

A Proposed Leadership Model of Cambodian High School Directors การนำเสนอรูปแบบภาวะผู้นำของผู้บริหารโรงเรียนมัธยมศึกษาชาวกัมพูชา

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Abstract

Leadership is very important for both school directors and teachers in order to move forward and meet the goals of reform, but none of the research in Cambodia has explored the difference within public high schools between school directors' perceptions of their leadership behaviors and teachers' preferences for school directors' leadership behaviors. The samples were 191 school directors and 386 teachers selected by using the Table of Krejcie & Morgan, stratified random sampling, and simple random sampling by drawing lots. Two forms of the Leadership Practices Inventory (LPI), Self and Observer were adapted as the research instruments. The Cambodian Leadership Practices Inventory (CLPI) was modified to collect data for confirming the model. The descriptive and inferential data were analyzed. The findings of this study provide evidence that the school directors used four leadership behaviors; whereas the teachers perceived the directors' leadership behaviors in three dimensions. The goodness-of-fit indices of the structural equation model of school directors' leadership behaviors showed its consistency with the empirical data, considered from Chi-square (χ^2) was 215.7, $df = 386$, $P = 1.000$, $RMSEA = .000$, $RMR = .013$, $NFI = .983$, $CFI = 1.000$, $GFI = .934$, and $AGFI = .920$. The goodness-of-fit indices of structural equation model of the teachers' perceptions of school directors' leadership behaviors revealed its consistency with the empirical data, considered from Chi-square (χ^2) was 358.1, $df = 371$, $P = .675$, $RMSEA = .000$, $RMR = .006$, $NFI = .990$, $CFI = 1.000$, $GFI = .944$, and $AGFI = .930$.

Keywords: Perceptions, School directors, Teachers, Leadership behaviors, Cambodian high schools

บทคัดย่อ

ภาวะผู้นำมีความสำคัญมากสำหรับผู้บริหารโรงเรียนและครูผู้สอน เพื่อมุ่งก้าวไปข้างหน้าและบรรลุเป้าหมายการปฏิรูป แต่ไม่มีงานวิจัยใดได้ศึกษาความแตกต่างภายในโรงเรียนมัธยมศึกษาของรัฐบาลระหว่างการรับรู้พฤติกรรมภาวะผู้นำของผู้บริหารและการชมชอบของครูผู้สอนต่อพฤติกรรมภาวะผู้นำของผู้บริหาร กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ เป็นผู้บริหารโรงเรียนมัธยมศึกษาชาวกัมพูชา จำนวน 191 คน และครูผู้สอนจำนวน 386 คน กำหนดจำนวนโดยใช้ตารางของเครซีและมอร์แกน การสุ่มแบบหลายขั้นตอน และการสุ่มอย่างง่าย โดยการจับฉลาก เครื่องมือที่ใช้ในการวิจัยครั้งนี้ เป็นแบบมาตรวัดประเมินค่าข้อปฏิบัติต่างๆด้านภาวะผู้นำ (Leadership Practices Inventory: LPI) ซึ่งมีสองแบบคือ แบบมาตรวัดประเมินตัวเองและแบบมาตรวัดประเมิน

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จากผู้สังเกตการณ์ แบบมาตราวัดภาษาเขมรใช้ในการทดสอบภาคสนาม หลังจากนั้นแบบมาตราวัดประเมินค่าข้อปฏิบัติต่าง ๆ ด้านภาวะผู้นำกัมพูชา (Cambodian Leadership Practices Inventory : CLPI) ได้สร้างขึ้นโดยนำผลจากการวิเคราะห์ห้วงค์ประกอบและได้เก็บรวบรวมเพื่อทดสอบความสอดคล้องของโมเดลกับข้อมูลเชิงประจักษ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูลเป็นสถิติพรรณนาและสถิติอ้างอิงโดยใช้โปรแกรมคอมพิวเตอร์ ผลการวิจัยพบว่า ผู้อำนวยการมีพฤติกรรมภาวะผู้นำ จำนวน 4 ด้าน ได้แก่ การทำตัวเป็นตัวอย่างเพื่อให้กำลังใจต่อเจ้าหน้าที่ การแปลงวิสัยทัศน์สู่การปฏิบัติ การสร้างการมีส่วนร่วมจากเจ้าหน้าที่อย่างยั่งยืน และการผูกน้ำใจเจ้าหน้าที่กับการดำเนินการร่วม ครูผู้สอนมีความเห็นต่อพฤติกรรมภาวะผู้นำของผู้อำนวยการ จำนวน 3 ด้าน ได้แก่ การทำตัวเป็นตัวอย่างเพื่อความเข้มแข็งองค์กร การผูกน้ำใจเจ้าหน้าที่กับการปฏิบัติตามยุทธศาสตร์ของโรงเรียน และการแปลงวิสัยทัศน์สู่การปฏิบัติที่ถูกต้อง ผลการทดสอบความสอดคล้องของโมเดลการวิเคราะห์ห้วงค์ประกอบพฤติกรรมภาวะผู้นำของผู้อำนวยการโรงเรียนมัธยมศึกษาชาวกัมพูชา พบว่า มีความสอดคล้องกับข้อมูลเชิงประจักษ์ โดยพิจารณาจากค่าไค-สแควร์ (χ^2) เท่ากับ 215.7 ที่องศาอิสระ (df) เท่ากับ 386 ค่า P เท่ากับ 1.000 ค่า RMSEA เท่ากับ .000 ค่า RMR เท่ากับ .013 ดัชนี NFI เท่ากับ .983 ดัชนี CFI เท่ากับ 1.000 ดัชนี GFI เท่ากับ .934 และดัชนี AGFI เท่ากับ .920 ส่วนผลการทดสอบความสอดคล้องของโมเดลการวิเคราะห์ห้วงค์ประกอบการรับรู้ของครูผู้สอนต่อพฤติกรรมภาวะผู้นำของผู้อำนวยการโรงเรียนมัธยมศึกษาชาวกัมพูชา ปรากฏว่า มีความสอดคล้องกับข้อมูลเชิงประจักษ์ โดยพิจารณาจากค่าไค-สแควร์ (χ^2) เท่ากับ 358.1 ที่องศาอิสระ (df) เท่ากับ 371 ค่า P เท่ากับ .675 ค่า RMSEA เท่ากับ .000 ค่า RMR เท่ากับ .006 ดัชนี NFI เท่ากับ .990 ดัชนี CFI เท่ากับ 1.000 ดัชนี GFI เท่ากับ .944 และดัชนี AGFI เท่ากับ .930

คำสำคัญ : การรับรู้ ผู้อำนวยการโรงเรียน ครูผู้สอน พฤติกรรมภาวะผู้นำ มัธยมศึกษาชาวกัมพูชา

Introduction

An era of high stake accountability has expanded the necessarily for school districts to secure school directors with leadership behaviors that encourage successful academic performance. Cambodian school leaders are sought to deliver practices that guide and empower entire school communities through unprecedented times of educational change. Currently, leadership behaviors in Cambodia are contingent upon accommodating individual differences and a given situation (WTO. 2003, Escamilla. 2010). Thus, Cambodian school directors are challenged to employ qualities beyond those of merely being a school manager.

An evaluation and understanding of present-day Cambodian school directors' leadership behaviors have become increasingly significant during the current period of political, social and educational reform. To be effective school leaders, school directors must execute versatile leadership behaviors that promote the total school settings. Thus, it is probably safe to rather generally state that the understanding of leadership behaviors is essential because educational leaders need to be aware of what behaviors are effective. They need to develop certain visionary leadership qualities, knowledge, organizational structure, and skills that will enable them to function effectively in their capacities as instructional and organizational leaders who are focused on excellence, and to inspire all members of the school community to a shared commitment (Pit & Ford. 2004; Chet. 2006; Agosta. 2009). Also, the school directors are political appointees in the hierarchical and politicized system. They must not only "manage" the schools, but do them in a way that closely follows the complex requirements of the Ministry of Education, Youth, and Sport.

School directors had no preparation to become school directors (UNICEF. 2007). Relatively, leadership is very important for both school directors and teachers in order to move forward and meet the goals of reform, but no one has actually applied them to Cambodia.

To concluded, accurate self-perceptions are vital for school directors, because they offer school directors the insights necessary for strong leadership. Teachers form perceptions of the school directors as the school directors perform their tasks. Teachers, who are the school directors' followers, should be excellent mirrors to help school directors more clearly understand their leadership and role behaviors. This study is intended to provide useful information to examine how well teachers and school directors agree on the leadership behaviors of school directors in public high schools in Cambodia.

Purpose of the Study

The purpose of this study is to explore the difference within Cambodian public high school directors' perceptions of their leadership behaviors and teachers' perceptions for school directors' leadership behaviors.

Significance of the Study

The intent of this study is to provide useful information for short-and long-rang planning as a means of developing effective schools and improving professional development of both school directors and teachers. The significance of this study is that its findings could benefit school director candidates, practicing school directors, other school administrators, and the Ministry of Education, Youth, and Sport.

Method

1. Sample

Empirical research was used in this study to explore how difference within public high schools between school directors' perceptions of their leadership behaviors and teachers' preferences for school directors' leadership behaviors. The 191 school directors and 391 teachers in high schools in Cambodia were selected with the stratified random sampling, and simple random sampling method.

2. Research Instruments

The Leadership Practices Inventory (LPI) was a survey study and used an instrument developed by Kouzes and Posner (2003) in western culture. There were two versions of LPI: LPI-Self and LPI-Observer. The two versions of LPI were used to measure leadership behavior in five categories: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. A modified version of Brislin, Lonner and Thorndike's (1986) translation method was used to translate the LPI into the Khmer version. An expert panel review for content validation of the modified LPI is critical for assuring the content holds the similar meaning with the original one and appropriately fits for Khmer culture. Permission to use the surveys was granted by the authors. The Cambodian Leadership Practices Inventory (CLPI) was factor analyzed version was then modified by the researcher in accordance with the results from

the factor analyses. The school directors admitted to using four and the teachers perceived three out of the five.

3. Data Collection

In terms of the needed sample size, 191 LPI-Self questionnaires, and 386 LPI-Observer questionnaires were distributed in person and by post. The recipients were asked to send back the completed survey, using the pre-addressed envelopes. The follow-up procedure was conducted by telephone one week afterward in order to improve the response rates. Reliability was assessed using Cronbach's alpha. For the school director of the LPI, an alpha of .90 was achieved; whereas, the teacher of the LPI, an alpha of .93 was achieved, respectively, are generally considered acceptable (Kerlinger & Lee. 2000). For purposes of this study, CLPI, Self and Observer, was then collected as the same procedures of LPI. The Cronbach's alpha coefficient for the 30-item CLPI-Self and Observer total scale was .96 and .94 respectively, which were consistently demonstrated acceptable reliability. Data were collected in a confidential manner. Participation was voluntary, and questionnaires were answered anonymously.

4. Data Analysis Procedure

Using the exploratory factor analysis (EFA), the LPI-five factors were forced with varimax rotation to examine construct validity of the 30 items. The results revealed that school directors exhibited to using four out of the five current practices of the leadership challenged; whereas, teachers perceived that their school directors performed only three out of the five. In terms of interpretation, the mean scores of necessary for leadership behaviors from both school directors and teachers were interpreted with the determined five levels of interpretation criteria using the criteria designed by Srisa-ard in Research for Teacher (2003) for analyzing data collection. The researcher gained permission from the author to use the interpreted criteria.

Relatively, the CLPI 30 Likert-type items were presented in descriptive tables with brief adjoining summaries. Data analyses of the relationship between variable-type items were presented in Canonical Correlation tables with adjoining summaries; whereas, the confirmatory factor analysis (CFA) to find out the proposed model for Cambodian high schools was presented in AMOS figures with adjoining summaries.

Results

1. School Directors' Four New Factors

Returned questionnaires from both school directors and teachers were factor analyzed to determine their validity. Interestingly, school director components factor analyses were followed through with Varimax rotation. According to results of the EFA, original construction with 30 items and 5 subdimensions were changed. The findings of the factor analysis revealed that four factors were loaded in the school directors' scale. The four new factors loaded in the school directors' scale were: 1) demonstrating to support the heart (DSH), translating a shared vision into actions (TSA), 3) sustaining willing participation (SWP), and 4) engaging the heart in a shared process (EHS). The Kaiser-Meyer-Olkin measure of sampling adequacy was .88, and Bartlett's test of sphericity had a value of .000. The Cronbach reliability for DSH=.97, TSA=.96, SWP=.95, and

EHS=.94. Each factor reflects a set of leadership practices that have incentive value for improving school directors' leadership behaviors. The details of factor loaded were described as following:

Table 1 Construct School Directors' Factors of CLPI

The 30-item CLPI in this Study	Kouzes and Posner (2003): 30-item LPI
Factor 1: Demonstrating to Support the Heart (DSH) <u>CLPI</u> : 1, 6, 10, 11, 16, 21, 26	Factor: Modeling the Way LPI 1, 6, 11, 16, 21, 26 Factor: Encouraging the Heart LPI 10
Factor 2: Translating a Shared Vision into Actions (TSA) CLPI 2, 3, 7, 8, 12, 13, 17, 27, 28	Factor: Inspiring a Shared Vision LPI 2, 7, 12, 17, 22, 27 Factor: Challenging the Process LPI 3, 8, 13, 18, 28
Factor 3: Sustaining Willing Participation (SWP) <u>CLPI</u> : 4, 5, 9, 14, 15, 19, 24, 29	Factor: Enabling Others to Act LPI 4, 9, 14, 19, 24, 29 Factor: Encouraging the Heart LPI 5, 15
Factor 4: Engaging the Heart in a Shared Vision (EHS) <u>CLPI</u> : 18, 20, 22, 23, 25, 30	Factor: Challenging the Process LPI 18, 23 Factor: Inspiring a Shared Vision LPI 22 Factor: Encouraging the Heart LPI 20, 25, 30

2. Teachers' Three New Factors

Teacher components factor analyses were followed through with Varimax rotation. According to results of the EFA, original construction with 30 items and 5 subdimensions were changed. The factor analysis conducted for this study revealed three dimensions of teachers' preference to school directors' leadership behaviors. The three new factors loaded in the teachers' scale were categorized as: 1) demonstrating to strengthen deliverables (DSD), 2) engaging the heart in implementing an organizational strategy (EIO), and 3) translating a shared vision into moral obligation (TSM). The Kaiser-Meyer-Olkin measure of sampling adequacy was .93, and Bartlett's test of sphericity had a value of .000. Thus, the initial steps in preparation for teachers' factor analysis justified that factors analysis could be applied on the data set. The Cronbach reliability for DSD=.89, EIO=.96, and TSM=.94. Each factor reflects a set of leadership practices that have incentive value for improving school directors' leadership behaviors. The details of factor loaded were described as following:

Table 2 Construct Teachers' Factors of CLPI

The 30-item CLPI in this Study	Kouzes and Posner (2003): 30-item LPI
Factor 1: Demonstrating to Strengthen Deliverables (DSD) CLPI: 1, 3, 6, 11, 16, 21, 26, 27	Factor: Modeling the Way LPI 1, 6, 11, 16, 21, 26 Factor: Challenging the Process LPI 3 Factor: Inspiring a Shared Vision LPI 27
Factor 2: Engaging the Heart in Implementing an Organizational Strategy (EIO) CLPI: 2, 8, 10, 13, 15, 17, 18, 19, 20, 24, 28, 29	Factor: Modeling the Way LPI 2, 17 Factor: Challenging the Process LPI 8, 13, 18, 28 Factor: Encouraging the Heart LPI 10, 15, 20 Factor: Enabling Others to Act LPI 19, 24, 29
Factor 3: Translating a Shared Vision into Moral Obligation (TSM) CLPI: 4, 5, 7, 9, 12, 14, 22, 23, 25, 30	Factor: Enabling Others to Act LPI 4, 9 Factor: Inspiring a Shared Vision LPI 7, 12, 14, 22, 23 Factor: Encouraging the Heart LPI 5, 25, 30

3. Research Question One: What leadership behaviors are exhibited by high school directors in Cambodia as perceived by the school directors?

The first research question was directed toward identifying the leadership characteristics and behaviors of the school directors based on Leadership Practices Inventory (LPI) reported to be used by Cambodian school directors who participated in this study. The 191 surveyed school directors reported using each leadership behaviors item on the CLPI with varying degrees of frequency as a whole were at high level. Also, the school directors reported that they practiced the TSA the most, SWP the second most, followed by EHS, and DSH the least.

Table 3 Mean, Standard Deviation, Meaning, and Rank of Four Commitments for Practice Used by Surveyed School Directors

No.	Commitments for Practice	\bar{X}	S.D.	Meaning	Rank
1.	Demonstrating to Support the Heart (DSH)	4.05	0.87	High	4
2.	Translating a Shared Vision into Actions (TSA)	4.28	0.75	High	1
3.	Sustaining Willing Participation (SWP)	4.16	0.77	High	2
4.	Engaging the Heart in a Shared Vision (EHS)	4.10	0.83	High	3
Grand Total		4.15	0.80	High	

4. Research Question Two: What leadership behaviors are exhibited by high school directors in Cambodia as perceived by the teachers?

The 386 surveyed teachers reported preference for the school directors’ leadership behaviors each leadership behaviors item on the CLPI with varying degrees of frequency as a whole were at high level. With regard to the means and standard deviations of the three dimensions of the CLPI Scale, the findings revealed that and teachers’ preferences for the school directors’ leadership behaviors in Cambodia all three factors were at “high” levels. More specifically, EIO was reported as the most frequently preferences, DSD was the next most preferences, and TSM the least often preferences.

Table 4 Top Three Leadership Behaviors Reported to be Used by School Directors Based on Teachers’ Preferences

No.	Commitments for Practice	\bar{X}	S.D.	Meaning	Rank
1.	Demonstrating to Strengthen Deliverables (DSD)	3.97	0.93	High	2
2.	Engaging the Heart in Implementing an Organizational Strategy (EIO)	4.03	1.14	High	1
3.	Translating a Shared Vision into Moral Obligation (TSM)	3.84	0.10	High	3
Grand Total		3.95	1.03	High	

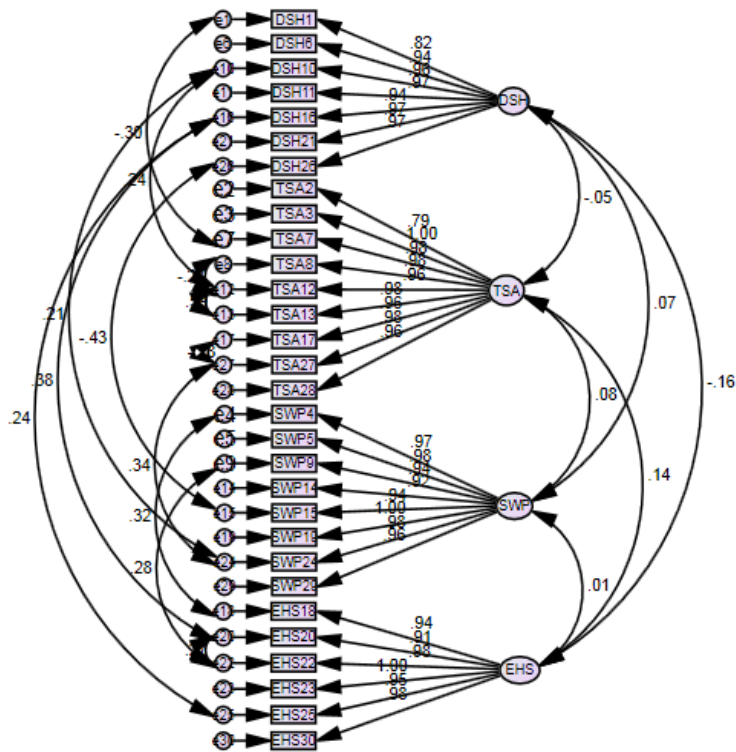
5. Research Question Three: What leadership behaviors model should the public high school directors have for supporting their leadership behaviors in Cambodian school system?

As building up the proposal model, confirmatory factor analysis (CFA) was used to summarize the factors among the existing relationships of individual variables in this study. AMOS was used to test the theoretical model. The hypothesized causal relationships between four dimensions of school directors’ leadership and three dimensions of teachers’ perceptions of their school directors have been confirmed. However, the goodness-of-fit statistics include CFI (Bentler, 1990), AGFI, and RMSEA. The fit indicators of the CFI and AGFI should be larger than .90 and the RMSEA less than .05 for a well-fitting model, and the fit is reasonable if the RMSEA is between .05 and .08. According to Browne and Cudeck (1993), the model is a good fit if the RMSEA is between .01 and .05. This study is based on Byrne (1998) and Bollen (1989) goodness-of-fit statistics. For purpose of this study, this research question utilized structural equation modeling to test the hypotheses as well as the ratio of Chi-square, RMSEA, RMSR, NFI, CFI, GFI, and AGFI to evaluate overall model fitness.

Table 5 Index of Confirmatory Factor Analysis of School Directors

Index	DSH	TSA	SWP	EHS
GFI	.998	.999	.993	.998
AGFI	.996	.998	.988	.994
RMR	.001	1.000	.001	.001
RMSEA	.000	.000	.000	.000
NFI	.999	1.000	.999	1.000
CFI	1.000	1.000	1.000	1.000
χ^2	1.3	1.3	5.2	1.2
df	12	23	20	8
P-value	1.000	1.000	1.000	.997

Given that all the values were above .90, these internal consistencies are acceptable for data analyses. Therefore, the model modification stopped. The path diagram of the final measurement model of the CLPI-Self is presented in Figure 1.



Chi-square=215.728, df=386, P-value=1.000, RMSEA=.000

Figure 1 Results of the Structural Equation Model

With reference to the statistical method utilized, confirmatory factor analysis was conducted to the CLPI-Observer. The whole model of the teachers' perceptions on the school directors' leadership behaviors was tested with 30 items contributing to the three dimensions of DSD, EIO, and TSM. The results of the final three-factor model testing are presented in Table 6.

Table 6 Index of Confirmatory Factor Analysis of Teachers

Index	DSD	EIO	TSM
GFI	.996	.994	.977
AGFI	.988	.990	.977
RMR	.001	.012	.001
RMSEA	.000	.000	.000
NFI	.999	.999	.998
CFI	1.000	1.000	1.000
χ^2	6.9	14.5	22.2
df	12	23	20
P-value	.905	1.000	.679

Given that all the values were above .80, these internal consistencies are acceptable for data analyses. Therefore, the model modification stopped. The path diagram of the final measurement model of the CLPI-Observer is presented in Figure 2.

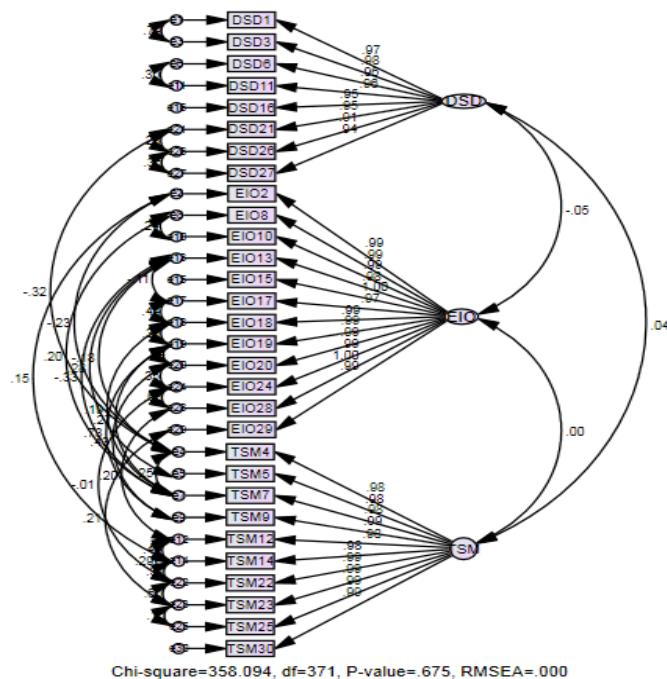


Figure 2 Results of the Structural Equation Model

Conclusion and Implications

1. Perceived Use of Participants' Factors Interpretation

The results revealed that school directors exhibited to using four out of the five current practices of the leadership challenged; whereas, teachers perceived that their school directors performed only three out of the five. It is also interesting to pinpoint that, after the exploratory factor analysis exploration, it was found that the construct data for the sampled school directors and teachers did not completely match the five factor construct pattern presented by Kouzes and Posner (2003). The explanation for this may lie in two areas. First, the value systems embedded and cultivated in Cambodia are created for the country's historical background, and the education system itself plays a pivotal role in maintaining the hierarchical societal systems. Cambodia's societal norms and power concentrated national culture will constrain school directors from demonstrating fully collaborative styles of leadership which assume that leadership can be shared between school directors and other teachers. Also, considering the social norms of Cambodia, other teachers may not expect their school directors to behave in a democratic way. They will accept school directors' didactic ways as school leaders. Second, there is the matter of the structure works leads school directors to show their leadership in less collaborative ways. This is because the limited financial resources, centrally driven curricula and didactic ways of teaching and learning leave little room for the school directors to collaborate with other teachers and fully enjoy their autonomy. Thus, the researcher individually claimed that the results of this study of school directors' leadership practices better fit a Cambodian context. The findings in this study support the viewpoint that there are a set of leadership behaviors, in this case represented by the western culture as suggested in the literature, which are both universal and culturally-specific (Bass & Avolio. 1993; Bass. 1997; Peterson & Hunt. 1997). Simply put, Kouzes and Posner (2003) found that statistically significant difference across LPI scores were possibly due to cross-cultural comparison. In this sense, Posner (2010) proposed that many cross-cultural studies suggest that culture can influence leadership concepts, styles, and practices.

2. Perceived Use of High School Directors of Their Leadership Behaviors

The school directors reported using each leadership behaviors item on the CLPI with varying degrees of frequency. The means of individual commitments for practice were at high level. Regarding the four-factor dimensions of the CLPI used, this study found that, ranked from highest to lowest by mean score of the school directors' leadership behaviors throughout Cambodia the strongest leadership practice with these participants was translating a shared vision into actions the most, followed by sustaining willing participation, engaging the heart in a shared vision, and demonstrating to support the heart, respectively. Not a surprising outcome due to the self-reporting aspect of the survey. This finding can be interpreted to mean that Cambodian school directors see the importance of these leadership practices. The findings of this study concurred with those of Oumthanom (2001), Rouse (2005), Shannon (2008), and Martin (2011), all of which found that the information regarding the school directors' leadership practices towards the Leadership Practices Inventory (LPI), developed by Kouzes and Posner as a whole were at high and highest levels. This indicated that Cambodian school directors that exhibit a more leadership practice may be they mainly focused on creating a vision within their school and thus are able to

inspire their followers to be more productive, encouraging success for the overall good of the school.

3. Perceived Use of High School Directors' Leadership Behaviors as Perceived by Teachers

The school directors' leadership behaviors as perceived by teachers' preferences indicated as a whole were at high level. There are two explanations for these findings. First, it can be interpreted to mean that the teachers see the important of the school directors' leadership practices. Second, the teachers did perceive that their school directors look for ways to improve their team, such as networking and taking the initiative to try new approaches. Overall, it appears that teachers reported feeling that their school directors have experience and special knowledge or expertise and that their school directors identify with them because of mutual feelings of respect. These teachers are likely to view their school directors as treating everyone fairly, having a pleasing personality, and having considerable professional knowledge. This can be explained in light of Oumthanom's findings (2001). Oumthanom noted that the teachers perceived three out of the five current practices of the leadership practices at high level. Also, Kouzes and Posner (2002a) described this leadership practice as the leader's ability to create teamwork and trust. Through empowerment, the leader is able to inspire team members to strive for the organization's goals and dreams.

4. Proposed Leadership Model

The goodness-of-fit indices of structural equation model of four school directors' leadership behavior dimensions of the current research showed its consistency with the empirical data. This result can possibly be explained that Cambodian school directors need to not only be effective in discharging the tasks and responsibilities of leadership, but they also need to change their ways of thinking and attitudes to work collaboratively with others. Duignan (2006) suggests that effective leaders need to redistribute both their responsibilities and their "mindsets" to incorporate others and this is shared by the participants in this study. Although traditional culture acts as a hindrance for providing leadership in schools, many participants saw it as the responsibility of school leaders to break through this reluctance. In the new work style for Cambodian schools, they need to change their "mindsets," as described Duigan (2006), into the "colleagues" instead of "bosses" and encourage the staff to employ and implement leadership with sense of mutual responsibility. Also, this finding seems to be suggested that Cambodian school leaders think together strategically with "goodness" and "moral courage", which has significance for the Cambodian ways of living along Buddhist principles. This finding is consistent with the research by Hsiao and Chang (2011) which indicated that to be excellent, school directors must also have excellent leadership and management. They also suggested that school directors and teachers in charge of the administration in schools devote themselves to seeking more effective management.

When taking into account of the goodness-of-fit indices of structural equation model of the three leadership behavior dimensions of the teachers' perceptions of school directors' leadership behaviors, the current research revealed its consistency with the empirical data. This finding could be attributed to the fact into two main reasons. First, Cambodian teachers are believed to be promoted by the support of the school directors because in Cambodia society,

power and authority come from bureaucracy and hierarchy. Second, power distance is relatively involved. This feature appears in the high power distance, which is rooted in Cambodians' behaviors, and is called "listening to the senior." It is consistent with a study by Timperley's (2005), which shows that distributive leadership has influence from cultural boundaries. So, the findings of this study would suggest that "leaders are made, not born. Results from this study suggest that perceptions of leadership in Cambodia are also changing.

Recommendations for Future Research

The followings are recommendations for future research:

1. A similar study should be done with another sample and at another educational level to confirm the results and to rectify the weak points of this study.
2. In a subsequent study of the leadership style variables utilizing the same data set as in this study, the researcher should find a valid way to exclude from the analysis all the cases in which rating and not ranks were provided. After the exclusion of these cases, an appropriate statistical analysis should be performed.

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