

# THE ENGAGED LEADERSHIP DEVELOPMENT MODEL OF PRIVATE SCHOOL PRINCIPALS\*

Nipachcha Rojratanavanit<sup>1</sup>

Nantararat Charoenkul<sup>2</sup>

**Abstract:** The objectives of this research were: 1.) to study the framework of the engaged leadership and leadership development model, 2.) to study the current and the ideal characteristics in engaged leadership of private school principals, and 3.) to develop an engaged leadership development model of private school principals. The population was general education private school principals in Bangkok.

The engaged leadership is defined as the ability to make the people engage with their jobs and organizations in three distinct ways: cognitively, emotionally, and behaviorally. It consisted of 5 components: 1.) directional leadership, 2.) motivational leadership, 3.) organizational leadership, 4.) inclusive leadership, and 5.) character core. The level of engaged leadership of private school principals, for the current characteristic, was performed at a high level. For the ideal characteristics, the overall score was at the highest level. The engaged leadership development model of private school principals is “the four-tier social change model of engaged leadership development”. The model was created to examine the engaged leadership development at four different levels: individual, group, social in organization, and organization. Additionally, the model provided two development experiences: 1.) formal development: cover 10% of total time, consisted of an initial self-evaluation test, self-learning from video lecture, and self-study through an interactive case scenario 2.) informal development: cover 90% of total time, which consisted of field-based learning with feedforward coaching, and post self-evaluation.

**Keywords:** Leadership, Engaged Leadership, Leadership Development Model, Private School Principal.

## Introduction

Currently, employee engagement becomes an increasingly important concern for many organizations globally because the findings of Gallup’s have shown that employee engagement makes a difference to the outcome of the organization. In 2012, Gallup conducted its eight meta-analysis using 263 research studies across 192

---

\* The 90<sup>th</sup> Anniversary of Chulalongkorn University Fund (Ratchadaphiseksomphot Endowment Fund)

<sup>1</sup> Ph.D. Candidate in Education Administration, Department of Education Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University, Thailand. rxnipachcha@gmail.com

<sup>2</sup> Ph.D., Associate Professor, Department of Education Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University, Thailand. nuntarat@gmail.com

organizations in 49 industries and 34 countries. The eight iteration of the meta-analysis confirmed the well-established connection between employee engagement and nine performance outcomes. Median differences between top-quartile and bottom-quartile units were 10% in customer ratings, 22% in profitability, 21% in productivity, 25% in turnover (high turnover organizations), 48% in safety incidents, 28% in shrinkage, 37% in absenteeism, 41% in patient safety incidents, and 41% in quality (defects). (O’Boyle & Harter, 2013) However, the report showed that there are only 13% of employees worldwide who are “engaged” in their jobs. Teacher engagement was also measured, 30% of teachers in the United States of America are engaged in their jobs. (Hasting & Agrawal, 2015)

Teacher engagement becomes one of important factors in school success. A research study showed that teacher engagement affects school effectiveness. (Sopin Muangthong, 2014) Additionally, the office of the basic education commission specifies teacher engagement as an indicator in the office of the basic education commission quality award by assign the proportion of teacher engagement at 55% of the human resource issue which is one of seven issue in evaluation form.

Swindall (2007) stated that employee engagement is a product of strong leadership. Wooding (2008) said that the reasons why individuals disengage are because of dissatisfaction with the way they are treated by their line managers. It is well documented in the research base that individuals join organizations but leave their managers. Ensuring individuals are full engaged and motivated is a critical role for managers and leader. Then the concept of “engaged leadership” defined as ability to make the people engage with their jobs and organizations in three distinct ways: cognitively, emotionally, and behaviorally has emerged.

There are several institutes in the United State of America which are focusing on engaged leadership development. In the educational field, Minnesota State University Mankato established the center for engaged leadership which aims to develop effective education leaders by bridging the gap between research and practice. (Minnesota University Mankato, 2014) And in the business field, there are Verbalocity institute by Clint Swindall and Engaged leadership institute by Larry Seal which are conduct engaged leadership development courses for the leaders at all levels of organizations.

Many educational research studies in Thailand showed that leadership of school principals related to teacher engagement. A study of Suppaluck Treesuwan (2005) showed that the relationship between school principals and teachers is related to teacher’s motivation. In the same way with studies of Korbsak Moonlamai (2011) and Amporn Issarak (2005) that indicated leadership of the principals are related to teaching efficacy and school’s effectiveness.

The office of the private education commission of Thailand revealed that during year 2002 – 2013, 375 general education private schools in Bangkok had closed down and a lot of private schools tend to close down in the future. One of the reasons is because of teacher deficit. Teacher turnover rate in Thailand has dramatically increases, during year 2008 – 2011, number of teacher turnover is at 12,439, 11,387, and 16,879, respectively. (Ministry of education, 2012) The research report in causal factors on administration affecting private school teacher turnover (Suparinee Amporn & Sanan Prachongchit, 2012) showed that administrator

leadership, conceptual role, organizational commitment, and job satisfaction are directly affect private school teacher turnover. Among these factors, administrator leadership has the highest impact to private school teacher turnover.

Private schools are important for the education system in Thailand because private schools can develop and establish qualified education for people and lighten the load of the government in providing education. The engaged leadership development model of private school principals is expected to develop skills and experiences of school principals through the appropriate method and give positive impact to the engagement of teachers, teaching quality, student achievement, and school effectiveness.

### **Objectives**

The research objectives were as follows.

- 1) To study the conceptual framework of engaged leadership theory and leadership development model.
- 2) To study the current and the ideal characteristics in engaged leadership of private school principals.
- 3) To develop an engaged leadership development model of private school principals.

### **Conceptual Framework**

(See Figure 1 on the next page)

### **Method**

#### *Population and sample*

The population of this study was comprised of 722 private school principals in Bangkok. And sample that comes from simple random sampling method was 200 private school principals.

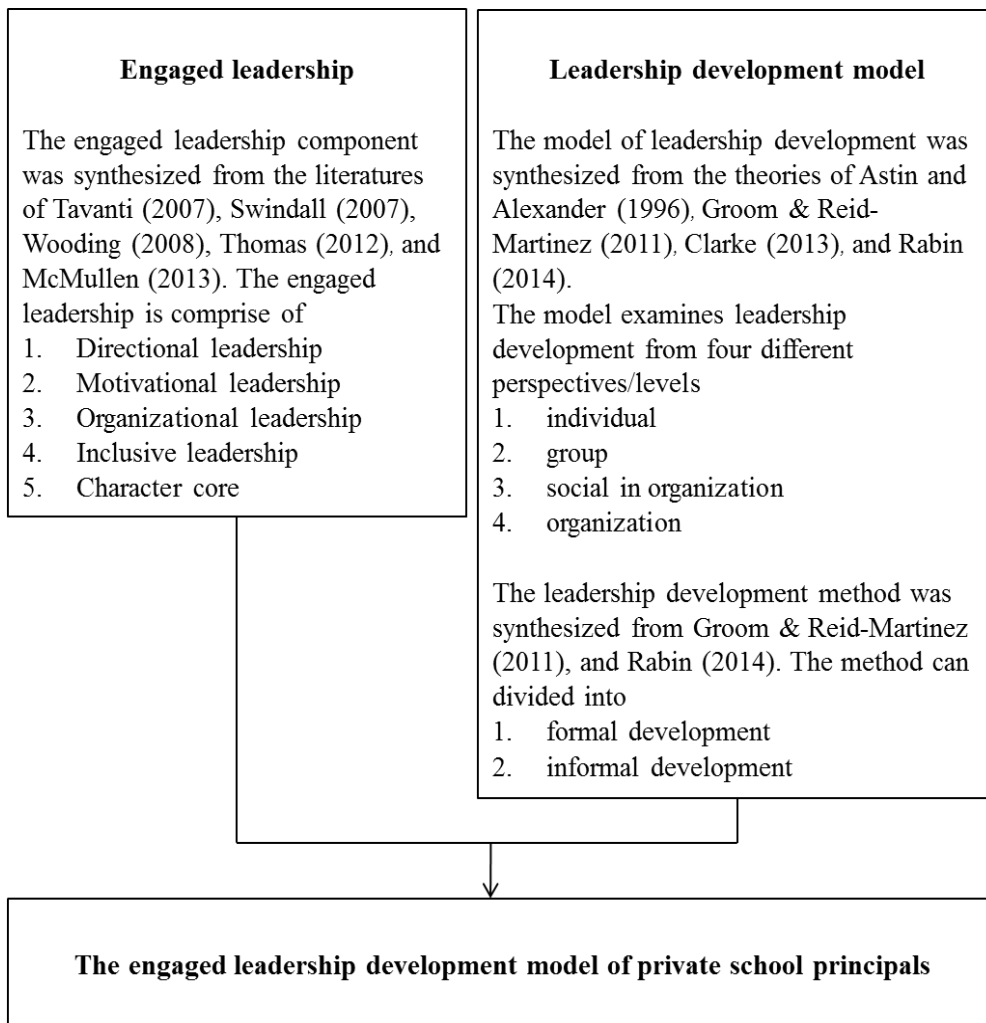
#### *Procedure*

The research is a research and development research and it composed of 5 phases.

Phase 1: Synthesis the theory of engaged leadership and leadership development model from both Thai and international academic papers and researches. Use the synthesized theory of engaged leadership and leadership development model as a research conceptual framework and ask the experts to evaluate it.

Phase 2: Explore the current and ideal characteristic in engaged leadership of private school principals by using the rating scale questionnaire which was evaluated by the experts. Data is collected from 200 private school principals in Bangkok. Use these data to obtain PNI modified and set priorities, the highest value represents the highest needs of development.

Phase 3: Create the draft engaged leadership development model of private school principals by using the findings from phase 2 combine with the leadership development method. Ask the adviser to review and comment the draft engaged



**Figure 1: Conceptual Framework of This Study**

leadership development model of private school principals. Edit the draft and call it as the 1<sup>st</sup> draft engaged leadership development model of private school principals.

Phase 4: Evaluate the appropriateness and feasibility of the 1<sup>st</sup> draft engaged leadership development model of private school principals by individual questionnaire and focus group discussion method. Edit the first draft after individual questionnaire and use the second draft for the focus group discussion evaluation. Revise the model as the experts recommended and reveal it as the 3<sup>rd</sup> draft engaged leadership development model of private school principals.

Phase 5: Test the 3<sup>rd</sup> engaged leadership development model of private school principals in 2 private school principals in Bangkok. Prepares the complete engaged leadership development model of private school principals and proposes the model to the adviser and dissertation committees.

## Results

The objectives of this research were to study the conceptual framework of engaged leadership and leadership development model, to study the current and the ideal characteristics in engaged leadership of private school principals, and to develop an engaged leadership development model of private school principals. The results by the objectives as follow.

### *The Conceptual Framework of Engaged Leadership and Leadership Development Model*

#### The Conceptual Framework of Engaged Leadership

The conceptual framework of engaged leadership was synthesized from Tavanti (2007), Swindall (2007), Wooding (2008), Thomas (2012), and McMullen (2013). After reading these academic data, the researcher can summarize that the engaged leadership consists of 5 components:

Directional leadership is meaning to ability of the leader to make all employees understand the vision and commit to the mission of the organization, behave under the core values and recognize the importance of themselves while working together. Key competencies of directional leadership are: vision competency, values competency, change competency, Innovation competency, and communication competency.

Motivational leadership is meaning to ability of the leader to inspire the subordinates to accomplish the goal of the organization. Key competencies of motivational leadership are: narrative competency, thought competency, celebration competency, life-balance competency, and social-justice competency.

Organizational leadership is meaning to ability of the leader to arrange the human resources to the most suitable position and their capability. And make individuals notice that they are part of effective team. Key competencies of organizational leadership are: identification and position competency, collaboration competency, empowering competency, and strategic competency.

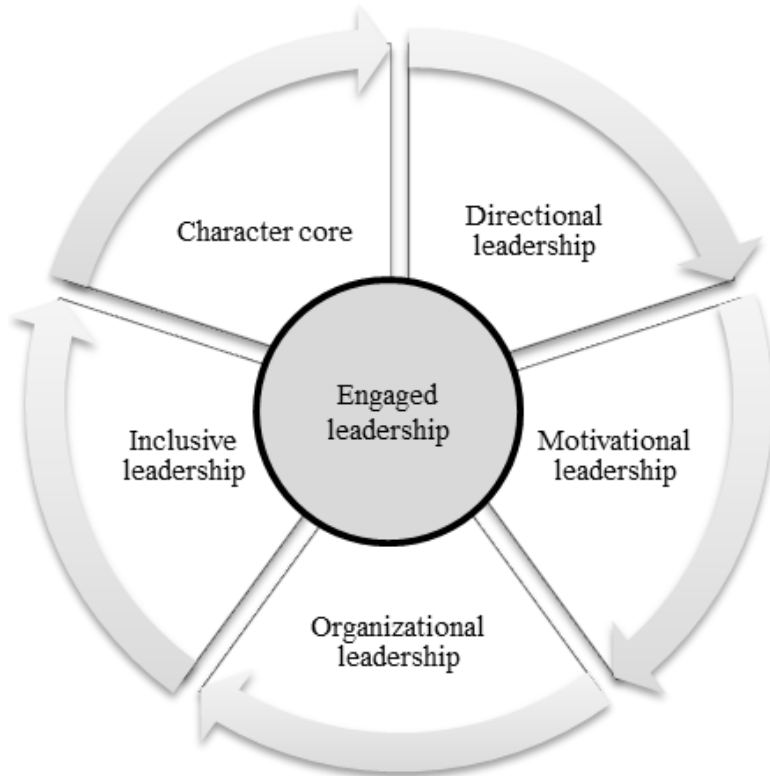
Inclusive leadership is meaning to ability of the leader to recognize individual more than the group, or groups within an organization. Understanding the importance of each individual in an organization and using the attributes that they bring to the team. Key competencies of inclusive leadership are: listening competency, inclusiveness competency, adaptive competency, facilitative competency, and flexibility competency.

Character core is meaning to ability of the leader to be a role model. Employees watch their leader more than leaders think they do and they are looking for congruency in what leader says and what leader does. Key competencies of character core are: moral competency, integrity competency, commitment competency, and respect for another competency.

(See Figure 2 on the next page)

#### The Conceptual Framework of Leadership Development Model

Leadership development model was synthesized from a social change model of leadership development (Astin and Alexander, 1996), sustainable leadership development model (Groom and Reid-Martinez, 2011), Model of complexity



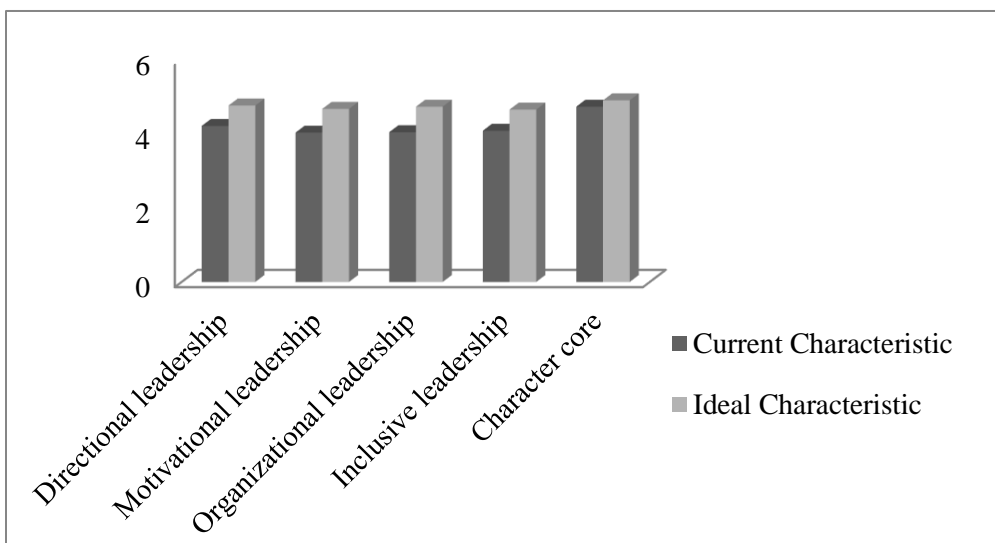
**Figure2: The Components of Engaged Leadership**

leadership development (Clarke, 2012), and the 70-20-10 model (Rabin, 2014). In summary, leadership development model was created to examine the leadership development at four different levels: individual, group, social in organization, and organization. Additionally, the model provided two development experiences, which are formal development; take 10% of total time, and informal development; cover 90% of total time. Formal development consists of initial self-evaluation test, self-learning from video lecture, and self-study through an interactive case scenario. While informal development consists of field-based learning with feedforward coaching, and post self-evaluation.

*The Current and The Ideal Characteristics in Engaged Leadership of Private School Principals*

The current and ideal characteristics in engaged leadership of private school principals in Bangkok is collected by the questionnaire which consisted of 5 score rating scale. Respondents are 200 private school principals in Bangkok which mostly are women (70%), age more than 56 years old (39.5%), graduated master degree (61%), have taken a principal position for more than 7 years (69.5%) and from the medium size-school (44%).

The result of current and ideal characteristics in engaged leadership are as figure 2. The researcher found that the level of engaged leadership of private school principals, for the current characteristics, was performed at high level. For the ideal characteristics, the overall score was at highest level. When consider on the composition of engaged leadership as of directional leadership, motivational leadership, organizational leadership, inclusive leadership, and character core. The private school principals scored themselves that, for the current characteristics, they have high level of directional leadership ( $\bar{x} = 4.21$ ), high level of motivational leadership ( $\bar{x} = 4.03$ ), high level of organizational leadership ( $\bar{x} = 4.04$ ), high inclusive leadership ( $\bar{x} = 4.08$ ), and the highest level of character core ( $\bar{x} = 4.73$ ). And for the ideal characteristics, they would desire to have the highest level of directional leadership ( $\bar{x} = 4.76$ ), motivational leadership ( $\bar{x} = 4.67$ ), organizational leadership ( $\bar{x} = 4.73$ ), inclusive leadership ( $\bar{x} = 4.65$ ), and character core ( $\bar{x} = 4.90$ ).



**Figure3: The Current and The Ideal Characteristics in Engaged Leadership of Private School Principals**

The priority needs index (PNI) of the engaged leadership of private school principals in Bangkok is calculated. The higher score of PNI reflects the higher need of development. So, the component of engaged leadership which had the highest PNI was organizational leadership (17.08%), followed by motivational leadership (15.88%), inclusive leadership (13.97%), directional leadership (13.06%), and character core (3.59%), respectively.

#### *The Engaged Leadership Development Model of Private School Principals*

The engaged leadership development model of private school principals was developed from the priority need of the school principals with the suitable method for the leader development. The model's name is "the four-tier social change model of engaged leadership development". The model was created to examine the leadership

development at four different levels: individual, group, social in organization, and organization. Additionally, the model provided two developmental experiences, which are formal development; cover 10% of total time, and informal development; cover 90% of total time. Formal development consists of initial self-evaluation test, self-learning from video lecture, and self-study through an interactive case scenario. While informal development consists of field-based learning with feedforward coaching, and post self-evaluation. The purpose of the model is to develop the private school principals to have knowledge, skill, and attitude in engaged leadership and can apply it in their contexts. The engaged leadership development model is shown as Figure 4.

(See Figure 4 on the next page)

### **Discussion**

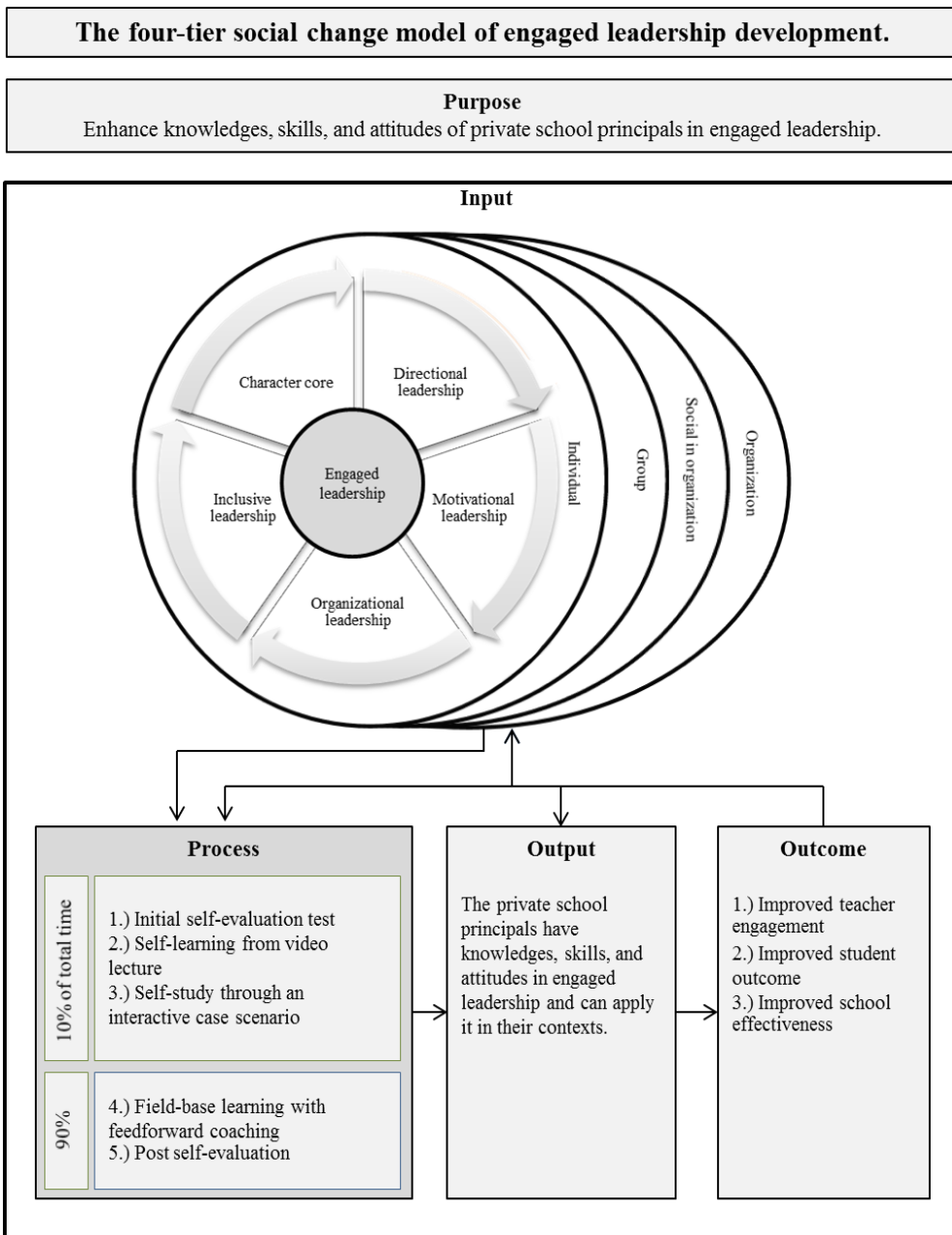
The conceptual framework of engaged leadership was synthesized from the literatures of Tavanti (2007), Swindall (2007), Wooding (2008), Thomas (2012), and McMullen (2013). Those literatures are up-to-date and cover the role of the leader in many organizations, company, healthcare unit, and school. So, the components of engaged leadership which are, directional leadership, motivational leadership, organizational leadership, inclusive leadership, and character core, are appropriate to apply to every leader in every kind of organization.

The conceptual framework of leadership development model was synthesized from the literatures of Astin and Alexander (1996), Groom & Reid-Martinez (2011), Clarke (2013), and Rabin (2014). The synthesized model was aimed to develop the leader in four tier of organizational system; individual, group, social in organization, and organization. This will help the leaders develop themselves while they were in different roles in different level of society. And the model was also divided the development experience into two types, which are formal development and informal development. This development model was mainly focus on the informal development which means the development through the field-base working. This process is appropriate for the leader who has the position and has less time because this method allowed the leader to spend all the resources most effectively and can apply all the knowledge to their individual context.

The result of the current and the ideal characteristics in engaged leadership of private school principals was essentially similar to the research of Phukamol Nawanadjedsada (2016) which stated that the engagement level of private school teachers in Bangkok were at high level. It can imply that the engaged leadership of these private school principals were also at high level. On the contrary, the research of Surat Rammanee and Suwat Ngoencham (2014) showed the opposite findings. They found that the school principals' lack of skill in school management and the teachers are not engaged to their jobs because of low motivation and low income.

As the component of engaged leadership which had the highest PNI was organizational leadership. Some of the principals had revealed that the reasons may from the lack of opportunity to select the right teacher to the right course. In the circumstance of teacher deficiency, it is tough to find the teachers who have specialized in the subjects to teach in their school.





**Figure 4: The Four-Tier Social Change Model of Engaged Leadership Development**

The four-tier social change model of engaged leadership development was try-out in two private schools in Bangkok. The researcher found that the success of the four-tier social change model of engaged leadership development implementation are

depends on many factors. Due to the theory of engaged leadership is new of Thai people and most of Thai leaders feel that it is impossible to make all their subordinates engaged to their jobs. The belief in the theory of engaged leadership of private school principals is the most important challenge in model implementation. Furthermore, besides of the private school principal awareness, the recognition from the country-level policy maker is another important thing. Once, they launch the program under the office of the private education commission and the private school principals will have opportunities to learn it.

### **Acknowledgement**

The researchers were so grateful to the Graduate School of Chulalongkorn University for granting the 90<sup>th</sup> Anniversary of Chulalongkorn University Fund (Ratchadaphiseksomphot Endowment Fund) to conduct this research.

### **References**

#### *English Language*

- Hastings, M., & Agrawal, S. (2015). *Lack of Teacher Engagement Linked to 2.3 Million Missed Workdays*. Retrieved from <http://www.gallup.com/poll/180455/lack-teacher-engagement-linked-million-missed-workdays.aspx>
- McCauley, C. D., & Van Velsor, E. (2004). *The center for creative leadership handbook of leadership development* (Vol. 29): John Wiley & Sons.
- McMullen, C. K., Schneider, J., Firemark, A., Davis, J., & Spofford, M. (2013). Cultivating engaged leadership through a learning collaborative: lessons from primary care renewal in Oregon safety net clinics. *The Annals of Family Medicine*, 11(Suppl 1), S34-S40.
- Minnesota University Mankato. (2014). *Center for Engaged Leadership*. Retrieved from <http://ed.mnsu.edu/cel/>
- O'Boyle, E., & Harter, J. (2013). *State of the global workplace: Employee engagement insights for business leaders worldwide*, Gallup Inc: Washington, DC.
- Seals, L. (2013). *Engaged Leadership*. Retrieved from <http://www.engagedleadership.com>
- Swindall, C. (2007). *Engaged leadership. Building a Culture to Overcome Employee Disengagement*, Canada: John Wiley & Sons.
- Tavanti, M. (2007). Engaged Vincentian Leadership: The values and competencies that inspire leaders to serve in the footsteps of St. Vincent de Paul. *Journal of College and Character*, 8(1).
- Thomas, C. (2012). *A call for engaged leadership*, The Netherlands: Sense Publisher.
- Wooding, N. (2008). *Engaged Leadership: The New Public Service Managerialism*. 7(1).

#### *Thai Language*

- Amporn Issarak. (2005). *Relationship between leadership and effectiveness of secondary schools in eastern region*. (Master Degree of Education), Burapha University, Chonburi.
- Korbsak Moonlamai. (2011). *Relationships between transformational leadership of school administrators and teaching efficacy of teachers under the office of Pathumthani primary educational service office area 1*. (Master Degree of

- Education), Rajamangala University of Technology Thanyaburi, Pathum Thani.
- Ministry of Education. (2011). *Private Teacher Aid Fund Journal*. Bangkok: Private Teacher Aid Fund.
- Phukamol Nawanadjedsada. (2015). Commitment of teachers in private general education schools in Bangkok private at primary education level. *SSRU Graduate Studies Journal*. 2(2), 195-207.
- Sophin Muangthong. Factors affecting effectiveness of private basic education institutions in the east of Thailand. *Burapha University's Journal Online*. 7(1), 18-29.
- Supaluck Treesuwan. (2004). *Teachers' working motivation in schools of Samutsonkhram educational service area office*. (Master Degree of Education), Silpakorn University, Nakorn Pathom.
- Suparinee Amporn & Sanan Prachongchit. (2012). Research report in causal factors on administration affecting private school teacher turnover. *Suddhiparitat Journal*. 26(79), 185-198.
- Surat Rammanee and Suwat Ngoencham. (2014). The strategies of building teacher professional commitment in basic education institutions. *EAU Heritage Journal*. 4(1), 112-124.