

The Development of Visionary Leadership Administrators in Thai Primary School

Suwit Yordsala¹, Kowat Tesaputa¹ & Anan Sri-Ampai¹

¹ Faculty of Education, Mahasarakham University, Thailand

Correspondence: Suwit Yordsala, Faculty of Education, Mahasarakham University, Thailand. Tel: 66-833-705-543. E-mail: yordsala@hotmail.com

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Abstract

This research aimed: 1) to investigate the current situations and needs in developing visionary leadership of Thai primary school administrators; 2) to develop visionary leadership development program of Thai primary school administrators, and; 3) to evaluate the implementation of the developed program of administrators visionary leadership development in Thai primary schools. Research and Development was employed which consisted of three phases: Phase 1, the survey was used to analyze the current situations and needs of 395 primary school administrators as the samples; Phase 2, the administrators visionary leadership development program was verified by 7 experts, and; Phase 3, the development program implementation was evaluated and informed by 15 primary school administrators. The research instruments were the questionnaire, the evaluation form, semi-structured interview form. The statistic techniques used for data analysis consisted of mean, standard deviation, and PNI (Modified). The results showed that current situations were at high level, and needs in developing the visionary leadership was at the highest level. The developed visionary leadership development program of Thai primary school administrators consisted of three modules including: formulation vision module; communication vision module; and implementation vision module. The usage of the developed of administrators visionary leadership development program in primary schools could significantly affect quality of high level. In addition, administrators and teachers had satisfaction in the program use.

Keywords: visionary leadership, visionary leadership development program, primary school, administrators

1. Introduction

1.1 Challenges

In the business world, a vision is a leader's ideological statement of a desired, long-term future for an organization. A vision describes the ideal future that the leader wants to create, and is articulated in what is referred to as a vision statement. Most vision statements are not intended to be fully achievable on a planned-out timetable; rather, they are intended to be pursued or worked toward on a daily basis over the long term. The vision often is communicated through concrete examples, stories, or analogies that vividly describe the desired long-term state. For example, one flower shop's vision statement is "We don't sell flowers, we sell beauty" (Peters, 1987). The rapid change, development, and successfulness of organizations in the public sectors depended on the leaders as important persons in developing success for the organizations. Leadership was the important key factor in determining success or failure of the organizations. The successes of organizations were not dependent on process, culture, technology, technique, and scientific management, but instead due to the role of leaders with both vision as well as power to determine their own future (Tichy & Cohen, 1997).

Consequently, it was very necessary for new age organization to include leaders with vision as well as readiness for change and appropriate flexibility with different situations. Modern organizations should have 3 leadership types. The first is competent leadership. Competent leadership refers to personal traits and qualities, exercising a discretionary time span, maintaining the best degree of flexibility, identifying and developing potential, motivating and providing inspiration, paying attention to detail and managing core competencies. Second, high performance leadership is personal leadership, tracking leadership and potential leadership at every level of the organization. Third, leadership as an exercise in virtual reality is leadership as management, leadership as excellent management, leadership with values, trustworthy leadership and spiritual leadership (Kananurak, 2011; Kotter, 1988). The mental and spirit of new age leaders, had to include vision, passion for their sub-ordinates,

creativity, flexibility, inspiration, innovation use, courage, being of high imagination, experimental preference, and independence (Anantanawee, 2008).

1.2 Visionary Leadership

Visionary leadership behavior goes beyond vision development and communication and varies across leadership theories. Visionary leadership is said to have positive effects on follower outcomes, resulting in high trust in the leader, high commitment to the leader, high levels of performance among followers, and high overall organizational performance (Bass, 1985; Bennis & Nanus, 1985; Conger & Kanungo, 1988; Conger, 1991; Avolio, 1999; Kirkpatrick, 2011). Visionary leadership was developed from transactional leadership which is broad, covering charismatic leadership, visionary leadership, and cultural leadership (Temeeyasuwan, 2007). There are 5 principles of visionary leadership including: 1) leaders performing, challenging work, creating new innovation, and enhancing others in having new initiative and challenged thinking; 2) inspirational motive as well as enthusiasm by developing shared vision with others; 3) promotion of team work and supporting others; 4) setting a good example for others; 5) ultimate success in working with the spirit (Bennis, 1997). There are 4 leader competencies needs by every organization, including: 1) The sense making understanding environmental context and people; 2) Relating creation of relationship within and between the organizations; 3) Visioning for the drawing acceptable pictures of the future, 4) Inventing development of new guidelines in order to accomplish the vision (Deborah, 2007).

Visionary leaders had to have precise vision as guidelines for staff to work a given in direction, including the capacity for have innovation that leads to the changes in the future. Leaders had to have competency in defining their vision so that it is clearly understood by others. They should express their vision verbally and behavior which is practical, and have competency in applying their different explanations, The via requirements for visionary leaders are as follows: (1) vision communication, induce by understanding of organization, organizational staff, and environment; (2) open minded thinking which is capable of concaving future; (3) competency in creating networks as well as team work, and developing the culture for excellent work support; (4) competency in developing interaction with people through two-way communication, recognizing the significance of people and participation, and; (5) development of personal habits which are reliable, for instance, communicative clarity, self-confidence, learning the failure as one's experience in constructing the opportunity, understanding followers' weak points and using recommendations improving strong point (Kananurak, 2011; Elumti, Minnis, & Abebe, 2005; Pounder, 2001; Tepsaeng, 2009).

1.3 Visionary Leadership of School Administrators

Visionary school administrators work in integrative pattern by associating vision with specified goals, focusing on holistic view by using their persistence, intention, and practice. They are imaginative and concrete product-oriented, and view their future with require broad farsightedness as well as imagination for school success. Kahan (2008) stated the school administrators' visionary leadership required that they must have competency in determining vision precisely. School administrators must inspire staff creativity, and use incentive power to lead their staff to work, while following the specified goal in order to be successful. In addition, school administrators must lead their staff away front traditional frame of thought, communication, and transfer information clearly, as well as develop staff potentiality continuously in order to utilize their knowledge and competency for the school (Nanus, 1992; Thomson, 2009; Kapu, 2008; Tepsaeng, 2009). Furthermore, Manning and Robertson (2002) stated that visionary theory of leadership consisted of the theory "Consider the appropriateness between Task and People." The model of visionary leadership has determined the leaders' major responsibilities to communication understanding of vision are viewing clearly the direction the organization would go. This vision had to be precise as well as attract followers to see clear future. The vision must be transformable in to action that lead to real intention and practical work activity.

In accordance with the above, the researcher, as a primary school administrator under the Office of Basic Education Commission (OBEC), through the synthesis of document and research literature, found that primary school administrators under OBEC had their needs in improving their self-development at "the highest" level. Moreover, there were no programs or processes for developing primary school administrators under OBEC. The researcher was interested in studying the current situation of visionary leadership, and needs assessment for developing primary school administrators. Consequently, the development of program of primary school administrators' visionary leadership, had to be constructed based on the approach of visionary leadership, the factors of visionary leadership, the factors affecting visionary leadership, the evaluation form of the needs assessment for developing visionary leadership, and the application of programs for developing the visionary leadership of primary school administrators under the OBEC, which would affect educational administration and

management in terms of efficiency and effectiveness as well as cause continuous and sustainable further development.

2. Research Objectives

This research aimed: 1) to study the current situations and needs in developing visionary leadership of Thai primary school administrators; 2) to develop visionary leadership development program for Thai primary school administrators, and; 3) to evaluate the implementation of the developed program in Thai primary schools.

3. Method and Instruments

Research and Development (R&D) was employed for this study by using mixed methods, research techniques by collecting data through quantitative as well as qualitative techniques. This study is designed to develop visionary leadership administrators in Thai primary school and the research steps are classified into 3 steps including:

Step 1: The current situations and needs in developing visionary leadership of administrators in Thai primary school by synthesizing the approach, theory, and related literature of factors of visionary leadership, interviewing 5 experts by using semi-structured interview for confirming the factors of visionary leadership, and survey of the current situations and the needs assessment form the sample of 395 primary school administrators by using a questionnaire with 5 level rating scale. Data were analyzed by calculating the Mean, Standard Deviation and PNI_(Modified).

Step 2: The design of a development program for visionary leadership administrators in Thai primary school, by outlining a development program and handbook for development program visionary leadership of administrators in Thai primary school by using data from Step 1. Investigation and evaluation of the feasibility and possibility of tentative development of a program for visionary leadership administrators in Thai primary school was made by 7 experts. The research instruments consisted of an evaluation form with 5 level rating scales. Data were analyzed by calculating the Mean, and Standard Deviation.

Step 3: The development program for visionary leadership administrators in Thai primary school was administered by 15 primary school administrators at the Office of Chaiphum Educational Service Area 2, who willingly participated in the study. It used the questionnaire of the administrators' and teachers' satisfaction on program use with 5 level rating scales. The key informants were 1 administrator and 1 teacher. Data were analyzed by calculating the Mean, and Standard Deviation.

4. Results

The following results of the study, respective of research objectives, were as follows:

4.1 *The Current Situations and Needs in Developing Visionary Leadership Administrators in Thai Primary School*

Overall, the Current Situations and Needs in Developing Visionary Leadership Administrators in Thai Primary School were at "high" level. Every aspect was at "high" level. For the needs in developing visionary leadership administrators in Thai primary school, it was at "the highest" level. Considering each aspect, every aspect was at "the highest" level. The sequence of needs assessment of visionary leadership administrators in Thai primary schools ranked from high to low: vision communication, vision formulation, vision implementation, role model, and empowerment respectively.

4.2 *The Development Program for Visionary Leadership Administrators in Thai Primary School*

1) the historical background and significance of the program; 2) the objective of the program; 3) the design and technique in development; 4) the structure of the program; 5) the content and material of the program, consisting of 3 modules, including: module 1, formulation vision; module 2, communication vision; module 3, implementation vision. The duration of development was 169 hours. The design and technique of development consisted of: 1) training; 2) self-study; 3) field trip study; 4) actual practice. For implementation of development, 4 steps were determined for the development process, as follows: Step 1, pretest; Step 2, development; Step 3, integration; Step 4, post test. Measurement and evaluation are shown in Figure 1.

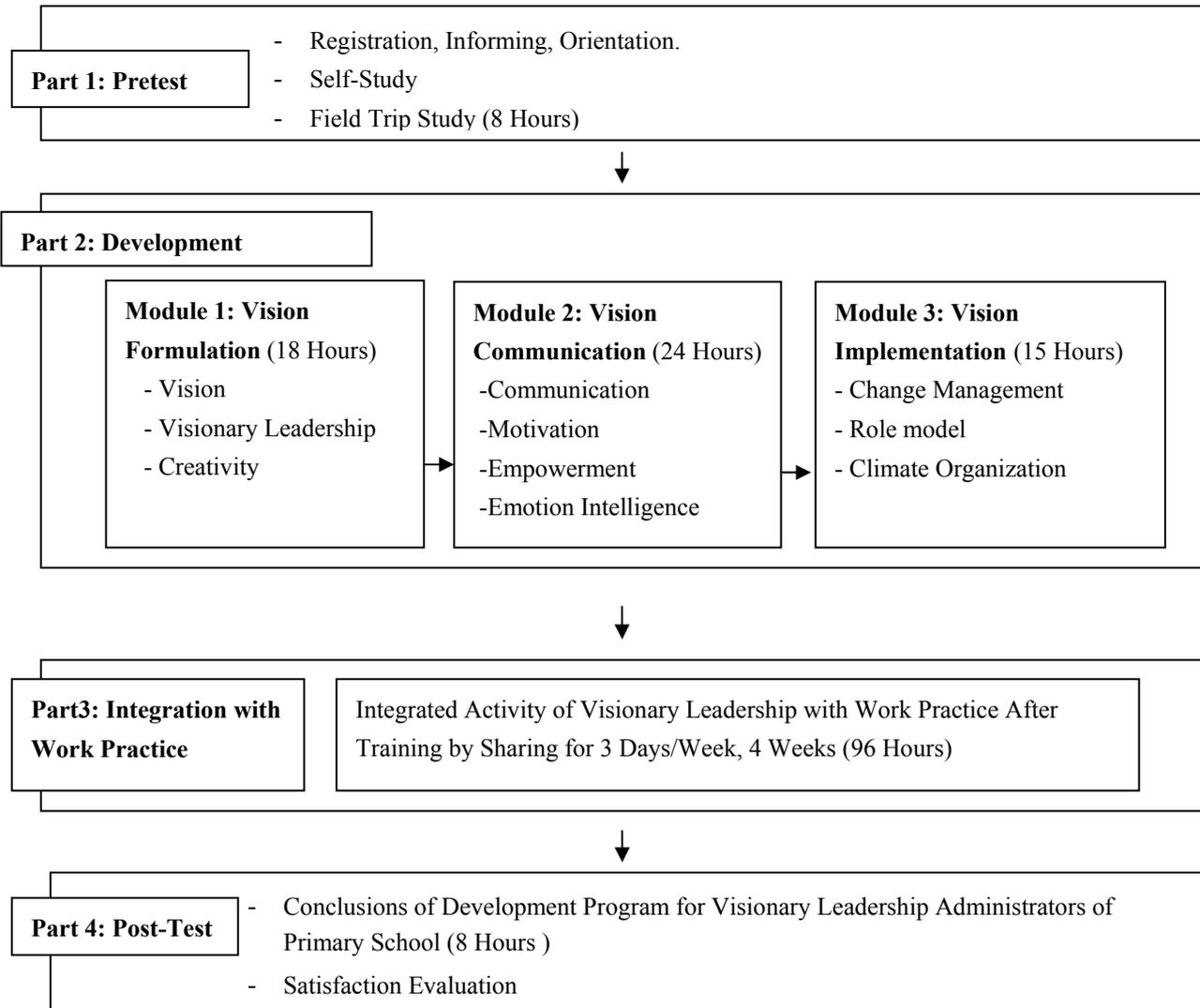


Figure 1. Visionary leadership development program for primary school administrators

There were 4 steps of implementation the developed program as follows:

Step 1: Plan: P, the preparation before development was implemented as follows:

(1) Self-study: the primary school administrators of the Office of Chaiphum Educational Service Area 2 studied documents as well as other kinds of media. They also performed supplementary study from other learning sources regarding basic knowledge, and guidelines for developing visionary leadership in order to prepare themselves before participating in the actual training program.

(2) Summarize lessons obtained from documents and supplementary study in 5-10 pages before participating in the training program.

(3) Field trip study. The development participants were provided a field trip study at a good practice school for visionary leadership for developing guidelines for their visionary leadership.

Step 2: Do: D, Development, was the learning process by workshop, together with work practice.

The training session was a Saturday or Sunday/Module. Practice was performed at school as usual for total of 4 weeks. The determined duration was based on the significance of the content material as well as the learning process. For major processes, the training program had to enhance development of visionary leadership, including various learning techniques and systematic implementation of administrators' learning principles such as self-study, experience sharing, and application of learning outcome into practice. To wit, Module 1:

Formulating Vision, with content consisting of visionary leadership and creativity thinking; Module 2: Visionary Communication, with content consisting of communication skill, empowerment, emotional quotient; Module 3: Implementing Visionary, with content consisting of transformational management, role model, and organizational climate.

Module 1: Formulating Vision. The primary school administrators are able to develop future imagery of school clearly and with effectiveness wanted by school. This is based on the administrators' skills in data collection, data analysis, and data synthesis. The real vision had to be shared vision collaborated by the members in fulfilling their dream, which was the outcome of members' thinking ability and direct and indirect experience. Their vision occurs when their goal is clear. Vision is the foremost important thing which should belong to administrators. It is like the roadmap used by everyone and the torch leading the way for work practice. The important variable in developing one's vision is the conceptual skill, an important skill for school administrators, especially creative thinking, which gives administrators broad vision and farsighted.

Module 2: Communicating Vision. This is the expression of communication and motivation as important strategies in organizational management. It facilitates work-related organization and cooperation. For organizational management, communication and motivation have meaning. With it, people can anticipate the thought of others. Consequently, they can share information as an instrument for organizational implementation. The characteristic of communication and motivation in organization may constitute a holistic system. It is the use of communication and motivation for following up, reporting, and analyzing information and determining the vision, mission, and goal of organization, communicating with other organizations as the communication and motivation subsystem, and as the instrument for developing relationships in training groups, facilitating a work climate, and work assignment.

Module 3: Implementing Vision. The expression of developed vision is put into real practice by members' collaboration and dedication to their physical and mental efforts. Hence, developed vision is successful when it is collected power for achieving a desirable future situation for organizational practice and development. School administrators have to integrate the developed vision to be congruent with the philosophy, policy, work planning, and projects of schools. They have to pursue by practicing manner till accomplishment occurs. They also have to encourage members to know their own vision, agree with that vision, and collaborate in practices based on that vision.

Therefore, it is the training together with action learning. If there is any problem in implementation, one can learn from administrators of other schools in order to collaborate in solving problems. The total duration of work development based on determined plan, is 4 weeks by associating the formulating vision, communicating vision, and implementing vision.

Step 3: Check: C, is the step for following up development. There is an implementation, including: supervision, monitoring, and follow up by the assistant director of the Office of Chaiyaphum Primary Educational Service Area 2, and the supervisor. It was the follow up in application of visionary leaders' knowledge and comprehension, as appropriate within school context. After the training, the factor with highest level of average value is practice based on vision. The second order consists of the role model, empowerment, formulating vision. The lowest level of average value is the empowerment. The comparison of evaluative findings in primary school administrators' visionary leadership, the follow up step, is higher than the finishing of training.

Step 4: Act: A, improvement and development is the application of knowledge and comprehension in visionary leadership for developing the primary school administrators, the Office of Chaiyaphum Educational Service Area 2 work practice. To wit:

(1) The formulating vision: the administrators have courage in initiating new things and searching for new techniques in increasing efficiency of work practice. The administrators, staff, and stakeholders collaborate in analyzing the situation both inside and outside the school. The strategies of school development are modified by determining the vision, mission, and goal as relevant to the school context. Shared learning is stimulated for creating the Creative Thinking by new techniques.

(2) The communicating vision: there is an organization of information technology system for use in development based on vision, including various channels of vision, and communicating the school vision for practitioners regularly.

(3) The implementing vision: this is association of vision into mission policy, project work plan/school activity, and creation of climate for sharing both inside and outside organization, and development of common prestige in work practice success in order to accomplish a goal.

(4) The role model: this is action, diligence, and persistence in work, focused on work value to accomplish the vision and stimulate continuous development by giving an importance to creating innovation.

(5) The empowerment: this is a system organization for staff to use their full potential in working under decentralization as well as participatory management. There is support for staffs to have challenging work to suit competency as well as were trust of staffs by monitoring and follow up.

4.3 The Findings of Development Program Visionary Leadership Administrators in Primary School (From the Program Usage)

4.3.1 The Findings of Knowledge Test in Visionary Leadership of Primary School Administrators

Office of Chaiyaphum Educational Service Area 2, are as follows: the pretest average score was 17.73 or 59.11%, out of full score as 30. The Post-test average score was 26.00 or 86.67%, out of full score as 30. It indicated that the primary school administrators had their post-test score at higher level than the pretest. In addition, every one of them could pass the specified criterion as 80%.

4.3.2 The Findings of Evaluation in Visionary Leadership of Primary School Administrators

Office of Chaiyaphum Educational Service Area 2, overall, was at “high” level. The Post-test, overall, was at “the highest” level. Comparing the post-test of visionary leadership of primary school administrators between the post-test, and following up, it was found that the primary school administrators’ visionary leadership during the follow up, was higher than the post-test of primary school administrators’ visionary leadership.

4.3.3 The Evaluative Findings of Participants’ Satisfaction in Development Program Visionary Leadership of Administrators in Primary School

Overall, the evaluative findings of participants’ satisfaction in development program visionary leadership of administrators in primary school in every aspect, was at “high” level.

5. Discussions

5.1 The Current Situations and Needs in Developing Visionary Leadership Administrators in Thai Primary School

Overall, the Current Situations and Needs in Developing Visionary Leadership Administrators in Thai Primary School were at “high” level. Considering each aspect, it was found that every aspect was at “high” level. The needs assessment of visionary leadership administrators in Thai primary school was at “the highest” level. Considering each aspect, every aspect was at “Highest” level as well. It was congruent with research findings of Tanjaroenpanich (2007) that the new wave leaders of Thai bureaucracy required training and developing their leadership in 3 major press: 1) Personal skill, 2) Knowledge of bureaucracy, and 3) Knowledge of administration. It was found that personal skill, overall, was at “high” level. There was needs assessment for training and development in the following areas: Team work development; 2) Problem solving; 3) Creativity; 4) Bargaining; 5) Personality development; 6) Presentation; 7) Communication in “Knowledge of bureaucracy, overall, was at “high” level. There were needs assessment for developing visionary leadership in the following areas: 1) Strategic thinking; 2) Systematic thinking; 3) Leadership; 4) Transformational administration; 5) Conflict management; 6) Management under crisis situation; 7) Capacity; 8) Leaders’ morality; 9) Administration and management of body of knowledge; 10) Risk management; 11) Sufficiency economy; 12) Team work management as Hollywood model; 13) Financial management; 14) Marketing management; 15) Role of male and female in development. This is supported by the findings of Tanajaleanrax (2010) titled “The leadership development program of central insurance,” In which it was found that the executives of central insurance. had their leadership based on full-range leadership, ranging from low to moderate level in 12 factors follow as: (1) Laissez-faire; (2) Contingency leadership; (3) Progressive passive leadership; (4) Receptive passive leadership; (5) Charismatic characteristic; (6) Charismatic behavior; (7) Inspirational development; (8) Intellectual motivation; (9) Individualized recognition; (10) Leadership outcome of satisfaction; (11) Leadership outcome in special attempt, and; (12) Leadership outcome in effectiveness. It was supported by the findings of Wannakham (2010) titled “The development of necessary professional competency of small sized administrators under the Office of Basic Education Commission,” In which it was found that: 1) there are 25 necessary competencies for small-sized school administrators, 2) there are 1 required professional competencies for small-sized school administrators. It was congruent with the findings of Prasertrattana (2012) titled “Structural model of decentralization of basic school administrators,” In which the research findings found that the basic school administrators had level of expression in decentralization leadership at “high” level. There were no significant differences in decentralization leadership between male and female administrators, and different ages of administrators. In addition, there were significant differences in decentralization leadership between the

administrators working in different sized schools, different experiences in being school administrators, and different school levels at .05 level. Butt (1993) studied behavior of successful education officers based on vision, and the research findings found that education officers used their power in creating, disseminating, and practicing their vision in term of: participation, empowerment, risk, precise communication, trustworthy development, student support, work dedication, care and investigation of vision throughout the time, resource allocation, professional development for self-development purpose and organizational members.

5.2 The Development Program for Visionary Leadership Administrators in Thai Primary School

1) the historical background and significance of the program; 2) the objective of the program; 3) the design and technique in development; 4) the structure of the program; 5) the content and material of the program, consist in of 3 Modules, including: Module 1; formulation vision, Module; 2 communication vision, and Module 3; implementation vision. The duration of development was 169 hours.

The design and technique of development consists of: 1) Training, 2) Self-study, 3) Field trip study, and; 4) Real practice. For implementation of development, 4 steps were determined for development process, as follows: Step 1; Pretest, Step 2; Development, Step 3; Integration, and; Step 4: the Post-test. This was congruent with Chansiri's (2008) study in "Curriculum for major competency development," Where in it was found that there should be variation, and content should cover every type competency and include 9 learning units. Duration for development was 180 hours or 5 weeks. Development focused on real practice. The participants have to evaluate themselves and evaluated by their super-ordinates, sub-ordinates, and co-workers both before and after development. There are precise criteria for evaluation. This is all supported by the findings of Tuncharoenpanich (2007) in that the new wave leaders in Thai bureaucracy have their need for training and development via learning by doing, For instance, the usage of case study, simulation, business game, and role playing at "high" level. Duration for development is 2 weeks-1 month. Their need is at "high" level. It is congruent with the findings of Panneuk's (2011) study in "Research and Development of competency development program for basic school administrators," In which it was found that there were 4 parts of competency development program for basic school administrators. Part 1: Introduction; Part 2; the details in competency development program for basic school administrators; Part 3: the efficiency evaluation instrument for competency development program for basic school administrators in field work study, and; Part 4: the guidelines, conditions, success indicator in using the competency development program. This was supported by research findings of Wannakham (2010) titled "Professional competency development of small-sized school administrators under the OBEC, In which it was found that professional competency development program of small-sized schools in 8 units were appropriate and ranged from "high" to "highest" level. This was supported by research findings of Phucharoen (2010) titled "Construction of development model for school administrators under of the Office of Basic Education Commission, In which it was found that the processes of development in school administrators' leader characteristic included 5 steps: 1) preparation; 2) preparation of evaluation before development; 3) development; 4) evaluation after development, and; 5) re-development. This was all congruent with research findings of Dokkam (2010), titled "Small-sized school administrators' leadership developmental model affecting school effectiveness," In which it was found that small-sized school administrators' leadership, developmental model, could be implemented in 3 phases: Phase 1: the pre-action; Phase 2: action consisting of: (1) Intensive training; (2) workshop for 8 sessions, twice a week, by using handbook of leadership development in 8 packages, and field trip study in a best practice school, Phase 3: the follow up by holding a conference and using an evaluation form of school administrators' leadership. This is supported by Thomas (1991) study on techniques used for improving school by studying school administrators' vision development, vision participation, and vision practice, found that the workshop in school administrators' vision development can affect the professional development for school administrators focus on planning for teachers, parents, and students to participate in the educational process. This is congruent with Lee and Wong's (2006) study on the leadership development program of Lucent Technologies with implementation in developing leadership systematically by determining short course for experience development, including complex simulation, and learning by formal group, including group problem solving, case study, business game, demonstration, and role playing. This is supported by Thomas (2005) study on techniques for improving school by studying the school administrators' vision development, participation in vision development, and vision practice, the findings were concluded that the workshop in school administrators' vision development should focus on planning, allowing teachers, parents, and students to participate in Educational Management, the school administrators had precise, persistence, and appropriate personal vision that can determine the direction of a school to accomplish goals.

5.3 The Findings of Development Program Visionary Leadership Administrators in Primary School (From the Program Usage)

5.3.1 The Findings of Knowledge Test in Visionary Leadership of Primary School Administrators

Office of Chaiyaphum Educational Service Area 2, are as follows: Their pretest average score was 17, 73 or 59.11% out of full score 30. Their average posttest score was 26.00 or 86.67% out of full score 30. This is indicated that the primary school administrators have their post-test score at higher level than their pretest one. In addition, every one passed the criterion as 80%. This is congruent with research findings of Chansiri's (2008) study on "Major competency development of supportive administrators in public universities, It found that: (1) for the participants for self-evaluation, and evaluated by their super-ordinates, sub-ordinates, and co-workers, they had major competency before development (pretest), overall, at "high" level. The post-test average score was significantly higher than the pretest at .01 level.

5.3.2 The Findings of Evaluation in Visionary Leadership of Primary School Administrators

Office of Chaiyaphum Educational Service Area 2, of visionary leadership, overall, was at "high" level. For the post-test, overall, was at "high" level. A comparison of primary school administrators' visionary leadership between posttest and follow up, found that the primary school administrators' visionary leadership during the follow up was higher than the post-test of primary school administrators' visionary leadership. This is supported by research findings of Wannakham (2010) titled "Professional competency development of small-sized school under OBEC, in which found that the highest average value of pretest including: competency 2: the ethical leaders and being role model. The second order was competency 10: the enhancement of morale for teachers and educational staff. For the post-test, the highest average value was competency 6: the organizational management, management structure, and determination of responsibility in teachers and educational staff. The second order was competency 2: the ethical leaders, and being role model. This is congruent with research findings of Dokkham (2010) titled "The small sized administrators' leadership development model affecting school effectiveness," In which found that all of 8 aspects in school administrators' leadership, overall, was at "moderate" level. The highest average value of each aspect was the relationship between the administrators and school teachers, the lowest average value, was vision development, and the relationship between school and community. This is supported by Tanajaleanrax's (2010) study in "Leadership development program of central assurance," which found that the experimental group had competency in developing their leadership at higher level than those of the control group. Furthermore, they had their post-test leadership at higher level, indication that the training program could help the participants to have better leadership development.

5.3.3 The Evaluative Findings of Participants' Satisfaction in Development Program Visionary Leadership of Administrators in Primary School

Overall, every aspect was at "high" level. This is congruent with research findings of Puangnil (2012) titled "Program for strategic leadership development for basic education, which found that the teachers had satisfaction in strategic leadership of the samples at "high" level. This is supported by Chansiri (2008) study in "Development of core competency in supportive administrators in public universities," which found that the participants had satisfaction in the program, overall and each aspect, at "high" level. The evaluative findings of success level in core competency development program, overall and in each aspect of 4 aspects, were at "high" level. The highest level of core competency was the team working. This is congruent with research findings of Wannakham's (2010) titled "Professional competency development of small-sized school administrators under OBEC, which found that satisfaction in training was at "the highest" level.

6. Conclusions

The results of this study indicated the benefits of the implementation of the development program of visionary leadership for primary school administrators, Office of Chaiyaphum Educational Service Area 2, in Thailand.

(1) The current situations and needs in developing visionary leadership administrators in Thai primary school, overall, were at "high" level. Considering each aspect, in which found that every aspect was at "high" level. The needs assessment of visionary leadership for administrators in Thai primary school was at "the highest" level. Considering each aspect, every aspect was at "highest" level.

(2) The development program for visionary leadership administrators in Thai primary school, consisted of program factors as following: 1) the historical background and significance of the program; 2) the objective of the program; 3) the design and technique in development; 4) the structure of the program; 5) the content and material of the program, consisting of 3 modules, including: module 1: formulation vision; module 2: communication vision; module 3: implementation vision. The duration of development was 169 hours.

The design and technique of development consisted of: 1) Training, 2) Self-studying, 3) Field trip study, and 4) Real practice. For implementation of development, 4 steps were determined for development process as follows: Step 1: Pretest; Step 2: Development; Step 3: Integration; Step 4: Post-test.

(3) The findings of development program visionary leadership administrators in primary school (From the program usage). Regarding the findings of knowledge test in visionary leadership of primary school administrators, the pretest average score was 17.73 or 59.11%, out of full score as 30. Their Posttest average score was 26.00 or 86.67%, out of full score as 30. This indicated that the primary school administrators had their posttest score at higher level than the pretest. In addition, every one of them could pass the specified criterion as 80%. The findings of evaluation in visionary leadership of primary school administrators, overall, were at “high” level. For the Post-test, overall, was at “highest” level. In comparing the posttest of visionary leadership of primary school administrators between post-test, and follow up, In which found that the primary school administrators’ visionary leadership during the follow up, was higher than the post-test of primary school administrators’ visionary leadership. The evaluative findings of participants’ satisfaction in development program visionary leadership administrators in primary school, overall, every aspect, was at “high” level.

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