

22. *Patee Tintavee*

Dissertation Title	Development of Effective Private Bilingual School's Principal Leadership Structural Causal Model: Behaviors and Skills
Major	Educational Administration and Leadership
Advisor	Professor Dr. Samnao Kajornsin
Co-advisor	Associate Professor Dr. Boonreang Kajornsin
Academic year	2009

ABSTRACT

This study aimed to find out “what are factors/variables that make up effective principal leadership behaviors which effect to effective private bilingual school’s principal leadership?” and “what are factors/variables that make up effective principal leadership skills which effect to effective private bilingual school’s principal leadership?” Then, causal relations among these three dimensions (behavior, skill and effective leadership) were examined, and hypotheses (the relations among these variables are positively correlated) were tested. The structural equation model (SEM) and LISREL software were taken into account for analyses. The research instruments were constructed from previously empirical evidences of both foreign and Thai studies and the results from open-ended questionnaire survey. Then, Of 720 sets of self-administered questionnaires were distributed to the sixty randomly selected schools in Bangkok and three vicinity provinces (Nonthaburi, Pathum Thani, and Samutparkarn). Returned rate is 94.9 percent (683 of 720), but only 91.5 percent (659 of 720, after dropping incomplete data) were taken into analyses. The 659 objects were separated by using SPSS function into two sets, the first set composed of 350 objects for conducting exploratory factor analysis (EFA), and the another set of 309 objects for conducting confirmatory factor analysis (CFA).

The results of EFA and CFA revealed the measurement model of behaviors, skills, and effective leadership measuring indices. The behavior measurement model was composed of 28 behaviors which were underlying eight behavior factors: participating and encouraging for reaching goal, visioning and being role model, demonstrating patience and politeness, emphasizing on relations and team-work, supporting instructional improvement, encouraging student involvement, demonstrating instructional leadership (3 items), and creating relationship with parents. The skill measurement model was composed of 23 skills which were underlying seven skill factors: understanding multicultural, instructional and learning process; emphasizing on both people and work quality; aligning resources regarding to goals and plans; collaborating skills; adhering to financial management and regulations; educational research skills; and evaluating program and achievement. And the measuring indices measurement model was composed of 22 measuring indicators which were underlying five measuring indices factors: school improvement and leadership; staff quality and morale; school reputation; relationship and achievement; and empathy and maturity. The structural equation model with causally related among latent variable leadership behavior, skill and effective principal leadership was taken into analysis, and the hypotheses were tested. The overall results of structural equation model indicate χ^2 was insignificant ($\chi^2=119.84$, $df=121$, $p=0.51$). $GFI=0.96$; $AGFI=0.93$; $RMSEA=0.00$; $NNFI=1.00$ and $CFI=1.00$). These indicate the model fits well to empirical data, and the relations among latent variables (behavior, skill and leadership) are positively correlated, all hypotheses were accepted.

