

A Development of Holistic Leadership Causal Model for Administrators of Schools under the Office of Secondary Educational Service Area in the Northeastern of Thailand

การพัฒนาโมเดลความสัมพันธ์เชิงสาเหตุของภาวะผู้นำแบบองค์รวมสำหรับผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษาภาคตะวันออกเฉียงเหนือ

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Abstract

The objectives of the research entitled “A Development of Holistic Leadership Causal Model for Administrators of Schools under the Office of Secondary Educational Service Area in the Northeastern of Thailand” were to, 1) develop and validate the holistic leadership causal model for administrators to confront the empirical data, 2) estimate direct and indirect effect of causal variables that affecting the holistic leadership, and 3) test the difference of holistic leadership causal model among small, medium, and large school. The sample was 1,050 administrators of schools under the office of secondary educational service area in the northeastern of Thailand. The sampling was using the stratified random sampling technique. The research instruments were 6 questionnaires which consisted of 5-rating scale. These questionnaire revealed that there were conformity to content validity ($IOC=0.80-1.00$), construct validity ($\chi^2/df=0.027 - 1.961$, $p > 0.50$), high reliability ($\alpha= 0.742 - 0.932$), and high discrimination ($r_{it}=0.458 - 0.796$). The data were analyzed using the structural equation model analysis through the Mplus version 7.3 program.

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ผู้ช่วยศาสตราจารย์ ดร. ประจำศูนย์สนับสนุนและพัฒนาการเรียนการสอน, มหาวิทยาลัยศรีปทุม

1. The finding of the holistic leadership causal model for administrators which developed in this research was conformity with the empirical data ($\chi^2 = 483.822$, $df=338$, $\chi^2/df=1.431$, $p=0.4786$, $CFI=0.996$, $TLI=0.996$, $RMSEA=0.020$, $SRMR=0.017$). 2. The findings of direct and indirect effects of holistic leadership causal model revealed that 2.1) variables were direct effect consisted of creative thinking, trust, and organizational culture variable. Its effect sizes were 0.094, 0.149 and 0.753 with statistical significance at .01 level, and 2.2) variables were indirect effect consisted of emotional quotient and organizational context variable. Its effect sizes were 0.889 and 0.791 with statistical significance at .01 level. 3. The findings of the testing in the difference of holistic leadership causal model among small, medium and large school revealed that these model were invariance in form ($\chi^2=1627.002$, $df=1096$, $p > 0.05$), but it were variance in parameter ($\Delta\chi^2 = 15.160$, $\Delta df=4$, $p < 0.05$).

Keywords: 1. Holistic Leadership 2. Causal Model 3. Invariance Model

บทคัดย่อ

วัตถุประสงค์ของการวิจัย เรื่อง “การพัฒนาโมเดลความสัมพันธ์เชิงสาเหตุของภาวะผู้นำแบบองค์รวมสำหรับผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา ภาคตะวันออกเฉียงเหนือ” คือ 1) เพื่อพัฒนาและตรวจสอบความตรงของโมเดลความสัมพันธ์เชิงสาเหตุของภาวะผู้นำแบบองค์รวมสำหรับผู้บริหารสถานศึกษา ที่พัฒนาขึ้นกับข้อมูลเชิงประจักษ์ 2) เพื่อประมาณค่าขนาดอิทธิพลทางตรงและอิทธิพลทางอ้อมของตัวแปรเชิงสาเหตุของภาวะผู้นำแบบองค์รวมสำหรับผู้บริหารสถานศึกษา และ 3) เพื่อทดสอบความแตกต่างของโมเดลความสัมพันธ์เชิงสาเหตุของภาวะผู้นำแบบองค์รวมสำหรับผู้บริหารสถานศึกษาระหว่างสถานศึกษาขนาดเล็ก ขนาดกลาง และขนาดใหญ่ ตัวอย่าง คือ ผู้บริหารสถานศึกษาสังกัดสำนักงานเขตพื้นที่การศึกษามัธยมศึกษา ภาคตะวันออกเฉียงเหนือ จำนวน 1,050 คน ซึ่งได้มาโดยวิธีการสุ่มแบบแบ่งชั้นภูมิ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูล คือ แบบสอบถามชนิดมาตราส่วนประมาณค่า 5 ระดับ จำนวน 6 ชุด มีความตรงเชิงเนื้อหา ($IOC = 0.80 - 1.00$) มีความตรงเชิงโครงสร้าง ($\chi^2/df=0.027 - 1.961$, $p > 0.50$) มีความเที่ยงระดับสูง ($\alpha = 0.742 - 0.932$) และมีค่าอำนาจจำแนกระดับสูง ($r_{it} = 0.458 - 0.796$) การวิเคราะห์ข้อมูลใช้วิธีการวิเคราะห์สมการโครงสร้างเชิงเส้นโดยใช้โปรแกรม Mplus 7.3

ผลการวิจัย พบว่า 1. โมเดลความสัมพันธ์เชิงสาเหตุของภาวะผู้นำแบบองค์รวมสำหรับผู้บริหารสถานศึกษา ที่พัฒนาขึ้นมีความสอดคล้องกับข้อมูลเชิงประจักษ์ ($\chi^2 = 483.822$, $df=338$, $\chi^2/df=1.431$, $p=0.4786$, $CFI=0.996$, $TLI=0.996$, $RMSEA=0.020$, $SRMR=0.017$) 2. ผลการประมาณค่าขนาดอิทธิพลทางตรงและอิทธิพลทางอ้อมของตัวแปรเชิงสาเหตุของภาวะผู้นำแบบองค์รวมสำหรับผู้บริหารสถานศึกษา พบว่า 2.1 ตัวแปรที่มีอิทธิพลทางตรง ได้แก่ ความคิดสร้างสรรค์ ความไว้วางใจ และวัฒนธรรมองค์การ โดยมีค่าขนาดอิทธิพล เท่ากับ 0.094 0.149 และ 0.753 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 และ 2.2 ตัวแปรที่มี

อิทธิพลทางอ้อม ได้แก่ (1) ความฉลาดทางอารมณ์ ซึ่งมีอิทธิพลทางอ้อมโดยรวม เท่ากับ 0.889 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 และ (2) บริบทองค์กร ซึ่งมีอิทธิพลทางอ้อมโดยรวม เท่ากับ 0.791 อย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 และ 3. ผลการทดสอบความแตกต่างของโมเดลความสัมพันธ์เชิงสาเหตุของภาวะผู้นำแบบองค์รวมสำหรับผู้บริหารสถานศึกษาระหว่างสถานศึกษาขนาดเล็ก ขนาดกลาง และขนาดใหญ่ พบว่า ไม่มีความแปรเปลี่ยนด้านรูปแบบ ($\chi^2=1627.002$, $df=1096$, $p > 0.05$) แต่มีความแปรเปลี่ยนด้านค่าพารามิเตอร์ ($\Delta\chi^2= 15.160$, $\Delta df=4$, $p < 0.05$)

คำสำคัญ : ภาวะผู้นำแบบองค์รวม โมเดลความสัมพันธ์เชิงสาเหตุ โมเดลที่ไม่แปรเปลี่ยน

Introduction

The study about leadership has been widely investigated because the leadership variable is a key success factor to determine the behavioral change of persons. The person at all level of organization has a competency of leadership and able to perform it in many contexts of their works (Luthans, 2011). Therefore, the results of study about many types of leadership according to synthesis research on leadership to acquire the leadership model which conform to a current state and prompt to changing of economy, social, politic, culture, value, and information and technology were found that the leadership was significance to social development and it was importantly mechanic to drive the better social change. Each types of leadership are difference of strength and weakness, thus, the quality development of schools to reach their goals and mission, administrators must have a good leadership to lead their school and use many types of leadership base on integration of many theories and principles of leadership into the holistic leadership. Then, using the holistic leadership in quality development of schools will be more an efficiency and effectiveness than using only one leadership style (Garrett, 2007).

According to the research findings of Taggart (2011) and Pashiardis (2014) revealed that the development of leadership model for advantage in more complexity problem solving of organization delivered a new leadership model as holistic leadership. This holistic leadership has more dynamic to current and future circumstance that move and change all the time based on internal and external circumstances of organization. Therefore, it was compatibility with the real world at so fast communication system and increasingly innovation. In addition, the research findings of Beeka (2008) revealed that the quality development of instruction to reach the goals and mission of school, the administrators must be applied theory and principle of leadership to blend into the holistic leadership that contribute the quality development of

school as well. The holistic leadership was congruence to organizational context, social, culture, and technology which move on to the 21st century.

However, the holistic leadership has many casual variables. The research findings of Dinham (2005) revealed that important casual variables of holistic leadership were positive culture of school, such as active performance, and quality improvement. As for these culture, administrator must be took their action as mentor and coach for a member of school. Therefore, the research findings of Supparerkchaisakul (2007) revealed that holistic leadership has casual variables about performance of administrator that effective workout, teamwork building, participatory decision making, and contribution of a good interrelation among personnel, organization, and social sectors.

As for the holistic leadership in the context of administrators of schools under the Office of Secondary Educational Service Area in the Northeastern of Thailand revealed that there need to develop the administrators to be a holistic leadership because the impacts of the educational provision in the 21st century which communication and technology change so fast that affect to the pattern of social, tradition, culture, and instruction of schools. Thus, administrators must be accounted to educational leader, especially, improvement of students' outcome that based on students' advantage. Moreover, administrators must be created something that affecting the instruction, learning, and curriculum implement with effectively. Ultimately, administrators should be supported the information and technology and e-learning to build the participatory network, active learning, and professional learning community for enhancing the learning and achievement of schools (Sarnrattana, 2013).

According to the literature and research about holistic leadership in Thailand and abroad, such as Supparerkchaisakul (2007), Suntrayuth (2008), Ratanaolarn (2010), Mongkhonvanich (2013), Plessis, Wakelin & Nel (2013), Chen et al (2014), Tsai & Lee (2014), and Bratnicka (2015) revealed that important casual variables of holistic leadership were emotional quotient, creative thinking, trust, organizational context, and organizational culture. Then, the research findings of Sila (2013) and Sarnrattana (2013) revealed that casual variables of holistic leadership were based on context of school which is a school size. Thus, how to develop the significant model of the holistic leadership casual model for administrators of schools under the office of secondary educational service area in the northeastern of Thailand? What are the effect sizes of casual variables of holistic leadership? Do the different effect sizes of casual variables of holistic leadership base on the significant context of school which is a school size? These are the mainly research question of this study.

Ultimately, this research aims to investigate and develop the holistic leadership casual model for administrators of schools under the office of secondary educational service area in the northeastern of Thailand to confront the empirical data, and to test the difference of holistic leadership causal model among small, medium, and large school. The expected findings of this research are key information for person and sector in education to planning and developing the holistic leadership for administrators with effectively and to shift the educational quality of educational service area and of country to higher.

Materials and Methods

Objectives of Research: 1) To develop and validate the holistic leadership causal model for administrators to confront the empirical data, 2) To estimate direct and indirect effect of causal variables that affecting the holistic leadership, and 3) To test the difference of holistic leadership causal model among small, medium, and large school.

Framework of Research: According to the literature and research about holistic leadership in Thailand and abroad, such as Supparerkchaisakul (2007), Suntrayuth (2008), Ratanaolarn (2010), Mongkhonvanich (2013), Plessis, Wakelin & Nel (2013), Chen et al (2014), Tsai & Lee (2014), and Bratnicka (2015) revealed that important casual variables of holistic leadership (HOL) were emotional quotient (EQ), creative thinking (CRE), trust (TRU), organizational context (COT), and organizational culture (CUL). Then, this research determined the holistic leadership casual model as follows: firstly, the holistic leadership variable was affected with direct effect by trust, creative thinking, emotional quotient, organizational context, and organizational culture variable. Therefore, emotional quotient variable affected with indirect effect to holistic leadership variable through trust, creative thinking, and organizational context variable. Moreover, organizational context variable affected with indirect effect to holistic leadership variable through trust, and organizational culture variable. These details were in figure 1.

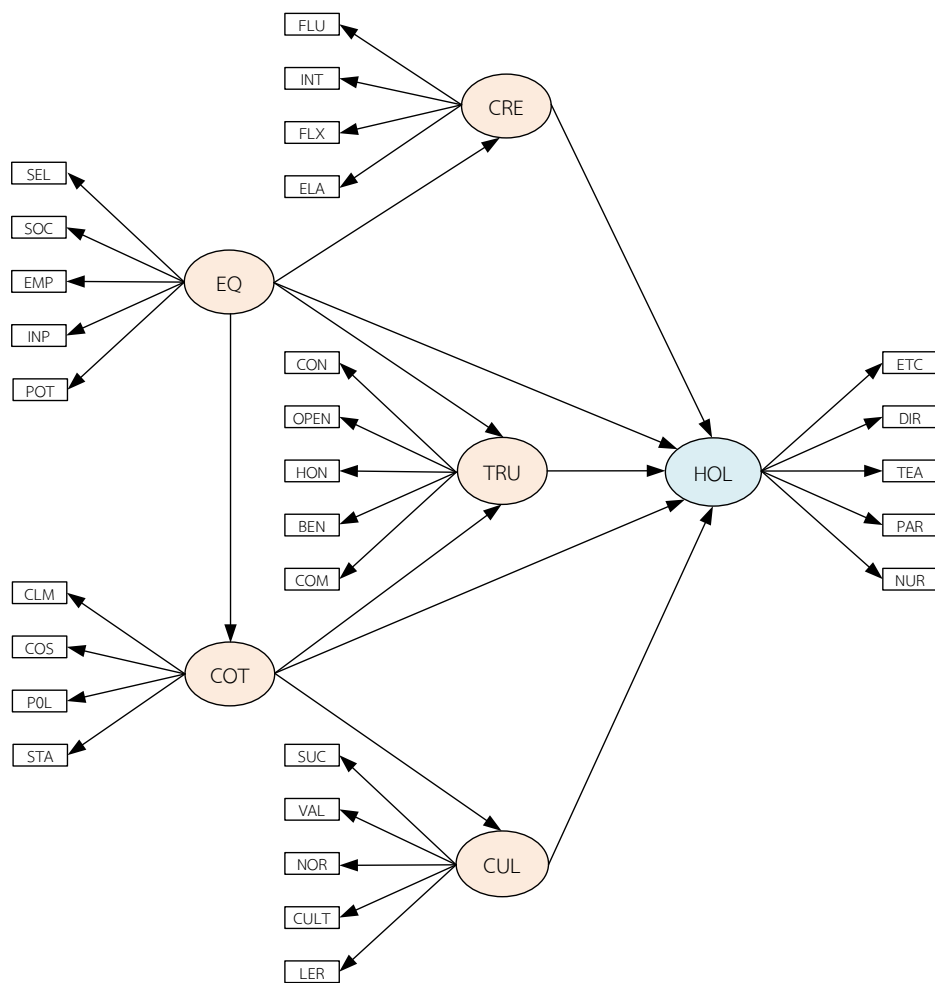


Figure 1. Framework of Research

Methods: The research methodology of this research was descriptive research. This research aimed to investigate the structure and casual relationship of intended variables.

The sample of this research was 1,050 administrators of schools under the Office of Secondary Educational Service Area in the Northeastern of Thailand, academic year 2016. These administrators were recruited as sample by using the stratified random sampling technique which a school size (small, medium, and large) was stratum. Each school sizes were 350 administrators. The sample size of this research was sufficiency for investigation of the structure and casual relationship of 28 intended variables as observed variable according to the rule of thumb that determined the sample size based on the ratio of 10 – 20 units per one observed variable (Hair et al, 2010). Variables of research comprised; 1) dependent variable was holistic leadership variable which measured from 5 observed variables consisted of teaching, facilitating, participating, personnel maintenance, and basic ethic of organization

variable; 2) casual variable were 2.1) emotional quotient variable which measured from 4 observed variables consisted of emotional control, social skill, good interrelationship, and positive optimize variable. 2.2) trust variable which measured from 5 observed variables consisted of mastery learning competency, honesty, merit, trustworthiness, and extroversion variable. 2.3) creative thinking variable which measured from 4 observed variables consisted of origin, fluency, elaboration, and flexibility variable. 2.4) organizational context variable which measured from 5 observed variables consisted of motivation, success climate, participatory decision making, democratic circumstance, and opened climate variable. 2.5) organizational culture variable which measured from 5 observed variables consisted of achievable climate, shared value, shared norm, efficiency, and learning organization variable. Instruments of research were 6 questionnaires which consisted of 5-rating scale. These questionnaire revealed that there were conformity to content validity ($IOC=0.80 - 1.00$), construct validity ($\chi^2/df=0.027 - 1.961$, $p > 0.50$), high reliability ($\alpha= 0.742 - 0.932$), and high discrimination ($r_{it}=0.458 - 0.796$). The data were analyzed using the structural equation model analysis through the Mplus version 7.3 program. 1) Development and validation of the holistic leadership causal model for administrators to confront the empirical data were using the estimation of Maximum Likelihood (ML), Chi-square test based on $p\text{-value} \geq 0.05$, Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) based on its value > 0.95 , and Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR) based on its value < 0.05 (Hair et al, 2010). If the holistic leadership causal model was not confront to these criterion, then, modified the causal model which based on Modification Indices (M.I.) of Mplus program and results of reviewed literatures to attain above criterion. 2) Estimation of direct and indirect effect of causal variables that affecting the holistic leadership were using the estimation of Maximum Likelihood, and Z-test based on $p\text{-value} \geq 0.05$ (Hair et al, 2010), and 3) Testing of the difference of holistic leadership causal model among small, medium, and large school were using the estimation of Maximum Likelihood, Chi-square test of $\Delta\chi^2$ based on $p\text{-value} \geq 0.05$ at Δdf (Hair et al, 2010). Therefore, as for $\Delta\chi^2$ between the causal model which was not constrain parameter and the causal model which was constrain parameter, if it was no statistical significance, then, there was concluded that both casual model was invariance of form and parameter (Hair et al, 2010).

Results

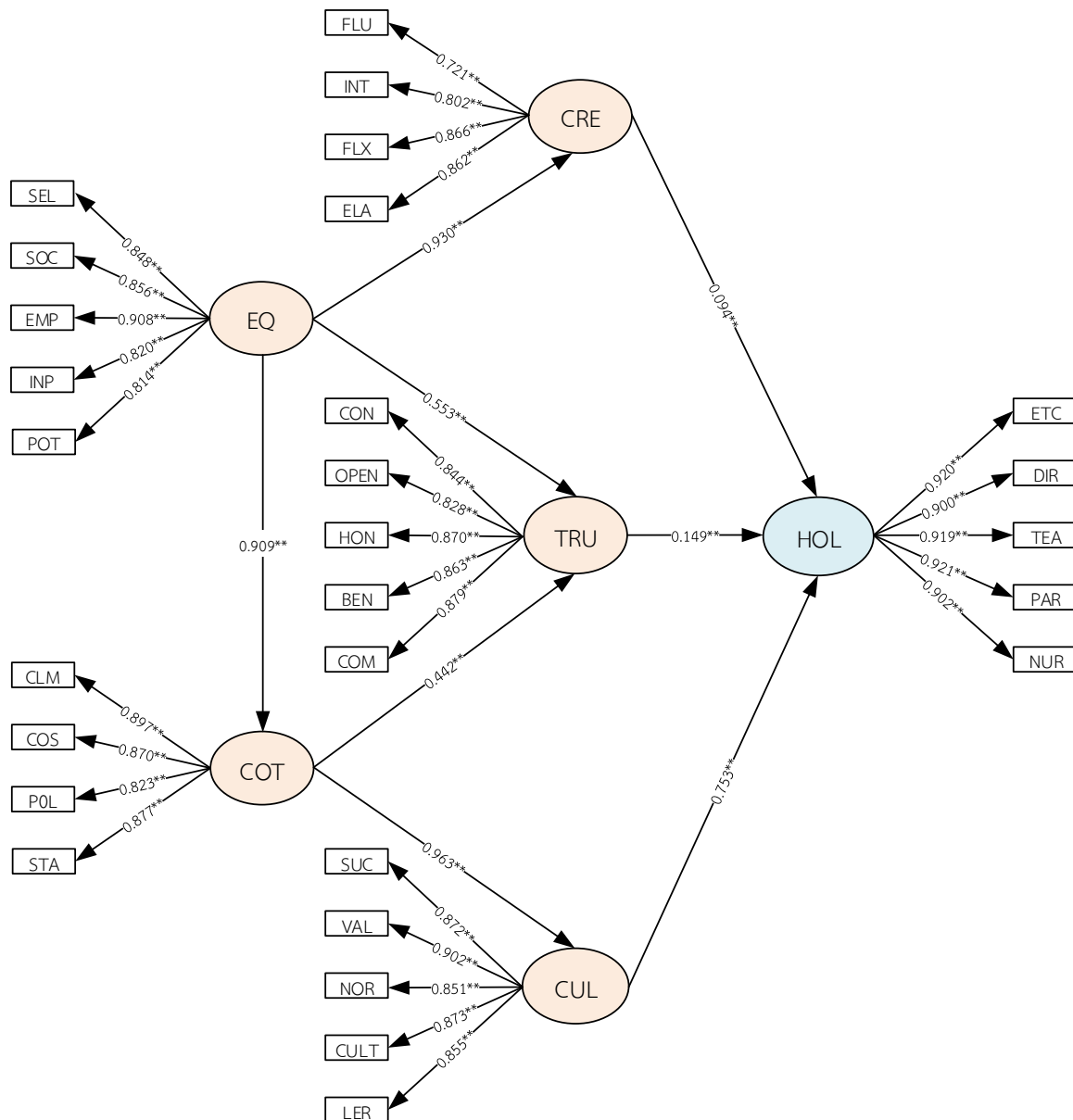
1. The finding of the holistic leadership causal model for administrators which developed in this research was conformity with the empirical data ($\chi^2 = 483.822$, $df=338$, $\chi^2/df=1.431$, $p=0.4786$, $CFI=0.996$, $TLI=0.996$, $RMSEA=0.020$, $SRMR=0.017$). Therefore, the holistic leadership variable was affected with direct effect by trust, creative thinking, and organizational culture variable. Moreover, emotional quotient variable affected with indirect effect to holistic leadership variable through trust, creative thinking, organizational context, and organizational culture variable. Then, organizational context variable affected with indirect effect to holistic leadership variable through trust, and organizational culture variable. These casual variables accounted the variance of holistic leadership with 94.10 percentages. These details were in table 1 and figure 2.

2. The findings of direct and indirect effects of holistic leadership causal model revealed that 2.1) variables were direct effect consisted of creative thinking, trust, and organizational culture variable. Its effect sizes were 0.094, 0.149 and 0.753 with statistical significance at .01 level, 2.2) variables were indirect effect consisted of emotional quotient and organizational context variable. Its effect sizes were 0.889 and 0.791 with statistical significance at .01 level. Therefore, emotional quotient variable affected with indirect effect to holistic leadership variable through creative thinking, trust, organizational context and trust, organizational context and organizational culture variable. Its effect sizes were 0.087, 0.082, 0.060, and 0.659 with statistical significance at .01 level. Moreover, organizational context variable affected with indirect effect to holistic leadership variable through trust, and organizational culture variable. Its effect sizes were 0.066, and 0.725 with statistical significance at .01 level. These details were in table 2.

3. The findings of testing in the difference of holistic leadership causal model among small, medium and large school revealed that these model were invariance in form ($\chi^2=1,627.002$, $df=1,096$, $p > 0.05$), but it were variance in parameter ($\Delta\chi^2 = 15.160$, $\Delta df=4$, $p < 0.05$). However, the holistic leadership causal model of small and medium school were variance in parameter ($\Delta\chi^2 = 79.878$, $\Delta df=2$, $p < 0.05$, $\Delta CFI=0.006$), the holistic leadership causal model of small and large school were variance in parameter ($\Delta\chi^2 = 82.020$, $\Delta df=1$, $p < 0.05$, $\Delta CFI=0.007$), and the holistic leadership causal model of medium and large school were invariance in parameter ($\Delta\chi^2 = 2.140$, $\Delta df=1$, $p > 0.05$, $\Delta CFI=0.001$). These details were in table 3.

Table 1 The conformity with the empirical data of the holistic leadership causal model

Index	Criteria	Before adjusted model		After adjusted model	
		Statistics	Results	Statistics	Results
χ^2	no statistical	3426.417	Fail	483.822	Pass
	significance ($p \geq 0.05$)	df= 340, p= 0.000		df= 338, p= 0.479	
χ^2/df	< 2	10.078	Fail	1.431	Pass
CFI	> 0.95	0.917	Fail	0.996	Pass
TLI	> 0.95	0.908	Fail	0.996	Pass
RMSEA	< 0.05	0.093	Fail	0.020	Pass
SRMR	< 0.05	0.030	Pass	0.017	Pass



($\chi^2 = 483.822$, $df=338$, $\chi^2/df=1.431$, $p=0.479$, $CFI=0.996$, $TLI=0.996$, $RMSEA=0.020$, $SRMR=0.017$, $R^2_{(HOL)} = 0.941$)

Figure 2 Causal model of holistic leadership of executive education

Table 2 The direct and indirect effects of holistic leadership causal model

Casual Variables	Holistic Leadership (HOL)		
	Direct effect (DE)	Indirect effect (IE)	Total effect (TE)
Creative Thinking (CRE)	0.094 **	-	0.094 **
Trust (TRU)	0.149**	-	0.149**
Organizational Culture (CUL)	0.753**	-	0.753**
Emotional Quotient (EQ)	-	(COT→CUL) = 0.659** (COT→TRU) = 0.060** CRE = 0.087**, TRU = 0.082**	0.888**
Organizational Context (COT)	-	TRU = 0.066** , CUL = 0.725**	0.791**
$\chi^2 = 483.822$, $df=338$, $\chi^2/df=1.431$, $p=0.479$, $CFI=0.996$, $TLI=0.996$, $RMSEA=0.020$, $SRMR=0.017$ R^2 of holistic leadership causal model = 0.941			

** Statistical significance at .01 level

Table 3 The results of testing in the difference of holistic leadership causal model

Casual Model	Statistics							
	χ^2	df	χ^2/df	p	CFI	TLI	RMSEA	SRMR
Uniform	1627.002	1096	1.484	0.107	0.986	0.985	0.037	0.045
Uniform and equal parameter	1642.162	1100	1.493	0.0934	0.986	0.985	0.038	0.049
$\Delta\chi^2 = 15.160$, $\Delta df=4$, $p < 0.05$								
Small School	473.406	335	1.413	0.3872	0.989	0.988	0.034	0.027
Medium School	393.528	337	1.168	0.9023	0.995	0.995	0.022	0.024
Large School	391.386	336	1.165	0.8796	0.996	0.995	0.022	0.025
$\Delta\chi^2_{(small - medium)} = 79.878$, $\Delta df=2$, $p < 0.05$, $\Delta CFI=0.006$ $\Delta\chi^2_{(small - large)} = 82.020$, $\Delta df=1$, $p < 0.05$, $\Delta CFI=0.007$ $\Delta\chi^2_{(medium - large)} = 2.140$, $\Delta df=1$, $p > 0.05$, $\Delta CFI=0.001$								

Discussion/Conclusion

1. The finding of the holistic leadership causal model for administrators which developed in this research was conformity with the empirical data. Therefore, all casual variables were positive effect with statistical significance at .01 level, and these casual variables accounted the variance of holistic leadership with very high percentage (94.10). These findings may be because this research developed the holistic leadership causal model for administrators based on sound theory which is social cognitive theory. This theory describes the holistic leadership as organizational behavior for administrators with appropriately (Luthans, 2011). Also, this research developed the holistic leadership causal model for administrators based on advanced statistics analysis technique which is structural equation modeling (SEM). This statistics analysis technique able to analyzes the casual model between observed variable and construct variable together. This analysis shows a validity of construct variables and its casual model with efficiency (Hair et al, 2010 ; Supparerkchaisakul, 2014). Thus, this holistic leadership causal model is compatibility with multivariate data analysis approach (Hair et al, 2010).

2. The casual variables of holistic leadership were emotional quotient, creative thinking, trust, organizational context, and organizational culture. Especially, emotional quotient, organizational context, and organizational culture variable were important casual variables of holistic leadership. These findings may be because the administrators as leaders in school performed their educational management with other personnel under rule, shared norm and value, good interpersonal relation, and job motivation. These factors convey the members of school to collaborative worker which they act in line of coherence, problem or conflict solving based on their emotional quotient, and appreciation in their outcome (Plessis, Wakelin & Nel (2013); Barbuto et al. (2014); Bratnicka (2015); Sappayaprapa (2014); Ratanaolar (2010)). Therefore, this research found that the emotional quotient variable affected only indirect effect with statistical significance at .01 level to holistic leadership variable with high level of effect size. However, the finding of this research is not congruence with the finding of Barbuto et al (2014), Chen et al (2014), Tsai & Lee (2014), Bratnicka (2015), and Sappayaprapa (2014). These findings revealed that the emotional quotient variable affected both direct and indirect effect with statistical significance at .01 level to holistic leadership variable with medium to high level of effect size. Then, This research found that the organizational context variable affected only indirect effect with statistical significance at .01 level to holistic leadership variable with high level of effect size. However, the finding of this research is not

congruence with the finding of Cumming & Werley (2009) and Ratanaolarn (2010). These findings revealed that the organizational context variable affected both direct and indirect effect with statistical significance at .01 level to holistic leadership variable with high level of effect size. Then, This research found that the organizational culture variable affected only direct effect with statistical significance at .01 level to holistic leadership variable with high level of effect size. However, the finding of this research is not congruence with the finding of Luthans (2011), Suntrayuth (2008), Mongkhonvanich (2013). These findings revealed that the organizational culture variable affected both direct and indirect effect with statistical significance at .01 level to holistic leadership variable with high level of effect size. Then, This research found that the trust variable affected only direct effect with statistical significance at .01 level to holistic leadership variable with low level of effect size. However, the finding of this research is not congruence with the finding of Daly (2009), Chen et al. (2014), and Kittisaknawin (2009). These findings revealed that the trust variable affected both direct and indirect effect with statistical significance at .01 level to holistic leadership variable with low level of effect size. Moreover, this research found that the creative thinking variable affected only direct effect with statistical significance at .01 level to holistic leadership variable with low level of effect size. However, the finding of this research is not congruence with the finding of Demirkan & Hasirci (2009), Lonlua (2011), and Prasertatana (2012). These findings revealed that the creative thinking variable affected both direct and indirect effect with statistical significance at .01 level to holistic leadership variable with high level of effect size.

3. The findings of the testing in the difference of holistic leadership causal model among small, medium and large school revealed that these model were invariance in form, but it were variance in parameter. These findings may be because the administrators of small, medium and large school were awareness and attempting to self-management as organizational leaders who perform their activities based on the principles of holistic leadership. This is a good characteristic of advanced leaders in the 21st century education (Garret, 2007 ; Beeka, 2008). The finding of this research is congruence with the finding of Sila (2013), and Sarnrattana (2013). These findings revealed that administrators must be created something that affecting the instruction, learning, and curriculum implement with effectively. Ultimately, administrators should be supported the information and technology and e-learning to build the participatory network, active learning, and professional learning community for enhancing the learning and achievement of schools

Recommendation for Future Research

1) The sectors which related to develop the administrators should be enhanced the emotional quotient which is the internal person variable to integrate in development of organizational context and organizational culture which are the external person variable. This process may be changed the administrators to be holistic leadership with efficiency.

2) The next research may be used this the holistic leadership causal model to develop the research conceptual framework for study about the holistic leadership in another context of this research, and/ or using the magnitude of experiential administration as the context variables or moderator variables to build the holistic leadership for administrators. Moreover, using the multilevel analysis technique to develop the research conceptual framework that consists of individual, school, and educational service are level. This process may be informed the planning and developing the administrators to be holistic leadership which based on their need and participation.

3) The next research may be used the mixed research method or the participatory action research to enhance the holistic leadership for administrators. This process may be informed the educational network or partnership, active learning, and developing the professional learning community of administrators to be learning organization and successful schools.

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