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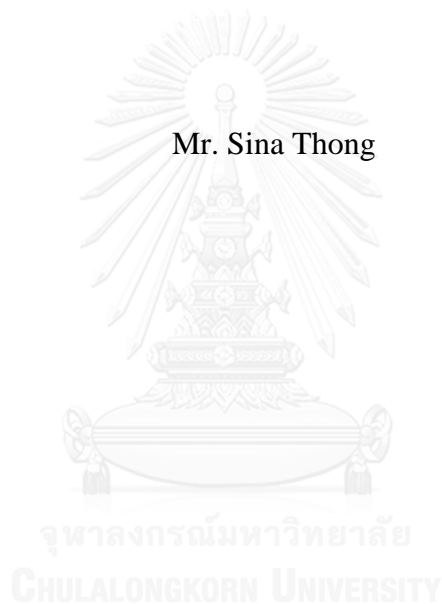
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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

GUIDELINES FOR THE LEADERSHIP DEVELOPMENT OF PRIMARY
SCHOOL PRINCIPALS UNDER THE JURISDICTION OF PHNOM PENH
MUNICIPAL DEPARTMENT OF EDUCATION, YOUTH AND SPORT IN
CAMBODIA

Mr. Sina Thong



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education Program in Educational Administration
Department of Educational Policy Management and Leadership

Faculty of Education

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KEYWORDS: LEADERSHIP CHARACTERISTIC / LEADERSHIP DEVELOPMENT NEEDS / LEADERSHIP DEVELOPMENT METHOD / GUIDELINES FOR THE LEADERSHIP DEVELOPMENT

SINA THONG: GUIDELINES FOR THE LEADERSHIP DEVELOPMENT OF PRIMARY SCHOOL PRINCIPALS UNDER THE JURISDICTION OF PHNOM PENH MUNICIPAL DEPARTMENT OF EDUCATION, YOUTH AND SPORT IN CAMBODIA. ADVISOR: ASST. PROF. PONGSIN VISESHSIRI, Ph.D., 199 pp.

The purpose of this research was 1) to study the theoretical framework of leadership characteristics and the leadership development methods; 2) to study the actual and desirable leadership characteristics and the leadership development needs; and 3) to propose guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia. The population was 164 primary school principals. Research instruments were literature review, semi-structured interview, questionnaires, and evaluation form. The data were analyzed by using mean, standard deviation, modified priority needs index (PNI_{modified}), and content analysis. The results were concluded as follows:

1) The theoretical framework of leadership characteristics was composed of 10 characteristics including (1) valuing people, (2) developing people, (3) building community, (4) displaying authenticity, (5) envisioning the future, (6) sharing leadership, (7) idealized influence, (8) inspirational motivation, (9) intellectual stimulation, and (10) individualized consideration. The leadership development methods consisted of (1) building self-awareness, (2) acquiring education, (3) attending developmental programs, (4) getting experience, (5) getting coaching, (6) getting mentoring, (7) attending succession planning, (8) training on LMX theory, (9) attending feedback-intensive programs, and (10) building motivation.

2) Overall, the actual leadership characteristics indicated moderate level, including valuing people, envisioning the future, and idealized consideration, were at high level respectively; followed by intellectual stimulation and sharing leadership, were at moderate level while the rest of leadership characteristics was at low level. The desirable leadership characteristics were at high level in overall. The leadership characteristics needed to develop were (1) building community, (2) displaying authenticity, (3) idealized influence, (4) inspirational motivation, (5) and developing people respectively.

3) Guidelines for the leadership development revealed that the priority-setting methods were (1) attending developmental programs, (2) getting coaching, (3) getting mentoring, (4) getting experience, (5) attending feedback-intensive programs, (6) acquiring education, and (7) building motivation.

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LIST OF ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
CFS	Child Friendly School
CR	Completion Rate
DEO	District Education Office
DPs	Development Partners
DTMT	District Training and Monitoring Teams
DR	Drop Rate
ECE	Early Childhood Education
EFA	Educational For All
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EU	European Union
ESP	Education Strategic Plan
GER	Gross Enrolment Rate
GPE	Global Partnership of Education
HR	Human Resource
LMX	Leader-Member-Exchange
MoEYS	Ministry of Education, Youth and Sport
NAR	Net Admission Rate
NER	Net Enrolment Rate
NGO	Non-Government Organization
PEO	Provincial Education Office
RGoC	Royal Government of Cambodia
RR	Repetition Rate
SIDA	Swedish International Development Agency
TR	Transition Rate
UNESCO	United Nations Educational, Scientific, and Cultural Organization
WFP	World Food Program

CHAPTER 1

INTRODUCTION

Background and Problem Statement

A universal theme throughout is that school principals in all countries are subject to widely public scrutiny and held to be closely responsible by governments for the academic accomplishment and real sense of fairness of deserving to obtain opportunities to learn for all their students. All have been influenced to some systems not only by a primary focus on student outcomes and their accountability, but also shifts in demographic and increased instability in these societies (Ärlestig, Day, & Johansson, 2016). Hence, school principals are experiencing one of the most challenging times in education by reflecting on the foundation of leadership in which school principals globally appear to be at the core of change and responsiveness (Whitehead, Boschee, & Decker, 2013). To be responsible for unbalanced era, school principals are skilled performers of change, leading learners, in addition to their old-style role as managers as well (Hallinger, 2005).

Additionally, school principals are the most vital in-school influencers (after teachers) of student learning to maximize impact as leading learning, being district and system players, and becoming change agents (Fullan, 2014). Amid a global society, school principal does as catalyst of technical change, community leader, designer, influencer, informed leader, instructional leader, partner, steward, supervisor, teacher, visionary leader, future investor (Whitehead et al., 2013), servant leader who is values-driven, authentic, competent, and effective (Brumley, 2012) and academic administrator who takes care of administrative work, devotes more time to teaching and scholarship, trains the many leadership traits and behaviors (Dubrin, 2012), and to be transformational leader who becomes change agent, leading role model who empowers others to meet higher-level, and clarifies vision and goals in organizations (Northouse & Lee, 2016).

Furthermore, the school principal must make a decision on a habitual basis concerning resource distribution, staffing, problem finding and problem resolution (Hallinger, 2011), seeks to involve the members in decision making, and improves the

caring and quality of organizational life by valuing others, developing the followers, building community, displaying authenticity, envisioning the future, and sharing leadership (Laub, 1999). Moreover, school principals are strong role models for supporters, great communicators at high expectations, inspirational motivators, stimulators to followers to be creative, and providers a caring climate to the personal needs of followers acting as coaches and advisors (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006). In this regard, school principals are the significant influencers in building school environment that supports students' learning and teachers' learning and teaching (Darmody & Smyth, 2016). Hence, the school principals are the key characters to lead the diverse teachers to fulfill students' outcomes effectively and to restructure better approach to fulfill better education system.

To build better education system, particularly Cambodia as developing country, the government reformed the fourth priority sector in "Rectangular Strategies" to strengthening institutional capacity and governance, at both national and sub-national levels, and ensuring the effectiveness and efficiency of public services to better serve people's needs (RGoC, 2008, 2013). On the other hand, the policy on human resource still continues highlighting the importance of incentivizing to achieve vision, goals, objectives and strategies aiming at improving the effectiveness, efficiency, transparency, accountability and sustainability of the human resource management and development (MoEYS, 2012). Ministry of Education, Youth and Sport (MoEYS) has processed the Education Strategic Plan (ESP) 2014-2018, focused on three main aspects, including ensuring equitable access for all to education services, enhancing the quality and relevance of learning, and ensuring effective leadership and management of education staff at all levels, was highlighted to strengthen institutional capacity and professionalism of education managers at all level, particularly school principals in general education to respond to the future competitiveness (MoEYS, 2014).

Nevertheless, developing the education system in Cambodia is a huge step to compete other countries because the foundation of education is not enough to develop human resource. Consequently, building the better education system in Cambodia is one of the most significant challenges facing today (Sothy, Madhur, & Rethy, 2015) and there is no formal requirement for principals to be trained leaders (Bush, 2008). The shortage of well-trained school leaders and teachers are the most crucial issues

requiring urgent attention to obtain healthy primary education. Cambodia could benefit it from freer movement of professionals in those areas. Those areas now have shortage of skilled personnel to build strong foundational skills provided to children (Madhur, 2015). There is plentiful data that schooling in Cambodia from the primary levels up is failing to provide leadership, knowledge, skills, attitudes and be creative to solve problem with students (Sitha, Edwards, Williams, & Kitamura, 2016).

Similarly, the governance and administration are still hot issues with a focus on improving the educational management in Cambodia (Sothy et al., 2015). ESP 2014-2018 (MoEYS, 2014) gave more concerns about education challenges which include the shortage of school principals' awareness, communities building, providing a sufficiently high quality and relevant learning for children and youth, material management, envisioning the future, low performance of staff management, and low creative thinking and solve problems to strengthen the institutional capacity. Therefore, to build educational leadership and to clarify goals effectively, the main key to complete the quality of education depends on leaders or administrators with management mechanisms to produce better quality of education (UNESCO, 2006) to meet the needs of this unbalanced era.

To respond to this needs, every school must to be searching for diverse ways to build successful relationships among primary school principals and teachers to empower each other toward a clarified goals (Fullan, 2011), and be "all things to all people" (Fullan, 2001). To succeed, and avoid school performance failure in the area of accountability, principals as risk takers must build new mindsets. School principals must be values-driven, authentic, competent, and effective, enable to grow people with compassion, to overcome pressing challenges to shape their everyday practice (Brumley, 2012), to seek inspiration and build their commitment to the mission by clarifying a clear and engaging visions, articulating how the vision can be attained, acting self-reliant and positive, expressing confidence in subordinators, using dramatic, symbolic actions to highlight key values, and leading by example (Yukl, 2013). To generate momentum of educational leadership paradigms, schools deserve effective principals. Effective principals realize their mission, plan the course, and direct the steering of an unfulfilled desire, vision, considerable courage, and forcing away negative energy (Brumley, 2012).

In case of Cambodia, there are some research studies showed in different ways in school principal leadership. Mok, Kohtbantau, and Prachanant (2013) studied leadership model of Cambodian school principals that result was at high level with demonstrating to support the heart, translating a shared vision into actions, sustaining willing participation, and engaging the heart in a shared vision, however, those principals need to change their attitudes to work collaboratively with their followers. On the other hand, organizational administration still have power from bureaucracy and hierarchy relatively involved which are rooted in Cambodia's behaviors and it hard to accept others' interpersonally, called "Listening to the elders.". Another research, Siek (2015) studied competency of school principals and result showed at high level including educational policy and direction, instructional and achievement, managing change and innovation, resource and operation, people and relationship, morality, values, and ethics of leadership, and language.

However, those school principals still have low awareness, low appraisal performance, weakness in building community, unclear vision, low stewardship to lead change, little empowering others, low ability to develop others to clarify their goals, and low communicating others, and there is a gap in ineffective administration between leaders and followers as well. Furthermore, Long (2014) studied leadership development needs of Cambodian primary school principals and deputy principals and revealed that education system is still complicated. The school principals need to be aware of themselves, to share their leadership, solve problem creatively, communicate openly, support the followers' needs, create new things to change, be more responsible for high performance, challenge the status quo, be better role models, promote the followers to achieve goals, put the needs of followers first, share vision, and enhance strong relationship within schools.

Moreover, school principals are the role models to initiate the status quo, to be responsible to the supporters such as teachers, staffs, and students, to empower the teachers, staffs, and the stakeholders, and to motivate with holy-mindset inspiration to manage the school effectively (Sann, Tesaputa, & Sri-Ampai, 2014).

Above reason made many school principals are challenging huge problem in this unbalanced era to serve and lead their schools and this challenge made themselves become weak principals in both serving and leading the schools. Similarly, school

leaders or principals discouraged their accountability; on the contrary, the teachers, school staffs, students and stakeholders want them to perform effectively (Brumley, 2012). To courage the ineffective and passive school leaders or principals, Fullan (2008) argued that leadership need to develop and continually refine a good theory, defined as one that travels well in all kinds of situations. Consequently, many researchers and scholars moved their implementations and behaviors to servant-leadership, providing the mode of relational application (Caffey, 2012; Cerit, 2009; Liden, Wayne, Zhao, & Henderson, 2008; Pheangbuppha, 2013; Richard, Ginnett, & Curphy, 2012; Salameh, 2011; Sendjaya, 2015; Simsen, 2013; Spears, 2002b, 2010; Xu, Stewart, & Haber-Curran, 2015). Beside the above movements, many scholars also mentioned how school principals lead effectively with transformational leadership (Avci, 2015; Bruce J Avolio, 2011; Balyer, 2012; Bass & Riggio, 2006; Chamnin, 2008; Hauserman & Stick, 2013; Sann et al., 2014).

It is such a blessing that Greenleaf brought great achievement in organizations and showed that the great leadership always values community to bring respects and trust to followers (Greenleaf, 1977), and Bass developed full range of transformational leadership with four I's to lead and change within organizations (Bass, 1985). Nahavandi (2015) agreed that transformational leadership applies broadly to organizational effectiveness and leadership training by connecting with the subordinates and inspiring them would help most based on optimism about the goals and subordinates' ability, providing a clear vision, encouraging creativity, setting high expectations and creating a supportive climate, and building strong relationships with subordinates.

On contrary, servant leadership requires school principals hearten their followers to bring their brain to work by motivating them to create a high performing organization, and bringing more success and significance (Blanchard, 2010). Servant leadership can be concisely defined by the slogan "*Learning to serve, Serving to lead, and Leading to transform*" (Sendjaya, 2015).

Hence, transformational leadership can be defined by the slogan "*Learning to lead, Leading to change, and Changing to achieve the goals*" for the momentum of the new generation with *engagement, empowerment and energization*.

Most educators and the researcher agree that transformational leadership is the most crucial factor to lead effectively while servant leadership is the most indispensable factor to demonstrate the vital of high ethical standards. Every organization needs the leader whose decision is grounded in the highest priority needs of those to serve and lead for a greater future of families, schools, communities, colleges, institutions, ministries, universities, and societies. However, there are a few researches exist on the influence of leadership on organizational commitment in within the Cambodian school context. Hence, leadership characteristics needed to be developed and to propose guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia. Therefore, based on theoretical notions above mentioned, this research attempts to study as follows.

Research Questions

1. What are the theoretical framework of leadership characteristics and the leadership development methods?
2. What are the actual and desirable leadership characteristics and the leadership development needs of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia?
3. What are the guidelines to develop leadership for primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia?

Research Objectives

1. To study the theoretical framework of leadership characteristics and the leadership development methods.
2. To study the actual and desirable leadership characteristics and the leadership development needs of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.
3. To propose guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Department of Education, Youth and Sport in Cambodia.

Definition of Terms

The researcher defined the operationalized definitions as follows:

1. **Leadership characteristics** are the trait perspectives suggest that certain individuals (school principals) have special characteristics or qualities that make them leaders including valuing people, developing people, building community, displaying authenticity, envisioning the future, sharing leadership, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration which affect every aspect of their followers.

2. **Leadership Development Needs** refer to leadership characteristics of the Cambodian primary school principals must have in order to solve the school problems and also to improve schools via the use of PNI_{modified} formula which solves the needs of leadership characteristics according to their importance.

3. **Leadership Development Methods** are the method or technique synthesized from related research and theoretical review including building self-awareness, acquiring education, attending developmental programs, getting experience, getting coaching, getting mentoring, attending succession planning, training on LMX Theory, attending feedback-intensive programs, and building motivation in order to help increase the effectiveness of primary school principals. They are possible to obtain high performance to achieve the school's goals after training and developing to be effective school principals.

4. **Guidelines for the Leadership Development** are the guidelines that the primary school principals should develop themselves from what actual leadership characteristics they have to the desirable leadership characteristics by using evaluation form, using semi-structured interviews, and defining adequately by the experts to propose guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia

Conceptual Framework

The first draft of the theoretical framework of leadership characteristics was proposed to discuss and confirm by the experts for the final draft. Therefore, the conceptual framework of primary school principals indicated 10 leadership characteristics. Servant leadership are defined by Laub (1999) including (1) valuing people, (2) developing people, (3) building community, (4) displaying authenticity, (5) envisioning the future, (6) sharing leadership; and transformational leadership are defined by Bruce J Avolio (2011); Bass (1985); Bass and Riggio (2006) including (7) idealized influence, (8) inspirational motivation, (9) intellectual stimulation, and (10) individualized consideration. The leadership development methods are designed by DuBrin (2010, 2016); Nahavandi (2015); Roberts (2014); Yukl (2013).

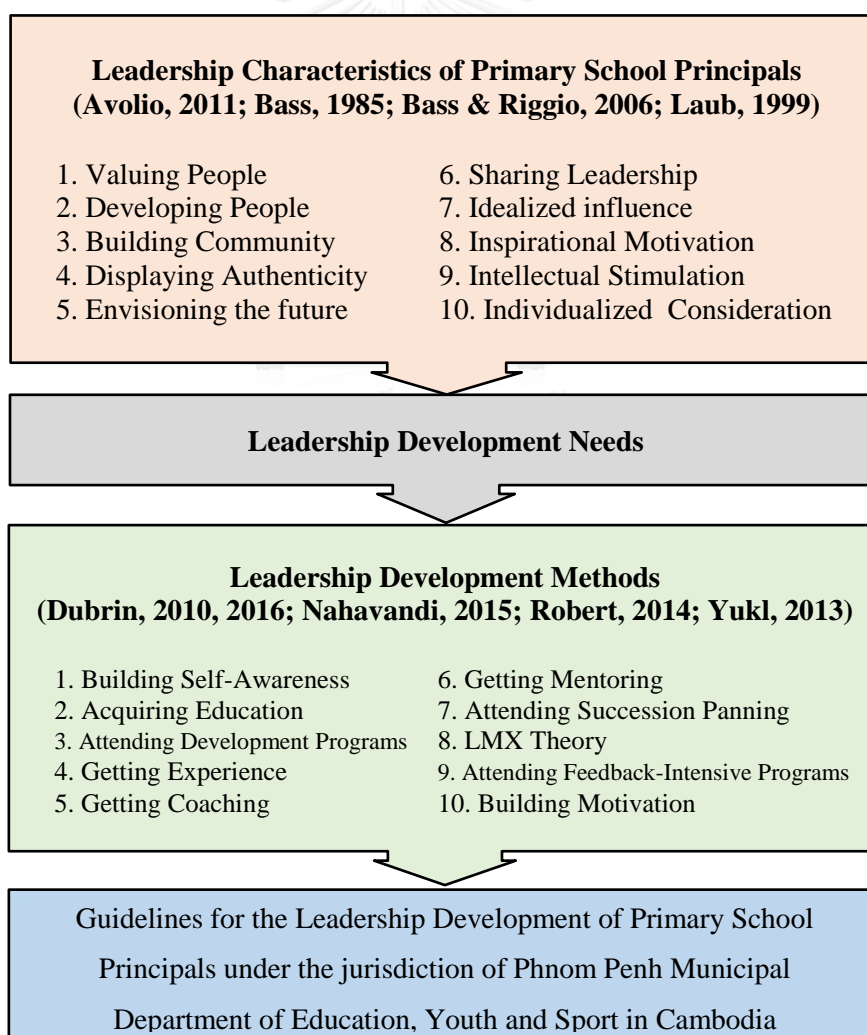


Figure 1.1: Conceptual framework

Scope of the Study

The purpose of this research study was to propose guidelines for the leadership development methods of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.

1. **Population:** Public primary schools under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.

2. **Sample:** Primary school principals and primary school teachers are determined sample size by using Yamane's sample-size table. The experts were purposively selected to propose guidelines for the leadership development.

3. **Variables:** The leadership characteristics of primary school principals and the leadership development methods to propose guidelines for the leadership development of primary school principals are variables.

Significance of the Research

Guidelines for the leadership development of primary school principals have become more crucial in this research both theoretical and practical significance as follows:

1. Primary school principals gain effective-leadership practices, fulfill their potential characteristics, and develop themselves to be effective principals to increase significantly reflection to interior organizations towards local communities to cultivate widely the seed of new generation in Cambodia. The administrators, staffs, teachers, and students are influenced in academic success as well.

2. This research will emerge school principals from training leadership developments to build better urban and regional institutions, schools, communities to gain many benefits to meet public needs in the 21st century.

3. Ministry of Education, Youth and Sport can also use the partial-useful guidelines to maximize high performance for leadership development of primary school principals in and beside Phnom Penh Municipality.

CHAPTER 2

LITERATURE REVIEW

Multiple sources and database were compiled from various-collection documents related to present preview of education system in Cambodia which were from books, government websites and leadership theories and literature review sources as follows: (1) journal such as Emerald, ERIC, SAGE, Taylor & Francis, etc.; (2) thesis and dissertation from Thailis and ProQuest; and (3) Books related to leadership including characteristics, behaviors, methods, approaches, or principles etc. This research was to propose guidelines for the leadership development of primary school principals to ensure high-performance in primary education. This literature review is divided into seven parts:

- Primary Education Department in Cambodia
- Data of Basic Education
- Role of School Principals and Primary Schooling
- School principal challenges in Cambodia
- Leadership Theories and Theory Related
- Guidelines for the Leadership Development of Primary School Principals
- Related Research Studies

Primary Education Department in Cambodia

According to Education Law, the government of Cambodia highlighted it that “*General education shall be the education that allows the learners to progress their knowledge of morality and good characteristics by enhancing their personal, intellectual, and physical capacity by assuring their use of knowledge and fundamental skills.*” Primary Education, above-mentioned in General Education, is the basic education for learners to carry on their studies and obtain other training. It is comprised of grade 1 to grade 6 of the formal education program (RGoC, 2007).

Background

Ministry of Education, Youth and Sport (MoEYS) revealed that children’s access to primary school has increased from 94.8% to 97% in school year 2012-2013

with no gender inequality. In addition, disability screening and out of schoolchildren studies have been accompanied. There are thousands of primary schools in 12 provinces implement school feeding curricula. The child friendly school policy is operated by most primary schools to increase student learning. Furthermore, bilingual education is being enlarged, as are speeded learning classes and the multi-grade teaching method. The poor children among 15000 obtained the scholarships. The 600 schools have been promoted to use school development grants. Thousands of teachers have been educated and trained as effective teacher. On the other hand, the role of District Education Office is now significant to support the effective running of service and the District Training and Monitoring Teams (DTMT) modality has been built to promote schools with National Core Trainers being officially assigned to contribute to DTMT and schools.

However, inadequate primary schools still limits children assessment to schools and prevents right age enter to school where oversupply students' outcomes are known to be lower than for the right age of students. For reasons many schools need better quality inputs, mostly schools in rural areas where the role of communities and parents need to address cross-cutting social and economic issues at community and home levels. There is a gap in number of qualified teachers to perform their monitoring and assessment, especially in rural areas. Moreover, many school principals lack their leadership and management to assure the quality of education. Data accuracy and Education Management Information System and School Quality Assurance System need to be improved. MoEYS has considered primary education as a priority and the large percentage budget, required the demonstration of a strong linkage between resources and results. Several development partners including GPE, SIDA, EU, WFP, DPs, and NGOs joined hand with MoEYS to provide financial and technical development of the sub sector to strengthen capacity at all levels including policy discussion and possible scale up.

Objectives

- (1) All school-age-children and at age-of-enrollment obtain enrollment and retain to the end of the school year and cycle.
- (2) All children gain knowledge, skills, good health, and ethics to agreed standards.

(3) Primary Education Result Based Management Systems are fully functioning.

Education Strategic Plan 2014-2018 and Policies

Policy 1: Ensuring equitable access to education services

Firstly, all 6 years olds up must enter primary school including marginalized groups such as disable children, ethnic minorities, those involved in child labor and so on. The policy action, developed in 2010, determines guidelines including speeded learning implementation of special target groups, providing ethnic minorities with bilingual education, children in villages and their school catchment zones, and creating study supportive climates in response to children's protection, health and gender settled in 2012.

Secondly, to decrease parental cost barriers of entirely aspects, such as informal expenses, policy action determines guidelines on obvious administration and utilization of school operational funds and aids from generous people and stakeholders developed in 2010.

Thirdly, to increase better private/ parent/ community engagement in all steps of schooling, particularly commune councils, policy action determines guidelines on and action plan for community engagement in education growth revised and established in 2011; application of sub-decree and directive on providing licenses to private primary educational institutions revised and supported in 2012.

Fourthly, to continue supporting new schools and community learning centers or extra facilities to inadequate primary schools, policy action defines guidelines on well-organized and sustainable formation and utilization of schools, principally inadequate schools; assessment of some new schools required in communities which do not as yet have schools, and zones in which schools are not closed to residents' homes in 2012.

Fifthly, to provide opportunities for learners from poor families, particularly girls to obtain scholarship; to guarantee their access to primary and secondary school and guarantee them to get the betterment of food security-targeted primary school feeding and grade 4-6 encouragement programs; to define guidelines and action plan to provide them nutritional food from poor families and helpless groups; assessment of

demand for services in specific border areas in 15 provinces; national scholarship policy for primary education students from poor families and helpless groups; the provision of scholarships to students in grades 4-6 in specific border areas in 15 provinces settled in 2013.

Policy 2: Improving the quality and efficiency of education services

Firstly, to reduce retention and drop-out rates at all grades, policy action determines guidelines on the implementation of the Prakas on the internal regulation of public primary education institutions in Article 16 on a promotion test in the beginning and ending of school year developed by 2010; strengthening and ensuring the implementation of teaching hours from 850-100 hours developed in 2011.

Secondly, to improve the quality of instruction in all grades nationwide, policy action determines guidelines on the implementation of CFS classification levels developed in 2010; cluster schools master plan studied in 2010; distribution of implementation of teachers' code of conduct settled in 2011; enhancing CFS, enhanced learning and bilingual education programs developed in 2011; CFS master plan, which covers education for disable children revised in 2012.

Thirdly, to promote educational institutions' operational autonomy and responsibility for budgets and programs, policy action defines guidelines on bilingual education implementation, enhanced learning programs using community teachers and monitoring lists at school or educational institutions developed in 2011.

Fourthly, to promote transparency, monitor and be responsibility for primary teachers and schools, policy action defines guidelines on the distribution of student achievement results to improve learning and self-learning developed in 2012; impact study on performance of District Training and Monitoring Team (DTMT) carried out in 2012.

Policy 3: Institutional and capacity development for Educational Decentralization

Firstly, to enhance education system performance monitoring and influence systems, policy action determines guidelines for DTMT on primary education performance developed in 2012.

Outcome Indicators and Targets

(1) Percentage of primary schools with medium and developed CFS status increase from 72.71% in school year 2012-2013 to 100% in school year 2017-2018.

(2) Net Admission Rate (NAR) increase from 94.3% in school year 2012-2013 to 100% in school year 2017-2018.

(3) Net Enrolment Rate (NER) increase from 97 % in school year 2012-2013 to 100% in school year 2017-2018.

(4) Dropout Rate (DR) decreases from 3.7% in school year 2012-2013 to 1% in school year 2016-2017.

(5) Repetition Rate (RR) decreases from 5.3% in school year 2012-2013 to 2.0% in school year 2016-2017.

(6) Completion Rate (CR) increases from 87.4% in school year 2012-2013 to 100% in school year 2017-2018.

(7) Percentage of new grade 1 student who passed ECE program increase from 80% in school year 2012-2013 to 100% in school year 2017-2018.

(8) Transition Rate (TR) from primary to lower secondary education increase from 78.9% in school year 2012-2013 to 100% in school year 2017-2018.

(9) Percentage of primary school has toilets and clean water with 87%, washing hand space with 60% and the first aid box with 70% in school year 2018.

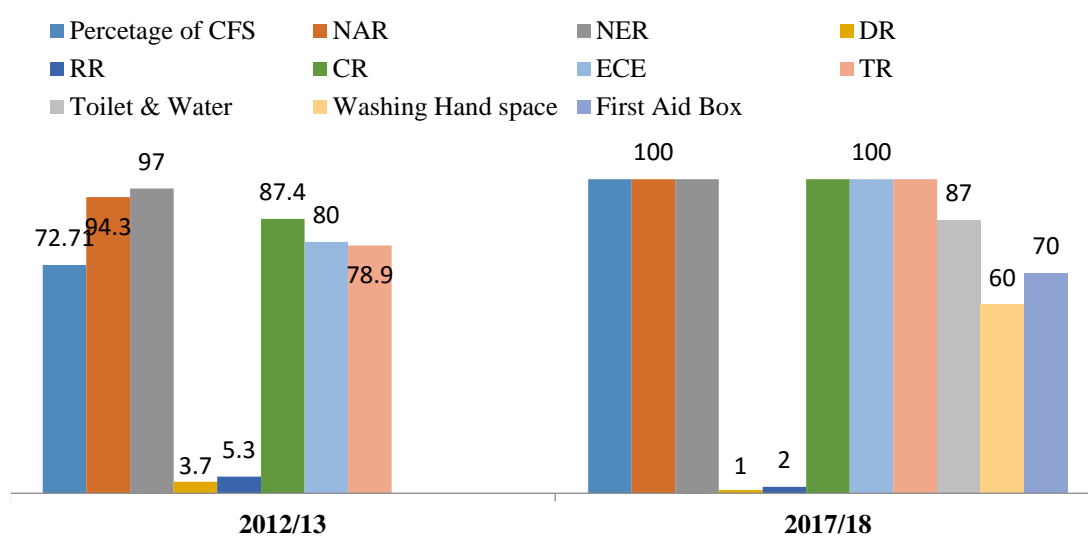


Figure 2.1: Outcome indicators and targets

Main Programs and Activities

(1) Enrolling student to primary schools by providing school operational budget, development plan, and scholarship for poor student and school feeding program. Teaching and learning materials development program through curriculum development, providing teaching and learning materials.

(2) Pre-service and In-service Teacher Training Program by providing quality training for new teachers, teacher in-service training, teacher development to disadvantaged areas and induction program for new teachers.

(3) Quality improvement program from EGRA and EGMA, teaching English from Grade 4, student achievement assessment, and national assessment test.

(4) Special education program through accelerated classes, multi-grade classes, bilingual education services, supporting for disability students.

(5) Sanitation and Environment Education Program by improving school safety, health education, and health-check at the beginning of school year, health education services, equip the sanitation facilities, and life skills development.

(6) Capacity Development and support program through support low performance districts, capacity development for core trainers, library development, strengthening of cluster schools, school mapping and household mapping, and functional transfer to sub-national level, and development of education information system.

(7) Primary Sub-Sector Program through strengthening of management of state assets, efficient administrative management, strengthens roles and responsibilities of school support committee, develops legal framework, strengthen norms, good governance and democratic development at sub-national level.

(8) Infrastructure development for Primary Education through constructing complete school and development of teacher training centers.

Program Management and Monitoring

The Department of Primary Education will be accountable for this program. Examining the progress of this program will be the accountability of the trainers as national teachers and DTMT based on agreed planning school improvement plans. DEOs will run the budgets and provide funds to schools. Each DEO is needed to send

a report on technical issues and the financial status of this program to the PEO. The budget for this program will be provided. The PEO will be accountability for monitoring the whole growth and outcome of technical activities, troubling program finance, fixing errors when essential and ensuring well-timed monthly report. The PEO will be accountable for sending quarterly reports to the Department of Primary Education on both technical and financial issues.

Financing Plan (million Riels)

Table 2.1: Financing plan (million Riels)

Activity	2009	2010	2011	2012	2013
<i>Recurrent Program</i>	45,038.1	43,775.4	44,33.9	54,269.5	60.456.2
<i>School Operational Budget</i>	18,128.2	17,666.2	16,944.7	18,4114	24,499.7
<i>Teaching & learning activities</i>	4,268.8	2,969.9	4,216.6	11,358.4	17,545.1
<i>Program monitoring</i>	4,268.8	2,969.9	4,216.6	11,358,4	17,545.1
<i>Capital Program</i>	4,268.8	2,969.9	4,126.6	11,358.4	17,545.1
<i>Investment</i>	11.8	12.0	12.0	16.0	18.0
<i>Technical Cooperation</i>	4,257.0	2,957.9	4,114.6	11,342.4	17,527.1
<i>Resources: Total</i>	49,306.9	46,745.3	48,457.5	65,627.9	78.001.3

Data of Basic Education

Data of Basic Education (Cambodia Nationwide)

1) Universal Basic Education

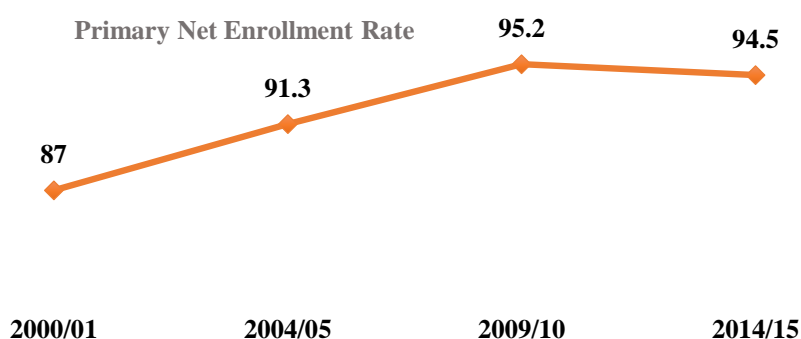


Figure 2.2: Primary net enrollment rate

SOURCE: Adopted from: Cambodia national launch of EFA global monitoring report 2015 with Cambodia EFA achievement, by UNESCO (2015, p. 14)

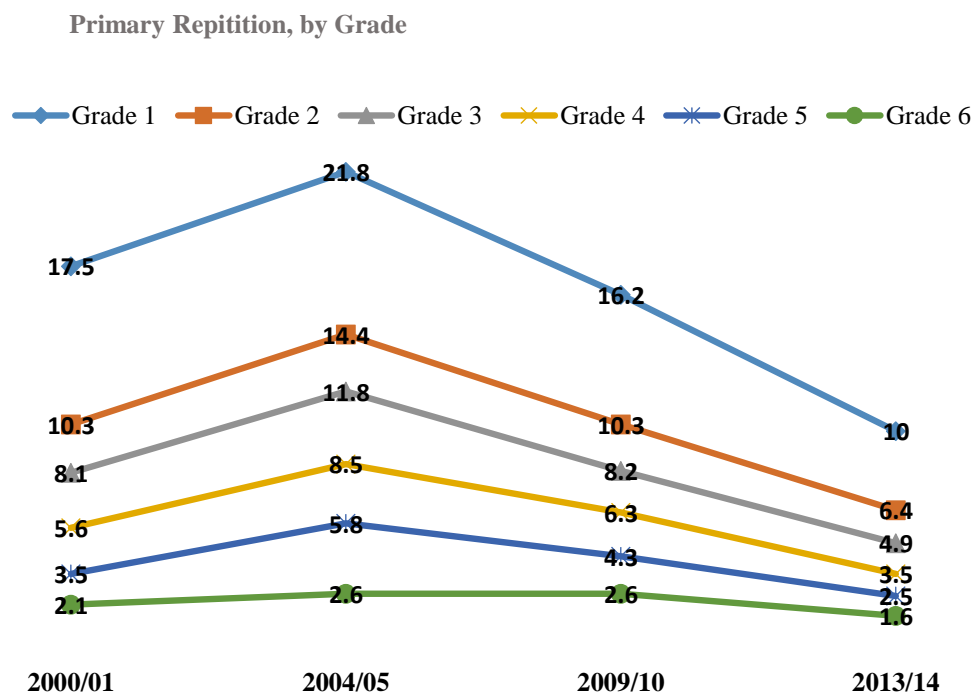


Figure 2.3: Primary repetition, by grade

SOURCE: Adopted from: Cambodia national launch of EFA global monitoring report 2015 with Cambodia EFA achievement, by UNESCO (2015, p. 14)

Primary NER has significantly improved since 2000/01 reaching appropriately 95% in 2014/15.

The system efficiency of primary education has improved and the repetition rate has decreased for all primary grades since 2004.

2) Gender Equality in Education

Gross Enrollment Rate (GER)

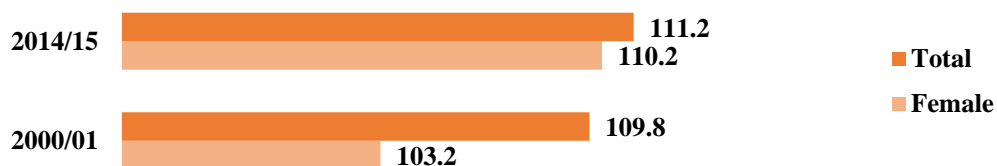


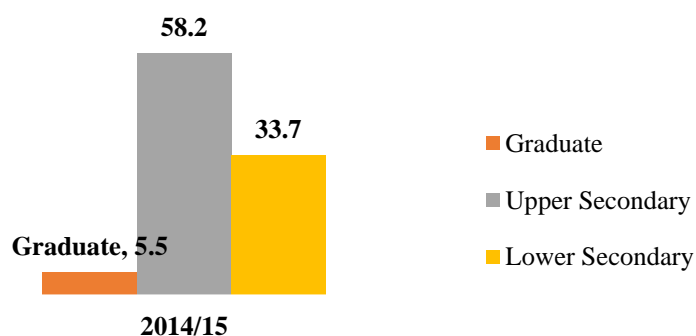
Figure 2.4: Gross enrollment rate

SOURCE : Adopted from: Cambodia national launch of EFA global monitoring report 2015 with Cambodia EFA achievement, by UNESCO (2015, p. 15)

For all school levels, the GER of female reached or surpassed the rate of both male and female.

3) Quality of Education

Teacher Certified by the National Standard and Degree
Total of Primary Teachers: 53%



5.5% of primary school teachers are graduates.

Figure 2.5: Teacher certified by the National Standard and Degree

SOURCE: Adopted from: Cambodia national launch of EFA global monitoring report 2015 with Cambodia EFA achievement, by UNESCO (2015, p. 15)

Data of Basic Education (Phnom Penh)

1) Universal Basic Education

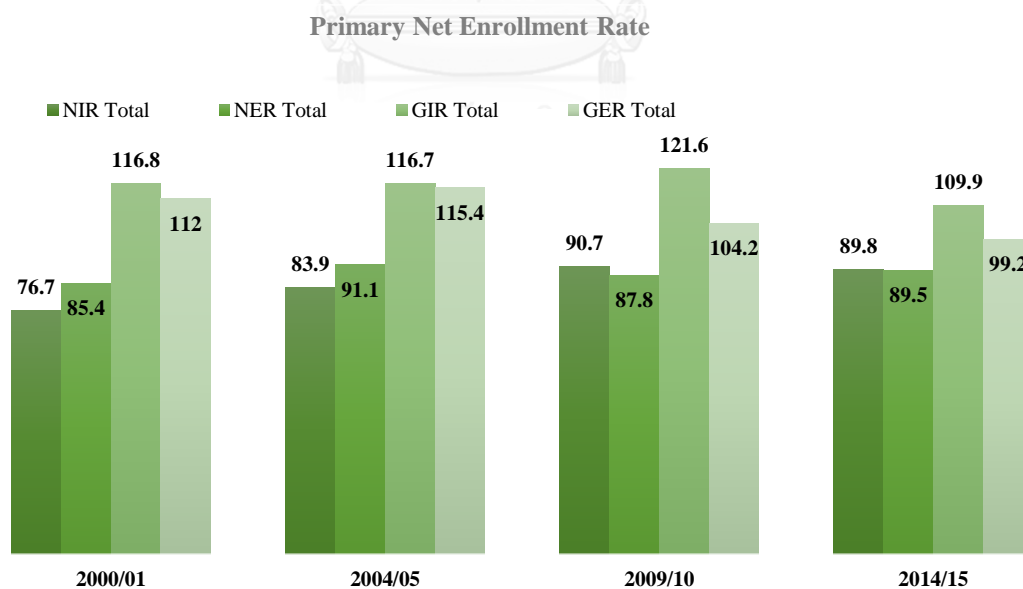


Figure 2.6: Primary net enrollment rate

SOURCE: Adopted from: Cambodia national launch of EFA global monitoring report 2015 with Cambodia EFA achievement, by UNESCO (2015, p. 44)

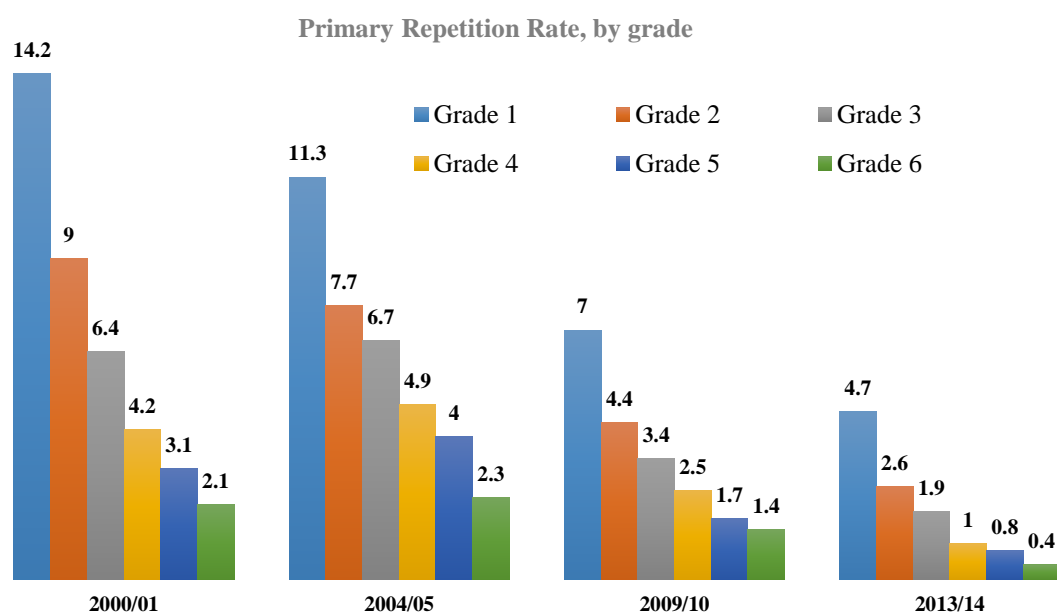


Figure 2.7: Primary repetition rate, by grade

SOURCE: Adopted from: Cambodia national launch of EFA global monitoring report 2015 with Cambodia EFA achievement, by UNESCO (2015, p. 44)

2) Gender Equity in Education

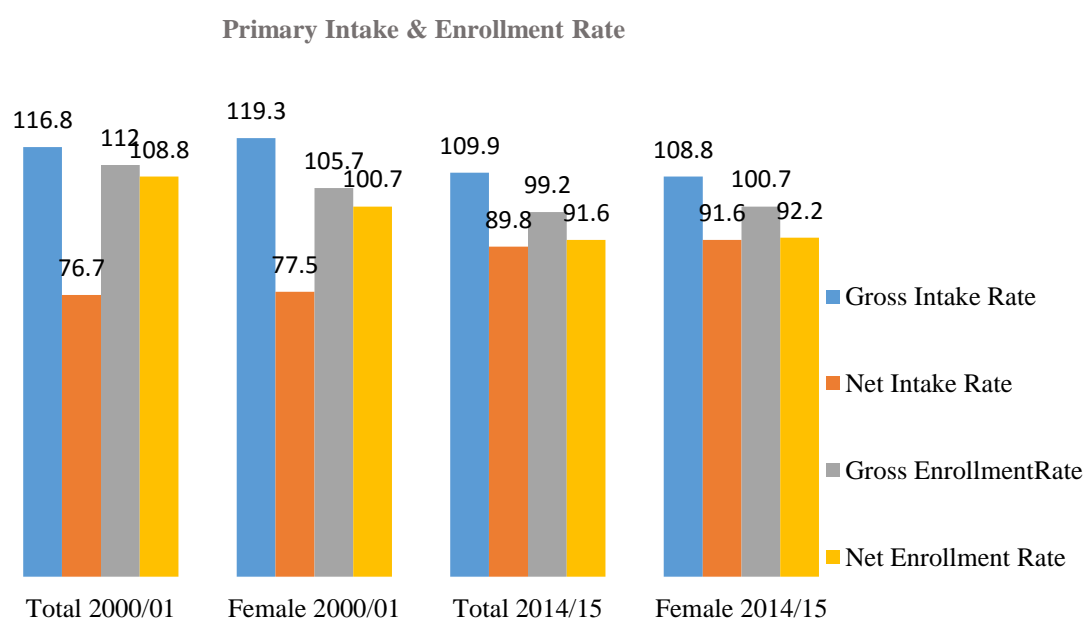
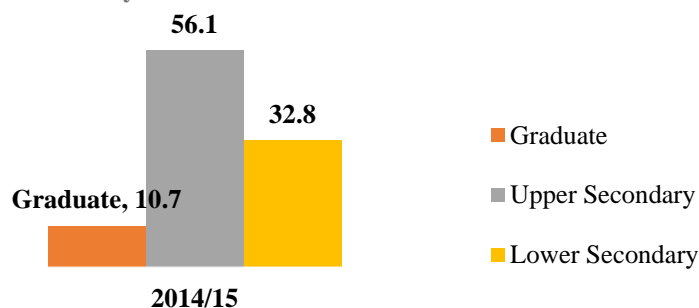


Figure 2.8: Primary intake and enrollment rate

SOURCE: Adopted from: Cambodia national launch of EFA global monitoring report 2015 with Cambodia EFA achievement, by UNESCO (2015, p. 45)

3) Quality of Education

Teacher Certified by the National Standard and Degree
Total of Primary Teachers in Phnom Penh : 40%



10.7% of primary school teachers are graduates.

Figure 2.9: Teacher certified by the National Standard and Degree in Phnom Penh

SOURCE: Adopted from: Cambodia national launch of EFA global monitoring report 2015 with Cambodia EFA achievement, by UNESCO (2015, p. 45)

Role of School Principals and Primary Schooling

Role of School Principals

The school principals are very crucial role to play in leading the self-evaluation work in the school as follows:

(1) Organizing documentation is required to regularly be able to resolve that quality work lead to clarify the goals with long perspective. The documentation is a prerequisite to identify activities and areas to meet the objectives.

(2) Following up every activities on how the conditions for and implementation of education affect the effectiveness.

(3) Analyzing and assessing the needs of development related to science and proven experience highlights.

(4) Planning and priority of development areas and implementation.

For the principal, it is crucial to analyze the cause of variety in effectiveness between different groups and classes or between different subjects and target areas of the curriculum. School principals collaborate with staffs to discuss or analyze the results related to the national objectives, including (1) the significance of the different work and working methods effectiveness, (2) time management for teaching, (3) impact on material resources and student groups' composition, (4) staff skills, values, attitudes

and method to children development and learning and students' opportunities to achieve the objectives of knowledge, (5) demonstrating school staffs to clarify the goals.

Furthermore, the principals who become successful leaders should focus on their efforts on four broad goals:

(1) Promoting effective learning-teaching procedures that enable educational achievement for all children.

(2) Building community that embraces all who are part of the school.

(3) Valuing and expanding the proportion of children's social capital.

(4) Caring and encouraging the development of families' cultures.

Primary Schooling

Cambodia primary education has qualified rapid growth of accomplishment in the last decade. One of measure taken by the government in collaboration with development partner is to improve classroom performances by changing from traditional, "chalk-and-talk" performances to student-centered pedagogies, which are now enlarged and combined in an inclusive framework called Child Friendly School (Ogisu, 2016). Child Friendly School (CFS) became a national policy in 2007, thus indicating that all primary schools should engage child friendly methods with 6 components (Table 2-2). Certainly, on behalf of school principals, improving school must change fundamental ideas and behaviors to serve school with heart to make the followers and stakeholders understand, respect, trust, and follow.

Table 2.2: Six components of Cambodian Child Friendly School (CFS)

Component 1	<i>All children have access to schooling (school are inclusive)</i>
Component 2	<i>Effective teaching and learning</i>
Component 3	<i>Health, safety, and protection of children</i>
Component 4	<i>Gender responsiveness</i>
Component 5	<i>The participation of children, families, communities in the running of their local schools.</i>
Component 6	<i>The national education system supports, encourages schools to become more child friendly.</i>

SOURCE: Adapted from Kingdom of Cambodia (2007). Child Friendly School Policy, pp. 5-6.

School Principals Challenges in Cambodia

The policy on Human Resources (HR) is developed to achieve vision, goals, objectives and strategies aiming at improving the effectiveness, efficiency, transparency, accountability and sustainability of the HR management and development (MoEYS, 2012). However, developing the education system in Cambodia is huge step to compete other countries because the foundation of education is not enough to develop human resource.

Similarly, ESP 2014-2018 (MoEYS, 2014) gave more concerns about education challenges as follows: the shortage of awareness between school principals and stakeholders, parents and children; communities building; expanding equitable access to primary education in the most remote areas and to the most disadvantaged groups; the shortage of school administration by providing and sharing teaching and learning, and leadership for children and youth; the shortage of material management; strengthening the education management is not enough, especially school principalship; low performance of staff management; low creative problem solving occurring in schools.

Moreover, there is plentiful data that schooling in Cambodia from the primary levels up is failing to share leadership, understanding, skills, and attitudes with students and to build trust and respect to the followers. However, the MoEYS struggles to achieve deep reform, especially, teachers and curriculum, it still face both inputs and key components of the educational process (Sitha et al., 2016).

Mok et al. (2013) studied leadership model of Cambodian school principals that result was at high level with demonstrating to support the heart, translating a shared vision into actions, sustaining willing participation, and engaging the heart in a shared vision, however, they explained that those principals need to change their way of thinking and attitudes to work collaboratively with their followers, however, organizational administration still have power and authority from bureaucracy and hierarchy relatively involved which are rooted in Cambodia's behaviors, and it is hard to accept in different interpersonally, called "Listening to the elders."

Other research, Siek (2015) studied competency of school principals and the result showed at high level including educational policy and direction, teaching and learning, accomplishment, management for change and innovation, resource and

operation, people and their relationship, ethics, values, and morals of leadership, and language, however, the study revealed that school principals still have low awareness, low appraisal performance, weakness in building community, unclear vision, low stewardship to lead change, little empowering of persuasion to teachers and staffs, low ability to grow others to obtain achievement, and low communication, and there is a gap in ineffective administration between leaders and followers as well.

Long (2014) studied leadership development needs of Cambodian primary school principals and vice-principals, revealed that education system is still complicated. The main findings from research study were the increased work burden encountered by the school principals and vice-principals and their needs for primary principalship development. In addition, the primary school principals must communicate others to share vision, and support the followers to be creative in solving problem, the network are needed and share leadership. The primary school principals work as managers and leaders, improve creative skills, have accountability to change, to challenge status quo. The senior school leaders, principals and vice-principals need to enhance their relationship, and ability to perform to be role models and be aware of their leadership roles, to be responsible for their performances. Additionally, these senior school leaders try to support the every program that promote school improvement, and put the stakeholders first.

Hence, school principals must change their way of thinking to improve school and serve people. School principals must be the role of model to initiate the status quo, to be responsible to the supporters such as teachers, staffs, and students, to empower the teachers, staffs, and the stakeholders, and to motivate with holy-mindset inspiration to manage the school effectively (Sann et al., 2014).

Therefore, serving and leading as the school principals were the challenging job and yet most satisfying job of their career. The accountability movement requires a better approach of serving and leading because there are some confusion among school principals and the publics they serve (Brumley, 2012).

Some school performance failure in the era of accountability (Table 2.3) because the school principals avoid serving and leading in overcoming pressing challenges.

Table 2.3: School principal challenges in Cambodia

School principal challenges in Cambodia	(MoEYS, 2014)	(Sitha, et al., 2016)	(Mok et al., 2013)	(Siek, 2014)	(Long, 2014)	(Sann, et al., 2014)
1. Low awareness	✓			✓	✓	
2. Lack of building communities	✓			✓		
3. Shortage of envisioning the future	✓					
4. Lack of sharing leadership	✓	✓			✓	
5. Low performance (of staff management)	✓			✓		
6. Lack of creative problem solving (in social judgment skills and knowledge)	✓	✓			✓	
7. Lack of working collaboratively			✓			
8. Listening to the elders			✓			
9. Unclear vision				✓		
10. Lack of communicating others					✓	
11. Little supporting followers' needs					✓	
12. Low creativity to change					✓	
13. Being irresponsible for work (low performance)					✓	✓
14. Lack of challenging status quo					✓	✓
15. Trying more to be a role model					✓	✓
16. Lack of promoting others to achieve goals					✓	
17. Putting self-interest first					✓	
18. Little sharing vision with followers					✓	
19. More empowering teachers and staffs				✓		✓
20. Low stewardship to lead change				✓		
21. Lack of enhancing relationship					✓	
22. Lack of motivation of holistic mindset						✓
23. Failure of building trust and respects to others		✓				
24. It is hard to accept in different personality			✓			

Leadership Theories and Theory Related

The Essence of Leadership

Leadership becomes an increasingly popular and crucially important commodity. It permeated into everyone's life to reveal its effectiveness to obtain high performance within groups, organizations, and societies. Many scholars considered leadership as traits, abilities, behaviors, influence, interaction patterns, role relationships, occupation of administrative position, sources of power, or aspects of the situation (DuBrin, 2010, 2016; Northouse, 2016; Yukl, 2013). Additionally, DuBrin (2010) explained effective leadership can be best realized by noticing its crucial variables, including (1) leader characteristics and traits, (2) leader behavior, (3) followers' characteristics, and (4) the inside and outside environment.

However, Yukl (2013) argued that there is also a requiring concentration in understanding leadership as a shared process is effective or ineffective. Leader effectiveness is irregularly measured in terms of the leader's involvement to group processes by external observers. Three categories of variables related to understanding leadership effectiveness, including (1) leader characteristics, (2) follower characteristics, and (3) the situation characteristics.

Similarly, Nahavandi (2015) mentioned that leading is not a destination, but it is a long-life trek. Leaders are not born; they are made. Therefore, leadership characteristics may create barriers for some and make it convenient for others to learn the art and implementation of leadership. Developing leaders can change needs of organizations and their stakeholders to be a priority. On a personal level, it is crucial for leaders to plan for their own renewal and development regardless of what their organization offers.

Table 2.4: Key variables in leadership theories

Characteristics of the leader	Characteristics of the followers	Characteristics of the situation
<ul style="list-style-type: none"> • <i>Traits (motives, personality, values)</i> 	<ul style="list-style-type: none"> • <i>Traits (needs, values, self-concepts)</i> 	<ul style="list-style-type: none"> • <i>Organizational unit</i>
<ul style="list-style-type: none"> • <i>Confidence and optimism</i> 	<ul style="list-style-type: none"> • <i>Confidence and optimism</i> 	<ul style="list-style-type: none"> • <i>Size of unit</i>
<ul style="list-style-type: none"> • <i>Skills and expertise</i> 	<ul style="list-style-type: none"> • <i>Skills and expertise</i> 	<ul style="list-style-type: none"> • <i>Position, power, and authority of leader</i>

Table 2.4 (Cont.)

• <i>Behavior</i>	• <i>Behavior</i>	• <i>Task structure and complexity</i>
• <i>Integrity (honesty, behavior consistent with values)</i>	• <i>Attributions about the leader</i>	• <i>Task interdependence</i>
• <i>Influence tactics</i>	• <i>Trust in the leader</i>	• <i>Organizational culture</i>
• <i>Attributions about followers</i>	• <i>Task commitment and effort</i>	• <i>Environmental uncertainty</i>
	• <i>Satisfaction with job and leader</i>	• <i>External dependencies</i>
		• <i>National cultural values</i>

SOURCE: Adopted from *Leadership in Organizations* (8th ed.), by G. Yukl, 2013, Upper Saddle River, N.J.: Pearson Education.

Furthermore, Northouse (2016) explained that leadership is an approach to develop the personal, social, and professional experiences which is studied using both quantitative and qualitative methods in several contexts, including groups, organizations. Leadership has been conceptualized as core of process, involving influence, and occurring in groups. However, Humphrey (2014) argued that leadership does not exist if there is no influence. Thus, leader effectiveness is related to (1) the level to which the leader chosen the right strategy and vision, and (2) the leader's ability to inspire and influence the group to achieve goals. Similarly, Nahavandi (2015) explained the role of leader help change with shifting expectation and global and organizational pressures by providing more vision and direction and focusing on results rather than command and control.

Educational Leadership

1) Trait Approach

Yukl (2013) highlighted trait approach emphasizes characteristics of leaders such as (1) personality including self-confidence, stress tolerance, emotional development, honesty, and sociability; (2) motives including task and interpersonal needs, achievement orientation, power needs, expectations, and self-efficacy, and (3) Skills including technical, interpersonal and conceptual.

Moreover, Rowe and Guerrero (2013) agreed that trait approach focuses on self-

confidence, emotional maturity, honest and trustworthiness, extroversion or sociability, strength of character or the desire to get the job done.

Northouse (2016) found the conclusion of major leadership traits that personalities might be confident to possess as leaders, including intellectual ability, self-confidence and influence, exhibiting determination, integrity and trustworthiness, and sociability. However, this approach was a lack of thoughtfulness to intervening variables in the unplanned chain that could reveal how traits could effect a postponed consequence such as group performance or leader improvement (Yukl, 2013).

2) Behavioral Approach

This approach was revealed the typical pattern of activities, accountabilities, functions for managerial jobs, and role conflicts in their job. Although this was not aimed to directly evaluate effectiveness leadership, it just offers beneficial perceptions. Leadership effectiveness based on how well a manager solves role conflicts, deals with demands, recognizes chances, and overcomes limitations (Rowe & Guerrero, 2013; Yukl, 2013)

In addition, this behavioral method generated from three diverse shapes of each: The Ohio State studies, the University of Michigan studies, the work of Blake and Mouton on the Managerial Grid. This method reminds leaders that their engagements toward others happen to both a performance level and a communication level. In certain conditions, the leader must be a greater focus on others; they need to be more communication-oriented. Similarly, some followers want leaders who direct the way, while others want leader who is able to demonstrate them a perfect deal of nurturance and care. Generally, the behavior method reminds leader that their effect upon others happens through their performances as well as in the communications they build (Northouse, 2016; Northouse & Lee, 2016).

3) Power-influence Approach

Yukl (2013) showed that this approach takes a leader-centered viewpoint with an understood assumption that causality is unidirectional (leaders act and supporters react). This research pursues leadership effectiveness and power of leader. Power is considered as crucial not only for influencing followers, but also for influencing peers, superiors, and people outside the organization, such as stakeholders. Participative

leadership expressed concerns with power sharing and empowerment of followers, but it is deeply rooted in the tradition of behavior research as well.

4) Skills Approach

Northouse (2016) mentioned this skill approach is a leader-centered viewpoint and focuses on a person's skills and abilities that can be learned and developed.

Similarly, Katz's (1955) suggested the skill approaches, called Katz's three-skill approach, including (1) technical skill related to hand-on activity with a fundamental process within an organization, (2) human skill related to people skills with being sensitive to the needs and motivations, taking into account other's needs in one's decision making in order to get along with followers who work with, and (3) conceptual skill related to mental work of determining the meaning of organizational or political issues (as cited in Northouse, 2013, pp. 44-46)

However, the three-skill approach depended on where leaders are in the management structure because some skills are more crucial than others are and it may not appropriately applied to other contexts of leadership (Northouse, 2016).

5) Situational Approach

This approach is composed of both a directive and a supportive component that a leader must value her or his followers and assess how skilled and committed they are to perform a given task. Situational leadership recognizes that the followers act variously when doing various tasks. Effective leaders are those who can change their own style based on the task requirements and the followers' needs even in the middle of a plan. Nevertheless, situational leadership does not fully address the issue of one-on-one versus group leadership in an organizational setting (Northouse & Lee, 2016).

Rowe and Guerrero (2013) explained based on Northouse (2013) that this approach is directive and non-supportive. Leader communications are emphasized on getting the job done with little or no communication effort focused on supportive manners. The communication effort is one-way and focuses instructions that give followers direction about what to do and how to do it. This approach is associated with close and careful supervision.

Yukl (2013) explained that the situational approach focuses on the crucial of contextual factors that influence leadership processes. The situational approach to

leadership proposes that leaders need to perform in a method that is adaptive and thoughtful. The other situational research attempts to classify aspects of the situation that “moderate” the relationship of leader traits to leadership usefulness. The assumption is that diverse traits will be effective in different situations, and the same trait is not the best in all situations. Theories describing this relationship are often called “contingency theories” of leadership.

6) Leader-Member Exchange Theory

The heart of Leader-member exchange (LMX) theory takes still another approach. LMX theory is the dyadic relationships, and focuses on the interactions between a leader and each of his or her followers (Northouse, 2016; Rowe & Guerrero, 2013; Yukl, 2013).

However, there are numerous positive categories to LMX theory. Firstly, LMX theory is a strong descriptive approach that clarifies how leaders use some subordinates (in-teamwork) more than others (out-teamwork) to achieve organizational goals effectively do. Secondly, LMX theory builds the leader-member relationship the principle of the leadership procedure. Related to this emphasis, LMX theory is remarkable because it guides our responsiveness to the significance of operational communication in leader-member relationships. Furthermore, it keeps to him/her unbiased in how he/she related to the subordinates. Lastly, LMX theory is maintained by a gathering of studies that relate to high-quality leader-member exchanges to positive administrative outcomes (Northouse, 2016).

There are also negative categories in LMX theory. Firstly, it encounters to our principles of fair-mindedness and justice in the workplace by advising that some staffs of the work unit obtain special care and others do not. Secondly, LMX theory focuses on the crucial of leader-member exchange but fails to clarify the details of how one goes about building high-quality exchange. Though the exemplary helps build trust, respect, and commitment in relationships, it does not completely explain how this occurs. Thirdly, scholars have inadequately clarified the contextual issues that influence LMX relationships. Finally, there are problems about whether the measurement processes used in LMX research are adequate to fully capture the difficulties of the leader-members exchange procedure (Northouse, 2016).

Table 2.5: Trait approach, behavior approach, power-influence approach, skill approach, leader-member exchange theory

Trait Approach, Behavior Approach, Power-influence Approach, Skill Approach, Situational Approach, Leader-Member Exchange Theory	(Yukl, 2013)	(Northouse, 2016)	(Rowe & Guerrero, 2013)
1. Trait Approach			
Self-confidence	✓	✓	✓
Intelligence(emotional maturity)	✓	✓	✓
Integrity (honest and trustworthiness)	✓	✓	✓
Extroversion (Sociability)	✓	✓	✓
Determination (the desire to get the job done)	✓	✓	✓
2. Behavior Approach			
Task behaviors (initiating structure, Production orientation, concern for production)	✓	✓	✓
Relationship behaviors (Consideration, employee orientation, concern for people)	✓	✓	✓
3. Power-influence Approach			
Influencing followers	✓		
Empowering followers	✓		
4. Skill Approach (Skills Model of Leadership-Competencies)			
Problem-solving skills		✓	✓
Social judgment skills		✓	✓
Knowledge		✓	✓
5. Situational Approach			
Contingency theories	✓		
Directing style (high directive-low supportive style)		✓	✓
Coaching (high directive-high supportive)		✓	✓
Supporting approach (high supportive-low directive)		✓	✓
Delegating approach (low supportive-low directive)		✓	✓
6. Leader-Member Exchange Theory			
Dyadic Relationship between leaders and followers	✓	✓	✓
In-group (based on expanded and negotiated role responsibilities-extra roles)	✓	✓	✓
Out-group (based on the formal staff contract-defined roles)	✓	✓	✓

7) Transformational Leadership

Northouse and Lee (2016) emphasize transformational leadership as a simple method of thinking about leadership that focuses on ideals, passion, modernizations, and personal concerns. This method is on fundamental motivation and follower growth, concentrating on reactions, values, ethics, ideals, and long-term goals. Many people have qualified a great educator or teacher to transform many challenging objectives and do his or her best without judgment someone. Transformational leaders are change agents, good role models who empower others to meet higher level, clarify vision and goals in organizations. The transformational leaders are self-aware of their attitudes related to the supporters' needs.

Bruce J Avolio (2011); Bass (1985); Bass and Riggio (2006) developed four factors or “4 I’s” of transformational leadership, built on the ideas of Burns to inspire supporters to do more than predictable. Factor 1 is idealized influence, called Charisma, describing leaders as strong role models for supporters; supporters identify with these leaders and want very much to emulate them. These leaders conduct moral high standards. Factor 2 is inspirational motivation, describing leaders as great communicators at high expectations to supporters and inspirational motivators, including building a sense of spiritual team within groups and organizations. Factor 3 is intellectual stimulation, describing leaders as stimulators supporters to be creative and innovative and to challenge status quo with their own beliefs and values in groups and organizations. Factor 4 individualized consideration, describing leaders as providers and supporters a caring environment or by listening receptively to the personal needs of supporters and act as coaches and advisers.

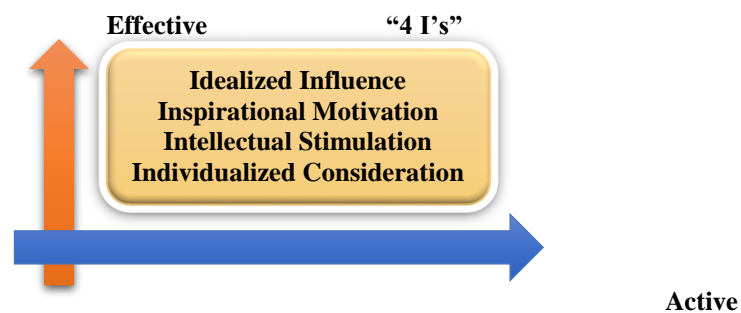


Figure 2.10: Transformational leadership by Bass (1985)

SOURCE: Adapted from *Leadership and Performance Beyond Expectations*, by Bernard M. Bass, 1985, New York: Free Press.

Yukl (2013) mentioned transformational leadership based on Bass & Avolio (1990), consisting of four I's: (1) idealized influence is characteristic that develop supporters identification with the leader by setting a clear example of courage and devotion and making altruism to benefit supporters; (2) inspirational motivation which includes communicating an engaging vision, and utilizing symbols to emphasize on supporter effort; (3) intellectual stimulation is characteristic that influences supporters to see problems from a new viewpoint and seek more creative solutions; and (4) individualized consideration includes supporting, encouragement, and coaching supporters. Yukl (2013) explained more how to seek to inspirational leadership (transformational leadership) to inspire supporters and build their self-confidence and commitment to the mission. Guidelines for transformational leadership are divided into 6 points as follows: (1) articulating a clear and appealing vision; (2) explaining how the vision can be attained; (3) acting confident and optimistic; (4) expressing confidence in followers; (5) using dramatic, symbolic actions to emphasize key values; and (6) leading by example.

Northouse (2016) described transformational leaders are aware of how their own characteristic involves with the needs of their supporters and the changing dynamics within their organizations based on Bass's ideas (1985) including four I's: idealized influence; inspirational motivation; intellectual stimulation; and individualized consideration.

Additionally, Dubrin (2016) explained transformational leaders are charismatic. Transformational leaders are open-minded to the perspectives of others and build a vision. By communicating a vision, they carry a set of values that lead and motivate supporters, express concerned with organizational survival, take the time to inspire the personal improvement of their member. When teamwork develop, their work performance is possible to increase. Transformational leaders also support positive feedback to teamwork and identify individual accomplishments. Transformational leaders practice empowerment by involving team members in decision making, encourage their supporters to think innovatively to challenge assignments, and lead by example.

Moreover, Northouse and Lee (2016) gave vital explained that transformational leadership provides a broad set of generalizations of attributes and actions including

empowering others and fostering them in change, having exceedingly developed set of moral values, showing confidence and ability, being clear and able to express strong ideals, building and sharing vision for the organization, and encouraging others and celebrating their tasks. On the other hand, transformational leadership can be used to describe a wide range leadership to influence whole organizations and even entire cultures. The transformational leader plays a crucial role in advancing change, but supporters and leaders are inextricably bound together in the transformational process.

Through the researches, transformational leadership provides more experiences to many scholars to realize both effective, active and inspirational leadership.

DuBrin (2010) gave more evidences that leaders usually challenge the need to change organizations from low performance to high performance. To achieve these commitments, the transformational leader tries to fix the organizational culture or subculture. To emphasize on leader's role, there are many ways in which transformations took place (see also **figure 2.11**) as follows:

- (1) Increasing followers' awareness: they are aware of the essence and values of promised rewards and achieve them.
- (2) Facilitating followers look beyond self-centeredness: they see the big picture for the benefits of the team and the organization.
- (3) Helping followers search actively for self-actualization: they go beyond an emphasis on slight satisfaction to a seeking for self-actualization.
- (4) Helping followers comprehend the need for change: they realize the needs for transform both passionately and knowledgeably.
- (5) Investing leaders with a sense of urgency: the leaders bring together a change, and share the top leaders' vision of what in possible.
- (6) Making commitment to greatness: the leaders are able to dignify people nature and enhance societies.
- (7) Accepting a long viewpoint: teamwork is encouraged to do equally.
- (8) Build trust: teamwork trust leaders to revive, and force transparency overall organizations.
- (9) Concerning sources on zones that need the most change: transformational leaders cannot deal with all difficulties at once in a distressed organization.

Table 2.6 (Cont.)

3. Intellectual Stimulation									
Be creative	✓	✓	✓	✓	✓	✓	✓	✓	✓
Challenge the process	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Idealized Consideration									
Supporting by listening to the followers' needs	✓	✓	✓	✓	✓	✓	✓	✓	✓
Being responsible for helping followers grow through personal challenge	✓	✓	✓	✓	✓	✓	✓	✓	✓
Directing with high degree of structure (high performance of staff management)	✓	✓	✓	✓	✓	✓	✓	✓	✓

After studying hard and considering seriously the main concepts and related research studies, the researcher found four characteristics of transformational leadership, measuring by (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006).

Moreover, transformational leadership can transform organizations from low performance to acceptable performance and to high performance. Many scholars agreed that transformational leadership (Avci, 2015; Bruce J Avolio, 2011; Balyer, 2012; Bass, 1985; Bass & Riggio, 2006; Chamnin, 2008; Dubrin, 2016; Hauserman & Stick, 2013; Northouse, 2013; Sann et al., 2014; Yukl, 2013).

(1) Idealized Influence

Idealized influence, Charisma, describing leaders as strong role models for supporters; supporters identify with these leaders and want very much to compete with them (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006). Transformational leaders develop supporters identification with the leader by setting a clear example of courage and devotion and making altruism to benefit supporters (Yukl, 2013).

Additionally, Northouse (2016) explained that leaders who act as strong role models for supporters; supporters identify with these leaders and really want to emulate them. These leaders regularly have high levels of moral and ethical manner and can be counted on to do the right thing. They are truly respected by supporters with a vision and a sense of mission. Furthermore, transformational leaders are open-minded to the perspectives of others and build a vision. By communicating a vision, they carry a set

of values that lead and motivate supporters, express concerned with organizational survival, take the time to inspire the personal improvement of their member. When teamwork develop, their work performance is possible to increase (Dubrin, 2016).

From research study, Chamnin (2008) showed that school leaders empower the followers by managing function to engage their benefits, and build trust to all followers with whom collaborated. On the other hand, Balyer (2012) revealed that school principals considerate to deal with their supporters and their professional needs, build trust to them to make effort to move school forward, respect the teachers by being the role model, and seek solution for teachers if there are any problems by accident.

School principals maintain and create visibility, develop rapport, hold students and teachers responsible, have high expectations, have a best-implementations emphasis, lead by example, mentor, show consistent justice, make ethically, and build leadership capacity (Hauserman & Stick, 2013). School principals demonstrates the supporters' trust, keep their faith and respect them, appeals to their confidences and visions and act as the role model (Sann et al., 2014). Therefore, school principals make the supporters trust, admire, and respect (Avci, 2015).

Idealized influence is operationalized as an ability of school principal to act as a strong role model for teachers and school members who identify with this school principal and want very much to emulate him or her because he/she usually have very high values of moral and ethical behavior and attribute to do the right thing and make others respect and trust to share vision and mission.

(2) Inspirational motivation

Transformational leaders are leaders who engage with high expectations to supporters and inspirational motivators, including building a sense of team spirit (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006). Transformational leaders also support positive feedback to teamwork and identify individual accomplishments (Dubrin, 2016), communicate an engaging vision, and utilizing symbols to emphasize on supporter effort (Yukl, 2013). Transformational leaders connect to high expectations to supporters, inspires them through motivation to make commitment and the shared vision in the organization. In training, leaders use symbols and emotional applications to emphasize group member's effort to succeed more than they would in their own self-

centeredness (Northouse, 2016).

Other research studies revealed how transformational leaders take place, such as Chamnin (2008) revealed that school principals need to admire and honor the followers, make them self-esteem, and give inspiration to challenge status quo, seek motivation to followers to achieve school goals.

Similarly, Balyer (2012) described school principals as transformational leaders should help staffs develop and keep collaborative, professional school culture, fostering teachers development, solve their problems together more effectively. School principals must set high academic standard and motivate people toward them. However, school principals must be aware of losing their enthusiasm and concentration after some official barriers.

Furthermore, school principals are leaders who display encouragement and support, promote teamwork, celebrate accomplishment, use humor effectively (Hauserman & Stick, 2013), provide a vision to help others emphasize on their effort and to make them feel meaningful (Sann et al., 2014), and give motivation and encourage the supporters in line with the school goals and objectives (Avci, 2015).

Inspirational Motivation is operationalized as an ability of school principal to talk positively to teachers and school members, sharing vision in school which use emotional appeals to talk optimistically to achieve more than their self-interests by encouraging words and grow in the future school.

(3) Intellectual Stimulation

Transformational leaders are stimulators supporters to be creative and to challenge their own beliefs and values in organizations (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006). Transformational leaders practice empowerment by involving team members in decision making (Dubrin, 2016), and influence supporters to see problems from a new viewpoint and seek more creative solutions (Yukl, 2013). Transformational leaders encourage supporters to build creatively and to challenge their own views and values in organizations (Northouse, 2016).

Based on research studies, Chamnin (2008) explained that school principals must challenge followers with the coming problems, and be the model to give solution to unstable situations. Additionally, school principals must motivate followers to

practice better in a change atmosphere, even in the absence of clear goals. School principals open to new concepts and they are flexible enough to implement new ways in teaching (Balyer, 2012).

School principals encourage the supporters to build creativity to solve difficult problem in the various approaches, build a trust climate for them to have their own values and beliefs in organization (Sann et al., 2014). School principals ask their supporters questions, explain decisions, trust school members and let them take risks, focus on a collaborative vision, solve problem immediately, provide creative solutions (Hauserman & Stick, 2013), encourage them to challenge status quo to engage their experiences (Avci, 2015).

Intellectual stimulation is operationalized as an emphasizing intelligence that school principal articulate teachers and school members to be creative and innovative and challenge their own beliefs and values in school by initiating the creative ways of dealing with school issues, engaging in problem solving, promoting their individual efforts to maximize the school benefits.

(4) Individualized consideration

Transformational leaders are providers to care very much about climate by listening actively to the personal needs of supporters and act as coaches and advisers (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006; Northouse, 2013), and to consider which includes supporting, encouragement, and coaching supporters (Yukl, 2013). Transformational leaders encourage their supporters to think innovatively to challenge assignments, and lead by example (Dubrin, 2016).

From the research studies, Chamnin (2008) revealed that school principals are leaders who provide opportunities to all followers to practice their various abilities to perform their work effectively, value and put the followers' interest first, and create friendly atmosphere with effective communication in school. Similarly, Balyer (2012) showed school principals enhance quality relationship with their followers by providing personal attention, making them feel valued as receiving emotional healing. School principals have heavy workload dealing with day-to-day administration, to be interested in academic matters and having conversations with teachers; hence, they feel themselves deeply valuable at school.

Therefore, school principals involves with giving their specific attention, seeking their needs and strengths and facilitating them perform high potential and be accountable for their own improvement (Sann et al., 2014). Furthermore, school principals are leaders who collaborate on decisions, listen and care, consult related parties, and making decisions that were best for children (Hauserman & Stick, 2013). School principal care his/her supporters' personal varieties and needs, notices their various potentials and abilities, and direct them to achieve the goals (Avci, 2015).

Individualized consideration is operationalized as believing of school principal to support good climate in which teachers listen receptively to their individual needs by coaching and giving some advice, using delegation to help them grow through personal task, and giving detailed directions with high level of structure.

8) Authentic Leadership

Authentic leadership focuses on displaying authenticity of leaders and whether their leadership is genuine and “real.” This leadership requires transparent, ethically grounded, and responsive to followers' needs and values (Northouse, 2016).

Authentic leadership draws upon and enhance both positive psychological abilities and a positive ethical climate, to be designed to foster greater (1) self-awareness, (2) an internalized moral viewpoints, (3) balanced processing of information, and (4) relational transparency on the part of leaders working with followers, fostering positive self-development (Fox Jr, 2011; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).

There are research studies based on Walumbwa et al. (2008) to focused on authentic leadership including (1) self-awareness, (2) internalized moral perspectives, (3) balanced processing, and (4) relational transparency (Fox Jr, 2011; Puangnil, 2012). On the theoretical approach, the Walumbwa et al. (2008) focuses on four characteristics are developed to become authentic leaders as follows:

(1) Self-awareness

Authentic leader must understand him/her strengths and weaknesses, and the impact he/she have on the followers, including reflecting on core values, identity, emotions, motivation, and goals, and coming to grips with who he/she is at the deepest perception. Leader must be aware of and building trust his/her own emotions, has a

clear sense, strong anchor for making decisions and actions (Fox Jr, 2011; Northouse, 2016; Walumbwa et al., 2008).

Similarly, Puangnil (2012) explained that self-awareness refers to school principals' behaviors who recognize and realize their own feelings, considerations and emotions, strengths and weaknesses, and can distinguish the positive aspects and negatives aspects in work performance with confidence in their abilities and values.

(2) Internationalized moral perspective

Authentic leader uses his/her moral standards and value to guide his/her characteristic rather than allow outside heaviness to control her/him. The followers see leaders with an internalized moral viewpoint as authentic because his/her action is reliable with his/her expressed belief and moral (Fox Jr, 2011; Northouse, 2016; Walumbwa et al., 2008).

Additionally, Puangnil (2012) mentioned that ethical perspective is operationalized as school principals' behaviors to commit to work towards success, put the followers' needs by modeling with integrity and tolerance.

(3) Balanced processing

Authentic leader has a personal capacity to analyze data objectively and seek the followers' thoughts before making a decision in order to remain unbiased. Leaders with balanced processing are seen as self-authentic because they are open-minded about his/her perspective, but also objective in considering the followers perspectives (Fox Jr, 2011; Northouse, 2016; Walumbwa et al., 2008).

Furthermore, Puangnil (2012) school principals as authentic leader build strong relationship and communicate with interpersonal acceptance to engage with effective work between the school leaders and school members.

(4) Relational transparency

Authentic leader is open and integrity in presenting one's true self to people, can control his/her transparency with them. Relational transparency occurs when individual share their essential feelings, motives, and leanings on others in a reasonable manner. It includes the individuals showing both positive and negative aspects of themselves to others. In short, relational transparency is about interconnecting openly

and being real in relationships with people (Fox Jr, 2011; Northouse, 2016; Walumbwa et al., 2008). Similarly, Puangnil (2012) focused on school principals' behaviors to build relationship and communicate openly by promoting work engagement and opening their own individual perspectives.

However, authentic leadership is still in its formative phase, but in today's uncertain climate, and people's search for good and sound leadership, it is still a leadership approach to gain traction and attention (Northouse, 2016).

Table 2.7: Characteristics of authentic leadership

4 Characteristics of Authentic Leadership	(Waumba et al., 2008)	(Fox Jr, 2011)	Nephakdee, 2012)	(Northouse, 2016)
1. Self-Awareness				
Understanding his/her own weaknesses and strengths (humility)	✓	✓	✓	✓
Valuing others	✓	✓	✓	✓
2. Internalized Moral Perspective				
Authentic-self or displaying authenticity	✓	✓	✓	✓
3. Balanced Processing				
Opening about individual perspectives	✓	✓	✓	✓
Considering others' perspectives	✓	✓	✓	✓
4. Relational Transparency				
Being open-minded and integrity	✓	✓	✓	✓
Enhancing strong relationship with others	✓	✓	✓	✓

Consequently, every school where sown the seeds of education deserves to obtain effective school principals and potential school principals who perform effectively. Similarly, Fullan (2001) mentioned that in term of principal or leader must do all things to all people. Therefore, standards of school leaders are crucial to staff, student, stakeholders who want those standards.

On the contrary, Smith and Piele (2006) distinguished school leadership into five-diverse types that can be best understood by many scholars which include (1) school leadership related to person including personality, competency, mastery of self, interpersonal competence, character, leadership behaviors, (2) school leader related to values including ethical leadership, visionary leadership, and cultural leadership, (3)

school leadership related to structure including accountable leadership, site-based leadership, distributed leadership, and political leadership, (4) school leadership related to mission including instructional leadership, learning process, monitoring learners' progress, and cultivating a learning-focused community, (5) school leadership related to skills including communication skills, community engagement, ability to manage data for making a decision by creating knowledge from information, capacity to allocate human resources, financial, and physical resources. However, serving as the school principals was the most challenging job and yet most rewarding job of his/her educational career (Brumley, 2012, p. 4).

9) Servant Leadership

For more than three decades, servant leadership spread rapidly for the 21st century, and remained possibly with well-known leadership writers including: Robert Greenleaf; Stephen Covey; Peter Senge; Max DePree; Margaret Wheatley; and Ken Blanchard, deeply influenced leaders to run organizations (Spears, 2002a). Many scholars are interested in servant leadership and many institutions are used and implemented as well (Caffey, 2012; Cerit, 2009; Laub, 1999; Liden et al., 2008; Pheangbuppha, 2013; Salameh, 2011; Sendjaya, 2015; Simsen, 2013; Spears, 1998, 2002a, 2010; Xu et al., 2015).

The servant leadership theory, which is coined by Greenleaf (1977, 2002 & 2007), many scholars followed his concept and developed servant leadership as the great leadership. Moreover, servant leadership can be the best model for school principals.

Spears (1996, 2002b, 2010) developed the 10 dimensions of servant leadership, including (1) listening receptively, (2) deep empathy, (3) emotional healing, (4) self-awareness, (5) persuasion, (6) conceptualization, (7) foreseeing, (8) stewardship, (9) commitment to the growth of people, and (10) building community are the most appropriate for this research study. Servant leadership are coined by Greenleaf (1977), many researchers followed his theory as the great model for leaders (Pheangbuppha, 2013).

Laub (1999) developed the servant organizational leadership assessment instrument, divided into two parts. First part involved a Delphi study to determine

servant leadership characteristics and second part used these characteristics to construct the Organizational Leadership Assessment (OLA) instrument, and third part Delphi survey was conducted with fourteen authorities from the field of servant leadership. This study revealed six characteristic's including (1) valuing people, (2) developing people, (3) building community, (4) displaying authenticity, (5) envisioning the future, and (6) sharing leadership.

Liden et al. (2008) developed a multidimensional measure and multi-level assessment of servant leadership by using factor analysis. The result revealed seven dimensions such as (1) conceptual skills, (2) empowering, (3) helping subordinates grow and succeed, (4) putting subordinates first, (5) behaving ethically, (6) emotional healing, and (7) creating value for the community. The result described the culture of the organization and the bigger community in which the organization is fixed.

Richard et al. (2012) mentioned servant leadership based on Greenleaf (1970) including: (1) listening receptively; (2) being empathic to understand others' feeling and perspectives; (3) healing others with emotional and spiritual health; (4) being aware of own values; (5) felling, strengths, and weaknesses; (6) influencing followers through his/her persuasiveness; (7) integrating actual realities, and future possibilities; (8) foreseeing to have a well-built sense of perception about the past, present, and future are related , (9) being stewards who hold school resources in trust for the great good, growing people toward being more accountable, caring, and competent individuals; and (10) building community among supporters.

Cerit (2009) examined the effects of servant leadership characteristics of primary school principals on teacher job satisfaction. Servant leadership behaviors of principals were determined with the servant leadership scale developed by Laub (1999) while teacher job satisfaction was defined by using the job satisfaction scale developed by Mohrman et al. (1977). Strong positive relationship was revealed between servant leadership performances of school principals and teachers' job satisfaction and servant leadership was a significant predictor of teacher job satisfaction including (1) valuing people, (2) developing people, (3) building community, (4) displaying authenticity, (5) envisioning the future, and (6) sharing leadership.

Salameh (2011) determined the extent that teachers perceived practice of servant leadership among school principals in Jordanian educational directorate. This

research study used the Organizational Leadership Assessment (OLA) tool. The results revealed four dimensions of servant leadership in high level of servant leadership practice including (1) building community, (2) displaying authenticity, and (3) sharing leadership, and (4) developing others.

Pheangbuppha (2013) aimed to study the relationship between school principals' servant leadership and organization climates of schools. The result showed that 10 characteristics of servant leadership at high level including (1) conceptualization, (2) stewardship, (3) persuasion, (4) foreseeing, (5) listening receptively, (6) healing, (7) developing people, (8) building community, (9) deep empathy, (10) awareness.

Simsen (2013) studied school principals' servant leadership affecting effectiveness of schools under the Office of Secondary Educational Service Area 25. The research findings showed: (1) servant leadership of school principals, in overall, was at high level. According to mean value in each aspect, found that it was at high level in ranking from high to low as (1) envisioning the future, (2) motivation, (3) responsibility and care, (4) inspiration for human development, (5) awareness, (6) working for culture development, (7) conceptual development, (8) common feeling and recognition for others, (9) acceptance in others' opinion, and (10) stimulation and encouragement for the others; (2) servant leadership of school principals and school effectiveness, in overall, was at moderate level. There were positive relationship at .01 level, and (3) servant leadership of school principals effecting school effectiveness.

Caffey (2012) studied the relationship between servant leadership of principals and beginning teacher job satisfaction and intent to stay. The overall of this study was to obtain insight into servant leadership characteristics and the impact on new teacher retention. The leadership model utilized for this research study was servant leadership (Greenleaf, 1970). The researcher applied quantitative research methodology to observe the relationship between servant leadership of school principals and beginning teacher's job satisfaction and intent to stay. This research has consequences for public school administration by emphasizing servant leadership characteristics including empowerment, vision, love, and humility. Servant leadership characteristics rated as most important by beginning teachers for principals to display in determining job satisfaction and intent to stay were also analyzed for this study. The relationship

between servant leadership of principals and beginning teacher job satisfaction and intend to stay revealed a statically significant in positive relationship including (1) empowerment, (2) vision, (3) love and (4) humility.

Xu et al. (2015) studied measurement invariance of the servant leadership questionnaire across K-12 principal gender. The research findings that males were significantly lower than females on emotional healing, wisdom, persuasive mapping, and stewardship, but altruistic calling was not statistically different. Multi-group confirmatory factor analysis used to test measurement invariance of the five-factor servant leadership questionnaire between female and male K-12 principals. The hierarchical multi-step measurement invariance test supported the measurement invariance of the five-factor model across gender. Latent factor means were compared between females and males when measurement invariance was established. Results showed that females were significantly higher than males on emotional healing, wisdom, persuasive mapping, and organizational stewardship, and they were not different on altruistic calling.

After considering carefully the key concepts and previous research studies, the researcher made decision based on significant evidences to define the six servant leadership characteristics, measuring by Laub (1999) to be the theoretical framework as follows:

Table 2.8: Synthesizing servant leadership characteristics to define as theoretical framework

6 Characteristics of Servant Leadership (Laub, 1999)	(Greenleaf, 2002)	(Spears, 2002, 2010)	(Richard et al., 2012)	(Liden et al., 2008)	(Sendjaya, 2015)	(Cerit, 2009)	(Salameh, 2011)	(Caffey, 2012)	(Pheangbuppha, 2013)	(Simsen, 2013)	(Xu et al., 2015)
1. Valuing People											
Believing in people (trust and respect)	✓	✓	✓		✓	✓			✓	✓	
Putting others first (altruism)	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Listening receptively	✓	✓	✓		✓	✓			✓	✓	
2. Developing People											
Commitment to the growth of people	✓	✓	✓	✓	✓	✓	✓		✓	✓	

Table 2.8 (Cont.)

Modeling	✓	✓	✓		✓	✓	✓		✓	✓	
Encouraging others (community spirit)	✓	✓	✓	✓	✓	✓	✓		✓	✓	
3. Building Community											
Enhancing relationship (healing)	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Working collaboratively	✓	✓	✓		✓	✓	✓		✓	✓	
Interpersonal acceptance	✓	✓	✓		✓	✓	✓		✓	✓	
4. Displaying authenticity											
Being open to being know (transparent)	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Self-awareness (Being learners, wisdom)	✓	✓	✓		✓	✓	✓		✓	✓	✓
Integrity	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Having ethically	✓			✓	✓						
5. Envisioning the Future											
Envisioning the future	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Challenging the status quo	✓	✓	✓		✓	✓		✓	✓	✓	
Clarifying goals	✓	✓	✓		✓	✓			✓	✓	
6. Sharing leadership											
Empowering others	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Sharing status (humility)	✓	✓			✓	✓	✓	✓	✓	✓	
Stewardship	✓	✓	✓		✓				✓	✓	

The six characteristics of servant leadership including (1) valuing people, (2) developing people, (3) building community, (4) displaying authenticity, (5) envisioning the future, and (6) sharing leadership.

(1) Valuing People

Laub (1999) explained that servant leader must value followers by believing in their potential, serving followers' needs before his/her own interest, and listening actively without judgment.

Greenleaf (2002) showed that valuing others can make a miracle because all problems are resolved if leaders value and listen to the right course and try to understand their communication first. Therefore, an authentic natural servant automatically replies

to any problem by valuing others through listening first. Leaders need to be strengthened by a deep commitment to value the followers to listen receptively while they are communicating. Servant leaders always place the emphasis on listening effectively (Richard et al., 2012).

Hence, listening receptively without non-judgmental ideas of leaders mean that those leaders value their followers (Cerit, 2009; Laub, 1999).

Valuing people via listening is an effort of communication to accept the others' speech with a neutral decision-making (Pheangbuppha, 2013; Spears, 2002b, 2010). Servant leader must put the others first by using actions and also being the great communicator (Liden et al., 2008), and listen and learn about their needs and hopes, and be ready to share in their hurt and frustration (Xu et al., 2015).

Sendjaya (2015) mentioned that servant leader listen to others with intent to understanding is acts of service in order to respect them who they are, not how they make his/her own feel, but to be equal, inspired by putting their trust, serving them with no regards of background (gender, race, etc.), considering their needs and benefits above his/her own.

Valuing people is operationalized as commitment of school principal to believe in the potential of teachers and staff members, to listen receptively with great communication, to put the needs of teachers and school staffs first, and to value the ideas of others.

(2) Developing People

Servant leaders are model between life and work and set the best example for the followers to build them up through confirmation (Cerit, 2009; Laub, 1999; Salameh, 2011). Greenleaf (2002) believes that the followers have value to be responsible for becoming more productive, achieving their potential, learning a growing as personalities and in return serving their community for the positive rather than negative.

Due to the followers are precious beyond their perceptible influences, servant leaders deeply develop each individual within their organization, and do things in their power to emerge the personal growth of the followers to maximize fund for individual and professional development, to accept the followers' ideas and to encourage in decision-making and support them actively (Spears, 2002b, 2010).

Servant leaders offer learning and growing for people to complete their potential and use their power to benefit the followers and also mentor their relationships to grow professionally. The followers must be challenged to grow and create a climate that encourages their learning. Moreover, servant leader helps people grow and do well by developing their career growth, coaching and mentoring (Liden et al., 2008).

The crucial test of a servant leader's effort is whether those served grow toward being more accountable, caring, completed personalities, more influential others through their persuasion (Richard et al., 2012). Therefore, the school principals must create their environment which encourages the followers' learning and growth (Cerit, 2009).

Servant leader is a model to contribute to the followers' personal and professional growth, and encourages them to engage in ethical reasoning, and leads them by personal example (Sendjaya, 2015).

Developing people is dedicating to develop the followers to show that each follower or staff is more precious than individual performance. Hence, school principals must be aware of the significance of leadership development, support the group process, challenge their status quo, and to grow them (Pheangbuppha, 2013; Simsen, 2013).

Developing people is operationalized as believing of school principal to help followers grow and succeed. The school principal must be model for concreting actions to maximize work for personal and professional development. The followers are encouraged to invite their decision-making and build a sense of community spirit of the teachers and school staffs.

(3) Building Community

Building community is a sense of a loving, caring team with persuasive shared visibility to complete tasks, working together and learning to serve other in the process by performing the qualities of building community (Cerit, 2009; Laub, 1999; Salameh, 2011).

Greenleaf (2002) explained all that is needed to rebuild community as a practical life shape for huge number of people is for adequate servant-leaders to make the path, not by great momentum, but by each servant-leader representing his or her unlimited responsible for a community-related group. Therefore, servant leaders play a crucial role to shift from local communities to huge organizations as the primary shaper

of human living conditions.

Richard et al. (2012) explained how servant leader's role to build community among the followers such personal growth and development is most likely to occur when one is part of a sympathetic community. Servant leader helps raise each person's emotional and spiritual healthiness and comprehensiveness. For this self-awareness also causes the servant leader to identify some means for building community among those who make effort within a given organization.

So, the true community can be established among those who work in organizations as well (Caffey, 2012; Spears, 2002b, 2010). The leaders are marked by one's self-categorization and desire to be characterized by others as someone who puts others first, even when self-sacrificed is required (Liden et al., 2008).

In addition, Cerit (2009) gave an example of building community as positive working relationships that school principal encourages teachers to join hand rather than competing against each other. Moreover, building community means to build teamwork's culture with caring, generosity, sharing beneficially (Simsen, 2013).

Pheangbuppha (2013) pointed that school leaders' behaviors must build a sense of community among the followers and the teams to development, to strengthen in the organization and developing organizational culture.

Furthermore, servant leader must work collaboratively by spending time to build a professional relationship with followers, treating them as equal partners, being confident in followers, even when the risk seems great, and helping them to make sense of meaning out of their daily lives with his/her interconnectedness, affirming trust in followers, accepting their failures (Sendjaya, 2015).

Building community is operationalized as an ability of school principal to enhance strong relationships, work collaboratively, and value the interpersonal perceptions of teachers, staffs, students, and stakeholders.

(4) Displaying Authenticity

To display authenticity toward the followers, leaders demonstrate high integrity and honesty, being open-minded to being known, being aware of using wisdom, and always being learners (Cerit, 2009; Laub, 1999; Salameh, 2011).

The more leaders open wide door of perception; the more leaders get sensory

experience from the environment. Awareness strengthens leader's effectiveness, and tests the leader's tolerance. A humble leader with awareness can stock both conscious and unconscious thoughts. The cultivation of self-awareness provides one the basis for fairness or integrity, the ability to stand aside and be responsible for being an awakener and reasonable disturber in order to open the leaders' awareness to creative self-authenticity (Greenleaf, 2002).

Additionally, displaying authenticity helps strengthening the servant leader to understand issues relating with ethics, power, and values (Pheangbuppha, 2013; Spears, 2010), Servant leader can work behind the scenes willingly without constant approval from people including humility, integrity, accountability, security, and vulnerability. Hence, in term of the school principals must be a sharp awakener and reasonable disturber (Greenleaf, 2002).

Therefore, school leaders as servant leaders must be aware of the co-workers' value, communicate to get various information, and involve with decision-making (Simsen, 2013). Furthermore, servant leaders realize their own values, emotions, positive aspects, and negative aspects. Hence, interpersonal perceptions by being empathic to comprehend their feelings and perspectives are also displaying authenticity (Richard et al., 2012).

Sendjaya (2015) gave more explanation that servant leader must be honest to focus on the message not the messenger, be transparent by promoting values that transcending self-benefits and material success, be aware of giving the right questions and decisions, be vulnerable by letting followers take control of situations when appropriate, and have ethically to take a resolute stand on moral principles.

Displaying authenticity is operationalized as perception of school principal to be open to being known by teachers and school staffs or stakeholders, to be aware of using wisdom and being a learner, to retain integrity, and to ascertain authenticity toward the followers.

(5) Envisioning the Future

A central role of the servant leader is envisioning the future by clarifying goals, and understanding what it takes to get to the vision (Cerit, 2009; Laub, 1999; Salameh, 2011). Greenleaf showed how school leader could change in the active practical life

and challenge the status quo to clarify the goals and build cooperatives or visionary through the power of spirit that guides the followers to raise themselves. The leaders with conceptual talent see the whole in the perspectives of their past, present and future. Hence, the leadership provides at their best are passionately practical (Greenleaf, 2002).

Servant leaders need to integrate the authenticities and future possibilities, need to have a well-built sense of intuition about how the past, present, and the future are connected (Richard et al., 2012).

Servant leaders seek to cultivate their knowledge to harvest their great dreams in order to provide perspective beyond daily authenticities and stretch their thought to envision and clarify goals within organizations. The followers need to be mostly active in their operationalization, and the most effective leaders need to grow their operationalization as well (Pheangbuppha, 2013; Spears, 2010).

Servant leaders must conceptualize the knowledge of the organization and actively support and help others seek identity and solve problems, as well as determining when and how to complete work tasks. Servant leaders highlight the best for their followers and depend on one-on-one communication to understand the capacities, needs, requirements, achieved goals, and limitless potential of those individuals (Liden et al., 2008).

Moreover, Innovative thinking of school leader as servant leader must occur in schools such as sharing vision and goals, working collaboratively, facing challenges, and solving problems creatively (Simsen, 2013). Sendjaya (2015) mentioned that servant leader must articulate a shared vision to give inspiration and meaning, challenge the status quo by allowing followers to experiment, be innovative and creative without fear, and help them seek purpose and direction to make a sense of mission.

Envisioning the future is operationalized as an ability of school principal to share vision with the followers, to clarify goals, and to challenge the status quo to seek a delicate balance between conceptual skills and a regular operational style.

(6) Sharing Leadership

Servant leaders share empower to be low in control of others and also empower others to persuade their influence to others instead of coercion (Cerit, 2009; Laub, 1999; Salameh, 2011). Greenleaf (2002) remarked the greatness in trust for organizations is

to commit to serve others and focus on becoming transparent and mapping persuasion rather than control. Servant leaders focus on first and foremost a commitment of leader to serve the needs of the followers (Spears, 2002b, 2010), and to hold an organization's properties in trust for the greater good (Richard et al., 2012).

Servant leader makes a positive influence to society towards building community, developing programs, and community outreach including an ethic or value for being responsibility for the betterment and being confident that the strategies and decisions assumed emphasize the commitment to return and leave things better than found, and also build community spirit in the workplace (Xu et al., 2015).

The behaviors of school leaders are to commit the growth of people, to be model of spiritual caring and counseling, to take responsibilities for problem solving and raising awareness, to delegate decision-making, budget and resource administration to steward the followers to be ready for operation (Pheangbuppha, 2013; Simsen, 2013).

The leaders must empower by encouraging and facilitating others and show promises as a way to build trustworthiness with the followers, stakeholders and communities (Liden et al., 2008). The empowerment is also a key part of conceptualization, which implies responsibilities, autonomous decision, autonomous decision-making, power sharing, and feelings of self-efficacy. It can minimize barriers that inhibit others' success. Sendjaya (2015) explained that leader must empower by minimizing barriers that inhibit others' success, sharing status by avoiding being defensive when confronted, and drawing the best out others and inspiring them to lead by serving.

Sharing leadership is operationalized as emphasizing empowerment that school principal assumes to persuade the followers by sharing status, and trust to positively contribute to community.

After synthesizing between transformational leadership, authentic leadership, and servant leadership to match closely to school principal challenges, the researchers made decisions based on the evidence of research problems occurred to school principals. Therefore, transformational leadership and servant leadership are the appropriate frameworks for primary school principals in Cambodia. Bass (2000) explained that transformational leadership as being the intensions of leaders when servant leaders more likely to embrace a selfless objective. Barbuto and Wheeler (2006)

showed in (Table 2.9) to distinguish the difference that servant leadership serves from the bottom line and transformational leadership leads from the top line.

Table 2.9: Comparison between servant leadership focuses on serving and, transformational leadership focuses on leading

Servant Leadership		Transformational Leadership
Nature of theory	Normative	Normative
<i>Role of leader</i>	<i>To serve followers</i>	<i>To inspire followers to pursue organizational goals</i>
<i>Role of follower</i>	<i>To become wiser, freer, more autonomous</i>	<i>To pursue organizational goals</i>
<i>Moral component</i>	<i>Explicit</i>	<i>Unspecified</i>
<i>Outcomes expected</i>	<i>Follower satisfaction, development, and commitment to service, societal betterment</i>	<i>Goal congruence; increased effort, satisfaction, and productivity; organizational gain</i>
<i>Individual level</i>	<i>Desire to serve</i>	<i>Desire to lead</i>
<i>Interpersonal level</i>	<i>Leader serves follower</i>	<i>Leader inspires follower</i>
<i>Group level</i>	<i>Leader serves group to meet needs</i>	<i>Leader unites group to pursue group goals</i>
<i>Organizational level</i>	<i>Leader prepares organization to serve community</i>	<i>Leaders inspires followers to pursue organizational goals</i>
<i>Societal level</i>	<i>Leader leaves a positive legacy for the betterment of society</i>	<i>Leader inspires nation or society to pursue articulated goals</i>

SOURCE: Adopted from Barbuto and Wheeler (2006)

Guidelines for the Leadership Development of Primary School Principals

Leadership Development Needs

Modified Priority Needs Index (PNI_{modified})

The formula of PNI_{modified} based on Wongwanich (2015) as follows:

Principle of Needs Assessment: A systematic method of defining the difference between the actual and desirable status, which mostly emphasizes on outcome gaps.

Needs Assessment Process:

- (1) Research Objectives: Needs assessment research provides

information about the condition of the unit or individual that needs to be corrected or developed in order to evaluate many factors, for example, personal development, work performance to meet the needs of each organization, building a vision, maximizing high performance in each organization, etc.

(2) Research Questions and Scope of the research: It depends on topic that was studied.

(3) Research Framework: This framework is based on two elements including stakeholders and sample size of the participants. Firstly, the researcher identifies accurately who should be the stakeholders to reduce the errors. Secondly, the sample size of the participants should be considered on the characteristics of the sampling.

(4) Data Collection: Surveys, documentary studies, interviews, observation, focus group, and questions to people are the appropriate methods.

(5) Research Instruments: Qualitative and quantitative data are required. There are two formats for constructing questions. First format is actual and desirable perceptions that expressed their opinions. Second format requires the participants to raise up the actual and desirable perceptions. However, the first format is the most appropriate for the research studies.

(6) Data Analysis: Needs assessment based on ranking the importance. Hence, the statistics utilized in needs assessment emphasizing on ranking or ordering the importance, and the techniques in data analysis depends on responded formats. Generally, when it is one-responded format, the value of mean and standard deviation are used. When it is dual-responded format, gap analysis is used. Therefore, Leadership Development Needs and Guidelines for the Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia, the formula of PNI modified is used to measure the difference or gap between the actual and desirable status, which is adjusted form original priority needs index (PNI). The formula of PNI modified is “PNI modified = $(I-D) / D$ ”. This above formula explained clearly in (Chapter 3).

(7) Reporting of Needs Assessment Research: Many styles of the results are used to present such as ranking meaning or table presentation. Lastly, there are programs or projects to be carried out based on the results of needs assessment.

Conclusion, the leadership development needs of primary school principals, the researcher followed the needs assessment process via the use of PNI_{modified} formula to assess the needs, and then drafted the guidelines from what state of leadership level they have to the expected level by using evaluation form synthesizing from related theoretical literature review, and defined adequately by the experts to propose guidelines for the leadership development for primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia for the last phase.

The Essence of Leadership Development

Leading is not a journey's end; it is a life-long walk. Hence, leadership development is the crucial key to enlarge a person's capability in leadership roles, to improve awareness and conceptualize skills to build leadership skill across the organization (Nahavandi, 2015).

Yukl (2013) mentioned leadership development generates experience, helps self-activities, rewards systems, values culture, and facilitates implementation of leadership skills.

Therefore, development is to cultivate zones of strength, personal lives with perfect critical focus, and the job development to obtain high level of spiritual and emotional intelligence to accomplish mission (Roberts, 2014).

Furthermore, DuBrin (2010, 2016) emphasized that leadership development is primary on building and utilizing interpersonal competency and increase leadership effectiveness to build present and future leaders.

Generally, every leader already had trained to be accountable for that position. However, leadership development process helped increase the effectiveness of primary school principals' performances to continually train and develop other followers to achieve their goals.

The Leadership Development Methods/Approaches

After studying systematically, the researcher found the process of leadership development by using three items such as technique, method, and approach. Every item is used to identify characteristic or nature of traits.

The Leadership Development by DuBrin (2010, 2016)

1) Self-awareness

Hence, Chris Argyris (as cited in DuBrin, 2010, pp. 444-445) , has symbolled the terms single-loop learning and double-loop learning differences between levels of self-awareness.

(1) Single-loop learning takes place when learners search for minimum feedback that can considerably challenge their basic concepts or actions.

(2) Double-loop learning takes place when people seek feedback to challenge the rationality of the goal or values understood in the situation; it empowers the leader to learn and benefit from failure.

A promising new zone of self-awareness is for leaders to identify their standing on two main characteristics of leadership: forceful versus enabling and strategy versus operational.

2) Self-discipline

Self-discipline is organizing one's effort and energy to emphasize on achieving a crucial goal. Leadership development needs considerable. Self-discipline is needed to monitor one's performance to confirm that the self-development needs take place. For example, a leader is persuaded to read about active listening because it is an essence of leadership behavior. The leader concentrates industriously in order to memorize to listen actively after attending a workshop on the subject of active listening.

Self-discipline plays a crucial role in the unceasing monitoring of one's actions to confirm that self-development needs take place. The leader would need self-discipline to make the mindful effort to engage more colorfully when put in an appropriate condition. Leadership self-assessment quiz help leader identify his/her own developmental needs related to interpersonal relationships. A main part of making self-awareness and self-discipline build personal improvement and have a strong belief in personal growth.

3) Education

(1) The logical reasoning acquired might someday help leader solve a complex problem facing the organizations if he/she studies mathematics.

(2) Reading biographies and autobiographies about successful people is a good foundation of concepts about leadership. Moreover, there is a positive relationship between the amount of formal education and the level of leadership position achieved.

(3) Giving formal education with positive correlation with achieving managerial and leadership position.

(4) Providing self-study with information for creative problem solving. Being intelligently alert also helps them utilize influence via logical persuasion.

4) Experience

On-the-job-training is a clear provider to leadership effectiveness. Without experiences, knowledge cannot willingly be converted into skills. For example, you will need experience to apply and improve skills and visions that a person may not have properly studied.

(1) Challenging experiences

- Building a climate for stimulating leaders requires that an organization first cleared itself of the confidence in survival of the fittest. The goal of leadership development is to distribute meaningful development chances, not to push leaders to the point where they are most possible to fail.

- Providing meaningful development requires opportunities for leaders by letting leaders be placed in charge of an organizational unit with productivity and morale. The manager would need to apply many leadership skills to improve the situation.

Failure is a special kind of challenging experience that subsidizes hugely to getting one's leadership potential. Let leaders face powerful learning experience for developing leadership skills: (1) unexperienced responsibilities, (2) verifying yourself, (3) developing new guidelines, (4) coming into problems, (5) reducing decisions, (6) dealing with difficult employees, (7) confronting high stakes, (8) managing task complexity, (9) role overload, (10) handling external burden, (11) having to exert influence without authority, (12) adverse task situations, (13) lack of top management support, (14) lack of personal support, and (15) problematic leader.

(2) Sources of Experience

- Work associates can support a person to develop in numerous ways. An intermediate superior can be a positive or negative model of effective leadership. The leader must observe wisely and plan to use a similar method when it is important for his/her to face a complex problem within group. He/she must learn the way not to confront. Members, peers, and reporting staffs can also help him/her a worker profit from experience.

- Work-related tasks can provide leadership development because portion of a leader's role is to be an effective and creative problem solver. For example, complex tasks facing previously, new activity such as stabling a dealer network that leader lacks technical expertise. Among the specific leadership skills would be consulting with people who have the essential expertise and displaying self-reliance, yet not being proud.

(3) Broad Experience

Giving leaders experience in multifunctional management to make intentional efforts to enhance their effectiveness. Providing leaders commitment to multifunctional management development (see figure 2.12). Participation in multifunctional task forces shows more commitment to the gaining of scope.

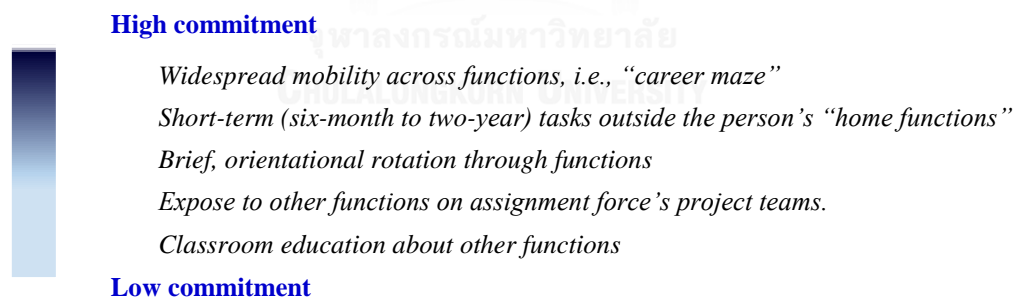


Figure 2.12: Commitment to functional management development

SOURCE: “Continuum of Practical Options for Multifunctional Managerial Development.” (as cite in, DuBrin, 2010, p. 451)

5) Coaching

Coaching is a method of empowering others to perform and build on their strengths. A main benefit of coaching is that it raises new possibilities for action and facilities breakthroughs in performance. As its best, coaching provides some concrete

influences, including higher motivation, personal development, teamwork that make them be encouraged to cross-train and serve as backups for each other. They are aware of one another's skills and how these skills can subsidize to achieving the group's goals. Therefore, a leader must study foundation of principles and suggestions and then implement them.

(1) Communicating obvious outlooks to teamwork to learn and grow.

The followers need obvious perspectives of what is expected of them.

(2) Building relationships with teamwork to develop their interpersonal skills. Having built relationship with facilities entering into a coaching relationship with team members that follow about receptive listening and giving emotional support are portion of relationship enhancing.

(3) Giving feedback on zones that involves with specific improvement by coaching team member toward higher levels of performance that the leader shows specific characteristic or skills to improve. Another essential factor in giving specific feedback is to avoid generalities and exaggerations. Therefore, the leader has to observe performance and attribute directly and frequently, such as by watching a supervisor dealing with a safety issue.

(4) Listening activity is a crucial ingredient in any coaching session to handle both truths and feelings. The leader must be patient to listen any difference of opinion between him or her and the teamwork. Starting each coaching session with a question (open-ended question or closed-ended question) helps set the stage for receptive listening.

(5) Helping remove obstacles slowly to develop self-reliance within groups.

(6) Giving emotional support by providing much-needed emotional care to the team members who are nor performing at his/her best.

(7) Reflecting content or meaning is to restate and summarize briefly, what the group is saying.

(8) Giving some kind advice and direction by assisting the team members in answering the question. By responding the question, the person being coached is possible to feel more involved in making improvements.

(9) Allowing for modeling of anticipated performance and behavior by

showing the team member with example to handle a similar condition with others.

(10) Gaining a commitment to change is to develop team members when they are serious about performance improvement.

(11) Applauding good results on the playing field and the in the work place. The leader gives inspiration and positive strengthening by applauding good results and shouting in joy when an individual or team achieves outstanding results.

6) Mentoring

Mentoring others is a crucial leadership responsibility. A mentor, a more an experienced person who develops an ability through tutoring, coaching, responsibility. Mentor can be a staff professional or coworker. Mentoring can test her/his personal attitudes effectively.

(1) Providing self-assessment quiz

Informal relationship built on compatibility or inspiration between two characters. In authenticity, it is a well-known practice for staffs to formally assign a mentor to a new staff to help him or her adjust well to the organization and to succeed. Protégés with informal mentors obtained greater profits than protégés with formal mentors in career improvement and passionate and social support.

To succeed the mentoring program, there are three key human resource elements as follows:

- Setting the goals of program and focusing design on those goals.
- The program managers must sensibly pair the mentors and protégés by setting truthful expectations for both parties, and follow up with the pairs to confirm that preparation is acceptable.
- Top management must be committed to the program. An example of an accurate goal for a given protégé might be established better interpersonal and strategic leadership skills.

(2) Shadowing

Mentoring is direct approach by observing the work activities of the mentor by ensuing the person around for specified time, such as one day per month. For example, the protégé might be invited to strategy meetings, visits with key stakeholders, considerations to union leaders. The protégé makes observations about how the mentor

handles conditions, and a debriefing session might discuss how and why positive strategies were utilized.

(3) Online

Mentoring is widespread because sending email messages helps overcome obstacles built by geography, limited time, and voice mail and face-to-face contact rare. Online helps enhance relationship and be responsible and credible.

Therefore, Mentoring is like a mirror to reflect back on, presenting viewpoints that every leader is unable or unwilling to see. Mentoring helps a person develop, as a leader is to help him or her understand the political aspects of the organization. Another way, mentoring help a person develop how leader is to help him or her comprehend the political aspects of the organization.

7) Leadership Development Programs

Developing and training leaders is far more difficult than only sending aspiring leaders to a one-week seminar. The leadership development program has to be properly sponsored, wisely designed, and skillfully performed.

(1) Feedback-intensive program helps leaders improve by seeing more obviously their arrangements of performance, the reasons for such performances, and the impact of these performances and characteristics on their effectiveness.

(2) Skill-based program involves obtaining capacities and methods that can be transformed into action. Such training relates to a significant element of “how to.” Five approaches of skill-based training are:

- Interesting lecture
- Case study with critical thinking
- Role-play to learn new skills in order to gather feedback
- Behavior role modeling is based on social learning theory, and
- Simulation gives participants the opportunity to work on issue that

simulates a real organization. During simulations, participants plays role of organizational leaders and devise solutions to problems. Feedback on performance is provided.

(3) Conceptual knowledge and self-awareness programs can be implemented to leadership situations.

(4) Personal growth programs accept that leaders are profoundly in

touch with their personal visions and talents and will act to satisfy them.

(5) Socialization programs learn how leader need to be. From organization perspective, a vital kind of leadership improvement is becoming socialized in the organization vision and values.

(6) Action learning programs is a directly applied method to leadership improvement and may be directed at zones outside the participant's expertise.

(7) Coaching and Psychology are two highly personal methods of developing as a leader. Psychotherapy is called for when the leader has emotional difficulties that lower his or her effectiveness.

8) Leadership Succession (Succession Planning)

Leaders organize for changing new leader for those who quit, retire, or are dismissed. There are two methods:

First, being trained as a successor is partial of leadership development.

Second, the process of selecting and promoting a successor is partial of a manager's own development.

Succession planning is crucial to the long-term strength of an organization, and hence a significant accountability of senior leadership. There are five topics:

- (1) How the board chooses a successor
- (2) Succession planning at General Electric
- (3) The emotional aspects of leadership succession
- (4) Developing a pool of successors
- (5) Developing inside-outside leaders
- 9) Challenges of being a new leader

There are two broad commitments:

First, preparing to become a leader for the first time, or

Second, enhancing their leadership skills for a current position or advancement into more leadership accountability. There are five challenges for the first time leader.

(1) Uncertainty about how much time to spend leading versus doing individual tasks. A leader must spend time as individual providers from the first step, including managing budgets, thinking of concepts for new things, and making financial deals. As a new leader, you have to work with school leader with direct reports to seek

the right balance between doing and dealing.

(2) Overcoming the bitterness of the others in the group who wanted your leadership position. A new leader will be envy of many reports who wanted that position. It is useful for the new leader to open faithfully with many issues and learn to respect others' opinion.

(3) Enhancing strong relationships and promoting teamwork quickly enough. A new leader builds positive relationships with followers as quickly as possible, using several techniques to receive special treatment.

(4) Having truthful expectations about much leader can achieve right away. On behalf of new leader must be patient because everything will be different from day to day and take time to build strong relationships.

(5) Overpowering the need to be liked by everyone. Everybody rarely likes the new leader at every level. By the nature of their roles, leaders make choices that not everyone deals with. The changes the new leader brings about may hurt the feelings of some staffs and risk their positions. His/her role is to build and implement goals that will effect in the greatest good.

Leadership Development through Nahavandi (2015)

1) Self-awareness

Self-awareness is considered the foundations of leader development; it is the beginning point and basic building block. The vital role of self-awareness in effective leadership help learn faster, find the courage to move ahead, persevere as leader carry out his/her plan, credit to bring back from the brink of bankruptcy, obtain motivation in decision-making. Personal character reflection and getting feedback from other people are required the elements of developing self-awareness, a process labeled double-loop learning (Argyris, 1991).

Guidelines for raising self-awareness include the following:

(1) Clarifying your ethics and priorities, a method, which is a first step in self-awareness; the person must understand what is significant and what factors have priority.

(2) Experiencing new things that will challenge the leader to move outside the comfort zone and give her or him a chance to learn something about oneself;

including chances to fail.

(3) Observing own behavior and reflect by keeping a journal, reviewing success and mistakes, and reflecting on what works and does not work for you.

(4) Seeking positive and negative feedback through formal and informal channels as often as possible from many diverse sources as possible. For example, the feedback from stakeholders regarding one set of behaviors may be very different, but equally relevant, as feedback from a supervisor regarding those same behaviors.

Table 2.10: Comparison of development methods

Criteria	Assessment	Individual Awareness	Developmental Experience	Opportunity for Practice	Feedback on New earning And Follow-up	Support from organization	Fit and Integration
<i>Self-awareness</i>	✓	✓	–	–	?	–	–
<i>Experience</i>	?	✓	✓	✓	✓	✓	✓
<i>Coaching</i>	✓	✓	–	✓	✓	✓	✓
<i>Mentoring</i>	✓	✓	–	–	?	✓	✓
<i>Feedback-intensive programs</i>	✓	✓	–	?	–	?	?
<i>Classroom education</i>	?	✓	–	?	?	?	?
<i>Outdoor challenges</i>	–	?	–	–	–	?	?

✓: very Likely; integral part of the method, ?: possible, depending on situation and organizational conditions; –: highly unlikely; not part of the goal of the method

SOURCE: Adopted from *The art and science of leadership*: Pearson Prentice Hall, by Nahavandi, A. (2015, p. 340)

Although self-awareness is the cornerstone of any development program and a condition for getting the leader to be willing to transform and learn, it is not enough. Leaders must have the implements to transform or change. Although assessment, they do not expose the leader to rich experiences, give chance for practice, or support from the organization. Hence, by itself self-awareness does not fulfill most of the criteria for an effective development program (see Table above).

Self-awareness is at the heart of any development; leaders must know their capabilities, strengths and weaknesses, and willingness and ability to learn.

2) Experience

If self-awareness is the cornerstone of leadership development, then experience, or development experience, is its core.

On the other hand, having on-the-job experience is, in almost all organizations, vital to leadership. For example, leaders stay in one job long enough to experience both their success and failure.

Hands-on practice is to appropriately experience by giving participants to involve in small-group activities, playing some games, taking role-plays, or performing simulations, or by following up critical events with considerable discussion and clear reflection. Self-awareness is completed through clarification of core values such as faithfulness, responsibility, admiration, and personal encouragement and improvement of mental, physical, and emotional characteristics.

For example, coaching can occur in the framework of actual performance; classroom education can be more influential when new understanding is tested in an actual leadership situation. Authentic experience, through any means, fulfills almost all the criteria for effective implementation (see Table). It develops individual awareness, provides a rich experience and chance for practice and feedback, and when used in the context of growth, requires support from the organization and integrates developed goals with organizational goals. The only potential weakness may be assessment, which can easily be built in through formal programs or use of existing organizational performance implements.

Actual leadership experiences are the most powerful method of development, whether through daily routines those are partial job or through progressively hard task-assignments that challenges leaders to move outside their comfort zone.

3) Coaching

Coaching relates to providing individualized and productive feedback on someone's behavior and performance while emphasizing on future improvement. Coaching tends to have a more structured and formal nature. Coaches are sought for detailed situations and assigned by organizations. Coaching and mentoring are part of development relationships that can help leaders develop and grow personally and professionally. Therefore, the success of all such relationships depends on building trust

and support between the leader and the coach or mentor. Coaching can provide the benefits of general understanding with specific application to daily activities. Coaching can close that gap and support them in their success. An important point to note is that in addition to providing support and feedback to the individual, effective coaching requires integration with broader organizational goals and systems. Here, elements of effective coaching are:

- (1) Personal readiness and enthusiasm to be coached,
- (2) Clear reflection of broader organizational context and system,
- (3) Emphasis on performance and work-related issues,
- (4) Honest caring and concern,
- (5) Encouragement of self-awareness, and
- (6) Supportive climate.

4) Mentoring

Mentoring provides similar individualized attention with a feedback and future orientation, but ends to be fewer tasks specific. Mentoring is a supportive long-term, formal or informal. Mentoring can be role models, demonstrating desired behaviors. Informal or formal mentoring is a powerful leader development tool and can lead to life-long supportive relationships between a mentor and a mentee. Many research showed that formal mentoring might be less effective than informal kind. Because mentoring involves establishment of a personal professional relationships based on trust, forcing it through formal bureaucratic selection processes may reduce its effectiveness. Therefore, guidelines for establishing of productive mentoring relationships include the following:

- (1) Find many mentors instead of looking to one person for all guidance. Different mentors can support a leader with different perspectives and expertise.
- (2) Find many mentors at different levels; although typically, mentors are more senior, peers, external people, and even followers can be great source of support and developmental advice.
- (3) Informal relationships that provide casual support can be equally helpful.
- (4) Add mentors as roles and responsibilities change or as leaders'

transition to new jobs.

5) Feedback-Intensive Programs

Currently one of the most popular methods of leader development at all levels is using intensive feedback program such as 360-degree feedback or other multisource and multi-method feedback programs.

Their goal is to assess leaders' strengths and weakness and to identify development needs. In, aptitude tests, personality tests, role-plays, simulations, and experiential exercise, as well as many other methods. Getting accurate feedback can be a developmental event and getting such feedback get harder as leaders move up the organizational ladder.

In 360-degree and multisource feedback programs, the leaders are assessed by individuals around them, including direct reports, supervisors, peers, and in some cases, clients and other stakeholders who provides detailed feedback regarding their styles, behaviors, performance, strengths, and weaknesses.

Therefore, the effectiveness of 360-degree feedback programs depend on many factors as follows: (1) organizational buy-in and readiness; (2) involve direct supervisors; (3) confidentiality and careful administration; (4) clear questions; (5) well-trained facilitator; (6) focus on behaviors; (7) avoid personal comments; (8) clear explanation of purpose and goals; (9) separate feedback from groups ; (10) follow-up; and (11) combine with other developmental programs.

6) Classroom Education

Some sort of educational benefit program encourages staffs to develop and grow. Because of increasing development needs and the desire to integrate such programs better with organizational goals, organizations are increasingly requesting customized programs such master degree with specific focus, and other training programs for organization.

Classroom education is an efficient way of conveying information and knowledge. Depending on the content covered, such programs may also address with individual awareness. The classroom experience typically includes much more lectures and discussion.

Methods such as case studies, role-playing, exercises, debates, games, and

simulations are all used to enrich the developmental experience. Such methods involve practice involvement that enhances conceptual learning in classroom settings. The ability to practice new behaviors in the safe classroom environment, although limited, can provide a starting point for other developmental experiences.

7) Outdoor Challenges

Outdoor challenge programs put participants physically and mentally through increasingly difficult activities.

(1) Helping learn self-management, self-discipline, and teamwork such as obstacle courses, climbing, sport competitions, and games.

(2) Seeking innovative ways to both engage and entertain workshop and training participants.

(3) Aiming at personal growth and increasing self-confidence by conquering fears, and challenges such as climbing poles, walking across rope bridges.

(4) Building trust and cooperation among members, teams, organizations such as falling backward to be caught by teammates or going through obstacles course blindfolded with the help of a partner.

8) LMX theory (Leader-Member Exchange)

Leader-Member Exchange (LMX) Model focuses on the dyadic relationship between a leader and each follower and proposes the concept of in-groups and out-groups as the defining element of that relationship. A leader not only experiences the same relationship with all of followers. Each dyadic relationship is different. A leader establishes a one-on-one relationship with each follower. Each Relationship varies greatly in terms of the quality of the exchange. Some followers are part of in-group; some are in the out-group.

The LMX model called the Vertical Dyad Linkage Model in its earlier versions. The framework of LMX helps quality of relationship with follower. One of the main problems then becomes how teamwork is chosen to be in each group. For the individual relationship to be creative, leaders should follow some general guidelines in creating in-groups and out-groups and in selecting their participation. It is significant to note that these guidelines apply mostly to achievement-oriented rather than cultures:

(1) Pick in-groups based on competence and contribution to the

organizations.

- (2) Sometimes evaluate your principles for in-group and out-teamwork
- (3) Assign tasks to someone with the most appropriate skills.
- (4) Set clear, performance-related guidelines for in-teamwork.
- (5) Avoid clearly differentiated in-groups and out-groups.
- (6) Keep teamwork fluid to allow movement in and out of the groups.
- (7) Maintain different in-groups for different activities.

Leadership Development through Roberts (2014)

Leadership development is not for the faint of heart and spirit. In the following section, we address the great challenge of character development.

1) Training and development (Reflection on best practice)

(1) Staff development is a responsibility for organizational member. For example, embracing a humble and teachable spirit and helping others or people (peers, supervisor, and clients) on the job is a critical duty as research demonstrates that much organizational training/learning occurs through informal on-the-job-training.

(2) Drive fear out of the workplace

(3) Training and development programs should be design and administered according to adult learning theory principles

- Provide numerous opportunities to apply directly key learning objectives in an open-minded and non-threatening manner.

- Provide specific performance feedback to improve performance.

- Develop a curriculum that is compatible with the learning style preferences of the audience.

- Training and development programs are designed to reinforce key organizational values and should not only increase technical proficiency, but also link the subject of learning to the larger mission, vision, and values.

(4) Leadership and HR practices should reinforce the application and integration of learning objectives. Managers and employees should be jointly responsible for training implementation and integration, with accountability reflected in the performance appraisal process.

(5) Organization should provide adequate financial and logistical

support for training.

- Regrettably, many organizations invest less than the average amount that is objective low. Provide employees with an individual development plan (IDP) that provides a comprehensive diagnostic of present and future performance strengths and weaknesses (gaps) along with a short- and long-term action plan of training objectives.

- Provide employees with an individual learning account (ILA), a yearly sum of funds that the employee can invest in training and development activities.

(6) Organizations must support their employees training and educational efforts by providing release time from regular job duties to reduce employee stress levels. Without some release time, the everyday pressure reduces the time and energy for application, reflection, and learning.

(7) Personal Career Development Strategies

- Engaging in systematic personal self-assessment (know thyself) inventorying such as personal character and performance strengths and weaknesses; passions, areas of gifting, likes and dislikes; personality attributes (the big five of openness, conscientiousness, extraversion, agreeableness, and neuroticism); disposition through diagnostic assessments; and predisposition toward dependence on authority figures.

- Establishing mentors and sponsors, ideally inside or outside the organization, network with other managers, and volunteer for projects to demonstrate job skills Enhance employee efficacy (confidence) perceptions regarding the objective of the training; and employee efficacy is a major factor in employee motivation and persistence in learning given the psychological confidence that we can cope with the demands of the new situation. It is important that employees believe that management supports them and can be trusted.

(8) Organizations should monitor supervisory behavior to combat what is termed in-groups and out-groups.

2) Needs Assessment (Personal SWOT Analysis)

The final foundational element of a comprehensive training and development program is a needs assessment. There are different levels of analysis, from the

individual to the macro. At the macro level, it is important to link training needs with a SWOT (strength, weakness, opportunity, and threat) analysis to ascertain the interface between macro mission interests and strategic needs. One of the dangers with the training process is to fail to link training to long-term system issues such as changes in service delivery patterns that require higher levels of computer skills.

3) Personal Character Reflection

(1) Overcoming fear: Love is the complete antidote for the poison of dysfunctional fear. Love is a choice, a conscious decision to encourage the best interest of others by placing their needs over our own.

(2) Bravery: We defeat ourselves by the belief that we must be “fearless” from a physiological or feelings standpoint, a form of emotional perfectionism that cripples faith.

(3) Victory over public speaking fear.

4) Compensation

Servant leadership compensation requires an unyielding commitment to speaking truth into the lives of employees. Commit to “best-practice” compensation system that develops employee character and trust. This begins with “honest weights and measures” through fair, valid and reliable performance metrics and standards.

(1) Commitment to speaking truth.

(2) Commit to a “best-practice” to develop staffs’ characters and trust.

(3) Reliable performance metrics and standards.

(4) Promoting a balance between monetary and nonmonetary rewards and motivators (developed with ongoing employee input).

Leadership Development through Yukl (2013)

1) Training Programs

Short workshop (part-time basis) is to be open to leaders from diverse organizations, interesting lecture and in-depth discussion, taking role-play, behavioral role modeling, case analysis with critical thinking, and authentic simulations.

The usefulness of formal developmental programs include skill learning, behavioral change, and performance improvement depend on the behavior and capacity

of trainees, the training professional design and scheduled execution, and supporting conditions in the organizations. The relative significance of the diverse determinants depends on the category of training or development and the outcomes measure. Desirable features for training programs including specific learning objectives, clear-meaningful content, appropriate mix of training methods, opportunity for active practice, relevant, timely feedback, and build trainee self-confidence.

2) Learning form Experience

(1) Challenging status quo such as with high-responsible job, seeking new information, building new relationship, trying out new behaviors, and learning new skills to develop a better understanding of themselves.

(2) Tasks or Assignments by experiencing diverse job to making special developmental assignments in both line and staff positions, and making both foreign and domestic assignments.

(3) Accurate, Relevant Feedback by making introspection and self-analysis difficult in a management job (the extent to which a person is willing to accept feedback depends on some of the same traits that are related to managerial effectiveness)

3) Developmental Activities

These activities provide multisource feedback workshops such as 360-degree feedback, developmental assessment centers, special assignments, job rotation programs, action learning, mentoring, executive coaching, simulations, personal growth programs, and outdoor challenge Programs.

Yukl (2013) showed guideline for self-development of leadership skills as follows: developing a person vision of career objectives, seeking appropriate mentors, seeking challenging developmental assignments, using social networks to learn about developmental opportunities, improving self-monitoring, seeking relevant feedback, learning from mistakes, learning to view events from multiple perspectives, and being skeptical for easy answers.

Table 2.11: Leadership development methods

Leadership Development Methods	(Dubrin, 2010, 2016)	(Nahavandi, 2015)	(Robert, 2014)	(Yuki, 2013)
1. Building Self-awareness				
Single-loop learning & Double-loop learning	✓	✓		
Assessment (Need Assessment)		✓	✓	✓
Individual awareness		✓		
Personal character reflection			✓	
2. Acquiring Education				
Logical study	✓			
Reading biographic and autobiographies about successful people	✓			
Giving formal education	✓			
Providing self-study (personal growth program)	✓			✓
3. Attending Developmental programs				
task-assignments	✓	✓		✓
Lecture, Role-playing, Workshop	✓	✓		✓
Case studies (case analysis)	✓	✓		✓
socialization programs	✓			
4. Getting Experience				
On-the-job experience	✓	✓	✓	
Hand-on practice		✓		
Indoor challenge program	✓			
Outdoor challenge program	✓	✓		✓
Source of experience (work-related task)	✓			
Challenging the status quo				✓
5. Getting Coaching				
In groups and in workplace	✓	✓	✓	
Giving emotional support	✓		✓	

Table 2.11 (Cont.)

6. Getting Mentoring				
Providing self-assessment quiz	✓			
Shadowing	✓			
Online	✓			
Monitoring in-groups and out-groups	✓	✓		
7. Attending Succession Planning				
Being groomed as a successor	✓			
The process of choosing and fostering a successor	✓			
Challenging of being a new leader	✓			
8. Training on LMX Theory				
One-on-one relationship		✓		
In-group relationship		✓		
In-group different activities		✓		
Pick in-groups based on competence and contribution		✓		
9. Attending Feedback-Intensive Programs				
Self-assessment		✓		
Personal SWOT analysis	✓		✓	
Self-discipline	✓		✓	
Rich developmental experience		✓		
360-degree feedback or feedback on new learning and follow-up	✓	✓		
10. Building Motivation				
Models of Herzberg's Motivators and Hygiene Factors			✓	

Related Research Studies

Some previous research studies have been reviewed during last five years to select and include some dimensions and sub-dimensions of servant leadership that are suitable for the conditions of primary school principals under Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia. The related research studies have been below reviewed into two parts related to research studies in Thailand and Foreign research studies.

Related Research Studies in Thailand

Chamnin (2008) studied transformational leadership behaviors of administrators in schools under Bangkok Metropolitan Administration as perceived by teachers. This study based on Bass & Avolio's framework of transformational leadership by using sample contained of 131 school principals and 390 teachers with 5-Likert scale questionnaires. All data were analyzed by percentage, mean, and standard deviation, t-test also utilized to compare the perceptions of the two groups.

The result showed that the level of transformational behaviors of school principals as perceived by teachers was high, and for the school principals was the highest. The comparison of the mean level of all sub-scales of transformational leadership behaviors of school principals expressed a difference statistically significant at 0.05.

Netphakdee (2012) studied a structure equation model of authentic leadership for principals under Department of Local Administration. The sample was 627 principals under the department of local administration, selected by proportional sampling. The instruments are the rating scale with reliability 0.97. Data were analyzed by LISREL program as descriptive from as well as inferential form as well as inferential from. The results found that (1) the principals showed their level in expression of authentic leadership in "highest" level. The comparison in sex, ages and administrative experience, found that there were not differences; (2) the principals showed their level in expression of authentic leadership in "highest" level for all of 3 factors including: trust, positive psychological capital, and emotional intelligence. For the comparisons, the level of positive psychological capital factor categorized by ages was significantly different at .05. Finally, the other comparisons were not significant, and (3) the developed structural equation model of principals' authentic leadership, was congruent with empirical data as criteria as follow: $\chi^2=25.57$, $df=48$, $GFI=0.99$, $AGFI=0.99$, $CFI=1.00$, $SRMR=0.007$, $RMSEA=0.00$, $LSR=1.64$, $CN=1802.78$. Factors had direct influence on authentic leadership with influence coefficients ranging from large to small respectively as trust (0.86), positive psychological capital (0.11) influence through trust. Total influence coefficients ranging from large to small respectively as trust (0.86), positive psychological capital (0.58), and emotional intelligence (0.35). All of 3 casual factors jointly explained authentic leadership of principals for 85%.

Pheangbuppha (2013) aimed to study the relationship between school principals' servant leadership and organization climates of schools under the department of education Rayong Province using sample 160 teachers by providing questionnaire. The result showed: 1) Conceptualization, 2) stewardship, 3) persuasion, 4) foreseeing, 5) listening, 6) healing, 7) commitment to the growth of people, 8) building community, 9) deep empathy, 10) awareness.

Simsen (2013) studies administrators' servant leadership affecting effectiveness of schools under the Office of Secondary Education Service Area 25. The sample using in this study were 20 school principals and 344 teachers, 364 participants. They were selected by utilizing stratified random sampling based on school size. The research tools using for data collection were the questionnaire. Descriptive statistics including mean, standard deviation, Pearson correlation and multiple regression analysis, are used to analyze the data. The research findings showed: (1) servant leadership of school principals, in overall, was at high level including envisioning the future, motivation, responsibility and care, inspiration for human development, awareness, working for culture development, conceptual development, recognition from others, acceptance in others' concepts, and stimulation and encouragement for others; (2) servant leadership of administrators and school effectiveness, in overall, was at moderate level. There were positive relationship at .01 level; and (3) servant leadership of administrators effecting school effectiveness including responsibility and care (χ_{10}) motivation (χ_8), and acceptance in others' opinion (χ_5), the multiple correlation coefficient was 0.733. The predictive coefficient was 59.8% at .05 significant levels. The predictive equation from regression of variables could be written as raw score and standardized score.

Related Research Studies in Cambodia

Sann et al. (2014) studied the relationship between school principals' leadership and school administration effectiveness of private lower secondary schools in Phnom Penh, Cambodia. This research studied as survey with 5-Likert rating scale questionnaires. research by using sample of 9 school principals and 187 teachers from 17 private schools and 375 teachers, and using the sample random sampling technique, and analyzing the data including descriptive statistics, and person' product correlation. The result showed as follows: (1) the school principals' transformational leadership was

at high level, and school principals' transactional leadership was also at high level; (2) the school administrative effectiveness was at high level; and (3) the relationship between school principals' leadership and the school administrative effectiveness was a significantly positive high correlation.

Foreign Research Studies

Cerit (2009) examined the effects of servant leadership behaviors of primary school principals on teacher job satisfaction. The population of this study is 29 primary schools in Düzce, Turkey. The sample is 595 teachers working in primary schools in Düzce province of Turkey. Servant leadership behaviors of principals were determined with the servant leadership scale developed by Laub (1999) while teacher job satisfaction was determined using the job satisfaction scale developed by Mohrman et al. (1977). Descriptive statistics, correlation and multi-regression test were used to analyze the data. Strong positive relationship was revealed between servant leadership characteristics of school principals and teachers' job satisfaction and servant leadership was a significant predictor of teacher job satisfaction including valuing people, developing people, building community, displaying authenticity, envisioning the future, and sharing leadership.

Fox Jr (2011) measured the impact of personal and social identification on the process of teacher trust development within the context of principal authentic leadership. This research study focused on elementary and secondary education. Nineteen public and private schools in the state of Maryland participated in the research with 398 teachers (77% response rate) agreeing to join in the research. A cross-sectional survey was utilized that combined four validated and reliable published research instruments. The results revealed that (1) authentic leadership was significant and substantial impact upon trust, (2) personal identification does act as a partial mediator in this casual pathway, (3) social identification does not act a mediator, and (4) the four dimensions of authentic leadership are partial mediators but the differences of their impact are only bordering when compared with the other dimensions on their effect. This study empirically validates part of the Bruce J. Avolio, Gardner, Walumbwa, Luthans, and May (2004) model of authentic leadership in that personal identification is a mediator, but does not demonstrate the model regarding social identification being

a mediator in the causal pathway from authentic leadership to trust. The significance is that it highlights the model of authentic leadership and the considerable impact that this model has upon the trust level of subordinates. Even without social identification acting as a mediator, trust can still be developed and significantly impacted by a leader who involves with authentic leadership.

Salameh (2011) determined the extent that teachers perceived practice of Servant Leadership among school principals in Jordanian educational directorate. This study used the Organizational Leadership Assessment (OLA) tool. Results revealed that servant leadership practiced in moderate levels. Three categories of servant leadership including (1) building community, (2) displaying authenticity, and (3) sharing leadership were in high level of servant leadership practices. While (4) valuing others, (5) developing people, and (6) providing leaders were in moderate level of practice servant leadership. The research results showed that teacher's scores on six dimensions of servant leadership had no significantly differ regarding to their sex. The results indicated that teachers who have more experiences in teaching perceived the level of practice of "developing others" among school principals are higher than other teachers did with a medium and high experience in teaching. In addition, the results showed that teachers who have medium experiences in teaching perceived the level of practice of "building community" among school principals higher than other teachers did with short and high experiences in teaching. No difference in teachers perceived the level of practice of servant leadership among school principals involved with their academic qualifications. Hence, the results revealed 4 dimensions of servant leadership in high level including 1) building community, 2) displaying authenticity, and 3) sharing leadership, and 4) developing others.

Balyer (2012) studied "Transformational leadership behaviors of school principals: a qualitative research based on teacher' perceptions." Transformational leadership enhances school principals' border their attitudes to promote their schools forward including idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. It is considered that school principals who showed these main characteristics of transformational leadership have direct effects on satisfaction among teachers and better performance at school. Therefore, this research purposes to determine the level of transformational leadership characteristics that

school principals reveal at schools during their management implementations on daily basis. The findings revealed that school principals were at high level of four I's.

Caffey (2012) studied the relationship between servant leadership of principals and beginning teacher job satisfaction and intent to stay. There has been an ever increasing percentage of beginning teachers who leave the teaching profession within the first five years. The overall purpose of this study was to gain insight into servant leadership characteristics and the impact on new teacher retention by implementing quantitative research methods. This study has implications for public school administration by highlighting servant leadership characteristics including empowering, envisioning, love, and humility. Servant leadership characteristics valued as most crucial by beginning teachers for principals to determine job satisfaction and intent to stay were also analyzed for this research. The relationship between servant leadership of principals and beginning teacher job satisfaction and intend to stay showed a statically significant in positive relationship including (1) empowering, (2) envisioning, (3) love and (4) humility.

Hauserman and Stick (2013) studied "the leadership teachers want from principals: transformational" in order to examine teacher perceptions of transformational leadership qualities among principals by using sample of 135 public schools in the province of Alberta, Canada. Teachers were chosen randomly from each participating school by asking for completing the Multifactor Leadership Questionnaire (MLQ) (Bruce J Avolio & Bass, 1995) for their respective principals. The MLQ was a quantitative tool in which teachers rated principals. Based on teachers' responses, principals were stratified into groups according to whether they possessed high or levels of transformational leadership qualities. Using the MLQ to rank principals allowed clear selection criteria to group them. Once the principals were stratified, 10 teachers were then selected for in-depth interviews. Five of the teachers worked with principals who were characterized as highly transformational and five worked with principals characterized as low in transformational leadership attributes. One teacher from the low group subsequently withdrew from the study. The purpose of this study was to determine which behaviors teachers viewed as most desirable in principals. The interpretation of the data revealed teachers strongly preferred behaviors that a lighted with transformational leadership characteristics.

Avci (2015) studied investigation of transformational and transactional leadership styles of school principals, and evaluation of them in terms of educational administration. The research study used descriptive survey model. The sample size was 1,117 teachers working in public and private schools subjected to ministry of national education in Avcilar district of Istanbul province in 2014. In this study data were analyzed by using descriptive statistics such as mean, standard of deviation, t-test, and one-way anova. Along with research result, teachers had high level of positive opinions with regard to transformational and transactional leadership characteristics of school principals. Teachers' perceptions about transformational and transactional leadership characteristics of school principals did not vary significantly according to gender, state of education and professional seniority.

Xu et al. (2015) studied measurement invariance of the servant leadership questionnaire across K-12 principal gender. The research findings showed the comparisons between males and females. Measurement invariance of the five-factor Servant Leadership Questionnaire between female and male K-12 principals was tested using multi-group confirmatory factor analysis. A sample of 956 school principals (56.9% were females and 43.1% were males) was analyzed in this study. The hierarchical multi-step measurement invariance test supported the measurement invariance of the five-factor model across gender. Latent factor means were compared between females and males when measurement invariance was built. Therefore, results revealed that males were significantly lower than females on emotional healing, wisdom, persuasive mapping, and organizational stewardship, and the altruistic calling was not statistically different both males and females.

CHAPTER 3

RESEARCH METHODOLOGY

This research study is descriptive research design that involved with both quantitative and qualitative approaches (Adams & Lawrence, 2015; Clark & Creswell, 2015). This research study aims to propose guidelines for leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia in order to perform high standard and effectively apply in schools. The researcher managed the population and sampling, instruments research design and testing, data collection process, data analysis design related to research objectives through 3 phases as follows:

Phase 1: To study the theoretical framework of leadership characteristics and the leadership development methods.

Population and sample: Multiple sources and database related to research problems. Sources were compiled for source collection related to: present preview of education system in Cambodia from books, government websites, theory and literature review sources such as Journal such as Emerald, ERIC, SAGE, Taylor & Francis; Thesis and dissertation from Thailis and ProQuest; and Books, etc.

Variables: The theoretical research framework of leadership characteristics for primary schools principals matching with actual problems of school principality in Cambodia.

Semi-Structured Interview: Three experts of general education in Cambodia required to qualify at least a master degree in general education or related field, and five-year experience in general education or related field, selecting the purposive sample technique with specific selection criteria to discuss and confirm reliable conceptual framework of primary school principals.

Methodology: As regards to the methodology, the research methods were divided into 3 phases. The first phase is the study of primary school principal challenges were synthesized from related documents by using table, frequency and content analysis. The result found the 24 problems. The second phase is the study of leadership of school management that was synthesized from related literature sources by using

table, frequency and content analysis. The result showed 10 characteristics of leadership. The third phase is the study of leadership characteristics of school principals by using table, frequency and content analysis. The results revealed 10 characteristics of leadership for the first draft and propose to discuss and confirm by the experts for the final draft. Therefore, the servant leadership and transformational leadership are the most appropriate to develop the primary school principals.

Data Collection: Journals and government documentaries, etc.

Instruments: Using table, synthesis, and frequency

Data Analysis: Content analysis is used to determine the research conceptual framework for primary school principals by using framework of Laub (1999) focused on servant leadership, and framework of Bruce J Avolio (2011); Bass (1985); Bass and Riggio (2006) focused on transformational leadership in order to determine key characteristics. After that, each characteristic was analyzed by using related sources to operationalize each definition.

Phase 2: To study the actual and desirable leadership characteristics and the develop leadership needs for primary school principals

This research study was used quantitative study by sending questionnaires.

Variables: Status and background of the participants including gender, age, sex, qualification, experience in the current position, and perceptions indicating each characteristics of leadership that indicate actual levels or specifications of primary school principals.

Data Collection: From participants who are under the jurisdiction of Phnom Penh Department of Education, Youth and Sport in Cambodia.

Population: There were 164 primary schools including 164 primary school principals and 3950 primary school teachers under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia. Two various groups of population were 4,114 people in academic year 2014-2015.

Sample: The sample was determined to apply Yamane's sample-size table (Yamane, 1973, p. 1088) and stratified random sampling.

$$n = \frac{N}{1 + Ne^2}$$

$n = \text{sample}; N = \text{Population}; e = \text{Sampling Error}$

For this research, sampling error was determined .05 to replace population of table of Yamane. Therefore, the sample size of the two groups was totaled 479 participants including 116 primary school principals and 363 primary school teachers.

The sample of primary school principals and primary school teachers in each district are calculated as follows:

Table 3.1: Population and sample of primary school principals and primary school teachers classified by each district and school's clusters

Public Primary Schools in each District in Phnom Penh Municipality	Population				Sample Size				Total of sample size
	Primary School Principals		Primary School Teachers		Primary School Principals		Primary School Teachers		
	Core Schools	Satellite schools	Core Schools	Satellite schools	Core Schools	Satellite Schools	Core Schools	Satellite Schools	
1. 7 Makara	1	3	20	188	1	2	7	12	22
2. Chamkar Morn	3	10	60	432	2	7	14	30	53
3. Chbar Ampeuv	5	15	120	275	4	10	12	24	50
4. Chroy Changvar	3	14	60	122	3	9	5	13	30
5. Dangkor	4	21	80	224	4	14	7	17	42
6. Daun Penh	2	6	40	359	2	4	12	25	41
7. Meanchey	3	6	60	382	2	4	13	28	47
8. Po Senchey	5	25	100	338	5	16	13	27	61
9. Prek Pnneuv	3	10	60	55	3	6	4	7	20
10. Sen Sok	2	8	40	196	2	5	8	14	29
11. Russey Keo	3	4	60	176	2	3	8	14	27
12. Tuol Kauk	2	6	40	503	2	4	15	34	55
Total	36	128	740	3210	32	84	118	245	479
	164		3950		116		363		

Research Tool Design and Testing

Research Tool Design

These tools are used to study the current characteristics of servant leadership are divided into 2 sets:

- Set A is for primary school principals and
- Set B is for primary school teachers.

The questionnaire was divided into three sections:

- Section 1: Demographic information of the participants and
- Section 2: The actual and desirable levels of leadership characteristics for primary school principals in Cambodia. To obtain data, participants were asked to respond to dual response format for the actual and desirable perspectives (Wongwanich, 2015) by implementing a 5-point Likert scale, ranging from 1 (the lowest level) to 5 (the highest level).

- Section 3: Comments and recommendations using open-ended questions relevant to leadership characteristics of primary school principals under the jurisdiction of Phnom Penh Department of Education, Youth, and Sport in Cambodia.

Testing

Process 1: After completing identification of leadership's characteristics from the Cambodian experts and the synthesis results of leadership's characteristics for primary school principals from theoretical and literature review, the researcher designed a questionnaire of 5-point Likert scale to collect data about adequateness of leadership's characteristics for the context of general education in Cambodia.

Process 2: The researcher asked the advisor to check its adequateness and errors after designing the questionnaire. After that, the researcher translated it from English to Khmer and asked expert of general education and linguistics to check its translation. Then, the researcher chose three experts (as purposeful sampling) of general education in educational leadership and management or related field in Cambodia and utilized in the same way of the first research tool to check the content validity of the questionnaire.

Process 3: The three experts were asked to check content validity by using item-objective congruence (IOC) and evaluate each specification or item of leadership characteristics for primary school principals in Cambodia by:

- Setting “1” when the experts supposed that questions met a specific purpose and represent those characteristics (for clear measuring);
- Setting “0” when the experts did not suppose that the questions met a specific purpose and represent those characteristics (for clearly not measuring); and
- Setting “-1” when the experts supposed that the questions did not meet a specific purpose and did not represent those characteristics. These assumptions are called Item-Objective Congruence (IOC) (Hambleton, 1974; Kanjanawasee, 2013; Rovinelli & Hambleton, 1977; Turner & Carlson, 2003). The IOC index is very credible by ranking from 0.60 to 1.00 or 60% or more when the three experts evaluate that the specification or item clearly measures as in Appendix B.

Process 4: After checking the IOC, the researcher questioned 30 participants who were not chosen from sampling to complete the questionnaire. The reliability of the questionnaire with Cronbach’s Alpha Coefficient is showed in (Table 3.2).

Table 3.2: Reliability of each actual and desirable leadership characteristic of quality and questionnaire

Leadership Characteristic	Cronbach’s Alpha Coefficient	
	Actual characteristic	Desirable characteristic
1. Valuing people	.91	.97
2. Displaying authenticity	.91	.97
3. Developing people	.91	.97
4. Building community	.91	.97
5. Envisioning the future	.91	.97
6. Sharing leadership	.91	.97
7. Idealized influence	.91	.97
8. Inspirational motivation	.91	.97
9. Intellectual stimulation	.91	.97
10. Individualized consideration	.91	.97
Whole questionnaires	.91	.97

Data Collection

There are two processes to collect data as follows:

Process 1: The researcher formally requested the letterform the faculty of education of Chulalongkorn University and the MoEYS in Cambodia. Afterwards, the researcher communicated with the participants in various locations for data collection.

Process 2: Collecting data was conducted in two techniques and periods.

- First, the researcher communicated three experts of general education in educational leadership and management or related fields in Cambodia in order to conduct an individual fifty-minute open interview.

- Second, the researcher targeted at primary schools under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport to collect information related to the reliability of servant leadership for primary school principals for the context of general education under Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.

Data Analysis Design

For these research objectives, three categories of data analysis were analyzed as follows:

Process 1: Descriptive Statistics was conducted to study demographic information of 479 participants including 116 primary school principals and 363 primary school teachers such as sex, age, qualification, experience, and current position by using frequency and percentage were analyzed and presented by IBM-SPSS 21.

Process 2: Data on actual levels of leadership's characteristics for primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia was calculated and presented with mean (\bar{x}) and Standard Deviation (SD) by computerizing IBM-SPSS 21.

Process 3: Modified Priority Need Index (PNI modified) is symbolled by Nonglak Wiratchai and Suwimon Wongwanich to measure the priority needs of each characteristic (Wongwanich, 2015, p. 279).

$$\text{PNI}_{\text{modified}} = (I - D) / D$$

Figure 3.1: Modified priority needs index (PNI_{modified})

- If **PNI** is at very high level, it means that there are the needs to be developed. The essence of order of need is ranked from very high value to very low value of PNI_{modified}.

- **I** (*Importance*) represents the desirable levels of leadership for primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.

- **D** (*Degree of actual leadership characteristics*) represents the actual levels of leadership for primary school principals under the jurisdiction of Phnom Penh Department of Education, Youth and Sport in Cambodia.

The results of data analysis on priority needs of each leadership characteristics were analyzed to propose guidelines for the leadership characteristics development of primary school principals in the next phase 3.

Phase 3: To propose guidelines for the leadership development of primary school principals

Research Design: Evaluating form from three experts.

Variables: Guidelines for the leadership development of primary school principals.

Semi-Structured Interview: Semi-structured interview or in-depth interview is often best conducted to shape responses to the researcher's perceptions and it is most benefit for obtaining information to test a specific hypothesis that the researcher has in mind (Creswell, 2012; Keith & Alis, 2014). Three experts of general education in Cambodia required to quality at least a master degree in general education or related field, and five-year experience in general education or related field, selecting the purposive sample technique with specific selection criteria to determine reliable guidelines for the leadership development.

Research Tool Design: Evaluation Form

Before bringing specific guidelines with evaluation form to the three experts, the researcher asked the advisor to check its adequateness prior to the authentic evaluation form and translated into Khmer.

Data Collection: The leadership development guidelines for primary school principals, the experts were required to consider and decide to evaluate the results.

Evaluation Form for three purposive experts

Data analysis: Frequency and percentage are utilized to evaluate the results through 5-point Likert Scale, which were interpreted depended on the interpreting criteria suggested by Best and Kahn (2006). These include 4.50 to 5.00 (the highest level), 3.50 to 4.49 (high level), 2.50 to 3.49 (moderate level), 1.50 to 2.49 (low level), and 1.00 to 1.49 (the lowest level). The evaluation form was computerized IBM-SPSS version 21. The content analysis was implemented to synthesize the concepts and perceptions of leadership development guidelines from the recommendations of experts for primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.



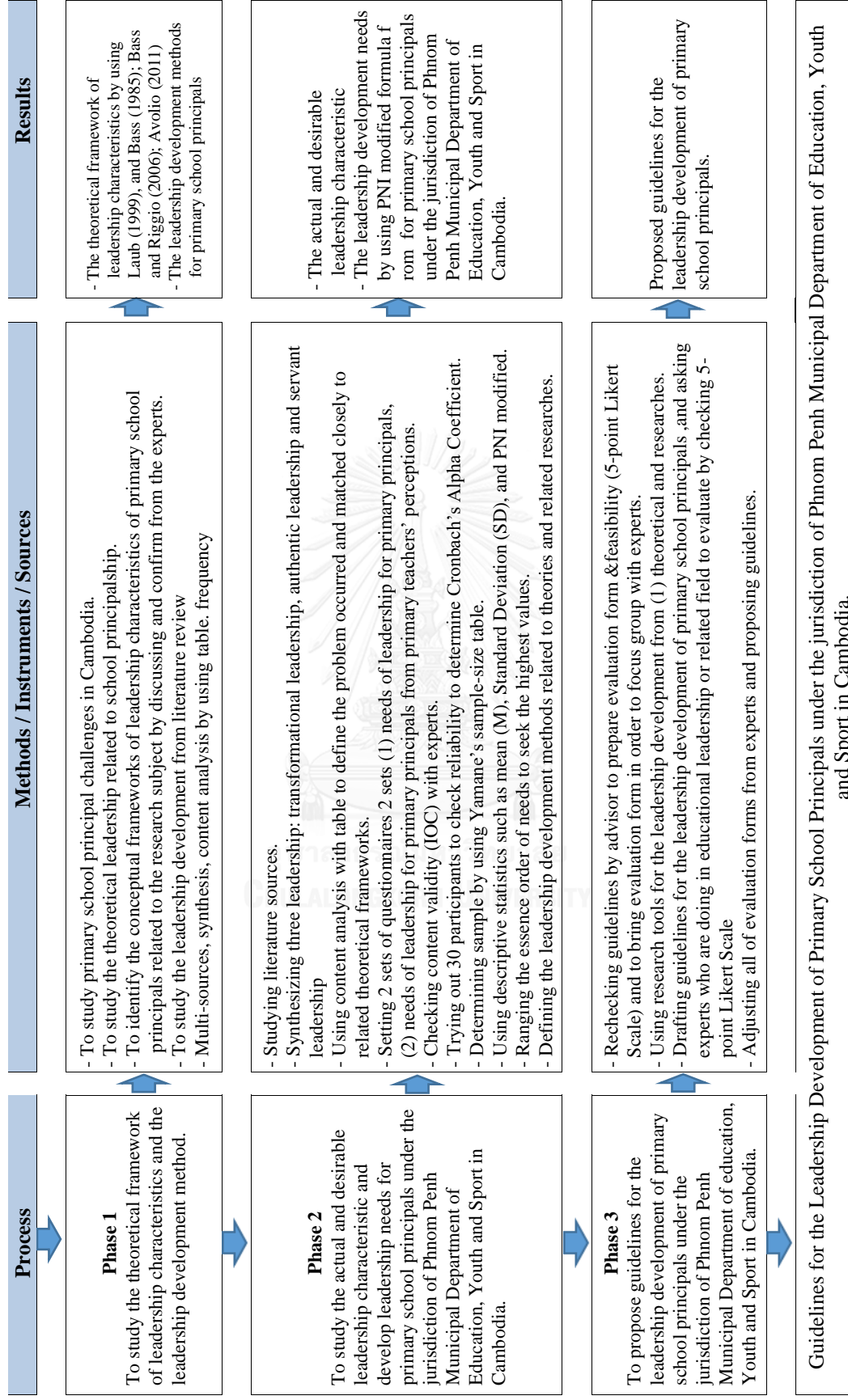


Figure 3.2: Research study process

CHAPTER 4

RESEARCH RESULTS

The results of this research study revealed in this chapter related to the research objectives, followed by finding each research objective as follows:

1) To study the theoretical framework of leadership characteristics and the leadership development methods.

2) To study the actual and desirable leadership characteristics and the leadership development needs of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.

3) To propose guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.

Findings of the theoretical framework of leadership characteristics and the leadership development methods

The Theoretical Framework of Leadership Characteristics of Primary School Principals

These findings obtained from theoretical framework of leadership characteristics and leadership development and conducting the interview with three academic experts to adapt the theoretical framework involved with school problems occurred in schools under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sports in Cambodia.

Table 4.1: Operational definitions of theoretical framework of leadership characteristics

Theoretical framework of Leadership Characteristics	Operational Definitions
1. Valuing people - <i>Believing in people</i> - <i>Putting others first</i> - <i>Listening receptively</i>	Valuing people is operationalized as commitment of school principal to believe in the potential of teachers and staff members, to listen receptively with great communication, to put the needs of teachers and school staffs first, and to value the ideas of others.

Table 4.1 (Cont.)

<p>2. Developing people</p> <ul style="list-style-type: none"> - <i>Commitment to the growth of people</i> - <i>Modeling</i> - <i>Encouraging others (community spirit)</i> 	<p>Developing people is operationalized as believing of school principal to help followers grow and succeed. The school principal must be model for concreting actions to maximize work for personal and professional development. The followers are encouraged to invite their decision-making and build a sense of community spirit of the teachers and school staffs.</p>
<p>3. Building community</p> <ul style="list-style-type: none"> - <i>Enhancing relationship (healing)</i> - <i>Working collaboratively</i> - <i>Interpersonal acceptance</i> 	<p>Building community is operationalized as an ability of school principal to enhance strong relationships, work collaboratively, and value the interpersonal perceptions of teachers, staffs, students, and stakeholders.</p>
<p>4. Displaying authenticity</p> <ul style="list-style-type: none"> - <i>Being open to being know (transparent)</i> - <i>Self-awareness (Being Learners, wisdom)</i> - <i>Integrity and</i> - <i>Having ethically</i> 	<p>Displaying authenticity is operationalized as perception of school principal to be open to being known by teachers and school staffs or stakeholders, to be aware of using wisdom and being a learner, to retain integrity, and to ascertain authenticity toward the followers.</p>
<p>5. Envisioning the future</p> <ul style="list-style-type: none"> - <i>Envisioning the future</i> - <i>Challenging the status quo</i> - <i>Clarifying goals</i> 	<p>Envisioning the future is operationalized as an ability of school principal to share vision with the followers, to clarify goals and to challenge the status quo to seek a delicate balance between conceptual skills and a regular operational style.</p>
<p>6. Sharing leadership</p> <ul style="list-style-type: none"> - <i>Empowering others</i> - <i>Sharing status (humility)</i> - <i>Stewardship</i> 	<p>Sharing leadership is operationalized as emphasizing empowerment that school principal assumes to persuade the followers by sharing status, and trust to positively contribute to community.</p>
<p>7. Idealized influence</p> <ul style="list-style-type: none"> - <i>A strong model</i> - <i>Sharing vision and mission</i> - <i>Building trust and respect</i> 	<p>Idealized influence is operationalized as an ability of school principal to act as a strong role model for teachers and school members who identify with this school principal and want very much to emulate him or her because he/she usually have very high values of moral and ethical behavior and attribute to do the right thing, make others respect and trust to share vision and mission.</p>

Table 4.1 (Cont.)

8. Inspirational motivation - <i>Communicating high expectations to followers (Listening receptively)</i> - <i>Inspired a shared vision</i>	Inspirational Motivation is operationalized as an ability of school principal to talk positively to teachers and school members, sharing vision in school which use emotional appeals to talk optimistically to achieve more than their self-interests by encouraging words and grow in the future school.
9. Intellectual stimulation - <i>Be creative</i> - <i>Challenging the process</i>	Intellectual stimulation is operationalized as an emphasizing intelligence that school principal articulate teachers and school members to be creative and innovative and challenge their own beliefs and values in school by initiating the creative ways of dealing with school issues, engaging in problem solving, promoting their individual efforts to maximize the school benefits.
10. individualized consideration - <i>Supporting by listening to the followers' needs</i> - <i>Being responsible for helping followers grow through personal challenge</i> - <i>Directing with high degree of structure (high performance of staff management)</i>	Individualized consideration is operationalized as believing of school principal to support good climate in which teachers and school members listen receptively to their individual needs by coaching and giving some advice, using delegation to help them grow through personal task, and giving detailed directions with high level of structure.

Semi-Structured Interview results

The first draft of the theoretical framework of leadership characteristics was proposed to discuss and confirm by the experts for the final draft. Therefore, the conceptual framework of primary school principals indicated 10 characteristics of leadership included 1) valuing people; 2) developing people; 3) building community; 4) displaying authenticity; 5) envisioning the future; 6) sharing leadership; 7) idealized influence; 8) inspirational motivation; 9) intellectual stimulation; 10) individualized consideration. The 10 characteristics of leadership (table 4.2) showed high performance of primary school principals in both serving and leading to balance in order to solve problems occurred in schools (see table 4.2).

Table 4.2: Theoretical framework of leadership characteristics of primary school principals

10 leadership characteristics of primary school principals	Experts			Final Theoretical Framework
	1	2	3	
1. Valuing people	✓	✓	✓	Valuing people
2. Developing people	✓	✓	✓	Developing people
3. Building community	✓	✓	✓	Building community
4. Displaying authenticity	✓	✓	✓	Displaying authenticity
5. Envisioning the future	✓	✓	✓	Envisioning the future
6. Sharing leadership	✓	✓	✓	Sharing leadership
7. Idealized influence	✓	✓	✓	Idealized influence
8. Inspirational motivation	✓	✓	✓	Inspirational motivation
9. Intellectual stimulation	✓	✓	✓	Intellectual stimulation
10. Individualized consideration	✓	✓	✓	Individualized consideration

The Leadership Development Methods for Primary School Principals

The below findings of leadership development methods obtained from literature review and conducted the interview with the academic experts to adapt the leadership development methods for the first draft, and to confirm the reliable methods for the second draft in order to propose guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sports in Cambodia. Therefore, the appropriate methods for primary school principals reveal 10 methods including building self-awareness, acquiring education, attending developmental program, getting experience, getting coaching, getting mentoring, attending succession planning, training on LMX theory, attending feedback-intensive programs as detail in Table 4.3.

Table 4.3: The first and second drafts of leadership development methods

The first and second draft of leadership development methods	Experts		
	1	2	3
1. Building Self-awareness			
Single-loop learning and second-loop learning	✓	✗	✗
Need Assessment	✓	✗	✗
Individual awareness	✗	✓	✗

Table 4.3 (Cont.)

Personal character reflection	x	✓	x
2. Acquiring Education			
Logical study	✓	x	x
Reading biographic and autobiographies about successful people	x	x	✓
Giving formal education	✓	✓	✓
Providing self-study	✓	✓	x
3. Attending Developmental programs			
Task-assignments	x	✓	✓
Lecture, roleplaying, workshop	x	✓	x
Case studies (case analysis)	✓	✓	✓
Socialization programs	✓	✓	✓
4. Getting Experience			
On-the-job experience	x	✓	✓
Hand-on practice	✓	x	x
Indoor challenge program	✓	✓	✓
Outdoor challenge program	✓	x	✓
Source of experience (work-related task)	x	✓	x
Challenging the status quo	✓	✓	✓
5. Getting Coaching			
In groups and in workplace	✓	✓	✓
Giving emotional support	✓	✓	✓
6. Getting Mentoring			
Providing self-assessment quiz	✓	x	✓
Shadowing	✓	x	✓
Online	✓	x	✓
Monitoring in-groups and out-groups	✓	✓	✓
7. Attending Succession Planning			
Being groomed as a successor	x	✓	✓
The process of choosing and fostering a successor	✓	✓	x
Challenging of being a new leader	✓	x	x
8. Training on LMX Theory			
One-on-one relationship	✓	x	✓
In-group relationship	✓	✓	x
In-group different activities	✓	✓	x
Pick in-groups based on competence and contribution	✓	✓	✓

Table 4.3 (Cont.)

9. Attending Feedback-Intensive programs			
Self-assessment	✓	✓	✓
Self-discipline	✓	✓	✗
Personal SWOT analysis	✓	✗	✓
Rich developmental experience	✗	✗	✓
360-degree Feedback	✓	✓	✓
10. Motivation			
Models of Herzberg's Motivators and Hygiene Factors	✓	✓	✓

Finding of the Actual and Desirable Leadership Characteristics and the Leadership Development Needs of Primary School Principals

Demographic Data of the Participants

Of 479 participants were participated, 390 participants, equivalent to 81.57%. The research results of this study were based on received data revealed in table 4.4.

Table 4.4: Demographic data of the participants

Participants	Frequency		Percentage
	Sent	Received	
1. Position			
1.1 Principals	116	95	81.89%
1.2 Teachers	363	295	81.26%
Total	479	390	81.57%

Table 4.4 shows that all participants as primary school principals and teachers were 81.57% to participate respectively. The results of this research study are based on those participants. Demographic data of the participants are detailed in Table 4.5.

Table 4.5: Demographic data of all participants including position, sex, age, qualification, experience

Participants	Primary School Principals		Primary School Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
2. Sex						
2.1 Male	80	84.21	95	32.20	44.87	175
2.2 Female	15	15.78	200	67.79	55.13	215
Total	95	100	295	100	390	100

Table 4.5 (Cont.)

3. Age						
3.1 30-39	10	10.5	60	20.3	70	17.95
3.2 40-49	35	36.8	138	46.8	173	44.36
3.3 50-59	50	52.6	97	32.9	147	37.69
Total	95	100	295	100	390	100
4. Qualifications						
4.1 Master	21	22.1	000	00.0	21	5.38
4.2 Bachelor	41	43.2	115	39.0	156	40
4.3 Under Bachelor	33	34.7	180	61.0	213	54.61
Total	95	100	295	100	390	100
5. Experience						
5.1 5-9 years	3	3.2	000	00.0	3	0.77
5.2 10-14 years	15	15.8	170	57.6	185	47.43
5.3 15-19 years	27	28.4	90	30.5	117	30
5.4 20 years up	50	52.6	35	11.9	85	21.79
Total	95	100	295	100	390	100

Sex: Table 4.5 shows that the participants as primary school principals are male (84.21%) in number of 80. The participants as male teachers (32.20%) are twice less than the female (67.79%).

Age: Primary school principals aging from 40 to 49 years old (44.36%) are the most, followed by the ages of 50 to 59 years old (37.69%), while the least (17.95%) are the ages of 30 to 39 years old. Similarly, primary school teachers aging from 40 to 49 years old (46.8%), followed by the ages of 50 to 59 years old (32.9%), while the least (20.3%) are the ages of 30 to 39 years old.

Qualification: Most primary school principals, accounted for more than forty-three percent (43.2%), hold a bachelor degree, more than thirty-four percent (34.7%) hold a high school diploma, and more than twenty-two percent (22.1%) hold a master degree. Similarly, most primary school teachers hold a high school diploma for sixty-one percent (61%), thirty-nine percent (39%) hold a bachelor degree, and none of primary teachers holds a master degree.

Experiences: Most primary school principals, more than fifty-two percent (52.6%), have been worked for twenty years or more, more than twenty-eight percent (28.4%) have been worked for fifteen to nineteen years old, more than fifteen percent

(15.8%) have been worked for ten to fourteen years, and more than three percent (3.2%) have been worked for five to nine years. Most primary school teachers, more than fifty seven percent (57.6%), have been worked for ten to fourteen years, about thirty percent (30.5%) have been worked for fifteen to nineteen years, and more than eleven percent (11.9%) have been worked for twenty years or more.

The Actual and Desirable Leadership and Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia

This section revealed the leadership development of primary school principals to define actual and desirable perspectives of primary school principals from school principals by themselves and primary school teachers. Therefore, mean and standard deviation were used in this section, and PNI_{modified} of each leadership characteristics of primary school principals were used as well.

Table 4.6 (see below) reveals that the leadership characteristics of primary school teachers are at moderate level for actual level and high level for desirable level ($\bar{x} = 3.17$, $\bar{x} = 4.42$) respectively.

For the actual level considering leadership characteristics, it shows that three of ten leadership characteristics including valuing people ($\bar{x} = 3.54$), envisioning the future ($\bar{x} = 3.52$), and idealized consideration ($\bar{x} = 3.51$), are at high level. The two of ten characteristics including intellectual stimulation ($\bar{x} = 3.24$), and sharing leadership ($\bar{x} = 3.18$), are at moderate level, while the five leadership characteristics including building community ($\bar{x} = 2.82$), displaying authenticity ($\bar{x} = 2.95$), Idealized influence ($\bar{x} = 2.96$), are at low level.

Table 4.6: Mean, standard deviation, total of actual and desirable leadership characteristics of primary school principals

No.	Ten leadership characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual		Desirable		Actual		Desirable		Actual		Desirable	
		\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
1	<i>Valuing people</i>	3.53	.50	4.26	.56	3.55	.50	4.37	.61	3.54	.50	4.31	.58
2	<i>Developing people</i>	3.18	.61	4.34	.53	2.80	.40	4.40	.59	2.98	.50	4.37	.55
3	<i>Building community</i>	3.22	.58	4.37	.54	2.43	.44	4.46	.50	2.82	.51	4.45	.52

Table 4.6 (Cont.)

4	<i>Displaying authenticity</i>	3.14	.53	4.42	.51	2.75	.43	4.54	.49	2.95	.46	4.48	.50
5	<i>Envisioning the future</i>	3.51	.51	4.44	.51	3.53	.49	4.52	.49	3.52	.50	4.48	.50
6	<i>Sharing leadership</i>	3.23	.63	4.40	.50	3.01	.80	4.44	.57	3.18	.70	4.39	.53
7	<i>Idealized influenced</i>	3.31	.57	4.38	.52	2.61	.46	4.55	.51	2.96	.51	4.46	.51
8	<i>Inspirational motivation</i>	3.21	.61	4.40	.52	2.70	.46	4.45	.54	2.95	.53	4.42	.53
9	<i>Intellectual stimulation</i>	3.21	.61	4.40	.52	2.70	.46	4.45	.54	3.24	.62	4.40	.52
10	<i>Idealized consideration</i>	3.52	.50	4.42	.53	3.51	.49	4.47	.51	3.51	.49	4.44	.52
Total										3.17	.53	4.42	.53

For the desirable level, considering 10 leadership characteristics are at high level. Displaying authenticity and envisioning the future have high level and also have the same highest mean score ($\bar{x} = 4.48$), followed by idealized influence ($\bar{x} = 4.46$), building community ($\bar{x} = 4.45$), idealized consideration ($\bar{x} = 4.44$), intellectual stimulation ($\bar{x} = 4.40$), developing people ($\bar{x} = 4.37$), and valuing people has the lowest mean score ($\bar{x} = 4.31$).

Table 4.7: Total of actual and desirable levels and priority needs of primary school principals

No.	Ten leadership characteristics of primary school principals	Total					
		Actual		Desirable		Priority Needs	
		\bar{x}	S.D.	\bar{x}	S.D.	PNI modified	Order
1	<i>Valuing people</i>	3.54	.50	4.31	.58	.21	10
2	<i>Developing people</i>	2.98	.50	4.37	.55	.46	5
3	<i>Building community</i>	2.82	.51	4.45	.52	.57	1
4	<i>Displaying authenticity</i>	2.95	.46	4.48	.50	.51	2
5	<i>Envisioning the future</i>	3.52	.50	4.48	0.5	.27	9
6	<i>Sharing leadership</i>	3.18	.70	4.39	.53	.38	6
7	<i>Idealized influenced</i>	2.96	.51	4.46	.51	.50	3
8	<i>Inspirational motivation</i>	2.95	.53	4.42	.53	.49	4
9	<i>Intellectual stimulation</i>	3.24	.62	4.40	.52	.34	7
10	<i>Idealized consideration</i>	3.51	.49	4.44	.52	.26	8

Table 4.7 reveals that higher value of formula PNI_{modified} is, the more priority is needed. Therefore, the criteria is set to select leadership characteristics of primary school principals as priority needs in the value of propose guidelines for the leadership development of primary school principals. Hence, Formula of PNI_{modified} of each leadership characteristic is equal to or higher than average PNI_{modified} , meaning that leadership characteristic is needed as priority. As the results, the five leadership characteristics expressed higher value of modified priority needs index (PNI_{modified}) than average PNI_{modified} . Hence, the researcher selected these five leadership characteristics to develop leadership needs and propose guidelines for the leadership development of primary school principals. The five leadership characteristic are listed from the highest value of PNI_{modified} to the lowest as follows: (1) Building community, (2) Displaying authenticity, (3) Idealized influence, (4) Inspirational motivation, and (5) Developing people.

Table 4.8: Mean and standard deviation of primary school principals of valuing people

No.	Indicators of Leadership Characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual		Desirable		Actual		Desirable		Actual		Desirable	
	Valuing people	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
1	<i>Respects every teacher</i>	3.54	.50	4.16	.57	3.41	.49	4.38	.61	3.47	.49	4.27	.59
2	<i>Believes in the interpersonal potential of each person</i>	3.52	.50	4.32	.57	3.57	.50	4.50	.50	3.54	.50	4.41	.53
3	<i>Puts the need of others before self-interest</i>	3.53	.50	4.29	.53	3.47	.52	4.02	.67	3.50	.51	4.15	.60
4	<i>Shows love and compassion</i>	3.59	.49	4.27	.55	3.67	.47	4.64	.56	3.67	.48	4.45	.55
5	<i>Listens receptively to bring ideas to make a decision for school improvement</i>	3.47	.52	4.26	.57	3.61	.50	4.33	.73	3.54	.51	4.29	.63
Total		3.53	.50	4.26	.56	3.55	.50	4.37	.61	3.54	.50	4.31	.58

Table 4.8 reveals that the leadership characteristic of valuing people at high level in overall for both actual and desirable levels ($\bar{x} = 3.54$; $\bar{x} = 4.31$, respectively).

The actual level, of the 5 indicators, one indicator (primary school principal

respects every teacher) is moderate level ($\bar{x} = 3.47$), while the rest are at high level as follows: The indicator (primary school principal shows love and compassion) has the highest mean score ($\bar{x} = 3.67$), followed by the two indicators (primary school principal believes in the interpersonal potential of each person and primary school principal listens to bring ideas to make a decision for school improvement) have the next highest mean score ($\bar{x} = 3.54$), and the indicator (primary school principal puts the need of others before self-interest) has the lowest mean score ($\bar{x} = 3.50$).

The desirable level of the 5 indicators is at high level. The indicator (primary school principal believes in the interpersonal potential of each person) has the highest mean score ($\bar{x} = 4.45$), followed by the indicator (primary school principal believes in the interpersonal potential of each person) that has the next highest mean score ($\bar{x} = 4.41$), the indicator (primary school principal listens receptively to bring ideas to make a decision for school improvement) ($\bar{x} = 4.29$), while the indicator (primary school principal respects every teacher) has the lower mean score ($\bar{x} = 4.27$), and the indicator (primary school principal puts the need of others before self-interest) has the lowest mean score ($\bar{x} = 4.15$).

Table 4.9: Mean and standard deviation of the primary school principals of developing people

No.	Indicators of Leadership Characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual		Desirable		Actual		Desirable		Actual		Desirable	
Developing people		\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
6	<i>Gives chances for people to develop to their full potential</i>	3.15	.48	4.38	.53	3.00	.41	4.37	.68	3.07	.44	4.37	.60
7	<i>Dedicates to develop school members to professional</i>	3.19	.67	4.39	.53	2.35	.48	4.41	.61	2.77	.57	4.40	.57
8	<i>Builds a climate that encourage</i>	3.08	.61	4.26	.49	2.96	.37	4.27	.73	3.02	.49	4.26	.61
9	<i>Leads by personal example</i>	3.25	.63	4.29	.52	2.86	.35	4.25	.43	3.05	.49	4.27	.47
10	<i>Contributes the others' personal and professional growth</i>	3.21	.67	4.33	.55	2.86	.34	4.35	.65	3.03	.50	4.34	.60
11	<i>Encourages others to involve shared decision-making for personal growth</i>	3.20	.63	4.42	.54	2.75	.43	4.75	.43	2.97	.53	4.58	.48
Total		3.18	.61	4.34	.53	2.80	.40	4.40	.59	2.98	.50	4.37	.55

Table 4.9 reveals that the actual level is at low level ($\bar{x} = 2.98$), while the desirable level is at high level ($\bar{x} = 4.37$).

The actual level of the 6 indicators are at low level, four indicators are at moderate level including the indicator (primary school principal gives chances for people develop to their full potential) has the highest mean score (3.07), followed by the indicator (primary school principal lead by personal example) has the next highest mean score ($\bar{x} = 3.05$), while the indicator (primary school principal contribute the others' personal and professional growth), has low mean score (3.03), and the indicator (primary school principal build a climate that encourage) is at the lowest mean score (3.02). The two indicators are at low level including the indicator (primary school principal encourages others to involve shared decision-making for personal growth) has the low mean score (2.97), while the indicator (dedicate to develop school members to professional) has the lowest mean score (2.77).

The desirable level of the 6 indicators is at high level. One indicator (primary school principal encourages others to involve shared decision-making for personal growth) has the highest level (4.58), followed by the indicator (primary school principal give chances for people to develop to their full potential dedicate to develop school members to professional) has the nest highest means score (4.40), the indicator (primary school principal give chances for people to develop to their full potential) has high mean score (4.34), the indicator (primary school principal lead by personal example) has low mean score (3.27), while the indicator (primary school principal build a climate that encourage) has the lowest mean score (4.26).

Table 4.10: Mean and standard deviation of building community

No.	Indicators of Leadership Characteristics	Primary School Principals		Primary School Teachers				Total					
		Actual	Desirable	Actual	Desirable	Actual	Desirable	Actual	Desirable				
	<i>Primary school principal...</i>	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.		
12	<i>Always relates well to followers</i>	3.11	.49	4.32	.49	2.58	.49	4.29	.69	2.84	.49	4.30	.59
13	<i>Has faith to perform various tasks to achieve goals</i>	3.24	.54	4.36	.50	2.25	.44	4.25	.43	2.74	.49	4.30	.46

Table 4.10 (Cont.)

14	<i>Facilitates the building of team</i>	3.24	.63	4.34	.61	2.09	.38	4.25	.43	2.66	.50	4.29	.52
15	<i>Instills to be creative in community</i>	3.23	.68	4.37	.57	2.51	.50	4.50	.50	2.87	.59	4.43	.53
16	<i>Challenge teamwork to work collaboratively</i>	3.18	.58	4.37	.55	2.73	.44	4.75	.43	2.95	.51	4.56	.49
17	<i>Accepts interpersonal varieties</i>	3.26	.55	4.38	.51	2.75	.43	4.75	.43	3.00	.49	4.56	.47
18	<i>Forgives mistakes of others with compassion</i>	3.26	.55	4.37	.58	2.21	.40	4.43	.62	2.73	.47	4.70	.60
19	<i>Respects to positive attitude of others</i>	3.26	.62	4.46	.50	2.34	.47	4.50	.50	2.80	.54	4.48	.50
Total		3.22	.58	4.37	.54	2.43	.44	4.46	.50	2.82	.51	4.45	.52

Table 4.10 reveals that the actual level of building community is at low level ($\bar{x} = 2.82$) and the desirable level is at high level ($\bar{x} = 4.45$).

The actual level of the indicator (Primary school principal accepts interpersonal varieties of others) has the highest mean score ($\bar{x} = 3.00$), followed by the indicator (Primary school principal instill to be creative in community) has the next highest mean score ($\bar{x} = 2.87$), the indicator (Primary school principal always relates well to followers) has high mean score ($\bar{x} = 2.84$), while the indicator (Primary school principals respects to positive attitude of others) has moderate mean score ($\bar{x} = 2.80$). The indicator (Primary school principal has faith to perform various tasks to achieve goals) has low mean score ($\bar{x} = 2.74$), the indicator (Primary school principal forgives mistakes of others with compassion) also has a lower mean score ($\bar{x} = 2.73$), while the indicator (Primary school principal facilitates the building of team) has the lowest mean score ($\bar{x} = 2.66$).

The desirable level of the indicator (primary school principal forgives mistakes of others with compassion) has the highest mean score ($\bar{x} = 4.70$), followed by the two indicators (Primary school principal challenges teamwork to work collaboratively and primary school principal accepts interpersonal varieties of others) are the next highest mean score ($\bar{x} = 4.56$), while the indicator (primary school principal respects to positive attitude of others) has a high means core ($\bar{x} = 4.48$). The indicator (Primary school principal instills to be creative in community) has moderate level ($\bar{x} = 4.43$), followed by the two indicators (primary school principal always relates well to followers and

primary school principal has faith to perform various tasks to achieve goals) have low mean score ($\bar{x} = 4.30$) and the indicator (primary school principal facilitates the building of team) has the lowest mean score ($\bar{x} = 4.29$).

Table 4.11: Mean and standard deviation of displaying authenticity

No.	Indicators of Leadership Characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual		Desirable		Actual		Desirable		Actual		Desirable	
		\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
20	<i>Is responsible to others</i>	3.20	.52	4.58	.50	2.75	.43	4.50	.50	2.97	.47	4.54	.50
21	<i>Accepts self-mistakes and self-limitation</i>	3.17	.56	4.43	.50	2.97	.35	4.50	.50	3.07	.45	4.46	.50
22	<i>Is self-aware and open to inputs from followers</i>	3.16	.51	4.53	.50	2.75	.43	4.50	.50	2.95	.47	4.51	.50
23	<i>Has ability to do self-assessment before making decision, doing, or acting various behaviors</i>	3.06	.60	4.25	.52	2.64	.48	4.54	.52	2.90	.41	4.39	.52
24	<i>Is trustworthy</i>	3.11	.55	4.32	.53	2.65	.48	4.50	.50	2.88	.51	4.41	.51
25	<i>Demonstrates high ethical and honest</i>	3.13	.53	4.42	.52	2.73	.44	4.50	.50	2.94	.48	4.46	.51
26	<i>Loves others with compassion</i>	3.21	.48	4.44	.50	2.75	.43	4.75	.43	2.98	.45	4.59	.46
	Total	3.14	.53	4.42	.51	2.75	.43	4.54	.49	2.95	.46	4.48	.50

Table 4.11 reveals that the actual level of displaying authenticity is at low level ($\bar{x} = 2.95$), while the desirable level is at high level ($\bar{x} = 4.48$).

The actual level of the indicator (primary school principal accepts self-mistakes and self-limitation) has the highest mean score ($\bar{x} = 3.07$), followed by the indicator (primary school principal love others with compassion) has the next highest mean score ($\bar{x} = 2.98$), while the indicator (primary school principal is responsible to others) has high mean score ($\bar{x} = 2.97$). The indicator (primary school principal is self-aware and open to input from followers) has moderate mean score ($\bar{x} = 2.95$), followed by the indicator (primary school principal has have ability to do self-assessment before making

decision, doing, or acting various behaviors) has low mean score ($\bar{x} = 2.90$), while the indicator (primary school principal demonstrates high ethical and honesty) has lower mean score ($\bar{x} = 2.94$), and the indicator (primary school principal is trustworthy from followers) has the lowest mean score ($\bar{x} = 2.88$).

The desirable level of the indicator (primary school principal loves others with compassion has the highest mean score ($\bar{x} = 4.59$), followed by the indicator (primary school principal is responsible to others.) has the next highest mean score ($\bar{x} = 4.54$), while the indicator (primary school principal is self-aware and open to inputs from followers.) has high mean score ($\bar{x} = 4.51$). The two indicators (primary school principal accepts self-mistakes and self-limitation, and primary school principal demonstrates high ethical and honesty) have moderate mean score ($\bar{x} = 4.46$), followed by the indicator (primary school principal is trustworthy from followers) has low mean score ($\bar{x} = 4.41$), and the indicator (primary school principal has ability to do self-assessment before making decision, acting various behaviors) has the lowest mean score ($\bar{x} = 4.39$).

Table 4.12: Mean and standard deviation of envisioning the future

No.	Indicators of Leadership Characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual	Desirable	Actual	Desirable	Actual	Desirable	Actual	Desirable	Actual	Desirable	Actual	Desirable
	<i>Primary school principal...</i>	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
27	<i>Adapts current situation to build the school future</i>	3.47	.52	4.39	.51	3.41	.49	4.75	.43	3.44	.50	4.57	.47
28	<i>Uses intuition and foreseeing to see the unforeseeable</i>	3.51	.50	4.46	.50	3.57	.50	4.50	.50	3.54	.50	4.48	.50
39	<i>Clarifies a clear goal to work productivity</i>	3.55	.50	4.43	.54	3.47	.52	4.50	.50	3.51	.51	4.46	.52
30	<i>Challenges to determine priority to every work of school.</i>	3.48	.50	4.42	.50	3.35	.48	4.37	.68	3.41	.49	4.39	.59
31	<i>Encourages risk-taking</i>	3.59	.49	4.51	.52	3.61	.50	4.75	.43	3.60	.49	4.63	.47
32	<i>is able to turn negatives into positives</i>	3.43	.50	4.42	.54	3.67	.47	4.50	.50	3.55	.48	4.46	.52
33	<i>Analyzes situation towards decision for the possible future</i>	3.58	.50	4.49	.50	3.61	.50	4.25	.43	3.60	.50	4.37	0.46
	Total	3.51	.51	4.44	.51	3.53	.49	4.52	.49	3.52	.50	4.48	0.5

Table 4.12 reveals that the actual level of envisioning the future is at moderate level ($\bar{x} = 3.52$), while the desirable is at high level ($\bar{x} = 4.48$).

The actual level of the two indicators (primary school principal encourages risk-taking and primary school principal analyzes situation towards decision for the possible future) are at the highest mean score ($\bar{x} = 3.60$), followed by the indicator (primary school principal is able to turn negatives into positives) has the next highest mean score ($\bar{x} = 3.55$), while the indicator (primary school principal uses intuition and foreseeing to see the unforeseeable) has a high mean score ($\bar{x} = 3.54$). The indicator (primary school principal clarifies a clear goal to work productivity) has a moderate mean score ($\bar{x} = 3.51$), followed by the indicator (primary school principal adapts current situation to build the school future) has low mean score ($\bar{x} = 3.44$), while the indicator (primary school principal challenges to determine priority to every work of school) has the lowest mean score ($\bar{x} = 3.41$).

The desirable level of the indicator (primary school principal encourages risk-taking) has the highest mean score ($\bar{x} = 4.63$), followed by the indicator (primary school principal adapts current situation to build the school future) has the next highest mean score ($\bar{x} = 4.57$), while the indicator (primary school principal uses intuition and foreseeing to see the unforeseeable) has high mean score (4.48). The two indicators (primary school principal clarifies a clear goal to work productivity and primary school principal is able to turn negatives into positives) have moderate mean scores ($\bar{x} = 4.46$), followed by the indicator (primary school principal challenges to determine priority to every work of school) ($\bar{x} = 4.39$), while the indicator (primary school principal analyzes situation towards decision for possible future) ($\bar{x} = 4.37$).

Table 4.13: Mean and standard deviation of sharing leadership

No.	Indicators of Leadership Characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual		Desirable		Actual		Desirable		Actual		Desirable	
		\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
34	<i>Shares responsibility to be familiar to group and school</i>	3.22	.65	4.44	.50	3.11	.78	4.50	.50	3.16	.71	4.46	.50
35	<i>Empowers followers by sharing power</i>	3.31	.65	4.54	.50	3.13	.81	4.50	.50	3.22	.73	4.51	.50

Table 4.13 (Cont.)

36	<i>Builds trust and accountability for school members</i>	3.08	.68	4.34	.50	3.10	.83	4.30	.72	3.09	.75	4.32	.61
37	<i>Goes beyond self-interests to meet the school members' needs</i>	3.23	.58	4.35	.50	3.25	.75	4.50	.50	3.24	.66	4.42	.50
38	<i>Is humble and promote others</i>	3.29	.65	4.32	.50	3.16	.77	4.50	.50	3.22	.71	4.41	.50
39	<i>Does not demand or expected honor for being leader</i>	3.26	.60	4.39	.53	3.04	.77	4.32	.73	3.15	.68	4.35	0.63
Total		3.23	.63	4.40	.50	3.13	.78	4.44	.57	3.18	.70	4.39	.53

Table 4.13 reveals that the actual level of sharing leadership is at moderate level ($\bar{x} = 3.18$), while the desirable level is high level ($\bar{x} = 4.39$).

The actual level of indicator (primary school principal goes beyond self-interests to meet the school members' needs) has the highest mean score ($\bar{x} = 3.24$), followed by the two indicators (primary school principal empowers followers by sharing power and primary school principal is humble and promote others) have high mean scores ($\bar{x} = 3.22$), while the indicator (primary school principal shares responsibility to be familiar to group and school) has moderate mean score ($\bar{x} = 3.16$). The indicator (primary school principal does not demand or expected honor for being leader has low mean score ($\bar{x} = 3.15$), and the indicator (primary school principal builds trust and accountability for school members) has the lowest mean score ($\bar{x} = 3.09$).

The desirable level of the indicator (primary school principal empowers followers by sharing power) has the highest mean score ($\bar{x} = 4.51$), followed by the indicator (primary school principal shares responsibility to be familiar to group and school) has the next highest mean score ($\bar{x} = 4.46$), while the indicator (primary school principal goes beyond self-interests to meet the school members' needs) has high mean score ($\bar{x} = 4.42$), followed by the indicator (primary school principal is humble and promote others) has moderate mean score ($\bar{x} = 4.41$), while the indicator (primary school principal does not demand or expected honor for being leader) has low mean score ($\bar{x} = 4.35$) and the indicator (primary school principal builds trust and accountability for school members) has the lowest mean score ($\bar{x} = 4.32$).

Table 4.14: Mean and standard deviation of idealized influence

No.	Indicators of Leadership Characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual		Desirable		Actual		Desirable		Actual		Desirable	
	Idealized influence	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
	<i>Primary school principal...</i>												
40	<i>Instills trust for being participated in defining vision</i>	3.25	.58	4.26	.47	2.32	.47	4.50	.50	2.78	.52	4.38	.48
41	<i>Puts others' interest first for the good of the group</i>	3.33	.64	4.43	.52	2.32	.46	4.75	.43	2.82	.55	4.59	.47
42	<i>Creates better approach that respects each other</i>	3.26	.61	4.36	.52	2.75	.43	4.50	.50	3.00	.52	4.43	.51
43	<i>Displays a strong confidence and power.</i>	3.31	.58	4.32	.53	2.64	.48	4.50	.50	2.97	.53	4.41	.51
44	<i>Shares the most crucial values and beliefs</i>	3.36	.54	4.32	.57	2.65	.48	4.75	.43	3.00	.51	4.53	.50
45	<i>Clarifies a clear goal to change the school future</i>	3.33	.55	4.45	.54	2.73	.44	4.50	.50	3.03	.49	4.47	.52
46	<i>Considers the moral and ethical concern of decisions</i>	3.33	.55	4.42	.52	2.75	.43	4.50	.50	3.04	.49	4.46	.51
47	<i>Provides the essence of vision and a sense of mission</i>	3.35	.52	4.46	.50	2.70	.46	4.37	.71	3.02	.49	4.41	.60
	Total	3.31	.57	4.38	.52	2.61	.46	4.55	.51	2.96	.51	4.46	.51

Table 4.14 reveals that the actual level of idealized influence is at low level ($\bar{x} = 2.96$), while the desirable level is at high level ($\bar{x} = 4.46$).

The actual level of the indicator (primary school principal Considers the moral and ethical concern of decisions) has the highest mean score ($\bar{x} = 3.04$), followed by the two indicators (primary school principal creates better approach that respects each other and primary school principal shares the most crucial values and beliefs) have the next highest mean scores ($\bar{x} = 3.03$), while the indicator (primary school principal provides the essence of vision and a sense of mission) has high mean score ($\bar{x} = 3.02$). The indicator (primary school principal clarifies a clear goal to change the school future) has moderate mean score ($\bar{x} = 3.00$), followed by the indicator (primary school

principal displays a strong confidence) has low mean score ($\bar{x} = 2.97$), while the indicator (primary school principal puts others' interest first for the good of the group) has lower mean score ($\bar{x} = 2.82$), the indicator (primary school principal instills trust for being participated in defining vision) has the lowest mean score ($\bar{x} = 2.78$).

The desirable level of the indicator (primary school principal puts others' interest first for the good of the group) has the highest mean score ($\bar{x} = 4.59$), followed by the indicator (primary school principal shares the most crucial values and beliefs) has the next highest mean score ($\bar{x} = 4.53$), the indicator (primary school principal clarifies a clear goal to change the school future) has high mean score ($\bar{x} = 4.47$). The indicator (primary school principal considers the moral and ethical concern of decisions) has moderate mean score ($\bar{x} = 4.46$), followed by the indicator (primary school principal creates better approach that respects each other) has low mean score ($\bar{x} = 4.43$), the two indicators (primary school principal displays a strong confidence and power and school principal provides the essence of vision and a sense of mission) have lower mean scores ($\bar{x} = 4.41$), and the indicator (primary school principal instills trust for being participated in defining vision) has the lowest mean score ($\bar{x} = 4.38$).

Table 4.15: Mean and standard deviation of inspirational motivation

No.	Indicators of Leadership Characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual	Desirable	Actual	Desirable	Actual	Desirable	Actual	Desirable	Actual	Desirable	Actual	Desirable
	<i>Primary school principal...</i>	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
48	<i>Speaks optimistically about the school future</i>	3.16	.61	4.40	.53	2.75	.43	4.50	.50	2.95	.52	4.45	.51
49	<i>Talks enthusiastically in completing task</i>	3.16	.62	4.41	.52	2.70	.46	4.50	.50	2.93	.54	4.45	.51
50	<i>Expresses vision clearly to advance profession</i>	3.29	.63	4.40	.53	2.65	.48	4.50	.50	2.97	.55	4.45	.51
51	<i>Encourages creativity to achieve the goal</i>	3.24	.60	4.40	.49	2.70	.46	4.40	.68	2.97	.53	4.40	.58
Total		3.21	.61	4.40	.52	2.70	.46	4.45	.54	2.95	.53	4.42	.53

Table 4.15 reveals that the actual level of inspirational motivation is at low level ($\bar{x} = 2.95$), while the desirable is at high level ($\bar{x} = 4.42$).

The actual level of the two indicators (primary school principal expresses vision clearly to advance profession) have high mean scores ($\bar{x} = 2.97$), followed by the indicator (primary school principal speaks optimistically about the school future) has moderate means core ($\bar{x} = 2.95$), while the indicator (primary school principal talks enthusiastically in completing task) has low mean score ($\bar{x} = 2.93$).

The desirable level of the three indicators (primary school principal speaks optimistically about the school future, primary school principal talks enthusiastically in completing task, and primary school principal expresses vision clearly to advance profession) have high mean scores ($\bar{x} = 4.45$), while by the indicator (primary school principal encourages creativity to achieve the goal) has next high mean score ($\bar{x} = 4.40$).

Table 4.16: Mean and standard deviation of intellectual stimulation

No.	Indicators of Leadership Characteristics	Primary School Principals		Primary School Teachers		Total							
		Actual	Desirable	Actual	Desirable	Actual	Desirable						
		\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.		
52	<i>I reexamine reasonable assumptions to question whether they are acceptable.</i>	3.13	.57	4.35	.48	3.41	.49	4.50	.50	3.27	.53	4.42	.49
53	<i>I seek various viewpoints to solve problem creativity.</i>	3.29	.63	4.42	.54	3.48	.51	4.25	.43	3.38	.57	4.33	.48
54	<i>I stimulate to initiative new things without blaming to practice that failure.</i>	3.28	.65	4.37	.53	3.41	.51	4.75	.43	3.34	.58	4.56	.48
55	<i>I promote directly within day-by-day assignments to maximize benefits in school.</i>	3.28	.65	4.48	.52	3.30	.46	4.61	.51	3.29	.55	4.54	.51
Total		3.24	.62	4.40	.52	3.40	.49	4.53	.47	3.32	.55	4.46	.49

Table 4.16 reveals that the actual level of intellectual stimulation is at moderate level ($\bar{x} = 3.32$), while the desirable level is at high level ($\bar{x} = 4.46$).

The actual level of the indicator (primary school principal seeks various viewpoints to solve problem creativity) has the highest mean score ($\bar{x} = 3.38$), followed by the indicator (primary school principal stimulates to initiative new things without blaming to practice that failure) has high mean score ($\bar{x} = 3.34$), while the indicator (primary school principal promotes directly within day-by-day assignments to maximize benefits in school) has moderate mean score ($\bar{x} = 3.29$), and the indicator (primary school principal reexamines reasonable assumptions to question whether they are acceptable) has low mean score ($\bar{x} = 3.27$).

The desirable level of the indicator (primary school principal stimulates to initiative new things without blaming to practice that failure) has the highest mean score ($\bar{x} = 4.56$), followed by the indicator (primary school principal promotes directly within day-by-day assignments to maximize benefits in school) has high mean score ($\bar{x} = 4.54$), while the indicator (primary school principal promotes directly within day-by-day assignments to maximize benefits in school) has moderate mean score ($\bar{x} = 4.42$), and the indicator (primary school principal seeks various viewpoints to solve problem creativity) has low mean score ($\bar{x} = 4.33$).

Table 4.17: Mean and standard deviation of idealized consideration

No.	Indicators of Leadership Characteristics	Primary School Principals				Primary School Teachers				Total			
		Actual	S.D.	Desirable	S.D.	Actual	S.D.	Desirable	S.D.	Actual	S.D.	Desirable	S.D.
	<i>Primary school principal...</i>	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
56	<i>Spends time coaching and giving some advice</i>	3.55	.52	4.45	.50	3.34	.47	4.37	.70	3.44	.49	4.41	.60
57	<i>Threats fairly as individual rather than group</i>	3.56	.50	4.42	.56	3.54	.51	4.50	.50	3.55	.50	4.46	.53
58	<i>Gives specific directives with a high degree of structure</i>	3.52	.50	4.36	.50	3.57	.50	4.25	.43	3.54	.50	4.30	.46
59	<i>Uses delegation to help grow through individual challenge</i>	3.45	.50	4.45	.56	3.60	.50	4.75	.43	3.52	.50	4.60	.49
	Total	3.52	.50	4.42	.53	3.51	.49	4.47	.51	3.51	.49	4.44	.52

Table 4.17 reveals that the actual level of idealized consideration is at high level ($\bar{x} = 3.51$), while the desirable level is at high level ($\bar{x} = 4.44$).

The actual level of the indicator (primary school principal treats fairly as individual rather than group) has the highest mean score ($\bar{x} = 3.55$), followed by the indicator (primary school principal gives specific directives with a high degree of structure) has high mean score ($\bar{x} = 3.54$), while the indicator (primary school principal uses delegation to help grow through individual challenge) has moderate mean score ($\bar{x} = 3.52$), and the indicator (primary school principal spends time coaching and giving some advice) has low mean score ($\bar{x} = 3.44$).

The desirable level of the indicator (primary school principal uses delegation to help grow through individual challenge) has the highest mean score ($\bar{x} = 4.60$), followed by the indicator (primary school principal treats fairly as individual rather than group) has high mean score ($\bar{x} = 4.46$), while the indicator (primary school principal spends time coaching and giving some advice) has moderate mean score ($\bar{x} = 4.41$), and the indicator (primary school principal gives specific directives with a high degree of structure) has low mean score ($\bar{x} = 4.30$).

Finding of the Guidelines for the Leadership Development of Primary School Principals

Evaluation Form Results

Based on research results of leadership development needs by using formula of PNI modified, the researcher proposed guidelines for leadership development draft of primary school principals by using evaluation form and semi-structured interviews with experts. The researcher obtained some techniques or methods and some recommendations to develop five leadership characteristics, including building community, displaying authenticity, idealized influence, inspirational motivation, developing people, for leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia attached in **Appendix D**. To conclude the semi-structured interviews and evaluation form results, content analysis and mean are used to analyze the data.

Table 4.18: Levels of leadership development methods to propose guidelines for the leadership development

Leadership Development Methods	\bar{x}	S.D.
1. Developmental Programs	4.40	.66
2. Coaching	4.33	.58
3. Mentoring	4.25	.69
4. Experience	4.08	.68
5. 360-degree feedback	4.00	.90
6. Change Education	3.93	.58
7. Motivation	3.89	.79
8. Self-awareness	3.45	.72
9. LMX Theory	2.92	.90
10. Leadership succession	2.90	.86
Total	3.81	.74

The table reveals that the 10 methods of leadership development to propose guidelines are at high level in overall ($\bar{x} = 3.81$) respectively.

The level of developmental programs has the highest mean score ($\bar{x} = 4.40$), followed by the level of coaching has the next highest mean score ($\bar{x} = 4.33$) and the level of mentoring has high mean score ($\bar{x} = 4.25$), while the level of experience has moderate mean score ($\bar{x} = 4.08$), followed by the level of 360-degree feedback ($\bar{x} = 4.00$) and the level of change education has less moderate mean score ($\bar{x} = 3.93$). The level of motivation has low mean score ($\bar{x} = 3.89$), followed by the level of self-awareness has lower mean score ($\bar{x} = 3.45$), while the levels of LMX theory ($\bar{x} = 2.92$) and the level of leadership succession has the lowest mean score ($\bar{x} = 2.90$).

Therefore, guidelines for the leadership development of primary schools principals are modified the value of the highest and high level including (1) developmental programs, (2) coaching, (3) mentoring, (4) experience, (5) 360-degree feedback, (6) change education, and (7) motivation, that can be possible to develop the potential of school principalship in both serving people and leading school to achieve school's goals.

Table 4.19 (Cont.)

Indoor challenge	✓	✓				✓								✓
Outdoor challenge	✓	✓				✓			✓	✓				✓
source of experience (work-related task)		✓				✓		✓	✓					
challenging the status quo		✓	✓			✓		✓	✓					
Attending feedback-intensive programs														
Self-assessment			✓			✓		✓	✓	✓	✓	✓		
Personal SWOT analysis				✓				✓	✓	✓				
Self-discipline	✓			✓				✓	✓	✓				
Rich developmental experience (developing trust)						✓			✓	✓	✓	✓		
360-degree feedback						✓		✓	✓	✓	✓	✓		
Acquiring Education														
Logical study		✓		✓	✓									
Reading biographic about successful people				✓	✓		✓							
Giving formal education				✓	✓		✓							
Providing self-study	✓			✓	✓			✓	✓					
Building Motivation														
Herzberg's Motivators and Hygiene Factors			✓	✓		✓					✓	✓		✓

Table 4.19 reveals the essence of leadership development methods are modified the value of each methods from the highest level to high level in order to develop leadership characteristics of primary school principals. These leadership development methods included as follows:

1) Attending Developmental Programs

The essence of developmental programs or training programs is important to develop leadership characteristics of primary school principals to develop personal growth, touch school principals dreams and talents, and school principal improve by foreseeing more clearly their patterns of behavior. On the other hand, these programs provide timely and specific performance feedback.

Task assessment: To provide opportunities for school principals to work on problem that simulates real leader including building community and working collaboratively, and display authenticity with self-awareness.

Lecture, Role-playing and short workshop: To build behavioral role modeling activities in order to gather feedback, school principals are able to change, innovate, and give more energy and improve their motivational skills including displaying authenticity with having ethically, idealized influence as a strong model, and developing people by modeling.

Case studies with increasing technical proficiency: School principals are able to link vision, values, mission, and goals to achieve the schools' goals including idealized influence as a strong model and sharing vision and mission, inspirational motivation in communicating high expectations to teachers.

Social programs: To help school principals develop by foreseeing more clearly their patterns of behavior to develop inspirational motivation in communicating high expectations to teachers.

2) Getting Coaching

Leadership development method through coaching can enhance in groups and in workplace and take care of emotion and self-reliance within group.

In groups and in workplace between school principals and teachers including building community such as enhancing relationship, displaying authenticity with self-awareness, inspirational motivation with inspired a shared vision, developing people such as communicating to the expectations to teachers and encouraging them.

Giving emotional support by providing much-needed emotional care to the teacher who is performing at his/her best. School principal must display his/her authenticity with integrity and having ethically that help enhance their relationships and

grow their personally and professionally. On the other hand, **emotional care, self-reliance within groups**, and motivation with action help remove slowly to develop self-reliance within groups to develop relationships between school principals and teachers that can help school principal improve and grow personally and professionally including building community with working collaboratively and interpersonal acceptance, displaying authenticity with self-awareness, integrity and having ethically,

3) Getting Mentoring

Providing self-assessment quiz helps school principal develop relationships with teachers and grow personally and professionally including building community with enhancing relationship and interpersonal acceptance, displaying authenticity with integrity and having ethically, inspirational motivation with inspired a shared vision, developing people with encouraging teachers to test their attitudes as well.

Shadowing is to observe the work activities of each teacher by following the person around for a stated period. School principals use this mentoring to test their personal attitudes affectively that help build community in enhancing relationship and interpersonal acceptance, display authenticity in integrity and having ethically, inspire motivation in inspiring a shared vision, develop others with encouragement.

Online is kind of mentoring website that links mentors and mentored staffs via profiling software modeled after dating website. This mentoring helps the relationship vibrant between school principals and teachers including inspirational motivation in communicating high expectations to followers and inspiring a shared vision and developing those teachers with encouraging them.

Monitoring in-groups and out-groups is to test attitudes to help teacher understand the political aspects of the schools including building community with working collaboratively, displaying authenticity with integrity and having ethically, inspirational motivation with inspired a shared vision, and developing people with encouragement.

4) Getting Experience

Experience help school principals develop their potential as good principleship.

On-the-job experience helps school principals improve leadership effectively even though they sometimes failed. Failure is a special type of challenging experience that contributes enormously to reaching one's leadership potential. This method helps school principals build community in enhancing relationship, working collaboratively, and accepting their personals. School principals can display their authentic-self with integrity, and developing people with encouragement.

Hand-on practice helps experience management and solve problems. School principals can build community in enhancing relationship and working collaboratively, display authenticity with integrity, and developing people with encouragement.

Indoor challenge program can reach one's leadership potential; especially school principals can build community with enhancing relationship and working collaboratively. Display authenticity with integrity and develop others with encouragement.

Outdoor challenge program helps school principals encourage teachers to experience by building community with enhancing relationship and working collaboratively. With outdoor challenges, school principals try out new behaviors in order to display authenticity with integrity, influence their idealization with building trust and respect, inspire motivation with communicating high expectations to teachers, and develop them with encouragement.

Source of experience (work-related task) emerges school principalship to build community with working collaboratively, display authenticity with integrity, and influence their idealization as strong model, inspire motivation in building trust and respect.

Challenging the status quo effects the career development through skill acquisition. School principals can build community with working collaboratively and interpersonal acceptance, and display authenticity with integrity, influence their idealization as strong model, inspire motivation in building trust and respect.

5) Attending feedback-intensive programs

Self- assessment reflects behaviors and attitudes of school principals to build community with interpersonal acceptance, displaying authenticity with having ethically, influence idealization in sharing vision and mission and building trust and respect, inspire motivation with inspiring a shared vision, develop people with encouragement.

Personal SWOT analysis provides school principals' strengths, weaknesses including displaying authenticity of being to open to being know, idealized influence in building trust and respect, inspirational motivation in communicating high expectations to followers.

Self-discipline is needed to monitor one's behavior to ensure that the necessary self-development takes place that help school principals to make an effort of mindfulness, help them identify their developmental needs and healthy belief in personal growth by knowing their strengths and self-limitations including building community with enhancing relationship, displaying authenticity of being to open to being know, idealized influence in sharing vision and mission, building trust and respect, inspirational motivation in communicating high expectations to followers, and developing people with commitment to the growth of people.

Rich developmental experience (developing trust) helps school principal display authenticity with integrity, influence idealization in sharing a shared vision and building trust and respect, inspire motivation with inspiring a shared vision, and develop people to commit to the growth of people.

Feedback-intensive programs or **360-degree feedback** through 5 skill-based training can develop school principals to grow their personality including (1) building community in order to enhance relationship and accept their own personality, (2) displaying authenticity in self-awareness and having ethically, and (3) idealized influence as a strong model and building trust and respect. Feedback on new learning and follow-up help the school meet goals by providing leaders with insight into the skills by creating action plan for improvement of each teacher. Therefore, school principals can display authenticity with having ethically, influence idealization in sharing vision and mission and building trust and respect, inspire motivation to grow people and inspire a shared vision, and develop people with their commitment.

6) Acquiring Education

Logical study (mathematics) helps school principals solve complex problems as well as solve problems occurred in community including building community in enhancing relationship, and displaying authenticity of being open to being know and self-awareness.

Reading biographic and autobiographies about successful people builds good foundation of concepts and enhances positive relationship with position for school principals including displaying authenticity of being open to being know, self-awareness, and having ethically.

Giving formal education with positive correlation with achieving managerial and leadership position to be intelligent, well-performed for school principals including displaying authenticity of being open to being know and self-awareness, idealized influence as strong models.

Providing self-study to be intelligent and help school principals utilize influence via logical persuasion to create problem solving including building community in enhancing relationship, displaying authenticity of being open to being know and self-aware, idealized influence in sharing vision and mission and building trust and respect.

7) Building Motivation

Models of Herzberg's Motivators and Hygiene Factors (factors for satisfaction and factors for dissatisfaction) help school principals reduce their follower's dissatisfaction and encourage satisfaction, develop trust "honest weights and measures" to be fearless from a physiological or feelings standpoint and commit to a "best-practice" to develop followers. Therefore, school principals are able to build community with interpersonal acceptance, display authenticity with having ethically, in addition, and develop people with commitment to the growth of people and encouragement.

CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Guidelines for leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia based on three research objectives as follows:

- 1) To study the theoretical frameworks of leadership and the leadership development methods.
- 2) To study the actual and desirable leadership characteristics and the leadership development needs of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.
- 3) To propose guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Department of Education, Youth and Sport in Cambodia.

Conclusion

The theoretical framework of leadership characteristics

The theoretical framework of leadership characteristics synthesized from literature review was proposed to discuss and confirm by the experts for the final draft. Therefore, the theoretical framework of primary school principals indicated 10 characteristics of leadership of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia that were utilized as the final conceptual framework including valuing people, displaying authenticity, building community, envisioning the future, sharing leadership, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Based on the research findings, the theoretical framework is acceptable for the Cambodia context though they have been huge challenges and limitations that hamper performance appraisal of primary school principals.

The leadership development methods

After studying systematically, the researcher found the process of leadership development by using three items such as technique, method, and approach, the

research found 10 methods/approaches that are possible to develop leadership characteristics are listed including building self-awareness, acquiring education, developmental programs, getting experience, getting coaching, getting mentoring, attending succession planning, training on the Leader-Member-Exchange (LMX) theory, 360-degree feedback, and motivation. The findings of leadership development methods are the crucial keys to build school principals capability in leadership roles, to develop self-awareness, to help self-activities, to reward education system, to value cultures, and to facility implementation of leadership skills.

The actual and desirable leadership characteristics and the leadership development needs of primary school principals

For the actual level considering leadership characteristics, it shows that three of ten leadership characteristics including valuing people, envisioning the future, and idealized consideration, are at high level. The two of ten characteristics including intellectual stimulation, and sharing leadership, are at moderate level, while the five of ten leadership characteristics including building community, displaying authenticity, Idealized influence.

For the desirable level, considering 10 leadership characteristics are at high level. Displaying authenticity and envisioning the future have high level and also have the same highest mean score, followed by idealized influence, building community, idealized consideration, intellectual stimulation, developing people, and valuing people has the lowest mean score.

Overall, the perceptions of primary school principals were at high level while the perceptions of primary school teachers were at low and moderate levels. Therefore, the perceptions of primary school principals and primary school teachers were significant different.

Guidelines for the leadership development of primary school principals

Based on research results of leadership development needs by using formula of PNI modified, the researcher proposed guidelines for leadership development draft of primary school principals by using evaluation form and semi-structured interviews with experts. The researcher obtained the methods of leadership development from literature review and experts to develop five leadership characteristics, including developmental

programs, coaching, mentoring, experience, 360-degree feedback, change education, and motivation for leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia. Significantly, guidelines for the leadership development can increase the effectiveness of school principals to continually train and develop themselves in both serving and leading to achieve their school's goals as they can further illuminate qualities that effective principals must have.

Discussion

The researcher raised discussions in three major viewpoint based on the research objectives.

The theoretical frameworks of leadership characteristics of primary school principals

The result of this research study revealed 10 leadership characteristics of primary school principals that obtained from synthesizing of school principal challenges matched with the theoretical framework for the first draft and propose to discuss and confirm by the experts including valuing people, developing people, building community, displaying authenticity, envisioning the future, sharing leadership, idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

Cerit (2009) revealed 6 characteristics of school principals including valuing of people, development of people, building of community, displaying of authenticity, envisioning the future, and sharing leadership. Salameh (2011) showed 3 characteristics of servant leadership of school principals including building community, displays authenticity, shares leadership, and developing others. Pheangbuppha (2013) showed that 10 characteristics of servant leadership of school principals including conceptualization, stewardship, persuasion, foreseeing, listening, healing, commitment to the growth of people, building community, deep empathy, and awareness are at high level. Simsen (2013) found 10 characteristics of servant leadership of school principals including envisioning the future, motivation, responsibility and care, inspiration for human development, awareness, working for culture development, conceptual development, common feeling and recognition for others, acceptance in others'

opinion, and stimulation and encouragement for the others. Caffey (2012) found 3 characteristics of the relationship between servant leadership of principals and beginning teacher job satisfaction and intend to stay including empowerment, vision, love and humility. Xu et al. (2015) showed 5 characteristics including emotional healing, wisdom, persuasive mapping, and organizational stewardship, and altruistic calling.

Balyer (2012); Chamnin (2008); Hauserman and Stick (2013) found 4 I's of transformational leadership ship of school principals including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Avci (2015); Sann et al. (2014) showed 4 characteristics of transformational leadership of school principals including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, and 3 characteristics of transactional leadership including contingent reward, active management by exception, and passive management by exception.

Therefore, 10 leadership characteristics of primary school principals are found and supported from many scholars as follows:

1) Valuing people

Laub (1999) explained that servant leader must value followers by believing in their potential, serving followers' needs before his/her own interest, and listening actively without judgment. Greenleaf (2002) showed that valuing others can make a miracle because all problems are resolved if leaders value and listen to the right course and try to understand their communication first. Servant leaders always place the emphasis on listening effectively (Richard et al., 2012). Hence, listening receptively without non-judgmental ideas of leaders mean that those leaders value their followers (Cerit, 2009; Laub, 1999).

Valuing people via listening is an effort of communication to accept the others' speech with a neutral decision-making (Pheangbuppha, 2013; Spears, 2002b, 2010). Servant leader must put the others first by using actions and also being the great communicator (Liden et al., 2008), and listen and learn about their needs and hopes, and be ready to share in their hurt and frustration (Xu et al., 2015). Sendjaya (2015) mentioned that servant leader listen to others with intent to understanding is acts of

service in order to respect them who they are, not how they make his/her own feel, but to be equal, inspired by putting their trust, serving them with no regards of background (gender, race, etc.).

Therefore, the commitment of school principal must believe in the potential of teachers and staff members, to listen receptively with great communication, to put the needs of teachers and school staffs first, and to value the ideas of others.

2) Developing people

Servant leaders must be model between life and work and set the best example for the followers to build them up through confirmation (Cerit, 2009; Laub, 1999; Salameh, 2011). Greenleaf (2002) believes that the followers have value to be responsible for becoming more productive, achieving their potential, learning a growing as personalities and in return serving their community for the positive rather than negative. Servant leaders deeply develop each individual within their organization, and do things in their power to emerge the personal growth of the followers, to accept the followers' ideas and to encourage in decision-making and support them actively (Spears, 2002b, 2010).

Moreover, servant leader help the followers grow and succeed by developing the followers' career growth, coaching and mentoring (Liden et al., 2008). The crucial test of a servant leader's effort is whether those served grow toward being more accountable, caring, completed personalities, more influent others through their persuasiveness (Richard et al., 2012). Therefore, the school principals must create their environment which encourages the followers' learning and growth (Cerit, 2009); be model by contributing to the followers' personal and professional growth, encouraging then to engage in moral reasoning, and leading them by personal example (Sendjaya, 2015), and be aware of the important of leadership development, support the group process, challenge their status quo, and be possible to grow them (Pheangbuppha, 2013; Simsen, 2013).

Hence, believing of school principal must help followers grow and succeed. The school principal must be model for concreting actions to maximize work for personal and professional development. The followers are encouraged to invite their decision-making and build a sense of community spirit of the teachers and school staffs.

3) Building community

Building community is a sense of a loving, caring team with persuasive shared visibility to complete tasks, working together and learning to serve other in the process by building community (Cerit, 2009; Laub, 1999; Salameh, 2011).

Greenleaf (2002) focused on building community to make the path, not by great momentum, but by each servant-leader representing his or her unlimited accountable for a quite specific community-related group. Richard et al. (2012) explained how servant leader's role to create a sense of community among the followers. So, the true community can be established among those who work in institutions as well (Caffey, 2012; Spears, 2002b, 2010). The leaders are marked by one's self-categorization and desire to be characterized by others as someone who serves others first, even when self-sacrificed is required (Liden et al., 2008).

In addition, Cerit (2009) gave an example of building community as positive working relationships that school principal encourages teachers to join hand rather than competing against each other. Moreover, building community means to build teamwork's culture with caring, generosity, sharing beneficially (Simsen, 2013). Pheangbuppha (2013) pointed that school leaders' behaviors must build a sense of community among the followers and the teams to development, to strengthen in the organization and developing organizational culture.

Furthermore, servant leader must work collaboratively by spending time to build a professional relationship with followers, treating them as equal partners, being confident in followers, even when the risk seems great, and helping them to make sense of meaning out of their daily lives with his/her interconnectedness, affirming trust in followers, accepting their failures (Sendjaya, 2015).

Therefore, school principal must have an ability of school principal to enhance strong relationships, work collaboratively, and value the interpersonal perceptions of teachers, staffs, students, and stakeholders.

4) Displaying authenticity

To display authenticity toward the followers, leaders demonstrate high integrity and honesty, being open-minded to being known, being aware of using wisdom, and always being learners (Cerit, 2009; Laub, 1999; Salameh, 2011).

The cultivation of awareness gives one the basis for fairness or integrity, the ability to stand aside and be responsible for being an awakener and reasonable disturber in order to open the leaders' awareness to creative self-authenticity (Greenleaf, 2002). Additionally, displaying authenticity helps strengthening the servant leader to understand issues involving ethics, power, and values (Pheangbuppha, 2013; Spears, 2010).

School leaders as servant leaders must be aware of the co-workers' value, communicate to get various information, and involve with decision-making (Simsen, 2013). Moreover, interpersonal perceptions by being empathic to comprehend their feelings and perspectives are also displaying authenticity (Richard et al., 2012). Sendjaya (2015) gave more explanation that servant leader must be honest to focus on the message not the messenger, be transparent by promoting values that transcending self-benefits and material success, be aware of giving the right questions and decisions, be vulnerable by letting followers take control of situations when appropriate, and have ethically to take a resolute stand on moral principles.

Hence, perception of school principal must be open to being known by teachers and school staffs or stakeholders, to be aware of using wisdom and being a learner, to retain integrity, and to ascertain authenticity toward the followers.

5) Envisioning the future

A central role of the servant leader is envisioning the future by clarifying goals, and understanding what it takes to get to the vision (Cerit, 2009; Laub, 1999; Salameh, 2011).

School leader could change in the active practical life and challenge the status quo to clarify the goals and build cooperatives or visionary through the power of spirit that guides the followers to raise themselves (Greenleaf, 2002). Servant leaders need to integrate current realities and future possibilities, need to have a well-developed sense of intuition about how the past, present, and the future are connected (Richard et

al., 2012). The followers need to be mostly active in their operationalization, and the most effective leaders need to grow their operationalization as well (Pheangbuppha, 2013; Spears, 2010).

Servant leaders bring out the best for their followers and rely on one-on-one communication to understand the abilities, needs, desires, goals, and potential of those individuals (Liden et al., 2008). Moreover, Innovative thinking of school leader as servant leader must occur in schools, and sharing vision and goal encourage collaboratively facing challenges, and creative-problem solving will be done (Simsen, 2013). Sendjaya (2015) mentioned that servant leader must articulate a shared vision to give inspiration and meaning, challenges the status quo by allowing followers to experiment and be innovative and creative without fear, and helps them to seek a clarify of purpose and direction to make a sense of mission.

Therefore, school principal must share vision with the followers, to clarify goals and to challenge the status quo to seek a delicate balance between conceptual skills and a regular operational style.

6) Sharing leadership

Servant leaders share empower to be low in control of others and empower others to persuade their influence to others instead of coercion (Cerit, 2009; Laub, 1999; Salameh, 2011). Greenleaf (2002) remarked the greatness in trust for organizations is to commit to serve others and focus on becoming transparent and mapping persuasion rather than control. Servant leaders focus on first and foremost a commitment of leader to serve the needs of the followers (Spears, 2002b, 2010), and to hold an organization's properties in trust for the greater good (Richard et al., 2012).

The behaviors of school leaders are to commit the growth of people, to be model of spiritual caring and counseling, to take responsibilities for problem solving and raising awareness, to delegate decision-making, budget and resource administration to steward the followers to be ready for operation (Pheangbuppha, 2013; Simsen, 2013).

The leaders must empower by encouraging and facilitating others and show promises as a way to build trustworthiness with the followers, stakeholders and communities (Liden et al., 2008). Furthermore, Sendjaya (2015) explained that servant leader must empower by minimizing barriers that inhibit others' success, sharing status

by avoiding being defensive when confronted, and drawing the best out others and inspiring them to lead by serving.

So, emphasizing empowerment of school principal must assume to persuade the followers by sharing status, and trust to positively contribute to community.

7) Idealized influence

Idealized influence, Charisma, describing leaders as strong role models for supporters; supporters identify with these leaders and want very much to emulate them (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006). Transformational leaders develop supporters identification with the leader by setting a clear example of courage and devotion and making altruism to benefit supporters (Yukl, 2013).

Additionally, Northouse (2016) explained that leaders who act as strong role model for supporters; supporters identify with these leaders and really want to emulate them. They are truly respected by supporters with a vision and a sense of mission. By communicating a vision, they carry a set of values that lead and motivate supporters, express concerned with organizational survival, take the time to inspire the personal improvement of their member. When teamwork develop, their work performance is possible to increase (Dubrin, 2016).

School leaders empower the followers by managing function to engage their benefits, and build trust to all followers with whom collaborated (Chamnin, 2008). School principals considerate to deal with their supporters and their professional needs, build trust to them to make effort to move school forward, respect the teachers by being the role model, and seek solution for teachers if there are any problems by accident (Balyer, 2012).

School principals maintain and create visibility, develop rapport, hold students and teachers responsible, have high expectations, have a best-implementations emphasis, lead by example, mentor, show consistent justice, make ethically, and build leadership capacity (Hauserman & Stick, 2013). School principals demonstrates the supporters' trust, keep their faith and respect them, appeals to their confidences and visions and act as the role model (Sann et al., 2014), make the supporters trust, admire, and respect (Avci, 2015).

Therefore, an ability of school principal must act as a strong role model for teachers and school members who identify with this school principal and want very much to emulate him or her because he/she usually have very high values of moral and ethical behavior and attribute to do the right thing and make others respect and trust to share vision and mission.

8) Inspirational motivation

Transformational leaders are leaders who communicate at high expectations to supporters and inspirational motivators, including building a sense of team spirit (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006). Transformational leaders also support positive feedback to teamwork and identify individual accomplishments (Dubrin, 2016), communicate an engaging vision, and utilizing symbols to emphasize on supporter effort (Yukl, 2013). Transformational leaders connect to high expectations to supporters, inspires them through motivation to become committed to and a part of the shared vision in the organization. In training, leaders use symbols and emotional applications to emphasize group member's effort to succeed more than they would in their own self-interest (Northouse, 2016).

Chamnin (2008) revealed that school principals must admire and honor the followers, make them self-esteem, and give inspiration to challenge status quo, seek motivation to followers to achieve school goals. Similarly, leaders should help staffs develop and keep collaborative, professional school culture, fostering teachers development, solve their problems together more effectively (Balyer, 2012). School principals are leaders who display encouragement and support, promote teamwork, celebrate accomplishment, use humor effectively (Hauserman & Stick, 2013), provide a vision to help others emphasize on their effort and to make them feel meaningful (Sann et al., 2014), give motivation and encourages the supporters in line with the school goals and objectives (Avci, 2015).

Hence, school principal talk positively to teachers and school members, sharing vision in school which use emotional appeals to talk optimistically to achieve more than their self-interests by encouraging words and grow in the future school.

9) Intellectual stimulation

Transformational leaders are stimulators supporters to be creative and to challenge their own beliefs and values in organizations (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006). Transformational leaders practice empowerment by involving team members in decision making (Dubrin, 2016), and influence supporters to see problems from a new viewpoint and seek more creative solutions (Yukl, 2013). Transformational leaders encourage supporters to build creatively and to challenge their own views and values in organizations (Northouse, 2016).

Chamnin (2008) explained that school principals must challenge followers with the coming problems, and be the model to give solution to unstable situations. Additionally, school principals must motivate followers to practice better in a change atmosphere, even in the absence of clear goals. School principals open to new concepts and they are flexible enough to implement new ways in teaching (Balyer, 2012). School principals encourage the supporters to build creativity to solve difficult problem in the various approaches, build a trust climate for them to have their own values and beliefs in organization (Sann et al., 2014).

School principals ask their supporters questions, explain decisions, trust school members and let them take risks, focus on a collaborative vision, solve problem immediately, provide creative solutions (Hauserman & Stick, 2013), encourage them to challenge status quo to engage their experiences (Avci, 2015).

Therefore, school principal must articulate teachers and school members to be creative and innovative and challenge their own beliefs and values in school by initiating the creative ways of dealing with school issues, engaging in problem solving, promoting their individual efforts to maximize the school benefits.

10) Individualized consideration

Transformational leaders are providers to care very much about climate by listening actively to the personal needs of supporters and act as coaches and advisers (Bruce J Avolio, 2011; Bass, 1985; Bass & Riggio, 2006; Northouse, 2013), and to consider which includes supporting, encouragement, and coaching supporters (Yukl, 2013). Transformational leaders encourage their supporters to think innovatively to challenge assignments, and lead by example (Dubrin, 2016).

Leaders must provide opportunities to all followers to practice their various abilities to perform their work effectively, value and put the followers' interest first, create friendly atmosphere with effective communication in school (Chamnin, 2008), and enhance quality relationship with their followers by providing personal attention, making them feel valued as receiving emotional healing (Balyer, 2012), and involve with giving their specific attention, seeking their needs and strengths and facilitating them perform high potential and be accountable for their own improvement (Sann et al., 2014).

Furthermore, school principals are leaders who collaborate on decisions, listen and care, consult related parties, and making decisions that were best for children (Hauserman & Stick, 2013). School principal care his/her supporters' personal varieties and needs, notices their various potentials and abilities, and direct them to achieve the goals (Avci, 2015).

Therefore, believing of school principal supports good climate in which teachers and school members listen receptively to their individual needs by coaching and giving some advice, using delegation to help them grow through personal task, and giving detailed directions with high level of structure.

However, school principal not only become a transformational leader, but also servant leader to focus on both people and work. Bass (2000) explained that transformational leadership as being the intensions of leaders when servant leaders more likely to embrace a selfless objective. Barbuto and Wheeler (2006) showed in (Table 2.9 in Chapter 2) to distinguish the different between servant leader and transformational leader that servant leader serves from the bottom line and transformational leader leads from the top line.

Leadership Development Methods

Therefore, based on research results, the leadership development methods are listed from the highest value to high level to develop school principals' potential including developmental programs, coaching, mentoring, experience, 360-degree feedback, change education, and motivation. The methods mentioned above are defined into three items such as technique, method, and approach. Every item identifies characteristic or nature of traits to develop school principlaship. Therefore, leadership

development is the crucial key to enlarge a person's capability in leadership roles, to improve awareness and conceptualize skills to develop leadership ability across the organization (Nahavandi, 2015). Additionally, leadership development generates experience, helps self-activities, rewards systems, values culture, and facilitates implementation of leadership skills (Yukl, 2013). On the other hand, the leadership development is to cultivate zones of strengths, personal lives with perfect critical focus, and the job development to obtain high level of spiritual and emotional intelligence to accomplish mission (Roberts, 2014). Furthermore, DuBrin (2010, 2016) emphasized that leadership development is primary on building and utilizing interpersonal competency and increase leadership effectiveness to develop present and future leaders.

The actual and desirable leadership characteristics of primary school principals

For the actual and desirable levels considering leadership characteristics, the results of the study reveals that, the leadership characteristics of primary school principals under the jurisdiction of Phnom Penh Municipal Department in Education, Youth and Sport are at high level for both actual and desirable level in overall.

Chamnin (2008) revealed the level of transformational behaviors of school principals as perceived by teachers was high, and for the school principals was the highest. The comparison of the mean level of all sub-scales of transformational leadership behaviors of school principals expressed a difference statistically significant at 0.05.

Pheangbuppha (2013) showed leadership of school principals including conceptualization, stewardship, persuasion, foreseeing, listening, healing, commitment to the growth of people, building community, deep empathy, awareness are at high level.

Simsen (2013) showed servant leadership of school principals, in overall, was at high level. According to mean value in each aspect, found that it was at high level in ranking from high to low as envisioning the future, motivation, responsibility and care, inspiration for human development, awareness, working for culture development, conceptual development, common feeling and recognition for others, acceptance in

others' opinion, and stimulation and encouragement for the others; for servant leadership of administrators and school effectiveness, in overall, was at moderate level.

Cerit (2009) revealed strong positive relationship between servant leadership behaviors of school principals and teachers' job satisfaction and servant leadership was a significant predictor of teacher job satisfaction including valuing of people, development of people, building of community, displaying of authenticity, envisioning the future, and sharing leadership.

Salameh (2011) indicated that teachers who have short number of years of teaching experiences perceived the level of practice of "develops others" among school principals higher than other teachers did with a medium and high number of years of teaching experience. In addition, the results indicate that teachers who have medium number of years of teaching experiences perceived the level of practice of "builds community" among school principals higher than other teachers did with a short and high number of years of teaching experience. No difference in teachers perceived the level of practice of servant leadership among school principals related to their academic qualifications. The results revealed 4 dimensions of servant leadership in high level including building community, displays authenticity, shares leadership, and developing others.

Caffey (2012) revealed the relationship between servant leadership of principals and beginning teacher job satisfaction and intend to stay showed a statically significant in positive relationship including empowerment, vision, love and humility.

Xu et al. (2015) showed that females were significantly higher than males on emotional healing, wisdom, persuasive mapping, and organizational stewardship, and they were not statistically different on altruistic calling.

Balyer (2012) revealed that school principals were at high level of four I's including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Sann et al. (2014) showed the school principals' transformational leadership was at high level, and school principals' transactional leadership was also at high level; the school administrative effectiveness was at high level; and the relationship between school principals' leadership and the school administrative effectiveness was a significantly positive high correlation.

Hauserman and Stick (2013) revealed that principals were stratified into categories according to whether they possessed high or levels of transformational leadership qualities. Five of the teachers worked with principals who were characterized as highly transformational and five worked with principals characterized as low in transformational leadership attributes. The interpretation of the data indicated teachers strongly preferred behaviors that aligned with the aspects of transformational leadership.

Avci (2015) showed that teachers had high level of positive opinions with regard to transformational and transactional leadership characteristics of school principals. Teachers' perceptions about transformational and transactional leadership characteristics of school principals did not vary significantly according to gender, state of education and professional seniority.

Guidelines for leadership development of primary school principals

1) Attending Developmental Programs

DuBrin (2010) explained that developing and training leaders is far more difficult than only sending aspiring leaders to a one-week seminar. The leadership development program has to be properly sponsored, wisely designed, and skillfully performed. The effectiveness of formal training programs include skills learning, behavioral change, and performance improvement depend on the personality and ability of trainees, the training design and execution, and supporting conditions in the organizations. The relative importance of the different determinants depends in part on the type of training and the outcomes measure. Desirable features for training programs including specific learning objectives, clear-meaningful content, appropriate mix of training methods, opportunity for active practice, relevant, timely feedback, and build trainee self-confidence (Yukl, 2013). Training and development provides staff development to be responsible to embrace a humble spirit, help others on the job, and drive fear out of the workplace. Training and development programs should be design and administered according to adult learning theory principles by providing numerous opportunities to apply directly key learning objectives in a non-judgmental and non-threatening manner, and provide timely and specific performance feedback to improve performance (Roberts, 2014).

Therefore, the essence of developmental programs or training programs is important to develop leadership characteristics of primary school principals to develop personal growth, touch school principals dreams and talents, and school principal improve by foreseeing more obviously their patterns of characteristics. On the other hand, these programs provide timely and specific performance feedback. On the other hand, training developmental programs such as socialization programs by learning how teachers need to be. From school perspective, a vital kind of leadership improvement is becoming socialized in the organization vision and values in order to understand the vision participants are expected.

Task assignment: It provides opportunities for school principals to work on problem that simulates real leader including building community and working collaboratively, and display authenticity with self-awareness. Furthermore, short workshop (part-time basis) is to be open to managers from different organizations, lecture and discussion, role-playing, behavioral role modeling, case analysis, and simulations. The effectiveness of formal training programs include skill learning, behavioral change, and performance improvement depend on the personality and ability of trainees, the training design and execution, and supporting conditions in the organizations. The relative importance of the different determinants depends in part on the type of training and the outcomes measure. Desirable features for training programs including specific learning objectives, clear-meaningful content, appropriate mix of training methods, opportunity for active practice, relevant, timely feedback, and build trainee self-confidence (Yukl, 2013).

Lecture: Through **lecture** to build behavioral role modeling activities to gather feedback, school principals are able to change, innovate, and give more energy and improve their motivational skills including displaying authenticity with having ethically, idealized influence as a strong model, and developing people by modeling. With lecture, behavioral role modeling, leader can bring about change and innovation and giving more energy and improving motivational skills for their personal growth and touch their dreams and talents respect (DuBrin, 2010)

Case studies with critical thinking and increasing technical proficiency, school principals are able to link vision, values, mission, and goals to achieve the schools' goals including idealized influence as a strong model and sharing

vision and mission, inspirational motivation in communicating high expectations to teachers. Nahavandi (2015) showed that leader could bring together a change, and share the top leaders' vision of what is possible. For, example increasing technical proficiency linked to vision, values, mission, and goals, and reinforcing application and integration of learning objectives. Roberts (2014) gave more explanation that training and development programs are designed to reinforce key organizational values and should not only increase technical proficiency, but also link the subject of learning to the larger mission, vision, and values.

On the other hand, **socialization programs** are able to help school principals develop by foreseeing more clearly their patterns of behavior to develop inspirational motivation in communicating high expectations to teachers. On the other hand, training developmental programs such as socialization programs by learning how teachers need to be. From school perspective, a vital kind of leadership improvement is becoming socialized in the organization vision and values in order to understand the vision participants are expected. School principal should organize social events or socialization programs such as team lunches, design workplace to encourage school staffs to chat informally away from their workplaces, and they spend the first few minutes of meeting to non-work related conversations. They learn and experience to accept their interpersonal when they made mistakes. Socialization programs learn how leader need to be. From organization perspective, a vital kind of leadership improvement is becoming socialized in the organization vision and values (DuBrin, 2010). Socialization programs help teachers improve by seeing more obviously their patterns of characteristics.

2) Getting Coaching

Coaching is a method of empowering others to perform and build on their strengths. A main benefit of coaching is that it creates new possibilities for action and facilities breakthroughs in performance. As its best, coaching provides some concrete influences, including higher motivation, personal development, teamwork that make them be encouraged to cross-train and serve as backups for each other. They are aware of one another's skills and how these skills can subsidize to achieving the group's goals (DuBrin, 2010). Coaching involves providing individualized and constructive feedback

on someone's behavior and performance while focusing on future improvement. Coaching tends to have a more structured and formal nature. Coaches are sought for specific situations and assigned by organizations. Coaching and mentoring are part of development relationships that can help leaders improve and grow personally and professionally. The success of all such relationships depends on establishing trust and rapport between the leader and the coach or mentor. Coaching can provide the benefits of general knowledge with specific application to day-by-day activities. Coaching can close that gap and support them in their success. An important point to note is that in addition to providing support and feedback to the individual, effective coaching requires integration with wider organizational goals and systems (Nahavandi, 2015). Therefore, coaching can:

Enhance in groups and in workplace between primary school principals and teachers including building community such as enhancing relationship, displaying authenticity with self-awareness, inspirational motivation with inspired a shared vision, developing people such as communicating to the expectations to teachers and encouraging them. School principal should instill to be creative in community, and provides much-needed emotional care to neither the team members who is nor performing at their best. However, school principal should coach by applauding good results and shout in joy when an individual or team achieves outstanding results (DuBrin, 2010).

Emotional care, self-reliance within groups, and motivation with action help remove slowly to develop self-reliance within groups to develop relationships between primary school principals and teachers that can help primary school principal improve and grow personally and professionally including building community with working collaboratively and interpersonal acceptance, displaying authenticity with self-awareness, integrity and having ethically. School principal should facilitate the building of team of teachers to coach them to remove obstacles slowly to develop self-reliance within teamwork to develop their relationships and can help them grow personally and professionally (DuBrin, 2010).

Giving emotional support by providing much-needed emotional care to the teacher who is performing at his/her best. School principal must display his/her authenticity with integrity and having ethically that help enhance their relationships and

grow their personally and professionally. School principal should think deeply about his/her emotion and attributes, and consider how they affect the followers around and align with his/her values. Moreover, leader must be brave to defeat himself/herself by the belief that he/she must be “fearless” from a physiological or feelings standpoint, a form of emotional perfectionism that cripples faith (Roberts, 2014).

3) Getting Mentoring

Mentoring and coaching are part of development relationships that can help leaders improve and grow personally and professionally (Nahavandi, 2015). Mentoring helps new teachers adjust well to achieve the school’s goals. Hence, coaching is a method of empowering others to perform and build on their strengths. As its best, coaching provides some concrete influences, including higher motivation, personal development, teamwork that make them be encouraged to cross-train and serve as backups for each other (DuBrin, 2010). Coaching can close that gap and support them in their success (Nahavandi, 2015). On the other hand, mentoring others is a crucial leadership responsibility and it can be a staff professional or coworker. Mentoring can test her/his personal attitudes effectively (DuBrin, 2010). However, DuBrin (2010) showed that a leader must study foundation of principals and suggestions and then implement them.

Providing **self-assessment quiz** helps school principal develop relationships with teachers and grow personally and professionally including building community with enhancing relationship and interpersonal acceptance, displaying authenticity with integrity and having ethically, inspirational motivation with inspired a shared vision, developing people with encouraging teachers to test their attitudes as well. On the other hand, the self-assessment quiz helps informal relationship and help new staff adjust well to the school and can achieve the goals (DuBrin, 2010).

Shadowing is to observe the work activities of each teacher by following the person around for a specified period. School principals use this mentoring to test their personal attitudes affectively that help build community in enhancing relationship and interpersonal acceptance, display authenticity in integrity and having ethically, inspire motivation in inspiring a shared vision, develop others with encouragement. School principal mentors with shadowing by observing the work

activities of the mentor by following the person around for specified time, such as one day per month, such as one day per month to test their integrity and personal attitudes affectively. Additionally, monitoring in-groups and out-groups can test their attitudes and integrity to understand the political aspects of the schools.

Online is kind of mentoring website that links mentors and mentored staffs via profiling software modeled after dating on websites to help those teachers keep the relationship vibrant. This mentoring helps the relationship vibrant between school principals and teachers including inspirational motivation in communicating high expectations to followers and inspiring a shared vision and developing those teachers with encouraging them. School principal should use mentoring via online by sending email messages to help him/her overcome barriers, enhance relationship, and be responsible and credible in order to develop her understanding to comprehend the political aspects of the school. Online through websites that link mentors and mentored staffs via profiling software, modeled after dating websites to help them the relationship vibrant (DuBrin, 2010).

Monitoring in-groups and out-groups is to test attitudes to help teacher understand the political aspects of the schools including building community with working collaboratively, displaying authenticity with integrity and having ethically, inspirational motivation with inspired a shared vision, and developing people with encouragement. School principal should build trust and cooperation among members, teams, organizations such as falling backward to be caught by teammates or going through obstacles course blindfolded with the help of a partner (Nahavandi, 2015).

4) Getting Experience

Yukl (2013) showed that learning from experience indicates that it is affected by amount of challenge, variety of tasks or assignments, and quality of feedback. To reflect teachers' behaviors and attitudes, school principal should use 360-degree feedback with a survey of a handful of stakeholders. Experience help school principals develop their potential as good principleship. Additionally, experience success in handling difficult challenges is essential for leadership development (Yukl, 2013). Seeking new experience that will challenge the leader to move outside the comfort zone

and provide an opportunity to learn something about oneself; including opportunities to fail (Nahavandi, 2015). On-the-job-training is a clear provider to leadership effectiveness. Without experiences, knowledge cannot willingly be converted into skills. For example, you will need experience to apply and build skills and perceptions that a person may not have properly studied (DuBrin, 2010).

On-the-job experience helps school principals improve leadership effectively even though they sometimes failed. Failure is a special type of challenging experience that contributes enormously to reaching one's leadership potential. This method helps school principals build community in enhancing relationship, working collaboratively, and accepting their personals. School principals can display their authentic-self with integrity, and developing people with encouragement. On-the-job experience is a clear provider to leadership effectiveness. Without experiences, knowledge cannot willingly be converted into skills. For example, teacher or school staff will need experience to apply and build skills and insight that a person may not have properly studied. Having on-the-job experience is, in almost schools, essential to leadership. For example, teachers or school staffs stay in one job long enough to learn both their success and failure. Failure is a special kind of challenging experience that subsidizes hugely to getting one's leadership potential (DuBrin, 2010).

School principal experience teachers with on-the-job experience to build skills and perceptions, challenging the status quo in order contribute enormously to reach their leadership potential. School principal should be more trustworthy from school staffs and also trust in them with their experience and try to experience them on-the-job experience. Helping teachers or school staffs on-the-job is a critical duty as research demonstrates that much organizational training/learning occurs through informal on-the-job training (Roberts, 2014). On-the-job experience is a clear provider to leadership effectiveness. Without experiences, knowledge cannot willingly be converted into skills. For example, teacher or school staff will need experience to apply and build skills and insight that a person may not have properly studied. Having on-the-job experience is, in almost schools, essential to leadership. For example, teachers or school staffs stay in one job long enough to learn both their success and failure. Failure is a special kind of challenging experience that subsidizes hugely to getting one's leadership potential (DuBrin, 2010). The better method to build trust and respect,

school principal should provide the teachers to obtain hand-on-practice to experience by involving in small-group activities, games, role-plays, or simulations, or by following up critical events with discussion and reflection (Nahavandi, 2015). Therefore, self-awareness is achieved through clarification of core values, such as loyalty, duty, respect, and personal courage and development of mental, physical, and emotional attributes (Nahavandi, 2015).

Hand-on practice helps experience management and solves problems. School principals can build community in enhancing relationship and working collaboratively, display authenticity with integrity, and developing people with encouragement. School principal should let teachers have hand-on practice to manage experience and solve problem creatively, have indoor challenge and outdoor challenge programs to encourage their perspectives in order to reach their leadership potential. School principal should use a survey of a handful of people with 360-degree feedback in order to reflect behaviors and attitudes, and try to motivate them to develop trust “honest weights and measures.”

Indoor challenge program can reach one’s leadership potential; especially school principals can build community with enhancing relationship and working collaboratively. Display authenticity with integrity and develop others with encouragement. Offering training program with indoor and outdoor challenges, so that they can pursue the school mission and objectives they want within the school. Leader must help followers understand the need for change to realize the needs for transform both passionately and knowledgeably (DuBrin, 2010).

Outdoor challenge program puts participants physically and mentally through increasingly difficult activities. This program helps learn self-management, self-discipline, and teamwork such as obstacle courses, climbing, sport competitions, and games. It seeks innovative ways to both engage and entertain workshop and training participants, aims at personal growth and increasing self-confidence by conquering fears, and challenges such as climbing poles, walking across rope bridges, and build trust and cooperation among members, teams, organizations such as falling backward to be caught by teammates or going through obstacles course blindfolded with the help of a partner (Nahavandi, 2015). This program helps school principals encourage teachers to experience by building community with enhancing relationship and working

collaboratively. With outdoor challenges, school principals try out new characteristics in order to display authenticity with integrity, influence their idealization with building trust and respect, inspire motivation with communicating high expectations to teachers, and develop them with encouragement. Experience such as outdoor challenge programs also encourages teachers to experience by building relationship with outdoor challenges and trying out new characteristics.

Source of experience (work-related task) emerges school principalship to build community with working collaboratively, display authenticity with integrity, and influence their idealization as strong model, inspire motivation in building trust and respect. School principal should let teachers experience with outdoor challenge programs to encourage their relationship, connected with source of experience (work-related task), and challenge the status quo to develop career more effective. To build trust, school principal should train teachers in giving and receiving feedback by providing constructive feedback takes coaching, training, and practice by assessing 360-degree feedback with a general or specific survey of a handful of people to reflect their behaviors and help the school achieve its goals.

Rich developmental experience (developing trust) help school principal display authenticity with integrity, influence idealization in sharing a shared vision and building trust and respect, inspire motivation with inspiring a shared vision, and develop people to commit to the growth of people.

Challenging the status quo effects the career development through skill acquisition. School principals can build community with working collaboratively and interpersonal acceptance, and display authenticity with integrity, influence their idealization as strong model, inspire motivation in building trust and respect. School principal experience teachers with on-the-job experience to build skills and insights, challenging the status quo in order contribute enormously to reach their leadership potential. Challenging Status quo such as with high-responsible job, seeking new information, building new relationship, trying out new behaviors, and learning new skills to develop a better understanding of themselves (Yukl, 2013).

5) Attending feedback-intensive programs

Yukl (2013) showed that learning from experience indicates that it is affected by amount of challenge, variety of tasks or assignments, and quality of feedback. To reflect teachers' behaviors and attitudes, school principal should use 360-degree feedback with a general or specific survey of a handful of stakeholders. School principal should seek 360-degree feedback through formal and informal channels as often as possible from many diverse sources as possible. For example, the feedback from a stakeholder regarding one set of behaviors may be very different, but equally relevant, as feedback from a supervisor, and peers who provide detailed feedback regarding their styles, behaviors, performance, strengths, and weaknesses to develop every teacher to be a strong model (Nahavandi, 2015).

Self-assessment reflects behaviors and attitudes of school principals to build community with interpersonal acceptance, displaying authenticity with having ethically, influence idealization in sharing vision and mission and building trust and respect, inspire motivation with inspiring a shared vision, develop people with encouragement. On the other hand, **self-assessment or need assessment** helps school principals classify their own development needs related to interpersonal relationships of mindful effort including building community with enhancing relationship, displaying authenticity of being to open to being known, idealized influence in building trust and respect, inspirational motivation in communicating high expectations to followers, and developing people with commitment to the growth of people. School principal should do self-assessment to help teachers identify their own development needs related to interpersonal relationships. One important thing for school principal is need assessment which is source of data for evaluating leadership development needs (self-perception including the results of quiz, perceptions by superiors, followers and peers including 360-degree survey result, psychological evaluation, and the importance of leaders who can deal effectively with diversity in order to help school principals classify their developmental needs (DuBrin, 2010). Therefore, school principal makes sure that he/she uses training needs assessments to comprehend teachers' development needs and give them the abilities they need to do their teaching and learning effectively. Committing to greatness of leader is able to dignify people nature and enhance societies (DuBrin, 2010).

Self-discipline is needed to monitor one's characteristics to ensure that the essential self-improvement takes place that help school principals to make an effort of mindfulness, help them identify their developing needs and strong belief in personal growth by knowing their strengths and self-limitations including building community with enhancing relationship, displaying authenticity of being to open to being known, idealized influence in sharing vision and mission, building trust and respect, inspirational motivation in communicating high expectations to followers, and developing people with commitment to the growth of people. For example, self-discipline by doing self-assessment quiz to help leader identify his/her own development needs related to interpersonal relationships to make mindful effort to teachers. On the other hand, self-discipline plays a crucial role in the unceasing monitoring of one's actions to confirm that need self-improvement takes place and self-discipline also build personal improvement and have a healthy belief in personal growth (DuBrin, 2010). Hence, self-discipline by doing self-assessment quiz to help leader identify his/her own development needs related to interpersonal relationships and self-discipline is needed to monitor one's behavior to ensure that the necessary self-improvement takes place in order to make teachers mindful, help them identify their developmental needs and grow their healthy believes in personal growth and know their strengths and self-limitations. Training them with awareness such needs assessment (personal SWOT analysis), self-discipline in order to review the specific strengths, assets, and resources that they can draw on to carry out the strategy.

Individual awareness help enhance positive relationship with position of school principal in order to build community. DuBrin (2010) explained that leader must raise follower's awareness to make them be aware of essence and values of promised rewards and achieve them. Self-awareness is considered the foundations or the cornerstone of leadership development; it is the beginning point and basic building block (Nahavandi, 2015). A promising new area of self-awareness is for leaders to recognize their standing on two key dimensions of leadership: forceful versus enabling and strategy versus operational (DuBrin, 2010). The vital role of self-awareness in effective leadership help learn faster, find the courage to move ahead, persevere as school principal carry out his/her plan, credit to bring back from the brink of bankruptcy, obtain motivation in decision-making.

Personal SWOT analysis provides school principals' strengths, weaknesses including displaying authenticity of being to open to being known, idealized influence in building trust and respect, inspirational motivation in communicating high expectations to followers. School principal should accept self-mistakes and self-limitation and seek new experience. Seeking new experience that will challenge the leader to move outside the comfort zone and provide an opportunity to learn something about oneself; including opportunities to fail (Nahavandi, 2015). School principal should let teacher understand personal SWOT analysis to know their strengths weaknesses, opportunities, and threats in order to reflect their potential opportunities and threats. Therefore, self-awareness is achieved through clarification of core values, such as loyalty, duty, respect, and personal courage and development of mental, physical, and emotional attributes (Nahavandi, 2015). Roberts (2014) explained that the final foundational element of a comprehensive training and development program is a needs assessment (personal SWOT analysis). At the macro level, it is important to link training needs with a SWOT (strength, weakness, opportunity, and threat) analysis to ascertain the interface between macro mission interests and strategic needs.

Feedback-intensive programs help leaders improve by seeing more obviously their arrangements of behavior, the reasons for such behaviors, and the impact of these behaviors and characteristics on their effectiveness (DuBrin, 2010). On the other hand, skill-based programs involve obtaining capacities and methods that can be transformed into action. Such training relates to a considerable element of "how to." Five approaches of skill-based training are lecture, case study, Role-play the behavior and gather feedback, behavior role modeling depends on social learning theory, and simulation gives participants the opportunity to work on issue that simulates an authentic organization. During simulations, participants plays role of organizational leaders and devise solutions to problems. Feedback on performance is provided. Nahavandi (2015) explained that feedback-intensive programs are one of the most popular methods of leadership development at all levels such as 360-degree feedback or multi-method feedback programs. The goal is to assess leaders' strengths and weakness and to identify development needs. In, aptitude tests, personality tests, role-plays, simulations, and experiential exercise, as well as many other methods. Getting

accurate feedback can be a developmental event and getting such feedback get harder as leaders move up the organizational ladder. Therefore, the feedback-intensive program can develop school principals to grow their personality including (1) building community in order to enhance relationship and accept their own personality, (2) displaying authenticity in self-awareness and having ethically, and (3) idealized influence as a strong model and building trust and respect. On the other hand, feedback on new learning and follow-up help the school meet goals by providing leaders with insight into the skills by creating action plan for improvement of each teacher. School principal should learn how to feedback on new learning and follow-up to see their attitudes changed. On the other hand, he/she provides self-assessment quiz to have informal relationship and help new staff adjust well to the school and can achieve the goals (DuBrin, 2010).

Nahavandi (2015) gave more explanation that in 360-degree program, the leaders are assessed by individuals around them, including direct reports, supervisors, peers, and in some cases, clients and other stakeholders who provides detailed feedback regarding their styles, behaviors, performance, strengths, and weaknesses. Therefore, the effectiveness of 360-degree feedback programs depend on many factors as follows: (1) organizational buy-in and readiness; (2) involve direct supervisors; (3) confidentiality and careful administration; (4) clear questions; (5) well-trained facilitator; (6) focus on behaviors; (7) avoid personal comments; (8) clear explanation of purpose and goals; (9) separate feedback from groups ; (10) follow-up; and (11) combine with other developmental programs.

6) Acquiring Education

Logical study (mathematics) helps school principals solve complex problems as well as solve problems occurred in community including building community in enhancing relationship, and displaying authenticity of being open to being known and self-awareness. School principal should use change education with logical study, reading biographies about successful people in order to be aware of solving complex problem, intelligent, well-informed people who gather knowledge (DuBrin, 2010). School principal should think deeply about his/her emotion and behavior, and consider how they affect the people around and align with his/her values.

Moreover, leader must be brave to defeat himself/herself by the belief that he/she must be “fearless” from a physiological or feelings standpoint, a form of emotional perfectionism that cripples faith (Roberts, 2014).

Reading biographic about successful people builds good foundation of concepts and enhances positive relationship with position for school principals including displaying authenticity of being open to being known, self-awareness, and having ethically. Reading biographies and autobiographies about successful people is a good foundation of concepts about leadership. Moreover, there is a positive relationship between the amount of formal education and the level of leadership position achieved (DuBrin, 2010).

Giving formal education with positive correlation with achieving managerial and leadership position to be intelligent, well-performed (DuBrin, 2010) for school principals including displaying authenticity of being open to being known and self-awareness, idealized influence as strong models.

Providing self-study to be intelligent and help school principals utilize influence via logical persuasion to create problem solving including building community in enhancing relationship, displaying authenticity of being open to being known and self-aware, idealized influence in sharing vision and mission and building trust and respect. Providing self-study with information for creative problem solving and being intelligently alert also helps them utilize influence via logical persuasion (DuBrin, 2010).

7) Building Motivation

Models of Herzberg’s Motivators and Hygiene Factors (factors for satisfaction and factors for dissatisfaction) help school principals reduce their follower’s dissatisfaction and encourage satisfaction, develop trust “honest weights and measures” to be fearless from a physiological or feelings standpoint and commit to a “best-practice” to develop followers.

School principal should contribute the others’ personal and professional growth by using models of Herzberg’s Motivators and Hygiene Factors. Factors for satisfaction included achievement, recognition, the work itself, responsibility, advancement, and growing; and factors for dissatisfaction included organization

policies, supervision, relationship with supervisor or peers, work conditions, salary, status, security, and personal life to evaluate individual needs, and provide training and development opportunities accordingly (Whitehead et al., 2013). To apply this theory, school principal firstly should motivate them to eliminate the dissatisfaction they are experiencing, and secondly, he/she need to help them find satisfaction. On the other hand, DuBrin (2010) explained that followers are able to go beyond an emphasis on slight satisfaction to a seeking for self-fulfillment because leader helps them search for self-fulfillment. Therefore, school principals are able to build community with interpersonal acceptance, display authenticity with having ethically, and develop people with commitment to the growth of people and encouragement.

Recommendations

The recommendations based on the research findings were:

Practical Recommendations

1. Primary school principals should be developed into the five leadership characteristics by organizing the training to increase their abilities and understanding and develop themselves to become leaders who have those five leadership characteristics. As Priority Needs Index Modified (PNI modified) found (1) building community, (2) displaying authenticity, (3) idealized influence, (4) inspirational motivation, and (5) developing people, respectively. It is recommended that primary school principals should do their self-development of the leadership characteristics.

2. Primary school principals should perform themselves reliably in school administration. Therefore, teachers could perceive to follow. The findings revealed that school principals should enhance stronger relationships, to work collaboratively, and to value more perceptions of teachers. School principals should be open-minded, to build more self-awareness, to encourage more the teachers' decision-making. School principals should be strong role model for teachers and school members, to make more decisions with teachers. School principals should share vision and mission to clarify the school's goals more than their self-interests. School principals should help teachers grow and succeed, maximize work for their personal and professional development. The findings showed that the perceptions of school principals were high levels in those characteristics while the perceptions of teachers were low and middle levels.

3. Ministry of Education, Youth and Sport, especially Phnom Penh Municipal Department should have better policy to develop primary school principals to be servant leaders and transformational leaders. Those primary school principals should attend developmental programs, get coaching and mentoring, get experiences, attend feedback-intensive programs, acquire education, and building motivation. Through the guidelines mentioned above, school principals can build interpersonal abilities and understanding to increase leadership effectiveness and maximize their appraisal performance. The research findings showed that leadership development methods could close the gap in number of qualified primary school principals. On the other hand, servant leadership helps school principals hearten teachers and stakeholders by learning to serve, serving to lead, and leading to change, and transformational leadership help school principals lead school with engagement, empowerment and energization to create high performance.

Further Research Recommendations

1. The research results from quantitative data showed the five leadership characteristics of primary school principals are needed to be developed and trained. However, these findings are limited to the different perceptions of teachers and school principals in primary schools. Next, the researcher should study qualitative data to reveal in what barriers that school principals are facing with their leadership management.

2. It is recommended that the population of primary school principals in Phnom Penh was limited to obtain further information in order to compare between primary school principals in Phnom Penh Municipality and other provinces.

3. The conceptual framework of the leadership development came up with leadership theories such as servant leadership and transformational leadership, but further research is needed to study the selected modern leadership theories that would help give further information in this field.

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APPENDIXES

จุฬาลงกรณ์มหาวิทยาลัย
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Appendix A Theoretical Framework Confirmation

Framework Confirmation

1. Topic: Guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia

2. Research Objective: To study the theoretical frameworks of leadership characteristics

3. School principal challenges in Cambodia

School principal challenges in Cambodia	(MOEYS, 2014)	(Sitha, et Al., 2016)	(Mok et al., 2013)	(Siek, 2014)	(Long, 2014)	(Samm, et al., 2014)
1. Low Awareness	✓			✓	✓	
2. Lack of building Communities	✓			✓		
3. Shortage of envisioning the future	✓					
4. Lack of sharing leadership	✓	✓			✓	
5. Low performance (of staff management)	✓			✓		
6. Lack of creative problem solving	✓	✓			✓	
7. Lack of working collaboratively			✓			
8. Listening to the elders			✓			
9. Unclear vision				✓		
10. Lack of communicating others					✓	
11. Little supporting followers' needs					✓	
12. Low Creativity to change					✓	
13. Being irresponsible for work					✓	✓
14. Lack of challenging status quo					✓	✓
15. Trying more to be a role model					✓	✓
16. Lack of Promoting others to achieve goals					✓	
17. Putting self-interest first					✓	
18. Little sharing vision with followers					✓	
19. More Empowering teachers and staffs				✓		✓
20. Low stewardship to lead change				✓		
21. Lack of enhancing relationship					✓	
22. Lack of motivation of holistic mindset						✓
23. Failure of building trust and respects to others		✓				
24. it is hard to accept in different personality			✓			

4. Comparison between transformational leadership, authentic leadership and servant leadership to match closely to school principal challenges

Comparison between transformational leadership, authentic leadership and servant leadership to match closely to school principal challenges	Transformational Leadership	Authentic Leadership	Servant leadership	School Principals' Challenges
1. Idealized Influence (charisma)				
A strong role model	✓		✓	★
Sharing vision and mission	✓		✓	★
Building trust and respect	✓			★
2. Inspirational Motivation				
Communicating high expectations to followers (Listening receptively)	✓		✓	★
Inspired a shared vision	✓			★
3. Intellectual Stimulation				
Be creative	✓			★
Challenge the process	✓		✓	★
Promoting others to maximize school's benefit				★
4. Idealized Consideration				
Supporting by listening to the followers' needs	✓		✓	★
Being responsible for helping followers grow through personal challenge	✓		✓	★
Directing with high degree of structure (high performance of staff management)	✓			★
5. Self-Awareness				
Understanding his/her own weaknesses and strengths (humility)		✓	✓	
Valuing others		✓	✓	
6. Internalized Moral Perspective				
Authentic-self or displaying authenticity		✓	✓	
7. Balanced Processing				
Opening about individual perspectives		✓	✓	
Considering others' perspectives		✓	✓	
8. Relational Transparency			✓	
Being open-minded and integrity		✓	✓	

Comparison between transformational leadership, authentic leadership and servant leadership to match closely to school principal challenges	Transformational Leadership	Authentic Leadership	Servant leadership	School Principals' Challenges
Enhancing strong relationship with others		✓	✓	★
9. Valuing People				
Believing in people (trust and respect)			✓	★
Putting others first (altruism)			✓	★
Listening receptively			✓	★
10. Developing People				
Commitment to the growth of people			✓	★
Modeling			✓	★
Encouraging others (community spirit)			✓	
11. Building Community				
Enhancing relationship (healing)		✓	✓	★
Working collaboratively			✓	★
Interpersonal acceptance			✓	★
12. Displaying authenticity				
Being open to being know (transparent)		✓	✓	★
Self-awareness (Being learners, wisdom)			✓	★
Integrity		✓	✓	★
Having ethically			✓	
13. Envisioning the future				★
Envisioning the future			✓	★
Challenging the status quo			✓	★
Clarifying goals			✓	★
14. Sharing leadership				★
Empowering others			✓	★
Sharing status (humility)			✓	★
Stewardship			✓	★

Appendix B Results of Checking Content Validity

Results of Checking Content Validity by Analyzing

Item Objective Congruence (IOC)

Item	Leadership Characteristics of Primary School Principals	Experts			Total	IOC
		1	2	3		
1. Valuing people						
<i>Primary School Principal...</i>						
1	Respects every teacher	1	1	1	3	1
2	Believes in the interpersonal potential of each person	1	1	1	3	1
3	Puts the need of others before self-interest	1	1	1	3	1
4	Shows love and compassion	0	1	1	2	0.6
5	Listens receptively to bring ideas to make a decision for school improvement	1	1	1	3	1
2. Developing people						
<i>Primary School Principal...</i>						
6	Gives chances for people to develop to their full potential	1	1	1	3	1
7	Dedicates to develop school members to professional	1	1	1	3	1
8	Builds a climate that encourage	1	0	1	2	0.6
9	Leads by personal example	1	1	1	3	1
10	Contributes the others' personal and professional growth	1	1	1	3	1
11	Encourages others to involve shared decision-making for personal growth	1	1	1	3	1
3. Building community						
<i>Primary School Principals...</i>						
12	Always relates well to followers	1	1	1	3	1
13	Has faith to perform various tasks to achieve goals	1	1	0	2	0.6
14	Facilitates the building of team	1	1	1	3	1
15	Instills to be creative in community	1	0	1	2	0.6
16	Challenge teamwork to work collaboratively	1	1	1	3	1
17	Accepts interpersonal varieties	1	1	1	3	1

Item	Leadership Characteristics of Primary School Principals	Experts			Total	IOC
		1	2	3		
18	Forgives mistakes of others with compassion	1	1	0	2	0.6
19	Respects to positive attitude of others	1	1	1	3	1
4. Displaying authenticity						
<i>Primary School Principals...</i>						
20	Is responsible to others	1	1	1	3	1
21	Accepts self-mistakes and self-limitation	1	1	1	3	1
22	Is self-aware and open to inputs from followers	1	1	1	3	1
23	Has ability to do self-assessment before making decision, doing, or acting various behaviors	1	1	0	2	0.6
24	Is trustworthy	1	1	1	3	1
25	Demonstrates high ethical and honest	1	1	1	3	1
26	Loves others with compassion	1	0	1	2	0.6
5. Envisioning the future						
<i>Primary School Principals...</i>						
27	Adapts current situation to build the school future	1	1	1	3	1
28	Uses intuition and foreseeing to see the unforeseeable	1	0	1	2	0.6
29	Clarifies a clear goal to work productivity	1	1	1	3	1
30	Challenges to determine priority to every work of school.	1	1	1	3	1
31	Encourages risk-taking	1	1	1	3	1
32	is able to turn negatives into positives	1	1	1	3	1
33	Analyzes situation towards decision for the possible future	1	1	1	3	1
6. Sharing leadership						
<i>Primary School Principals...</i>						
34	Shares responsibility to be familiar to group and school	1	1	1	3	1
35	Empowers followers by sharing power	1	1	1	3	1
36	Builds trust and accountability for school members	1	1	1	3	1
37	Goes beyond self-interests to meet the school members' needs	1	1	1	3	1
38	Is humble and promote others	1	1	0	2	0.6
39	Does not demand or expected honor for being leader	1	1	1	3	1

Item	Leadership Characteristics of Primary School Principals	Experts			Total	IOC
		1	2	3		
7. Idealized Influence						
<i>Primary School Principals...</i>						
40	Instills trust for being participated in defining vision	1	1	0	2	0.6
41	Puts others' interest first for the good of the group	1	1	1	3	1
42	Creates better approach that respects each other	1	1	1	3	1
43	Displays a strong confidence and power.	1	1	1	3	1
44	Shares the most crucial values and beliefs	1	1	1	3	1
45	Clarifies a clear goal to change the school future	1	1	1	3	1
46	Considers the moral and ethical concern of decisions	1	0	1	2	0.6
47	Provides the essence of vision and a sense of mission	1	1	1	3	1
8. Inspirational Motivation						
<i>Primary School Principals...</i>						
48	Speaks optimistically about the school future	1	1	1	3	1
49	Talks enthusiastically in completing task	1	1	1	3	1
50	Expresses vision clearly to advance profession	1	1	1	3	1
51	Encourages creativity to achieve the goal	1	1	0	2	0.6
9. Intellectual stimulation						
<i>Primary School Principals...</i>						
52	Reexamines reasonable assumptions to question whether they are acceptable	1	1	1	3	1
53	Seeks various viewpoint to solve problem creativity	1	1	1	3	1
54	Stimulates to initiative new things without blaming to practice that failure	1	1	1	3	1
55	Promotes directly within day-by-day assignments to maximize benefits in school	1	1	1	3	1
10. Individualized consideration						
<i>Primary School Principals...</i>						
56	Spends time coaching and giving some advice	1	1	1	3	1
57	Threats fairly as individual rather than group	1	1	1	3	1
58	Gives specific directives with a high degree of structure	1	1	1	3	1
59	Uses delegation to help grow through individual challenge	1	1	1	3	1

Appendix C Research Instruments

(Questionnaire for Primary School Principal)

“Guidelines for the leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia”

.....

Instruction

This questionnaire is applied with primary school principals to make sure that each specification can be reliable in the context of Cambodia. The questionnaire is divided into two sections:

Section 1: Demographic information about the participants

Instruction: Please tick (✓) in the box that is true for you.

1. Sex: 1) Male 2) Female
2. Age: 1) Under 30 2) 30-39 3) 40-49
 4) 50-59 4) 60 up
3. Qualification 1) Under Bachelor 2) Bachelor 3) Master
 4) Doctor 5) Other (.....)
4. Experience (years) 1) Less than 5 2) 5-9 3) 10-14
 4) 15-19 years 5) 20 up

Section 2: Actual and Desirable levels of leadership characteristics of primary school principals

Instruction: Please tick (✓) in the column from 5 to 1 that most closely matches the actual and desirable levels of leadership’s characteristics of primary school principals. Then, leave your comment or suggestion.

- 1 means the actual level of leadership’s characteristics is at *the lowest level*
- 2 means the actual level of leadership’s characteristics is at *low level*
- 3 means the actual level of leadership’s characteristics is at *moderate level*
- 4 means the actual level of leadership’s characteristics is at *high level*
- 5 means the actual level of leadership’s characteristic is at *the highest level*

(Cont.)

3. Building Community

Item	Characteristics of leadership	Actual level					Desirable Level				
		1	2	3	4	5	1	2	3	4	5
12	I always relate well to followers.										
13	I have faith to perform various tasks to achieve goals.										
14	I facilitate the building of team.										
15	I instill to be creative in community.										
16	I challenge teamwork to work collaboratively.										
17	I accept interpersonal varieties of others.										
18	I forgive mistakes of others with compassion.										
19	I respect to positive attitude of others.										

4. Displaying Authenticity

Item	Characteristics of leadership	Actual level					Desirable Level				
		1	2	3	4	5	1	2	3	4	5
20	I am responsible to others.										
21	I accept self-mistakes and self-limitation.										
22	I am self-aware and open to input from followers.										
23	I have ability to do self-assessment before making decision, doing, or acting various behaviors.										
24	I am trustworthy from followers.										
25	I demonstrate high ethical and honesty.										
26	I love others with compassion.										

5. Providing Leadership

Item	Characteristics of leadership	Actual level					Desirable Level				
		1	2	3	4	5	1	2	3	4	5
27	I adapt current situation to build the school future.										
28	I use intuition and foreseeing to see the unforeseeable.										

(Questionnaire for Primary School Teacher)

“Guidelines for leadership development of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia”

Instruction

This questionnaire is applied with primary school teachers to make sure that each specification can be reliable in the context of Cambodia. The questionnaire is divided into two sections:

Section 1: Demographic information about the participants

Instruction: Please tick (✓) in the box that is true for you.

- | | | | |
|-----------------------|--|---|------------------------------------|
| 1. Sex: | <input type="checkbox"/> 1) Male | <input type="checkbox"/> 2) Female | |
| 2. Age: | <input type="checkbox"/> 1) Under 30 | <input type="checkbox"/> 2) 30-39 | <input type="checkbox"/> 3) 40-49 |
| | <input type="checkbox"/> 4) 50-59 | <input type="checkbox"/> 4) 60 up | |
| 3. Qualification | <input type="checkbox"/> 1) Under Bachelor | <input type="checkbox"/> 2) Bachelor | <input type="checkbox"/> 3) Master |
| | <input type="checkbox"/> 4) Doctor | <input type="checkbox"/> 5) Other (.....) | |
| 4. Experience (years) | <input type="checkbox"/> 1) Less than 5 | <input type="checkbox"/> 2) 5-9 | <input type="checkbox"/> 3) 10-14 |
| | <input type="checkbox"/> 4) 15-19 years | <input type="checkbox"/> 5) 20 up | |

Section 2: Practical level of leadership characteristics for primary school principals

Instruction: Please tick (✓) in the column from 5 to 1 that most closely matches the practical level of leadership’s characteristics. Then, leave your comment or suggestion.

1 means the actual level of leadership’s characteristics is at *the lowest level*

2 means the actual level of leadership’s characteristics is at *low level*

3 means the actual level of leadership’s characteristics is at *moderate level*

4 means the actual level of leadership’s characteristics is at *high level*

5 means the actual level of leadership’s characteristic is at *the highest level*

កម្រងសំណួរសម្រាប់ការស្រាវជ្រាវ

(សម្រាប់នាយកសាលាបឋមសិក្សាសាធារណៈ) ស្តីអំពី

កម្រិតជាក់ស្តែងបច្ចុប្បន្ននិងការរំពឹងទុកអំពីបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំរបស់
នាយកសាលាបឋមសិក្សាសាធារណៈនៅរាជធានីភ្នំពេញ។

ផ្នែកទី ១ ទិន្នន័យផ្ទាល់ខ្លួនរបស់អ្នកចូលរួមបំពេញកម្រងសំណួរ

បញ្ហាទី ៖ សូមគូសសញ្ញា (✓) ដាក់ក្នុងប្រអប់ និងបំពេញចន្លោះខាងក្រោមតាមកម្រិតជាក់ស្តែង៖

- ១. ភេទ៖ ១) ប្រុស ២) ស្រី
- ២. អាយុ៖ ១) ក្រោម ៣០ ២) ៣០-៣៩ ៣) ៤០-៤៩
 ៤) ៥០-៥៩ ៥) ៦០ ឡើង
- ៣. កម្រិតការសិក្សា៖ ១) ក្រោមបរិញ្ញាបត្រ ២) បរិញ្ញាបត្រ ៣) បរិញ្ញាបត្រជាន់ខ្ពស់
 ៤) បណ្ឌិត ៥) ផ្សេងៗ (.....)
- ៤. បទពិសោធន៍(ឆ្នាំ) ១) តិចជាង ៥ ឆ្នាំ ២) ៥-៩ ឆ្នាំ ៣) ១០-១៤ ឆ្នាំ
 ៤) ១៥-១៩ ឆ្នាំ ៥) ២០ ឆ្នាំ ឡើង

ផ្នែកទី ២ កម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតការរំពឹងទុកអំពីបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំ
របស់នាយកសាលា។

បញ្ហាទី ៖ សូមមេត្តាគូសសញ្ញា (✓) ក្នុងប្រអប់បញ្ជីរណាមួយនៃកម្រិតជាក់ស្តែងបច្ចុប្បន្នដែល
លោកអ្នកគិតថាសមស្របបំផុត។ បន្ទាប់មក សូមមេត្តាគូសសញ្ញា (✓) ក្នុងប្រអប់បញ្ជីរណាមួយនៃ
កម្រិតរំពឹងទុកនាពេលអនាគតដែលលោកអ្នកគិតថាសមស្របបំផុត។ ក្នុងប្រអប់បញ្ជីនីមួយៗ
ចាប់ផ្តើមពី ១ ដល់ ៥ មានន័យថាកម្រិតទាបបំផុត ដល់កម្រិតខ្ពស់បំផុតនៃបុគ្គលិកលក្ខណៈភាព
ជាអ្នកដឹកនាំរបស់នាយកសាលាដូចខាងក្រោម៖

- ១ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតទាបបំផុត
- ២ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតទាប
- ៣ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតមធ្យម
- ៤ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតខ្ពស់
- ៥ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតខ្ពស់បំផុត

កម្រងសំណួរសម្រាប់ការស្រាវជ្រាវ

(សម្រាប់លោកគ្រូ-អ្នកគ្រូសាលាបឋមសិក្សាសាធារណៈ) ស្តីអំពី

កម្រិតជាក់ស្តែងបច្ចុប្បន្ននិងការរំពឹងទុកអំពីបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំរបស់
នាយកសាលាបឋមសិក្សាសាធារណៈនៅរាជធានីភ្នំពេញ។

ផ្នែកទី ១ ទិន្នន័យផ្ទាល់ខ្លួនរបស់អ្នកចូលរួមបំពេញកម្រងសំណួរ

បញ្ហាទី ៖ សូមគូសសញ្ញា (✓) ដាក់ក្នុងប្រអប់ និងបំពេញចន្លោះខាងក្រោមតាមកម្រិតជាក់ស្តែង៖

- ១. ភេទ៖ ១) ប្រុស ២) ស្រី
- ២. អាយុ៖ ១) ក្រោម ៣០ ២) ៣០-៣៩ ៣) ៤០-៤៩
 ៤) ៥០-៥៩ ៥) ៦០ ឡើង
- ៣. កម្រិតការសិក្សា៖ ១) ក្រោមបរិញ្ញាបត្រ ២) បរិញ្ញាបត្រ ៣) បរិញ្ញាបត្រជាន់ខ្ពស់
 ៤) បណ្ឌិត ៥) ផ្សេងៗ (.....)
- ៤. បទពិសោធន៍(ឆ្នាំ) ១) តិចជាង ៥ ឆ្នាំ ២) ៥-៩ ឆ្នាំ ៣) ១០-១៤ ឆ្នាំ
 ៤) ១៥-១៩ ឆ្នាំ ៥) ២០ ឆ្នាំ ឡើង

ផ្នែកទី ២ កម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតការរំពឹងទុកនាពេលអនាគតអំពីបុគ្គលិកលក្ខណៈភាព
ជាអ្នកដឹកនាំរបស់នាយកសាលា។

បញ្ហាទី៖ សូមមេត្តាគូសសញ្ញា (✓) ក្នុងប្រអប់បញ្ជីណាមួយនៃកម្រិតជាក់ស្តែងបច្ចុប្បន្នដែល
លោកអ្នកគិតថាសមស្របបំផុត។ បន្ទាប់មក សូមមេត្តាគូសសញ្ញា (✓) ក្នុងប្រអប់បញ្ជីណាមួយនៃ
កម្រិតរំពឹងទុកនាពេលអនាគតដែលលោកអ្នកគិតថាសមស្របបំផុត។ ក្នុងប្រអប់បញ្ជីនីមួយៗ
ចាប់ផ្តើមពី ១ ដល់ ៥ មានន័យថាកម្រិតទាបបំផុត ដល់កម្រិតខ្ពស់បំផុតនៃបុគ្គលិកលក្ខណៈភាព
ជាអ្នកដឹកនាំរបស់នាយកសាលាដូចខាងក្រោម៖

- ១ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតទាបបំផុត
- ២ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតទាប
- ៣ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតមធ្យម
- ៤ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតខ្ពស់
- ៥ មានន័យថាកម្រិតជាក់ស្តែងបច្ចុប្បន្ន និងកម្រិតរំពឹងទុកនាពេលអនាគត
នៃបុគ្គលិកលក្ខណៈភាពជាអ្នកដឹកនាំគឺនៅកម្រិតខ្ពស់បំផុត

៥៣	ស្វែងរកទស្សនៈយោបល់ដើម្បីដោះស្រាយបញ្ហាដោយមានភាពច្នៃប្រឌិត													
៥៤	ដាស់ស្មារតីរាល់ការបង្កើតថ្មីដោយគ្មានបន្ទោសរាល់ការអនុវត្តដែលបរាជ័យ													
៥៥	គាំទ្រដោយផ្ទាល់ជារៀងរាល់ថ្ងៃដើម្បីបង្កើនផលប្រយោជន៍ក្នុងសាលារៀន													

១០. ការពិចារណាពីឧត្តមភាពនៃបុគ្គលម្នាក់ៗ

ល.រ	បុគ្គលិកលក្ខណៈនៃភាពជាអ្នកដឹកនាំ	កម្រិតជាក់ស្តែងបច្ចុប្បន្ន					កម្រិតរំពឹងទុកនាពេលអនាគត							
		១	២	៣	៤	៥	១	២	៣	៤	៥			
	<i>នាយកសាលាតែងតែ.....</i>													
៥៦	ចំណាយពេលបង្ហាត់បង្រៀននិងផ្តល់ដំបូន្មានមួយចំនួន													
៥៧	ផ្តល់ភាពយុត្តិធម៌ដល់បុគ្គលម្នាក់ៗជាងក្នុងក្រុម													
៥៨	ផ្តល់គោលដៅជាក់លាក់ជាមួយកម្រិតខ្ពស់នៃរចនាសម្ព័ន្ធសាលារៀន													
៥៩	ផ្តល់ការងារដើម្បីជួយភាពរីកចម្រើនតាមរយៈការជំរុញតាមជំនាញនៃបុគ្គលនីមួយៗ													

Appendix D Evaluation Form and Guidelines for the Leadership Development

Evaluation Form (Part 1)

Guidelines for Primary School Principals under the Jurisdiction of Phnom Penh Municipals Department of Education, Youth and Sport in Cambodia						
Evaluation Form of Guidelines for Primary School Principals	The lowest level	Low level	Moderate level	High level	The highest level	Leave your recommendations to develop leadership characteristics as follows: <i>1. Building community</i> <i>2. displaying authenticity</i> <i>3. Idealized influence</i> <i>4. Inspirational motivation</i> <i>5. Developing people</i>
	1	2	3	4	5	
Building self-awareness						
Single-loop learning & Double-loop learning						
Need assessment						
Individual awareness						
Personal Reflection						
Acquiring Education						
Logical study						
Reading biographies and autobiographies about successful people						
Giving formal education						
Providing self-study						
Attending developmental Programs						
Task assessments						
Lecture, Role-playing, workshop						
Case studies with critical thinking						

Guidelines for Primary School Principals under the Jurisdiction of Phnom Penh Municipals Department of Education, Youth and Sport in Cambodia						
Evaluation Form of Guidelines for Primary School Principals	The lowest level	Low level	Moderate level	High level	The highest level	Leave your recommendations to develop leadership characteristics as follows: <i>1. Building community</i> <i>2. displaying authenticity</i> <i>3. Idealized influence</i> <i>4. Inspirational motivation</i> <i>5. Developing people</i>
	1	2	3	4	5	
Socialization programs						
Getting Experience						
On-the-job experience						
Hand-on practice						
Indoor challenge program						
Outdoor challenge program						
Source of experience						
Challenge the status quo						
Getting coaching						
in groups and in workplace						
Giving emotional support						
Getting mentoring						
Providing self-assessment quiz						
Shadowing						
Online						
Monitoring in-groups and out groups						
Attending succession planning						
Being groomed as a successor						
The process of choosing and fostering a successor						

Guidelines for Primary School Principals under the Jurisdiction of Phnom Penh Municipals Department of Education, Youth and Sport in Cambodia						
Evaluation Form of Guidelines for Primary School Principals	The lowest level	Low level	Moderate level	High level	The highest level	Leave your recommendations to develop leadership characteristics as follows: <i>1. Building community</i> <i>2. displaying authenticity</i> <i>3. Idealized influence</i> <i>4. Inspirational motivation</i> <i>5. Developing people</i>
	1	2	3	4	5	
Challenging of being a new leader						
Training on LMX Theory						
One-on-one relationship						
In-group relationship						
In-group different activities						
Pick in-groups based on competence and contribution						
Attending feedback-intensive programs						
Self-assessment						
Self-discipline						
Personal SWOT analysis						
360-degree feedback						
Building motivation						
Model of Herzberg's motivators and Hygiene Factors (Factors for satisfaction and dissatisfaction)						

Semi-Structured Interview (Part 2)

Guidelines for Primary School Principals under the Jurisdiction of Phnom Penh Municipals Department of Education, Youth and Sport in Cambodia

The research findings revealed 5 characteristics of leadership development of primary school principals. Therefore, how do leadership characteristics of primary school principals develop to promote better in their work performance?

Guidelines for the leadership development of primary school principals	
Leadership Development	Recommendations from leadership development methods
1. Building Community	
<i>1.1 Enhancing relationship</i>
<i>1.2 Working collaboratively</i>
<i>1.3 Interpersonal acceptance</i>
2. Displaying Authenticity	
<i>2.1 Being open to know (transparent)</i>
<i>2.2 Self-awareness (Being learners, wisdom)</i>

Guidelines for the leadership development of primary school principals	
Leadership Development	Recommendations from leadership development methods
<i>2.3 Integrity</i>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>2.4 Having ethically</i>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
3. Idealized Influence	
<i>3.1 A strong role model</i>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>3.2 Sharing vision and mission</i>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>3.3 Building trust and respect</i>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
4. Inspirational Motivation	
<i>4.1 Communicating high expectations to followers</i>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<i>4.2 Inspired a shared vision</i>	<p>.....</p> <p>.....</p>

Guidelines for the leadership development of primary school principals	
Leadership Development	Recommendations from leadership development methods

5. Developing People	
<i>5.1 Commitment to the growth of people</i>
<i>5.2 Modeling</i>
<i>5.3 Encouraging others</i>

Appendix E List of Experts

Group 1: To confirm Theoretical Research Framework

1. Dr. Sarom Mok Deputy Director General,
Ministry of Education, Youth and Sport
2. Dr. Vichheka Khuon Deputy Director General,
Ministry of Education of Youth and Sport
3. Dr. Chan Oeurn Chey Lecturer of Faculty of Sciences,
Royal University of Phnom Penh

Group 2: To check Content Validity Measurement

1. Dr. Vicheanon Khieu Deputy Inspector General,
Ministry of Education, Youth and Sport
2. Dr. Seang Pech Director of Kompong Chheuteal Institute of
Technology
3. Dr. Chan Oeurn Chey Lecturer of Faculty of Sciences,
Royal University of Phnom Penh

Group 3: To evaluate form and propose guidelines

1. Dr. Sarom Mok Deputy Director General,
Ministry of Education, Youth and Sport
2. Dr. Sam Sideth Dy Deputy Director General,
Ministry of Education, Youth and Sport
3. Dr. Sitha Chhihn Deputy Dean of Faculty of Education,
Royal University of Phnom Penh

Appendix F Permission Letters for Cooperation

No. 0512.6(2747)/0316



Department of Educational Administration
 Faculty of Education, Chulalongkorn University
 Chulalongkorn University
 Pathumwan, Bangkok 10330

April 26, 2016

Subject: Request for cooperation to confirm theoretical framework of a master thesis research

Dear Dr. Sarom Mok

Attachment: Thesis proposal summary and theoretical framework

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research conducted by Mr. Sina Thong, one of the students of our Master Program in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "Guidelines for Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

In this research, Mr. Sina Thong needs to interview and confirm the theoretical framework of a master thesis research from experts who specialize in Educational Administration or related field in Education.

We do hope that you will grant permission to Mr. Sina Thong to interview and ask for confirming the theoretical framework as mentioned above. Your kind cooperation is greatly appreciated.

Sincerely Yours,

A handwritten signature in blue ink, appearing to be 'Chayapim Usaho'.

(Assistant Professor Chayapim Usaho, Ph.D.)

Chair of Division

Division of Educational Administration
 Tel. 0 2218-2565 - 97 Ext.7062
 Fax. 0 2218-2562

No. 0512.6(2747)/๐316



Division of Educational Administration
Faculty of Education, Chulalongkorn University
Phayathai Road, Pathumwan
Bangkok 10330, Thailand

April 26, 2016

Subject: Request for cooperation to confirm theoretical framework of a master thesis research

Dear Dr. Chan Oeurn Chey

Attachment: Thesis proposal summary and theoretical framework

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research conducted by Mr. Sina Thong, one of the students of our Master Program in in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "Guidelines for Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

In this research, Mr. Sina Thong needs to interview and confirm the theoretical framework of a master thesis research from experts who specialize in Educational Administration or related field in Education.

We do hope that you will grant permission to Mr. Sina Thong to interview and ask for confirming the theoretical framework as mentioned above. Your kind cooperation is greatly appreciated.

Sincerely Yours,

(Assistant Professor Chayapim Usaho, Ph.D.)
Chair of Division

Division of Education Management
Tel. 0 2218-2565 - 97 Ext. 7062
Fax 0 2218-2562

No. 0512.6(2747)/0316



Division of Educational Administration
 Faculty of Education, Chulalongkorn University
 Phayathai Road, Pathumwan
 Bangkok 10330, Thailand

April 26, 2016

Subject: Request for cooperation to confirm theoretical framework of a master thesis research

Dear Dr. Vichheka Khoun

Attachment: Thesis proposal summary and theoretical framework

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research conducted by Mr. Sina Thong, one of the students of our Master Program in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "Guidelines for Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

In this research, Mr. Sina Thong needs to interview and confirm the theoretical framework of a master thesis research from experts who specialize in Educational Administration or related field in Education.

We do hope that you will grant permission to Mr. Sina Thong to interview and ask for confirming the theoretical framework as mentioned above. Your kind cooperation is greatly appreciated.

Sincerely Yours,

A handwritten signature in black ink, appearing to be 'CU' or similar initials.

(Assistant Professor Chayapim Usaho, Ph.D.)
 Chair of Division

Division of Education Management
 Tel. 0 2218-2565 - 97 Ext. 7062
 Fax 0 2218-2562

No. 0512.6(2747)/0316



Division of Educational Administration
Faculty of Education, Chulalongkorn University
Phayathai Road, Pathumwan
Bangkok 10330, Thailand

April 26, 2016

Subject: Request for cooperation to check content validity measurement of instrument of a master thesis research

Dear Expert in Educational Leadership and Management

Attachment: Thesis Proposal Summary and research instrument

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research conducted by Mr. Sina Thong, one of the students of our Master Program in in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "**Guidelines for Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia**". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

In this research, Mr. Sina Thong needs to check content validity measurement of instrument of a master thesis research from experts who specialize in Educational Administration or related field in Education.

We do hope that you will grant permission to Mr. Sina Thong to interview and ask for confirming the theoretical framework as mentioned above. Your kind cooperation is greatly appreciated.

Sincerely Yours,

A handwritten signature in black ink, appearing to be 'CU' or similar initials.

(Assistant Professor Chayapim Usaho, Ph.D.)

Chair of Division

Division of Education Management

Tel. 0 2218-2565 - 97 Ext. 7062

Fax 0 2218-2562

No. 0512.6(2747)/0316



Division of Educational Administration
Faculty of Education, Chulalongkorn University
Phayathai Road, Pathumwan
Bangkok 10330, Thailand

April 26, 2016

Subject: Request for cooperation to check content validity measurement of instrument

Dear Dr. Seang Pech

Attachment: Thesis proposal summary and research instrument

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research project conducted by Mr. Sina Thong, one of the students of our Master Program in in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "Guidelines for Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

In this research project, Mr. Sina Thong needs to check content validity measurement of instrument of a master thesis research from experts who specialize in Educational Administration or related field in Education.

We do hope that you will grant permission to Mr. Sina Thong to check content validity measurement of instrument of a master thesis research as mentioned above. Your kind cooperation is greatly appreciated.

Sincerely Yours,

A handwritten signature in blue ink, appearing to be 'Usaho'.

(Assistant Professor Chayapim Usaho, Ph.D.)

Chair of Division

Division of Education Management
Tel. 0 2218-2565 - 97 Ext. 7062
Fax 0 2218-2562

No. 0512.6(2747)/0316



Division of Educational Administration
 Faculty of Education, Chulalongkorn University
 Phayathai Road, Pathumwan
 Bangkok 10330, Thailand

April 26, 2016

Subject: Request for cooperation to check content validity measurement of instrument

Dear Dr. Vicheanon Khieu

Attachment: Thesis proposal summary and research instrument

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research project conducted by Mr. Sina Thong, one of the students of our Master Program in in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "Guidelines for Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

In this research project, Mr. Sina Thong needs to check content validity measurement of instrument of a master thesis research form experts who specialize in Educational Administration or related field in Education.

We do hope that you will grant permission to Mr. Sina Thong to interview and ask for confirming the theoretical research framework as mentioned above. Your kind cooperation is greatly appreciated.

Sincerely Yours,

A handwritten signature in black ink, appearing to be 'CU' or similar initials.

(Assistant Professor Chayapim Usaho, Ph.D.)
 Chair of Division

Division of Education Management
 Tel. 0 2218-2565 - 97 Ext. 7062
 Fax 0 2218-2562

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា
អគ្គនាយកដ្ឋានអប់រំ
លេខ: ១១១ រកត.អរ

មន្ទីរអប់រំ យុវជន និងកីឡា រាជធានីភ្នំពេញ
មកដល់: ថ្ងៃទី ០៩ ខែ ឧសភា ឆ្នាំ ២០១៦
ទៅ: ចុះលេខ ១១១
បញ្ជូនមក: ១១១

រាជធានីភ្នំពេញ ថ្ងៃទី ០៩ ខែ ឧសភា ឆ្នាំ ២០១៦

ជម្រាបជូន

លោកស្រីប្រធានមន្ទីរអប់រំ យុវជន និងកីឡា រាជធានីភ្នំពេញ

- កម្មវត្ថុ : សំណើសុំការអនុញ្ញាតឱ្យឈ្មោះ ចោង ស៊ីណា ចុះធ្វើការស្រាវជ្រាវនិងប្រមូលទិន្នន័យ។
- យោង : - លិខិតឧទ្ទេសនាមលេខ ០៥១២.៦ (2724)/០៥៣៥ ចុះថ្ងៃទី០២ ខែឧសភា ឆ្នាំ ២០១៦ នៃសាកលវិទ្យាល័យធុឡាឡុងកន។
- ពាក្យស្នើសុំរបស់សាមីផន ចុះថ្ងៃទី០៥ ខែឧសភា ឆ្នាំ ២០១៦។

តបតាមកម្មវត្ថុនិងយោងខាងលើ ខ្ញុំសូមជម្រាប លោកស្រីប្រធាន មេត្តាជ្រាបថា : លោក ចោង ស៊ីណា ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ផ្នែករដ្ឋបាលអប់រំនៅសាកលវិទ្យាល័យធុឡាឡុងកន នៃប្រទេសថៃ បានស្នើសុំចុះធ្វើការស្រាវជ្រាវនិងប្រមូលទិន្នន័យទាក់ទងនឹងប្រធានបទ "គោលការណ៍ណែនាំសម្រាប់ការអភិវឌ្ឍភាពជាអ្នកដឹកនាំរបស់នាយកសាលាបឋមសិក្សានៅរាជធានីភ្នំពេញ ប្រទេសកម្ពុជា" នៅតាមសាលាបឋមសិក្សាក្នុងរាជធានីភ្នំពេញ រយៈពេល ០៤ សប្តាហ៍ ចាប់ពីថ្ងៃទី១០ ខែឧសភា ឆ្នាំ២០១៦ ដល់ថ្ងៃទី១០ ខែមិថុនា ឆ្នាំ២០១៦ ដើម្បីជាជំនួយក្នុងការសរសេរនិក្ខេបបទបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់នៅសាកលវិទ្យាល័យធុឡាឡុងកន ប្រទេសថៃ។

អាស្រ័យហេតុនេះ សូម លោកស្រីប្រធាន ជួយសម្រួលដល់ការចុះធ្វើការស្រាវជ្រាវ និងប្រមូលទិន្នន័យរបស់និស្សិតខាងលើដោយការគួរ។

សូម លោកស្រីប្រធាន ទទួលនូវការរាប់អានអំពីខ្ញុំ។



- ចម្លងជូន
- ក្រសួងការបរទេស និងសហប្រតិបត្តិការអន្តរជាតិ
 - ស្ថានទូតព្រះរាជាណាចក្រកម្ពុជា ប្រចាំព្រះរាជាណាចក្រកម្ពុជា
- ដើម្បីជូនជ្រាប
 - ឯកសារ-កាលប្បវត្ត អគ.អ

លេខ: ០៩២ ចល.អវបក.អម
បានថតចម្លងត្រឹមត្រូវតាមច្បាប់ជាធរមាន
បញ្ជូនមក : ការិយាល័យមន្ទីរអយក.ក
- គ្រប់ការិយាល័យអប់រំ យុវជន និងកីឡាខណ្ឌ
"ដើម្បីជាព័ត៌មាននិងមុខការ"
បណ្ឌិត ម៉ូកី សារ៉ុប

- គ្រប់សាលាបឋមសិក្សាសាធារណៈ
"ដើម្បីបង្កលក្ខណៈនិងហាមអនាម័យ"
ឯកសារ ករិ. បត
រាជធានីភ្នំពេញ ថ្ងៃទី ០៩ ខែ ឧសភា ឆ្នាំ ២០១៦
ជ. ប្រធានមន្ទីរអប់រំ យុវជន និងកីឡារាជធានីភ្នំពេញ
អគ្គនាយក
ឯម ហិរ

No. 0512.6(2747)/0593



Division of Education Management
Faculty of Education, Chulalongkorn
University, Phayathai Road,
Pathumwan Bangkok 10330, Thailand

June 09, 2016

Subject: Request for cooperation to interview to propose guidelines of a master thesis research

Dear Dr. Sam Sideth Dy

Attachment: Evaluation form of the leadership development

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research project conducted by Mr. Sina Thong, one of the students of our Master Program in in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "Guidelines for the Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

In this research project, Mr. Sina Thong needs to interview and propose guidelines of a master thesis research form experts who specialize in Educational Administration or related field in Education.

We do hope that you will grant permission to Mr. Sina Thong to interview and ask for for proposing guidelines for the leadership development of primary school principals as mentioned above. Your kind cooperation is greatly appreciated.

Sincerely Yours,

(Assistant Professor Chayapim Usaho, Ph.D.)

Chair of Division

Division of Educational Management

Tel. 0 2218-2565 - 97 Ext.7062

Fax. 0 2218-2562

No. 0512.6(2747)/0533



Division of Education Management
 Faculty of Education, Chulalongkorn
 University, Phayathai Road,
 Pathumwan Bangkok 10330, Thailand

June 09, 2016

Subject: Request for cooperation to interview to propose guidelines of a master thesis research

Dear Dr. Sarom Mok

Attachment: Evaluation form of the leadership development

On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research project conducted by Mr. Sina Thong, one of the students of our Master Program in in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "Guidelines for the Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

In this research project, Mr. Sina Thong needs to interview and propose guidelines of a master thesis research form experts who specialize in Educational Administration or related field in Education.

We do hope that you will grant permission to Mr. Sina Thong to interview and ask for for proposing guidelines for the leadership development of primary school principals as mentioned above. Your kind cooperation is greatly appreciated.

Sincerely Yours,

(Assistant Professor Chayapim Usaho, Ph.D.)

Chair of Division

Division of Educational Management

Tel. 0 2218-2565 - 97 Ext.7062

Fax. 0 2218-2562

No. 0512.6(2747)/0533



Division of Education Management
 Faculty of Education, Chulalongkorn
 University, Phayathai Road,
 Pathumwan Bangkok 10330, Thailand

June 09, 2016

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Dear Dr. Sitha Chhinh

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On behalf of the Faculty of Education, Chulalongkorn University. I am writing to request a cooperation in a research project conducted by Mr. Sina Thong, one of the students of our Master Program in in Educational Administration. Mr. Sina Thong is currently conducting his master thesis research on "Guidelines for the Leadership Development of Primary School Principals under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia". This research is under the supervision of Assistant Professor Pongsin Visessiri, Ph.D.

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VITA

Born in 1982, Sina THONG was raised and grew up in Siem Reap province, Cambodia. In 2002, he won the government scholarship for bachelor degree to study at National University of Laos in Lao People's Democratic Republic. There, he has been awarded two Bachelors of Arts in Lao Language and Literature, and English in the academic year in 2007 and 2008.

He has satisfied the requirements of the National Technical Training Institute for the reward of the graduated diploma of technical vocational training instructor in the field of English in 2009.

After resigning his position as a technical vocational training instructor, he had improved a passionate interest in English as a tutor and a volunteer for two years and he had experiences of working with a Christian Church for five years.

With his passion for earning a master degree, he applied and won Thai Royal Princess Scholarship to Faculty of Education at Chulalongkorn University for the Degree of Master of Educational Program in Educational Administration.