value of human resources, being a skilled communicator, acting proactively, and taking risks. Leaders of change can be seen therefore visionary leaders, and the purpose of vision is to actively change an organization. As leaders make decisions about the nature of the desired state (Mintzberg, 1989). This desired future for the school, is communicated to stakeholders, with the implicit empowering of followers to enact the vision. This term 'vision' is linked to goal-oriented leadership and is often used to describe a characteristic of leaders who have a keen sense of goal clarity.

However, leaders who initiate change recognize that people are their greatest resource. More specifically, they understand how to foster a collaborative relationship. In this way, just knowing how to relate to people is different than building collaboration (Blumberg and Greenfield, 1980).

Bensimon (1989) claimed that the administrative leader is structure and development oriented, which positively and significantly affects organizational and follower performance. Moreover, Bass (2008) stated that administrative leaders engender trust in their followers because of the particular way they make decisions. In a survey, followers trusted their leader because the decisions were timely, within the required time and not spending too much time analyzing and considering each decision. Leaders were resolute, having the firmness to stick to each decision and flexible, changing directions and decisions when it is discovered that the initial judgment may not be the right one (Hughes et al, 2010). According to Foresi (1974),

an administrative leader is distinguished by how they make decisions, solve problems, resolve conflicts, in the administration and governance of schools.

However, for Fincher (Fincher, 2003) the key word is 'administrative', in that administrative stability is a precondition for leadership and that the leader must assume that the administration is in place and stable before change or reform can happen. He refers to this as functional leadership. Functional leaders derive their authority through unity. This unity can be described as interdependence rather than dependence. That all parts of the organization have independent function and even goals but organizational success as defined by a leader's vision is based is more than the sum of the parts. The leader adds the 'more than' to the organization (Stogdill and Shartle, 1955).

In summary, the administrative leader is the antithesis of a monocratic leader. The administrative leader is a proactive communicator and team builder through consultation, initiating structural improvements, reforms and is resolute in seeing change through to the end but not afraid to alter direction if the initial judgments were flawed (Hughes et al, 2010). This leader creates an empowering environment where followers want to participate and understand the direction of the organization. The leader characteristics are a combination of the colours and shades from the leadership theory colour palette.

Perhaps inevitably, a competent administrative leader for the confined context of an English Program would have relevant traits to increase capacity in followers and organization, for school improvement. The administrative leader's visioning process, would use influence to gain commitment and develop high-performance teams using empowerment as a force of cohesion (Guggenheimer, 1998).

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the research methodology including research design, research procedures, and population. The chapter also included the proposed research instruments, collection of data and quantitative and qualitative of the instrument's 'Open Question' analysis.

Research Design

The research was quantitative and qualitative. The respondents were asked to answer a set of questions or respond to statements. The researcher decided to use quantitative and qualitative of the instrument's 'Open Question' in this research because of clear advantages to the researcher. Quantitative research was statistically reliable (Nykiel, 2002). Moreover, the results of quantitative and qualitative of the instrument's 'Open Question' produced research that was projectable to a given population (Nykiel, 2002). Quantitative method objectivity was a secondary purpose. This research design allowed the researcher to keep a distance from the respondents. The respondents were therefore not influenced by the researcher's personal opinions.

The research was intended as follows:

1. To identify leadership characteristics used in the English Program in schools of the St. Gabriel's Foundation, Thailand.
2. To identify desirable leadership characteristics for the leaders in the English Program in schools of the St. Gabriel's Foundation, Thailand.
3. To develop an administrative leadership model for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand.

The phrase, desirable leadership characteristics was used in this research to prompt respondents to consider the positive or attractive properties of a given leadership characteristic. The criterion for the use of the adjective 'desirable' were their close synonyms, advantageous, beneficial, or advisable as opposed to the antonyms, imprudent, inadvisable, injudicious or unwise.

Research Procedures

The following procedures were implemented to ensure clarity,

Phase I Documentary Research

Phase II The Development of an Appropriate Research Instrument

- Validity
- Reliability

Phase III Data Collection

- Population
- Collection of Data
- Data Analysis

Phase IV Developing of the Administrative Leadership Model

- Develop the Administrative Leadership Model
- Focus Group to Validate the Model

Phase I Documentary Research

This phase involves a literature review by applying content analysis as a research technique to review the organizational system of the English Program in schools of the St. Gabriel's Foundation, Thailand. It also includes the theoretical background to Trait Theory, Leadership Style, Situational Leadership, Transactional

Leadership and Transformational Leadership. It is then linked to leadership characteristics used in the English Program in schools of the St. Gabriel's Foundation, Thailand.

Phase II The Development of an Appropriate Research Instrument

The researcher used a self-administered questionnaire in English. The level of English was matched to first language speakers, in the research population.

The researcher decided to use a questionnaire because of its advantages, such as its objectivity. In a questionnaire, the responses were gathered in a standardized way and therefore it was more objective than an interview. The opinion of a researcher did not influence a respondent in any way. Questionnaires also reduced bias as there was a uniform question presentation. Questionnaires have no verbal and visual clues that can influence a respondent. Another advantage of this method was that respondents were anonymous which might result in more honest answers. The questionnaires were designed into two columns in order to identify the current leadership characteristics and the desirable leadership characteristics. The results from the questionnaires helped to develop the Administrative Leadership Model for the leaders of the English Program.

The Administrative Leadership Model, presented in this research, was populated with operational definitions derived from the first principles of leadership approaches outlined in the Conceptual Framework. These operational definitions, or leadership characteristics, were then used in the research instrument and finally this questionnaire was submitted to the research population of 205 foreign teachers, who were then asked to use a Likert Scale to choose what they perceived as desirable leadership characteristics. The findings from this instrument, were then subject to

statistical ranking and expert review, before the final Administrative Leadership Model was validated and used to construct recommendations.

However, the process, for deriving these operational definitions from theoretical approaches, started with the identification of first principles, or key ideas, which were then abstracted into operational definitions presented as constructs or 'Characteristics'. Under each of these 'Characteristics' a subordinate domain of generic leadership competences were presented to respondents in the research instrument. Each of these subordinate leadership competences had the potential, if chosen as desirable, to be then further developed into leadership skills, through leadership training programs.

The process of internal logic was then followed for each of the 5 Leadership approaches, for consistency. First principles from the leadership approaches were abstracted into operational definitions, or leadership characteristics and then further abstracted to subordinate domains of leadership competencies. This allowed the research instrument to be relevant to all English program staff, external validity and firmly based in theory. Importantly, the instrument would be recognizably addressing the research objectives, validity, whilst at the same time, allowing the respondents to easily contextualize the content and intention of the research instrument, content validity.

Process

Thomas Carlyle and Francis Galton's Trait Theory (Northouse, 2010) established the notion of trait-based leadership focusing on the personal qualities that are held by leaders and further suggested that there are five common traits that leaders

possess: intelligence, self-confidence, integrity, sociability, and determination. These traits are associated with influencing others, specifically, communication, dependability and a willingness to take responsibility (Evans, 1971).

These five common traits were interpreted by the researcher as the theoretical 'First Principles'. The operational definition, by implication, was 'Communicative'.

The word 'Communication' was not chosen because the research findings indicated that more was required than just sharing or conveying information. Therefore, the word 'Communicative' was used by the researcher as to more accurately reflect the findings where action was needed to proactively convey meaning. (Northouse, 2010)

Also implicit from the theoretical 'First Principles' were the subordinate domains of ,

- 1) provides timely constructive feedback to staff
- 2) discusses organizational policy changes with staff to understand

Situational leadership theory proceeds from the notion that leaders adapt and be flexible to the changing needs of followers and adapt their leadership style contextually (Hersey. P., et al 2008). Therefore, this connection between empathy and performance and a strong correlation between empathy and effectiveness, effectively building and maintaining relationships (Northouse, 2010) was interpreted, by the researcher, as the theoretical 'First Principles'. The operational definition, by implication, was 'Empathy'. Also implicit from the theoretical 'First Principles' were the subordinate domains of ,

- 1) emphasizes the good qualities in others
- 2) spends time listening and advising staff

A Transactional leadership concerns, controlling, organizing, and short-term planning, whilst motivating and directing followers. The theory assumes that subordinates can be motivated by a creative system of rewards.

'...Leadership that drives change demonstrates how creative thinking is an essential element of leadership...'(Northouse, 2010).

This motivation and change by a creative system of rewards was interpreted by the researcher as the theoretical 'First Principles'. The operational definition, by implication, was 'Creative'. Also implicit from the theoretical 'First Principles' were the subordinate domains of ,

- 1) encourages a more innovative working environment
- 2) initiates new ideas and good practices

Leadership Style Theory focuses on the Leader's behavior. The behavior of the leader is key and what leaders do and how they act forms the basis of their leadership. (Fairholm, 2009). Leadership Style theory claims there are three major leadership styles. (Lewin, 2008) Authoritarian leaders, who provide clear expectations. Participative leaders encouraging group members to participate, but retaining in control of decision-making processes. Delegative leaders who offer little or no guidance to group members and leave decision-making up to group members. Common to all, is that the leaders are, *'...certain about a chosen course of action...'*(Northouse, 2010)

This certainty about a chosen course of action was interpreted by the researcher as the theoretical 'First Principles'. The operational definition, by implication, was 'Confident'. Also implicit from the theoretical 'First Principles' were the subordinate domains of ,

- 1) encourages opinions and advice that may be opposite to his/her own opinion

- 2) inspires and motivates staff by providing a leadership role model
- 3) is willing to take calculated risks to achieve a result
- 4) is decisive; takes a firm stand, acts with certainty about the direction of an English Program
- 5) shares leadership authority without feeling threatened

Transformational Leadership introduced four elements of leadership, individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Burns, 2004).

The Transforming leader serves as a change agent of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration,

"This implies that individuals must possess all of these attributes in order as a process of maturation and emotional intelligence, to be considered a transformational leader." (Northouse, 2010, p185.)

This emotional intelligence and maturity was interpreted by the researcher as the theoretical 'First Principles'. The operational definition, by implication, was 'Maturity'. Also implicit from the theoretical 'First Principles' were the subordinate domains of ,

- 1) is detached from criticism and does not take criticism personally
- 2) is trustworthy, acts believable and inspiring confidence in others

In this study, the descriptive research method was employed so as to identify the perceptions of the research population of 205 foreign staff, regarding current and desirable leadership characteristics.. The researcher opted to use this research method considering the objective to obtain first hand data from the respondents. The descriptive method is advantageous for the researcher due to its flexibility and used

qualitative or quantitative data, giving the researcher greater options in selecting the instrument for data-gathering. The aim of the research was to develop an Administrative Leadership Model; the descriptive method was then appropriate for this research since this method was used for gathering prevailing perceptions.

The descriptive method was then appropriate as this allowed the identification of the similarities and differences of the respondents' answers. For this research, two types of data were gathered. These included the primary and secondary data types. The primary data were derived from the responses the participants gave during the questionnaire process. The secondary data on the other hand, were obtained from documents and literatures that were relevant to the questionnaire. With the use of the questionnaire and literatures, this study took on the combined quantitative and qualitative approach of research. By means of employing this combined approach, the researcher was able to obtain the advantages of both quantitative and qualitative approaches and overcome their individual limitations.

Quantitative data collection methods are centred on the quantification of relationships between variables. Quantitative data-gathering instruments establish relationships between measured variables. Measurement, numerical data and statistics are the main substance of quantitative sections of the instrument. Quantitative approach is useful as it helps the researcher to prevent bias in gathering and presenting research data. The purpose of the quantitative approach is to avoid subjectivity by means of collecting and exploring information which describes the experience being studied.

A qualitative approach generates information rather than numerical values, the qualitative approach utilizes content analysis; to explain and comprehend the research findings, inductive and not deductive reasoning is used. The researcher opted to integrate the qualitative approach in this study due to its significant advantages.

The researcher used qualitative data-gathering tools as they provide rich and well-grounded descriptions and explanations as well as unforeseen findings for new model construction. The Likert Scale was the selected questionnaire type as this enabled the respondents to answer the survey easily. In addition, this research instrument allowed the research to carry out the quantitative approach effectively with the use of statistics for data interpretation.

The arrangement of questionnaire consists of 3 parts.

Part 1 consists of a demographic profile (questions 1 to 6), School of the respondent, Gender, Age, Position held in school, Main or most relevant qualification and Years of experience in education.

Part 2 of the questionnaire consists of questions related to the theories used in the research,

- 1) Trait Theory -Communicative – consists of 10 questions from 1 to 10,
- 2) Leadership Style -Confident – consists of 10 questions from 11 to 20,
- 3) Situational leadership – Empathy- consists of 10 questions from 21 to 30,
- 4) Transactional Leadership – Creative- consists of 10 questions from 31 to 40,
- 5) Transformational Leadership –Maturity- consists of 10 questions from 41 to 50.

This part of the questionnaire explored the current leadership characteristics as well as desirable leadership characteristics of the English Program leaders of the 8 schools in St. Gabriel's Foundation in Thailand. To measure

characteristics of leadership a Five-Level Likert Scale was adopted. The Five-Level Likert Scale consisted of the following rating scales indicating the degree of importance ranged as follows:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

Part 3 there was an open question subject to Linguistic Content Analysis, that would see respondent opinion as a free response.

Validity

The researcher established the validity of the research instruments with a panel of three experts who held doctoral degree in the fields of educational leadership and organization management. The researcher assessed the content validity of the questionnaire. Content Validity was based on the extent to which a measurement reflected the specific intended domain of content (Carmines & Zeller, 1979). The researcher gave the questionnaire, together with a separate list of what it was supposed to measure and information about intended population to 3 experts. The experts then determined whether the questionnaire measured that which it was supposed to measure, especially the Mean Difference, Standard Deviation calculation and Gap analysis. After comments from the experts, the researcher revised the necessary changes and submitted the questionnaire to the experts for their final approval before distributing to respondents.

Reliability

The reliability of the questionnaire was established by conducting a pilot study with a group of 30 people not included in the research population. The researcher then determined the reliability for each part of the questionnaire. To determine the reliability of the questionnaire the researcher, calculated Cronbach's Coefficient Alpha. Cronbach's Coefficient Alpha for all parts of the questionnaire was more than 0.7, which means that the level of internal consistency for all the parts was acceptable or good.

Table 2 The reliability index for leadership theories

Five theoretical approaches to leadership	Reliability (alpha)
Trait	0.8320
Leadership Style	0.8105
Situational Leadership	0.7216
Transactional Leadership	0.7915
Transformational Leadership	0.8843

Phase III Data Collection

Population

The population of foreign teachers within the research 8 schools in St. Gabriel's Foundation in Thailand, running some form of the English Program, was 205. The researcher decided that the 8 schools in St. Gabriel's Foundation in Thailand and their population of teachers did not require sampling, as the number of 205 teachers was felt to be an appropriate research study population.

Table 3 Number of the population used in this research.

8 schools in St. Gabriel's Foundation in Thailand	Foreign Teachers
Assumption College (Primary Section) Bangkok	30
Assumption College (Secondary Section) Bangkok	31
Assumption College Thonburi	33
Assumption College Sriracha, Chonburi	26
Assumption College Nakhonratchasima	22
Montfort College Chiangmai (Primary Section)	17
Montfort College Chiangmai (Secondary Section)	12
Assumption College Samutprakarn (ACSP)	34
Total Research Population	205

Collection of Data

The researcher wrote a formal letter to obtain permission from Directors of those 8 schools in St. Gabriel's Foundation in Thailand that operated the English Program to distribute the questionnaires. Once necessary permissions were granted the questionnaires were distributed to the research population. The English Program leaders were asked to collect the questionnaires after one week. After one week, the

researcher collected completed questionnaires from the leaders of each English program. By doing this the teachers were motivated to return completed questionnaires in a timely manner. Also, this way of distributing questionnaires was the most suitable because it guaranteed that all the respondents received the questionnaire.

The whole process of distributing and collecting questionnaires was between two and three weeks.

Table 4 The return data from 8 schools in St. Gabriel's Foundation in Thailand

Name of School	Respondents	Return questionnaire	Percentage of total
Assumption College (Primary Section) Bangkok	31	31	15.12
Assumption College (Secondary Section) Bangkok	34	34	16.59
Assumption College Thonburi	31	31	15.12
Assumption College Sriracha, Chonburi	25	25	12.20
Assumption College Samutprakarn	33	33	16.10
Montfort College (Primary Section) Chiangmai	16	16	7.80
Montfort College (Secondary Section) Chiangmai	12	12	5.85
Assumption College Nakhonratchasima	23	23	11.22
Total	205	205	100.00

All schools in the research 8 schools in St. Gabriel's Foundation in Thailand completed questionnaires for the number of teachers in their respective research populations.

Data Analysis

The researcher computed the frequency, percentage for analyzing the demographic data and used mean, GAP analysis to identify leadership characteristics used in English Program and MDF Ranking to identify desirable leadership characteristics for the leaders of English Program in schools of the St. Gabriel's Foundation, Thailand. Moreover, to identify desirable leadership characteristics for the leaders of English Program in schools of the St. Gabriel's Foundation, Thailand, the researcher used an 'Open question' subject to a Linguistic Content analysis that presented the respondents opinion as a free response.

Phase IV Developing the Administrative Leadership Model

There were two stages for developing the administrative leadership model as follows:

Stage I Develop the Administrative Leadership Model

When the data collection and data analysis were achieved, the researcher used the documentary research and the findings, data analysis as the grounds for developing an administrative leadership model. The researcher developed a first draft of model.

Stage II Focus Group to Validate the Model

The proposed model was validated through the Connoisseurship model. In this research, a group of ten experts (five experts in educational leadership and five educational leaders in the English Program) were invited to evaluate and comment on the proposed model. The revision was made as a result of the consensus of experts.

The criteria set for choosing educational leadership experts was those who had obtained Doctorate Degree and had experience in educational leadership. The criteria for educational leaders in the English Program was those individuals who were well known, well-respected in their English Program in schools of St. Gabriel's Foundation, Thailand, and had administrative experiences in schools and educational organizations for at least 5 years.

Summary of the Research Process

Table 5 Summary of the Research Process

Research Objective	Source of Data or population	Research Instrument	Data Analysis	Results
1. To identify leadership characteristics used in the English Program in schools of the St. Gabriel's Foundation, Thailand.	EP teachers, in schools of St. Gabriel's Foundation of Thailand	Questionnaires	Frequency, Percentage	Identification of leadership characteristics used by leaders of in the English Program in schools of the St.Gabriel's Foundation, Thailand.

Table 5 (continued)

Research Objective	Source of Data or population	Research Instrument	Data Analysis	Results
2. To identify desirable leadership practices for the leaders of the English Program in schools within the St. Gabriel's Foundation of Thailand.	EP teachers, in schools of St. Gabriel's Foundation of Thailand	Questionnaires	Mean, Content Analysis, MDF and Ranking	Identification of desirable leadership practices for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand.
3. To develop an Administrative Leadership Model for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand.	Results from questionnaire and the theories supported	Model development	Focus group	Administrative Leadership Model for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand.

CHAPTER IV

RESEARCH FINDINGS

This study was aimed at creating an Administrative Leadership Model in response to the research questions as follows:

1. What leadership Characteristics have been used by those individuals who undertake a leadership role in the English Program in schools of the St. Gabriel's Foundation, Thailand?
2. What are the perceived desirable leadership characteristics for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand?
3. What is the methodology by which an Administrative Leadership Model can be developed and for the English Program in schools of the St. Gabriel's Foundation, Thailand.

For answering all the above questions, the following research objectives are as follows:

1. To identify leadership characteristics used in the English Program in schools of the St. Gabriel's Foundation, Thailand.
2. To identify desirable leadership practices for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand.
3. To develop an Administrative Leadership Model for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand.

Research Findings

The research findings were presented in three parts.

Part 1 Demographic Data

Part 2 Data Analysis of variables from each individual School in the research 8 schools in St. Gabriel's Foundation in Thailand

Part 3 Development of an Administrative Leadership Model for the English Program in schools of the St. Gabriel's Foundation, Thailand.

Part 1 Demographic Data

Table 6 Frequency and Percentage of participants in each school of St. Gabriel's Foundation in Thailand categorized by Gender.

Schools	Male		Female		Total
	Frequency	Percentage	Frequency	Percentage	
Assumption College (Primary Section)	16	55.20	13	44.80	29
Assumption College (Secondary Section)	24	77.40	7	22.60	31
Assumption College Thonburi	14	45.20	17	54.80	31
Assumption College Sriracha	10	41.70	14	58.30	24
Assumption College Samutprakarn	13	43.30	17	56.70	30
Montfort College (Primary Section)	9	56.30	7	43.80	16
Montfort College (Secondary Section)	7	77.80	2	22.20	9
Assumption College Nakhonratchasima	5	23.80	16	76.20	21
N/A					14
Total	98	51.30	93	48.70	205

Table 6 showed that 51.3 % of the participants are male while 48.7 % are female, and 14 respondents did not respond to this part of the questionnaire.

Table 7 Frequency and Percentage of participants in each school of St. Gabriel's Foundation in Thailand categorized by Age.

Schools	age														Total
	25 or below		26 to 30		31 to 35		36 to 40		41 to 45		46 to 50		51 or over		
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Assumption College (Primary Section)	1	3.40	6	20.70	8	27.60	9	31.00	3	10.30	2	6.90	0	0.00	29
Assumption College (Secondary Section)	1	3.20	6	19.40	7	22.60	8	25.80	4	12.90	1	3.20	4	12.90	31
Assumption College Thonburi	5	16.10	9	29.00	5	16.10	4	12.90	6	19.40	1	3.20	1	3.20	31
Assumption College Sriracha,	4	16.70	13	54.20	4	16.70	2	8.30	1	4.20	0	0.00	0	0.00	24
Assumption College Samutprakarn	1	3.30	3	10.00	7	23.30	3	10.00	5	16.70	6	20.00	5	16.70	30
Montfort College (Primary Section)	0	0.00	5	31.30	4	25.00	2	12.50	2	12.50	1	6.30	2	12.50	16
Montfort College (Secondary Section)	0	0.00	3	37.50	4	50.00	0	0.00	0	0.00	0	0.00	1	12.50	8
Assumption College Nakhonratchasima	2	9.50	4	19.00	8	38.10	1	4.80	4	19.00	1	4.80	1	4.80	21
N/A															15
Total	14	7.40	49	25.80	47	24.70	29	15.30	25	13.20	12	6.30	14	7.40	205

Table 7 showed that 25.80 % of the participants were 26-30 years old. Whilst, 24.70 % were 31-35 years old. Therefore the majority of the populations were between 26 and 35 years of age, and 15 participants did not respond to this section of the questionnaire.

Table 8 Frequency and Percentage of participants in each school of St. Gabriel's Foundation in Thailand categorized by level of Education.

Schools	Level of education						Total
	Bachelor Degree		Master Degree		Doctoral degree		
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Assumption College (Primary Section)	20	69.00	9	31.00	0	0.00	29
Assumption College (Secondary Section)	20	64.50	11	35.50	0	0.00	31
Assumption College Thonburi	24	77.40	6	19.40	1	3.20	31
Assumption College Sriracha,	23	95.80	1	4.20	0	0.00	24
Assumption College Samutprakarn	26	86.70	3	10.00	1	3.30	30
Montfort College (Primary Section)	14	87.50	2	12.50	0	0.00	16
Montfort College (Secondary Section)	8	80.00	2	20.00	0	0.00	10
Assumption College Nakhonratchasima	16	76.20	5	23.80	0	0.00	21
N/A							13
Total	151	78.60	39	20.30	2	1.00	205

Table 8 showed that the majority of participants had a Bachelor Degree equal to 78.60%, Master's Degree equal to 20.30%, whilst 1% had a Doctoral degree, and 13 participants did not respond to this section of the questionnaire.

Table 9 Frequency and Percentage of participants in each school of St. Gabriel's Foundation in Thailand categorized by Work Experience.

Schools	Work Experience										Total
	Less than 1 year		1 – 3 years		4 – 6 years		7 – 9 years		10 years and above		
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
Assumption College (Primary Section)	0	0.00	4	13.30	8	26.70	7	23.30	11	36.70	30
Assumption College (Secondary Section)	1	3.20	15	48.40	6	19.40	7	22.60	2	6.50	31
Assumption College Thonburi	3	9.70	9	29.00	6	19.40	5	16.10	8	25.80	31
Assumption College Sriracha,	0	0.00	10	41.70	7	29.20	7	29.20	0	0.00	24
Assumption College Samutprakarn	0	0.00	3	10.00	7	23.30	9	30.00	11	36.70	30
Montfort College (Primary Section)	0	0.00	2	12.50	3	18.80	5	31.30	6	37.50	16
Montfort College (Secondary Section)	0	0.00	2	20.00	1	10.00	3	30.00	4	40.00	10
Assumption College Nakhonratchasima	1	4.80	7	33.30	4	19.00	4	19.00	5	23.80	21
N/A											12
Total	5	2.60	52	26.90	42	21.80	47	24.40	47	24.40	205

Table 9 showed that the majority group of participants reported their years of work experience to be from 1 to 3 years (26.90%), and 12 participants did not respond to this section of the questionnaire.

Part 2 Data Analysis of Variables from each Individual School in the 8 schools in St. Gabriel's Foundation in Thailand

In this section data was presented as characteristics of leadership. The Mean of each item was demonstrated as desirable leadership Characteristics, the current leadership Characteristics, and the different scores between two Mean score of the results.

The following tables showed the mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of the 8 schools in St. Gabriel's Foundation in Thailand from tables 10 to 17.

Table 10 The mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of Assumption College (Primary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) builds teamwork for collective problem solving	4.72	3.21	1.51	1
2) discusses organizational policy changes with staff to understand	4.67	3.29	1.38	2
3) provides timely constructive feedback to staff	4.73	3.35	1.38	2
4) facilitates meetings to include all in the decision-making	4.57	3.35	1.22	4
5) communicates openly, early, and often with staff	4.90	3.71	1.19	5
6) share the vision and encourages participation in shared goals	4.67	3.48	1.19	5

Table 10 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
7) listens to staff's idea, suggestions, or initiative	4.73	3.65	1.08	7
8) communicates realistic expectation for staff performance	4.79	3.84	0.95	8
9) make instructions very clear for staff to complete tasks	4.87	4.13	0.74	9
10) articulates ideas, policies and goals enabling	4.72	4.00	0.72	10
Total			1.13	

Table 10 showed English Program teachers of Assumption College (Primary Section) Bangkok perceived that the priority of improvement on communicative characteristics must focus on teamwork for collective problem solving (MDF = 1.51), discussion about organizational policy changes with staff to understand (MDF = 1.38), and provide timely constructive feedback to staff (MDF = 1.38).

Table 11 The mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of Assumption College (Secondary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) provides timely constructive feedback to staff	4.47	2.41	2.06	1
2) facilitates meetings to include all in the decision-making	4.18	2.21	1.97	2

Table 11 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
3) communicates openly, early, and often with staff	4.56	2.59	1.97	2
4) builds teamwork for collective problem solving	4.35	2.45	1.90	4
5) listens to staff's idea, suggestions, or initiative	4.56	2.74	1.82	5
6) communicates realistic expectation for staff performance	4.35	2.55	1.80	6
7) articulates ideas, policies and goals enabling	4.32	2.55	1.77	7
8) share the vision and encourages participation in shared goals	4.47	2.71	1.76	8
9) discusses organizational policy changes with staff to understand	4.18	2.44	1.74	9
10) make instructions very clear for staff to complete tasks	4.44	2.74	1.70	10
Total			1.85	

Table 11 showed English Program teachers of Assumption College (Secondary Section) Bangkok perceived that the priority of improvement on communicative characteristics must focus on provides timely constructive feedback to staff (MDF = 2.06), facilitates meetings to include all in the decision-making (MDF = 1.97), and communicates openly, early, and often with staff (MDF = 1.97).

Table 12 The mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of Assumption College Thonburi, Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) communicates openly, early, and often with staff	4.55	3.71	0.84	1
2) discusses organizational policy changes with staff to understand	4.45	3.63	0.82	2
3) provides timely constructive feedback to staff	4.45	3.77	0.68	3
4) facilitates meetings to include all in the decision-making	4.48	3.81	0.67	4
5) builds teamwork for collective problem solving	4.53	3.87	0.66	5
6) articulates ideas, policies and goals enabling	4.52	3.90	0.62	6
7) listens to staff's idea, suggestions, or initiative	4.61	4.03	0.58	7
8) make instructions very clear for staff to complete tasks	4.58	4.03	0.55	8
9) communicates realistic expectation for staff performance	4.35	4.00	0.35	9
10) share the vision and encourages participation in shared goals	4.55	4.23	0.32	10
Total			0.61	

Table 12 showed English Program teachers of Assumption College Thonburi, perceived that the priority of improvement on communicative characteristics must focus on communicates openly, early, and often with staff (MDF = 0.84), discusses organizational policy changes with staff to understand (MDF = 0.82), and provides timely constructive feedback to staff (MDF = 0.68).

Table 13 The mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of Assumption College Sriracha, Chonburi

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) discusses organizational policy changes with staff to understand	4.60	3.2	1.40	1
2) communicates openly, early, and often with staff	4.46	3.28	1.18	2
3) provides timely constructive feedback to staff	4.60	3.44	1.16	3
4) listens to staff's idea, suggestions, or initiative	4.64	3.52	1.12	4
5) builds teamwork for collective problem solving	4.32	3.32	1.00	5
6) share the vision and encourages participation in shared goals	4.56	3.6	0.96	6
7) facilitates meetings to include all in the decision-making	4.28	3.44	0.84	7

Table 13 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
8) articulates ideas, policies and goals enabling	4.36	3.56	0.80	8
9) make instructions very clear for staff to complete tasks	4.44	3.64	0.80	8
10) communicates realistic expectation for staff performance	4.44	3.72	0.72	10
Total			1.00	

Table 13 showed English Program teachers of Assumption College Sriracha, Chonburi perceived that the priority of improvement on communicative characteristics must focus on discusses organizational policy changes with staff to understand (MDF = 1.40), communicates openly, early, and often with staff (MDF = 1.18), and provides timely constructive feedback to staff (MDF = 1.16).

Table 14 The mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of Assumption College, Samutprakarn

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) make instructions very clear for staff to complete tasks	4.48	2.97	1.51	1
2) share the vision and encourages participation in shared goals	4.39	2.91	1.48	2

Table 14 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
3) listens to staff's idea, suggestions, or initiative	4.67	3.27	1.40	3
4) provides timely constructive feedback to staff	4.36	2.97	1.39	4
5) articulates ideas, policies and goals enabling	4.36	3.03	1.33	5
6) communicates openly, early, and often with staff	4.39	3.09	1.30	6
7) communicates realistic expectation for staff performance	4.34	3.06	1.28	7
8) builds teamwork for collective problem solving	4.30	3.06	1.24	8
9) discusses organizational policy changes with staff to understand	4.33	3.15	1.18	9
10) facilitates meetings to include all in the decision-making	4.25	3.22	1.03	10
Total			1.31	

Table 14 showed English Program teachers of Assumption College, Samutprakarn perceived that the priority of improvement on communicative characteristics must focus on make instructions very clear for staff to complete tasks (MDF = 1.51), share the vision and encourages participation in shared goals (MDF = 1.48), and listens to staff's idea, suggestions, or initiative (MDF = 1.40).

Table 15 The mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of Montfort College (Primary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) provides timely constructive feedback to staff	4.56	2.69	1.87	1
2) communicates realistic expectation for staff performance	4.63	2.81	1.82	2
3) discusses organizational policy changes with staff to understand	4.62	2.81	1.81	3
4) facilitates meetings to include all in the decision-making	4.56	2.81	1.75	4
5) builds teamwork for collective problem solving	4.44	2.75	1.69	5
6) make instructions very clear for staff to complete tasks	4.50	2.81	1.69	5
7) share the vision and encourages participation in shared goals	4.50	3.00	1.50	7
8) articulates ideas, policies and goals enabling	4.44	3.00	1.44	8
9) communicates openly, early, and often with staff	4.44	3.06	1.38	9
10) listens to staff's idea, suggestions, or initiative	4.44	3.19	1.25	10
Total			1.61	

Table 15 showed English Program teachers of Montfort College (Primary Section) Chiangmai perceived that the priority of improvement on communicative characteristics must

focus on provides timely constructive feedback to staff (MDF = 1.87), communicates realistic expectation for staff performance (MDF = 1.82), and discusses organizational policy changes with staff to understand (MDF = 1.81).

Table 16 The mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of Montfort College (Secondary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) listens to staff's idea, suggestions, or initiative	4.92	2.67	2.25	1
2) provides timely constructive feedback to staff	4.92	3.33	1.59	2
3) make instructions very clear for staff to complete tasks	4.92	3.50	1.42	3
4) discusses organizational policy changes with staff to understand	4.50	3.25	1.25	4
5) share the vision and encourages participation in shared goals	4.58	3.33	1.25	4
6) articulates ideas, policies and goals enabling	4.67	3.58	1.09	6
7) builds teamwork for collective problem solving	4.67	3.58	1.09	6
8) communicates openly, early, and often with staff	4.67	3.58	1.09	6

Table 16 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
9) communicates realistic expectation for staff performance	4.75	3.67	1.08	9
10) facilitates meetings to include all in the decision-making	4.17	3.50	0.67	10
Total			1.28	

Table 16 showed English Program teachers of Montfort College (Secondary Section) Chiangmai perceived that the priority of improvement on communicative characteristics must focus on listens to staff's idea, suggestions, or initiative (MDF = 2.25), provides timely constructive feedback to staff (MDF = 1.59), and make instructions very clear for staff to complete tasks (MDF = 1.42).

Table 17 The mean, MDF and ranking of the current communicative leadership characteristics and desirable communicative characteristics of Assumption College, Nakhonratchasima

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) communicates openly, early, and often with staff	4.64	2.32	2.32	1
2) listens to staff's idea, suggestions, or initiative	4.59	2.45	2.14	2
3) facilitates meetings to include all in the decision-making	4.52	2.48	2.04	3

Table 17 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
4) discusses organizational policy changes with staff to understand	4.39	2.39	2.00	4
5) provides timely constructive feedback to staff	4.39	2.43	1.96	5
6) builds teamwork for collective problem solving	4.57	2.65	1.92	6
7) share the vision and encourages participation in shared goals	4.35	2.52	1.83	7
8) make instructions very clear for staff to complete tasks	4.52	2.70	1.82	8
9) communicates realistic expectation for staff performance	4.52	2.70	1.82	8
10) articulates ideas, policies and goals enabling	4.39	2.74	1.65	10
Total			1.93	

Table 17 showed English Program teachers of Assumption College, Nakhonratchasima perceived that the priority of improvement on communicative characteristics must focus on communicates openly, early, and often with staff (MDF = 2.32), listens to staff's idea, suggestions, or initiative (MDF = 2.14), and facilitates meetings to include all in the decision-making (MDF = 2.04).

Table 18 The differences between the perception of the desired Communicative Characteristic and the current Communicative Characteristic at the 8 schools in St. Gabriel's Foundation in Thailand

Characteristics	MEAN		MDF	Rank
	desired	current		
3) provides timely constructive feedback to staff	4.53	3.05	1.48	1
4) discusses organizational policy changes with staff to understand	4.45	3.02	1.42	2
5) communicates openly, early, and often with staff	4.57	3.16	1.41	3
6) listens to staff's idea, suggestions, or initiative	4.64	3.25	1.38	4
7) builds teamwork for collective problem solving	4.47	3.10	1.38	5
8) facilitates meetings to include all in the decision-making	4.37	3.09	1.29	6
9) share the vision and encourages participation in shared goals	4.50	3.23	1.27	7
10) make instructions very clear for staff to complete tasks	4.57	3.33	1.24	8
11) communicates realistic expectation for staff performance	4.49	3.29	1.20	9
12) articulates ideas, policies and goals	4.46	3.29	1.16	10
Total	4.51	3.19	1.32	

Table 18 showed that the proximity of values, in the top MDF rankings, the researcher included in the model the characteristics of, “provides timely constructive feedback to staff” and ‘discusses organizational policy changes with staff to understand’ and ‘communicates openly, early, and often with staff’ which were then chosen to be included in the model.

There was a close correlation of values, between ‘communicative’ rankings 1,2 and 3. As a consequence, those characteristics were incorporated into the model.

The researcher, also concluded that the leadership characteristic described as, 'articulates ideas, policies and goals' with a MDF of 1.16 and a ranking of 10 may have been perceived, by respondents, as a relative strength in the present leadership.

The following tables showed the mean, MDF and ranking of the current confident leadership characteristics and desirable confident characteristics of the 8 schools in St. Gabriel’s Foundation in Thailand from tables 19 – 27.

Table 19 The mean, MDF and ranking of the current confident characteristics and desirable confident characteristics of Assumption College (Primary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) encourages opinions and advice that may be opposite to his/her own opinion	4.67	3.37	1.30	1
2) is willing to take calculated risks to achieve a result	4.62	3.55	1.07	2
3) inspires and motivates staff by providing a leadership role model	4.77	3.74	1.03	3
4) has a positive belief in the capabilities of staff	4.70	3.87	0.83	4
5) is willing to respond to change or difficult situations	4.72	3.90	0.82	5
6) shares leadership authority without feeling threatened	4.70	3.94	0.76	6

Table 19 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
7) is self-confident; believing in his/her own ability to be a leader	4.70	4.19	0.51	7
8) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.60	4.16	0.44	8
9) is strong-minded in pursuit of goals	4.43	4.00	0.43	9
10) is willing and able to take responsibility for all decisions	4.63	4.29	0.34	10
Total			0.81	

Table 19 showed English Program teachers of Assumption College (Primary Section) Bangkok perceived that the priority of improvement on confident characteristics must focus on encourages opinions and advice that may be opposite to his/her own opinion (MDF = 1.30), take calculated risks to achieve a result (MDF = 1.07), and inspires and motivates staff by providing a leadership role model (MDF = 1.03).

Table 20 The mean, MDF and ranking of the current confident characteristics and desirable confident characteristics of Assumption College (Secondary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.32	2.44	1.88	1
2) is strong-minded in pursuit of goals	4.26	2.50	1.76	2
3) inspires and motivates staff by providing a leadership role model	4.32	2.59	1.73	3
4) is willing to respond to change or difficult situations	4.47	2.74	1.73	3
5) is willing to take calculated risks to achieve a result	4.35	2.65	1.70	5
6) is willing and able to take responsibility for all decisions	4.35	2.79	1.56	6
7) encourages opinions and advice that may be opposite to his/her own opinion	4.21	2.71	1.50	7
8) shares leadership authority without feeling threatened	4.42	3.03	1.39	8
9) is self-confident; believing in his/her own ability to be a leader	4.32	3.03	1.29	9
10) has a positive belief in the capabilities of staff	4.47	3.24	1.23	10
Total			1.57	

Table 20 showed English Program teachers of Assumption College (Secondary Section) Bangkok perceived that the priority of improvement on confident characteristics must focus on decisive; takes a firm stand, acts with certainty about the direction of an English Program (MDF = 1.88), strong-minded in pursuit of goals (MDF = 1.76), and inspires and motivates staff by providing a leadership role model (MDF = 1.73).

Table 21 The mean, MDF and ranking of the current confident characteristics and desirable confident characteristics of Assumption College Thonburi, Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.74	3.97	0.77	1
2) encourages opinions and advice that may be opposite to his/her own opinion	4.58	3.90	0.68	2
3) is willing and able to take responsibility for all decisions	4.61	3.94	0.67	3
4) is willing to take calculated risks to achieve a result	4.55	3.93	0.62	4
5) is willing to respond to change or difficult situations	4.53	4.00	0.53	5
6) shares leadership authority without feeling threatened	4.48	4.06	0.42	6
7) inspires and motivates staff by providing a leadership role model	4.55	4.13	0.42	6

Table 21 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
8) has a positive belief in the capabilities of staff	4.68	4.26	0.42	6
9) is strong-minded in pursuit of goals	4.61	4.19	0.42	6
10) is self-confident; believing in his/her own ability to be a leader	4.65	4.26	0.39	10
Total			0.57	

Table 21 showed English Program teachers of Assumption College Thonburi, Bangkok perceived that the priority of improvement on confident characteristics must focus on decisive; takes a firm stand, acts with certainty about the direction of an English Program (MDF = 0.77), encourages opinions and advice that may be opposite to his/her own opinion (MDF = 0.68), and willing and able to take responsibility for all decisions (MDF = 0.67).

Table 22 The mean, MDF and ranking of the current confident characteristics and desirable confident characteristics of Assumption College Sriracha, Chonburi

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) encourages opinions and advice that may be opposite to his/her own opinion	4.28	3.32	0.96	1
2) shares leadership authority without feeling threatened	4.32	3.48	0.84	2
3) inspires and motivates staff by providing a leadership role model	4.44	3.60	0.84	2

Table 22 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
4) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.32	3.52	0.80	4
5) has a positive belief in the capabilities of staff	4.32	3.56	0.76	5
6) is willing and able to take responsibility for all decisions	4.32	3.60	0.72	6
7) is willing to take calculated risks to achieve a result	4.24	3.52	0.72	6
8) is self-confident; believing in his/her own ability to be a leader	4.36	3.80	0.56	8
9) is willing to respond to change or difficult situations	4.24	3.68	0.56	8
10) is strong-minded in pursuit of goals	4.52	3.96	0.56	8
Total			0.84	

Table 22 showed English Program teachers of Assumption College Sriracha, Chonburi perceived that the priority of improvement on confident characteristics must focus on encourages opinions and advice that may be opposite to his/her own opinion (MDF = 0.96), shares leadership authority without feeling threatened (MDF = 0.84), and inspires and motivates staff by providing a leadership role model (MDF = 0.84).

Table 23 The mean, MDF and ranking of the current confident characteristics and desirable confident characteristics of Assumption College, Samutprakarn

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) encourages opinions and advice that may be opposite to his/her own opinion	4.59	3.03	1.56	1
2) is willing and able to take responsibility for all decisions	4.47	2.94	1.53	2
3) has a positive belief in the capabilities of staff	4.53	3.03	1.50	3
4) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.44	2.97	1.47	4
5) inspires and motivates staff by providing a leadership role model	4.50	3.09	1.41	5
6) shares leadership authority without feeling threatened	4.59	3.24	1.35	6
7) is willing to take calculated risks to achieve a result	4.41	3.19	1.22	7
8) is willing to respond to change or difficult situations	4.50	3.3	1.20	8
9) is strong-minded in pursuit of goals	4.47	3.39	1.08	9
10) is self-confident; believing in his/her own ability to be a leader	4.38	3.75	0.63	10
Total			1.34	

Table 23 showed English Program teachers of Assumption College, Samutprakarn perceived that the priority of improvement on confident characteristics must focus on encourages opinions and advice that may be opposite to his/her own opinion (MDF = 1.56), willing and able to take responsibility for all decisions (MDF = 1.53), and has a positive belief in the capabilities of staff (MDF = 1.50).

Table 24 The mean, MDF and ranking of the current confident characteristics and desirable confident characteristics of Montfort College (Primary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) inspires and motivates staff by providing a leadership role model	4.47	2.53	1.94	1
2) is willing to respond to change or difficult situations	4.40	2.80	1.60	2
3) is willing and able to take responsibility for all decisions	4.33	2.73	1.60	2
4) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.47	3.00	1.47	4
5) shares leadership authority without feeling threatened	4.60	3.20	1.40	5
6) is willing to take calculated risks to achieve a result	4.20	2.93	1.27	6
7) is self-confident; believing in his/her own ability to be a leader	4.40	3.20	1.20	7

Table 24 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
8) is strong-minded in pursuit of goals	4.33	3.13	1.20	7
9) encourages opinions and advice that may be opposite to his/her own opinion	4.27	3.13	1.14	9
10) has a positive belief in the capabilities of staff	4.40	3.40	1.00	10
Total			1.70	

Table 24 showed English Program teachers of Montfort College (Primary Section) Chiangmai perceived that the priority of improvement on confident characteristics must focus on inspires and motivates staff by providing a leadership role model (MDF = 1.94), willing to respond to change or difficult situations (MDF = 1.60), and willing and able to take responsibility for all decisions (MDF = 1.60) .

Table 25 The mean, MDF and ranking of the current confident characteristics and desirable confident characteristics of Montfort College (Secondary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) encourages opinions and advice that may be opposite to his/her own opinion	4.67	2.75	1.92	1
2) is willing to take calculated risks to achieve a result	4.67	3.25	1.42	2
3) shares leadership authority without feeling threatened	4.75	3.50	1.25	3

Table 25 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
4) inspires and motivates staff by providing a leadership role model	4.83	3.75	1.08	4
5) is willing and able to take responsibility for all decisions	4.83	3.83	1.00	5
6) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.67	3.67	1.00	5
7) is willing to respond to change or difficult situations	4.83	4.00	0.83	7
8) is self-confident; believing in his/her own ability to be a leader	4.67	3.92	0.75	8
9) has a positive belief in the capabilities of staff	4.83	4.08	0.75	8
10) is strong-minded in pursuit of goals	4.83	4.08	0.75	8
Total			1.07	

Table 25 showed English Program teachers of Montfort College (Secondary Section) Chiangmai perceived that the priority of improvement on confident characteristics must focus on encourages opinions and advice that may be opposite to his/her own opinion (MDF = 1.92), willing to take calculated risks to achieve a result (MDF = 1.42), and shares leadership authority without feeling threatened (MDF = 1.25).

Table 26 The mean, MDF and ranking of the current confident characteristics and desirable confident characteristics of Assumption College, Nakhonratchasima

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) inspires and motivates staff by providing a leadership role model	4.61	2.39	2.22	1
2) is willing to take calculated risks to achieve a result	4.55	2.48	2.07	2
3) encourages opinions and advice that may be opposite to his/her own opinion	4.39	2.39	2.00	3
4) shares leadership authority without feeling threatened	4.52	2.55	1.97	4
5) has a positive belief in the capabilities of staff	4.43	2.57	1.86	5
6) is willing to respond to change or difficult situations	4.43	2.65	1.78	6
7) is strong-minded in pursuit of goals	4.39	2.78	1.61	7
8) is willing and able to take responsibility for all decisions	4.35	2.74	1.61	7
9) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.43	2.87	1.56	9
10) is self-confident; believing in his/her own ability to be a leader	4.39	2.96	1.43	10
Total			1.74	

Table 26 showed English Program teachers of Assumption College, Nakhonratchasima perceived that the priority of improvement on confident characteristics must focus on inspires and motivates staff by providing a leadership role model (MDF = 2.22), willing to take calculated risks to achieve a result (MDF = 2.07), and encourages opinions and advice that may be opposite to his/her own opinion (MDF = 2.00).

Table 27 The differences between the perception of the desired Confident Characteristic and the current Confident Characteristic at the 8 schools in St. Gabriel's Foundation in Thailand

Characteristic	MEAN		MDF	Rank
	desired	current		
1) encourages opinions and advice that may be opposite to his/her own opinion	4.46	3.11	1.34	1
2) inspires and motivates staff by providing a leadership role model	4.54	3.25	1.29	2
3) is willing to take calculated risks to achieve a result	4.45	3.21	1.24	3
4) is decisive; takes a firm stand, acts with certainty about the direction of an English Program	4.49	3.31	1.18	4
5) shares leadership authority without feeling threatened	4.53	3.40	1.13	5
6) is willing to respond to change or difficult situations	4.51	3.38	1.12	6
7) is willing and able to take responsibility for all decisions	4.48	3.37	1.11	7
8) has a positive belief in the capabilities of staff	4.54	3.48	1.06	8
9) is strong-minded in pursuit of goals	4.46	3.48	0.98	9

Table 27 (continued)

Characteristic	MEAN		MDF	Rank
	desired	current		
10) is self-confident; believing in his/her own ability to be a leader	4.48	3.66	0.82	10
Total	4.49	3.36	1.13	

Table 27 showed that the proximity of values, in the top MDF rankings, the researcher included in the model the characteristics of, “encourages opinions and advice that may be opposite to his/her own opinion” and “inspires and motivates staff by providing a leadership role model” which were then chosen to be included in the model. The third ranking characteristic was included, in the model because the values were above 1.20 between ranking 1, 2 and 3. As a consequence, these characteristics were incorporated into the model.

The researcher, also concluded that the leadership characteristic described as ' is self-confident; believing in his/her own ability to be a leader ' with a MDF of (0.82) and a Ranking of (10) may have been perceived, by respondents, as a relative strength in the present leadership.

The following Tables show the mean, MDF and ranking of the current empathy leadership characteristics and desirable empathy characteristics of 8 schools in St. Gabriel's Foundation in Thailand from tables 28 – 36.

Table 28 The mean, MDF and ranking of the current empathy characteristics and desirable empathy characteristics of Assumption College (Primary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) celebrates staffs achievements with events, rewards, and recognition	4.55	3.13	1.42	1
2) Provides meaningful support	4.72	3.61	1.11	2
3) spends time listening and advising staff	4.76	3.71	1.05	3
4) avoids making judgments or premature evaluation of ideas or suggestion	4.59	3.55	1.04	4
5) emphasizes the good qualities in others	4.66	3.68	0.98	5
6) is knowledgeable about individual needs of staff by focusing on their personal development	4.59	3.67	0.92	6
7) understands that staff need training for unfamiliar extra responsibility	4.62	3.74	0.88	7
8) aware of cultural issues that may affect staff morale and achievement	4.72	4.10	0.62	8

Table 28 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
9) is friendly and shows kindness and warmth	4.59	4.00	0.59	9
10) creates opportunities for staff to share their skills and good practices	4.55	3.97	0.58	10
Total			0.75	

Table 28 showed English Program teachers of Assumption College (Primary Section) Bangkok perceived that the priority of improvement on empathy characteristics must focus on celebrates staffs achievements with events, rewards, and recognition (MDF = 1.42), Provides meaningful support (MDF = 1.11), and spends time listening and advising staff (MDF = 1.05) .

Table 29 The mean, MDF and ranking of the current empathy characteristics and desirable empathy characteristics of Assumption College (Secondary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) spends time listening and advising staff	4.68	3.00	1.68	1
2) understands that staff need training for unfamiliar extra responsibility	4.26	2.59	1.67	2
3) provides meaningful support	4.52	2.91	1.61	3
4) celebrates staffs achievements with events, rewards, and recognition	4.32	2.79	1.53	4

Table 29 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
5) is knowledgeable about individual needs of staff by focusing on their personal development	4.47	3.00	1.47	5
6) avoids making judgments or premature evaluation of ideas or suggestion	4.24	2.79	1.45	6
7) emphasizes the good qualities in others	4.47	3.09	1.38	7
8) aware of cultural issues that may affect staff morale and achievement	4.24	3.03	1.21	8
9) creates opportunities for staff to share their skills and good practices	4.03	2.85	1.18	9
10) is friendly and shows kindness and warmth	4.35	3.53	0.82	10
Total			1.58	

Table 29 showed English Program teachers of Assumption College (Secondary Section) Bangkok perceived that the priority of improvement on empathy characteristics must focus on spends time listening and advising staff (MDF = 1.68), understands that staff need training for unfamiliar extra responsibility (MDF = 1.67), and provides meaningful support (MDF = 1.61).

Table 30 The mean, MDF and ranking of the current empathy characteristics and desirable empathy characteristics of Assumption College Thonburi, Bangkok.

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) understands that staff need training for unfamiliar extra responsibility	4.61	3.68	0.93	1
2) is knowledgeable about individual needs of staff by focusing on their personal development	4.48	3.61	0.87	2
3) celebrates staffs achievements with events, rewards, and recognition	4.55	3.68	0.87	2
4) avoids making judgments or premature evaluation of ideas or suggestion	4.63	3.87	0.76	4
5) aware of cultural issues that may affect staff morale and achievement	4.55	3.84	0.71	5
6) creates opportunities for staff to share their skills and good practices	4.58	3.90	0.68	6
7) spends time listening and advising staff	4.55	3.90	0.65	7
8) emphasizes the good qualities in others	4.45	3.97	0.48	8
9) Provides meaningful support	4.58	4.10	0.48	8
10) is friendly and shows kindness and warmth	4.58	4.32	0.26	10
Total			0.53	

Table 30 showed English Program teachers of Assumption College Thonburi, Bangkok perceived that the priority of improvement on empathy characteristics must focus on understands that staff need training for unfamiliar extra responsibility (MDF = 0.93), knowledgeable about individual needs of staff by focusing on their personal development (MDF = 0.87), and celebrates staffs achievements with events, rewards, and recognition (MDF = 0.87) .

Table 31 The mean, MDF and ranking of the current empathy characteristics and desirable empathy characteristics of Assumption College Sriracha, Chonburi

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) celebrates staffs achievements with events, rewards, and recognition	4.44	3.13	1.31	1
2) aware of cultural issues that may affect staff morale and achievement	4.36	3.20	1.16	2
3) spends time listening and advising staff	4.48	3.44	1.04	3
4) is knowledgeable about individual needs of staff by focusing on their personal development	4.48	3.44	1.04	3
5) creates opportunities for staff to share their skills and good practices	4.40	3.4	1.00	5
6) provides meaningful support	4.42	3.52	0.90	6
7) emphasizes the good qualities in others	4.24	3.36	0.88	7

Table 31 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
8) understands that staff need training for unfamiliar extra responsibility	4.56	3.76	0.80	8
9) avoids making judgments or premature evaluation of ideas or suggestion	4.48	3.84	0.64	9
10) is friendly and shows kindness and warmth	4.40	3.8	0.60	10
Total			0.72	

Table 31 showed English Program teachers of Assumption College Sriracha, Chonburi perceived that the priority of improvement on empathy characteristics must focus on, celebrate staffs achievements with events, rewards, and recognition (MDF = 1.31), aware of cultural issues that may affect staff morale and achievement (MDF = 1.16), spends time listening and advising staff (MDF = 1.04), and is knowledgeable about individual needs of staff by focusing on their personal development (MDF = 1.04) .

Table 32 The mean, MDF and ranking of the current empathy characteristics and desirable empathy characteristics of Assumption College, Samutprakarn

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) provides meaningful support	4.38	2.82	1.56	1
2) is knowledgeable about individual needs of staff by focusing on their personal development	4.47	2.91	1.56	1

Table 32 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
3) avoids making judgments or premature evaluation of ideas or suggestion	4.38	2.82	1.56	1
4) spends time listening and advising staff	4.52	3.03	1.49	4
5) aware of cultural issues that may affect staff morale and achievement	4.44	3.00	1.44	5
6) emphasizes the good qualities in others	4.44	3.03	1.41	6
7) celebrates staffs achievements with events, rewards, and recognition	4.41	3.12	1.29	7
8) understands that staff need training for unfamiliar extra responsibility	4.41	3.13	1.28	8
9) creates opportunities for staff to share their skills and good practices	4.38	3.15	1.23	9
10) is friendly and shows kindness and warmth	4.44	3.30	1.14	10
Total			1.30	

Table 32 showed English Program teachers of Assumption College, Samutprakarn perceived that the priority of improvement on empathy characteristics must focus on provides meaningful support (MDF = 1.56), knowledgeable about individual needs of staff by focusing on their personal development (MDF = 1.56), and avoids making judgments or premature evaluation of ideas or suggestion (MDF = 1.56) .

Table 33 The mean, MDF and ranking of the current empathy characteristics and desirable empathy characteristics of Montfort College (Primary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) celebrates staffs achievements with events, rewards, and recognition	4.33	2.73	1.60	1
2) avoids making judgments or premature evaluation of ideas or suggestion	4.47	2.93	1.54	2
3) creates opportunities for staff to share their skills and good practices	4.67	3.13	1.54	2
4) is knowledgeable about individual needs of staff by focusing on their personal development	4.47	2.93	1.54	2
5) provides meaningful support	4.47	3.00	1.47	5
6) understands that staff need training for unfamiliar extra responsibility	4.40	3.00	1.40	6
7) emphasizes the good qualities in others	4.47	3.07	1.40	6
8) spends time listening and advising staff	4.47	3.20	1.27	8
9) aware of cultural issues that may affect staff morale and achievement	4.33	3.20	1.13	9
10) is friendly and shows kindness and warmth	4.33	3.33	1.00	10
Total			1.38	

Table 33 showed English Program teachers of Montfort College (Primary Section) Chiangmai perceived that the priority of improvement on empathy characteristics must focus on, celebrate staffs achievements with events, rewards, and recognition (MDF = 1.60), avoids making judgments or premature evaluation of ideas or suggestion (MDF = 1.54), creates opportunities for staff to share their skills and good practices (MDF = 1.54), and knowledgeable about individual needs of staff by focusing on their personal development (MDF = 1.54).

Table 34 The mean, MDF and ranking of the current empathy characteristics and desirable empathy characteristics of Montfort College (Secondary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) provides meaningful support	4.83	3.08	1.75	1
2) celebrates staffs achievements with events, rewards, and recognition	4.75	3.08	1.67	2
3) spends time listening and advising staff	4.58	3.17	1.41	3
4) emphasizes the good qualities in others	4.67	3.42	1.25	4
5) avoids making judgments or premature evaluation of ideas or suggestion	4.50	3.33	1.17	5
6) aware of cultural issues that may affect staff morale and achievement	4.83	3.83	1.00	6

Table 34 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
7) is knowledgeable about individual needs of staff by focusing on their personal development	4.50	3.50	1.00	6
8) is friendly and shows kindness and warmth	4.75	3.83	0.92	8
9) creates opportunities for staff to share their skills and good practices	4.58	3.67	0.91	9
10) understands that staff need training for unfamiliar extra responsibility	4.58	3.92	0.66	10
Total			1.08	

Table 34 showed English Program teachers of Montfort College (Secondary Section) Chiangmai perceived that the priority of improvement on empathy characteristics must focus on provides meaningful support (MDF = 1.75), celebrates staffs achievements with events, rewards, and recognition (MDF = 1.67), and spends time listening and advising staff (MDF = 1.41).

Table 35 The mean, MDF and ranking of the current empathy characteristics and desirable empathy characteristics of Assumption College, Nakhonratchasima

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) celebrates staffs achievements with events, rewards, and recognition	4.57	2.30	2.27	1

Table 35 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
2) provides meaningful support	4.61	2.52	2.09	2
3) creates opportunities for staff to share their skills and good practices	4.55	2.59	1.96	3
4) spends time listening and advising staff	4.57	2.61	1.96	3
5) aware of cultural issues that may affect staff morale and achievement	4.52	2.57	1.95	5
6) understands that staff need training for unfamiliar extra responsibility	4.57	2.65	1.92	6
7) is knowledgeable about individual needs of staff by focusing on their personal development	4.52	2.65	1.87	7
8) emphasizes the good qualities in others	4.48	2.65	1.83	8
9) is friendly and shows kindness and warmth	4.65	2.83	1.82	9
10) avoids making judgments or premature evaluation of ideas or suggestion	4.35	2.57	1.78	10
Total			1.81	

Table 35 showed English Program teachers of Assumption College, Nakhonratchasima perceived that the priority of improvement on empathy characteristics must focus on celebrates staffs achievements with events, rewards, and recognition (MDF =

2.27), provides meaningful support (MDF = 2.09), and creates opportunities for staff to share their skills and good practices (MDF = 1.96).

Table 36 The differences between the perception of the desired Empathy Characteristic and the current Empathy Characteristic at the 8 schools

Characteristic	MEAN		MDF	Rank
	desired	current		
3) emphasizes the good qualities in others	4.50	3.27	1.23	1
4) spends time listening and advising staff	4.60	3.41	1.19	2
5) creates opportunities for staff to share their skills and good practices	4.52	3.35	1.17	3
6) avoids making judgments or premature evaluation of ideas or suggestion	4.44	3.28	1.16	4
7) provides timely positive feedback to staff	4.63	3.49	1.14	5
8) understands that staff need training for unfamiliar extra responsibility	4.47	3.34	1.14	6
9) is friendly and shows kindness and warmth	4.54	3.41	1.13	7
10) is knowledgeable about individual needs of staff by focusing on their personal development	4.62	3.51	1.10	8
11) aware of cultural issues that may affect staff morale and achievement	4.43	3.42	1.01	9
12) celebrates staffs achievements with events, rewards, and recognition	4.51	3.59	0.92	10
Total	4.49	3.29	1.20	

Table 36 showed that the proximity of values, in the top MDF rankings, the researcher included in the model the characteristics of ‘emphasizes good qualities in others’ and ‘creates opportunities for staff to share their skills and good practices’ and ‘avoids making

judgments or premature evaluation of ideas or suggestion' which were then chosen to be included in the model. The fourth ranking characteristic was included, in the model because the values were within 0.01 between ranking 3 and 4. As a consequence, those characteristics were incorporated into the model.

The researcher, also concluded that the leadership characteristic described as 'celebrates staffs achievements with events, rewards, and recognition' with a MDF of 0.92 and a ranking of 10 may have been perceived, by respondents, as a relative strength in the present leadership.

The following tables show the mean, MDF and ranking of the current creative leadership characteristics and desirable creative characteristics of the 8 schools from tables 37 – 45.

Table 37 The mean, MDF and ranking of the current creative characteristics and desirable creative characteristics of Assumption College (Primary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) initiates new ideas and good practices	4.70	3.61	1.09	1
2) encourages staff to generate their own plans and projects	4.72	3.68	1.04	2
3) encourages a more innovative working environment	4.60	3.61	0.99	3
4) is open to new ideas and new learning	4.64	3.72	0.92	4
5) is passionate, expressive and sensitive with problem solving	4.50	3.68	0.82	5

Table 37 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
6) creates a friendly and positive atmosphere in the working environment	4.73	3.97	0.76	6
7) empowers and motivates staff with resources	4.60	3.87	0.73	7
8) offers a different perspective on other's and own problems	4.57	3.87	0.70	8
9) energetically pursues tasks to their successful conclusion	4.60	4.00	0.60	9
10) quickly adaptable to changes and challenges	4.60	4.16	0.44	10
Total			0.92	

Table 37 showed English program teachers of Assumption College (Primary Section) Bangkok perceived that the priority of improvement on creative characteristics must focus on initiates new ideas and good practices (MDF = 1.09), encourages staff to generate their own plans and projects (MDF = 1.04), and encourages a more innovative working environment (MDF = 0.99).

Table 38 The mean, MDF and ranking of the current creative characteristics and desirable creative characteristics of Assumption College (Secondary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) quickly adaptable to changes and challenges	4.44	2.68	1.76	1
2) encourages a more innovative working environment	4.47	2.71	1.76	1

Table 38 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
3) energetically pursues tasks to their successful conclusion	4.32	2.62	1.70	2
4) initiates new ideas and good practices	4.41	2.82	1.59	3
5) is passionate, expressive and sensitive with problem solving	4.44	2.85	1.59	3
6) offers a different perspective on other's and own problems	4.39	2.85	1.54	4
7) encourages staff to generate their own plans and projects	4.35	2.85	1.50	5
8) is open to new ideas and new learning	4.41	2.94	1.47	6
9) creates a friendly and positive atmosphere in the working environment	4.59	3.15	1.44	7
10) empowers and motivates staff with resources	4.32	3.00	1.32	8
Total			1.40	

Table 38 showed English Program teachers of Assumption College (Secondary Section) Bangkok perceived that the priority of improvement on creative characteristics must focus on quickly adaptable to changes and challenges (MDF = 1.76), encourages a more innovative working environment (MDF = 1.76), and energetically pursues tasks to their successful conclusion (MDF = 1.70).

Table 39 The mean, MDF and ranking of the current creative characteristics and desirable creative characteristics of Assumption College Thonburi, Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) quickly adaptable to changes and challenges	4.45	3.71	0.74	1
2) energetically pursues tasks to their successful conclusion	4.55	3.90	0.65	2
3) offers a different perspective on other's and own problems	4.32	3.69	0.63	3
4) encourages a more innovative working environment	4.50	3.87	0.63	3
5) creates a friendly and positive atmosphere in the working environment	4.68	4.06	0.62	5
6) is passionate, expressive and sensitive with problem solving	4.45	3.84	0.61	6
7) encourages staff to generate their own plans and projects	4.42	3.87	0.55	7
8) empowers and motivates staff with resources	4.61	4.06	0.55	7
9) initiates new ideas and good practices	4.48	4.10	0.38	9
10) is open to new ideas and new learning	4.58	4.23	0.35	10
Total			0.67	

Table 39 showed English Program teachers of Assumption College Thonburi, Bangkok perceived that the priority of improvement on creative characteristics must focus on quickly adaptable to changes and challenges (MDF = 0.74), energetically pursues tasks to

their successful conclusion (MDF = 0.65), offers a different perspective on other's and own problems (MDF = 0.63), and encourages a more innovative working environment (MDF = 0.63).

Table 40 The mean, MDF and ranking of the current creative characteristics and desirable creative characteristics of Assumption College Sriracha, Chonburi

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) empowers and motivates staff with resources	4.60	3.48	1.12	1
2) is passionate, expressive and sensitive with problem solving	4.28	3.36	0.92	2
3) encourages staff to generate their own plans and projects	4.32	3.40	0.92	2
4) quickly adaptable to changes and challenges	4.20	3.32	0.88	4
5) creates a friendly and positive atmosphere in the working environment	4.44	3.60	0.84	5
6) encourages a more innovative working environment	4.44	3.60	0.84	5
7) initiates new ideas and good practices	4.28	3.48	0.80	7
8) energetically pursues tasks to their successful conclusion	4.40	3.68	0.72	8
9) is open to new ideas and new learning	4.21	3.59	0.62	9

Table 40 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
10) offers a different perspective on other's and own problems	4.08	3.48	0.60	10
Total			0.93	

Table 40 showed English Program teachers of Assumption College Sriracha, Chonburi perceived that the priority of improvement on empowers and motivates staff with resources (MDF = 1.12), passionate, expressive and sensitive with problem solving (MDF = 0.92), and encourages staff to generate their own plans and projects (MDF = 0.92).

Table 41 The mean, MDF and ranking of the current creative characteristics and desirable creative characteristics of Assumption College, Samutprakarn

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) quickly adaptable to changes and challenges	4.52	2.88	1.64	1
2) is passionate, expressive and sensitive with problem solving	4.36	2.85	1.51	2
3) energetically pursues tasks to their successful conclusion	4.55	3.09	1.46	3
4) initiates new ideas and good practices	4.52	3.06	1.46	3
5) encourages a more innovative working environment	4.45	3.06	1.39	5
6) creates a friendly and positive atmosphere in the working environment	4.55	3.27	1.28	6

Table 41 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
7) offers a different perspective on other's and own problems	4.45	3.18	1.27	7
8) empowers and motivates staff with resources	4.45	3.18	1.27	7
9) is open to new ideas and new learning	4.43	3.19	1.24	9
10) encourages staff to generate their own plans and projects	4.48	3.52	0.96	10
Total			1.39	

Table 41 showed English Program teachers of Assumption College, Samutprakarn perceived that the priority of improvement on creative characteristics must focus on quickly adaptable to changes and challenges (MDF = 1.64), passionate, expressive and sensitive with problem solving (MDF = 1.51), energetically pursues tasks to their successful conclusion (MDF = 1.46), and initiates new ideas and good practices (MDF = 1.46).

Table 42 The mean, MDF and ranking of the current creative characteristics and desirable creative characteristics of Montfort College (Primary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) energetically pursues tasks to their successful conclusion	4.56	2.69	1.87	1
2) initiates new ideas and good practices	4.50	2.63	1.87	1
3) offers a different perspective on other's and own problems	4.63	2.81	1.82	3

Table 42 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
4) quickly adaptable to changes and challenges	4.56	2.75	1.81	4
5) is open to new ideas and new learning	4.85	3.07	1.78	5
6) creates a friendly and positive atmosphere in the working environment	4.44	2.75	1.69	6
7) empowers and motivates staff with resources	4.44	2.75	1.69	6
8) is passionate, expressive and sensitive with problem solving	4.56	2.88	1.68	8
9) encourages a more innovative working environment	4.44	2.81	1.63	9
10) encourages staff to generate their own plans and projects	4.63	3.13	1.50	10
Total			1.39	

Table 42 showed English Program teachers of Assumption College, Samutprakarn perceived that the priority of improvement on creative characteristics must focus on energetically pursues tasks to their successful conclusion (MDF = 1.87), initiates new ideas and good practices (MDF = 1.87), offers a different perspective on other's and own problems (MDF = 1.82), and quickly adaptable to changes and challenges (MDF = 1.81).

Table 43 The mean, MDF and ranking of the current creative characteristics and desirable creative characteristics of Montfort College (Secondary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) encourages a more innovative working environment	4.91	3.50	1.41	1
2) quickly adaptable to changes and challenges	4.83	3.50	1.33	2
3) initiates new ideas and good practices	4.83	3.50	1.33	2
4) empowers and motivates staff with resources	4.91	3.73	1.18	4
5) creates a friendly and positive atmosphere in the working environment	4.75	3.58	1.17	5
6) energetically pursues tasks to their successful conclusion	4.67	3.67	1.00	6
7) offers a different perspective on other's and own problems	4.58	3.58	1.00	7
8) is open to new ideas and new learning	4.83	3.92	0.91	8
9) is passionate, expressive and sensitive with problem solving	4.67	3.83	0.84	9
10) encourages staff to generate their own plans and projects	4.83	4.25	0.58	10
Total			1.18	

Table 43 showed English Program teachers of Montfort College (Secondary Section) Chiangmai perceived that the priority of improvement on creative characteristics must focus on encourages a more innovative working environment (MDF = 1.41), quickly

adaptable to changes and challenges (MDF = 1.33), initiates new ideas and good practices (MDF = 1.33), and empowers and motivates staff with resources (MDF = 1.18).

Table 44 The mean, MDF and ranking of the current creative characteristics and desirable creative characteristics of Assumption College, Nakhonratchasima

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) offers a different perspective on other's and own problems	4.50	2.59	1.91	1
2) encourages staff to generate their own plans and projects	4.43	2.55	1.88	2
3) encourages a more innovative working environment	4.48	2.61	1.87	3
4) initiates new ideas and good practices	4.43	2.57	1.86	4
5) empowers and motivates staff with resources	4.43	2.59	1.84	5
6) is open to new ideas and new learning	4.48	2.73	1.75	6
7) is passionate, expressive and sensitive with problem solving	4.43	2.74	1.69	7
8) creates a friendly and positive atmosphere in the working environment	4.52	2.83	1.69	7
9) energetically pursues tasks to their successful conclusion	4.43	2.83	1.60	9
10) quickly adaptable to changes and challenges	4.39	2.87	1.52	10
Total			1.94	

Table 44 showed English Program teachers of Assumption College, Nakhonratchasima perceived that the priority of improvement on creative characteristics must focus on offers a different perspective on other's and own problems (MDF = 1.91), encourages staff to generate their own plans and projects (MDF = 1.88), and encourages a more innovative working environment (MDF = 1.87).

Table 45 The differences between the perception of the desired Creative Characteristic and the current Creative Characteristic at the 8 schools in St. Gabriel's Foundation in Thailand

Characteristic	MEAN		MDF	Rank
	desired	current		
1) encourages a more innovative working environment	4.51	3.23	1.28	1
2) initiates new ideas and good practices	4.50	3.25	1.25	2
3) quickly adaptable to changes and challenges	4.48	3.24	1.23	3
4) is passionate, expressive and sensitive with problem solving	4.44	3.23	1.21	4
5) energetically pursues tasks to their successful conclusion	4.50	3.32	1.18	5
6) empowers and motivates staff with resources	4.52	3.36	1.16	6
7) offers a different perspective on other's and own problems	4.42	3.27	1.15	7
8) creates a friendly and positive atmosphere in the working environment	4.59	3.45	1.14	8
9) encourages staff to generate their own plans and projects	4.49	3.37	1.12	9
10) is open to new ideas and new learning	4.51	3.42	1.09	10
Total	4.49	3.31	1.18	

Table 45 showed that the proximity of values, in the top MDF rankings, the researcher included in the model the characteristics of ‘encourages a more innovative working environment’ and ‘initiates new ideas and good practices’ and ‘quickly adaptable to changes and challenges, which were then chosen to be included in the model. The third ranking characteristic was included, in the model because the values were within 0.02 between ranking 2 and 3. As a consequence, these characteristics were incorporated into the model.

The researcher, also concluded that the leadership characteristic described as ‘is open to new ideas and new learning ’ with a MDF of 1.09 and a Ranking of 10 may have been perceived, by respondents, as a relative strength in the present leadership.

The following Tables show the mean, MDF and ranking of the current maturity leadership characteristics and desirable maturity characteristics of 8 schools in St. Gabriel’s Foundation in Thailand from 46 – 54.

Table 46 The mean, MDF and ranking of the current maturity characteristics and desirable maturity characteristics of Assumption College (Primary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) is detached from criticism and does not take criticism personally	4.69	3.70	0.99	1
2) ask for advice when facing difficult problems	4.57	3.71	0.86	2
3) does not make organizational issues a personal issue	4.70	4.06	0.64	3
4) appreciates that making mistakes is a positive learning experience	4.62	4.00	0.62	4

Table 46 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
5) understands how to gain consent from staff and stakeholders for school improvement	4.66	4.06	0.60	5
6) is a mentor to staff and respected for competence and experience	4.56	4.00	0.56	6
7) gathers information before making decision	4.59	4.07	0.52	7
8) is trustworthy, acts believable and inspiring confidence in others	4.76	4.29	0.47	8
9) delegates responsibilities when and where appropriate	4.73	4.29	0.44	9
10) is dependable, consistent and reliable	4.70	4.39	0.31	10
Total			0.58	

Table 46 showed English Program teachers of Assumption College (Primary Section) Bangkok perceived that the priority of improvement on maturity characteristics must focus on detached from criticism and does not take criticism personally (MDF = 0.99), ask for advice when facing difficult problems (MDF = 0.86), and does not make organizational issues a personal issue (MDF = 0.64).

Table 47 The mean, MDF and ranking of the current maturity characteristics and desirable maturity characteristics of Assumption College (Secondary Section) Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) is dependable, consistent and reliable	4.76	2.94	1.82	1
2) is trustworthy, acts believable and inspiring confidence in others	4.62	3.03	1.59	2
3) is a mentor to staff and respected for competence and experience	4.41	2.91	1.50	3
4) gathers information before making decision	4.65	3.18	1.47	4
5) appreciates that making mistakes is a positive learning experience	4.65	3.24	1.41	5
6) is detached from criticism and does not take criticism personally	4.38	3.06	1.32	6
7) understands how to gain consent from staff and stakeholders for school improvement	4.41	3.12	1.29	7
8) ask for advice when facing difficult problems	4.26	3.03	1.23	8
9) delegates responsibilities when and where appropriate	4.47	3.39	1.08	9

Table 47 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
10) does not make organizational issues a personal issue	4.28	3.22	1.06	10
Total			1.37	

Table 47 showed English Program teachers of Assumption College (Secondary Section) Bangkok perceived that the priority of improvement on maturity characteristics must focus on dependable, consistent and reliable (MDF = 1.82), trustworthy, acts believable and inspiring confidence in others (MDF = 1.59), and a mentor to staff and respected for competence and experience (MDF = 1.50).

Table 48 The mean, MDF and ranking of the current maturity characteristics and desirable maturity characteristics of Assumption College Thonburi, Bangkok

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) is detached from criticism and does not take criticism personally	4.48	3.74	0.74	1
2) understands how to gain consent from staff and stakeholders for school improvement	4.42	3.77	0.65	2
3) is trustworthy, acts believable and inspiring confidence in others	4.58	3.97	0.61	3

Table 48 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
4) appreciates that making mistakes is a positive learning experience	4.48	3.87	0.61	3
5) ask for advice when facing difficult problems	4.43	3.83	0.60	5
6) does not make organizational issues a personal issue	4.45	3.87	0.58	6
7) gathers information before making decision	4.65	4.13	0.52	7
8) is a mentor to staff and respected for competence and experience	4.52	4.03	0.49	8
9) is dependable, consistent and reliable	4.58	4.10	0.48	9
10) delegates responsibilities when and where appropriate	4.45	4.23	0.22	10
Total			0.54	

Table 48 showed English Program teachers of Assumption College Thonburi, Bangkok perceived that the priority of improvement on maturity characteristics must focus on detached from criticism and does not take criticism personally (MDF = 0.74), understands how to gain consent from staff and stakeholders for school improvement (MDF = 0.65), and trustworthy, acts believable and inspiring confidence in others (MDF = 0.61).

Table 49 The mean, MDF and ranking of the current maturity characteristics and desirable maturity characteristics of Assumption College Sriracha, Chonburi

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) appreciates that making mistakes is a positive learning experience	4.28	3.12	1.16	1
2) is trustworthy, acts believable and inspiring confidence in others	4.48	3.33	1.15	2
3) is dependable, consistent and reliable	4.60	3.54	1.06	3
4) is a mentor to staff and respected for competence and experience	4.40	3.36	1.04	4
5) gathers information before making decision	4.48	3.52	0.96	5
6) ask for advice when facing difficult problems	4.28	3.33	0.95	6
7) understands how to gain consent from staff and stakeholders for school improvement	4.28	3.33	0.95	6
8) is detached from criticism and does not take criticism personally	4.32	3.38	0.94	8
9) delegates responsibilities when and where appropriate	4.44	3.54	0.90	9
10) does not make organizational issues a personal issue	4.16	3.42	0.74	10
Total			0.96	

Table 49 showed English Program teachers of Assumption College Sriracha, Chonburi perceived that the priority of improvement on maturity characteristics must focus on appreciates that making mistakes is a positive learning experience (MDF = 1.16), trustworthy, acts believable and inspiring confidence in others (MDF = 1.15), and dependable, consistent and reliable (MDF = 1.06).

Table 50 The mean, MDF and ranking of the current maturity characteristics and desirable maturity characteristics of Assumption College, Samutprakarn

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) is dependable, consistent and reliable	4.64	3.03	1.61	1
2) is detached from criticism and does not take criticism personally	4.52	2.94	1.58	2
3) is trustworthy, acts believable and inspiring confidence in others	4.58	3.00	1.58	2
4) ask for advice when facing difficult problems	4.53	3.06	1.47	4
5) does not make organizational issues a personal issue	4.45	3.06	1.39	5
6) is a mentor to staff and respected for competence and experience	4.52	3.15	1.37	6
7) appreciates that making mistakes is a positive learning experience	4.52	3.16	1.36	7

Table 50 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
8) understands how to gain consent from staff and stakeholders for school improvement	4.52	3.18	1.34	8
9) delegates responsibilities when and where appropriate	4.48	3.15	1.33	9
10) gathers information before making decision	4.61	3.52	1.09	10
Total			1.41	

Table 50 showed English Program teachers of Assumption College, Samutprakarn perceived that the priority of improvement on maturity characteristics must focus on dependable, consistent and reliable (MDF = 1.61), detached from criticism and does not take criticism personally (MDF = 1.58), trustworthy, acts believable and inspiring confidence in others (MDF = 1.58), and ask for advice when facing difficult problems (MDF = 1.47).

Table 51 The mean, MDF and ranking of the current maturity characteristics and desirable maturity characteristics of Montfort College (Primary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) is a mentor to staff and respected for competence and experience	4.56	2.50	2.06	1
2) is trustworthy, acts believable and inspiring confidence in others	4.63	2.75	1.88	2

Table 51 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
3) gathers information before making decision	4.56	2.88	1.68	3
4) does not make organizational issues a personal issue	4.50	2.94	1.56	4
5) delegates responsibilities when and where appropriate	4.50	3.00	1.50	5
6) is dependable, consistent and reliable	4.50	3.00	1.50	5
7) is detached from criticism and does not take criticism personally	4.38	2.94	1.44	7
8) appreciates that making mistakes is a positive learning experience	4.50	3.06	1.44	7
9) understands how to gain consent from staff and stakeholders for school improvement	4.31	3.00	1.31	9
10) ask for advice when facing difficult problems	4.50	3.25	1.25	10
Total			1.56	

Table 51 showed English Program teachers of Montfort College (Primary Section) Chiangmai perceived that the priority of improvement on maturity characteristics must focus on a mentor to staff and respected for competence and experience (MDF = 2.06), trustworthy, acts believable and inspiring confidence in others (MDF = 1.88), and gathers information before making decision (MDF = 1.68).

Table 52 The mean, MDF and ranking of the current maturity characteristics and desirable maturity characteristics of Montfort College (Secondary Section) Chiangmai

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) understands how to gain consent from staff and stakeholders for school improvement	4.67	3.33	1.34	1
2) is detached from criticism and does not take criticism personally	4.92	3.58	1.34	1
3) is a mentor to staff and respected for competence and experience	4.83	3.58	1.25	3
4) ask for advice when facing difficult problems	4.55	3.50	1.05	4
5) appreciates that making mistakes is a positive learning experience	4.82	3.83	0.99	5
6) gathers information before making decision	4.75	3.83	0.92	6
7) is trustworthy, acts believable and inspiring confidence in others	4.58	3.67	0.91	7
8) is dependable, consistent and reliable	4.67	3.83	0.84	8
9) does not make organizational issues a personal issue	4.92	4.25	0.67	9
10) delegates responsibilities when and where appropriate	4.58	4.00	0.58	10
Total			0.99	

Table 52 showed English Program teachers of Montfort College (Secondary Section) Chiangmai, perceived that the priority of improvement on maturity characteristics must focus on understands how to gain consent from staff and stakeholders for school improvement (MDF = 1.34), detached from criticism and does not take criticism personally (MDF = 1.34), a mentor to staff and respected for competence and experience (MDF = 1.25), and ask for advice when facing difficult problems (MDF = 1.05).

Table 53 The mean, MDF and ranking of the current maturity characteristics and desirable maturity characteristics of Assumption College, Nakhonratchasima

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
1) understands how to gain consent from staff and stakeholders for school improvement	4.57	2.57	2.00	1
2) ask for advice when facing difficult problems	4.52	2.52	2.00	1
3) gathers information before making decision	4.70	2.74	1.96	3
4) is detached from criticism and does not take criticism personally	4.52	2.83	1.69	4
5) appreciates that making mistakes is a positive learning experience	4.57	2.96	1.61	5
6) is a mentor to staff and respected for competence and experience	4.57	2.96	1.61	5
7) does not make organizational issues a personal issue	4.22	2.65	1.57	7

Table 53 (continued)

Characteristics	Mean Desirable Leadership Characteristics	Mean Current Leadership Characteristics	MDF	Ranking
8) is trustworthy, acts believable and inspiring confidence in others	4.57	3.00	1.57	7
9) delegates responsibilities when and where appropriate	4.43	2.91	1.52	9
10) is dependable, consistent and reliable	4.48	3.00	1.48	10
Total			1.70	

Table 53 showed English Program teachers of Assumption College, Nakhonratchasima perceived that the priority of improvement on maturity characteristics must focus on understands how to gain consent from staff and stakeholders for school improvement (MDF = 2.00), ask for advice when facing difficult problems (MDF = 2.00), gathers information before making decision (MDF = 1.96), and detached from criticism and does not take criticism personally (MDF = 1.69).

Table 54 The differences between the perception of the desired Maturity Characteristic and the current Maturity Characteristic at 8 schools in St. Gabriel's Foundation in Thailand

Characteristic	MEAN		MDF	Rank
	desired	current		
3) is detached from criticism and does not take criticism personally	4.50	3.27	1.23	1
4) is trustworthy, acts believable and inspiring confidence in others	4.60	3.41	1.19	2
5) is a mentor to staff and respected for competence and experience	4.52	3.35	1.17	3

Table 54 (continued)

Characteristic	MEAN		MDF	Rank
	desired	current		
6) ask for advice when facing difficult problems	4.44	3.28	1.16	4
7) is dependable, consistent and reliable	4.63	3.49	1.14	5
8) understands how to gain consent from staff and stakeholders for school improvement	4.47	3.34	1.14	6
9) appreciates that making mistakes is a positive learning experience	4.54	3.41	1.13	7
10) gathers information before making decision	4.62	3.51	1.10	8
11) does not make organizational issues a personal issue	4.43	3.42	1.01	9
12) delegates responsibilities when and where appropriate	4.51	3.59	0.92	10
Total	4.52	3.41	1.11	

Table 54 showed that the proximity of values, in the top MDF rankings, the researcher included in the model the characteristics of, “is detached from criticism and does not take criticism personally”, “is trustworthy, acts believable and inspiring confidence in others”, “is a mentor to staff and respected for competence and experience”, and “ask for advice when facing difficult problems” which were then chosen to be included in the model. There was a close correlation of values, between ‘Maturity’ rankings 1,2,3 and 4. As a consequence, those characteristics were incorporated into the model.

The researcher, also concluded that the leadership characteristic described as 'delegates responsibilities when and where appropriate' with a MDF of 0.92 and a ranking of 10 may have been perceived by respondents as a relative strength in the present leadership.

From the above tables 10 to 54, the researcher presented the mean, MDF and ranking of the characteristics of leadership in each school. The following table is the summary of the MDF and ranking of the characteristics of the 8 schools in St. Gabriel's Foundation in Thailand of the St. Gabriel Foundation, Thailand by presenting the mean of MDF and ranking the characteristics of leadership for each school.

Table 55 The MDF and ranking of the characteristics of the 8 schools in St. Gabriel's Foundation in Thailand

Schools	Characteristics									
	Communicative		Confident		Empathy		Creative		Maturity	
	MDF	Ranking	MDF	Ranking	MDF	Ranking	MDF	Ranking	MDF	Ranking
Assumption College (Primary Section) Bangkok	1.13	1	0.81	3	0.75	4	0.92	2	0.58	5
Assumption College (Secondary Section) Bangkok	1.85	1	1.57	3	1.58	2	1.40	4	1.37	5
Assumption College Thonburi, Bangkok	0.61	2	0.57	3	0.53	5	0.67	1	0.54	4
Assumption College Sriracha, Chonburi	1.00	1	0.84	4	0.72	5	0.93	3	0.96	2
Assumption College, Samutprakarn	1.31	4	1.34	3	1.30	5	1.39	2	1.41	1
Montfort College (Primary Section) Chiangmai	1.61	2	1.70	1	1.38	4	1.39	5	1.56	3
Montfort College (Secondary Section) Chiangmai	1.28	1	1.07	4	1.08	3	1.18	2	0.99	5
Assumption College, Nakhonratchasima	1.93	2	1.74	4	1.81	3	1.94	1	1.70	5

Table 55 showed English Program teachers of the 8 schools of the St. Gabriel's Foundation in Thailand perceived that the priority of improvement on Leadership Characteristic. Communicative Characteristic is the first priority of the improvement of Assumption College (Primary Section) Bangkok, Assumption College (Secondary Section) Bangkok, Assumption College Sriracha, Chonburi, and Montfort College (Secondary Section) Chiangmai. Confident Characteristic is the first priority of the improvement of Montfort College (Primary Section) Chiangmai. Creative Characteristic is the first priority of the improvement of Assumption College Thonburi, Bangkok and Assumption College, Nakhonratchasima. Maturity Characteristic is the first priority of the improvement of Assumption College, Samutprakarn.

The following Table illustrated that the participating population from the entire 8 schools in St. Gabriel's Foundation in Thailand returned a ranking of first for Communicative Characteristics deriving from Trait Theory. The participating population also returned a ranking of second for Empathy Characteristics deriving from Situational Leadership Theory. Moreover, a ranking of third was given to Creative Characteristic deriving from Transactional Theory. A ranking of fourth was given for Confident Characteristic deriving from Leadership Style Theory. Finally, all the of 8 schools returned a ranking of fifth for Maturity Characteristic deriving from Transformational Leadership Theory.

Table 56 showed the mean, MDF and ranking of characteristics categorized by five leadership characteristics.

Table 56 Ranking of Characteristics: Communicative, Empathy, Creative, Confident and Maturity characteristics with a domain of two standards also ranked as a result of data analysis.

Leadership Characteristics	Mean		MDF	Rank
	desired	current		
Communicative Characteristic	4.51	3.19	1.32	1
Empathy Characteristic	4.49	3.29	1.20	2
Creative Characteristic	4.49	3.31	1.18	3
Confident Characteristic	4.49	3.36	1.13	4
Maturity Characteristic	4.52	3.41	1.11	5
Total	4.50	3.31	1.19	

Table 56 showed the priority of Leadership Characteristics of the 8 schools. Ranking priority as follows is Communicative, Empathy, Creative, Confident and Maturity characteristic.

Conceptual and Linguistic Content Analysis

Conceptual and Linguistic Content Analysis, is the analysis of meanings and relationships such as words and concepts, specifically the use of Synonyms by respondents in the research instrument questionnaire when writing a reply to an open question. The operational definition, of Conceptual and Linguistic Content Analysis, for the purposes of this research is the description of attitudinal and behavioral responses to written communications in the research instrument questionnaires. One of the purposes of this instrument was to gather data concerning; Desired Leadership characteristics. The samples used were the responses to the following open Question, ‘What would your suggestions or expectations be, for an effective leader of the English Program in your school?’

The Coding scheme used for this Content Analysis was Phrase Synonyms, Verb and adjective Synonyms (words or phrases which mean the same as another word or expression) from the open question responses describing desirable leadership characteristics. The target concept of Leadership Characteristic words were Communicative, Confident, Empathy, Creative and Maturity. Phrase Synonyms, Verb and adjective Synonyms, were then chosen on the basis of their strong similarity in meaning to the target concept.

Exceptions,

- a. The same word as the target concept was not included in the data
- b. Repetitions of Phrase Synonyms, Verb and adjective Synonyms, from the same set of respondents, were not included in the data
- c. Phrase Synonyms containing one or more of the target concept words, were not included in the data

Table 57 showed the frequency of Conceptual and Linguistic Content Analysis of responses to an open ended question categorized by Leadership Characteristics.

Table 57 Conceptual and Linguistic Content Analysis of responses to an open ended question.

Leadership Characteristics	Conceptual and Linguistic Content Analysis	
	Phrase Synonyms, Verb and adjective Synonyms, closest in meaning to a particular Leadership Characteristics (frequency)	Percentage
Communicative	31	30.3
Empathy	25	24.5
Creative	22	21.5
Confident	15	14.7
Maturity	9	8.8
Total	102	100.00

Table 57 provides a Conceptual and Linguistic Content Analysis of responses, to an open question, from the research instrument questionnaire, completed by all respondents at 8 schools.

Participating respondents from all 8 schools, when responding to the open question, used Phrase Synonyms, single Verb and adjective Synonyms that indicated a linguistic preference for the Leadership Characteristic, Communicative with the 30.3% of the respondents using communicative synonym in their answer to the open question. This was followed by the Empathy leadership characteristic with 24.5% of the respondents using empathy synonyms in their answer to the open question. 21.5% of the respondents used creative synonyms in their answer to the open question. Confident and maturity synonyms were used in 14.7% and 8.8% of responses to the open question, respectively.

Part 3 Development of an Administrative Leadership Model for The English Program in Schools of the St. Gabriel's Foundation, Thailand

The design and development of the Administrative Leadership model, was based on the research aim to assist the leadership in the English Program in schools of the St. Gabriel's Foundation, Thailand to better understand their organizational goals, providing guidelines concerning desirable characteristics and standards in a framework that would meet the changing needs of stakeholders, known problems, and then provide a model for leadership. The model, used the collated data findings from the research objectives 1) To identify leadership characteristics used in English Program in schools of the St. Gabriel's Foundation, Thailand, 2) To identify desirable leadership characteristics for the leaders of English Program in schools of the St. Gabriel's Foundation, Thailand, and 3) To develop an Administrative Leadership Model for the leaders of English Program in schools of the St. Gabriel's Foundation, Thailand. The model was also informed by a review of literature and documents

relevant in the considerations of leadership characteristics, organizational directions, goals and motivating followers. The theoretical basis, underpinning the model, were the five leadership theories elaborated in Chapter 2 specifically selected as the basis of research and their status as key development stages in the thinking about leadership, their relevance to leadership issues and to provide coherent instrument question types. Another important consideration, when developing the model was the vision and mission of the St. Gabriel's Foundation of Thailand; 'Education for all and all for Education'. And to incorporate their underlying philosophy in the belief that a man justifies himself and his existence by 'noble works' *Labor Omnia Vincit*. The model directly addressed objective 3 of the research. To develop an Administrative Leadership Model for the leaders of English Program in schools of the St. Gabriel's Foundation, Thailand.

The researcher used the documentary research and the findings from data analysis as the grounds for developing the Administrative Leadership Model. The researcher developed a first draft of model as follows.



Figure 7 the proposed model presented in the connoisseurship meeting

Model Validation

On Friday 27th July 2012 at Assumption University, Bangkok, ten experts were invited to consider the issue of model validation. These experts were from a wide variety of disciplines and backgrounds but all had expertise in relevant areas of education. Members of the panel were considered and chosen because they would be best qualified to comment on the model's efficacy in accurately representing the research findings and being successfully applied to the known problems, elaborated in chapter one and proposed model.

Director Assumption College Sriracha, Director Assumption College Thonburi and expert from Srinakharinwirot University, all agreed that, “the Administration Leadership Model, would be applicable to the leaders of the English Program in schools, within the St. Gabriel’s Foundation of Thailand.” Director Assumption Nakhonratchasima also confirmed the validation of the model by commenting, “ I strongly agree with the Model,” Director of International Examination Centre of Assumption College Bangkok observed that “The model is a simple and an effective way of faithfully reflecting respondents’ perceptions of leadership.”

Director St. Louis Chachoengsao, observed that “more detail should be put into the Model.” Head of Curriculum Program, Gabrielite Provincial Centre, commenting on the leadership characteristics asked, “how to implement the characteristics in the model and why choosing only two domains from each characteristic to develop the model”. Head of Foreign Languages Department of Assumption College Rayong identified the problem of teacher retention and asked, “how the model is linked to the retention of teachers” and “leadership skills and how to evaluate those skills.”

Head of English Program, Assumption College Rama II Campus commented on the clarification needed when choosing characteristics from the statistical rankings. He commented, ‘What was the number of decimal places when choosing the characteristics for the model.’ Finally, Head of Academic Department. Assumption College Rayong asked for clarification of the research population, ‘were all the respondents foreign teachers, it is not clear from the report’.

After the proposed model had been analyzed and examined by the group of experts, the revision was made according to their consensus and comments in order to facilitate model efficiency and effectiveness. The criteria for selecting the characteristics was the value of MDF has 0.03 or more

The following figure represents the results from these consultations and modifications.



Figure 8 Administrative Leadership Model

The findings indicated a 4 strata model. The centre core stratum was the research objective (3), Administrative Leadership. The second strata represented the key theories of leadership. The third stratum was linked to the key leadership characteristics, the ranking of which was concluded from the data analysis and a

mathematical formula. Ranking order of Communicative, Empathy, Creative, Confident and Maturity characteristics with a domain of two standards also ranked as a result of data analysis. The final outer strata represented the leadership characteristics chosen and ranked as a result from data analysis. There are differences between the perception of the current leadership Characteristic and the desired leadership Characteristic at the 8 schools in St. Gabriel's Foundation in Thailand.

As part of the research, the research population was asked to respond to an open question, giving respondents an opportunity to focus their opinion and view of leadership. The results of that Linguistic Content Analysis confirmed the ranking of Communicative and Empathy characteristics for leaders of an English Program. It provides a Conceptual and Linguistic Content Analysis of responses, to an open question, from the research instrument questionnaire, completed by all respondents at 8 schools in St. Gabriel's Foundation in Thailand.

The model reflects the primary importance of a communicative leadership. Communicative Characteristic derived from Trait Theory. The model is then used to address problems and issues by (1) providing timely constructive feedback to staff (2) discussing organizational policy changes with staff. There was a close correlation of values, between 'Communicative' rankings 1 & 2. As a consequence, these characteristics were incorporated into the model. A secondary, but nonetheless important strategy, identified from research was for leaders to be more empathetic with followers in solving problems. Empathy Characteristic, derived from Situational Theory, emphasized the good qualities in others, spending time listening and advising. There was a close correlation of values, between 'Empathy' rankings 1 & 2. As a consequence, these characteristics were incorporated into the model. The model also identifies the preferred working environment for staff. Creative Characteristic

derived from Transactional Theory, emphasized that leaders encourage a more innovative working environment, initiate new ideas and good practices. There was a close correlation of values, between 'Creative' rankings 1 & 2. As a consequence, these characteristics were incorporated into the model. The model also challenges leaders to adopt a different attitude to followers. Confident Characteristic, which derived from Style Leadership theory. The findings indicated that leaders should encourage opinions and advice that may be opposite to his/her own opinion, inspire and motivates staff by providing a leadership role model, demonstrate a willingness to take calculated risks to achieve a result, be decisive; when taking a firm stand, acting with certainty about the direction of an English Program and finally share leadership authority without feeling threatened . There was a close correlation of values, between 'Confident' rankings 1, 2, 3, 4 & 5. As a consequence, these characteristics were incorporated into the model. Finally the model reinforces the notion of good leadership by identifying motivational factors. Maturity Characteristic which derived from Transformational Theory stressed that a leader detached from criticism and does not take criticism personally. There was a close correlation of values, between 'Maturity' rankings 1 & 2. As a consequence, these characteristics were incorporated into the model.

The model, as a workplace utility, in English Programs of the St. Gabriel's Foundation, Thailand, has practical application on several levels. On a basic level, the Administrative Leadership Model, acts as an Aide-mémoire, reminding leaders to respond positively to the findings of this research. For example, before leaders make a decision that concerns a policy change for the English Program. The model indicates 'Communicative' procedures to be followed before decisions are implemented: 'discuss organizational policy changes with staff. Also, 'spending time listening and

advising staff.'. This implies a systematic consultation period, to gain a consensus of understanding from stakeholders, before policy is changed.

On another level, the model can be utilized as the basis of a 'Procedures Manual' for leaders. The desirable characteristics for leaders and the subordinate domains of desirable actions linked with those characteristics, can be interpreted as instructions and directions for the day-to-day operation to ensure consistency and quality and also provide written responses for contingencies or solutions for common problems.

The model can also be adapted as a series of assessment criteria for outcomes in Leader Training, The 'Characteristics' and the subordinate domains of desirable actions linked with those characteristics becomes a series of assessment outcomes, where leaders can be evaluated on how successful they have been in 'Fostering a working environment that values ideas, builds a community of practice and where trust is mutually developed'.

Finally, the model can be used as goals and objectives for a 'Cultural Induction' for new staff and form the foundations of , 'follow- up Workshops, in the form of INSET training to further encourage communication, best practice and future policy.

Summary of Findings

The research population illustrated that there was an equitable gender split of 48.7 % female while 51.3 % male. The researcher also concluded that the majority of respondents were 26-35 years old years old, had a Bachelor Degree, and had been in the profession of teaching for 4 to 10 years.

The participating research population of 205 foreign teachers, from the 8 schools in St. Gabriel's Foundation in Thailand returned a statistical ranking of first for Communicative leadership characteristics deriving from Trait Theory. This was confirmed with data from responses to an open question, which was subject to a linguistic content analysis, and indicated a preference for Communicative Leadership Characteristics.

The primary finding, therefore, was that the research population of foreign teachers, perceived a communication gap between leaders and followers the data also identified a statistical ranking of second for Empathy Characteristics deriving from Situational Leadership Theory and a statistical ranking of third for Creative Characteristics deriving from Transactional. Confident Characteristics deriving from Leadership Style Theory and Maturity Characteristics deriving from Transformational Leadership Theory were placed fourth and fifth in the ranking, respectively.

CHAPTER V

CONCLUSION, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS AND FURTHER RESEARCH

Overview

This chapter concluded the research with a conclusion, a summary of findings, a discussion of findings and finally presented recommendations based on those findings with the implications for leaders in the English Program and further research opportunities. The research chose a of 8 schools of the St. Gabriel's Foundation, Thailand, running some form of English Program, with a research population of demographically classified teachers, and their perceptions of current and desirable leadership characteristics. Primary and secondary sources were used to collect the data for the research. The primary sources were questionnaires and the secondary sources included printed and electronic books, journals, articles and extant documents. An important source, that informed the construction of the research instrument questionnaires, was the interpretation of the five theories outlined in the Literature Review, in terms of their component leadership characteristics.

Research Objectives

The study was primarily concerned with the development of an administrative leadership model for the leaders of English Program in schools of the St. Gabriel's Foundation, Thailand, and had three objectives,

1. To identify current leadership characteristics used in English Program in schools of the St. Gabriel's Foundation, Thailand.

2. To identify desirable leadership characteristics for the leaders of English Program in schools of the St. Gabriel's Foundation, Thailand

3. To develop an administrative leadership model for the leaders of English Program in schools of the St. Gabriel's Foundation, Thailand.

Population

The research population were exclusively the foreign teachers within the 8 schools in St. Gabriel's Foundation in Thailand, running some form of the English Program and was 205, this was also an acknowledgement that 'demographic diversity of foreign staff also has a powerful effect on staff retention' (Moodian, 2009). The researcher decided that the 8 schools in St. Gabriel's Foundation in Thailand and their population of teachers did not require sampling, as the number of 205 teachers was felt to be an appropriate research study population.

Research Methodology

The research was quantitative and qualitative, and used because of clear advantages of being statistically reliable 'Quantitative research is statistically reliable' (Nykiel, 2002). The foci of the research data analysis was desirable leadership characteristics that the research population perceived as a ranked order of desirability. The research followed a predetermined process of literature review, development of an appropriate, valid and reliable research instrument, data collection and analysis and finally development of an Administrative Leadership Model. The research methodology was subject to experts' critiques and Focus Group recommendations to validate the model.

Conclusion

The participating research population of foreign teachers from the 8 schools in St. Gabriel's Foundation in Thailand returned a statistical ranking of first for Communicative leadership characteristics deriving from Trait Theory. This was confirmed with data results from responses to an open ended question which was subject to a linguistic content analysis, and indicated a preference for Communicative Leadership Characteristics.

The primary finding, therefore, was that the research population of foreign teachers, perceived communication between leaders and followers has having been less than successful, and specifically a lack of a systematic two-way communication. The data suggested that leaders, although attempting to articulate ideas, policies and goals to followers have not been perceived as effectively communicating those ideas, policies and goals of the English Program in a constructive and timely manner, and their attempts have been subject to misunderstandings. The data may also have suggested that some of this misunderstanding may be cultural in origin. The perception has also been that leaders have been less than successful in communicating policy changes or initiatives that directly affect followers daily working practice and that leaders have not been able or willing to set up systematic procedures for communicating with followers openly, early and often on key issues such as curricula adaptations for the specific needs of an English Program. The need for decentralized decision making or relevant resourcing priorities specific to the successful delivery of the English Program curricula.

The participating research population, from the 8 schools in St. Gabriel's Foundation in Thailand, returned a statistical ranking of second for Empathy Characteristics deriving from Situational Leadership Theory. This was also confirmed

with data from responses to the open question, which was subject to a linguistic content analysis, and indicated a secondary preference for Empathy Leadership Characteristics. This secondary finding from the data highlighted the perception that leaders were not always well informed or positive concerning the professional qualities of their own followers and that leaders spent too little time listening to staff, advising staff or creating opportunities for staff to share their skills and good practice. This is directly linked to the problems of effective recruitment and then the consequent problem of retaining quality teachers in the English Program. The perception of stakeholders that leaders were unwilling listeners, created obstacles to understanding follower and stakeholder expectations that change over time due to socioeconomic factors in school and the wider community.

The participating research population, from the 8 schools in St. Gabriel's Foundation in Thailand, returned a statistical ranking of third for Creative Characteristics deriving from Transactional Theory. The researcher found some evidence that leaders have been willing and have attempted to support staff achievements with events, rewards, and recognition, but those attempts were subject to a cultural misinterpretation of what rewards, achievement and recognition actually means. This was closely linked, in the findings, to the perception of followers that leaders may have made inaccurate judgments or premature evaluations of ideas or suggestions, again supporting the notion of some cultural misunderstandings.

Another key finding, was that leaders seemed to be open to new ideas and new learning, but were reluctant to translate these new ideas into a more innovative working environment or actually initiate new ideas as policy. The perception being that leaders were less than adaptable to changes and challenges. This may also be linked to the problem of decentralization of decision making and the over reliance on

inappropriate or outdated administrative procedures that were not perceived as relevant to the context of an English Program.

The participating research population, from the 8 schools in St. Gabriel's Foundation in Thailand, returned a statistical ranking of fourth for Confident Characteristics deriving from Leadership Style Theory and a statistical ranking of fifth for Maturity Characteristics deriving from Transformational Leadership Theory . The researcher concluded, from this data, that perceptions of relative strengths in the leadership of English Program include self-confidence coupled with a belief in leaders own ability to be a leader and that leaders have delegated responsibilities when and where appropriate. However there is also evidence from that data that leaders may have been perceived as not encouraging opinions and advice that may be opposite to their own, not being detached, therefore, from criticism and taking criticism personally, not being decisive or willing to share key elements of authority.. Leaders may have also been perceived as not inspiring and motivating staff by providing a positive leadership role model. This has led to the perception that leaders may not have always inspired confidence in others through respect for their leadership competence and experience.

Summary of Findings

The research population was evenly dispersed, with 48.7 % of the participants female while 51.3 % male. The majority of participants were 26-30 years old. The majority of participants had a Bachelor Degree, and the majority of participants reported their years of work experience to be from 1 to 3 years. This research population perceived that 'Communicative Characteristic' and 'Empathy Characteristic' were seen as the most desirable leadership characteristics that would

be more contextually appropriate for leaders of an English Program in schools of the St. Gabriel's Foundation.

This was further reinforced from the responses from a Conceptual and Linguistic Content Analysis of Phrase Synonyms, Verb and Adjective Synonyms, closest in meaning to a particular Leadership Characteristic, identified in answers to an open question on the questionnaires. The findings supported the research questions in this study. For research objective 1) To identify leadership characteristics used in the English Program in schools of the St. Gabriel's Foundation, Thailand. The perception of current leadership characteristics was derived from the statistical rankings for these leadership characteristics. The researcher concluded that the data identified particular characteristics as relative strengths because of their positions in the rankings. It was perceived, that current leaders have 'articulated ideas, policies and goals' 'celebrating staff achievements with events, rewards, and recognition' and are perceived as, 'open to new ideas and new learning'. Current leaders were also perceived as having a, 'self-confident; belief in his/her own ability to be a leader' and are willing to 'delegate responsibilities when and where appropriate'.

However, when we consider the research objective 2) To identify desirable leadership practices for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand. We can see that there is a gap in the perceptions of current leadership and desired leadership characteristics. The most significant statistical gap was communication between followers and leaders and the perceptions that current leaders do not, 'provide timely constructive feedback to staff' or, 'discuss organizational policy changes with staff. The researcher also observed that the findings from the data analysis, identified a complimentary set of communication skills as important for follower perceptions as that of Communicative and raises

issues for the leadership in English Program. Another significant finding was that of Empathy Leadership Characteristics, deriving from Situational leadership theory. Leadership was perceived as not ‘emphasizing the good qualities in others’ and not ‘spending time listening and advising staff.’. Other key findings were the perceived desires from followers for leadership to, ‘encourage a more innovative working environment ‘initiate new ideas and good practices’ and be seen as more, ‘quickly adapting to changes and challenges’.

The findings also identified those leadership characteristics with lower rankings and implying less of a priority for English Program followers when thinking about Leadership, at least from the perceptions of the research population of foreign teachers. Moreover, the researcher may have implied that the low rankings could suggest relative strengths in the leadership of English Program leadership. These characteristics were derived from Leadership Style Theory, and Transformational Leadership Theory. The researcher interpreted the relatively low rankings of these characteristics to imply that respondents did not feel they were characteristics that were as important as the higher ranked characteristics. The low rankings may also imply that the respondent felt that the particular characteristic was less relevant to a desirable leadership , or that these characteristics were already present within the current leadership. These low ranking characteristics included, respond to difficult situations, able to take responsibility for all decisions, a positive belief in the capabilities of staff, strong-minded in pursuit of goals , self-confident; believing in his/her own ability to be a leader, respected for competence , dependable, consistent and reliable, understands how to gain consent from staff , gathers information before making decision, delegates responsibilities when and where appropriate,

Finally, there was consideration of the final research objective 3) To develop an Administrative Leadership Model for the leaders of the English Program in schools of the St. Gabriel's Foundation, Thailand. The Administrative Model was constructed by using the document research as the grounds for developing an administrative leadership model for the English Program in schools of the St. Gabriel's Foundation, Thailand. The administrative leadership model was developed from the higher ranked leadership characteristics and confirmed by a committee of experts using the connoisseurship model.

Discussion

The primary finding was that leaders of English Program should be equipped with those communicative traits and competences that facilitate a meaningful, systematic two-way communication between leaders and followers. Confirming that, 'Any useful research cannot avoid investigations into leadership characteristics or informed judgments about the desirability or otherwise of leader characteristics (Dunkerley, 1980). The ranking of first for Communicative leadership characteristics, deriving from Trait theory, seems to agree with the notion that, 'Trait theories, proceed from the assumption that people inherit certain qualities or traits making them better suited to leadership' (Shriberg, 2011) and that respondents understood that they were being asked to make, 'judgments regarding what is 'good' or 'successful' in leadership' (Gill, 2006).

The primary finding also agrees with Stough (2009) who claimed that there are innate behavioral qualities, critical to leadership and consequently lacking in non-leaders and also Starratt (2011) who stated that any leadership model must also be concerned with establishing direction, vision and goals. The primary finding,

therefore agrees with Hughes (2010) that leaders should be a proactive communicators and team builders through consultation, initiating structural improvements, reforms and resolute in seeing change through to the end.

The secondary finding also identified a communication distance between leaders and followers, categorized as a lack of empathy on the part of leaders for their foreign teaching staff. This part of the questionnaire was based on the premise that, 'Leadership depends on understanding the requirements of a given situation including what form that participation should take' (Vroom and Jago, 1988) and the data analysis shows that respondents perceived that 'a good leader develops competence and commitment' (Bass et al, 2008). In this way, just knowing how to relate or communicate with people is different than building collaboration (Blumberg, 1980). Moreover, the secondary findings implied that foreign teachers were attempting to successfully integrate into the host school culture whilst at the same time perceiving that their contributions may not be valued or even welcome. 'A good leader develops followers to be self-motivated rather than dependent on others for direction and guidance (Bass, 2008).

Interestingly, there seemed to be less attention given to those questions and statements in the research instrument that were derived from Transactional and Transformational Leadership, and having a significantly lower ranking than that of Communicative and Empathy leadership characteristics. English Program foreign teachers, seemed to be less interested in Transactional leadership's 'decisive and optimistic implementing of a vision through small planned steps' (Pielstick, 2003). and disagreeing with Burns, that only Transformational Leadership allowed leaders and followers to 'work toward mutual benefit' (Burns, 2004). By placing Communicative and Empathy leadership characteristics at the top of the perception

rankings, there seems to be a clear preference for a leader that is, ‘the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objectives’ (Kouzes and Posner, 1995). A leader who ‘challenges, inspires, enables, and encourages’ (Smith and Piele, 2006) whilst at the same time, ‘establishes direction, vision and goals’ (Starratt and Robert, 2011).

The perception of respondents is that, ‘leaders make decisions about the nature of the desired state ’(Mintzberg, 1989) but ‘just knowing how to relate to people is different than building collaboration’ (Blumberg and Greenfield, 1980).

There is evidence, from the data that the leaders of English Program are self-confident, believing as they do, in their own ability to be a leader agreeing with Dubrin (2001) who defined leadership as the ability to inspire confidence and support among the people who are needed to achieve organizational goals. The findings also implied that leaders do delegate responsibilities when and where appropriate and agreed with Lussier (2007) who stated that successful leaders effectively delegate responsibility and that these leaders achieved higher levels of workplace productivity. However, there is also evidence from the data that leaders were not encouraging opinions opposite to their own, and taking criticism personally, leading to the follower perception that leaders may not be inspiring confidence in others, disagreeing with Bass (2008) who described important elements of leadership as individualized consideration, inspirational motivation, and being a role model for idealized influence.

Implications

The literature, research, statistical analysis and findings, all suggest that the majority of the problems and challenges facing the English Program, as outlined in the Problem Statement in chapter 1 of this research, can be successfully addressed, if

leaders develop a coherent, consistent, and professional system of two-way communication between followers and leaders. The implications from the findings, is not that communication doesn't take place between leaders and followers, but that the priorities and aim of the communication has been misunderstood. Clearly there is a gap between follower notions of what constitutes effective leadership and leaders own notions of what an effective leader should actually do. Where the findings are statistically unambiguous, then they are clear about the perceived desirability of leaders having or developing certain characteristics of leadership. The findings clearly imply that there is a perception that leaders have 'failed to recognize and sometimes even acknowledge the English Program's specific needs' by not 'inspiring and motivating staff by providing a leadership role model'.

The mission, goals and objectives of an English Program have not been successfully transmitted to the foreign staff or potential staff, It is also clear, that Thai staff are also not aware of the mission, goals and objectives of an English Program

Feedback from leaders to followers should be systematic, constructive with a transparent willingness to discuss school policy. Leaders should make time to encourage, listen and motivate followers and not be automatically hostile to change or innovative working practices. Opinions and advice that may be opposite to the leaders should be encouraged providing a leader that models good practice. Finally leaders will have to demonstrate their communicative credentials to be seen as trustworthy, genuinely interested in positive change and above all competent to be a leader of an English program. To overcome the problem of the perceived lack of inclusion of followers in the decision making process and the perceived 'frustration' with communication generally and with the Thai staff in particular leaders should

initiate a strict adherence to the policy that staff in an English program should be competent in Standard English. It is clear, that the misunderstandings stem from the English Thai language barrier. This should also be linked to a coherent recruitment policy to retain good staff, both foreign and local. To create a more positive working environment, hence addressing the issue of retaining staff, leaders should create opportunities for staff to share their skills and good practices.

The aim, of which, would be to create more awareness and respect for those from different demographic background and a deeper understanding of the mission, goals and objectives of an English Program. This two way interaction, generating proposals from followers on how to change working practices to better facilitate mutual understanding and respect, and to Improve the awareness of cultural values, avoid cultural misunderstandings

Recommendations

The data strongly indicates that foreign teachers have ‘the perception that Thai staff were reluctant or unable to share key information and that misunderstanding, was regularly reported by foreign teachers.’ The problem of communication is also exacerbated by ‘the language barrier ’ which makes a meaningful discussion concerning ‘curricula adaptations’ nearly impossible. The language barrier, affects all aspects of school and probably explains the problem of, ‘school events not explained ’. The consequent misunderstandings meant ‘Thai events and ceremonies seemed to have a higher priority than education in the school.’

Recommendation One: Standard English, All communications in an English Program, between teachers, students, administrative support staff, leaders, documentation and signage, should be in Standard English, with strict adherence. All

Thai staff, working in an English Program should have proven competence in Standard English. The only exceptions to this should be important health and safety notifications or notifications regarding emergencies.

Recommendation Two: Systematic Professional Communication, Procedures should be designed that allow a regular and systematic professional communication between leaders and followers. This communication should be standardized, more frequent, and timely and allow for meaningful feedback that is acted upon. This regular communication should include the rationale for any change, how and when change will be implemented, the predicted impact of that change on the day to day working practice of staff and especially the specific behaviors and activities expected from staff as a consequence of that change.

The perception has been, according to the findings that contributions made by staff have been less than welcome, this has led to the ‘growing but separate expectations of English Program leaders and followers’. Although it may be accepted from the data that leaders have attempted to celebrate staff achievements with events and recognition, in an atmosphere of misunderstanding, this attempt has not been recognized as positive.

Recommendation Three: Recruitment, Mentoring and a 'Cultural Induction'

The salary package offered to new foreign teachers is determined by dependant variables of school income, budget, local economy and international teacher salaries and is not an issue in this recommendation. However, as far as possible, the contract offered should conform to an international standard teaching contract and state clearly the specific roles and responsibilities expected to be fulfilled by a new staff member within that particular English Program. This standardized contract should be part of a standard recruitment pack, sent to all potential recruits and should always include a

sample copy of the contract, information concerning the mission, goals and objectives of an English Program and this should be supported by a Teacher's Handbook that further elaborates the day to day working practices and expectations with that English Program.

Having recruited a foreign teacher, this communication should be followed up by a system of 'Mentoring' where experienced existing staff allow the new foreign teacher to better understand the standards and good practices associated with being successfully integrated into an English Program. These mentors must be trained, to respond to new staff positively and to be able to guide new staff through the practices and procedures, needed to be a successful English Program teacher.

The final part of this process would be the design and delivery of a 'Cultural Induction' for all new staff.

The findings suggests, that stakeholders and followers, require a leader that 'is detached from criticism and does not take criticism personally', 'is trustworthy, acts believable and inspiring confidence in others ' and as a consequence, is a mentor to staff and respected for competence and experience, asking for advice when facing difficult problems. This is directly linked to the problem of being 'more responsive to the unique impact and requirements of an English Program'.

Recommendation Four: Leader Training

Administrative leadership is mostly about behavior, whereas management is mostly about processes. An Administrative Leadership training course would directly address leader's behavior and define what leadership is, for an English program. Develop skills in communicating, influencing and negotiating with followers. Appreciate the importance of the demographical diversity of staff and how to encourage a more positive constructive professional relationship. The objectives of

this Administrative leadership Training Course would be to study Trait and Situational theories of leadership, the basics of effective Communication, barriers to communications, the art of listening authority versus responsibility, the leader's role in coaching and being a leader, that understands how to bridge the gap between follower perceptions and follower inclusion and participation. The objectives of such Leader Training would be:

- Professional development, that engages both the leaders and the followers together, in developing strong communications.
- Regular formative feedback on training outcomes during and after training.
- Fostering a working environment that values ideas, builds a community of practice and where trust is mutually developed.
- Leaders and followers, during and after this Leadership Training, should demonstrate dedication to school excellence, a continuous improvement attitude and training outcomes should be incorporated into formal evaluation procedures.
- The Leader Training should have 'follow- up Workshops, in the form of INSET training to further encourage communication, best practice and future policy.

Further Research

This research was specifically focused on current and desired leadership characteristics, as perceived by the research population of foreign teachers. However the implications for further research would be that the subject of leadership and associated characteristics, is relevant to all followers and leaders and future research could expand the research population to be more inclusive of all stakeholders in an English Program, including its leadership. Only 8 of the 14 schools within the St.

Gabriel's Foundation, Thailand, were chosen to participate. Further research could expand the study to include all 14 schools within the St. Gabriel Foundation, thus widening the scope of the research to include other forms of leadership. This research was also confined to the subject of leadership characteristics. Further research may need to investigate leadership competences, with the aim of training leaders to lead. This research has suggested that problems and misunderstandings between foreign staff and leadership may have cultural origins and further research could be aimed directly at this hypothesis; an investigation into the cross cultural experience and cultural intelligence of foreign teachers and their host school. The aim of that research would be to better define culturally skilled individuals who may be more willing to gain knowledge about diverse cultures and the values, beliefs, perceptions, attitudes, expectations that underpin misunderstandings in the workplace. Further research could include leaders themselves being surveyed, as to how they view their own leadership and what they think are desired leadership characteristics. This then can be compared to follower perceptions. Finally a useful study would be a follow up research from the findings and outcomes of present research, after a period of time to determine changes in perceptions.

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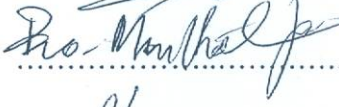


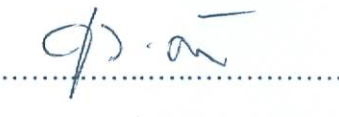



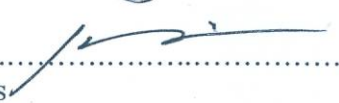

APPENDICES

APPENDIX I**Name of Experts for Focus Group**

Name of Experts for Focus Group

Friday 27th July, 2012

14.30 -16.00 pm. at C Building Assumption University

Name		Signature
1. Dr.Sirichai Fonseka	Director Assumption College Sriracha	
2. Dr.Monthol Prathumrach	Director Saint Louis Chachoengsao	
3. Dr.Chamnan Laoruckphon	Director Assumption College Thonburi	
4. Dr. Wichuda Kitthorntham	Lecturer Srinakharinwirot University	
5. Dr. Arthip Sornsujitra	Head of Curriculum Program Gabrielite Provincial Centre	
6. Dr. Noel Landers	Head of Foreign Languages Dept. Assumption College Rayong	
7. Bro. Verayuth Boonpram	Director Assumption Nakhonratchasima	
8. Mr.Steven Paul Raine	Director International Examination Centre Assumption College Bangkok	
9. Mr. Marcin <i>Kempha</i> Kempha	Head of English Program Assumption College Rama II Campus	
10. Ms. Marisa Singhaphan	Head of Academic Dept. Assumption College Rayong	

APPENDIX II

Model Validation Approve

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name: Bro. Pisutr Vapiso

Contact Information (phone/email): 08-13353095: vapiso@hotmail.com

Dissertation Title: Development of an Administrative Leadership Model for the English Programs in schools of the St. Gabriel's Foundation, Thailand

MODEL VALIDATION APPROVE

Do you approve this Administration Leadership Model?

☒ Yes. I *Bro. Sirichai Foureha*have read and approve Administration Leadership Model.

I confirm that this Administration Leadership Model is applicable to leaders of English Programs in schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

☐ No. Ihave read and cannot approve this Administration Leadership Model. I confirm that this Administration Leadership Model is not able to be applied for leaders of English Programs in the schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations or suggestions:

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Name of Model validation expert:

Sirichai

GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM

Student Name: Bro. Pisutr Vapiso

Contact Information (phone/email): 08-13353095: vapiso@hotmail.com

Dissertation Title: Development of an Administrative Leadership Model for the English Programs in schools of the St. Gabriel's Foundation, Thailand

MODEL VALIDATION APPROVE

Do you approve this Administration Leadership Model?

☒ Yes. I Bro. Monthol Prathummarad have read and approve Administration Leadership Model.

I confirm that this Administration Leadership Model is applicable to leaders of English Programs in schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

☐ No. Ihave read and cannot approve this Administration Leadership Model. I confirm that this Administration Leadership Model is not able to be applied for leaders of English Programs in the schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations or suggestions:

การพิจารณา Model นี้แล้ว เห็นว่า
ยัง มีส่วนที่ต้อง
We can put to detail in the model.

Name of Model validation expert:

Bro. Dr. Monthol Prathummarad

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name: Bro. Pisutr Vapiso

Contact Information (phone/email): 08-13353095: vapiso@hotmail.com

Dissertation Title: Development of an Administrative Leadership Model for the English Programs in schools of the St. Gabriel's Foundation, Thailand

MODEL VALIDATION APPROVE

Do you approve this Administration Leadership Model?

☒ Yes. I DR. CHAMNAN LAORUEKHAJON have read and approve Administration Leadership Model.

I confirm that this Administration Leadership Model is applicable to leaders of English Programs in schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

☐ No. Ihave read and cannot approve this Administration Leadership Model. I confirm that this Administration Leadership Model is not able to be applied for leaders of English Programs in the schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations or suggestions:

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Name of Model validation expert:

Sham

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**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name: Bro. Pisutr Vapiso

Contact Information (phone/email): 08-13353095: vapiso@hotmail.com

Dissertation Title: Development of an Administrative Leadership Model for the English Programs in schools of the St. Gabriel's Foundation, Thailand

MODEL VALIDATION APPROVE

Do you approve this Administration Leadership Model?

☒ Yes. I Wichuda Kijthorntham have read and approve Administration Leadership Model.

I confirm that this Administration Leadership Model is applicable to leaders of English Programs in schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

☐ No. I Wichuda Kijthorntham have read and cannot approve this Administration Leadership Model. I confirm that this Administration Leadership Model is not able to be applied for leaders of English Programs in the schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations or suggestions:

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Name of Model validation expert:

Wichuda Kijthorntham, BSRI, Srinakharinwirot University.

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name: Bro. Pisutr Vapiso

Contact Information (phone/email): 08-13353095: vapiso@hotmail.com

Dissertation Title: Development of an Administrative Leadership Model for the English Programs in schools of the St. Gabriel's Foundation, Thailand

MODEL VALIDATION APPROVE

Do you approve this Administration Leadership Model?

☒ Yes. I ... NOEL LANDERS ... have read and approve Administration Leadership Model.

I confirm that this Administration Leadership Model is applicable to leaders of English Programs in schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this Administration Leadership Model. I confirm that this Administration Leadership Model is not able to be applied for leaders of English Programs in the schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations or suggestions:

The model needs also to include skills for the leadership of people in terms of evaluating colleagues and refer more closely St Gabriel Foundation / Brothers Documents and also those of Catholic Church Educational Union

Name of Model validation expert:

NOEL LANDERS

27.04.14

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name: Bro. Pisutr Vapiso

Contact Information (phone/email): 08-13353095: vapiso@hotmail.com

Dissertation Title: Development of an Administrative Leadership Model for the English Programs in schools of the St. Gabriel's Foundation, Thailand

MODEL VALIDATION APPROVE

Do you approve this Administration Leadership Model?

☒ Yes. I Bro. Verayuth Boonpram have read and approve Administration Leadership Model.

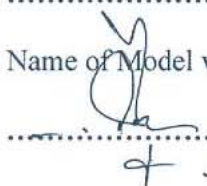
I confirm that this Administration Leadership Model is applicable to leaders of English Programs in schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

☐ No. I have read and cannot approve this Administration Leadership Model. I confirm that this Administration Leadership Model is not able to be applied for leaders of English Programs in the schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations or suggestions:

.....
I'm strongly agree this Model, it will be useful
for St. Gabriel's Foundation.
.....
.....

Name of Model validation expert:


.....

**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name: Bro. Pisutr Vapiso

Contact Information (phone/email): 08-13353095: vapiso@hotmail.com

Dissertation Title: Development of an Administrative Leadership Model for the English Programs in schools of the St. Gabriel's Foundation, Thailand

MODEL VALIDATION APPROVE

Do you approve this Administration Leadership Model?

☒ Yes. I**STEVEN RAINÉ**.....have read and approve Administration Leadership Model.

I confirm that this Administration Leadership Model is applicable to leaders of English Programs in schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

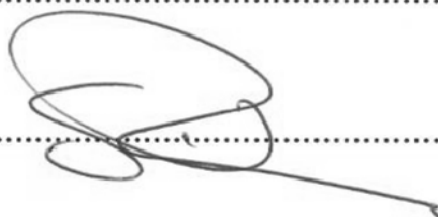
☐ No. Ihave read and cannot approve this Administration Leadership Model. I confirm that this Administration Leadership Model is not able to be applied for leaders of English Programs in the schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations or suggestions:

.....
The model is a simple and effective
way of faithfully reflecting teachers
perceptions of leadership.
.....

Name of Model validation expert:

STEVEN RAINÉ



**GRADUATE SCHOOL OF EDUCATION
MODEL VALIDATION APPROVAL FORM**

Student Name: Bro. Pisutr Vapiso

Contact Information (phone/email): 08-13353095: vapiso@hotmail.com

Dissertation Title: Development of an Administrative Leadership Model for the English Programs in schools of the St. Gabriel's Foundation, Thailand

MODEL VALIDATION APPROVE

Do you approve this Administration Leadership Model?

☒ Yes. I Mrs. Marisa Singhaporn have read and approve Administration Leadership Model.

I confirm that this Administration Leadership Model is applicable to leaders of English Programs in schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

☐ No. Ihave read and cannot approve this Administration Leadership Model. I confirm that this Administration Leadership Model is not able to be applied for leaders of English Programs in the schools of the St. Gabriel's Foundation of Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations or suggestions:

We're quite not sure that the participants are all foreign teachers
or not cause it's not mentioned in the report.

.....
.....
.....

Name of Model validation expert:

Marisa Singhaporn

N. Phang, R. Phang, N. Phang
0833 104229

APPENDIX III
Research Questionnaire

Research Questionnaire

Topic: The current and desirable leadership styles of English Program leadership in the schools within the St. Gabriel's Foundation, Thailand.

Explanation :

1. This questionnaire aims to research the current and desirable leadership styles for the development of an administrative leadership model for the English Program in schools within the St. Gabriel's Foundation, Thailand
2. This questionnaire is divided into 3 parts as follows:

Part 1 Demographic profiles of the respondents, 6 questions.

Part 2 Question concerned with current and desirable leadership style of English Program leadership, 50 questions

Part 3 An Open-ended question to illicit suggestions for the development of an administrative leadership model for English Programs within schools of the St. Gabriel's Foundation.

The respondent will be asked to answer all the questions. The answers, once collected and analyzed, will have no affect on the respondent in any circumstances but will be of a great help to this research, in finding ways and means to improve the service offered by the English Programs in schools of the St. Gabriel's Foundation.

The researcher wishes to thank you for your cooperation in answering this questionnaire.

Part 1: Demographic Profile

Please answer each question by marking ☐ or ☐ according to what is true to yourself and fill in the statements listed below :

1. School :

- ☐ Assumption College (Primary Section) Bangkok
- ☐ Assumption College (Secondary Section) Bangkok
- ☐ Assumption College Thonburi, Bangkok
- ☐ Assumption College Sriracha, Chonburi
- ☐ Assumption College, Samutprakarn
- ☐ Montfort College (Primary Section) Chiangmai
- ☐ Montfort College (Secondary Section) Chiangmai
- ☐ Assumption College, Nakhonratchasima

2. Gender

- ☐ Male
- ☐ Female

3. Age

- ☐ Under 25 years
- ☐ 26-30 years
- ☐ 31-35 year
- ☐ 36-40 years
- ☐ 41-45 years
- ☐ 46-50 years
- ☐ 51 years and above

4. Education

- ☐ below Bachelor's Degree
- ☐ Bachelor Degree
- ☐ Master Degree
- ☐ Doctoral Degree

5. Work Experience in education

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-10 year
- ☐ More than 10 years

Part 2: Questions about the current Leadership style and desirable leadership styles of the

English Program leaders in schools within the St.Gabriel's Foundation, Thailand.

Below is a list of statements and questions about leadership styles. Read each one carefully, then, using the scale below, decide the extent to which it actually applies to you and mark ☒ or ☑. Columns on the left, apply to the current leadership styles of EP leader at your school. The columns on the right apply to the desirable leadership styles of EP leader you would like to see at your school.

Level 5 means that you strongly agree with the statement.

Level 4 means that you agree with the statement.

Level 3 means that your opinion about the statement is neutral/moderate.

Level 2 means that you disagree with the statement.

Level 1 means that you strongly disagree with the statement

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
COMMUNICATIVE										
					1. The English Program leader, articulates ideas, policies and goals enabling staff to understand					
					2. The English Program leader, discusses organizational policy changes with staff before taking actions.					
					3. The English Program leader, makes instructions very clear for staff to complete tasks					
					4. The English Program leader, facilitates meetings to include all in the decision-making.					
					5. The English Program leader, builds teamwork for collective problem solving					
					6. The English Program leader, communicates realistic expectations for staff performance					

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
COMMUNICATIVE										
					7. The English Program leader, routinely communicates openly, early, and often with staff.					
					8. The English Program leader, provides timely constructive feedback to staff.					
					9. The English Program leader, shares the vision and encourages participation in shared goals.					
					10. The English Program leader, listens to staff’s ideas, suggestions or initiatives.					

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
CONFIDENT										
					11. The English Program leader, is willing and able to take responsibility for all decisions.					
					12. The English Program leader, is decisive; takes a firm stand, acts with certainty about t the direction of an English Program					
					13. The English Program leader, is self-confident: believing in his/her own ability to be a leader.					
					14. The English Program leader, shares leadership authority without feeling threatened.					
					15. The English Program leader, inspires and motivates staff by providing a leadership role model					
					16. The English Program leader, is willing to respond to change or difficult situations					
					17. The English Program leader, has a positive belief in the capabilities of staff.					

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
CONFIDENT										
					18. The English Program leader, encourages opinions and advice that may be opposite to their own opinion					
					19. The English Program leader, is willing to take calculated risks to achieve a result					
					20. The English Program leader, is strong-minded in pursuit of goals					

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
Empathy										
					21. The English Program leader, is aware of cultural issues that may affect staff morale and achievement					
					22. The English Program leader, celebrates others’ achievements with events, rewards and recognition.					
					23. The English Program leader, avoids making judgments or premature evaluation of ideas or suggestions.					
					24. The English Program leader, understands that staff need training for unfamiliar extra responsibility					
					25. The English Program leader, emphasizes the good qualities in others					
					26. The English Program leader, spends time listening and advising staff .					
					27. The English Program leader, is friendly: and shows kindness and warmth.					
					28. The English Program leader, provides timely positive feedback to staff.					

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
Empathy										
					29. The English Program leader, creates opportunities for staff to share their skills and good practices.					
					30. The English Program leader, is knowledgeable about individual needs of staff by focusing on their personal development.					

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
Creative										
					31. The English Program leader, Initiates new ideas.					
					32. The English Program leader, is passionate, expressive and sensitive with problem solving					
					33. The English Program leader, is encourages staff to generate their own plans and projects.					
					34. The English Program leader, is energetically pursues tasks to their successful conclusion					
					35. The English Program leader, is quickly adaptable to changes and challenges					
					36. The English Program leader, always praises colleagues, n a positive manner \					
					37. The English Program leader, offers a different perspective on other’s and own problems					
					38. The English Program leader, creates a friendly and positive atmosphere in the working environment					
					39. The English Program leader, encourages a more innovative working environment					

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)			(1)	(2)	(3)	(4)	(5)
Creative										
					40. The English Program leader, empowers and motivates staff with resources and trust, to make decisions for themselves					

CURRENT LERDERSHIP STYLES					English Program Leader	DESIRABLE LEADERSHIP STYLES				
(1)	(2)	(3)	(4)	(5)		(1)	(2)	(3)	(4)	(5)
Maturity										
					41. The English Program leader, does not make organizational issues a personal issue					
					42. The English Program leader, delegates responsibilities when and where appropriate.					
					43. The English Program leader, asks for advice when facing difficult problems					
					44. The English Program leader, understands how to gain consent from staff and stakeholders for school improvement.					
					45. The English Program leader, is detached from criticism and does not take criticism personally					
					46. The English Program leader, is approachable and friendly with all staff					
					47. The English Program leader, appreciates that making mistakes is a positive learning experience					
					48. The English Program leader, is dependable: consistent and reliable.					
					49. The English Program leader, is a mentor to staff and respected for competence and experience					
					50. The English Program leader, is open to new ideas and new learning					

Part 3. Free response question

What would your suggestions or expectations be, for an effective leader of the English Program in your school ?

Thank you for your time and cooperation in answering this questionnaire.

APPENDIX VI

Conceptual and Linguistic Responses to an open ended question

Table 58 Conceptual and Linguistic Content Analysis of responses to an open ended question.

Leadership Characteristics	Number of true synonyms closest in meaning to Leadership Style Characteristic
Communicative <ul style="list-style-type: none"> - Praises his staff on a job well done. - Interacts with his staff and students in a regular basis. - Provide feedback and accept feedback from the staff. - Should be communicator and thereby lead the organization to better outcomes through the proper communication of goals and objectives to the staff. 	31
Empathy <ul style="list-style-type: none"> - Respect his employees and form good relationships. - Promotes 'thought provoking questions' and provides Professional Development opportunity for staff. - Should be aware of the contributions of each individual teacher and show empathy in various situations. 	25
Creative <ul style="list-style-type: none"> - Implements innovation, creative, passion and vision. - Should be able to manage situations and flexible and adaptable at the same time focused on the task at hand. 	22
Confident <ul style="list-style-type: none"> - Open mind and progressive in his approach. - Be approachable and open to suggestions from his staff. - Should have good knowledge and sound management practice. 	15
Maturity <ul style="list-style-type: none"> - Be experienced and understands the details of his work. - Should be ethical, moral and respectable and fair to the staff and students. 	9
Total	102

BIOGRAPHY

Name	Brother Pisutr Vapiso
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Institutions Attended :	<ul style="list-style-type: none"> - Ph.D. (Educational Leadership), Assumption University of Thailand, 2012 - M.A. Master of Public Administration, Burapha University, Thailand, 1999 - Bachelor of Sacred Theology (<i>Summa Cum Laude</i>), The Pontifical University of ST.Thomas Aquinas (Angelicum), Rome, Italy, 1996 - Bachelor of Religious Studies, The Catholic University of Louvain, Belgium, 1992 - B.A. in Education Administration, Sukhothai Thammatirat Distance University, Thailand, 1990 - B.A. in Philosophy, Saengtham College (<i>Lux Mundi</i>), Nakhonpathom, Thailand, 1986
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