วารสารอิเล็กทรอนิกส์
ทางการศึกษา

การศึกษากรอบแนวคิดคุณลักษณะภาวะผู้นำของผู้อำนวยการโรงเรียนประถมศึกษาสังกัดสำนักงาน
ศึกษาธิการ เยาวชนและกีฬา กรุงพนมเปญ ในประเทศกัมพูชา
THE STUDY OF CONCEPTUAL FRAMEWORK OF LEADERSHIP CHARACTERISTICS OF
PRIMARY SCHOOL PRINCIPALS UNDER THE JURISDICTION OF PHNOM PENH MUNICIPAL
DEPARTMENT OF EDUCATION, YOUTH AND SPORT IN CAMBODIA

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษากรอบแนวคิดคุณลักษณะภาวะผู้นำของผู้อำนวยการโรงเรียนประถมศึกษา สังกัดสำนักงานศึกษาธิการ เยาวชนและกีฬา กรุงพนมเปญ ในประเทศกัมพูชา

การดำเนินงานวิจัยได้แบ่งออกเป็น 3 ขั้นตอน 1) การศึกษาปัญหาที่เกี่ยวข้องกับภาวะผู้นำของผู้อำนวยการ โรงเรียนได้สังเคราะห์จากเอกสารที่เกี่ยวข้องและวิเคราะห์ข้อมูลโดยใช้ตาราง ความถี่และการวิเคราะห์เนื้อหา ผลการวิจัย พบว่ามี 24 ปัญหา 2) การศึกษาภาวะผู้นำด้านการบริหารโรงเรียน ได้สังเคราะห์จากแหล่งข้อมูลต่างๆที่เกี่ยวข้อง โดยใช้ ตาราง ความถี่ และการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า มี10 องค์ประกอบ และ 3) การศึกษากรอบแนวคิดคุณลักษณะ ภาวะผู้นำของผู้อำนวยการโรงเรียน โดยใช้ตาราง ความถี่ และการวิเคราะห์เนื้อหา ผลที่ได้มา ร่างกรอบแนวคิดครั้งที่ 1 และนำเอาร่างไปให้ผู้ทรงคุณวุฒิตรวจสอบ และยืนยันกรอบแนวคิดเป็นขั้นตอนสุดท้าย

ผลการวิจัยพบว่ากรอบแนวคิดการพัฒนาภาวะผู้นำประกอบด้วย 10 องค์ประกอบคือ 1) การให้คุณค่าคนอื่น 2) การพัฒนาคน 3) การสร้างสัมพันธ์ชุมชน 4) การแสดงความเป็นจริงของตน 5) การมอบหมายให้มีความเป็นผู้นำ 6) การ แบ่งปันความเป็นผู้นำ 7) การสร้างอิทธิพลในเชิงอุดมการณ์ 8) การจูงใจด้วยการสร้างแรงบันดาลใจ 9) การกระตุ้น ความคิดให้กับบุคลากร และ 10) การตระหนักถึงความต้องการและความสำคัญของบุคลากรในระดับปัจเจกบุคคลต้องรับ 10 องค์ประกอบของภาวะผู้นำแสดงถึงคุณลักษณะภาวะผู้นำที่มีผลการปฏิบัติงานสูงทางด้านใฝ่บริการและการนำให้มี ความสมดุลเพื่อแก้ไขปัญหาที่เกิดขึ้นในโรงเรียน

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Abstract

The purpose of this research examines the conceptual framework of leadership characteristics of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.

The research methodology was divided into 3 phases. Phases 1 is to study of primary school principals' challenges were synthesized from related documents by using table, frequency and content analysis. The result found the 24 problems. Phase 2 is to study of leadership of school management which was synthesized from related literature sources by using table, frequency and content analysis. The result revealed 10 characteristics of leadership. Phase 3 is to study leadership characteristics of school principals by using table, frequency and content analysis. The result showed 10 characteristics of leadership for the first draft and propose to discuss and confirm by the experts for the final draft.

The findings of the conceptual framework for primary school principals indicated 10 characteristics of leadership included 1) valuing people; 2) developing people; 3) building community; 4) displaying authenticity; 5) providing leadership; 6) sharing leadership; 7) idealized influence; 8) inspirational motivation; 9) intellectual stimulation; 10) individualized consideration. The 10 characteristics of leadership showed high performance of primary school principals in both serving and leading to balance in order to solve problems occurred in schools.

คำสำคัญ: ภาวะผู้นำใฝ่บริการ/ ภาวะผู้นำเปลี่ยนแปลง/ กรอบแนวคิดภาวะผู้นำ

KEYWORDS: SERVANT LEADERSHIP/ TRANSFORMATIONAL LEADERSHIP/ CONCEPTUAL FRAMEWORK

Introduction

A universal theme throughout is that school principals in all countries are subject to widely public scrutiny and held to be closely responsible by governments for the academic accomplishment and real sense of fairness of deserving to obtain opportunities to learn for all their students. All have been influenced to some systems not only by a primary focus on student outcomes and their accountability, but also shifts in demographic and increased instability in these societies (Ärlestig, Day, & Johansson, 2016). Hence, school principals are experiencing one of the most challenging times in education by reflecting on the foundation of leadership in which school principals globally appear to be at the core of change and responsiveness (Whitehead, Boschee, & Decker, 2013). Additionally, school principals are the most vital in-school influencers (after teachers) of student learning to maximize impact as leading learning, being district and system players, and becoming change agents (Fullan, 2014). Amid a global society, the school principal must make seek to involve the staffs in decision making, and improving the caring and quality of organizational life with valuing

others, developing the followers, building community, displaying authenticity, providing leadership, and sharing leadership (Laub, 1999). Moreover, school principals must be strong role models for followers, great communicators at high expectations, inspirational motivators, stimulators to followers to be creative , and providers a caring climate to the personal needs of followers acting as coaches and advisors (Avolio, 2011; Bass, 1985; Bass & Riggio, 2006).

To build better education system, particularly Cambodia as developing country, Ministry of Education, Youth and Sport (MoEYS) has processed the Education Strategies Plan (ESP) 2014-2018, focused on three main aspects, including ensuring equitable access for all to education services, enhancing the quality and relevance of learning, and ensuring effective leadership and management of education staff at all levels, was highlighted to strengthen institutional capacity and professionalism of education managers at all level, particularly school principals in general education to respond to the future competiveness (MoEYS, 2014). However, there are some research studies showed in different ways in school principal leadership. Mok, Kohtbantau, and Prachanant (2013) studied leadership model of Cambodian school principals that result was at high level with demonstrating to support the heart, translating a shared vision into actions, sustaining willing participation, and engaging the heart in a shared vision, however, those principals need to change their attitudes to work collaboratively with their followers. On the other hand, organizational administration still have power from bureaucracy and hierarchy relatively involved which are rooted in Cambodia's behaviors and it hard to accept others' interpersonally, called "Listening to the elders.". Another research, Siek (2015) studied competency of school principals and result showed at high level including educational policy and direction, instructional and achievement, managing change and innovation, resource and operation, people and relationship, morality, values, and ethics of leadership, and language. However, those school principals still have low awareness, low appraisal performance, weakness in building community, unclear vision, low stewardship to lead change, little empowering others , low ability to develop others to achieve their goals, and low communicating others, and there is a gap in ineffective administration between leaders and followers as well. Furthermore, Long (2014) studied leadership development needs of Cambodian primary school principals and deputy principals and revealed that education system is still complicated. The school principals must be aware of themselves, share their leadership, solve problem creatively, communicate openly, support the followers' needs, create new things to change, be more responsible for high performance, challenge the status quo, be better role models, promote the followers to achieve goals, put the needs of followers first, share vision, and enhance

strong relationship within schools. Moreover, school principals must be the role of model to initiate the status quo, to be responsible to the supporters such as teachers, staffs, and students, to empower the teachers, staffs, and the stakeholders, and to motivate with holy-mindset inspiration to manage the school effectively (Sann, Tesaputa, & Sri-Ampai, 2014).

Above reason made many school principals are challenging huge problem in this unbalanced era to serve and lead their schools and this challenge made themselves become weak principals in both serving and leading their schools. Consequently, many researchers and scholars moved their implementations and behaviors to servant-leadership, providing the mode of relational application (Caffey, 2012; Cerit, 2009; Liden, Wayne, Zhao, & Henderson, 2008; Pheangbuppha, 2013; Richard, Ginnett, & Curphy, 2012; Salameh, 2011; Sendjaya, 2015; Simsen, 2013; Spears, 2002, 2010; Xu, Stewart, & Haber-Curran, 2015). Beside the above movements, many scholars also mentioned how school principals must lead effectively with transformational leadership (Avci, 2015; Avolio, 2011; Balyer, 2012; Bass & Riggio, 2006; Chamnin, 2008; Dubrin, 2016; Hauserman & Stick, 2013; Northouse, 2016; Sann et al., 2014; Yukl, 2013). Servant leadership can be concisely defined by the slogan "Learning to serve, Serving to lead, and Leading to transform" (Sendjaya, 2015). Hence, transformational leadership can be defined by the slogan "Learning to lead, Leading to change, and Changing to achieve the goals" for the momentum of the new generation with engagement, empowerment and energization. Most educators and the researcher agree that transformational leadership is the most crucial factor to lead effectively and servant leadership is the most indispensable factor to demonstrate the vital of high ethical standards. Every organization needs the leaders whose decisions are grounded in the highest priority needs of those to serve and lead for a greater future of families, schools, communities, colleges, institutions, ministries, universities, and societies. However, there are a few researches exist on the influence of leadership on organizational commitment in within the Cambodian school context. Therefore, based on theoretical notions above mentioned, this research attempts to study as follows.

Research Objectives

1. To study of primary school principals' challenges

2. To study of leadership of school management

3. To study leadership characteristics of school principals and propose the first draft of framework to discuss and confirm by the experts for the final draft to obtain the conceptual framework of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia.
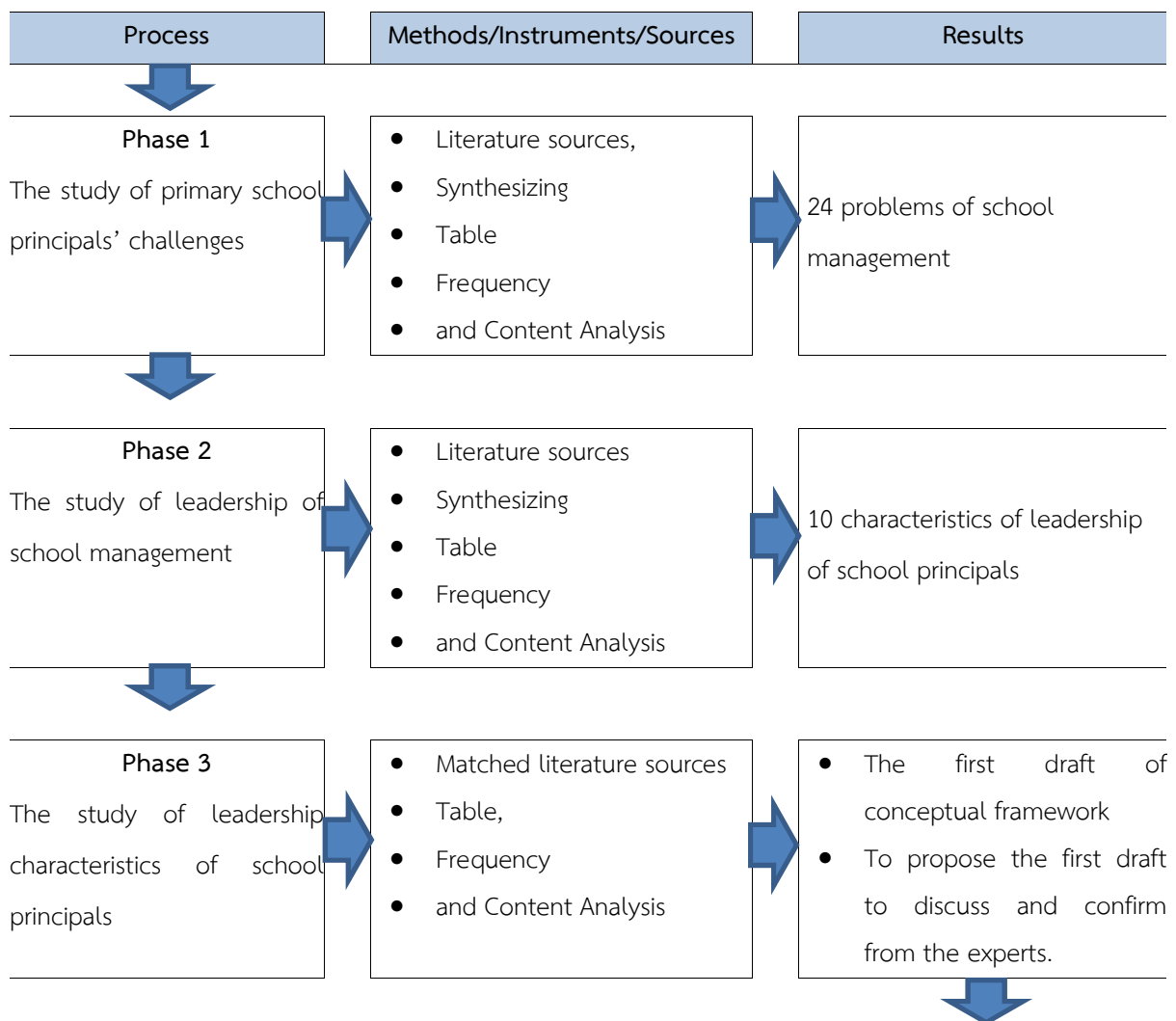
Method

A regards to the methodology, the research methods were divided into 3 phases.

Phases 1: The study of primary school principals' challenges were synthesized from related documents by using table, frequency and content analysis. The result found the 24 problems.

Phase 2: The study of leadership of school management which was synthesized from related literature sources by using table, frequency and content analysis. The result showed 10 characteristics of leadership.

Phase 3 The study of leadership characteristics of school principals by using table, frequency and content analysis. The result revealed 10 characteristics of leadership for the first draft and propose to discuss and confirm by the experts for the final draft.

Process	Methods/Instruments/Sources	Results
Phase 1 The study of primary school principals' challenges	• Literature sources, • Synthesizing • Table • Frequency • and Content Analysis	24 problems of school management
Phase 2 The study of leadership of school management	• Literature sources • Synthesizing • Table • Frequency • and Content Analysis	10 characteristics of leadership of school principals
Phase 3 The study of leadership characteristics of school principals	• Matched literature sources • Table, • Frequency • and Content Analysis	• The first draft of conceptual framework • To propose the first draft to discuss and confirm from the experts.

The conceptual framework of leadership characteristics of primary school principals under the jurisdiction of Phnom Penh Municipals Department of Education, Youth and Sport in Cambodia

Figure 1: Research Study Processes

Research Findings

    Phase 1: The study of primary school principals' challenges in Cambodia

    Developing the education system in Cambodia is huge step to compete other countries because the foundation of education is not enough to develop human resource. Similarly, ESP 2014-2018 (MoEYS, 2014) gave more concerns about education challenges as follows: the shortage of awareness between school principals and stakeholders, parents and children; communities building; expanding equitable access to primary education in the most remote areas and to the most disadvantaged groups; the shortage of school administration by providing and sharing teaching and learning, and leadership for children and youth; the shortage of material management; strengthening the education management is not enough, especially school principalship; low performance of staff management; low creative problem solving occurring in schools. Moreover, there is plentiful data that schooling in Cambodia from the primary levels up is failing to share leadership , knowledge, skills, and attitudes with students and to build trust and respect to the followers (Sitha, Edwards, Williams, & Kitamura, 2016). Mok et al. (2013) studied leadership model of Cambodian school principals that result was at high level with demonstrating to support the heart, translating a shared vision into actions, sustaining willing participation, and engaging the heart in a shared vision, however, they explained that those principals need to change their way of thinking and attitudes to work collaboratively with their followers, however, organizational administration still have power and authority from bureaucracy and hierarchy relatively involved which are rooted in Cambodia's behaviors, and it is hard to accept in different interpersonally, called "Listening to the elders." Other research, Siek (2015) studied competency of school principals and result showed at high level 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, however, the study revealed that school principals still have low awareness, low appraisal performance, weakness in building community, unclear vision, low stewardship to lead change, little empowering of persuasion to teachers and staffs, low ability to grow others to obtain achievement, and low communication, and there is a gap in ineffective administration between leaders and followers as well. Long (2014) studied leadership development needs of Cambodian primary school principals and deputy principals, revealed that education system is still complicated. The main findings from research study are the increased work burden encountered by the school principals and deputy principals and their needs for primary principalship development. In addition, the primary school principals must

communicate others to share vision, and support the followers to be creative in solving problem, the network are needed and share leadership. The primary school principals work as managers and leaders, improve creative skills, have accountability to change, to challenge status quo. The senior school leaders, principals and deputy principals need to enhance their relationship, and ability to perform to be role models and be aware of their leadership roles, to be responsible for their performances. Hence, school principals must change their way of thinking to improve school and serve people. School principals must be the role of model to initiate the status quo, to be responsible to the supporters such as teachers, staffs, and students, to empower the teachers, staffs, and the stakeholders, and to motivate with holy-mindset inspiration to manage the school effectively (Sann et al., 2014).

Table 1: School Principals' Challenges in Cambodia

School Principals' Challenges in Cambodia	(MOEYS, 2014)	(Sitha, et al., 2016)	(Mok et al., 2013)	(Siek, 2014)	(Long, 2014)	(Sann, et al., 2014)
1. Low Awareness	✔			✔	✔	
2. Lack of building Communities	✔			✔		
3. Shortage of providing leadership	✔					
4. Lack of sharing leadership	✔	✔			✔	
5. Low performance (of staff management)	✔			✔		
6. Lack of creative problem solving (in social judgment skills and knowledge)	✔	✔			✔	
7. Lack of working collaboratively			✔			
8. Listening to the elders			✔			
9. Unclear vision				✔		
10. Lack of communicating others					✔	
11. Little supporting followers' needs					✔	
12. Low Creativity to change					✔	
13. Being irresponsible for work (low performance)					✔	✔
14. Lack of challenging status quo					✔	✔
15. Trying more to be a role model					✔	✔
16. Lack of Promoting others to achieve goals					✔	
17. Putting self-interest first					✔	
18. Little sharing vision with followers					✔	
19. More Empowering teachers and staffs				✔		✔

20. Low stewardship to lead change			✓		
21. Lack of enhancing relationship				✓	
22. Lack of motivation of holistic mindset					✓
23. Failure of building trust and respects to others	✓				
24. it is hard to accept in different personality		✓			

Phase 2 : To study of leadership characteristics of school management

   Primary School Principal as servant leadership

   Primary school principal plays an important role to serve where he or she work for. Daft (2014) explained that many leaders failed because their unethical leadership with self-serving, self-interest, unfair deal, blaming others, greed, lack of encouragement to confront unjust acts, neglecting follower development. Hence, moral leaders realize how to distinguish way to right and wrong, choosing the right way, seeking the integrity, the justice, the good, and the right steering to achieve goals and fulfilling vision. Presently, much of thinking about leadership involves with moral leadership implementations turning followers into leader, by this means increasing their potential rather than expending a leadership position to govern or limit staff, students, and stakeholders. Additionally, Dubrin (2016) explained that servant leader serves constituents by working on their behalf to help the followers achieve their goals, not the leader's own goals. Desiring to help others is another crucial workplace value. Serving others, including staffs, stakeholders, and community, is the main inspiration for the servant leader. Servant leader has been accomplished when group members become wiser, healthier, and more autonomous.

   (1) Valuing people

   Valuing people is operationalized as commitment of school principal to believe in the potential of teachers and staff members, to listen receptively with great communication, to put the needs of teachers and school staffs first, and to value the ideas of others (Cerit, 2009; Greenleaf, 2002; Liden et al., 2008; Pheangbuppha, 2013; Richard et al., 2012; Sendjaya, 2015; Simsen, 2013; Spears, 2002, 2010; Xu et al., 2015).

   (2) Developing people

   Developing people is operationalized as believing of school principal to help followers grow and succeed. The school principal must be model for concreting actions to maximize work for personal and professional development. The followers are encouraged to invite their decision-making and build a sense of community spirit of the teachers and school staffs (Cerit, 2009; Greenleaf, 2002; Liden et al., 2008; Pheangbuppha, 2013; Richard

et al., 2012; Sendjaya, 2015; Simsen, 2013; Spears, 2002, 2010).

(3) Building community

Building community is operationalized as an ability of school principal to enhance strong relationships, work collaboratively, and value the interpersonal perceptions of teachers, staffs, students, and stakeholders (Cerit, 2009; Greenleaf, 2002; Liden et al., 2008; Pheangbuppha, 2013; Richard et al., 2012; Salameh, 2011; Sendjaya, 2015; Simsen, 2013; Spears, 2002, 2010; Xu et al., 2015).

(4) Displaying authenticity

Displaying authenticity is operationalized as perception of school principal to be open to being known by teachers and school staffs or stakeholders, to be aware of using wisdom and being a learner, to retain integrity, and to ascertain authenticity toward the followers (Cerit, 2009; Greenleaf, 2002; Liden et al., 2008; Pheangbuppha, 2013; Richard et al., 2012; Salameh, 2011; Sendjaya, 2015; Simsen, 2013; Spears, 2002, 2010; Xu et al., 2015).

(5) Providing leadership

Providing leadership is operationalized as an ability of school principal to share vision with the followers, to clarify goals and to challenge the status quo to seek a delicate balance between conceptual skills and a regular operational style (Cerit, 2009; Greenleaf, 2002; Liden et al., 2008; Pheangbuppha, 2013; Richard et al., 2012; Salameh, 2011; Sendjaya, 2015; Simsen, 2013; Spears, 2002, 2010; Xu et al., 2015).

(6) Sharing leadership

Sharing leadership is operationalized as emphasizing empowerment that school principal assumes to persuade the followers by sharing status, and trust to positively contribute to community (Caffey, 2012; Cerit, 2009; Greenleaf, 2002; Liden et al., 2008; Pheangbuppha, 2013; Richard et al., 2012; Salameh, 2011; Sendjaya, 2015; Simsen, 2013; Spears, 2002, 2010).

Table 2: Six characteristics of servant leadership

6 Characteristics of Servant Leadership (Laub, 1999)	(Greenleaf, 2002)	(Spears, 2002, 2010)	(Richard et al., 2012)	(Liden et al., 2008)	(Sendjaya, 2015)	(Cerit, 2009)	(Salameh, 2011)	(Caffey, 2012)	(Pheangbuppha, 2013)	(Simsen, 2013)	(Xu et al., 2015)
1. Valuing People											
Believing in people (trust and respect)	✓	✓	✓		✓	✓			✓	✓	
Putting others first (altruism)	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

	1	2	3	4	5	6	7	8	9	10	11
Listening receptively	✓	✓	✓		✓	✓			✓	✓	
2. Developing People											
Commitment to the growth of people	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Modeling	✓	✓	✓		✓	✓	✓		✓	✓	
Encouraging others (community spirit)	✓	✓	✓	✓	✓	✓	✓		✓	✓	
3. Building Community											
Enhancing relationship (healing)	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Working collaboratively	✓	✓	✓		✓	✓	✓		✓	✓	
Interpersonal acceptance	✓	✓	✓		✓	✓	✓		✓	✓	
4. Displaying authenticity											
Being open to being know (transparent)	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Self-awareness (Being learners, wisdom)	✓	✓	✓		✓	✓	✓		✓	✓	✓
Integrity	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Having ethically	✓			✓	✓						
5. Providing Leadership											
Envisioning the future	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Challenging the status quo	✓	✓	✓		✓	✓		✓	✓	✓	
Clarifying goals	✓	✓	✓		✓	✓			✓	✓	
6. Sharing leadership											
Empowering others	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Sharing status (humility)	✓	✓			✓	✓	✓	✓	✓	✓	
Stewardship	✓	✓	✓		✓				✓	✓	

Primary School Principal as Transformational Leadership

(7) Idealized influence

Idealized influence is operationalized as an ability of school principal to act as a strong role model for teachers and school members who identify with this school principal and want very much to emulate him or her because he/she usually have very high values of moral and ethical behavior and attribute to do the right thing and make others respect and trust to share vision and mission (Avci, 2015; Avolio, 2011; Balyer, 2012; Bass, 1985; Bass & Riggio, 2006; Chamnin, 2008; Dubrin, 2016; Hauserman & Stick, 2013; Northouse, 2016; Sann et al., 2014; Yukl, 2013).

(8) Inspirational motivation

Inspirational motivation is operationalized as an ability of school principal to talk positively to teachers and school members, sharing vision in school which use emotional appeals to talk optimistically to achieve more than their self-interests by encouraging words

and grow in the future school (Avci, 2015; Avolio, 2011; Balyer, 2012; Bass, 1985; Bass & Riggio, 2006; Chamnin, 2008; Dubrin, 2016; Hauserman & Stick, 2013; Northouse, 2016; Sann et al., 2014; Yukl, 2013).

(9) Intellectual stimulation

Intellectual stimulation is operationalized as an emphasizing intelligence that school principal articulate teachers and school members to be creative and innovative and challenge their own beliefs and values in school by initiating the creative ways of dealing with school issues, engaging in problem solving, promoting their individual efforts to maximize the school benefits (Avci, 2015; Avolio, 2011; Balyer, 2012; Bass, 1985; Bass & Riggio, 2006; Chamnin, 2008; Dubrin, 2016; Hauserman & Stick, 2013; Northouse, 2016; Sann et al., 2014; Yukl, 2013).

(10) Individualized consideration

Individualized consideration is operationalized as believing of school principal to support good climate in which teachers and school members listen receptively to their individual needs by coaching and giving some advice, using delegation to help them grow through personal task, and giving detailed directions with a high level of structure (Avci, 2015; Avolio, 2011; Balyer, 2012; Bass, 1985; Bass & Riggio, 2006; Chamnin, 2008; Dubrin, 2016; Hauserman & Stick, 2013; Northouse, 2016; Sann et al., 2014; Yukl, 2013).

Table 3: Four characteristics of transformational leadership

Four Characteristics of Transformational Leadership (Avoilio, 2011; Bass, 1985; Bass & Riggio, 2006)	(Avci, 2015)	(Avolio, 2011)	(Bass, 1985; Bass & Roggio, 2006)	(Chamnin, 2008)	(Dubrin, 2016)	(Hauserman & Stick, 2013)	(Northouse, 2016)	(Sann et al., 2014)	(Yukl, 2013)
7. Idealized Influence (charisma)									
A strong role model	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sharing vision and mission	✓	✓	✓	✓	✓	✓	✓	✓	✓
Building trust and respect	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Inspirational Motivation									
Communicating high expectations to followers (Listening receptively)	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inspired a shared vision	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Intellectual Stimulation									
Be creative	✓	✓	✓	✓	✓	✓	✓	✓	✓

Challenge the process	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. Idealized Consideration									
Supporting by listening to the followers' needs	✓	✓	✓	✓	✓	✓	✓	✓	✓
Being responsible for helping followers grow through personal challenge	✓	✓	✓	✓	✓	✓	✓	✓	✓
Directing with high degree of structure (high performance of staff management)	✓	✓	✓	✓	✓	✓	✓	✓	✓

Phase 3 : To study leadership characteristics of school principals and propose the first draft of framework to discuss and confirm by the experts for the final draft to obtain the conceptual framework of primary school principals under the jurisdiction of Phnom Penh Municipal Department of Education, Youth and Sport in Cambodia

The first draft of the theoretical framework of leadership characteristics was proposed to discuss and confirm by the experts for the final draft. Therefore, the conceptual framework of primary school principals indicated 10 characteristics of leadership included 1) valuing people; 2) developing people; 3) building community; 4) displaying authenticity; 5) providing leadership; 6) sharing leadership; 7) idealized influence; 8) inspirational motivation; 9) intellectual stimulation; 10) individualized consideration. The 10 characteristics of leadership (table 4) showed high performance of primary school principals in both serving and leading to balance in order to solve problems occurred in schools.

Table 4: Conceptual Framework of Leadership Characteristic of Primary School Principals

Ten characteristics of leadership of primary school principals by using theoretical framework of Avolio (2011); Bass (1985); Bass & Riggio (2006); Laub (1999)	
1. Valuing people	6. Sharing leadership
2. Developing people	7. Idealized influence
3. Building community	8. Inspirational motivation
4. Displaying authenticity	9. Intellectual stimulation
5. Providing leadership	10. Individualized consideration

Discussion

The results of analyzing school principals' challenges found 24 problems including awareness, building community, providing leadership, work performance, creative problem solving, working collaboratively, listening, unclear vision, communicating others, supporting followers' needs, creativity to change, being irresponsible for work, challenging the status quo, a role model, promoting others to achieve goals, putting self-interest first, sharing vision with followers, empowering teachers and staffs, stewardship to lead change, enhancing

relationship, motivation of holistic mindset, building trust and respects others, accepting in different personality (MoEYS, Long, 2014; 2014; Mok et al., 2013; Sann et al., 2014). All of these problems were synthesized by using table, frequency and content analysis.

The research result of leadership characteristics of school management revealed 10 characteristics by using the framework of servant leadership (Laub, 1999) including valuing people, developing people, building community, displaying authenticity, providing leadership, sharing leadership and transformational leadership (Avolio, 2011; Bass, 1985; Bass & Riggio, 2006) including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

The result of this research study revealed that conceptual framework of leadership characteristics of primary school principals that obtained from synthesizing of school principals' challenges matched with the theoretical framework for the first draft and propose to discuss and confirm by the experts. Finally, the 10 characteristics of leadership of primary school principals indicated 1) servant leadership including valuing people, developing people, building community, displaying authenticity, providing leadership and sharing leadership (Caffey, 2012; Cerit, 2009; Greenleaf, 2002; Liden et al., 2008; Pheangbuppha, 2013; Richard et al., 2012; Salameh, 2011; Sendjaya, 2015; Simsen, 2013; Spears, 2002, 2010; Xu et al., 2015); and 2) transformational leadership including idealized influence, inspirational motivation, intellectual stimulation, individualized consideration (Avci, 2015; Avolio, 2011; Balyer, 2012; Bass, 1985; Bass & Riggio, 2006; Chamnin, 2008; Dubrin, 2016; Hauserman & Stick, 2013; Northouse, 2016; Sann et al., 2014; Yukl, 2013).

Therefore, servant leadership can be concisely defined by the slogan "Learning to serve, Serving to lead, and Leading to transform" (Sendjaya, 2015). Hence, transformational leadership can be defined by the slogan "Learning to lead, Leading to change, and Changing to achieve the goals" for the momentum of the new generation with engagement, empowerment and energization. Barbuto and Wheeler (2006) showed in (Table 3) to distinguish the different between the servant leadership and transformational leadership that servant leadership serve from the bottom line and transformational leadership lead from the top line.

Table 5: Comparison between servant leadership focuses on serving and, transformational leadership focuses on leading.

	Servant Leadership	Transformational Leadership
Nature of theory	Normative	Normative
Role of leader	*To serve followers*	*To inspire followers to pursue*

		organizational goals
Role of follower	To become wiser, freer, more autonomous	To pursue organizational goals
Moral component	Explicit	Unspecified
Outcomes expected	Follower satisfaction, development, and commitment to service, societal betterment	Goal congruence; increased effort, satisfaction, and productivity; organizational gain
Individual level	Desire to serve	Desire to lead
Interpersonal level	Leader serves follower	Leader inspires follower
Group level	Leader serves group to meet needs	Leader unites group to pursue group goals
Organizational level	Leader prepares organization to serve community	Leaders inspires followers to pursue organizational goals
Societal level	Leader leaves a positive legacy for the betterment of society	Leader inspires nation or society to pursue articulated goals

SOURCE: Adopted from Barbuto and Wheeler (2006)

Therefore, serving and leading as the school principals were the challenging job and yet most satisfying job of their career.

Recommendations

Generally, every school principal already had trained to be accountable for that position. However, this research study from conceptual framework helped increase the effectiveness of primary school principals' performances to continually train and develop other followers to achieve their goals.

Recommendations for utilization

1. This research result revealed that 24 problems of school management of primary school principals that could consider these problems as priority to develop their leadership characteristics.

2. The primary school principals should consider 10 characteristics of leadership that could promote their leadership in both serving and leading in schools.

Recommendations for further research

1. For the further research, researcher should study other leadership beside servant leadership and transformational leadership in order to develop the primary school principals' characteristics and their appraisal performance.

2. Researcher should develop the leadership needs and propose guidelines for the leadership development of primary school principals.

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