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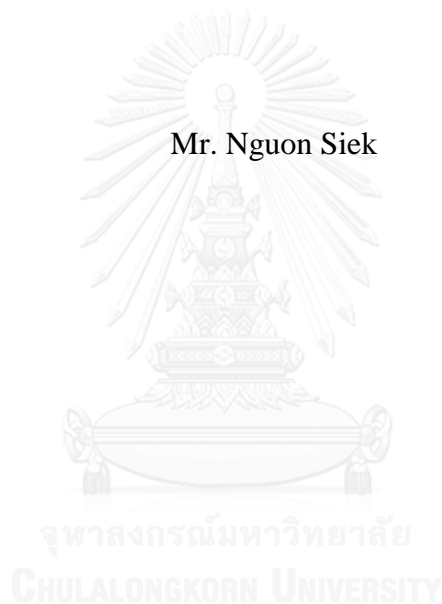
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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

A STUDY OF THE COMPETENCY OF SECONDARY SCHOOL DIRECTORS
UNDER THE JURISDICTION OF PHNOM PENH MUNICIPAL DEPARTMENT
OF EDUCATION, YOUTH AND SPORT, THE KINGDOM OF CAMBODIA

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A Thesis Submitted in Partial Fulfillment of the Requirements
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Department of Educational Policy, Management, and Leadership

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาองค์ประกอบสมรรถนะ 2) ศึกษาระดับสมรรถนะ
ของผู้อำนวยการในสภาพปัจจุบัน และที่พึงประสงค์ และ 3) พัฒนาแนวทางการพัฒนาสมรรถนะของ
ผู้อำนวยการ กลุ่มตัวอย่างเป็นโรงเรียนมัธยมศึกษาภาครัฐสังกัดสำนักงานศึกษาธิการ เขาวชน และการ
กีฬา กรุงพนมเปญ จำนวน 66 โรงเรียน ซึ่งผู้ตอบแบบสอบถามรวมทั้งหมด จำนวน 436 คน โดยมี
ผู้อำนวยการ จำนวน 66 คน และครู จำนวน 370 คน ได้จากการสุ่มตัวอย่างแบบแบ่งชั้น เครื่องมือที่ใช้ใน
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วิเคราะห์ข้อมูลเชิงคุณภาพ ด้วยการวิเคราะห์เชิงเนื้อหา

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ศึกษาธิการ เขาวชน และการกีฬา กรุงพนมเปญ ประกอบด้วย 7 องค์ประกอบ คือ ด้านนโยบายและความ
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ด้านทรัพยากรและการปฏิบัติการ ด้านมนุษยสัมพันธ์และความสัมพันธ์ ด้านคุณธรรม จริยธรรมสำหรับผู้นำ และ
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คือ ด้านภาษา ด้านทรัพยากรและการปฏิบัติการ ด้านนโยบายและความเป็นผู้นำ ด้านการบริหารการเปล
ี่ยนแปลงและนวัตกรรม ด้านการจัดการเรียนการสอนและผลสัมฤทธิ์ และด้านมนุษยสัมพันธ์
3) แนวทางการพัฒนาสมรรถนะของผู้อำนวยการโรงเรียนมัธยมศึกษา สังกัดสำนักงานศึกษาธิการ
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ด้วยตนเอง และการพัฒนาอาชีพ ปัญหาที่ต้องแก้ไขมี 3 ปัญหาคือ ข้นเงินเดือน ข้อขัดแย้งเรื่อง
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KEYWORDS: COMPETENCY / COMPETENCY DEVELOPMENT / GUIDELINE / SCHOOL DIRECTOR

NGUON SIEK: A STUDY OF THE COMPETENCY OF SECONDARY SCHOOL DIRECTORS UNDER THE JURISDICTION OF PHNOM PENH MUNICIPAL DEPARTMENT OF EDUCATION, YOUTH AND SPORT, THE KINGDOM OF CAMBODIA. ADVISOR: ASST. PROF. NUNTARAT CHAROENKUL, Ph.D., 263 pp.

The objectives of this study were 1) to study competency dimensions and sub-dimensions of secondary school directors, 2) to determine the present and desirable competency levels of secondary school directors, and 3) to develop guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport. The sample population was 66 secondary public schools under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport that included 436 respondents, consisting of 66 school directors and 370 teachers using stratified random sampling. Research instruments used in this study were questionnaires and a semi-structured interview. Quantitative data were analyzed using descriptive statistics: frequency, percentage, mean, standard deviation, and modified priority needs index (PNI_{modified}). Qualitative data were analyzed using content analysis.

The findings were as follows: 1) There were 7 competency dimensions including policy and direction, instructional and achievement, managing change and innovation, resource and operation, people and relationship, morality, values, and ethics of leadership, and language and 31 sub-dimensions. 2) Competency levels of secondary school directors were rated high, in overall, for both present and desirable perspectives. Amongst 7 competency dimensions and 31 competencies, 6 competency dimensions and 15 competencies highly needed to be developed. These included language, resource and operation, policy and direction, managing change and innovation, instructional and achievement, and people and relationship. 3) Guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport included competency development methods, guidelines for each competency dimension, and issues to be solved. The competency development methods were training, self-study, and career development and the issues to be solved included the salary level, conflict of interest, and political influence.

Department: Educational Policy, Management, Student's Signature
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CHAPTER 1

INTRODUCTION

Background and Problem Statement

Since the 1970s, many previous research and studies have taken attention on school principals as main persons of both school effectiveness and student achievement. The school-effectiveness literature of the 1970s reported the principal as a key person of effective schools (Brookover & Lezotte, 1979; Edmonds, 1979; Rutter, Maughan, Mortimore, Ouston, & Smith, 1979). Many researchers have attempted to describe effective schools, reinforcing the notion that the principal plays the main role in achieving student academic success (Hallinger & Heck, 1996; Whitaker, 2003). Moreover it is reported that principals result in a difference in students' learning of the school as principals make a significant and measurable contribution to the effectiveness either of staff and in the learning of students in their responsibilities (Andrews & Soder, 1987; Murphy & Hallinger, 1992). The influence of principal leadership is not only on the system that individuals work but also on purposes and goals, structure and social networks, people, and organizational culture (Hallinger & Heck, 1998). Hallinger and Heck (1998) also conclude from the review of many research and studies that principals still have effects on school effectiveness, although having small indirect effects. Bossert, Dwyer, Rowan, and Lee (1982) revealed that principals have a positive effect on various factors in the schools; at least indirectly affect student achievement. As school principals are the key person to improve school effectiveness and student achievement they must have enough competency.

Although competency is not new, paying for competency is rapidly gathering attention. To reach the goals of being a high average income country in 2030 and a developed country in 2050, Cambodia fosters the development of human resources through the building of competency (MoEYS, 2014a). In parallel, Ministry of Education, Youth and Sport (MoEYS) has a vision to transform educational personnel including school directors to be more competent, effective, efficient and reliable by equipping them with highly professional skills in order to respond to the needs (MoEYS, 2012). It can be seen that both Royal Government of Cambodia (RoGC) and Ministry of Education, Youth and Sport pay attention to competency as a key factor to achieve human resource development plan and even national development policies and priorities that lead the country goals above.

However, Cambodian education is currently dealing with the shortage of skillful educational personnel, especially school directors who are the main driver of the school and also of effective management and utilization of educational personnel (MoEYS, 2012). In other words, the school directors lack their competency to lead their schools for effectiveness. The main concern expressed by education officials was the need to assist school directors with capacity building by training courses to develop their competency. In 2002 a training course on education management and leadership for secondary school principals was conducted by SEAMEO RETRAC, the course aimed to improve management, leadership and competencies of secondary school directors in Cambodia (SEAMEO Secretariat, 2002).

Ministry of Education, Youth and Sport showed that Cambodian school directors have now become required to commit themselves to students in classrooms, its assessment and evaluation as well as to school administration (MoEYS, 2000a)

and are responsible for various kinds of school activities from school administration such as integrating the national policy plan into school objectives to pupils' learning and following up pupils' progress and evaluations (MoEYS, 2000c), meaning they are required to show pupils' and schools' performance and progress with some clear indicators (MoEYS, 2000d). Education reforms in Cambodia have loaded new and additional responsibilities onto individual schools and school directors, and these responsibilities should be conducted in participatory styles in one way or another. This is a challenge for school directors to be faced with given that they have never been tried on their ability to successfully manage their schools with little government intervention (Ai, 2006). Imposing these new responsibilities on school directors means that school directors' competencies must be determined and measured.

In accordance with the literature, Royal Government of Cambodia (RoGC), among school staff, considers school directors as the key person who lever and bring about huge effect on policy implementation (RoGC, 2001) as well as Ministry of Education, Youth and Sport emphasizes that the change should be brought about by school directors in collaboration with other teachers, play a significant role in acquiring from the community, and using these funds effectively for yearly education programs and school activities (MoEYS, 2000b). Given 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; there is the matter of the structure of schools in Cambodia, where organizational culture has many constraints imposed on school directors and other teachers to exercise their autonomy in decision-making on school matters. The school leadership styles which are most likely to be exercised by and appropriate to school directors in

Cambodia may be those whereby the school directors still take the lead in decision-making and inform other teachers; However, at the same time and most importantly, the school directors need to make sure that other teachers understand that they have a right to know why they are expected to do something. Namely school directors have to be aware that it is important that there is a consensus between them and other teachers about why they are doing it, and towards which goals the school is moving (Ai, 2006). For all the above issues, it requires the school directors to have competencies at the acceptable level to fulfill their roles for school improvement.

After the fifth-mandated election, Ministry of Education, Youth and Sport has strengthened the quality of education by imposing strict mechanism to the national examinations both grade 9 and grade 12. That is why the focus falls on the secondary level. The percentage of passing students was low, so Ministry of Education, Youth and Sport decided to hold the second examination with strong support from Royal Government of Cambodia (MoEYS, 2014b). Ministry of Education, Youth and Sport strongly focuses on secondary education so that students finish high schools with high quality prior to going to universities. For this reason, secondary school directors need to consistently improve their competency in order to fully serve as a driving force towards the goals of quality education both at national and international levels.

From the above description, it conveys that Cambodian education, especially secondary level, raises a question about school directors' competencies to fulfill their roles for improving their schools effectively and achieving student achievement, meaning that the competency level of school directors is still a concern. As competency is a new trendy topic for Cambodian school directors, there should be guidelines for developing their competencies. Due to all these concerns, researcher is

interested in studying on the competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia.

Research Questions

1. What are the competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport?
2. What are the present and desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport?
3. What should be guidelines for developing the competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport?

Research Objectives

1. To study the competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.
2. To determine the present and desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.
3. To develop guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

Definition of Terms

School Directors are heads or principals of secondary schools under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport. Sometimes they are recognized as principals; however, they are officially called “directors”.

Competency of School Directors is knowledge, skills, and performance or behaviors that secondary school directors demonstrate that could be initially divided into 6 dimensions as follows:

1) **Policy and Direction** consists of defining and transferring vision and purpose, quality focus, reasoning/strategic thinking, proactive, and ideal/beliefs.

2) **Instructional and Achievement** comprises achievement orientation, knowledge of curriculum, instruction, and assessment, involvement in curriculum, instruction, and assessment, knowledge sharing, supervisor, discipline, monitoring and evaluating, diversity leadership, and K-12 leadership.

3) **Managing Change and Innovation** encompasses problem solving, managing change/change agent, informed decision making, managing school improvement, creativity and innovation, flexibility, and situational awareness.

4) **Resource and Operation** consists of finance management, physical development, performance management, ICT management, and human resource management.

5) **People and Relationship** comprises capacity building, communication, relationship building, teamwork, and culture.

6) Morality, Values and Ethics of Leadership consists of professional and leadership ethics such as fair and equitable treatment, justice, honesty and transparency, personal and professional behaviors.

Guidelines for the Competency Development of School Directors are the ways or approaches to develop competency of secondary school directors based on desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia or based on level of modified priority need index (PNI_{modified}).

Research Conceptual Framework

Research conceptual framework for this study consists of the first draft and the final research conceptual frameworks. The first draft of research conceptual framework derived from the literature review was used to respond to the research objective 1, while the final research conceptual framework was utilized to respond to the research objective 2 and 3. The following address the details in the first draft and final research conceptual frameworks.

First draft of research conceptual framework

The researcher conducted a review of literature on competency of secondary school directors from various sources. The sources included Cotton (2003), Marzano, Waters, and McNulty (2005), Florida Department of Education (2011), Minnesota State Board Rule 3512.0500 (2008), Ministry of Education, Malaysia (2013), The Teachers' Council of Thailand (2006), and Ministry of Education, Youth and Sport (2010). The included sources were synthesized through content analysis. The synthesis resulted in 6 competency dimensions and 32 sub-dimensions that were included in the first draft of research conceptual framework as displayed in Figure

1.1. This research conceptual framework was utilized and verified by the experts in Cambodia when conducting the individual interview.

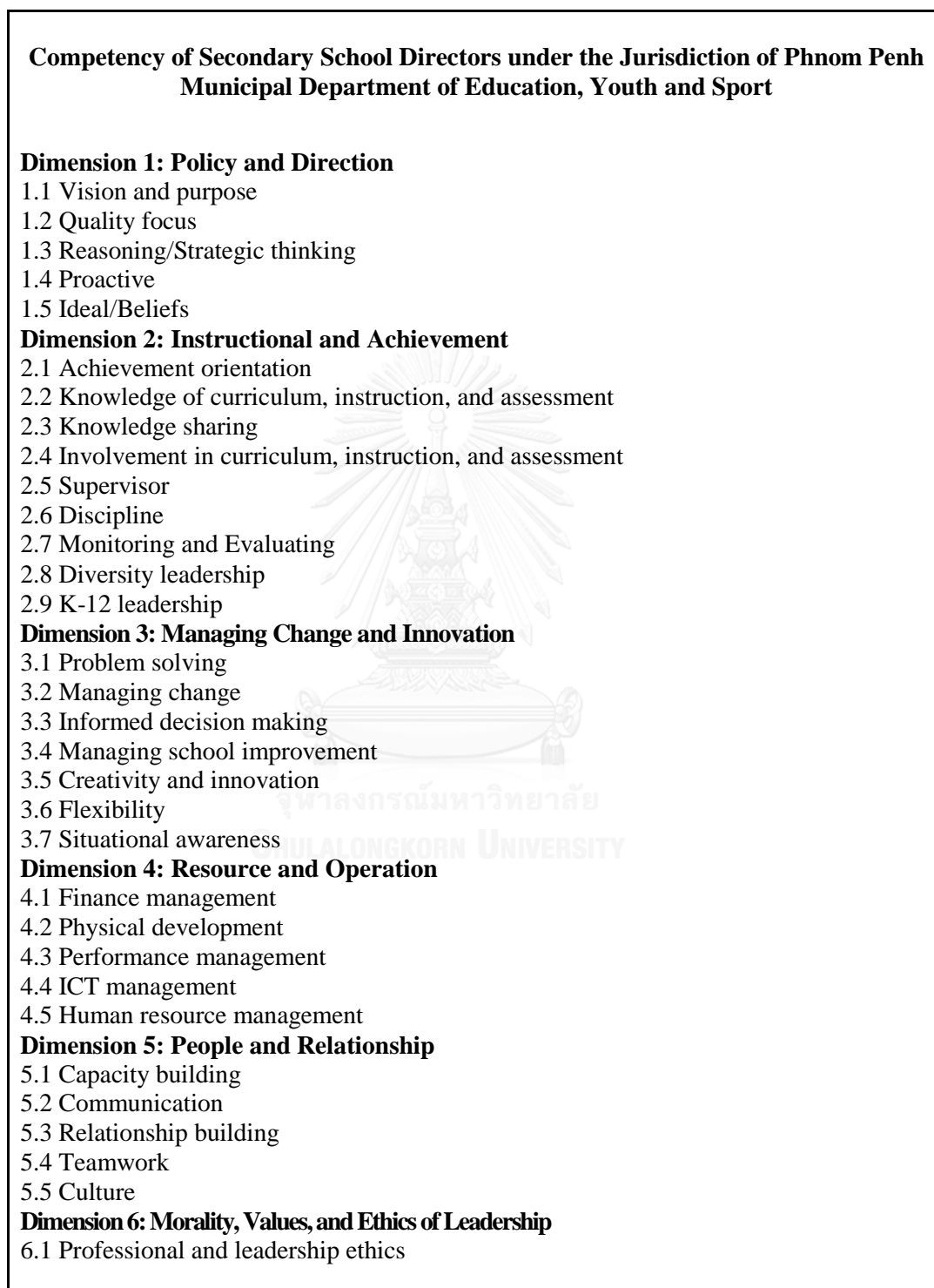


Figure 1.1 First draft of research conceptual framework

Final research conceptual framework

After conducting the expert interview, the first draft of research conceptual framework was adjusted to obtain a final research conceptual framework as displayed in Figure 1.2.

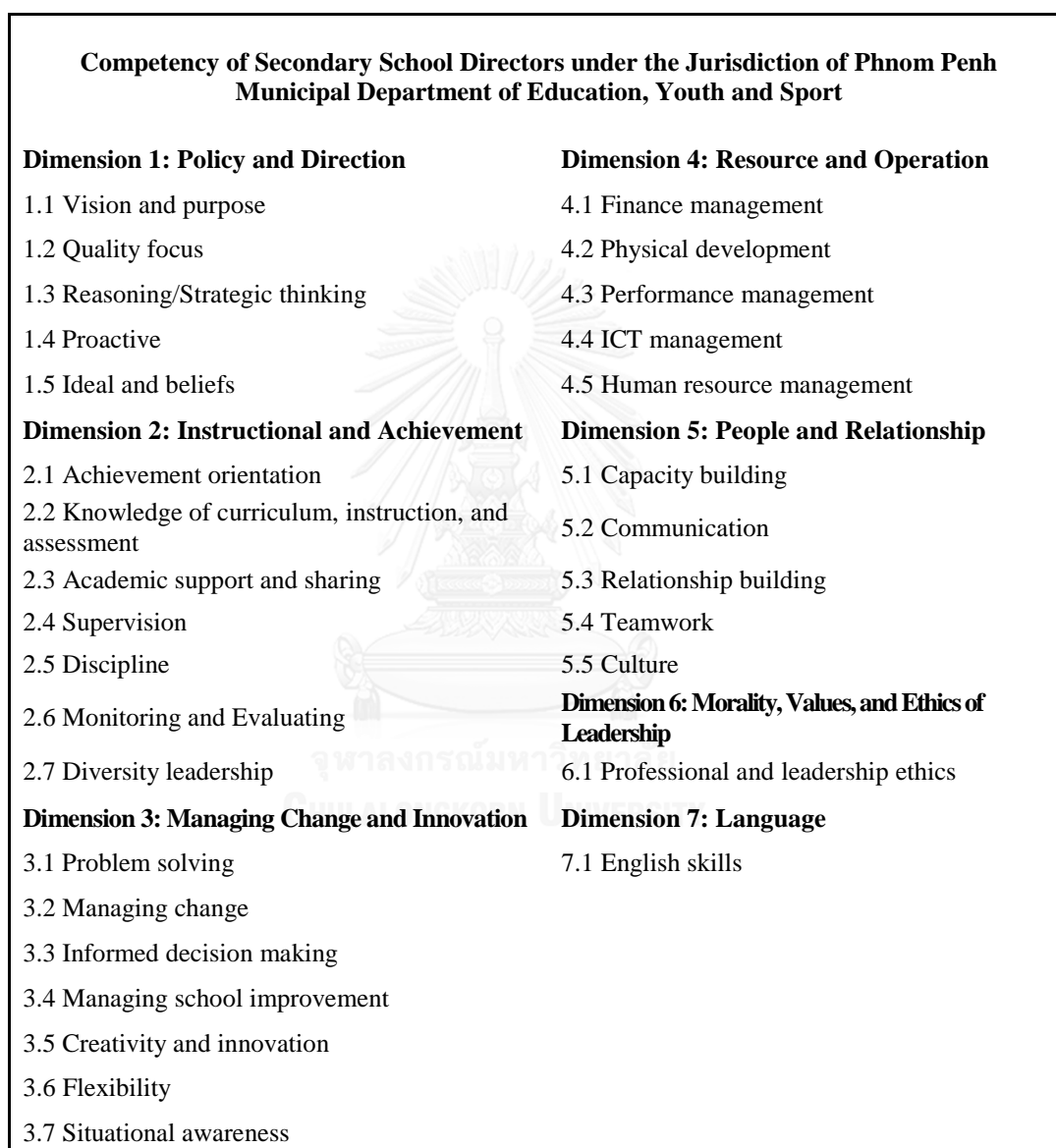


Figure 1.2 Final research conceptual framework

Scope of the Study

Population and Sample

The sample population for this study was all secondary public schools accounted for 66 schools under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

The respondents in this study consisted of 66 school directors and 5,629 teachers. The sample size of 436 respondents, including 66 school directors and 370 teachers, was determined using the table of Yamane (1973, p. 1088).

Variables

Variable in this study was the competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia in 6 dimensions: (1) policy and direction, (2) instructional and achievement, (3) managing change and innovation, (4) resource and operation, (5) people and relationship, and (6) morality, values and ethics of leadership (Cotton, 2003; Marzano et al., 2005; Minnesota State Board Rule 3512.0500, 2008; FDoE, 2011; MoE, 2013; TCT, 2006; MoEYS, 2010).

Expectations of the Study

1. Ministry of Education, Youth and Sport obtains the framework of competency dimensions and sub-dimensions for school directors to practice.

2. School directors can use the research findings for improving themselves so that they can perform better in improving their schools.

3. Ministry of Education, Youth and Sport can utilize the guidelines from this research results for consideration of setting policy to promote and support the competency of school directors.

CHAPTER 2

LITERATURE REVIEW

This chapter contains a thorough review of literature that is related to the study on the competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia. Data sources searched for the literature review included scholarly books, peer-reviewed journal articles, government documents, master's theses and doctoral dissertations, as well as Internet search engine such as Google. The literature review in chapter 2 has thusly been divided into the following sections:

1. Concepts and theories of competency
2. Competency of school directors
3. Competency development of school directors
4. Secondary education in Cambodia
5. Related research and studies

Concepts and Theories of Competency

The concepts and theories of competency address the origin of competency, definitions of competency, importance of competency, components of competency, types of competency, competency clusters, differences between competency and competence, competency framework, competency-based method, and Iceberg competency model.

Origin of Competency

David McClelland, an American psychological professor from Harvard University, initially used the word *Competency* for the replacement of intelligent tests which he argued that the traditional intelligent tests were not valid predictors of

intelligence and irrelevant to the workforce, with criterion reference testing (McClelland, 1973) and conducted a research that differentiated the two groups (i.e. superior performance and average performance) as wondering why those who have same positions have different performances, as a result, he realized that those having superior performance possess what is called “Competency”. His findings attracted a number of large organizations, yet he was dedicated to help the U.S. State Department. Unluckily his findings were not applied as those individuals, in the State Department, were qualified from the top schools and personally committed to the status quo, in the meantime, the fact that competencies are more important than the school from someone graduated can challenge people’s fundamental views (Berger & Berger, 2004).

Definitions of Competency

Good (1973) defined competency in the Dictionary of Education in a general meaning as ability to apply to practical situations the essential principles and techniques of a particular subject-matter field.

According to Competency Dictionary of Harvard University (Online), competencies defined more specifically rather than the Dictionary of Education in the most general terms, are “things” that an individual must demonstrate to be effective in a job, role, function, task, or duty.

McClelland (1973) initiated and defined competency as an underlying characteristic of an individual which is causally related to effective or superior performance in a job.

Boyatzis (1982) continued the development of competency from the work of David C. McClelland and provided the meaning of competency as an underlying characteristic of the person that leads to or causes effective or superior performance.

Spencer and Spencer (1993) furthered the work of Boyatzis and viewed competency as an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Underlying characteristic means the competency is a fairly deep assessment of a person's personality and can predict the behavior in a wide variety of situations and job tasks. Causally related means the competency causes or predicts the behavior and performance. The criterion referenced means the competency actually predicts the poor performance as measured on a specific criterion of standard.

Hay Group (2003), similar to the last preceding three authors, overviewed the basics of competency as seeing competency as key point to high performance as a result of David C. McClelland's findings and gave the definition of competency as an underlying characteristic of a person which enables them to deliver superior performance in a given job, role, or situation.

Parry (1998) presented his paper at Project Management Institute and provided the definition of the term *Competency* as a cluster of related knowledge, attitudes, skills and other personal characteristics that affects a major part of one's job, correlates with performance on the job, can be measured against well-accepted standards, can be improved via training and development.

Kanjanawasee (2003), in similarity, gave the meaning of competency as a cluster of knowledge, skills and attribute necessary for satisfaction and success of job performance or promotion.

Ministry of Education, Youth and Sport (MoEYS), not far different from the last two antecedents, defined competency as the required specific characteristics of the person encompassing knowledge, skills, and attitudes effectively used by the person to perform a given task and to meet an expected output/standard (MoEYS, 2012).

Shermon (2004) defined competency as an underlying characteristic of a person, which enables him/her to deliver superior performance in a given job, role or a situation, and he also described its meaning into two - firstly competency deals with the description of the task of job outputs and the ability of a manager to perform to the given standards required in any employment and secondly it deals with the description of an individual's behavior. According to Shermon, competency definition can be seen as the key elements as knowledge, self-concept, trait and motive, which is personal characteristics seen as intent, and skill reflected in the form of behavior seen as action, as a result of job performance or outcome as displayed in the figure 2.1.

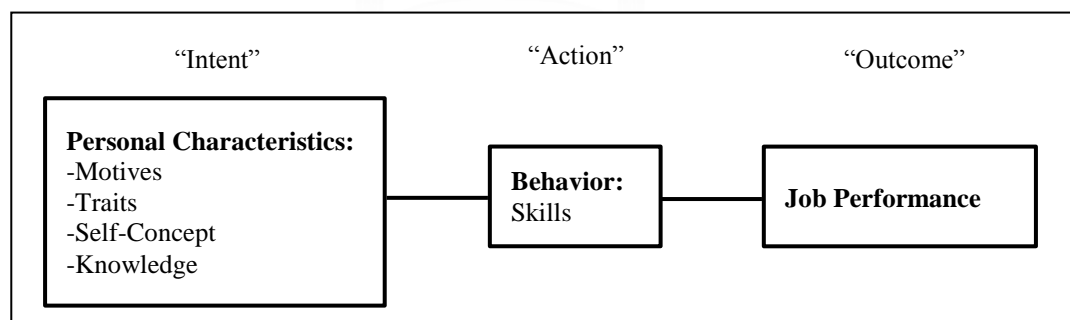


Figure 2.1 Key elements in the competency definitions

Source: Shermon (2004, p. 41)

It is clear that the definition of competency was variously defined by many authors and academics; however, they are similar in terms of meaning. Based on the definitions of competency above, it can be viewed into three groups: (1) definition of competency in general, (2) definition of competency as relationship between

underlying characteristics and superior performance, and (3) competency definition as a cluster of its key elements. Thus, competency can be defined as an underlying characteristic including knowledge, skills, attitudes, and attributes of a person that leads to superior performance in a job or situation.

Importance of Competency

To gain a competitive advantage and the economic return successful businesses understand that it is important to strengthen the attitudes and enhance the capabilities of employees, and such competencies will definitely elevate overall talent levels (del Castillo, 2005).

In order to achieve the business strategy it is imperative to identify the behaviors needed at work. Competency can enhance a common understanding of effective behaviors at work and provide a framework a basis for more consistency in assessment practices as Whiddett and Hollyforde claimed and Holbeche revealed that competency can also help an organization align its objectives with the various human resource activities – recruitment and selection, appraisal, training and reward (as cited in Bratton & Gold, 2012). Competencies help organizations use more reliable and valid recruitment and selection techniques by forming a model of the kinds of employees organizations are purposive to attract and appear to be more objective (Bratton & Gold, 2012) so that it is easy and accurate to assessing applicants.

Saenthong (2004) revealed that competency plays an important role in job performance of employees in every kind of organizations and especially in human resource management; that is, it supports vision, mission, and strategy of the organization and can be used as a framework for creating organizational culture and as an instrument in human resource management such as recruitment and selection,

training and development, job promotion, job rotation, performance appraisal and compensation.

Competency is important to a leader in setting direction of an organization as well as a school as it is a measurable characteristic of a person that results in effective job performance in a specific organization or culture. A school leader need specific competencies for achievement of the school (Yusoff, Manaf, & Halim, 2010).

In summary, competency is considered as important since it is used to enhance employee attitudes, knowledge, skills and even effective behaviors at job. More importantly, in human resource management competency is used in recruitment to attract applicants and even best selection; as based on competency, assessment will be conducted through behaviors that is effective to job performance. Competency supports most areas in the organizations, especially vision, mission and strategy; when in school context it is necessary in setting the direction of the school, and thus school leaders' achievement is dependent on such competencies.

Components of Competency

There are many authors underlying the components of competency as knowledge, skills, traits, social-concept, and motives (Boyatzis, 1982; McClelland, 1973; Shermon, 2004; Spencer & Spencer, 1993) and describing each component in details as follows:

1) Knowledge

Knowledge is information a person has in specific content areas. A surgeon has knowledge of nerves and muscles in the human body, for example. Knowledge is a competency component that is complex; tests on knowledge are often unable to predict work performance because the ways they are actually used on job differ from

what the tests measure. For instance, most knowledge tests measure rote memory not the ability to find information which is important on job. Knowing the facts exist linked to a specific issue and where to find them is rather important than just memorizing specific facts. Secondly, knowledge tests are kind of respondent tests. They measure test takers' ability to choose the right response of several options, but not if a person can act on the basis of knowledge. For example, the ability to choose which of five items in an effective argument is very different from the ability to stand up in a conflict situation and argue persuasively. Finally, knowledge at best predicts what a person can do, not what he or she will do.

2) Skills

Skills are the ability to perform a certain physical or mental task. For example, a dentist uses physical skill to fill a tooth without damaging the nerve; a computer programmer has ability to organize 50,000 lines of code in logical sequential order. Mental or cognitive skill includes analytic thinking, referring to processing knowledge and data, determining cause and effect, and organizing data and plans and conceptual thinking which means recognizing patterns in complex data.

3) Self-concept

Self-concept is a person's values, self-image, or attitudes. For instance, the part of self-concept of a person is self-confidence of that person which is the belief that he/she can be effective in almost any situation. Respondent or reactive motives that predict what a person will do in the near future and in situations where others are in charge are values of that person. Value of a person being a leader, for example, is leadership behavior that is expected to exhibit if he or she is given a task or job – a test of leadership ability.

4) Traits

Traits are physical characteristics and consistent responses to situations or information. The example of physical trait competencies of combat pilots is reaction time and good eyesight and of consistent responses to situations is Emotional self-control and initiative that are more complex. Some people do not blow up at others and do act beyond their grasp to solve problems under stress, which are characteristic of successful managers.

5) Motives

Motives are the things a person consistently thinks about or wants that cause action. Motives “drive, direct, and select” behavior toward certain actions or goals and away from others. Achievement-motivated people consistently set challenging goals for themselves, take personal responsibility for accomplishing them, and use feedback to do better.

From the five components of competency, Boyatzis considered social-role instead of self-concept and defined social-role as a person’s perception of a set of social norms for behavior that are acceptable and appropriate in the social groups or organizations to which he or she belongs (Boyatzis, 1982).

Competency encompasses self-awareness, motivation, self-regulation, social skills, and empathy (Goleman, 1995).

Manus and MOHR (1997) suggested competency components as knowledge, skills, attributes and aptitude, which is quite similar to Kanjanawasee (2003) and Wittayapaan (2009) viewed competency as three components - knowledge, skills, and personal attributes.

Competency consists of knowledge, skills, attitudes, and other personal characteristic (Parry, 1998). Similarly, Bryant and Poustie (2001) considered competency into 3 key elements as knowledge, skills, and attitudes and values. Appropriate attitudes and value exhibited in behavioral characteristics that impact the way knowledge and skills are brought to bear on the job. These are usually internal evaluations of what might be considered good or important, such as the insistence on giving the best service possible at all times. Similarly, Bratton and Gold (2012) considered knowledge, skills, and attitudes as the components of competency needed to perform the job well. Competency is the sum of knowledge, skills and attitudes (Cavazos & Ovando, 2012).

From the description of competency components mentioned above, the synthesis of the components of competency from different authors and academics can be conducted and displayed in the Table 2.1.

Table 2.1 Synthesis of competency components

Components	Authors											
	McClelland (1973)	Boyatzis (1982)	Spencer and Spencer (1993)	Goleman (1995)	Manus and MOHR (1997)	Parry (1998)	Bryant and Poustie (2001)	Shermon (2004)	Bratton and Gold (2012)	Cavazos and Ovando (2012)	Kanjanawasee (2003)	Wittayapaan (2009)
1. Knowledge	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
2. Skills	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
3. Social-role		✓		✓								
4. Traits	✓	✓	✓					✓				
5. Motives	✓	✓	✓	✓				✓				
6. Attributes					✓						✓	✓
-Self-concept	✓		✓					✓				
-Self-image												
-Self-awareness				✓								
-Self-regulation				✓								
-Empathy				✓								
-Attitudes						✓	✓		✓	✓		
7. Aptitude					✓							

From the synthesis of the competency components above, it can be seen that traditionally authors considered five elements of competency as knowledge, skills, self-concept, traits, and motives. In recent years academics have viewed 3 components of competency—knowledge, skills, and attitudes.

Types of Competency

Shermon (2004) broadly classified competency into two types—technical and non-technical as follows:

1. Technical Competency refers to competencies related to a specific area of expertise. That is, knowledge or skills of an industry, process, technological package or functional area such as knowledge of safety regulation and international compliance codes, order management, upstream-downstream integration skills, and hedging expertise to reduce risks in the oil market. This kind of competency is generally acquired through some form of training such as course work and formal education, which may be completed with certification.

2. Non-technical Competency refers to competencies that are often considered as soft skills— usually abilities and personal attributes such as risk taking, flexibility, passion for organization, patience, and commitment. In general these competencies are not specific to an industry, process, technological package or functional area.

Bryant and Poustie (2001) classified competency into three main types: core, behavioral, and technical and described in details as follows:

1. Core competency reflects what an organization does best based on the values of the organization. They are considered necessary for all jobs in the organization, and all employees are expected to demonstrate these competencies.

2. Behavioral competency (also referred to as personal competencies) applies to those performance characteristics that influence and drive performance. They are usually relevant to several jobs across the organization.

3. Technical competency (sometimes referred to as professional competency) relates to technical knowledge or skills that are critical for a specific job/role to be successful.

Rassameethammachot (2008) categorized competency into 5 types as follows:

1. Core competency reflects core values that are important to work practice of all employees in the organization; is the overall competency that the organization expects all employees in all positions to possess, such as teamwork and continuous learning.

2. Functional competency related to knowledge and skills in job categories or job family and is the overall competency of all employees in that job family; for example, the competency of human relation is the competency for all employees in job family of human resource management.

3. Managerial competency relates skills in management that the organization expects employees in the position of manager or similar to ensure that their followers possess the mentioned competencies, such as decision-making and planning.

4. Job/Technical competency is directly relevant to knowledge and skills that are necessary for each employee in his/her own position differently, for instance, negotiation competency is the competency of salesperson and the competency of interview is the HR competency.

5. Personal attributes are the characteristics hidden in each individual that affect attitudes in job performance and success of that person, such as honesty and achievement orientation.

To sum up, competency can be classified into 3 main types as core competency, functional or technical, and managerial competency. However, in terms of task function, the competency should be broadly categorized into technical and non-technical competency.

Competency Clusters

A competency cluster is a collection of closely related competencies that structure a framework for relating one competency to an alternate and gives a general point of the set of competencies that must be measured and evaluated against a specific job (Shermon, 2004).

Boyatzis (1982) identified 6 clusters of competency including:

1. Goal and action management cluster consists of efficiency orientation, proactivity, diagnostic use of concepts, concern with impact
2. Leadership cluster is comprised of self-confidence, use of oral presentations, logical thought, and conceptualization.
3. Human resource management cluster includes use of socialized power, positive regard, managing group process, and accurate self-assessment.
4. Directing subordinates cluster involves developing others, use of unilateral power, and spontaneity.
5. Focusing on others cluster consists of self-control, perceptual objectivity, stamina and adaptability, and concern with close relationships.

6. Specialized knowledge cluster comprises relevant knowledge/knowledge used, function, product, and technology focused, recognition versus utility, and memory.

Spencer and Spencer (1993) classified competency into 6 clusters as follows:

1. Achievement and action cluster includes achievement orientation, concern for order, quality, and accuracy, initiative, and information seeking.

2. Helping and human service cluster consists of interpersonal understanding and customer service orientation.

3. Impact and influence cluster comprises impact and influence, organizational awareness, and relationship building.

4. Managerial cluster involves developing others, directiveness (i.e. assertiveness and use of the potential power), teamwork and cooperation, team leadership.

5. Cognitive cluster entails analytical thinking, conceptual thinking, technical / professional / managerial expertise.

6. Personal effectiveness cluster includes self-control, self-confidence, flexibility, and organizational commitment.

Shermon (2004) described competency cluster or meta competencies into 7 clusters including:

1. Strategic mindset cluster consists of conceptual and analytical thinking, systemic thinking, and environment scanning and trend analysis.

2. Networking and management cluster includes articulation, demonstration, and information.

3. Business relationships cluster is comprised of sensitivity and empathy, bonding, and adaptability.

4. Problem solving cluster involves defining right, trouble shooter, and proactive builder.

5. Personal habits cluster comprises firm, driven personal examples, and action focused.

6. Leadership and influence cluster consists of proactively changes, demonstrating bias for action, and building consensus.

7. Group process cluster includes motivating team members, building teams, and recognizing accomplishments.

Competency versus competence

Competency and competence both have been widely used by many authors and academics. Thus, are they the same or different? Dubois (1993), a leading expert in the applied competency field, defined competence as the employee's capacity to fit or go beyond a job's requirements by creating outputs of the job at a desirable level of quality within the constraints of the organization's internal and external environments. Competence is task-oriented ability, while competency is behavior-oriented ability (Shermon, 2004). Davies and Ellison (1997) elaborated more on the differences between competence and competency in Table 2.2.

Table 2.2 Difference between competence and competency

Competence	Competency
Outputs for minimum standards	Inputs for superior performance
Concern for what the job requires	Concern for what people bring to the job
Sociological focus	Psychological focus
Reductionist	Holistic

Source: Trotter and Ellison (1997, p. 40)

Competency Framework

As the definition and internal qualities of competency have been plainly known, the utilization of competency in the zones of the organizations is energetically recognized. The organizations use competency framework intended to fit their own particular job categories and setting. The competency framework is both a rundown of these competencies and an instrument by which they are communicated, surveyed and measured (Pilbeam & Corbridge, 2006). The frameworks are the consequence of people analysis rather than job analysis to focus the attributes needed to accomplish expected performance, for instance, by distinguishing the competencies of high performers officially in the firm; also, the competency frameworks give a method for evaluating a candidate's person-organization fit (Wilton, 2013).

Competence-based Method

The most well-known technique for connecting base pay rates to competencies is to utilize competency-based job evaluation, which keeps the attention to the job, but underlines the competencies expected to perform that job instead of job tasks and responsibilities and provide the details (Werner, Schuler, & Jackson, 2012) as follows:

1. Domain competencies: The competency-based method is helpful in terms of the value of jobs it establishes by using domain competencies in replacement of job factors. Domain competencies are generally used - customer focus, communication, team orientation, technical expertise, results orientation, leadership, and adaptability.
2. Broadbanding: Broadbanding, the use of pay structures with very few pay grades, can be often seen in organizations that use competency-based job evaluation. Broadbanding helps organizations group many jobs into the same grade. Employees

are promoted from one grade to another with typically receiving large pay raises but such promotion infrequently occurs. Employers gain benefits from broadbands since broadbands provide much more flexibility; that is, they are easier to move people into and out of different jobs that have similar competencies requirements without having to reassign them to a different pay grade.

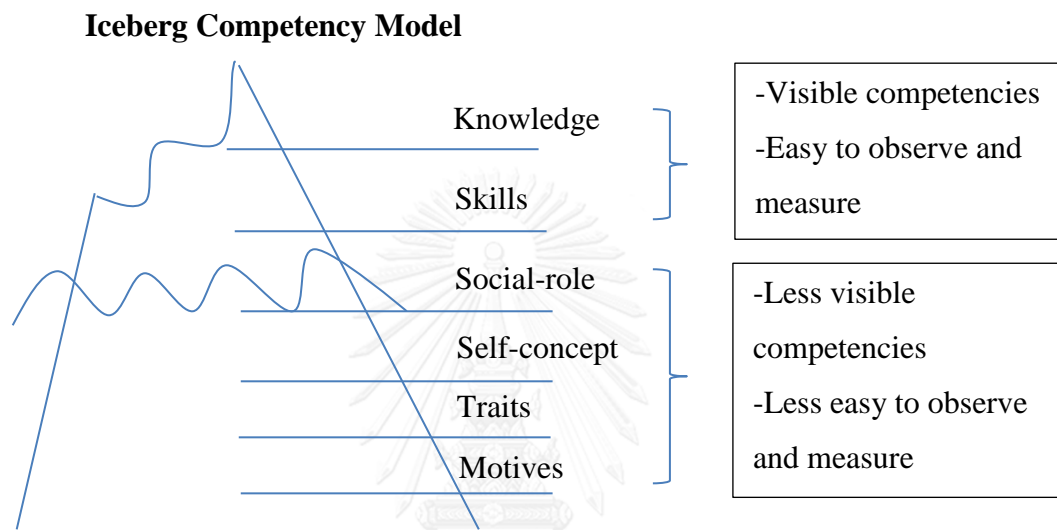


Figure 2.2 Iceberg model of competency

Source: Spencer and Spencer (1993, p. 11)

In figure 2.2, the model reflects level of competencies which are the underlying characteristics seen as visible (part of iceberg above water) and less visible (part of iceberg under water). In the figure, visible competencies are knowledge and skills, and social-role, self-concept, traits, and motives are less visible competencies. Spencer and Spencer (1993) described knowledge and skill competencies as visible characteristics that can be developed through training. Whereas, social role, self-concept, traits and motive competencies are more hidden, central to personality, and difficult to measure and develop. These competencies predict skill behavior actions which, in turn, influence job performance.

Competency of School Directors

Through the development of competency in the era of globalization competency is widely considered as a key to leaders even in economic or other fields importantly ranking to education sector, which requires school leaders to modernize and capture the insight of their competencies for effective school administration that must be fit to the current situation and context of the changing world. After the rise of the concept of competency by David C. McClelland there have been, up to now, many studies and papers furthering his founding, significantly the works of Boyatzis in 1982 and Spencer and Spencer in 1993. The concepts of the studies have been worldwide utilized and each nation formalizes the founded concepts into their own contexts, and also from business to education sector. The researcher will review literature in terms of school directors' competency from international to ASEAN contexts.

The competency of school directors has been found and used in different words by different authors, such as behaviors, responsibilities, or standards. However, they are the same in content matter. The following are the competency of school directors that academics use the words differently.

Cotton (2003), in his meta-analysis of 81 reports focusing on post-1985 research, described 25 principal behaviors that contribute to student achievement as follows:

1. Safe and orderly school environment: Principals establish and maintain a safe orderly school environment by exhibiting personal warmth and accessibility, ensuring that there is broad-based agreement about standards for student behavior, communicating high behavioral standards to students, seeking input from students

about behavior policies, applying rules consistently from day to day and from student to student, delegating disciplinary authority to teachers, and providing in-school suspension accompanied by support for seriously disruptive students.

2. Vision and goals focused on high levels of student learning: Principals have a strong focus on academics that leads to school achievement outcomes and reach out to stakeholders for the support of school's vision and goals. By expressing this behavior, the principals allocate generous amounts of time to pursuing reading and mathematics objectives, communicate the expectation of high learning for all students, and insist that mission statements, slogans, mottoes, and displays emphasizing the school's academic goals are visible around the school.

3. High expectations for student learning: Principals communicate to everyone in school their expectations of high performance but not high demand on them the emphasis on beliefs that accompanies students should not be coddled or spoiled; should be pushed to achieve or taught the discipline of achievement.

4. Self-confidence, responsibility, and perseverance: Principals consider any barriers, difficulties, or challenge as not the wall hindering them from bringing school to success, and are confident in their ability to overcome and influence the situations. The principal never gives up their best to improve the school.

5. Visibility and accessibility: Principals are, for this competency, treated as accessible and approachable, and present frequently in the classrooms, observe and interact with teachers and students.

6. Positive and supportive school climate: Principals create the climate around the school that enables teachers feel good with teaching and concentrate on student achievement, and students feel good with learning.

7. Emotional/interpersonal support: Principals support staff in school emotionally and interpersonally in the way they care and communicate through the expression of feelings, opinions, pride, loyalty, and encouragement in the form of team management, sensitivity, humor, and personal example.

8. Parent/community outreach and involvement: Principals are involved in outreach to parents and other community members, interact with parents and the community to communicate their vision for their school, get constituent input, and make certain that resulting goals are understandable. They engage parents and community members as classroom helpers, take meetings to neighborhoods, arrange for teachers to ride school buses in order to meet parents, have schools serve as community centers, and encourage parents to work with their children on instructional activities in the home.

9. Rituals, ceremonies, and other symbolic actions: Principals, to honor tradition, instill pride, recognize excellence, and stimulate proprietary interest in the school, take the symbolic actions correlated with student results and hold ceremonies and rituals.

10. Shared leadership/decision making and staff empowerment: Principals share leadership and decision-making authority with staff, especially teachers that can lead to student success. The principals can engage their staffs in school governance and decision of instructional program.

11. Collaboration: Principals establish collaborative working environment through playing management style and express a manner of approaching tasks and the feelings of solidarity among their staff.

12. Communication and interaction: Principals both provide and share information and actively listen and take the suggestions of staff and teachers with attention, and also are aware that they do not have all the answers. The principals involve themselves in the outreach activities about all concerned in discourse about the school.

13. Instructional leadership: Principals involve in the instructional decision, coordinate instructional programs and emphasize academic standards.

14. Outgoing pursuit of high levels of student learning: Principals concentrate on high levels of student learning to be achieved, provide resources and even pressure to keep others similarly focused, and always strive to improve the achievement and general well-being of the students in the schools.

15. Norm of continuous improvement: Principals, as well as staff members, keep in mind to improve the school continuously and have expectation that improvement is a permanent part of school life and act accordingly.

16. Discussion of instructional issues: Principals promote discussion of instruction and knowledgeable about curriculum and instruction, facilitate discussion among staff about instructional issues, and provide teachers with opportunities to work, plan and learn around instructional issues.

17. Classroom observation and feedback to teachers: Principals try to visit the classroom frequently to observe and follow up with feedback to the teachers.

18. Support of teacher autonomy: Principals pay attention to instruction and add their voices to the discourse concerning instruction in groups and one-on-one with teachers, give teachers independence in instruction and respect their judgment.

19. Support of risk taking: Principals motivate teachers to have new ideas and innovation and make them feel free and safe to admit mistakes; in nature principals' respect and protection of teacher autonomy is a risk taking, though.

20. Professional development opportunities and resources: Principals provide staff, especially teachers with opportunities for developing them in areas of content and structure, ranging from general to subject-specific pedagogical skills, subject-area content, and process skills such as decision making and problem solving.

21. Protecting instructional time: Principals have to ensure that instructional time is not wasteful by any distractions or interruptions such as excessive loudspeaker announcements, administrative intrusions, too-frequent assemblies, and other all-school gatherings.

22. Monitoring student progress and sharing findings: Principals must ensure that students' learning are on the teachers' trace and systematic procedure are used by staff to monitor student progress.

23. Using student progress data for program improvement: Principals ensure that student progress data, as its findings, are utilized for instruction improvement and also have skills for interpretation of student performance data and thus review and use it as a basis for planning improvement.

24. Recognition of student and staff achievement: Principals express both formal and informal recognition of staff and teachers achievement when students have academic achievement.

25. Role modeling: Principals behave as a role model for staff, teachers, and students, which are committed to the school value and culture and in the way they love, care, appreciate, and respect students.

Quite similar to Cotton (2003), Marzano et al. (2005) conducted a meta-analysis of 69 studies and found 21 responsibilities of the school leader as follows:

1. Affirmation: The extent to which the principal recognizes and celebrates school accomplishments and acknowledges failures.

2. Change agent: The extent to which the principal is willing to challenge and actively challenges the status quo.

3. Contingent rewards: The extent to which the principal recognizes and rewards individual accomplishments.

4. Communication: The extent to which the principal establishes strong lines of communication with and among teachers and students.

5. Culture: The extent to which the principal fosters shared beliefs and a sense of community and cooperation.

6. Discipline: The extent to which the principal protects teachers from issues and influences that would detract from their teaching time or focus.

7. Flexibility: The extent to which the principal adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

8. Focus: The extent to which the principal establishes clear goals and keeps those goals in the forefront of the school's attention.

9. Ideals/beliefs: The extent to which the principal communicates and operates from strong ideals and beliefs about schooling.

10. Input: The extent to which the principal involves teachers in the design and implementation of important decisions and policies.

11. Intellectual stimulation: The extent to which the principal ensures faculty and staff be aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture.

12. Involvement in curriculum, instruction, and assessment: The extent to which the principal is directly involved in the design and implementation of curriculum, instruction, and assessment practices.

13. Knowledge of curriculum, instruction, and assessment: The extent to which the principal is knowledgeable about current curriculum, instruction, and assessment practices.

14. Monitoring/Evaluating: The extent to which the principal monitors the effectiveness of school practices and their impact on student learning.

15. Optimizer: The extent to which the principal inspires and leads new and challenging innovations.

16. Order: The extent to which the principal establishes a set of standard operating procedures and routines.

17. Outreach: The extent to which the principal is an advocate and spokesperson for the school to all stakeholders.

18. Relationships: The extent to which the principal demonstrates an awareness of the personal aspects of teachers and staff.

19. Resources: The extent to which the principal provides teachers with materials and professional development necessary for the successful execution of their jobs.

20. Situational awareness: The extent to which the principal is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.

21. Visibility: The extent to which the principal has quality contact and interactions with teachers and students.

Florida Department of Education suggested the principal leadership standards in 4 domains and 10 standards as follows (FDoE, 2011):

1. Student Achievement

1) Student learning results: Effective school leaders have achievement on student learning goals, which are derived from the state adopted student academic standards and the district adopted curricula. Student learning results are measured and proved by the performance and growth of students on statewide assessments, district-determined assessments, the district international assessments and other indicators of student success accepted by the district and state.

2) Student learning as a priority: Effective school leaders place student learning on the top of their agenda and priority. They use leadership styles to create and promote student success via a learning organization.

2. Instructional Leadership

1) Instructional plan implementation: Effective school leaders, in collaboration, develop and implement a framework of instruction in accordance with state standards, effective instructional practices and student learning needs and assessment.

2) Faculty development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

3) Learning environment: Effective school leaders create, promote and monitor a positive learning environment in the school for learning improvement of all diverse students.

3. Organizational Leadership

1) Decision making: Effective school leaders utilize facts and data to make the decision conducive to vision, mission, and improvement priorities.

2) Leadership development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.

3) School management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

4) Communication: Effective school leaders use both oral and written communication skills, and importantly with electronic channels to reach school accomplishment and system goals by building and maintaining relationships with students, faculty, parents, and community.

4. Professional and Ethical Behavior

1) Professional and ethical behaviors: Effective school leaders express themselves as community leaders with personal and professional behaviors in line with quality practices in education.

Minnesota State Board Rule 3512.0500 (2008) identified k-12 principal competencies as follows:

1. Leadership: Principals demonstrate this competency by collaboratively assessing and improving culture and climate, providing purpose and direction for individuals and groups, modeling shared leadership and decision-making strategies,

understanding of issues affecting education and how education is impacted by local, state, national, and international events, formulating strategic plans and goals with staff and community through a visioning process, setting priorities in the context of stakeholder needs, serving as a spokesperson for the welfare of all learners in a multicultural context, and demonstrating the ability to facilitate and motivate others and implement change or educational reform.

2. Organizational management: Principals demonstrate the understandings of organizational systems and facilities development, planning and management and the ability to analyze need and the allocation of personnel and material resources, define and use processes for gathering, analyzing, managing and using data to plan and make decision program evaluation, plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels, develop and manage budgets and maintain accurate fiscal records, and understand and use technology as a management tool.

3. Diversity leadership: Principals demonstrate an understanding and a recognition of the significance of diversity and respond to the needs of diverse learners and the ability to adapt educational programming to the needs of diverse constituencies, create and monitor a positive learning environment for all students and working environment for all staff, and promote sensitivity of diversity throughout the school community.

4. Policy and law: Principals demonstrate an understanding of state, federal, and case law governing general education, special education, and community education, recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts, and develop, adjust and implement

policy to meet local, state, and federal requirements and constitutional provisions, standards and regulatory applications.

5. Political influence and governance: Principals demonstrate the ability to involve stakeholders in the development of educational policy and the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support, exhibit an understanding of school districts as a political system including governance models, and understand the role and coordination of social agencies and human services.

6. Communication: Principals formulate and carry out plans for internal and external communications, demonstrate facilitation skills and an understanding of conflict resolution and problem solving strategies, recognize and apply an understanding of individual and group behavior in normal and stressful situations, facilitate teamwork, make presentations that are clear and easy to understand, respond, review, and summarize information for groups, communicate appropriately for different audiences, and understand and use appropriate communication technology.

7. Community relations: Principals demonstrate the ability to build community consensus and to identify and articulate critical community issues which may impact local education, articulate organizational purpose and priorities to the community and media, request and respond to the community feedback, relate political initiatives to stakeholders including parental involvement programs, identify and interact with internal and external publics, understand and respond to the news media, promote a positive image of schools and the school district, and monitor and address perceptions about school-community issues.

8. Curriculum planning and development for the success of all learners: Principals demonstrate the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, to provide planning and methods to anticipate trends and educational implications, to develop, implement, and monitor procedures to align, sequence, and articulate curriculum and validate curricular procedures, and to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes, understandings of alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications and the urgency of global competitiveness, and principals appropriately use learning technologies.

9. Instructional management for the success of all learners: Principals demonstrate the ability to utilize data for instructional decision making, to design appropriate assessment strategies for measuring learner outcomes, to implement alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications, and to appropriately use information technology to support instruction, and an understanding of research of learning and instructional strategies, and describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at high levels.

10. Human resource management: Principals demonstrate knowledge of effective personnel recruitment, selection, and retention, the ability to select and apply appropriate models for supervision and evaluation and to apply the legal requirements for personnel selection, development, retention, and dismissal, and understandings of staff development to improve the performance of all staff members, management responsibilities to act in accordance with federal and state constitutional provisions,

statutory and case law, regulatory applications toward education, local rules, procedures and directives governing human resource management, labor relations and collective bargaining, and the administration of employee contracts, benefits, and financial accounts.

11. Values and ethics of leadership: Principals demonstrate understandings of the role of education in a democratic society and democratic value systems, ethics, and moral leadership, the ability to balance complex community demands in the best interest of learners, an understanding and application of the Minnesota Board of School Administrators Code of Ethics for Administrators, and help learners grow and develop as caring, informed citizens.

12. Judgment and problem analysis: Principals demonstrate understandings of utilizing appropriate technology in problem analysis and different leadership and decision-making strategies and model appropriately their implementation, and adaptability and conceptual flexibility, identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions, assist others in forming opinions about problems and issues, reach logical conclusions by making quality, timely decisions based on available information, and identify and give priority to significant issues.

13. Safety and security: Principals demonstrate the ability to develop and implement policies and procedures for safe and secure education environments, to formulate safety and security plans to implement security procedures, to identify areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action, and to develop plans that connect every student with a

school adult, eliminate bullying and profiling and implement recommended threat assessment procedures.

14. Instructional leadership: Principals demonstrate the ability to understand and apply school-wide literacy and numeracy systems and district-wide literacy and numeracy systems.

15. Monitor student learning: Principals the ability to create a culture that fosters a community of learners, to implement a positive and effective student management system, to develop and implement effective student discipline plans, to develop a master instructional schedule, to meet the enrichment, remediation, and special education needs of all students, and to understand and support a comprehensive program of student activities, and an understanding of student guidance systems and auxiliary services.

16. K-12 leadership: Principals demonstrate understandings of the articulation and alignment of curriculum from pre-school through grade 12, different organizational systems and structures at elementary, middle or junior high and high school levels, the characteristics of effective transitions from one level of schooling to the next, and developmental needs of children of all ages and the ability to work with children of all ages and with parents, teachers and other staff in all levels of schooling.

Ministry of Education, Malaysia (2013) revealed high impact competencies of Malaysian school leaders as follows:

1. Policy and Direction

1) Vision and purpose: School principals have a personal vision for their school and the knowledge, skill, and dispositions to develop, articulate and implement

a shared vision that is supported by the larger organization and the school community (FDoE, 2008).

2) Quality focus: This competency demonstrates the underlying to ensure that quality is not compromised within the working environment. It includes the identification and maintenance of standards to meet the needs of the organization, together with a desire for accuracy, order and safety in the workplace. It is also about encouraging and monitoring the actions of others to maintain high standards (The University of Nottingham, 2014).

3) Reasoning: This competency reflects the behaviors as finding ways forward, generating options, evaluating options by examining the positive and negative aspects if they were put into effects, anticipating effects of options on others, foreseeing others' reactions and demonstrating commonsense and initiative (Woodruffe, 1993)

4) Proactive: This competency represents a disposition toward taking action to accomplish something. This usually means that proactive people instigate an activity for some purpose. At the trait level, proactivity is people's sense of efficacy. A sense of efficacy is the disposition to see oneself as the originator of actions in one's life. People with a sense of efficacy view events in life as opportunities for taking action and see themselves as the agents who must precipitate such action. They take the first step in what is seen as a sequence of activities rather than wait for something to happen or for a situation to develop. If an obstacle to task accomplishment is encountered or even anticipated they take multiple steps to circumvent the obstacle with skills of problem solving and information seeking (Boyatzis, 1982).

2. Instructional and Achievement

1) Achievement orientation: This competency is demonstrated in behaviors of working to achieve desired policy and program outcomes. It includes setting goals and priorities to maximize the use of resources available to consistently deliver results against organizational objectives (NJIT, 2004).

2) Instructional planning and development: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments (FDoE, 2011).

3) Knowledge sharing: This competency describes the use of formal, informal, and systematic methods to impart information to others that increases organizational effectiveness (NIH, 2014).

4) Curriculum focus: The principals acquire and cultivate knowledge in curriculum and be the students of best practices, and involve directly in the design and implementation of curriculum (Marzano et al., 2005).

5) Supervisor: This competency refers to instructional supervision that coordinates and manages the school activities concerned with learning (Wiles & Bondi, 1986), and involves the teachers in the process (Smyth, 1988).

1. Managing Change and Innovation

1) Problem solving: This competency shows being able to understand a situation, issue, and problem by breaking it into smaller pieces or tracing the implications of a situation in a step-step method. Person with this competency commits to actions after identifying alternative methods that are based on logical

assumptions and information and takes into consideration resources, constraints organizational values, and changing environments (NJIT, 2004).

2) Managing change: The principals are willing to challenge and actively challenge the status quo (Marzano et al., 2005).

3) Informed decision making: The principals share leadership and decision-making authority with staff, especially teachers that can lead to student success. The principals can involve their staffs in school governance and instructional program decision (Cotton, 2003). The principals empowers others and distributes leadership when appropriate in the decision-making process (FDoE, 2011).

4) Managing school improvement: The principals, as well as staff members, keep in mind to improve the school continuously and have expectation that improvement is a permanent part of school life and act accordingly (Cotton, 2003).

5) Creativity and innovation: This competency characterizes an effort to improve performance by doing new things. It can be include the introduction of an innovative procedure unknown in the work unit or at the organization, but known elsewhere. It can also include the invention of techniques and methods, the ability to go beyond the conventional, and a willingness to try out different solutions. It is also the ability to champion innovation and encourage new ideas from employees (NJIT, 2004).

2. Resource and Operation

1) Finance management: This competency involves applying critical financial concepts and practices to establish and maintain realistic budgets (NIH, 2014).

2) Physical development: This competency relates assessing and coordinating the acquisition, use, and maintenance of facilities and space based on organizational goals, budget realities, safety and security needs according to guidance and requirement (NIH, 2014).

3) Performance management: This competency refers to sharing responsibility with individuals and groups so that they have a deep sense of commitment and ownership, including intent to foster the long-term learning or development of others, and acts to ensure others' performance in accordance with clear expectations and goals (NJIT, 2004). It also involves developing and implementing strategies that optimize performance within the organization (NIH, 2014).

4) ICT management: This competency describes school principals as becoming an ICT learner along with staff and students, using management information for school improvement, provide staff with personal access to ICT, and even developing a vision for the development and integration of ICT across the curriculum and promoting this vision within and beyond the school and also provide appropriate, sustained ICT professional development for all levels of staff (Ong & Lai, 2006).

3. People and Relationship

1) Capacity building: This competency is relevant to increasing the abilities of individuals, groups and organization to perform core functions, solve problems, define and achieve objectives, and understand and deal with their development needs in a broad context and in a sustainable manner (UNESCO, 2006). It also involves adopting the role of coach or helper. People with this competency demonstrate

feedback skills in facilitating self-development of others, give others performance feedback with the intent of stimulating improved performance, and invite subordinates to discuss performance problems (Boyatzis, 1982).

2) Communication: Effective school leaders practice two-way communications and use appropriate oral, written, and electric communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community (FDoE, 2011). Bunyajitradulya (2012) revealed that school administrators have a responsibility of creating a good communication system and understand individual and group, as well as creating the environment that teachers and staff can express their ideas freely.

3) Relationship building: A competency that people care about and build close relationships with individuals. These people see themselves as likeable and caring. They demonstrate nonverbal skills that cause people to feel cared for, and friendship-building skills and also spend time talking with subordinates and co-workers when there is no particular task requirement. They are likely to ask others what they think or feel about certain things (Boyatzis, 1982). People with this competency establish rapport and develops and maintain a network of substantive contacts and nurture those relationships (NJIT, 2004).

4) Teamwork: This competency implies the intention to work cooperatively with others, to be a part of a team, and to work together, as opposed to working separately or competitively. Teamwork and collaboration may only be considered when the subject is a member of a group of people functioning as a team, generally where he/she is not the leader. "Team" is broadly defined as any task or process-

oriented group of individuals. Working effectively in teams and/or outside the formal lines of authority to accomplish organizational goals; taking actions that respect the needs and contributions of others; contributing to and accepting consensus; subordinating own objectives to the organization or team (NJIT, 2004).

The Teachers' Council of Thailand (TCT) issued the announcement about knowledge and competency of teachers, educational institution administrators, and educational administrators according to standards of professional knowledge and experience, which identified and specified the competency of educational institution administrators (TCT, 2006) as follows:

1. Principles and procedures for educational administration

1) Can apply their knowledge of the principles and theories about educational administration in educational administration.

2) Can analyze, synthesize, and create knowledge of educational administration and management.

3) Can set the vision and goals of education.

4) Can organize administrative structure and set the roles of teachers and educational personnel appropriately.

2. Educational policy and planning

1) Can analyze data for setting educational policy.

2) Can set policy, plan operation and evaluate quality of educational management.

3) Can develop education quality development plan, aiming at the benefit and value to education, society, and environment.

4) Can implement education quality development plan.

5) Can monitor, evaluate and report the result of the implementation.

3. Academic administration

1) Can manage learning.

2) Can develop institution curriculum.

3) Can supervise learning management in the institutions.

4) Can promote research to improve quality of learning management.

4. Administrative, financial, procurement and building management

1) Can organize correspondence system efficiently.

2) Can manage budget properly and systematically.

3) Can organize resource management system in the institution efficiently.

4) Can develop physical environment to promote learning management.

5. Personnel administration

1) Can recruit efficient personnel for work.

2) Can organize personnel into their responsibilities properly.

3) Can develop teachers and educational personnel in the institutions so that they can perform their duties efficiently.

4) Can strengthen morale and encouragement for teachers and personnel in the educational institutions.

5) Can give advice and solve problems for teachers and personnel in the educational institutions.

6. Student activities administration

1) Can manage to create activities for developing learners.

2) Can manage to create service for learners.

3) Can promote special activities administration for developing learners' potential in various fields.

4) Can foster discipline, morality, ethics and unity in group

7. Educational quality assurance

1) Can develop educational institution quality development plan.

2) Can evaluate and monitor educational standards and quality of educational institutions.

3) Can produce self-evaluation reports of education institutions for supporting external assessment

8. Information technology management

1) Can use and administer information and communication technology (ICT) for education and practice appropriately.

2) Can evaluate the use of information technology for improving administration.

3) Can promote and support the use of ICT.

9. Public and community relations administration

1) Can manage to deliver information and data to students, teachers and personnel in educational institutions.

2) Can disseminate data, information and activities of educational institutions to community.

3) Can use effective strategies for public relations.

4) Can create activities for developing good relationship with community by having the goals in helping community and giving opportunity for community to participate.

5) Can mobilize local resources and intellect to promote educational management.

10. Morality and ethics for educational institution administrators

- 1) Be leaders who are moral, ethical, and good-modeling.
- 2) Comply with professional ethics of educational administrators.
- 3) Promote and develop associates to have morality and ethics as appropriate.

Ministry of Education, Youth and Sport suggested competency standards for directors of teacher training centers (TTC) that consists of six domains (MoEYS, 2010). However, these competency standards are not for school administrators. Therefore the researcher does not use this framework in the study, just only include it in the synthesis. The six domains of competency standards are as follows:

1. Leadership: This domain allows management team to engage the school community in developing and maintain a student-centered vision for education which forms the basis for a school development plan and guides the preparation of future teachers as effective, lifelong learners.

1) Planning establishment: TTC directors can develop vision and mission of the institution, design the institutional development plan, assess the progress on plan and update plan, plan actions for capacity building of education staff, improve the institutional development plan, and develop a plan for each unit and annual educational technology.

2) Community linkage: This sub-dimension involves TTC directors with various communities for participation and the TTC directors announce them about the guidelines of ministry and teacher training centers.

3) Motivation: TTC directors motivate the staff and teacher trainees for various purposes – to achieve all agreed goals and objectives, to develop their ability and to accept ownership of the institution improvement plan, and to promote to higher positions and base allowances on performance.

2. Administration: TTC management team encourages the success of all trainees by ensuring that the management of the institution, the operations and assignment of resources, lead to a safe, orderly and clean learning environment and that community service by students continues in maintaining the campus.

1) Regularity of work: TTC directors prepare formal letters of performance assessment and time management on the activity performance.

2) Announcement: TTC directors announce the necessary information to staff and teacher trainees and introduce the main points of the yearly calendar.

3. Academic activities: the management team, trainers and education staff have responsibility to ensure that new methodologies are implemented to improve the quality and effectiveness of teaching and learning.

1) Performance activities: TTC directors manage performance activities, record time table activities for trainees, complete and post annual academic calendar, and enhance research assignments for teacher trainers, trainees and educational staffs.

2) Monitoring and assessment: TTC directors follow up the attendance and timelines of educational staff and trainers, check the teacher training curriculum, monitor of the each subject curricula, check the lesson plans prepared by trainers, assess the effort and energy put into teaching by trainers, and involve actively teacher trainees, and review information and communication technology (ICT) use and the integration into teaching in each classroom.

4. Staff professional development: This domain describes the characteristics or behaviors of the TTC directors in the form of collaborating with a technical advisory council, trainers and staff to plan and implement professional development that promotes both individual and organizational growth and leads to improved teaching and learning.

1) Establishment professional development planning: TTC directors can plan the inspection of classroom, individual learning plan (ILP) for each teacher trainer, and individual learning plan of education staff linked to institutional development plan.

2) Planning performance: TTC directors review annual performance of trainers by subject head / academic head and annual performance of academic and administrative heads, and review the plans for staff competency development in each subject area and in teaching methodologies

5. Facilities: In this domain the management team of teacher training centers relates with and involves the internal and external community to manage the facilities and services, monitor progress in achieving goals based on the institutional development plan, and foster the step by step improvement of all physical aspects of the institution. The teacher training centers are a model training environment that affects trainee attitudes on the production and use of teaching materials.

1) Management of furnishings and teaching-learning equipment: The directors of teacher training centers are responsible for maintenance and cleanliness of furnishings such as classrooms, lab, staff office, meeting, etc. and teaching-learning equipment such as computers, experimental materials, etc.

2) Environment: The directors are in charge of buildings maintenance and planning and maintaining an attractive, high standard of grounds in teacher training centers.

3) Services and safety: The directors conduct safety and security review of all facilities and equipment and check and assess site services.

6. Professional ethics: In this dimension, directors of teacher training centers display characteristics which inspire and motivate their educational staff to perform their duties with enthusiasm in the best interests of the institution. Directors must be aware that their words can influence their subordinates, their community and people throughout the country and be cautious then they speak.

1) Fair and equitable treatment: The directors treat fairly and equitably and give attention to education staff in order to develop the educational institution and the Nation as a whole.

2) Justice, honesty and transparency: The directors perform their duties with justice, honesty and transparency with all colleagues or educational staff and other members of the community.

Since there is no a competency framework for Cambodian school directors in secondary general education (i.e., there is only the competency framework for directors of teacher training centers) and the researcher intends to produce the framework derived from several contexts including international and ASEAN, which their quality of education are higher, for the purpose of competitiveness, the researcher utilizes the framework resulting from the synthesis. The synthesis is displayed in the Table 2.3.

Table 2.3 Synthesis of competency of school directors

Competency	Authors						
	MoE Malaysia (2013)	Marzano et al. (2005)	Cotton (2003)	Minnesota (2008)	FDoe (2011)	TCT (2006)	MoEYS (2010)
1. Policy and Direction							
Vision and purpose	✓	✓	✓	✓	✓	✓	✓
Quality focus	✓					✓	
Reasoning/Strategic thinking	✓					✓	✓
Proactive	✓						
Ideals and beliefs		✓	✓				
2. Instructional and Achievement							
Achievement orientation	✓	✓	✓	✓	✓		
Knowledge in curriculum, instruction, and assessment	✓	✓	✓	✓	✓	✓	✓
Knowledge sharing	✓	✓	✓				
Involvement in curriculum, instruction, and assessment	✓	✓	✓	✓	✓	✓	✓
Supervisor						✓	✓
Discipline		✓	✓				
Monitoring/Evaluating		✓	✓	✓	✓		
Diversity leadership				✓	✓		
K-12 leadership				✓			
3. Managing Change and Innovation							
Managing change	✓	✓	✓				
Problem solving				✓		✓	
Informed decision making	✓	✓	✓	✓	✓		
Managing school improvement	✓	✓	✓		✓		
Creativity and innovation	✓	✓					
Flexibility		✓	✓	✓			
Situational awareness		✓		✓			
4. Resource and Operation							
Finance management	✓			✓	✓	✓	
Physical development	✓	✓	✓	✓	✓	✓	✓
Performance management	✓	✓	✓	✓	✓	✓	✓
ICT management	✓			✓	✓	✓	✓
Human resource management				✓	✓	✓	✓
5. People and Relationship							
Capacity building	✓	✓	✓	✓	✓		✓
Communication	✓	✓	✓	✓	✓	✓	
Relationship building	✓	✓	✓	✓	✓	✓	✓
Teamwork	✓			✓			
Culture		✓	✓	✓	✓		
6. Morality, Values and Ethics of Leadership							
Professional/Leadership ethics				✓	✓	✓	✓

After the synthesis of competency of secondary school administrators there are 6 competency dimensions and 32 competency sub-dimensions which are initially used as a first draft of research conceptual framework. Then the researcher conceptualizes such framework with experts in Cambodia to finally obtain the suitable research conceptual framework for Cambodian secondary school administrators.

Competency Development of School Directors

Competency development of school directors highlights competency development cycle, competency development, competency development activities, and competency development guidelines. Such contents are reported in the following sections.

Competency Development Lifecycle

The application of competency concepts for developing teachers and educational personnel concepts determined competency development lifecycle (Chuanwan, 2009) in the figure 2.3.

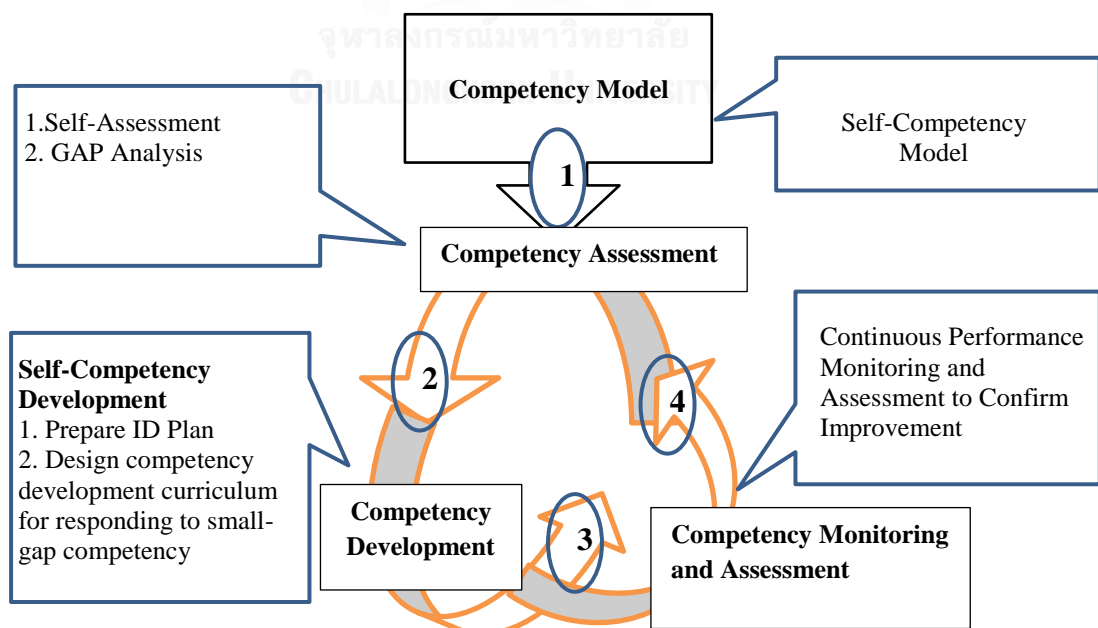


Figure 2.3 Competency development lifecycle

Source: Chuanwan (2009, p. 54)

From the figure above competency development system consists of three steps: (1) competency model, (2) competency assessment, and (3) competency development. It conveys the meaning that competency development requires two preceding steps including:

1. Competency model allows the organizations or educational institutions to create a model for developing competency of personnel in specific positions. It requires a look at the responsibilities of that position and behaviors which should be possessed for the position. For example, school administrators should possess the behaviors demonstrated as instructional leadership. Shermon (2004) suggested three stages in developing a competency model – data gathering and preparation consist of studying identified jobs, identifying major categories of skills, and identifying probable competencies, data analysis is comprised of reviewing list of probable competencies, constructing competency definitions, and assigning proficiency levels, and validation encompasses content validation session, reinforcement of proficiency of critical competencies, and refinement of competency definitions if necessary.

2. Competency assessment required the review of competencies in the model which are already standardized and should be developed in order to meet the needs of the organization or educational institution.

Davies and Ellison (1997) described competency development process as follows:

1. Competency assessment: there should be assessing and identifying various levels of competency – organization, team, and individual levels. The tools can be the record of development or development tree model used in teamwork competency development starting from training and development planning, course construction,

orientation, performance management, competency management, and learning-support system construction.

2. Competency development planning: depending on individual competencies by transforming vision of the organization to operational plan and identifying job category, objectives and individual competencies consisting of skills and knowledge via knowledge management. Competency development planning can be short-term and long-term.

3. Plan implementation: bringing the ready-made competency development plan into actions.

4. Monitoring and evaluation: monitoring and evaluating whether the implementation are processed according to the plan and the occurrence of challenges.

Competency Development

As mentioned in competency development lifecycle, competency development is the next step of two preceding steps – competency model and competency assessment. Importantly to be effective the competency development is equipped with training. Wittayapaan (2009) described the process of competency-based training system as follows:

1. Analysis of vision, mission, core values and strategy is identify core competency which all employees or educational personnel must possess at the level the organization or educational institution expects, by producing competency model for all positions both in present and future necessarily to possess so as to meet the expected performance.

2. Identification of competency name, definition, proficiency level and behavioral indicator that reflect the levels of each competency and core competency and its details should be accepted by all members of the organization.

3. Competency job mapping is the identification of proficiency levels of core competency for all positions and proficiency levels.

4. Gap analysis is the difference between present and desirable competency levels of employees and the organization can know the competencies of any employee with the gap scores lower zero should be developed in order to meet the job expectation. This is the reason why competency development is important.

Competency Development Activities

To support competency-based training system, competency development activities are on the line. Shermon (2004) revealed that competency development activities tend to identify individual and group developmental needs and problems including issues of concern and the members' need to help each other to identify solutions, select the resources necessary to achieve success in such problem solving situations. Wittayapaan (2009) suggested 14 competency development activities as follows:

1. Self-development Plan: individuals are developed through given programs such as reading books, participating in training and activities, doing assigned tasks, and position rotation.

2. Development center: is a center in the organization that develops employees by using experiment and observation over the training participants.

3. Self-study: consists of many ways such as reading books, surfing the Net and videos.

4. Buddy-working: a employee works with his/her colleague in developing competency of each other.

5. On-the-Job Training (OJT): supervisor teaches his/her followers on the job or tasks directly so that the followers can do the assigned tasks.

6. On-the-Job Coaching: is similar to OJT, but the difference is that supervisor focuses on developing the disadvantages and feedback to the performance of the followers rather than only teaching on the job.

7. On-the-Job Experience (OJE): the assignment of the tasks to employees who bring their knowledge and skills learned from training and coaching of supervisors into practice in the job.

8. Developmental job assignment: is assigning jobs to the employees by using experts to teach the employees for developing each competency.

9. Development career path: is a kind of transferring, rotating, or promoting employees to new or higher positions as stated in the policy of development career path.

10. Active participation: employees actively participate in activities or projects provided by the organization in order to develop their competencies.

11. External development activities: employees participate in external activities such as being members of clubs.

12. Training or seminar: employees participate in trainings or seminars regarding the subject matter developing their competencies by inviting academic or experts to design the courses which match the needs of the organization,

13. Learning from experts: employees develop their competencies through learning from experts in the forms of mentoring and coaching.

14. Computer and interactive video-assisted training: employees are involved in training conducted by using computer and interactive videos and they respond to the situation in the videos which can develop their competencies or behaviors effectively.

Competency Development Guidelines

Bringing competency development concepts into application in the organizations or especially educational institutions is important to construct guidelines of competency development for directing the excellence practice. Sompongtaam (2007) suggested guidelines of competency development as follows:

1. Achievement Motivation

Achievement motivation is a guideline for developing behaviors focusing on achievement and consists of two elements – motivation and need for achievement. Motivation can occur through expectancy theory and hierarchical needs, and need for achievement is characterized as needing to have responsibilities, focusing on achievement, setting high standards, needing feedback, and being satisfied with work pressure.

2. Service Mind

Service mind consists of two factors – total quality management (TQM) and good service. Total quality management is objective to create customer satisfaction, job involvement and continuous improvement. Good service is matched with needs, satisfied in communication, and continuous coordination.

3. Self-development

Achievement motivation results in self-development and self-development produces mastery personal and professional. Strategic self-development is comprised of SWOT analysis, setting of vision, mission, goals, values, strategies, project programs, and implementation, control and assessment of self-development.

4. Teamwork

The characteristics of teamwork are trust, caring, respect, and team goals.

To sum up, competency development of school administrators is derived from the concepts of competency and the educational institutions can transform the concepts into practice following the competency development process and system which consist of competency development lifecycle, competency development activities, and competency development guidelines.

Secondary Education in Cambodia

In this section secondary education in Cambodia addresses Cambodian education system, administrative structure, secondary schools, ASEAN policy on competencies of educational personnel, and policy on human resource in education sector.

Cambodian Education System

The Cambodian education system is a complete one, from pre-school (3 years), primary school (6 years), lower secondary school (3 years), upper secondary school (3 years) and tertiary education (4-7 years). The new constitution promulgates a compulsory education for nine years and a guaranteed quality education for all Cambodians (SEAMEO Secretariat, n.d.).

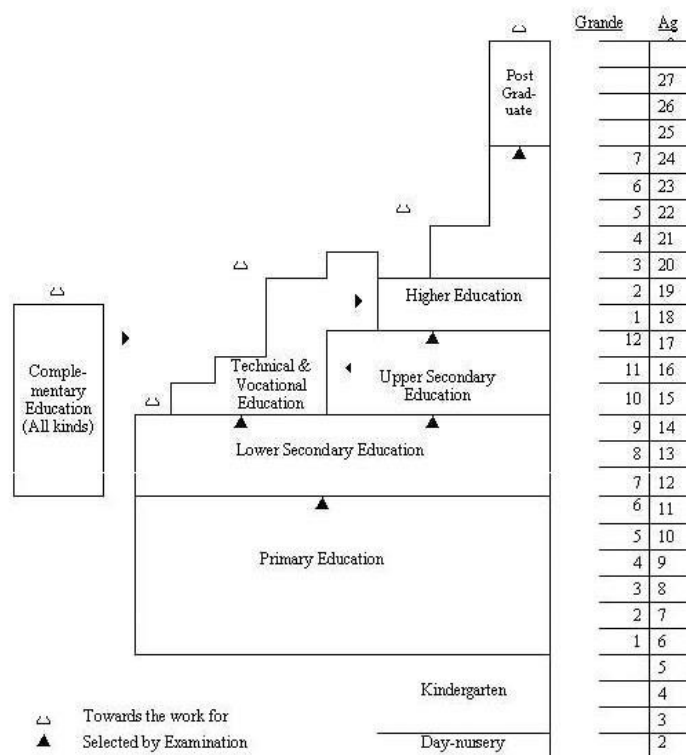


Figure 2.4 Cambodian educational system

Source: SEAMEO Secretariat (n.d.)

Administrative Structure

The educational system is primarily defined by an overall governance structure. The educational system is heavily decentralized with three levels of governance responsible for its management (SEAMEO Secretariat, n.d.). Ministry of Education, Youth and Sport is at the central level, and the other two are provincial and district administration and the three-leveled administrators have the responsibilities as follows (UNESCO, 2008):

1. Ministry of Education, Youth and Sport (MoEYS): is at the highest level of government in terms of governing, delivering, monitoring and deciding educational services/issues. In terms of secondary education, the General Secondary Education Department (GSED) of MoEYS fulfills its role through its specialized departments, provincial departments of education, district offices of education, and research and

training centers. The GSED also has several technical offices to oversee the smooth flow and function of secondary education.

2. Provincial Departments of Education: act as the MoEYS secretariat and are responsible for the following tasks: (1) to support the Ministry in implementing education policies, (2) to provide reports of all implemented activities, (3) to prepare and submit plans for further development of secondary education, such as school renovation/construction, (4) to provide statistics and indicators of schools, staff and students, (5) to manage educational staff issues and deployment within the province and (6) to provide technical support in teaching, preparing materials and effecting inspections. The General Secondary Office of the Department plays a role in bridging secondary education schools and the General Secondary Education Department at the ministry level.

3. District Offices of Education: are technical implementing bodies. Their main role is to make sure that education policy and strategy intervention are implemented at the school level. Staff members at the district levels coordinate the flow and delivery of education from national and provincial levels to the school level. As concerns secondary education, the District Office of Education is responsible mainly for administrative issues and the coordination of work.

Schools also play very important roles, especially in making school development plans and school annual plans. These roles reflect the country's decentralization reform in education (UNESCO, 2008).

The organizational chart of the Ministry of Education, Youth and Sport is displayed in Figure 2.5.

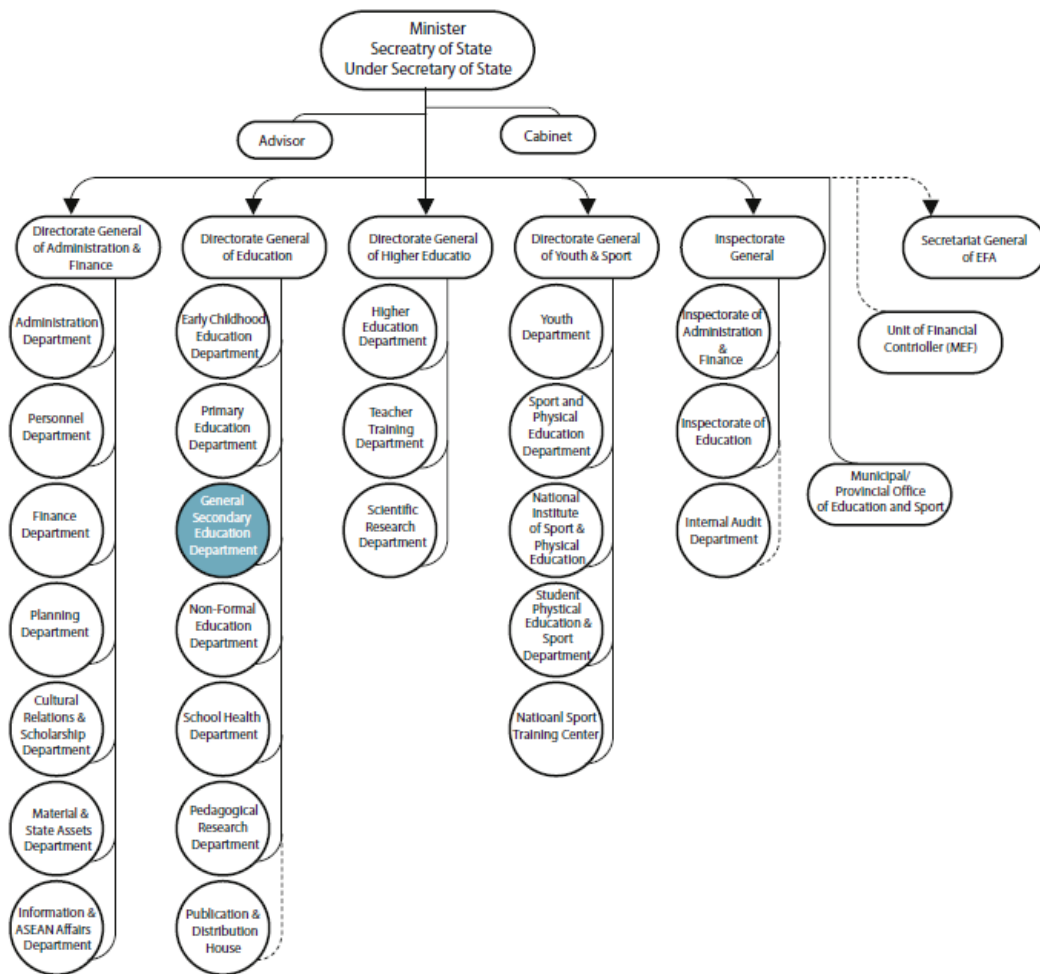


Figure 2.5 Organizational chart of MoEYS

Source: UNESCO (2008, p.6)

Secondary Schools

The number of lower secondary schools and upper secondary schools increased. 50% of lower secondary schools have been upgraded to upper secondary school status. All upper secondary school principals and some lower secondary school principals have participated in leadership and management training. Technical group leaders of secondary education resource center and its networks received training on curriculum standards. The Child Friendly School Policy has been implemented in 823 (50.74%) lower secondary schools (MoEYS, [Online]).

In terms of quality, students graduating from grade 12 need improved and relevant knowledge and skills for technical, vocational, and higher education. Teaching style currently characterized by formal lecturing, copying, recitation and memorization will be shifted to encourage thinking and reasoning skills; teacher standards will be implemented to better monitor, appraise and develop teacher performance schools (MoEYS, [Online]).

In brief, the increasing number of secondary schools and the frequent trainings of secondary school principals are noticeable. In the meantime, teaching style is currently changing while secondary school students need to be equipped with knowledge and skills for technical, vocational, and higher education.

ASEAN Policy on Competencies of Educational Personnel

The policy of ASEAN on human resources also supports its educational personnel with a performance system which includes competencies and expected behaviors (ASEAN, 2014a). Under ASEAN Mutual Recognition Arrangement Framework on Accountancy Services, article 3 expresses the agreement of all members that educational requirements in the host country should be met and seeking to demonstrate competencies to get the satisfactory result of knowledge (ASEAN, 2014b).

It is clearly noted that competency is also supported by ASEAN policy, which can develop its educational personnel to a superior performance through a system of increasing performance and expected behaviors.

Policy on Human Resource in Education Sector

Ministry of Education, Youth and Sport issued a policy on human resource in education sector as follows (MoEYS, 2012):

Vision

The vision of the policy is to transform the HR (in MoEYS) to be more competent, effective, efficient and reliable in the provision of and support educational services contributing to the capacity development of individuals and institutions.

Goal

The goal of the policy is to equip the HR with highly professional skills, more accountable, more responsive and they are efficiently and equitably used in response to the needs.

Objectives

To achieve the above vision and goal, the main objectives of the Policy on Human Resource in Education Sector are as follows:

1. To enhance the effectiveness of HR management in education sector.
2. To rationalize the processes of management, development and utilization of HR in education sector.
3. To develop/build capacity of individuals, organizations and institutions in the education sector.
4. To strengthen the code of conducts and work discipline of educational personnel.

Strategies

To accomplish the above goal and objectives, the key strategies are as follows:

1. Legislative Instruments and Mechanisms to Implement the Policy on HR in Education Sector developed
 - 1) Review, amend and develop new legislative instruments related to the Policy on HR in Education Sector.

2) Develop (necessary) mechanisms to disseminate, carry out, support, monitor and evaluate the implementation of the Policy on HR in Education Sector.

3) Develop specific action plans and detailed programs to implement the Policy on HR in Education Sector.

2. HR development planning strengthened and modernized

1) Improve the system effectiveness of the collection, management and data analysis of HR.

2) Develop plans, conduct need analysis and supply of educational personnel.

3) Strengthen and encourage the development of scientific workforce planning in educational entities and institutions.

4) Improve good cooperation between the data producing organizations.

5) Improve the educational personnel arrangement: place them in the right place, at the right time, match the right skills, match with job description (JD)/ job specification (JS), meet the needs and priorities.

3. (HR) training and professional development quality enhanced

1) Develop career paths for educational personnel.

2) Modernize the pre-service training programs.

3) Define the minimum recruitment conditions for the contracted workers, contracted teachers, and community teachers.

4) Improve the (HR) capacity to analyze and evaluate the supply and recruitment needs of educational personnel.

5) Define the working framework/conditions to ensure professional development of educational personnel.

4. Effective (HR) management and leadership enhanced

1) Establish standards of monitoring and evaluation systems for the work performed by educational personnel.

2) Encourage the use of the evaluation results on work performed by educational personnel.

3) Strengthen the recruiting/selecting, training (in/on-service) and maintaining procedures of outstanding educational personnel.

4) Enhance the effective management and utilization of educational personnel.

5) Allocate and transfer (work place) educational personnel followed the norms and principles sets.

6) Audit the utilization of staffing/cadre (of educational personnel) in educational institutions.

5. Principles to ensure best performance of educational personnel set

1) Ensure the principles on incentive: salaries, remuneration, allowance and other benefits.

2) Enforce the implementation of the Law on Common Statute of the Civil Servants.

3) Encourage the implementation and utilization of educational personnel management systems.

4) Enhance work place comfort and safety for educational personnel.

5) Improve value, dignity and professional code of conducts of educational personnel.

Action plan

To achieve the above strategies attention shall be paid to the following activities:

1. Development of policy implemented mechanism

Strengthening the in-place mechanisms to foster the implementation, monitoring, evaluation and making recommendation to improve the Policy on HR in Education Sector: at national level, the Department of Personnel in close collaboration with other relevant institutions/organizations, works as a secretariat of MoEYS and is in charge of implementing, facilitating, monitoring and evaluating, and making recommendations on the Policy on HR in Education Sector. At sub-national levels, heads of educational organization, institution and schools are in charge of facilitating, following up, monitoring and evaluating, and implementing the Policy on HR in Education Sector.

2. Setting up the legal framework

1) An in-place educational administrative structure (national and sub-national levels) is used. If necessary the roles and responsibilities (of the persons) are added or the new committees are to be established by the MoEYS decisions.

2) The committees have to review, amend or develop exiting/new legislative instruments to ensure success implementation of the Policy on HR in Education Sector including the development of the training materials or tools.

3. Financial support

The government budget allocated for MoEYS and financial supports from other sources shall be used to support the implementation of the Policy on HR in Education Sector at national and subnational levels.

4. HR development

To ensure an effective implementation of the Policy on HR in Education Sector, attention shall be paid to the development of training materials/tools aiming at supporting the management and development of HR to reach the national, regional and global standards and to build the capacity of the following HR (target groups):

1) Educational managers at national and sub-national levels (the capacity building shall be focusing): on knowledge, skills and capacities related to leadership, supervision/monitoring, and evaluation of the utilization, management and development of HR.

2) Educational planners: on knowledge, skills and capacities related to the development of workforce planning, staff data analysis, and demand for and supply of staff.

3) HR developers/ trainers: on knowledge, skills and capacities related to job analysis, need analysis, prioritized target groups to be trained (based on organizational needs), and the systematic and modes of the training deliveries.

4) All educational personnel: on knowledge related to Policy on HR in Education Sector and the benefits gained from the implementation of this policy.

5. Project implementation

To ensure effective and successful implementation of Policy on HR in Education Sector, attention shall be paid to the following aspects:

1) Consultation with key stakeholders on the development of the Master Plan on HR Management and Development. This plan is to harmonize financial supports, rationalization of educational personnel management and development, institution

development, decentralization and deconcentration implementation, and the effectiveness of this policy implementation.

2) The alignment between the Policy on HR in Education Sector with the policies, programs and strategies of the RGC/MoEYS.

3) The review and evaluation of the effectiveness and recommendations on the improvement of the implementation of the Policy on HR in Education Sector.

4) The development of short and medium term Action Plans and Operational Plans to implement the Policy on HR in Education Sector including: Using all means to widely disseminate the Policy on HR in Education Sector to all education institutions/organizations and relevant stakeholders, developing detailed guidelines, amending and rectifying new legislative instruments related to this policy, updating, perfecting and modernizing the data and workforce planning, and developing and updating job description and job specification (JD & JS) for all types of positions of educational personnel.

Monitoring and evaluation

To ensure successful implementation of the Policy on HR in Education Sector, it requires an establishment of the following up, reviewing, monitoring and evaluating systems at both national and sub-national levels. The work shall be participated by representatives of all institutions / organizations with the focus on targets and indicators on HR management and development as set in the National Strategic Development Plan (NSDP) and Education Strategic Plan (ESP), targets and strategies of the Master Plan or Action Plans to implement the Policy on HR in Education Sector, achievement against the targets sets and the defined standards, participation of benefit gained, and impact on all educational stakeholders in terms of implementing

this policy, and conducting inspection or auditing the work performed by educational managers in relation to the effectiveness of the implementation of this policy.

In summary, policy on human resources of MoEYS also supports and strengthens the competency development of educational personnel including school directors, and describes more specifically in the fourth strategy which focuses on the human resource management and leadership enhancement. The policy is supported by the action plan with monitoring and evaluation for the results of the implementation.

Related Research and Studies

Cavazos and Ovando (2012) conducted a study on important competencies for the selection of effective school leaders: principals' perceptions using 21 responsibilities of the school leader of Marzano et al. (2005) and found that all competencies appear to be important, only few principals view "contingent rewards" and "optimizer" as not important. And, communication competency (mean = 4.85), or establishing strong lines of communication with and among teachers and students is the most important one; Visibility (having quality contact with teachers and students) is the second highest mean (4.82); the third highest means were culture (fostering shared beliefs and a sense of community and cooperation); focus (establishing clear goals and keeping those goals in the forefront of the school's attention); and involvement in curriculum, instruction, and assessment (being directly involved in the design and the implementation of curriculum, instruction and assessment practices), had a mean value of 4.73, while the competency of contingent reward, or the principal's ability to recognize and reward individual accomplishments, was the least important (mean = 4.41). The means of all 21 competencies were between agree (4.0) and strongly agree (5.0).

Verbeke (2014) studied on competencies for leadership role in educational development by using Delphi technique and the four-round Delphi study identified 66 competencies as a cluster of knowledge, skills, abilities and values required for an educational development leadership role; and there were additional 8 competencies: (1) experience in a teaching and learning center or higher education administrative role, (2) Ability to advance or enhance the culture around teaching and learning, (3) Experience working in a specific context (e.g., healthcare, STEM), (4) Responsibility or input into policies around teaching and learning, (5) Allocation of resources for teaching and learning initiatives, (6) Managing the daily operations of the unit, (7) Ability to grow the center's repertoire and/or services, and (8) Other, institution-specific duties.

Marshall (1999) researched on public school administrator competencies: a comparison of the perceptions of stakeholders in Alabama by using the six Interstate School Leaders Licensure Consortium (ISLLC) standards for educational administrators: vision, school culture, management, collaboration/community, ethics, and politics as a conceptual framework and the study revealed that stakeholders treat ethics as the most important competency for school administrators; school culture is the next, followed by vision, management, collaboration, and political context. Teachers and parents put current technologies that support management functions as more important than did educational leadership professor.

Peterson (2012) studied on principal perceptions of the relevancy of the K-12 Minnesota principal competencies by using the 16 Minnesota K-12 Principal Competencies: leadership, organizational management, diversity leadership, policy and law, political influences and governance, communication, community relations,

curriculum planning and development for the success of all learners, instructional management for the success of all learners, human resource management, values and ethics of leadership, judgment and problem analysis, safety and security, instructional leadership, monitor student learning, and K-12 leadership as a framework for the study and found that the relevancy between the Minnesota K-12 Principal Competencies and their work as principals is close alignment; in other words, principals' day-to-day practicing work is highly associated with the 16 Competencies mentioned. The competency of communication is considered as essential skills among all.

Moody (2007) explored a study on superintendents' perceptions of the competencies of newly hired principals by utilizing the six Interstate School Leaders Licensure Consortium (ISLLC) standards for educational administrators as a conceptual framework and the study showed that newly hired principals view vision, school and community cultural awareness, and collaboration as the common traits of experience, while the greatest problematic competencies with most prominent being inexperience were both school and community culture in a lack of understanding. Newly hired principals practiced most often in the competency of ethics; however, they were least competent in the politics competency concerning education. The study also revealed that the most significant key factor to increase competency and success was experience in a previous administrative role.

Intarasopa (2012) conducted a study on development of instructional leadership competencies of small-sized school administrators and found that instructional leadership competencies of small-sized school administrators for both present and desirable situations were high in overall. Among 14 competency

dimensions and 35 competencies, there were 4 competency dimensions and 10 competencies with high need: (1) resource administration for instruction, (2) curriculum development, (3) research for developing learning quality, and (4) supervision and assessment. And there were 44 guidelines for developing instructional leadership competencies which are appropriate, possible and practical.

Pothikul (2009) studied on competency of school administrators under Suphan Buri Educational Service Area Office 2 based on professional standard of the Secretariat Office of the Teachers' Council of Thailand and the study expressed that in overall the mean was at 3.77 of the competency and each aspect was between 3.66 – 4.02 mean, the competency of virtues and ethics was the highest mean, while the academic administration was the lowest. The others sorted from high to low mean: principles and process in educational administration, student affair administration, educational quality assurance, educational planning, public and community relations administration, information and communication technology administration, management, business affairs, finance, supplies and building and environmental administrations, personnel administration and academic administration. The competency in overall and each aspect classified by school sizes was different - the competency of large-sized school administrators, the competency of medium-sized school administrators, and the competency of small-sized school administrators, sorted from highest to lowest mean.

Srichanvaing (2010) studied on the competency of the secondary school administrators under the office of Udon Thani educational service area and found that the competency of the secondary school administrators perceived by teachers classified by school size was at high level both as a whole and each aspects; and was

different as a whole and each aspect: special large, large, medium, and small schools, and the competency of achievement orientation, good service, self-development, teamwork, and morality and ethics.

Jangaew (2008) studied on competency development in accordance with standards of professional knowledge and experience of educational institution administrators in Aumphur Huaithaleang under Jurisdiction of the Office of Nakhon Rathchasi Educational Service Area 2 and found that there were the development plan for education and educational management by using principles of participation and responsiveness to local needs, supervision, knowledge management with various methods, promoting and supporting curricular development training, developing potential of personnel, classroom action research, management of resources, budget, learning sources, student activities, quality assurance, information technology, and effective public relations, the use of good governance principles in personnel, budget, academic, and general management, and leadership and good modeling in the morality and ethics. In addition, there were 10 guidelines for developing competency of educational institution administrators: (1) Building awareness, spirit, faith, participation, leadership and networks of the organization, (2) training, conducting seminar on potential development, and enhancing research continuously in various designs and practices, (3) allocating finance and resources in order to promote lifelong and sustainable learning development, (4) using good governance principles in management of education and educational institution and even resources, (5) Decentralizing educational administration to educational institutions in realistic, (6) Developing and improving student development special activities and student supporting system to be effective, (7) building educational quality assurance in order

to develop education and work team strongly, (8) supervising, controlling, and monitoring continuously the management of information technology, (9) publicizing proactively and reactively with the support from local administrative organizations, and community, and (10) having leadership, discipline, professional ethics, and good model in morality and ethics.

Sattasathuchana (2006) studied on school administration competency as perceived by school administrators in schools under the Office of the Basic Education Commission, Educational Inspection Region Six by using conceptual framework of standards of professional knowledge and experience of Teachers' Council of Thailand (2006) consisting of 10 aspects—principles and procedures for educational administration, educational policy and planning, academic administration, administrative, financial, procurement and building management, personnel management, student activities management, educational quality assurance, information technology management, public and community relations administration, and morality and ethics for educational institution administrators, and found school administration competency levels in overall were high and competency of morality and ethics for education institution administrators was the highest, while competency of personnel management was the lowest. The level of school administration competency in Suphanburi compared to Ratchaburi province was different but not different in comparison with other provinces.

Booncherdchoo (2009) studied on the development of a model of school administrators' competency development in accordance with education professional standards and found that the school administrators' competency in accordance with education professional standards consists of 20 items with 101 behavioral

characteristics, the characteristics of the model is an integrated development model for developing administrators' competency development focusing on the academic affair administration competence, the management as quality assurance competence, the operation management competence, the change management competence, and the knowledge management in organization competence, and the experts agreed that the model developed was suitable at the highest level with mean values of 4.57 – 4.86, was probable at a high to highest level with mean values of 4.29 – 4.86.

Donprasit (2009) conducted a study on the development of a competency development system of basic education institution principals and found that the competency development system for basic education institution principals consists of input factor with 4 sub-components of the principle of competency development, objective, people-related in development, and development budget, process factor with 4 sub-components of preparation, pre-evaluation, implementation phase of development, and post evaluation, output with reporting the development result, feedback with analyzing the development result, and environment factor with 4 sub-components of economics, technology, social political, and political. The system development examined by experts showed that the mean value was 4.16 and the standard deviation was 0.37.

CHAPTER 3

RESEARCH METHODOLOGY

This study is a descriptive research aiming to study the competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia that consists of three main objectives including:

1) To study the competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia

2) To determine the present and desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia

3) To develop guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia

This study employed the concept of problem solving process (Becroft, Duffy, & Moran, 2003) as follows:

1) Defining problems: The researcher conducted the interview with five Cambodian experts specializing in competency in the field of education to identify the competencies needed by Cambodian secondary school directors and utilized needs assessment based on modified priority needs index (PNI_{modified}) to define the problems. The problems are the competencies that have the priority need to be developed. The competency with higher value of PNI_{modified} than average value of PNI_{modified} is considered as prioritized to be developed.

2) Generating alternative solutions: The researcher ordered the competencies considered as prioritized to be developed in the first stage according to the value of PNI_{modified} from the highest to the lowest values and then used open-ended questions in the questionnaire for obtaining recommendations of the respondents. Thus, the researcher can draft the guidelines for developing competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

3) Evaluating and selecting on the solution: In order to develop guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the researcher verified the draft of the guidelines for developing competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport through interviewing with academics, educational leaders, and a school director.

4) Implementing and making a follow-up on the solution: This step is not applied in this study.

Research methodology for this study is processed in three main phases to respond to the research objectives of the study. The first phase was studying the competency dimensions and sub-dimensions of school directors. The second phase was determining the present and desirable competency levels of school directors. The third and final phase was developing guidelines for the competency development of school directors.

Phase 1: Studying the competency dimensions and sub-dimensions

In this phase, the researcher reviewed and synthesized the literature on competency from various sources to draft a research conceptual framework. The competency literature used as the draft of research conceptual framework for this study included Cotton (2003), Marzano et al. (2005), Florida Department of Education (2008), Minnesota State Board Rule 3215.0500 (2008), Ministry of Education (2013), The Teachers' Council of Thailand (2006), and Ministry of Education, Youth and Sport (2010). The synthesis of competency of secondary school directors from seven sources resulted in 6 competency dimensions and 32 sub-dimensions as follows:

Dimension 1: Policy and direction

- 1.1 Vision and purpose
- 1.2 Quality focus
- 1.3 Strategic thinking
- 1.4 Proactive
- 1.5 Ideals and beliefs

Dimension 2: Instructional and achievement

- 2.1 Achievement orientation
- 2.2 Knowledge of curriculum, instruction, and assessment
- 2.3 Knowledge sharing
- 2.4 Involvement in curriculum, instruction, and assessment
- 2.5 Supervisor
- 2.6 Discipline
- 2.7 Monitoring and evaluating

2.8 Diversity leadership

2.9 K-12 leadership

Dimension 3: Managing change and innovation

3.1 Problem solving

3.2 Managing change

3.3 Informed decision making

3.4 Managing school improvement

3.5 Creativity and innovation

3.6 Flexibility

3.7 Situational awareness

Dimension 4: Resource and operation

4.1 Finance management

4.2 Physical development

4.3 Performance management

4.4 ICT management

4.5 Human resource management

Dimension 5: People and relationship

5.1 Capacity building

5.2 Communication

5.3 Relationship building

5.4 Teamwork

5.5 Culture

Dimension 6: Morality, values, and ethics of leadership

6.1 Professional and leadership ethics

This research conceptual framework was verified by experts using a semi-structured interview. Five Cambodian experts were selected for the individual interview using purposive sampling technique, with the criteria of specialization in human resource management and/or development, or specifically competency in the field of education.

Phase 2: Determining the present and desirable competency levels

In this phase, after obtaining the results of research objective 1 that explore competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, a final research conceptual framework was identified and utilized for responding to research objective 2 and 3.

Population and Sample Population

The sample population for this study included all secondary public schools under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, accounted for 66 schools.

The respondents consisted of 66 school directors and 5,629 teachers in academic year 2013-2014.

The sample size of 436 respondents comprising 66 school directors and 370 teachers was determined using the table of Yamane (1973, p. 1088). Stratified random sampling was used to select the sample population of the study.

The following are the formula for calculating the sample size of teacher in each district and the teacher samples in each district are presented in Table 3.1.

Sample size in each district = number of public secondary schools in each district / total number of public secondary schools in Phnom Penh X Sample

Therefore,

$$\begin{aligned} \text{Sample size in each district} &= \frac{1,136}{5,629} \times 370 \\ &= 0.20 \times 370 \\ &= 74.67 \end{aligned}$$

Table 3.1 Population and sample size of teachers classified by districts

District	Teacher Population	Sample
Chamkamon	1136	75
Daun Penh	763	50
Mean Chey	668	44
7 January	297	19
Russey Keo	571	38
Sen Sok	448	29
Toul Kork	894	59
Dangkao	346	23
Po Sen Chey	506	33
Total	5,629	370

Research Instrument

A quantitative method was employed, through a descriptive survey. Surveys allow researchers to remain objective in the study (Leedy & Ormrod, 2005). The research instrument in this phase was a questionnaire developed by the researcher based on the research conceptual framework of the study. The questionnaire instrument adopted a 5-point Likert scale. As Leedy and Ormrod (2005) point out that using a rating scale and allowing multiple individuals to complete the same survey independently of each other are strategies the researcher can use to maintain objectivity.

The questionnaire consisted of three sections. Demographic data of the respondents located at the first section of the questionnaire included gender, age, current position, the highest degree earned to date, and the respondent's number of years in current position. Section two sought information relevant to present and desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport. Participants were asked to respond to statements in dual response format for the present and desirable perspectives (Wongwanich, 2005), with a 5-point Likert scale from 1 (presently behaving or practicing at the lowest level / in the future need to behave or practice at the lowest level) to 5 (presently behaving or practicing at the highest level / in the future need to behave or practice at the highest level). The third and final section captured the participants' comments and recommendations using open-ended questions relevant to competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

Research instrument testing

Content validity of the questionnaire in this study was measured using content expert method, through the analysis of item objective congruence (IOC). Five content experts in Cambodia were invited to evaluate individual items developed by the researcher. The items that have the value of item objective congruence index ranging from .8 to 1 were selected and used for data collection. Rovinelli and Hambleton (1977) suggested that if five content experts are used, a generally accepted value of item objective congruence index should be approximately .8. In this study, two items were removed.

The try-out of the questionnaire was conducted with five school directors and twenty-five teachers of secondary public schools, whose characteristics were similar to the sample but were not the sample, for instrument reliability assessment. Cronbach's alpha reliability coefficient was calculated to be .992. The alpha of .7 and above is acceptable (George & Mallery, 2003).

Data collection

Permission from Faculty of Education, Chulalongkorn University was requested and granted to collect data. The questionnaires, attached with permission letters from the university and Ministry of Education, Youth and Sport, were directly distributed to school directors and teachers through the researcher. The returned questionnaires were also collected by the researcher.

Data Analysis

Demographic respondent data located at the beginning of the questionnaire was analyzed using descriptive statistics: frequency and percentage.

Data on present and desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport located at the second section of the questionnaire was analyzed using descriptive statistics of mean and standard deviation and the criteria for interpreting mean score are as follows (Best, 1977):

Mean score of 4.50 – 5.00	refers to the highest level of competency
Mean score of 3.50 – 4.49	refers to the high level of competency
Mean score of 2.50 – 3.49	refers to the moderate level of competency
Mean score of 1.50 – 2.49	refers to the low level of competency
Mean score of 1.00 – 1.49	refers to the lowest level of competency

Data on comments and recommendations from the respondents located at the section three of the questionnaire was coded and analyzed using content analysis.

Modified Priority Needs Index (PNI_{modified}) is used in this phase to examine the priority needs of each competency. PNI_{modified} is a tool for measuring the difference or gap between the desirable and present states, which is adjusted from original priority needs index by Nonglak Wiratchai and Suwimon Wongwanich and has the formula as $PNI_{\text{modified}} = (I - D) / D$ (Wiratchai & Wongwanich, 1999). Where, I (Importance) refers to the desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport and D (Degree of Success) refers to the desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in this study.

Data on the competency levels of school directors for the present and desirable states were analyzed using PNI_{modified} . The importance order of needs is ranged from the highest to the lowest value of PNI_{modified} . The higher value of PNI_{modified} refers to higher needs to be developed. The criteria were set to assess the competencies with high needs to be developed; that is, the competencies whose values of PNI_{modified} are higher than the average value of PNI_{modified} are considered as having priority needs to be developed.

The results of data analysis on priority needs of each competency were utilized to develop guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in the next phase (i.e., phrase 3).

Phase 3: Developing guidelines for the competency development

This phase focuses on developing guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

The sample selected through purposive sampling technique included three academics whose professions are lecturers of educational administration, especially teaching the subjects of human resource management and development and/or principalship at higher education institutions, two educational leaders whose job duties are relevant to the competency development of secondary school directors, and a school director who is the practitioner. Research instrument was a semi-structured interview developed by the researcher based on the results of needs assessment in phase two and verified by the advisor. Data was collected through individual interviews in person between the researcher and the interviewees along with permission letters from Faculty of Education, Chulalongkorn University and Ministry of Education, Youth and Sport. The collected data were coded and analyzed using content analysis.

CHAPTER 4

RESEARCH RESULTS

This chapter reports results of the study. The results of this study begin with restating the research objectives, followed by reporting findings of each research objectives. The research objectives are:

1. To study the competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

2. To determine the present and desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

3. To develop guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

Findings of Competency Dimensions and Sub-dimensions of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

These findings were obtained from conducting the interview with five academic experts and explore the experts' opinions towards the competency dimensions and sub-dimensions secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport should have for school effectiveness and student achievement. The findings also help establish the final draft of research conceptual framework for the study after the interview.

After the interview one competency dimension is added and some competency sub-dimensions have been mentioned and adjusted in accordance with the experts'

comments. The following are the interview results presenting competency dimensions and sub-dimensions on which the experts' views, followed by a table presentation with frequency and final research conceptual framework used in the study.

Interview results

In the first draft of research conceptual framework, there are 6 competency dimensions and 32 sub-dimensions. The six competency dimensions are policy and direction, instructional and achievement, managing change and innovation, resource and operation, people and relationship, morality, values, and ethics of leadership. Among six competency dimensions, four have been suggested by at least one expert as follows:

Dimension 1: Policy and Direction school directors have to have knowledge and skills of leadership as they are school leaders who lead staff and teachers in the schools (Expert 1: Feb, 15, 15; Expert 2: Feb, 19, 15; Expert 5: Feb, 27, 15)

Dimension 2: Instructional and Achievement school directors have academic skills (Expert 1: Feb, 15, 15), pedagogy (Expert 2: Feb, 19, 15), academic management (Expert 5: Feb, 27, 15)

Dimension 4: Resource and Operation school directors have knowledge and skills of management (Expert 1: Feb, 15, 15; Expert 5: Feb, 27, 15), school administration (Expert 2: Feb, 19, 15; Expert 3: Feb, 20, 15).

Dimension 5: People and Relationship school directors should have good public relations (Expert 1: Feb, 15, 15)

Whereas, the other two dimensions, managing change and innovation and morality, values, and ethics of leadership, are not viewed by the experts; however, their sub-dimensions have been suggested.

A new competency dimension, language, is added since school directors should have English skills to compete in the region (Expert 1: Feb, 15, 15; Expert 3: Feb, 20, 15), and therefore there are 7 competency dimensions for secondary school directors.

In policy and direction dimension, two competency sub-dimensions have been suggested as follows:

Sub-dimension 1.1: Vision and Purpose school directors can explain vision and mission of the schools (Expert 2: Feb, 19, 15)

Sub-dimension 1.3: Reasoning/Strategic thinking school directors can do the planning (Expert 3: Feb, 20, 15) such as project proposal writing (Expert 1: Feb, 15, 15), school self-evaluation for planning the development of the school (Expert 2: Feb, 19, 15).

In instructional and achievement dimension, five competency sub-dimensions have been suggested as follows:

Sub-dimension 2.2: Knowledge of curriculum, instruction, and assessment school directors have academic skills (Expert 1: Feb, 15, 15), curriculum leadership and pedagogy (Expert 2: Feb, 19, 15), knowledge in teaching (Expert 4: Feb, 23, 15), academic management and teaching experience (Expert 5: Feb, 27, 15).

Sub-dimension 2.3: Knowledge sharing school directors have to discuss with teachers about various issues in the school (Expert 4: Feb, 23, 15).

Sub-dimension 2.4: Involvement in curriculum, instruction, and assessment school directors have academic skills (Expert 1: Feb, 15, 15), curriculum leadership and pedagogy (Expert 2: Feb, 19, 15), teaching schedule preparation and teacher support such as making teaching schedule convenient to all teachers (Expert

4: Feb, 23, 15), academic management and teaching experience (Expert 5: Feb, 27, 15).

Sub-dimension 2.5: Supervisor school directors have the ability to inspect the work of subject heads (Expert 3: Feb, 20, 15) and manage teaching and learning (Expert 4: Feb, 23, 15).

Sub-dimension 2.6: Discipline school directors have to start and stop on time, meaning that they ensure that teachers have to teach with adequate time in compliance with the set policy (Expert 4: Feb, 23, 15).

Sub-dimension 2.7: Monitoring and Evaluating school directors have to have monitoring and evaluating to ensure the work performance and effective teaching (Expert 1: Feb, 15, 15; Expert 2: Feb, 19, 15)

In managing change and innovation dimension, two competency sub-dimensions have been mentioned as follows:

Sub-dimension 3.1: Problem solving school directors have the ability to solve problems (Expert 3: Feb, 20, 15)

Sub-dimension 3.3: Informed decision making school directors share their leadership through giving opportunity for teachers to make some important such as teaching program (Expert 1: Feb, 15, 15)

In resource and operation dimension, all competency sub-dimensions have been suggested by at least 2 experts for each sub-dimension as follows:

Sub-dimension 4.1: Finance management school directors have the ability of budget management (Expert 3: Feb, 20, 15; Expert 5: Feb, 27, 15).

Sub-dimension 4.2: Physical development school directors can manage environment in the school (Expert 4: Feb, 23, 15; Expert 5: Feb, 27, 15)

Sub-dimension 4.3: Performance management school directors can do performance appraisal (Expert 1: Feb, 15, 15) and advise and give feedback to teachers' performance (Expert 2: Feb, 19, 15).

Sub-dimension 4.4: ICT management school directors have to have ICT skills (Expert 1: Feb, 15, 15; Expert 2: Feb, 19, 15).

Sub-dimension 4.5: Human resource management school directors have to organize duties for staff (Expert 3: Feb, 20, 15), manage teachers (Expert 4: Feb, 23, 15) and personnel (Expert 5: Feb, 27, 15).

In people and relationship dimension, two competency sub-dimensions have been suggested as follows:

Sub-dimension 5.2: Communication school directors have to communicate with students and teachers very often (Expert 2: Feb, 19, 15). In terms of written communication, school directors had report writing skills (Expert 4: Feb, 23, 15).

Sub-dimension 5.3: Relationship building school directors have relation with community and other stakeholders (Expert 2: Feb, 19, 15), knowledge of law in order to build relationship with outside partners such as private companies and universities (Expert 3: Feb, 20, 15), relation with authority and alumni (Expert 4: Feb, 23, 15), and knowledge of education law (Expert 5: Feb, 27, 15).

In morality, values, and ethics of leadership dimension, which consists of professional/leadership ethics competency sub-dimension, and school directors should have good governance (Expert 2: Feb, 19, 15) and good governance such as transparency (Expert 5: Feb, 27, 15).

A new competency sub-dimension, English skills, is added and is of language dimension (Expert 1: Feb, 15, 15; Expert 3: Feb, 20, 15).

According to the interview result above, the summary of competency dimensions and sub-dimensions can be shown in the table 4.1.

Table 4.1 Summary of interview result on competency dimensions and sub-dimensions of school directors

Competency Dimensions and Sub-Dimensions	Expert					Frequency
	1	2	3	4	5	
1. Policy and Direction						
1.1 Vision and purpose		✓				1
1.2 Reasoning/Strategic thinking	✓	✓	✓			3
2. Instructional and Achievement						
2.1 Knowledge of curriculum, instruction, and assessment	✓	✓		✓	✓	4
2.2 Knowledge sharing				✓		1
2.3 Involvement in curriculum, instruction, and assessment	✓	✓		✓	✓	4
2.4 Supervisor			✓	✓		2
2.5 Discipline				✓		1
2.6 Monitoring and Evaluating	✓	✓				2
3. Managing Change and Innovation						
3.1 Problem solving			✓			1
3.2 Informed decision making	✓					1
4. Resource and Operation						
4.1 Finance management			✓		✓	2
4.2 Physical development				✓	✓	2
4.3 Performance management	✓	✓				2
4.4 ICT management	✓		✓			2
4.5 Human resource management			✓	✓	✓	3
5. People and Relationship						
5.1 Communication		✓		✓		2
5.2 Relationship building		✓	✓	✓	✓	4
6. Morality, Values, and Ethics of Leadership						
6.1 Professional/Leadership ethics		✓			✓	2
7. Language						
7.1 English skills	✓		✓			2

Table 4.1 shows that the experts suggested seven competency dimensions and 19 competency sub-dimensions. The competencies suggested by the most experts are knowledge of curriculum, instruction, and assessment, involvement in curriculum, instruction, and assessment, and relationship building (4 experts), followed by reasoning/strategic thinking and human resource management (3 experts), while

problem solving and informed decision making (1 expert) within managing change and innovation dimension are the least. The rest (2 experts) were moderately suggested.

Research Conceptual Framework of the Study

Before ending the interview the researcher allowed the experts to comment on the first draft of research conceptual framework reviewing from the literature in order to make the framework suitable for Cambodian context. The experts' comments revealed that vision and purpose competency should be added "**mission**" and reasoning/strategic thinking should be changed to "**strategic planning**"; however, the researcher remained the word "**thinking**" and added "**planning**". Supervisor competency should be rephrased to "**school supervision**", however, the researcher omitted "**school**" and then remained "**supervision**" and competency of knowledge sharing, involvement in curriculum, instruction, and assessment, and K-12 leadership should be removed. The researcher agreed to withdraw K-12 leadership as the study only focuses on secondary level, and instead of removing competency of knowledge sharing and involvement in curriculum, instruction, and assessment the researcher integrated the two into "**academic sharing and support**" covering the similar meaning of the two competencies. In addition, the interview results show that competency of English skills is new and added to the research conceptual framework. The following are the first draft of research conceptual framework shown in Table 4.2 and the final draft of which shown in Table 4.3.

Table 4.2 First draft of research conceptual framework

Competency of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport
Dimension 1: Policy and Direction
1.1 Vision and purpose
1.2 Quality focus
1.3 Reasoning/Strategic thinking
1.4 Proactive
1.5 Ideal/Beliefs
Dimension 2: Instructional and Achievement
2.1 Achievement orientation
2.2 Knowledge of curriculum, instruction, and assessment
2.3 Knowledge sharing
2.4 Involvement in curriculum, instruction, and assessment
2.5 Supervisor
2.6 Discipline
2.7 Monitoring and Evaluating
2.8 Diversity leadership
2.9 K-12 leadership
Dimension 3: Managing Change and Innovation
3.1 Problem solving
3.2 Managing change
3.3 Informed decision making
3.4 Managing school improvement
3.5 Creativity and innovation
3.6 Flexibility
3.7 Situational awareness
Dimension 4: Resource and Operation
4.1 Finance management
4.2 Physical development
4.3 Performance management
4.4 ICT management
4.5 Human resource management
Dimension 5: People and Relationship
5.1 Capacity building
5.2 Communication
5.3 Relationship building
5.4 Teamwork
5.5 Culture
Dimension 6: Morality, Values, and Ethics of Leadership
6.1 Professional/Leadership ethics

Table 4.3 Final research conceptual framework

Competency of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport
Dimension 1: Policy and Direction
1.1 Vision, mission and purpose
1.2 Quality focus
1.3 Strategic thinking and planning
1.4 Proactive
1.5 Ideal/Beliefs
Dimension 2: Instructional and Achievement
2.1 Achievement orientation
2.2 Knowledge of curriculum, instruction, and assessment
2.3 Academic sharing and support
2.4 Supervision
2.5 Discipline
2.6 Monitoring and evaluating
2.7 Diversity leadership
Dimension 3: Managing Change and Innovation
3.1 Problem solving
3.2 Managing change
3.3 Informed decision making
3.4 Managing school improvement
3.5 Creativity and innovation
3.6 Flexibility
3.7 Situational awareness
Dimension 4: Resource and Operation
4.1 Finance management
4.2 Physical development
4.3 Performance management
4.4 ICT management
4.5 Human resource management
Dimension 5: People and Relationship
5.1 Capacity building
5.2 Communication
5.3 Relationship building
5.4 Teamwork
5.5 Culture
Dimension 6: Morality, Values, and Ethics of Leadership
6.1 Professional/Leadership ethics
Dimension 7: Language
7.1 English skills

Table 4.2 shows that the first draft of research conceptual framework is comprised of six competency dimensions and thirty-two sub-dimensions. Table 4.3

shows that the final draft of research conceptual framework, which is the research conceptual framework used for the study, consists of seven competency dimensions and thirty-one sub-dimensions after combining the interview results with the first draft.

Findings of the Present and Desirable Competency Levels of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

Demographic Data of the Respondents

Of a total of 436 respondents needed for the study, 360 respondents, equivalent to 82.56 %, responded to the study and fully participated in the research. The results of this study are based on those responses. Demographic data of the respondents are displayed in Table 4.4.

Table 4.4 Demographic data of the respondents

Demographic Data of the Respondents	Respondents				Total	
	Directors		Teachers		Frequency	Percentage
	Frequency	Percentage	Frequency	Percentage		
1. Gender						
1.1 Male	58	100	191	63.2	249	69.2
1.2 Female	-	-	111	36.8	111	30.8
Total	58	100	302	100	360	100
2. Age (years old)						
2.1 Less than 30	1	1.7	50	16.6	51	14.2
2.2 30-39	14	24.1	107	35.4	121	33.6
2.3 40-49	31	53.4	129	42.7	160	44.4
2.4 50 and over	12	20.7	16	5.3	28	7.8
Total	58	100	302	100	360	100
3. Highest Degree Earned						
3.1 PhD	-	-	-	-	-	-
3.2 Master	34	58.6	41	13.6	75	20.8
3.3 Bachelor	21	36.2	214	70.9	235	65.3
3.4 Associate	1	1.7	18	6.0	19	5.3
3.5 Others: Grade 12 and 9	2	3.4	29	9.6	31	8.6
Total	58	100	302	100	360	100

Table 4.4 (continued)

Demographic Data of the Respondents	Respondents				Total	
	Directors		Teachers		Frequency	Percentage
	Frequency	Percentage	Frequency	Percentage		
4. Service Years in Current Position (years)						
4.1 Less than 5	10	17.2	39	12.9	49	13.6
4.2 5-9	12	20.7	40	13.2	52	14.4
4.3 10-14	8	13.8	56	18.5	64	17.8
4.4 15-19	8	13.8	55	18.2	63	17.5
4.5 20 and over	20	34.5	112	37.1	132	36.7
Total	58	100	302	100	360	100
5. Current Position						
5.1 School Director	58	100	-	-	58	16.1
5.2 Teacher	-	-	302	100	302	83.9
Total	58	100	302	100	360	100

Table 4.4 shows that all respondents working as school directors are male in number of 58. The respondents as male teachers (63.2%) are twice more than the female (36.8%).

For the ages, school director respondents aging from 40 to 49 years old (53.4%) are the most, followed by the ages of 30 to 39 years old (24.1%) and 50 years old and over (20.7), while the least (1.7%) are the ages of less than 30 years old. Similar to school director respondents, most teacher respondents is aging from 40 to 49 years old (42.7%), followed by the ages of 30-39 years old (35.4%), and the ages of less than 30 (16.6%) were the third. In contrast to school director respondents, respondents of teachers had ages of 50 and over the least, accounted for 5.3 percent.

For the highest degree earned by respondents, data indicate that most school directors, accounted for more than fifty-eight percent (58.6%), hold a master's degree, about thirty-six percent (36.2%) hold a bachelor degree, more than three percent (3.4%) have a high school diploma, about two percent (1.7%) earn an associate

degree, and no school director hold a doctoral degree. In dissimilarity, most teacher respondents hold a bachelor degree accounting for approximate seventy percent (70.9%), more than thirteen percent (13.6%) hold a master's degree, more than nine percent (9.6%) earn a high school diploma, six percent (6%) have associate degree, and none of teachers hold a doctoral degree.

For the respondents' service years in their current position, data reveal that most school director respondents, more than thirty-four percent (34.5%), have been in their current position for twenty years or more, about twenty-one percent (20.7%) have held their current position between five to nine years, about seventeen percent (17.2%) have worked at their current job for less than five years, and nearly fourteen percent (13.8%) have held their current position between ten and fourteen years and between fifteen to nineteen years.

The respondents consist of school directors and teachers, with about sixteen percent (16.1%) and eighty-four percent (83.9%), respectively.

Present and Desirable Competency Levels of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport and Priority Needs

This section presents the competency level of school directors for the present and desirable states and the priority needs of each competency. Data about the present and desirable competency levels of school directors locate at the section two in the questionnaire, with respondents as school directors and teachers. The data presented in this section include mean, standard deviation, Modified Priority Needs Index (PNI_{modified}) of each competency dimension and sub-dimension of school directors. The findings are displayed in Table 4.5.

Table 4.5 Mean, standard deviation, and priority needs of present and desirable competency of school directors

Competency Dimensions and Sub-dimensions	Directors						Teachers						Total					
	Present		Desirable		Priority Needs		Present		Desirable		Priority Needs		Present		Desirable		Priority Needs	
	\bar{x}	S.D.	\bar{x}	S.D.	PNI _{modified}	Order	\bar{x}	S.D.	\bar{x}	S.D.	PNI _{modified}	Order	\bar{x}	S.D.	\bar{x}	S.D.	PNI _{modified}	Order
1. Policy and Direction	3.61	0.74	4.29	0.68	0.19	3	3.66	0.90	4.38	0.71	0.19	3	3.65	0.88	4.36	0.71	0.19	3
1.1 Vision, mission, and purpose	3.50	0.81	4.20	0.72	0.20	6	3.58	0.87	4.37	0.70	0.20	6	3.57	0.87	4.34	0.70	0.22	3
1.2 Quality focus	3.58	0.71	4.25	0.71	0.19	8	3.70	0.87	4.40	0.71	0.19	8	3.66	0.88	4.38	0.71	0.20	7
1.3 Strategic thinking and planning	3.59	0.69	4.34	0.64	0.21	5	3.69	0.85	4.36	0.70	0.21	5	3.67	0.87	4.36	0.69	0.19	15
1.4 Proactive	3.62	0.72	4.26	0.71	0.18	11	3.62	0.86	4.31	0.74	0.18	11	3.60	0.88	4.30	0.73	0.19	9
1.5 Ideals and beliefs	3.78	0.75	4.39	0.63	0.16	21	3.79	0.88	4.42	0.72	0.16	21	3.76	0.89	4.41	0.71	0.17	20
2. Instructional and Achievement	3.82	0.73	4.43	0.62	0.16	5	3.80	0.92	4.45	0.72	0.16	5	3.74	0.89	4.45	0.70	0.19	4
2.1 Achievement orientation	3.62	0.72	4.31	0.64	0.19	7	3.70	0.89	4.37	0.74	0.19	7	3.66	0.90	4.36	0.72	0.19	11
2.2 Knowledge of curriculum, instruction, and assessment	3.79	0.69	4.41	0.62	0.16	20	3.89	0.87	4.51	0.69	0.16	20	3.86	0.87	4.49	0.68	0.16	25
2.3 Academic support and sharing	3.68	0.75	4.30	0.69	0.17	13	3.67	0.89	4.37	0.74	0.17	13	3.64	0.90	4.36	0.73	0.20	6
2.4 Supervision	3.87	0.75	4.48	0.58	0.16	23	3.91	0.90	4.46	0.75	0.16	23	3.86	0.92	4.46	0.72	0.16	26
2.5 Discipline	3.96	0.71	4.53	0.63	0.14	26	3.96	0.91	4.53	0.72	0.14	26	3.94	0.92	4.53	0.71	0.15	30
2.6 Monitoring and evaluating	4.03	0.74	4.59	0.52	0.14	27	3.95	0.86	4.53	0.68	0.14	27	3.93	0.88	4.54	0.66	0.16	27
2.7 Diversity leadership	3.79	0.78	4.42	0.66	0.17	16	3.71	0.90	4.39	0.74	0.17	16	3.69	0.89	4.39	0.73	0.19	14

Table 4.5 (continued)

Competency Dimensions and Sub-dimensions	Directors						Teachers						Total					
	Present		Desirable		Priority Needs		Present		Desirable		Priority Needs		Present		Desirable		Priority Needs	
	\bar{x}	S.D.	\bar{x}	S.D.	PN _{modified}	Order	\bar{x}	S.D.	\bar{x}	S.D.	PN _{modified}	Order	\bar{x}	S.D.	\bar{x}	S.D.	PN _{modified}	Order
3. Managing Change and Innovation	3.77	0.75	4.40	0.66	0.17	4	3.69	0.97	4.38	0.80	0.17	4	3.73	0.90	4.38	0.78	0.17	5
3.1 Managing change	3.72	0.75	4.32	0.65	0.16	22	3.64	0.93	4.34	0.81	0.16	22	3.63	0.93	4.33	0.79	0.19	10
3.2 Problem solving	3.78	0.71	4.41	0.68	0.17	15	3.74	0.90	4.40	0.77	0.17	15	3.72	0.91	4.40	0.76	0.18	16
3.3 Informed decision making	4.00	0.74	4.50	0.62	0.13	29	3.81	0.99	4.42	0.79	0.13	29	3.79	0.98	4.43	0.76	0.17	22
3.4 Managing school improvement	3.93	0.68	4.59	0.55	0.17	14	3.98	0.84	4.54	0.72	0.17	14	3.94	0.86	4.55	0.69	0.15	28
3.5 Creativity and Innovation	3.68	0.74	4.34	0.65	0.18	10	3.67	0.93	4.36	0.81	0.18	10	3.66	0.93	4.36	0.79	0.19	11
3.6 Flexibility	3.82	0.74	4.48	0.59	0.17	12	3.69	0.95	4.36	0.82	0.17	12	3.68	0.95	4.38	0.79	0.19	13
3.7 Situational awareness	3.43	0.93	4.16	0.89	0.21	4	3.51	1.02	4.24	0.90	0.21	4	3.50	1.02	4.23	0.90	0.21	5
4. Resource and Operation	3.63	0.86	4.43	0.62	0.22	2	3.67	0.98	4.40	0.80	0.22	2	3.67	0.97	4.39	0.79	0.20	2
4.1 Finance management	3.42	0.84	4.23	0.76	0.24	3	3.63	0.98	4.39	0.79	0.24	3	3.60	0.96	4.37	0.79	0.21	4
4.2 Physical development	3.90	0.76	4.48	0.61	0.15	25	3.81	0.93	4.45	0.75	0.15	25	3.79	0.93	4.46	0.73	0.18	19
4.3 Performance management	3.85	0.79	4.48	0.61	0.16	19	3.77	0.92	4.42	0.81	0.16	19	3.75	0.92	4.43	0.78	0.18	17
4.4 ICT management	3.39	1.07	4.22	0.84	0.24	2	3.48	1.06	4.32	0.83	0.24	2	3.47	1.06	4.30	0.84	0.24	2
4.5 Human resource management	3.66	0.79	4.32	0.76	0.18	9	3.78	0.93	4.44	0.81	0.18	9	3.75	0.93	4.42	0.80	0.18	18

Table 4.5 (continued)

Competency Dimensions and Sub-dimensions	Directors						Teachers						Total							
	Present		Desirable		Priority Needs		Present		Desirable		Priority Needs		Present		Desirable		Priority Needs			
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	PN _{modified}	Order
5. People and Relationship	3.92	0.76	4.50	0.60	0.15	6	3.81	0.95	4.43	0.77	0.15	6	3.83	0.92	4.47	0.72	0.17	6	0.17	6
5.1 Capacity building	3.74	0.81	4.36	0.62	0.17	17	3.67	0.94	4.38	0.79	0.17	17	3.66	0.94	4.38	0.77	0.20	7		7
5.2 Communication	3.94	0.72	4.53	0.59	0.15	24	3.87	0.94	4.48	0.77	0.15	24	3.85	0.93	4.49	0.75	0.17	23		23
5.3 Relationship building	3.81	0.83	4.44	0.64	0.17	18	3.86	0.90	4.46	0.73	0.17	18	3.83	0.91	4.46	0.71	0.16	24		24
5.4 Teamwork	3.98	0.75	4.53	0.57	0.14	28	3.83	0.90	4.46	0.72	0.14	28	3.82	0.91	4.47	0.69	0.17	21		21
5.5 Culture	4.13	0.67	4.63	0.55	0.12	30	3.99	0.93	4.56	0.72	0.12	30	3.97	0.92	4.58	0.69	0.15	29		29
6. Morality, Values, and Ethics of Leadership	4.24	0.66	4.70	0.57	0.11	7	3.95	0.99	4.53	0.78	0.11	7	4.00	0.95	4.56	0.76	0.14	7		7
6.1 Professional and Leadership ethics	4.24	0.66	4.70	0.57	0.11	31	3.95	0.99	4.53	0.78	0.11	31	4.00	0.95	4.56	0.76	0.14	31		31
7. Language	2.43	1.05	3.55	1.15	0.46	1	3.10	1.09	4.10	0.95	0.46	1	2.99	1.11	4.01	1.00	0.34	1		1
7.1 English skills	2.43	1.05	3.55	1.15	0.46	1	3.10	1.09	4.10	0.95	0.46	1	2.99	1.11	4.01	1.00	0.34	1		1

Table 4.5 shows that the competency of school directors is at a high level for both present and desirable states in overall ($\bar{x} = 3.72$; $\bar{x} = 4.41$, respectively).

For the present state considering competency dimensions, it reveals that all the competency dimensions, except for language dimension which is at a moderate level ($\bar{x} = 2.99$), are at a high level. The competency dimension of morality, values, and ethics of leadership has the highest mean score ($\bar{x} = 4$), followed by people and relationship dimension ($\bar{x} = 3.83$), while policy and direction dimension has the lowest mean score ($\bar{x} = 3.65$). Considering competency sub-dimensions, it shows that all the competency sub-dimensions, except for two competencies, are at a high level. The competency of professional and leadership ethics has the highest mean score ($\bar{x} = 4$), followed by the competency of culture ($\bar{x} = 3.97$), while the competency of situational awareness has the lowest mean score ($\bar{x} = 3.5$). The competency of ICT management ($\bar{x} = 3.47$) and English skills ($\bar{x} = 2.99$) are at a moderate level.

For the desirable state considering competency dimensions, all the competency dimensions, except for morality, values, and ethics of leadership dimension which is at the highest level ($\bar{x} = 4.56$), are at a high level. People and relationship dimension has the highest mean score ($\bar{x} = 4.47$), followed by instructional and achievement dimension ($\bar{x} = 4.45$), while language dimension has the lowest mean score ($\bar{x} = 4.01$). Considering competency sub-dimensions, all the competency sub-dimensions, except for 5 competency sub-dimensions, are at a high level. The competency of knowledge of curriculum, instruction, and assessment and the competency of communication have the same highest mean score ($\bar{x} = 4.49$), followed by the competency of teamwork ($\bar{x} = 4.47$), while the competency of English skills has the lowest mean score ($\bar{x} = 4.01$). 5 of the 31 competencies are at

the highest level. The competency of culture ($\bar{x} = 4.58$) professional and leadership ethics has the highest mean score ($\bar{x} = 4.56$), followed by managing school improvement ($\bar{x} = 4.55$), and monitoring and evaluating ($\bar{x} = 4.54$), while the competency discipline receives the lowest mean score ($\bar{x} = 4.53$).

The higher value of modified priority need index (PNI_{modified}) is, the more priority is needed. In order to select competency dimensions and sub-dimensions of school directors as priority needs in the benefit of developing guidelines for the competency development of school directors, the criteria is set. Modified priority need index (PNI_{modified}) of each competency dimension and/or sub-dimension is equal to or higher than average modified priority need index (PNI_{modified}), meaning that that competency dimension and/or sub-dimension is needed as priority for developing guidelines for the competency development of school directors. The findings reveal that fifteen competencies in six competency dimensions express higher value of modified priority need index (PNI_{modified}) than average modified priority need index (PNI_{modified}). Therefore, the researcher selects these fifteen competencies in six competency dimensions which has the priority needs to develop for developing the guidelines for the competency development of school directors. The 15 competencies are listed and sorted by the highest value of PNI_{modified} to the lowest as follows:

1. English skills
2. ICT management
3. Vision, mission, and purpose
4. Finance management
5. Situational awareness
6. Academic support and sharing

- 7. Quality focus
- 7. Capacity building
- 9. Proactive
- 10. Managing change
- 11. Achievement orientation
- 11. Creativity and innovation
- 13. Flexibility
- 14. Diversity leadership
- 15. Strategic thinking and planning

These competencies are within six competency dimensions as follows:

1. Language

- 1.1 English skills

2. Resource and operation

- 2.1 ICT management
- 2.2 Finance management

3. Policy and direction

- 3.1 Vision, mission, and purpose
- 3.2 Quality focus
- 3.3 Proactive
- 3.4 Strategic thinking and planning

4. Managing change and innovation

- 4.1 Situational awareness
- 4.2 Managing change
- 4.3 Creativity and innovation

4.4 Flexibility

5. Instructional and achievement

5.1 Academic support and sharing

5.2 Achievement orientation

5.3 Diversity leadership

6. People and Relationship

6.1 Capacity building

Table 4.6 Mean and standard deviation of the school directors' competency of vision, mission and purpose for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
1. School directors explain school vision and mission clearly.	3.41	0.84	4.14	0.63	3.53	0.87	4.38	0.65	3.51	0.86	4.34	0.65
2. School directors describe national education goals clearly.	3.21	0.74	4.03	0.79	3.61	0.81	4.39	0.68	3.55	0.81	4.34	0.71
3. School directors have a personal vision for the school.	3.74	0.71	4.31	0.68	3.70	0.89	4.42	0.69	3.70	0.87	4.41	0.69
4. School directors announce school vision and goals to staff and teachers.	3.81	0.76	4.41	0.65	3.71	0.84	4.43	0.69	3.73	0.82	4.43	0.68
5. School directors announce school vision and goals to parents and community.	3.33	1.00	4.10	0.85	3.36	1.02	4.24	0.77	3.35	1.01	4.21	0.79
Total	3.50	0.81	4.20	0.72	3.58	0.87	4.37	0.70	3.57	0.87	4.34	0.70

Table 4.6 shows that the competency of vision, mission, and purpose are at a high level in overall for both present and desirable states ($\bar{x} = 3.57$; $\bar{x} = 4.47$, respectively).

For the present state, of the 5 indicators, one indicator (school directors announce school vision and goals to parents and community) is at a moderate level ($\bar{x} = 3.35$), while the rest are at a high level. The indicator (school directors announce school vision and goals to staff and teachers) has the highest mean score ($\bar{x} = 3.73$), followed by the indicator (school directors have a personal vision for the school) that

receives the next highest mean score ($\bar{x} = 3.7$), and the indicator (school directors explain school vision and mission clearly) has the lowest mean score ($\bar{x} = 3.51$).

For the desirable state, all the 5 indicators are at a high level. The indicator (school directors announce school vision and goals to staff and teachers) has the highest mean score ($\bar{x} = 4.43$), followed by the indicator (school directors have a personal vision for the school) that receives the next highest mean score ($\bar{x} = 4.41$), and the indicator (school directors announce school vision and goals to parents and community) has the lowest mean score ($\bar{x} = 4.21$).

Table 4.7 Mean and standard deviation of the school directors' competency of quality focus for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
6. School directors identify work standards to meet the needs of school.	3.43	0.73	4.10	0.77	3.58	0.85	4.34	0.69	3.56	0.83	4.30	0.70
7. School directors encourage staff and teachers to maintain high work standards.	3.66	0.71	4.28	0.72	3.63	1.00	4.38	0.75	3.63	0.96	4.36	0.75
8. School directors monitor staff and teachers' commitment to work standards.	3.55	0.75	4.31	0.68	3.76	0.89	4.43	0.68	3.73	0.88	4.41	0.68
9. School directors develop quality development plan for school.	3.69	0.65	4.29	0.68	3.75	0.91	4.45	0.71	3.74	0.88	4.43	0.71
Total	3.58	0.71	4.25	0.71	3.70	0.87	4.40	0.71	3.66	0.88	4.38	0.71

Table 4.7 indicates that the competency of quality focus is at a high level in overall for both present and desirable states ($\bar{x} = 3.66$; $\bar{x} = 4.38$, respectively).

For the present state, all the 4 indicators are at a high level. The indicator (school directors develop quality development plan for school) has the highest mean score ($\bar{x} = 3.74$), followed by the indicator (school directors monitor staff and teachers' commitment to work standards) that receives the next highest mean score (\bar{x}

= 3.73), while the indicator (school directors identify work standards to meet the needs of school) has the lowest mean score ($\bar{x} = 3.56$).

For the desirable state, all the 4 indicators are at a high level. The indicator (school directors develop quality development plan for school) has the highest mean score ($\bar{x} = 4.43$), followed by the indicator (school directors monitor staff and teachers' commitment to work standards) that receives the next highest mean score ($\bar{x} = 4.41$), while the indicator (school directors identify work standards to meet the needs of school) has the lowest mean score ($\bar{x} = 4.3$).

Table 4.8 Mean and standard deviation of the school directors' competency of strategic thinking and planning for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
10. School directors have knowledge of planning and developing strategies.	3.55	0.73	4.26	0.64	3.60	0.96	4.33	0.70	3.59	0.92	4.32	0.69
11. School directors hold minute meetings with staff and teachers to develop strategies for achieving school goals.	3.74	0.66	4.50	0.63	3.88	0.88	4.42	0.67	3.86	0.85	4.43	0.66
12. School directors evaluate the performance efficiency of each unit and set appropriate strategies.	3.57	0.68	4.31	0.63	3.64	0.88	4.34	0.70	3.63	0.85	4.34	0.69
13. School directors evaluate the performance efficiency of each unit and set appropriate strategies.	3.50	0.71	4.31	0.65	3.60	0.88	4.35	0.71	3.59	0.86	4.34	0.70
Total	3.59	0.69	4.34	0.64	3.69	0.85	4.36	0.70	3.67	0.87	4.36	0.69

Table 4.8 shows that the competency of strategic thinking and planning are at a high level for both present and desirable states ($\bar{x} = 3.67$; $\bar{x} = 4.36$, respectively).

For the present state, all the 4 indicators are at a high level. The indicator (school directors hold minute meetings with staff and teachers to develop strategies for achieving school goals) has the highest mean score ($\bar{x} = 3.86$), followed by the indicator (school directors evaluate the performance efficiency of each unit and set

appropriate strategies) that receives the next highest mean score ($\bar{x} = 3.63$), and the indicator (school directors have knowledge of planning and developing strategies) has the lowest mean score ($\bar{x} = 3.59$).

For the desirable state, the indicator (school directors hold minute meetings with staff and teachers to develop strategies for achieving school goals) has the highest mean score ($\bar{x} = 4.43$), followed by the indicator (school directors evaluate the performance efficiency of each unit and set appropriate strategies) that receives the next highest mean score ($\bar{x} = 4.34$), and the indicator (school directors have knowledge of planning and developing strategies) has the lowest mean score ($\bar{x} = 4.32$).

Table 4.9 Mean and standard deviation of the school directors' competency of proactive for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
14. School directors scan or prevent any obstacles against change opportunity for school.	3.43	0.70	4.16	0.74	3.33	0.88	4.18	0.75	3.34	0.85	4.18	0.75
15. School directors take action immediately when any obstacles occur.	3.95	0.78	4.45	0.71	3.95	0.92	4.48	0.69	3.95	0.90	4.48	0.69
16. School directors outline the steps and scenarios to achieve the school goals set previously.	3.48	0.68	4.19	0.69	3.51	0.92	4.25	0.77	3.51	0.89	4.24	0.76
Total	3.62	0.72	4.26	0.71	3.62	0.86	4.31	0.74	3.60	0.88	4.30	0.73

Table 4.9 illustrates that the competency of proactive is at a high level for both present and desirable states ($\bar{x} = 3.60$; $\bar{x} = 4.30$, respectively).

For the present state, two indicators are at a high level. The indicator (school directors take action immediately when any obstacles occur) has higher mean score ($\bar{x} = 3.95$) and the indicator (school directors outline the steps and scenarios to achieve the school goals set previously) has lower mean score ($\bar{x} = 3.51$). One indicator (school

directors scan or prevent any obstacles against change opportunity for school) is at a moderate level ($\bar{x} = 3.34$).

For the desirable state, all the 3 indicators are at a high level. The indicator (school directors take action immediately when any obstacles occur) has the highest mean score ($\bar{x} = 4.48$), followed by the indicator (school directors outline the steps and scenarios to achieve the school goals set previously) that receives the next highest mean score ($\bar{x} = 4.24$), while the indicator (school directors scan or prevent any obstacles against change opportunity for school) has the lowest mean score ($\bar{x} = 4.18$).

Table 4.10 Mean and standard deviation of the school directors' competency of ideals and beliefs for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
17. School directors possess well-defined beliefs about schools, teaching and learning.	3.78	0.73	4.43	0.60	3.84	0.93	4.47	0.73	3.83	0.90	4.46	0.71
18. School directors share beliefs about school, teaching and learning with staff and teachers.	3.81	0.71	4.36	0.58	3.72	0.93	4.37	0.74	3.74	0.90	4.37	0.72
19. School directors write a description of self-belief that a school must pay attention to student achievement.	3.88	0.75	4.43	0.65	3.80	0.94	4.45	0.71	3.81	0.91	4.44	0.70
20. School directors explain to staff and teachers about the belief that academic achievement is not the only measure of success in a school.	3.66	0.83	4.33	0.69	3.64	0.87	4.40	0.70	3.64	0.86	4.39	0.69
Total	3.78	0.75	4.39	0.63	3.79	0.88	4.42	0.72	3.76	0.89	4.41	0.71

Table 4.10 displays that the competency of ideals and beliefs is at a high level for both present and desirable states ($\bar{x} = 3.76$; $\bar{x} = 4.41$, respectively).

For the present state, all the 4 indicators are at a high level. The indicator (school directors possess well-defined beliefs about schools, teaching and learning) has the highest mean score ($\bar{x} = 3.83$), followed by the indicator (school directors

write a description of self-belief that a school must pay attention to student achievement) that receives the next highest mean score ($\bar{x} = 3.81$), while the indicator (school directors explain to staff and teachers about the belief that academic achievement is not the only measure of success in a school) has the lowest mean score ($\bar{x} = 3.64$).

For the desirable state, the indicator (school directors possess well-defined beliefs about schools, teaching and learning) has the highest mean score ($\bar{x} = 4.46$), followed by the indicator (school directors write a description of self-belief that a school must pay attention to student achievement) that receives the next highest mean score ($\bar{x} = 4.44$), while the indicator (school directors share beliefs about school, teaching and learning with staff and teachers) has the lowest mean score ($\bar{x} = 3.64$).

Table 4.11 Mean and standard deviation of the school directors' competency of achievement orientation for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
21. School directors insist on staff and teachers participate in reaching work standards.	3.62	0.77	4.34	0.66	3.75	0.93	4.39	0.76	3.73	0.90	4.38	0.74
22. School directors show appreciation for individual and group efforts and accomplishments.	3.74	0.69	4.38	0.62	3.71	0.99	4.37	0.72	3.71	0.95	4.38	0.70
23. School directors publicize to staff and teachers about the evidence that will be acceptable in terms of amount, kind, and quality for goal and student achievement.	3.59	0.70	4.28	0.64	3.69	0.92	4.39	0.73	3.68	0.88	4.37	0.72
24. School directors measure achievement using data that support the results.	3.53	0.71	4.24	0.63	3.53	0.91	4.34	0.73	3.53	0.88	4.32	0.72
Total	3.62	0.72	4.31	0.64	3.70	0.89	4.37	0.74	3.66	0.90	4.36	0.72

Table 4.11 shows that the competency of achievement orientation is at a high level for both present and desirable states ($\bar{x} = 3.66$; $\bar{x} = 4.36$, respectively).

For the present state, all the 4 indicators are at a high level. The indicator (school directors insist on staff and teachers participate in reaching work standards)

has the highest mean score ($\bar{x} = 3.73$), followed by the indicator (school directors show appreciation for individual and group efforts and accomplishments) that receives the next highest mean score ($\bar{x} = 3.71$), while the indicator (school directors measure achievement using data that support the results) has the lowest mean score ($\bar{x} = 3.53$).

For the desirable state, all the 4 indicators are at a high level. The indicator (school directors insist on staff and teachers participate in reaching work standards) ($\bar{x} = 4.38$), followed by the indicator (school directors show appreciation for individual and group efforts and accomplishments) that receives the next highest mean score ($\bar{x} = 4.38$), while the indicator (school directors measure achievement using data that support the results) has the lowest mean score ($\bar{x} = 4.32$).

Table 4.12 Mean and standard deviation of the school directors' competency of knowledge of curriculum, instruction, and assessment for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
25. School directors possess extensive knowledge about effective curricular practices.	3.67	0.69	4.34	0.69	3.79	0.95	4.48	0.75	3.78	0.92	4.46	0.74
26. School directors possess extensive knowledge about effective instructional practices.	3.72	0.64	4.40	0.56	3.86	0.86	4.49	0.67	3.84	0.83	4.48	0.65
27. School directors possess extensive knowledge about effective assessment practices.	3.74	0.64	4.38	0.62	3.78	0.94	4.45	0.74	3.77	0.90	4.44	0.72
28. School directors are knowledgeable about the subject matter and pedagogy.	3.97	0.56	4.47	0.57	4.08	0.84	4.62	0.62	4.06	0.80	4.59	0.62
29. School directors attend seminar related to curricular and instructional improvement.	3.90	0.83	4.50	0.57	4.00	0.86	4.56	0.65	3.98	0.85	4.55	0.64
30. School directors discuss with other principals or experts about curricular and instructional improvement.	3.74	0.81	4.36	0.72	3.71	0.96	4.44	0.74	3.71	0.94	4.43	0.74
Total	3.79	0.69	4.41	0.62	3.89	0.87	4.51	0.69	3.86	0.87	4.49	0.68

Table 4.12 shows that the competency of knowledge of curriculum, instruction, and assessment is at a high level for both present and desirable states ($\bar{x} = 3.86$; $\bar{x} = 4.49$, respectively).

For the present state, all the 6 indicators are at a high level. The indicator (school directors are knowledgeable about the subject matter and pedagogy) has the highest mean score ($\bar{x} = 4.06$), followed by the indicator (school directors attend seminar related to curricular and instructional improvement) that receives the next highest mean score ($\bar{x} = 3.98$), while the indicator (school directors discuss with other principals or experts about curricular and instructional improvement) has the lowest mean score ($\bar{x} = 3.71$).

For the desirable state, two of the 6 indicators are at the highest level. The indicator (school directors are knowledgeable about the subject matter and pedagogy) has higher mean score ($\bar{x} = 4.59$) and the indicator (school directors attend seminar related to curricular and instructional improvement) has lower mean score ($\bar{x} = 4.55$). The other four indicators are at a high level. The indicator (school directors possess extensive knowledge about effective instructional practices) has the highest mean score ($\bar{x} = 4.48$), followed by the indicator (school directors possess extensive knowledge about effective curricular practices) that receives the next highest mean score ($\bar{x} = 4.46$), while the indicator (school directors discuss with other principals or experts about curricular and instructional improvement) has the lowest mean score ($\bar{x} = 4.43$).

Table 4.13 Mean and standard deviation of the school directors' competency of academic support and sharing for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
31. School directors continually engage staff and teachers in dialogue regarding academic improvement.	3.57	0.73	4.24	0.80	3.55	0.92	4.33	0.77	3.56	0.89	4.32	0.78
32. School directors keep informed about current research and theory on academic issues.	3.48	0.78	4.21	0.69	3.49	0.92	4.28	0.75	3.49	0.90	4.27	0.74
33. School directors foster systematic discussion regarding current research and theory on effective schooling.	3.57	0.80	4.21	0.67	3.51	0.94	4.32	0.74	3.52	0.91	4.30	0.73
34. School directors help and support teachers in instructional issues.	3.84	0.72	4.38	0.64	3.84	0.88	4.47	0.68	3.84	0.86	4.46	0.67
35. School directors share academic experience among teachers.	3.91	0.73	4.47	0.63	3.75	0.96	4.41	0.75	3.77	0.93	4.42	0.73
Total	3.68	0.75	4.30	0.69	3.67	0.89	4.37	0.74	3.64	0.90	4.36	0.73

Table 4.13 shows that the competency of academic support and sharing is at a high level for both present and desirable states ($\bar{x} = 3.64$; $\bar{x} = 4.36$, respectively).

For the present state, one of the 5 indicators (school directors keep informed about current research and theory on academic issues) is at a moderate level ($\bar{x} = 3.49$), while the other four are at a high level. The indicator (school directors help and support teachers in instructional issues) has the highest mean score ($\bar{x} = 3.84$), followed by the indicator (school directors share academic experience among teachers) that receives the next highest mean score ($\bar{x} = 3.77$), while the indicator (school directors foster systematic discussion regarding current research and theory on effective schooling) has the lowest mean score ($\bar{x} = 3.52$).

For the desirable state, the indicator (school directors help and support teachers in instructional issues) has the highest mean score ($\bar{x} = 4.46$), followed by the

indicator (school directors share academic experience among teachers) that receives the next highest mean score ($\bar{x} = 4.42$), while the indicator (school directors keep informed about current research and theory on academic issues) has the lowest mean score ($\bar{x} = 4.27$).

Table 4.14 Mean and standard deviation of the school directors' competency of supervision for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
36. School directors plan the academic program supervision.	3.93	0.77	4.52	0.60	3.87	0.97	4.46	0.75	3.88	0.94	4.47	0.73
37. School directors do the academic program supervision.	3.90	0.74	4.55	0.54	3.90	0.93	4.47	0.73	3.90	0.90	4.48	0.70
38. School directors do a follow-up of the academic program supervision result.	3.78	0.75	4.36	0.61	3.81	0.95	4.45	0.77	3.81	0.92	4.43	0.74
Total	3.87	0.75	4.48	0.58	3.91	0.90	4.46	0.75	3.86	0.92	4.46	0.72

Table 4.14 indicates that the competency of supervision is at a high level for both present and desirable states ($\bar{x} = 3.86$; $\bar{x} = 4.46$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors do the academic program supervision) has the highest mean score ($\bar{x} = 3.90$), followed by the indicator (school directors plan the academic program supervision) that receives the next highest mean score ($\bar{x} = 3.88$), while the indicator (school directors do a follow-up of the academic program supervision result) has the lowest mean score ($\bar{x} = 3.81$).

For the desirable state, all the 3 indicators are at a high level. The indicator (school directors do the academic program supervision) has the highest mean score ($\bar{x} = 4.48$), followed by the indicator (school directors plan the academic program supervision) that receives the next highest mean score ($\bar{x} = 4.47$), while the indicator

(school directors do a follow-up of the academic program supervision result) has the lowest mean score ($\bar{x} = 4.43$).

Table 4.15 Mean and standard deviation of the school directors' competency of discipline for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
39. School directors protect teachers from internal and external distractions.	3.97	0.77	4.55	0.68	3.90	0.96	4.54	0.69	3.91	0.93	4.54	0.69
40. School directors protect instructional time from interruptions.	4.10	0.61	4.60	0.56	3.99	0.95	4.57	0.70	4.01	0.91	4.57	0.68
41. School directors ensure that teachers provide adequate instruction according to the policy.	3.81	0.74	4.43	0.65	3.91	0.95	4.48	0.76	3.89	0.92	4.48	0.75
Total	3.96	0.71	4.53	0.63	3.96	0.91	4.53	0.72	3.94	0.92	4.53	0.71

Table 4.15 shows that the competency of discipline is at a high level for the present state ($\bar{x} = 3.94$), while the competency of discipline is at the highest level ($\bar{x} = 4.53$).

For the present state, all the 3 indicators are at a high level. The indicator (school directors protect instructional time from interruptions) has the highest mean score ($\bar{x} = 4.01$), followed by the indicator (school directors protect teachers from internal and external distractions) that receives the next highest mean score ($\bar{x} = 3.91$), while the indicator (school directors ensure that teachers provide adequate instruction according to the policy) has the lowest mean score ($\bar{x} = 3.89$).

For the desirable state, 2 of the 3 indicators are at the highest level. The indicator (school directors protect instructional time from interruptions) has higher mean score ($\bar{x} = 4.57$) and the indicator (school directors protect teachers from internal and external distractions) has lower mean score ($\bar{x} = 4.54$). Another indicator

(school directors ensure that teachers provide adequate instruction according to the policy) is at a high level ($\bar{x} = 4.48$).

Table 4.16 Mean and standard deviation of the school directors' competency of monitoring and evaluation for present and desirable states

	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
42. School directors continually monitor the effectiveness of the school's curricular, instructional, and assessment practices.	3.95	0.74	4.53	0.54	3.81	0.95	4.45	0.76	3.83	0.92	4.46	0.73
43. School directors continually aware of the impact of the school's practices on student achievement.	3.98	0.74	4.62	0.49	3.82	0.89	4.49	0.70	3.85	0.86	4.51	0.67
44. School directors assess the effort and energy put into teaching by teachers.	4.00	0.70	4.57	0.53	3.88	0.90	4.54	0.70	3.90	0.87	4.54	0.67
45. School directors check the lesson plans prepared by teachers.	4.03	0.79	4.55	0.57	4.00	0.88	4.56	0.62	4.00	0.87	4.56	0.61
46. School directors follow up the attendance and timelines of educational staff and teachers.	4.22	0.65	4.72	0.45	4.09	0.90	4.59	0.65	4.11	0.86	4.61	0.63
47. School directors spend much time and regularly observing the classroom practices.	3.98	0.81	4.57	0.57	3.90	0.91	4.53	0.66	3.91	0.89	4.54	0.64
Total	4.03	0.74	4.59	0.52	3.95	0.86	4.53	0.68	3.93	0.88	4.54	0.66

Table 4.16 illustrates that the competency of monitoring and evaluating is at a high level ($\bar{x} = 3.93$) for the present state and at the highest level ($\bar{x} = 4.54$) for the desirable state.

For the present state, all the 6 indicators are at a high level. The indicator (school directors follow up the attendance and timelines of educational staff and teachers) has the highest mean score ($\bar{x} = 4.11$), followed by the indicator (school directors check the lesson plans prepared by teachers) that receives the next highest mean score ($\bar{x} = 4$), while the indicator (school directors continually monitor the

effectiveness of the school's curricular, instructional, and assessment practices) has the lowest mean score ($\bar{x} = 3.83$).

For the desirable state, 1 of the 6 indicators (school directors continually monitor the effectiveness of the school's curricular, instructional, and assessment practices) is at a high level ($\bar{x} = 3.83$), while the other five are at the highest level. The indicator (school directors follow up the attendance and timelines of educational staff and teachers) has the highest mean score ($\bar{x} = 4.61$), followed by the indicator (school directors check the lesson plans prepared by teachers) that receives the next highest mean score ($\bar{x} = 4$), while the indicator (school directors continually aware of the impact of the school's practices on student achievement) has the lowest mean score ($\bar{x} = 3.85$).

Table 4.17 Mean and standard deviation of the school directors' competency of diversity leadership for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
48. School directors inspire teachers to understand and recognize the significance of diversity.	3.84	0.83	4.47	0.68	3.75	0.90	4.44	0.73	3.76	0.89	4.45	0.72
49. School directors help teachers respond to the needs of diverse learners.	3.83	0.75	4.47	0.63	3.60	0.98	4.37	0.77	3.64	0.95	4.39	0.75
50. School directors promote school and classroom practices that validate and value similarities and differences among students.	3.71	0.75	4.33	0.69	3.68	0.87	4.35	0.74	3.68	0.85	4.35	0.73
Total	3.79	0.78	4.42	0.66	3.71	0.90	4.39	0.74	3.69	0.89	4.39	0.73

Table 4.17 shows that the competency of diversity leadership at a high level for both present and desirable states ($\bar{x} = 3.69$; $\bar{x} = 4.39$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors inspire teachers to understand and recognize the significance of

diversity) has the highest mean score ($\bar{x} = 3.76$), followed by the indicator (school directors promote school and classroom practices that validate and value similarities and differences among students) that receives the next highest mean score ($\bar{x} = 3.68$), while the indicator (school directors help teachers respond to the needs of diverse learners) has the lowest mean score ($\bar{x} = 3.64$).

For the desirable state, all the 3 indicators are at a high level. The indicator (school directors inspire teachers to understand and recognize the significance of diversity) has the highest mean score ($\bar{x} = 4.45$), followed by the indicator (school directors help teachers respond to the needs of diverse learners) that receives the next highest mean score ($\bar{x} = 4.39$), while the indicator (school directors promote school and classroom practices that validate and value similarities and differences among students) has the lowest mean score ($\bar{x} = 3.68$).

Table 4.18 Mean and standard deviation of the school directors' competency of managing change for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
51. School directors continuously challenge the status quo in school administration.	3.48	0.73	4.12	0.80	3.52	0.53	4.24	0.83	3.52	0.90	4.22	0.82
52. School directors are willing to lead change initiatives with uncertain outcomes.	3.91	0.71	4.43	0.62	3.72	0.97	4.38	0.83	3.75	0.93	4.39	0.80
53. School directors systematically consider new and better ways of doing things.	3.62	0.81	4.31	0.57	3.59	0.93	4.32	0.76	3.59	0.91	4.32	0.73
54. School directors encourage teachers to try to improve the effectiveness of instruction through experimenting with different kinds of lessons or new approaches to teaching.	3.86	0.76	4.43	0.60	3.62	1.01	4.41	0.83	3.66	0.98	4.41	0.79
Total	3.72	0.75	4.32	0.65	3.64	0.93	4.34	0.81	3.63	0.93	4.33	0.79

Table 4.18 illustrates that the competency of managing change is at a high level for both present and desirable states ($\bar{x} = 3.63$; $\bar{x} = 4.33$, respectively)

For the present state, the indicator (school directors are willing to lead change initiatives with uncertain outcomes) has the highest mean score ($\bar{x} = 3.75$), followed by the indicator (school directors encourage teachers to try to improve the effectiveness of instruction through experimenting with different kinds of lessons or new approaches to teaching) that receives the next highest mean score ($\bar{x} = 3.66$), while the indicator (school directors continuously challenge the status quo in school administration) that receives the lowest mean score ($\bar{x} = 3.52$).

For the desirable state, the indicator (school directors encourage teachers to try to improve the effectiveness of instruction through experimenting with different kinds of lessons or new approaches to teaching) has the highest mean score ($\bar{x} = 4.41$), followed by the indicator (school directors are willing to lead change initiatives with uncertain outcomes) has the next highest mean score ($\bar{x} = 4.39$), while the indicator (school directors continuously challenge the status quo in school administration) has the lowest mean score ($\bar{x} = 4.22$).

Table 4.19 Mean and standard deviation of the school directors' competency of problem solving for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
55. School directors undertake a complex task by breaking it down into manageable parts in a systematic and detailed way.	3.71	0.70	4.41	0.65	3.61	0.95	4.33	0.76	3.63	0.91	4.35	0.75
56. School directors anticipate the consequences of situations and think of several possible explanations and alternatives for a situation.	3.78	0.68	4.40	0.67	3.72	0.90	4.40	0.76	3.73	0.87	4.40	0.74

Table 4.19 (continued)

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
57. School directors identify the information needed to solve a problem effectively.	3.84	0.74	4.43	0.70	3.78	0.98	4.46	0.79	3.79	0.94	4.46	0.78
Total	3.78	0.71	4.41	0.68	3.74	0.90	4.40	0.77	3.72	0.91	4.40	0.76

Table 4.19 shows that the competency of problem solving is at a high level ($\bar{x} = 3.72$; $\bar{x} = 4.4$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors identify the information needed to solve a problem effectively) has the highest mean score ($\bar{x} = 3.79$), followed by the indicator (school directors anticipate the consequences of situations and think of several possible explanations and alternatives for a situation) that receives the next highest mean score ($\bar{x} = 3.73$), while the indicator (school directors undertake a complex task by breaking it down into manageable parts in a systematic and detailed way) has the lowest mean score ($\bar{x} = 3.63$).

For the desirable state, all the 3 indicators are at a high level. The indicator (school directors identify the information needed to solve a problem effectively) has the highest mean score ($\bar{x} = 4.46$), followed by the indicator (school directors anticipate the consequences of situations and think of several possible explanations and alternatives for a situation) has the next highest mean score ($\bar{x} = \bar{x} = 4.4$), while the indicator (school directors undertake a complex task by breaking it down into manageable parts in a systematic and detailed way) had the lowest mean score ($\bar{x} = 4.35$).

Table 4.20 Mean and standard deviation of the school directors' competency of informed decision making for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
58. School directors provide opportunities for staff and teachers to be involved in developing school policies.	3.83	0.78	4.38	0.67	3.64	1.01	4.37	0.81	3.67	0.98	4.37	0.79
59. School directors provide opportunities for staff and teachers on all important decisions.	4.00	0.70	4.43	0.65	3.70	1.04	4.40	0.81	3.75	1.00	4.40	0.79
60. School directors use leadership team in decision making.	4.12	0.68	4.57	0.57	3.80	0.99	4.43	0.77	3.85	0.95	4.46	0.75
61. School directors give teachers authority to make decisions concerning curriculum management.	4.07	0.81	4.62	0.59	3.83	1.02	4.48	0.75	3.87	0.99	4.50	0.73
Total	4.00	0.74	4.50	0.62	3.81	0.99	4.42	0.79	3.79	0.98	4.43	0.76

Table 4.20 shows that the competency of informed decision making is at a high level for both present and desirable states ($\bar{x} = 3.79$; $\bar{x} = 4.43$, respectively).

For the present state, all the 4 indicators are at a high level. The indicator (school directors give teachers authority to make decisions concerning curriculum management) has the highest mean score ($\bar{x} = 3.87$), followed by the indicator (school directors use leadership team in decision making) that receives the next highest mean score ($\bar{x} = 3.85$), while the indicator (school directors provide opportunities for staff and teachers to be involved in developing school policies) has the lowest mean score ($\bar{x} = 3.67$).

For the desirable state, only one indicator (school directors give teachers authority to make decisions concerning curriculum management) is at the highest level ($\bar{x} = 4.5$), while the other three are at a high level. The indicator (school directors use leadership team in decision making) has the highest mean score ($\bar{x} = 4.46$), followed by the indicator (school directors provide opportunities for staff and

teachers to be involved in developing school policies) that receives the next highest mean score, while the indicator (school directors provide opportunities for staff and teachers to be involved in developing school policies) has the lowest mean score ($\bar{x} = 4.37$).

Table 4.21 Mean and standard deviation of the school directors' competency of managing school improvement for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
62. School directors have high expectations of student learning.	3.74	0.69	4.48	0.57	3.82	0.89	4.49	0.76	3.81	0.86	4.49	0.73
63. School directors constantly challenge teachers and students to higher levels of academic attainment.	3.97	0.65	4.62	0.56	4.02	0.89	4.58	0.70	4.01	0.86	4.59	0.67
64. School directors have a view of instructional improvement as an ongoing process.	4.07	0.7	4.67	0.51	3.98	0.88	4.56	0.70	4.00	0.86	4.58	0.68
Total	3.93	0.68	4.59	0.55	3.98	0.84	4.54	0.72	3.94	0.86	4.55	0.69

Table 4.21 shows that the competency of managing school improvement is at a high level for the present state ($\bar{x} = 3.94$) and at the highest level for the desirable state ($\bar{x} = 4.55$).

For the present state, all the 3 indicators are at a high level. The indicator (school directors constantly challenge teachers and students to higher levels of academic attainment) has the highest mean score ($\bar{x} = 4.01$), followed by the indicator (school directors have a view of instructional improvement as an ongoing process) that receives the next highest mean score ($\bar{x} = 4$), while the indicator (school directors have high expectations of student learning) received the lowest mean ($\bar{x} = 3.81$).

For the desirable state, two indicators are at the highest level. The indicator (school directors constantly challenge teachers and students to higher levels of

academic attainment) has higher mean score ($\bar{x} = 4.59$) and the indicator (school directors have a view of instructional improvement as an ongoing process) has lower mean score ($\bar{x} = 4.58$). Another indicator (school directors have high expectations of student learning) is at a high level ($\bar{x} = 4.49$).

Table 4.22 Mean and standard deviation of the school directors' competency of creativity and innovation for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
65. School directors inspire teachers to accomplish things that might be beyond their grasp.	3.64	0.72	4.28	0.70	3.73	0.90	4.39	0.75	3.71	0.87	4.38	0.74
66. School directors are the driving force behind major initiatives of staff and teachers.	3.84	0.79	4.45	0.60	3.72	1.03	4.41	0.84	3.74	1.00	4.42	0.80
67. School directors try new methods for completing required tasks, eventually finding a better way.	3.55	0.71	4.31	0.65	3.52	0.96	4.26	0.84	3.52	0.92	4.27	0.81
Total	3.68	0.74	4.34	0.65	3.67	0.93	4.36	0.81	3.66	0.93	4.36	0.79

Table 4.22 shows that the competency of creativity and innovation is at a high level for both present and desirable states ($\bar{x} = 3.66$; $\bar{x} = 4.36$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors are the driving force behind major initiatives of staff and teachers) has the highest mean score ($\bar{x} = 3.74$), followed by the indicator (school directors inspire teachers to accomplish things that might be beyond their grasp) that receives the next highest mean score ($\bar{x} = 3.71$), while the indicator (school directors try new methods for completing required tasks, eventually finding a better way) has the lowest mean score ($\bar{x} = 3.52$).

For the desirable state, all the 3 indicators are at a high level. The indicator (school directors are the driving force behind major initiatives of staff and teachers) has the highest mean score ($\bar{x} = 4.42$), followed by the indicator (school directors inspire teachers to accomplish things that might be beyond their grasp) that receives the next highest mean score ($\bar{x} = 4.38$) and the indicator (school directors try new methods for completing required tasks, eventually finding a better way) has the lowest mean score ($\bar{x} = 4.27$).

Table 4.23 Mean and standard deviation of the school directors' competency of flexibility for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
68. School directors adapt leadership style to the needs of specific situations.	3.78	0.70	4.41	0.62	3.73	0.91	4.39	0.79	3.74	0.88	4.39	0.76
69. School directors encourage staff and teachers to express diverse and contrary opinions.	3.90	0.74	4.53	0.57	3.64	1.05	4.34	0.88	3.68	1.01	4.37	0.84
70. School directors are comfortable with making major changes in how things are done.	3.79	0.77	4.48	0.57	3.60	1.00	4.34	0.79	3.63	0.96	4.37	0.76
Total	3.82	0.74	4.48	0.59	3.69	0.95	4.36	0.82	3.68	0.95	4.38	0.79

Table 4.23 shows that the competency of flexibility is at a high level for both present and desirable states ($\bar{x} = 3.68$; $\bar{x} = 4.38$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors adapt leadership style to the needs of specific situations) has the highest mean ($\bar{x} = 3.74$), followed by the indicator (school directors encourage staff and teachers to express diverse and contrary opinions) that receives the next highest mean score ($\bar{x} = 3.74$), while the indicator (school directors are comfortable with making major changes in how things are done) has the lowest mean score ($\bar{x} = 3.63$).

For the desirable state, all the 3 indicators are at a high level. The indicator (school directors adapt leadership style to the needs of specific situations) has the highest mean score ($\bar{x} = 3.39$), while the indicator (school directors encourage staff and teachers to express diverse and contrary opinions) and the indicator (school directors are comfortable with making major changes in how things are done) has the similar mean score ($\bar{x} = 4.37$).

Table 4.24 Mean and standard deviation of the school directors' competency of situational awareness for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
71. School directors accurately predict what could go wrong from day to day.	3.45	0.94	4.19	0.89	3.51	1.05	4.25	0.90	3.50	1.03	4.24	0.90
72. School directors are aware of informal groups and relationships among the staff and teachers.	3.47	0.71	4.22	0.73	3.48	0.97	4.20	0.91	3.48	0.94	4.20	0.89
73. School directors are aware of issues in the school that have not surfaced but could create discord.	3.38	1.14	4.05	1.05	3.55	1.08	4.28	0.89	3.52	1.09	4.24	0.92
Total	3.43	0.93	4.16	0.89	3.51	1.02	4.24	0.90	3.50	1.02	4.23	0.90

Table 4.24 shows that the competency of situational awareness is at a high level for both present and desirable states ($\bar{x} = 3.5$; $\bar{x} = 4.23$, respectively).

For the present state, 1 of the 3 indicators (school directors are aware of informal groups and relationships among the staff and teachers) is at a moderate level ($\bar{x} = 3.48$), and the other two are at a high level. The indicator (school directors are aware of issues in the school that have not surfaced but could create discord) has the higher mean score ($\bar{x} = 3.52$), while the indicator (school directors accurately predict what could go wrong from day to day) has lower mean score ($\bar{x} = 3.52$).

For the desirable state, all the 3 indicators are at a high level. The indicator (school directors accurately predict what could go wrong from day to day) and the

indicator (school directors are aware of issues in the school that have not surfaced but could create discord) have the similar mean score ($\bar{x} = 4.24$). The indicator (school directors are aware of informal groups and relationships among the staff and teachers) has the lowest mean score ($\bar{x} = 4.20$).

Table 4.25 Mean and standard deviation of the school directors' competency of finance management for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
74. School directors explain major process and methods of finance section.	3.14	0.78	4.07	0.81	3.54	1.00	4.34	0.78	3.47	0.98	4.30	0.79
75. School directors apply critical financial concepts and practices to establish and maintain realistic budgets.	3.53	0.78	4.29	0.73	3.65	0.97	4.41	0.78	3.63	0.94	4.39	0.77
76. School directors identify wasteful financial practices or opportunities for greater efficiency.	3.45	0.86	4.26	0.78	3.62	0.99	4.38	0.82	3.59	0.97	4.36	0.82
77. School directors monitor program/project expenditures and individual expenses for reporting purposes.	3.57	0.92	4.31	0.73	3.75	0.97	4.44	0.78	3.72	0.96	4.42	0.78
Total	3.42	0.84	4.23	0.76	3.63	0.98	4.39	0.79	3.60	0.96	4.37	0.79

Table 4.25 shows that the competency of finance management is at a high level for both present and desirable states ($\bar{x} = 3.60$; $\bar{x} = 4.37$, respectively).

For the present state, 1 of the 4 indicators (school directors explain major process and methods of finance section) is at a moderate level ($\bar{x} = 3.47$), while the other three are at a high level: The indicator (school directors monitor program/project expenditures and individual expenses for reporting purposes) has the highest mean score ($\bar{x} = 3.72$), followed by the indicator (school directors apply critical financial concepts and practices to establish and maintain realistic budgets) that receives the next highest mean score ($\bar{x} = 3.63$), while the indicator (school directors

wasteful financial practices or opportunities for greater efficiency) has the lowest mean score ($\bar{x} = 3.59$).

For the desirable state, all the 4 indicators are at a high level. The indicator (school directors monitor program/project expenditures and individual expenses for reporting purposes) has the highest mean score ($\bar{x} = 4.42$), followed by the indicator (school directors apply critical financial concepts and practices to establish and maintain realistic budgets) that receives the next highest mean score ($\bar{x} = 4.39$), while the indicator (school directors explain major process and methods of finance section) has the lowest mean score ($\bar{x} = 4.3$).

Table 4.26 Mean and standard deviation of the school directors' competency of physical development for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
78. School directors make a visual inspection and monthly reports about maintenance and cleanliness of furnishings and teaching and learning equipment.	3.78	0.84	4.40	0.62	3.65	0.98	4.39	0.79	3.67	0.96	4.39	0.76
79. School directors determine the needs of classrooms and offices.	3.88	0.77	4.48	0.57	3.74	0.99	4.44	0.77	3.76	0.96	4.44	0.74
80. School directors make safety and security review of all facilities and equipment such as material loss and fire risk area and then take immediate action where possible and record in minutes.	3.76	0.73	4.43	0.62	3.66	1.00	4.37	0.82	3.68	0.97	4.38	0.79
81. School directors guide all staff in developing environmental awareness and concern.	4.17	0.70	4.62	0.62	4.04	0.88	4.62	0.64	4.06	0.85	4.62	0.63
Total	3.90	0.76	4.48	0.61	3.81	0.93	4.45	0.75	3.79	0.93	4.46	0.73

Table 4.26 shows that the competency of physical development is at a high level for both present and desirable states ($\bar{x} = 3.79$; $\bar{x} = 4.46$, respectively).

For the present state, all the 4 indicators are at a high level. The indicator (school directors guide all staff in developing environmental awareness and concern) has the highest mean score ($\bar{x} = 4.06$), followed by the indicator (school directors determine the needs of classrooms and offices) that receives the next highest mean score ($\bar{x} = 3.76$), while the indicator (school directors make a visual inspection and monthly reports about maintenance and cleanliness of furnishings and teaching and learning equipment) has the lowest mean score ($\bar{x} = 3.67$).

For the desirable state, 1 of the 4 indicators (school directors guide all staff in developing environmental awareness and concern) is at the highest level ($\bar{x} = 4.62$), while the other three are at a high level. The indicator (school directors determine the needs of classrooms and offices) has the highest mean score ($\bar{x} = 4.44$), followed by the indicator (school directors make a visual inspection and monthly reports about maintenance and cleanliness of furnishings and teaching and learning equipment) that receives the next highest mean score ($\bar{x} = 4.39$), while the indicator (school directors make safety and security review of all facilities and equipment such as material loss and fire risk area and then take immediate action where possible and record in minutes) has the lowest mean score ($\bar{x} = 4.38$).

Table 4.27 Mean and standard deviation of the school directors' competency of performance management for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
82. School directors develop and implement strategies that optimize performance of all staff in school.	3.76	0.82	4.38	0.67	3.75	0.93	4.45	0.78	3.76	0.91	4.44	0.76
83. School directors identify and cultivate potential and emerging leaders.	3.95	0.76	4.57	0.57	3.68	1.00	4.40	0.84	3.72	0.97	4.43	0.81

Table 4.27 (continued)

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
84. School directors provide specific performance feedback to staff and teachers, both positive and corrective, as soon as possible after the event or action.	3.84	0.79	4.48	0.60	3.76	0.90	4.40	0.80	3.77	0.88	4.42	0.77
Total	3.85	0.79	4.48	0.61	3.77	0.92	4.42	0.81	3.75	0.92	4.43	0.78

Table 4.27 shows that the competency of performance management is at a high level for both present and desirable states ($\bar{x} = 3.7$; $\bar{x} = 4.43$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors develop and implement strategies that optimize performance of all staff in school) has the highest mean score ($\bar{x} = 3.77$), followed by the indicator (school directors develop and implement strategies that optimize performance of all staff in school) that receives the next highest mean score ($\bar{x} = 3.76$), while the indicator (school directors identify and cultivate potential and emerging leaders) has the lowest mean score ($\bar{x} = 3.72$).

For the desirable state, all the 3 indicators are at a high level. The indicator (school directors develop and implement strategies that optimize performance of all staff in school) has the highest mean score ($\bar{x} = 4.44$), followed by the indicator (school directors identify and cultivate potential and emerging leaders) that receives the next highest mean score ($\bar{x} = 4.43$), while the indicator (school directors provide specific performance feedback to staff and teachers, both positive and corrective, as soon as possible after the event or action) has the lowest mean score ($\bar{x} = 4.42$).

Table 4.28 Mean and standard deviation of the school directors' competency of ICT management for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
85. School directors make clear targets for the use of ICT content.	3.09	1.06	4.07	0.93	3.30	1.03	4.24	0.82	3.27	1.04	4.21	0.84
86. School directors encourage all users to maintain and take care of computers.	3.47	1.13	4.21	0.83	3.55	1.08	4.31	0.86	3.54	1.09	4.29	0.86
87. School directors evaluate the use of ICT for improving administration.	3.41	1.04	4.24	0.80	3.49	1.05	4.32	0.83	3.48	1.05	4.31	0.83
88. School directors promote and support the use of ICT throughout the school.	3.60	1.02	4.34	0.78	3.61	1.08	4.41	0.83	3.61	1.07	4.40	0.82
Total	3.39	1.07	4.22	0.84	3.48	1.06	4.32	0.83	3.47	1.06	4.30	0.84

Table 4.28 indicates that the competency of ICT management is at a high level for both present and desirable states ($\bar{x} = 3.47$; $\bar{x} = 4.3$, respectively).

For the present state, 2 of the 4 indicators are at a high level. The indicator (school directors promote and support the use of ICT throughout the school) has higher mean score ($\bar{x} = 3.61$) and the indicator (school directors encourage all users to maintain and take care of computers) has lower mean score ($\bar{x} = 3.54$), while the other two are at a moderate level. The indicator (school directors evaluate the use of ICT for improving administration) has higher mean core ($\bar{x} = 3.48$) and the indicator (school directors make clear targets for the use of ICT content) has lower mean score ($\bar{x} = 3.27$).

For the desirable state, all the 4 indicators are at a high level. The indicator (school directors promote and support the use of ICT throughout the school) has the highest mean score ($\bar{x} = 4.4$), followed by the indicator (school directors evaluate the use of ICT for improving administration) that receives the next highest mean score (\bar{x}

= 4.31), while the indicator (school directors make clear targets for the use of ICT content) has the lowest mean score ($\bar{x} = 4.21$).

Table 4.29 Mean and standard deviation of the school directors' competency of human resource management for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
89. School directors have knowledge of effective personnel recruitment, selection, and retention.	3.55	0.92	4.26	0.81	3.72	0.97	4.43	0.83	3.69	0.97	4.40	0.83
90. School directors understand the administration of employee contracts, benefits, and financial accounts.	3.53	0.73	4.21	0.85	3.76	0.91	4.40	0.80	3.72	0.89	4.37	0.81
91. School directors have the ability to facilitate, motivate, and take care of teachers and staff.	3.90	0.72	4.50	0.63	3.83	0.96	4.49	0.79	3.84	0.92	4.49	0.76
Total	3.66	0.79	4.32	0.76	3.78	0.93	4.44	0.81	3.75	0.93	4.42	0.80

Table 4.29 shows that the competency of human resource management is at a high level for both present and desirable states ($\bar{x} = 3.75$; $\bar{x} = 4.42$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors have the ability to facilitate, motivate, and take care of teachers and staff) has the highest mean score ($\bar{x} = 3.84$), followed by the indicator (school directors understand the administration of employee contracts, benefits, and financial accounts) that receives the next highest mean score ($\bar{x} = 3.84$), while the indicator (school directors have knowledge of effective personnel recruitment, selection, and retention) has the lowest mean score ($\bar{x} = 3.69$).

For the desirable state, the indicator (school directors have the ability to facilitate, motivate, and take care of teachers and staff) has the highest mean score ($\bar{x} = 4.49$), followed by the indicator (school directors have knowledge of effective personnel recruitment, selection, and retention) that receives the next highest mean

score ($\bar{x} = 4.4$) the indicator (school directors understand the administration of employee contracts, benefits, and financial accounts) had the lowest mean score ($\bar{x} = 4.37$).

Table 4.30 Mean and standard deviation of the school directors' competency of capacity building for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
92. School directors plan and implement all staff competency development in each subject area and in teaching methodology.	3.72	0.74	4.36	0.58	3.67	0.94	4.42	0.78	3.68	0.91	4.41	0.75
93. School directors make a record and evaluate the implemented plans of staff competency development.	3.72	0.79	4.31	0.63	3.65	0.94	4.38	0.78	3.66	0.92	4.37	0.75
94. School directors provide teachers with the necessary materials and equipment.	3.76	0.90	4.41	0.65	3.60	0.99	4.34	0.83	3.63	0.97	4.35	0.80
Total	3.74	0.81	4.36	0.62	3.67	0.94	4.38	0.79	3.66	0.94	4.38	0.77

Table 4.30 shows that the competency of capacity building is at a high level for both present and desirable states ($\bar{x} = 3.66$; $\bar{x} = 4.38$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors plan and implement all staff competency development in each subject area and in teaching methodology) has the highest mean score ($\bar{x} = 3.68$) and the indicator (school directors provide teachers with the necessary materials and equipment) has the lowest mean score ($\bar{x} = 3.63$).

For the desirable state, the indicator (school directors plan and implement all staff competency development in each subject area and in teaching methodology) has the highest mean score ($\bar{x} = 4.41$) and the indicator (school directors provide teachers with the necessary materials and equipment) has the lowest mean score ($\bar{x} = 4.35$).

Table 4.31 Mean and standard deviation of the school directors' competency of communication for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
95. School directors listen to different information and/or opinions from staff and teachers.	4.14	0.69	4.62	0.49	3.81	1.02	4.49	0.83	3.86	0.98	4.51	0.79
96. School directors use appropriate words and tone with staff and teachers in the conversation.	3.95	0.80	4.52	0.68	3.86	0.95	4.49	0.78	3.88	0.93	4.50	0.76
97. School directors have skills of writing documents or letters to the persons of different position levels.	3.57	0.70	4.33	0.69	3.70	0.94	4.38	0.77	3.68	0.91	4.38	0.76
98. School directors are easily accessible to teachers.	4.12	0.68	4.66	0.51	3.97	0.93	4.56	0.71	3.99	0.89	4.58	0.68
Total	3.94	0.72	4.53	0.59	3.87	0.94	4.48	0.77	3.85	0.93	4.49	0.75

Table 4.31 shows that the competency of communication is at a high level for both present and desirable states ($\bar{x} = 3.85$; $\bar{x} = 4.49$, respectively).

For the present state, all the 4 indicators are at a high level. The indicator (school directors are easily accessible to teachers) has the highest mean score ($\bar{x} = 3.99$), followed by the indicator (school directors use appropriate words and tone with staff and teachers in the conversation), while the indicator (school directors have skills of writing documents or letters to the persons of different position levels) has the lowest mean score ($\bar{x} = 3.68$).

For the desirable state, 1 of the 4 indicators (school directors have skills of writing documents or letters to the persons of different position levels) is at a high level ($\bar{x} = 4.38$), while the other three are at the highest level. The indicator (school directors are easily accessible to teachers) has the highest mean score ($\bar{x} = 4.58$) and the indicator (school directors use appropriate words and tone with staff and teachers in the conversation) has the lowest mean score ($\bar{x} = 4.5$).

Table 4.32 Mean and standard deviation of the school directors' competency of relationship building for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
99. School directors encourage the participation of parents and community.	3.91	0.84	4.52	0.57	3.82	1.00	4.47	0.80	3.84	0.97	4.48	0.77
100. School directors explain the guidelines and policies of Ministry and the school to stakeholders.	3.76	0.78	4.40	0.65	3.87	0.87	4.46	0.69	3.85	0.86	4.45	0.68
101. School directors present the progress of the agreed and other activities to stakeholder.	3.55	0.86	4.28	0.74	3.76	0.88	4.40	0.72	3.73	0.88	4.38	0.72
102. School directors have frequent contact with students.	4.03	0.83	4.57	0.60	3.89	0.95	4.50	0.69	3.91	0.93	4.51	0.68
Total	3.81	0.83	4.44	0.64	3.86	0.90	4.46	0.73	3.83	0.91	4.46	0.71

Table 4.32 indicates that the competency of relationship building is at a high level for both present and desirable states ($\bar{x} = 3.83$; $\bar{x} = 4.46$, respectively).

For the present state, all the 4 indicators are at a high level. The indicator (school directors have frequent contact with students) has the highest mean score ($\bar{x} = 3.91$), followed by the indicator (school directors explain the guidelines and policies of Ministry and the school to stakeholders) that receives the next higher mean score ($\bar{x} = 3.91$), while the indicator (school directors present the progress of the agreed and other activities to stakeholder) has the lowest mean score ($\bar{x} = 3.73$).

For the desirable state, 1 of the 4 indicators (school directors have frequent contact with students) is at the highest level ($\bar{x} = 4.51$), while the other three are at a high level. The indicator (school directors encourage the participation of parents and community) has the highest mean score ($\bar{x} = 4.48$) and the indicator (school directors present the progress of the agreed and other activities to stakeholder) has the lowest mean score ($\bar{x} = 4.38$).

Table 4.33 Mean and standard deviation of the school directors' competency of teamwork for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
103. School directors inspire team members to exchange opinions.	3.95	0.71	4.55	0.57	3.82	0.95	4.52	0.72	3.84	0.91	4.53	0.70
104. School directors suggest an alternative solution in solving problems in the team.	3.93	0.86	4.47	0.60	3.72	0.94	4.40	0.77	3.75	0.93	4.41	0.74
105. School directors set roles and duties for each team member.	4.07	0.70	4.59	0.53	3.83	0.90	4.46	0.66	3.87	0.88	4.48	0.65
Total	3.98	0.75	4.53	0.57	3.83	0.90	4.46	0.72	3.82	0.91	4.47	0.69

Table 4.33 shows that the competency of teamwork is at a high level for both present and desirable states ($\bar{x} = 3.82$; $\bar{x} = 4.47$, respectively).

For the present state, all the 3 indicators are at a high level. The indicator (school directors set roles and duties for each team member) has the highest mean score ($\bar{x} = 3.87$) and the indicator (school directors suggest an alternative solution in solving problems in the team) has the lowest mean score ($\bar{x} = 3.75$).

For the desirable state, one indicator (school directors inspire team members to exchange opinions) is at the highest level ($\bar{x} = 4.53$), while the other two are at a high level. The indicator (school directors set roles and duties for each team member) has higher mean score ($\bar{x} = 4.48$) and the indicator (school directors suggest an alternative solution in solving problems in the team) has lower mean score ($\bar{x} = 4.41$).

Table 4.34 Mean and standard deviation of the school directors' competency of culture for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
106. School directors promote cohesion among staff.	4.19	0.66	4.67	0.47	4.03	0.94	4.59	0.69	4.05	0.90	4.60	0.66
107. School directors create a positive school climate that teachers feel good about teaching.	4.07	0.67	4.57	0.65	3.82	0.94	4.52	0.70	3.86	0.91	4.53	0.69
108. School directors make the feeling of solidarity among staff.	4.14	0.69	4.66	0.51	3.99	0.99	4.58	0.76	4.01	0.95	4.59	0.73
Total	4.13	0.67	4.63	0.55	3.99	0.93	4.56	0.72	3.97	0.92	4.58	0.69

Table 4.34 shows that the competency of culture is at a high level for the present state ($\bar{x} = 3.97$) and at the highest level for the desirable state ($\bar{x} = 4.58$).

For the present state, all the 3 indicators are at a high level. The indicator (school directors promote cohesion among staff) has the highest mean score ($\bar{x} = 4.05$) and the indicator (school directors create a positive school climate that teachers feel good about teaching) has the lowest mean score ($\bar{x} = 3.86$).

For the desirable state, all the 3 indicators are at the highest level. The indicator (school directors promote cohesion among staff) has the highest mean score ($\bar{x} = 4.6$) and the indicator (school directors create a positive school climate that teachers feel good about teaching) has the lowest mean score ($\bar{x} = 4.53$).

Table 4.35 Mean and standard deviation of the school directors' competency of professional and leadership ethics for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
109. School directors give fair and equitable attention to staff and teachers.	4.19	0.69	4.72	0.56	3.86	1.06	4.50	0.84	3.92	1.01	4.54	0.80
110. School directors perform the duties with justice, honesty and transparency with all colleagues, staff, teachers, and community.	4.22	0.65	4.69	0.60	3.89	1.02	4.49	0.82	3.94	0.97	4.53	0.79
111. School directors promote associates and subordinates to have morality and ethics as appropriate.	4.29	0.65	4.69	0.57	4.10	0.90	4.61	0.69	4.13	0.86	4.62	0.67
Total	4.24	0.66	4.70	0.57	4.01	0.94	4.53	0.78	4.00	0.95	4.56	0.76

Table 4.35 shows that the competency of professional and leadership ethics is at a high level for the present state ($\bar{x} = 4$) and at the highest level for the desirable state ($\bar{x} = 4.56$).

For the present state, all the 3 indicators are at a high level. The indicator (school directors promote associates and subordinates to have morality and ethics as appropriate) has the highest mean score ($\bar{x} = 4.13$) and the indicator (school directors give fair and equitable attention to staff and teachers) has the lowest mean score ($\bar{x} = 3.92$).

For the desirable state, all the 3 indicators are at the highest level. The indicator (school directors promote associates and subordinates to have morality and ethics as appropriate) has the highest mean score ($\bar{x} = 4.62$) and the indicator (school directors perform the duties with justice, honesty and transparency with all colleagues, staff, teachers, and community) has the lowest mean score ($\bar{x} = 4.53$).

Table 4.36 Mean and standard deviation of the school directors' competency of English skills for present and desirable states

Competency Indicators	Directors				Teachers				Total			
	Present		Desirable		Present		Desirable		Present		Desirable	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
112. School directors have ability to use English in communication.	2.55	1.05	3.64	1.12	3.14	1.07	4.14	0.93	3.05	1.09	4.06	0.98
113. School directors have ability to write English in letters or any documents.	2.31	1.05	3.47	1.20	3.03	1.09	4.04	0.96	2.91	1.12	3.95	1.02
114. School directors read English written documents and understand main idea.	2.43	1.06	3.55	1.14	3.14	1.11	4.12	0.95	3.02	1.13	4.03	1.01
Total	2.43	1.05	3.55	1.15	3.02	1.11	4.10	0.95	2.99	1.11	4.01	1.00

Table 4.36 illustrates that the competency of English skills is at a moderate level for the present state ($\bar{x} = 2.99$) and at a high level for the desirable state ($\bar{x} = 4.01$).

For the present state, all the 3 indicators are at a moderate level. The indicator (school directors have ability to use English in communication) has the highest mean

score ($\bar{x} = 3.05$) and the indicator (school directors have ability to write English in letters or any documents) has the lowest mean score ($\bar{x} = 2.91$).

For the desirable state, all the 3 indicators are at high level. The indicator (school directors have ability to use English in communication) has the highest mean score ($\bar{x} = 4.06$) and the indicator (school directors have ability to write English in letters or any documents) has the lowest mean score ($\bar{x} = 3.95$).

Findings of Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

In this study the researcher developed guidelines for the competency development of school directors by utilizing needs assessment based on modified priority need index (PNI_{modified}) and its order of priority needs (meaning that PNI_{modified} having the highest value is ordered as having the highest priority needs).

Competencies of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport to Be Developed Based on PNI_{modified}

In the previous section, there were 15 competencies under 6 dimensions (See Table 4.5) with high needs to be developed as follows:

1. English skills
2. ICT management
3. Vision, mission, and purpose
4. Finance management
5. Situational awareness
6. Academic support and sharing
7. Quality focus
7. Capacity building

- 9. Proactive
- 10. Managing change
- 11. Achievement orientation
- 11. Creativity and innovation
- 13. Flexibility
- 14. Diversity leadership
- 15. Strategic thinking and planning

The 15 competencies are within 6 dimensions as follows:

- 1. Language
 - 1.1 English skills
- 2. Resource and operation
 - 2.1 ICT management
 - 2.2 Finance management
- 3. Policy and direction
 - 3.1 Vision, mission, and purpose
 - 3.2 Quality focus
 - 3.3 Proactive
 - 3.4 Strategic thinking and planning
- 4. Managing change and innovation
 - 4.1 Situational awareness
 - 4.2 Managing change
 - 4.3 Creativity and innovation
 - 4.4 Flexibility
- 5. Instructional and achievement

5.1 Academic support and sharing

5.2 Achievement orientation

5.3 Diversity leadership

6. People and Relationship

6.1 Capacity building

Besides modified priority needs index the researcher utilized problems and recommendations of respondents in the questionnaire as a benefit during the individual interview with academics, educational leaders, and school directors in order to successfully develop guidelines for the competency development of secondary school directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

Comments and Recommendations from the Respondents Related to Competency of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

Comments and recommendations from the respondents related to competency of school directors were determined by open-ended questions in section 3 of the questionnaire. The researcher used content analysis to analyze the qualitative data and classified the problems from the respondents as displayed in Table 4.37.

Table 4.37 Problems related to competency of school directors

Competency Dimensions and Sub-Dimensions	Problems		
	Directors	Teachers	Total
1. Policy and Direction			
1.1 Vision, mission, and purpose			
1) Setting vision, mission, goals of the school cannot apply because it is dependent on the decision of the top (ministry or department).	8	77	85
2) Policy from the ministry is neither extensive nor responsive that causes difficulty in making vision, mission, and goals of the school.	2	76	78

Table 4.37 (continued)

Competency Dimensions and Sub-Dimensions	Problems		
	Directors	Teachers	Total
3) School directors have limited skills of setting vision, mission, and goals of the school and it is not responsive.	1	21	22
4) School directors have second jobs due to low salary and then it affects vision, mission of the school.	2	25	27
1.2 Quality focus			
1) Setting any standard is dependent on the top (ministry or department)	8	64	72
2) Policy from the ministry is neither extensive nor responsive that causes difficulty in enhancing quality.	1	57	58
3) School directors have limited skills of setting work standards to ensure quality and it is not responsive.	2	23	25
4) School directors have second jobs due to low salary and then it affects work standards leading to low quality.	1	22	23
1.3 Strategic thinking and planning			
1) Making strategies cannot apply because it is all coming from the ministry or department.	8	73	81
2) Policy from the ministry is neither extensive nor responsive that causes difficulty in making strategies.	1	58	59
3) School directors have limited knowledge and skills of planning and making strategies.	2	24	26
4) School directors have second job due to low salary and then it affects the planning that could not meet the deadlines.	2	19	21
1.4 Proactive			
1) Policy from the ministry is not extensive that causes difficulty in setting steps and scenarios for removing or reducing problems or obstacles in advance.	2	2	4
2) School directors have limited skills of anticipating the problems and obstacles in advance and it is not responsive.	3	1	4
2. Instructional and Achievement			
2.1 Knowledge of curriculum, instruction, and assessment			
1) There is a difficulty in teaching because of large number of students per class (65/class).	1	-	1
2) School directors do not have chance to attend the seminars in regional level such as ASEAN.	1	-	1
3) Curriculum and instruction are all coming from the ministry policy.	1	-	1
4) Learning books are not quality.	1	1	2
5) School directors attend less seminars and short time.	1	1	2
2.2 Academic support and sharing			
1) Teachers lack knowledge of key terms in subjects and teaching materials.	1	-	1
2) Teachers do not use teaching materials.	1	-	1
3) There is a lack of teachers in each subject.	1	20	21
4) Small number of teachers have little knowledge related to new academic program.	1	5	6
3. Managing Change and Innovation			
3.2 Managing change			
1) Willing to change but everything relied on the ministry or department.	3	26	29
2) Teachers do not research more, just do their routines.	1	-	1

Table 4.37 (continued)

Competency Dimensions and Sub-Dimensions	Problems		
	Directors	Teachers	Total
3.3 Informed decision making			
1) Teachers do not participate in decision making.	1	-	1
3.5 Creativity and innovation			
1) Willing to make new innovation but everything depends on the ministry or department.	3	-	3
2) Creativity and innovation is not suitable and copy from others in one hundred percent (100%).	-	1	1
3) There is a shortage of finance for making new innovation.	1	-	1
4. Resource and Operation			
4.1 Finance management			
1) Financial resource is limited, while demand is large. Thus, just follow the ministry's policy.	10	14	24
2) Financial resource is not responsive to demand.	5	16	31
3) Budget allocation from parent ministry or department is late.	1	-	1
4.2 Physical development			
1) Physical resource is limited such as learning building, materials (teaching and experiment) and equipment.	9	28	37
2) Materials and equipment are not suitable yet.	1	11	12
3) Physical resource does not respond to demand.	5	13	18
4) Natural disasters, such as flooding, destroy physical resource.	1	-	1
4.3 Performance management			
1) There is less support and encouragement.	4	-	4
4.4 ICT management			
1) ICT resource is limited, such as computers and LCD.	6	87	93
2) ICT resource is not responsive to demand.	1	39	40
3) Knowledge of ICT is limited.	-	31	31
4) ICT resource is not suitable yet.	1	26	27
4.5 Human resource management			
1) Human resources are not suitable yet.	2	-	2
2) There is a shortage of secretary for keeping documents.	1	-	1
3) Much job, less time, not respond to the needs	1	-	1
4) Low qualified teachers.	1	-	1
5. People and Relationship			
5.1 Capacity building			
1) School directors cannot provide necessary teaching materials and equipment to meet teachers' demand because of limited resources.	-	3	3

Table 4.37 (continued)

Competency Dimensions and Sub-Dimensions	Problems		
	Directors	Teachers	Total
5.2 Communication			
1) Using words inappropriately.	4	24	28
2) Lack of communication channel.	1	10	11
3) Teachers do not abide by the guidelines of school directors.	2	-	2
4) Teachers do not cooperate with staff and school directors.	1	-	1
5.3 Relationship building			
1) Lack of channel to build relationship or network.	1	20	21
2) Some school directors and department managers have relationship with discrimination.	1	3	4
3) Lack of participation from parents and community.	3	19	22
4) Low economic level of parents and community.	1	7	8
6. Morality, Values, and Ethics of Leadership			
6.1 Professional and Leadership ethics			
1) Using words inappropriately.	8	78	86
2) Moral is limited.	7	66	73
3) Corruptions and conflict of interest.	4	46	50
7. Language			
7.1 English skills			
2) School directors have limited English skills.	35	91	126

Table 4.37 shows that the problems related to competency of school directors suggested by the most respondents fall into the competency of English skills. These problems are that school directors has no English skills (126 respondents) and that school directors have limited English skills (113 respondents), followed by ICT resources are limited such as computers and LCD (93 respondents), which is the problem related to the competency of ICT management, and using words inappropriately (86 respondents), which is the problem related to professional and leadership ethics.

However, there are some differences between recommendations from school directors and teachers. The following are the problems raised by school directors that are not consistent with teachers.

1. There was a difficulty in teaching because of large number of students per class (e.g. 65/class) (Knowledge of curriculum, instruction, and assessment).

2. School directors did not have chance to attend the seminars in regional level such as ASEAN (Knowledge of curriculum, instruction, and assessment).

3. Curriculum and instruction are all coming from the ministry policy (Knowledge of curriculum, instruction, and assessment).

4. Teachers lack knowledge of key terms in subjects and teaching materials (Academic support and sharing).

5. Teachers do not use teaching materials (Academic support and sharing).

6. Teachers do not research more, just did their routines (Managing change).

7. There is rarely participative decision making (Informed decision making).

8. Willing to make new innovation but everything depends on the ministry or department (Creativity and innovation).

9. There is a shortage of finance for making any innovations (Creativity and innovation).

10. Budget allocation from parent ministry or department is late (Finance management).

11. Natural disasters, such as flooding, destroy physical resource (Physical development).

12. There is less support and encouragement (Performance management).

13. Human resources are not suitable yet (Performance management).

14. There is a shortage of a secretary or an office in charge of keeping documents (Performance management).

15. Much job, less time, not respond to the needs (Performance management)

16. Low qualified teachers (Performance management).

17. Teachers do not abide by the guidelines given by school directors (Communication).

18. Teachers do not cooperate with staff and school directors (Communication).

The following are problems raised by teachers that are not consistent with school directors.

1. Creativity and innovation is not suitable and has similarity with work of others in one hundred percent (100%) (Creativity and innovation).

2. Knowledge of ICT is limited (ICT management).

3. School directors cannot provide necessary teaching materials and equipment to meet teachers' demand because of limited resources (Capacity building).

Table 4.38 Recommendations related to competency of school directors

Competency Dimensions and Sub-Dimensions	Recommendations		Total
	Directors	Teachers	
1. Policy and Direction			
1.1 Vision, mission, and purpose			
1) School directors should have long vision and ambition for the school.	4	-	4
2) There should be training course on management and leadership for school directors so that they could know how to write vision and mission of the school.	7	67	74
3) School directors should set clear goals for the school.	5	56	61
4) School directors should study more on related legal documents in order to write vision and mission of the school in accordance with those legal documents.	4	32	36
5) Solving low salary so that school directors could survive then punish ones committing serious mistakes.	6	60	66
6) After appointed, school directors should attend training course on management and leadership.	4	16	20
7) Must reduce corruption in the school so that vision and mission can be achieved.	4	18	22

Table 4.38 (continued)

Competency Dimensions and Sub-Dimensions	Recommendations		Total
	Directors	Teachers	
1.1 Vision, mission, and purpose (continued)			
8) Ministry and department should conduct inspection monthly or quarterly to achieve national education goals.	4	11	15
9) Must make vision and mission of the school fit to reality.	3	9	12
1.2 Quality focus			
1) There should be training course on management and leadership for school directors so that they could know how to make quality development plan and other standards.	7	61	68
2) Solving low salary so that quality should be improved.	6	58	64
3) Must reduce corruption in the school for enhancing quality.	4	50	54
1.3 Strategic thinking and planning			
1) School directors should have and make the planning clearly.	7	65	72
2) School director should study more on related legal documents in order to make planning and developing strategies and planning.	4	52	56
3) School directors should attend training course related to management and leadership continuously to know how to write strategies and planning.	6	60	66
1.4 Ideals and beliefs			
1) Solving low salary in order to enhance good beliefs for the school.	6	66	72
2) Must reduce corruption in the school to make good beliefs for school.	4	51	55
2. Instructional and Achievement			
2.1 Knowledge of curriculum, instruction, and assessment			
1) School directors should be self-learning more over own limit to continue to study for improving knowledge of curriculum and instruction.	5	37	42
2) School directors share experience with other school managers.	4	-	4
3) There should be training course on curriculum and instruction.	7	21	28
4) There should be preparation for suitable student number per class in accordance with pedagogy.	4	12	16
5) There should be time for school directors to share good experience of good school leadership.	4	16	20
6) There should be adjustment for curriculum by inputting national-characteristic lesson more than international-characteristic one.	4	9	13
2.2 Academic support and sharing			
1) School directors should share academic content to teachers.	4	7	11
2) School directors should train staff and teachers more or find opportunities for them to get training on teaching methodology.	5	13	18
3) School directors should inspire teachers to research more on instruction.	4	6	10
4) School directors should help and support low qualified teachers.	4	5	9
5) School directors should discuss with teachers about teaching issues frequently and regularly.	3	2	5

Table 4.38 (continued)

Competency Dimensions and Sub-Dimensions	Recommendations		Total
	Directors	Teachers	
2.3 Supervision			
1) School directors should make a plan to supervise academic program and implement it.	4	13	17
2) There should be a reinforcement of national curriculum.	4	9	13
2.4 Discipline			
1) School directors should ensure adequate teaching time with strict mechanism but soft and friendly.	5	14	19
2) There should be reinforcement of discipline and educational law.	5	20	25
2.5 Monitoring and evaluating			
1) School directors should ensure that teachers must have lesson plan before teaching.	4	21	25
2) School directors should organize, lead, monitor and evaluate teaching.	4	27	31
3. Managing Change and Innovation			
3.1 Managing change			
1) School directors should prepare change plan for school clearly.	4	63	67
2) School directors should check conditions and context for suitable change.	5	66	71
3) School directors should ensure that teachers used a variety of teaching methodology.	5	62	67
4) There should be more seminars frequently about new teaching methodology.	4	54	58
5) Must cultivate willingness to participation in making change.	2	23	25
3.2 Managing school improvement			
1) School directors should prepare annual development plan for school improvement.	5	8	13
2) School directors should lead teachers to participate in school improvement.	3	5	8
3) School directors should implement 8-point reform of the ministry for school improvement.	1	-	1
3.3 Creativity and innovation			
1) School directors should appreciate staff and teachers who have creative ideas.	3	-	3
2) School directors should read good model of school managers to generate new ideas.	4	-	4
3) School directors should encourage students to have creative ideas.	-	2	2
4. Resource and Operation			
4.1 Finance management			
1) School directors ensure that limited financial resource must be used efficiently.	5	28	33
2) There should be accountant having knowledge and skills in accounting for managing finance in collaboration with other staff and school administrators.	4	22	26

Table 4.38 (continued)

Competency Dimensions and Sub-Dimensions	Recommendations		Total
	Directors	Teachers	
4.2 Physical development			
1) School directors should create good environment both in the class and school.	4	53	57
2) There should be provision of rooms, materials, and equipment enough for operation and teaching.	8	62	70
3) There should be a system for preventing school from natural disaster.	1	-	1
4) Ministry and non-governmental organizations help check the schools meeting difficulty.	1	-	1
5) School directors ensure that limited physical resource must be used efficiently.	4	18	22
6) Government and development partners should help develop the infrastructure around the school.	4	14	18
4.3 ICT management			
1) There should be training course on ICT	8	50	58
2) In the future, appointing school directors should recruit and select ones having enough ICT skills.	6	44	50
3) School directors ensure that limited ICT resource must be used efficiently.	4	54	58
4.4 Human resource management			
1) School directors should use human resources with right targets.	6	17	23
2) There should be training course on human resources management.	6	12	18
3) There should be provision of secretary for each school adequately.	4	-	4
4) School directors should use limited human resources efficiently.	4	20	24
5. People and Relationship			
5.1 Capacity building			
1) There should be paying attention to develop capacity of teachers.	5	-	5
2) There should be opportunities for school directors and teachers to visit and learn foreign countries and even cooperation.	5	-	5
3) Giving training to teachers on lacking subjects.	4	-	4
5.2 Communication			
1) School directors should know how to use words with all staff appropriately.	4	20	24
2) School director should have good relationship with deputy school directors in the school.	6	13	19
3) School directors should have good communication with students and teachers.	10	30	40
5.3 Relationship building			
1) School directors should have relationship with all-aged and all-level people.	4	18	22
2) School directors should have efforts on improving good relationships with parents and community.	5	29	34

Table 4.38 (continued)

Competency Dimensions and Sub-Dimensions	Recommendations		Total
	Directors	Teachers	
5.3 Relationship building (continued)			
3) School administrators and teachers should have and extend a good relationship with parents.	8	34	42
4) School directors should prepare a meeting with parents and community frequently (at least once a month).	3	19	22
5.4 Culture			
1) School directors should create solidarity among all staff.	-	2	2
2) School directors should encourage to have good climate for teachers to teachers.	-	1	1
6. Morality, Values, and Ethics of Leadership			
6.1 Professional and Leadership ethics			
1) All school directors should have and keep open mind, good moral, 4 words of Buddha, good behaviors, and good model for others in living community.	20	150	170
2) There should be seminars in any level that what professional ethics school directors should have.	4	8	12
3) School directors should be gentle, soft, and strict and comply with professional ethics.	4	12	16
4) School directors should have responsibilities for own professional ethics.	5	15	20
5) School directors should have both responsibilities and accountabilities.	4	8	12
8) There should be a publication about professional ethics of school directors.	5	5	10
9) There should be enhancement of transparency and justice.	4	7	11
10) There should be a talk of professional ethics in the meeting.	4	12	16
7. Language			
7.1 English skills			
1) There should be training course on English language for school directors during vacation, quarterly, or semester.	20	158	178
2) School directors should study English language more by themselves.	35	160	195
3) There should be recruitment and selection of ones who know English to be school directors.	5	26	31
4) There should be scholarship for school directors and teachers to study English.	5	-	5

Table 4.38 indicates that the most suggested recommendation falls into the competency of English skills; that is, school directors should study English language more by themselves (195 respondents) and there should be training course on English language for school directors during vacation, quarterly, or semester (178 respondents), followed by the recommendation is that all school directors should have and keep open mind, good moral, 4 words of Buddha, good behaviors, and good model for others in living community (170 respondents), which is the

recommendation related to the competency of professional and leadership ethics, and the recommendation is that there should be training course on management and leadership for school directors so that they could know how to write vision and mission of the school (74 respondents).

However, there are some differences between recommendations from school directors and teachers. The following are the recommendations suggested by school directors that are not consistent with teachers.

1. School directors should have long vision and ambition for the school (Vision, mission, and purpose).
2. School directors share experience with other school managers (Knowledge of curriculum, instruction, and assessment).
3. School directors should implement 8-point reform of the ministry for school improvement (Managing school improvement).
4. School directors should appreciate staff and teachers who have creative ideas (Creativity and innovation).
5. School directors should read good model of school managers to generate new ideas (Creativity and innovation).
6. There should be a system for preventing school from national disaster (Physical development).
7. Ministry and non-governmental organizations help check the schools meeting difficulty (Physical development).
8. There should be provision of secretary for each school adequately (Human resource management).

9. There should be paying attention to develop capacity of teachers (capacity building).

10. There should be opportunities for the school directors and teachers to visit and learn foreign countries and even cooperation (Capacity building).

11. Giving training to teachers on lacking subjects (Capacity building).

12. There should be scholarships for school directors and teachers to study English (English skills).

The following are the recommendations suggested by teachers that are not consistent with school directors.

1. School directors should encourage students to have creative ideas (Creativity and innovation).

2. School directors should create solidarity among all staff (Culture).

3. School directors should encourage teachers to have good climate with each other (Culture).

The Interview Results

Based on research results of needs assessment and open-ended questions in the questionnaire, the researcher further constructed and conducted the individual interview with academics, educational leaders and a school director. Those gave some recommendations on developing the six competency dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, considered to be developed based on modified priority needs index (PNI_{modified}). However, another dimension, morality, values, and ethics of leadership, was also included in the individual interview and attached in Appendix F as the

researcher think that this dimension is also important. The researcher used content analysis for analyzing data. The summary of the interview results are as follows:

1. Competency development methods

There are three main methods for developing competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport – training, self-study, and career development. Formal education and study trip are also recommended; however, the researcher considers them as sub-components of training. The details of the competency development methods are as follows:

1) Training

- Should be conducted semi-annually or quarterly.
- Should be both internal and external.
- Should be the requirement for all school directors and provided incentives.
- Should be various forms of formal training itself, seminars, fairs, study trip, and mentoring.
- Training should be followed by monitoring and evaluating to ensure the effectiveness of the course.
- Study trip should be conducted both locally and internationally.
- Mentoring should be processed by allowing one supervisor (expert/mentor) to teach ten school directors (mentees).

2) Self-Study

- School directors themselves should have a sense of lifelong learning

-Ministry of Education, Youth and Sport should support self-learning through providing the schools with enough materials, especially and other technological devices, for allowing school directors to use them for learning and searching.

3) Career Development

-Ministry of Education, Youth and Sport and Phnom Penh Municipal Department of Education, Youth and Sport should verify career development policy continuously to meet the real needs of school directors and disseminate this policy to school directors clearly—raising on the meeting frequently.

-Job rotation should be conducted periodically for exchanging school leadership experience so school directors can learn new things with different school environment.

2. Guidelines for each competency dimension

1) Language Dimension

In language competency dimension, the focus should fall on English skills competency. The guidelines for developing this competency were as follows:

-Ministry of Education, Youth and Sport should open training courses on English skills for school directors and the instructors of the courses should be internal teachers of English in the schools with fund support. Allowance for attending the courses should be provided. The courses should be processed quarterly or semi-annually, with three optional sessions (i.e. early morning, noon, and evening), with one hour and a half per session.

-School directors should create activities for practicing English in their schools by reading and listening to news related to education in English and announcing

information in the schools in Khmer followed by English with the support from teachers of English and students.

-School directors should continue to study English by enrolling a degree or diploma at any educational institutions.

-Ministry of Education, Youth and Sport should cooperate with international NGOs for funding and even offering scholarships to school directors to assist them in English course fee.

-Every school directors should take part in a study trip to foreign countries for at least twice a year, not only those know English in order for them to practice their English in a real situation.

2) Resource and Operation Dimension

-In this dimension, the focus should fall on ICT and finance management.

-Related to ICT management, school directors should be offered both in local and international training courses on ICT for at least allowing school directors to be able to use Ms. Office and Internet and Email. Ministry of Education, Youth and Sport and Phnom Penh Municipal Department of Education, Youth and Sport should prepare many seminars on ICT and ICT Fair in the school, and school directors themselves should find seminars related to ICT through searching the internet if any. Every school should be provided at least one computer. Ministry of Education, Youth and Sport should invest in ICT. School directors should create policy in the school that any information delivery will be technologically conducted such as e-mail or social media (e.g. whatapps application).

-Regarding finance management, training courses on finance management should be offered to school directors and accounting staff, such as entry closing. Each

school should have own budget planning because each school has its different needs. Ministry of Education, Youth and Sport should cooperate with Ministry of Economic and Finance to provide finance consultants to the schools when needed.

3) Policy and Direction Dimension

-In this dimension, the focus should fall on four competencies—vision, mission, and purpose, quality focus, proactive, and strategic thinking and planning.

-School directors should conduct meetings with school committee, parents, community and other stakeholders to identify school vision, mission, and purpose.

-Training course on need assessment should be offered to school directors so that they can conduct need assessment for planning.

-School directors should do the planning in accordance with available resources and real needs, with support from Phnom Penh Municipal Department of Education, Youth and Sport in terms of resources.

-School director should study more about 21st century skills and have more networks for quality.

4) Managing Change and Innovation Dimension

-In this dimension, the focus should fall on four competencies – situational awareness, managing change, creativity and innovation, and flexibility.

-School directors should expand relationships with both local and international good-model schools to learn and explore new innovation.

-School directors should have a conscience, willingness, and ideal to lead change within the schools.

-Ministry of Education, Youth and Sport should provide not only award flag but also a package of budget for the schools which are elected as excellent schools in order for making change and innovation throughout the schools.

5) Instructional and Achievement Dimension

-In this dimension, the focus should fall on three competencies – academic support and sharing, achievement orientation, and diversity leadership.

-School directors should train and share with teachers on instruction regularly, including meeting with head of each subject, for at least one day a week.

-School directors should inspire teachers to use teaching materials for instruction.

-School directors should encourage teachers to have instructional leadership so that teachers can teach students effectively.

6) People and Relationship Dimension

-In this dimension, the focus should fall on capacity building competency.

-School directors should encourage and inspire teachers to know and use technology in instruction and provide enough materials for teachers when needed.

-School directors should invite awarded school directors to be guest speakers in order to learn and develop own capacity and followers as well.

-School directors should communicate and pay attention to disadvantaged students, not only to outstanding students.

-To enhance relationship with parents, school directors should inform parents about their children frequently and regularly and require parents to give feedback. For unruly students, school directors should give study record books to parents through the chief of commune, not through students themselves.

-To enhance relationship with community, school directors should prepare good environment activities in school and/or in classroom that require participation from community on a continuous and regular basis.

-School directors should build trust and confidence among stakeholders.

3. Issues to be solved

In order to effectively develop competency of school directors, some issues should be inevitably solved at the meantime. Such issues are salary level, conflict of interest, and political influence.



CHAPTER 5

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

The study on the competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia has three objectives as follows:

1. To study the competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

2. To determine the present and desirable competency levels of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

3. To develop guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport.

Conclusion

Competency Dimensions and Sub-dimensions of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

Based on the first draft of research conceptual framework obtained from literature review and interview results from five Cambodian experts specializing in competency in education field, the competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport that were used as the final research conceptual framework are as follows:

Dimension 1: Policy and Direction

- 1.1 Vision, mission, and purpose
- 1.2 Quality focus
- 1.3 Strategic thinking and planning
- 1.4 Proactive
- 1.5 Ideal and beliefs

Dimension 2: Instructional and Achievement

- 2.1 Achievement orientation
- 2.2 Knowledge of curriculum, instruction, and assessment
- 2.3 Strategic thinking and planning
- 2.4 Supervision
- 2.5 Discipline
- 2.6 Monitoring and evaluating
- 2.7 Diversity leadership

Dimension 3: Managing Change and Innovation

- 3.1 Problem solving
- 3.2 Managing change
- 3.3 Informed decision making
- 3.4 managing school improvement
- 3.5 Creativity and innovation
- 3.6 Flexibility
- 3.7 Situational awareness

Dimension 4: Resource and Operation

- 4.1 Finance management

4.2 Physical development

4.3 Performance management

4.4 ICT management

4.5 Human resource management

Dimension 5: People and Relationship

5.1 Capacity building

5.2 Communication

5.3 Relationship building

5.4 Teamwork

5.5 Culture

Dimension 6: Morality, Values, and Ethics of Leadership

6.1 Professional and leadership ethics

Dimension 7: Language

7.1 English skills

Present and Desirable Competency Levels of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

The competency of school directors is at a high level for both present and desirable states in overall.

For the present state considering competency dimensions, it reveals that all the competency dimensions, except for language dimension which is at a moderate level, are at a high level. The dimension of morality, values, and ethics of leadership has the highest mean score, followed by people and relationship dimension, while policy and direction dimension has the lowest mean score. Considering competency sub-dimensions, it shows that all the competency sub-dimensions, except for two

competencies, are at a high level. The competency of professional and leadership ethics has the highest mean score, followed by the competency of culture, while the competency of situational awareness has the lowest mean score. The competency of ICT management and English skills are at a moderate level.

For the desirable state considering competency dimensions, all the competency dimensions, except for morality, values, and ethics of leadership dimension which is at the highest level, are at a high level. People and relationship dimension has the highest mean score, followed by instructional and achievement dimension, while language dimension has the lowest mean score. Considering competency sub-dimensions, all the competency sub-dimensions, except for 5 competency sub-dimensions, are at a high level. The competency of knowledge of curriculum, instruction, and assessment and the competency of communication have the same highest mean score, followed by the competency of teamwork, while the competency of English skills has the lowest mean score. 5 of the 31 competencies are at the highest level. The competency of culture has the highest mean score, followed by professional and leadership ethics, managing school improvement, and monitoring and evaluating, respectively, while the competency of discipline receives the lowest mean score.

Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

There are 15 competencies to be developed based on the value of PNI_{modified} . The 15 competencies are ordered from the highest to the lowest values of PNI_{modified} as follows:

1. English skills
2. ICT management
3. Vision, mission, and purpose
4. Finance management
5. Situational awareness
6. Academic support and sharing
7. Quality focus
7. Capacity building
9. Proactive
10. Managing change
11. Achievement orientation
11. Creativity and innovation
13. Flexibility
14. Diversity leadership
15. Strategic thinking and planning

The guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport based on the 15 competencies under 6 dimensions include three main components as follows:

1. Competency development methods

There are three main methods for developing competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport – training, self-study, and career development. Formal education and study trip are also recommended; however, the researcher considers them as sub-

components of training. The details of the competency development methods are as follows:

1) Training

- Should be conducted semi-annually or quarterly.

- Should be both internal and external.

- Should be the requirement for all school directors and provided incentives.

- Should be various forms of formal training itself, seminars, fairs, study trip, and mentoring.

- Training should be followed by monitoring and evaluating to ensure the effectiveness of the course.

- Study trip should be conducted both locally and internationally.

- Mentoring should be processed by allowing one supervisor (expert/mentor) to teach ten school directors (mentees).

2) Self-Study

- School directors themselves should have a sense of lifelong learning

- Ministry of Education, Youth and Sport should support lifelong learning through providing the schools with enough materials, especially and other technological devices, for allowing school directors to use them for learning and searching.

3) Career Development

- Ministry of Education, Youth and Sport and Phnom Penh Municipal Department of Education, Youth and Sport should verify career development policy continuously to meet the real needs of school directors and disseminate this policy to school directors clearly—raising on the meeting frequently.

-Job rotation should be conducted periodically for exchanging school leadership experience so school directors can learn new things with different school environment.

2. Guidelines for each competency dimension

1) Language Dimension

In language competency dimension, the focus should fall on English skills competency. The guidelines for developing this competency were as follows:

-Ministry of Education, Youth and Sport should open training courses on English skills for school directors and the instructors of the courses should be internal teachers of English in the schools with fund support. Allowance for attending the courses should be provided. The courses should be processed quarterly or semi-annually, with three optional sessions (early morning, noon, and evening), with one hour and a half per session.

-School directors should create activities for practicing English in their schools by reading and listening to news related to education in English and announcing information in the school in Khmer followed by English with the support from teachers of English and students.

-School directors should continue to study English by enrolling a degree or diploma at any educational institutions.

-Ministry of Education, Youth and Sport should cooperate with international NGOs for funding and even offering scholarships to school directors to assist them in English course fee.

-Every school directors should take part in a study trip to foreign countries for at least twice a year, not only those know English in order for them to practice their English in a real situation.

2) Resource and Operation Dimension

-In this dimension, the focus should fall on ICT and finance management.

-Related to ICT management, school directors should be offered both in local and international training courses on ICT for at least allowing school directors to be able to use Ms. Office and Internet and Email. Ministry of Education, Youth and Sport and Phnom Penh Municipal Department of Education, Youth and Sport should prepare many seminars on ICT and ICT Fair in the school, and school directors themselves should find seminars related to ICT through searching the internet if any. Every school should be provided at least one computer. Ministry of Education, Youth and Sport should invest in ICT. School directors should create policy in the school that any information delivery will be technologically conducted such as e-mail or social media (e.g. whatapps application).

-Regarding finance management, training courses on finance management should be offered to school directors and accounting staff, such as entry closing. Each school should have own budget planning because each school has its different needs. Ministry of Education, Youth and Sport should cooperate with Ministry of Economic and Finance to provide finance consultants to the schools when needed.

3) Policy and Direction Dimension

-In this dimension, the focus should fall on four competencies—vision, mission, and purpose, quality focus, proactive, and strategic thinking and planning.

-School directors should conduct meetings with school committee, parents, community and other stakeholders to identify school vision, mission, and purpose.

-Training course on need assessment should be offered to school directors so that they can conduct need assessment for planning.

-School directors should do the planning in accordance with available resources and real needs, with support from Phnom Penh Municipal Department of Education, Youth and Sport in terms of resources.

-School director should study more about 21st century skills and have more networks for quality.

4) Managing Change and Innovation Dimension

-In this dimension, the focus should fall on four competencies – situational awareness, managing change, creativity and innovation, and flexibility.

-School directors should expand relationships with both local and international good-model schools to learn and explore new innovation.

-School directors should have a conscience, willingness, and ideal to lead change within the schools.

-Ministry of Education, Youth and Sport should provide not only award flag but also a package of budget for the schools which are elected as excellent schools in order for making change and innovation throughout the schools.

5) Instructional and Achievement Dimension

-In this dimension, the focus should fall on three competencies – academic support and sharing, achievement orientation, and diversity leadership.

-School directors should train and share with teachers on instruction regularly, including meeting with head of each subject, for at least one day a week.

-School directors should inspire teachers to use teaching materials for instruction.

-School directors should encourage teachers to have instructional leadership so that teachers can teach students effectively.

6) People and Relationship Dimension

-In this dimension, the focus should fall on capacity building competency.

-School directors should encourage and inspire teachers to know and use technology in instruction and provide enough materials for teachers when needed.

-School directors should invite awarded school directors to be guest speakers in order to learn and develop own capacity and followers as well.

-School directors should communicate and pay attention to disadvantaged students, not only to outstanding students.

-To enhance relationship with parents, school directors should inform parents about their children frequently and regularly and require parents to give feedback. For unruly students, school directors should give study record books to parents through the chief of commune, not through students themselves.

-To enhance relationship with community, school directors should prepare good environment activities in school and/or in classroom that require participation from community on a continuous and regular basis.

-School directors should build trust and confidence among stakeholders.

3. Issues to be solved

In order to effectively develop competency of school directors, some issues should be inevitably solved at the meantime. Such issues are salary level, conflict of interest, and political influence.

Discussion

The researcher raises discussions in three main points in accordance with the research objectives.

Competency Dimensions and Sub-dimensions of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

The results of analyzing competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport suggest 7 competency dimensions. These competency dimensions are policy and direction, instructional and achievement, managing change and innovation, resource and operation, people and relationship, morality, values, and ethics of leadership, and language. The research findings are consistent with Ministry of Education, Malaysia (2013) suggesting competencies for Malaysian school leaders into 5 dimensions including policy and direction, instructional and achievement, managing change and innovation, resource and operation, and people and relationship, were also in line with Cotton (2003) describing five categories of school principals' behaviors that contribute to student achievement. Such categories include establishing a clear focus on student learning, interactions and relationships, school culture, instruction, and accountability, and agree with The Teachers' Council of Thailand (2006) suggesting ten competency standards: principles and procedures for educational administration, educational policy and planning, academic administration, administrative, financial, procurement and building management, personnel administration, student activities administration, educational quality assurance, information technology management, public and community relations administration, and morality and ethics of educational institution

administrators. In addition, these competency dimensions agree with Ministry of Education, Youth and Sport (2010) expressing 6 competency domains: leadership, administration, academic activities, staff professional development, facilities, and professional ethics. It should be noted that the six competency dimensions regardless of language dimension are in line with the competency literature. However, language dimension which was obtained from the interview results is missing in the competency literature. This result is not surprising. As Cambodia whose official language is not English or other influential languages such as Chinese, French, Japanese and Korean, Cambodian school directors are supposed to know English and/or such languages for leading their schools in a competitive world. Such languages other than English were also suggested by the respondents in this study.

Given competency sub-dimensions, the findings of the study report 31 competencies within the seven competency dimensions.

Policy and direction dimension consists of **vision, mission, and purpose** consistent with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), Teachers' Council of Thailand (2006), and MoEYS (2010) describing this competency as having a personal vision, having knowledge and skills to developing a vision, building the school's vision, attempting to achieve a common vision with the support of the organization, having efforts to support the achievement of a common vision of the school community, reaching out to stakeholders to help shape and support the school's goals, insisting that mission statements emphasizing the school's academic goals are visible around the school, establishing clear goals and keeps those goals in the forefront of the school's attention, explaining the vision and

mission of the school, describing the national and global education goals, and holding minute meeting for the identification of vision and mission; **quality focus** in line with Ministry of Education, Malaysia (2013) and Teachers' Council of Thailand (2006) reporting this competency as focusing the quality of continuous school improvement, having the creativity to achieve school excellence, creating innovation to achieve school excellence, developing school quality development plan, evaluating and monitoring school standards and quality, and producing a school self-evaluation report for supporting external assessment; **strategic thinking and planning** agreed with Ministry of Education, Malaysia (2013), Teachers' Council of Thailand (2006), and MoEYS (2010) defining this competency as analyzing the school's needs for strategic thinking, setting school policy, making an operational plan, developing education quality development plan aiming at the benefit and value to education, society, and environment, implementing the education quality development plan, monitoring, evaluating, and reporting the result of the implementation of the education quality development plan, showing the priority data required in designing school development plan, and improving the school development plan; **Proactive** consistent with Ministry of Education, Malaysia (2013) describing this competency as being highly self-motivated, having a commitment, and initiating actions for accomplishing school goals; **Ideals and beliefs** in line with Marzano et al. (2005) and Cotton (2003) defining this competency as communicating and operating from strong ideals and beliefs about schooling, considering any barriers, difficulties, or challenge as not the wall hindering from bringing school success, being confident in the ability to overcome and influence the situations, and never giving up their best to improve the school. From the discussion on five competencies of policy and direction

dimension, it should be noted that the competency of vision, mission, and purpose suggested by most authors and sources is more important for school directors in leading their school following the right direction to reach the shared school goals. In addition, other four competencies (e.g., quality focus, strategic thinking and planning, proactive, and ideals and beliefs) are as well considered to be imperative to make the school goals achieved.

Instructional and achievement dimension comprises **achievement orientation** in line with Ministry of Education, Malaysia (2013) describing this competency as being goal oriented, working hard for the achievement of school goals, assessing the school achievement, and having the ability to report the ability of school achievement; **knowledge of curriculum, instruction, and assessment** consistent with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), Teachers' Council of Thailand (2006), and MoEYS (2010) describing this competency as possessing extensive knowledge about instructional, curricular, and assessment practices and providing conceptual guidance regarding effective classroom practices; **academic support and sharing** derived from the combination of knowledge sharing and involvement in curriculum, instruction, and assessment, which the interviewed experts perceived these two competencies were not competent to Cambodian school directors and that's the reason why the researcher, with the advisor's approval, integrated these two competencies into academic support and sharing, consistent with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), Teachers' Council of Thailand (2006), and MoEYS (2010) elaborating this

competency as being directly involved in helping teachers design curricular activities and address instructional and assessment issues, continually exposing staff to cutting-edge research and theory on effective schooling, keeping informed about current research and theory on effective schooling, fostering systematic discussion regarding current research and theory on effective schooling and sharing instructional experience with teachers; **supervision** in line with Ministry of Education, Malaysia (2013), Teachers' Council of Thailand (2006), and MoEYS (2010) reporting this competency as having the ability to perform the supervision of student learning and teachers teaching, planning for the supervision of teaching and learning, conducting supervision of teaching and learning programs and responding to follow-up supervision of teaching and learning results; **discipline** in line with Marzano et al. (2005) and Cotton (2003) describing this competency as protecting instructional time from interruptions, protecting teachers from internal and external distractions, and arranging for additional instructional time outside the regular school day as needed; **monitoring and evaluating** agreed with Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), and Florida Department of Education (2011) stating this competency as making regular visits to the classrooms to study teachers' instructional approaches, take their turn at delivering instruction, and follow up with feedback to and mutual planning with teachers, continually monitoring the effectiveness of the school's curricular, instructional, and assessment practices, being continually aware of the impact of the school's practices on student achievement, following up the absentee list, and checking the lesson plans prepared by teachers; **diversity leadership** consistent with Minnesota State Board Rule 3512.0500 (2008) and Florida Department of Education (2011) describing this competency as

recognizing and using diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, promoting school and classroom practices that validate and value similarities and differences among students, promoting sensitivity of diversity throughout the school community, and adapting educational programming to the needs of diverse constituencies.

Managing change and innovation dimension consists of **problem solving** consistent with Ministry of Education, Malaysia (2013) and Minnesota State Board Rule 3512.0500 (2008) describing this competency as identifying the elements of a problem situation by analyzing relevant information, framing issues, possible cause, and reframing possible solutions, assisting others in forming opinions, and having a problem solving technique; **managing change** in line with Ministry of Education, Malaysia (2013), Marzano et al. (2005), and Cotton (2003) indicating this competency as having the ability to take care of changes, having the ability to handle change, consciously challenging the status quo, being willing to lead change initiatives with uncertain outcomes, systematically considering new and better ways of doing things, consistently attempting to operate at the edge versus the center of the school's competence, and encouraging teachers to improve the effectiveness of instruction through experimenting with different kinds of lessons or new approaches to teaching; **informed decision making** consistent with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008) and Florida Department of Education (2011) describing this competency as having the ability to make decisions based on data and information, empowering staff and teachers through sharing leadership and decision-making authority with them,

providing opportunities for staff input on all important decisions, and using leadership teams in decision making; **managing school improvement** in line with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), and Florida Department of Education (2011) describing this competency as being able to collect and analyze data for continuous school improvement, having the ability to make school improvement plan, having a view of instructional improvement as an ongoing process, and establishing a norm of continuous school improvement for all staff to act accordingly; **creativity and innovation** in line with Ministry of Education, Malaysia (2013), Marzano et al. (2005) describing this competency as inspiring teachers to accomplish things that might be beyond their grasp, being the driving force behind major initiatives of staff and teachers, and trying new methods for completing required tasks; **flexibility** consistent with Marzano et al. (2005), Cotton (2003), and Minnesota State Board Rule 3512.0500 (2008) describing this competency as adapting leadership style to the needs of specific situations, encouraging staff and teachers to express diverse and contrary opinions, being comfortable with making major changes in how things are done, and demonstrating adaptability and conceptual flexibility; **situational awareness** in line with Marzano et al. (2005) and Minnesota State Board Rule 3512.0500 (2008) describing this competency as accurately predicting what could go wrong from day to day, being aware of informal groups and relationships among the staff and teachers, being aware of issues in the school that have not surfaced but could create discord, and demonstrating an understanding of issues affecting the school. From the discussion above, the seven competencies are important for school directors to lead change and innovation to the schools.

Resource and operation dimension includes **finance management**, consistent with Ministry of Education, Malaysia (2013), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), and Teachers' Council of Thailand (2006) describing this competency as managing the financial resource efficiently, developing and managing budgets and maintaining accurate fiscal records, being fiscally responsible and maximize the impact of fiscal resources on instructional priorities, and managing budgets properly and systematically; **physical development** in line with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), Teachers' Council of Thailand (2006), and MoEYS (2010) describing this competency as managing school facilities, managing the use of learning facilities, taking care of teaching facilities, establishing and maintaining a safe and orderly school environment, having the ability to analyze needs for allocating material resources, understanding facilities development, planning, and management, maximizing the use of resources to promote a safe, efficient, legal, and effective learning environment, organizing resource management system in the institution efficiently, developing physical environment to promote learning management, and conducting safety and security review of all facilities and equipment and check and assess site services; **performance management** consistent with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), Teachers' Council of Thailand (2006), and MoEYS (2010) describing this competency as developing and implementing strategies that optimize performance of all staff in school, identifying and cultivating potential and emerging leaders, and providing

specific performance feedback to staff and teachers, both positive and corrective, as soon as possible after the event or action; **ICT management** in line with Ministry of Education, Malaysia (2013), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), Teachers' Council of Thailand (2006), and MoEYS (2010) describing this competency as making clear targets for the use of ICT content, encouraging all users to maintain and take care of computers, evaluating the use of ICT for improving administration, and promoting and supporting the use of ICT throughout the school; **human resource management** in line with Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), Teachers' Council of Thailand (2006), and MoEYS (2010) describing this competency as having knowledge of effective personnel recruitment, selection, and retention, understanding the administration of employee contracts, benefits, and financial accounts, and having the ability to facilitate, motivate, and take care of teachers and staff. From the discussion above, the five competencies are important for school directors to operate the schools effectively with available resources they have.

People and relationship dimension consists of **capacity building** consistent with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), and MoEYS (2010) describing this competency as planning and implementing all staff competency development in each subject area and in teaching methodology, making a record and evaluating the implemented plans of staff competency development, providing teachers with the necessary materials and equipment, and building the capacity and professional growth of staff; **communication** in line with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003),

Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), and Teachers' Council of Thailand (2006) describing this competency as listening to different information and/or opinions from staff and teachers, using appropriate words and tone with staff and teachers in the conversation, have skills of writing documents or letters to the persons of different position levels, and being easily accessible to teachers; **relationship building** consistent with Ministry of Education, Malaysia (2013), Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), and Teachers' Council of Thailand (2006), and MoEYS (2010) describing this competency as encouraging the participation of parents and community, explain the guidelines and policies of the ministry and the school to stakeholders, presenting the progress of the agreed and other activities to stakeholders, and having frequent contact with students; **teamwork** consistent with Ministry of Education, Malaysia (2013) and Minnesota State Board Rule 3512.0500 (2008) elaborating this competency as inspiring team members to exchange opinions, suggesting an alternative solution in solving problems in the team, and setting roles and duties for each team member; **culture** in line with Marzano et al. (2005), Cotton (2003), Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011) describing this competency as promoting cohesion among staff, creating a positive school climate that teachers feel good about teaching, and making the feeling of solidarity among staff. From the discussion above, the five competencies are important for school directors in building strong both internal and external relationships and raising resources for the schools. Stakeholders are the large

resources, especially financial resource that school directors can take for school improvement.

Morality, values, and ethics of leadership dimension comprises **professional and leadership ethics**. This competency is consistent with Minnesota State Board Rule 3512.0500 (2008), Florida Department of Education (2011), and Teachers' Council of Thailand (2006), and MoEYS (2010) describing this competency as giving fair and equitable attention to staff and teachers, performing the duties with justice, honesty and transparency with all colleagues, staff, teachers, and community, promoting associates and subordinates to have morality and ethics as appropriate, and demonstrating willingness to admit error and learn from it. This competency is important for school directors to act their leadership through followers to achieve the school goals, and therefore school directors should be role model for all followers.

Language dimension consists of **English skills**. This competency is described as school directors' ability to use English for communication, write English in letters or any documents, and read English written documents and understand main ideas. The competency of English skills is obtained from the interview results with experts. Two experts suggested English skills for school directors' competency because they think that in the nearest future school directors have to use English skills when ASEAN integration arrives. In the context of ASEAN integration, more or less school directors should know languages such as languages of ASEAN countries and especially English, in order to gain in competition in the region. The research findings of Vathanophas (2006) reported that English skills was one of twenty-three competencies that is effective for job performance in the Thai public sector. Therefore, this competency is important for school directors in the nearest future.

Present and Desirable Competency Levels of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

For the present state, the results of the study reveal that the competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport is in overall at a high level. The findings are in line with the previous research (Intarasopa, 2012; Pothikul, 2009; Sattasathuchana, 2006). Given competency dimensions, morality, values, and ethics of leadership dimension receives the highest mean score. These findings reflect the culture of respecting each other and seniority of school directors, the old generation people, according to demographic data of the respondents. Demographic data show that most school directors aged from 40 years and over, held their current position more than 20 years, and earned master's degree. These data mirror the maturity of school directors who carefully behave and act in a role model for their followers because their behaviors and actions affect teachers and students. The study of Pothikul (2009) also reveals that the competency of virtues and ethics is scored the highest. The study of Marshall (1999) shows that stakeholders treat ethics as the most important competency for public school administrators. This dimension is more important as it is a mean for school directors to get closer to staff, teachers, and students and there must be a consensus among them as the sole basis for justifying actions and decisions and to ensure that consensus and consequence oriented decisions remain genuinely democratic a school administrator incorporate the components of values informed deliberations into decision-making processes (Begley, 2006). While the dimension of morality, values, and ethics of leadership is scored the highest, the policy and direction dimension receives the lowest mean value. The

problems suggested by the majority of the respondents fall into policy and direction dimension. This is probably because they have a complaint on policy from the top (the ministry or department) that cannot respond to their school needs. School directors just follow the policy of the ministry or department. Those are challenges for school directors to be independent in school vision, mission, and goals, quality focus, and strategic thinking and planning. This is a gap between the three administrative levels (institution, district, and ministry). On the other hand, language dimension is rated at a moderate level in this research results. This is probably because school directors are appointed not recruited and selected based on the qualifications; they are teachers and are elected internally when school directors retire. Demographic data reveal that most school directors have more 20-year working experience in current position; in other words, most school directors have worked since 1980s or 1990s, which is the age that foreign languages were not necessary. Therefore, their language skills are currently limited.

For the present state, given competency sub-dimensions, the findings of this study indicate that among the 31 competencies only two competencies (e.g., ICT management and English skills) are rated at a moderate level. This result of the present study contradict the previous research conducted in Thailand (Jadmuang, 2012; Pakut, 2013; Pothikul, 2009; Sattasathuchana, 2006), which indicated that the ICT competency of school administrators was at a high level. In Thailand, the National Education Act of 1999, amended in 2002, has the purpose to bring ICT for human resource development in intellect, discretion, and lifelong learning and Ministry of Education has the policy to promote and support the use of ICT, and the policy provides opportunity for education institutions to bring the use of ICT for

school administration and teaching and learning systematically. A noted point is that Thailand has the strength of financial resource that can provide ICT resources such as computers, internet, and other technological devices to educational institutions with its budget alone. Hence, school administrators in Thailand can build up their capacity for ICT management for school administration. In contrast, information and communication technology (ICT) has just recently brought into Cambodian education and is still a new topic for the school. Cambodian school directors slightly know what it is the ICT; that is, they just understand that ICT refers to being able to type computer, to use Ms. Office, and so on but actually ICT is more than that. Very few public schools have computers especially about 40% of secondary schools have computers between 1 and 2 for administrative purpose and (MoEYS, 2004). These data are also supported by the respondents' comments that some schools have no computers at all. This is a problem for school directors to develop the competency of ICT management and the reasons why school directors' ICT management competency is currently at a moderate level. The competency of ICT management is described on the questionnaire in this study as the school director's ability to make clear targets for the use of ICT content, to encourage all users to maintain and take care of computers, to evaluate the uses of ICT for improving administration, and to promote and support the use of ICT throughout the school. The competency of English skills is at a moderate level according to the results of this study. Along with demographic data, the majority of school directors are old (e.g. over 40 years) that is difficult for them to learn English. As mentioned earlier, school directors are not recruited and selected through examination. They are appointed by parent department or the ministry and in

some cases they are teachers who are promoted via election to be school directors. Therefore, school directors' English skills competency is still limited.

For the desirable state, the results of this study indicate that the competency of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport is in overall at a high level and the dimension of morality, values, and ethics of leadership is rated at the highest level. Even school directors practice in morality, values, and ethic of leadership at a high level for the present state, school directors themselves and teachers need to behave in this dimension at the highest level. The comments of the respondents on open-ended questions of the questionnaire reveal that school directors somewhat have inappropriate behaviors and words among their staff and conflict of interest in few cases. The findings of this study reveal that language dimension is rated at a high level, while it is at a moderate level for the present state. This result is not surprising. In modern and competitive world school directors need languages to communicate both locally and internationally with stakeholders and/or networking partners for gaining good experience that can be taken and used in improving the school. English language is ranked number one in the world and is an international language that everyone has to know for communication. Most respondents suggested that school directors should know English in order to keep up with the modern world and compete with other schools in the regions, and even few teacher respondents reveal that they want school directors who know English to be recruited and selected in the future. Other languages rather than English were also noted as secondary important for school directors, referring to the respondents' comments. These languages, Chinese, French, Japanese, and Korean, are currently becoming popular in Cambodia

since there are a rapid increasing number of those nationality people who come to invest and/or to work for local and international non-governmental organizations. These organizations frequently serve as sponsor and technical assistant to support the school operation and improvement. From this discussion, it provides the points that the dimensions of morality, values, and ethics of leadership and language are perceived to be practiced at the highest level for school directors in the future as they are important for school leadership and improvement.

For the desirable state, given competency sub-dimensions, the findings of this study reveal that 5 of the 31 competencies are rated at the highest level for the desirable perspective. The five competencies are culture, professional and leadership ethics, managing school improvement, monitoring and evaluating, and discipline. Notably, these competencies are rated at a high level for the present state. The competency of culture is described on the questionnaire as the school directors' ability to promote cohesion among staff, create a positive school climate that teachers feel good about teaching, and make the feeling of solidarity among staff. In Cambodian school culture, school directors act as friends with teachers and they frequently inspire staff and teachers to feel positive about teaching with their support. However, this competency is needed to be at the highest in the future because they see it as important to drive the school to success. When an organization, especially a school does not provide a climate that promotes cohesion and/or the feeling of solidarity among staff, the vision and goals of the organization or school may not be achieved. Leithwood and Riehl (2003) reveal that leaders act through and with other people that have a direct effect on the primary goals of the collective. Marzano et al. (2005) also claim that an effective culture is a primary weapon with which a leader fosters

change. Thus, the competency of culture is perceived to be the highest level in the future. The competency of professional and leadership ethics on the survey in this study refers to school directors' ability to give fair and equitable attention to staff and teachers, perform the duties with justice, honesty and transparency, and promote associates and subordinates to have ethics as appropriate. As mentioned earlier about morality, values, and ethics of leadership dimension, professional and leadership ethics have the effect on school leadership. School directors are supposed to be a good model for all both inside and outside the schools. This claim supports the result of this study that school directors are perceived to practice at the highest level in the competency of professional and leadership ethics. The competency of managing school improvement is defined as having high expectations of student learning, constantly challenging teachers and students to higher levels of academic attainment, and having a view of instructional improvement as an ongoing process. The literature highlights this competency as important in principal leadership. Florida Department of Education (FDoE) (2008) suggest that effective school leaders view student learning is their top priority through leadership actions that build and support a learning organization focused on student success. Cotton (2003) reviewed previous research and found that high achieving schools are successful in part because the principals communicate to everyone in the school their expectations of high performance. The competency of monitoring and evaluating indicates school directors' ability to continually monitor the effectiveness of the school's curricular, instructional, and assessment practices, continually aware of the impact of the school's practices on student achievement, assess the effort and energy put into teaching by teachers, check the lesson plans prepared by teachers, follow up the

attendance and timelines of educational staff and teachers, and frequently and regularly observe the classroom practices. The findings are in line with Ai (2006) asserting that principals have been loaded more new responsibilities. These responsibilities include evaluation and assessment of students' progress and commitment to students in classroom that require school principals to show students' performance and progress with some clear indicators (MoEYS, 2000a, 2000c, 2000d). In the future, school directors are expected to be at the highest level in monitoring and evaluating competency. Finally, the competency of discipline is described on the questionnaire in this study as school directors' ability to protect teachers from internal and external distractions, protect instructional time from interruptions, and ensure that teachers provide adequate instruction according to the policy. Even school directors currently demonstrate this competency at a high level, the comments of the respondents reflect this practice as not adequate. The respondents report that the lessons cannot be finished following the course syllabus. Instructional time is seen as important factor to good teaching and learning—the primary task of the school on which school principals must focus, and this is claimed by several authors. Marzano et al. (2005) reveal that protecting teachers from undue interruptions is an important task of the school principals. The review of Cotton (2003) over the previous research claims that a plenty of instructional time is lost to both inside and outside interruptions that result in the lower performance of students. With the above discussion, the five competencies, including culture, professional and leadership ethics, managing school improvement, monitoring and evaluating, and discipline, were perceived to be practiced at the highest level for school directors in the future since they are the driving force behind school success.

The results of the study reveal 15 competencies of school directors have priority needs to be developed. This section will discuss about the top three competencies and a bottom competency of the 15 competencies according to the order of priority needs. The competency of English skills is ordered to be the first priority needs to be developed. This result implies that in the nearest future, ASEAN integration takes attention from member countries to be ready, and the most important component to be considered is language. Since ASEAN member countries have their own languages, English must be inevitably one of the most important languages used for communication and cooperation. The interviewed experts (two persons) suggested English skills as a skill to link a school and/or director to the school networking in ASEAN countries. Similarly, an interviewed school director expresses a view that English skills become important when ASEAN Economic Community (AEC) is coming. The school director added that school directors have been invited to attend seminars conducted in foreign countries but most of them know English little, and thus it is a wall hindering them from grasping new knowledge and experience from modeling schools in foreign nations, especially ASEAN member countries. This is a cause that the competency of English skills is perceived to be top priority. ICT management is scored as the second priority need. This result agrees with the problems and recommendations of the respondents describing that school directors have a lack of ICT skills and some schools have no computers or any technological devices; in other words, school directors just follow the traditional devices for completing their tasks. This is the reasons why the respondents suggest that in the future school directors should be trained or even recruited and selected by meeting the criteria revealing they are competent in ICT skills in order to lead their schools

towards the modern world. This agrees with what was reported by Curtis and McKenzie (2001) that technology skills contribute to effective execution of tasks. Similarly, the research findings of Pakut (2013) revealed that school directors had high competency of ICT in favor of the development of ICT management in education institutions to be competitive with world-class standard, as well as the study of Jadmuang (2012) who indicated that ICT competency of school administrators under Educational Service Area Offices in Amphoe Pho Thale, Phichit for the desirable perspective were at a high and the highest level and school directors and teachers had similar opinions that school directors should be able to use management information system (MIS) in order to respond to the school-in-dream project. It is not surprising that the competency of vision, mission, and purpose also ranks in the third priority needs. Most respondents in this study express that policy from the ministry or department is neither extensive nor responsive causing school directors to follow the policy and cannot establish school vision, mission, and goals. Literature claims that this competency is important to school principals (Cotton, 2003; Marzano et al., 2005), leads to authentic leadership (Begley, 2006). Of 15 competencies to be developed, it is noticeable that the competency of strategic thinking and planning has the least priority needs. Cambodian school directors have been recently imposed more responsibilities including planning and other leadership skills (Ai, 2006). And they are invited to attend training course on management and leadership provided by the ministry. For such this, school directors could build their capacities in planning and even developing strategies. However, this competency is still a priority needs because the trainings are conducted in short time that is not enough for school directors to capture and bring into practice, expressed by the respondents in this study. These

results seem to be reasonable according to the 6 interviewees (e.g., academics, educational leaders, and a school director). Most of them agree with the results that the competencies of English skills, ICT management, and vision, mission, and purpose are perceived to be developed with high needs. Nevertheless, two of them appear to moderately disagree with the competency of English skills as the first priority needs, along with their comments that it is better for school directors to know English skills but not the priority needs and sometimes this is just the school directors' want. For this argument, the researcher can see that at the present time school directors do not have high needs to use English skills as their routines tasks are not required; however, in the future school directors will have high needs in English skills in order to link themselves and the schools to the region and the world. The competency of strategic thinking and planning receives the lowest priority needs among the 15 competencies to be developed. Of the 6 interviewees, an academic appear doubtful about this result that strategic thinking and planning should rank in the top of priority needs. This is because strategic thinking and planning is not new to school directors and teachers and it is their routine task. Moreover, school directors attend school leadership and management training, and thus they are perceived to be able to do strategic thinking and planning. Another reason is that school directors and teachers view financial resource as key factor to strategic thinking and planning and this is supported by the problems raised by the respondents that truly face a lack of resources.

Guidelines for Developing Competency of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport

The results of this study reveal that guidelines for developing competency of school directors can be summarized as three main points – training, self-study, and career development (e.g., policy from parent department or ministry). The research findings agree with previous research (Lai & Kapstad, 2009; Nybø, 2004), showing that organizations engaged training, on-the-job learning, and career development in competency development. Lai and Kapstad (2009), however, claimed that training in itself does not meet the desirable level of competency development. This results from a lack of interest into the processes preceding and following training (Tannenbaum & Yukl, 1992). The research indicates that in order to enhance the effectiveness of their training, organizations increasingly develop structured plans that consist of need analysis, the training itself, and a follow-up (De Vos, De Hauw, & Willemse, 2011). These findings support the results of the present study that the interviewed experts suggest training should be followed by monitoring and evaluating to ensure the effectiveness of practice. Secondly, self-study is also important for developing school directors' competencies as it is a quick mean for them to research and learn more at any time about what they intend to know. Wittayapaan (2009) explained that self-study could happen through reading books, surfing the net and watching videos. Third main suggestion in the guidelines for developing competency of school directors is career development (e.g., policy from parent department and ministry). Ministry of Education, Youth and Sport, affiliated by Phnom Penh Municipal Department of Education, Youth and Sport should have a clear policy for developing school directors' career. And career development is a part of career management, such as job

rotation and promotion. Academics claim that career management enhance mobility which leads to an increase in competency development in the organization (Campion, Cheraskin, & Stevens, 1994; Karaevli & Hall, 2006). The guidelines for developing competency of school directors also include the three issues (i.e., salary level, conflict of interest, and political influence) to be solved because most of the interviewees seem to raise these issues so important for developing competency of school directors. In addition, they reveal that school directors' salary level is low so they are not willing to fulfill their responsibilities accordingly; for such this, even there is an effort to develop them, they still ignore. Conflict of interest is also raised among the interviewees and even the respondents including the school director themselves. They claim that some school directors have their network in the department or ministry and then discrimination occurs. When there is any opportunity for development, they just send their persons. The final issue raised by the interviewees as well as the respondents is political influence. School directors have to attend party meeting (i.e. ruling party). A school director claimed that he was sent a message to lobby for political motivation and he did not want but he had no choice. Therefore, school directors are not independent to do their duties. This point is also mentioned by the interviewed experts suggesting that school directors should be given autonomy and independence to complete their responsibilities. Since the researcher views these three issues as general issues but affecting the competency development of school directors, the researcher just include and separate these issues that should be solved at the same time when developing competency of school directors. The researcher does not seek the detailed solutions for the issues since the solutions for the issues are not the main content of the guidelines for the competency development of school directors.

Recommendations

The following recommendations are based on the results of this study and are divided into recommendations for practice and for future research.

Recommendations for practice

1. School directors

1.1 should focus on the three competencies including English skills, ICT management, and vision, mission, and purpose as the findings of this study reveal that English skills, ICT management, and vision, mission, and purpose are ordered in the top three of priority needs based on modified priority needs index (PNI_{modified}).

1.2 should develop their English skills and ICT management as the results of this study indicate that these two competencies are at a moderate level for the current state.

1.3 should maintain and practice more on the five competencies, including culture, professional and leadership ethics, managing school improvement, monitoring and evaluating, and discipline, as the research results reveal that these five competencies are at a high level but are expected to be practised at the highest level in the future.

1.4 should consider the guidelines for developing competency of school directors for their practice for some points in the guidelines that reflect the things school directors should do as the research findings suggest the guidelines of the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport that consist of three main components including competency development methods, guidelines for

each competency dimension, and issues to be solved and some points are pertain to the school directors.

2. Ministry of Education, Youth and Sport

2.1 should prepare training on English skills and ICT management for school directors since the results of the study show that these two competencies are at a moderate level for the current state.

2.2 should consider the guidelines for developing competency of school directors into implementation since the research findings suggest the guidelines for the competency development of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport that consist of three main components including competency development methods, guidelines for each competency dimension, and issues to be solved.

Recommendations for future research

1. There should be a study in detail on developing guidelines for the competency development of school directors in Phnom Penh City and in other similar contexts, focusing on each competency dimension since this study suggests guidelines for developing competency of school directors that have limitations on specific approaches to develop the competency of school directors.

2. There should be a study in detail on each competency, such as ICT competency, of school directors because this study focuses on the competency of school directors in overall aspect that have delimitations on the number of indicators measuring each competency and because the results of this study reveal that ICT competency is at a moderate level for the current state and it becomes the second priority need.

3. There should be a study on the development of a competency-based training system on the 15 competencies that highly need to be developed because the findings of this study indicate that there are 15 competencies of school directors to be developed, based on the modified priority needs index (PNI_{modified}).



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APPENDICE



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

APPENDIX A
Research Instruments



Questionnaire
“Guidelines for the Competency Development of Secondary School Directors
under the Jurisdiction of Phnom Penh Municipal Department of Education,
Youth and Sport, the Kingdom of Cambodia”

.....

Instruction

1. This questionnaire is used to collect data for the study on “Guidelines for the Competency Development of Secondary School Directors under Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia.”

2. This questionnaire is constructed to respond to the research objectives “To determine the present and desirable competency levels and develop guidelines for the competency development of secondary school directors.”

3. This questionnaire consists of three sections as follows:

Section 1: General Information of Respondents

Section 2: Present and Desirable Competency Levels of School Directors

Section 3: Recommendations and Comments

4. The data obtained from this questionnaire is used to analyze and interpret in overall aspect; therefore, it does not have any impact on your position.

Please kindly answer all the items and return this questionnaire with the attached envelope.

Thank you very much for your participation.

Mr. NGUON SIEK

Master’s degree student in Educational Administration,
Chulalongkorn University

Section 1: General Information of Respondents

Instruction: please put a tick ☑ in the box next to the answer of your choice.

Sex:

- Male Female

Age (years old):

- Less than 30 30 – 39 40 - 49 50 and over

Qualification:

- Lower than Bachelor Bachelor Master Ph.D
 Other (Please specific:.....)

Experience as school directors (years):

- Less than 5 5 – 9 10- 14 15 – 19 20 and over

Current position:

- School Director Teacher

Section 2: Present and Desirable Competency Levels of School Directors

Instruction: Please put a tick ✓ on the number that most closely matches the real practice of school directors.

5 refers to presently behaving or practicing at the highest level /
in the future need to behave or practice at the highest level

4 refers to presently behaving or practicing at the high level /
in the future need to behave or practice at the high level

3 refers to presently behaving or practicing at the moderate level /
in the future need to behave or practice at the moderate level

2 refers to presently behaving or practicing at the low level /
in the future need behave or practice at the low level

1 refers to presently behaving or practicing at the lowest level /
in the future need behave or practice at the lowest level

Item	Competencies of School directors	Present					Desirable				
		1	2	3	4	5	1	2	3	4	5
1. Policy and Direction											
1.1 Vision, Mission and Purpose											
1	School directors explain the vision and mission of the school clearly.										
2	School directors describe national education goals clearly.										
3	School directors have a personal vision for the school.										
4	School directors announce and explain school vision and goals to staff and teachers.										
5	School directors announce and explain school vision and goals to parents and community.										
1.2 Quality Focus											
6	School directors identify work standards such as administration, academic and finance to meet the needs of school.										
7	School directors encourage staff and teachers to maintain high work standards.										
8	School directors monitor staff and teachers' commitment to standards.										
9	School directors can develop quality development plan for school.										
1.3 Strategic Thinking and Planning											
10	School directors have the knowledge of planning and developing strategies.										
11	School directors hold minute meetings with staff and teachers to develop strategies for achieving school goals.										
12	School directors evaluate the performance efficiency of each unit.										
13	School directors set appropriate strategies to improve performance efficiency.										
1.4 Proactive											
14	School directors scan or prevent any obstacles against change opportunity for school.										
15	School directors take action immediately when any obstacles occur.										
16	School directors outline the steps and scenarios to achieve the school goals set previously.										
1.5 Ideal and beliefs											
17	School directors possess well-defined beliefs about schools, teaching and learning.										

(Continued)

Item	Competencies of School directors	Present					Desirable				
		1	2	3	4	5	1	2	3	4	5
18	School directors share beliefs about school, teaching and learning with staff and teachers.										
19	School directors write a description of self-belief that a school must pay attention to student achievement.										
20	School directors explain to staff and teachers about the belief that academic achievement is not the only measure of success in a school.										
2. Instructional and Achievement											
2.1 Achievement Orientation											
21	School directors set work standards and insist on staff and teachers participate in reaching them.										
22	School directors show appreciation for individual and group efforts and accomplishments.										
23	School directors publicize to staff and teachers about the evidence that will be acceptable in terms of amount, kind, and quality for goal and student achievement.										
24	School directors measure achievement using data that support the results.										
2.2 Knowledge of Curriculum, Instruction, and Assessment											
25	School directors possess extensive knowledge about effective curricular practices.										
26	School directors possess extensive knowledge about effective instructional practices.										
27	School directors possess extensive knowledge about effective assessment practices.										
28	School directors are knowledgeable about the subject matter and pedagogy.										
29	School directors attend seminar related to curricular and instructional improvement.										
30	School directors discuss with other principals or experts about curricular and instructional improvement.										
2.3 Academic Support and Sharing											
31	School directors continually engage staff and teachers in dialogue regarding academic improvement.										
32	School directors keep informed about current research and theory on academic issues.										

(Continued)

Item	Competencies of School directors	Present					Desirable				
		1	2	3	4	5	1	2	3	4	5
33	School directors foster systematic discussion regarding current research and theory on effective schooling.										
34	School directors help and support teachers in instructional issues.										
35	School directors share academic experience among teachers.										
2.4 Supervision											
36	School directors plan the academic program supervision.										
37	School directors do the academic program supervision.										
38	School directors do a follow-up of the academic program supervision result.										
2.5 Discipline											
39	School directors protect teachers from internal and external distractions.										
40	School directors protect instructional time from interruptions.										
41	School directors ensure that teachers provide adequate instruction according to the policy.										
2.6 Monitoring and evaluating											
42	School directors continually monitor the effectiveness of the school's curricular, instructional, and assessment practices.										
43	School directors continually aware of the impact of the school's practices on student achievement.										
44	School directors assess the effort and energy put into teaching by teachers.										
45	School directors check the lesson plans prepared by teachers.										
46	School directors follow up the attendance and timelines of educational staff and teachers.										
47	School directors spend much time and regularly observing the classroom practices.										
2.7 Diversity Leadership											
48	School directors inspire teachers to understand and recognize the significance of diversity.										
49	School directors help teachers respond to the needs of diverse learners.										
50	School directors promote school and classroom practices that validate and value similarities and differences among students.										

(Continued)

Item	Competencies of School directors	Present					Desirable				
		1	2	3	4	5	1	2	3	4	5
3. Managing Change and Innovation											
3.1 Managing Change											
51	School directors continuously challenge the status quo in school administration.										
52	School directors are willing to lead change initiatives with uncertain outcomes.										
53	School directors systematically consider new and better ways of doing things.										
54	School directors encourage teachers to try to improve the effectiveness of instruction through experimenting with different kinds of lessons or new approaches to teaching.										
3.2 Problem Solving											
55	School directors undertake a complex task by breaking it down into manageable parts in a systematic and detailed way.										
56	School directors anticipate the consequences of situations and think of several possible explanations and alternatives for a situation.										
57	School directors identify the information needed to solve a problem effectively.										
3.3 Informed Decision Making											
58	School directors provide opportunities for staff and teachers to be involved in developing school policies.										
59	School directors provide opportunities for staff and teachers on all important decisions.										
60	School directors use leadership team in decision making.										
61	School directors give teachers authority to make decisions concerning curriculum management.										
3.4 Managing School Improvement											
62	School directors have high expectations of student learning.										
63	School directors constantly challenge teachers and students to higher levels of academic attainment.										
64	School directors have a view of instructional improvement as an ongoing process.										

(Continued)

Item	Competencies of School directors	Present					Desirable				
		1	2	3	4	5	1	2	3	4	5
3.5 Creativity and Innovation											
65	School directors inspire teachers to accomplish things that might be beyond their grasp.										
66	School directors are the driving force behind major initiatives of staff and teachers.										
67	School directors try new methods for completing required tasks, eventually finding a better way.										
3.6 Flexibility											
68	School directors adapt leadership style to the needs of specific situations.										
69	School directors encourage staff and teachers to express diverse and contrary opinions.										
70	School directors are comfortable with making major changes in how things are done.										
3.7 Situational Awareness											
71	School directors accurately predict what could go wrong from day to day.										
72	School directors are aware of informal groups and relationships among the staff and teachers.										
73	School directors are aware of issues in the school that have not surfaced but could create discord.										
4. Resource and Operation											
4.1 Finance Management											
74	School directors can explain major process and methods of finance section.										
75	School directors apply critical financial concepts and practices to establish and maintain realistic budgets.										
76	School directors can identify wasteful financial practices or opportunities for greater efficiency.										
77	School directors monitor program/project expenditures and individual expenses for reporting purposes.										
4.2 Physical Development											
78	School directors make a visual inspection and monthly reports about maintenance and cleanliness of furnishings and teaching and learning equipment.										

(Continued)

Item	Competencies of School directors	Present					Desirable				
		1	2	3	4	5	1	2	3	4	5
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(Continued)

Item	Competencies of School directors	Present					Desirable				
		1	2	3	4	5	1	2	3	4	5
79	School directors determine the needs of classrooms and offices.										
80	School directors make safety and security review of all facilities and equipment such as material loss and fire risk area and then take immediate action where possible and record in minutes.										
81	School directors guide all staff in developing environmental awareness and concern.										
4.3 Performance Management											
82	School directors develop and implement strategies that optimize performance of all staff in school.										
83	School directors identify and cultivate potential and emerging leaders.										
84	School directors provide specific performance feedback to staff and teachers, both positive and corrective, as soon as possible after the event or action.										
4.4 ICT Management											
85	School directors make clear targets for the use of ICT content.										
86	School directors encourage all users to maintain and take care of computers.										
87	School directors evaluate the use of ICT for improving administration.										
88	School directors promote and support the use of ICT throughout the school.										
4.5 Human Resource Management											
89	School directors have knowledge of effective personnel recruitment, selection, and retention.										
90	School directors understand the administration of employee contracts, benefits, and financial accounts.										
91	School directors have the ability to facilitate, motivate, and take care of teachers and staff.										
5. People and Relationship											
5.1 Capacity Building											
92	School directors plan and implement all staff competency development in each subject area and in teaching methodology.										
93	School directors make a record and evaluate the implemented plans of staff competency development.										

(Continued)

Item	Competencies of School directors	Present					Desirable				
		1	2	3	4	5	1	2	3	4	5
94	School directors provide teachers with the necessary materials and equipment.										
5.2 Communication											
95	School directors listen to different information and/or opinions from staff and teachers.										
96	School directors use appropriate words and tone with staff and teachers in the conversation.										
97	School directors have skills of writing documents or letters to the persons of different position levels.										
98	School directors are easily accessible to teachers.										
5.3 Relationship Building											
99	School directors encourage the participation of parents and community.										
100	School directors explain the guidelines and policies of Ministry and the school to stakeholders.										
101	School directors present the progress of the agreed and other activities to stakeholder.										
102	School directors have frequent contact with students.										
5.4 Managing Teamwork											
103	School directors inspire team members to exchange opinions.										
104	School directors suggest an alternative solution in solving problems in the team.										
105	School directors set roles and duties for each team member.										
5.5 Culture											
106	School directors promote cohesion among staff.										
107	School directors create a positive school climate that students feel good about attending and teachers feel good about teaching.										
108	School directors make the feeling of solidarity among staff.										
6. Morality, Values and Ethics of Leadership											
6.1 Professional/Leadership Ethics											
109	School directors give fair and equitable attention to staff and teachers.										

(Continued)

Item	Competencies of School directors	Present					Desirable					
		1	2	3	4	5	1	2	3	4	5	
110	School directors perform the duties with justice, honesty and transparency with all colleagues, staff, teachers, and community.											
111	School directors promote associates and subordinates to have morality and ethics as appropriate.											
7. Language												
7.1 English skills												
112	School directors have ability to use English in communication.											
113	School directors have ability to write English in letters or any documents.											
114	School directors read English written documents and understand main idea.											

Section 3: Recommendations and comments on guidelines for developing competency of school directors.

1. Problems and obstacles

1.1 Policy and Direction

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.....

1.2 Instructional and Achievement

.....

.....

1.3 Managing Change and Innovation

.....

.....

1.4 Resource and Operation

.....

.....

1.5 People and Relationship

.....

.....

1.6 Morality, Values and Ethics of Leadership

.....

.....

1.7 Language

.....
.....

2. Recommendations or solutions to the problems and obstacles

2.1 Policy and Direction

.....
.....

2.2 Instructional and Achievement

.....
.....

2.3 Managing Change and Innovation

.....
.....

2.4 Resource and Operation

.....
.....

2.5 People and Relationship

.....
.....

2.6 Morality, Values and Ethics of Leadership

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.....

2.7 Language

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.....

Thank you very much for your answers.

កម្រងសំណួរសម្រាប់ការស្រាវជ្រាវ

ស្តីអំពី

**ស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកស្តីពីការអនុវត្តរបស់នាយកសាលាមធ្យមសិក្សា
ចំណេះទូទៅ រាជធានីភ្នំពេញ**



ផ្នែកទី ១ ទិន្នន័យផ្ទាល់ខ្លួនរបស់អ្នកបំពេញកម្រងសំណួរ

បញ្ជាក់ : សូមគូសសញ្ញា ជាក់ក្នុងប្រអប់ និងបំពេញចន្លោះខាងក្រោមតាមភាពជាក់ស្តែង ៖

- ១. ភេទ ៖ ប្រុស ស្រី
- ២. អាយុ ៖ តិចជាង ៣០ ឆ្នាំ ៣០-៣៩ ឆ្នាំ ៤០-៤៩ ឆ្នាំ
 ៥០ ឆ្នាំឡើងទៅ
- ៣. កម្រិតការសិក្សា ៖ បណ្ឌិត បរិញ្ញាបត្រជាន់ខ្ពស់ បរិញ្ញាបត្រ
 បរិញ្ញាបត្ររង ផ្សេងៗ (បញ្ជាក់).....
- ៤. រយៈពេលបម្រើការងារក្នុងតួនាទីបច្ចុប្បន្ន ៖
 តិចជាង ៥ ឆ្នាំ ៥ - ៩ ឆ្នាំ ១០ - ១៤ ឆ្នាំ
 ១៥ - ១៩ ឆ្នាំ ២០ ឆ្នាំឡើងទៅ
- ៥. ស្ថានភាពបច្ចុប្បន្ន ៖ នាយក គ្រូ

ផ្នែកទី ២ ស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកអំពីការអនុវត្តរបស់នាយកសាលា

បញ្ជាក់ : បើសិនលោកអ្នកយល់ឃើញថា នាពេលបច្ចុប្បន្ននេះ ការអនុវត្តជាក់ស្តែងរបស់នាយកសាលាមធ្យមសិក្សាចំណេះទូទៅរាជធានីភ្នំពេញ បានអនុវត្តតាមចំណុចនីមួយៗ ដូចក្នុងកម្រងសំណួរក្នុងកម្រិតណានោះ (កម្រិតតិច ឬច្រើន?) សូមមេត្តាគូសសញ្ញា ជាក់ក្នុងកូឡោននៃស្ថានភាពបច្ចុប្បន្ន តាមកម្រិតណាមួយដែលគិតថាត្រឹមត្រូវបំផុត ។ ហើយនាពេលអនាគតដើម្បីឲ្យការគ្រប់គ្រងនិងការដឹកនាំរបស់លោកអ្នកមានប្រសិទ្ធភាពជាងបច្ចុប្បន្ន តើលោកអ្នកចង់ឲ្យមានការអនុវត្តតាមចំណុចនីមួយៗ ក្នុងកម្រងសំណួរក្នុងកម្រិតណានោះ (កម្រិតតិច ឬ ច្រើន) សូមមេត្តាគូសសញ្ញា ជាក់ក្នុងកូឡោននៃការរំពឹងទុក ក្នុងកម្រិតណាមួយ ដែលគិតថាត្រឹមត្រូវបំផុត ។ កម្រិតនៃការអនុវត្តតាមចំណុចនីមួយៗ ក្នុងកម្រងសំណួរនៃស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុក នាពេលអនាគត មានដូចខាងក្រោម ៖

- កម្រិតនៃការយល់ឃើញទាក់ទងនឹងស្ថានភាពបច្ចុប្បន្ននៃការអនុវត្តរបស់នាយកសាលា

បើយល់ឃើញថា នាពេលបច្ចុប្បន្ន នាយកសាលា៖

- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតតិចបំផុត សូមគូស✓ក្នុងកូឡោនលេខ ១
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតតិច សូមគូស✓ក្នុងកូឡោនលេខ ២
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតមធ្យម សូមគូស✓ក្នុងកូឡោនលេខ ៣
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតច្រើន សូមគូស✓ក្នុងកូឡោនលេខ ៤
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតច្រើនបំផុត សូមគូស✓ក្នុងកូឡោនលេខ ៥

- កម្រិតនៃការយល់ឃើញទាក់ទងនឹងការរំពឹងទុកនៃការអនុវត្តរបស់នាយកសាលានាពេលអនាគត

នាពេលអនាគត បើចង់ឲ្យ ៖

- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតតិចបំផុត សូមគូស✓ក្នុងកូឡោនលេខ ១
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតតិច សូមគូស✓ក្នុងកូឡោនលេខ ២
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតមធ្យម សូមគូស✓ក្នុងកូឡោនលេខ ៣
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតច្រើន សូមគូស✓ក្នុងកូឡោនលេខ ៤
- មានការអនុវត្តតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតច្រើនបំផុត សូមគូស✓ក្នុងកូឡោនលេខ ៥

គម្រោងការបំពេញកម្រងសំណួរផ្នែកទី ២

ល.រ	ការអនុវត្តរបស់នាយកសាលារៀន	ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងទុក				
		១	២	៣	៤	៥	១	២	៣	៤	៥
១. គោលនយោបាយ និងការដឹកនាំ (Policy and Direction)											
១.១ ចក្ខុវិស័យ បេសកកម្ម និងគោលបំណង (Vision, Mission and Purpose)											
១	នាយកពន្យល់អំពីចក្ខុវិស័យនិងបេសកកម្មរបស់សាលារៀនបានយ៉ាងច្បាស់លាស់។		✓								✓
២	នាយកបកស្រាយគោលដៅអប់រំជាតិយ៉ាងក្លែកៗក្លាយ។			✓							✓

* តាមគម្រោងលើ មានន័យថា ក្នុងចំណុច ១ លោកអ្នកយល់ឃើញថា បច្ចុប្បន្ននេះ នាយកសាលាពន្យល់អំពីចក្ខុវិស័យនិងបេសកកម្មរបស់សាលារៀនបានយ៉ាងច្បាស់លាស់ ក្នុងកម្រិតតិចនៅឡើយ (២) ហើយនាពេលអនាគត លោកអ្នកចង់ឲ្យនាយកសាលាពន្យល់អំពីចក្ខុវិស័យនិងបេសកកម្មរបស់សាលារៀនបានយ៉ាងច្បាស់លាស់ ក្នុងកម្រិតច្រើន (៤)។

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ល.រ	ការអនុវត្តរបស់នាយកសាលារៀន	ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងទុក				
		១	២	៣	៤	៥	១	២	៣	៤	៥
១៦	នាយកគួរវាស់ដំហាននិងសេណារីយ៉ោដើម្បីសម្រេចគោលដៅសាលាដែលបានកំណត់។										
១.៥ ឧត្តមគតិ និងជំនឿ (Ideal and beliefs)											
១៧	នាយកមានជំនឿយ៉ាងល្អអំពីសាលារៀន និងការបង្រៀន។										
១៨	នាយកចែករំលែកជំនឿអំពីសាលារៀននិងការបង្រៀនជាមួយបុគ្គលិកនិងគ្រូ។										
១៩	នាយកសរសេរការបរិយាយជំនឿរបស់ខ្លួនថាសាលារៀនត្រូវតែយកចិត្តទុកដាក់ចំពោះលទ្ធផលសិក្សារបស់សិស្ស។										
២០	នាយកពន្យល់បុគ្គលិកនិងគ្រូអំពីជំនឿរបស់ខ្លួនដែលលទ្ធផលសិក្សារបស់សិស្សមិនមែនជាចំណុចតែមួយសម្រាប់ការវាស់វែងភាពជោគជ័យរបស់សាលានោះទេ។										
២. ការបង្រៀន និងការសម្រេចជោគជ័យ (Instructional and Achievement)											
២.១ ការផ្ដោតលើការសម្រេចជោគជ័យ (Achievement Orientation)											
២១	នាយកកំណត់ស្តង់ដារងារនិងទទួលខុសត្រូវបុគ្គលិកនិងគ្រូរួមចំណែកដើម្បីសម្រេចបានស្តង់ដារដែលកំណត់ទុក។										
២២	នាយកបង្ហាញការសរសើរដល់ការសម្រេចជោគជ័យនិងការប្រឹងប្រែងរបស់បុគ្គលនិងក្រុម។										
២៣	នាយកចង្អុលបង្ហាញយ៉ាងច្បាស់ដល់បុគ្គលិកនិងគ្រូអំពីកត្តាដែលអាចទទួលបាន (បរិមាណប្រភេទ គុណភាព ។ល។) ចំពោះការសម្រេចគោលដៅនិងភាពជោគជ័យនៃលទ្ធផលសិស្ស។										
២៤	នាយកវាស់វែងការសម្រេចជោគជ័យដោយប្រើប្រាស់ទិន្នន័យដែលគាំទ្រលទ្ធផល។										
២.២ ចំណេះដឹងផ្នែកកម្មវិធីសិក្សា ការបង្រៀន និងការវាយតម្លៃ (Knowledge of Curriculum, Instruction, and Assessment)											
២៥	នាយកមានចំណេះដឹងទូលំទូលាយលើការអនុវត្តនៃកម្មវិធីសិក្សាដែលមានប្រសិទ្ធភាព។										

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ល.រ	ការអនុវត្តរបស់នាយកសាលារៀន	ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងទុក				
		១	២	៣	៤	៥	១	២	៣	៤	៥
៧៧	នាយកតាមដាននិងវាយតម្លៃការចំណាយរបស់គម្រោងនីមួយៗ និងចំណាយបុគ្គលម្នាក់ៗដើម្បីធ្វើរបាយការណ៍។										
៤.២ ការគ្រប់គ្រងផ្នែករូបវន្ត (Physical Development)											
៧៨	នាយកចុះត្រួតពិនិត្យជាក់ស្តែងនិងធ្វើរបាយការណ៍ប្រចាំខែអំពីការថែទាំនិងការសំអាតនៃគ្រឿងសង្ហារឹមនិងឧបករណ៍ការរៀននិងបង្រៀន។										
៧៩	នាយកកំណត់តម្រូវការនៃថ្នាក់រៀននិងការិយាល័យ។										
៨០	នាយកត្រួតពិនិត្យឡើងវិញអំពីសុវត្ថិភាពនៃឧបករណ៍និងសំភារៈទាំងអស់ ដូចជាការបាត់សំភារៈនិងហានិភ័យភ្លើងឆេះនិងកត់ទុកជាកំណត់ហេតុ។										
៨១	នាយកណែនាំបុគ្គលិកទាំងអស់ឲ្យយល់ដឹងពីបញ្ហាបរិស្ថានក្នុងសាលារៀន។										
៤.៣ ការគ្រប់គ្រងលទ្ធផលការងារ (Performance Management)											
៨២	នាយករៀបចំនិងអនុវត្តយុទ្ធសាស្ត្រសម្រាប់អភិវឌ្ឍលទ្ធផលការងាររបស់បុគ្គលិកទាំងអស់ក្នុងសាលា។										
៨៣	នាយកកំណត់សំគាល់និងលើកតម្កើងបុគ្គលិកដែលមានសក្តានុពលនិងភាពជាអ្នកដឹកនាំ។										
៨៤	នាយកផ្តល់យោបល់ត្រឡប់មកវិញចំពោះលទ្ធផលការងាររបស់បុគ្គលិកនិងគ្រូ ទាំងវិជ្ជមាននិងការកែលំអ ភ្លាម ៗ តាមដែលអាចធ្វើទៅបានបន្ទាប់ពីហេតុការណ៍កើតឡើង។										
៤.៤ ការគ្រប់គ្រងបច្ចេកវិទ្យាព័ត៌មាននិងសារគមនាគមន៍ (ICT Management)											
៨៥	នាយកបង្កើតគោលដៅច្បាស់លាស់សម្រាប់ការប្រើប្រាស់ ICT។										
៨៦	នាយកលើកទឹកចិត្តអ្នកប្រើប្រាស់ទាំងអស់ឲ្យយកចិត្តទុកដាក់ថែទាំកុំឲ្យខូច។										
៨៧	នាយកវាយតម្លៃការប្រើប្រាស់ ICT ក្នុងសាលាដើម្បីធ្វើការគ្រប់គ្រងប្រសើរឡើង។										
៨៨	នាយកជំរុញនិងគាំទ្រការប្រើប្រាស់ ICT ទូទាំងសាលា។										

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ល.រ	ការអនុវត្តរបស់នាយកសាលារៀន	ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងទុក				
		១	២	៣	៤	៥	១	២	៣	៤	៥
១០២	នាយកមានទំនាក់ទំនងជាញឹកញាប់ជាមួយសិស្ស។										
៥.៤ ការគ្រប់គ្រងការងារជាក្រុម (Teamwork)											
១០៣	នាយកជំរុញសមាជិកក្រុមការងារឲ្យផ្លាស់ប្តូរយោបល់គ្នាទៅវិញទៅមក។										
១០៤	នាយកស្នើដំណោះស្រាយផ្សេងៗ ក្នុងការដោះស្រាយបញ្ហាក្នុងក្រុមការងារ។										
១០៥	នាយករៀបចំតួនាទីនិងមុខងារសម្រាប់សមាជិកក្រុមការងារនីមួយៗ។										
៥.៥ វប្បធម៌របស់សាលារៀន (Culture)											
១០៦	នាយកជំរុញឲ្យមានភាពស្និទ្ធស្នាលក្នុងចំណោមបុគ្គលិក។										
១០៧	នាយកបង្កើតឲ្យមានបរិយាកាសជាវិជ្ជមានដែលធ្វើឲ្យគ្រូមានអារម្មណ៍ចង់បង្រៀន។										
១០៨	នាយកបង្កើតឲ្យមានអារម្មណ៍សាមគ្គីភាពក្នុងចំណោមបុគ្គលិក។										
៦. សីលធម៌ តម្លៃ និងក្រមសីលធម៌នៃអ្នកដឹកនាំ (Morality, Values and Ethics of Leadership)											
៦.១ ក្រមសីលធម៌វិជ្ជាជីវៈនៃអ្នកដឹកនាំ (Professional and Leadership Ethics)											
១០៩	នាយកផ្តល់នូវការយកចិត្តទុកដាក់ដោយយុត្តិធម៌និងសមធម៌ដល់បុគ្គលិកនិងគ្រូ។										
១១០	នាយកធ្វើការងាររបស់ខ្លួនដោយប្រកបដោយយុត្តិធម៌ ស្មោះត្រង់ និងតម្លាភាព។										
១១១	នាយកជំរុញអ្នកក្រោមបង្គាប់ឲ្យមានសីលធម៌។										
៧. ភាសា (Language)											
៧.១ ជំនាញភាសាអង់គ្លេស (English Skills)											
១១២	នាយកមានសមត្ថភាពប្រើប្រាស់ភាសាអង់គ្លេសក្នុងការទំនាក់ទំនង។										
១១៣	នាយកមានសមត្ថភាពសរសេរលិខិតនិងឯកសារផ្សេងៗ ជាភាសាអង់គ្លេស។										
១១៤	នាយកអានឯកសារជាភាសាអង់គ្លេសនិងយល់ពីគំនិតសំខាន់ៗរបស់វា។										

ផ្នែកទី ៣ អនុសាសន៍និងសំណូមពររបស់នាយកសាលារៀន
បញ្ជាក់ : ផ្នែកទី ៣ នេះ មានសារៈសំខាន់ណាស់សម្រាប់ការស្រាវជ្រាវនេះ ដូច្នេះសូមលោកអ្នកជួយឆ្លើយនិង
សំណួរខាងក្រោមផ្អែកតាមការយល់ឃើញរបស់លោកអ្នកនិងភាពជាក់ស្តែង។ សូមសរសេរចម្លើយនៅក្នុងចន្លោះ
ទំនេរដែលទុកឲ្យ។

១. ទាក់ទងនឹងសមត្ថភាពរបស់នាយកសាលាមធ្យមសិក្សាចំណេះទូទៅរាជធានីភ្នំពេញ តើលោកអ្នកគិតថា សព្វថ្ងៃនេះ មានបញ្ហា ឧបសគ្គ និងកង្វះខាតអ្វីខ្លះ ទៅតាមផ្នែកនីមួយៗ ដូចខាងក្រោម ?

១.១ គោលនយោបាយ និងការដឹកនាំ (Policy and Direction)

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១.២ ការបង្រៀន និងការសម្រេចជោគជ័យ (Instructional and Achievement)

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១.៣ ការផ្លាស់ប្តូរ និងនវានុវត្តន៍ (Managing Change and Innovation)

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១.៤ ធនធាន និងប្រតិបត្តិការ (Resource and Operation)

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១.៥ មនុស្ស និងទំនាក់ទំនង (People and Relationship)

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១.៦ សីលធម៌ តម្លៃ និងក្រមសីលធម៌នៃអ្នកដឹកនាំ (Morality, Values and Ethics of Leadership)

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១.៧ ភាសា (Language)

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២. តើលោកអ្នកមានអនុសាសន៍និងដំណោះស្រាយយ៉ាងណាខ្លះចំពោះបញ្ហា ឧបសគ្គ និងកង្វះខាតខាងលើ ទៅតាមផ្នែកនីមួយៗ ដូចខាងក្រោម ?

២.១ គោលនយោបាយ និងការដឹកនាំ (Policy and Direction)

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២.២ ការបង្រៀន និងការសម្រេចជោគជ័យ (Instructional and Achievement)

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២.៣ ការផ្លាស់ប្តូរ និងនវានុវត្តន៍ (Managing Change and Innovation)

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២.៤ ធនធាន និងប្រតិបត្តិការ (Resource and Operation)

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២.៥ មនុស្ស និងទំនាក់ទំនង (People and Relationship)

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២.៦ សីលធម៌ តម្លៃ និងក្រុមសីលធម៌នៃអ្នកដឹកនាំ (Morality, Values and Ethics of Leadership)

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២.៧ ភាសា (Language)

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សូមអរគុណជាអនេកសម្រាប់ចម្លើយរបស់លោកអ្នក

Semi-Structured Interview (Phase 1)

“Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia”

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This semi-structured interview is used to respond to the research objective 1
“To study competency dimensions and sub-dimensions of secondary school directors under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport”

Researcher: Mr. Nguon Siek, master’s degree in Educational Administration

Advisor: Assistant Professor Nantarath Charoenkul, Ph.D.

Interviewee’s Name:

Current Position:

Current Workplace:.....

Interview Date:.....

Start Time:End Time:.....

Part 1: General Information of the Interviewee

Please briefly describe your background in the following areas:

Education:
Chulalongkorn University

Working experiences related to human resources

.....

Working experience in the education sector

.....

Experience in local and oversea training

.....

Experience as a trainer

.....

Part 2: Competency dimensions and sub-dimensions of secondary school directors

Guiding questions

1. What are the competency dimensions do you think secondary school directors should focus on in order to achieve school effectiveness and student achievement?

.....
.....

2. In terms of policy and direction dimension, what are the competencies do you think secondary school directors should possess?

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.....

3. How about instructional and achievement dimension?

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.....

4. What about managing change and innovation dimension?

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5. How about resources and operation dimension?

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6. What about people and relationship dimension?

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7. How about morality and ethics dimension?

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8. Regarding the list of competencies given, do you have any ideas? Which ones should be revised or withdrawn? And what would you like to add?

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9. Do you have any comments before the end of interview?

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Semi-Structured Interview (Phase 3)

“Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia”

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This semi-structured interview is used to respond to the research objective 3
“To develop some guidelines for developing competency of secondary school
directors under the jurisdiction of Phnom Penh Municipal Department of Education,
Youth and Sport”

Researcher: Mr. Nguon Siek, master’s degree in Educational Administration

Advisor: Assistant Professor Nantarath Charoenkul, Ph.D.

Interviewee’s Name:

Current Position:

Current Workplace:.....

Interview Date:.....

Start Time:End Time:.....

Part 1: Background of the Interviewee

Please briefly describe your background in the following areas:

Education:

Working experience related to human resources

.....

Working experience in the education sector

.....

Experience from local and oversea training.....

.....

Experience as a trainer

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Additional Questions

1. Training

1.1 How do you think the training should be to develop that competency? Internal or external training? Training content? Training methods? Training period? Who are the training funders and providers? Should it be the requirement or volunteering?

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1.2 Some problems might occur related to the training, such as a lack of interest, leading to no improvement in school directors' work performance. So, what is your comment?

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2. Self-study

2.1 What do you think are the effective ways of self-study for school directors to develop that competency?

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2.2 Is there any stakeholders should be involved or support in self-study process? If yes, their roles?

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3. Career development

3.1 Do you think there should be career development policy for school directors in order to develop their competency? If yes, how?

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.....

3.2 Is there any stakeholders should be in involved in career development process? If yes, please indicate their roles and related details?

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APPENDIX B
List of Content Experts



Experts' Name List for Content Validity Measurement

1. Dr. Sarom Mok Head of Department of Matster of Education Program
and Lecturer of Educational Management, Royal
University of Phnom Penh (RUPP)
2. Dr. Kimcheang Hong Officer, Ministry of Education, Youth and Sport
3. Dr. Uttara Sok Dean, Faculty of Education, Paññāsāstra University of
Cambodia
4. Mr. Sophal Kao Associate Dean, Faculty of Education, Paññāsāstra
University of Cambodia
5. Dr. Monirith Ly Lecturer of Educational Management and Leadership,
Faculty of Education, Paññāsāstra University of
Cambodia

APPENDIX C
Results of IOC Index



**Result of Checking Content Validity by Analyzing
Item Objective Congruence (IOC)**

Item	Competency of Secondary School Directors	Expert					Total	IOC
		1	2	3	4	5		
1. Policy and Direction								
1.1 Vision, Mission and Purpose								
1	School directors explain the vision and mission of the school.	1	1	1	1	1	5	1
2	School directors describe national and global education goals to educational personnel and related stakeholders.	0	1	1	1	1	4	0.8
3	School directors have a personal vision for the school.	0	1	1	1	1	4	0.8
4	School directors announce school vision and goals to staff and teachers.	1	1	1	1	1	5	1
5	School directors announce school vision and goals to parents and community.	0	1	1	1	1	4	0.8
1.2 Quality Focus								
6	School directors identify work standards to meet the needs of school.	0	1	1	1	1	4	0.8
7	School directors encourage staff and teachers to maintain high standards.	1	1	1	1	1	5	1
8	School directors monitor staff and teachers' commitment to standards.	1	1	1	1	1	5	1
9	School directors develop quality development plan for school.	1	1	1	1	1	5	1
1.3 Strategic Thinking and Planning								
10	School directors have the knowledge of planning and developing strategies.	0	1	1	1	1	4	0.8
11	School directors hold minute meetings with staff and teachers to develop strategies for achieving school goals and objectives.	0	1	1	1	1	4	0.8
12	School directors evaluate the performance efficiency of each unit.	1	1	0	1	1	4	0.8
13	School directors set appropriate strategies for increasing performance efficiency of each unit.	1	1	0	1	1	4	0.8
1.4 Proactive								
14	School directors scan or prevent any obstacles against change opportunity for school.	1	1	1	1	1	5	1
15	School directors take action immediately when any obstacles occur.	0	1	1	1	1	4	0.8
16	School directors outline the steps and scenarios to achieve the school goals set previously.	0	1	1	1	1	4	0.8
1.5 Ideal/Beliefs								
17	School directors possess well-defined beliefs about schools, teaching and learning.	1	1	0	1	1	4	0.8
18	School directors share beliefs about school, teaching and learning with staff and teachers.	1	1	0	1	1	4	0.8
19	School directors write a description of self-belief that a school must pay attention to student achievement.	0	1	1	1	1	4	0.8
20	School directors explain to staff and teachers about the belief that academic achievement is not the only measure of success in a school.	0	1	1	1	1	4	0.8

(Continued)

Item	Competency of Secondary School Directors	Expert					Total	IOC
		1	2	3	4	5		
2. Instructional and Achievement								
2.1 Achievement Orientation								
21	School directors set work standards and insist on staff and teachers participate in reaching them.	0	1	1	1	1	4	0.8
22	School directors show appreciation for individual and group efforts and accomplishments.	1	1	1	1	1	5	1
23	School directors publicize to staff and teachers about the evidence that will be acceptable in terms of amount, kind, and quality for goal and student achievement.	1	1	1	1	1	5	1
24	School directors measure achievement using data that support the results.	1	1	1	1	1	5	1
2.2 Knowledge of Curriculum, Instruction, and Assessment								
25	School directors possess extensive knowledge about effective curricular practices.	0	1	1	1	1	4	0.8
26	School directors possess extensive knowledge about effective instructional practices.	1	1	1	1	1	5	1
27	School directors possess extensive knowledge about effective assessment practices.	0	1	1	1	1	4	0.8
28	School directors are knowledgeable about the subject matter and pedagogy.	1	1	1	1	1	5	1
29	School directors attend seminar related to curricular and instructional improvement.	1	1	1	1	1	5	1
30	School directors discuss with other principals or experts about curricular and instructional improvement.	0	1	1	1	1	4	0.8
2.3 Academic Support and Sharing								
31	School directors continually engage staff and teachers in dialogue regarding academic improvement.	1	1	1	1	1	5	1
32	School directors keep informed about current research and theory on academic issues.	0	1	1	1	1	4	0.8
33	School directors foster systematic discussion regarding current research and theory on effective schooling.	0	1	1	1	1	4	0.8
34	School directors help and support teachers in instructional issues.	1	1	1	1	1	5	1
35	School directors share academic experience among teachers.	1	1	1	1	1	5	1
2.4 Supervision								
36	School directors plan the academic program supervision.	1	1	1	1	1	5	1
37	School directors do the academic program supervision.	1	0	1	1	1	4	0.8
38	School directors do a follow-up of the academic program supervision result.	1	1	1	1	1	5	1
2.5 Discipline								
39	School directors protect teachers from internal and external distractions.	1	1	1	1	1	5	1
40	School directors protect instructional time from interruptions.	0	1	1	1	1	4	0.8

(Continued)

Item	Competency of Secondary School Directors	Expert					Total	IOC
		1	2	3	4	5		
41	School directors ensure that teachers provide adequate instruction according to the policy.	1	1	0	1	1	4	0.8
2.6 Monitoring/Evaluating								
42	School directors continually monitor the effectiveness of the school's curricular, instructional, and assessment practices.	1	1	1	1	1	5	1
43	School directors continually aware of the impact of the school's practices on student achievement.	1	1	1	1	1	5	1
44	School directors assess the effort and energy put into teaching by teachers.	1	1	1	1	1	5	1
45	School directors check the lesson plans prepared by teachers.	1	1	1	1	1	5	1
46	School directors follow up the attendance and timelines of educational staff and teachers.	1	1	1	1	1	5	1
47	School directors spend much time and regularly observing the classroom practices.	1	0	1	1	1	4	0.8
2.7 Diversity Leadership								
48	School directors inspire teachers to understand and recognize the significance of diversity.	1	0	1	1	1	4	0.8
49	School directors help teachers respond to the needs of diverse learners.	1	1	1	1	1	5	1
50	School directors promote school and classroom practices that validate and value similarities and differences among students.	1	1	1	1	0	4	0.8
3. Managing Change and Innovation								
3.1 Managing Change								
51	School directors continuously challenge the status quo in school administration.	1	1	0	1	1	4	0.8
52	School directors are willing to lead change initiatives with uncertain outcomes.	1	0	1	1	1	4	0.8
53	School directors systematically consider new and better ways of doing things.	1	1	1	1	1	5	1
54	School directors encourage teachers to try to improve the effectiveness of instruction through experimenting with different kinds of lessons or new approaches to teaching.	1	1	1	1	1	5	1
3.2 Problem Solving								
55	School directors undertake a complex task by breaking it down into manageable parts in a systematic and detailed way.	1	1	1	1	1	5	1
56	School directors anticipate the consequences of situations and think of several possible explanations and alternatives for a situation.	1	1	1	1	1	5	1
57	School directors identify the information needed to solve a problem effectively.	1	1	1	1	1	5	1
3.3 Informed Decision Making								
58	School directors provide opportunities for staff and teachers to be involved in developing school policies.	0	1	1	1	1	4	0.8
59	School directors provide opportunities for staff and teachers on all important decisions.	1	1	1	1	1	5	1

(Continued)

Item	Competency of Secondary School Directors	Expert					Total	IOC
		1	2	3	4	5		
60	School directors use leadership team in decision making.	0	1	1	1	1	4	0.8
61	School directors give teachers authority to make decisions concerning curriculum management.	1	0	1	1	1	4	0.8
3.4 Managing School Improvement								
62	School directors have high expectations of student learning.	1	1	0	1	1	4	0.8
63	School directors constantly challenge teachers and students to higher levels of academic attainment.	1	1	0	1	1	4	0.8
64	School directors have a view of instructional improvement as an ongoing process.	1	1	1	1	1	5	1
3.5 Creativity and Innovation								
65	School directors inspire teachers to accomplish things that might be beyond their grasp.	1	1	1	1	1	5	1
66	School directors are the driving force behind major initiatives of staff and teachers.	1	1	1	1	1	5	1
67	School directors try new methods for completing required tasks, eventually finding a better way.	0	1	1	1	1	4	0.8
3.6 Flexibility								
68	School directors adapt leadership style to the needs of specific situations.	1	1	1	1	0	4	0.8
69	School directors encourage people to express diverse and contrary opinions.	0	1	1	1	1	4	0.8
70	School directors are comfortable with making major changes in how things are done.	1	1	0	1	1	4	0.8
3.7 Situational Awareness								
71	School directors accurately predict what could go wrong from day to day.	1	1	1	1	1	5	1
72	School directors are aware of informal groups and relationships among the staff and teachers.	1	1	1	1	1	5	1
73	School directors are aware of issues in the school that have not surfaced but could create discord.	1	1	0	1	1	4	0.8
4. Resource and Operation								
4.1 Finance Management								
74	School directors can explain major process and methods of finance section.	1	1	1	1	1	5	1
75	School directors apply critical financial concepts and practices to establish and maintain realistic budgets.	1	1	1	1	1	5	1
76	School directors can identify wasteful financial practices or opportunities for greater efficiency.	1	0	1	1	1	4	0.8
77	School directors monitor program/project expenditures and individual expenses for reporting purposes.	1	1	1	1	1	5	1
4.2 Physical Development								
78	School directors make a visual inspection and monthly reports about maintenance and cleanliness of furnishings and teaching and learning equipment.	0	1	1	1	1	4	0.8

(Continued)

Item	Competency of Secondary School Directors	Expert					Total	IOC
		1	2	3	4	5		
79	School directors determine the needs of classrooms and offices.	1	1	0	1	1	4	0.8
80	School directors make safety and security review of all facilities and equipment such as material loss and fire risk area and then take immediate action where possible and record in minutes.	1	1	0	1	1	4	0.8
81	School directors guide all staff in developing environmental awareness and concern.	1	1	1	1	1	5	1
4.3 Performance Management								
82	School directors develop and implement strategies that optimize performance of all staff in school.	1	1	1	1	1	5	1
83	School directors identify and cultivate potential and emerging leaders.	1	1	1	1	1	5	1
84	School directors provide specific performance feedback to staff and teachers, both positive and corrective, as soon as possible after the event or action.	1	1	1	1	1	5	1
4.4 ICT Management								
85	School directors make clear targets for the use of ICT content.	0	1	1	1	1	4	0.8
86	School directors encourage all users to maintain and take care of computers.	0	1	1	1	1	4	0.8
87	School directors evaluate the use of ICT for improving administration.	0	1	1	1	1	4	0.8
88	School directors promote and support the use of ICT throughout the school.	0	1	1	1	1	4	0.8
4.5 Human Resource Management								
89	School directors have knowledge of effective personnel recruitment, selection, and retention.	1	1	1	1	1	5	1
90	School directors understand the administration of employee contracts, benefits, and financial accounts.	1	1	1	1	1	5	1
91	School directors have the ability to facilitate, motivate, and take care of teachers and staff.	1	1	1	1	1	5	1
5. People and Relationship								
5.1 Capacity Building								
92	School directors plan and implement all staff competency development in each subject area and in teaching methodology.	1	1	0	1	1	4	0.8
93	School directors make a record and evaluate the implemented plans of staff competency development.	1	1	0	1	1	4	0.8
94	School directors provide teachers with the necessary materials and equipment.	1	1	1	1	1	5	1
5.2 Communication								
95	School directors listen to different information and/or opinions from staff and teachers.	1	1	1	1	1	5	1
96	School directors use appropriate words and tone with staff and teachers in the conversation.	1	1	1	1	1	5	1

(Continued)

Item	Competency of Secondary School Directors	Expert					Total	IOC
		1	2	3	4	5		
97	School directors have skills of writing documents or letters to the persons of different position levels.	1	1	1	1	1	5	1
98	School directors are easily accessible to teachers.	1	1	0	1	1	4	0.8
5.3 Relationship Building								
99	School directors encourage the participation of parents and community.	1	1	1	1	1	5	1
100	School directors explain the guidelines and policies of Ministry and the school to stakeholders.	0	1	1	1	1	4	0.8
101	School directors present the progress of the agreed and other activities to stakeholder.	1	1	1	1	1	5	1
102	School directors have frequent contact with students.	1	1	1	1	1	5	1
5.4 Managing Teamwork								
103	School directors inspire team members to exchange opinions.	1	1	1	1	1	5	1
104	School directors suggest an alternative solution in solving problems in the team.	1	1	1	1	1	5	1
105	School directors set roles and duties for each team member.	1	1	1	1	1	5	1
5.5 Culture								
106	School directors promote cohesion among staff.	1	1	1	1	1	5	1
107	School directors create a positive school climate that teachers feel good about teaching.	1	1	0	1	1	4	0.8
108	School directors make the feeling of solidarity among staff.	1	1	1	1	1	5	1
6. Morality, Values and Ethics of Leadership								
6.1 Professional/Leadership Ethics								
109	School directors give fair and equitable attention to staff and teachers.	1	1	1	1	1	5	1
110	School directors perform the duties with justice, honesty and transparency.	1	1	0	1	1	4	0.8
111	School directors promote associates and subordinates to have morality and ethics as appropriate.	1	1	0	1	1	4	0.8
7. Language								
7.1 English skills								
112	School directors have ability to use English in communication.	0	1	1	1	1	4	0.8
113	School directors have ability to write English in letters or any documents.	0	1	1	1	1	4	0.8
114	School directors read English written documents and understand main idea.	0	1	1	1	1	4	0.8

APPENDIX D**List of Interviewees**

Interviewees's Name List

Group 1

1. Dr. Sarom Mok
Head of Department of Matster of Education
Program and Lecturer of Educational
Management, Royal University of Phnom Penh
(RUPP)
2. Mr. Kun Ren
Chief Office of HRD, MoEYS
3. Mr. Bonna Dy
Deputy Director of National Institue of
Education
4. Mr. Sinareth Hem
Cheif Office Personnel, Phnom Penh Municipal
Department of Education, Youth and Sport
5. Mr. Huot Rath
Former school director, Anuwat High School

Group 2

1. Prof. Pruet Siribanpitak, PhD.
Chair of Educational Administration
Division, Chulalongkorn University
2. Dr. Koch Im
Secretary of State, MoEYS
3. Dr. Monirith Ly
Lecturer of Educational Administration
4. Mr. Lay Te
HR Director, Westline Education Group (WEG)
5. Mr. Bunnay Pheang
Chief Office Planning, Teacher Training
Department
6. Mr. Sarom Chhun
School Director of Watkoh High School

APPENDIX E
Permission Letters



No. 0512.6(2747)/066



Department of Educational Administration
Faculty of Education, Chulalongkorn University
Chulalongkorn University
Pathumwan, Bangkok 10330

February 2, 2015

Subject: Invitation for research instrument check

Dear Dr.Sarom Mok

On behalf of the Division of Education Management, Chulalongkorn University. I am writing to invite you for research instrument check as a part of a research project process conducted by Mr. Nguon Siek, one of our master's students in Educational Administration. Mr. Nguon Siek is currently conducting his thesis on "Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia" advised by Assistant Professor Nantarath Charoenkul, Ph.D and this research student will coordinate in details in the next page.

We do hope that you will grant permission and help to Mr. Nguon Siek for academic purpose as mentioned above. Your kind cooperation is greatly appreciated.

Yours truly,

(Professor Pruet Siribanpitak, Ph.D.)
Chair of Division

Division of Education Management
Tel. 0 2218-2565 - 97 Ext. 399
Fax. 0 2218-2562

No. 0512.6(2747)/066



Department of Educational Administration
Faculty of Education, Chulalongkorn University
Chulalongkorn University
Pathumwan, Bangkok 10330

February 2, 2015

Subject: Invitation for research instrument check

Dear Dr. Kimcheang Hong

On behalf of the Division of Education Management, Chulalongkorn University. I am writing to invite you for research instrument check as a part of a research project process conducted by Mr. Nguon Siek, one of our master's students in Educational Administration. Mr. Nguon Siek is currently conducting his thesis on "Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia" advised by Assistant Professor Nantarat Charoenkul, Ph.D and this research student will coordinate in details in the next page.

We do hope that you will grant permission and help to Mr. Nguon Siek for academic purpose as mentioned above. Your kind cooperation is greatly appreciated.

Yours truly,

A handwritten signature in blue ink, appearing to read 'P. Siribanpitak'.

(Professor Pruet Siribanpitak, Ph.D.)
Chair of Division

Division of Education Management
Tel. 0 2218-2565 - 97 Ext. 399
Fax. 0 2218-2562

No. 0512.6(2747)/066



Department of Educational Administration
Faculty of Education, Chulalongkorn University
Chulalongkorn University
Pathumwan, Bangkok 10330

February 2, 2015

Subject: Invitation for research instrument check

Dear Dr. Monirith Ly

On behalf of the Division of Education Management, Chulalongkorn University, I am writing to invite you for research instrument check as a part of a research project process conducted by Mr. Nguon Siek, one of our master's students in Educational Administration. Mr. Nguon Siek is currently conducting his thesis on "Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia" advised by Assistant Professor Nantarath Charoenkul, Ph.D and this research student will coordinate in details in the next pace.

We do hope that you will grant permission and help to Mr. Nguon Siek for academic purpose as mentioned above. Your kind cooperation is greatly appreciated.

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(Professor Pruet Siribanpitak, Ph.D.)
Chair of Division

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Fax. 0 2218-2562

No. 0512.6(2747)/066



Department of Educational Administration
Faculty of Education, Chulalongkorn University
Chulalongkorn University
Pathumwan, Bangkok 10330

February 2, 2015

Subject: Invitation for research instrument check

Dear Mr. Sophal Kao

On behalf of the Division of Education Management, Chulalongkorn University. I am writing to invite you for research instrument check as a part of a research project process conducted by Mr. Nguon Siek, one of our master's students in Educational Administration. Mr. Nguon Siek is currently conducting his thesis on "Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia" advised by Assistant Professor Nantarat Charoenkul, Ph.D and this research student will coordinate in details in the next page.

We do hope that you will grant permission and help to Mr. Nguon Siek for academic purpose as mentioned above. Your kind cooperation is greatly appreciated.

Yours truly,

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(Professor Pruet Siribanpitak, Ph.D.)

Chair of Division

Division of Education Management
Tel. 0 2218-2565 - 97 Ext. 399
Fax. 0 2218-2562



No. 0512.6(2747)/066

Department of Educational Administration
Faculty of Education, Chulalongkorn University
Chulalongkorn University
Pathumwan, Bangkok 10330

February 2, 2015

Subject: Invitation for research instrument check

Dear Dr. Uttara Sok

On behalf of the Division of Education Management, Chulalongkorn University, I am writing to invite you for research instrument check as a part of a research project process conducted by Mr. Nguon Siek, one of our master's students in Educational Administration. Mr. Nguon Siek is currently conducting his thesis on "Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, the Kingdom of Cambodia" advised by Assistant Professor Nantarath Charoenkul, Ph.D and this research student will coordinate in details in the next pace.

We do hope that you will grant permission and help to Mr. Nguon Siek for academic purpose as mentioned above. Your kind cooperation is greatly appreciated.

Yours truly,

A handwritten signature in blue ink, appearing to read 'P. Pruet'.

(Professor Pruet Siribanpitak, Ph.D.)
Chair of Division

Division of Education Management
Tel. 0 2218-2565 - 97 Ext. 399
Fax. 0 2218-2562

No. 0512.6(2747)/0916



Department of Educational Administration
Faculty of Education, Chulalongkorn University
Chulalongkorn University
Pathumwan, Bangkok 10330

February 10, 2015

Subject: Request for cooperation in a master thesis research project

Dear Experts specializing in human resources or competency, in education

On behalf of the Division of Educational Administration, Chulalongkorn University. I am writing to request cooperation in a research project conducted by Mr. Nguon Siek, one of our master's students in Educational Administration. Mr. Nguon Siek is currently conducting his thesis on "Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, The Kingdom of Cambodia". This research is advised by Assistant Professor Nantarat Charoenkul, Ph.D.

In this research project, Mr. Nguon Siek needs to collect data from experts whose specialization is human resources and/or specifically competency in the field of education through the interview.

We do hope that you will grant permission to Mr. Nguon Siek to collect the data as mentioned above. Your kind cooperation is greatly appreciated.

Yours truly,

(Prof.Pruet Siribanpitak,Ph.D.)

Chair of the Division.

Department of Educational Administration
Tel. 02-2182565-97 Ext. 399

No. 0512.6(2747)/0916



Department of Educational Administration
Faculty of Education, Chulalongkorn University
Chulalongkorn University
Pathumwan, Bangkok 10330

February 10, 2015

Subject: Request for cooperation in a master thesis research project

Dear Director of Phnom Penh Municipal Department of Education, Youth and Sport

On behalf of the Division of Educational Administration, Chulalongkorn University. I am writing to request cooperation in a research project conducted by Mr. Nguon Siek, one of our master's students in Educational Administration. Mr. Nguon Siek is currently conducting his thesis on "Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, The Kingdom of Cambodia". This research is advised by Assistant Professor Nantarath Charoenkul, Ph.D.

In this research project, Mr. Nguon Siek needs to collect data from school directors and teachers of all public secondary schools throughout Phnom Penh.

We do hope that you will grant permission to Mr. Nguon Siek to collect the data as mentioned above. Your kind cooperation is greatly appreciated.

Yours truly,

A handwritten signature in blue ink, appearing to read 'P. Pruet'.

(Prof. Pruet Siribanpitak, Ph.D.)

Chair of the Division.

Department of Educational Administration
Tel. 02-2182565-97 Ext. 399

No. 0512.6(2747)/096



Department of Educational Administration
Faculty of Education, Chulalongkorn University
Chulalongkorn University
Pathumwan, Bangkok 10330

February 10, 2015

Dear Director of Secondary Schools, Phnom Penh Municipal Department of Education,
Youth and Sport,

On behalf of the Division of Educational Administration, Chulalongkorn University. I am writing to request cooperation in a research project conducted by Mr. Nguon Siek, one of our master's students in Educational Administration. Mr. Nguon Siek is currently conducting his thesis on "Guidelines for the Competency Development of Secondary School Directors under the Jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport, The Kingdom of Cambodia". This research is advised by Assistant Professor Nantarath Charoenkul, Ph.D.

In this research project, Mr. Nguon Siek needs to collect data from you (school directors) and teachers of your school.

We do hope that you will grant permission to Mr. Nguon Siek to collect the data as mentioned above. Your kind cooperation is greatly appreciated.

Yours truly,

A handwritten signature in blue ink, appearing to read 'P. Siribanpitak'.

(Prof. Pruet Siribanpitak, Ph.D.)
Chair of the Division.

Department of Educational Administration
Tel. 02-2182565-97 Ext. 399



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

ក្រសួងអប់រំ យុវជន និងកីឡា

លេខ: ១០៧៤ អយក. ០៧៧

រាជធានីភ្នំពេញ, ថ្ងៃទី ១៣ ខែ មីនា ឆ្នាំ ២០១៥

ជម្រាបជូន
លោកប្រធានមន្ទីរអប់រំ យុវជន និងកីឡារាជធានីភ្នំពេញ

កម្មវត្ថុ : សំណើសុំអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ សៀក ដួន ចុះធ្វើកម្មសិក្សាស្រាវជ្រាវ ។

យោង :- លិខិតលេខ 0512.6(2747)/096 របស់សាកលវិទ្យាល័យ Chulalongkorn នៃប្រទេសថៃ
ចុះថ្ងៃទី ១០ ខែ កុម្ភៈ ឆ្នាំ ២០១៥ ។

- ពាក្យស្នើសុំរបស់សាមីជន ចុះថ្ងៃទី ០៤ ខែ មីនា ឆ្នាំ ២០១៥ ។

តបតាមកម្មវត្ថុ និងយោងខាងលើ ខ្ញុំសូមជម្រាបជូនលោកប្រធានមេត្តាជ្រាបថា លោក សៀក ដួន ជានិស្សិតអាហារូបករណ៍ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែករដ្ឋបាលអប់រំ នៃសាកលវិទ្យាល័យ Chulalongkorn ប្រទេសថៃ បានស្នើសុំចុះធ្វើកម្មសិក្សាស្រាវជ្រាវ និងប្រមូលទិន្នន័យពាក់ព័ន្ធ នឹងប្រធានបទ "គោលការណ៍ ណែនាំសម្រាប់អភិវឌ្ឍសមត្ថភាពនាយកសាលាមធ្យមសិក្សាចំណេះទូទៅនៅក្រោមយុត្តាធិការ នៃមន្ទីរអប់រំ យុវជន និងកីឡារាជធានីភ្នំពេញ" នៅតាមវិទ្យាល័យ និងអនុវិទ្យាល័យ ក្នុងរាជធានីភ្នំពេញរយៈពេល ០៨ សប្តាហ៍ចាប់ពីថ្ងៃទី ២៣ ខែ មីនា ឆ្នាំ ២០១៥ ដល់ថ្ងៃទី ២២ ខែ ឧសភា ឆ្នាំ ២០១៥ ដើម្បីជាជំនួយស្តារកិច្ចការសរសេរនីតិបទបញ្ជប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់នៅសាកលវិទ្យាល័យ Chulalongkorn ប្រទេសថៃ ។

អាស្រ័យហេតុនេះ សូម លោកប្រធាន ជួយសម្រួលដល់ការចុះធ្វើកម្មសិក្សា និងស្រាវជ្រាវរបស់ និស្សិតខាងលើនេះតាមការគួរ ។

សូម លោកប្រធាន ទទួលនូវការរាប់អានពីខ្ញុំ

ជំនួយក្រសួងអប់រំ យុវជន និងកីឡា
អគ្គនាយកដ្ឋានសិក្សាស្រាវជ្រាវ
យ៉ាង វ៉ិយ

- ចម្លងជូន
- ក្រសួងការបរទេស និងសហប្រតិបត្តិការអន្តរជាតិ
 - ស្ថានទូតព្រះរាជាណាចក្រកម្ពុជា ប្រចាំព្រះរាជាណាចក្រកម្ពុជា ដើម្បីជូនជ្រាវ
 - ឯកសារ ទរ/អ. - កាលប្បវត្ត

លេខ *០៤២* អយក.ភ.ចល
 បានថតចម្លងត្រឹមត្រូវតាមច្បាប់ដើម
 និងបញ្ជូនមក៖

- ការិយាល័យពាក់ព័ន្ធនៃមន្ទីរអយក.ភ.ព
 * ដើម្បីជាព័ត៌មាន -មុខការ "
- គ្រប់គ្រឹះស្ថានមជ្ឈមណ្ឌលសិក្សាសាធារណៈ
 * ដើម្បីសហការ ប៉ុន្តែជៀសវាងចំពោះការសិក្សារបស់សិស្ស "
- លោក សៀក ងួន
 * ដើម្បី មុខការ "
- ឯកសារ - កាលប្បវត្តិ ។

រាជធានីភ្នំពេញ ថ្ងៃទី *១៧* ខែ មីនា ឆ្នាំ២០១៥
 ប្រធានមន្ទីរអប់រំ *យុវជន* និងកីឡារាជធានីភ្នំពេញ *ខ*



APPENDIX F**Guidelines for Competency Dimension with PNI_{modified} Lower than Average**

Competency Dimension: Morality, Values, and Ethics of Leadership

Competency: Professional and Leadership Ethics

Guidelines:

-Ministry of Education, Youth and Sport should identify the basic needs of school directors and then strengthen law reinforcement for school directors mistreating the professional and leadership ethics with punishment.

-Ministry of Education, Youth and Sport should publize professional and leadership ethics book for school directors to practice.

-Phnom Penh Municipal Department of Education, Youth and Sport should prepare tranformative learning programs regularly and continuously. The transormative programs require school directors to play a role in real situation; for example, he plays a role as a teacher and a teacher as a school director. When a teacher as school director blames on him, he will understand this feeling.

-School directors themselves should be a good model for all both in and out of the school.

-Ministry of Education, Youth and Sport should have policy to encourage school directors who have good professional and leadership ethics such as rewards and/or certification.

VITA

Mr. Nguon Siek was born on March 16, 1987 in Battambang province, Cambodia. He received a bachelor's degree in finance and banking from Cambodian Mekong University in 2010 and another bachelor's degree in teaching English as a foreign language from Asia Euro University in 2012. He had worked for private companies for two years in the positions of administrator and human resource specialist before he continued to study a master's degree in Educational Administration, Department of Educational Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University, Thailand in 2013.

