A DEVELOPMENT MODEL OF ADMINISTRATORS’ LEADERSHIP COMPETENCIES FOR EFFECTIVE JOB PERFORMANCE IN PRIVATE HIGHER EDUCATION INSTITUTIONS

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Abstract: The main purpose of this study was to develop the model of administrators’ leadership competencies for effective job performance in private higher education institutions. The five domains of Spencer & Spencer (1993) leadership competencies and the four domains of Thai Higher Education missions were used as theoretical framework for the study. This study was conducted with both quantitative and qualitative methods. The data was gathered from 351 lecturers from 7 private higher education institutions in Bangkok, Thailand. The questionnaire with 5 rating scales was used to collecting the data. Content analysis was used to analysis of qualitative data, descriptive statistics was applied through frequency, mean, and standard deviation to determine the current practice and desirable administrators’ leadership competencies for effective job performance, paired Samples t-test was computed to assess the gap analysis between the current practice and desirable administrators’ leadership competencies in order to find out the priority improvement and superior required for effective job performance in private higher education institutions. The resulted from the average mean showed that there was significant difference between current and desirable leadership competencies of administrators in private higher education institutions. The research findings revealed that there were 26 leadership competencies were superior for effective job performance exited and 24 leadership competencies superior needed to development and develop the model for administrators.

Keywords: Leadership, Competencies, Administrators, Private Higher Education.

Introduction
The world today has been rapidly changing. The impact of the change could be felt through social, political and economic structures and processes which have surfaced from this global restructuring. One critical issue that has derived from all of these reorganization processes is the central role of knowledge, education and learning for the success of the Global Information Society (GIS) and global information economy. Knowledge has become an increasingly important factor of production and has also played a vital role in the Higher Education Institution (HEI).

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