

Empirical Impact Study of Transformational Leadership Practices of Educational Leadership Training Team Leaders: A Case Study of the National Institute for Development of Teachers Faculty Staffs and Educational Personnel (NIDTEP).

■ Gregory A. Smith

Abstract. This study examined and identified the prevalent transformational leadership components of project team leaders at the National Institute for the Development of Teachers and Educational Personnel (NIDTEP), and called attention to the correlation between the viewpoints of project team leaders and that of team members who are responsible for training educational administrators and educational staff. A 32-item questionnaire was used to explore the aspects pertaining to the leadership competencies of project team leaders and the perceptions of project team leaders as transformational leaders, as observed by team members and the team leaders themselves. The study was performed over the period from June 2012 to September 2012. The findings indicated that the quality score for transformational components was higher and, thus, is consistent with the leadership characteristics that are directly correlated with the components of the transformational leadership style. However, it was noted that their behaviors were also entwined with the transactional style of leadership while performing their team leadership task as educational facilitators at the NIDTEP.

Keywords : Transformational Leadership, Transactional Leadership, Competency, Components

Introduction and Background

Following the successful reconstruction and approval of the 1997 Constitution, and the passage of the 1999 Education Act, the Thai Government embarked on educational reforms created from policies and guidelines that the government, the business sector, and academia believed would be vital for guiding the nation in the direction of becoming a knowledge-based society: “Thailand demands that employees have higher-level knowledge and skills” (Thailand Education Reform Project March, 2002).

If the processes of learning and development are to have an effect on the economy, political and societal growth of a nation, the leadership training process and system must be designed to fulfill essential requirements that are capable of meeting the basic needs and provide opportunities for the community

At the center of educational development, leadership prevails as playing a crucial role. The role educational training plays in forming educational leaders, those who are and will be responsible for the processes that will impact on the development of learners, is imperative. According to a recent McKinsey Report (2007), “the only way to improve outcomes is to improve instruction”.

The Institute for the Development of Educational Administrators (IDEA)

As Sharma (2002) stated “the Government of Thailand recognizes the need for human resources development of teaching professionals as a key to maintaining standards of education at an internationally competitive level”, and, consequently, enacted an initiative to provide impact training to the county’s educators. The Ministry of Education (MOE) established the Institute for the Development of Educational Administration (IDEA), an educational leadership training agency and center designed to promote the development of educational administrators within the Kingdom of Thailand. This upper level training facility made available a system to deliver knowledge-based

and skill-orientated advancement training for educational administrators, while fostering further refinements in the field of educational administration.

The Ministry of Education, Thailand assigned the IDEA the primary mission to lead the change and prompt the enhancement of educational leadership, knowledge and wisdom to other educational institutions throughout the nation. The institution's responsibilities entailed the development and initiation of curricula that emphasize: Pre-Promotional Advancement Training, Promotional Training, and Executive Development programs for school administrators.

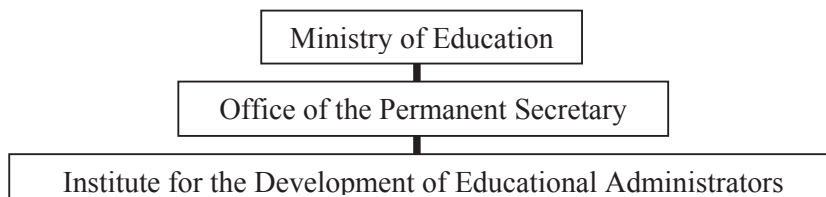


Figure 1. IDEA Established as a unit under the Ministry of

Seeking to strengthen the core foundation of educational reform, in March 2008, the IDEA under the guidance of the MOE was reorganized and reestablished under the new title of the “National Institute for Development of Teachers, Faculty Staffs and Educational Personnel” (NIDTEP).

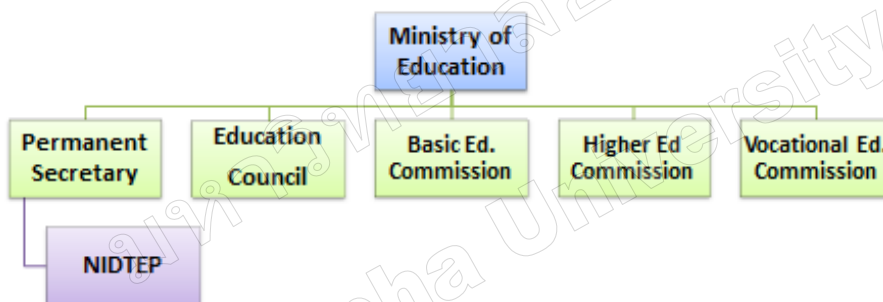


Figure 2. NIDTEP's position in the Ministry of Education Structure

The National Institute for Development of Teachers, Faculty Staffs and Educational Personnel (NIDTEP)

As a national learning venue for leadership development, NIDTEP provides support to administrators through in-service training, in-service training for specific subject areas and specialized training programs, as well as international conferences and organizing educational “Think Tanks”. NIDTEP's strategically designed programs are comprised of a variety of upper level curricula which include: (1) the development of active functioning standards for teachers and educational personnel; (2) the execution of innovative research and development on teachers, and educational personnel training; (3) the mobilization of resources and the development of teachers and educational personnel; (4) the advocacy of academic education and human capital development; and (5) the promotion of administrative development organization to build on academic global competitiveness (NIDTEP vision statement, 2010).

Significance of the Topic

The most significant challenge to education is leadership, that is, how to assemble and maintain an effective organizational culture and processes within educational institutions. The competencies of educational leaders play a pivotal role in, and are essential to, the construction and sustainability of a school's culture, and how the direction of educational reforms and development are governed.

A strong attitude based on transformational leadership behavior is an indispensable competency of project team leaders responsible for and who are involved with the training projects of educational leaders and trainers.

This researcher investigated the transformational leadership competencies as demonstrated by the educational leadership training team leaders at the NIDTEP. Measurements were gauged through identifying the leadership competencies of team project leaders, as outlined in the transformational leadership's Full Range of Leadership model (Avolio & Bass, 1990).

Transactional leadership – a project team leader who is focused on meeting the project assignment. The output is usually the motivation; while impact is seldom a goal. Personal prestige may outweigh the needs to see development of the program or team members, individually or collectively.

Transformational leadership – those team members who are engaged in the practice of empowering team members. They help team members to grow and develop their potential and to create mutual support for the common purpose which is to provide effective training programs to educational administrators and staff.

Literature Review

While many people are both leaders and managers, leadership and management are two distinctive, yet complementary systems; both are necessary for organizational operations success (Ambler, 2012). A manager's task is channeled towards expendable properties, planning, organizing and coordinating and the short term results of operations. However, a leader's job is to inspire and motivate, to concentrate on the long-term outcomes of processes and their impacts. They help establish a shared vision and use management activities to influence a school's culture to focus on learning for all students (Mathews & Crow, 2003).

Leadership styles have been categorized as being autocratic, bureaucratic, democratic, laissez-faire, instructional, transactional or transformational. Autocratic leadership is most often referred to as being authoritarian leadership that is notorious. It is a style characterized by individual control over all decisions which are carried out with little and often no input from others; while, on a similar structure of being controlling, bureaucratic leaders strictly adhere to the rules and policies that have been established. These leadership types make sure that the followers strictly obey the rules and procedures.

Democratic leaders seek the advice of followers. They assume that leaders are flexible and that they can change their style, as situations require. The concepts are useful because it reminds leaders that their central purpose as a leader is to help subordinates define and reach their goals in an efficient manner. On the other hand, laissez-faire leadership, a 'hands off' form of governance, whereby leaders give their followers little-to-no interaction or direction, is the most inactive, as well as an ineffective style of leadership (Bass & Riggio, 2006).

The role of translating educational theory into educational programs and processes has fallen on principals as supervisors who concentrate on the growth of students, and the term used most often to describe the principals' responsibilities with instruction and curriculum is instructional leadership, (Greenfield, 1987); a process not necessarily effective in stimulating the development of teachers or the school's culture.

Bass and Riggio (2006), who extended the works of Burns (1979), defined transformational leadership in terms of how the leader impacts on followers' process of learning, rather than their own interests, yet activates their higher-order needs (Maslow, 1943) of having feelings of a sense of "belonging".

The core of transformational leadership is based on four key components that are composed of competencies and attributes to form quality leadership characteristics.

Components	Descriptors
<i>Transformational</i>	
Idealized Influence (II)	Gain respect and trust; attracts followers; articulates a vision.
Inspirational Motivation (IM)	Promote optimism and belief in the possibilities of vision.

Components	Descriptors
Intellectual Stimulation (IS)	Challenge assumptions and ways; encourages new ideas.
Individualized Consideration (IC)	Give personal attention to followers; develops leadership in followers.
<i>Transactional</i>	
Contingent Reward (CR)	Clarify roles and task of followers; recognizes and rewards for performance.
Management-by-Exception (MBE)	Intervene when standards are not met, and take corrective action.
Laissez-Faire (LF)	Avoid involvement and taking a stand; not around when needed.

Table 1. The Full Range of Leadership model

Successful operations reside within the applications of the Full Range of Leadership model, and it is these two inter-related competencies of leadership, transformational and transactional as outlined by Bass & Avolio, (2006), that provide a more effective arsenal to ensure institutions' and each follower's success.

Bass and Riggio (2006) have proposed that there is an augmentation relationship between transformational and transactional leadership. They are separate concepts, and the best leaders are both transformational and transactional (Judge & Piccolo, 2004).

Methodology

Population

In this study, the target population consisted of eight training programs during the period of June – September of 2012 which included two sample groups: eight (8) project team leaders, and twenty-four (24) project team members of the NIDTEP.

Specifically predefined group's proportional quota sampling allows for a good representation of the major characteristics of the population; therefore, a non-probability sampling methodology was applied.

To optimize estimated population parameters, the researcher applied a 95% confidence interval with a margin of error of 5%.

Measurement Instrument

The measurement instrument used by the researcher in this study incorporated 33 leadership competency attributes used to characterize and identify the competencies that determine the dominant transformational leadership components pertaining to the transformational leadership components of the Full Range of Leadership model, developed by Avolio and Bass (1990).

The method the researcher used to perform the distribution was arranged in several phases which included planning, the preparation for data collection, verification of questionnaire items, collection of data, data analysis and follow-up.

The instrument utilized for the collection of data was a three part questionnaire **for objective category recognition** to the primary training project teams: (1) Demographic Diversity information: clarification of the personal status project team leaders and project team members, respectively; (2) Self-Rating Leadership Questionnaire for project team leaders; and (3) Leadership Questionnaire for project training team members to assess project team leaders.

Findings

Component distribution

Full Range of Leadership Comparison

Module	P-Team Leader		T-Member		Sig.	t	df	Sig. (2-tailed)
	Mean	Std. D	Mean	Std. D				
II	4.0500	.14252	3.7323	.14708	.966	3.469	8	.008
IM	3.9464	.40089	3.8512	.15182	.036	.588	12	.568
IS	3.8250	.18957	3.6834	.15756	.686	1.285	8	.235
IC	3.9063	.18750	3.6771	.13341	.501	1.992	6	.093
CR	3.8750	.27003	3.5625	.15406	.448	2.010	6	.091
MBE	2.9583	.07217	3.6250	.22049	.091	-4.977	4	.008
LF	2.5000	.53765	3.2667	.17823	.011	-3.027	8	.016

Table 2: Full Range of Leadership components data results

The conclusion drawn from the research (Hypothesis Question 1) was made from the question: “Do project team leaders and project team members view the dominant transformational components levels of the project team leaders at the NIDTEP as being transformational?”; the finding I was derived from calculating the mean score of those components found in the transformational Full Range of Leadership model [Idealized Influence (II), Inspirational Motivation (IM), Individualized Consideration (IC), and Intellectual Stimulation (IS)] as transformational rather than those components [Contingent Reward (CR), Management-by-Exception (MBE), and Laissez-Faire (LF)] that are considered to be transactional. The result of the means comparisons revealed that the mean of team leaders (Mean = 3.9938) was slightly higher than that of team members (Mean = 3.7201) in the quality score for transformational components.

	Transformational		Transactional		Sig.	t	df	Sig. (2-tailed)
	Mean	Std. D	Mean	Std. D				
Team leader	3.9938	.11250	3.1111	.70012	.043	2.561	5	.051
Team member	3.7201	.02445	3.4847	.19139	.015	2.515	5	.054

Table 3. Transformational-transactional means comparison

Using the two-tailed sided t-test, the calculated t-stats $2.561 > t_{5,0.05} = 2.015$, exceeds the critical value. As the level of significance (2-tailed) = $.051 > \alpha 0.05$, the H_0 is accepted. The mean quality score shows no significant difference between the ways project team leaders and project team members view the dominant transformational components levels of the project team leaders at the NIDTEP as transformational leaders.

The conclusion drawn from the research (Hypothesis Question 2) was made from the question inquiry: Do project team leaders at the NIDTEP view their dominant component as transformational? The finding was derived from the (Mean = 4.05) Idealized Influence (II) component registering the highest quality score on the questionnaire pertaining to the trait component found in the transformational Full Range of Leadership model.

Using a two-tailed t-test, the calculated t-stats $3.469 > t_{8,0.05} = 1.860$ exceeds the critical value. As the level of significance (2-tailed) = $.008 < \alpha 0.05$, the H_0 is rejected. The P-value is bounded between

0.005-0.0025. The mean quality score shows a significant difference in how project team leaders at the NIDTEP view themselves as transformational leaders.

The conclusion drawn from the research (Hypothesis Question 3) was made from the question: Do project team members at the NIDTEP view project team leaders' dominant component as transformational? The finding is derived from (Mean = 3.8512) Inspirational Motivation (IM) registering the highest quality score on the questionnaire pertaining to the trait component found in the transformational Full Range of Leadership model.

Using the two-tailed t-test, the calculated t-stats $.588 < t_{12, 0.05} = 1.782$ does not exceed the critical value. As the level of significance (2-tailed) = .568, which is greater than $\alpha 0.05$, the H_0 is not rejected. The P-value is bounded between 0.25-0.5. There is no significant difference in how project team leaders and members at the NIDTEP view "Project Team Leaders" as transformational leaders.

Correlations

		t-leader	t-member	t-leader	t-member
	Pearson Correlation	1	.847*	.847*	1
	Sig. (2-tailed)		.016	.016	

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4: Correlation value between team project leaders and team members

The conclusion drawn from the research (Hypothesis Question 4) was made from the question: Is there a correlation in the views of project team leaders and project team members on the transformational components of project team leaders at the NIDTEP?

It was found that, as there was no significant difference in the strength and direction of the linear relationship between Project team leaders' and team members' views at the NIDTEP as transformational leaders, the H_0 is not rejected. The results from tested data sets of project team leaders and team member's views show a Pearson correlation value of .847, indicating that the two variables have a strong positive association. The linear correlation between Project team leaders and team member's views of project team leaders at the NIDTEP as transformational leaders was established as being high.

Discussion

The Project team members' views of project team leaders as role models show a significant difference between that of project team leaders. Project team leaders envisage their individual behaviors as being consistent with the competencies of Idealized Influence (II) components of the Transformational Leadership Full Range model. This may be directly related to the nature of how teams are formed, the close proximity of ages (i.e., 75 percent of the program team leaders in the sample group register in the age category were over 50 years of age, while 57.7 percent of the program team member sample group were over 50 years of age). With 21 out of 34 of the group team's ages being over the age of 50, the group's interaction dynamics may have strong hierarchical overtones that may directly affect expectations of team project leaders and team members.

As there was found to be a significant difference shown between the project team leaders' views and the project team members' mean scores, the null hypothesis was rejected. The project team leaders and project team members have different viewpoints on the project team leaders as role models. The age and experience may be factors influencing the respondents' view of project team leaders as a role model. The prestige attached to one's position may be diminished due to the similarities in age and experiences.

The project team leaders' mean scores showed that the mean scores of team members are an indication that team leaders and team members find occasions whereby team leaders provide recognition for efforts as individuals or the team as being appropriate to their achievements.

Team members believed that team leaders showed responsibility to ensure the training outputs are credited to the team. Project team leaders generally are providers of gratitude and a feeling of obligation towards team members' empowerment.

The project team leaders' differences in mean quality scores of project team leaders and team members may imply that, as Government employees, project team leaders' behaviors would characteristically be inconsistent with the traits of Management-by-Exception (MBE) components of the transformational Full Range of Leadership model; as passive behaviors are more often more socially acceptable. Confrontations at work are traditionally considered inappropriate behavior, whether coming from leaders or followers. When differences of opinion occur, project team leaders may take the task on to keep the processes flowing in an effort to avoid conflict or to ensure the success or completion of the project. The team members' mean scores were higher than those of the project team leaders as a result of role assignments. Project team members' views of project team leaders as authoritarian is a different projection, perhaps as a result of team leaders in their hierarchical position being required to initiate policies and programs that team members view as unfavorable and demanding requests from project team leaders.

The mean quality means of 2.5000 for team leaders and 3.2667 for team members infer that their behaviors are consistent with the traits of Laissez-Faire (LF) components of the Transformational leadership Full Range of Leadership model. Though the project team members' mean scores are higher than those of the mean scores of project team leaders, thereby rejecting the Hypothesis 2, the scores indicate that the project team leader offers enough freedom to team members, while maintaining an active role in the workings of the team and projects.

Assumptions about the project team leaders at the NIDTEP provide leadership qualities that are consistent with the leadership characteristics that are transformational. The mean quality score shows no significant difference between the ways project team leaders and project team members view the dominant transformational leadership components levels of the project team leaders at the NIDTEP as transformational leaders. The outcome from the data set presents a null hypothesis that is rejected and offers an insight into the leadership roles of project team leaders. The conclusion shows how their leadership qualities provide for an observation of their behaviors which are consistent with the leadership characteristics that are transformational, yet entwined with the transactional style of leadership.

Management and leadership are important for the delivery of good services in an appropriate, efficient, equitable, and sustainable manner. But we must keep in mind there is an augmented relationship between transformational and transactional leadership styles. Transactional leadership, particularly contingent reward, provides a broad basis for applicable leadership, but greater amounts of effort, effectiveness, and satisfaction is possible from transactional leadership if augmented by transformational leadership (Bass, 1985)

Leadership and management are two of the most misunderstood concepts in the business world. Although both terms describe the competencies of effective managers, they are not synonymous (Burns, 1979).

Often misconstrued as leadership, management behavior, in Thailand has been identified as a high power distance leadership style (Hofstede & Hofstede, 2005); leaders who practice irresponsible management behaviors, which are ensnared by cryptic approaches to omnidirectional control which welcomes a more autocratic approach to leadership that lends to (supports) losses of managerial effectiveness.

Ineffective leadership could be attributed to weaknesses in management decisions over a need to meet a policy maker's sensational desire to support current issues that mask the true stature of conditions within the educational system. Government policies, which are mostly well intended, create a culture that interprets output (not impact) as the quasi-essential variable for measuring effective leadership and an institution's success. As a result, issues in leadership have an adverse effect on the growth of educators and their abilities to manage the organizations in an effective environment.

Education in its most simplistic form is learning from the mistakes or challenges that individuals or organizations encounter. Efficiency is directly related to the participatory acceptance of theory into

the framework of existing programs. If application of transformational leadership and educational leadership concepts are absent from the teams' framework of those that facilitate the learning of educational leadership skill, implementation at the micro levels of the educational foundation is highly unlikely.

Leadership requires good governance and connect-ability to all aspects of an organization. Identifying gaps between the development, practice and training of theories that are applicable to the development and empowerment of personnel is what transformational leaders promote.

Positive management competencies have been mentioned as one of the major or severe obstacle for institutions' internal development. It could easily be argued that poor management capabilities (i.e., human resources planning) have very negative impacts on a training team's ability to offer continuity of educational quality and leadership.

Finally, this researcher states that it is important to consider the significance of the relationship between views of project team leaders and project team members on the transformational leadership traits of team leaders in an attempt to determine the relationship between the two variables. And secondly, since project team members are a crucial support for the project team leaders' responsibility, this study can be applied as an instrument to gauge and acknowledge the influences of junior colleagues and their readiness to take on the role of being a project team leader. As trainers, facilitators of school administrator's development, project leaders and the team members are able to enhance their impacts as representatives of transformational leadership on the entire culture of their institution, while providing for the needs of the larger national community.

It would be interesting to compare other educational training facilities within the service, manufacturing and trading sectors in order to identify specific problem areas within each sector and perhaps incorporate that information into the educational framework for educational administrators. Further research could also be carried out to compare the situation for different countries, particularly as the ASEAN Economic Community (AEC) has the goal of regional economic integration by 2015. AEC envisages: (a) a single market and production base, (b) a highly competitive economic region, (c) a region of equitable economic development, and (d) a region fully integrated into the global economy (ASEAN Secretariat 2009), which will require the solidifying of educational administration theories and practices.

An additional area of interest for research could be to study team instructional leadership and transformational leadership styles that affect ICT in education, where there are many opportunities for educational institutions to meet the changing needs of educational administrators to be a made-to-order learning venue that encourages lifelong learning and on-line support with immediate feedback on theories, practices and policies.

Conclusion

Project team leaders as transformational leaders, as coaches, are objectively involved in the processes of training by providing their team members with the opportunity to experience the frameworks for building knowledge and skill parameters. The results of this study indicate that project team leaders limit their active-aggressive roles in the processes as actually a good thing as it allows team members to become more empowered. However, the passive-inactive stand is unfavorable in the view of respondents who may be appropriate for working as facilitators.

Indications are that project team leaders do not show tendencies to harbor interests in absolute power or personal gain. They are, like team members, aware of the ethical impact their roles and actions as facilitators have on their surroundings.

This study suggests that the project team leaders and the project team members, the trainers of educational leaders, possess the balance of transformational leadership traits that are essential to impact the effectiveness of training the trainers of today.

Considering that all respondents in this research study had similar educational levels and experiences, the author has identified pseudo-two way communications as an obstacle limiting the reality of a true value read of the competencies of project leaders and team members. The theoretical

framework of transformational leadership is demonstrated through project team leaders as they provide stronger transformational leadership competency than that of the transactional leadership style. Working closely with teams, project team leaders use the training programs as opportunities to expand team members' training effectiveness and work in cohesion with team members as mentors and role models. The author has also observed that project team leaders and project team members in general have benefited positively from this relationship.

References

- Alger, G. (2008), *Empirical research transformational leadership practices of teacher leaders*, Volume 6 Issue 2.
- Banunge, F.M. (1981), *Thailand: A country study*, Washington, DC: U.S. Government Printing Office.
- Barling, J., Weber, T., & Kelloway, E. K. (1996), Effects of transformational leadership training on attitudinal and financial outcomes: A field experiment, *Journal of Applied Psychology*, 1996, 81, 827-832.
- Bass, B. M. (1985), *Leadership and performance beyond expectation*, New York, N.Y.: Free Press.
- Bass, B.M. & Riggio, R. E. (2006), *Transformational leadership*, Mahwah, NJ, Lawrence Erlbaum.
- Bodner, G. M. (1986), Constructivism: A theory of knowledge, *Journal of Chemical Education*, 1986, 63, 873-878.
- Bolkan, S., Goodboy, A. K., & Griffin, D. J. (2011), *Teacher leadership and intellectual stimulation: Improving students' approaches to studying through intrinsic motivation communication*, Research Reports.
- Bottery, M. 2001, Globalization and the UK competition state: No room for transformational leadership in education? *School Leadership & Management*, 21, 199 – 218.
- Burns, J. M. (1979), *Leadership*, New York, N.Y., Harper & Row.
- Champoux, J. E., (2000), *Organizational behavior: Essential tenets for a new millennium*, Ontario, Canada: South-Western College Publishing.
- Cairnduff, G. (2002), *Guidelines for training the trainers ILO TICW-project – TIA*.
- Cline, T. R., (1999), *Program assessment*, Reading, MA: Addison-Wesley.
- Coad, A. F., & Berry, A. J. (1998), Transformational leadership and learning orientation *Leadership & Organization Development Journal*, 19.
- Currie, G., & Lockett, A. (2007), A critique of transformational leadership: Moral, professional and contingent dimensions of leadership within public service organizations, *Human Relations*, 60, 341-370.
- David W., & Lissane Y. (2005), Capacity building for decentralized education service delivery in Ethiopia, *Discussion Paper No 57H*.
- De Pree, M. (1992), *Leadership jazz*, New York, NY: Bantam Doubleday Dell.
- Dionne, S. D., Yammarino, F. J., Atwater, L. E., & Spangler, W. D. (2004), Transformational leadership and team performance, *Journal of Organizational Change Management*, 17:177 – 193.
- Dvir, T., Eden, D., Avolio, B. J. S., & Boas (2002), Impact of transformational leadership on follower development and performance: A field experiment, *Academy of Management Journal*, 45, 735-744.
- Fullen, M. (2006), *The development of transformational leaders for the educational decentralization*, Toronto, Canada: Michael Fullen.
- Fullen, M. (2001), *The new meaning of educational change*, New York, N.Y.: Teachers College Press.
- Gardner, H. (2004), *Changing minds*, Boston, MA. Harvard Business School Press.
- Gardner, H. (1993), *Multiple intelligences: The theory in practice*, New York, N.Y.: Basic Books.
- Gardner, H. (1993), *Frames of mind*, London: Fontana Press.
- Green, F. (2000) *The head teacher in the 21st Century*, London: Pearson Education.
- Gundersen, G., Hellesoy, B. T., & Raeder, S. (2012), Leading international project teams: The effectiveness of transformational leadership in dynamic work environments, *Journal of Leadership & Organizational Studies*, 19:46.

- Hallinger, P. (2003), Leading educational change: Reflections on the practice of instructional and transformational leadership, *Cambridge Journal of Education*, Volume 33, Issue 3.
- Hargreaves, A. & Fink, D. (2003), Sustaining leadership, *Phi Delta Kappan* 84(9), 693-700.
- Hodgson, P. (2010), *Quantitative and qualitative data: Getting it straight*, Blueprint Usability LLC.
- Honan, J., Rule, P. & Sternman, C. (2002), *Using cases in higher education : A guide for faculty and administrators*, San Francisco, CA: Jossey-Bass.
- Hoy, W. K. & Miskel, C. G. (2005), *Educational administration: Theory, research , and practice*, New York, N.Y., Mc Graw-Hill.
- Jennings, K. & Stahl-Wert, J. (2003/2004), *The serving leader*. San Francisco, CA: Berrett-Koehler Publishers.
- Kaufman, R. & Herman, J. (1991), *Strategic planning in education: Rethinking, restructuring, revitalizing*, Lancaster, PA: Technomic Publishing.
- Kelloway, E. K., Barling, J., & Helleur J. (2000), Enhancing transformational leadership: The roles of training and feedback, *Leadership & Organization Development Journal*, 21, 145 – 149.
- Kerlinger, F. N., & Lee, H. B. (2000), *Foundations of behavioral research*, New York, NY: Thomson Learning.
- Kotter, J. P. & Cohen, D. S. (2002), *The heart of change*, Boston, MA: Harvard Business School Press.
- Laohajaratsang, T. (2000-2001), *Teacher training and professional development using ICT in Thailand*, Development of Education in Thailand, Education in Thailand.
- Leclair, D. T., Ferrell, O.C., & Fraedrich, J. P. (2003), *Integrity management*, Bangkok: Thammasat University Press.
- Leithwood, K. A. (1992), The move toward transformational leadership, *Educational Leadership*, 49, 8-12.
- Lunenburg, F. C. & Ornstein, A. C. (1996), *Educational Administration, Concepts and Practices*, Stamford, CON:Wadsworth Publishing Company.
- Mathews, L. J., & Crow, G. M. (2003), *Being and becoming a principal*, Boston, MA.: Pearson Education.
- Molero, F., Cuadrado I, I., Navas, M., & Morales, J. F. (2007), Relations and effects of transformational leadership: A comparative analysis with traditional leadership styles, *Spanish Journal of Psychology*, 10, 358-368.
- McNergney, R. F. & Herbert, J. M. (1998), *Foundations of Education*, Needham Heights, MA: Allyn and Bacon
- Nelson, W. N. (1991), *Morality: What's in it for me?*, Boulder, CO: Westveiw Press.
- Özaralli, N. (2003), Effects of transformational leadership on empowerment and team effectiveness, *Leadership & Organization Development Journal*, 24, 335 – 344.
- Owen, J. M. (1999), *Program evaluation: Forms and approaches*, Sydney: SAGE Publications.
- Politis, J. D. (2002), Transformational and transactional leadership enabling (disabling) knowledge acquisition of self-managed teams: The consequences for performance, *Leadership & Organization Development Journal*, 23, 186 – 197.
- Riggio, R. E., Susan E. M. & Francis J. P. (2002), *Multiple intelligences and leadership*, Mahwah, NJ: Lawrence Erlbaum.
- Riggio, R. E. (1987), *The charisma quotient*, New York, NY: Dodd, Mead, & Company, Inc.
- Robinson, V. M. (2006), Putting education back into educational leadership, *Leading & Managing*, 12, 62-75.
- Schaubroeck J. Lam, S. S., & Cha, S. E. (2007), Embracing transformational leadership: Team values and the impact of leader behavior on team performance. *Journal of Applied Psychology*, 92, 1020-30.
- Senge, P. M. (1990), *The fifth discipline*, New York, N.Y.: Random House. Simpson , P., & French, R. (2006), Negative capability and the capacity to think in the present moment: Some implications for leadership practice, *Leadership*, 2, 245-255.

- Stewart, J. (2006), Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio, and Leithwood, *Canadian Journal of Educational Administration and Policy, Issue #54*.
- Turkish Eurydice Unit (2007), Structures of education and training systems in Europe leadership: Team values and the impact of leader behavior on team performance, *Journal of Applied Psychology, 92*, 1020-1030.
- Walumbwa, F. O., Wang, P., Lawler, J. J., & Shi, K. (2005), The role of collective efficacy in the relations between transformational leadership and work outcomes, *Journal of Occupational and Organizational Psychology, 77*, 515-530.
- Whitaker, T. (2004), What great administrators do differently, *Educational Leadership Academy (ELA) Leadership Update*, Volume 4 a publication for Alberta's school administrators Number 6 , retrieved at www.principals.org
- Williams, S. D., Graham, T., & Baker, S. B. (2003), Evaluating outdoor experiential training for leadership and team building, *Journal of Management Development, 22* 45 – 59.

มหาวิทยาลัยบูรพา
Burapha University