

**THE RELATIONSHIP BETWEEN PRINCIPALS'  
TRANSFORMATIONAL LEADERSHIP BEHAVIORS AND  
LEARNING ORGANIZATION IN WORLD CLASS STANDARD  
SECONDARY SCHOOLS AT SAMUTSONGKRAM PROVINCE,  
THAILAND**

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THE RELATIONSHIP BETWEEN PRINCIPALS' TRANSFORMATIONAL LEADERSHIP BEHAVIORS AND LEARNING ORGANIZATION IN WORLD CLASS STANDARD SECONDARY SCHOOLS AT SAMUTSONGKRAM PROVINCE, THAILAND

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ABSTRACT

The purpose of this study were to study the level of principals' transformational leadership behaviors, to examine the level of learning organization, and to investigate the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samutsongkram province of Thailand. The Multifactor Leadership Questionnaire (MLQ) based on Bass and Riggio (2006) was employed to measure the transformational leadership behaviors of principals. Learning organization Questionnaire based on Senge (1990) was used to measure learning organization. Data collection was obtained from two sample groups. The quantitative sample group consisted of 151 world class standard secondary teachers, while the qualitative sample group consisted of two principals who were interviewed. Descriptive statistical analysis and Pearson's correlation coefficient were applied to analyze the data.

The findings indicated that the teachers' perception towards principals' transformational leadership behaviors was at the highest level with a mean score of 4.28 and the learning organization in world class standard secondary schools was at high level with a mean score of 4.16. The study also revealed that there was a moderate positive relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samutsongkram province, Thailand at the .01 level ( $r=.69$ ). The consolidated viewpoints of content analysis were found close linked with the findings of descriptive analysis.

Based on the findings, the researcher recommends that the Ministry of education should provide trainings teachers and principals to develop leadership practices regarding how to identify the concept of transformational leadership in a holistic approach. Data analysis also noted a challenge relating to parents and child affairs in school, should establish guidelines that encourage parental involvement in an effort to enhance learning organization.

KEY WORDS: TRANSFORMATIONAL LEADERSHIP / LEARNING ORGANIZATION /  
WORLD CLASS STANDARD SECONDARY SCHOOLS / THAILAND

116 pages

ความสัมพันธ์ระหว่างพฤติกรรมภาวะผู้นำแห่งการเปลี่ยนแปลงของผู้อำนวยการ โรงเรียนและองค์กรแห่งการเรียนรู้ใน  
โรงเรียนมัธยมศึกษามาตรฐานสากลในจังหวัดสมุทรสงคราม

THE RELATIONSHIP BETWEEN PRINCIPALS'S TRANSFORMATIONAL LEADERSHIP BEHAVIORS AND  
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#### บทคัดย่อ

การศึกษาวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาระดับภาวะผู้นำแห่งการเปลี่ยนแปลง ศึกษาระดับองค์กรแห่งการ  
เรียนรู้ และศึกษาความสัมพันธ์ระหว่างพฤติกรรมภาวะผู้นำแห่งการเปลี่ยนแปลงของผู้อำนวยการ โรงเรียนและองค์กรแห่ง  
การเรียนรู้ในโรงเรียนมัธยมศึกษามาตรฐานสากลในจังหวัดสมุทรสงคราม การวิจัยในครั้งนี้ใช้เครื่องมือในการวัดภาวะ  
ผู้นำแห่งการเปลี่ยนแปลงคือแบบสอบถามวัดภาวะผู้นำพหุปัจจัย (MLQ) ของแบสและริจจิโอ (2006) และเครื่องมือในการ  
วัดองค์กรแห่งการเรียนรู้ได้พัฒนามาจากแนวคิด เซงเก้ (1990) การเก็บรวบรวมข้อมูลได้มาจาก 2 ส่วน ส่วนแรกได้มาจาก  
การวิจัยวิธีการเชิงปริมาณ กลุ่มตัวอย่างคือครูจำนวน 151 คน ในโรงเรียนมัธยมศึกษามาตรฐานสากล จังหวัดสมุทรสงคราม  
และในส่วนของกรวิจัยวิธีการเชิงคุณภาพ ได้รับข้อมูลจากการสัมภาษณ์ผู้อำนวยการโรงเรียนจำนวน 2 ท่าน การวิจัยเชิง  
ปริมาณวิเคราะห์โดยวิธีสถิติ ส่วนการวิจัยเชิงคุณภาพวิเคราะห์โดยวิธีวิเคราะห์เนื้อหา

ผลการวิจัยพบว่าพฤติกรรมภาวะผู้นำแห่งการเปลี่ยนแปลงโดยวัดจากการตอบแบบสอบถามจากครูซึ่งอยู่  
ในระดับสูงที่สุดในระดับค่าเฉลี่ยที่ 4.28 และระดับความเป็นองค์กรแห่งการเรียนรู้ในระดับสูงที่ค่าเฉลี่ยที่ 4.16 และผล  
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กลางกับองค์กรแห่งการเรียนรู้ในระดับความสัมพันธ์อยู่ที่ .687 และมีการเสริมความจากการวิเคราะห์เชิงเนื้อหาได้พบว่ามี  
เนื้อหาใกล้เคียงกับข้อค้นพบจากข้อมูลทางสถิติ

จากการศึกษาในครั้งนี้ผู้วิจัยได้มีข้อเสนอแนะจากการศึกษา คือ กระทรวงศึกษาธิการควรเตรียมการฝึกฝนอบรมทั้ง  
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ส่งเสริมให้เป็นองค์กรแห่งการเรียนรู้

คำสำคัญ: ผู้นำแห่งการเปลี่ยนแปลง/ องค์กรแห่งการเรียนรู้/ โรงเรียนมัธยมศึกษามาตรฐานสากล

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and Rational of the study**

Globalization and changing world occur quickly as advanced information technology effecting to each country cannot be stay alone. Many countries have to cooperate and dependence together. In the meantime, global society is permeated with information which makes people must thinking, analysis, discrimination, and a quick decision for keeping up more intricate circumstances. These circumstances lead to competitive economic, international trade and industry that they carry forward many countries to reform the quality education. The quality of management education is an indicator about preparedness the potential to enter 21<sup>st</sup> century for competition on the world stage. The country which survives or maintains the advantage is having the power knowledge and social learning. In the borderless world, foreigners will work and career in Thailand. Meanwhile, Thai people will have an opportunity to work and career to other country too. In addition, the problems of people around the world force crisis with the degradation of natural resources and environment including more frequently and severely natural disaster. These problems reflect tendency to new generations who face with variety changes that will occur unexpectedly. It is very important for each country needs to prepare new generations who have adaptable skill, knowingly, peaceful, happy, and sufficient life.

Thailand's challenges typify those faced by other developing countries in Asia as well as in other parts of the world. The education system has been attempting to reorient its focus from quantity to quality, adapt to rapid change in social and economic conditions, meet the demands of a changing workforce and maintain cultural coherence in the face of globalization (Trakulphadetkrai, 2011). Twenty-first century society places a greater emphasis than in the past on the ability of every individual and organization to engage in continuous learning, so that they are able to deal with the rapid changes surrounding them. The workings of a global economy and the

increasing interconnectedness of societies pose common problems for educational systems around the world such as organizational growth, pressure from modern organization or competition, one of all is school as an organization needs to adapt itself toward the changing world. The changing becomes the world of data and information as well as the knowledge based- society where knowledge is powerful. The impact of school's continuous learning is that organization with cross-functional teamwork, strong communication across functions and widely shared information. The relationship management at the operational level led to efficiency learning driven learning at the expense of higher levels of learning that is associated with knowledge creation and innovation (Spekman & Kamauff, 2002). Therefore, there is a very strong need for schools to change and adapt to their surroundings and develop the capacity of the school and every individual therein to manage change and further the development of the country.

From this problem how to adapt school as the knowledge organization to survive in changing world rapidly, complexity, and many competitions. Organizations have to look for adaptation, improvement, and innovation permanently due to global competition pressures and increased speed of technological changes (Chen et al, 2010). Learning organization stood out as one of the concepts, which had been emphasized and discussed in accordance with the changes undergoing in recent years in the field of management .The learning organization was an important reason to solve these problems such as organizational growth, quality management, complexity environment, chaos or changing management. Learning organization was an organization that continuously encouraged, maintained employee development, provided opportunities to learn and develop, and considered learning as an investment, which aimed to increase the success and capacity of the organization (Celep, 2004). Learning organization, as the places where employees tried to achieve their aim through full commitment differed from other organizations with their quality of learning. The purpose of learning organization as a management mentality was to build a structure that could learn and manage by itself (Turan, Karadağ, & Bektas, 2011). Therefore, learning organization had a quality that could learn from its mistakes and experiences, considered research and learning as the dynamo of transformation and development.

Many scholars and theorists defined the meaning of learning organization differently. However, in this study was based on the seminal work of Senge (1990) and widely accepted model of a learning organization as published in “the Fifth Discipline”. The researcher had selected Peter Senge’s model of a learning organization as a well-known expert in this field, and had been credited with popularizing the concept of a learning organization. The learning organization had been a concept that enhanced learning to the organizations for the best practice and core competence in order to keep pace with forward changes of globalization. Senge viewed a learning organization as one where people continually expanded their capacity to create the results they truly desired, where new and expansive patterns of thinking were nurtured, where collective aspiration was set free, and where people were continually learning how to learn together.

According to Senge (1990), learning organization came from establishing a group that learnt new ways to work together: discussing priorities, working through divergent thinking, clarification, then convergent thinking to come to conclusions and implementation of the solution. In the book “The Fifth Discipline” defined that learning organization related to enhancing capabilities, remaining competitive, understanding the complexities basing on knowledge, and focusing past and present experience etc. The Fifth Discipline consisted of system thinking, personal mastery, mental model, shared vision, and team learning. Senge believed that failure in learning will be led to premature death of the organization. The fifth discipline of the learning organization had presented into 3 categories of disciplines were

- 1) Individual disciplines were mental models, system thinking, and personal mastery.
- 2) The group or team disciplines were team learning, and shared vision
- 3) Organization discipline was learning organization.

The learning organization discovered how to do the best work with individual styles, allowing for reflection and other individual needs. The learning organization was very important for organization because it led the organization to sustainable breakthrough. It became a safe place to take risks, made mistakes, and learnt from the results.

Numerous researches had been related to the learning organization broadly. A study conducted by Tseng (2010) in the University of Minnesota showed that the learning organization practices were strongly positive relation with organizational commitment and good to develop the organizational commitment which was an advantage to foster organizational effectiveness. Similarly, another study conducted by Egan et. al (2004) noted that creating a culture of learning organization and job satisfaction and organizational commitment were positively related.

However, leadership in an organization was responsible for learning (Mason, 2007) and encouraging the organization to reflect a learning culture. In order to develop this learning culture, leaders should:

- Share their learning be committed to their own learning and shared what they had learnt with the organization members (Senge, 1990; Smith, 2001).
- Practice the learning disciplines (Senge, 1990; Smith, 2001).
- Ensure that management policies, precedured and practiced allow time for learning, encourage, recognized and rewarded a learning culture as outlined above (Smith, 2001).
- Create the environment wherein people naturally grew (Senge, 1990)
- Live their lives in service to others-recognise the potential in each individual and supported individual to reach their potential (Senge, 1990)

In line with the needs of education reform in Thailand National Association of Elementary School Principals (2001) schools should become more effective learning organizations that ultimately increased the leadership capacity and support the personal development of every individual in schools. The role of the school as learning organization could only be furthered if school leaders were committed to transforming their schools into better learning organizations. It was the responsibility of school principals to develop a form of professional organization in which all members were able to learn new skills and knowledge continuously, so that they were capable of dealing with change and realizing the goals of education system. The role of the principals in a learning community was to promote opportunities for learning to teachers and students alike. Principals should show a very strong commitment to school's continuous learning (Thompson et. al, 2004).

The learning organization emerged in parallel with ‘new leadership’ discourses which sought to create alternative models of change agency, leadership and organizational change (Senge 1990; Bass 1985; Berson et al. 2006). Many studies on leadership had been done over the years and researchers had identified different kinds of leadership styles according to traits, behaviors, situation that leaders adapted in managing organization. According to Wu and Shiu (2009), new leadership approached classify leadership into three categories namely transformational, transactional, and laissez-faire. These three leadership behaviors were used widely used in studies on organizational leaders.

However, Transformational leadership styles on the part of principals were seen by scholars as the most effective leadership styles in sustaining schools as strong learning organizations. The practice of principals in congruence with the idea of the learning organization by every individual in a school, in particular the teachers, was crucial in meeting the goals of achieving school excellence (Rahmad Sukor bin Ab-Samad, 2007). Transformational leader was good in developing mutual trust, inspire subordinates to be high achievers, and put long-term interest of members and organization ahead of their own short-term interest (Barnett et. al, 2001).

Ross & Gray (2006) stated that transformational leadership could improve the employee’s working situations, fulfilling their employees’ needs, and helping their employees’ performances better. School leadership researches showed that transformational leadership had a positive effect on teachers ‘effectiveness could provide a collegial environment which allowed teacher-student relationships, teacher morale or teacher efficacy in the classroom hence creating challenging environments that called for teachers’ professional development. Nguni et al (2006) a school environment of this nature could form a strong supportive bond between teachers and their principals, and among teachers themselves. “Satisfied teachers are likely to be more enthusiastic, and among teachers themselves. “Satisfied teachers are likely to be more enthusiastic and to spend more time and energy on educating students”. Friedman (2004) found that transformational leadership could provide better place for work engagement culture and productivity by appealing to higher ideals, by changing the mind set of individual, and by established commitment to common goals and objectives. Korkmaz (2007) found that transformational leadership had a positive

impact on teacher job satisfaction which, in turn, had a strong impact on health of the school as an organization. These are the related researches that transformational leadership

According to Navickaite (2013), the result concerned the expression of principals, transformational leadership during the organizational change process. Result indicated that transformational leader, a school principal demonstrated personal ambition to make changes while also exhibiting determination to make those changes at school. Also school principals as transformational leaders demonstrated the consistency of their activities, steadied attitudes toward different possibilities provided by the external environment of schools as well as deference to the priorities of school activities or reformed agreements, and also inspired positive attitudes in personal and school community to ward professional development.

Sagnak (2010) conducted on the relationship between transformational school leadership and ethical climate. Result indicated that all dimensions of transformational leadership were positive related to caring, law, code, and rule ethical climate types. A school transformational leadership was a significant predict of ethical climate. It was found that approximately 40% of total variance pertaining to ethical climate could be explained by transformational leadership behaviors. The more transformational leadership behaviors were realized, the stronger will the ethical climate is.

From the above reasons, the researcher intended to study the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samutsongkram province of Thailand since it was recognized that world class standard secondary school was classified to be learning organization. According to OBEC (2011), the characteristics of world class standard school policy in 3 areas: students, instructions, and managements. In terms of students as world citizen, it was set in 5 attributes are 1) Academic Excellence: it focused on students who had higher than average standardize assessment test scores, in additional students should have district specialization and participative in national and international competitions, 2) Bilingual Communication: students were able to use Thai and English to communicate very well and also promote the studies of a third language, whether it be French, German, Japanese, etc., 3) Progressive Thinking

students could produce a project work or create new ideas which could benefit of themselves and others, 4) Creative Production: students were creative and critically that available information and technology to produce works and able to exchange ideas and their work to international level, 5) Global Responsibilities: students were aware of global situations, carried an international understanding, had a sense of global citizenship whereas they were diverse value, good public, preserve environments, and the ideal of democracy.

In terms of Academic Quality of world class standard school, the schools required a variety of curriculum which was suitable of each capacities and competencies. The curriculums included English Program (EP), Mini English Program (MEP), International English Program (IEP), International Baccalaureate (IB) and also promoted the instruction of science and mathematics in English language, as well as adoption of subjects were Theory of Knowledge, Extended Essay, Creative Project Work, and Global Education into the curriculum.

For Teacher Quality, teachers were asked to be able to communicate with foreign language, using textbooks and reference in foreign language in classroom instructions, and promoting teachers used Information and Communication Technology (I.C.T) in all instructional process from teaching to evaluate and present teachers' work. The researcher selected to study world class standard secondary schools at Samut Songkhram province of Thailand due to this is the smallest province and there are only 2 world class standard secondary schools. These are Satthasamut and Thawaranukul schools in which they can provide high quality of education. The student achievement was related high level. For instance, their grade 12 students can entrance universities at least 80 percent annually.

From interview of Aunlumlert (2013) said that Satthasamut school emphasized on foreign language using, teaching by native language. Additional, this school taught both Chinese and Japanese for all students, it was preparedness for ASEAN. This school had a large library service and high-speed internet for searchableness. There was network link of learning between classrooms both in the country and abroad to provide for teachers and students. Also, the school had scientific promoted institute to develop scientific and mathematic teachers since 2003- 2005. Many educational institutions such as Mahidol University, Muban Chombueng

Rajabhat University, King Mongkut's University of Technology Thonburi were escort of successful to entrance in university. Students of Satthasamut still kept their capacity notably such as quota of rural medicine, veterinary medicine, pharmacy, engineering etc. The contest of academic skill received 6 gold medals, 2 silver, and 1 bronze. The school which passed the third evaluation from Office of Nation Education Standards and Quality Assessment was quite good and very good. Administrators and teachers had been honored at the national level, which confirmed that the ability of administration and learning management were effectively.

In addition, Suwannachort (2013) said that Thawaranukul School emphasized on students who were be international standard, ethical, and morality. The school had developed continuously as can be seen from the test results to measure knowledge of basic educational level. Grade 9 and 12 students with higher score than the national average in all courses and students could entrance to many famous universities. The students made reputations to abroad such as science project in Indonesia, passing the exam, ASEAN- China Youth Caring and Sharing Programme, joining the scout delegation in Sri Lanka. Student had won gold medal, javelin athletics at the ASEAN level.

The researcher realized that the findings of this study would be beneficial to principals and world class standard school to have self development in order to mobilize their schools toward organizational growth in the future.

## **1.2 Research Questions**

1.2.1 What was the level of principals' transformational leadership behaviors in world class standard secondary schools at Samutsongkram province of Thailand as perceived by their teachers?

1.2.2 What was the level of learning organization in world class standard secondary schools at Samutsongkram province of Thailand as perceived by their teachers?

1.2.3 Was there any relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samutsongkram province of Thailand?

### **1.3 Research Objectives**

1.3.1 To examine the level of principals' transformational leadership behaviors in world class standard secondary schools at Samut Songkhram province of Thailand as perceived by their teachers.

1.3.2 To determine the level of learning organization in world class standard secondary schools at Samut Songkhram province of Thailand as perceived by their teachers.

1.3.3 To explore the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samut Songkhram province of Thailand as perceived by their teachers.

### **1.4 Research Hypothesis**

1.4.1 There was significant relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samut Songkhram province of Thailand.

### **1.5 Scope of the Study**

This study was confined to teachers of two world class standard secondary schools in Samut Songkhram province, Thailand. The total population for their study consisted of 242 teachers with sample size of 151 and two principals for qualitative study. From the two variables, principals' transformational leadership was identified as the independent variable and learning organization as the dependent variable.

Principals' transformational leadership behavior based on Bass and Riggio (2006) consisted of four components namely idealized influence (II), inspirational motivation (IM), intellectual stimulation (IS), and individualized consideration (IC) was used to measure principals' transformational leadership behaviors of world class standard secondary schools in Samut Songkhram province, Thailand.

Learning organization based on Senge's concept (1990), consisting of five components namely system thinking, personal mastery, mental models, shared vision,

and team learning was used to measure learning organization of world class standard secondary schools in Samut Songkram province, Thailand.

## 1.6 Operational Definitions of the terms

**1.6.1 Principals' transformational leadership behaviors** refers to leadership behaviors of principals in world class standard secondary schools at Samut Songkram province which consists of four components are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

**Idealized influence** refers to the transformational principal who behaves as role models, promotes consistent vision and values, guides followers with a sense of meaning and challenge, and fosters the spirit of teamwork.

**Inspirational motivation** refers to transformational principal who inspires vision challenge to followers, communicates optimism about future goals, and provides meaning for the task at hand.

**Intellectual stimulation** refers to transformational principal who encourages followers to be innovative and creative-- never criticizes individuals for their mistakes, and approaches the problem with new ways.

**Individualized consideration** refers to transformational principal who pays special attention to each individual needs and desire by acting the role of mentor and coach to enhance the supportive climate.

**1.6.2 Learning organization** refers to the learning organization in world class standard secondary schools at Samut Songkram province which consists of five components are system thinking, personal mastery, mental model, shared vision, and team learning.

**Systems thinking** refers to the learning characteristic in school can understand, controls, designates the standard and get changing, improving up to their systems thinking both big and small and how much to paid the attention to.

**Personal mastery** refers to the learning characteristic in school is human mastery and enthusiastic, learns up to the minute through the life, and lifelong learning skills to be improved continuously.

**Mental models** refers to the pattern of minds of the personnel, line of thought, point of view, thinking method and understanding of a person in each matter all were the experiences accumulated from the childhood.

**Shared vision** refers to the ability to build up the co-operation of people in the organization in order to improve the future and the needs to the goal together, improves the future and the needs to the goal together and be willing to commit with the operation of the school that needs responses to the changes.

**Team learning** refers to team working which everyone in the team has to think together all the time, learning of people in school with the knowledge and ideas in exchanging and improving the intelligence of the team rather than each individual.

**1.6.3 World class standard secondary school** refers to the secondary school which has developed their curriculum and teaching quality to be up to standards. The school's curriculum and management emphasize development of learners to be valuable in the world's context, and develop learners' abilities to be highly functioning in society.

## **1.7 Research Contributions**

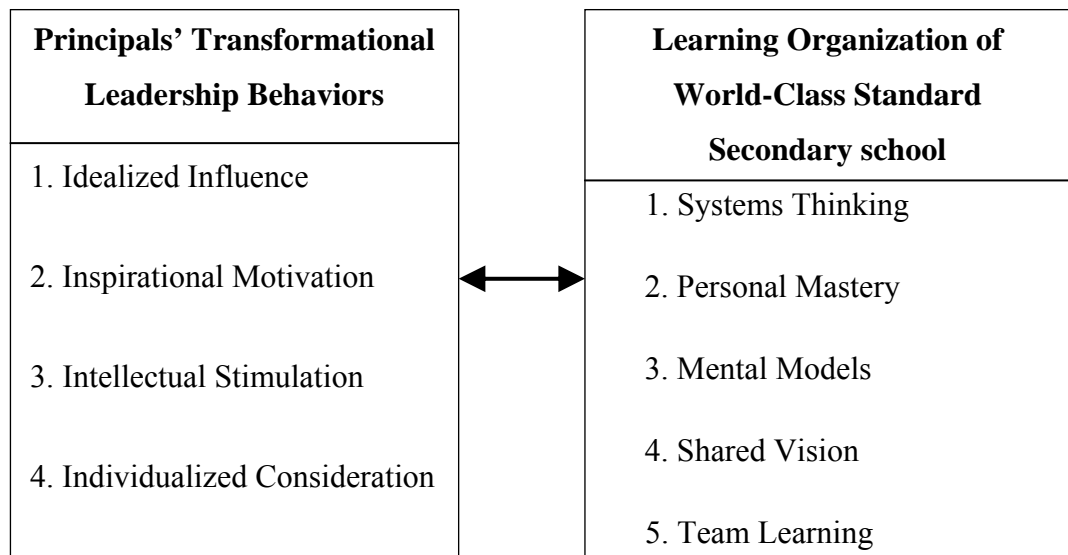
The finding of this study would be beneficial in the following ways:

1.7.1 The relevant authorities would recognize the principals' transformational leadership behaviors and the learning organization as a guideline for principals to seek out solution to improve their leadership behaviors in order to manage learning organization to enhance the organization efficiency and to accomplish the organizational goals.

1.7.2 The results of this study could find the ways to increase the level of learning organization in world class standard secondary schools in Samutsongkram province of Thailand.

## 1.8 Conceptual Framework

To design the conceptual framework for this study, the researcher reviewed textbooks, conceptual documents, related researches, and especially the theoretical concepts related to transformational leadership theory (Bass & Riggio, 2006), consisting of four components of transformational leadership behaviors such as idealized influence, inspirational motivation, intellectual stimulation, individualized consideration and learning organization concept (Senge, 1990), consisting of five components such as system thinking, personal mastery, mental models, shared vision, team learning.



**Figure 1.1 Conceptual Framework**

## **CHAPTER II**

### **LITERATURE REVIEW**

This study aims to investigate the relationship between principals' transformational leadership behaviors and learning organization in world-class standard secondary schools at Samut Songkhram province, Thailand. In order to provide a proper theoretical perspective for the study, this chapter reviews relevant literature covering the world-class standard secondary schools, transformational leadership, and learning organization, needs analysis, and related research as follows.

#### 2.1 Background of world-class standard schools in Thailand

#### 2.2 Transformational leadership

##### 2.2.1 Definition of transformational leadership

##### 2.2.2 Concept of transformational leadership

##### 2.2.3 The measurement of transformational leadership

#### 2.3 Concepts and theories of learning organization

##### 2.3.1 Definition of learning organization

##### 2.3.2 Concept of learning organization

##### 2.3.3 The measurement of learning organization

#### 2.4 Related researches

##### 2.4.1 Related researches on transformational leadership

##### 2.4.2 Related researches on learning organization

2.4.3 Related researches on the relationship between transformational leadership and learning organization

### **2.1 Background of world-class standard schools in Thailand**

During the past decades, as the society and economy have begun to change and become more complex, there have been some changes in the principles and concepts, including policy and objectives of Thai education. An evolution in principles

and concepts of education was reflected in the National Scheme of Education and the National Education Development Plan. The main objectives of the Eleventh National Economic and Social Development Plan (2012-2016), issued in October 2010, are to promote sustainable development through restructuring the economy, society and politics, and nurturing natural resources and environment, as well as to prepare the people and the community to be resilient to changes. To achieve these objectives, six development strategies have been set forth, including: promoting the just society; developing human resources to promote lifelong learning society; balancing food and energy security; creating the knowledge based economy and enabling economic environment; strengthening economic and security cooperation in the region; and managing natural resources and environment towards sustainability (UNESCO Bangkok, 2011). So the Ministry of Education has selected 500 primary and secondary schools in the country to pilot the world class standard school policy. The policy was contemplated—from both the strategy goals within the Ministry of Education and the possibility of funding from the Government Stimulus Package (Chaengchenwet, 2010). According to national security and economic and socio-cultural unities are crucial factors in mobilizing the ASEAN Community in 2015. The Ministry of Education is committed in preparing Thai children and all Thai youths to be ready for ASEAN in 2015. As English is the official language of ASEAN Thai children should be equipped with the necessary language skills, school throughout the country need to familiarize their students with both Thai values and international standards.

The detail in the 5 strategies focus on prior to joining the ASEAN Community in 2015. The national curriculum should be developed to international standards. The Office of the Basic Education Commission (OBEC) will be responsible for adjusting the curriculum which should integrate both Thai values and international knowledge. Moreover, schools should be internationalized in terms of teaching, learning and administration. As this is an area that requires more to develop creativity, critical thinking skills, and self-discovery is essential in the achieving these goals. The need for the continual presence of Thai-ness is also another important factor that both teachers and students must realize. Students should learn to be proud of their national identity and behave in a proper way and with good morals. Finally, foreign languages, especially English, should be taught in terms of four skills: listening, speaking, writing

and reading, so that Thai students become fluent communicators. And, if it is at all possible, then the national languages of each ASEAN country should also be made known amongst Thai students. Five steps are proposed to develop students: hypothesis formulation, searching for information, knowledge, effective communication, and public service. Independent study is offered, so students will have the chance to research and formulate their ideas, to communicate and present their knowledge, and to present this knowledge to global society for social service. Therefore, in the near future, Thai students will be potential students who act as quality citizens of Thailand and the world. Their potential will be equal to international students as follows.

**1. Digital-age literacy.** Thai students will be equipped basic knowledge such as science, economics, technology, language, visual and information literacy, multicultural literacy and global awareness.

**2. Inventive thinking.** Thai students will be able to adapt themselves, handle complicate situations, love of learning. They must be able to formulate hypothesis, so they will search, and seek for knowledge. They will be critical thinkers who can criticize and synthesize data and information as well as formulate their knowledge. They will use data before making their decision.

**3. Effective communication.** Thai students will be able to receive and send messages efficiently. They will logically and correctly select data and information before embracing. They will transfer their thought, knowledge, understanding, feeling, and attitudes through their language culturally for exchanging their knowledge and experiences which will be benefit for both themselves and society. They will be skilled in negotiation, so problems of conflict will be decreased or eliminated. They will use only efficient communication tools to communicate.

**4. Life skills.** Thai students will be able to bring any process to use in their daily life and for autonomous and continuous learning. They will understand the relationship and changes of situations in society. They can solve problems and deal with conflicts appropriately, so the results will lead to practice, benefit for society, and public service.

**5. Technology.** Thai students will search for and seek to information, knowledge, and various methods from learning resources. They will select, utilize, and skilled in technology for developing themselves and their society, so they will be able

to learn for communication, work, and creatively solving problem appropriately and ethically. (Office of the Basic Education Commission, 2011)

Also from the changing context of learning in 21<sup>st</sup> century. This study aims to investigate and clarify the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samutsongkram province, Thailand. In order to provide a proper theoretical perspective for the study, this part reviews relevant literature covering the world class standard secondary school, and related research.

### **World class standard school**

The world class standard school is an innovation on educational management which Office of the Basic Education Commission has utilized it to be an immediate measure in order to enhance educational management to achieve standards equivalent to international criteria. All world class standard schools which participated in the project have developed school based curriculum and arrange teaching and learning curriculum which have qualities equivalent to international standards in order that students own potential and ability to compete internationally; likewise students must own needed characters equivalent to international standards and the citizenship of the world who have academic excellence and can communicate two languages, innovative thinking, create academic work, and respond to world society. Student must be smart and good, and subsist their life happily. Added international 4 matters are Theory of Knowledge, Extended-Essay, Global Education, and Creative-Action-Service activity; what's more, learners must have practiced intensive English skills and studied second foreign language so as to accelerate the knowledge which obtains from the basic education core curriculum A.D. 2008 (Office of the Basic Education Commission, 2010). Thailand education management, which heads for excellence to develop learners equivalent to international standards and to be able to compete with other countries, is related to a language used for communication. Especially, the English language is very essential because it is an important instrument for communication, finding knowledge, earning a living, making understanding cultures and world visions (Bureau of Academic Affairs and Educational Standards, 2008). Furthermore, teachers are the most important seeing that they have to have ability for teaching

### **Context for World Class Standard Policy**

World class standard school policy has many components in which shape the context. The internal factors within Thailand such as the Ministry of Education Strategic Plan, the National Curriculum. The external factors such as the increasing focus among policymakers and education experts on quality assurance, the changing context of learning from advancing technology, all played a role in shaping this world class standard school (Office of the Basic Education Commission,2011)

#### **1) National Curriculum—Move towards Standard-Based Curriculum.**

There have been ongoing discussions regarding quality and standard improvement of education. Their curriculum reform in several countries often involves standardization or quality assurance in some form. In Thailand, the issue of Standard-Based Education in Thailand did not terminate with the 2001 Basic Education Curriculum. The implementation after 5 years for this curriculum. Many schools, especially in the countryside could not keep up with the standards set forth by the Ministry of Education. While this curriculum set up national standard for learning, it leaves the determination regarding the content, the assessment of Education, and the graduation criteria to each school. From this curriculum created a gap for many schools in Thailand in term of reaching the national standard, there were discrepancies in the content taught to students, the assessment scheme, and the graduation criteria. In order to close the standard gap, the Ministry of Education has introduced the 2008 Basic Education Core Curriculum. This curriculum stands similar to the 2001 curriculum that it remains a standard based curriculum. The implementation of the 2008 Basic Education Core Curriculum, with its national standard, national grade level indicators, national core content, helped close the gap between schools in many parts of the country. The curriculum served as a guide to teachers reaching the standard originally set forth in the 2001 curriculum. The 2008 Basic Education Core Curriculum has two different roles to play for good-performing schools. For poor-performing schools helped serve as a guide for teacher in term of what content should be taught and also in terms of decision on the expected progress students made. For good-performing schools have the capacity of offer to students more than the basic curriculum. Some schools offer English Program or Science-Intensive Program. This creates a gap in the quality of high-performing schools.

2) **Ministry of Education Strategic Plan.** The Ministry of Education Strategic analysis recognizes the potential of good-performing schools to develop further beyond national standard to the level of a world class standard. According to the Ministry's 2009-2-12 Strategic Plan set the need for schools in Thailand to reach beyond the national standard for something higher. By mentioning the International Baccalaureate as the sample international curriculum to be benchmarked. The plan also discusses the possibilities regarding devolution of school authorities. So that the school administrators—the principal or the supervisory board, can make decisions regarding curriculum, budget, personnel affairs in a way that best fit each school's different context.

3) **The Changing Context for Learning—Globalization of Learning.** In this changed context for learning, schools all over the world started to develop ways to build students who can survive in globalization. The need to create a globally aware learner also plays an integral role in the development of the particulars of This world class standard school policy.

From the contexts above, the learning and managing of the schools all over the world have to develop their students who can survive in globalization. The schools can set the suitable curriculum for potential in each different school.

### **World Class Standard School Policy**

World class standard schools are the school project organizes learning courses to get near international standards. It aims to develop Thai students to become the world citizen. Five hundred potential schools across the country and Thailand's relationship with other world's communities are based on each pride and equality. Educational management is able to help develop Thai people capacity and society in order to complete and cooperate with the international communities. Knowing how to get the foreign traditions, should learn the way to take a pride beside. The way to Thai people local education is to develop the quality of learning in update world situation. From the five hundred potential schools are divided into 381 secondary schools and 191 primary schools across the country are selected to implement the world-class standard schools. The Ministry of Education has published series of documents and make available to all world class standard schools. These documents discuss the

visions for world class standard school, as well as describing the goals and characteristics of such schools.

### **World-Class Standard School Vision**

The visions of world class standard schools are 1) Multi Model-Benchmarking: As themselves. Development potential of the organization. Accelerate the availability of the resources raised from the successful model range, 2). Spirit of enlightenment: Way of creating enlightened. Create new momentum. Show miracle substance and goal of subjects. Amount of knowledge is enjoyable to explore, 3). Multi Intelligent: Children are learning, different capabilities; specialty is to improve, know and understand by filtering process in the care of individual children, and to promote the multi intelligent of different children. 4) Global Community & Responsibility: The desire to know no boundaries in the world community. Relationships and networks are relatives. That is the shared responsibility of mankind to the international community.5) Synergy-community School: Education is not a burden on the government alone. Network mission start from friendship to local communities in the region. To cross-border social world. Create a good social function is the duty of everyone. Youth is the future of the community, the hope of nations and the fate of mankind.

### **Characteristics of World-Class Standard School**

From these visions, the ministry has outlined the characteristics of the World-Class Standard School policy in 3 areas: students, instructions, and managements. In terms of students as World citizen, the ministry sets 5 attributes are 1) Academic Excellence: it focuses on students have higher-than-average standardize assessment test scores in additional students should have distinct specialization and participative in national and international competitions, 2) Bilingual Communication: students are able to use Thai and English to communicate very well and also promotes the studies of a third language, whether it be French, German, Japanese, etc. 3) Progressive Thinking: students can produce a project work or create new ideas which can benefit of themselves and others, 4) Creative Production: students creative and critical the available information and technology to produce works and able to exchange ideas and their work to international level, 5) Global Responsibilities: students aware of global situations, carry an international understanding, and have a

sense of global citizenship whereas they value diversity, public goods, environments, and the ideal of democracy.

In terms of Academic Quality of World-Class Standard School, the schools need a variety of curriculum which is suitable of each capacities and competencies. The curriculums include English Program (EP), Mini English Program (MEP), International English Program (IEP), International Baccalaureate (IB) and also promote the instruction of science and mathematics in English language, as well as adoption of subjects are Theory of Knowledge, Extended Essay, Creative Project Work, and Global Education into the curriculum.

For Teacher Quality, teachers are asked to be able to communicate with foreign language, using textbooks and reference in foreign languages in classroom instructions, and promoting teachers use Information and Communication Technology (I.C.T.) in all instructional process from teaching to evaluate and present teachers' work.

In Research and Development, the Ministry promotes and encourages schools to perform academic development research and using the academic development research to develop the school quality towards world-class standard.

The last characteristic of World-Class Standard School is Quality System Management. The 4 attributes in these characteristics are School Administrators Quality, Management System, Foundation Support, and Network Support. The ministry uses Thailand Quality Award (TQA) for criteria as an essential tool to improve their management capability Organizations in Thailand with best practices and performance excellence can apply to be nominated to receive the Thailand Quality Award, as a role-model for other organizations to follow. As the number of Thailand Quality Award increases, the overall Thailand competitiveness at the world level should increase as well. Thailand Quality Award is considered a world-class award. The fundamental of the technical and decision-making processes are identical to the Malcolm Baldrige National Quality Award (MBNQA) of the United States of America, as the MBNQA is being adopted by many countries around the world

To conclude, the world-class standard schools are a means to the goal of Thai education reform to reach international standards. Five hundred schools are participating in organization the WCSS, and Thailand Quality Award (TQA) is

employed to measure whether the world-class standard schools are at the international standard. Thai students will be knowledgeable and competitive and have critical thinking skills. Thai society will continue and be sustainable.

## **2.2 Transformational leadership**

Out of a large number of leadership, transformational leadership has been the most widely researched over the last three decades. The concept of transformational leadership was initially introduced by leadership expert and presidential biographer (Burns, 1978). According to Burns, transformational leadership can be seen when leaders and followers make each other to advance to a higher level of morality and motivation. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals.

Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership was mutually exclusive styles. Later, a researcher Bass (1990) expanded upon Burns' original ideas to develop what is today referred to as Bass's Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers

Bass (1985) extended the work of Burns by explaining the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming." Bass added to the initial concepts of Burns to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance.

The extent, to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more

than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

Previous theoretical transformational leadership is charismatic leadership by Weber in 1920 when his achievement is translated to English in 1974. These of Max aroused socialist interesting and political scientist studied on leadership and there was research-supported concept on charismatic leadership. It was found that charismatic behavior will affect to satisfaction and result of performance of senior superior. In addition, personality and having charisma created a different of efficiency of leader. After theory of charisma had occurred they are theory related with transformation leader is transformational leadership. This is of Burns, in 1978 and Bass in 1985. It is accepted that is efficiency theory and have variety related research include training for transformational leadership. Beginning in the 1970s, new leadership theories has been emerged such as House's theory of charismatic leadership, Conger and Kanungo's charismatic leadership theory, and Bass's transformational leadership theory. All these theories focus mainly on the importance of a leader's charisma to leadership effectiveness that emphasize the importance of leaders' inspiring subordinates' admiration, dedication, and unquestioned loyalty through articulating a clear and compelling vision. All these theories have much in common; they all focus on attempting to explain how leaders can accomplish extraordinary things against the odds, such as turning around a failing company, founding a successful company, or achieving great military success against incredible odds.

### **2.2.1 Definition of transformational leadership**

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable

and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

Over nearly a century of academic leadership investigation, more than 65 differing understandings and views have been developed to explain what exactly leadership is. Leadership has been around four thousand of years, and yet they still are unable to contain it in a single definition. They all agree on because leadership is continuously evolving and more than what it seems to be, depending on how they look at it. It is a complex concept with many applications and the results which it creates depend highly on the context in which it is being observed. Many works have been written on transformational leadership, but depending on who speak to and what their perspective is. There is the leadership theory which has evolved over time from other leadership styles and different contexts as follow:

Ejimofor (2007) viewed transformational leadership as an interaction between leaders and followers, with an intention towards mending and fostering attitudes and behavioral changes in the followers in order to strongly commit themselves into achieving the organization's visions. All in all, transformational leaders display behaviors that enable subordinates to transcend their self-interests, cope with the change, and perform beyond expectations.

According to Bass and Riggio (2006), four components of transformational leadership had been proposed in order to develop new ways to identify successful and effective leaders. Transformation leadership is a process as influenced colleague and followers which is more changing attempting of colleague and follower than expect attempting and it is development on ability of colleague and follower gain higher level including potential. These affect to their awareness on mission, vision of team and organization as follows:

1) Idealized Influence (II) or Charisma Leadership: is referred to behavioral leader as is positive model which they are respected, faith, worshiped from colleagues, the transformational leaders who play as role models; they are respected and admired by their followers. The leaders should have regular emotion and able to control morality and high ethic and they can avoid using power for self-benefit they should done for group. Followers identify with leaders and they want to follow them. Leaders have a clear vision and sense of purpose and they are willing to take risks.

2) Inspirational Motivation (IM): is a referred to behavioral leader motivating follower having inspiration by creating interpersonal motivation. The leader will assimilate on team spirit to be fresh and have proper expressing, creating positive attitude. The leader will help follower develop self-relationship to target. Inspiration motivation reinforces critical thinking and able to manage their problem throughout implemented with efficiency.

3) Intellectual Stimulation (IS): is referred to the extent to which the leader's vision and those behaviors that increase followers' understanding of problem they face. Transformational leaders use intellectual stimulation to point out problem in the current situation and contract them with their vision of the future (Nguni, Slegers, & Denessen, 2006). This effected recruiting newly guideline to systematic solved-problem and confronted a problem in affiliated unit .They stimulate others to be creative and they never publicly correct or criticize others.

4) Individual Consideration (IC): is referred to the leader is associate with followers as individuals and how much of mentoring or coaching orientation leaders have for followers regarding self-esteem and focused on importance point. In addition to the leader perform to follower and take occasional newly learning for them throughout supporting. Leaders establish a supportive climate where individual differences are respect. Interactions with followers are encouraged and the leaders are aware of individual concerns.

Each element is connected because there is a basis of respect, encouragement, and influence that is involved in transformational leadership. The

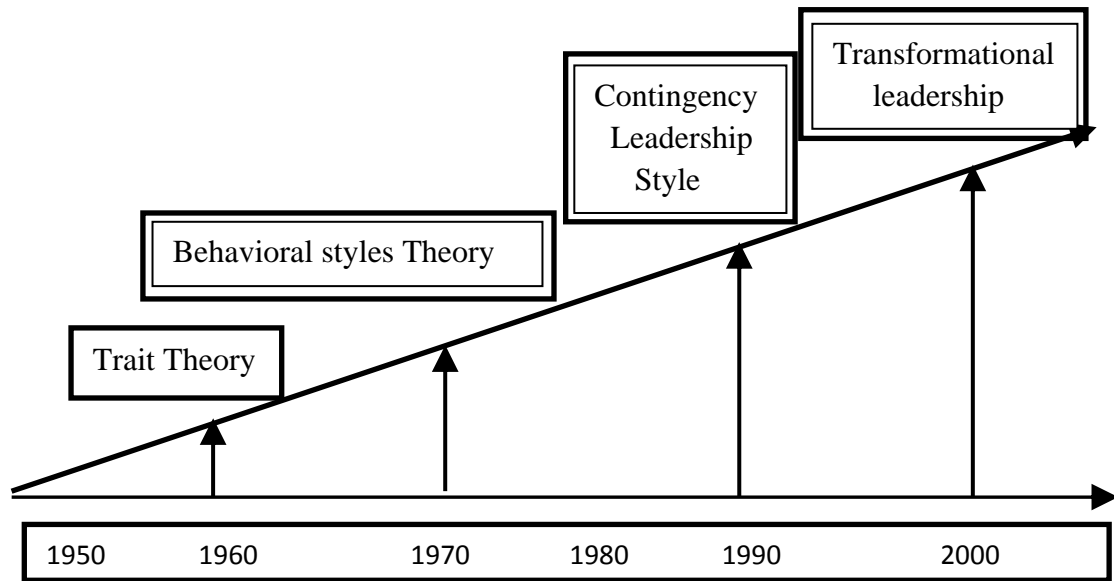
personality of the leader has to be genuine because any chance of inconsistency for the followers and all trust are gone, and the leader has failed.

Bass's transformational leadership theory focuses on developing mutual trust, fostering the leadership abilities of others and setting goals that go beyond the short-term needs of the work group. The leader who exhibits these models will inspire subordinates to be high achievers and put the long-term interest of the organization ahead of their own short-term interest (Barnett, McCormick, Connors, 2001).

For all above definitions can be concluded transformational leadership behaviors based on Bass and Riggio (2006) that leadership created valuable and positive change in the followers with the end goal of developing followers into leaders. Transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. Leaders were as a role model for followers that inspired them and understand the strengths and weakness of followers. The transformational leadership comprised of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

### **2.2.2 Concept of transformational leadership**

Transformational Leadership has evolved from and contains elements of preceding leadership types, such as trait and behavior theories, charismatic, situational and transactional leadership. Transformational leadership is at one of the higher levels of motivation and morality, and it works hand in hand with transactional leadership. It has not always been that way, and our understanding of leadership has developed and evolved over time. Many Scholars have different studied of leadership. In this research will divide leadership in 4 groups, which included (1) Trait Theory, (2) Behavioral styles Theory, (3) Contingency Leadership style, and (4) Transformational leadership and can see also in this figure.



**Figure 2.1: The Evolution of Leadership Theory (Maslanka, 2004)**

#### 2.2.2.1 Trait theory

One of the earliest attempts of a concise theory amongst leadership scholars was that of the great man theory. Trait theory tried to describe the types of behavior and personality tendencies associated with effective leadership. This is probably the first academic theory of leadership (Northouse, 2007). Under this perspective, the overarching belief was that leaders were made, rather than born. This focus on leadership utilizes a very strong trait perspective and holds the assumption that leadership is a very restrictive position and is only given to a very elite group of individuals. However, in more recent studies of trait leadership, the theory has once again shifted back to the physicality of the traits of those who seem to become leaders (Bass, 2008). Trait theory is focused on identifying and measuring these individual personality characteristics. However, of late trait theory is beginning to reemerge on the basic factors that make up what is known as ‘personality’, commonly called as Big Five neuroticism, extraversion, openness, agreeableness, and conscientiousness (Northouse, 2007).

### 2.2.2.2 Behavioral theory

As a result of the presumed failures of early trait studies, the researchers from the 1940s through the 1960s began studying behaviors exhibited by leaders as a means to separate leaders from non-leaders.

**Autocratic Leader:** This leadership style is common with autocratic leader, who makes the decisions independently with little or no input from the rest of group. Leaders in this style would depend on leaders themselves; thought of performance not performers, which might make them have enemies. It's a kind of top down management style, where employees are directed to perform what they intend to do and clear division exists between the follower and the leader in such leadership style. One might use this style of leadership when the group is in danger of not accomplishing a task in a timely manner or in a crisis situation (Murphy, 2005).

**Democratic Leader:** This leadership style is found to be better than other styles, as the leader encourages the participation of employees in decision making, there by develops sense of motivation and creativity. Leaders would utilize the group's decision or allow their followers to take part in decision-making; accepted the overall opinion, had team-focused working, had two-way communication that could lead to the increase of productivity and work satisfaction. A participative leader must exhibit certain qualities like pioneering, imaginative, stimulation, and adventure some mindset so as to empower employees at all levels to make their decisions involving the shared responsibility in the organization (Smith, 2008).

**Laissez-fair or Free-rein Leader:** This style is also referred to as 'delegative leadership', where delegative leaders offer little or no guidance to group members and leave decision-making up to group members. Leaders would give full freedom to subordinates in making decision on solutions; did not set up exact objectives; did not have principles or regulations that might make colleagues feel embarrassed or unsatisfied and lead to low productivity. In the laissez-faire leadership the leader does not behave in a leader-like fashion, avoiding decisions and giving away his/her responsibilities and authority (Antonakis et al., 2003). Usually leaders with such style provide greater freedom to employee and hardly monitor and assess the progress of individual. It was found that these leaders shun goal-setting, opportunities to succeed, fail to coordinate organizational objectives, ignore

responsibilities, and routinely avoid making decisions on important matters (Van-Eeden, Cilliers, & Deventer, 2008).

**The University Of Michigan Studies.** Roughly contemporary to the Ohio State studies, this set of studies had similar research objectives: to locate behavioral characteristics of leaders that appeared to be related to measures of performance effectiveness. They also came up with two dimensions of leadership behavior that were critical:

**1) Employee-Oriented.** Leaders who were employee oriented were described as emphasizing interpersonal relations. They took a personal interest in the needs of their employees and accepted individual differences among members.

**2) Production-Oriented.** These leaders tended to emphasize the technical or task aspects of the job. Their main concern was in accomplishing their group's tasks and the group members were seen as a means to that end.

**The Ohio State Studies.** These studies, started in the late 1940s, attempted to find what behaviors substantially accounted for most of the leadership behavior described by employees. Beginning with over a thousand dimensions, researchers narrowed the list to two:

**1) Initiating Structure.** This dimension refers to the extent to which a leader is likely to define and structure his or her role and those of employees in the search for goal attainment. It includes behavior that attempts to organize work, work relationships, and goals.

**2) Consideration.** This dimension is the extent to which a person is likely to have job relationships that are characterized by mutual trust, respect for employees' ideas, and regard for their feelings. People who are high in consideration show concern for followers' comfort, well-being, status, and satisfaction.

**Blake and Mouton's Managerial/Leadership Grid.** Building from the results of both the Ohio State and Michigan studies, Blake and Mouton created a leadership assessment instrument that was based on the styles of "concern for people" and "concern for production." This tool is still very popular today and is used in both leadership selection and training programs.

**Leader-Member Exchange (LMX) Theory.** Unlike the other leadership theories mentioned thus far, the LMX theory does not assume that managers treat all workers the same way.

**1) Grouping.** Because of time pressures, leaders establish a special relationship with a small group of their followers: the in-group. These individuals receive a disproportionate amount of the leader's attention and are more likely to receive special privileges. Out-group members get less of the leader's time, fewer of the preferred rewards and have leader-follower relations based on formal authority interactions.

**2) Group Selection.** While the selection process is unclear, leaders tend to choose in-group members (high LMX) because they have attitude and personality characteristics that are similar to the leader or a higher level of competence than do the out-group members (low LMX). While the leader does the choosing, it is the followers' characteristics that drive the leader's categorizing decision. The selections appear to be relatively stable over time.

**3) Maintaining LMX.** Leaders induce LMX by rewarding those employees with whom they want a closer linkage and punishing those with whom they do not. High LMX employees are allowed to communicate frequently with the supervisor, while low LMX employees are discouraged from doing so.

### **2.2.2.3 Contingency Leadership style**

Because of the perceived failure by researchers to obtain consistent results from either the behavioral or trait theories, researchers began to focus on situational influences. The goal was to match leadership style with work conditions in order to achieve leadership effectiveness. Isolating the situational conditions proved to be somewhat difficult. Three of the most successful contingency theories are presented here.

**The Fiedler Contingency Model.** One of the first models of this type was developed by Fiedler (Northhouse, 2007). It proposes that effective group performance depends on the proper match between the leader's style and the degree to which the situation gives control to the leader.

**1) Identifying Leadership Style.** Fiedler created the Least Preferred Coworker (LPC) questionnaire, which purports to measure whether a person is task- or relationship-oriented. High LPC scores indicate a relationship-oriented leader; low LPC scores indicate a task-oriented leader. Fiedler assumed that an individual's leadership style is fixed. If the situation and style are not optimal, then the situation needs to be modified or the leader needs to be replaced.

**2) Defining the Situation.** Fiedler identified three contingency dimensions that defined the key situational factors that will determine the appropriate leadership style.

**Leader-member relations:** the degree of confidence, trust, and respect members have in their leader. Measured as good or poor.

**Task structure:** the degree to which the job assignments are structured or unstructured. Measured as high or low.

**Position power:** the degree of influence a leader has over hiring, firing, discipline, promotions, and salary increases. Measured as strong or weak.

**3) Eight Potential Situations.** The combination of the measurements of these three dimensions creates eight potential situations ("octets") that a leader might face.

**4) Matching Leaders and Situations.**

- Task-oriented leaders tend to perform better in situations that are either very favorable to them or which are very unfavorable (category I, II, III, VII, or VIII).

- Relationship-oriented leaders perform better in moderately favorable situations (categories IV through VI).

- Recently Fiedler has condensed these eight situations down to three based on the degree of control: task-oriented leaders perform best in situations of high and low control while relationship-oriented leaders perform best in moderate control situations.

**5) Using the Model to Improve Leadership Effectiveness.** Because Fiedler believes an individual's leadership style is fixed, there are really only

two ways to improve leader effectiveness:

- Change the leader to fit the situation.
- Change the situation to fit the leader. This can be done by restructuring tasks or increasing/decreasing the power the leader has to control factors such as salary increases, promotions, and disciplinary actions.

**The Path-Goal Theory.** Developed by Robert House, this theory extracts elements from the Ohio State leadership research as well as the expectancy theory of motivation.

**1) The Leader's Purpose.** In Path-Goal theory, the leader's job is to provide followers with information, support, or other resources necessary for them to achieve their goals. Effective leaders clarify the path to goal achievement and remove any roadblocks the workers encounter along the path.

**2) Leader Behaviors.** Unlike Fiedler, House assumes leaders are flexible and that the same leader can display any or all of the necessary behaviors for effectiveness in a given situation. There are four identified leadership behaviors in this theory:

**Directive:** these leadership behaviors include letting followers know what is expected of them, scheduling work to be done, and giving specific guidance as to how to accomplish tasks.

**Supportive:** these behaviors include being friendly and showing concern for the needs of followers.

**Participative:** the leader consults with followers and uses their suggestions before making a decision.

**Achievement-Oriented:** the behaviors for this type of leader include setting challenging goals and expecting followers to perform at their highest level.

**3) Contingency Variables.** This theory proposes two classes of contingency variables that moderate leadership behavior:

**Environmental Variables:** factors that are outside the control of the employee such as task structure, the formal authority system, and the worker. These variables determine the type of leader behavior required for outcomes to be maximized.

**Employee Characteristics:** variables such as locus of control, experience, and perceived ability, which are the interpersonal characteristics of the employee. These variables determine how the environment and leader behavior are interpreted.

**4) Path-Goal Theory Predictions.** The theory proposes the leader behavior will be in effective when it is redundant with the sources of environmental structure or incongruent with employee characteristics. Specific predictions (i.e., effective matches between leadership behaviors and contingency variables) include:

- Directive leadership behaviors are more appropriate when tasks are ambiguous or stressful.
- Supportive leadership is more effective when employees are performing structured tasks.
- Directive leadership is inappropriate when employees have high perceived ability or considerable experience.
- Participative leadership behaviors are more appropriate for employees with internal locus of control.
- Achievement-oriented behaviors are appropriate when tasks are ambiguously structured.

#### **2.2.2.4 Transformational leadership**

In 1973, the earliest writing on transformational leadership appeared, when J.V. Downton in *Rebel Leadership: Commitment and Charisma in a Revolutionary Process (1973)* distinguished transformational leadership from transactional leadership. At the time, however, his work received little recognition.

Then Burns first introduced the concept of transformational leadership in his book *Leadership (1978)*, during his study of political leadership, but this term is now used in organizational psychology as well. Burns described it not as a set of specific behaviors, but rather an ongoing process by which “leaders and followers raise one another to higher levels of morality and motivation”. Transformational leaders offer a purpose that transcends short-term goals and focuses on higher order intrinsic needs. Burns related to the difficulty in differentiation between management

and leadership and claimed that the differences are in characteristics and behaviors. He established two concepts: "transforming leadership" and "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership was mutually exclusive styles. Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture.

Another researcher, Bass (1985), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership; Bass also used the term "transformational" instead of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. Bass (1985) The extent to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership. Now 30 years of research and a number of meta-analyses have shown that transformational and transactional leadership

positively predicts a wide variety of performance outcomes including individual, group and organizational level variables (Bass, 2008). The full range of leadership introduces four elements of transformational leadership:

**Idealized influence** this is the degree to which the leader behaves in admirable ways that cause followers to identify with the leader. Charismatic leaders display convictions, take stands and appeal to followers on an emotional level. This is about the leader having a clear set of values and demonstrating them in every action, providing a role model for their followers. Genuine trust must be built between leaders and followers. Trust for both leader and follower is built on a solid moral and ethical foundation.

**Inspirational motivation** the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. It is also important that this visionary aspect of leadership be supported by communication skills that allow the leader to articulate his or her vision with precision and power in a compelling and persuasive way.

**Intellectual stimulation** the degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this trait stimulate and encourage creativity in their followers. The leader's vision provides the framework for followers to see how they connect to the leader, the organization, each other, and the goal. Once they have this big picture view and are allowed freedom from convention they can creatively overcome any obstacles in the way of the mission.

**Individualized consideration** the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. This also encompasses the need to respect and celebrate the individual contribution that each follower can make to the team (it is the diversity of the team that gives it its true strength). This approach not only educates the next generation of leaders, but also fulfills the individuals need for self-actualization, self-fulfillment, and self-worth. It also naturally propels followers to further achievement and growth.

### **2.2.3 Measurement of Transformational Leadership**

In order to access the perception of principals' transformational behaviors by teachers were using multifactor leadership questionnaire (MLQ) develop by Bass and Avolio (1994), Bass (1998), Bass and Riggio (2006). There was 28 positive statements or items covered four components of transformational leadership behaviors namely idealized influence (7 items), inspirational motivation (7 items), intellectual stimulation (7 items), and individualized consideration (7 items).

Each four components of transformation leadership behaviors were test for the reliability through Cronbach's Alpha Coefficient. If the Cronbach's Alpha Coefficient of each components equal or higher than 0.7, the reliability of the instrument are considered to be appropriate (Polit et al., 2001). Next to each items, there are five degree of perceptions ranked from Always, Often, Sometimes, Rarely, and Never with specified score from 5,4,3,2, and 1 respectively. The respondents are asked to mark one in the answer box among the five degree of perceptions in each items indicated what the respondent believe, rather than what the respondent think they should believe. All the scores from each item of all respondents are calculated by computer program to find the mean and standard deviation then the mean results are interpreted into 5 classification results according to Best's classification formula that showed 5 levels of transformational leader behavior from highest, high, moderate, low and lowest with the rank from 4.00-3.21, 3.20-2.41, 2.40-1.61, 1.60-0.81, and 0.80-0.00, respectively for this study.

## **2.3 Learning Organization**

Learning organization is the concept which grows up from learning transformation. The concept of learning organization has been a major concept in management literature since 1990, and this concept has been established increasingly in Thailand (Pimapsri, 2008). On this research the researcher review theory of learning organization based on Peter M. Senge. The researcher focus on the arguments in his (1990) book *The Fifth Discipline* and have the theories of other authors are comprised in this research. There are many definitions was defined as follow.

### **2.3.1 Definition of Learning Organization**

Argyris (1978) defined as the method to investigate and solve the mistakes in the organization and reduce the defensive routines or the style people do for self-defense.

Marquardt (1996) defined of the learning organization as the organization with power of learning, had dynamic learning method, it was capable to learn, manage and use knowledge as the instrument towards success coupled with the use of modern technology.

Simachokedee (2000) explained the learning organization as the organization that gave every member the chance to show his capability completely continually to jointly build the result wanted by the organization. The organization supported every member “to reconsider”, work together and brought about learning together for building “Body of knowledge” which was the identity of the organization.

Sarnratana (2001) defined of the learning organization as the organization which its member was alert and had inspiration to develop his own capability continually, had creative thinking to create strange and new matters for the organization, and had the relational learning together among the organization members. In general it was the organization that aimed to search for the possibility and chance of development for the growth and to bring about change for new things continually.

Makasiranont (2002) defined of learning organization as it was the format of administration that emphasized the development, leadership in the organization coupled with the learning together which would result in the exchange passing on body of knowledge experience and skill among each other applying in the working to be for more excellent than all the rivals. In addition the level of the development in the organization competency was swift.

Senge (2006) defined of learning organization as organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

Sudnuch (2007) defined of the learning organization as the organization with power of learning method, it was capable to learn, manage and use knowledge as the instrument towards success coupled with the use of modern technology.

Sobhaninezjad et al., (2010) defined the learning organization is an organization in which all objectives, strategies, aims, and activities are in line with learning of the staff and the organization as a whole. This on one hand helps the staff and the organization to achieve their goals through constant learning and on the other hand, is a kind of competitive advantage for the organization.

From all the above definitions can be concluded that learning organization as the organization gave every member the chance to show his capability completely continually to jointly build the result wanted by the organization and as the method to investigate and solve the mistakes in the organization by reducing the defensive routines or the style people do for self-defense. The members in learning organization was alert and had inspiration to develop his own capability continually, and had the relation learning together among the organization members which would result in the exchange passing on body of knowledge experience and skill among each other applying in the working to be more excellent than all the rivals.

### **2.3.2 Concepts of learning organization**

The source of learning organization can be found from the writing of Chris Argyris, a psychological professor teaching about the education and organizational behaviors at Harvard University. Chris Argyris wrote “Organizing Learning: A theory of action perspective.” With Donald Schon of Massachusetts Institute of Technology (M.I.T.) in 1978. This is the first text about the learning organization. It used the terms “organizational learning or OL” at first. Later, the person who makes an understanding about the learning organization is Peter Senge, an M.I.T professor who founded M.I.T Center for Organizational Learning in 1990. Senge used the terms “learning organization” instead of “organizational learning”. To apply it practically, Senge set up the center for organizational learning from workshops for the companies at Sloan of Management, M.I.T. in 1994. Senge and his fellows released a book named “The Fifth Discipline Field book: Strategies and Building a Learning” in order to support the methods that encourages learning organization. (Tubporn, 2004)

The concept of learning organization has gained popularity with the publication of the book *Fifth Discipline* by Senge in 1990. The author defines learning organization as places “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learn how to learn together” . To achieve the goal of building a learning organization (Senge, 1990) calls attention to certain prerequisites, which are personal mastery (i.e., continually clarifying and extending one’s personal vision, focusing his/her energy, developing patience, and seeing reality objectively), development of mental models (i.e., building up deeply ingrained assumptions, generalizations, or visualizations that influence how one sees the world and how he/she acts on it), building shared vision (i.e. discovering shared pictures of the future that create commitment rather than compliance), team learning (i.e., developing the capacity of a team to put back assumptions and engage in open thinking together), and system thinking (i.e., integrating the previously discussed disciplines and building a specific framework for the observation of interrelationships among the parts of “wholes” rather than the parts themselves). Senge (1990), seminal book “*The fifth Discipline*” introduced us to the art and practice of the “learning organization”. Senge pointed out that organizations need to adapt to their changing environments. The author defines learning organizations as places “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learn how to learn together”. Peter Senge borne in 1947, Senge graduated in engineering from Stanford and then went on to undertake a master on social systems modeling at MIT (Massachusetts Institute of Technology) before completing his PhD on Management. He is a senior lecturer at the Massachusetts Institute of Technology, he is also founding chair of the Society for Organizational Learning (SoL). Senge describes himself as an ‘idealistic pragmatist’. This orientation has allowed him to explore and advocate some quite ‘utopian’ and abstract ideas (especially around systems theory and the necessity of bringing human values to the workplace). At the same time ha has been able to mediate these so that they can be worked on and applied by people in very different forms of organization. His areas of special interest are said to focus on decentralizing the role of leadership in

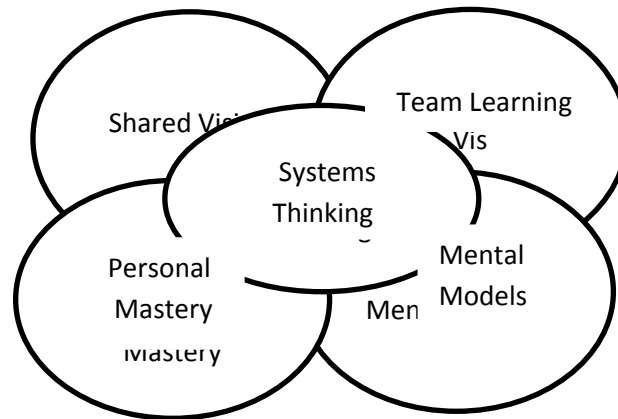
organizations so as to enhance the capacity of all people to work productively toward common goals.

The researcher reviews the literature related to learning organization. The substantial of reviewing is the significance and the characteristic of learning organization. From the literature review, the researcher will take this substantial to synthesize variable of learning organization. There are many scholars described about the characteristic of learning organization. It is significant for this research, the researcher will present in this following.

### **2.3.2.1 Senge's five disciplines**

For Peter Senge (1990), real learning gets to the heart of what it is to be human. The learners become able to re-create themselves. This applies to both individual and organizations. Thus, for a 'learning organization it is not enough to survive. "Survival learning" or what is more often termed "adaptive learning" is important—indeed it is necessary. But for learning organization, "adaptive learning" must be joined by "generative learning", learning that enhances our capacity to create'.

Senge sees the disciplines of a learning organization as personal mastery, mental models, building shared vision, team learning and systems thinking. Senge states that these disciplines can be developed separately but each is critical to the success of the others. The umbrella of the five disciplines can be seen to be the fifth discipline, namely systems thinking, which integrates the other four disciplines. Systems thinking aims to understand how each element/discipline relates to, is affected by and impacts on the entire system. By recognizing this interdependency, one is able to view the entire system as a whole, rather than as fragmented parts, and as such "make the full patterns clearer, and help us see how to change them effectively". This change is what drives a learning organization and assists it to meet the demands of the environment in which it operates, thus contributing to its sustainability (Hattingh & Smit, 2004; Senge, 1990).



**Figure 2.2 Learning organization concepts**

(Source: Hattingh & Smit, 2004; Senge, 1990)

The dimension that distinguishes learning from more traditional organizations is the mastery of certain basic disciplines or ‘component technologies’. The five that Peter Senge (1990) identifies are said to be converging to innovate learning organizations. They are:

#### **Discipline 1: Systems Thinking**

It is the cornerstone of the learning organization. This discipline requires that people look at whole systems, not individual components in developing solutions to problems. Senge describes this as a theoretical framework and an intuitive world view. This lens forces the organization to shift its thinking from seeing itself as an isolated organism to understanding that it is part of a larger system. Senge describes how people have traditionally needed to respond to sudden dramatic events, rather than systematic challenges like global warming. These are not fixable through individual action. Instead, they require the systematic solutions achievable through systems thinking (Senge, 2006). Systems thinking do not exist exclusively of the other four disciplines, but is dependent on having all four present and functioning properly. Likewise, the individual disciplines cannot stand individual—they must be developed as a system in order to work. System thinking is both the goal and the foundation of the learning organization but the nature of Systems Thinking was difficult to change, the systems in our live lives should be understood, designated, controlled the standard and got changing. People should improve up their Systems

Thinking and pay attention to, all the knowledge which they pay attention that helps them to understand the process of development and the changes, then they can understand the events as a whole parts.

### **Discipline 2: Personal Mastery**

Senge professes that this discipline is the spiritual foundation as “an organization’s commitment to and capacity for learning can be no greater than that of its member”. The learning characteristics of people in the organization reflect the learning. The individual in the organization is human mastery and enthusiastic. People are required to learn up to the minute, throughout the life. The learning is one path to support the individual to achieve personal mastery. The learning is then continuous and it expands the individual abilities and creates the organizational environment to support. Senge and Marquardt (1996) propose that the personal mastery refers to the lifelong learning as their skills will be improved continuously.

### **Discipline 3: Mental Models**

This is the process of discovering and challenging owns personal assumptions about people and the world. This includes the ability to have “conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others” (Senge, 2006). Mental Models are the pattern of minds of each personnel all were the experiences accumulated from the childhood. Mental Models are line of thought, point of view, thinking method and understanding of a person in each matter. The mental condition reflects the behaviors of people in the organization in the establishment of hypothesis in order to explain the problem; this is the fundamental for the maturity and understanding about the subject matter for making decision. They must have the appropriate responses to the changes and the mental ability when they face the crisis (Senge cited in Chanathorn , 2004).The result that occurred from the thinking method format here could be reflected into 3 characteristics as attitude, idea and thinking process), which could be likened to Brookfield’s critical self-reflection, and is about questioning a situation, or information, rather than accepting it at face value (Brookfield, 2000; Mezirow in Mezirow & Associates, 1990) and “the willingness to challenge our own thinking” (Senge, 1990). This exercise is intellectually demanding

and time consuming (Brookfield, 2000) and is a community effort where “learningful” conversations take place that assist members to expose their own

#### **Discipline 4: Shared Vision**

This is to build up the co-operation of people in the organization in order to improve the future and the needs to the goal together, improve the future and the same point of view about the changes and future and help the personnel accept and be willing to commit with the operation of the organization that needs responses to the changes. Shared Vision transcends the typical vision statement of most corporations and that embodies higher goals that reflect the shared vision of the organization’s members. The vision had to be clearly designated; it helped the organization reach the vision. Every organization built it up as the objective of strategy designation then followed through together to make the vision become real with the operation plan (Chanathorn , 2004).

#### **Discipline 5: Team Learning**

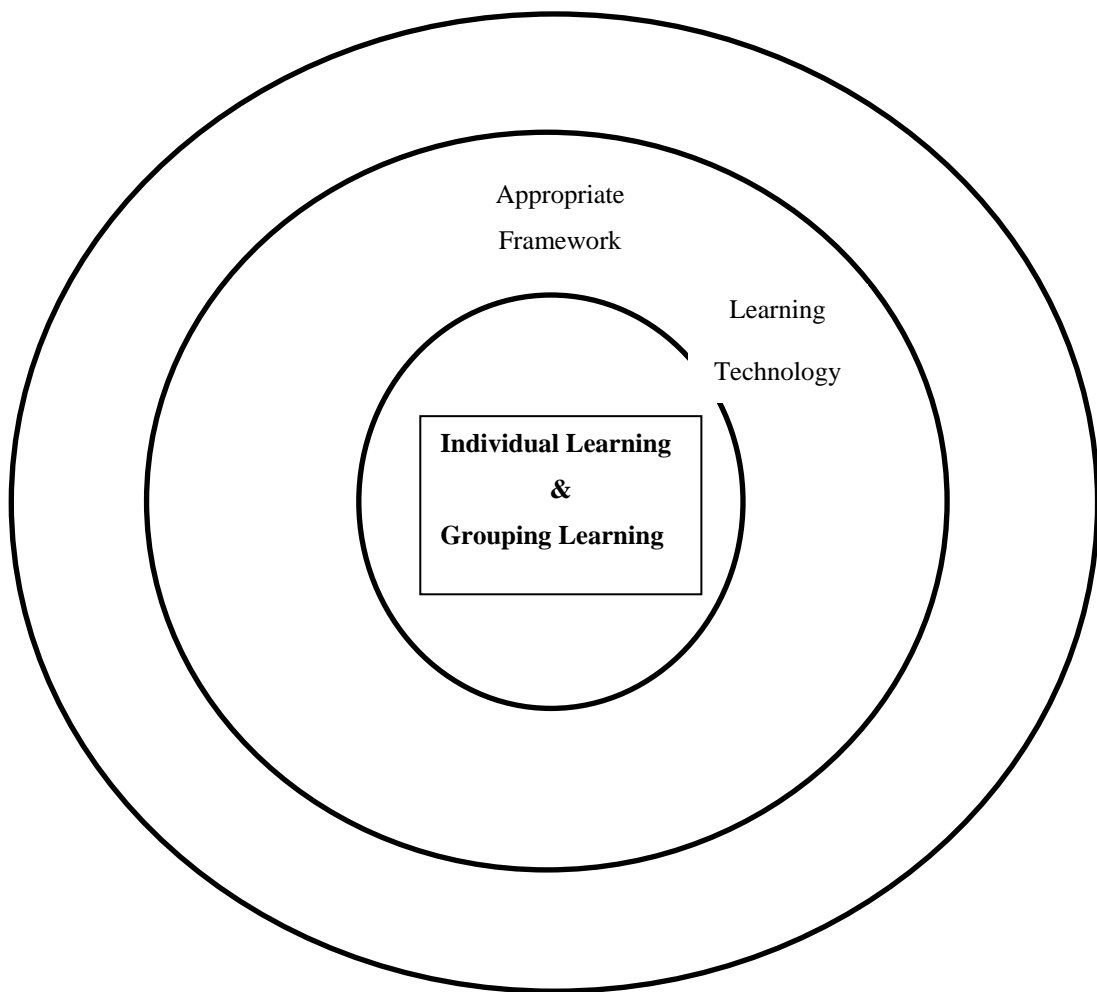
Team learning’s goal is to have “the intelligence of the team exceeds the intelligence of the individuals in the team, and to develop extraordinary capacities for coordinated action” (Senge, 2006). Team learning emphasized on transmission of the experience to everyone in organization had to think together all the time, knowledge and ideas in exchanging can improve the intelligence of the team rather than each individual. The major methods used as: (1). Dialogue for changing each other’s ideas. (2). Discussion, there would be the preparation of hypotheses and options in advance to discuss together. (3). Team Management technique which was the using of the team leader’s capability to get the learning from the accomplishment. (4). Business Project Management technique by the administration in the project format. The leader and member of the project had the clear beginning and finishing point. There were activities together with the responsible ones, including systematic administration process. (5). Action learning which the late new popular method was accorded to the learning organization development process. ( Senge,1990)

Senge (1994) gives the concept of building the learning organization by looking at the person first and then at the systematically linking. It urges to start from the learning of the person. When a person has continual learning development, link the knowledge among the people in the organization and thus the

organization development occurs. Senge give 5 disciplines to cling to in developing the organization.

**2.3.2.2 Marquardt & Reynold’s learning organization concept.**

The concept of Marquardt & Reynolds had to get the characteristic as circle chart of global learning organization with the three overlapping circles. The innermost circle was the individual and grouping learning. The middle circle was the element for the organization requirement for becoming learning organization. The outmost circle was the element of being global learning organization. (Marquardt & Reynolds, 1994). This development towards learning organization emphasized starting from self-development to individual learning and expanded in the wide circle to the organization.



**Figure 2.3 the Global Learning Organization**

**(Source: Marquardt & Reynolds (1994))**

### **2.3.2.3 Building up learning organization concept according to the system linked organization model of Michael J. Marquardt.**

Michael J. Marquardt (1996) composed the five subsystems dynamically interconnected and complementary of each other. The subsystems are learning, organization, people, knowledge, and technology. The heart of the systems learning organization model is the learning subsystem from which the other four subsystems permeate, but the other subsystems are necessary to enhance the quality of and impact learning has in the organization.

The five minor systems in the organization which has to be jointly related well and supported each other as in the picture. (Marquardt, 1996)

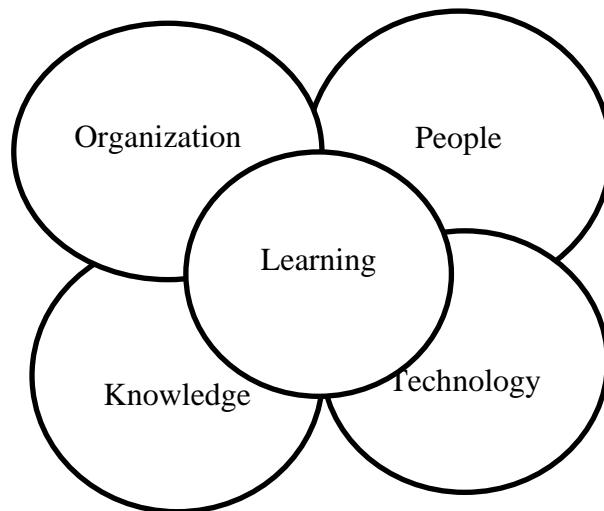
**Learning** takes place at the individual, group, and organizational levels. This subsystem is based on the skills necessary to maximize organizational learning, represented by the six disciplines proposed by Senge (1990).

**Organization** is considered the organization itself, the place and physical structure in which learning occurs.

**People** include groups of individuals that are of value in enabling and potentiating learning in the organization.

**Knowledge** refers to the direction of the acquired and generated knowledge of the organization, in this respect collection and dissemination of information in the organization occurs through diverse channels and during different time frames.

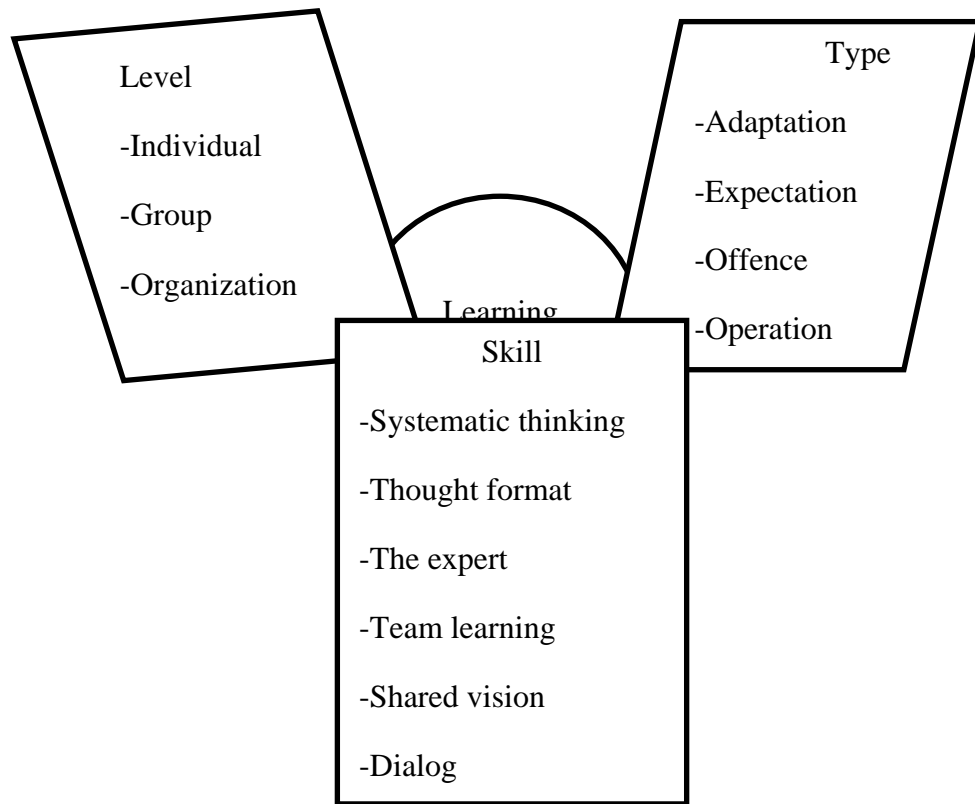
**Technology** is the technological network needed to gain access and to exchange information and learning.



**Figure 2.4 Learning organization**

**(Source: Michael J. Marquardt, 1996)**

The development of learning organization in consistency with the concept of building learning organization following the system linked organizational model of Marquardt (1996) emphasized the linking of subsystems in the organization which were the important subsystems consisting of the learning in the individual, group, and organization level. The individual learning was the starting point to link or expand to the learning at the group and organization level.



**Figure 2.5 The linking of subsystems in organization**

(Source: Michael J. Marquardt, 1996)

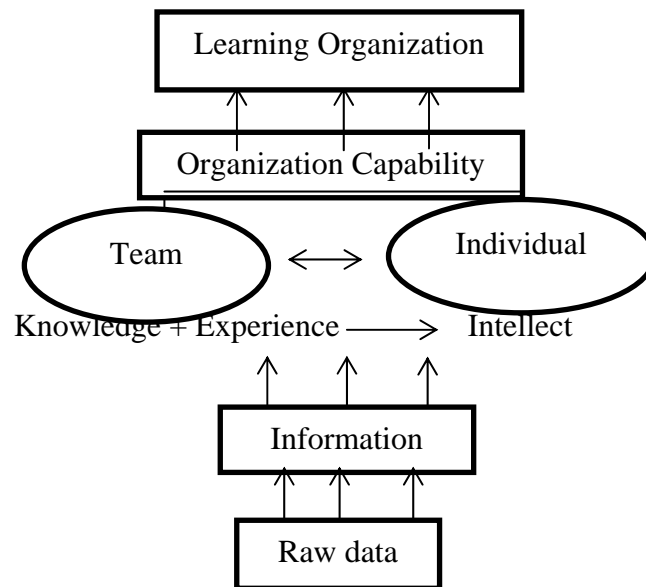
#### **2.3.2.4 Strategy of constructing learning organization**

The academics presented strategies for building up learning organization as follows:

Pannitamai (2002) described the constructing of learning organization as the gap assessment of what the people in the organization knew, understood and gathered the specific specialization with the bringing out body of knowledge and such experiences to the action. It meant in what way the organization might do to push forward the thought to become the fastest, actual and appropriate action, and leading to the learning transmission, exchanging rapidly and thoroughly within the organization as in the picture:

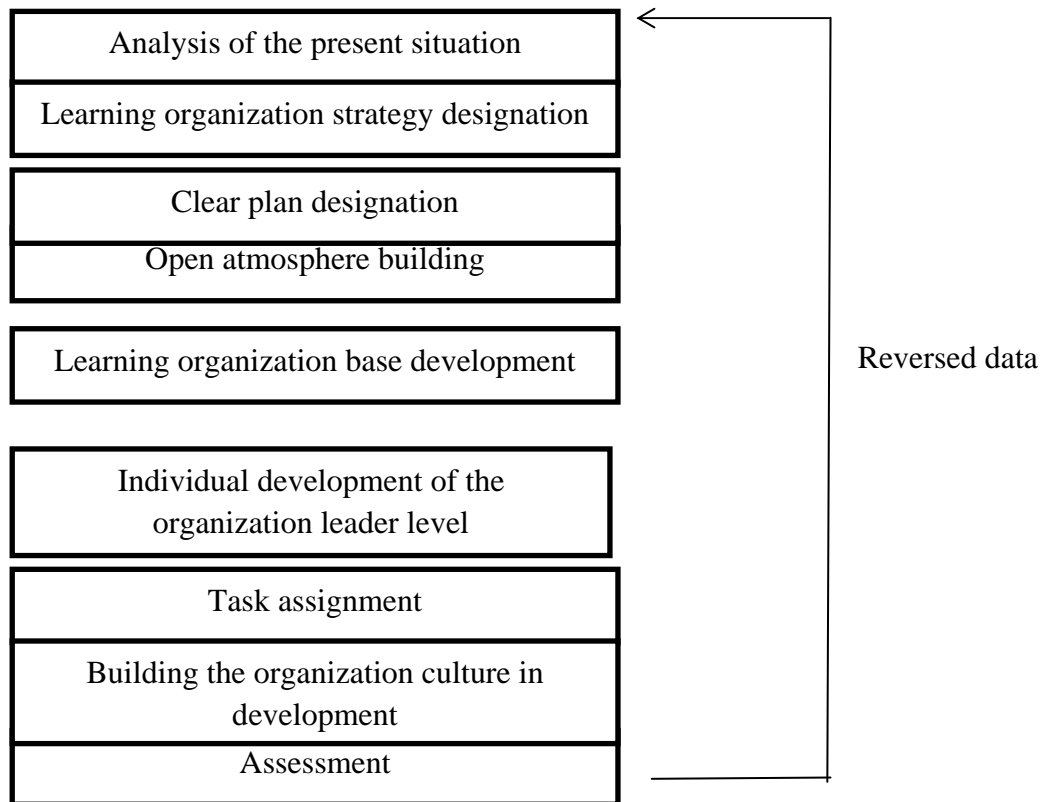
**Framework picture of body of knowledge base in the organization**

The construction or development of the learning organization consisted of the steps of actions that accorded and operated continually. Lampine, 2004 sets the 9 steps of construction the learning organization as the following picture:



**Figure 2.6 The development of learning organization**

(Source: Wallop Lampine, 2004)

**Picture showing learning organization construction steps**

**Figure 2.7 The Possibly Strategy In Building Learning Organization**  
**(Source: Marquardt and Reynolds, 1994)**

Marquardt and Reynolds (1994) presented the possible strategy in building the learning organization as follows:

1. Change of learning image or thinking format.
2. Team learning activities development.
3. Change of administrator roles.
4. Urging the personnel to try new things; dare to face new matters.
5. Building up mechanism of publicizing the learning to the appropriate point.
6. Promotion to empower the ones who work.
7. Development of being thinkable element with complete linking circle with each other.

8. Building up continual improvement culture for both the product and service.

It may be summarized that the strategy of building up learning organization consisted of the individual development in the organization as the major principle. The organization urged and directed the individual in the organization to develop his capability completely. Self-development from self-studying, working experiences occurred to the individual at all levels from the employee to the executive levels. When everyone got self-development it would lead to working team development including organization development afterwards.

#### **2.3.2.5 Organization development toward learning organization**

Organization development toward learning organization in concrete outcome in the organization was considered difficult and impacted the members of the organization a lot. Therefore the organization development should be careful and provide preparation as follows (Makasiranont ,2002):

1). Designated appropriate development strategy for one's own organization.

2). Designated plan, adjusted administration structure, set human resource development plan following administration structure by developing both body of knowledge according to the training format, instruments and equipment necessary for the learning and training such as training room, computer equipment, meeting room etc..

3). Built open atmosphere for everyone to self-develop and have the chance to acknowledge various steps of organization development toward learning organization.

4). Started developing 5 disciplines which were the fundamental of the learning organization to make every member of the organization understand, participate in the action and aim in the same path for the organization. Thus the organization would be accomplished as the learning organization.

5). Developed employees at organization leader, the working team leader should understand that leader role in the learning organization should have the characteristic of the one who always had creative thinking to apply in the concrete

form, transmitted experiences and knowledge to organization members. Moreover, he had to support, assist every member in the organization to learn and operate smoothly.

6). Assigned tasks and duties to the working team to be able to be self-responsible which was the decentralization and providing of flexibility in the working.

7). Built organization culture in the work development and improvement for the better all the time to get point of view, format of thinking and jointly action to produce continual work quality development.

8). Assessed development level in the learning organization for expansion or improvement as necessary.

Besides, Tiemrat and Makasiranont (2001) presented learning organization development in various steps as follows:

1). To build open atmosphere for the members all over the organization to have the chance to acknowledge the necessity and the advantage of the change aiming toward the learning organization as it was the organization development usefulness for every co-worker member.

2). To develop 5 disciplines for every member in the organization to adjust the fundamental thinking method and action procedure in the self-development and the organization development.

3. To develop the learning organization at the organization level which were constructing fundamental structure and various work systems to be in readiness for the learning and application for the advantage of working team operations.

4. To develop the leader to acquire the skills of the excellent leader who had the characteristic of the designer, instructor, helper and learner altogether.

5. To designate learning organization development format in the individual level, who should learn about what subject matter and by what mean to acquire both the body of knowledge and skill suitable for position and responsibility of the work. It had to be both the learning in the training room and the learning in the working teams.

6. To determine the transferring measure, transferring the body of knowledge and skill to the work responsible operation, it was both the challenging and supporting characteristic acquiring to provide the chance to accomplish higher success within the designated time.

7. To develop and promote team working system operated systematically such as having the understanding of the role, duty and responsibility both the working leader and employee level, there was morale and spirit promotion for the working team by honor announcement and the repayment of appropriate rewarding.( Sudnuch, 2007)

In summary the major element of the learning organization development was that the personnel at all levels had self-development that was in accord with the organization development. Everyone was voluntary, willing and participate in the organization development toward the learning organization under the given disciplines of Senge as the guideline of the learning new matters, having sense of self-development for getting knowledge and the development appropriate for the working position. Working at the present time, the way to reach the complete learning organization was that everyone in the organization had continued self-development, everyone had to build the behavior of yearning for learning, be ready to self-develop and develop in the working continually. The researcher has selected Peter Senge's model of a learning organization as he is a well-known expert in this field, and has been credited with popularizing the concept of a learning organization.

#### **2.3.4 The measurement of learning organization**

The Learning Organization Assessment Survey (LOA) adapted from "Ten Steps To A Learning Organization" (Second Edition), developed by Peter Kline and Bernard Saunders, was used to determine "the degree to which the respondent believes his or her organization possesses the characteristics of a Learning Organization" (Kilne & Saunders, 1998). The survey contains twenty-nine statements that represent a partial description of the learning organization. Each survey question also relates to one or more of the ten characteristics Kline and Saunders suggest comprise the learning organization. Each survey participant will be asked to answer the question based on what would describe the current reality of their organization using a one to five scoring scale.

## **2.4 Related researches**

### **2.4.1 Related Researches on Transformational Leadership**

Berson and Avolio (2004) studied the transformational leadership and the distribution of organization goals: case study of Telecom Companies. The researcher surveyed the leadership styles of top-level managers and medium-level managers in major telecom companies that had the relationship with the proficiency in transferring the strategy of organization goals. The study was both quantitative and qualitative research. The study found that the transformational leadership acknowledged the organization goals that were facts as expected and evaluated. The researcher also set questions about the results of transformational leadership to the organization goals. The analysis revealed that the top-level managers who were transformational leaders were likely to have opinion and agreement based on the organization goals, and were proficient communicators. The study results were so similar to the goals required by the organization. The discussion also linked the relationship of transformational leadership to leaders' strategic roles.

Griffith (2004) conducted a study to find out relation of principal transformational leadership to school staff job satisfaction, staff turnover and the school performance in 117 elementary schools in a large metropolitan area, suburban school district in U.S.A. It is reported that the principal transformational leadership showed a strong, positive and significant relation to the school staff job satisfaction, which in turns showed a moderate, positive and significant relation to the school achievement progress. Thus, schools in which principals were perceived as transformational leaders had school staffs that are more satisfied with their jobs and greater achievement progress.

Zhu (2005) conducted a study about the transformational leadership of organization executives and outcome: case study of compiling roles of human management in terms of capital increase. The researcher tested the theory about the relationship between executives' transformational leadership, human resource management in term of capital increase, and organization outcome. The instrument was the MLQ to measure the transformational leadership and the transactional leadership, and to measure the capital increase as per the criteria on human resources.

The sample group was senior executives in human resources and the CEOs of those organizations. The study found that the transformational leadership had the significant relationship with the increase of human capital, the organization evaluation of outcome, and work absence. The increase of human capital had the significant relationship with the organization evaluation of outcome and work absence.

Ejimofofor (2007) conducted a study to investigate the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction. The participants involve are 518 secondary school teachers and 48 principals from two large Local Government Areas in southeastern Nigeria. One of the findings revealed that teachers' job satisfaction is depended on how well principals involve them in decision-making pertaining to school affairs. The present finding is consistent with some past studies, where they found that teachers' participation in decision-making is a determinant of job satisfaction (Scott-Ladd & Marshall, 2004; Bolger, 1999). Another finding is that teachers whose principals create opportunities for them to develop their teaching skills are found to be satisfied with their job. On the whole, the study propounded that, principals' transformational leadership behaviors have impacted the teachers' job satisfaction positively and attributed to have significant relationship between the two variables.

Erkutlu (2008) carried a study in Turkey to examine the impact of transformational leadership behavior on both organizational and leadership effectiveness with 722 participants from 60 boutique hotels of which 60 belong to manager and 662 are non-managerial employees. A partial correlation analysis indicated that the positive relationship between transformational leadership and a subordinate's work satisfaction is strongest for "individual consideration" ( $r = 0.92$ ,  $p < 0.001$ ), and between transformational leadership and organizational commitment and work satisfaction in the hospitality industry too.

Moolenaar et al. (2010) conducted among 702 teachers and 51 principals in 51 elementary schools in a large educational system in the Netherlands to investigate the impact of principals' positions in their schools' social network in combination with transformational leadership on schools' innovative climate. Using social network combination with transformational leadership on schools' innovative climate. Using social network analysis a multilevel analysis, the survey is analyzed

with social network analysis and multilevel analysis, the survey is analyzed with social network questions on work related and personal advice and Likert-type scales for transformational leadership and innovative climate. Findings indicated that transformational leadership is positively predictive of schools' innovative climate. Principals' social network position, in terms of centrality, is also predictive of schools innovative climate. The more principals are sought for professional and personal advice, and the more closely connect they are to their teachers, the more willing teachers are to invest in change and the creation of new knowledge and practices.

Rachna (2011) the study relationship between transformational leadership and job satisfaction. The sample group consists of 192 academic staff members out of total population of 294. The study is done using both quantitative and qualitative methods that included both questionnaires and in-depth interview. The finding indicates that the departmental heads behaved moderately in terms of transformational leadership.

On the whole, the researcher has opinion that transformational leadership can be well adopted by school leaders in education system to enhance school effectiveness in terms of building learning organization in school that transformational leadership can be seen when leaders and followers make each other to advance to a higher level of morality and motivation. Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals (Burn, 1978; Bass, 1985). On the findings, (Bass & Avolio, 2004 f; Rafferty & Griffin, 2004) said that transformational leadership had the relationship with the proficiency in transferring the strategy of organizational goal. According to Erkutlu, 2008 carried a study in Turkey to examine the impact of transformational leadership behavior on both organizational and leadership effectiveness that a partial correlation analysis indicated that the positive relationship between transformational leadership and a subordinate's work satisfaction is strongest for "individual consideration" ( $r=0.92$ ,  $p< 0.001$ ).

#### **2.4.2 Related researches on learning organization**

Chantawimol (2001) studied a research on selected variables which effected the characteristics of contributing learning organization of the private training

up unit in Bangkok on the purpose of (1) studying the characteristics of contributing learning organization of the private training unit in Bangkok (2) studying the relationship between the characteristic of contributing learning organization of the training unit and the 3 selected variables which were learning in the organization, working environment and organization communication (3) studying 3 selected variables which jointly explained instability of the characteristic of the contributory learning organization of the training unit. The sample of the research was 749 training employees in the private training unit, Bangkok district at all levels. The instrument used in the research was the questionnaire set by the researcher. The findings were:

1). The private training unit in Bangkok district had the characteristic in accord with the contributing learning organization at the moderate level.

2). For the relationship between the contributing learning organization and the 3 selected variables, the three first ranks of positive relation variables were that the chief was open-minded to accept the happening changes; the chief was ready to encourage the learning atmosphere.

3). About the variables which could explain the characteristic of every minor system of the contributing learning organization (dynamic learning, organization adjustment, individual empowerment, body of knowledge management, and application of technology), there was one variable which was the book that was useful to make capable of self-learning

4). Variables which explained the characteristic of communication contributing learning had 3 variables as follows: (1) having learning contract supporting learning (2) having internet as communication network all over the world to support the learning and (3) having the books useful for self-learning.

Norasing (2002) studied a research on the concept of the employees of the Thai Airways PCL concerning organization atmosphere and development capability towards learning organization on the purpose of studying the level of concept about organization atmosphere and organization capability towards learning organization of the employees of the employees of the Thai Airways PCL. The sample of the research was 344 employees of the Thai Airways PCL working at the head office. The instrument in the research was the questionnaire set by the researcher. The findings were that in general the employees had the ideas about the organization atmosphere at

moderate level with the effective factors like age, income, education level, marital status, working position and subjected group. It was found that the ideas concerning the organization had relationship with the ideas concerning development capability towards learning organization.

Rakudomsak (2003) studied a research on organization capability in the development towards learning organization. Case studying was to estimate the organization capability and to study the employee attitude about the capability of the organization in development toward learning organization. The sample of the research was 1,297 monthly employees of the American International Assurance company Limited. The instrument in the research was the questionnaire developed from the concept of Marquardt (1994).

The finding were that in general the employees had the ideas that the organization had the development capability toward the learning organization at the light and moderate level, the first rank of organization capability was the organization adjustment, next the knowledge management, dynamic learning technology application and the empowerment of the individual, consequently. For the ideas about the organization capability towards the learning organization classified by the individual characteristic, the employees with different sex, age, education level and working period in company had no different concept level about organization capability toward learning organization but the ones with different working position had different ideas.

From the study of the relevant documents and researches it was found that ideas of development capability towards learning organization of the employees had relation with the age, income, education level, marital status, working position, working group, knowledge management, technology application, individual empowerments, organization culture and organization atmosphere.

### **2.4.3 Related researches on the relationship between transformational leadership and learning organization**

Scheina, Leten, Aken, Farris (2013) carried a study to examine Relationship between Leadership and Characteristics of Learning Organizations in Deployed Military Units: An Exploratory Study. The result is Transformational and

Transactional leadership which were significantly and positively related to some characteristics of learning organization. More precisely, they found that among the five dimensions of Transformational leadership, Idealized Influence and Individual Consideration appear to be the most important factors related to fostering a Learning Organization. This suggests that charisma and providing attention and consideration to each member of the team is essential to transform an organization into more flexible, adaptive and willing to learn organization.

Amri (2011) Learning organization is a management approach that is capable of transforming an organization into a more competitive and adaptive in response to change. In school contexts, the existence of teacher learning organization practices which are consistently supported by transformational principals would enable the schools to achieve continuous improvement and excellence in terms of teaching and learning aspects as well as student learning. This study showed that there is a moderate positive significant relationship between the principal transformational leadership practices and teacher learning organization practices. When the teachers perceived their principals to be transformational leaders, they would practice the learning organization principles even more. When further analyzed according to the leadership dimensions, it was found that all the dimensions showed the same moderate positive significant relationship with teacher learning organization practices. The result of correlation between principal transformational leadership practices and teacher learning organization practices are 1) Fostering Influence; Idealized ( $r=0.525$ ,  $p= 0.000$ ). 2) Providing Motivation; Inspirational ( $r=0.560$ ,  $p=0.000$ ). 3) Creating Stimulation; Intellectual ( $r=0.545$ ,  $p=0.000$ ). 4) Showing Consideration; Individualized ( $r= 0.552$ ,  $p= 0.000$ ). The dimension of providing inspirational motivation had the highest correlation and fostering idealized influence showing the lowest. The findings clearly show that the principal transformational leadership is the most relevant type of leadership practiced in the context of change and is able to contribute to the successful learning organization practices among the teachers.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This study examined the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools of Samutsongkram province in Thailand. The researcher explained the methodology to answer the research objectives and questions in chapter 1. This chapter was discussed as follows:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Quality of Research Instrument
- 3.5 Data Collection
- 3.6 Data Analysis

#### **3.1 Research Design**

This study was mainly designed to study the relationship between principals' transformational leadership behaviors and the learning organization as perceived by the teachers in world class standard secondary schools at Samutsongkram province of Thailand. The researcher employed both quantitative and qualitative approach to carry out the study.

#### **3.2 Population and Sample**

##### **3.2.1 Quantitative method**

###### **3.2.1.1 Population**

The total population consisted of 242 teachers from two world class standard secondary schools at Samutsongkram province in Thailand.

### 3.2.1.2 Sample

The researcher calculated the sample populations using Taro Yamane's formula (1973). The sample population was 151 secondary teachers from 2 world class standard secondary schools in Samut Songkram province, Thailand.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{242}{1 + 242(0.05)^2}$$

$$= 150.77$$

$$\approx 151$$

### 3.2.1.3 Sampling procedure

The researcher employed proportional random sampling to obtain the sample of teachers in world class standard secondary schools as shown in table 3.1.

**Table 3.1 shows population (N) and sample (n) of teachers in the world class standard secondary schools of Samut Songkram province in Thailand.**

No.	School's Name	Population (N)	Sample (n)
1.	Satthasamut	137	85
2.	Thawaranukul	105	66
<b>Total</b>		242	151

(Source: Education Management Information System: EMIS, 2014)

### 3.2.2 Qualitative method

**Key Informants** The total key informants consisted of 2 principals from 2 world class standard secondary schools at Samut Songkram province of Thailand.

### 3.3 Research instruments

#### 3.3.1 Quantitative method

The research instrument that was used in this study comprised of three parts:

##### **Part I. Personal information of teachers**

This part was regarding teachers' personal information such as gender, age, education level, and teaching experience.

##### **Part II. Transformational leadership behaviors**

The researcher applied Bass's Multifactor Leadership Questionnaire (MLQ), based on Bass and Avolio's (1994), Bass (1998), and Bass and Riggio (2006) to measure transformational leadership behaviors, consisting of 28 positive statements covered four components of transformational leadership behaviors comprised of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and idealized attributes, to assess the teachers perception on principals' transformational leadership behaviors. The researcher found that MLQ instrument was suitable for the study of principals' transformational leadership behaviors in Thai education context. The division of items under each dimension was shown in table 3.6. The respondents marked each of items based on the 5-Likert's scale as follows.

**Table 3.2 Measurement scales of Multifactor Leadership Questionnaire (MLQ)**

<b>Perception level</b>	<b>Meaning</b>	<b>Score</b>
Always	The mentioned behavior always occurred	5
Often	The mentioned behavior often occurred	4
Sometimes	The mentioned behavior sometimes occurred	3
Rarely	The mentioned behavior rarely occurred	2
Never	The mentioned behavior never occurred	1

The teacher's perceptions on the principals' transformational leadership behaviors were considered from the mean score of the answers and were categorized into 5 levels: highest, high, moderate, low, and lowest according to Best and Kahn (1998) as follows:

$$\begin{aligned} \text{Width of class interval} &= \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}} \\ &= \frac{5 - 1}{5} \\ &= \frac{4}{5} = 0.8 \end{aligned}$$

**Table 3.3 The meaning and score range of transformational leadership level**

Range of Score	Meaning	Leadership level
4.21 – 5.00	Perception of teacher on principal’s transformational leadership behavior is at the highest level	Highest
3.41 – 4.20	Perception of teacher on principal’s transformational leadership behavior is at the high level	High
2.61 – 3.40	Perception of teacher on principal’s transformational leadership behavior is at the moderate level	Moderate
1.81 – 2.60	Perception of teacher on principal’s transformational leadership behavior is at the low level	Low
1.00 – 1.80	Perception of teacher on principal’s transformational leadership behavior is at the lowest level	Lowest

**Part III. Learning organization:** The researcher modified questionnaire based on Senge (1990) and concept of learning organization. It consisted of 29 items covering five components: System Thinking, Personal Mastery, Mental Models, Shared Vision, and Team Learning, to assess the teacher perception toward learning organization of world class standard secondary schools of Samut Songkhram province in Thailand. The division of items under each dimension was shown in the table 3.6

The respondents marked each of the items based on the 5 Likert’s scale was shown in the table 3.4.

**Table 3.4 Measurement scales of learning organization Questionnaire**

Perception level	Meaning	Score
Always	The mentioned behavior always occurred	5
Often	The mentioned behavior often occurred	4
Sometimes	The mentioned behavior sometimes occurred	3
Rarely	The mentioned behavior rarely occurred	2
Never	The mentioned behavior never occurred	1

The teachers' perception on the learning organization (LO) was considered from the mean score of the answers and was categorized into 5 levels: strongly agree, agree, not surely, disagree, strongly disagree according Best and Kahn (1998) as follows:

$$\begin{aligned}
 \text{Width of class interval} &= \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}} \\
 &= \frac{5 - 1}{5} \\
 &= \frac{4}{5} = 0.8
 \end{aligned}$$

**Table 3.5 The meaning and score range of learning organization level**

Range of Score	Meaning	LO level
4.21 – 5.00	Perception of teacher on learning organization is at the highest level	Highest
3.41 – 4.20	Perception of teacher on learning organization is at the high level	High
2.61 – 3.40	Perception of teacher on learning organization is at the moderate level	Moderate

**Table 3.5 the meaning and score range of learning organization level (Cont.)**

<b>Range of Score</b>	<b>Meaning</b>	<b>LO level</b>
1.81 – 2.60	Perception of teacher on learning organization is at the low level	Low
1.00 – 1.80	Perception of teacher on learning organization is at the lowest level	Lowest

### **3.3.2 Qualitative method**

Interview guideline (See Appendix B) were applied to get additional information from 2 principals about their transformational leadership behaviors and learning organization through in-depth interviews in order to reaffirm the perception of their teachers.

## **3.4 Quality of research instruments**

### **3.4.1 Content Validity of Questionnaire**

The content validity of the question like accuracy, suitability of language, content coverage, relevance to the research dimensions and other ambiguity of the items were rectified and finalized based on the feedbacks provided by the three experts' Item-Object Congruence (IOC) (See Appendix C). Item that had IOC between 0.5-1 were used. Finally, the refined set of questionnaires was used to administer the respondents for both quantitative and qualitative approaches.

### **3.4.2 Reliability of Questionnaire**

The items both transformational leadership and learning organization were employed to examine for 30 teachers as a trial study from Rattanakhosin Somphot Bowonniwet Salaya school of world class standard secondary school at Nakhonprathom province in Thailand that was included in the study and reliability was conducted using Cronbach's alpha coefficient (1970). The Cronbach's Alpha value of transformational leadership was 0.97 and learning organization was 0.96

**Table 3.6 IOC & Cronbach's Alpha Value**

<b>Variables</b>	<b>No. items</b>	<b>Percent. items</b>	<b>Pattern items</b>	<b>IOC</b>	<b>Cronbach's Alpha value</b>
<b>Transformational Leadership behaviors</b>					
Idealized Influence	7	25%	1-7	1.00,1.00,0.66, 1.00,0.66,0.66 1.00	0.87
Inspirational Motivation	7	25%	8-14	0.66,0.66,0.66, 1.00,0.66,0.66 1.00	0.90
Intellectual Stimulation	7	25%	15-21	1.00,0.66,0.66, 1.00,0.66,0.60, 1.00	0.90
Individualized Consideration	7	25%	22-28	0.66,0.66,0.66, 0.66,0.66,1.00 1.00	0.93
<b>Total</b>	<b>28</b>				<b>0.97</b>
<b>Learning Organization</b>					
System Thinking	5	17.24%	1-5	1.00,1.00,1.00, 1.00, 1.00	0.89
Personal Mastery	6	20.69%	6-11	1.00,1.00,1.00, 1.00,1.00,1.00	0.82
Mental Models	6	20.69%	12-17	1.00,1.00,0.60, 1.00,1.00,1.00	0.89
Shared Vision	6	20.69%	18-23	1.00,1.00,1.00, 1.00,0.60,1.00	0.92
Team Learning	6	20.69%	24-29	1.00,1.00,0.60, 1.00,1.00,1.00	0.84
<b>Total</b>	<b>29</b>				<b>0.96</b>

## **3.5 Data collection**

### **3.5.1 Quantitative data**

3.5.1.1 The official letters requesting for the permission to collect data at the two world class standard secondary schools were: Satthasamut; Thawaranukul from the Faculty of Social Sciences and Humanities, Mahidol University were sent to the principals of the two schools.

3.5.1.2 The researcher got formal permission from the principals to visit the schools to administer the questionnaire to the teachers.

3.5.1.3 The researcher sent the questionnaire to all teachers through their departments and made appointment to collect the filled questionnaire within one week.

3.5.1.4 The appointment for an in-depth interview with the principals who gave to participate were made in regarding to get the accurate information.

### **3.5.2 Qualitative data**

3.5.2.1 The participants were contacted ahead of the interview schedule to decide time and venue.

3.5.2.2 The information collected from the principals through interviews were transcribed into the note and finally computed to maintain proper record of their shared information.

## **3.6 Data Analysis**

After checking for the completeness of the questionnaire, the data was interpreted and processed through statistical analysis by using a computer program as follows:

### **3.6.1 Quantitative data analysis**

3.6.1.1. Personal information of teachers was analyzed by frequently and percentage.

3.6.1.2. The level of principals' transformational leadership behaviors and learning organization of world class standard secondary schools in Samutsongkram were analyzed by mean and standard deviation.

3.6.1.3. The relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools was analyzed using Pearson's Product Moment Correlation Coefficient.

### **3.6.2 Qualitative data analysis**

The content analysis was used to analyze qualitative data, the data was collected through personal interviews. The transcriptions and recorded interviews were analyzed closely using the content analysis.

## **CHAPTER IV**

### **RESULTS**

In this chapter, the researcher presents the results of the research conducted on the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools of Samut Songkhram province in Thailand. The researcher collected data by using questionnaires and interviews. The detailed analyses were presented in the following points below

4.1 Personal information of the respondents

4.2 The level of principals' transformational leadership behaviors in world class standard secondary schools of Samut Songkhram province in Thailand as perceived by the teachers.

4.3 The level of learning organization in world class standard secondary schools of Samut Songkhram province in Thailand as perceived by the teachers

4.4 The relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools of Samut Songkhram province in Thailand

4.5 Content analysis of the interview

#### **4.1 Personal Information of the respondents**

The personal information of teachers in world class standard secondary schools of Samut Songkhram province in Thailand was summarized based on four components such as gender, age, education level, and teaching experience as described in table 4.1 below

**Table 4.1 Frequency and percentage of teacher's personal information in world class standard secondary schools of Samutsongkram province in Thailand****(n=151)**

<b>Personal information</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1. Gender</b>		
Male	42	27.80
Female	109	72.20
<b>2. Age</b>		
21-30 years old	49	32.50
31-40 years old	32	21.20
41-50 years old	19	12.60
Above 50	51	33.70
Max= 60 years old, Min= 23 years old		
<b>3. Educational level</b>		
Bachelor's Degree	105	69.50
Master's Degree	46	30.50
<b>4. Teaching Experience</b>		
1-5 years	52	34.40
6-10 years	18	11.90
11-15 years	11	7.30
More than 15 years	70	46.40
Max= 32 years , Min= 1 year		
<b>Total</b>	<b>151</b>	<b>100.0</b>

Table 4.1 showed that among 151 respondents, female teachers were the major respondents which equaled to 72.20% and male teachers equaled to 27.80%. The major age of the respondents was above 50 that was 33.70%, 32.50% fell under age range of 21-30 years old, 21.20% fell under the range of 31-40 years old, 12.60% fell under age range of 41-50 years old. The maximum age range of the respondent was 60 years old and minimum age was 23 years old. Most of the respondents held bachelor degree with 69.50%, while 30.50% possessed master degree. In terms of the teaching experience, majority of the respondents 46.40% had teaching experience

more than 15 years, while 34.40% had been working 1-5 years, 11.90% had been working 6-10years ,7.30% had been working 11-15 years.

#### **4.2 The Level of Principals' Transformational Leadership Behaviors in World Class Standard Secondary Schools of Samut Songkram Province in Thailand as Perceived by the Teachers**

The principals' transformational leadership behaviors were measured from the perception of teachers in world class standard secondary schools of Samut Songkram province in Thailand based on four dimensions of transformational leadership behaviors such as idealized influence, inspiration motivation, intellectual stimulation, and individualized consideration. Table 4.2 indicated the overall level of principals' transformational leadership behaviors through statistical analysis based on mean and standard deviation as given below

**Table 4.2 Overall levels of principals' transformational leadership behaviors in world class standard secondary schools of Samut Songkram province in Thailand**

<b>Dimensions of principals' transformational leadership behaviors</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level of behavior</b>
1. Idealized Influence	4.42	0.62	Highest
2. Inspiration Motivation	4.31	0.64	Highest
3. Intellectual Stimulation	4.21	0.63	Highest
4. Individualized Consideration	4.16	0.70	High
<b>Overall</b>	<b>4.28</b>	<b>0.61</b>	<b>Highest</b>

**Notes:** The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

From the result of the statistical analysis shown in table 4.2, it was indicated that the overall level of principals' transformational leadership behaviors as perceived by the teachers in world class standard secondary schools in Samut Songkram province was at the highest level with the average mean of 4.28. The

idealized influence dimension of transformational leadership was at the highest level with the highest mean score of 4.42 and the individualized consideration was at high level with the lowest mean score of 4.16.

The analysis of each dimension of principals' transformational leadership behaviors are as follows:

#### 4.2.1 Idealized Influence

The world class standard secondary teachers' perception towards idealized influence on principals' transformational leadership behaviors was measured with seven items as shown in table 4.3

**Table 4.3 Level of principals' transformational leadership behaviors based on idealized influence dimension**

(n=151)			
Idealized Influence	$\bar{X}$	S.D.	Level of behavior
1. Principal is the ideality and respect of teachers.	4.43	0.67	Highest
2. Principal has policy to make school which has virtue and ethics.	4.46	0.68	Highest
3. Principal has personal interaction, and see the teacher is personnel not only production factor.	4.25	0.83	Highest
4. Principal is the high virtue and ethics.	4.38	0.75	Highest
5. Principal is interested in other benefit more than personal benefit.	4.50	0.69	Highest
6. Principal determine in ideology and value.	4.46	0.73	Highest
7. Principal is reliable in every decision.	4.45	0.70	Highest
<b>Average score</b>	<b>4.42</b>	<b>0.62</b>	<b>Highest</b>

**Notes:** The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

As per the result indicated by the statistical analysis in table 4.3, it was indicated that the overall world class standard secondary teachers' perception towards idealized influence of their principals' transformational leadership behaviors was at the highest level with the average mean score of 4.42. When considered each item under the idealized influence, the item "Principal is interested in other benefit more than personal" was at the highest level with the highest mean score of 4.50, while the item "Principal has personal interaction, and see the teacher is personnel not only production factor" was perceived at the highest level with the lowest mean score of 4.25.

#### 4.2.2 Inspirational Motivation

The world class standard secondary teachers' perception towards inspirational motivation dimension of principals' transformational leadership behaviors was measured with seven items as follows:

**Table 4.4 Level of principals' transformational leadership behaviors based on inspirational motivation dimension**

(n=151)			
Inspirational Motivation	$\bar{X}$	S.D.	Level of behavior
1. Principal activates team spirit.	4.26	0.71	Highest
2. Principal sets challenged goal.	4.25	0.73	Highest
3. Principal considers inspiration depending on individual.	4.24	0.79	Highest
4. Principal expresses enthusiastically in positive thinking.	4.47	0.73	Highest
5. Principal helps teachers to manage their obstacle in their own way and support created thinking.	4.27	0.79	Highest

**Table 4.4 Level of principals' transformational leadership behaviors based on inspirational motivation dimension (Cont.)**

(n=151)

Inspirational Motivation	$\bar{X}$	S.D.	Level of behavior
6. Principal expresses dedication with the goal and vision.	4.34	0.77	Highest
7. Principal has some field trips in both inside and outside country	4.31	0.72	Highest
<b>Average score</b>	<b>4.31</b>	<b>0.64</b>	<b>Highest</b>

**Notes:** The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

As per the result indicated by the statistical analysis in table 4.4, it was indicated that the overall world class standard secondary teachers' perception towards inspirational motivation of their principals' transformational leadership behavior was at the highest level with the average mean score of 4.31. The item "Principal expresses enthusiastically in positive thinking" was at the highest level with the highest score of 4.47 while the item "Principal considers inspiration depending on individual" was at the highest level with the lowest mean score of 4.24.

#### **4.2.3 Intellectual Stimulation**

The world class standard secondary teachers' perception towards intellectual stimulation of principals' transformational leadership behaviors was measured with seven items as follows:

**Table 4.5 Level of principals' transformational leadership behaviors based on intellectual stimulation dimension****(n=151)**

<b>Intellectual stimulation</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level of behavior</b>
2. Principal has changed the thinking frame to solve the problems in the new ways.	4.21	0.75	Highest
3. Principal supports new thinking of each individual and considers to find the answer of problems.	4.18	0.77	High
4. Principal sees the problems which are good opportunity to solve the problems together.	4.32	0.81	Highest
5. Principal takes the problems like a challenge.	4.16	0.72	High
6. Principal approves that everyone can pass obstacles if everyone helps together.	4.30	0.73	Highest
7. Principal motivate teachers to ask some questions about their believe and tradition.	4.04	0.76	High
<b>Average score</b>	<b>4.21</b>	<b>0.63</b>	<b>Highest</b>
1. Principal motivates teachers that have to realize with the problems are happening in organization.	4.30	0.68	Highest

**Notes:** The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

Table 4.5 pointed out the overall world class standard secondary teachers' perception based on intellectual stimulation dimension of their principals' transformational leadership behaviors was at the highest level with the average mean score of 4.21. When considered each items under intellectual stimulation, it was reported that the item "Principal sees the problems which are good opportunity to solve the problems together" was at the highest level with the highest mean score of

4.32. The item “Principal motivates teachers to ask some questions about their believe and tradition” was at high level with the lowest mean score of 4.04.

#### 4.2.4 Individualized Consideration

The world class standard secondary teachers’ perception towards individualized consideration of principals’ transformational leadership behaviors was measured with seven items as follows:

**Table 4.6 Level of principals’ transformational leadership behaviors based on individualized consideration dimension**

(n=151)

Individualized Consideration	$\bar{X}$	S.D.	Level of behavior
1. Principal is extroverted in each individual, and this makes teachers feel value and importance themselves.	4.22	0.82	Highest
2. Principal is coach or consultant in individual requirement.	4.09	0.86	High
3. Principal understands in individual in school.	4.06	0.83	High
4. Principal can solve the problems suitably of each individual in school.	4.11	0.74	High
5. Principal increases the most individual efficiency.	4.09	0.74	High
6. Principal has listening efficiency and thoughtful.	4.28	0.82	Highest
7. Principal opens the individual opportunity to use knowledge and capability absolutely.	4.30	0.79	Highest
<b>Average score</b>	<b>4.16</b>	<b>0.70</b>	<b>High</b>

**Notes:** The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

Table 4.6 the overall world class standard secondary teachers' perception based on individualized consideration dimension of their principals' transformational leadership behaviors was at high level with the average mean score of 4.16. When considered each item under individualized consideration, the item "Principal opens the individual opportunity to use knowledge and capability absolutely" inferred the highest level with the highest mean score of 4.30, while the world class standard secondary teachers perceived their principal transformational leadership behaviors on "Principal understands in individual in school" at high level with the lowest mean score of 4.06.

### 4.3 The level Learning Organization in World Class Standard Secondary Schools of Samutsongkram Province in Thailand as Perceived by the Teachers

The level of learning organization in world class standard secondary schools of Samutsongkram province was measured of five dimensions. The table 4.7 showed the overall level of learning organization through statistical analysis based on mean and standard deviation as given below.

**Table 4.7 The level of learning organization in world class standard secondary schools of Samutsongkram province in Thailand as perceived by the teachers**

(n=151)

<b>Dimensions of Learning Organization</b>	$\bar{X}$	<b>S.D.</b>	<b>Level of Learning Organization</b>
1. System Thinking	4.21	0.50	Highest
2. Shared Vision	4.19	0.63	Highest
3. Personal Mastery	4.18	0.57	Highest
4. Team Learning	4.11	0.66	High
5. Mental Model	4.10	0.58	High
<b>Overall</b>	<b>4.16</b>	<b>0.52</b>	<b>High</b>

**Notes:** The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

The overall level of learning organization as perceived by the teachers in world class standard secondary schools in Samut Songkram province was indicated at high level with the average mean score of 4.16. All the five dimensions of learning organization was at high level with the mean scores ranging from 4.10-4.21. System thinking had the highest mean score of 4.21 and Mental Model with the least mean score of 4.10.

### 4.3.1 Personal Mastery

The personal mastery dimension of learning organization in world class standard secondary schools of Samut Songkram province was measured with six items as follows:

**Table 4.8 Level of learning organization based on personal mastery dimension**

**(n=151)**

<b>Personal Mastery</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level of Learning Organization</b>
1. Teachers have determination and intention to success and do the most quality work.	4.28	0.63	Highest
2. Every teacher has ability to help and advice to co-workers.	4.14	0.70	High
3. Each position of teachers has specialization of their work.	4.23	0.65	Highest
4. Teachers always have enthusiasm to learn and develop themselves.	4.14	0.70	High
5. Teachers have setting the goal for higher efficiency, and more challenge to do the work.	4.17	0.74	High
6. Teachers have ability to solve the routine problems without depend on principal.	4.09	0.74	High
<b>Average score</b>	<b>4.18</b>	<b>0.57</b>	<b>High</b>

**Notes:** The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

As per the result indicated by the statistical analysis in table 4.8, it was found that the overall level of learning organization based on personal mastery dimension as perceived by the world class standard secondary teachers was at high level with the average mean score of 4.18. The item “Teachers have determination and intention to success and do the most quality work” was observed at the highest level with the highest mean score of 4.28, while on the other hand, the item “Teachers have ability to solve the routine problems without depend on principal” was perceived at high level with the lowest mean score of 4.09.

### 4.3.2 System Thinking

The system thinking dimension of learning organization in world class standard secondary schools of Samutsongkram province was measured with five items as follows:

**Table 4.9 Level of learning organization based on system thinking dimension**

(n=151)

System Thinking	$\bar{X}$	S.D.	Level of Learning Organization
1. To analysis in every situation, you always have to use theory to describe the situations.	3.94	0.74	High
2. In decision in situation, you can always Solve the problems quickly by using your experience.	4.23	0.66	High
3. You focus on the importance of work steps which are the essential to achieve the goal.	4.30	0.65	Highest
4. In operations, you focus on the importance of reducing the work step due to can do the work more quickly.	4.26	0.63	Highest

**Table 4.9 Level of learning organization based on system thinking dimension  
(Cont.)**

(n=151)			
System Thinking	$\bar{X}$	S.D.	Level of Learning Organization
5. To decide in administration or performance, you always have to get the information from data based to your decision.	4.32	0.68	Highest
<b>Average score</b>	<b>4.21</b>	<b>0.50</b>	<b>Highest</b>

**Notes:** The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

From the result of the statistical analysis shown in table 4.9, it was found that overall world class standard secondary teachers' perception towards system thinking of the learning organization was at the highest level with the average mean score of 4.21. When considered each item under system thinking, the item "To decide in administration or performance, you always have to get the information from data based to your decision" was at the highest level with the highest mean score of 4.32. The item "To analysis in every situation, you always have to use theory to describe the situations" was at high level with the lowest score of 3.94

#### **4.3.3 Mental Model**

The mental model dimension of learning organization in world class standard secondary schools of Samutsongkram province was measured with five items as follows:

**Table 4.10 Level of learning organization based on mental model dimension****(n=151)**

<b>Mental Model</b>	<b><math>\bar{X}</math></b>	<b>S.D.</b>	<b>Level of Learning Organization</b>
1. Teachers can analyze the problems together and rationally.	4.06	0.61	High
2. Teachers have introduced to school that how to manage the beneficial data based for working.	4.13	0.72	High
3. Teachers can solve the problems with having reliable document information.	4.09	0.67	High
4. Teachers can develop data based to beneficial using in working.	4.07	0.72	High
5. Teachers use data sources in school for working.	4.09	0.76	High
6. Teachers have meeting to discuss, asking between them to develop their works in school.	4.17	0.79	High
<b>Average score</b>	<b>4.10</b>	<b>0.58</b>	<b>High</b>

Notes: The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

From the result of the statistical analysis shown in table 4.10, it was inferred that overall world class standard secondary teachers' perception towards mental model of the learning organization of world class standard secondary schools was at high level with the average mean score of 4.10. When considered each item under mental model, the item "Teachers have meeting to discuss, asking between them to develop their works in school" was at high level with the highest mean score of 4.17. The item "Teachers can analyze the problems together and rationally" was at high level with the lowest mean score of 4.06.

#### 4.3.4 Shared Vision

The shared vision dimension of learning organization in world class standard secondary schools was measured with six items as follows:

**Table 4.11 Level of learning organization based on shared vision dimension**

(n=151)			
Shared Vision	$\bar{X}$	S.D.	Level of Learning Organization
1. Teachers understand school vision well.	4.21	0.70	Highest
2. Every teacher specifies school vision together.	4.19	0.77	High
3. Teachers have determination to work and emphasize with school vision.	4.13	0.72	High
4. Teachers have well cooperated to do successfully their working in school.	4.32	0.69	Highest
5. Teachers have participated to determine strategy and framework in school.	4.12	0.81	High
6. Teachers accept strategy framework of school.	4.18	0.74	High
<b>Average score</b>	<b>4.19</b>	<b>0.63</b>	<b>High</b>

Notes: The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

From the result of the statistical analysis shown in table 4.11, it was found that overall world class standard secondary teachers' perception towards shared vision of the learning organization of world class standard secondary schools was at high level with the average mean score of 4.19. When considered each item under shared vision, the item "Teachers have well cooperated to do successfully their working in school" was at the highest level with the highest mean score of 4.32. The item "Teachers have participated to determine strategy and framework in school" was at high level with the lowest mean score of 4.12.

#### 4.3.4 Team Learning

The team learning dimension of learning organization in world class standard secondary schools was measured with six items as follows:

**Table 4.12 Level of learning organization based on team learning dimension**

**(n=151)**

<b>Team Learning</b>	$\bar{X}$	<b>S.D.</b>	<b>Level of Learning Organization</b>
1. Teachers always help co-workers about knowledge to do work.	4.27	0.70	Highest
2. Teachers in school have cooperated to work well.	4.25	0.71	Highest
3. Teachers always learn working together such as describing and introducing how to work.	4.21	0.76	Highest
4. The teacher who has ability always uses center in school to pass on knowledge to other teacher.	3.92	0.80	High
5. Teachers get more knowledge and skill from circulate their duty in school.	3.91	0.86	High
6. Teachers have passed on knowledge while they work cooperation between division.	4.11	0.86	High
<b>Average score</b>	<b>4.11</b>	<b>0.66</b>	<b>High</b>

Notes: The rating scale was divided into 5 levels of behavior to the mean score from 4.21-5.00 as highest, 3.41-4.20 as high, 2.61-3.40 as moderate, 1.81-2.60 as low and 1.00-1.80 as lowest

From the result of the statistical analysis shown in table 4.12, it was found that overall world class standard secondary teachers' perception towards team learning of the learning organization in world class standard secondary schools was at high level with the average mean score of 4.11. When considered each item under team learning, the item "Teachers always help co-workers about knowledge to do work" was at the highest level with the highest mean score of 4.27. The item "Teachers get

more knowledge and skill from circulate their duty in school” was at high level with the lowest mean score of 3.91.

#### **4.4 The Relationship between Principals’ Transformational Leadership Behaviors and Learning Organization in World Class Standard Secondary Schools in Samut Songkram Province of Thailand**

Pearson product-moment correlations coefficient was used to determine whether the relationship existed between principals’ transformational leadership behaviors and learning organization in world class standard secondary schools at Samut Songkram province of Thailand. The correlation between the two variables is shown in table 4.13.

**Table 4.13 Correlation of two variables; transformational leadership behaviors and learning organization in world class standard secondary school at Samut Songkram province of Thailand**

	(n=151)	
Research Variables	TLB	LO
Transformational Leadership Behaviors (TLB)	1.00	
Learning Organization (LO)	.69**	1.00

*\*\*p<.01*

**Note:** \*\* Correlation is significant at the 0.01 level (2-tailed), TLB: Transformational Leadership Behaviors, LO: Learning Organization of world class standard secondary schools

As shown in table 4.13, the two major variables in the study were significantly correlated at the .01 level. The finding also showed the moderate positive (Dancey & Reidy, 2004) relationship between principals’ transformational leadership

behaviors and learning organization in world class standard secondary schools of Samut Songkhram province ( $r=.69$ ). The testing hypothesis was accepted.

#### **4.5 Content analysis of the interview**

This section provides in-depth interview on the principals' transformational leadership behaviors and learning organization in world class standard secondary school of Samut Songkhram to search for accurate information which supported the researcher in clarifying the data from survey questionnaires and any suggestion from 2 principals were chosen as key informants.

The informants were interviewed in line with the interview guidelines. The perceptions drawn from them through interview were recorded in recording device and note book. The interview session was interviewed about 30 minutes for each informant. Finally, the perceptions of each individual informant was analyzed under two heading 1) principals' transformational leadership behaviors 2) learning organization. In the course of entire analysis, the participants were identified as principal-1, principal-2 and the main questions as follows:

##### **Question 1: What is the principals' role to drive the school to become world class standard secondary school?**

The interviewees shared almost similar opinions stating that they tried to make realization that what the teachers' duties are. The principals always did their works by emphasis on these behaviors, everyone in organization is an important person to drive the school to become world class standard secondary school. They tried to motivate and emphasize on teacher mind, teachers have to sacrifice to do their duty, principal 1 and 2 shared an opinion stating “ *The teachers in our school have to professional teachers*” In this opinion both of them means that professional teachers are having new technologies to teach their students such as they have completely knowledge in their subject, having various techniques for teaching students. The principals always take English course for effectively communicated with teachers and also every teacher opportunity to further their education adding their knowledge by visual education both inside the country and abroad. They stated that “*The teachers*

*always learn new things, our school always takes the teachers to develop their new skills and new technologies due to they will have various techniques to teach students by training and field trip. Furthermore, our school always has training the English for Communication in Organization for administrators and teachers, 1 hour per week".* The principals developed English skills including speaking, writing, reading, and listening to teachers, staffs, and administrators in school since Thailand will move toward ASEAN community. The important tool for globalized world is technology, the two principals set the new technologies and knowledge about that how to use the most efficiency technology and inserting new technology in studying of students and teaching material of teachers as the opinion of principals that *"The meaning of professional teachers are they have to use new technologies for teaching students such as they have completely knowledge in their subject, have various techniques to teach, can use new technologies and ICT"*. In evaluation process, the school employs the PDCA circle to examine work quality. As they said *"In our school emphasizes on each individual ability then support them to do their work. In following their works the administrator uses P(plan), D(do), C(check), and A(action) with teachers. Our schools always have meeting to solve our problems and summarize our works"*

**Question 2: What are the stakeholders in driving the school toward world class standard secondary school?**

**Teachers**

In terms of teachers, teachers can be able to communicate with foreign language, as well as use textbooks and reference in foreign languages in classroom instructions. Teachers were promoted to use Information and Communication Technology (I.C.T) in all process of instruction-from teaching to evaluating and presenting teacher's work

**Students**

In terms of students, the principals emphasized on both academic knowledge-- for their occupation in the future and life skills to live in globalization because in the 21<sup>st</sup> century, everyone have to synthesize, and analyze skills to survive in the globalization that full of information and technology. In terms of students as world citizen which is the most product of world class standard school so the schools

set 5 attributes of world citizen were Academic Excellence, Bilingual Communication, Progressive Thinking, Creative Production, and Global Responsibilities, they were seen as achievable in schools for their instructional and management qualities to world class standard. In Academic Excellence, students have high-than-average standardized assessment test scores. They have own distinct specialization and participate in national and international competitions and also focused on high university admittance rate of students as the proclaimed of 2 principals were

Principal-1 said that *“All students have to have lesson learned. In the curriculum, the school emphasized on both academic knowledge and activities such as field trip for sufficient economy, forest conservation, scout camp, Bureau of the Royal Household – they have to be evaluated from activities. Additional, students have to integrate their knowledge with their real life. All the assessments of the students will be discussed in conference for developing their knowledge activities better”*.

Principal-2 said that *“our school supports our students to seek the knowledge and to develop their skill by themselves. For the assignments of our students, our students have to do their homework, report by writing with their hand not typing because this is the practice our students can write the words correctly and accurately. For our teacher duty is making E-book, E-learning for students to seek knowledge and to review by themselves but the teaching role of teachers still use both blackboard and new technology together—computers, projectors.”*

For Bilingual Communications, the schools expected students were able to use Thai and English to communicate very well and also promoted the studies of a 3<sup>rd</sup> language such as France, Chinese, Japanese, etc. In Progressive Thinking, students had to produce a project work and create new ideas that can benefit to themselves and others. In Creative Production, students were creatively and critically used technology and available information to produce work and able to exchange their ideas at international level and Global Responsibility, students have to aware of global situations, have a sense of global citizenship, and carry an international understanding. As evident from what principal-2 remarked, *“Our school emphasizes on international languages especially English but our mother-tongue language is Thai so our school doesn't forget to teach Thai well too. Thai will entrance into ASEAN so our school motivates students to learn foreign languages such as Japanese, Chinese, France,*

*German, etc” and principal-1 remarked that “Nowadays world is information edge, our school realize that students have to have new skill to survive in globalization, school always practices them to create new ideas and produce work to benefit for themselves and the others”*

### **Parents**

With regard to parents, although they didn't always participate in schools but they were the key persons to support students and to drive schools and take care the student quality when they were in their home.

Principal-1 said in term of *curriculum, school sends curriculum to education committee to assess and then send to parent representative to bring forward the curriculum what they want to add and help them to have self-development.*

Principal-2 said that *“Parents were the important part to support students when they were at home in lifelong learning.”*

### **Question 3: Do you have any problem or obstacle to drive world class standard secondary school?**

For the problem and obstacle, both principals said the same that world class standard school have to be international standard, the schools have to hire foreign teacher to teach foreign languages but the budget for hiring not enough to hire mother tongue in each foreign language especially English language. The schools not have enough to hire high salary for mother tongue foreigner such British American so the schools have hired other foreigner who can speak English such as Philippines, Indian because they was hired with lower salary than British and American. Another reason that foreigner teachers didn't want to do their work with public school because they didn't want to many curriculums and work that concern with teaching.

They said that *“The obstacles to drive world class standard secondary school were the budget wasn't enough to hire foreign teachers to teach foreign language subjects, they had many affects with our students that they didn't get the efficiency completely. When the foreign teachers were always changing, the students didn't get the knowledge continually.”*

**Question 4: How does the principal manage efficiently his organization about new technologies and increasable transformation for the present and future?**

In the part of managing efficiently new technology, the principals have to have learning places for students to use various technology. The learning place make the technology skill for developing themselves, and social in side of learning, communication, working, solving a problem creatively. Principal-1 said that *“in new technologies, school have personal IP address of student to search new knowledge and review their subjects which they can’t understand in the classroom. In 17.00-21.00 of every day it has mentoring to live chat with students, they have asked about the subjects or faculty that they want to know.”* Principal-2 said that *“our school set the computer room for searching new knowledge which they want to learn. The students have to produce their work by using technology insert with their work*

**Question 5: What have you learnt from the past? How have you learnt and develop your working from the past?**

In learning and develop their working from the past was the teaching subject IS1, IS2, and IS3 that how to manage their curriculum which suitable in their school.

In the first time both of principals said the same that the IS1, IS2, and IS3 subject like a project, in the first time the teachers had taught in the wrong way so the purpose to teach students to develop their skill as world class standard school should be not arrive to the goal. The next time when the school had experienced that what is wrong or correct to develop the new subjects of world class standard curriculum. The principals and administrators have to always conference and ask their teachers what is their teachers understood and took, the principals and administrators have set their mind and work then introducing the right way to develop their teaching. Principal-1 & 2 said in the similar opinion that *“ our school had some problems about how to teach new subjects which world class standard school setting for, the first time our school didn’t know clearly about IS1, IS2, IS3. Almost the teachers who was set to teach these subjects not have enough knowledge to teach them so in the initiate it didn’t look like efficiency as much as international standard”*

From the overall analysis about the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary school at Samutsongkram province of Thailand was at moderate positive relationship (Dancey & Reidy, 2004). It was conceived that transformational leadership was at the highest level and learning organization was at high level.

The consolidated viewpoints of content analysis about transformational leadership and learning organization were found closely linked with the finding of statistical analysis. For instance, idealized influence, principal is interested in other benefit more than personal benefit at the highest level by teachers and intellectual stimulation, principal has changed the thinking frame to solve the problems in the new ways. Similar to the system thinking dimension of learning organization was at the highest of all dimension showed that the important of work steps which are the essential to achieve the goal.

In conclusion, the overall analysis of the data using both descriptive and content analysis revealed that the principals significantly exhibited all four components as, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration at the highest level. However, when all items under transformational leadership were considered, only the item, 'principal has changed the thinking frame to solve the problems in the new ways' under the components intellectual stimulation, was perceived at the highest level in a statistical analysis and the content analysis of the principals also hinted that though principals engage themselves in changing the thinking frame to solve the problems in the new ways. The hypothesis test confirmed the positive relationship between transformational leadership behaviors and learning organization.

## **CHAPTER V**

### **DISCUSSION**

This chapter analyzes the findings of both the descriptive and content analysis of transformational leadership behaviors and learning organization from the perception of teachers and viewpoints shared by principals in world class standard secondary schools at Samut Songkhram province of Thailand. The analysis of the whole result under this section is strongly backed up the review of literature and related researches of the past in order to add adequate substances and meanings to this study. Based on the research objectives, the findings of this study were discussed and analyzed as follows:

5.1 The level of principals' transformational leadership behaviors as perceived by teachers in world class standard secondary schools at Samut Songkhram province of Thailand

5.2 The level of learning organization as perceived by teachers in world class standard secondary schools at Samut Songkhram province of Thailand

5.3 The relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samut Songkhram province of Thailand

#### **5.1 The level of principals' transformational leadership behaviors as perceived by teachers in world class standard secondary schools at Samut Songkhram province of Thailand**

Teachers' perception on principals' transformational leadership behaviors in world class standard secondary schools at Samut Songkhram province of Thailand was investigated and found overall to be at the highest level with an average mean score of 4.28. The overall principals' transformational leadership behaviors were at the highest level because the principals as change agent have to drive the schools toward

world class standard secondary schools to respond the changing world. The finding for overall level of principals' transformational leadership behaviors was consistent with previous researches as Bass (1985) stated that a leader has transformational influence on the teachers. The teachers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of transformational leader are willing to work harder than originally expected. Ejimofor (2007) viewed transformational leadership as interaction between leaders and followers, with an intention mending and fostering attitudes and behavioral changes in the followers in order to strongly commit themselves into achieving the organization's visions. Transformational leaders displays behaviors that enable subordinates to transcend their self-interests, cope with the change, and perform beyond expectation, the finding is also consistent with the study of Moolenaar et al. (2010) indicated that transformational leadership is positively predictive of schools' innovative climate.

In addition, Zhangmo (2014) studied the relationship between principals' transformational leadership behavior and school effectiveness. The finding had a positive correlation ( $r=.630$ ,  $p<.01$ ). This finding was in agreement with the study finding of Shibru & Darshan (2011), where all dimensions of transformational leadership behavior were strongly correlated and even higher for correlation between inspirational motivation and idealized influence dimensions.

The result of content analysis on principals' transformational leadership behavior is also clearly linked with the result of descriptive analysis. From the opinions obtained from the principals, it was assumed that they exhibited components of transformational leadership behavior like idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration through motivation, collaborative decision making, support, role model, supervision, shared responsibilities, and being resourceful.

When four dimensions of transformational leadership such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration were considered, the study revealed that teachers perceived the idealized influence and inspirational motivation at the highest level with the highest mean score of 4.42 and 4.31 and respectively. The finding of this study is exactly same as the findings of Zangmo (2014) where teachers perceived inspirational motivation and

idealized influence at high level with the highest mean score of 3.99 and 3.80 respectively in a study conducted in different district of Bhutan.

In terms of the idealized influence, it was perceived at the highest level with average mean score of 4.42. According to Bass & Riggio (2006), leaders have regular emotion able to control morality and high ethic and moreover, Ejimofor (2007) pointed out that idealized influence is leaders who interact between leaders and followers in order to strongly commit themselves into achieving the organization's vision. So in line with the literature review, the item, "Principal is interested in other benefit more than personal benefit" was perceived at the highest level with the highest mean score of 4.50. Interestingly, all the seven items under idealized influence was perceived at highest level with the item, "Principal has personal interaction". These findings proved to be valid for principals, as principals were responsible for the conduct and growth of teachers and students in the school as pointed out by Hoffman (2006) that leader focused on charismatic role modeling behavior, exhibit higher levels of loyalty and dedication towards bringing about changes, which is endowed with respect, trust, confidence, honored and admired by followers.

With regard to inspiration motivation, it was perceived by the teachers in world class standard secondary schools at Samutsongkram province of Thailand at the highest level with the average score of 4.31. According to Bass & Avolio (1994), leaders who use the inspirational motivation tactic are able to convey their ideas in a clear and simple manner and motivate their subordinates to do well.

The item "Principal expresses enthusiastically in positive thinking" was at the highest level with the highest mean score of 4.47. This was an indication that principal has emphasized on positive thinking for teacher motivation to success the goal. The finding is further supported by the content analysis. When interviewed, principal 1&2 emphasized on that the inspiration of teachers was so important to improve teachers did their works better such as take teachers to visit another country or school. The literature also depicts that the main aim of inspirational motivation characterizes a leader who assimilate on team spirit to be fresh and have proper expressing, creating positive attitude. The leader helped follower develop self-relationship to target. Inspiration motivation reinforced critical thinking and able to manage their problem throughout implemented with efficiency (Bass & Riggio, 2006).

In the intellectual stimulation dimension, principals have leader's vision and behaviors that increase followers' understanding of problem which they face and point out problem in the current situation and contract their teachers with their vision of the future as see in each detail in questionnaire to support this state that principal has changed the thinking frame to solve the problems in the new ways and approved that everyone can pass obstacles if everyone helps together.

Regarding the individualized consideration dimension, principals attend to each follower's needs, acts as a coach to the follower and listens to the follower's concerns and needs. This is the compassion of needing to respect and celebrate the individual contribution that each follower can make to the team as see in each detail in questionnaire to support this state that principal is extroverted in each individual, and this makes teachers feel value and importance of themselves; principal is coach or consultant in individual requirement, understand in individual in school, solve the problems suitably of each individual, and opens the individual opportunity to use knowledge and capability absolutely.

## **5.2 The level of learning organization as perceived by teachers in world class standard secondary schools at Samut Songkram province of Thailand**

Teachers' perception on learning organization in world class standard secondary schools at Samut Songkram province of Thailand was investigated and found to be at high level with an average mean score of 4.16. This was because the principals as change agent recognize the significance of learning organization in their schools in order to move forward globalization in the changing world as Senge (1990) stated that learning organization gave every member the chance to show his capability completely continually to jointly build the result wanted by the organization and as the method to investigate and solve the mistakes in the organization by reducing the defensive routines or the style people do for self-defense. The members in learning organization was alert and had inspiration to develop his own capability continually, and had the relation learning together among the organization members which would

result in the exchange passing on body of knowledge experience and skill among each other applying in the working to be more excellent than all the rivals.

The finding of this study was contrasted with Norasing (2002) which also showed that the level of learning organization Thai Airways PCL was at moderate level. People need new skill to analyze, critical, and synthesize in many information in the world. All around the world is nearer than the past, what happen in one country which can affect to others.

When considered the dimensions; personal mastery, system thinking, and shared vision were perceived at the highest level with the average mean score of 4.2 equally. The item under personal mastery “Teachers have determination and intention to success and do the most quality work” was perceived at the highest level with average mean score of 4.28. As a principal, the most important task in the school is to maintain the performance standard of teachers, students, and schools as a whole. For instance, designing action plans for various events and activities in the beginning of the academic year in accordance with school calendar can schedule the work to be performed effectively and meaningfully, and rendering timely supervision of the assigned task helped maintain clear school vision.

It was evident from the content analysis as principal-2 claimed of timely supervision over the work with necessary recommendation whenever necessary as Sobhaninejad et al., (2010) said that learning organization in which all objectives, strategies, aims, and activities are in line with learning of the staff and the organization as a whole. This on one hand helps the staff and the organization to achieve their goals through constant learning and on the other hand, is a kind of competitive advantage for the organization.

Further, it could be concluded that school regularly evaluated students’ performance in a variety of ways and assessment data were monitored and modified to encourage students’ learning as reflected in content analysis. With regard to principal-2, monitoring was done through classroom (with clear roles and responsibilities), and subject teacher. Moreover vice principals were empowered to oversee both academics and curricular affairs which helped assess students’ progress effectively.

### **5.3 The relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samutsongkram province of Thailand.**

The last objective of this study was to find if there was any relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samutsongkram province of Thailand. The study finding revealed had a positive correlation ( $r=.687$ ,  $p<.01$ ) as perceived by teachers.

The finding was in agreement with the study finding of previous researches. Scheina, Leten, Aken, Farris (2013) carried a study to examine the relationship between leadership and characteristics of learning organizations in Deployed Military Units: an exploratory study. It was found that transformational and transactional leadership was significantly and positively related to learning organization.

Similarly, Amri (2011) found that there was a moderate positive significant relationship between the principal transformational leadership practices and teacher learning organization practices. When the teachers perceived their principals to be transformational leaders, they would practice the learning organization principles even more.

## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATIONS**

This study was intended to examine the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary school at Samut Songkram province of Thailand. The principals' transformational leadership behaviors was studied by analyzing the situation of four dimensions such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration using Multifactor Leadership Questionnaire (MLQ) of Bass & Avolio (1994), Bass (1998) and Bass & Riggio (2006).

The learning organization was studied by analyzing the situation of five dimensions as personal mastery, system thinking, mental model, shared vision, team learning using Learning organization Questionnaire based on Senge (1990).

Both the principals' transformational leadership behaviors and the learning organization in world class standard secondary schools at Samut Songkram province of Thailand were studied with quantitative and qualitative methods.

This section of the study presented the condensed information with some specific points as follows.

#### 6.1 Conclusion

#### 6.2 Recommendations

### **6.1 Conclusion**

This study was conducted using quantitative and qualitative method employing two sets of questionnaires to measure the transformational leadership behaviors of principal and learning organization from the perception of a sample of 151 teachers teaching in world class standard secondary schools at Samut Songkram province of Thailand from a total population of 242 teachers. Regarding the response, 100% of the respondents returned the completed questionnaires. The study also

employed 2 principals as key informants from world class standard secondary school in Samut Songkram province of Thailand to share their opinions in line with interview guidelines in order to confirm teachers' perceptions.

#### **6.1.1. Personal information of the teachers**

From the total respondents of 151 teachers, the descriptive analysis of the data indicated 26.9% of the teacher respondents were male and 72.2% were female. The highest percentage of 32.1% respondents fell into the category above 50 and majority of the respondents acquired Bachelor degree, which was around 67.3% of the total respondents. Moreover, around 44.9% of them had the teaching experience of more than 15 years.

#### **6.1.2 The level of principals' transformational leadership behaviors in world class standard secondary schools at Samut Songkram province of Thailand**

The teachers perception towards the transformational leadership behaviors of principals in world class standard secondary schools at Samut Songkram province of Thailand was analyzed based on four dimensions namely idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. According to the study finding, it could be concluded that overall level of principals' transformational leadership behaviors was at highest level with the average score of 4.28. The idealized influence dimension of transformational leadership behaviors was at highest level with the highest mean score of 4.42, it was then followed by inspirational motivation which was at highest level with the mean score 4.31 and individualized consideration was at high level with the lowest mean score of 4.16.

#### **6.1.3 The level of learning organization in world class standard secondary schools at Samut Songkram province of Thailand**

The teachers' perception towards the learning organization in world class standard secondary school at Samut Songkram province of Thailand was analyzed based on five dimensions namely personal mastery, system thinking, mental model, shared vision, team learning. It was found that overall level of learning organization in world class standard secondary schools at Samut Songkram province of Thailand was

at high level with the average mean score of 4.16. The personal mastery, system thinking, and shared vision were perceived at highest level with the highest mean score of 4.2 and the lowest one is mental model, and team learning dimensions with the average mean score of 4.1

#### **6.1.4 The relationship between principals' transformational leadership between behaviors and learning organization in world class standard secondary school at Samut Songkram province of Thailand**

According to the finding, two major variables in the study were significantly correlated at the .01 level. Thus it could be concluded that there was a positive correlation ( $r=.687$ ,  $p<.01$ ) between the principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samut Songkram province of Thailand.

### **6.2 Recommendations**

Based on the findings from the study, the researcher would like to suggest the following recommendations to the various stakeholders to enhance principals' transformational leadership behaviors and learning organization in schools.

#### **6.2.1 Recommendations from the research findings**

##### **6.2.1.1 Recommendations for the policy makers (Ministry level)**

1) From the finding of this study, it was found that principals' transformational leadership behaviors significantly influenced learning organization in world class standard secondary schools, It could be suggested that Ministry of Education should encourage principals at all levels to practice four behaviors of transformational leadership by initiating training programs for all principals in Thailand.

2) The Ministry of Education should set the budget to support school to hire quality foreign teachers.

### **6.2.1.2 Recommendations for the Principals (School level)**

1) The principals are suggested to work towards self-development, comprehension to adapt transformational leadership behaviors by reading the relevant books, respecting and collecting the viewpoints of followers.

2) The principals should encourage parents' participation in school development and carry the parents to know all of the movements in school news. For example, schools invite parents to participate in activities of schools regularly.

### **6.2.2 Recommendations for further studies**

6.2.1 The future researches are suggested to use sample size of the teachers and principals covering different regions to further confirm the findings of this study.

6.2.2 The future research could replicate the study using different variables in learning organization.

6.2.3 Based on personal information the researcher could studied addition more gender, age, educational level, and teaching experience.

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## **APPENDICES**

## **APPENDIX A**

### **RESEARCH QUESTIONNAIRES**

#### **The relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools: a case study of Samutsongkram province, Thailand**

The purpose of this study is to examine the relationship between principals' transformational leadership behaviors and learning organization in world class standard secondary schools at Samutsongkram province of Thailand from the perspective of teachers.

Therefore, teachers were requested to share their idea freely, there is no right or wrong answers to the questions. The questionnaire in this study was divided into three parts:

Part I: Personal information of teachers

Part II: Multifactor Leadership Questionnaire (MLQ) for transformational Leadership

Part III: Learning Organization

The study would guarantee the confidentiality of your shared ideas and opinions after the findings based on the research Ethics and guidelines of Mahidol University, Thailand.

**Part I: Personal information of teachers**

**Instructions:** Please tick (√) in the box provided and fills in the space that represents your personal information.

1. Gender

	1) Male
	2) Female

2. Age \_\_\_\_\_ years old

3. Educational level

	1) Undergraduate (Bachelor's Degree)
	2) Postgraduate (Master's Degree)
	3) Others _____ (specify)

4. Teaching Experience \_\_\_\_\_ years

**Part II: Transformational Leadership Behavior Questionnaire**

**Instructions:** Please read each of the statement given below carefully and decide the most relevant to your opinion and tick(√) in the right column under level of transformational leadership behaviors.

<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Item No.	Attributes	Level of Transformational Leadership Behaviors				
		1	2	3	4	5
<b>Idealized Influence</b>						
1	Principal is the ideality and respect of teachers.					
2	Principal has policy to make school which has virtue and ethics.					
3	Principal has personal interaction, and see the teacher is personnel not only production factor.					
4	Principal is the high virtue and ethics.					
5	Principal is interested in other benefit more than personal benefit.					
6	Principal determine in ideology and value.					
7	Principal is reliable in every decision					
<b>Inspirational Motivation</b>						
8	Principal activates team spirit					
9	Principal sets challenged goal					
10	Principal considers inspiration depending on individual					
11	Principal expresses enthusiastically in positive thinking.					
12	Principal helps teachers to manage their obstacle in their own way and support created thinking					
13	Principal expresses dedication with the goal and vision					
14	Principal has some field trips in both inside and outside country					
<b>Intellectual Stimulation</b>						
15	Principal motivates teachers that have to realize with the problems are happening in					

Item No.	Attributes	Level of Transformational Leadership Behaviors				
		1	2	3	4	5
	organization.					
16	Principal has changed the thinking frame to solve the problems in the new ways					
17	Principal supports new thinking of each individual and considers to find the answer of problems.					
18	Principal sees the problems which are good opportunity to solve the problems together.					
19	Principal takes the problems like a challenge.					
20	Principal approves that everyone can pass obstacles if everyone helps together					
21	Principal motivate teachers to ask some questions about their believe and tradition					
<b>Individualized Consideration</b>						
22	Principal is extroverted in each individual, and this makes teachers feel value and importance themselves.					
23	Principal is coach or consultant in individual requirement					
24	Principal understands in individual in school					
25	Principal can solve the problems suitably of each individual in school					
26	Principal increases the most individual efficiency					
27	Principal has listening efficiency and thoughtful					
28	Principal opens the individual opportunity to use knowledge and capability absolutely.					

**Part III: Learning organization questionnaire for learning organization**

**Instructions:** Please read each of the statement given below carefully and decide the most relevant to your opinion and tick(√) in the right column under level of learning organization.

<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Item No.	Attributes	Level of Learning Organization				
		1	2	3	4	5
<b>Personal Mastery</b>						
1	Teachers have determination and intention to success and do the most quality work					
2	Every teacher has ability to help and advice to co-workers					
3	Each position of teachers has specialization of their work.					
4	Teachers always have enthusiasm to learn and develop themselves.					
5	Teachers have setting the goal for higher efficiency, and more challenge to do the work.					
6	Teachers have ability to solve the routine problems without depend on principal					
<b>System Thinking</b>						
7	To analysis in every situation, you always have to use theory to describe the situations.					
8	In decision in situation, you can always Solve the problems quickly by using your experience					
9	You focus on the importance of work steps which are the essential to achieve the goal.					
10	In operations, you focus on the importance of					

Item No.	Attributes	Level of Learning Organization				
		1	2	3	4	5
	reducing the work step due to can do the work more quickly					
11	To decide in administration or performance, you always have to get the information from data based to your decision.					
<b>Mental Model</b>						
12	Teachers can analyze the problems together and rationally.					
13	Teachers have introduced to school that how to manage the beneficial data based for working					
14	Teachers can solve the problems with having reliable document information					
15	Teachers can develop data based to beneficial using in working					
16	Teachers use data sources in school for working					
17	Teachers have meeting to discuss, asking between them to develop their works in school.					
<b>Shared Vision</b>						
18	Teachers understand school vision well					
19	Every teacher specifies school vision together					
20	Teachers have determination to work and emphasize with school vision					
21	Teachers have well cooperated to do successfully their working in school					
22	Teachers have participated to determine strategy and framework in school					
23	Teachers accept strategy framework of school					

Item No.	Attributes	Level of Learning Organization				
		1	2	3	4	5
<b>Team Learning</b>						
24	Teachers always help co-workers about knowledge to do work.					
25	Teachers in school have cooperated to work well.					
26	Teachers always learn working together such as describing and introducing how to work					
27	The teacher who has ability always uses center in school to pass on knowledge to other teacher.					
28	Teachers get more knowledge and skill from circulate their duty in school					
29	Teachers have passed on knowledge while they work cooperation between division					

## **APPENDIX B**

### **INTERVIEW GUIDELINE**

In this interview guideline has the objective to find out the relationship between principals' transformational leadership and learning organization in world class standard secondary schools. It has 5 questions to ask principals.

**Question 1:** What is the principals' role to drive the school to become world class standard secondary school?

**Question 2:** What are the stakeholders in driving the school toward world class standard secondary school?

**Question 3:** Do you have any problem or obstacle to drive world class standard secondary school?

**Question 4:** How does the principal manage efficiently his organization about new technologies and increasable transformation for the present and future?

**Question 5:** What have you learnt from the past? How have you learnt and develop your working from the past?

**APPENDIX C**  
**THE INSTRUMENT CHECKING EXPERTS**

To ensure quality of the research instruments, the content validity of the instruments was confirmed by consulting three experts' Item-Object Congruence. The following were the three experts.

SI. No.	Name of the Experts	Faculty
1	Asst. Prof Dr. Poschanan Niramitchainont	Faculty of Social Sciences and Humanities Mahidol University
2	Asst. Prof. Dr.Wanchalee Noriya	Faculty of Social Sciences and Humanities Mahidol University
3	Lect. Dr. Patreeya Kitcharoen	Faculty of Social Sciences and Humanities Mahidol University

## **BIOGRAPHY**

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