

ADMINISTRATORS' TRANSFORMATIONAL LEADERSHIP MODEL
FOR HIGHER ART SCHOOLS IN SHENYANG, LIAONING PROVINCE

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ABSTRACT

The objectives of this research were: (1) to determine the components of transformational leadership required by administrators; (2) to propose the model of transformational leadership for administrators of higher art schools in Shenyang, Liaoning Province; (3) to evaluate the model of transformational leadership for administrators of higher art schools in Shenyang, Liaoning Province.

The research was a mixed methodology, including qualitative and quantitative research design. The population of the research consisted of 564 who were administrative staff and teachers of Higher Art Schools in Shenyang, Liaoning Province. A proportional stratified random sampling method was used to sample, totaling 320 persons. The instruments used for data collection were semi-structured interview and a five-level rating scale questionnaire. The statistical used for data analysis were descriptive statistics and CFA. (Confirmative Factor Analysis).

The research findings revealed that: (1) there were four components and thirteen indicators of transformational leadership required by administrators, it consisted of: inspirational motivation, individualized consideration, intellectual stimulation and idealized influence, (2) The transformational leadership model for administrators of Higher Art Schools in in Shenyang, Liaoning Province that developed was consistent with the empirical data: Relative Chi-square = 43.26, Degree of Freedom = 34, Goodness of Fit Index = 0.99, Adjusted Goodness of Fit Index = 0.97, Root Mean Square Error of

Approximation = 0.02, and Standard Root Mean Square Residual = 0.01 all in line with specified criteria. The important components of the model were idealized influence ($\lambda = 0.96$), followed by intellectual stimulation ($\lambda = 0.95$), inspirational motivation ($\lambda = 0.92$) and individualized consideration ($\lambda = 0.90$), respectively, (3) the results of the model evaluation in terms of utility, feasibility, propriety and accuracy found that it was of a high level.

Keywords: Administrators transformational leadership model, Higher art school in Shenyang, Liaoning Province

1. Introduction

School is an important educational establishment in order to develop people to be knowledgeable and able to step into the world of change. Competitive potential able to stand firmly and with dignity in the world society. Therefore, the school administrators play an important role in improving the quality of learners in accordance with the intentions of the National Education Act. Which is to enable human beings to learn self-development according to aptitude according to their potential, create learning habits through self-seeking in order to produce quality personnel that meet the overall needs of the country. The 21st century expectations of school's place new demands on educational leaders. Aside from providing instructional leadership, today's administrators face challenges that include budget reduction amidst increased school enrolment, school insecurity caused by general societal insecurity, accountability, quality issues, public relations as well as the onerous task of managing teachers who will prepare students to become global citizens. These are daunting tasks for school administrators. These demands have brought a new focus on administrators who are at the forefront of higher education. As leaders, they are pivotal to schools' goal attainment.

China, like other countries, has always given importance to and has provided education for its people from the past to the present. By making it a law that requires everyone to be educated. as well as defining regulations and schemes as a mechanism for driving The Ministry of Education is the main organization responsible for the national education management and education reform. which has several important policies in determining which educational institutions are in all sectors of the country both public and private has played a role in driving educational reforms to success

because it is considered an operational level in applying the principles and policies of educational administration to make them appear concrete and quality

In this situation, which will provide good results for education, there is a standard quality according to the intended purpose or not. In academics, it depends on a number of factors, one of which is School administration and operation processes (Sergiovanni. 1980; Pierce, 1991; Edmonds, 1979; Glickman, Stephen and Ross-Gordon, 2004) because it is considered that the school is closely related to the students who receive education directly. Therefore, it is imperative that schools build their educational institutions into a standardized quality organization. To act as a knowledge manager, develop knowledge, develop ideas, and develop the potential of educational management to be effective and efficient.

The modern environment, within which a school organization operates, is characterized by dynamic development. As a result, this represents a challenge for the school organization, in order for it to be able to respond to changes with flexibility and determination, and establish a positive outlook, thus avoiding stagnation. Therefore, it is an imperative need for leaders/administrators to possess an appealing and charismatic personality, combined with a strong influence and a broad vision; these leaders should be able to ignite enthusiasm among teachers and inspire them to reach optimum utilization of their skills and capabilities,

Which the leadership of the school administrators is considered important and directly affect the contextual education management of changes in modern times. Because in the change can create clarity about (1) being a vision (2) believing that the schools are for learning (3) Valuing Human Resources (4) communicators and listeners (5) Proactive behavior (6) Being a risky person. In accordance with Bass and Avolio (1994: 49) that gives the meaning of the behavior that is a process that the leaders influence colleagues or followers by passing 4 behavior components called "Four's" is an influence. There is an idealized influence, inspirational motivation, intellectual stimulation, taking into account the individualized consideration. From the study, it was found that the leadership of quality educational institution administrators' leadership of new executives will be the leader of change which has been studied and developed more and more branches by based on the main idea of Bass. However, in the context of the leaders in higher art schools under Shenyang city of Liaoning province haven't found any studies on this subject yet. Therefore, the researcher is interested in studying and researching to

propose a model for developing quality change leadership. According to the concept of Bass for administrators of educational institutions under art schools for the agencies involved in the development of educational institution administrators to be able to implement them in a practical manner, providing direct benefits for administrators in considering their transformational leadership Improving or developing oneself to become an effective change leader in management and lead to personal job satisfaction, engagement, organizational commitment and job performant of colleagues in art educational program.

2. Research questions

- 1) What are the components of administrators' transformational leadership for higher art school in Shenyang, Liaoning province?
- 2) What are the administrators' transformational leadership development model for the higher art school in Shenyang, Liaoning province?
- 3) How to evaluate the model of transformational leadership for administrators of higher art schools in Shenyang, Liaoning Province.

3. Research objectives

- 1) To determine the components of administrators' transformational leadership for higher art schools.
- 2) To propose the model of transformational leadership for administrators of higher art schools in Shenyang, Liaoning Province.
- 3) To evaluate the model of transformational leadership for administrators of higher art schools in Shenyang, Liaoning Province.

4. Research Hypotheses

Transformational leadership model for administrators of Higher Art Schools in Shenyang, Liaoning Province was fit with the empirical data.

5. Research Method

5.1 Research Design

The research was mixed methodology design, however, most of this process based on the explanatory research design by using second order of Confirmative Factor Analysis in order to answer the research question, objectives and hypotheses.

5.2 Population and Sample

The population were administrative staff and teachers of seven Higher Art Schools in Shenyang, Liaoning Province, total 564 persons. The sample group is used to select respondents by proportional stratified random sampling by using G*Power program., totally at least 320 persons.

5.3 Research Instruments

Use the Chinese website “WJX.cn” to create a five-point rating scale questionnaire and manage it on a professional platform for online data collection. It consists of the following three parts.

Part I: Demographic variables, general information of the respondents, totaling 8 items, such as gender, age, education level, position, working years, etc.

Part II: Rating scale questionnaire which asks about the development of transformational leadership model for administrators of Higher Art Schools in Shenyang, Liaoning Province.

Part III: Suggestions and additional comments (Open Ended).

All type of questionnaires will be Likert’s rating scale with 5 choices (Likert, R. 1932 p. 1-55).

- 1 = Strongly Disagree,
- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree,
- 5 = Strongly Agree.

All of these develop are to use the IOC and Cronbach's alpha coefficient to find the validity and reliability. It was found that t overall items that IOC. were greater than 0.80 and Cronbach’s alpha coefficient above 0.80, indicating that the reliability of this questionnaire is very high.

5.4 Data Collection

The steps for data collection will be as follow:

Step 1: Request permission to collect data for research to the Faculty of Education, Bangkokthonburi Univerity (BTU)

Step 2: Request a letter of recommendation for the researcher from the BTU Educational Faculty.

Step 3: Selection the coordinating teachers to help assist in coordinating data collection in each institution. Those will be oriented to understand the details of the questionnaire administration and data collection.

Step 4: Carry out data collection with the selected samples by sending questionnaires to the coordinator teacher who will help for collect data with the selected samples in each school/college/department.

5.5 Data Analysis

5.5.1 Descriptive statistics to describe the demographic variables and to know the characteristics of transformational leadership studied. The analysis was performed using percentage, mean and standard deviation, etc. as follows:

Mean score Level of Resilient Leadership that administrators were shown

1.0-1.49	Lowest
1.50-2.49	Low
2.50-3.49	Moderate
3.50-4.49	High
4.50-5.0	Highest

1. Analyzing the model that the transformational leadership of administrators should be developed. The arithmetic mean was used by the researchers in Best' analysis (Best W. John, 1997: 190).

2. Data analysis for frequency and percentage in order to know the status of the sample group, i.e., gender, age range, educational level, position level, professional title, work experience, professional attribute, etc.

3. Average data analysis, Standard deviations and coefficients distribution to determine the suitability of the indicators for the selection of indicators in the model. by specifying the following criteria, the mean value is equal to or more than 3.00 and the distribution coefficient (CV.) is equal to or less than 20%.

5.5.2 Inferential statistics, for development model of transformational leadership for administrators. Confirmatory factor analysis (CFA) will be employed for finding and estimate the parameter in this situation as follows:

1. Data analysis to take into account the suitability of variables to be analyzed for further components by analyzing the Pearson correlation coefficient. In order

to determine the degree and direction of correlation, if the variables are not correlated then there is no common component. There was a statistically significant correlation at the .01 level ($p < .01$) (Nongluck Wiratchai, 2005). Bartlett's statistical analysis, which is a statistical test of the correlation matrix hypothesis between variables and Identity Matrix, considering the Bartlett's test of Sphericity and the probability that is there an appropriate correlation to be used for further component analysis. By considering the statistical significance and analysis of the Kaiser-Meyer-Olkin index. (Kaiser-Meyer-Olkin Measures of Sampling Adequacy: MSA) Considering the criterion, a value greater than .80 indicates very good, less than .50 indicates invalid (Kim & Muclle, 1978 cited in Somkiat Thanok, 1996)

2. Confirmatory Factor Analysis by testing the conformity of the structural correlation model and weighting the sub variables used to generate the empirical data indicators obtained from the weighted analysis of the data from the questionnaire. The sub variables used to generate the indicators and to verify the coherence of the research model are the theoretical models created by the researcher by analyzing second-order confirmation elements with the empirical data. Thereafter, the coherence of the research model with the empirical data was examined. If the results of the first data analysis do not meet the specified criteria, the researcher must adjust the model to meet the specified criteria. According to the viewpoint of Nongluck Wirachchai (2005), the statistical values to be used as the audit criteria are as follows:

(1) Chi-square Statistics is a statistical value used to test the statistical hypothesis that the function Harmony is zero. The lower the Chi-square Statistics, the closer to zero the model is consistent with the empirical data.

(2) Harmony Level Index (Goodness-of-Fit Index: GFI), which is the ratio of the difference between the harmonious functions from the model before and after the model was adjusted to the harmonization functions before the model was adjusted GFI values from 0.90-1.00 indicate that the model was consistent with the empirical data.

(3) Adjusted Goodness-of-Fit Index (AGFI), in which the GFI is adjusted taking into account the size of freedom (df), which includes the number of variables and the sample size if the AGFI values from 0.90-1.00 indicate that the model is consistent with the empirical data.

(4) Root Mean Square Error of Approximation (RMSEA) error indicates the dissonance of the model generated with the population covariance matrix which is A

value of RMSEA less than 0.05 indicates that the model is consistent with the empirical data.

(5) Apply the results of the analysis to verify the consistency of the model. The following criteria were selected for indicators showing Factor Loading: 1) equal to or greater than 0.7 for parent component (Farrell & Rudd, 2011), and 2) equal to or greater than 0.30 for sub-element and identifier (Tacq,1997).

Therefore, the researcher used the statistics based on the opinion of Nongluck Wiratchai (2005) as a criterion to check the consistency between the models developed by the researcher from theory and research to empirical data. The variables used to generate the indicators and to verify the coherence of the research model are the theoretical models created by the researcher by analyzing second-order confirmation components with the empirical data. Thereafter, the coherence of the research model with the empirical data was examined. If the results of the first data analysis do not meet the specified criteria, the researcher must adjust the model to meet the specified criteria.

6. Research Results

The results of this research can be summarized according to the research objectives as follows:

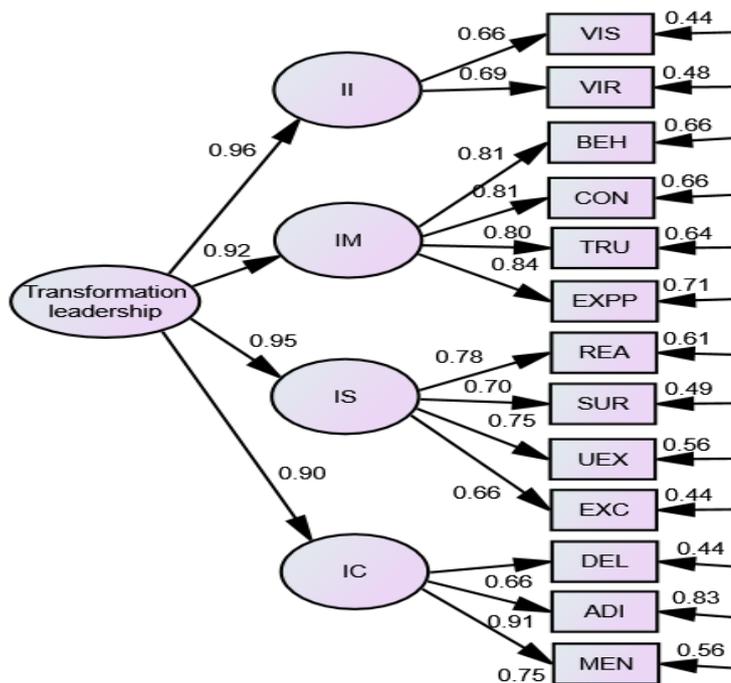
6.1 From the study of the components of transformational leadership for art school administrators by documentary research and in-depth interviews from the experts can be concluded that there are 4 components, consisting of idealized influence, inspiration motivation, intellectual stimulation, and individualized consideration. Overall have 13 indicators, including: creating a vision, creating prestige, emphasis on practice, confidence building in the ideological endpoints creating expectations in follower's abilities reasoning emphasis on survival using experience, focusing on excellence, emphasizing development emphasis on individual differences and being a mentoring .

6.2 The research results can be summarized as follows:

1. Basic statistics and correlation coefficients of transformational leadership for art school administrators in Shenyang can be concluded that art school administrators had the average of the overall transformational leadership at the high level. and considering by component, it was found that stimulating the use of intelligence had the highest average, followed by individual considerations, inspirational and idealized influence, respectively, and the indicators of transformational leadership for art school administrators

in Shenyang found that development-emphasis (DEL) and emphasis on differences between people (ADI) were correlated. The relationship between Excellence Orientation (EXC) and Vision Creation (VIS) was the lowest.

2. Confirmatory Factor Analysis of transformational leadership components for art school administrators in Shenyang. Summarize the results of bringing the components of transformational leadership as harmonize with empirical data show that the generated model can be used to describe the condition. The transformational leadership of art school administrators has 4 components: idealized influence; Inspirational motivation, intellectual stimulation, and individualized consideration, in this situation, component of idealized influence has the highest standardized component weight was 0.96. There was a high level of variation with transformational leadership (92%), use wisdom and inspiration the standardized weights were 0.95 and 0.92. There was a high level of variation with transformational leadership (90 and 85 percent). The lowest standardized weight was equal to 0.90, and there was a high level of variation with transformational leadership (81%).



$\chi^2 = 43.26$, $df = 34$, $p = .13$, $GFI = 0.99$, $AGFI = 0.97$, $CFI = 1.00$,
 $RMSEA = 0.02$, and $SRMR = 0.01$

Figure 1: Second order Confirmatory Factor Analysis of transformational leadership for higher art school administrators in Shenyang

6.3 Developing and evaluating the transformational leadership development model for art school administrators in Shenyang can be summarized as follows:

1. Developing a transformational leadership development model for art school administrators have 3 phases: 1) pre-development preparation process, 2) development process, and 3) supervision, monitoring and evaluation process.

2. Evaluate the transformational leadership development model with 4 assessment standards: utility standard, feasibility standard, property standard, and accuracy standard. All 4 aspects had the highest average level and when considering according to the assessment list, it was found that the suitability standards had the highest mean, followed by the standard of probability usefulness standards and accuracy standards, respectively. The overall results as showed in Table 1

Table 1: Evaluate the transformational leadership development model of higher art school administrators in Shenyang as perceived by 7 experts

No.	Assessment Standards	\bar{X}	S.D.	Level Quality
1	Usefulness Standard	4.93	0.17	Highest
2	Feasibility Standard	4.97	0.05	Highest
3	Suitability Standards	5.00	0.00	Highest
4	Accuracy Standards	4.91	0.23	Highest
Overall		4.95	0.11	Highest

7. Discussion

7.1 Component measurement model of transformational leadership for art school administrators in Shenyang the standardized component weight was between 0.30 - 0.96, where every component and every indicator had a statistical significance at the .01 level with idealized influence having the highest standard component weight, followed by intellectual stimulation and force building inspired by individual considerations has a minimum standardized weight of 0.96, 0.95, 0.92 and 0.90, respectively, by the model measuring the components of transformational leadership of art school administrators was consistent with the empirical data, meaning that the generated model can be used

to explain the transformational leadership for the administrators and shows that if the management practice by relying on such components, it will inevitably affect the transformational leadership of the administrators according to the theory.

The research results were consistent with many researchers, such as Minhyun Kim at al, (2017), Liu Yuou (2023), Wang Zihao (2023), therefore, the research in line can indicate that the efficiency and benefits of transformational leadership have been documents extensively, in particular as applied to education, as the same in line of Kirkbride (2006). According to Burns (1978), transformational leadership can allow leaders as well as followers to elevate their morality and motivation. Specifically, transformational leadership can be carried out by providing clear and compelling goals (Kim, 2010), displaying as a role model and motivating followers to accomplish the goals. Bass (1985) introduced four dimensions of transformation leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The description below provides more in-depth information about each dimension.

Idealized influence. Idealized influence implies that followers consider their leaders as role models who practice ethical conduct that inspires respect and trust (Barling, Christie, & Hopton, 2010). Transformational leaders resist pressures of immoral and unethical behaviors, by demonstrating highly ethical behavior and extensive personal rapport such as respect, trust, honesty, dignity, enthusiasm, responsibility and influencing positive behaviors, the transformational leader is able to instill critical life virtues into followers.

Inspirational motivation. Inspirational motivation takes place when leaders share a vision and goal with the organization and followers (Pounder, 2003). Transformational leaders identify and set clear visions and realistic goals as they relate to followers' goals and enthusiasm (Bass & Avolio, 1994). This can be done by communicating clearly with followers, and encouraging and supporting them.

Intellectual stimulation. Intellectual stimulation involves promoting followers' curiosity, problem-solving, and novel ways of thinking by stimulating followers' intelligence. According to Daft (2014), "people admire leaders who awaken their curiosity, challenge them to think and learn, and encourage openness to new, inspiring ideas and alternatives". Transformational leaders recognize all types of issues and problems and help followers to solve problems in creative and innovative ways.

Individualized consideration. Individualized consideration takes place when leaders seek and respond to followers' specific needs and capabilities (Bass & Avolio, 1994). By listening and caring about followers' concerns and issues, transformational leaders should be able to help and support properly (Avolio & Bass, 1998). Being effective communicators implies multiple important aspects, such as skill in building an intimate relationship, and listening and providing proper reinforcement.

7.2 The development of transformational leadership development model of art school administrators in Shenyang that is divided into 3 phases: preparatory process, development process, development process. And found that experts had an opinion that the model for development of transformational leadership for art school administrators created is useful. Possibility, suitability and correctness must, in general, at the highest level with a mean of 4.95 with a standard deviation of 0.11.

This research result may be due to the model for the use of the transformational leadership development model that has been developed to be reliable and comprehensive, and has a model that can be used to develop skills and transformational leadership of school administrators in Shenyang, thus contributing to the transformational leadership development model were usefulness, feasibility, appropriateness and accuracy according to real conditions and reliable. In order to conducting research on this title, some scholars development guidelines Transformational leadership consists of 3 phases and is a guideline for continuous development as follows: Pre-development phase consists of 1) Study and analysis of administrators development needs 2) Assessment of competency before development the importance of developing the development process phase consists of 3) using a variety of development methods; 4) self-development; 5) developing by creating a professional learning community with guidance and mentoring; 6) organizing development workshops. The post-development phase consists of 7) monitoring and follow-up. 8) Organize exhibitions or seminars to present performance results. This is in line with the concept of Steiner (1988: 148) and Keeves (1988: 561-565) who proposed a method for constructing a model as follows: The model should consist of a structured relationship, use it as a guide in forecasting the results that will occur from using the model. Must indicate or point out the rational mechanism of the subject being studied and consistent with Scriven, & Stufflebeam (1983: 399-402) that the examination pattern testing can be done in 2 ways: 1) pattern testing by evaluating and examining patterns, which are classified into 4 categories: feasibility Standards, utility

standards, safety standards. appropriate or propriety standards and accuracy standards
2) assessment by qualified experts (Focus group discussion or connoisseurship)

7.3 However, in this research the transformational leadership is very important for the administrators, but no educational change can be successful without involving the final beneficiaries, such as teachers, students, and school administrators. Future research studies that assess school leaders' professional development need to focus on how leaders' overall management skills, the support they give their staff, their goal setting, and their progress monitoring can help leaders to eventually enhance their roles and improve the education quality. Previous studies on educational leadership suggest that school administrators' leadership plays a major role in educational reforms. This indicates that although the education system can provide policy directions for schools, the school system is contingent on the motivations and actions of leaders at the school level (Moos and Huber, 2007; Leithwood et al., 2008).

8. Recommendations

1. This research were identifying key components and indicators of transformational leadership for art school administrators in Shenyang which has a standardized component weight between 0.90-0.96. The indicator was statistically significant at the .01 level, with idealized influence having the highest standard component weight of 0.96. high level (92%), followed by intellectual stimulation and inspiration motivation, with standardized weights of 0.95 and 0.92. There was a high level of variation with transformational leadership (90% and 85% respectively), while individual considerations had the lowest standard component weight of 0.90. There was a high level of variation with transformational leadership (81%). Manage educational institutions under higher art school in Shenyang can lead to self-development and operational adjustments to become effective leaders in manage work and affect work satisfaction of colleagues in higher art school by applying all 4 components according to the appropriate context and situation in order of importance.

2. Developing a model and evaluating the transformational leadership development model of art school administrators in Shenyang, the model is divided into 3 phases: preparatory process before development. development process and the process of follow up and evaluate, and the results of the evaluation of the transformational leadership development model from experts the usefulness, feasibility, suitability and

accuracy in the overall picture were at the highest level with a mean of 4,95 with a standard deviation of 0.11 and when considering each side, found that it was at the highest level. all sides therefore, it should be useful information for the Office of Teacher Competency Development and Higher Art School Office involved can be used in development transformation leadership for the school administrators in Shenyang, Liaoning.

Suggestions for further research

The researcher has suggestions for further research as follows:

1. There should be qualitative research on leadership in Art Educational Institutions. with outstanding management received an award.

2. There should be research on creating a transformational leadership scale for school administrators in Shenyang standardized art institutions for the administrators to use as a tool for self-assessment of leadership.

3. The transformational leadership development model of school administrators should be applied. Under the higher art education institutes that have been developed for trial with the educational institute administrators in Shenyang.

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