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www.msocialsciences.com**A Study of Values and Leadership Characteristics of Educational Leaders of A Private University in Thailand****Xiaoyao Yue¹**¹Assumption University, Thailand

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Abstract

This article uses a content analysis method to study fifteen commencements from educational leaders in a private university in Thailand. In order to explore the values addressed by these fifteen speeches and to determine the leadership characteristics of the educational leaders in a private university in Thailand. The paper includes five parts. Firstly, the author introduce the background and show the objectives of this research. Second is reviewing the related theories based on educational leadership, ethical leadership, value-based leadership and leadership characteristics in education. The third part refers to the methodology of content analysis and the procedure. Forth part contains discussion and findings based on research objectives and content analysis results of fifteen speeches, the values are pointed out by the educational leaders related to ethics, abilities and balance work and life. And the leadership characteristics contains ethical leadership and values-based leadership. Last part is a summary and recommendation.

Keywords: values, leadership characteristics, educational leader, private university

Introduction

This article uses a content analysis method to study fifteen commencements from educational leaders in a private university in Thailand. In order to explore the values addressed by these fifteen speeches and to determine the leadership characteristics of the educational leaders in a private university in Thailand. The paper includes five parts. Firstly, the author introduce and show the objectives of this research. Second is reviewing the related theories based on educational leadership, ethical leadership, value-based leadership and educational leadership characteristics. The third part refers to the methodology of content analysis and procedure. Forth chapter contains discussion and findings based on research objectives, the values are pointed out by the educational leaders related to ethics, abilities and balance work and life while the leadership characteristics contains ethical leadership and values-based leadership. Last chapter is a summary above.

Research Objectives

- i. To explore the values addressed by educational leaders in a private university in Thailand

- ii. To determine the leadership characteristics of the educational leaders in a private university in Thailand

Literature Review

Educational Leadership

Leadership as a concept has different meanings and definitions in different contexts. Leading in education is different from management, it focus on creating vision, mission for a school, transformation system, careful staff, stakeholders, students and doing good and right things for organization (Day & Sammons, 2016). Leadership is regard as significance in education in the 21st century (Mulcahy & Perillo, 2011; Marie, Normore & Brooks, 2009). Theory Y mentions leaders share rights, responsibilities with collaboration and collegiality. Leadership is a process that focus on enhance change (Marion & Gonzales, 2014). The traditional thought is leadership is hierarchically, related with office, while now leadership can happen in anywhere, any people could be a leader (Simkims, 2005). Leadership is a function rather than a role, leadership maybe performed by different people with different role in a school (Leithwood & Riehi, 2003). Leadership is occur in a context, it is need to know the context and then to adopt appropriate strategies (Hallinger, 2011 & Wrigle, 2002; Leithwood, Louis, & Wahlstrom, 2004; Bush & Glover 2016).

Leadership affect other's behavior, build the goals, motivations and actions of others to achieve organizational success (Bush, 2007; Marion & Gonzales, 2014). Leadership in education is leadership that enhance teacher professional development, improve values in education, promote innovation and support strategies for instruction. Professional development is a process that individual teacher improve their service quality though getting new knowledge, skills, and capacities. Leadership influence individual teacher and also teams of teacher, while have indirect effect on school outcomes. Teachers and students contribute school improvement and development. Leadership also refers to make sure student's voice can be heard and respect by teachers and there is a growing research of appealing to student democratic input (Leithwood & Hallinger, 2002). Transformational leadership theory concerns on individual people more than collectives. It includes, first is build vision for an , second is develop individual people, third is change the organization and last is manage the teaching and learning practice (Day & Sammons, 2014; Marion & Gonzales, 2014; Leithwood & Hallinger, 2002).

Ethical Leadership

Values, moral and ethics are usually associated with leadership and management. Leaders have to have morality and ethic, and the two of things are their responsibility. Ethical leadership demonstrate leaders should do the right action and also enhance this kind of action into fellow people. And improve organization effectiveness though leaders show the core values into mission, vision and direction. Leader will give followers ethical conceptual framework that conduct them act ethically (Katranci, 2015). Ethical leadership point out leaders both have decision making ability and also with related morality, values, norms, discipline. Leaders also develop and enhance followers their ability to judge and make a decision with these moral values (Heres & Lasthuizen, 2010). Leaders who has ethic have to think more than doing their business. They have to care for their stakeholders, staff, community and customers. Leadership affect people achieving same goal. This goal is also benefit everyone. The ethical leadership principles include-first is respecting others, ethical leader treat people respectful. They treat others more than others treat them. Respect also produce empathy, active listening, tolerant when conflict thoughts happen. Respect make people feel they like human being that show their value and hard work in achieving goal in an organization. Second is Ethical leader serve for others. Ethical leader think they want to behave on serving and help others but not selfish and only benefit themselves. Third is justice-ethical leader hold core value of unbiased and equal when make a decision. Fourth is to be honest-ethical leader should do and think same, do not cheat others or not say what you cannot finish. Last for ethical leader is building community with others and make every follower can do for same goal (Rowe & Guerrero, 2013, pp. 490-691). Value and ethical leadership often have been ignored by mainstream leadership research maybe because it is difficult to make sure and quantify.

Ethics and values has a lot of impact on classroom, students, instruction, curriculum, culture and student outcomes. A effective school ethical leader who is flexible rather than dogmatic in their thoughts of a series core values, with prudence, optimism, integrity and trust (Day & Sammons, 2014).

Value-based Leadership

The conception of value-based leadership already have since society organized in the world. Though this term is hard to definite concisely from past to present, values deeply rooted is refer to individual and culture aspects. Thus values is live with people grow up, and people can feel, understand if even without discrimination and definition (Fook & Sidhu, 2009). As for a success leader, you should build a continuing, high performance organization or team. It not only what you do even if it is important, but the more significant thing is your value-which show your behaviors of what you do and how you do (Barrett, 2014). Values are always related to these like trust, knowledge, dignity, self-discipline, integrity, honest, fortitude, caring, social responsibility and love. Or some phrases that advice positive actions likes “we together to make sure responsibility, honesty and integrity”. These phrases have the true function and related to the every people and organizations. However, leaders provides values that help define what behaviors people need to fellow and not only provide values into organization and conduct individual person and also tell how to achieve the core values (Treadwell, 2014). Leaders guide people in an organization with their beliefs and values. Generally, leaders and managers serve others with a set of core values. Leaders is the best person who very clear and know what their values are (Shatalebi, 2011). Leaders have to express their core values precisely and direct stakeholders and followers. Leader values includes optimism, discipline, energy, synergy, ethics and accountability. Optimism is good for connect people to achieve goal, and enhance people understand roles, accountabilities. Discipline is a way to make theory become practice, when a person meet difficult situation, deal with it instead of blame others. Discipline is core values for a person who can be responsible for a work and everyone should keep it. Energy is also important for a person, when a person with less energy and negative in an organization that will impact others in lower value. Synergy ability notes people should make a good relationship with others, develop a max corporation in order to success. Leaders have to behavior ethically, integrity, honest, trust, respect others, like these right morals. Leaders build vision and mission with their values and goals for the organization. Responsibility is most important for a leader finish works (Marshall, 2009).

Educational Leadership Characteristics

Educational leaders commonly has ability and skills to set a direction and vision of school, try to set a common goal ask all stakeholders to achieve, direct people with values. The educational leaders also should understand and develop people. educational leaders try to motivate staff and students, conduct they not only have the knowledge but more important is how to use and apply knowledge into practice. educational leaders provide service, support, care on individual, give a model core values and right behaving. And educational leaders should give a positive and strong impact on responsibility, integrity, motivation and beliefs of staff and students with high morality and values (Leithwood, 2006). educational leaders should have positive beliefs and high expectation. School leader has confidence on student ability that can achieve goal, face for pressure and fight in difficult situation. School leader believe student can reach the expectation (Brooke, 2017). Student can have achievement not only in study knowledge but also learn with values and moralities which direct by educational leaders.

An educational leaders should have these characteristics: first is commitment-leaders continue has be passionate, energetic, insist on support and service people. Second is leader is empathic-can listen to others and understand people situation. Competence-leaders have enough skills, knowledge, critical thinking, problem solving. Authenticity-leaders should do the same with his or her values and moralities. Self-knowledge-leaders can renew his or her values, moralities, skills and knowledge with changeable world (Basham, 2012).

An excellent characteristic of leadership is leader who can respect and trusted by stakeholders. educational leaders should act with integrity and have transparent on actions, values, moralities, decisions, beliefs. Leader also pay attention to what to do and how to do with high values. On the other

hand, a good educational leaders has characteristic is continue learning. educational leaders leadership characteristics, qualities and knowledge still develop and enhance. Good educational leaders can learn from work and life, informal or formal professional development, reminding from other good model. Leaders can keep thinking, see the new things, learning new method, finding new resources for organization. educational leaders leadership have many good values and personal qualities such as optimism, prudence, trust (do the good things to others that get trust and also display trust with others), passion, empathy, energy (show the high level behavioral and emotional energy for others), creativity, openness, respect others, and humble. They also have a good ethics of caring and understand others, display transforming people with values in organization, have freedom and democratic viewpoints (Gurr, 2015).

Data Analysis Method

Content Analysis Method

Content analysis is a method which summary, quantitative according to the scientific standards (Neuendorf, 2017). Content analysis is a systematic process to read accurately, understand, test, interpret the texts from data, to pick up information to address framework from analyzing original data. There is a kind of content analysis is general content analysis from coding (Machi, 2016).

Coding Method

Coding is a method to analysis qualitative data, which is also a process of select segments form text, passage or fact with using the same criteria, then examine, compare, conceptualize and categorize the data. Codes can be lightly coded or densely coded (a single data have several codes). The code name comes from researcher create or participant spoken. Code might be depend on theory or research questions or arise from data. Code is a come-and-go process, early coding results may have influent later coding, so researcher have pay attention and be careful about coding and review again. A code is researcher giving a term or a label for a piece of information from content (Machi, 2016).

Content Analysis Process

Step one is pick up interpretive fragments which comes from data and make code, category. For example, take the core values such as dignity, self-discipline, integrity, honest, fortitude, social responsibility and love from these commencements. Step two is select texts into key categories. When make sure theses core values, then can pick up what is can be included in every core values. Step three is make sure related information are all included into key categories. Read every page of all the speeches if any information is ignore. Step four is reexamine the data of the analyzed content to avoid the transform errors. To make sure and review the data that may have any problem. The last one step is organize the data collected and write the results. Organize all the values and make a conclusion for them (Machi, 2016 & GÖKTAŞa, 2012).

Discussion Of The Findings

Values Addressed by Private University Educational Leaders

Ethics and Moralities

This paper analysis fifteen editions of a private university educational leaders commencements in Thailand, from year 2003 to year 2018 not include year 2017. The educational leaders of a private university state values include dignity, self-discipline, integrity, honest, fortitude, social responsibility and love.

For the dignity, people have to respect others, the speeches of year 2003, year 2007, year 2010 and year 2016 all point out it and people also respect people own selves, have the esteem and sense of ourselves, the speeches of year 2003, year 2016, year 2011 and year 2018 together have recorded it.

For the self-discipline, the speech of year 2011 writes “self-discipline is one of key to personal greatness”, and can “control over your life and make your goals attainable” and the same in the speech of year 2006 mentions self-discipline is do the right things, and “be well disciplined in life” is writing in year 2018 commencement.

For the integrity, integrity enhance honesty both record in the speech of year 2005 and the year 2006, while writes “Act out of integrity!” at the commencement of year 2011 and “live with integrity” has been pointed in year 2018 speech. As for honest, in the year 2018 speech states “live with be honest” and “honesty can be recognized as core institutional values” is occur in year 2006 speech.

Fortitude also includes in values. From the Wikipedia, fortitude means people have ability and willingness when people face difficulties, risks, dangers, unstable. Thus, fortitude is courage and bravery when happen in 2013 of an educational leaders comments and similar content in 2018 speech- “struggle life” when “face pressure and problems” people should insist on.

Social responsible notes people should be responsible their action and decision-making based on the needs and values of others, to be a good citizen, continue personal morality, which comes from the speeches of 2008 and 2012. Love are also been pointed at year 2003 and year 2011 speech that people should care for others not only yourself, apply what you have learned to help others.

Abilities and Skills

In these 15 speeches form a private university educational leadersss remind of graduates how to work and life in the changeable world. educational leadersss guide and conduct students with these values - adaptability. From year 2009, 2011 and 2012 speech statement, adaptability relates intercultural skills, proficiency in foreign languages, analytical skills, problem-solving, innovation skills, learning ability (learn how to learn), change of self (be ready to change). Good relationship with others. Life-long learning is also very critical ability for a person. Knowledge is important for a person, which is proposed from year 2013 speech, so it is inevitable to keep learning as a habit for the whole life, graduation does not stand for stop learning but should continuous learn in the later life, learning is a life-long process, the year 2003, year 2004, year 2006, year 2018 commencements all demonstrate this theory.

Balance Work and Life

Balance work and life refer to four dimensions, first is family life, “make time for your family” form speech of year 2011, and the contents imply should extended relatives, friends, neighbors, and other networks which are crucial to your happiness-means keep good relationship with others which is from year 2015 and year 2003 speech. Second is work life, be humble at work, continue development yourself, to be passionate, and get along with your boss is core factor of keeping work life happy. Third is social life-be generous, aim at quality not quantity of friendship, learn to reject, keep in touch with friends. The fourth is personal life, from speech year 2011, 2012 and 2009 commencements addressed by private university educational leadersss in Thailand. Be true to yourself-insist on your true values and beliefs, which make your happiness and well-being; believe yourself-have confidence in yourself and make difference in your life. Define your success-define success for yourself, do what you like and do not fear failure.

Leadership Characteristics of Private University Educational Leaders

Ethical Leadership of educational leaders of a Private University in Thailand

From analysis the 15 speeches provided from educational leaders of a private university in Thailand, researcher finds these leader shows ethical leadership. The educational leaders have morality and ethic, and they also should be responsible for the two of things. Ethical leadership point leaders should do the moral thing and also address this kind of action into fellow people. educational leaders has high values and ethics that have to think more than doing the business. They have to care for their stakeholders, staff, community and students. Thus private university Thailand educational leaders drives values include dignity, self-discipline, integrity, honest, fortitude, social responsibility and love, to conduct followers, give them model and direction about putting these ethics and moralities into future work and life.

Leadership affect people achieving same goal. Thus, leaders advocate people respect others, show the integrity, and get trust from others, also respect people themselves. Leader in these commencements point people have to develop analytical skills, communicate skills, learn how to solve problems, and people keep a good habit like a life-long learning, with these core values that can make oneself achieve on future.

Value-based Leadership of educational leaders of a Private University in Thailand

A Thailand private university educational leaders demonstrate value-added leadership from these fifteen commencements. Values includes dignity, self-discipline, integrity, honest, fortitude, social responsibility and love, and some phrases and sentences that give followers positive comments likes “my last advice for you is that knowledge has to be improved, challenged, and increased constantly, or it vanishes” in year 2018 speech” or “Don’t wait for things to be right in order to begin, do what you can, with what you have” which is from speech in 2009. These phrases have the true function and related to the every people and organization. However, educational leaders also tell followers how to achieve the core values. From research it can be seen educational leaders lead people in school with their beliefs and values. Generally, leaders and managers serve others with a set of core values. Leaders is the best person who very clear and know what their values are. In the speeches, the Thailand private university educational leaders share believes and core values like alarm people have to be read for change because everyone has to be work and live in a changeable world, so people need to be more adaptable in present and future. Authenticity is leaders should do the same things with his or her internal values and moralities. Self-knowledge is leaders can update his or her values, moralities, skills, abilities and knowledge with changeable world. And it has been remind that people have to keep a good morality, to be responsible for others and organization, share love with others, balance your time both in work and life. From content analysis these speeches, educational leaders try to motivate staff and students, conduct they not only have the knowledge but more important is how to use and apply knowledge into practice. Compare learn the knowledge, it is more important is how learn how to learn. The educational leaders can understand people and develop them.

Conclusion

The author has investigate fifteen editions of a private university the educational leaders commencements in Thailand, from year 2003 to year 2018 not include year 2017 because of the king pass. Content analysis is a qualitative method, which is a systematic process to read precisely, understand, test, interpreter the factors from original content, to pick up information to address research objectives. The code name comes from researcher create. Code is depend on literature review and research questions also arise from data. It can be seen the educational leaders of a private university cultivate the students should own the moralities and values for the whole life. Morality include dignity, self-discipline, integrity, honest, fortitude, social responsibility and love. Research find values about people should own abilities and skills such as adaptability relates intercultural skills, proficiency in foreign languages, analytical skills, problem-solving, innovation skills, learning ability and life-long

learning. And third leaders mention values about balance work and life, has four factors include spend time with family and develop connection with others nearby, as for work continue learn new things and get along with boss, and to be good for others, say no if you do not want, and last is critical that to be yourself and define your success. And among these 15 speeches researchers can find the characteristics of leadership of the educational leaders of a private university in Thailand is ethical leadership which is emphasis these ethics and moralities into fellow people. And also show the value-based leadership that leader direct people with reminding values and positive phrases, make followers know how to achieve these core values and how to be better in future work and life.

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