

**A PROFESSIONAL DEVELOPMENT MODEL FOR TEACHER LEADERS
OF CATHOLIC SCHOOLS IN THAILAND**

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A Dissertation Submitted in Partial Fulfillment of the

Requirements for the Degree of

DOCTOR OF PHILOSOPHY

in Educational Leadership

Graduate School of Education

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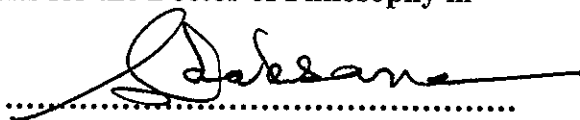
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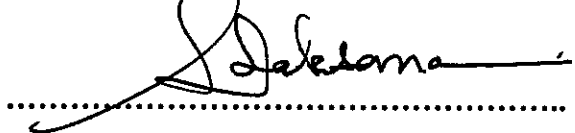
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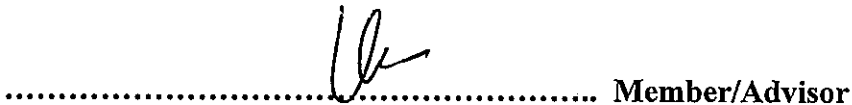
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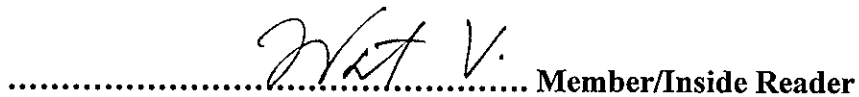
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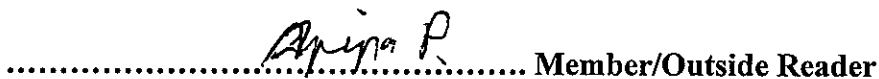
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ABSTRACT

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Key Words: PROFESSIONAL DEVELOPMENT, CATHOLIC SCHOOLS,
TEACHER LEADERS

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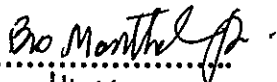

This study aimed to (1) explore the System of Catholic School in Thailand, (2) to identify the current situation of the professional development of Catholic schools in Thailand, (3) to identify the expectation situation of the professional development of Catholic schools in Thailand, and (4) to develop a professional development model for teacher leaders of Catholic schools in Thailand. The qualitative and quantitative methods were applied during the study which content analysis, questionnaire, and focus group were taken place in order to find out the system of Catholic schools, current and expectation situation of professional development in Catholic schools, in order to develop the model for teacher leaders later on.

The participants of the study were 392 teachers from the representative of Catholic schools in Thailand. The Content Analysis, Frequency, Percentile, Mean and the Gap Analysis have been used in the research processes in order to find out the priority of improvement. A professional development model for teacher leaders was conducted under the philosophy, vision and mission, goals of Catholic schools with the factors of Transformational leadership and the six factors of professional development situations from the findings of the study namely: factor 1- resources, factor 2 - individual development, factor 3 - teamwork, factor 4 - teacher training, factor 5 - working environment, and factor 6 - teaching and learning. The benefits of the model are stressed for school leader in planning on professional leadership and help promote students' achievement. As the Catholic schools have the teacher leaders with the high quality in teaching and learning, they can provide the good quality of teaching, students gained more knowledge and experience in what is expected from the curriculum. Then, the achievements of students are the final outcomes of the professional development model. There might take some period of time in order to fulfill the complete model. In between the processes of running on the activities or services, the management strategy and the treatment must be concerned.

Field of Study: Doctor of Philosophy in Educational Leadership

Graduate School of Education

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Student's signature.....
Advisor's signature.....

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CHAPTER I

INTRODUCTION

The Thailand Educational context is currently joined in the periods of the 21st Century and the ASEAN community. As the country ourselves, Thailand has been under the period of educational reform according to the Thailand Educational Act B.E. 2542. The time frame of first reform was counted from the year B.E. 2542–2551 and the second decade is between B.E. 2552–2561. All educators and administrators have been called by the Office of Educational Council (2009) for the best ideas and best practices in order to set up the national education vision, goal, and strategy. Thus, the vision of the reform shows “quality of a lifelong learning reach to all Thai citizen”, in the meantime, the goal is set as (1) to develop the quality and content in education, (2) to create the learner’s opportunity and the chance, (3) the collaboration of all parts of society in order to help promote for the educational management. The conceptual idea is focused on the quality of new generation of citizens, quality of the new type of teachers, quality learning organization and educational institutions, and quality of administration bodies. The world, in the era of globalization, has significantly changed specifically in all regions, in the social, cultural, economic, political, and educational aspects due to the diffusion of information and the different aspects of knowledge which link all countries around the world together through the fast and effective use of modern information technology, in the field of social communications, trade, services, currency, news information, and culture. In addition, travel and transportation has been made more accessible and convenient to man. Thailand has been influenced and affected by the current trends of globalization like other developed countries. Globalization is a phenomenon that disintegrates time and space limitations in all dimensions and eventually links every border that geographically

divides one nation to another. Barriers that had blocked the way of interaction between countries are reduced, allowing an easy access beyond the limits of its geographical borders. Due to these circumstances, Thailand has made exceptional changes in the present and hopefully in the future with which if Thailand better accepts these changes, it will be able to prevent problems that come with the current globalization. Thailand can develop competitively with the rest of the world. But on the other hand, it could be left behind if it fails to heed the call for global awareness. Consequently, problems will continuously arise such as underdevelopment, moral and ethical problems, political violence, environmental challenges, etc. and may forfeit its own benefits. Therefore, Thailand needs to stimulate and speed up its development in all aspects to be able to move towards globalization. The most important element that enhances national development is human resources, and a body of knowledge necessary to develop a country in which the main role is to participate in education management to accelerate improvement of the necessary thinking skills, professional skills, ability to solve individual and social problems, to be able to guarantee the changes that may arise (Office of The Education Council, 2007).

The reasons mentioned above are the ones that should prompt Thailand and its constituents adapt to current changes and intellectual revolution scheme and new values system of the Thai society that gives priority to the participation of all sectors. Hence, it is a society that is committed to *“people centered development”* and employ economy as a tool to help improve people’s lives and better their quality of life, as well as modify the way the development is split into integral organization to contribute equality between economic, social, and environmental development according to the National Economic and Social Development Plan Chapter 9 (2002-2006). It adheres to the King’s *“Philosophy of Sufficiency Economy”* a philosophy which should be applied in the

administration and development of the country. National Economic and Social Development Plan Chapter 10 (2007-2011), Thailand still has to face with major changes in many contexts which could be both opportunities and constraints in its development. Therefore, there is a need to prepare the people and systems that can adapt with changes in the future and fully grasp the benefits of globalization and create immunity for all sectors according to the philosophy of Sufficiency Economy

The Thai people need to grasp and envision changes that will happen in the future. They should have good quality of life because being of good quality is a valuable resource of the nation and is indeed acceptable. Education is an important tool in developing a country. Any country with a population of high literacy has better opportunities of development and has higher chances to succeed in the future. Looking back to the past and the current over-all image, Thailand's educational system has failed to respond to developments in terms of international standards. There is, therefore, a need for major strategies for change such as education reform to enhance people's attitude toward education. This strategy should bring about a desire to learn in the four corners of the classroom in a delightful atmosphere, with wisdom, intellect, the ability to solve problems and correct judgment of what is best for themselves and society (Dharma, 1998). Education reform is a very important mission for the future of Thailand because it is an essential avenue that will allow major changes to unfold. Eventually, education management takes a pivotal shift in administration to make learning more systematic and proficient. It gives opportunities for those who gain and loss a better role in the education process. National Education Act 1999 and Amendment Act Chapter 2, 2002 Section 7, This regulation for teachers, university professors, and staff allows the creation of teacher organization and the revocation of professional license including the regulations in

compliance with standards and professional ethics (Office of the National Education, 2002).

As per education management in the basic 12th year level which is lower than the Bachelor's degree which the Office of the Basic Education Committee is responsible, private schools are considered field of education. Education management is characterized depending on the operation of the school. Quality students and citizens are the result of the quality of the school education system. Other than the school administrators who are responsible for the quality of education of students are the teachers. They are part of the implementation of school policy and curriculum, to be able to deliver an educational organization which moves toward a revolution which is credible alongside the school executive.

Statement of the Problem

The Catholic schools in Thailand began through the proclamation of Christianity specifically the Roman Catholic faith, by the missionaries during the Ayutthaya period. Due to these beginnings of Catholic schools, the spread of Christianity has become the mission and philosophy of Christian Education. The administrative organization and management structure of the school in a Catholic school are different from the common educational institution. Catholic education aims to develop human beings in all dimensions, physical and spiritual, intellectual, emotional, and social. Based on the teaching of Christ, it should promote the dignity of all human beings, giving witness to love, service and charity.

To comply with the statutes of the National Education Act, series of 1999, amended in 2002, Section 15, Catholic education emphasizes three forms of education and the transfer of credits which the learner has accumulated within the same or different

forms even if the result of the learning is from the same school or not including education outside the formal system. The education outside the formal system could be vocational training courses or work experience. Section 22 reiterates that the learner is capable of acquiring knowledge and skills himself and therefore is deemed equally important. The learning process should encourage students to develop according to their potentials and nature. From the guidelines of the National Education Act, Catholic schools should focus on the holistic development of the learner. Individual learning is a kind of learning that is according to the learner's potentials and capabilities. It composes a learning evaluation that is congruent with the current assessment system which is an evaluation of the basic capabilities of the learner. The new trends of globalization bring about new sources of knowledge, particularly information technology or the internet which everyone can have access and gain instantly knowledge of various discipline. Furthermore, the government has a policy that stimulate new and constant source of learning which gives participants a wide variety of resources and the measurement and evaluation consistency. Evaluation must be based on actual capabilities of the learner. In the future, learning in the classroom will gradually lessen because every learner has the potential to learn in a wide range of learning process. Measurement and evaluation of students will need to have criteria to measure the potential of each learner. Therefore, Catholic schools should prepare and develop teachers and staff for the future of Christian education. Catholic schools ought to develop teachers to animate learners using disparate learning strategies.

Considering these contextual changes particularly the National Education Act of 1999 and the amended Chapter 2 series of 2002, the trend of Catholic education has increasingly become diverse and effective. Teacher development is an exceptional opportunity for Catholic schools to enact explicitly the philosophy of Catholic Education. Catholic institutions should strive to create a teacher-development plan that is clear and

achievable. All these changes could be used to compete in the development of education according to the Catholic education philosophy.

Nowadays, education has been a topic of nation during the past two decades. Political, social, and educational reform have noted the impact of schools as one vehicle in bringing about improvement of society for the benefit of all citizens, which is the aim of all noble reform. Any reform movement cannot begin to consider itself successful, or be recognized, unless it includes the teacher. In reality, any reform effort has to go through the teacher who will ultimately determine what is introduced, attempted, and included in the classroom experience. Teacher, what happens in the classroom, and activities that help facilitate learning are major influences in students achievement. The teacher is at the center of what takes place in the classroom. The teacher is responsible for creating a student-centered, stimulating, and developmentally appreciate learning environment. As teachers are the architects of the classroom, professional teacher development and teacher education are the architects of the teacher. Professional development prepares the teacher to be an active force in improving student achievement. Professional development must include the teacher in all phases of its advancement. This is precisely the reason why this research and study was taken to be able to develop the quality of the school system and the professional development model for teacher leaders of catholic schools in Thailand.

Research Questions

1. What is the system of Catholic school in Thailand?
2. What is the current situation of the professional development of catholic schools in Thailand?

3. What is the expectation situation of the professional development of catholic schools in Thailand?

4. What is the model of professional development that can be use in the system of catholic school in Thailand ?

Research Objectives

1. To explore the system of Catholic school in Thailand.

2. To identify the current situation of the professional development of catholic schools in Thailand.

3. To identify the expectation situation of the professional development of catholic schools in Thailand.

4. To develop the professional development model for teacher leaders of catholic schools in Thailand.

Theoretical Framework

This study considers the transformational leadership theory as theoretical framework.

According to Burns (1978), transformational leadership is the process whereby a person engage with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. This type of leader is attentive to the needs and motives of follower and tries to help follower reach their fullest potential. This theory emphasizes the importance of leaders' inspiring subordinates' admiration, dedication, and unquestioned loyalty through articulation a clear and compelling vision. The transformational leadership theory focuses on development mutual trust, fostering the leadership abilities of others, and setting goals that go beyond

the short-term needs of the work group. Bass (1985), transformational leadership motivates followers to do more than expected by raising followers' levels of consciousness about the importance and value of specified and idealized goals, getting followers to transcend their own self-interest for the sake of the team or organization, and moving followers to address higher-level needs. Transformational leadership is grounded in moral foundations that are based on four aspects of effective leadership, which include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. A leader who exhibits these qualities will inspire subordinates to be high achievers and put the long-term interest of the organization ahead.

Transformational Leadership Factors

Factor I: Idealized Influence, act as strong role models for followers, have very high standards of moral and ethical conduct and can be counted on to do the right thing, be deeply respected by followers, and provide followers with a vision and a sense mission.

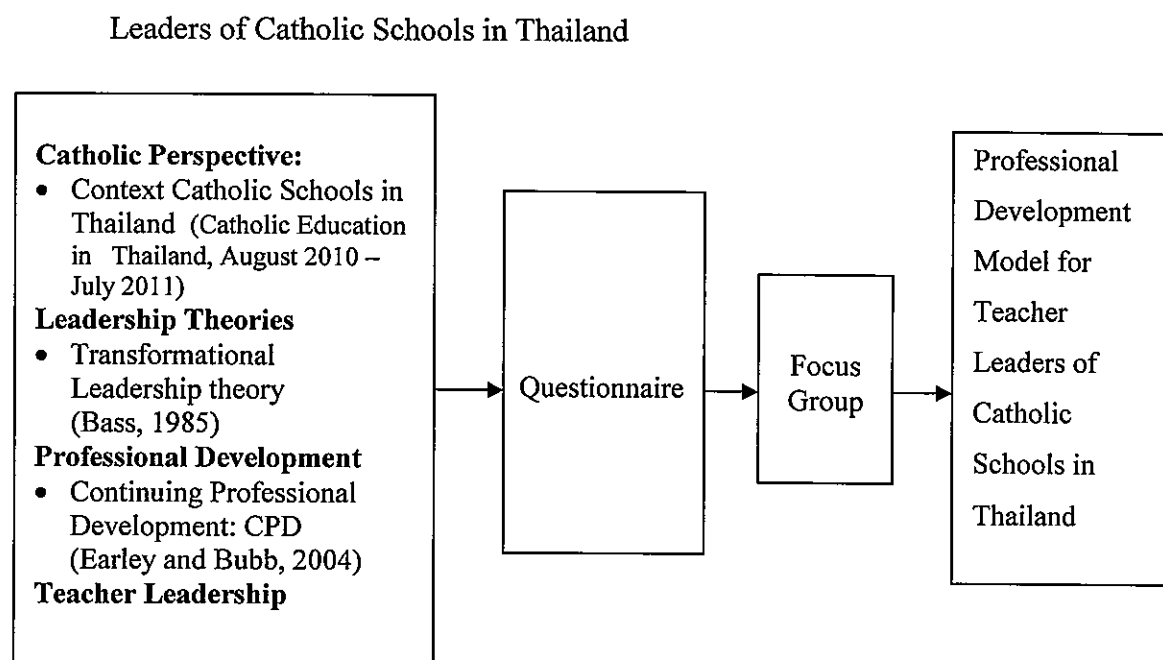
Factor II: Inspirational Motivation, communicates high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization.

Factor III: Intellectual Stimulation, leader stimulates followers to be creative and innovative and to challenge their own beliefs and values as well as the leader and the organization.

Factor IV: Individualized Consideration, provide a supportive a climate, acts as coaches and advisers, and use delegation to help followers grow through personal challenges.

Conceptual Framework

Figure 1: Conceptual Framework of a Professional Development Model for Teacher



Definitions of Terms

Catholic Schools in Thailand: schools within the jurisdiction of a diocese which administrator is a priest or religious and under the supervision of the Office of the Private Education Committee of the Ministry of Education.

Professional Development: the process of individual and school improvement expecting to raise the higher achievement of students. The process included initial teacher training and training opportunities throughout a professional career.

Professional Development Model: the process of teacher professional development in Catholic schools in Thailand.

Teacher Leaders: the teacher whose main duty is to teach and the supply teacher whose duty is to assist in the various departments of Catholic schools in Thailand.

Scope of the Study

This research is to study Catholic School with Basic Education (Kindergarten 1 – Secondary 6) in Thailand. The sample of study based on the criteria in selecting only schools with 250 teachers as minimum to represent to the research population. While the study focuses on the professional development on teacher training and training opportunities throughout a professional career. Moreover, the study will be conducted in the academic year 2011.

Limitations

The limitation of the study was found during the process of data collection. As the questionnaires were distributed between November and December 2011, many areas in Thailand were inundated including the sample schools at that time. The researcher was unable to contact and collect the data from 11 schools. The researcher designed to add up the number of participants of each school from 20 teachers to 50 teachers. Unfortunately, the participants of the study were 392 teachers which were more than sample size expected of 379 teachers.

Significance of the Study

1. The Catholic school administrators in Thailand can benefit the professional development model in developing personnel in the teaching profession.
2. Students can benefit from the knowledge gained from teachers through the development according to the process of Catholic schools in Thailand.
3. The research tools of this study can be applied into the future research.
4. The professional development model helps promote teacher leaders in Catholic schools in Thailand to improve the way of teaching and learning that elevated the student results.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. As the objectives of the study are 1) to explore the system of Catholic school in Thailand, 2) to identify the current situation of the professional development of Catholic schools in Thailand, 3) to identify the expectation situation of the professional development of Catholic schools in Thailand, and 4) to develop the professional development model for teacher leaders of Catholic schools in Thailand. Thus, the contents related to Catholic schools in Thailand, leadership theories such as Transformational leadership, Authentic leadership, and professional development are reviewed. This chapter is divided into three parts as the following.

Part I Overviews of Catholic Schools in Thailand

Part II Leadership Theories

Part III Research related

Part I Overviews of Catholic Schools in Thailand

History of Catholic Education in Thailand

Catholic schools in Thailand started during the Ayutthaya era under King Narai the great in the year 1660. French missionaries affiliated with the Foreign Missions of Paris received a royal permission to propagate the Catholic faith and were provided accommodation. The missionaries were allowed to build a church, a rectory, and a school. In the year 1665, the first Catholic school in Thailand named General College, started its operations. It was founded by His Excellency Bishop Lambert de la Motte. It was an exclusive school for boys teaching academics and ethics. From then on, the missionaries

started building schools in the provinces, and in 1674, they built the first Catholic school in Bangkok.

During the Rattanakosin era, another group of French missionaries arrived to open the first, modern Catholic school, the Assumption College founded by Fr. Colombet in the year 1885. From that time on, religious from different Catholic congregations dedicated to Catholic education opened Catholic schools in the country at an increasing rate. Every school has its own curriculum. The missionary schools taught in either English or French as medium of instruction until the Ministry of Education announced the use of a single curriculum. But the ideal of Catholic education is the integral development of the human person, the physical, intellectual, emotional, and spiritual development according to the one's capabilities and potentials. Currently there are 291 Catholic schools in Thailand that offer basic education. (Catholic Educational Association of Thailand, 2010)

Category of Catholic Schools in Thailand

The Catholic schools in Thailand are divided into three categories based on the characteristics of the person responsible for the establishment and operations. Nilawan Saejiw (2003) namely;

1. Diocesan schools are schools located within the jurisdiction of the diocese managed by diocesan priests or religious congregations under the pastoral care of the bishop of every diocese. At present, it is currently divided into 10 dioceses as follow:

Archdiocese of Bangkok

The first diocese in Thailand was the Apostolic Vicariate of Siam established at Ayutthaya on the 4th of June 1669. It was the first diocese of the international dioceses of Paris. The diocese is responsible for 11 provinces namely, Bangkok, Nakhon Pathom,

Nonthaburi, Chachoengsao (some parts) Nakhon Nayok (Banna village only), Suparnburi, Samut Prakan, Ayutthaya, and Angthong. There are 119 Catholic schools, 35 of them belong to the Archdiocese of Bangkok, 29 schools are run by religious congregations, and 55 schools are run by Catholic laity. There are 210,917 students and 13,205 teachers and lay personnel.

The archdiocese of Bangkok has education management policy “that all parish church should have a school of its own at least the basic education level” and “all the priests in the archdiocese should give full support to educational activities” so that education is a clear manifestation of the propagation of faith of the archdiocese.

Furthermore, the philosophy of education of the diocese is a reminder that GOD is the primary source of goodness and life, and the ultimate goal of life. The fruit of our labours is LOVE and God has given us the divine law, love of man. This law motivates so that everything has value and vigor. SERVICE is an instrument of love which manifests sacrifice and sharing. Jesus Christ is the ultimate and best exemplary of life. The seed of teachings of God will bear fruit abundantly and becomes a precious gift to humanity.

Diocese of Tharae-Nongsaeng

The propagation of faith in the northeast region started in the year 1881 originally called the Diocese of Laos which sprang out from the Diocese of Bangkok in the 1899. Nakhon Panom was the centre of the missionary work which covered the northeastern region and Laos. It covered specifically Wiangkuk village, the northern most part until Jampasak in the southern most parts, and from parts of Chiangwang in the eastern part until Nakhon Ratchasima in the west. Later, in 1936, the district of Wiangjan and Luangprabang separated as two different dioceses.

On 21 December 1950, the title Diocese of Laos or Nongsaeng was changed to the “Diocese of Tharae” which has 15 northeastern provinces under its jurisdiction. In March 25, 1960, it was later named as “Diocese of Tharae-Nongsaeng”. In December 18, 1965, it received an approval to become an “Archdiocese” responsible for 4 provinces, namely, Nakhon Panom, Kalasin, Sakhon Nakon, and Mukdahan. There are 16 Catholic schools, 10 of them belong to the archdiocese, 6 schools belong to religious congregations, but none of the schools is owned by Catholic laity. There are 16,492 students and 717 teachers and academic personnel.

In addition, the Archdiocese has clear image, determination, and model scheme towards a common path:

Image: The people of God live united in faith and love. They profess and witness the life of Jesus for the salvation of mankind.

Determination: The Archdiocese of Tharae-Nongsaeng is determined shape lives according to the ideals of the gospels. To proclaim the gospels and witness to the life of Jesus Christ through exemplary, gentle, humble, honest, and disciplined lives. To be united in doing its mission in an organized and planned manner, service oriented, generous and compassionate towards others especially the poor and the underprivileged.

Diocese of Ratchaburi

The Diocese of Ratchaburi spread out from the Archdiocese of Bangkok in 1927. Later in the year 1930, a group of Salesian missionaries arrived in Thailand and took responsible of the Diocese of Ratchaburi. In 1969, it was divided into two dioceses, namely the Diocese of Ratchaburi and Diocese of Surat Thani with 4 provinces of responsibility including Ratburi, Kanjanaburi, Samut Songkram, and Petburi. There are 23 Catholic schools, 17 of them belong to the Diocese of Ratburi, 4 of them belong to

religious congregations and 2 schools belong to the Catholic laity. There are 35,050 students and 1,821 teachers and academic personnel.

The administrative vision, mission, and policy of the Diocese of Ratchaburi states according to the Campus Ministry Implementation Plan and Gospel Proclamation of the Diocese of Ratchaburi, 2011-2015;

Vision: The people of God united in love search, follow, and proclaim Jesus Christ.

Mission: The Church in Thailand is dedicated to shape lives and make them closer to God by living the gospels and the sacraments. The church is united, collaborative, and shares goods with each other. It seeks God's kingdom in the context of social values. It participates in dialogue among its people and people of other religions. It proclaims Jesus Christ and witnesses through Christian living, love, and service especially the poor.

Philosophy: The philosophy of the Catholic schools of the Diocese of Ratchaburi is: “*Virtues lead academics to the attainment of happiness.*” which means (Education Committee of the Diocese of Ratchaburi, 2001)

1. *Virtue means*

1.1 Morality according to Christian ethics

1.2 Morality according to international principles

1.3 Morality according to Thai traditions

1.4 Morality should lead to academic excellence

2. *Lead academic to means*

2.1 Education should lead to quality according to the needs of the learner, society, and nation

2.2 Education should lead to students' acquisition of knowledge and virtues.

2.3 Education should lead to the attainment of knowledge, understanding, and skills to lead moral and ethical life. Students should know how to prioritize their needs,

possess the ability to handle life situations, do their duties and responsibilities at work, and foster better relationship with others in the community.

3. The attainment of happiness means

3.1 The application of acquired knowledge and experiences from educational trainings to enhance life in the physical, emotional, and intellectual aspects. Lead good professional life with happiness.

3.2 The capacity to improve self, family, society and nation with happiness

Educational Training policy

1. *Promote and develop* the readiness of the person with virtues, knowledge, capabilities, and happiness with gospel values in the Thai manner.

2. *Know, support and assist personnel* in the attainment of the quality of life and the exercise of one's duty with efficiency.

School Administration of the Diocese of Ratchaburi

The Committee on Education of the Diocese of Ratchaburi is divided into 4 administrative divisions, namely, Pastoral Care, Training, Social Affairs, and Media Relations to comprehensively cover the needs of the diocese. Catholic school administration is part of the Training Division which is characterized by a kind of self administration, mobility, and academic freedom. It is under the direction of the Committee on Education composed of the licensee, teacher representatives, academic experts, and alumni representatives.

Education Administration of the Committee on Education is divided into the following:

1. The Committee on Education of the diocese administers education by training personnel through seminars which has been part of the personnel development of the schools from the beginning.

2. The Youth activities department is an important office of the diocesan schools in the formation of young people to make them completely ready for the society. The department focuses on the young who are growing to become mature individuals. This is a sensitive endeavor in leading them to the right way. The personnel department and the personnel development are still considered an important factor because the personnel are significant in the development of all activities to achieve effects effectively.

3. The Welfare department provides concern and importance for all personnel by developing stability with confidence in their professional life.

4. The Campus Ministry is a department responsible for the development of the spiritual needs of the personnel such as the moral, ethical, and spirit of goodness according to religious beliefs of each one.

5. The Quality assurance department is focused on the policies of the Diocese of Ratchaburi. The department makes schools in the diocese attain its standards according to the National Education Act 1999. The Act requests that all schools should be certified as quality schools and assessed its quality of education according to clear principles and guidelines from the Ministry of Education.

6. The Academic Affairs department. The Committee on Education of the Diocese of Ratchaburi is accredited by 4 provinces. Catholic schools in the diocese offer activities where students can get authentic knowledge because all schools consider the Academic department as the heart of education. It emphasizes quality of education through the attainment of knowledge which is the most important principle.

Therefore, these policies of education of the Committee on Education will be diffused to every school. These policies will then be followed-up and verified by the committee for possible suggestions for improvement. The policies promote mutual support

among its member schools to be able to attain quality and success in the service of education.

Diocese of Chanthaburi

The Diocese of Chanthaburi spread out from the Archdiocese of Bangkok on the 18th of October 1944. It was the first diocese under the pastoral care of an indigenous priest. There were 8 provinces within its responsibility, namely, Chanthaburi, parts of Chachoengsao, Nakhon Nayok, Chonburi, Trad, Prajinburi, Rayong, and Sra Kaew. There are 34 Catholic schools in the diocese, 14 of them belong to the diocese, 13 belong to religious congregations, and 7 of them are run by the laity. There are 57,262 students and 3,220 teachers and academic personnel.

The Diocese of Chanthaburi employs these guidelines in its pastoral administration based on the following ideologies:

Education is the holistic development of the person, the physical, mental, emotional, and social aspects for his complete well-being.

Life is the knowledge and love of goodness to achieve lasting peace and prosperity and the co-relation between life and religious beliefs, culture and the gospels, knowledge and morality, which is the conscience of every human being.

The slogan of the diocese is “Knowledge coupled with virtue lead to discipline”. *Knowledge coupled with virtue* focuses on the attainment of its goals divided into 2 respects in the management of education which concerns the development of the students. Students should be skilled, good, and honest. *Lead to discipline* emphasizes the importance of self-discipline, responsibility towards oneself and society. It is a kind of training to make it a notable habit and characteristic of the human person.

Diocese of Chiang Mai

The change of government into communist socialist system of the mainland China made the priests of the Sacred Heart of Betharam (the centre is in the south of France) emigrate from China to Thailand to propagate the faith in the year 1951. The priests were authorized to take charge of the district of Chiang Mai. In November 17, 1959, the district became the Diocese of Chiang Mai with 8 provinces within its jurisdiction namely, Chiang Mai, Chiang Rai, Phayao, Nan, Phrae, Mae Hong Son, Lampang, and Lampun. There are 14 Catholic schools in the diocese, 7 of them belong to the Diocese, 5 schools belong to religious congregations, and 2 schools belong to the Catholic laity. There are 27,987 students and 1,955 teachers and academic personnel.

Diocese of Udon Thani

The Diocese of Udon Thani split from the Diocese of Tharae in May 7, 1953 and was canonically erected as a Diocese in December 18, 1965. The Diocese of Udon Thani has 5 provinces within its jurisdiction, namely, Udon Thani, Nong Khai, Khon Kaen, Nong Bualampoo, and Loei. There are 31 Catholic schools in the diocese, 12 of them belong to the diocese, 19 schools belong to religious congregations, and none of them belong to the Catholic laity. There are 22,611 students and 1,124 teachers and academic personnel.

The Diocese of Udon Thani adheres to the following Catholic principles in its pastoral care, education, and training:

1. Catholic schools are institutions where training and God's Kingdom should be proclaimed in a Catholic atmosphere; catechism should be taught; and where morality and virtues according to the gospel values should be instructed to the students.

- a. Train administrators, teachers and personnel about values education and the real meaning and purpose of Catholic education integrated with culture, faith and life.

b. Integrate gospel values, morals, ethics, virtues, volunteerism, life, and prayer in the teaching-learning process and activities with emphasis on love and service. Students should know how to live with others, strengthen social relationships, and prefer social rather than individual interests.

c. It is the duty of the parents and school administrators to educate and train all Catholic students. They have to study catechism to strengthen their faith, nourish life according to Christian ideals.

d. Provide a responsible for the pastoral care in schools, families, church, and community which includes the knowledge and practice of religious dialogue and works of mercy.

e. Provide training on media education, human rights, peace education, sex education, ecology in Catholic schools.

2. Catholic schools are committed to education for the young who are waiting for various opportunities for the future.

Diocese of Ubon Ratchathani

The Ubon Ratchani split from the Diocese of Tharae in May 7, 1953. The diocese is responsible for 7 provinces, namely, Ubon Ratchani, Mahasarakham, Yasothon, Roi Et, Srisaket, Surin, and Amnatcharoen. There are 16 Catholic schools, 10 of them belong to the diocese, 6 schools belong to religious congregations, but none of them belong to the Catholic laity. There are 18,683 students and 990 teachers and academic personnel.

The Catholic schools of the Diocese of Ubon Ratchathani are an association of robust institutions with clear goals. The diocese has an open and transparent administrators' development program. It is focused on the public well-being to respond to the trends of globalization. The education system of the diocese is firm and consistent. It

has its own network of educational institutions developing them to be 'elite schools'. The Catholic identity of the schools is strong leadership in the training, morality, ethics, student development according to their potentials, and the attentiveness of the learner. Catholic schools focus on the student capability to explore by choosing the subjects they are most skilled at. They develop student capabilities as the foundation of their future career.

The education committee of the Diocese of Ubon Ratchathani (2011) employs the following policies on education management of the diocese for the reform of education according to the objectives of the Constitution and the National Education Act (1999) for the development of the Thai society as a society of learning offers an equal opportunity for learning for life.

1. To be an institute for the catechism of Catholic students to support the Campus Ministry program of the church according to the intentions of the pioneering missionaries.

2. To teach the sons and daughters of the nation for their holistic development both mind and body for the benefit of the country according to religious teachings.

3. To create an atmosphere of love and unity according to the ideals of freedom and love to prepare the students to serve the society with honesty, responsibility, and dedication.

4. To provide the students enough opportunity to practice individual and social responsibility, and individual maturity.

5. To nurture mutual trust and sympathy to students of different religious orientation thus creating reciprocal friendship.

6. Teachers at Catholic schools consider training of students to become confident and have strong beliefs in their own religion.

7. Promote national cultures which are consistent with different religions

Looking at these policies, the Diocese of Ubon Ratchathani gives priority to education because it is the most important factor in human development for the benefit and progress of the nation. The management of education for all levels in the Diocese of Ubon Ratchathani is an important factor which will make the children and the young people of the nation develop and live in harmony and happiness in the society.

Education management of Catholic schools in the Diocese of Ubon Ratchathani:

The Catholic educational institutions of the Diocese of Ubon Ratchathani offer programs from the Kindergarten, Primary, and Secondary education which are administered by diocesan priests together with the Congregation of the Lovers of the Cross of Ubon Ratchathani, Brothers of St. Gabriel, Sisters of St. Joseph under the direction of the Education Committee of the Diocese of Ubon Ratchathani. It is committed to the formation of the youth, the people, and the Thai society for the progress in five aspects namely, curriculum, personnel, physical operations, community relations, and moral development.

Diocese of Nakhon Ratchasima

The Diocese of Nakhon Ratchasima split from the Diocese of Udon Thani in April 21, 1965. It is responsible for 3 provinces namely, Nakhon Ratchasima, Chaiyapum, and Buriram. There are 13 Catholic schools, 10 of them belong to the diocese, 1 of them belong to a religious congregation and 2 of them belong to the Catholic laity. There are 26,982 students and 1,152 teachers and academic personnel.

Diocese of Nakhon Sawan

The Diocese of Nakhon Sawan split from the Diocese of Bangkok in February 25, 1967. It is responsible for 13 provinces namely, Nakhon Sawan, Kamphaengpet, Chainat,

Tak, Pichit, Pitsanulok, Petchabun, Lopburi, Singburi, Saraburi, Sukhothai, Uthaitani and Uttaradit. There are 16 Catholic schools, 8 of them are affiliated with the diocese, 7 of them belong to religious congregations, and 1 of them belongs to the Catholic laity. There are 23,919 students and 1,292 teachers and academic personnel.

Diocese of Surat Thani

The Diocese of Surat Thani split from the Diocese of Ratchaburi in July 12, 1969. It is responsible for 15 provinces, namely, Surat Thani, Chumporn, Krabi, Trang, Pattani, Narathiwat, Prajuabkhirikhan, Nakhon Sri Thammarat, Pangga, Pattalung, Phuket, Ranong, Yala, Songkhla, and Satun. There are 22 Catholic schools, 8 of them are affiliated with the diocese, 14 of them belong to religious congregations, but none of them belong to the Catholic laity. There are 41,418 students and 1,962 teachers and academic personnel.

2. Schools owned and managed by religious congregations, such as, St. Paul de Chartes, Salesians, Brothers of St. Gabriel, Ursuline Sisters, Sisters of the Lovers of the Cross of Ubon Ratchathani, etc., which are present in all 10 dioceses in Thailand. These schools are administered by religious priests, brothers, or sisters and the operations depend on the Superiors of each congregation.

3. Catholic schools owned and managed by the Catholic laity such as St. John's University, Pensamit School, Udom Witthaya School, Sarasas Pitthaya School, and others.

These 3 categories of Catholic schools are dependent on the Catholic Education Association of Thailand under the supervision of the Office of Private Education Commission of the Ministry of Education.

Characteristics of Catholic Schools

Catholic schools are schools which are rooted on religion beliefs. The goal and vision of Catholic schools is the propagation of the Catholic faith by the missionaries which make them different from the regular schools. Lake (1983) mentioned the unique characteristics of Catholic schools. Catholic schools adhere to a philosophy that focuses on a teaching-learning process which aims at human development, both physical and spiritual because the value of the human person is found in harmony and success with God who is all good. The duty of schools to instruct human values to everyone has its origin which comes from Jesus Christ. God made human beings with dignity and makes human life meaningful and is deemed the exemplar of all the students. Thanasomboon (1983) thoughts that this characteristic corresponds of Catholic schools are uniquely characterized as schools with an atmosphere of lively learning through the ideals of freedom and love according to the Gospel. Catholic schools are committed to helping young people develop their personality and at the same time train students to work for the benefit of the nation. In addition, Catholic schools also teach students to know how to control oneself and live a disciplined life considering self control leads to both temporal and spiritual success.

Catholic education system aims at the formation of the moral and ethical behavior of the learner for the development of the human being and the Thai society to be able to move forward to a sustainable progress. Therefore, Catholic administrators should lead moral, ethical and exemplary lives. They should have strong Catholic ideals, determination, and love for sacrifice. Administrators should be academically equipped although they should adhere to the ideals of love and service. Being accepted by the local community, society, and professional realm is another professional characteristic of a Catholic administrator. They should have a clear educational vision, mission, and goals. The administrator who is a priest or a religious should concentrate more on safeguarding virtues

rather than school administration. The lay personnel in Catholic schools should possess Catholic ideals, moral and ethical principles, self-motivated, leadership in education reform, professional standards, and are accepted by the society. They should also have the spiritual character of a teacher doing their job happily. They should have the academic expertise and effectiveness in teaching. They should belong to a professional networking where they can enhance development. Finally, they should get sufficient fringe benefits according to their professional and social status.

Galaisaban (1996) summarized the unique identity of Catholic education according to the Second Vatican Council.

- 1) The goal of Catholic Education is the integral development of the learner, the intellectual, spiritual, emotional, social, and physical aspects.
- 2) Teaching religion to strengthen human conscience is the main obligation of Catholic education.
- 3) Students should be trained so that they become responsible members of the society and can overcome all forms of self-seeking behavior.
- 4) Catholic schools are social organizations which live the Gospel values, such as collaboration, fraternity, justice, and unity to the leaders of the Church.
- 5) Catholic school teachers are the most important resources in the process of developing the students.

Catholic Educational Philosophy

The philosophy of Catholic education emphasizes the importance of values, human dignity, human rights, freedom, and social responsibility. Education starts from birth. The parents are considered the first teachers of the child. The child learns from their parents the first lessons of life which is to know oneself, the things around him, life experiences, and

the environment. He learns about others, the society, and the events that occur around him. He learns about the society around him in the horizontal and vertical level by building good relationships in the society and between broader societies on the basis of social responsibility in the personal, social, temporal, and spatial dimensions which is beneficial towards the society and the world at large.

Vision and Mission of Catholic Education

During a seminar by the Catholic Education Association of Thailand in the academic year 2000, the vision of Catholic education was eventually formulated: *“Learning individuals, caring community towards human excellence according to Christian principles.”* A set of mission statements were also defined:

- 1) To create a society of learning with an atmosphere of love, truth, justice, and peace;
- 2) To be a living witness of life worthy of human dignity;
- 3) To create a quality education using the child-centred approach;
- 4) To relate acquired knowledge with the local culture and wisdom with emphasis on the meaning of daily life;
- 5) To offer the poor and the underprivileged access to education as they deserve;
- 6) To protect family life values; and
- 7) To promote participation between the home, church, educational institution, and community for a quality personal development.

Catholic schools should set their goals as schools for all. They should instruct students through the ideals of love and freedom according to their potentials so that they learn how to serve others. Catholic schools should be a place where love for God and man should be preached. It should be a community of love and generosity, or a family deeply

rooted in love and sharing. Catholic schools aim to develop the behavior of the students. Students should behave in a way where there is love, compassion, giving, and service to others. Catholic schools should train students to have a conscience which knows how to discern the good, bad, truth, and right and what it takes to be a Christian.

The fact that a Catholic school should achieve its goals by engaging a training process and teacher development strategies in all dimensions, they should design a learning process which integrates faith, culture, and life combined with morals and values in all subject areas. Learning should be based on the Catholic beliefs and organize all forms of volunteer activities. There should be a campus ministry program where students can enjoy closer relationships among themselves. The condition for a successful school is, the school is a centre for community education which allows the teachers to develop professionally. Catholic schools should create an atmosphere of community where the ideals of love and freedom are present, thus making a community of service and mutual responsibility a reality.

Part II Leadership Theories

Transformational Leadership Theory

Transformational leadership theory is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimise their performance.

James MacGregor Burns (1978) first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. He established two concepts: "transforming leadership" and "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in 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 of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles.

Similarly, Bass (1985) identified a transformational leadership motivates followers to do more than expected by raising followers' levels of consciousness about the importance and value of specified and idealized goals, getting followers to transcend their own self-interest for the sake of the team or organization, and moving followers to address higher-level needs. Bernard M. Bass (1985), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership; Bass also used the term "transformational" instead of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent to which a leader is transformational, is measured

first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence or charisma, intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

Table 1 Leadership Factors

Transformation Leadership	Transactional Leadership	Laissez-faire Leadership
Factor 1 Idealized Influence Charisma	Factor 5 Contingent reward Constructive transaction	Factor 7 Laissez-faire
Factor 2 Inspirational Motivation	Factor 6 Management-by- exception Active and passive Corrective transaction	
Factor 3 Intellectual Stimulation		
Factor 4 Individualized Consideration		

Source: Northouse, P.G. (2010). Leadership: Theory and Practice. P.177

In table 1, the model of transformational leadership and transactional leadership incorporates seven different factors. These factors are also illustrated in the Full range of leadership model, which is provided in table 1. A discussion of each of seven factors will help to clarify Bass's model. and these seven factors will be divided into three parts: transformational leadership, transactional leadership, and the laissez-faire leadership.

Accordingly, transformational leadership is concerned with improving the performance of followers and developing followers to their fullest potential (Avolio, 1999; Bass & Avolio, 1990a). People who exhibit transformational leadership often have a strong set of internal values and ideals, and influence the followers to act in ways that support the greater good rather than their own self-interest (Kuhnert, 1994).

Transformation leadership contains four key factors or 4 I's:

1. *Idealized Influence or Charisma* – the leaders who act as strong role model for followers, and have very high standards of moral and ethical conduct and can be counted on to do the right thing, be respected by followers, who usually place a great deal of trust, and provide followers with a vision and a sense of mission.

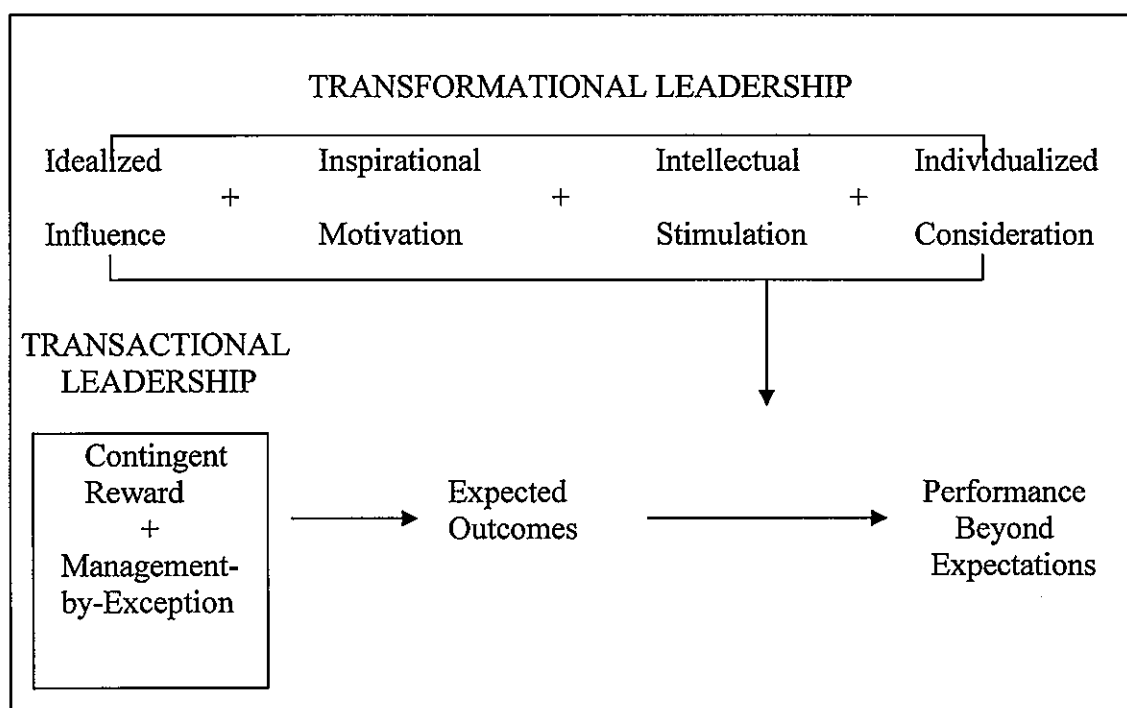
2. *Inspirational Motivation* – the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purposing and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks, they are encouraged and optimistic about the future and believe in their abilities.

3. *Intellectual Stimulation* – the degree to which the leader challenges assumptions,

takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.

4. *Individualized Consideration* – the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self development and have intrinsic motivation for their tasks.

Figure 2 The Effect of Transformation Leadership



Source: Northouse, P.G. (2010). Leadership: Theory and Practice. P.180

In figure 2, transformational leadership produces greater effects than transactional leadership. Whereas transactional leadership results in expected outcome, transformational leadership results in performance that goes well beyond what is expected. Lowe, Kroeck, and Sivasubramaniam (1996) found that people who exhibited transformational leadership were perceived to be more effective leaders with better work outcome than those who exhibited only transactional leadership.

Transactional leadership differs from transformational leadership in that transactional leader does not individualize the needs of subordinates or focus on their personal development. Transactional leaders exchange things of value with subordinates to advance their own and their subordinates' agendas (Kuhnert, 1994). Transactional leaders are influential because it is in the best interest of subordinates for them to do what the leaders want (Kuhnert & Lewis, 1987).

Transactional leadership contains two key factors:

1. *Contingent Reward* – it is an exchange process between leaders and followers in which effort by followers is exchanged for specified rewards. The leader tries to obtain agreement from followers on what needs to be done and what the payoffs will be for the people doing it.

2. *Management-by-Exception* – leaders involve corrective criticism, negative feedback, and negative reinforcement. A leader using the active form of management-by-exception watches followers closely for mistakes or rule violations and then takes corrective action, and using the passive form intervenes only after standards have not been met or a problem. However, both the active and passive management types use more negative reinforcement patterns than the positive reinforcement pattern.

Accordingly to the model, nonleadership factors or laissez-faire diverges farther from transactional leadership and represents behaviors that are nontransactional.

Transactional leadership represents the absence of leadership, abdicates responsibility, delays decisions, gives no feedback, and make little effort to help followers satisfy their needs. It means there is no exchange with followers or attempt to help them grow.

Authentic Leadership Theory

Authentic Leadership theory focuses on whether leadership is genuine and real. Authentic Leadership is a complex process that emphasizes the development of qualities that help leaders to be perceived as trustworthy and believable by their followers. The leader's job is to learn to develop these qualities and apply them to the common goal as they serve others.

According to Chan (2005), Authentic Leadership will consider on three viewpoints by:

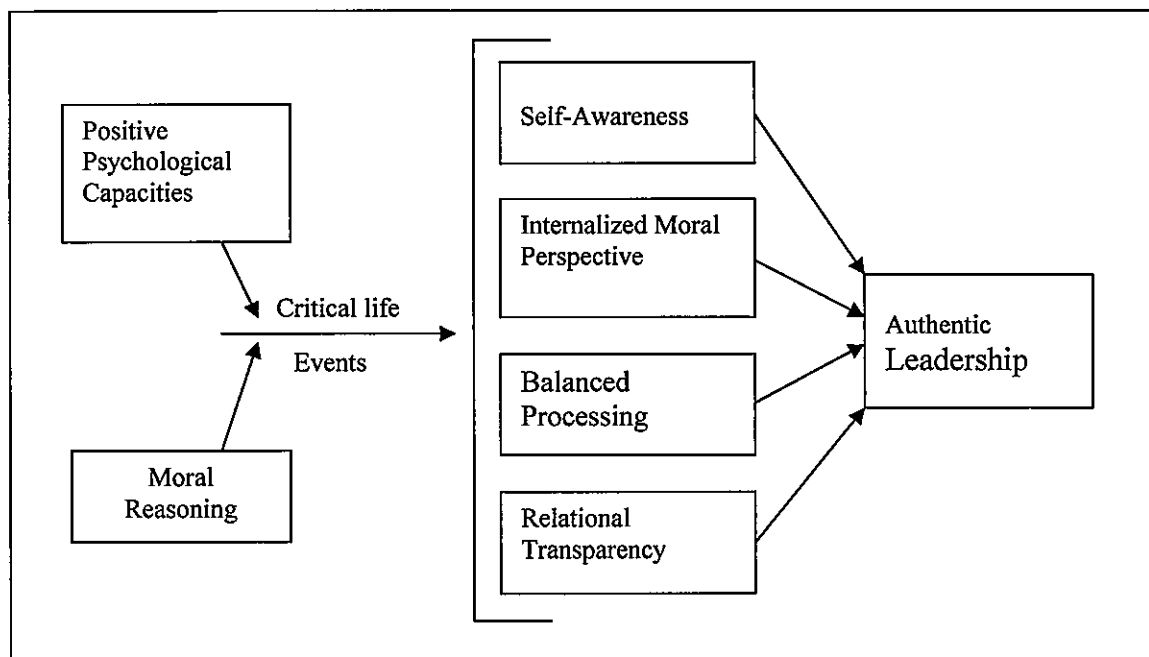
1) *Intrapersonal Perspective* – authentic leadership focuses on the leader and what goes on within the leader, and incorporates the leader's knowledge, self-regulation, and self-concept. Shamir and Eilam (2005) defined authentic leadership based on the leaders' self-concepts and are related to the actions, and suggested that authentic leadership exhibit genuine leadership, lead from conviction, and are originals, not copied.

2) *Developmental Perspective* – is a pattern of leader behavior that develops from and is grounded in the leader's positive psychological qualities and strong ethics. Authentic Leadership is composed of four components on self-awareness, balanced processing, and relational transparency (Avolio, Walumbwa, & Weber, 2009).

3) *Interpersonal Perspective* – emphasizes the authentic leadership is rational, created by leaders and followers together (Eagly, 2005). It does not result from the leader's efforts alone, but also from the response of followers. Authenticity emerges from the interactions between leaders and followers.

Authentic Leadership identified four components, which include self-awareness, internalized moral perspective, balanced processing, and relational transparency (Walumbwa, et.al, 2008). Leaders develop these attributes through lifelong process that is often influenced by critical life events.

Figure 3 Authentic Leadership



Source: Northouse, P.G. (2010). Leadership: Theory and Practice. P.217

1. *Self-Awareness* – the core values, identity, emotions, motives, and goals are focused in this self-awareness. The leaders understand of who really are at the deepest level. Also, being aware and trust your own feeling (Kernis, 2003). The leaders have a clear vision and objective on what they stand for, the strong action for the decision making are taking place as a strong anchor.

2. *Internalized Moral Perspective* – the internal moral standards and values use for guiding the behavior in the same time let outside pressure to control the action. The internalized moral perspective is stand as authentic so leaders' action is consistent with their expressed beliefs and morals.

3. *Balanced Processing* – to understand people’ opinions before making a decision is more benefit to the leader. According to the balanced processing, both agree and disagree point of views and the considering of the positions of members are needed to gather before the decision making of leaders (Kernis, 2003).

4. *Relational Transparency* – the sharing of core feeling, motive and inclination between leaders and member, or between the group members themselves in appropriate manner lead to the trust in between the group. As being open and honest, the individuals show both positive and negative aspects of themselves to others.

Furthermore, there are other factors such as positive psychological capacities, moral reasoning, and critical life events that influence authentic leadership.

1) *Positive Psychological Capacities* – attributes that have an impact on authentic Leadership four key factors:

Confidence – having self – efficacy – the belief that one has ability to successfully accomplish a specified task. Leaders who have confidence are more likely to be motivated to succeed, to be persistent when obstacles arise, and to welcome a challenge (Bandura, 1997; Luthans & Avolio, 2003).

Hope – based on willpower and goal planning, and their hope inspires followers to trust them and believe in their goals.

Optimism – the cognitive process of viewing situation from a positive light and having favorable expectations about the future. Leaders are positive about their capabilities and the outcomes they can achieve (Covey, 1990).

Resilience – to recover from and adjust to adverse situation, and includes the ability to positively adapt to hardships and suffering.

2) *Moral Reasoning* – to make ethical decisions about issues of right or wrong and good or bad and developing the capacity is a lifelong process. Authentic leadership has

higher levels in order to make decisions that transcend individual differences and align individuals toward a common goal, and enables authentic leaders to use this ability to promote justice and achieve what is right for a community.

3) *Critical Life Events* – can be positive events, like receiving an unexpected promotion, having a child, or reading an important book; or they can be negative events, like being diagnosed with cancer, getting a negative year-end evaluation, or having a loved one die. Shamir and Eilam (2005) states that authentic leadership rests heavily on the insights people attach to their life experiences. When leaders tell their life stories, they gain greater self-knowledge, more clarity about who they are, and a better understanding of their role. Luthans & Avolio (2003) identified that Critical life events also stimulate growth in individuals and help them become stronger leaders.

However, authentic leadership has several positive features. First, it provides an answer to people who are searching for good and sound leadership in an uncertain world. Second, authentic leadership is prescriptive and provides and a great deal of information about how leaders can learn to become authentic. Third, authentic leadership has an explicit moral dimension that asserts that leaders need to do what is ‘right’ and ‘good’ for their followers and society. Fourth, authentic leadership is framed as a process that is developed by leaders over time rather than as a fixed trait. Last, authentic leadership can be measured with a theory-based instrument.

In summary, authentic leadership is a complex process that emphasizes the development of qualities that help leaders to be perceived as trustworthy and believable by their followers. So, the leader’s job is to learn to develop these qualities and apply them to the common good as they serve others.

Continuing Professional Development (CPD)

Continuing Professional development (CPD) is the means by which members of professional associations maintain, improve their knowledge and skills and develop the personal qualities required in their professional lives (Earley and Bubb, 2004).

CPD encompasses all formal and informal learning that enables individuals to improve their own practice. Professional development is an aspect of personal development and, wherever possible, the two should interact and complement each other. The former is mainly about occupation role development, whereas personal development is about the development of the person, often the 'whole' person, and it almost always involves changes in self-awareness. Water (1998) explains that it is the development that can occur when teacher are constructed first and foremost as people, and is predicted on the premise that people are always much more than the roles they play.

Bolam (1993) defined CPD that any professional development activities engaged in by teacher which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education children, with a view to improve the quality of the teaching and learning process. Moreover, CPD is an ongoing process building upon initial teacher training and induction, including development and training of opportunities throughout a career and concluding with preparation for retirement. At different times and at different stages one or other may be given priority, but the totality can be referred to as CPD. Development is about improvement, both individual and school improvement.

CPD embraced those educations, training and support activities engaged in by teachers following their initial certification which aims to:

- add to their professional knowledge;
- improve their professional skills;
- help clarify their professional values;

- enable students to be educated more effectively

For the professional, Madden and Mitchell (1993) state that CPD can fulfill three functions:

- updating and extending the professional's knowledge and skills on new developments and new areas of practice are to be ensuring continuing competence in the current job;

- training for new responsibilities and for a changing role such as management, budgeting, teaching and so on – developing new area of competence in preparation for a more senior post;

- developing personal and professional effectiveness and increasing job satisfaction – increasing competence in a wide context with benefits to both professional and personal roles.

Day (1999) has noted that most definitions of professional development stress that professional development consists of all natural learning experiences and those conscious and planned activities that are intended to be of direct benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teacher review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

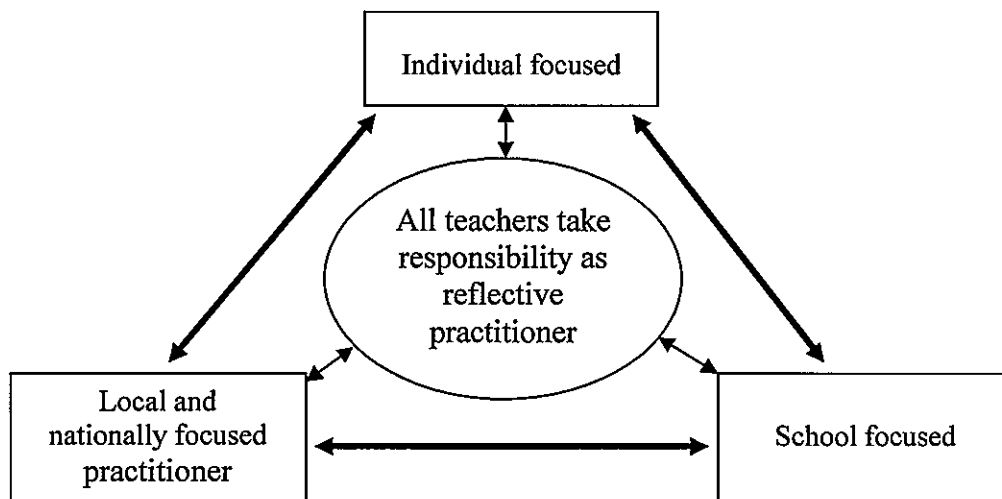
General Teaching Council or GTC(2003b) believes that there should be a personal entitlement to professional development throughout a teacher's career and one that is not linked solely to school targets. Teacher need the opportunity to:

- have structured time to engage in sustained reflection and structured learning;

- Create learning opportunities from everyday practice such as planning and assessing for learning;
- Develop their ability to identify their own learning and development needs and those others;
- Develop an individual learning plan;
- Have school-based learning as well as course participation, recognized for accreditation;
- Develop self-evaluation, observation and peer review skills;
- Develop mentoring and coaching skills and their ability to offer professional dialogue and feedbacks;
- Plan their longer-term career aspirations.

The GTC argues that teachers need CPD opportunities based on three priority areas(Jones, 2003):

Figure 4 CPD Framework



Source: Adjusted from Jones, 2003 as cited in Earley & Bubb, 2004, p.9

- *Individually focused* – these activities should focus on a teacher’s own needs and be identified by the individual teacher as supporting their professional development and/or career objectives. Appropriate CPD activities might include attending courses, mentoring, developing a new teaching activity, exchanging ideas and good practice with colleague, and exchange visits.

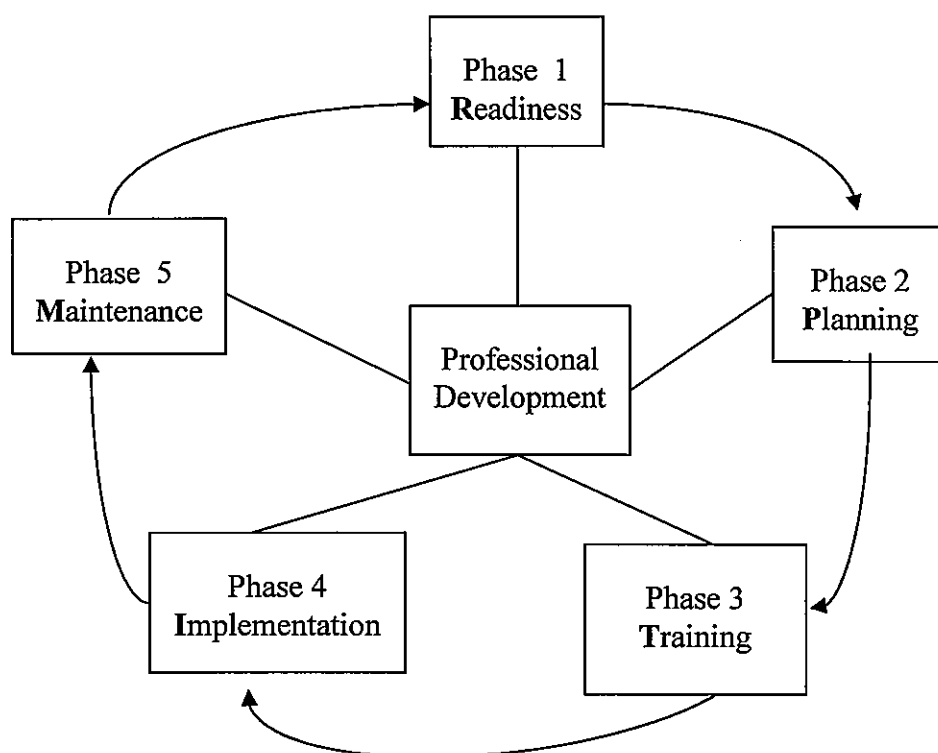
- *School focused* – these activities should primarily be targeted at the requirements of the school that currently employs the teacher. The CPD requirements would be identified from the school development plan and relevant activities should largely be undertaken during the statutory non-pupil contact day, with any additional identified school – focused activities financed from school budgets.

- *National/LEA (including diocesan authorities) focused* – these CPD activities would meet the demands of national and local initiatives. They could involve activities organized on cross-school basis such as cluster meetings or around a national priority.

Pachler and Field (2004) state that CPD is dependent upon debate, discussion, sharing and joint learning and therefore we must be prepared to use our context and the people therein as a resource for our learning, but also be prepared to assist in the generation of sharable examples to be able to the transfer and adaptation of good ideas to others.

Wood, Thompson, and Russell (1981) mention there are five stages of professional development as the phases of Readiness, Planning, Training, Implementation, and Maintenance. These phases are as shown as in figure 5.

Figure 5 The RPTIM Model of Professional Development



1) *Readiness stage* focus on the development of climate before the staff development activities are attempted. Activities in this stage:

- establishment of goals for future program improvement
- assessments of group or individual motivation
- proposed program
- determination of leadership and support needed

2) *Planning stage* – when readiness is considered to be at a high level, specific planning activities are implemented. Activities in this stage:

- Examination of differences between desired and actual practices in school
- Identify staff development needs
- Considering of participants' learning styles, specific objectives, and the
- leadership is shared among teaching and administrative personal.

3) *Training stage* – the training of personal relative to the required delivery methods, training program, and the actual staff development activities.

4) *Implementation stage* – of new training is put into practice and work behaviors, then use peer collaboration to assist one another in implementing new work behavior.

5) *Maintenance stage* – it is the final stage in RPTIM,

- Evaluations of procedures and program outcomes
- Changes are recorded for the purpose improving future staff development efforts
- Instructional supervision is used to monitor and support new work behavior
- Related change occur in student behavior and student achievement are assessed through a variety of methods.

Therefore, CPD is an ongoing process of education, training learning and support activities which is 1) taking place in either external or work-based setting, 2) engaged in by qualified and educational professionals, 3) aimed mainly at promoting learning and development of their professional knowledge, skill and values, 4) to help decide and implement values changes in their teaching and learning behavior so that they can educate their students more effectively thus achieving an agreed balance between individual, school and national needs.

Stronge, Tucker and Hindman (2004) mentioned that effective teachers organize for instruction by creating the maximum learning time and opportunities for students. Effective teachers on the quality of organizing for instruction focuses four factors:

1. *Focusing on Instruction:* Instruction is the primary purpose for school. Effective teachers know the very reason for schooling is teaching and learning. And, in their classrooms, these educators maintain an intense focus on instruction (Peart & Campbell, 1999; Shellard & Protheroe, 2000; Walker, 1998).

In the classroom, teachers organize for instruction in much the same way, although their plans focus on academics (Covino & Iwanicki, 1996). In this way teachers have preselected what must be taught and what can be used to supplement instruction. Specifically, their efforts to organize for instruction should reflect three strategies. Namely, instruction should be organized around important concepts and questions, reflect the concerns of students, and be oriented toward standards-based assessments (Jackson & Davis 2000, p. 43). Effective teachers emphasize the importance of instruction through their beliefs, planning, and actions (Wharton-McDonald, Pressley, & Hampston, 1998). The emphasis on instruction is a quality that overlaps with others, as it incorporates time, expectations, and lesson planning.

2. *Maximizing Instructional Time*: Classrooms are busy places where teachers are given a finite amount of time for teaching their subject(s). Effective teachers are able to qualitatively do more with the same amount of time than their less effective counterparts (Cruickshank & Haefele, 2001).

An important step in establishing expectations is the development of relationships with students. Emmer, Evertson, and Anderson (1980) observed that more effective teachers spent a greater amount of time getting to know their students on the first day of school. These teachers sent a message to students that they were important-and the effectiveness of this strategy has been reinforced in the subsequent research literature (Collinson, Killeavy & Stephenson, 1999; Peart & Campbell 1999) as well as by our own common sense. Building a solid foundation of relationships in the classroom helps to create a collaborative and supportive environment that operates more smoothly.

Classroom routines clearly help teachers maximize learning time and may be classified in four ways, according to Burden and Byrd (1994):

Activity routines are used to engage students in practicing specific skills.

Activity-related routines facilitate the movement of students and smooth transitions. Instead of telling students to report to various groups, the teacher may just announce that it is time for writer's workshop and students know where in the classroom to go to start on their work. Other examples include reading groups, science labs, and physical education warm up exercises.

Instructional routines relate to the procedures used with particular instructional strategies and methods. With each successive opportunity to the instructional routines, students will become more comfortable with the strategy. Thus, instructional routines become linked to specific strategies. The use of instructional routines shifts the emphasis from how the instruction is delivered to the content that is addressed.

Management routines establish order in the classroom, such as how to indicate if students are buying the school lunch, walk in the hall, pass out materials and collect them when done, let the teacher know that help is needed, and dismiss students from the class.

Executive Planning routines assist teachers when planning for instruction, such as looking at the curriculum standards, reviewing last year's notes on the lesson, aligning the curriculum with planned assessments, identifying resources, making an instructional materials list, and sequencing lesson activities. This routine focuses on establishing a pattern for how one plans so that all the necessary components are addressed.

3. *Expecting Students to Achieve*: Teacher expectations for student success are powerful motivators for both the teacher and the student. For students to achieve at the highest levels, teachers need to set appropriate goals with students and support them in attaining their goals and supports.

Goals – Effective teachers communicate high expectations to all students (Johnson, 1997). Setting high expectations and supporting students in achieving them is a means to close an achievement gap among students (Freel, 1998). Consequently,

expectations must be realistic and reasonable for each student to accomplish during the time spent with the teacher (Brown, 2002). Teachers who assume responsibility for student learning and set high expectations for all of their students are generally more successful (Corbett, Wilson, & Williams, 2002; Jussim & Eccles, 1992).

Supports – Teachers must actively engage students and demonstrate their commitment to student achievement through their whole-hearted dedication to teaching (Mason, Schroeter, Combs, & Washington, 1992). Moreover, higher achievement standards are hallmarks of the effective teacher's classroom (Education USA Special Report, n.d.). Clearly, the power of an effective teacher is in helping students master material they would have never been able to do on their own. They empower students to take responsibility for learning as part of their commitment to ensuring students' success (Covino & Iwanicki, 1996; Johnson, 1997).

4. *Planning and Preparing for Instruction*: Effective teachers invest the time and effort needed to develop instructional plans and materials that meet individual students' needs (Shellard & Protheroe, 2000). Planning helps teachers with the following activities focusing on the purpose for the lesson; reviewing the subject matter and available resources before presenting it to students; and determining how to start, deliver, and assess the lesson (Airasian, 1994). Key components of effective instructional planning include knowledge of the curriculum, proper selection of instructional materials and resources, and attention to both long-term and short-range planning. Each of these components will be discussed in turn.

Knowledge of the Curriculum – Curriculum is the framework from which teachers draw to identify these important concepts and to focus on desired learning outcomes. Effective teachers have a deep knowledge of their content area (Covino & Iwanicki, 1996) and are able to balance competing demands as they provide a rich but well-grounded

curriculum for students. They also plan lessons to allow students to use their knowledge in new and authentic ways (Marzano et al., 1993).

Instructional Materials and Resources – Effective teachers continually add to their repertoire of knowledge about instructional materials and equipment in order to meet the needs of their students. They use their knowledge of instructional standards to guide their decision making on what resources they need to acquire or develop (Buttram & Waters, 1997). Teachers use technology to offer more individualized attention to students, increase hands-on instruction, and create a student-focused environment (Dickson & Irving, 2002; Holahan, Jurkat, & Friedman, 2000).

Long-range Planning – Consider long-range planning to be like a blueprint which effective teachers use to consider the broad picture when planning and sequencing instruction. Long-range planning considers key issues such as curriculum standards and student needs. This planning process may occur by the year or the semester as teachers look at the big picture (Burden & Byrd, 1994; Thompson, 2002). Long-range planning enables high-performing teachers to integrate their instruction with that of other educators and develop interdisciplinary units. At this stage of planning, the teacher needs to consider the relationship between the instructional process and assessment.

Short-term Planning – Short-term planning refers to daily and weekly planning. Weekly lesson plans are developed closer to when the actual instruction will occur. Developing the plans at least one week ahead of time allows teachers to reflect on student progress during the previous week and modify lesson plans in response to it (Burden & Byrd, 1994). Daily lesson plans are the elaboration of the weekly plan. Daily lesson plans specifically state what will be done, what materials are needed, and how teachers will know whether students have learned the objective(s). Thus, in essence, good planning calls on the whole gamut of extensive professional knowledge that effective teachers possess.

Part III Research Related

There are several researches undertaken with regard to the professional development model for teacher leaders in Catholic Schools in Thailand as following:

According to Speck & knipe (2005), Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage.

A wide variety of people, such as teachers, military officers and non-commissioned officers, health care professionals, lawyers, accountants and engineers engage in professional development. Individuals may participate in professional development because of an interest in lifelong learning, a sense of moral obligation, to maintain and improve professional competence, enhance career progression, keep abreast of new technology and practice, or to comply with professional regulatory organizations (Golding, L. & Gray, I., 2006).

Guskey (2000) stated that all teachers committed to teaching all students must be learning all the time, but a long history of poor professional development experiences does not give much hope that student achievement will be improved. Guskey argued that staff development must focus on content and methods and be linked to daily classroom experiences in order to affect student learning. Many professional development experiences are provided top down from administrators and are isolated from the classroom, and hence will never influence practice. Many teachers and administrators, Guskey noted have a narrow view of professional development, such as attending in-service days or taking graduate courses in order to obtain the required number of hours or credits to keep their

teaching license or advance in their career. This takes the focus of professional development from improving methods to attaining required hours.

Guskey (2000) defined professional development as “those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students”. The ultimate goal of all professional development must be to improve practice in order to help all student achieve their full potential.

Professional development can be divided into seven major categories (Guskey, 2000), each with its own strengths and weaknesses:

Training-This includes large group presentation and discussion, workshops, and seminars that include theory, modeling-of skills, simulated practice, feedback, and workplace feedback. This is most efficient and cost effective, but leaves little time for choice or individualization.

Observation/Assessment-This method is defined by peer observation to provide feedback on teaching that includes coaching and clinical supervision, and can focus on lesson plans, instructional practices, and class management. This should be followed by careful analysis, explanation, and reflection to lead to real improvement for both participants. This method takes a great deal of time and coordination, and observation must be evaluated .

Involvement in a Development/Improvement Process- This includes curriculum committee and designing new programs improve instruction problem solving. This allows committee members to gain in-depth knowledge of a specific issue and work together, but typically only a small number of people are involved in the process.

Study Groups-This method involves the entire school staff in solving a common problem. Members are placed into groups of 4-6 and continue for the year with each group

focusing on a specific aspect of the problem. Effective groups are well organized and focused, and have sufficient time to complete their work. If not carefully structured, groups can be dominated by one member with others not involved and groups may become opinion based, not fact based.

Inquiry/Action Research-This method is based on the belief that teachers are thoughtful, inquiring, and inclined to solve problems and search for answers to pressing questions. It usually involves six steps: selecting a problem, collecting information related to the problem, studying professional research on the problem, determining possible actions to achieve goals, taking action, and documenting results. This helps narrow the-gap between practice and research, but takes a great deal of time.

Individually Guided Activities-Teachers develop their own individual professional goals and activities that will achieve those goals. The process starts with identifying a need or interest, developing a plan to meet that need or interest, learning activities, and assessing-to determine if learning has met the goals or interests stated. This provides choice, flexibility, and individualization, but goals must be challenging, worthwhile, and relate to specific improvements in classroom practice.

Mentoring-This method pairs an experienced educator with a less experienced educator. Time is spent developing professional goals, practices, and strategies, and reflecting on teaching and learning. This is highly individualized and provides professional opportunities for both individuals. Mentors must be skilled in ways of adult learning and this should also be combined with other forms of professional development to broaden the experience.

Shimabukuro (2001) supported on research that Catholic school educators view their role with students as more facilitative, having less dictation in the classroom than public

school teachers, and tending to encourage more of an atmosphere of openness, cooperation, and student self-monitoring.

Traviss (2001) states that Catholic school leadership seems to be viewed in a different manner by teachers compared to administrators. Lay and religious teachers want more shared decision-making participation in the areas of curriculum and instruction programs. Teachers' perceptions of their principals' leadership style influenced perceptions they had of themselves as a staff. Teachers felt disengaged from school decisions, especially concerning budget and staffing. This contradicted trends that report Catholic school administrators are moving toward a more transformational and shared form of leadership. Teachers and administrators seem to view leadership and what actually happens in schools differently. Bureaucratic control has a dysfunctional consequence for integrated leadership and instrumental effectiveness in Catholic school.

Rogus and Wildenhaus (2000) add that leaders of Catholic schools must remember that the primary purposes of professional development are to free teachers to refine their gifts so they are better to serve students; to provide a strong informal program that allows teachers to view themselves as strong, contributing professionals; and to provide faculty members a variety of opportunities for professional growth and models for spiritual formation. In order for strong formal and informal professional development programs in Catholic schools to succeed, teachers must be involved in developing shared school goals, collaborating, engaging actively in their own learning, developing a command of the knowledge of the profession, discussing with other professionals, and committing themselves to making a difference in the lives of children.

CHAPTER III

RESEARCH METHODOLOGY

The chapter describes research procedures, population, sample, and research methodology of this study. This study applies both qualitative and quantitative methods according to the aims of the study as 1) to explore the system of Catholic school in Thailand, 2) to identify the current situation of the professional development of Catholic schools in Thailand, 3) to identify the expectation situation of the professional development of Catholic schools in Thailand, and 4) to develop the professional development model for teacher leaders of Catholic schools in Thailand.

Research Design

The researcher designs the following steps in this study.

1. Qualitative method

This study uses content analysis as a research technique to define the system of catholic school in Thailand.

2. Quantitative method

The questionnaire for descriptive data, and model development are for the current situation of the professional development of catholic schools in Thailand and to develop the professional development model for teacher leaders of catholic school in Thailand.

Research Procedures

The following information shows about the process as explain in the beginning.

Stage I: Documentary research

Stage II: Developing of the research instrument

- Validity
- Reliability

Stage III: Data collection

- Population
- Sample
- Sampling technique
- Data analysis

Stage IV: Developing of the Professional development model

- Conduct the professional development model
- Focus group to validate the model

Stage I: Documentary Research

This stage involves documentary research by applying the content analysis as research technique to review the system of Catholic school in Thailand, transformational leadership theory and practices in professional development.

Stage II: Developing of the Research Instrument

Questionnaire

This study uses the results from the contents analysis based on Catholic school system and practices in professional development to conduct the questions in order to explore the current and expectation situations of professional development in Catholic school in Thailand. The set of questionnaire is separate into two parts.

Part I – personal information

The questions 1- 6 are asked about the school name, gender, age, position, education, and working experience.

Part II – the questions 1 – 50 are asked about the services and facilities provided by the school leader or school principal are measured in what levels of teachers' perception. The researcher used the contents from three sources: context of Catholic schools in Thailand, professional development, and transformational leadership theory to conduct the questions. From questions 1 – 30 are conducted from the context of Catholic schools in Thailand and professional development while questions 31 – 50 are conducted according to the context of Catholic schools in Thailand and transformational leadership theory. The questionnaire was designed to seek both the current situation and the expectation situation in forms of rating scale which current situation is located on the left side of the question while the expectation situation is located in the right side of the question. The participants answer the questions according to five-point rating scales indicating the degree of importance ranged from 1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, and 5 = strongly agree. (See appendix C)

Validity

This process is to ensure the quality of instrument, three experts with the qualification of 1) holding the Ph.D. degree in educational field, 2) holding the Master degree with the working experience in the Catholic school at least 5 years, and 3) an administrator or director of Human resources in an educational institution. The questionnaire is to be checked and validated by experts before distributed to the participants. (See appendix D)

Reliability

This process involves a group of at least 60 people excluded from the real sample. A pilot testing will be conducted in order to ensure reliability of the questionnaire. Sixty

teachers from one Catholic school which is not the sample of the study will be enquired to fill the questionnaire. The Statistical Package for Social Sciences (SPSS) for Windows used to analyze for Cronbach alpha coefficient showed the score of .98 (See appendix E)

Stage III: Data Collection

Population

The study focuses on the professional development of the teacher leaders in Catholic school in Thailand. The population is 27,438 teachers from 291 Catholic schools in Thailand. All Catholic schools offer the education from Kindergarten to Secondary levels.

Sample

There are two steps to find the sample size and the representative to the population. Sample size of 379 teachers was found by using Krejcie and Morgan (1970) table, while the representative schools were selected by the criteria set as the schools with more than 250 teachers, 19 schools were found as sample of the study. (See appendix A and B)

Sampling Technique

The researcher applies purposive sampling technique while doing distribute the questionnaire to teachers in 19 schools. In each school, the researcher will request for cooperation from the principal to randomly select 20 teachers both male and female to answer the questions. The set of questionnaire is expected to be return at 380 sets.

At the time of collection of Data between November to December 2011, there was the floods in many areas that cause the researcher to be unable to collect the data from some schools representatives. So, the researcher decided to add up the number of

participants of each school from 20 teachers to 50 teachers. Finally, the returned questionnaires are 392 sets.

Table 2: Population and Sample

	Number of Population	Number of Sample
Catholic School in Thailand	291	19
Teachers in Catholic School in Thailand	27,483	379

Table 3: Name of Catholic School as Sample of the Study

	Name of Catholic School	Number of Teachers
1.	Joseph Upatham School	314
2.	Assumption College	286
3.	Assumption College Thonburi	290
4.	Saint Gabriel College	323
5.	Saint Louis School Chaochoengsao	272
6.	Saint Joseph Convent School	299
7.	La Salle School	264
8.	Kasintorn Saint Peter School	291
9.	Sarasas Ektra School	394
10.	Sarasas Witaed Bangbon School	661
11.	Sarasas Witaed Romklaio School	304
12.	Sarasas Witaed Bangbuathong School	350
13.	Sarasas Witaed Nimitmai School	314
14.	Sarasas Witaed Rangsit School	372
15.	Darasamutr Sriracha School	277
16.	Assumption College Sriracha	343
17.	Assumption College Lumpang	303
18.	Mary Withaya School	287
19.	Daruna Ratchaburi School	270

Data Analysis

The Statistical Package for Social Sciences (SPSS) for Windows was used for data analysis. Percentage, Mean, and Standard Deviation were showed as descriptive statistics. The results showed the information on the current situation of professional development that occurred in the Catholic school and the expectation of teachers on the professional development in Catholic school. The gap analysis was determined from the scores of two variables. The researcher presented the category of questions by the meaning of services and facilities, then show the Mean of the different gap scores of the expectation and current situations. Lastly, the priority of improvement were selected from the different gap scores that higher than the average Mean score.

Stage IV: Developing of the Professional Development Model

Conduct the professional development model

Later, the researcher will develop the model as for the use in Catholic school in Thailand according to the results from two parts of questionnaire, part one will present the personal information and part two will present the current situation of professional development and the expectation of the professional development in Catholic school in Thailand which will show the gap between these two variables. The researcher will conclude all the sources and conduct the model by applying the transformational leadership theory into the model.

Focus group to validate the model

As this stage will be the last stage of the research methodology, the researcher will request the cooperation from the experts in Catholic schools. The criteria is set to find out the expert with 1) Ph.D degree holder in Educational field or 2) Master degree holder in

Educational field and being work as an administrative position in Catholic school at least five years. Once the focus group is organized, the researcher will considering to the comment and advice from the expert. Later, the researcher will adjust the professional development model as to be an effective model for the Catholic school in Thailand. (See appendix F)

Summary of the Research Process

Table 4: Summary of the Research Process

Research Objective	Source of Data or Sample	Research Instrument	Data Analysis	Expected Outcome
1.To explore the system of Catholic school in Thailand.	Related literature and research, Transformational Leadership Theory	Review Literature	Content Analysis	System in Catholic school in Thailand
2.To identify the current situation of the professional development of Catholic schools in Thailand.	Teachers in Catholic school in Thailand	Questionnaire	Percentage, Mean, Standard Deviation	The current situation and the practice in professional development in Catholic school in Thailand
3.To identify the expectation situation of the professional development of Catholic schools in Thailand.	Teachers in Catholic school in Thailand	Questionnaire	Percentage, Mean, Standard Deviation	The expectation situation and the practice in professional development in Catholic school in Thailand
4.To develop the professional development model for teacher leaders of Catholic schools in Thailand.	Results from questionnaire and the theory supported	Model Development	Focus group	The professional development model for teacher leaders of Catholic schools in Thailand.

CHAPTER IV

RESEARCH FINDINGS

This study was aimed to create a professional development model for teacher leaders of Catholic School in Thailand under the objectives as: 1) to explore the system of Catholic school in Thailand, 2) to identify the current situation of the professional development of Catholic schools in Thailand, 3) to identify the expectation situation of the professional development of Catholic schools in Thailand, and 4) to develop the professional development model for teacher leaders of Catholic schools in Thailand. The methodology of the study was applied both qualitative and quantitative methods in order to collect the data through content analysis and questionnaire. The collection of data was organized during the month of November to December in a year 2011. At that period, many areas were affected by the floods caused the researcher the problem of accessing the data. Unfortunately, the returned questionnaires from 392 teachers from eight schools were participated in the data collection namely: Assumption College, Saint Gabriel School, Saint Louis School Chaochoengsao, Darasamutr Sriracha School, Assumption College Sriracha, Assumption College Lumpang, Marry Withaya School, and Daruna Ratchaburi School. The Statistical Package for the Social Sciences (SPSS) to determine Frequency, Percentage, Mean, and Standard Deviation (SD) scores of participants' responses to the items on a three-part questionnaire.

Research Findings

The research findings are presented according to the research objectives which reported into three parts.

Part 1: The System of Catholic Schools in Thailand.

Part 2: The Current Situation and Expectation Situation of Professional Development of Catholic Schools in Thailand.

Part 3: The Professional Development Model for Teacher Leaders of Catholic Schools in Thailand

Part 1: The System of Catholic Schools in Thailand

1.1 The System of Catholic Schools

Catholic schools are divided into three categories based on the responsible person for the establishment and operations.

1.1.1 Diocesan schools

Presently, there are 10 dioceses or 10 districts in the Catholic Church of Thailand. Diocesan schools are administered by Catholic priests or religious of the dioceses such as the Archdiocese of Bangkok, Diocese of Chanthaburi, Diocese of Chiang Mai, Diocese of Thare-Nongsaeng, Diocese of Nakhon Ratchasima, Diocese of Nakhon Sawan, Diocese of Ratchaburi, Diocese of Surat Thani, Diocese of Udon Thani, and Diocese of Ubon Ratchatani.

1.1.2 Schools run by religious men and women in Thailand

Currently, there are religious congregations for men which administer Catholic education such as, the St. Gabriel's Foundation of Thailand and religious congregations for women such as, the Sisters of St. Paul de Chartes Foundation Schools.

1.1.3 Schools run by Catholic laity

Lay people administer Catholic schools such as, St. John Foundation Schools, Sarasas Schools, Pensamit Schools, Saeng-arun Schools, Sethabut Upatham Schools, and Thampirak Schools.

Catholic education system aims at the formation of the moral and ethical behavior of the learner for the development of the human being and the Thai society to be able to move forward to a sustainable progress. Therefore, Catholic administrators should lead moral, ethical and exemplary lives. They should have strong Catholic ideals, determination, and love for sacrifice. Administrators should be academically equipped although they should adhere to the ideals of love and service.

The administrator who is a priest or a religious should concentrate more on safeguarding virtues rather than school administration. The lay personnel in Catholic schools should possess Catholic ideals, moral and ethical principles, self-motivated, leadership in education reform, professional standards, and are accepted by the society. They should also have the spiritual character of a teacher doing their job happily. They should have the academic expertise and effectiveness in teaching. They should belong to a professional networking where they can enhance development. Finally, they should get sufficient fringe benefits according to their professional and social status.

1.2 Characteristics of Catholic Schools

Catholic schools are rooted on religion beliefs. The goal and vision of Catholic schools is the propagation of the Catholic faith by the missionaries which make them different from the regular schools. Catholic schools adhere to a philosophy that focuses on a teaching-learning process which aims at human development, both physical and spiritual because the value of the human person is found in harmony and success with God who is all good. The duty of schools to instruct human values to everyone has its origin which comes from Jesus Christ. God made human beings with dignity and makes human life meaningful and is deemed the exemplar of all the students. Catholic schools are committed to helping young people develop their personality and at the same time train students to

work for the benefit of the nation. In addition, Catholic schools also teach students to know how to control oneself and live a disciplined life considering self control leads to both temporal and spiritual success.

According to the Second Vatican Council, Galaisaban (1996) summarized the unique identity of Catholic education as the following.

(1) The goal of Catholic Education is the integral development of the learner, the intellectual, spiritual, emotional, social, and physical aspects.

(2) Teaching religion to strengthen human conscience is the main obligation of Catholic education.

(3) Students should be trained so that they become responsible members of the society and can overcome all forms of self-seeking behavior.

(4) Catholic schools are social organizations which live the Gospel values, such as collaboration, fraternity, justice, and unity to the leaders of the Church.

(5) Catholic school teachers are the most important resources in the process of developing the students.

Part 2: Current Situation and the Expectation of Professional Development in Catholic Schools

According to the objective 2 and objective 3, 392 teachers from eight schools: (1) Assumption College, (2) Saint Gabriel School, (3) Saint Louis School Chaochoengsao, (4) Darasamutr Sriracha School, (5) Assumption College Sriracha, (6) Assumption College Lumpang, (7) Marry Withaya School, and (8) Daruna Ratchaburi School were participated in the data collection. The Statistical Package for the Social Sciences (SPSS) to determine Frequency, Percentage, Mean, and Standard Deviation (SD) scores of participants' responded to the items on a three-part of questionnaire.

2.1 Personal Information

The findings shows as table 5 to table 10 are the same personal information of the participants as the followings information.

Table 5: School Name

School Name	Frequency	Percentage
1.Assumption College	50	12.8
2.Saint Gabriel College	51	13.0
3.Saint Louis School Chaochoengsao	50	12.8
4.Darasamutr Sriracha School	50	12.8
5.Assumption College Sriracha	50	12.8
6.Assumption College Lumpang	29	7.4
7.Marry Withaya School	50	12.8
8.Daruna Ratchaburi School	62	15.8
Total	392	100.0

From table 5 reviews that 15.8% are the participants from Daruna Ratchaburi School while 13.0% are the participants from Saint Gabriel College. The rest five schools namely Assumption College, Saint Louis School Chaochoengsao, Darasamutr Sriracha School, Assumption College Sriracha, Marry Withaya School shows the same percentage of participants at 12.8 %.

Table 6: Gender of Participants

Gender	Frequency	Percentage
Male	100	25.5
Female	292	74.5
Total	392	100.0

Table 6 shows that 74.5% of the participants are female while 25.5% are male.

Table 7: Age of Participants

Age	Frequency	Percentage
25-30 years	61	15.6
31-35 years	67	17.1
36-40 years	78	19.9
41-45 years	72	18.4
46-50 years	49	12.5
51-55 years	42	10.7
56 years and above	23	5.9
Total	392	100.0

Table 7 reviews that 19.9% of participants are at the age between 36-40 years, 18.4 % and 17.1 % are at the age between 41-45 years and 37-35 years respectively.

Table 8: Position of Participants

Position	Frequency	Percent
Classroom teacher	264	67.3
Supporting teacher	62	15.8
Department Head	10	2.6
Section Head	3	0.8
Learning Department Head	16	4.1
Level Head	18	4.6
Supervisor	19	4.8
Total	392	100.0

Table 8 shows a majority number of participants' position as classroom teacher at 67.3%, while supporting teacher and supervisor are shown as 15.8% and 4.8% respectively.

Table 9: Education of Participants

Education	Frequency	Percent
Below Bachelor's Degree	8	2.0
Bachelor's Degree	311	79.3
Master's Degree	73	18.6
Doctoral Degree	-	-
Total	392	100.0

Table 9 also shows the majority of participants has Bachelor's degree at 79.3%, 18.6% has Master's degree, while none of them has Doctoral degree.

Table 10: Working Experience

Working Experience	Frequency	Percent
1-3 years	28	7.1
4-6 years	42	10.7
7-10 years	74	18.9
More than 10 years	248	63.3
Total	392	100.0

Table 10 reviews the majority number of 63.3% has working experience for more than 10 years, while 18.9% and 10.7% has 7-10 years and 4-6 years of experience respectively.

2.2 Current Situation and Expectation Situation of Professional Development

In this section the report is presented into factor categories of professional development and transformational leadership. The Mean of each item is demonstrated as expectation situation, the current situation, and the different score between two Mean scores of the results.

From tables 11 – 16 show the professional development done by the school principal focuses on six factors as resources, individual development, teamwork, training and activities, working environment, and teaching and learning based on the questionnaire. In each factor, Catholic school teacher responded to the action of the school principal by selected the scores of current situation and expectation situation. The Mean scores of expectation situation, current situation, and different gap score between two scores are presented. The researcher selected only the different scores that higher than average Mean score to be the priority of improvement while the rest different scores are accepted that they are existing in Catholic schools.

Table 11: Professional Development focuses on Resources

Resources	Mean		
	Expectation	Current	Different
1. Developing and advancing the cognitive capacities.	4.54	3.91	0.63
2. Supporting the documents, textbooks for improving knowledge.	4.48	3.71	0.77
3. Facilitating the technology in searching of new knowledge	4.56	3.83	0.73
4. Enhancing an ability to develop skills at work.	4.54	3.83	0.71
5. Financial support for individual development.	4.42	3.64	0.78
Grand Mean	22.54	18.92	3.62
Average Mean	4.50	3.78	0.72

Table 11 Catholic School Teachers perceived that the priority of improvement on Resources must focus on financial support ($\bar{X} = 0.78$), documents and textbooks for improving knowledge ($\bar{X} = 0.77$), and technology in searching of new knowledge ($\bar{X} = 0.73$).

Table 12: Professional Development focuses on Individual Development

Individual Development	Mean		
	Expectation	Current	Different
6. Teacher assessment on knowledge necessary for classroom teaching.	4.36	3.56	0.80
7. Supervision and follow-up teachers' current professional performance.	4.42	3.89	0.53
8. Promote and support for individual career path.	4.50	3.69	0.81
9. Honor and award for the skilled teachers.	4.51	3.77	0.74
10. Acceptance of individual suggestion about the self-development.	4.42	3.59	0.83
Grand Mean	22.21	18.50	3.71
Average Mean	4.44	3.70	0.74

Table 12 Catholic School Teachers responded to the priority of improvement on Individual development must focus on an acceptance of individual suggestion ($\bar{X} = 0.83$), promote and support for individual career path ($\bar{X} = 0.81$), and teacher assessment on knowledge ($\bar{X} = 0.80$).

Table 13: Professional Development focuses on Teamwork

Teamwork	Mean		
	Expectation	Current	Different
11. Exchanging idea among colleagues as a team.	4.45	3.68	0.77
12. Cooperative work with team to achieve an organizational goal.	4.50	3.77	0.74
13. Planning the work with team.	4.50	3.79	0.71
14. Brainstorming the team's ideas.	4.48	3.73	0.75
15. Setting up an opportunity for idea and information exchanged.	4.48	3.67	0.81
Grand Mean	22.41	18.64	3.77
Average Mean	4.48	3.73	0.75

Table 13 Catholic School Teachers perceived that the priority of improvement on Teamwork must focus on setting up an opportunity for idea and information exchanged ($\bar{X} = 0.81$) and exchanging idea among colleagues ($\bar{X} = 0.77$).

Table 14: Professional Development focuses on Teacher Training

Teacher Training	Mean		
	Expectation	Current	Different
16. Training teacher on team-working methodology.	4.51	3.77	0.74
17. Promoting and training for teacher self-development.	4.55	3.84	0.71
18. Applying of seminars knowledge to improve teacher's work.	4.55	3.94	0.61
19. Teacher participated in organizational activities.	4.45	3.78	0.67
20. Organizing of various activities to help teachers' work improvement.	4.45	3.70	0.75
Grand Mean	22.51	19.03	3.48
Average Mean	4.50	3.81	0.69

Table 14 Catholic School Teachers perceived that the priority of improvement on Teacher Training must focus on organizing of various activities to help teachers' work improvement ($\bar{X} = 0.75$), training teacher on team-working methodology ($\bar{X} = 0.74$), and promoting and training for teacher self-development ($\bar{X} = 0.71$).

Table 15: Professional Development focuses on Working Environment

Working Environment	Mean		
	Expectation	Current	Different
21. A new body of knowledge to stimulate teachers' continuous search for knowledge	4.45	3.75	0.70
22. Teachers' evaluation in a systematic manner and open for verification.	4.50	3.74	0.76
23. Practical and comfortable environment.	4.45	3.69	0.76

Table 15: Professional Development focuses on Working Environment (Continued)

Working Environment	Mean		
	Expectation	Current	Different
24. Facilitated activities that benefit to students' teaching-learning process.	4.49	3.81	0.68
25. Planning lessons which comply with curriculum standards and student assessment.	4.55	4.00	0.55
Grand Mean	22.44	18.99	3.45
Average Mean	4.48	3.79	0.69

Table 15 shows the results that Catholic School Teachers perceived the priority of improvement on Working Environment must focus on teachers' evaluation ($\bar{X} = 0.76$) and practical and comfortable environment ($\bar{X} = 0.76$).

Table 16: Professional Development focuses on Teaching and Learning

Teaching and Learning	Mean		
	Expectation	Current	Different
26. Encourage teachers to develop their communication skills for the advantage of personnel working together at school.	4.48	3.78	0.70
27. Encourage teachers to plan and prepare a continuous and systematic style of teaching-learning process.	4.56	3.91	0.65
28. Up-to-date instructional material and appropriate to teaching-learning process.	4.58	3.83	0.75
29. Up-to-date curriculum used in the teaching-learning process.	4.56	3.82	0.74
30. Planning on teaching-learning activities as short term and long term.	4.54	3.82	0.72
Grand Mean	22.72	19.16	3.56
Average Mean	4.54	3.83	0.71

Table 16 the Catholic School Teachers believed that the priority of improvement on Teaching and Learning must focus on an up-to-date instructional material ($\bar{X} = 0.75$), up-to-date curriculum ($\bar{X} = 0.74$), and planning on teaching-learning activities ($\bar{X} = 0.72$)

From tables 17 – 20 the four factors as Idealized influence charisma, Inspirational motivation, Intellectual stimulation, and Individualized consideration of Transformational Leadership Theory in schools perceived by Catholic Schools Teachers are presented respectively. Only the different scores that higher than average Mean scores are selected as the priority of improvement while the rest different scores are accepted that they are existing in schools.

Table 17 Idealized Influence Charismas

Idealized Influence Charisma	Mean		
	Expectation	Current	Different
31. Supporting teachers of being teachers' role model.	4.46	3.49	0.97
32. Developing teachers to reach the high morality and ethics.	4.57	3.79	0.78
33. Developing teachers to have a strong intention to do the right thing.	4.59	3.83	0.76
34. Organizing the activity to promote capable teachers to be accepted by colleagues.	4.51	3.66	0.85
35. Using capable teachers as change agent of transferring the school vision to colleagues.	4.46	3.67	0.79
Grand Mean	22.59	18.44	4.15
Average Mean	4.52	3.69	0.83

Table 17 presents the use of Transformational leadership: factor of Idealized Influence Charisma as perceived by the Catholic schools teachers. Supporting teachers of being teachers' role model ($\bar{X} = 0.97$) and organizing the activity to promote capable teachers to be accepted by colleagues ($\bar{X} = 0.85$) are evaluated as the priority of improvement.

Table 18 Inspirational Motivation

Inspirational Motivation	Mean		
	Expectation	Current	Different
36. Developing capable teachers of being skillful in communicate the school's goals.	4.42	3.56	0.86
37. Developing capable teachers for the team working skills.	4.49	3.66	0.83
38. Developing and encouraging teachers of being an inspiring teacher.	4.42	3.53	0.89
39. Developing and encouraging teachers to create schools' networking.	4.43	3.60	0.83
40. Encouraging capable teachers of being a part of sharing and transferring of the school's vision and goal.	4.47	3.67	0.80
Grand Mean	22.23	18.02	4.21
Average Mean	4.44	3.60	0.84

Table 18 presents the use of Transformational leadership: factor of Inspirational Motivation as perceived by the Catholic schools teachers. Developing and encouraging teachers of being an inspiring teacher ($\bar{X} = 0.89$) and developing capable teachers of being skillful in communicate the school's goals ($\bar{X} = 0.86$) are evaluated as the priority of improvement.

Table 19 Intellectual Stimulation

Intellectual Stimulation	Mean		
	Expectation	Current	Different
41. Encouraging teachers to create innovative tools in teaching and learning.	4.51	3.67	0.84
42. Challenging teachers with the high goal, belief and value.	4.40	3.66	0.74
43. Promoting capable teachers of being a role model in teaching and learning.	4.53	3.82	0.71

Table 19 Intellectual Stimulation (Continued)

Intellectual Stimulation	Mean		
	Expectation	Current	Different
44. Developing a teacher motivator in creating teaching and learning tools.	4.49	3.73	0.76
45. Developing a skillful teacher to challenge other teacher on one's ability, belief, and self-esteem at work.	4.48	3.68	0.80
Grand Mean	22.41	18.56	3.85
Average Mean	4.48	3.71	0.77

Table 19 presents the use of Transformational leadership: factor of Intellectual Stimulation as perceived by the Catholic schools teachers. Encouraging teachers to create innovative tools in teaching and learning ($\bar{X} = 0.84$) and developing a skillful teacher to challenge other teacher on one's ability, belief, and self-esteem at work ($\bar{X} = 0.80$) are evaluated as the priority of improvement.

Table 20 Individualized Considerations

Individualized Consideration	Mean		
	Expectation	Current	Different
46. Developing teachers for the skill in creative positive working environment.	4.49	3.63	0.86
47. Developing capable teacher of being a teacher mentor and counselor.	4.43	3.60	0.83
48. Developing capable teacher to create a team to assist other teacher at work.	4.46	3.65	0.81
49. Promoting and encouraging of the positive team-working.	4.49	3.67	0.82
50. Promoting and encouraging capable teacher of being a leader and mentor in teaching-learning management.	4.51	3.71	0.80
Grand Mean	22.38	18.26	4.12
Average Mean	4.47	3.65	0.82

Table 20 presents the use of Transformational leadership: factor of Individualized Consideration as perceived by the Catholic schools teachers. Developing teachers for the skill in creative positive working environment ($\bar{X} = 0.86$) and developing capable teacher of being a teacher mentor and counselor ($\bar{X} = 0.83$) are evaluated as the priority of improvement.

Part 3: The Professional Development Model for Teacher Leaders of Catholic Schools in Thailand

A professional development model for teacher leaders of Catholic schools in Thailand is a study that focuses under the objective as to develop a professional development model for teacher leaders of Catholic schools in Thailand. As it outcome of a professional development model, the findings are depend upon the questionnaires.

The journey along the study starts by applying documentary research. The researcher uses content analysis technique to point out the issues of the Catholic Schools System and the practice in professional development in the Catholic schools in Thailand. Later, the professional development model is created with the application of Transformational Leadership approaches.

According to the objectives 4 of the study mentioned to develop the professional development model for teacher leaders of Catholic schools in Thailand, the researcher sketches the outline contents as the following orders.

The Catholic schools in Thailand began through the proclamation of Christianity specifically the Roman Catholic faith, by the missionaries during the Ayutthaya period. Due to these beginnings of Catholic schools, the spread of Christianity has become the mission and philosophy of Christian Education. The administrative organization and

management structure of the schools in the Catholic schools are different from the common educational institution. Catholic education aims to develop human beings in all dimensions, physical and spiritual, intellectual, emotional, and social. Based on the teaching of Christ, it should promote the dignity of all human beings, giving witness to love, service and charity.

Catholic schools are schools which are rooted on religion beliefs. The goal and vision of Catholic schools is the propagation of the Catholic faith by the missionaries which make them different from the regular schools. Catholic schools aims at human development, both physical and spiritual because the value of the human person. In this regards, the Catholic school adheres to a philosophy that focuses on a teaching-learning process which is found in harmony and success with God who is all good. The duty of schools to instruct human values to everyone has its origin which comes from Jesus Christ. God made human beings with dignity and makes human life meaningful and is deemed the exemplar of all the students. Moreover, Catholic school had a unique characterized as schools with an atmosphere of lively learning through the ideals of freedom and love according to the Gospel. Thus, the Catholic schools are committed to helping young people develop their personality and train students to work for the benefit of the nation. In addition, Catholic schools also teach students to know how to control oneself and live a disciplined life considering self control leads to both temporal and spiritual success.

According to the characteristics of Catholic school, an education system of Thai Catholic schools have been shadowed and connected to the aims at the formation of the moral and ethical behavior of the learner for the development of the human being and the Thai society. This helps the country to be able to move forward to a sustainable progress. While, the Catholic school administrator is as important person who leads moral, ethical and exemplary lives. Also, Catholic administrator needs to be accepted as professional by

the local community, society, and professional realm with a clear educational vision, mission, and goals.

Philosophy

The philosophy of Catholic education emphasizes the importance of values, human dignity, human rights, freedom, and social responsibility. Education starts from birth. The parents are considered the first teachers of the child. The child learns from their parents the first lessons of life which is to know oneself, the things around him, life experiences, and the environment. He learns about others, the society, and the events that occur around him. He learns about the society around him in the horizontal and vertical level by building good relationships in the society and between broader societies on the basis of social responsibility in the personal, social, temporal, and spatial dimensions which is beneficial towards the society and the world at large.

Vision and Mission

The vision of Catholic education was set after a seminar "*Learning individuals, caring community towards human excellence according to Christian principles.*" by the Catholic Education Association of Thailand in the academic year 2000. A mission statements shows as 1) create a society of learning with an atmosphere of love, truth, justice, and peace, 2) to be a living witness of life worthy of human dignity, 3) create a quality education using the child-centered approach, 4) relate acquired knowledge with the local culture and wisdom with emphasis on the meaning of daily life, 5) offer the poor and the underprivileged access to education as they deserve, 6) protect family life values, and 7) promote participation between the home, church, educational institution, and community for a quality personal development.

Goals

As Catholic schools set their goals as schools for all and being a place where love for God and man should be preached. Catholic schools aim to develop student's behavior to behave in a way of love, compassion, giving, and service to others. By doing so, the Catholic schools create an atmosphere according to the ideals of love and freedom community: a community of love and generosity, or a family deeply rooted in love and sharing. Thus, it leads to a community of service and mutual responsibility in reality.

To serve those goals, an input as good students and good teachers are counted as the valuable assets. Professional development in teacher professional is indirect way to train teachers to help students to elevate their achievement. Simultaneously, shape students to discern the good, bad, truth, and right and what it takes to be a Christian.

Nowadays, education has been a topic of national during the past two decades. Political, social, and educational reformers have noted the impact of schools as one vehicle in bringing about improvement of society for the benefit of all citizens, which is the aim of all noble reform. Teacher has been counted as a factor for the success of school. The teacher is at the center of what takes place in the classroom. The teacher is responsible for creating a student-centered, stimulating, and developmentally appreciate learning environment. As teacher is an architects of the classroom, professional teacher development and teacher education are the architects of the teacher. Professional development helps prepare the teacher to be an active force in improving student achievement. Moreover, teacher is able to deliver not only the knowledge but also shape student behavior as the understanding of the aims, philosophy, and vision and mission of Catholic schools. Thus, teacher is rather realized and practice as good member of Catholic schools.

A professional development model for teacher leaders must follow the way in which presented as the characteristic of Catholic school. On the belief that every teacher can be a teacher leader, thus the opportunity to be trained and developed is included in all teachers and in all phases of their advancement. This is precisely the reason why this research and study was taken to be able to explore the quality of the school system and create the professional development model for teacher leaders of catholic schools in Thailand. The model envisions the processes and factors of professional development which tends to produce teacher leaders in Catholic school in Thailand. To validate the model, the researcher proposed the model to the experts in focus group conducted by the researcher in order to the consideration of the possibility of using the model in Catholic Schools in Thailand as presented in figure 6.

Figure 6 A Proposed Model of A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand

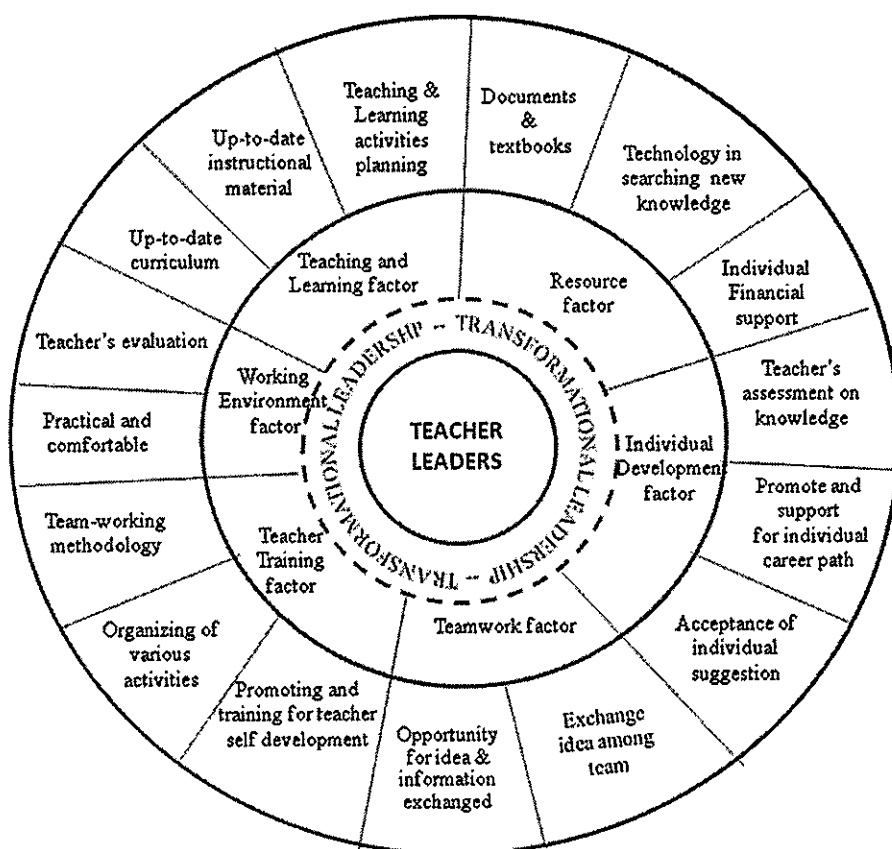


Figure 6 shows A Professional development model for teacher leaders of Catholic schools in Thailand which demonstrated as four layers: first core layer is as a representative to the final outcome. Meanwhile, second layer is as a representative to the process of school management by applying the factors of transformational leadership approaches into the school system. In addition, the third and fourth layers are represented to the need of improvement on school services and facilities in order to promote a professional development for teacher leaders of Catholic schools in Thailand. The application of the model also describe as the following paragraphs.

An Application of Transformational Leadership Approaches

According to figure, the second layer of Transformational leadership approaches applied the 4Is factors as known as Idealized Influence Charisma, Inspirational Motivation, Intellectual Stimulation, and Individualized Considerations. In this model, recommend to the leader or the principal to be more concentrate on each factor as the following information.

Idealized Influence Charisma – (1) supporting teachers of being teachers' role model and (2) organizing the activity to promote capable teachers to be accepted by colleagues

Inspirational Motivation – (1) developing and encouraging teachers of being an inspiring teacher and (2) developing capable teachers of being skillful in communicate the school's goals

Intellectual Stimulation – (1) encouraging teachers to create innovative tools in teaching and learning and (2) developing a skillful teacher to challenge other teacher on one's ability, belief, and self-esteem at work

Individualized Considerations – (1) developing teachers for the skill in creative positive working environment and (2) developing capable teacher of being a teacher mentor and counselor.

An Application of Professional Development Factors

According to figure, the third and the fourth layers of Professional development factors gathered information of school services and facilities. In this model, recommend to the leader or the principal to be more concentrate on each factor. Meanwhile, the existing details which accepted as existing in Catholic schools are not represented in the model.

In order to support the professional development on teacher leaders in Catholic school in Thailand. The principal or leader must focus the most on the six factors as:

Factor 1: Resources – The Catholic schools teacher need the most support on financial support for individual development, documents and textbooks for improving knowledge, and technology in searching of new knowledge. As principal, these resources can bring the teacher to overcome the obstacle and help promote the teacher to focus more on professional development.

Factor 2: Individual development – The Catholic schools teacher need support on an individual development as they expect to the leader to accept the individual suggestion, to promote and support for individual career path, and to be assess the knowledge necessary for classroom teaching.

Factor 3: Teamwork – The Catholic schools teacher need support on teamwork as helping them set up an opportunity for idea and information exchanged and exchanging idea among colleagues. Thus, seminar and meeting must be arranged in appropriate time.

Factor 4: Teacher Training – The Catholic schools teacher need support on teacher training as the principal or leader must focus on organizing of various activities to help

teachers' work improvement, training teacher on team-working methodology, and promoting and training for teacher self-development.

Factor 5: Working Environment – The Catholic schools teacher agreed if they have a positive working environment, the principal or the leader must have teachers' evaluation in a systematic manner and open for verification and create the workplace to be more practical and comfortable in an environment. These lead the teacher leaders feel more relax and creative mind.

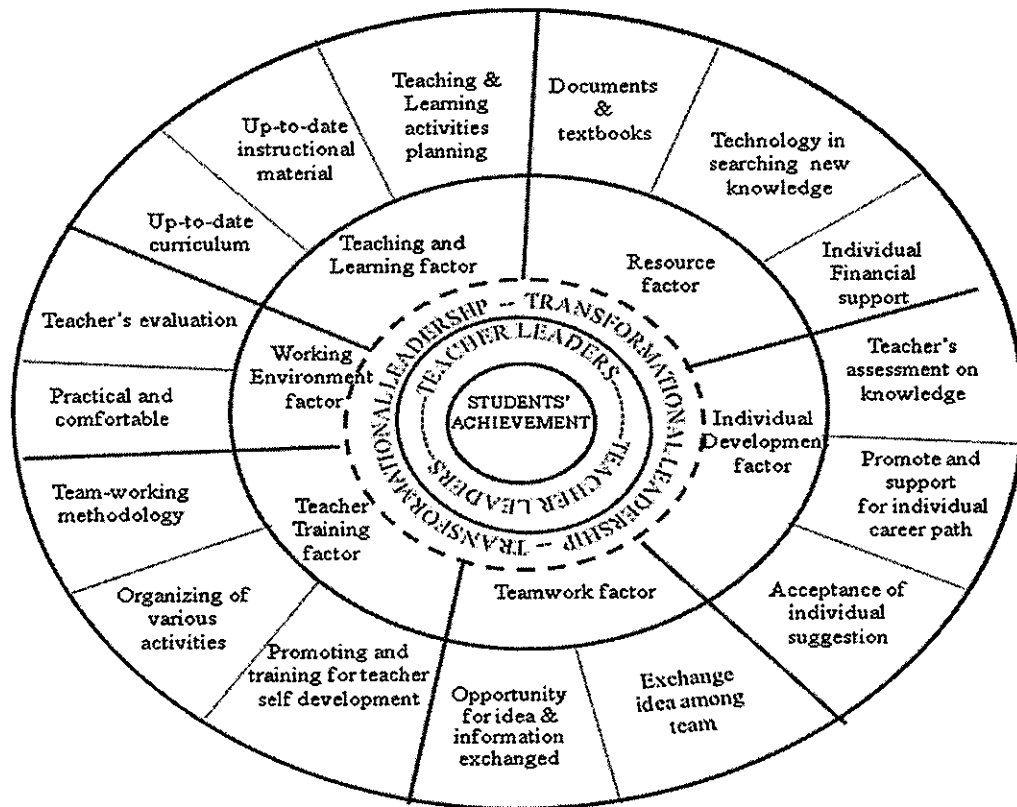
Factor 6: Teaching and Learning - The Catholic schools teacher need support on teaching and learning preparation which provided an up-to-date instructional material, up-to-date curriculum, and planning on teaching-learning activities as short term and long term planning.

The Model Validation by Experts

In order to prove the appropriately and possibility of using the model in the target schools, the researcher proposes the model of "A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand" to the focus group experts. The comments, suggestions, and recommendations were applied for the model adjusting. All experts have signed on the model validation approval form as approved to the model with some suggestions (See appendix F). The final model is presented with the final outcomes which focus on the students' achievement. Thus, this study believes on the quality of teacher leaders, if the school provided the teacher leaders who qualified in teaching and learning, knowledge of how to work as an individual and team, and the sense of individual development under the positive environment, those teachers can lead students to achieve

their goals with the best outcomes. So, the final model has added the last outcomes made on students as the students' achievement shown in figure 7.

Figure 7 A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand



Summary of Findings

The system of Catholic schools in Thailand were established and operated in three ways according to the responsible person or the group of founder named as (1) Diocesan schools (2) Schools run by religious men and women (3) Schools run by Catholic Laity. All kinds of the systems are rooted on religion beliefs which goal and vision of Catholic schools are the propagation of the Catholic faith by the missionaries that make the Catholic schools to be different from the other schools.

The priority of improvement in order to help support the professional development in Catholic schools are distributed into six factors of professional development and four factors of transformational leadership. The model was developed based on the priority of improvement, for example the professional development focuses on resources showed that the priority of improvement needed support the most on financial support for individual development, documents and textbooks, and technology in searching for new knowledge respectively. These priorities of improvement are placed as the activities or services under resources factor on the model. Meaning that the principal or the leader must take good care on what are shown in the model first while the rest activities or services are maintaining the quality as existing service in the Catholic schools.

The model shows five layers of circles, from an inside circle refers to final outcomes as students' achievement. Next, the second layer refers to the completed product of the model in the sense of professional development provided for teacher leaders. The third layer refers to the leadership theory applied into the model, in this model transformational leadership approaches are applied into the school system. The fourth and the fifth layers refer to the six factors and the priority activities or services which the school principal or the leader must take good care in order to produce the teacher leaders of Catholic schools in Thailand.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter provides an overview of the entire study including research objectives, research methodology, population and sample, and summary of findings. The purpose of this study is to develop the model of professional development for teacher leaders of Catholic Schools in Thailand. The method of content analysis and descriptive analysis were used in order to explore the current and expected situation of professional development in Catholic School in Thailand. The model is developed from the findings and approved by the focus group experts.

Research Objectives

1. To explore the system of Catholic school in Thailand.
2. To identify the current situation of the professional development of Catholic schools in Thailand.
3. To identify the expectation situation of the professional development of Catholic schools in Thailand.
4. To develop the professional development model for teacher leaders of Catholic schools in Thailand.

Research Methodology

This study employed both qualitative and quantitative methods under the four stages of research procedures as follows: stage I-documentary research, stage II-developing of the research instrument, stage III-data collection, and stage IV- developing of the Professional development model.

Population and Sample

The 392 of Catholic schools teachers were the participants of the study. As mentioned in previous chapter, the population of the study was 27,438 teachers of Catholic schools in Thailand. The researcher applied two steps to find the sample size and the representatives to the population. Sample size of 379 teachers was found by using Krejcie and Morgan (1970) table, while the representative schools were selected by the criteria set as the schools with more than 250 teachers, 19 schools were found as sample of the study. Finally, the respondents who returned the questionnaire were 392 teachers from eight Catholic schools.

Conclusions

According to the four research objectives, the professional development model for teacher leaders of Catholic schools in Thailand are presented in order to help promote the professional development. A journey of the research processes brought about the system of Catholic schools in Thailand, the different Mean of current situation and the expectation situation of the professional development in each factor. The gap analysis was determined from the scores of two variables. The researcher presented the category of questions by the meaning of services and facilities then show the Mean of the different gap scores of the expectation and current situations. Lastly, the priority of improvement were selected from the different gap scores that higher than the average Mean score. Lastly, the model was created under an understanding that the different Mean score that higher than average Mean score are subject to be selected as the priority of improvement while the different score that equal or lower than average score are accepted as an existing activity or service in the Catholic schools in Thailand.

The research findings were presented into three parts as the following information.

Part one for the objective 1, to explore the system of Catholic schools in Thailand. By using the content analysis method, the researcher found that the Catholic schools were established and operated in three ways according to the responsible person or the group of founder named as (1) Diocesan schools (2) Schools run by religious men and women (3) Schools run by Catholic Laity. All kinds of the systems are rooted on religion beliefs which goal and vision of Catholic schools are the propagation of the Catholic faith by the missionaries that make the Catholic schools to be different from the other schools.

Part two for the objective 2 to identify the current situation of the professional development of Catholic schools in Thailand and objective 3 to identify the expectation situation of the professional development of Catholic schools in Thailand. The research findings are presented on the respondents' personal information. The respondents of 392 teachers are from Assumption College, Saint Gabriel College, Saint Louis School Chaochoengsao, Darasamutr Sriracha School, Assumption College Sriracha, Assumption College Lumpang, Marry Withaya School, and Daruna Ratchaburi School. Most of them are female and working as classroom teacher. The majority of education level is Bachelor's Degree with working experience of more than 10 years. The factors of professional development and transformational leadership are presented as for the priority of improvement on professional development for teacher leaders.

Part three for the objective 4 to develop the professional development model for teacher leaders of Catholic schools in Thailand. The model is developed based on the findings, vision, mission of Catholic school, the priority of improvement from each factor integrated with the factor of transformational leadership applied into the school system. Then, the final product of the model is teacher leaders. Later, the model was proposed to the experts for model validation in the focus group conducted by the researcher at Graduate

School of Education, Assumption University of Thailand. The researcher gathers all the comments and suggestion for the model adjustment. Lastly, the model was approved by the experts.

Summary of Findings

The system of Catholic schools in Thailand were established and operated in three ways according to the responsible person or the group of founder named as (1) Diocesan schools (2) Schools run by religious men and women (3) Schools run by Catholic Laity. All kinds of the systems are rooted on religion beliefs which goal and vision of Catholic schools are the propagation of the Catholic faith by the missionaries that make the Catholic schools to be different from the other schools.

The priority of improvement in order to help support the professional development in Catholic schools are distributed into six factors of professional development and four factors of transformational leadership. The model was developed based on the priority of improvement, for example the professional development focuses on resources showed that the priority of improvement needed support the most on financial support for individual development, documents and textbooks, and technology in searching for new knowledge respectively. These priorities of improvement are placed as the activities or services under resources factor on the model. Meaning that the principal or the leader must take good care on what are shown in the model first while the rest activities or services are maintaining the quality as existing service in the Catholic schools.

The model shows four layers of circles, from an inside circle refers to the completed product of the model. The second layer refers to the leadership theory applied into the model. The third and the fourth layers refer to the six factors and the priority activities or

services which the principal or the leader must take good care in order to produce the teacher leaders of Catholic schools in Thailand.

Discussion

According to the research objectives to find out the system of Catholic schools in Thailand, the findings show the significance of Catholic school system since the first established and operated. All kinds of the systems are rooted on religion beliefs which goal and vision of Catholic schools are the propagation of the Catholic faith by the missionaries that make the Catholic schools to be different from the other schools. The next two objectives are to find out the current and the expectation situation of professional development as perceived by the teacher. The findings show the priority of improvement in order to help support the professional development in Catholic schools, the information distributed into six factors of professional development and four factors of transformational leadership. As per the six factors of professional development as resources, individual development, teamwork, teacher training, working environment, and teaching and learning show in this study while Guskey (2000) also showed seven major categories as training, observation/assessment, involvement in a development / improvement, study groups, inquiry /action research, individually guided activities, and mentoring. There are some categories that almost the same to the factors, such as individual development, teamwork, and teacher training. As the professional development model is concentrated on the priority of improvement while General Teaching Council or GTC (2003b) mentioned that teacher need the continuous professional development (CPD) opportunity to develop based on three priority areas (Jones, 2003) as individual focused, local and national focused practitioner, and school focused. Meanwhile, the professional development model is create and function as six factors that seem independent to each factor, Stronge, Tucker, and Hindman (2004)

put more concentrated on instruction focuses to four factors (1) focusing on instruction, (2) maximizing instructional time, (3) expecting students to achieve, (4) planning and preparing for instruction, all these four factors are promoting the student achievement. As the model shows four layers of circles, from an inside circle refers to the completed product of the model. The second layer refers to the leadership theory applied into the model. The third and the fourth layers refer to the six factors and the priority activities or services which the principal or the leader must take good care in order to produce the teacher leaders of Catholic schools in Thailand. This information provided the right practice and good decision making to the school leader to plan effectively for the next move of professional development. The plan should also concern the experience of teacher and separate of new teacher, experience teacher, and senior teacher in order to provide the best services and activities to the participants. On top of that, the professional development is the continuous process as can be called as Continuing Professional Development (CPD), the plan must be announced as short term and long term with the clear goal then all people in school can be participated to develop the school and the achievement of student.

Implications

The results of this study confirm the literature, which suggests there is a need for implementing of teachers professional development. The activities and services under the six factors are recommended to apply in the Catholic schools system. Therefore, the teacher leaders with the high quality in teaching and learning can provide the good quality of teaching, students gained more knowledge and experience in what is expected from the curriculum. Then, the achievements of students are the final outcomes of the professional development model. There might take some period of time in order to fulfill the complete

model. In between the process of doing the activities or services, the management strategy and the treatment must be concerned.

Recommendations

The professional development model for teacher leaders of Catholic schools in Thailand has the benefit to all levels of people involving in school such as, school leader, administrators, teacher leaders, and the most benefit go to students. After the teacher leaders are developed under the services and activities of professional development model, the quality of teachers are increased. From this study the recommendations are presented to the school leader, the teacher, the student, and the future researcher.

Recommendation to the School Leader

The school leader in all level such as principal, department head, section head, and level head must concern the most on professional development as shown on the priority of improvement confirmed that all teachers need support on resources: financial support for individual development, teamwork, teacher training, working environment, and teaching and learning. The activities and services as mentioned to the professional development model could be create to meet the need of teachers in order to show the full competency of teacher of Catholic schools in Thailand. According to an Idealized Influence Charisma of Transformational Leadership can be applied directly to the school leader by being the role model and support teacher leader to act as the role model to other teacher in Catholic schools.

Recommendation to the Teacher

All teachers in Catholic school under the philosophy that focuses on a teaching and learning process which aim at human development must provided the opportunity for the development with the support from school leader. The activities and services provided by

the school leader with the cooperation of teacher would be both maintaining the service existing in the school and promoting the priority of improvement as the findings of the study.

Recommendation to the Students

The student is an important factor to be mirror to the quality of teaching and learning. The evaluation process provided by the school administrative is to collect the opinions of student toward the teaching and learning process under the improving perspective for the better. Thus, student who expected to have a quality teacher leader must report the truth as to response to the teaching evaluation.

Recommendation to the Future Researcher

This study provided the professional development for teacher leaders in Catholic School in Thailand. Understanding that the characteristic of Catholic School is different from other school based on the philosophy of the founder, vision, mission, and objective of service give to society. The future research might interested the same group of sample and make it compare to the different kind of school such as the government school, on the perspective of management, professional development in different manner and working environment, and so on. Also, the future researcher can adjust or use the instrument of this study for the future study.

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APPENDICES

APPENDIX A

Catholic Schools in Thailand

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
1	กุหลาบวิทยา	กรุงเทพฯ	30	103	133	×
2	เซนต์หลุยส์ศึกษา	กรุงเทพฯ	13	51	64	×
3	เซนต์ไมเกิ้ล	กรุงเทพฯ	13	32	45	×
4	เปรมฤดีศึกษา	กรุงเทพฯ	20	49	69	×
5	แม่พระประจักษ์	กรุงเทพฯ	9	39	48	×
6	ตรีมิตรวิทยา	กรุงเทพฯ	15	78	93	×
7	เซนต์เทเรซา หนองจอก	กรุงเทพฯ	16	94	110	×
8	มาเรียลัย	กรุงเทพฯ	29	143	172	×
9	เซนต์ราฟาแอล	สมุทรปราการ	19	92	111	×
10	เซนต์แมรี	สมุทรปราการ	8	37	45	×
11	พระแม่สกอลสงเคราะห์	นนทบุรี	22	148	170	×
12	พระวิสุทธิวงส์	ปทุมธานี	13	44	57	×
13	ยอแซฟอยุธยา	อยุธยา	17	95	112	×
14	ราชบุรุษำรุงศิลป์	อยุธยา	14	65	79	×
15	เซนต์จอห์น บัปติสต์	อยุธยา	11	51	62	×
16	เซนต์เทเรซาแสงทอง	อยุธยา	4	32	36	×
17	ไทรราชวิทยา	อยุธยา	15	63	78	×
18	เซนต์แอนโทนี่	ฉะเชิงเทรา	8	53	61	×
19	คาราสุมุท	ฉะเชิงเทรา	8	49	57	×
20	มารดานฤมล	ฉะเชิงเทรา	17	141	158	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
21	โยนออฟอาร์ค	กรุงเทพฯ	4	63	67	×
22	มาลาสวรรค์พิทยา	นครนายก	12	75	87	×
23	นักบุญขอแซฟอุปถัมภ์ หนองรี	นครนายก	3	21	24	×
24	แม่พระประจักษ์	สุพรรณบุรี	13	47	60	×
25	บอสโกพิทักษ์	นครปฐม	25	80	105	×
26	ขอแซฟอุปถัมภ์	นครปฐม	74	240	314	✓
27	นักบุญเปโตร	นครปฐม	24	93	117	×
28	อรรณาลัย	สมุทรสาคร	6	49	55	×
29	พระมารดานิจจาฯ	กรุงเทพฯ	-	-	0	×
30	แม่พระฟาติมา	กรุงเทพฯ	22	126	148	×
31	คอนเซ็ปชัน	กรุงเทพฯ	2	8	10	×
32	ช่างดาครูส์ศึกษา	กรุงเทพฯ	14	71	85	×
33	สามัคคีสงเคราะห์	กรุงเทพฯ	7	13	20	×
34	ขอแซฟอุปถัมภ์ อู่ทอง	สุพรรณบุรี	5	25	30	×
35	อัสสัมชัญศึกษา	กรุงเทพฯ	14	104	118	×
36	อัสสัมชัญคอนแวนต์ บาง รัก	กรุงเทพฯ	-	106	106	×
37	อัสสัมชัญคอนแวนต์ สีลม	กรุงเทพฯ	14	71	85	×
38	อัสสัมชัญ มัชฌม	กรุงเทพฯ	132	154	286	✓
39	อัสสัมชัญ ประถม	กรุงเทพฯ	84	160	244	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
40	อัสสัมชัญธนบุรี	กรุงเทพฯ	106	184	290	✓
41	อัสสัมชัญสมุทรปราการ	สมุทรปราการ	87	157	244	✗
42	เซนต์คาเบรียล	กรุงเทพฯ	139	184	323	✓
43	เซนต์หลุยส์	ฉะเชิงเทรา	58	214	272	✓
44	เซนต์ดอมินิก	กรุงเทพฯ	83	98	181	✗
45	เซนต์โยเซฟคอนเวนต์	กรุงเทพฯ	27	272	299	✓
46	เซนต์ฟรังซิสเซเวียร์	นนทบุรี	26	117	143	✗
47	เซนต์ฟรังซิสเซเวียร์คอนฯ	กรุงเทพฯ	16	142	158	✗
48	ซางตาครู้สคอนเวนต์	กรุงเทพฯ	19	129	148	✗
49	เซนต์โยเซฟบางนา	สมุทรปราการ	23	126	149	✗
50	เซนต์โยเซฟพิบูล	สมุทรปราการ	16	144	160	✗
51	มาแตร์เดอีวิทยาลัย	กรุงเทพฯ	13	134	147	✗
52	วาสุเทวี	กรุงเทพฯ	3	62	65	✗
53	พระมหาไถ่ศึกษา	กรุงเทพฯ	12	29	41	✗
54	พระหฤทัยคอนเวนต์	กรุงเทพฯ	48	172	220	✗
55	พระหฤทัยพัฒนาเวช	กรุงเทพฯ	9	48	57	✗
56	พระหฤทัยนนทบุรี	นนทบุรี	12	148	160	✗
57	พระแม่มาลีสาทร	กรุงเทพฯ	20	123	143	✗
58	พระแม่มาลีสาธุฯ	กรุงเทพฯ	11	57	68	✗
59	พระแม่มาลีพระโขนง	กรุงเทพฯ	6	40	46	✗
60	มารีย์อุปถัมภ์	นครปฐม	4	88	92	✗

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
61	ลาซาลบางนา	กรุงเทพฯ	62	202	264	✓
62	พระหฤทัยคอนเือง	กรุงเทพฯ	28	145	173	✗
63	ร่วมฤดีวิเทศศึกษา	กรุงเทพฯ	114	102	216	✗
64	อนุบาลหทัยนิรมล	กรุงเทพฯ	-	7	7	✗
65	ธรรมภักดิ์	กรุงเทพฯ	7	83	90	✗
66	อ.ซางตาครูส์	กรุงเทพฯ	-	4	4	✗
67	อ.เจริญพงศ์	กรุงเทพฯ	3	103	106	✗
68	อ.นิรมล	กรุงเทพฯ	11	20	31	✗
69	อ.มารีนนิรมล	กรุงเทพฯ	-	7	7	✗
70	อ.เซนต์จอห์น	กรุงเทพฯ	-	24	24	✗
71	เซนต์จอห์น	กรุงเทพฯ	19	62	81	✗
72	คลวิทยา	กรุงเทพฯ	9	54	63	✗
73	นฤมลทิน	กรุงเทพฯ	6	34	40	✗
74	บูรณวิทย์	กรุงเทพฯ	22	51	73	✗
75	เพ็ญสมิทธิ์	กรุงเทพฯ	21	130	151	✗
76	กสิณธรวิทยา	กรุงเทพฯ	17	83	100	✗
77	กสิณธรเซนต์ปีเตอร์	นนทบุรี	34	257	291	✓
78	พันธศึกษา	กรุงเทพฯ	1	7	8	✗
79	พันธวัฒนา	กรุงเทพฯ	3	49	52	✗
80	พันธศึกษาพิทยา	กรุงเทพฯ	4	10	14	✗
81	เศรษฐบุศรุอุปถัมภ์	กรุงเทพฯ	5	48	53	✗

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
82	สารสาสน์ชนบุรี	กรุงเทพฯ	-	-	0	×
83	สายอักษร	กรุงเทพฯ	10	79	89	×
84	สากลศึกษา บางแค	กรุงเทพฯ	3	16	19	×
85	สตรีบูรณวิทย์	กรุงเทพฯ	-	59	59	×
86	สารสาสน์พิทยา	กรุงเทพฯ	24	84	108	×
87	สารสาสน์เอกตรา	กรุงเทพฯ	152	242	394	✓
88	สารสาสน์พัฒนา	กรุงเทพฯ	28	117	145	×
89	สารสาสน์วิเทศศึกษา	สมุทรปราการ	38	132	170	×
90	สารสาสน์สุขสวัสดิ์	กรุงเทพฯ	20	105	125	×
91	ตรอกจันทร์วิทยา-ชาญเวช	กรุงเทพฯ	8	39	47	×
92	สารสาสน์ประชาอุทิศ	กรุงเทพฯ	26	106	132	×
93	สารสาสน์สมุทรสาร	สมุทรปราการ	21	96	117	×
94	สารสาสน์วิเทศบางบอน	กรุงเทพฯ	168	493	661	✓
95	สารสาสน์วิเทศร่มเกล้า	กรุงเทพฯ	55	249	304	✓
96	สารสาสน์วิเทศบางบัวทอง	นนทบุรี	67	283	350	✓
97	สารสาสน์วิเทศสายไหม	กรุงเทพฯ	32	182	214	×
98	สารสาสน์วิเทศนิมิตใหม่	กรุงเทพฯ	50	264	314	✓
99	สารสาสน์วิเทศรังสิต	ปทุมธานี	82	290	372	✓
100	นราทร	กรุงเทพฯ	10	71	81	×
101	สมรรถภาพวิทยา	กรุงเทพฯ	5	13	18	×
102	อ.ยูววิทย์	กรุงเทพฯ	2	13	15	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
103	อนุบาลเมืองเอก	ปทุมธานี	-	-	0	×
104	เซนต์โยเซฟเมืองเอก	ปทุมธานี	4	22	26	×
105	แสงอรุณ	กรุงเทพฯ	20	64	84	×
106	อ.แสงอรุณ ธนบุรี	กรุงเทพฯ	-	7	7	×
107	อ.ธรรมาภรณ์	กรุงเทพฯ	1	1	2	×
108	เปรมประชาวัฒนา	ปทุมธานี	20	92	112	×
109	อ.แสงอรุณพระนคร	กรุงเทพฯ	2	11	13	×
110	อ.ธรรมภิรักษ์เทเวศร์	กรุงเทพฯ	-	28	28	×
111	อ.พิณทิพย์	กรุงเทพฯ	-	30	30	×
112	พระแม่มาลีอุปถัมภ์	ปทุมธานี	11	20	31	×
113	นานาชาติเซนต์จอห์น	กรุงเทพฯ	23	25	48	×
114	อ.ชนสมบุญ-สามเสน	กรุงเทพฯ	1	10	11	×
115	อนุบาลสีชมพู	กรุงเทพฯ	1	9	10	×
116	อินเตอร์เนชั่นแนล เกวลี	ปทุมธานี	4	12	16	×
117	กุลวรรณศึกษา	กรุงเทพฯ	4	23	27	×
118	สหพาณิชย์แผนกสามัญพัฒนา วิถี	กรุงเทพฯ	7	18	25	×
119	เซนต์แมรี	อยุธยา	4	22	26	×
120	ศรีหฤทัย	จันทบุรี	23	55	78	×
121	ชุมชนพัฒนา	สระแก้ว	1	25	26	×
122	อ.โสธพัฒนา	ชลบุรี	-	9	9	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
123	คาราสุมุทรร ศรีราชา	ชลบุรี	80	197	277	✓
124	ปริชานุศาสตร์	ชลบุรี	25	131	156	✗
125	วัฒนานุศาสตร์	ชลบุรี	9	82	91	✗
126	ประชาสงเคราะห์	ชลบุรี	-	-	0	✗
127	สันติภาพ	ฉะเชิงเทรา	2	3	5	✗
128	คาราจารย์	ฉะเชิงเทรา	7	61	68	✗
129	เทวรักษ์	ปราจีนบุรี	9	60	69	✗
130	คริสตสงเคราะห์	นครนายก	12	57	69	✗
131	ปัญญาทรัพย์	กรุงเทพฯ	14	94	108	✗
132	คาราสุมุทรรสระแก้ว	สระแก้ว	4	34	38	✗
133	ปัญญาทรัพย์ มีนบุรี	กรุงเทพฯ	3	16	19	✗
134	อิสสัมชัญศรีราชา	ชลบุรี	125	218	343	✓
135	อิสสัมชัญระยอง	ระยอง	50	150	200	✗
136	ลาซาลจันทบุรี (มารดาพิทักษ์)	จันทบุรี	24	65	89	✗
137	มารดานุสรณ์	ตราด	17	72	89	✗
138	สตรีมารดาพิทักษ์	จันทบุรี	23	125	148	✗
139	ยอแซฟวิทยา	จันทบุรี	12	103	115	✗
140	มารีวิทยา	ปราจีนบุรี	29	131	160	✗
141	มารีวิทยากบินทร์บุรี	ปราจีนบุรี	30	89	119	✗
142	มารีวิทยาศรีมโหสถ	ปราจีนบุรี	16	61	77	✗

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
143	เซนต์ปอลคอนเวนนต์	ชลบุรี	18	107	125	×
144	เซนต์โยเซฟระยอง	ระยอง	15	101	116	×
145	เมรี่อิมมาคูเลตคอนฯ	ชลบุรี	11	75	86	×
146	ลัมเบิร์ตพิชญาลัย	จันทบุรี	10	81	91	×
147	อ.ภักดีพรหม	ชลบุรี	1	25	26	×
148	วุฒินันท์	ระยอง	11	44	55	×
149	รัตนชัยศึกษา	ชลบุรี	7	18	25	×
150	ดวงมณี	ชลบุรี	7	37	44	×
151	อนุบาลวรางค์ลักษณะณ์	ชลบุรี	1	4	5	×
152	มารีวิทย์	ชลบุรี	24	156	180	×
153	มารีวิทย์ สัตหีบ	ชลบุรี	15	99	114	×
154	อรุโณทัย	ลำปาง	21	101	122	×
155	พระหฤทัย	เชียงใหม่	50	193	243	×
156	ศีลรวี	เชียงใหม่	9	32	41	×
157	สันติวิทยา	เชียงราย	16	78	94	×
158	ศิริมาคย์เทวี	เชียงราย	18	63	81	×
159	นุชนาถอนุสรณ์	เชียงราย	28	61	89	×
160	เทพพิทักษ์วิทยา	แพร่	14	67	81	×
161	มงฟอร์ตวิทยาลัย (ประถม)	เชียงใหม่	91	110	201	×
162	มงฟอร์ตวิทยาลัย (มัธยม)	เชียงใหม่	119	128	247	×
163	อัสสัมชัญลำปาง	ลำปาง	69	234	303	✓

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
164	เรยีนาเชลีวิทยาลัย	เชียงใหม่	15	118	133	×
165	เจ้าฟ้าอุบลรัตน์	เชียงใหม่	3	22	25	×
166	มารดาอุปถัมภ์	แพร่	12	86	98	×
167	สารสาสน์วิเทศเชียงใหม่	เชียงใหม่	45	152	197	×
168	เซนต์ยอแซฟสกลนคร	สกลนคร	14	59	73	×
169	เซนต์ยอแซฟมุกดาหาร	มุกดาหาร	10	52	62	×
170	เซนต์ยอแซฟกาฬสินธุ์	กาฬสินธุ์	14	106	120	×
171	เซนต์ยอแซฟ ยานนาวา	กรุงเทพฯ	6	25	31	×
172	เซนต์ยอแซฟนาแก	นครพนม	11	46	57	×
173	เซนต์ยอแซฟศรีสงคราม	นครพนม	5	13	18	×
174	เซนต์ยอแซฟภูมินารายณ์	กาฬสินธุ์	10	28	38	×
175	สันตยานันท์	นครพนม	3	31	34	×
176	มารีย์พิทักษ์ สว่างแดนดิน	สกลนคร	13	45	58	×
177	มารีย์พิทักษ์ พังโคน	สกลนคร	7	26	33	×
178	เซนต์ยอแซฟท่าแร่	สกลนคร	20	60	80	×
179	นิรมลวิทยา	สกลนคร	6	30	36	×
180	มารีย์พิทักษ์อุดรธานี	อุดรธานี	12	65	77	×
181	มารีย์วิทยา	นครราชสีมา	66	221	287	✓
182	เซนต์โยเซฟศึกษา	นครราชสีมา	5	16	21	×
183	เทเรซา อุปถัมภ์	นครราชสีมา	13	37	50	×
184	มารดาวนารักษ์	บุรีรัมย์	11	39	50	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
185	มารีย์อนุสรณ์	บุรีรัมย์	17	124	141	×
186	มารีย์อุปถัมภ์ ชัยภูมิ	ชัยภูมิ	13	65	78	×
187	มารีย์พิทักษ์	บุรีรัมย์	13	44	57	×
188	รุ่งอรุณวิทยา	นครราชสีมา	29	132	161	×
189	มารีย์รักษ์	นครราชสีมา	6	33	39	×
190	มารีย์ทรงชัย	นครราชสีมา	6	17	23	×
191	อัสสัมชัญนครราชสีมา	นครราชสีมา	57	133	190	×
192	มูลนิธิรุ่งนภา	บุรีรัมย์	4	24	28	×
193	มูลนิธิรุ่งนภา นครราชสีมา	นครราชสีมา	4	23	27	×
194	พระวารสาร	ลพบุรี	11	35	46	×
195	เซนต์นิโกลาส	พิษณุโลก	34	123	157	×
196	ภัทรวิทยา	ตาก	21	70	91	×
197	เซนต์คาเบรียลสันติพัฒนา	เพชรบูรณ์	11	34	45	×
198	เซนต์ฟรังซิสเซเวียร์มัชโนทัย	ตาก	12	80	92	×
199	พระกุมารเยซูสิงห์บุรี	สิงห์บุรี	1	15	16	×
200	ยอแซฟพิจิตร	พิจิตร	15	49	64	×
201	เซนต์แมรี อุดรดิตต์	อุดรดิตต์	3	16	19	×
202	เซนต์โยเซฟนครสวรรค์	นครสวรรค์	20	128	148	×
203	ลาซาลโชติรวินนครสวรรค์	นครสวรรค์	42	168	210	×
204	พระหฤทัยสวรรคโลก	สุโขทัย	15	36	51	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
205	เซนต์โยเซฟสตรีฯ	เพชรบูรณ์	21	82	103	×
206	เซนต์โยเซฟ แม่ระมาด	ตาก	16	36	52	×
207	อัสสัมชัญถ้ำนารายณ์	ลพบุรี	25	84	109	×
208	อัสสัมชัญคอนแวนต์ ลพบุรี	ลพบุรี	1	51	52	×
209	มารีย์วิทยา	นครสวรรค์	5	32	37	×
210	ครูณาราชบุรีแผนกสองภาษา	ราชบุรี	5	22	27	×
211	ครูณาราชบุรี	ราชบุรี	71	199	270	✓
212	เทพินทร์พิทยา	ราชบุรี	9	51	60	×
213	เทพวิทยา	ราชบุรี	13	49	62	×
214	วีรศิลป์	กาญจนบุรี	16	72	88	×
215	วังตาลวิทยา	ราชบุรี	3	21	24	×
216	อนุชนศึกษา	กาญจนบุรี	10	75	85	×
217	ครูณานุเคราะห์	สมุทรสงคราม	11	50	61	×
218	นารีวัฒนา	สมุทรสงคราม	-	10	10	×
219	ครูณานุกุล	สมุทรสงคราม	7	51	58	×
220	เรืองวิทย์พระหฤทัย	ราชบุรี	3	25	28	×
221	วันทามารีอา	ราชบุรี	9	71	80	×
222	ดำเนินวิทยา	ราชบุรี	10	50	60	×
223	ธีรศาสตร์	ราชบุรี	15	51	66	×
224	วรมงคล	กรุงเทพฯ	27	42	69	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
225	ครูณากาญจนบุรี	กาญจนบุรี	23	83	106	×
226	ครูณาราชบุรีวิเทศศึกษา	ราชบุรี	14	40	54	×
227	สารสิทธิ์พิทยาลัย	ราชบุรี	72	82	154	×
228	นารีวิทยา	ราชบุรี	14	109	123	×
229	นารีวุฒิ	ราชบุรี	9	171	180	×
230	เซนต์โยเซฟเพชรบุรี	เพชรบุรี	17	55	72	×
231	อุดมวิทยา	ราชบุรี	11	73	84	×
232	อำนวยการวิทยากาญจนบุรี	กาญจนบุรี	-	-	0	×
233	เทพมิตรศึกษา	สุราษฎร์ธานี	41	141	182	×
234	อรุณวิทยา	ประจวบคีรีขันธ์	37	121	158	×
235	มานะศึกษา	ยะลา	5	37	42	×
236	อุปถัมภ์วิทยापพนม	สุราษฎร์ธานี	20	48	68	×
237	วันทามาริอา	ประจวบคีรีขันธ์	7	43	50	×
238	มารีย์พิทักษ์ศึกษา	นครศรีธรรมราช	-	22	22	×
239	เจริญศรีศึกษา	ปัตตานี	3	33	36	×
240	อ.มารีรักพังงา	พังงา	-	11	11	×
241	หัวหินวิทยาลัย	ประจวบคีรีขันธ์	39	139	178	×
242	ธิดานุเคราะห์	สงขลา	2	135	137	×
243	แสงทองวิทยา	สงขลา	62	85	147	×
244	ศรีอรุโณทัย	ระนอง	9	50	59	×
245	ครูโณทัย	ตรัง	14	93	107	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
246	ดาวรุ่งวิทยา	ภูเก็ต	25	65	90	×
247	เซนต์โยเซฟเกาะสมุย	สุราษฎร์ธานี	8	64	72	×
248	ธิดาแม่พระ	สุราษฎร์ธานี	17	175	192	×
249	นิรมลชุมพร	ชุมพร	19	86	105	×
250	ดรุณศึกษา	นครศรีธรรมราช	12	48	60	×
251	คาราสุมุทร	ภูเก็ต	16	113	129	×
252	ถนนศรีศึกษา	ยะลา	10	39	49	×
253	พระแม่มาลีประจวบ	ประจวบคีรีขันธ์	6	37	43	×
254	อ.ธิดาเมตตาธรรมพัทลุง	พัทลุง	4	21	25	×
255	มหาไถ่ศึกษาเลย	เลย	10	80	90	×
256	มหาไถ่ศึกษาบ้านน้อย	ขอนแก่น	-	-	0	×
257	มหาไถ่ศึกษาขอนแก่น	ขอนแก่น	6	59	65	×
258	มหาไถ่ศึกษาภาคตะวันออกเฉียง	ขอนแก่น	30	80	110	×
259	มหาไถ่ศึกษาบ้านไผ่	ขอนแก่น	14	53	67	×
260	มหาไถ่ศึกษาเมืองพล	ขอนแก่น	9	62	71	×
261	มหาไถ่ศึกษาบ้านดุง	อุดรธานี	5	32	37	×
262	มหาไถ่ศึกษาท่าบ่ม	เลย	8	27	35	×
263	มหาไถ่ศึกษา กุมภวาปี	อุดรธานี	3	67	70	×
264	มหาไถ่ศึกษา บึงกาฬ	หนองคาย	7	45	52	×
265	อ.มหาไถ่ศึกษา โพนสูง	อุดรธานี	-	10	10	×
266	อ.มหาไถ่ศึกษาอุดรธานี	อุดรธานี	2	15	17	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
267	เซนต์แมรี อุดรธานี	อุดรธานี	9	81	90	×
268	วิสุทธิวงษ์ โพนสูง	อุดรธานี	4	33	37	×
269	พระกุมารเยซูวิทยา	ขอนแก่น	-	28	28	×
270	เซนต์ปอลหนองคาย	หนองคาย	6	58	64	×
271	โรซารีโอวิทยา	หนองคาย	19	54	73	×
272	อ.มหาไถ่ศึกษาบ้านไผ่	ขอนแก่น	1	16	17	×
273	คอนบอสโกวิทยา	อุดรธานี	38	96	134	×
274	อ.นิจจานุเคราะห์	หนองคาย	-	27	27	×
275	มหาไถ่ศึกษาโนนสมบูรณ์	ขอนแก่น	4	26	30	×
276	ซ่งแย้พิทยา	ยโสธร	13	33	46	×
277	พระกุมารอุบลฯ	อุบลราชธานี	1	12	13	×
278	พระกุมารร้อยเอ็ด	ร้อยเอ็ด	24	119	143	×
279	วิสุทธิวงษ์	อำนาจเจริญ	5	8	13	×
280	มารดาทรงธรรม	ศรีสะเกษ	3	19	22	×
281	มารีย์านุเคราะห์	ยโสธร	-	-	0	×
282	เทพพิทักษ์พิทยา	อุบลราชธานี	7	32	39	×
283	พระกุมารมหาสารคาม	มหาสารคาม	15	62	77	×
284	พระกุมารศึกษา	มหาสารคาม	10	53	63	×
285	พระกุมารสุรินทร์	สุรินทร์	-	14	14	×
286	อัสสัมชัญอุบลราชธานี	อุบลราชธานี	54	108	162	×
287	อาเวมารีอา	อุบลราชธานี	25	105	130	×

No.	Schools	Province	Number of teachers		Total	School selected according to the criteria
			Male	Female		
288	เขาวเรศศึกษา	อุบลราชธานี	3	22	25	×
289	มารีย์นิรมล	อุบลราชธานี	10	57	67	×
290	มารีย์วิทยาศรีสะเกษ	ศรีสะเกษ	18	76	94	×
291	มารีย์อุปถัมภ์	ศรีสะเกษ	14	68	82	×
รวม			5638	21800	27438	

CATHOLIC EDUCATION IN THAILAND
AUGUST 2010 – JULY 2011

APPENDIX B

**Table for Determining Sample Size from a Given Population
of R.V. Krejcie & D. W. Morgan**

Population Size	Sample Size	Population Size	Sample Size	Population Size	Sample Size
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367

Population Size	Sample Size	Population Size	Sample Size	Population Size	Sample Size
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note : N is population size.

S is sample size.

APPENDIX C

แบบสอบถามเพื่อการวิจัย

เรื่อง

สภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

คำชี้แจง

1. แบบสอบถามฉบับนี้มุ่งที่จะศึกษาสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย
2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 3 ตอน คือ
 - ตอนที่ 1 คำถามเกี่ยวกับสถานสภาพของผู้ตอบแบบสอบถาม จำนวน 6 ข้อ
 - ตอนที่ 2 คำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย จำนวน 50 ข้อ
 - ตอนที่ 3 คำถามปลายเปิดเกี่ยวกับข้อเสนอแนะสำหรับการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ผู้ตอบแบบสอบถามฉบับนี้คือ ครู จำนวน 1 คน เป็นผู้ตอบคำถาม

คำตอบของท่านไม่มีผลกระทบต่อตัวท่านหรือหน้าที่การงานของท่านแต่ประการใด แต่เป็นประโยชน์ต่อการศึกษาวิจัย เพื่อหาแนวทางพัฒนาการบริหารงานในสถานศึกษาของผู้บริหารสถานศึกษาที่ส่งผลกระทบต่อการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ผู้วิจัยขอขอบพระคุณเป็นอย่างสูงในความอนุเคราะห์ครั้งนี้

ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ที่เป็นจริงเกี่ยวกับตัวท่านพร้อมทั้งกรอกข้อมูลของท่านในข้อต่อไปนี

1. โรงเรียน _____
2. เพศ ชาย หญิง
3. อายุ 25-30 ปี 31-35 ปี 36-40 ปี 41-45 ปี 46-50 ปี
 51-55 ปี 56 ปีขึ้นไป
4. ตำแหน่งผู้ตอบแบบสอบถาม
 ครูผู้สอน ครูสนับสนุนการสอน หัวหน้าฝ่าย
 หัวหน้าแผนก หัวหน้ากลุ่มสาระการเรียนรู้ หัวหน้าระดับชั้น
 หัวหน้างาน
5. วุฒิการศึกษา
 ต่ำกว่าปริญญาตรี ปริญญาตรี ปริญญาโท ปริญญาเอก
6. ประสบการณ์ในการทำงาน
 1-3 ปี 4-6 ปี 7-10 ปี มากกว่า 10 ปี

ตอนที่ 2 สอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกใน
ประเทศไทย

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในลงในช่องระดับการดำเนินการของโรงเรียนในการพัฒนาครูที่มี
ความสามารถ ข้อละ 1 ช่อง โดยมีค่าน้ำหนักดังนี้

ระดับ 5 หมายถึง การดำเนินการของโรงเรียนในสภาพปัจจุบันและสภาพที่คาดหวังอยู่ในระดับ เห็นด้วยอย่างยิ่ง

ระดับ 4 หมายถึง การดำเนินการของโรงเรียนในสภาพปัจจุบันและสภาพที่คาดหวังอยู่ในระดับ เห็นด้วย

ระดับ 3 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ปานกลาง

ระดับ 2 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ไม่เห็นด้วย

ระดับ 1 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ไม่เห็นด้วยอย่างยิ่ง

สภาพปัจจุบัน					การพัฒนาครูผู้นำ	สภาพที่คาดหวัง				
5	4	3	2	1		5	4	3	2	1
Professional Development										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.การสนับสนุนให้ครูที่มีความสามารถได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.การสนับสนุนเอกสาร ตำราความรู้ให้ครูได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.การสนับสนุนเทคโนโลยีเพื่อการค้นคว้าความรู้ให้ครูได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.การสนับสนุนให้ครูที่มีความสามารถได้รับการฝึกทักษะที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5.การสนับสนุนและพัฒนาเป็นรายบุคคล	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6.การทดสอบความรู้ที่จำเป็นของครูที่ตรงกับการทำงานในปัจจุบัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.การนิเทศติดตามการทำงานของครูในปัจจุบัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8.การสนับสนุนและให้โอกาสเกี่ยวกับความก้าวหน้าในหน้าที่	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

สภาพปัจจุบัน					การพัฒนาครูผู้นำ	สภาพที่คาดหวัง				
5	4	3	2	1		5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9.การยกย่องประกาศเกียรติคุณครูที่มีความสามารถ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10.การสนับสนุนให้ครูทำงานร่วมกันเพื่อองค์กรไปสู่เป้าหมายในอนาคต	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11.การสนับสนุนให้ครูได้พบปะพูดคุยแลกเปลี่ยนความรู้ระหว่างครูด้วยกัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12.การสนับสนุนให้ครูมีการเสนอความคิดเกี่ยวกับการพัฒนาตนเองได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13.การสนับสนุนให้ครูมีการวางแผนการทำงานร่วมกับเพื่อนร่วมงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14.การสนับสนุนให้ครูมีการระดมความคิดร่วมกัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15.การสนับสนุนให้ครูมีโอกาสวางแผนแลกเปลี่ยนความคิดเห็นและข้อมูลข่าวสารร่วมกันในการปฏิบัติงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16.การส่งเสริมให้ครูมีการอบรมการเรียนรู้วิธีการทำงานเป็นทีม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17.การส่งเสริมให้ครูมีการพัฒนาตนเองและการฝึกอบรมตรงกับความต้องการของครูที่สามารถนำไปใช้ได้จริง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18.การส่งเสริมให้ครูนำความรู้ที่ได้จากการอบรมสัมมนา มาพัฒนางานของตนเอง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19.การส่งเสริมให้ครูมีส่วนร่วมในการจัดกิจกรรมที่เกี่ยวกับการพัฒนาตนเองได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20.การส่งเสริมการจัดกิจกรรมต่าง ๆ ที่สนับสนุนให้ครูมีการปรับเปลี่ยนวิธีการทำงานให้ดีขึ้น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21.การส่งเสริมให้ครูมีการสร้างองค์ความรู้ใหม่เพื่อเป็นการกระตุ้นให้ครูมีการแสวงหาความรู้อยู่ตลอดเวลา	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22.การประเมินผลการปฏิบัติงานของครูอย่างเป็นระบบและตรวจสอบได้	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

สภาพปัจจุบัน					การพัฒนาครูผู้นำ	สภาพที่คาดหวัง				
5	4	3	2	1		5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23.การสนับสนุนให้ครูมีการจัดสภาพแวดล้อมในที่ทำงานปัจจุบันได้อย่างเหมาะสม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24.การสนับสนุนและให้โอกาสครูจัดกิจกรรมที่เอื้อประโยชน์ต่อการจัดการเรียนการสอนของนักเรียนเป็นอย่างดี	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25.การสนับสนุนให้ครูมีการวางแผนการเรียนการสอนที่สอดคล้องกับมาตรฐานของหลักสูตรและการประเมินผล	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26.การสนับสนุนให้ครูมีการพัฒนาศักยภาพทางด้านการสื่อสาร เพื่อประโยชน์ต่อการการทำงานร่วมกันของบุคลากรในโรงเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27.การสนับสนุนให้ครูมีการวางแผนและเตรียมความพร้อมสำหรับการเรียนการสอนอย่างต่อเนื่องและเป็นระบบ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28.การสนับสนุนให้ครูมีการใช้วัสดุและอุปกรณ์การเรียนการสอนที่เหมาะสมและทันสมัยต่อการจัดการเรียนการสอน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29.หลักสูตรที่ใช้ในการจัดการเรียนการสอน มีความชัดเจน ต่อเนื่องและสามารถพัฒนาความรู้ของครูได้อย่างเหมาะสม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30.การสนับสนุนให้ครูมีการวางแผนการเรียนการสอนทั้งระยะสั้นและระยะยาว เพื่อบูรณาการการเรียนการสอนกับหน่วยงานอื่นๆในโรงเรียนได้อย่างมีประสิทธิภาพ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transformational Leadership										
Idealized Influence										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31.การพัฒนาให้ครูที่มีความสามารถให้แสดงบทบาทของครูต้นแบบที่เข้มแข็ง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

สภาพปัจจุบัน					การพัฒนาครูผู้นำ	สภาพที่คาดหวัง				
5	4	3	2	1		5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32.การพัฒนาให้ครูที่มีความสามารถมีมาตรฐานสูงในด้าน คุณธรรมและจริยธรรม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33.การพัฒนาให้ครูที่มีความสามารถให้ยึดมั่นในการทำสิ่ง ที่ถูกต้อง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34.การดำเนินการให้ครูที่มีความสามารถให้ได้รับการ ยอมรับจากเพื่อนครู	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35.การพัฒนาให้ครูที่มีความสามารถมีทักษะในการ ถ่ายทอดวิสัยทัศน์และแนวทางการดำเนินงานของ โรงเรียนสู่เพื่อนครู	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspirational Motivation										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36.การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการ สื่อสารเป้าหมายที่คาดหวังกับเพื่อนครู	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการ ทำงานเป็นทีม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.การพัฒนาและส่งเสริมให้ครูที่มีความสามารถสร้าง แรงบันดาลใจในการทำงานกับเพื่อนครู	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.การพัฒนาและส่งเสริมให้ครูที่มีความสามารถสร้าง เครือข่ายในการร่วมกันทำงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40.การส่งเสริมให้ครูที่มีความสามารถเป็นส่วนหนึ่งของ การแบ่งปันและถ่ายทอดวิสัยทัศน์ เป้าหมายของ โรงเรียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Stimulation										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41.การกระตุ้น ส่งเสริม ให้ครูที่มีความสามารถสร้าง นวัตกรรมทางการเรียนการสอน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

สภาพปัจจุบัน					การพัฒนาครูผู้นำ	สภาพที่คาดหวัง				
5	4	3	2	1		5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42.การส่งเสริมให้ครูที่มีความสามารถทำทายความสามารถ ความเชื่อ และคุณค่าของตนเองในการทำงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43.การส่งเสริมให้ครูที่มีความสามารถเป็นแบบอย่างที่ดีในการจัดการเรียนการสอน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44.การพัฒนาให้ครูที่มีความสามารถในการกระตุ้น ส่งเสริม ให้เพื่อนครูสร้างนวัตกรรมทางการเรียนการสอน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45.การพัฒนาให้ครูที่มีความสามารถมีทักษะในการทำทาย ความสามารถ ความเชื่อ และคุณค่าในตนเองของเพื่อน ครูในการทำงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized Consideration										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46.การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการ สร้างบรรยากาศที่เอื้อต่อการทำงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47.การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการ เป็นที่ปรึกษาให้กับเพื่อนครู	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48.การพัฒนาให้ครูที่มีความสามารถสร้างทีมงานในการ ช่วยเหลือเพื่อนครูในการทำงาน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49.ส่งเสริมและสนับสนุนการสร้างบรรยากาศที่เอื้อต่อ การทำงานเป็นทีม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50.ส่งเสริมและสนับสนุนให้ครูที่มีความสามารถเป็นผู้นำ ให้คำปรึกษาในการจัดการเรียนการสอน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ตอนที่ 3 ข้อเสนอแนะสำหรับการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

Research Questionnaire

Topic: The current and expected conditions of teacher leader development of Catholic schools in Thailand

Explanation:

1. This questionnaire aims to study the current and expected conditions of teacher leader development of Catholic schools in Thailand.

2. This questionnaire is divided into three parts, namely;

Part 1 Questions about the condition of the respondents, 6 questions

Part 2 Questions about the current and expected conditions of the teacher leader development of Catholic schools in Thailand, 50 questions

Part 3 Open-ended questions about the suggestions for teacher leader development of Catholic schools in Thailand

The respondent who answered all the questions is a teacher.

The answers will not affect yourself and your job in any circumstances but of great help to this research to find ways and means to improve the education management of a school administrator at an institution that affect the teacher leader development of Catholic Schools in Thailand.

The researcher would like to thank you for any help you can extend on his behalf.

Part 1 – Information about the status of the respondents

Directions: Please tick (✓) in the box according to what is true to yourself and fill in the following form.

1. School _____

2. Sex Male Female

3. Age 25-30 years 31-35 years 36-40 years
 41-45 years 46-50 years 51-55 years
 56 years and above

4. Position of the respondents

Classroom teacher Supporting teacher Department Head
 Section Head Learning Department Head Level Head
 Supervisor

5. Educational Attainment

below Bachelor's Degree Bachelor's Degree Master's Degree
 Doctoral Degree

6. Work Experience

1 – 3 years 4 – 6 years 7 – 10 years more than 10 years

Part 2 - Questions about the current conditions and expected situation of teacher leader development of Catholic Schools in Thailand

Directions: Please tick (✓) the box of the level of performance of the school in the development of the capabilities of the teacher. Please tick only once.

Note:

Level 5 means the performance of the school in the current and expected conditions is strongly agreeable.

Level 4 means the performance of the school in the current and expected conditions is agreeable.

Level 3 means the performance of the school in the current and expected conditions is moderate.

Level 2 means the performance of the school in the current and expected conditions is not agreeable.

Level 1 means the performance of the school in the current and expected conditions is strongly not agreeable.

Current conditions					Teacher Leader Development	Expected conditions				
5	4	3	2	1		5	4	3	2	1
Professional Development										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Developing and advancing the cognitive capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Supporting the documents, textbooks for improving knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Facilitating the technology in searching of new knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Enhancing an ability to develop skills at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Financial support for individual development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Teacher assessment on knowledge necessary for classroom teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Supervision and follow-up teachers' current professional performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Promote and support for individual career path.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Honor and award for the skilled teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Acceptance of individual suggestion about the self-development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Exchanging idea among colleagues as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Cooperative work with team to achieve an organizational goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Encourage teachers to plan their work with their colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Brainstorming the team's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Setting up an opportunity for idea and information exchanged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Training teacher on team-working methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Promoting and training for teacher self-development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Applying of seminars knowledge to improve teacher's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Teacher participated in organizational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Organizing of various activities to help teachers' work improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. A new body of knowledge to stimulate teachers' continuous search for knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Teachers' evaluation in a systematic manner and open for verification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Practical and comfortable environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Facilitated activities that benefit to students' teaching-learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Planning lessons which comply with curriculum standards and student assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Encourage teachers to develop their communication skills for the advantage of personnel working together at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Encourage teachers to plan and prepare a continuous and systematic style of teaching-learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Up-to-date instructional material and appropriate to teaching-learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Up-to-date curriculum used in the teaching-learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Planning on teaching-learning activities as short term and long term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transformational Leadership										
Idealized Influence										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Supporting teachers of being teachers' role model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Developing teachers to reach the high morality and ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Developing teachers to have a strong intention to do the right thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. Organizing the activity to promote capable teachers to be accepted by colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35. Using capable teachers as change agent of transferring the school vision to colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspirational Motivation										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. Developing capable teachers of being skillful in communicate the school's goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. Developing capable teachers for the team working skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. Developing and encouraging teachers of being an inspiring teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. Developing and encouraging teachers to create schools' networking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40. Encouraging capable teachers of being a part of sharing and transferring of the school's vision and goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Stimulation										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41. Encouraging teachers to create innovative tools in teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42. Challenging teachers with the high goal, belief and value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43. Promoting capable teachers of being a role model in teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44. Developing a teacher motivator in creating teaching and learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45. Developing a skillful teacher to challenge other teacher on one's ability, belief, and self-esteem at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individualized Consideration										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46. Developing teachers for the skill in creative positive working environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47. Developing capable teacher of being a teacher mentor and counselor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48. Developing capable teacher to create a team to assist other teacher at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49. Promoting and encouraging of the positive team-working.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50. Promoting and encouraging capable teacher of being a leader and mentor in teaching-learning management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3 Suggestions for teacher leader development of Catholic Schools in Thailand

Thank you for your cooperation in answering this questionnaire.

APPENDIX D

GRADUATE SCHOOL OF EDUCATION

VALIDITY APPROVAL FORM

Student Name: Bro. Monthol Prathumarach

Contact Information (phone/email): 089 8103520 / monthol36@hotmail.com

Dissertation Title: A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand.

Questionnaire Title: Professional Development of Catholic Schools in Thailand

Validity Approval

Do you approve the validity of this questionnaire?

/ Yes. I, Luechai Chanpoh have read and certify the validity of this Professional Development of Catholic Schools in Thailand questionnaire. My comments, suggestions are noted below.

□ No. I, ... Name ... have read and cannot certify the validity of this Professional Development of Catholic Schools in Thailand questionnaire. My comments, suggestions are noted below.

Comments/ suggestions:

Good questionnaire.
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Luechai Chanpoh
Validity expert Signature
Date: November 1, 2011.

แบบสอบถามเพื่อการวิจัย

เรื่อง

สภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

คำชี้แจง

1. แบบสอบถามฉบับนี้มุ่งที่จะศึกษาสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 คำถามเกี่ยวกับสถานสภาพของผู้ตอบแบบสอบถาม จำนวน 6 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย จำนวน 50 ข้อ

ตอนที่ 3 คำถามปลายเปิดเกี่ยวกับข้อเสนอแนะสำหรับการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ผู้ตอบแบบสอบถามฉบับนี้คือ ครู จำนวน 1 คน เป็นผู้ตอบคำถาม

คำตอบของท่านไม่มีผลกระทบต่อตัวท่านหรือหน้าที่การงานของท่านแต่ประการใด แต่เป็นประโยชน์ต่อการศึกษาวิจัย เพื่อหาแนวทางพัฒนาการบริหารงานในสถานศึกษาของผู้บริหารสถานศึกษาที่ส่งผลต่อการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ผู้วิจัยขอขอบพระคุณเป็นอย่างสูงในความอนุเคราะห์ครั้งนี้

ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ที่เป็นจริงเกี่ยวกับตัวท่านพร้อมทั้งกรอกข้อมูลของท่านในข้อต่อไปนี

1. โรงเรียนคาราสุมุทร อำเภอศรีราชา จังหวัดชลบุรี
2. เพศ /ชาย หญิง
3. อายุ 25-30 ปี 31-35 ปี 36-40 ปี 41-45 ปี 46-50 ปี
 51-55 ปี 56 ปีขึ้นไป
4. ตำแหน่งผู้ตอบแบบสอบถาม
 ครูผู้สอน ครูสนับสนุนการสอน หัวหน้าฝ่าย
 หัวหน้าแผนก หัวหน้างานกลุ่มสาระการเรียนรู้ หัวหน้าระดับชั้น
 หัวหน้างาน
5. วุฒิการศึกษา
 ต่ำกว่าปริญญาตรี ปริญญาตรี ปริญญาโท /ปริญญาเอก
6. ประสบการณ์ในการทำงาน
 1-3 ปี 4-6 ปี 7-10 ปี /มากกว่า 10 ปี

ตอนที่ 2 สอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกใน
ประเทศไทย

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในลงในช่องระดับการดำเนินการของโรงเรียนในการพัฒนาครูที่มี
ความสามารถ ข้อละ 1 ช่อง โดยมีค่าน้ำหนักดังนี้

ระดับ 5 หมายถึง การดำเนินการของโรงเรียนในสภาพปัจจุบันและสภาพที่คาดหวังอยู่ในระดับ เห็นด้วยอย่างยิ่ง

ระดับ 4 หมายถึง การดำเนินการของโรงเรียนในสภาพปัจจุบันและสภาพที่คาดหวังอยู่ในระดับ เห็นด้วย

ระดับ 3 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ปานกลาง

ระดับ 2 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ไม่เห็นด้วย

ระดับ 1 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ไม่เห็นด้วยอย่างยิ่ง

สำหรับผู้ตรวจแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในลงในช่องระดับการดำเนินการของโรงเรียนในการพัฒนาครูที่มี
ความสามารถ ข้อละ 1 ช่อง โดยมีค่าน้ำหนักดังนี้

+1 หมายถึง ข้อคำถามนั้น มีความสอดคล้อง

0 หมายถึง ไม่แน่ใจ หรือ ตัดสินไม่ได้

-1 หมายถึง ข้อคำถามนั้น ไม่มีความสอดคล้อง

No	Items	Appropriateness			Comments
		+1	0	-1	
	Professional Development				
1	การสนับสนุนให้ครูที่มีความสามารถได้พัฒนา ความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานใน ปัจจุบัน	/			
2	การสนับสนุนเอกสาร ตำราความรู้ให้ครูได้พัฒนา ความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานใน ปัจจุบัน	/			
3	การสนับสนุนเทคโนโลยีเพื่อการค้นคว้าความรู้ให้ ครูได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการ ทำงานในปัจจุบัน	/			
4	การสนับสนุนให้ครูที่มีความสามารถได้รับการฝึก ทักษะที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานใน ปัจจุบัน	/			

No	Items	Appropriateness			Comments
		+1	0	-1	
5	การสนับสนุนและพัฒนาเป็นรายบุคคล	/			
6	การทดสอบความรู้ที่จำเป็นของครูที่ตรงกับการทำงานในปัจจุบัน	/			
7	การนิเทศติดตามการทำงานของครูในปัจจุบัน	/			
8	การสนับสนุนและให้โอกาสเกี่ยวกับความก้าวหน้าในหน้าที่	/			
9	การยกย่องประกาศเกียรติคุณครูที่มีความสามารถ	/			
10	การสนับสนุนให้ครูทำงานร่วมกันเพื่อองค์กรไปสู่เป้าหมายในอนาคต	/			
11	การสนับสนุนให้ครูได้พบปะพูดคุยแลกเปลี่ยนความรู้ระหว่างครูด้วยกัน	/			
12	การสนับสนุนให้ครูมีการเสนอความคิดเกี่ยวกับการพัฒนาตนเองได้	/			
13	การสนับสนุนให้ครูมีการวางแผนการทำงานร่วมกับเพื่อนร่วมงาน	/			
14	การสนับสนุนให้ครูมีการระดมความคิดร่วมกัน	/			
15	การสนับสนุนให้ครูมีโอกาสวางแผนแลกเปลี่ยนความคิดเห็นและข้อมูลข่าวสารร่วมกันในการปฏิบัติงาน	/			
16	การส่งเสริมให้ครูมีการอบรมการเรียนรู้วิธีการทำงานเป็นทีม	/			
17	การส่งเสริมให้ครูมีการพัฒนาตนเองและการฝึกอบรมตรงกับความต้องการของครูที่สามารถนำไปใช้ได้จริง	/			
18	การส่งเสริมให้ครูนำความรู้ที่ได้จากการอบรมสัมมนา มาพัฒนางานของตนเอง	/			
19	การส่งเสริมให้ครูมีส่วนร่วมในการจัดกิจกรรมที่เกี่ยวกับการพัฒนาตนเองได้	/			
20	การส่งเสริมการจัดกิจกรรมต่าง ๆ ที่สนับสนุนให้ครูมีการปรับเปลี่ยนวิธีการทำงานให้ดีขึ้น	/			

No	Items	Appropriateness			Comments
		+1	0	-1	
21	การส่งเสริมให้ครูมีการสร้างองค์ความรู้ใหม่เพื่อเป็นการกระตุ้นให้ครูมีการแสวงหาความรู้ผู้ตลอดเวลา	/			
22	การประเมินผลการปฏิบัติงานของครูอย่างเป็นระบบและตรวจสอบได้	/			
23	การสนับสนุนให้ครูมีการจัดสภาพแวดล้อมในที่ทำงานปัจจุบัน ได้อย่างเหมาะสม	/			
24	การสนับสนุนและให้โอกาสครูจัดกิจกรรมที่เอื้อประโยชน์ต่อการจัดการเรียนการสอนของนักเรียนเป็นอย่างดี	/			
25	การสนับสนุนให้ครูมีการวางแผนการเรียนการสอนที่สอดคล้องกับมาตรฐานของหลักสูตรและการประเมินผล	/			
26	การสนับสนุนให้ครูมีการพัฒนาศักยภาพทางด้านการสื่อสาร เพื่อประโยชน์ต่อการการทำงานร่วมกันของบุคลากรในโรงเรียน	/			
27	การสนับสนุนให้ครูมีการวางแผนและเตรียมความพร้อมสำหรับการเรียนการสอนอย่างต่อเนื่องและเป็นระบบ	/			
28	การสนับสนุนให้ครูมีการใช้วัสดุและอุปกรณ์การเรียนการสอนที่เหมาะสมและทันสมัยต่อการจัดการเรียนการสอน	/			
29	หลักสูตรที่ใช้ในการจัดการเรียนการสอน มีความชัดเจน ต่อเนื่องและสามารถพัฒนาความรู้ของครูได้อย่างเหมาะสม	/			
30	การสนับสนุนให้ครูมีการวางแผนการเรียนการสอนทั้งระยะสั้นและระยะยาว เพื่อบูรณาการการเรียนการสอนกับหน่วยงานอื่นๆในโรงเรียนได้อย่างมีประสิทธิภาพ	/			

No	Items	Appropriateness			Comments
		+1	0	-1	
	Transformational leadership				
	Idealized Influence				
31	การพัฒนาให้ครูที่มีความสามารถให้แสดงบทบาทของครูต้นแบบที่เข้มแข็ง	/			
32	การพัฒนาให้ครูที่มีความสามารถมีมาตรฐานสูงในด้านคุณธรรมและจริยธรรม	/			
33	การพัฒนาให้ครูที่มีความสามารถให้ยึดมั่นในการทำสิ่งที่ถูกต้อง	/			
34	การดำเนินการให้ครูที่มีความสามารถให้ได้รับการยอมรับจากเพื่อนครู	/			
35	การพัฒนาให้ครูที่มีความสามารถมีทักษะในการถ่ายทอดควิสัยทัศน์และแนวทางการดำเนินงานของโรงเรียนสู่เพื่อนครู	/			
	Inspirational Motivation				
36	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการสื่อสารเป้าหมายที่คาดหวังกับเพื่อนครู	/			
37	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการทำงานเป็นทีม	/			
38	การพัฒนาและส่งเสริมให้ครูที่มีความสามารถสร้างแรงบันดาลใจในการทำงานกับเพื่อนครู	/			
39	การพัฒนาและส่งเสริมให้ครูที่มีความสามารถสร้างเครือข่ายในถาร่วมกันทำงาน	/			
40	การส่งเสริมให้ครูที่มีความสามารถเป็นส่วนหนึ่งของการแบ่งปันและถ่ายทอดควิสัยทัศน์ เป้าหมายของโรงเรียน	/			
	Intellectual Stimulation				
41	การกระตุ้น ส่งเสริม ให้ครูที่มีความสามารถสร้างนวัตกรรมทางการเรียนการสอน	/			

No	Items	Appropriateness			Comments
		+1	0	-1	
42	การส่งเสริมให้ครูที่มีความสามารถทำทหายความสามารถ ความเชื่อ และคุณค่าของตนเองในการทำงาน	/			
43	การส่งเสริมให้ครูที่มีความสามารถเป็นแบบอย่างที่ดีในการจัดการเรียนการสอน	/			
44	การพัฒนาให้ครูที่มีความสามารถในการกระตุ้นส่งเสริม ให้เพื่อนครูสร้างนวัตกรรมทางการเรียนการสอน	/			
45	การพัฒนาให้ครูที่มีความสามารถมีทักษะในการทำทหายความสามารถ ความเชื่อ และคุณค่าในตนเองของเพื่อนครูในการทำงาน	/			
	Individualized Consideration				
46	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการสร้างบรรยากาศที่เอื้อต่อการทำงาน	/			
47	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการเป็นที่ปรึกษาให้กับเพื่อนครู	/			
48	การพัฒนาให้ครูที่มีความสามารถสร้างทีมงานในการช่วยเหลือเพื่อนครูในการทำงาน	/			
49	ส่งเสริมและสนับสนุนการสร้างบรรยากาศที่เอื้อต่อการทำงานเป็นทีม	/			
50	ส่งเสริมและสนับสนุนให้ครูที่มีความสามารถเป็นผู้ช่วยให้คำปรึกษาในการจัดการเรียนการสอน	/			

Signature:.....Luechai Chanpoh.....

Position:.....Director.....

Date:.....November 1,2011.....

**GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM**

Student Name: Bro. Monthol Prathumarach

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Dissertation Title: A Professional Development Model for Teacher Leaders of
Catholic Schools in Thailand.

Questionnaire Title: Professional Development of Catholic Schools in Thailand

Validity Approval

Do you approve the validity of this questionnaire?

Yes. I, Miss Kanlaya Yadthohngkham have read and certify the validity of this
Professional Development of Catholic Schools in Thailand questionnaire. My
comments, suggestions are noted below.

No. I, have read and cannot certify the validity of this
Professional Development of Catholic Schools in Thailand questionnaire. My
comments, suggestions are noted below.

Comments/ suggestions:

All items are relevant to the topic concerned as well as congruent to the content and
objective of the study.

Kanlaya Yadthohngkham
.....

Validity expert Signature

Date:

แบบสอบถามเพื่อการวิจัย

เรื่อง

สภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

คำชี้แจง

1. แบบสอบถามฉบับนี้มุ่งที่จะศึกษาสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 คำถามเกี่ยวกับสถานสภาพของผู้ตอบแบบสอบถาม จำนวน 6 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย จำนวน 50 ข้อ

ตอนที่ 3 คำถามปลายเปิดเกี่ยวกับข้อเสนอแนะสำหรับการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ผู้ตอบแบบสอบถามฉบับนี้คือ ครู จำนวน 1 คน เป็นผู้ตอบคำถาม

คำตอบของท่านไม่มีผลกระทบต่อตัวท่านหรือหน้าที่การงานของท่านแต่ประการใด แต่เป็นประโยชน์ต่อการศึกษาวิจัย เพื่อหาแนวทางพัฒนาการบริหารงานในสถานศึกษาของผู้บริหารสถานศึกษาที่ส่งผลต่อการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ผู้วิจัยขอขอบพระคุณเป็นอย่างสูงในความอนุเคราะห์ครั้งนี้

ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ที่เป็นจริงเกี่ยวกับตัวท่านพร้อมทั้งกรอกข้อมูลของท่านในข้อต่อไป

1. โรงเรียน _____
2. เพศ ชาย หญิง
3. อายุ 25-30 ปี 31-35 ปี 36-40 ปี 41-45 ปี 46-50 ปี
 51-55 ปี 56 ปีขึ้นไป
4. ตำแหน่งผู้ตอบแบบสอบถาม
 ครูผู้สอน ครูสนับสนุนการสอน หัวหน้าฝ่าย
 หัวหน้าแผนก หัวหน้างานกลุ่มสาระการเรียนรู้ หัวหน้าระดับชั้น
 หัวหน้างาน
5. วุฒิการศึกษา
 ต่ำกว่าปริญญาตรี ปริญญาตรี ปริญญาโท ปริญญาเอก
6. ประสบการณ์ในการทำงาน
 1-3 ปี 4-6 ปี 7-10 ปี มากกว่า 10 ปี

ตอนที่ 2 สอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในลงในช่องระดับการดำเนินการของโรงเรียนในการพัฒนาครูที่มีความสามารถ ข้อละ 1 ช่อง โดยมีค่าน้ำหนักดังนี้

ระดับ 5 หมายถึง การดำเนินการของโรงเรียนในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ เห็นด้วยอย่างยิ่ง

ระดับ 4 หมายถึง การดำเนินการของโรงเรียนในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ เห็นด้วย

ระดับ 3 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ปานกลาง

ระดับ 2 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ไม่เห็นด้วย

ระดับ 1 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ไม่เห็นด้วยอย่างยิ่ง

สำหรับผู้ตรวจแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในลงในช่องระดับการดำเนินการของโรงเรียนในการพัฒนาครูที่มีความสามารถ ข้อละ 1 ช่อง โดยมีค่าน้ำหนักดังนี้

+1 หมายถึง ข้อคำถามนั้น มีความสอดคล้อง

0 หมายถึง ไม่แน่ใจ หรือ ตัดสินใจไม่ได้

-1 หมายถึง ข้อคำถามนั้น ไม่มีความสอดคล้อง

No	Items	Appropriateness			Comments
		+1	0	-1	
	Professional Development				
1	การสนับสนุนให้ครูที่มีความสามารถได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	✓			
2	การสนับสนุนเอกสาร ตำราความรู้ให้ครูได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	✓			
3	การสนับสนุนเทคโนโลยีเพื่อการค้นคว้าความรู้ให้ครูได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	✓			
4	การสนับสนุนให้ครูที่มีความสามารถได้รับการฝึกทักษะที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	✓			

No	Items	Appropriateness			Comments
		+1	0	-1	
5	การสนับสนุนและพัฒนาเป็นรายบุคคล	✓			
6	การทดสอบความรู้ที่จำเป็นของครูที่ตรงกับการทำงานในปัจจุบัน	✓			
7	การนิเทศติดตามการทำงานของครูในปัจจุบัน	✓			
8	การสนับสนุนและให้โอกาสเกี่ยวกับความก้าวหน้าในหน้าที่	✓			
9	การยกย่องประกาศเกียรติคุณครูที่มีความสามารถ	✓			
10	การสนับสนุนให้ครูทำงานร่วมกันเพื่อองค์กรไปสู่เป้าหมายในอนาคต	✓			
11	การสนับสนุนให้ครูได้พบปะพูดคุยแลกเปลี่ยนความรู้ระหว่างครูด้วยกัน	✓			
12	การสนับสนุนให้ครูมีการเสนอความคิดเกี่ยวกับการพัฒนาตนเองได้	✓			
13	การสนับสนุนให้ครูมีการวางแผนการทำงานร่วมกับเพื่อนร่วมงาน	✓			
14	การสนับสนุนให้ครูมีการระดมความคิดร่วมกัน	✓			
15	การสนับสนุนให้ครูมีโอกาสวางแผนแลกเปลี่ยนความคิดเห็นและข้อมูลข่าวสารร่วมกันในการปฏิบัติงาน	✓			
16	การส่งเสริมให้ครูมีการอบรมการเรียนรู้วิธีการทำงานเป็นทีม	✓			
17	การส่งเสริมให้ครูมีการพัฒนาตนเองและการฝึกอบรมตรงกับความต้องการของครูที่สามารถนำไปใช้ได้จริง	✓			
18	การส่งเสริมให้ครูนำความรู้ที่ได้จากการอบรมสัมมนา มาพัฒนางานของตนเอง	✓			
19	การส่งเสริมให้ครูมีส่วนร่วมในการจัดกิจกรรมที่เกี่ยวกับการพัฒนาตนเองได้	✓			
20	การส่งเสริมการจัดกิจกรรมต่าง ๆ ที่สนับสนุนให้ครูมีการปรับเปลี่ยนวิธีการทำงานให้ดีขึ้น	✓			

No	Items	Appropriateness			Comments
		+1	0	-1	
21	การส่งเสริมให้ครูมีการสร้างองค์ความรู้ใหม่เพื่อเป็นการกระตุ้นให้ครูมีการแสวงหาความรู้อย่างต่อเนื่อง	✓			
22	การประเมินผลการปฏิบัติงานของครูอย่างเป็นระบบและตรวจสอบได้	✓			
23	การสนับสนุนให้ครูมีการจัดสภาพแวดล้อมในที่ทำงานปัจจุบันได้อย่างเหมาะสม	✓			
24	การสนับสนุนและให้โอกาสครูจัดกิจกรรมที่เอื้อประโยชน์ต่อการจัดการเรียนการสอนของนักเรียนเป็นอย่างดี	✓			
25	การสนับสนุนให้ครูมีการวางแผนการเรียนการสอนที่สอดคล้องกับมาตรฐานของหลักสูตรและการประเมินผล	✓			
26	การสนับสนุนให้ครูมีการพัฒนาศักยภาพทางด้านการสื่อสาร เพื่อประโยชน์ต่อการการทำงานร่วมกันของบุคลากรในโรงเรียน	✓			
27	การสนับสนุนให้ครูมีการวางแผนและเตรียมความพร้อมสำหรับการเรียนการสอนอย่างต่อเนื่องและมีระบบ	✓			
28	การสนับสนุนให้ครูมีการใช้วัสดุและอุปกรณ์การเรียนการสอนที่เหมาะสมและทันสมัยต่อการจัดการเรียนการสอน	✓			
29	หลักสูตรที่ใช้ในการจัดการเรียนการสอน มีความชัดเจน ต่อเนื่องและสามารถพัฒนาความรู้ของครูได้อย่างเหมาะสม	✓			
30	การสนับสนุนให้ครูมีการวางแผนการเรียนการสอนทั้งระยะสั้นและระยะยาว เพื่อบูรณาการเรียนการสอนกับหน่วยงานอื่นๆ ในโรงเรียนได้อย่างมีประสิทธิภาพ	✓			

No	Items	Appropriateness			Comments
		+1	0	-1	
	Transformational leadership				
	Idealized Influence				
31	การพัฒนาให้ครูที่มีความสามารถให้แสดงบทบาทของครูต้นแบบที่เข้มแข็ง	✓			
32	การพัฒนาให้ครูที่มีความสามารถมีมาตรฐานสูงในด้านคุณธรรมและจริยธรรม	✓			
33	การพัฒนาให้ครูที่มีความสามารถให้ยึดมั่นในการทำสิ่งที่ถูกต้อง	✓			
34	การดำเนินการให้ครูที่มีความสามารถให้ได้รับการยอมรับจากเพื่อนครู	✓			
35	การพัฒนาให้ครูที่มีความสามารถมีทักษะในการถ่ายทอดวิสัยทัศน์และแนวทางการดำเนินงานของโรงเรียนสู่เพื่อนครู	✓			
	Inspirational Motivation				
36	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการสื่อสารเป้าหมายที่คาดหวังกับเพื่อนครู	✓			
37	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการทำงานเป็นทีม	✓			
38	การพัฒนาและส่งเสริมให้ครูที่มีความสามารถสร้างแรงบันดาลใจในการทำงานกับเพื่อนครู	✓			
39	การพัฒนาและส่งเสริมให้ครูที่มีความสามารถสร้างเครือข่ายในการร่วมกันทำงาน	✓			
40	การส่งเสริมให้ครูที่มีความสามารถเป็นส่วนหนึ่งของการแบ่งปันและถ่ายทอดวิสัยทัศน์ เป้าหมายของโรงเรียน	✓			
	Intellectual Stimulation				
41	การกระตุ้น ส่งเสริม ให้ครูที่มีความสามารถสร้างนวัตกรรมทางการเรียนการสอน	✓			

No	Items	Appropriateness			Comments
		+1	0	-1	
42	การส่งเสริมให้ครูที่มีความสามารถทำท่าย ความสามารถ ความเชื่อ และคุณค่าของตนเองในการ ทำงาน	✓			
43	การส่งเสริมให้ครูที่มีความสามารถเป็นแบบอย่างที่ดี ในการจัดการเรียนการสอน	✓			
44	การพัฒนาให้ครูที่มีความสามารถในการกระตุ้น ส่งเสริม ให้เพื่อนครูสร้างนวัตกรรมทางการเรียนการ สอน	✓			
45	การพัฒนาให้ครูที่มีความสามารถมีทักษะในการ ทำท่ายความสามารถ ความเชื่อ และคุณค่าในตนเอง ของเพื่อนครูในการทำงาน	✓			
Individualized Consideration					
46	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการ สร้างบรรยากาศที่เอื้อต่อการทำงาน	✓			
47	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการ เป็นที่ปรึกษาให้กับเพื่อนครู	✓			
48	การพัฒนาให้ครูที่มีความสามารถสร้างทีมงานใน การช่วยเหลือเพื่อนครูในการทำงาน	✓			
49	ส่งเสริมและสนับสนุนการสร้างบรรยากาศที่เอื้อต่อ การทำงานเป็นทีม	✓			
50	ส่งเสริมและสนับสนุนให้ครูที่มีความสามารถเป็น ผู้นำให้คำปรึกษาในการจัดการเรียนการสอน	✓			

ลงชื่อ:นางสาวกัลยา พยัคฆพงศ์

ตำแหน่ง:ผู้ช่วยครูโรงเรียนจตุรพักตรพิมาน

วันที่: 11 พ.ค. 54

GRADUATE SCHOOL OF EDUCATION
VALIDITY APPROVAL FORM

Student Name: Bro. Monthol Prathumarach

Contact Information (phone/email): 089 8103520 / monthol36@hotmail.com

Dissertation Title: A Professional Development Model for Teacher Leaders of
Catholic Schools in Thailand.

Questionnaire Title: Professional Development of Catholic Schools in Thailand

Validity Approval

Do you approve the validity of this questionnaire?

Yes. I, *Dr. Kawgon R.* have read and certify the validity of this
Professional Development of Catholic Schools in Thailand questionnaire. My
comments, suggestions are noted below.

No. I, have read and cannot certify the validity of this
Professional Development of Catholic Schools in Thailand questionnaire. My
comments, suggestions are noted below.

Comments/ suggestions:

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

Phaw
.....
Validity expert Signature
Date:

แบบสอบถามเพื่อการวิจัย

เรื่อง

สภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

คำชี้แจง

1. แบบสอบถามฉบับนี้มุ่งที่จะศึกษาสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

2. แบบสอบถามฉบับนี้ แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 คำถามเกี่ยวกับสถานสภาพของผู้ตอบแบบสอบถาม จำนวน 6 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย จำนวน 50 ข้อ

ตอนที่ 3 คำถามปลายเปิดเกี่ยวกับข้อเสนอแนะสำหรับการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ผู้ตอบแบบสอบถามฉบับนี้คือ ครู จำนวน 1 คน เป็นผู้ตอบคำถาม

คำตอบของท่าน ไม่มีผลกระทบต่อตัวท่านหรือหน้าที่การงานของท่านแต่ประการใด แต่เป็นประโยชน์ต่อการศึกษาวิจัย เพื่อหาแนวทางพัฒนาการบริหารงานในสถานศึกษาของผู้บริหารสถานศึกษาที่ส่งผลกระทบต่อการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

ผู้วิจัยขอขอบพระคุณเป็นอย่างสูงในความอนุเคราะห์ครั้งนี้

ตอนที่ 1 ข้อมูลเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ที่เป็นจริงเกี่ยวกับตัวท่านพร้อมทั้งกรอกข้อมูลของท่านในข้อต่อไปนี

1. โรงเรียน _____
2. เพศ ชาย หญิง
3. อายุ 25-30 ปี 31-35 ปี 36-40 ปี 41-45 ปี 46-50 ปี
 51-55 ปี 56 ปีขึ้นไป
4. ตำแหน่งผู้ตอบแบบสอบถาม
 ครูผู้สอน ครูสนับสนุนการสอน หัวหน้าฝ่าย
 หัวหน้าแผนก หัวหน้างานกลุ่มสาระการเรียนรู้ หัวหน้าระดับชั้น
 หัวหน้างาน
5. วุฒิการศึกษา
 ต่ำกว่าปริญญาตรี ปริญญาตรี ปริญญาโท ปริญญาเอก
6. ประสบการณ์ในการทำงาน
 1-3 ปี 4-6 ปี 7-10 ปี มากกว่า 10 ปี

ตอนที่ 2 สอบถามเกี่ยวกับสภาพปัจจุบัน และสภาพที่คาดหวังของการพัฒนาครูผู้นำของโรงเรียนคาทอลิกในประเทศไทย

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในลงในช่องระดับการดำเนินการของโรงเรียนในการพัฒนาครูที่มีความสามารถ ข้อละ 1 ช่อง โดยมีค่าน้ำหนักดังนี้

ระดับ 5 หมายถึง การดำเนินการของโรงเรียนในสภาพปัจจุบันและสภาพที่คาดหวังอยู่ในระดับ เห็นด้วยอย่างยิ่ง

ระดับ 4 หมายถึง การดำเนินการของโรงเรียนในสภาพปัจจุบันและสภาพที่คาดหวังอยู่ในระดับ เห็นด้วย

ระดับ 3 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ปานกลาง

ระดับ 2 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ไม่เห็นด้วย

ระดับ 1 หมายถึง การดำเนินการของโรงเรียนอยู่ในสภาพปัจจุบันและสภาพที่คาดหวังในระดับ ไม่เห็นด้วยอย่างยิ่ง

สำหรับผู้ตรวจแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในลงในช่องระดับการดำเนินการของโรงเรียนในการพัฒนาครูที่มีความสามารถ ข้อละ 1 ช่อง โดยมีค่าน้ำหนักดังนี้

+1 หมายถึง ข้อคำถามนั้น มีความสอดคล้อง

0 หมายถึง ไม่แน่ใจ หรือ คัดสินไม่ได้

-1 หมายถึง ข้อคำถามนั้น ไม่มีความสอดคล้อง

No	Items	Appropriateness			Comments
		+1	0	-1	
Professional Development					
1	การสนับสนุนให้ครูที่มีความสามารถได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	✓			
2	การสนับสนุนเอกสาร ตำราความรู้ให้ครูได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	✓			
3	การสนับสนุนเทคโนโลยีเพื่อการค้นคว้าความรู้ให้ครูได้พัฒนาความรู้ที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	✓			
4	การสนับสนุนให้ครูที่มีความสามารถได้รับการฝึกทักษะที่ทันสมัยเพิ่มเติมที่ตรงกับการทำงานในปัจจุบัน	✓			

No	Items	Appropriateness			Comments
		+1	0	-1	
5	การสนับสนุนและพัฒนาเป็นรายบุคคล	✓			
6	การทดสอบความรู้ที่จำเป็นของครูที่ตรงกับการทำงานในปัจจุบัน	✓			
7	การนิเทศติดตามการทำงานของครูในปัจจุบัน	✓			
8	การสนับสนุนและให้โอกาสเกี่ยวกับความก้าวหน้าในหน้าที่	✓			
9	การยกย่องประกาศเกียรติคุณครูที่มีความสามารถ	✓			
10	การสนับสนุนให้ครูทำงานร่วมกันเพื่อองค์กรไปสู่เป้าหมายในอนาคต	✓			
11	การสนับสนุนให้ครูได้พบปะพูดคุยแลกเปลี่ยนความรู้ระหว่างครูด้วยกัน	✓			
12	การสนับสนุนให้ครูมีการเสนอความคิดเกี่ยวกับการพัฒนาตนเองได้	✓			
13	การสนับสนุนให้ครูมีการวางแผนการทำงานร่วมกับเพื่อนร่วมงาน	✓			
14	การสนับสนุนให้ครูมีการระดมความคิดร่วมกัน	✓			
15	การสนับสนุนให้ครูมีโอกาสวางแผนแลกเปลี่ยนความคิดเห็นและข้อมูลข่าวสารร่วมกันในการปฏิบัติงาน	✓			
16	การส่งเสริมให้ครูมีการอบรมการเรียนรู้วิธีการทำงานเป็นทีม	✓			
17	การส่งเสริมให้ครูมีการพัฒนาตนเองและการฝึกอบรมตรงกับความต้องการของครูที่สามารถนำไปใช้ได้จริง	✓			
18	การส่งเสริมให้ครูนำความรู้ที่ได้จากการอบรมสัมมนา มาพัฒนางานของตนเอง	✓			
19	การส่งเสริมให้ครูมีส่วนร่วมในการจัดกิจกรรมที่เกี่ยวกับการพัฒนาตนเองได้	✓			
20	การส่งเสริมการจัดกิจกรรมต่าง ๆ ที่สนับสนุนให้ครูมีการปรับเปลี่ยนวิธีการทำงานให้ดีขึ้น	✓			

No	Items	Appropriateness			Comments
		+1	0	-1	
21	การส่งเสริมให้ครูมีการสร้างองค์ความรู้ใหม่เพื่อเป็นการกระตุ้นให้ครูมีการแสวงหาความรู้ตลอดเวลา	✓			
22	การประเมินผลการปฏิบัติงานของครูอย่างเป็นระบบและตรวจสอบได้	✓			
23	การสนับสนุนให้ครูมีการจัดสภาพแวดล้อมในที่ทำงานปัจจุบันได้อย่างเหมาะสม	✓			
24	การสนับสนุนและให้โอกาสครูจัดกิจกรรมที่เอื้อประโยชน์ต่อการจัดการเรียนการสอนของนักเรียนเป็นอย่างดี	✓			
25	การสนับสนุนให้ครูมีการวางแผนการเรียนการสอนที่สอดคล้องกับมาตรฐานของหลักสูตรและการประเมินผล	✓			
26	การสนับสนุนให้ครูมีการพัฒนาศักยภาพทางด้านการสื่อสาร เพื่อประโยชน์ต่อการการทำงานร่วมกันของบุคลากรในโรงเรียน	✓			
27	การสนับสนุนให้ครูมีการวางแผนและเตรียมความพร้อมสำหรับการเรียนการสอนอย่างต่อเนื่องและเป็นระบบ	✓			
28	การสนับสนุนให้ครูมีการใช้วัสดุและอุปกรณ์การเรียนการสอนที่เหมาะสมและทันสมัยต่อการจัดการเรียนการสอน	✓			
29	หลักสูตรที่ใช้ในการจัดการเรียนการสอน มีความชัดเจน ต่อเนื่องและสามารถพัฒนาความรู้ของครูได้อย่างเหมาะสม	✓			
30	การสนับสนุนให้ครูมีการวางแผนการเรียนการสอนทั้งระยะสั้นและระยะยาว เพื่อบูรณาการเรียนการสอนกับหน่วยงานอื่นๆ ในโรงเรียน ได้อย่างมีประสิทธิภาพ	✓			

No	Items	Appropriateness			Comments
		+1	0	-1	
	Transformational leadership	✓			
	Idealized Influence ✓	.			
31	การพัฒนาให้ครูที่มีความสามารถให้แสดงบทบาทของครูต้นแบบที่เข้มแข็ง	✓			
32	การพัฒนาให้ครูที่มีความสามารถมีมาตรฐานสูงในด้านคุณธรรมและจริยธรรม	✓			
33	การพัฒนาให้ครูที่มีความสามารถให้ยึดมั่นในการทำสิ่งที่ถูกต้อง	✓			
34	การดำเนินการให้ครูที่มีความสามารถให้ได้รับการยอมรับจากเพื่อนครู	✓			
35	การพัฒนาให้ครูที่มีความสามารถมีทักษะในการถ่ายทอดวิสัยทัศน์และแนวทางการดำเนินงานของโรงเรียนสู่เพื่อนครู	✓			
	Inspirational Motivation ✓				
36	การพัฒนาให้ครูที่มีความสามารถให้มีความสามารถในการสื่อสารเป้าหมายที่คาดหวังกับเพื่อนครู	✓			
37	การพัฒนาให้ครูที่มีความสามารถให้มีความสามารถในการทำงานเป็นทีม	✓			
38	การพัฒนาและส่งเสริมให้ครูที่มีความสามารถสร้างแรงบันดาลใจในการทำงานกับเพื่อนครู	✓			
39	การพัฒนาและส่งเสริมให้ครูที่มีความสามารถสร้างเครือข่ายในการร่วมกันทำงาน	✓			
40	การส่งเสริมให้ครูที่มีความสามารถเป็นส่วนหนึ่งของการแบ่งปันและถ่ายทอดวิสัยทัศน์ เป้าหมายของโรงเรียน	✓			
	Intellectual Stimulation ✓				
41	การกระตุ้น ส่งเสริม ให้ครูที่มีความสามารถสร้างนวัตกรรมทางการเรียนการสอน	✓			

No	Items	Appropriateness			Comments
		+1	0	-1	
42	การส่งเสริมให้ครูที่มีความสามารถทำทาส ความสามารถ ความเชื่อ และคุณค่าของตนเองในการ ทำงาน	✓			
43	การส่งเสริมให้ครูที่มีความสามารถเป็นแบบอย่างที่ดี ในการจัดการเรียนการสอน	✓			
44	การพัฒนาให้ครูที่มีความสามารถในการกระตุ้น ส่งเสริม ให้เพื่อนครูสร้างนวัตกรรมทางการเรียนการ สอน	✓			
45	การพัฒนาให้ครูที่มีความสามารถมีทักษะในการ ทำทาสความสามารถ ความเชื่อ และคุณค่าในตนเอง ของเพื่อนครูในการทำงาน	✓			
	Individualized Consideration				
46	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการ สร้างบรรยากาศที่เอื้อต่อการทำงาน	✓			
47	การพัฒนาให้ครูที่มีความสามารถให้มีทักษะในการ เป็นที่ปรึกษาให้กับเพื่อนครู	✓			
48	การพัฒนาให้ครูที่มีความสามารถสร้างทีมงานใน การช่วยเหลือเพื่อนครูในการทำงาน	✓			
49	ส่งเสริมและสนับสนุนการสร้างบรรยากาศที่เอื้อต่อ การทำงานเป็นทีม	✓			
50	ส่งเสริมและสนับสนุนให้ครูที่มีความสามารถเป็น ผู้นำให้คำปรึกษาในการจัดการเรียนการสอน	✓			

Signature:.....*Phang*.....

Position:.....*Lecturer*.....

Date:.....*17/10/2017*.....

APPENDIX E

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 60.0

N of Items =100

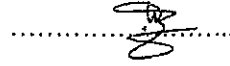
Alpha = .9763

APPENDIX F

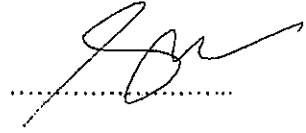
Focus Group Expert

No	Name	Position	Institution Address
1	Dr.Chamnan Laoruckphon	Director	Assumption College Thonburi
2	Bro.Phiranant Numkanisorn	Manager	Assumption College Sriracha
3	Fr.Luechai Chanpoh	Director	Darasamutr Sriracha School
4	Dr.Anusak Nidhibhadrabhorn	Director	Saint Gabriel College
5	M.Chumporn Srinukulchai	Teacher	Daruna Ratchaburi School
6	Ms.Pasuta Oodjunsri	Teacher	Saint Louis School Chachoengsao
7	Dr.Kanog-on Rungrojngarmcharoen	Lecturer	Graduate School of Education, Assumption University
8	Bro.Dechachai Sripicharn	Director	Assumption College Rayong
9	Bro.Pisutr Vapiso	Deputy Director	Assumption College
10	Dr.Surapee Sorajjakool	Director	Seventh Day Advantist School, Eakamai, Bangkok
11	Ms.Naruemon Noi-im	Teacher	Assumption College Thonburi
12	Ms.Chuleeporn Thirayothin	Teacher	Saint Gabriel College

เรียน ภราดาพิศุตร วาปีโส
 รองผู้อำนวยการ โรงเรียนอัสสัมชัญ
 พล. มอบหมายให้ผู้แทนครูเข้าร่วมแทน



เรียน ดร. สุรภี โสรังกุล
 อาจารย์ประจำบัณฑิตวิทยาลัยศึกษาศาสตร์



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Graduate School of Education

Model Validation Approval Form

Student Name: Bro. Monthol Prathumarach

Contact Information (phone/email): 089 810 3520/ monthol36@hotmail.com

Dissertation Title: A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I, Bro. Phiranant.....have read and approve this professional development model. I confirm that this professional development model is able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

No. Ihave read and cannot approve this professional development model. I confirm that this professional development model is not able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations/ suggestions:

- The Model should be supported by some Theorists or well known Educationists and also with some research findings.
- The rationale for Methodology should be provided more explicitly.
- Strong link between this model and leadership should be stressed.

Bro Phiranant Namkamjorn Assumption College Sriracha

Name and address of Model validation expert

Graduate School of Education
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Student Name: Bro. Monthol Prathumarach
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Dissertation Title: A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I Dr. Kanogon R......have read and approve this professional development model. I confirm that this professional development model is able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

No. Ihave read and cannot approve this professional development model. I confirm that this professional development model is not able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations/ suggestions:

It would be to be useful to include guidelines/steps of "how-to" implement the model for schools to apply it.

.....

.....

.....

Name and address of Model validation expert

Dr. Kanogon Ruuprojermcheroen

Graduate School of Education

Model Validation Approval Form

Student Name: Bro. Monthol Prathumarach

Contact Information (phone/email): 089 810 3520/ monthol36@hotmail.com

Dissertation Title: A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I Bro. DECHACHAI have read and approve this professional development model. I confirm that this professional development model is able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

No. I have read and cannot approve this professional development model. I confirm that this professional development model is not able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations/ suggestions:

This thesis is very useful for those in education field. The model and development can be applied in practice. Some points to correct should be done. Personally, I appreciated this performance.

Bro. Dechi

Name and address of Model validation expert

Graduate School of Education

Model Validation Approval Form

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Dissertation Title: A Professional Development Model for Teacher Leaders of Catholic
Schools in Thailand

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I *Brother Pisutr Vapiso* have read and approve this professional development model. I confirm that this professional development model is able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

No. Ihave read and cannot approve this professional development model. I confirm that this professional development model is not able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations/ suggestions:

The model is a comprehensive analysis of the system of Catholic schools and successfully identified important professional development issues. Staff expectations were explored and compared to the present situation and a comparison did produce a coherent plan for relevant and effective professional development opportunities.

Brother Pisutr Vapiso (Vice Director Assumption College, Bangkok)

Name and address of Model validation expert

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Contact Information (phone/email): 089 810 3520/ monthol36@hotmail.com

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MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I *Surayee Somjit* have read and approve this professional development model. I confirm that this professional development model is able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

No. I have read and cannot approve this professional development model. I confirm that this professional development model is not able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations/ suggestions:

1) In the implementation sections → you can add more points from questionnaires

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.....

Name and address of Model validation expert

Graduate School of Education

Model Validation Approval Form

Student Name: Bro. Monthol Prathumarach

Contact Information (phone/email): 089 810 3520/ monthol36@hotmail.com

Dissertation Title: A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand

MODEL VALIDATION APPROVE

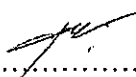
Do you approve this professional development model?

[X] Yes. I Mrs. Natunon Noi-im have read and approve this professional development model. I confirm that this professional development model is able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

[] No. Ihave read and cannot approve this professional development model. I confirm that this professional development model is not able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations/ suggestions:

Model นี้ยังไม่ผ่านการตรวจสอบในขั้นต้นของ Model เพื่อเป็นแนวทางในการพัฒนาครู และบุคลากรในโรงเรียน: ผู้ที่ไม่สามารถส่งเอกสารของโรงเรียน

 ACT

Name and address of Model validation expert

Graduate School of Education
Model Validation Approval Form

Student Name: Bro. Monthol Prathumaracl

Contact Information (phone/email): 089 810 3520/ monthol36@hotmail.com

Dissertation Title: A Professional Development Model for Teacher Leaders of Catholic Schools in Thailand

MODEL VALIDATION APPROVE

Do you approve this professional development model?

Yes. I Ms. Chuleeporn Thirayathin have read and approve this professional development model. I confirm that this professional development model is able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

No. Ihave read and cannot approve this professional development model. I confirm that this professional development model is not able to apply for teacher leaders of catholic schools in Thailand. My comments, reservation, suggestions are noted below.

Comments/ reservations/ suggestions:

This model will be perfect if it shows the relation between the Professional Development Model and student's outcome. You can convince anyone who follows this model will help them improve the students' results that is the main purpose of creating this model.

Chuleeporn Thirayathin

Name and address of Model validation expert

BIOGRAPHY

NAME	Brother Monthol Prathumarach
MEMBER	Brother of St. Gabriel Foundation
POSITION	Director, St. Louis School, Chachoengsao, Thailand.
DATE OF BIRTH	18 November 1962
PLACE OF BIRTH	Amphoe Muang, Chanthaburi, Thailand
INSTITUTIONS ATTENDED	- Saengtham College, (Philosophy), 1983 – 1987 - Sukhothai Thammathirat University, B.Ed. (Educational Administration), 1988 – 1992 - Chulalongkorn University, M.Ed. (Educational Administration), 2005 – 2007 - Assumption University of Thailand, Ph.D. (Educational Leadership), 2009 – 2011
HOME ADDRESS	128 Supakij Road, Amphoe Muang, Chachoengsao, Thailand
EMAIL	<u>monthol36@hotmail.com</u> , <u>bro.monthol@gmail.com</u>