

Factors of Super Leadership of Principals Influencing Teacher Leadership in Schools under the Bangkok Metropolitan Administration

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Abstract:

The objectives of this quantitative research were 1) to study the factors of the super leadership of principals and teacher leadership in schools under the Bangkok Metropolitan Administration (BMA) 2) to study the level of super leadership of principals. 3) to study the level of teacher leadership. 4) to study the super leadership of principals that influence the teacher leadership. The sample of 375 was randomly drawn from teachers in school under the BMA in the 2019. The results were found 1) Factors of the super leadership of principals was found that there were 5 factors: becoming a self-leader, promote self-leadership through teamwork, create positive thought patterns, modeling self-leadership, and develop self-leadership through reward and constructive reprimand. Factors of teacher leadership was found that there were 3 factors: self-development and colleague, professional teacher and transformational leadership. 2) The super leadership levels of principals were overall at the high level. 3) The level of teacher leadership were overall at the high level. 4) Factors of super leadership of principals influencing teacher leadership with statistical significance at the level of .05, consisting of three factors: becoming a self-leader and development self-leadership through reward and constructive reprimand were positive , but modeling self-leadership was negative . By creating the forecasting equation as follows : Forecasting equation in raw score form $\hat{Y} = .352 (X1) + .261 (X5) - .163 (X4) + 1.730$. Forecasting equations in the form of standard scores $\hat{Z} = .501 (X1) + .390 (X5) - .246 (X4)$.

Keywords: DB Projects, Coordination Factors, Project Performance, Malaysia.

Introduction

Educational leadership was garnered much attention in the beginning of the 21st century because of the widespread belief that the quality of leadership makes a significant difference to schools and student outcomes (Bush, Bell and Middlewood, 2010: 112). In order to be able to create leaders, principals must have that leadership. Especially being a leader who can create a follower to be a leader also known as "Super Leadership" under the concept of "Lead others to lead themselves." means to lead others so they can lead themselves by Manz and Sims (1991). Mappaenre (2014) mentioned that in the era of globalization, this is a time for principals to play their role as super leader, that is the school administration system is needed. Principals and teachers of the schools are independent in the schools management in order to meet educational purpose. Principals must take on the role of super leader by improving themselves to be leaders of teachers which teachers can perform their duties on their own without requiring strict control. The 20 year Bangkok Development Plan (2013 - 2032), strategy issue 7 management sub-strategic issues 7.3 for target human resource management in the year 2032, Bangkok is a place for good and talented people to perform tasks that support the needs of the professional people. This plan shows that principals need to develop leadership, as well as teachers who are important human resources in the organization to develop student to the purpose.

This research was study factors of super leadership of principals influencing teacher leadership in schools under the BMA aims to answer 4 questions as follows:

1. What are the components of super leadership, teachers leadership and teachers' leadership in schools under the BMA?
2. What is the level of leadership of principals in schools under the BMA?
3. What is the leadership level of the teachers in the schools under the BMA ?

4. Does the leadership element above the leadership of principals have any influence on teachers' leadership in schools under the BMA ?

The objectives of this research are (1) to study the factors of the super leadership of principals and teacher leadership in schools under the BMA. (2) to study the level of super leadership of principals under the BMA. (3) to study the level of teacher leadership in schools under the BMA. (4) to study the super leadership of principals that influence the teacher leadership in schools under the BMA.

Super Leadership

The concept of Super Leadership is lead others to lead themselves (Manz and Sims, 2000; Sriyakul, Singa, Sutduean, & Jermstittiparsert, 2019; Sriyakul, Umam, & Jermstittiparsert, 2019; Wongsurawat, Jermstittiparsert, 2020). Super Leadership is management as a role model to enable people to lead themselves. By synthesizing from researches, articles, and related documents as follows: Manz and Sims (1991), Poompakdeepan (2007), Sukkasi (2010), Jomhongbhibhat (2013), Sutacha (2014), Waro (2016), Limchalerm (2017), Yuenyaw (2017) and Sripranam (2017) consisting of becoming a self-leader, modeling self-leadership, encouraging self-set goals, create positive thought patterns, develop self-leadership through reward and constructive reprimand, promote self-leadership through teamwork and facilitate a self-leadership culture.

1) Becoming a self-leader means influences that principals use to motivate themselves to develop consisting of behavioral focused strategies and cognitive focused strategies to enhance one's own effectiveness by having to deal with beliefs and hypothesis and talking to means oneself which being able to criticize oneself which Furtner, Rauthmann, and Sachse (2015) that studies the unique leadership model which has been studied using the concept of Manz and Sims (1991) in this study as well by focusing on behavior setting goals manually. There was a work order, reward oneself, criticize one's own work and focuses on the knowledge and understanding of the nature of people who got from

work happiness, created effective thought patterns, built belief in the mind by the empirical studied results, demonstrated how to become a leader by acting as a role model that was seen as a strategy aimed at self-regulation which principals could applied this idea and principle to manage and develop personnel in order to create personnel to become leaders in themselves which will be the driving force for effective work.

2) Modeling self-leadership means that principals have shown good behavior to allow personnel to conduct themselves in the workplace. In terms of morality, ethics, knowledge and ability to work which Sutacha (2014) mentioned that creating followers is their own leader, had knowledge and expertise in the practice of Buddhism in being a role model helped support and leadership theory according to the royal speech of King Rama 9 that being a good leader must be a good role model. When working seriously having clear objectives and work processes in a systematic manner had a good relationship with the team, emotional maturity, vision and ability to inspire work, motivate personnel to be unified in achieving organizational goals. This is an important leadership that principals can use to set policies for human resource development and able to create personnel to be leaders

3) Encouraging self-set goals means principals motivate, support, and give independence to personnel in the educational institution to be able to set goals for themselves in a systematic and direction which Yeunyaw (2017) mentioned that was a process to motivated and supported teachers to set goals by thinking of organizational success.

4) Create positive thought patterns means principals encourage personnel to have good and creative ideas, promoting good attitude at work, being aware of problems and how to solve problems logically emotional maturity there are methods of mediation. Smooth conflicts and systematically implement concepts and theories for personnel to be confident and self-confident can decide and can inspire you to work which Luthans (2002) mentioned that the positive concepts of organizational behavior were

management and training and developed human resource. The most important was participation. Concept of confidence ability to perceive one's self and optimism were important factors in making things successful. Which principals can use to work and manage the organization very well.

5) Develop self-leadership through reward and constructive reprimand means principals encourage personnel to develop themselves according to their needs and interests allowing opportunities for job development. Consideration is given with fairness in order to build morale. Including appropriate praise also giving advice and solutions to improve their operations and give an opportunity to be a leader in the assigned operation which Furtner, Rauthmann, and Sachse (2015) mentioned that work-building strategies demonstrate the strongest relationship in leadership as it may be a prerequisite for creating vision and participation and inspiring teachers. Which principals can apply this idea to manage their personnel in order to achieve leadership in themselves.

6) Promote self-leadership through teamwork means principals support and encourage personnel to create working groups by themselves using group processes in their work with consultation to brainstorm ideas between colleagues. Stimulates feelings of shared ownership and create an atmosphere of cooperation and cooperation among groups which Elloy (2005) to study the influence of leadership behavior over leaders that affect organizational commitment job satisfaction and self-esteem in self-management. Team work that there was a higher level leadership behavior of super leader was behavior that promotes self-support by team members, promote self-assessment so that team members were involved in data to monitor and evaluate performance, team members should be encouraged to show their work, promoting culture based on group results super leader helped support team members to participate in their own behavior, encourage self-esteem among team members so that the team has high expectations for group performance and encouraged the behavior of drills

and plans for the team to perform activities before proceeding which principals could apply this concept as a basis for management and personnel development, built a strong team, resulting in leadership to be able to continue to develop and created the organizational culture of work to occur.

7) Facilitate a self-leadership culture means principals create an atmosphere and provide an environment that is conducive to operations encourage personnel to create good relationships with each other. While also providing assistance and care for the welfare of personnel in order for the personnel to love, bond and lead to the goal which Sripranam (2017) mentioned that principals should use the ideology of determination to motivate for a culture of self-conduction for teachers. Creating activities for teachers to get together on a regular basis, be a model of self-leader with inserting a culture of self-introduction in the work process.

Teacher Leadership

Teacher Leadership is the teachers have knowledge and ability in professional practice both inside and outside the classroom. There is a professional which

Cutler (2016) mentioned that transformational teachers shared best practices, built mentoring relationships, observed their colleagues, kept things fresh, model their subject's usefulness, and demonstrated caring beyond what they taught.

2) Self-development and colleague means teachers who are leaders in self-development and professional teachers, support the improvement of teaching and learning, vision, able to work plan clearly and achieve the target, believe that you can develop, optimistic, be a role model and be a mentor or mentor to colleagues, be respected by colleagues and works well with others which Phanchai (2013) mentioned that teachers must be committed and continuously developed themselves into professional teachers, can developed to be a professional teacher under the atmosphere of mutual learning of teachers, created a new concept, created a new method, professional teaching skills, a personality suitable

teaching. Self-development and influencing colleagues supporting and promoting teachers in various fields. By synthesizing from researches, articles, and related documents as follows: Harris and Muijs (2003), York-Barr and Duke (2004), Harrison and Killion (2007), Ratchapat (2011), Phanchai (2013), Jantharangsee (2013), Leelahakorn (2015), Pimsri (2016), Suwanwong (2017) and Naewtong (2017) the result of the synthesis results in 3 components of teacher leadership which are consisting of transformational leadership, self-development and colleague and professional teacher.

1) Transformational leadership means teachers who are leaders have professional knowledge and keep up with current events, a person of learning create a learning society exchange professional knowledge with teachers, have an initiative to improve things, skills in using media, technology and create new innovations in teaching, have a good attitude at work, patience, dare to decide to do it for the benefit of the joint. Vision has the ability to motivate colleagues, have love and faith in colleagues and the person who has received the trust of colleagues

for being a teacher stability and career advancement in front of other teachers, interested in self-development for learning and with determination to be a teacher leader. Which principals can use to set policies in the training of teachers and personnel to advance professional as well.

3) Professional teacher means teachers with teaching abilities specialized in the field of teaching arrange teaching and learning effectively suitable and meets the needs of students, have the ability to use technology and can create innovation in teaching being a disciplinary person with morality and following rules and regulations, encourage colleagues to follow. There is sacrifice, patience, responsibility, punctuality and can keep the contract, be a good role model for colleagues who have love, compassion, and good wishes for students, create motivation for learners, create unity among the group. There is a teacher spirit, aware of duty,

continuous progress and development and have a good attitude to work which York-Barr and Duke (2004) mentioned that teacher expertise was at the foundation of increasing teacher quality and advancements in teaching. This expertise became more widely available when accomplished teachers model effective instructional practices, encourage sharing of best practices, mentor new teachers and collaborate with teaching colleagues.

Research Methodology

Population and sample

The population for data collection of this study are 14,088 teachers in school under the BMA in the 2019 academic. The sample was 375 which were selected by stratified random sampling. (Krejcie and Morgan, 1970)

Data collection

This research is quantitative research. The instrument was a questionnaire, constructed by researcher with overall reliability of .99 reliability (Cronbach, 1997). The study used the 5 Likert type scale ranging. The researcher collected the data from the sample group, distributed the questionnaires to the sample group to answer the questionnaires as specified to 205 schools.

Data Analysis

Data Analysis are percentage, mean, standard deviation (S.D.), factor analysis, and stepwise multiple regression analysis. There had analyzed general information of respondents with basic statistics such as frequency, percentage, S.D. to see the distribution of variables. The principal component analysis was used Orthogonal Rotation with Varimax Method. Consider the number of components based on the criteria that determine the important components must had the total variance (Eigen value) greater than or equal to 1.0 and the number of variables that, when there were 3 or more variables that described the factor, selected the variable to the composition by considering from the component weight value from 0.50, regardless of the symbol if any variable had the highest weight in a particular factor, analyzed the new components after

cutting variables according to the criteria. Stepwise multiple regression analysis was an analysis of the linear relationship between super leadership and teacher leadership.

Research Results

Factors of Super Leadership of Principals Influencing Teacher Leadership in Schools under the BMA.

The results of the research can be summarized as follows:

Factors of the super leadership of principals were found that there were 5 factors: becoming a self-leader, promote self-leadership through teamwork, create positive thought patterns, modeling self-leadership, and develop self-leadership through reward and constructive reprimand, as shown in

Table 1

Table 1 Eigen value, percentage of variance and the cumulative percentage of the variance in each factors of super leadership of principals in schools under the BMA

(n=375)

Variable	Eigen value	Percentage of variance	The cumulative percentage of the variance
1	9.504	27.154	27.154
2	6.634	18.953	46.108
3	5.317	15.195	61.300
4	3.731	10.660	71.960
5	2.369	6.770	78.730

According to Table 1 from the 43 questions asked in the questionnaire, after performing an exploratory factor analysis-EFA, there were 5 variable found, with 78.730

Factors of teacher leadership were found that there were 3 factors: self-development and colleague,

professional teacher and transformational leadership, as shown in Table 2

Table 2 Eigen value, percentage of variance and the cumulative percentage of the variance in each factors of teacher leadership in schools under the BMA

(n=375)

Variable	Eigen value	Percentage of variance	The cumulative percentage of the variance
1	9.680	22.001	22.001
2	9.078	20.632	42.632
3	8.996	20.445	63.077

According to Table 2 from the 48 questions asked in the questionnaire, after performing an exploratory factor analysis-EFA, there were 3 variable found, with 63.077

order as follows: develop self-leadership through reward and constructive reprimand, modeling self-leadership, create positive thought patterns, promote self-leadership through teamwork and becoming a self-leader, as shown in Table 3

The super leadership levels of principals were overall at the high level. With average in descending

Table 3 Mean, S.D. and levels of opinions of factors of super leadership in schools under the BMA

(n = 375)

Factor	\bar{X}	S.D.	Level
1 facilitate a self-leadership culture	4.46	0.68	High
2 modeling self-leadership	4.37	0.65	High
3 create positive thought patterns	4.37	0.70	High
4 promote self-leadership through teamwork	4.36	0.67	High
5 becoming a self-leader	4.30	0.64	High
Mean	4.37	0.67	High

According to Table 3, it revealed results of the study super leadership in schools under the BMA, based on 5 factors. As a whole, the respondents had a high at a high level as the following. facilitate a self-leadership culture (\bar{X} =4.46, S.D.=0.68), modeling self-leadership (\bar{X} =4.37, S.D.=0.65), create positive thought patterns (\bar{X} =4.37, S.D.=0.70), promote self-leadership through teamwork (\bar{X} =4.36, S.D.=0.67) and becoming a self-leader (\bar{X} =4.30, S.D.=0.64), respectively.

level of their opinions about super leadership in schools under BMA (\bar{X} =4.30, S.D.= 4.46). Based on its details, all factors were found

\bar{X}

The level of teacher leadership was overall at the high level. With average in descending order as follows; professional teacher, transformational leadership, and self-development and colleague, as shown in Table 4

Table 4 Mean, S.D. and levels of opinions of factors of teacher leadership in schools under the BMA

(n = 375)

Factors		\bar{X}	S.D.	Level
1	Professional Teacher	4.45	0.47	High
2	Transformational Leadership	4.39	0.48	High
3	Self-development and Colleague	4.39	0.53	High
Mean		4.41	0.49	High

According to Table 4, it revealed results of the study teacher leadership in schools under the BMA, based on 3 factors. As a whole, the respondents had a high level of their opinions about teacher leadership in schools under BMA (\bar{X} =4.41, S.D.=0.49). Based on its details, all factors were found at a high level as the following. Professional Teacher (\bar{X} =4.45, S.D.=0.47), Transformational Leadership (\bar{X} =4.39,

S.D.=0.84) and Self-development and Colleague (\bar{X} =4.39, S.D.=0.53), respectively.

Correlation coefficient between factors of super leadership of principals and teacher leadership in schools under the BMA, as shown in Table 5 and result of regression analysis of super leadership of principals influencing teacher leadership in schools under the BMA, as shown in Table 6

Table 5 Correlation coefficient between factors of super leadership of principals and teacher leadership in schools under the BMA

(n = 375)

Factors	Y	X1	X2	X3	X4	X5
Y Teacher Leadership	1.000					
X1 develop self-leadership through reward and constructive reprimand	.600	1.000				
X2 modeling self-leadership	.525	.714	1.000			
X3 create positive thought patterns	.551	.833	.812	1.000		
X4 promote self-leadership through teamwork	.573	.775	.835	.894	1.000	
X5 becoming a self-leader	.493	.828	.759	.924	.833	1.000

Correlation is significant at the 0.01 level (2-tailed)

According to Table 5, the results from the Pearson correlation analysis suggest that a positive relationship exists between super leadership and teacher leadership (r = .493 – .600) which were statistically significant at the level of 0.01 for all factors in order, which was developed self-leadership through reward and constructive reprimand with teacher leadership, there was a correlation coefficient of .600, promote self-

leadership through teamwork with teacher leadership, there was a correlation coefficient of .573 create positive thought patterns with teacher leadership has a correlation coefficient .551 modeling self-leadership with teacher leadership has a correlation coefficient .525 and last place becoming a self-leader and teacher leadership with correlation coefficient .493

Table 6 Result of regression analysis of super leadership of principals influencing teacher leadership in schools under the BMA

(n = 375)

Variable	B	Std. Error	β	T	Sig.
X1 becoming a self-leader	.352	.052	.501	6.732	.000
X5 develop self-leadership through reward and constructive reprimand	.261	.051	.390	5.168	.000
X4 modeling self-leadership	-.163	.056	-.246	-2.897	.004
R = .635	R ² = .403	F = 8.351*			
SE _{est} = .352	R ² _{adj} = .399	a = 1.730			

According to Table 6 Factors of super leadership of principals influencing teacher leadership with statistical significance at the level of .05, consisting of three factors: becoming a self-leader and development self-leadership through reward and constructive reprimand were positive, but modeling

self-leadership was negative. By creating the forecasting equation as follows : Forecasting equation in raw score form $\hat{Y} = .352 (X1) + .261 (X5) - .163 (X4) + 1.730$. Forecasting equations in the form of standard scores $\hat{Z} = .501 (X1) + .390 (X5) - .246 (X4)$ and $R^2 = .403$ (40.30%)

Discussion and Conclusion

From the research result of factors of super leadership of principals influencing teacher leadership lead to develop super leadership of principals which were self-leadership, promote self-leadership through teamwork, create positive thought patterns, modeling self-leadership and develop self-leadership through reward and constructive reprimand. Especially, self-leadership that average was at a high level which were behavior of principals to build leadership according to knowledge and ability, encouraged to bring the assessment results from work to criticize their work creatively stimulate awareness of happy from work, set goals and achievements in the workplace, explanation of the scope of work to be a clear guideline, promoting work improvement and personal development, gave advice in performing duties correctly and to encourage creativity in the work to the fullest to motivate teachers and the process of making teachers become the leader. Manz and Sims (1991) mentioned that to become a leader must be built to create incentives for self-improvement consisting of strategies that focus on behavior and strategies that focus on knowledge and understanding to enhance one's own efficiency which was very important for leadership over leaders. Therefore should encourage the personnel to become more self-leaders. If you follow this strategy consistently and effectively, it will lead to leadership. Therefore should encourage the personnel to have more leadership.

Teacher leadership were self-development and colleague, professional teacher and transformational leadership. The most important was self-development and colleague. The behaviors of teachers is self-development and colleague were learning or training for self-development on a regular basis, suggest to colleague to learn or attended a training for self-improvement, encouraged colleague to improve learning and

teaching, be aware of the goals and mission of the school, plan work clearly and achieve goals, believed that you could developed optimistic be a role model in working and developing yourself for colleague, could be a mentor or counselor for colleague in the workplace, had been respected by colleague and work well with others. Ratchapat (2011) mentioned that self-development and colleague consist of having a vision of self-development could made clear plans for future goals, analyzed and learnt what could be done was a person who was optimistic learning from experience both from yourself and others to the best of our ability to achieve the goals, believed in yourself that you could developed, had the courage and determination to do things in a different way, face various challenges and could be able to stand and with clear goals that could be achieved and is a teacher who developed colleague, supported to improve the teaching and learning of the school, was a mentor or counselor for colleague, be respected by colleagues dedicated and skilled in managing school operations. Harrison and Killion (2007) mentioned that teachers were teaching experts helping colleagues use effective teaching strategies. This may helped include ideas for creating differences in teaching or lesson planning with colleague. Teaching experts may studied research-based classroom strategies explore teaching methods suitable for school and distributing job description with colleagues that was self-development and colleague were important and necessary to develop to teacher leadership. So, principals should promote and making good relations between teachers and colleagues in co-working to school goals which can use to develop and manage in schools.

The super leadership of principals influencing teacher leadership with statistical significance of three factors were becoming a self-leader and development self-leadership through reward and constructive reprimand were high level, but modeling self-leadership was low level. So, it could

be seem that the role model of self-leadership had a negative effect demonstrates that leaders were good leaders with high leadership behave as a role model in the workplace, functional design self-made decision but the teacher had less leadership because management had a lot of roles to make decisions in the job teachers do not had a role in the work or had little freedom to work which could be used to set policies for the development of educational personnel in the development of human resource management to be ready to receive any guidelines, methods or policies into action correctly. Marshall, Petersen, and Soutar (2012) studied the influence of personality and behavior on leadership of teachers in vocational colleges. Teacher leadership was a set of cognitive and behavioral strategies that, when implemented, can be implemented to improve work efficiency.

From the research on the leadership factors of school administrators which influenced the leadership of teachers in schools under the BMA, it was found that principals should have policy implementation in personnel development, that is, teachers have knowledge, ability, thinking ability. Dare to make bold decisions that will lead to leadership based on the findings modeling self-leadership has little effect on teacher leadership because principals had high leadership. Therefore, rarely gives the teacher an opportunity to give an opinion or as free as it should be. Therefore, there should be a brainstorm meeting between principals and teachers in order to give teachers the opportunity to initiate. Commenting on more work this will result in the teacher becoming a leader in initiating new things by himself, which the principals can use as a policy in the management of personnel development in the school to train teachers to become leaders.

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