

**A STUDY OF THE RELATIONSHIP BETWEEN
TRANSFORMATIONAL LEADERSHIP STYLE
AND SITUATIONAL FACTORS FOR
SUCCESSFUL OPERATION AT ASSUMPTION
SAMUTPRAKARN SCHOOL, THAILAND**

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Abstract: This correlational study examined the relationship between transformational leadership style and three situational factors (leader-member exchange or LMR, task structure or TS, and position power or PP) for successful operation at Assumption Samutprakarn School, Thailand. To meet the study's objectives, all 99 administrators and academic departments of the target school were given a survey questionnaire to complete (Multi-Factor Leadership Questionnaire—to measure transformational leadership style, Situational Factor Questionnaire—to measure the three situational factors, and researcher-constructed questions aimed at depicting the demographic profile of the participants). The major findings of this study were: (1) The school administrators and academic departments perceived that they have high transformational leadership style, high leader-member relations, high task-structure, and high position power; (2) Transformation leadership style was not found to be significantly related to the leader-member relations situational factor ($p > .05$); (3) Transformational leadership style is positively and significantly related to the task-structure situational factor ($p < .01$); and (4) Transformational leadership style was positively and significantly related to the position power situational factor ($p < .001$).

Keywords: Relationship, Leadership Style, Situational Factors, Successful Operation, Assumption Samutprakarn School

Background of the Study

Thailand is involved in developing a variety of educational, economic, social, and technological networks/structures, etcetera, to keep pace with globalization standards and competitiveness. The process of implementing and developing education reform in accordance with Thai public education, through the National Educational Act of the Ministry of Education, has seen rapid changes in institutions of learning such as the new system education, or English Program Schools (EPS). Educational policy systems are rapidly shaped for “enhancing human resources” and educational knowledge, with an educational qualities ability to keep up with changes associated

with globalization in order to drive Thailand's in a very competitive global arena. The Ministry of Education of Thailand is progressing in education and school reform, and is increasingly emphasizing the use of English as an addendum in the education curriculum. One of the educational policies requires the adding of English Program (EP) in the education curriculum. It emphasizes that Thai students must have the ability to use English language in their schools as a second language. Therefore, EP educational schools are preferred for Thai students as they have the advantage of providing quality education at a lower cost than international schools. Assumption Samutprakarn School (ASS) is one of the Thai schools that meet this qualification and serves as a better choice for Thai students in the quest for quality learning and development in education (Ministry of Education, 2003).

Thai educational reforms allow schools the establishment of English Program (EP) for public education. This additional program provides an opportunity for Thai educators to enhance their teaching-learning processes to be comparable to international schools. Assumption Samutprakarn School aims to provide English proficiency to Thai students to meet qualification standards in education by remaining competitive (Maneerin, 2003). Hence, EP school education is an appropriate alternative for a new setting that meets international standard requirements (Carnoy, 1999). In Thailand, most schools are public, with Thai language as the first language, making them different from international schools that normally put English as the first language. With the new EP system, entering Thai schools in Thai language teaching and learning, Thai teachers need to cooperate with international schools. School leaders/administrators face more opportunities and challenges in the global background, and the new EP system will require different forms of leadership style that has been provided with the skills needed to meet the challenges within schools' contingent situational environment and circumstances (Usdan, 2000). It had been stressed that a skillful principal, as a qualified school administrative and academic department has to possess essential leadership style behaviors and relationships with subordinates that are flexible and appropriate to the school's goal setting (Gillis, 2001).

Statement of the Problem

Thai schools with EP system need professional teachers and qualified leaders, administrators and officers to implement successful operation and performance. These educational organizations have to

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