

**A STUDY OF LEADERSHIP STYLES AND THE LEVELS OF
EFFECTIVENESS OF NOVICE, INTERMEDIATE
AND EXPERIENCED THAI EFL TEACHERS
IN SECONDARY SCHOOLS IN THE CENTRAL REGION**

**A THESIS
BY
SATOKO SUGIMOTO**

Presented in partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language
at Srinakharinwirot University
April 2003

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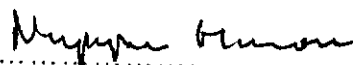
A THESIS

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By

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requirements for the Master of Arts degree in Teaching English
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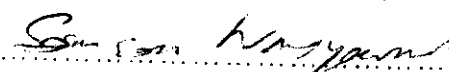
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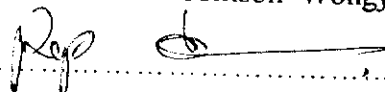
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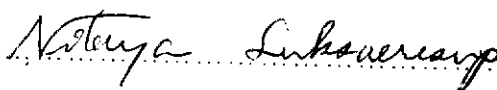
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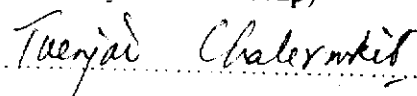
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Chapter 1

Introduction

Background

What is the best way to teach English? In the second language learning environment, teaching methods have been changing. According to Stern (1993), one of the main features of the development of language pedagogy is the continuous attempt to renew language teaching through changes in teaching methods. These efforts have gone on unabated from the late nineteenth century up to the present time. It seems impossible for an English teacher to find the best way to teach. Ultimately the teacher tries to teach effectively; then what is needed to teach effectively?

Moore (1992) mentions that effective teaching requires that a teacher also be an effective manager. He also states that central classroom management was based on leadership and the ability to establish an atmosphere that was conducive to learning. However, it is not so easy, because psychologists claim that different individuals may have different ways of perceiving and organizing information based on a combination of cognition and personality. This means that within the same classroom, a teacher must treat individual students whose cognitive, moral, and social development are different. In addition, Burden (1996) contends that the most important factor in determining the learning environment is teacher's behavior. That is because he believes that either intentionally or unintentionally, a teacher's verbal and nonverbal behavior influences the students' behavior. In the classroom, the way teachers teach is often a personal interpretation of what they think works best in a given situation (Richards, 1995). Many teacher educators insist that teachers should create their own roles (planner, facilitator, controller, organizer, prompter, and so on) within the classroom. The main reason is that teachers cannot be all things to all people, and that the teacher's role may even change during

the lesson (Richards, 1995). In summary, a teacher should deal with many diverse situations in an appropriate way to establish a better learning environment. If the teacher succeeds in this, effective teaching can take place. Then what enables an English teacher to teach effectively? Does his/her experience affect the teaching?

The researcher remembers that when she did team teaching (my group consisted of five teachers with different backgrounds in terms of the amount of experience), every teacher had a different style of classroom management. The researcher wants to find out if there is any relationship between the management styles of teachers and their experience.

Data from a large amount of research in the educational field, including studies on the comparison between novice and experienced teachers, suggest that experienced teachers display superior classroom management skills compared to those of beginning teachers. For example, Levin and Nolan (1995) state that the length of teachers' teaching experience will likely have a bearing on their management style. And then he concludes that those who have not taught very long will likely have limited experiences to draw upon when making decisions. On the other hand, Burden and Byrd (1994) claim that experience provides insights, understanding, and techniques that are difficult to describe to anyone who has not had similar experiences. In addition, Hargreaves (1994) says that it is clear that many teachers, enmeshed as they are in the immediate demands of their classrooms, are likely to endorse the view that 'experience is what counts most.' This makes the researcher wonder if it is true that experienced teachers have better methods of classroom management than novice teachers.

Interestingly, in the field of TESOL, Hedge (2000) says it is certainly his experience, that teachers participating in teacher development courses have the same concerns about classroom management, whatever their background. These days second language teachers have been asked to reflect on their work as a part of their professional development. The main reason

for teachers to take a reflective stance is to break from established routines they may have adopted over the years. In terms of the nature of teacher development, Richards and Lockhart (1994) firmly believe that experience without reflection is insufficient and that experience is insufficient as a basis for development.

Thus, the question rises again if there is any relationship between the management styles used by teachers and experience? To carry out this research, I focus on the teachers' leadership style. That is because the leadership functions of teachers are critical (Arends, 1998). Like managers in the business world, the effectiveness of leaders (teachers) depends on how appropriate their leadership style is to the situation (classroom) in which they operate (teach).

The Bureau of Business Research at Ohio State University conducted studies of leader behavior in 1945. Then, Likert (1961), Blake & Mouton (1964), Vroom & Yetton (1973), and so on followed. Reddin (1970) recognized that the situation was the determiner of which combination of behaviors was most effective. Hersey and Blanchard (1993) developed Reddin's model by defining the effectiveness of leader behavior in a given situation. Hersey and Blanchard's Situational Leadership Model was based on the interrelationship of [1] the amount of guidance and direction by a leader; [2] the amount of socio-emotional support by a leader; and [3] the readiness (ability and willingness) level that followers exhibit in performing a specific task or function. The purpose was to provide leaders with an understanding of the relationship between effective styles of leadership and the level of readiness of their followers.

Although this Situational Leadership Model has been applied extensively in both public and private sector organizational administration, it has not made its way into the classroom or teacher training curricula (Campbell, 1993). However, the Hersey and Blanchard's situational approach to leadership is built on the concept that effectiveness results from the appropriate behavioral style (controlling, organizing, facilitating, or promoting) that a leader

uses to the demands of the environment. Therefore it can be possible to apply this approach to a teaching situation because a teacher should change her behavioral style according to students' readiness (their ability and willingness) in the classroom. A teacher needs to provide specific instructions and closely supervise students' performance (controlling) if they are unable and unwilling to study. On the contrary, she can just turn over responsibility for decisions and implementation to students (promoting) if they are able and willing to study. Relating Situational Leadership to management approaches of beginning and experienced teachers may lead to more focused and effective methods to examine the relationship between classroom management styles of teachers and their experience.

Moreover, the researcher reasoned that whatever the result, Hersey and Blanchard's Situational Leadership Model could be an important tool for providing effective classroom management training not only for novice but also for experienced teachers. That is because a teacher might be able to respond to situations more effectively if they had a framework, like Situational Leadership, on which to base their behavior. Besides, Situational Leadership is a concrete model based on years of research in the management of people. It could be a useful addition to present education programs for teachers' education.

In conclusion, the researcher believes that using Hersey and Blanchard's Situational Leadership theory, to explain the relationship between the management styles of teachers and their experiences will enable teachers to improve their effectiveness as educators. In this research, the English teachers of secondary schools in the central region are classified into three groups (novice, intermediate and experienced) to compare their management styles. This classification may lead to get a more accurate answer of the research question, 'Is there any relationship between the management styles of teachers and their experience?'

Objective of the Study

The purpose of this research is to study the leadership styles and the levels of effectiveness of novice, intermediate and experienced Thai EFL teachers in secondary schools in the central region.

Research Questions

- 1 What are the preferred styles among novice, intermediate and experienced teachers?
- 2 Do the classroom management styles practiced depend on the teacher's level of experience?
- 3 Does the degree of effectiveness depend on the teacher's level of experience?

Significance of the Study

The results of the study are beneficial for many reasons. Firstly, a teacher may be motivated to review established patterns of behavior in the classroom setting. Secondly, a teacher may be able to have a chance to know the importance of reconciling new ideas with their previous acquired teaching skills. Thirdly, the results of the study may let a teacher reconsider what he/she should do to improve his/her own teaching.

Scope of the Study

The study performs the following tasks:

1. The management styles of 300 Thai EFL teachers in secondary schools in the central region are analyzed and compared.
2. Thai EFL teachers are divided into three groups (novice, intermediate, and experienced).
3. The study is conducted according to Hersey and Blanchard's situational leadership

theory.

Definition of Terms

1. "A novice teacher" refers to a teacher with less than five years' experience.
2. "An intermediate teacher" refers to a teacher with six to ten years' experience.
3. "An experienced teacher" refers to a teacher with more than eleven years' experience.
4. "Leadership styles" means classroom management in which teachers manage their class through four styles of leadership: Style 1(Controlling), Style 2(Organizing), Style 3(Facilitating) and Style 4(Promoting).
5. "Effectiveness" means the degree to which teachers are able to vary their styles appropriately to the demands of a given situation.

Chapter 2

Review of the Literature

In this chapter, the related literature is divided into the following three sections:

1. **Effective teaching**

- Classroom management

- Teachers' role

2. **Experienced-novice theory of teacher behavior**

- In educational field

- In TESOL

3. **Leadership Model**

- Hersey and Blanchard's Situational Leadership Theory

- Applying Situational Leadership to classroom management

4. **Research in the fields**

1. Effective teaching

There are quite a few resources for an English teacher to improve his/her teaching; these include teacher development, teacher education, reflective teaching and many others. An English teacher has been struggling to get the better way to teach. Cheryl L (1993) states, "English teachers have been bombarded with so many "new" methods, from the Direct Method, Grammar-Translation Method, Audiolingual Method, and Cognitivism to the more recent Suggestopedia, Delayed Oral Response, and Silent Way." Then as mentioned earlier, effective teaching is a goal for an English teacher. To achieve this goal, various factors are needed. According to Richards (1999), it is perhaps time to train the teacher to analyze her situation and

make her own decisions for her situation. A teachers' appropriate behavior to the situation is one of the factors for effective teaching. On the other hand, Levin and Nolan (1995) state, "When making decisions about specific situations, classroom management is complex, and many variables need to be considered." So it is time to consider classroom management.

Classroom management

Doyle (1986), as well as Burden and Byrd (1994) state that classroom management refers to the actions and strategies teachers use to establish an effective climate for learning and for maintaining order in the classroom. Doyle also confirms that because classroom management is very complex, to effectively manage a classroom, a teacher has to consider innumerable variables when making decisions for very specific situations.

In short, the teachers' ability seems to be a very important aspect to manage classroom effectively. Burden (1996) mentions this as one of principles of classroom management, "The single most important factor in determining the learning environment is teacher behavior." Then the question rises, how a teacher should behave in the classroom.

Teachers' role

According to Arends (1998), motivating students and providing leadership for learning communities are critical leadership functions performed by teachers, that is, a teacher should be a leader in the classroom. This is confirmed by the following statement, "The leadership functions of teaching are critical, because if students are not motivated to participate in and persist with academic learning tasks, or if they are not managed effectively, all the rest of teaching can be lost" (Arends, 1998). He also continues, "How well teachers perform these functions influences student engagement and achievement....." This statement brings up another question. How can a teacher perform these functions well? In other words, how should a teacher behave well as a leader?

There is little evidence that no one—way of teaching is better than another in all settings (Gebhard and Oprandy, 1999). Many scholars describe diverse teacher's roles in diverse situations such as facilitator, controller, organizer, assessor, prompter, participant, and so on. Harmer (2001) believes that within the classroom, the teachers' role may change from one activity to another, or from one stage of an activity to another stage and that if teachers are fluent at making these changes, their effectiveness as teachers is greatly enhanced. Thereupon, there is a question of how a teacher can develop himself/herself to play an appropriate role in an appropriate situation to enhance his/her effectiveness. Is experience a crucial factor to be an effective teacher? In the following section, the previous experienced—novice theories of teacher behavior are reviewed.

2. Experienced—novice theories of teacher behavior

Experienced—novice studies of teacher behavior in educational field

Much of the research in experienced—novice studies shows that novice teachers are often inadequately trained in classroom management techniques. As a result of this lack of preparation, novice teachers often have trouble in controlling and make disorder unconsciously. Beginning teachers also tend to escalate the tensions in the classroom when facing student misbehavior (Wubbels, 1990). On the contrary, experienced teachers are often able to increase student on—task behavior during the year (Veenman, 1984). Brophy and Good (1986) found that experienced teachers know which distractions from lesson such as student misbehavior, visitors and deviations from the lesson need to be addressed and which can be ignored. Beginning teachers are frequently so engrossed in their lesson that they ignore all interruptions, or they may be so overwhelmed with distractions that they lose control of the lesson. In general, experienced teachers can organize lessons better, make use of time in a more effective

way, and provide richer content in the lesson.

According to Pinnegar and Berliner (1987) who examined experienced—novice differences in processing and using information about students, the routines experienced teachers used for organizing and managing instruction were more diverse than those of novices. In addition, Carter (1987) stated that experienced teachers were able to adjust to the prior teacher's experience since they drew on their own prior experience in the classroom. Beginning teachers had more difficulties in integrating the routines of previous teachers with their own.

Peterson and Comeaux (1987) state that experienced teachers are able to perceive and respond appropriately to interactive situations with students. This is because they found in their study that experienced teachers were better able to recall events and analyze their situations better than novice teachers after class. Ropo (1987) also found that experienced teachers relied on concrete examples of interactions to motivate students more than novice teachers and they used student responses to the lesson to organize future study. As a result, experienced teachers were better able to adjust their plan to situational factors and the needs of the students.

In summary of these studies, experienced teachers have a better insight into the meaning of the interactions and events that occur in the classroom than novice teachers, and they know what is the best appropriate reaction to the situation. Through the various experiences, experienced teachers gain better ability to predict the outcomes of student behaviors and adjust the classroom activities and lesson plans accordingly.

Experienced—novice studies of teacher behavior in TESOL

The field of second and foreign language teaching is constantly being renewed (Nunan, 1990). Richards (1998) states that a recent trend in second language teaching is a movement away from “methods” and other “external” or “top down” views of teaching toward

an approach that seeks to understand teaching in its own terms. In addition, Barlett (1990) claims that since the early eighties, a number of approaches to teacher development have been proposed and implemented in the classroom such as the teacher-as-researcher, action research, and so on. Another form of inquiry intended to help teachers improve their practice is reflective teaching.

What is “reflective teaching”? According to Richards and Lockhart (1994), a reflective teaching approach to teaching means that one in which teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices and use the information obtained as a basis for critical reflection about teaching. Richards and Lockhart also make five assumptions about teaching and one of them is ‘Experience is insufficient as a basis for development.’ They believe that while experience is a key component of teacher development, in itself it may be insufficient as a basis for professional growth.

On the other hand, Cruikshank (1981) defines reflective teaching as the thinking about what happens in classroom lessons, and thinking about alternative means of achieving goals or aims. He also states that the purpose of reflective teaching is to engender good habits of thought. Moreover Farrell (2001) believes that the main reason for teachers to take a reflective stance is to break from established routines they may have adopted over time. Then a question rises if experienced teachers do a better job than novice teachers in this point (reflection). Murdoch (1994) believes that ‘experienced teachers’ have established patterns of behavior in the classroom setting and that these patterns of behavior and related ideas of the nature of language teaching may cause interference, confusion, or resistance when they receive the course (TEFL) input. In addition, Richards and Lockhart (1994) conclude that a teacher can use events that occur in the classroom to develop a deeper understanding of teaching if he/she reflects on them after class.

In conclusion, educators in educational field and educators in TESOL have different views in terms of experience. Therefore, the following questions appear. Is only an English teacher exceptional? Is there no relationship between the management styles of English teachers and their experience? To find these answers, the researcher uses the following Hersey and Blanchard's Situational Leadership Theory (1993).

2. Leadership Models

The Bureau of Business Research at Ohio State University conducted studies of leader behavior beginning in 1945. The researchers, directed by Stogdill, developed several instruments designed to measure leader consideration and initiating structure. Since then, the Leadership Model has been developed. Several leadership studies arrived at two dimensions of leader behavior, concerning for task and concerning for people. Reddin (1970) added a third dimension, effectiveness. And he recognized that the situation was the determiner of which combination of behaviors was most effective. The three-dimensional model developed by Hersey and Blanchard (1993) was very much like Reddin's model except that Hersey and Blanchard defined the effectiveness of leader behavior in a given situation as it related to the task-related maturity or readiness level of the followers.

Hersey and Blanchard's Situational Leadership Theory

Hersey and Blanchard (1993), at the Leader Center, defined Situational Leadership for Leadership Studies in the late 1960s. Since then it has been added and improved. Situational Leadership has been accepted by practicing managers and administrators for more than 30 years as a well-documented, valid concept. This approach is viewed as being practical, easy-to-use, and effective for determining action in challenging situations.

Situational leadership is based on an interplay among (1) the amount of guidance and

direction (task behavior) a leader gives; (2) the amount of socio-emotional support (relationship behavior); and (3) the readiness level that followers exhibit in performing a specific task, function, or object. The emphasis in Situational Leadership is on the behavior of a leader in relation to followers. This theory provides leaders with some understanding of the relationship between an effective style of leadership and the level of readiness of their followers.

- *Task behavior* is defined as “the extent to which the leader engages in spelling out the duties and responsibilities of an individual or group. These behaviors include telling people what to do, how to do it, when to do it, and who is to do it.”

- *Relationship behavior* is defined as “the extent to which the leader engages in two-way or multi—way communication. The behaviors include listening, facilitating, and supportive behaviors”(Hersey et al, 2001).

Task behavior and relationship behavior are distinct dimensions and placed on separate axis of a two—dimensional graph as shown in Figure 1, and four quadrants identify four leadership styles: S1. high task and low relationship; S2. high task and high relationship; S3. high relationship and low task; S4 low relationship and low task. None of these styles alone will be effective in all situations, but each can be appreciate and effective depending on the situation. Hersey et al. describe the style as follows:

* Style 1 (S1). The leader exhibits above—average amounts of task behavior and below—average amounts of relationship behavior.

* Style 2 (S2). The leader exhibits above—average amounts of both task behavior and relationship behavior.

* Style 3 (S3). The leader exhibits above—average amounts of relationship behavior and below average amounts of task behavior.

* Style 4 (S4). The leader exhibits below—average amounts of both relationship

behavior and task behavior.

In leadership situations involving the family, schools, or other settings, different words may be more appropriate than task and relationship—for example, guidance and supportive behavior or directive behavior and facilitating behavior—but the underlying definitions remain the same (Hersey & Blanchard, 1993). Hersey and Blanchard emphasized that the relationship between leaders and followers is the crucial variable in the leadership situation because leadership cannot exist without someone following.

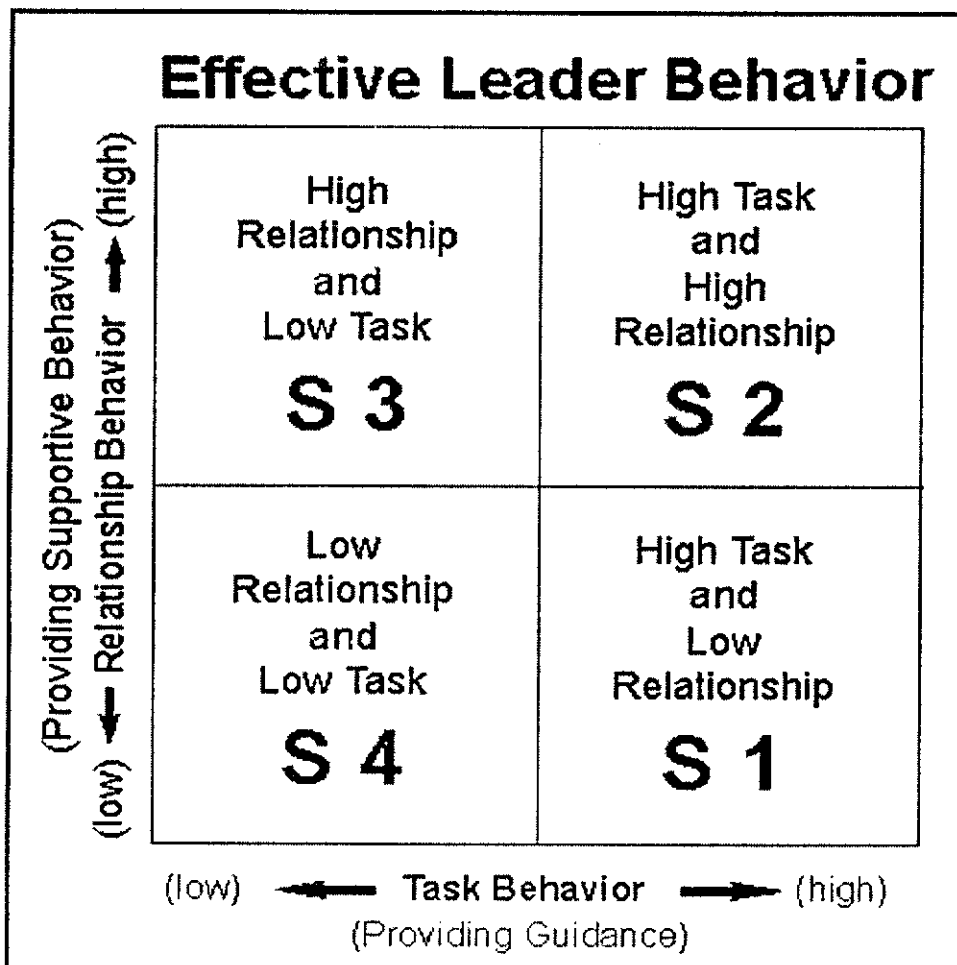


Figure 1 Quadrants of leader's behavior

(Hersey et al, 2001)

In order to maximize the leader — follower relationship, the leader must first determine the task-specific outcomes the followers are to accomplish on an individual and group basis. Without clear outcomes, objectives, subtasks, and milestones, the leader has no basis for determining follower readiness or the specific behavioral style to use for that level of readiness. According to Hersey and Blanchard, the definition of readiness is as follows, “Readiness in Situational Leadership is the extent to which a follower demonstrates the ability and willingness to accomplish a specific task. It is not an evaluation of a person’s traits, values, age, and so on. It is how ready a person is to perform a particular task.”

People are viewed as being at different levels of readiness depending on the task they are asked to do. Leaders need to assess the readiness level of individuals within a group and the group as a group. For example, a teacher may find that a class as a group may be at one level of readiness in a particular area, but a student within that group may be at a different level. When the teacher is one — to — one with that student, the teacher may have to behave very differently than when working with the class as a group.

Hersey et al. (2001) defined the readiness of an individual or group in terms of the ability and willingness to accomplish a task, as mentioned above. They define ability as the knowledge, experience, and skill that an individual or group brings to a particular task or activity and willingness as the extent to which an individual or group has commitment, confidence, and motivation to accomplish a specific task. The concepts of ability and willingness are different but they are interrelated with each other. Ability is affected by willingness and vice versa. In this theory, there are four different readiness levels (see Figure 2 page 16) according to different combinations of willingness and ability:

1. Readiness level 1 (R1).

- Unable and unwilling specifies that the follower is unable and lacks

commitment and motivation.

- Unable and insecure specifies that the follower is unable and lacks confidence.

2. Readiness level 2 (R2).

- Unable but willing specifies that the follower lacks ability but is motivated and making an effort.

- Unable but confident specifies that the follower lacks ability but is confident as long as the leader is there to provide guidance.

3. Readiness level 3 (R3).

- Able but unwilling specifies that the follower has the ability to perform the task but is not willing to use that ability.

- Able but insecure specifies that the follower has the ability to perform the task but is insecure or apprehensive about doing it alone.

4. Readiness level 4 (R4).

- Able and willing specifies that the follower has the ability to perform and is committed.

- Able and confident specifies that the follower has the ability to perform and is confident in doing it.

High	Moderate		Low
R4	R3	R2	R1
← Able and Willing or Confident	Able but Unwilling or Insecure	Unable but Willing or Confident	Unable and Unwilling or Insecure →

Figure 2 Continuum of follower's readiness

(Hersey et al, 2001)

A leader needs to determine the readiness of individuals or groups of followers for a task, and then match the appropriate leadership style of behavior to the readiness level (see Figure 3).

Matching Readiness level 1 with Leadership Style 1 --- Controlling

The leader needs to provide a high amount of guidance but little supportive behavior, telling the followers what to do, where to do it and how to do it. Being unable and unwilling to do a task, the followers need direction and structure.

Matching Readiness level 2 with Leadership Style 2 --- Organizing

The individuals or group are still unable to do a task, but they are trying. Such willingness or confidence needs a high amount of both task and relationship behavior. This style is often called “selling” because the leader provides the opportunity for questions from the followers, while giving them needed guidance. This leadership style could be described as explaining, persuading, or clarifying for motivated followers.

Matching Readiness level 3 with Leadership Style 3 ---Facilitating

The individuals or group are able to do a task, but not confident in their ability to do it on their own. Or the group may have slipped in motivation to do a task due to dissatisfaction or anger at a supervisor. This situation requires a high amount of two—way communication and supportive behavior coupled with a low amount of guidance. In participating, the leader encourages and communicates with the individuals or group. This high relationship—low task behavior could also be described as collaborating, facilitating, or committing.

Matching Readiness level 4 with Leadership Style 4---Promoting

The individual or group is both willing and able to do a task. They are confident, comfortable, and experienced enough to do the task with very little leader direction or support. The appropriate style is to give the individuals or group the assignment and let them do it in their

own way. Other ways of describing this style of leadership would be observing, overseeing, or monitoring.

In Situational Leadership, it is the followers who determine the appropriate leader behavior. In other words, the followers can control the behavior of the leader because it is their responses and actions that determine the leader's style. Hersey and Blanchard state that what implicates in Situational Leadership is the idea that a leader should help followers grow in readiness as far as they are able and willing to go. This development of followers should be done by adjusting leadership behavior through the four styles along the leadership curve in Figure 3. Also regardless of the level of readiness of an individual or group, change may occur. Hersey and Blanchard caution that whenever a follower's performance begins to slip, for whatever reason, and ability or motivation decreases, the leader should reassess the readiness level of the follower and move backward through the leadership curve, providing appropriate social motivational support and direction.

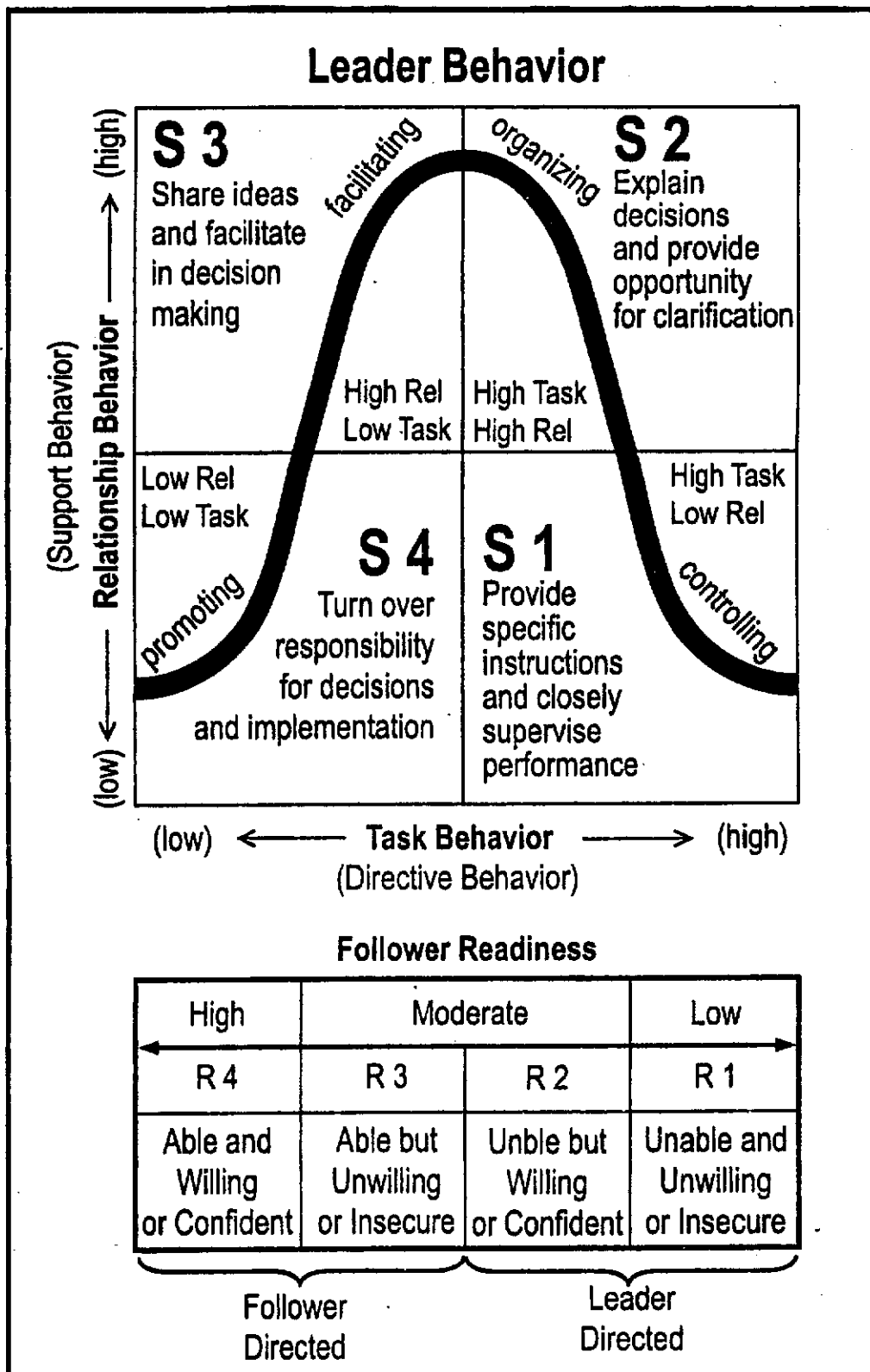


Figure 3 Effective leader behavior
 (Hersey et al, 2001)

Applying Situational Leadership to Classroom Management

Hersey and Blanchard (1993) offered methods to apply Situational Leadership to management in ways that maximize workers' effectiveness. Many of their approaches focused on leader's expectation and treatment of followers. Hersey and Blanchard thought that followers tend to do what they understand is expected of them. When high expectations lead to high performance, Hersey and Blanchard referred to that as the "effective cycle", while "ineffective cycle" means that low expectations lead to low performance. These cycles are described as upward or downward spirals. For example in the classroom, when teachers give students more responsibility and opportunities for achievement and growth, upward spirals result. Such rewards promote even higher performance leading to more rewards, and so on (see Figure 4). To the contrary, downward spirals of low expectation or low performance occur when the situation is very difficult to turn around. For example, if students' performance and behavior are low, it is very difficult for teachers to turn around and display high expectation and trust toward students who do not deserve that trust. In Situational Leadership, Hersey and Blanchard have identified two cycles that teachers can use for changing or maximizing the task-relevant readiness of their students: the developmental cycle and the regressive cycle.

The Developmental Cycle

The developmental cycle is designed to bring people from low levels of readiness to higher levels by adopting appropriate levels of managing behavior. In addition, Hersey and Blanchard suggest that the end result will be students who can take over much responsibility for their own learning and behavior. Initially, to achieve it, close supervision and direction are helpful especially when working with students who have little experience in directing their own behavior. As students increase their readiness levels, teachers should change their

management styles appropriately. As the willingness level of students increases, the teacher can reduce the amount of task behavior while increasing the relationship behavior and reinforce positive change. As the ability and willingness of students develop, their need for both task and relationship support will decrease.

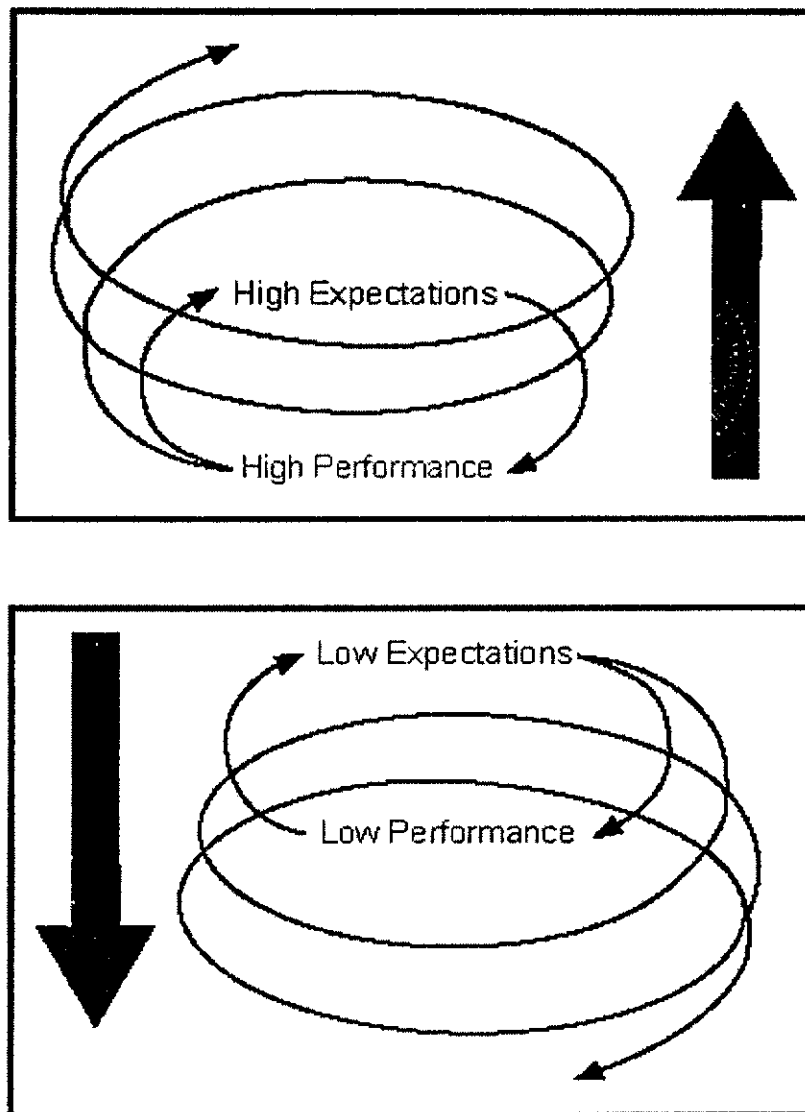


Figure 4 Effect of the effective cycle and effect of the ineffective cycle

(Hersey et al, 2001)

It is necessary for teachers to provide each student with appropriate management because each of the students progress differently. To manage classroom effectively, teachers should treat students according to their readiness levels for each task expected of them, because student's readiness levels will vary according to the tasks they are expected to do.

The Regressive Cycle

In a developmental cycle, teachers are attempting to increase the task-relevant readiness of students beyond where it has been in the past. The regressive cycle involves an intervention that teachers need to make when students are becoming less effective.

For example, when students who have been performing at a high level of readiness begin to regress in their behavior in the classroom, teachers may need to use constructive discipline designed to solve problems and promote learning and growth. When students have problems with teachers, family, or friends or encounter other problems that interfere with their school life, their readiness can decrease. In those cases, teachers should use the management behavior according to the cause of the decrease in performance. The teacher needs to increase task and relationship behavior to let the students regain a higher level of readiness. Also a teacher has to practice the skill to understand what the students need. A student who used to show a high level of readiness with some problems may need high relationship behavior from teachers though it was not needed before. On the other hand, a student who misbehaves to get attention may need low relationship behavior from teachers so as to decrease the behavior with negative reinforcement.

There are several steps that teachers can use in attempting to change students' behaviors.

Step 1.

- Identify (a teacher's and then with a student's) the behavior to be changed and the new behavior to be replaced.

- Discover what a student considers to be a positive reinforcement and punishment.
- Devise a strategy to get the new behavior, and determine the way you will positively reinforce it.

Step 2.

- Find out the strength of the undesirable behavior to see if punishment or a simple lack of any reinforcement will extinguish it.
- Be sure that punishment will not serve as a negative reinforcer.

Step 3.

- Develop a strategy to a student to practice the new behavior and positively reinforce it on a regular schedule, gradually reducing the reinforcement as the behavior habit.

Hersey and Blanchard concluded that when a teacher applies these steps, she could be very directive with a student at a low level of readiness, or cooperative with students who are normally at high levels of readiness, but need intervention for a temporary problem.

4. Research in the fields

Since the 1960's, numerous studies have been carried out attempting to apply Situational Leadership to various settings in the business field. For example, more than 600 companies such as Toyota, IBM, Mobil Oil, Xerox, and so on, have incorporated Situational Leadership Theory into their employee training programs. In addition, a number of organizations including all the military services and industrial organizations have also accepted Situational Leadership as valid theory to educate managers and administrators. As a result, more than a million leaders receive Situational Leadership training each year (Hersey and Blanchard, 1993).

Moreover, in Asia, Silverthorne (2000) reported a study to investigate the applicability

of Situational Leadership Theory within the Republic of China (Taiwan). The study was conducted in large construction company with a broad diversity of managerial responsibilities. The LEAD-Self instrument was given to a large sample of managers, to determine their perception of their own leadership style. Employees completed the LEAD-Other questionnaire, to give their perceptions of their manager. The results indicated that Situational Leadership Theory does have applicability in Taiwan; there was a good match between the self-perception of leaders and perceptions by peers and subordinates and between the LEAD-Self score and LEAD-Other.

In Thailand, using Situational Leadership Theory, Kanjanaraveeku (1998) investigated the relationship between principals' leadership styles and teachers' maturity levels. The results revealed that the leadership style of principals has no correlation with the teacher's maturity level, while the leadership style and maturity levels have correlation with a teacher's job satisfaction.

In the educational field, there is not much research available on applying Situational Leadership to the classroom setting. However, Brooks (1991) found that there was a significant relationship between perceived leadership and school effectiveness when the leadership style and readiness levels were congruent by adopting Situational Leadership. On the other hand, Kaiser (1989) conducted a study that explored similarities and differences between beginning teachers and experienced teachers in their perceptions of principal leadership style and the relations between style and leadership effectiveness. He found that there was no significant difference in his comparative study between beginning and experienced teachers. Warga (1996) also compared beginning teachers with experienced teachers in terms of their classroom management and situational leadership. The results showed that no significant differences existed between the two groups. Moreover, in a study of 'teachers and students'

perceptions of instructional leadership style and its effectiveness' conducted by Sookgamol (1987), no significant differences were found to exist, regarding the effectiveness of teaching styles and their amount of experience.

Osburne (1991) suggested that Situational Leadership can be used in the English as a second language classroom to help students accept and adapt to instructional innovation and that this approach can be a very effective tool for innovation as well. Therefore, the researcher believes that an English teacher can apply Situational Leadership in a classroom. Students require leadership that will match their readiness levels for each task and lesson and will further their emotional, social, and intellectual development to the highest achievement levels possible. So Situational Leadership Theory may become more and more meaningful because it is based on the idea that people (individuals and members of groups) have different motivations, abilities and needs which vary with tasks and levels of learning.

As the researcher already mentioned, to carry out this research, she will adopt Hersey and Blanchard's Situational Leadership Theory to compare the classroom management styles of novice, intermediate and experienced English teachers in secondary schools in the central region to explore the relationship between the management styles of teachers and their experience.

Chapter 3

Methodology

The purpose of this study was to compare the classroom management styles of novice, intermediate and experienced teachers to see if there were any differences among the three groups. The Situational Leadership Model by Hersey and Blanchard was used to explore teacher behavior in terms of classroom management.

This chapter comprises the information as follows:

- 1 Population
- 2 Respondents
- 3 Procedures of the study
- 4 Instruments
- 5 Data analysis

Population

The target population of this study was composed of approximately 1390 English teachers teaching at lower secondary level in 139 secondary schools from the 9 clusters in the central region of Thailand (General Education Department, 1997). The researcher recruited the number of population in the following ways:

- 1 Randomly selecting 5 schools in each of the 9 clusters (see Appendix A).
- 2 Making phone calls the Thai EFL teachers who were teaching at lower secondary level at each selected school.
- 3 Getting the number of Thai EFL teachers teaching at lower secondary level in

the central region of Thailand by using the average of the figures the researcher gained from the phone calls.

Respondents

According to Yamane (1967), a sample size of 300 was required in order to ensure that it is representative. The researcher chose 6 schools in each of the 9 clusters at random and visited those schools and left questionnaires to 485 respondents. About 85 per cent of the questionnaires were answered and returned to the researcher. After examining the answers of all questionnaires, 345 questionnaires were left to be available samples. This made the total number of 62 novice, 85 intermediate and 198 experienced teachers. To meet the number of 300, the researcher chose 153 experienced teachers from the collected questionnaires at random.

Procedures of the study

To compare the classroom management styles of 300 English teachers in secondary schools from 9 clusters in the central region, the researcher undertook the following steps:

1. Study the Hersey and Blanchard's Situational Leadership Model as presented in Chapter 2.
2. Study documents on classroom management and effectiveness
3. Purchase 'Lead-Self Inventory' and translate it into Thai and adapt it to be used for classroom situation.
4. Design and write out the instruments comprising a questionnaire adapted from the LEAD-Self Inventory (Center for Leadership Studies, Inc.), a structured interview questions and a classroom observation tool.

5. Consult three specialists in EFL: Mrs. Tuenjai Chalermkit, Prof. Surai Pongtongcharoen and Miss Nongyao Korsanan, English teachers at Srinakharinwirot University to improve the instruments and to establish content validity.
6. Administer the questionnaire.
7. Analyze the data obtained from the questionnaire.
8. Classify all respondents into three groups: novice, intermediate and experienced teachers according to their personal data.
9. Choose two teachers with high and low scores for the LEAD-Self Inventory from three groups of teachers at random.
10. Observe their classroom management and interview them after class.
11. Analyze the data collected from the three data sources: the LEAD-Self Inventory, the interviews and the classroom observations.
12. Report and discuss the findings.

Instruments

The instruments consist of:

1. The questionnaire (See Appendix B)

The questionnaire comprised two parts. The first part asked for personal information.

The second part sought information on classroom management styles.

Part 1. Personal information

The purpose of this part was to obtain the teachers' personal information, researching experience, education, training and teacher development involvement. The type of questions asked was close-ended including six questions with alternative answers. The results were used

to classify English teachers into three groups: novice, intermediate and experienced.

Part.2 The LEAD-Self Inventory

This inventory was adapted from Hersey and Blanchard's LEAD-Self Inventory aiming to compare the classroom management styles of novice, intermediate and experienced teachers in management styles as defined by Hersey and Blanchard. The LEAD-Self Inventory contained 12 teaching situations that might occur inside and outside of the classroom. The respondents were asked to select the style they felt most closely described their own style in each situation from the four leadership styles (Style 1:controlling, Style 2: organizing, Style 3: facilitating and Style 4: promoting). The LEAD-Self Inventory was designed to measure self-perception of classroom management style and classroom management effectiveness. Classroom management style was determined by four style scores and classroom management effectiveness was determined by the total scores that a respondent was given when chose the appropriate style (controlling, organizing, facilitating or promoting) to a given situation.

2. The observation (See Appendix C)

The purpose of the observation was to collect additional information to supplement the questionnaire. The data gained could assess the content validity of the LEAD-Self Inventory as a research tool. The researcher selected two teachers from each group (one with a high score and the other with a low score) at random. To avoid bias, three people (the researcher, two English teachers of elementary and secondary schools) observed each teacher for two class periods to find any differences in the classroom management effectiveness of each teacher. To cover the readiness level of the students during observation, the researcher asked the teacher about the learning ability of each student before class. And then the researcher put the various

colors of ribbons on the students' chairs for observers to distinguish the smart learners from the slow learners. For example, the researcher put yellow and pink ribbons on the smart learners' chairs, and blue and orange ribbons on the slow learners' chairs. And the researcher put red, green and white ribbons on the rest of learners' chairs. In this way, the observers recognized the students' readiness level and the teacher's classroom management styles at the same time without letting the students know what the color of ribbon means. Specifically, three observers examined classroom management effectiveness in 5 aspects: pacing, smoothing transitions, managing activity effectively, creating atmosphere, and creating clarity (see Appendix C). Whether the classroom management style of the teachers matched the students' readiness or not determined their classroom management effectiveness.

3 The interviews (see Appendix D)

The purpose of interviews was the same as that of observation. After the observation, each teacher was asked three open-ended interview questions (see Appendix D). These questions were designed to motivate teachers to talk about their classroom management. According to the interpretation of their own classroom management style, teachers were categorized into four types of classroom management: controlling, organizing, facilitating and promoting.

Data analysis

1. The questionnaire

The LEAD-Self Inventory describes 12 situations with 4 alternatives of classroom management styles: controlling, organizing, facilitating and promoting. After collecting data from the LEAD-Self Inventory, the researcher counted the frequency of the styles the

respondents chose to represent their preferred styles.

The researcher then conducted a chi-square test on the data to find out the probability (to a confidence level of 0.05) to see if the classroom management styles practiced depend on the teacher's level of experience.

The LEAD-Self Inventory also gave one normative effectiveness score. Scores were obtained for each alternative action selected in response to the twelve situations provided in the LEAD-Self instrument. Four style scores of 12 situations determined classroom management style. One normative score that was given to how well the alternative action selected matched the situation determined classroom management effectiveness. If the respondents chose the most appropriate style for the situation, 3 points were given. If the respondents chose the second appropriate style, 2 points were given. Thus, 1 point meant inappropriate choice. "0" response indicated that an alternative action selected had a very low probability of success. The possible total score given ranged from 0 to 36. The degree of effectiveness was determined by the score gained as below.

Style effectiveness

1. Scores ranging from 0 to 23 indicated a need for self-development to improve the ability to diagnose task readiness and to use appropriate leader behaviors.
2. Score ranging from 24 to 29 reflected a moderate degree of effectiveness. Scores in this range usually indicated a pronounced primary leadership style with less flexibility into the secondary styles.
3. Scores ranging from 30 to 36 indicated a leader with a high degree of effectiveness. The leader accurately diagnosed the ability and willingness of their followers in the situation and adjusted accordingly.

2. The observation

The observation was designed to analyze the classroom management style of the teachers. As stated above, there were five aspects in the tools. Each aspect gained one point. One point was given to the teachers who showed an appropriate classroom management style in a given situation. The total points suggested the classroom management effectiveness of the teachers.

3. The interview

The interview was designed to supplement the classroom management style and effectiveness of teachers. The interview responses were transcribed. The style and effectiveness of the teachers' classroom management were analyzed and categorized according to the criteria of the LEAD-Self Inventory.

Chapter 4

Findings

This study attempts to find out if there is any relationship between the classroom management styles of English teachers and their experiences. The focus was on leadership behaviors in such a setting within a conceptual framework provided by Hersey and Blanchard's Situational Leadership Model. This chapter presents both qualitative and quantitative analyses of the data obtained from the three research tools (the questionnaire, the classroom observations and the interviews).

The researcher presents the analysis of data gained from the questionnaire. First, personal information from Part A of the questionnaire is presented and then it is followed by the analysis of the LEAD-Self Inventory (Part B) in order to answer the three research questions. Finally data gained from classroom observation and the interview are analyzed to supplement the findings of the research questions.

Analysis of data from questionnaire

Part A. Questionnaire on personal information

Part A of the questionnaire expressed personal data of 300 teachers about the number of teachers in each group, education, and training experience and teacher development involvement. The results are shown in Table 1.

Table 1 Personal information of all teachers

Teacher	Number of Teacher	Education					
		Degree earned		Major subject			
		M.A.	Post graduate diploma	B.A./B.E.	TEFL	English	Others
Novice	62	0	14.5%	85.5%	22.4%	72.6%	4.8%
Intermediate	85	0	17.6%	82.4%	12.9%	82.4%	4.7%
Experienced	153	11.1%	3.3%	85.6%	18.3%	68.0%	13.7%

Teacher	Training experience		Teacher development involvement			
	Yes	No	Keeping diaries	Discussion	Action research	Classroom observation
Novice	16.1%	83.9%	96.8%	98.4%	2.4%	9.4%
Intermediate	95.3%	4.7%	90.6%	98.8%	2.4%	9.4%
Experienced	94.1%	5.9%	42.5%	92.8%	17.6%	51.6%

Table 1 shows that the samples were classified into three groups: 62 novice, 85 intermediate and 153 experienced teachers. Concerning the education, experienced teachers had a higher level of education. Neither novice nor intermediate teachers gained an M.A. or a diploma. Regarding the training experience, most of the intermediate and experienced teachers did teaching training (95.3% and 94.1% respectively), while only 16.1% novice teachers did teaching training. With regard to the teacher development involvement, experienced teachers reflected on their class in more various ways than novice and intermediate teachers. Novice and intermediate teachers rarely did action research and classroom observations (less than 10 % of the time), while experienced teachers did action research, 17.6 % of the time, and

classroom observation, 51.6 % of the time. However, novice and intermediate teachers kept a diary much more often than experienced teachers (more than 90 % to 42.5%).

Part B. LEAD-Self Inventory

Research Question 1

What are the preferred styles among novice, intermediate, and experienced teachers?

The researcher examined each category of data collected to answer these research questions. First of all, Table 2 shows the classroom management style of the three groups from the LEAD-Self Inventory responses of leader style respectively. Next, Figures 5 and 6 show the comparison of the three groups of teachers in classroom management style.

Table 2 Tabulation of the LEAD-Self Inventory responses of classroom management style of the three groups of teachers

Style	Novice		Intermediate		Experienced		Total	
	f	C %	f	C %	f	C %	f	%
1	29	46.8	30	35.3	44	28.8	103	34.3
2	11	17.7	20	23.5	27	17.6	58	19.3
3	19	30.6	25	29.4	19	12.4	63	21.0
4	3	4.8	10	11.8	63	41.2	76	25.4
Total	62	100.0	85	100.0	153	100.0	300	100.

C%: column percentage

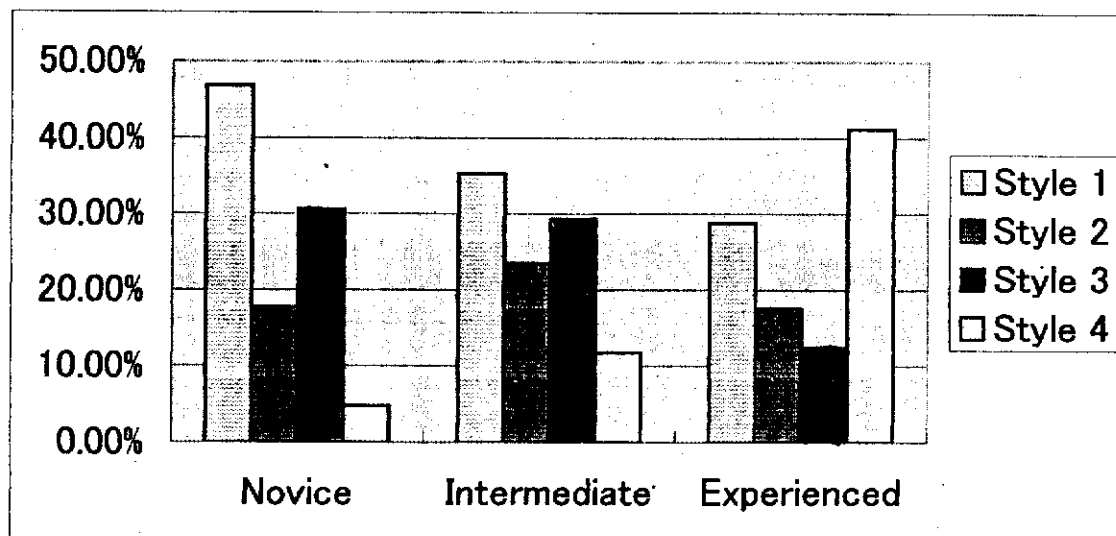


Figure 5 Novice, intermediate and experienced teachers' LEAD-Self Management Style responses expressed by column percentage of each group's responses (C%).

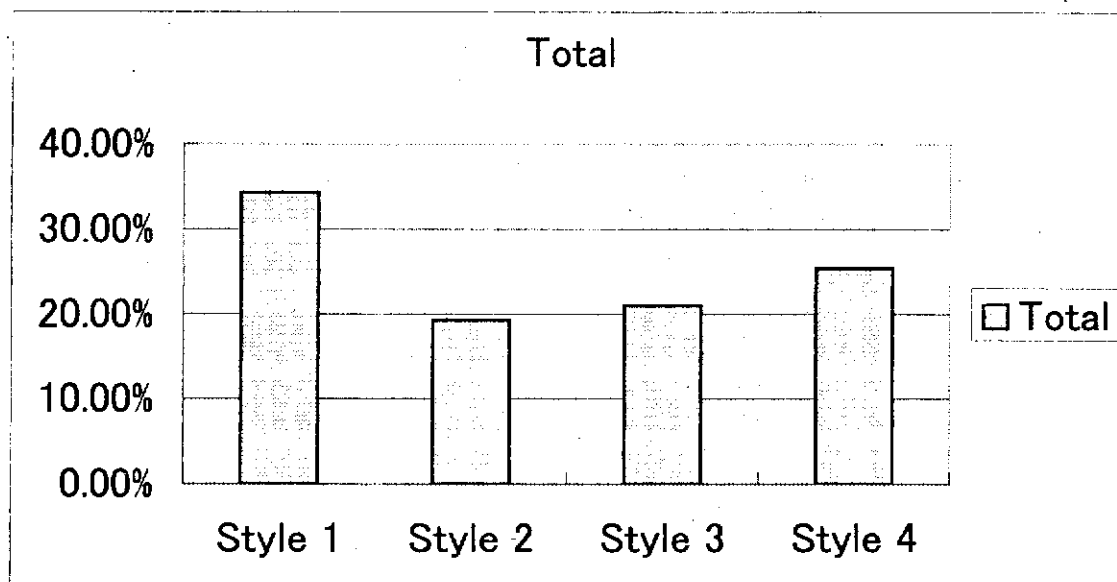


Figure 6 All teachers' LEAD- Self Management Style responses expressed by percentages of total responses

Figure 5 shows that the dominant style expressed by the experienced teachers was very different from the other groups of teachers. Experienced teachers preferred Style 4, low task and low relationship (41.2%) followed by Style 1(28.8%). Novice and intermediate teachers preferred Style 1, high task and low relationship, (46.8% and 35.3% respectively). Noticeably, there were differences in Style 4. Novice and intermediate teachers rarely indicated the use of Style 4(4.8% and 11.8% respectively). With regard to the total percentage, Figure 6 shows that the most popular style among all teachers was Style 1(34.3%) followed by Style 4(25.4%), Style 3(21%) and Style 2(19.3%).

Research Question 2

Do the classroom management styles practiced depend on the teacher's level of experience?

The researcher conducted a chi-square test for the three groups of teachers for the LEAD-Self Inventory in order to find out the probability of getting results if there were no such relationships in the general population from which the sample was selected. The result is shown as follows:

Table 3 Styles/Experience Cross Tabulation

Styles/Experience	Novice	Intermediate	Experienced
Style 1			
Observed Count	29	30	44
Expected Count	21.3	29.2	52.5
Style 2			
Observed Count	11	20	27
Expected Count	12	16.4	29.6
Style 3			
Observed Count	19	25	19
Expected Count	13	17.8	32.1
Style 4			
Observed Count	3	10	63
Expected Count	15.7	21.5	38.8
Chi-square = 47.876 df = 6 p = .000			

1:Style 1(Controlling) 2:Style 2(Organizing) 3:Style 3(Facilitating) 4:Style 4(Promoting)

Chi-square result from Table 3 shows that there was a significant difference of styles among the three groups of teachers (novice, intermediate and experienced). Table 3 indicates that the relationship by a chi-square approach between style preference and the three groups of teachers was statistically significant at 0.01.

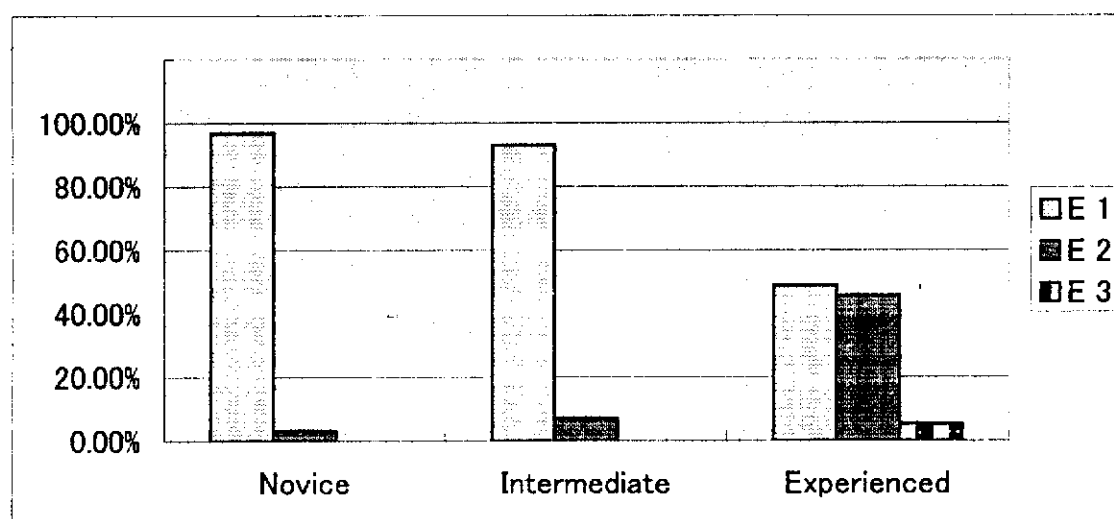
Research question 3

Does the degree of effectiveness depend on the teachers' level of experience?

The data for this question came from the analysis of the LEAD-Self Inventory. The findings are shown in Table 4.

Table 4 Tabulation of the LEAD-Self Effectiveness scores for novice, intermediate and experienced teachers.

Effectiveness	Novice		Intermediate		Experienced		Total	
	f	C %	f	C %	f	C %	f	%
1	60	96.8	79	92.9	75	49.0	214	71.3
2	2	3.2	6	7.1	70	45.8	78	26.0
3	0	0.0	0	0.0	8	5.2	8	2.7
Total	62	100	85	100	153	100	300	100



E 1: Effectiveness 1 E 2: Effectiveness 2 E 3: Effectiveness 3

Figure 7 Novice, intermediate and experienced teachers' LEAD-Self Effectiveness expressed by column percentage of each group of teachers

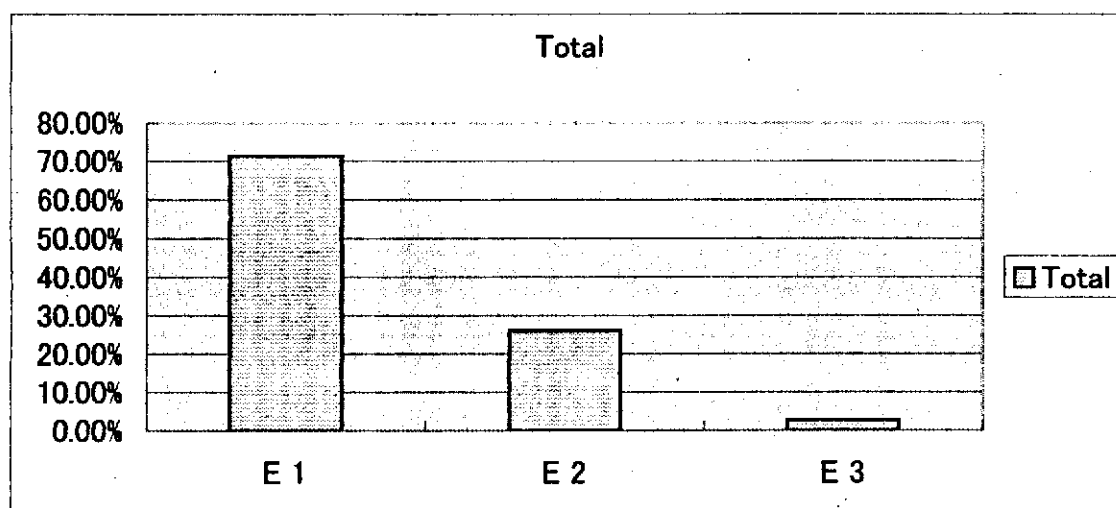


Figure 8 All teachers' LEAD-Self Effectiveness by percentage of total responses.

Table 4 and Figure 7 show only a slight difference in effectiveness between novice and intermediate teachers. The majority of novice and intermediate teachers belonged to effectiveness 1 (96.8% and 92.2% respectively). The percentage of the two groups showed a moderate degree of effectiveness (3.2% and 7.1% respectively). None of these two groups belonged to effectiveness 3. On the other hand, the percentage of the experienced teachers who belonged to effectiveness 1 was only 49.0%. This percentage was approximately half as much as that of novice and intermediate teachers. Moreover, experienced teachers belonged to effectiveness 2 (a moderate degree of effectiveness) 45.8% and effectiveness 3 (a high degree of effectiveness) 5.2%.

Figure 8 indicates that the majority of Thai EFL teachers belonged to effectiveness 1 (71.3%) followed by effectiveness 2 (26%) and effectiveness 3 (2.7%).

The researcher calculated a chi-square test for the three groups of teachers for the LEAD-Self Inventory. The result is shown in Table 5.

Table 5 Effectiveness/Experience Cross Tabulation

Style Effectiveness/ Experience	Novice	Intermediate	Experienced
Style Effectiveness 1			
Observed Count	60	79	75
Expected Count	44.2	60.6	109.1
Style Effectiveness 2			
Observed Count	2	6	70
Expected Count	16.1	22.1	39.8
Style Effectiveness 3			
Observed Count	0	0	8
Expected Count	1.7	2.3	4.1
Chi-square = 76.609 df = 4 p = .000			

Chi-square result from Table 5 shows that the three groups of teachers with different experiences (novice, intermediate and experienced) had different level of style effectiveness. Table 5 also indicates that the relationship by a chi-square approach between style effectiveness and the three groups of teachers was statistically significant at .01.

Analysis of data from classroom observation

To supplement the LEAD-Self Inventory in seeking for the style effectiveness, observations were conducted. The focus was the classroom management effectiveness of a teacher. According to Situational Leadership, there are five criteria in the classroom observations: pacing, smooth transitions, managing activity effectively, creating atmosphere and

clarity. Each section of the five aspects has 4 classroom management styles. The number of the appropriate leader styles a teacher adopts determines the classroom management effectiveness of the teacher.

During the observations, three observers were concerned with students' readiness and teacher management styles. Three observers observed *two teachers (L and H) from each group for two class periods.

*Teacher L with low style effectiveness in the LEAD-Self Inventory.

*Teacher H with high style effectiveness in the LEAD-Self Inventory.

The findings are shown in Table 6.

Table 6 Tabulation of classroom management effectiveness expressed by the three groups of Teachers.

Teacher	Observer 1			Observer 2			Observer 3			Total
	C1	C2	A	C1	C2	A	C1	C2	A	A
Novice L	2	1	1.5	2	2	2	1	2	1.5	1.7
Novice H	2	2	2	2	2	2	2	1	1.5	1.8
Intermediate L	2	2	2	2	2	2	2	1	1.5	1.8
Intermediate H	2	2	2	2	3	2.5	2	1	1.5	2.0
Experienced L	2	3	2.5	3	3	3	2	3	2.5	2.7
Experienced H	4	3	3.5	3	3	3	4	3	3.5	3.3

C1: First observed class

C2: Second observed class

A: Average

Table 5 shows that experienced teachers displayed higher scores than novice and intermediate teachers. Experienced teachers(EL and EH) gained the highest scores (2.7 and 3.3 respectively). On the other hand, it shows little differences between novice teachers and intermediate teachers. Their scores were around 2; namely, the scores ranged from 1.7 to 2.0. With regard to the results of Teacher L and Teacher H, Teacher H gained a higher score than

Teacher L in every group. Especially there were noticeable differences in experienced teachers.

Analysis of data from interviews

After the observation, the interviews were conducted to supplement the results of the LEAD-Self Inventory in seeking for the style preference and effectiveness. These interview questions were designed according to the Situational Leadership Model (see Appendix D). All questions were open-ended. The findings are shown in Tables 7, 8 and 9.

Table 7 Summary of interview with the three groups of teachers.

Q1. Please tell me how to deal with students	Novice		Intermediate		Experienced	
	Low	High	Low	High	Low	High
Style 1						
▪ Giving a high amount of guidance	✓	✓		✓		
▪ Sometimes ignoring some very slow or smart learners.	✓			✓		
Style 2						
▪ Providing the opportunity for questions from students					✓	✓
▪ Motivating students to express their opinions					✓	
Style 3						
▪ Encouraging students to learn spontaneously			✓		✓	
▪ Communicating with students as much as possible			✓		✓	✓
▪ Sometimes being friends with students in classroom			✓			
Style 4						
▪ Letting students study in their own way						✓

As the Table 7 shows, the analyses of the interview suggested that novice teachers (NL and NH) and intermediate teacher H (IH) showed a strong preference for Style 1, while intermediate teacher L(IL) preferred Style 3. Experienced teacher L (EL) preferred Style 2 and experienced H (EH) Style 4.

Two novice teachers (NL and NH) and one intermediate teacher (IH) preferred Style 1. They usually tried to provide a high amount of guidance and they tended to ignore some very smart and slow students. Here is an example from the NH teacher's responses:

"To be honest with you, my classes are usually too big for me (more than 40 students).

I do not think that they like to study English very much. Accordingly, it is kind of difficult for me to motivate students to study hard. They like chatting with their friends.

I always have to explain everything for them. I think I cannot help teaching all students in the same way."

The IL teacher showed the strong preference for Style 3. IL said that she tried to encourage and communicate with her students as often as possible. Her response is as follows:

"Sometimes I can not help giving instructions to the students without letting them ask a question. However, I always want to communicate with them very well. Through communication, I can realize how much they understand my lesson and how they think of my class. Moreover, I try not to forget to encourage and praise the students because I know that praising and encouragement can motivate them to study harder."

Both of the experienced teachers (EL and EH) had various ways to deal with their students. Especially the EH teacher showed more allegiance to Style 4. The EH teacher addressed how to deal with students in the following way:

"----- I studied the learner-centered approach in the graduate school, so I always try to focus on the students and let them do things their own way as often as

possible. I think that Thai students are not good at expressing their own opinions and they are too shy to speak English in the classroom, either. I believe that students sometimes need to be more independent of a teacher. Therefore, a teacher should foster students' ability to think and to shape up their idea by themselves."

The following question was made to confirm the findings of effectiveness obtained from the results of the LEAD-Self Inventory. The findings are shown as follows:

Table 8 Tabulation of classroom management effectiveness expressed by the three groups of teachers.

Q2. Do you change your classroom management styles according to the lessons or students?								
	Novice		Intermediate		Experienced		Total	%
	Low	High	Low	High	Low	High		
Yes		✓	✓	✓	✓	✓	5	83.33%
No	✓						1	16.67%
Total							6	100%

From Table 8, 5 out of 6 teachers (83.33%) changed their classroom management styles according to the lessons or students, while only one novice teacher (NL) did not. The NL teacher gave her reason for not doing so in the following way:

"I sometimes have many difficulties in dealing with students especially in a big class. So I try to control them without regard to students' understanding. I also feel guilty about not finishing my teaching as planned. As a result, I often cannot pay attention to students individually or change my way to teach accordingly."

The following question was conducted to confirm their own classroom management styles and effectiveness from each teacher. The finding is shown as follows:

Table 9 Tabulation of the ideal classroom management expressed by the three groups of teachers.

Q3. Please tell me your vision of the ideal classroom situations.		Novice		Intermediate		Experienced	
		Low	High	Low	High	Low	High
Students	Motivated	✓	✓	✓	✓	✓	✓
	Independent			✓			✓
	Quiet	✓	✓	✓	✓	✓	
	Spontaneous	✓		✓		✓	✓
	Smart		✓	✓	✓		✓
Class	Small	✓	✓		✓	✓	✓
	Big			✓			
Teacher's role	Controller	✓	✓		✓		
	Organizer	✓					
	Facilitator	✓	✓		✓		
	Promoter						
	All the above			✓		✓	✓

Table 9 shows that all teachers liked motivated and nearly all favored quiet students. 4 out of 6 teachers hoped that students were smart and spontaneous. For example, the IL teacher expressed her opinions in the following statements:

"My students are very active. Sometimes they do not listen to me. I really hate that kind of situation. I wish my students were motivated to study and listened to me quietly."

Table 9 also shows that 5 out of 6 teachers thought ideal class was small, while only the IL teachers liked a big class and thought teachers' role could be controller, organizer, facilitator, promoter, friend and so on. The IL teacher said.

"I think a teacher should be flexible in any situation and have as many leadership styles as possible. A good teacher should handle a big class. But in practice, I can not help

adhering to one leadership style when I want to teach quickly."

Table 9 also indicates that both experienced teachers (EL and EH) and the low intermediate teacher (IL) thought an ideal teacher should employ all the roles: controller, organizer, facilitator and promoter.

Chapter 5

Conclusion and Discussion

In this chapter, the data analyzed are discussed to answer the research questions. Then, the discussion as well as general recommendations is presented respectively. Finally, the chapter is concluded with suggestions for further studies.

Objective of the study

The purpose of this research is to study the leadership styles and the levels of effectiveness of novice, intermediate and experienced Thai EFL teachers in secondary schools in the central region

Research Questions

- 1 What are the preferred styles among novice, intermediate and experienced teachers?
- 2 Do the classroom management styles practiced depend on the teachers' level of experience?
- 3 Does the degree of effectiveness depend on the teachers' level of experience?

Scope of the study

This research examined the classroom management styles of 62 novice, 85 intermediate and 153 experienced Thai EFL teachers in the secondary schools in the central region of Thailand using Hersey and Blanchard's Situational Leadership Model as the basis for collecting data.

Procedures

1. Research and documents related to the topic of this study were studied.
2. 300 English Thai teachers were randomly selected in 139 secondary schools from 9 clusters in the central region of Thailand.
3. The respondents were given the LEAD-Self Inventory to measure the variation and effectiveness of their management styles.
4. To supplement the data from the inventory, observations and interviews were conducted. The sample was two teachers (one with a high score and the other with a low score in the inventory) from three groups of teachers (novice, intermediate and experienced).
5. The three different types of data (the questionnaire, the observations and the interviews) were analyzed.
6. The results were concluded with some discussion and suggestions.

Research findings

1. Both novice and intermediate teachers preferred Style 1 (controlling), while experienced teachers preferred Style 4 (promoting).
2. The classroom management styles practiced were dependent upon on the teacher's level of experience.
3. The degree of effectiveness depended on the teacher's level of experience.

Discussion of the findings

Based on the result of the analyses of the LEAD-Self Inventory, the style preferences relied on the levels of experience. The dominant style expressed by novice and intermediate teachers was Style 1 (controlling), whereas experienced teachers chose Style 4 (promoting). This finding was supported by the data of the interview and classroom observations as well

(see Chapter 4).

It would be necessary to consider why novice and intermediate teachers preferred Style 1 and experienced teachers preferred Style 4 to other styles.

A word that describes Style 1 is controlling. The teachers earning this style gives students high amount of instructions and try to control them (Hersey, et al, 2001). This style is similar to teacher-centered approach. Levin and Nolan (1995) defined teacher-centered approach as 'Teachers can take a number of actions at certain points to manage the group, maintain order and control, and fulfill administrative and academic objectives.' The data from the LEAD-Self Inventory showed that novice teachers were consistent in Style 1 (controlling). This was confirmed by the data from the observations. The two novice teachers seemed to employ the controlling role in the classroom. No matter how well the students understand, they tended to deliver explanations to the students rather than to let them think. The data from interviews also supported the findings. Two novice teachers addressed the difficulty of teaching in a big class. As a result, one teacher stated that she tried to control the students and the other said that she followed her lesson plan strictly. Novice teachers are inadequately trained in classroom management techniques, so they tend to teach students with the teacher-centered approach (Tudor, 1996). In this study, personal information of all teachers indicates that the number of the novice teachers who received short training course was small (16.1%). This study confirmed the five-year study of perceptions of teacher education graduates done by the Department of Education and Psychology at Berry College in Rome, Georgia. Most of the graduates often cited the lack of discipline techniques and management taught or discussed as the main weakness of the program (Murray, 1991)

Is no training experience the only reason why teachers preferred Style 1 (controlling)? The data of intermediate teachers raised an objection. They also preferred Style 1

like the novice group even though most of the intermediate teachers (95.3%) had training experience. However, the proportion of each style in intermediate group showed less difference than that in the novice group. The percentage of Style 1 (35.3%), Style 2 (23.5%), Style 3 (29.4%) and Style 4 (11.8%) was quite different from the novice group who preferred Style 1 (46.8%), Style 2 (17.7%), Style 3 (30.6%) and Style 4 (4.8%). No training experience might be one of many reasons why novice teachers might tend to teach students with the teacher-centered approach (Style 1, controlling). The reason might be that they did not know how to cope with the students' ill discipline. They chose the controlling technique because it helped them to manage class well. However, some intermediate teachers with training experience still chose Style 1. This shows that the training experience might not be the main reason of the preferences of Style 1. In considering the proportion of style preference of novice and intermediate, it can be concluded that training experience might help a teacher avoid just controlling the students.

On the other hand, experienced teachers preferred Style 4, which is called promoting. This is a style to give students very little direction or support and let them do things in their own way (Hersey, et al, 2001). In other words, this style is a kind of learner-centered approach. In the interview, one experienced teacher with high scores of the LEAD-Self Inventory responded that she tried to practice the learner-centered approach she had studied in the graduate school. The data of personal information also indicate that 11.1 % of experienced teachers had master degrees, whereas none of the novices and intermediates did. This might be another reason of the different preferred styles shown by the three groups of teachers. In other words, experienced teachers might have had either a lot of training experience in a learner-centered approach or opportunities to study this approach, while novice teachers might not have been on the job long enough to consider or study it deep enough to implement it in their own classroom teaching.

Regarding the degree of effectiveness, it was found that it depended on the

teacher's level of experience. Most of the novice and intermediate teachers happened to belong to the style effectiveness 1 (96.8% and 92.9% respectively), which indicates that they were not able to diagnose students' readiness and use appropriate leader behaviors (Hersey, et al, 2001). The finding was supported by the responses of two novice teachers from the interviews. They addressed the difficulty of paying attention to students' understanding while teaching. As a lack of experience, novice teachers frequently have difficulty with classroom management and allow significant disorder to go unnoticed (Wubbels, Creton & Hooymayers, 1992). Thus, it may be difficult for novice teachers to adjust their leadership styles to the given situations. Tarone and Yule (1996) stated the difficulty that novice teachers face and what they should learn as follows:

...there is not one fixed methodology that will work with all students, ...the most frustrating experience for many novice teachers on entering the language teaching profession is the discovery that there simply isn't a prescribed set of procedures, which they will learn and then implement in the classroom. What the novices have to learn is that there exists a wide range of alternatives, both in teaching methods and in types of materials, and that the way to make their own lessons work effectively with their own particular students is to develop the ability to select from those alternatives in accordance with what they perceive to be their students' needs.

(Tarone & Yule, 1996)

On the other hand, the data from the LEAD-Self Inventory indicate that experienced teachers showed higher degree of effectiveness than novice and intermediate teachers. 45.8% of experienced teachers gained effective 2 (a moderate degree of effectiveness) and 5.2% of them gained effectiveness 3 (a high degree of effectiveness). The data from the interviews supported the finding. Two experienced and one intermediate teacher said that they tried to be as flexible as possible in the classroom. The findings followed Cotton's statement (1998): experienced teachers seem to use more teaching strategies than novice teachers. In

addition, as in Thailand, Leinhardt (1988) compared the lesson structures of experienced and novice teachers of mathematics in U.S.A. and found that experienced teachers were more flexible in the presentation of their lessons, being able to present the content of the lesson in a variety of contexts.

In summary, from the findings above, this research indicates that experienced teachers utilized classroom management style more effectively than novice and intermediate teachers. Novice and intermediate teachers could not use appropriate leadership styles well in a given situation. Thus, they often used Style 1(controlling) without paying much attention to their students' readiness level. It can be concluded that years of trial and errors in the classroom may cause teachers to be more flexible and effective in teaching. In a comparative study of management styles of beginning and experienced high school teachers in Virginia, Waga (1996) found no significant differences between beginning and experienced teachers. Therefore, this study did not support her findings. However, this study confirmed experienced–novice studies from previous research in educational fields. Perterson and Comeaux (1987) state that experienced teachers are able to perceive and respond appropriately to interactive situations with students.

Could it be concluded that experience is the only factor to foster more effective teaching? As stated earlier, education and training experience might be other reason in the different style preferences. Then, are the level of experience, education and training experience the only factors to teach effectively?

In English Teachers' Education, Richards and Lockhart (1994) state 'Experience without reflection is insufficient as a basis for development' (see Chapter 2). Personal data gained from the questionnaire indicates that experienced teachers involved themselves in teacher development activities (action research and classroom observation) more than novice

and intermediate teachers. However, they (42.5%) kept fewer diaries than novice (96.8%) and intermediate (90.6%) teachers. In Thai educational system, keeping a diary in a lesson plan is a teacher's duty. Usually, a teacher does not reflect on his/her lesson but report what he/she taught in his/her diary. Reflection is much involved in action research and classroom observation. Wallace (1994) describes action research thus: '...research of this kind is simply an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes.' Numan (1990) states, '...observation of second language classroom is an exceptionally effective way to reflect on his/her professional performance.' As you can see from this research, experienced teachers had involved in reflective activities both in action research and classroom observation than the other two groups. Thus, we can assume that reflection also plays a very important role in effective teaching.

As stated earlier, there is no best way to teach. However, in this study, experienced teachers show the different preference of classroom management style and the higher style of effectiveness. This indicates that experience is not only the one factor of effective teaching but may be one of the factors. In reality, every year many new English teachers start a new career without any teaching experience. To compensate novice teachers' lack of experience, teaching training and education might play important roles. Moreover, it might be a necessity for novice teachers to have more chances to teach in the real world, classroom situations. Besides, 'reflection' could be another key for the effective teaching.

General Recommendations

1. Organization of English education such as Rajabhat Institutes, universities, private sectors (eg, British Council, AUA, etc.) should provide courses where teachers can gain not only

teaching techniques but also how to reflect on their teaching as it is obviously shown that reflection plays quite an important role in effective teaching.

2. In teaching education, the internship programs should be reinforced especially for pre-service teachers' education. The students should be provided the opportunity to teach in real situations so that they can have direct experience in both teaching and reflection.
3. The ministry of education should take an active role in implementing the on-going teacher development for all teachers, especially novice teachers in terms of both language ability and pedagogical practices as well as the monitoring of the development.

Limitations and Suggestions for Further Research.

1. This study is limited in the proportion of samples: 62 novice, 85 intermediate and 153 experienced. As a result, it was impossible to compare their preferred styles and effectiveness statistically. In Thailand, there are few novice English teachers in a government school. The reason is that government has decreased the number of the government officers. Besides, young people rarely choose a teaching career. So, it is difficult to find the same number of teachers in each group to be the sample of this research. Therefore, this study recommends that similar research to this study be conducted not only with government school teachers but also with private school teachers to extend the number of novice teachers to compare the classroom management of three groups of teachers.
2. In this study, teachers who involve in teaching development activities and teachers who do not are not discriminated. So, it is impossible to tell differences of these two groups with the similar level of experience. Therefore it is recommended that studies be made to compare the classroom management styles of teachers who involve in teacher development activities with the styles of a control group of teachers who do not involve in teacher development

activities.

3. In this study, after collecting questionnaires, to conduct the interview and the classroom observation of two teachers with a high and a low score of the LEAD-Self Inventory, a respondent was asked to write his/her own name in the paper. As a result, some respondents refused to answer the questionnaires. Also some respondents did not write their names. Therefore, this study recommend putting the number of each questionnaire to recognize which one is without names.
4. Furthermore, this study recommends that similar research to this study be conducted with elementary school teachers to determine if the results from this study can be generalized to a broader population of teachers.

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APPENDIX

APPENDIX A

The number of Thai EFL teachers in the secondary school in the central region

Cluster	Name of School	Number of teachers
1	Benjama Rachalai	6
	Mattayom Watt Benjamaborpitt	12
	Mattayom Watt Makudgasat	5
	Yothinburana	10
	Ratchvinitt Mattayom	15
2	Triam Udom Suksa	13
	Traimitt Wittayalai	12
	Yannavate Vittayakom	13
	Satri Mahaputtharam	11
	Thepsirin	6
3	Dan-Mueng Jaturajinda	12
	Don-mueng Thaharn-arkard Bumrung	12
	Rattanakosinsompoet Bang-Kaen	10
	Rachanunthajarn Sam-Sen Wittayalai	7
	Ratchvinitt Bang-Ken	8
4	Ratchadumri	7
	Chan-hoon Bumpen	14
	Pathumkongka	8
	Pra-Kanong Pittayalai	10
	Mattayom Watt Tarrthong	10
5	Bordindaecha	16
	Navaminthara Chinpothit Benjama Rachalai	10
	Bordin Daeche 2	10
	Bordin Daeche 4	13
	Mattayom Watt Buengthonglang	11

6	Dhaweewattana	4
	Mattayom Watt Dusittaram	17
	Mattayom Watt Nairong	8
	Watt Noinai	9
	Wattparknam Wittayakom	9
7	Jang-ron Wittaya	10
	Dhonburi Vorathepeepararak	14
	Bangmod Wittaya	10
	Mattayom Watt Dao Ka-nong	9
	Mattayom Watt Singh	9
8	Chaichimplee Wittayakom	8
	Thaweetapisek	12
	Nuannorradit Wittayakom	5
	Panya Vorakun	15
	Rajavinit Bang Kae Parnkam	10
9	Benjamarachanusorn	11
	Mahidol Withayanusorn	10
	Poolchareon Withayakom	9
	Suankurab Withyalai Rungsit	7
	Nawamintrachinutis Norwang Nonthaburi	9
Total (45 Schools)		456

Average	10.13
Total Number of Secondary School in central region	139
Estimated total Number of English teachers	1390

APPENDIX B

แบบสอบถาม

เรื่อง

การศึกษาแบบภาวะผู้นำและระดับของประสิทธิผลของครูภาษาอังกฤษที่มีประสบการณ์
ในการสอนน้อย ปานกลาง และมากในโรงเรียนมัธยมศึกษาในภาคกลาง

A Study of Leadership Styles and the Levels of Effectiveness of Novice, Intermediate
and Experienced Thai EFL Teachers in Secondary Schools in the Central Region

คำชี้แจง

1. แบบสอบถามเป็นส่วนหนึ่งของปริญญานิพนธ์ เรื่องการศึกษาแบบภาวะผู้นำและระดับ
ของประสิทธิผลของครูภาษาอังกฤษที่มีประสบการณ์ในการสอนน้อย ปานกลาง และมากในโรงเรียน
มัธยมศึกษาในภาคกลาง

2. แบบสอบถามนี้ แบ่งออกเป็น 2 ตอน

ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับข้อมูลส่วนตัว

ตอนที่ 2 เป็นแบบสอบถามเกี่ยวกับแบบภาวะผู้นำและระดับของ
ประสิทธิผลของครูภาษาอังกฤษที่มีประสบการณ์ในการสอนน้อย ปานกลาง และมาก

3. ในการกรอกแบบสอบถาม กรุณากรอกในข้อความที่เป็นจริง ข้อมูลของท่านจะเป็น
ประโยชน์ต่อการวิจัยด้านการเรียนการสอนต่อไป

4. คำตอบของท่านจะไม่มีผลกระทบใดๆต่อตัวท่านและโรงเรียนของท่าน การตอบแบบ
สอบถามครั้งนี้ จะไม่เปิดเผยชื่อองค์กรของท่าน และขอขอบคุณอย่างยิ่งที่ท่านให้ความร่วมมือใน
ครั้งนี้

แบบภาวะผู้นำและการจัดการชั้นเรียน : การศึกษาเปรียบเทียบวิธีการจัดการของครูภาษาอังกฤษระดับที่มีประสบการณ์ในการสอนน้อย ปานกลาง และมาก

ตอนที่ 1 ข้อมูลส่วนตัว

โปรดกรอกข้อมูลและขีดเครื่องหมาย / ลงในช่อง ☐ หน้าคำตอบ

ชื่อ.....นามสกุล.....อายุ.....ปี
 ที่อยู่ บ้านเลขที่..... ซอย..... ถนน.....
 ตำบล/แขวง..... อำเภอ/เขต.....
 จังหวัด..... หมายเลขโทรศัพท์.....
 ชื่อโรงเรียนที่สอน.....

1. ท่านเป็นครูสอนภาษาอังกฤษมาแล้วกี่ปี

☐ น้อยกว่า 6 ปี ☐ 6 – 10 ปี ☐ 11 ปีขึ้นไป

2. วุฒิการศึกษาที่ท่านได้รับ

☐ ปริญญาโท ☐ ประกาศนียบัตรบัณฑิต ☐ ปริญญาตรี
☐ อื่นๆ (โปรดระบุ)

3. วิชาเอก

☐ การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ (TEFL)
☐ ภาษาอังกฤษ ☐ อื่นๆ (โปรดระบุ)

4. ท่านเคยได้รับการอบรมเพิ่มเติมด้านการสอนภาษาอังกฤษหรือไม่

☐ เคย ☐ ไม่เคย

ถ้า เคย ท่านได้รับการอบรมหลักสูตรใด

.....

เป็นระยะเวลานานเท่าใด

แบบภาวะผู้นำและการจัดการชั้นเรียน : การศึกษาเปรียบเทียบวิธีการจัดการของครูภาษาอังกฤษระดับที่มีประสบการณ์ในการสอนน้อย ปานกลาง และมาก

ส่วนที่ 2 เป็นแบบสอบถามเกี่ยวกับแบบภาวะผู้นำและวิธีการจัดการชั้นเรียน

คำแนะนำ

- สมมติว่าท่านต้องเกี่ยวข้องกับสถานการณ์ 12 สถานการณ์ที่จะกล่าวต่อไปนี้ โดยแต่ละสถานการณ์มีทางเลือกในการดำเนินการ 4 ทางเลือก
- อ่านแต่ละข้อให้เข้าใจอย่างถี่ถ้วน
- พิจารณาว่าในแต่ละสถานการณ์ท่านจะดำเนินการอย่างไร
- ตอบโดยเขียน **O** รอบตัวอักษรที่เป็นทางเลือกใกล้เคียงที่สุดกับพฤติกรรมที่ท่านคิดว่าจะใช้กับสถานการณ์ที่ให้มา
- ในแต่ละข้อเลือก **O** เพียง 1 คำตอบเท่านั้น
- ขอให้ตอบทุกสถานการณ์
- อ่านทางเลือกโดยไม่ต้องใช้เวลานาน ทางเลือกแรกที่ท่านคิดว่าใช่จะเป็นคำตอบที่ดีที่สุด

ข้อควรจำ

วงกลมทางเลือกที่ท่านคิดว่าท่าน **จะทำ** มิใช่ข้อที่ท่านคิดว่า **ควรจะทำ** วัตถุประสงค์ของแบบสอบถามนี้เพื่อทราบว่าคุณจะทำอย่างไร **มิใช่** เพื่อต้องการคำตอบว่าควรทำอย่างไร หากไม่มีทางเลือกใดที่ตรงกับที่ท่านคิดว่าคุณจะทำในสถานการณ์เช่นนั้น ให้ **O** ข้อที่ใกล้เคียงกับสิ่งที่คุณคิดว่าคุณจะทำได้ที่สุด

1. สถานการณ์

นักเรียนของท่านไม่สนใจจะพูดคุยสนทนาวิสาสะกับท่านและเห็นได้ชัดว่ามีความวิตกกังวลด้านปัญหาคบครัวทำให้ผลการเรียนของนักเรียนตกต่ำลงอย่างมาก

ท่านจะดำเนินการอย่างไร

- เรียกนักเรียนคนนั้นมาพบเพื่อให้คำปรึกษา
- เปิดโอกาสให้นักเรียนมาปรึกษาหาหรือโดยความสมัครใจของนักเรียนเอง
- สนทนากับนักเรียนและกำหนดเป้าหมาย

ง. จงใจที่จะไม่เข้าไปแทรกแซง

2. สถานการณ์

การเรียนของนักเรียนของท่านดีขึ้นทำให้ ท่านได้ดำเนินการให้นักเรียนทุกคนตระหนักถึงความรับผิดชอบของตนเองและมาตรฐานการเรียนที่ท่านคาดหวังจากนักเรียน

ท่านจะดำเนินการอย่างไร

- ก. การมีปฏิสัมพันธ์กับนักเรียนอย่างสนิทสนม แต่ยังทำให้นักเรียนทุกคนรู้ถึงความรับผิดชอบและมาตรฐานการเรียนที่คาดหวังจากนักเรียน
- ข. ไม่ต้องดำเนินการอะไรอีก
- ค. ดำเนินการเท่าที่จะทำได้เพื่อให้นักเรียนรู้สึกว่ามีค่าและมีส่วนร่วมเกี่ยวข้อง
- ง. เน้นความสำคัญของการส่งงานตรงเวลาและผลงานที่ดี

3. สถานการณ์

ในการทำงานกลุ่มมีนักเรียนบางคนค่อนข้างช้าและตามไม่ทันคนอื่นๆในกลุ่ม ซึ่งโดยปกติท่านจะไม่เข้าไปยุ่งเกี่ยว ผลงานกลุ่มและความสัมพันธ์ระหว่างนักเรียนในกลุ่มเป็นไปด้วยดี

ท่านจะดำเนินการอย่างไร

- ก. ช่วยให้นักเรียนที่ตามไม่ทันเพื่อนทำงานกับกลุ่มได้และมีส่วนร่วมร่วมกับกลุ่มในการทำงาน
- ข. ให้เป็นเรื่องของกลุ่มที่จะแก้ปัญหาตนเอง
- ค. เร่งดำเนินการสอนอย่างจริงจังให้แก่เด็กเรียนที่ตามเพื่อนไม่ทัน
- ง. กระตุ้นและส่งเสริมให้ทุกคนในกลุ่มช่วยกันและกัน

4. สถานการณ์

ท่านกำลังพิจารณาหาทางให้นักเรียนมีส่วนร่วมในการเรียนมากขึ้น นักเรียนของท่านมีผลการเรียนระดับดี และเข้าใจความจำเป็นที่จะต้องเปลี่ยนแปลงพฤติกรรมโดยมีส่วนร่วมในการเรียนมากขึ้น

ท่านจะดำเนินการอย่างไร

- ก. ให้นักเรียนมีส่วนร่วมในการคิดหาวิธีการให้เกิดการมีส่วนร่วมในการเรียน โดยไม่ขึ้นำจนเกินไป

- ข. แจ้งให้นักเรียนทราบว่าจะมีการเปลี่ยนวิธีการโดยให้นักเรียนมีส่วนร่วมมากขึ้น และดำเนินการให้เป็นไปตามแผนที่วางไว้ทุกขั้นตอน
- ค. ให้นักเรียนเสนอวิธีการมีส่วนร่วมในการเรียนเอง
- ง. ใช้ข้อเสนอแนะของนักเรียน แต่ดำเนินการปรับเปลี่ยนตามความเหมาะสม

5. สถานการณ์

ผลการเรียนของนักเรียนของท่านตกลงในช่วงไม่กี่เดือนที่ผ่านมา เนื่องจากนักเรียนไม่สนใจเรียน เท่าที่ผ่านมามีการทดสอบย่อยช่วยแก้ปัญหาให้นักเรียนได้ นักเรียนต้องการแรงจูงใจเพื่อจะทำให้ขยันเรียนมากขึ้น

ท่านจะดำเนินการอย่างไร

- ก. อนุญาตให้นักเรียนเรียนตามที่นักเรียนต้องการ
- ข. รับข้อเสนอแนะของนักเรียนมาปฏิบัติ แต่ยังคงมุ่งดำเนินการให้บรรลุวัตถุประสงค์
- ค. ปรับปรุงวิธีการสอนให้ดีขึ้นและควบคุมดูแลนักเรียนอย่างใกล้ชิดเพื่อให้ได้ผล
- ง. ให้นักเรียนคิดย้อนกลับไปถึงการเรียนที่ผ่านมาแล้ว โดยท่านให้คำแนะนำบ้าง แต่ไม่นำจนเกินไป

6. สถานการณ์

ท่านเข้าสอนในชั้นเรียนใหม่ ครูผู้สอนคนเดิมเข้มงวดกับนักเรียนมาก ท่านต้องการคงไว้ซึ่งสภาพการเรียนที่ดีของชั้นไว้ แต่ในขณะเดียวกันก็ต้องการสร้างบรรยากาศที่ผ่อนคลายเป็นกันเองด้วย

ท่านจะดำเนินการอย่างไร

- ก. ให้นักเรียนรู้สึกว่าคุณมีความสำคัญและมีส่วนร่วมเท่าที่จะสามารถทำได้
- ข. เน้นความสำคัญของการส่งงานตรงเวลาและผลงานที่ดี
- ค. ปล่อยให้ไปเป็นไปตามธรรมชาติ โดยไม่เข้าไปแทรกแซง
- ง. ให้นักเรียนมีส่วนร่วมในการตัดสินใจ แต่ยังคงมุ่งดำเนินการให้บรรลุวัตถุประสงค์

7. สถานการณ์

ท่านกำลังพิจารณาว่าจะเปลี่ยนแปลงไปใช้วิธีการสอนแบบใหม่ตามที่ นักเรียนเคยเสนอแนะว่าต้องมีการเปลี่ยนแปลง นักเรียนมีผลการเรียนดีและแสดงให้เห็นว่าสามารถปรับเปลี่ยนรูปแบบการเรียนใหม่ได้

ท่านจะดำเนินการอย่างไร

- ก. ใช้วิธีสอนแบบใหม่และดูแลนักเรียนอย่างใกล้ชิด
- ข. ให้นักเรียนประเมินการสอนของท่านและนำความเห็นนักเรียนมาใช้ประกอบในการปรับเปลี่ยนวิธีการสอน
- ค. เต็มใจที่จะเปลี่ยนแปลงวิธีการสอนตามที่มีการแนะ แต่ยังคงดำเนินการตามความคิดของท่าน
- ง. สอนแบบเดิมเพื่อหลีกเลี่ยงปัญหา

8. สถานการณ์

ผลงานของนักเรียนทั้งแบบกลุ่มและรายบุคคลอยู่ในระดับดี แต่ท่านรู้สึกไม่มั่นใจในเรื่องเป้าหมายในการเรียนของนักเรียน

ท่านจะดำเนินการอย่างไร

- ก. ปลดปล่อยให้ทุกอย่างดำเนินไปโดยไม่เข้าไปแทรกแซง
- ข.หารือสถานการณ์ดังกล่าวกับนักเรียนและปรับเปลี่ยนเท่าที่จำเป็น
- ค. นำนักเรียนเข้าสู่กระบวนการเรียนที่ได้วางแผนไว้แล้วเป็นอย่างดี
- ง. สนับสนุนให้นักเรียนมีการหารือกันเกี่ยวกับสถานการณ์ดังกล่าว แต่ไม่ชี้นำจนเกินไป

9. สถานการณ์

หัวหน้าหมวดวิชาของท่านแต่งตั้งให้ท่านเป็นประธานคณะกรรมการคณะหนึ่งในการให้ข้อเสนอแนะ เพื่อให้เกิดการเปลี่ยนแปลงอย่างใดอย่างหนึ่ง แต่ไม่ได้เสนอแนะอะไร คณะกรรมการไม่เข้าใจถึงเป้าหมายเมื่อนัดประชุมจึงไม่มีใครจะมาประชุม ครั้นมาประชุมก็กลับกลายเป็นงานสังสรรค์ แต่หากมองถึงศักยภาพแล้ว คณะกรรมการเหล่านั้นมีความสามารถเพียงพอที่จะช่วยเหลือเรื่องนี้ได้

ท่านจะดำเนินการอย่างไร

- ก. ให้บรรดาครูผู้สอนหาทางแก้ไขปัญหาเอง
- ข. ดำเนินการตามข้อเสนอแนะของบรรดาคณะกรรมการ แต่ยังรักษาเป้าหมายเดิมไว้
- ค. ปรับเปลี่ยนการกำหนดเป้าหมายใหม่และควบคุมการดำเนินการอย่างใกล้ชิด
- ง. ให้คณะกรรมการมีส่วนร่วมการกำหนดเป้าหมาย แต่ไม่ถึงกับบีบบังคับ

10. สถานการณ์

นักเรียนของท่านซึ่งปกติมีความรับผิดชอบดี แต่กลับไม่ยอมทำตามกฎระเบียบของห้องเรียนที่เพิ่งปรับใหม่

ท่านจะดำเนินการอย่างไร

- ก. เปิดโอกาสให้นักเรียนมีส่วนร่วมในการปรับเปลี่ยนข้อกฎระเบียบของห้อง
- ข. ปรับเปลี่ยนกฎระเบียบของห้องใหม่และติดตามความประพฤติของนักเรียนให้เป็นไปตามกฎระเบียบที่กำหนดใหม่อย่างใกล้ชิด
- ค. หลีกเลี่ยงการขัดแย้งของนักเรียน โดยไม่เข้าไปยุ่งเกี่ยวกับสถานการณ์ที่เกิดขึ้น
- ง. ดำเนินการตามที่นักเรียนเสนอแนะ แต่ควบคุมและดำเนินการให้เป็นไปตามมาตรฐานใหม่

11. สถานการณ์

ท่านได้รับแต่งตั้งให้เป็นครูประจำชั้นคนใหม่ ครูประจำชั้นคนก่อนไม่ได้เข้าไปเกี่ยวข้องกับการจัดกิจกรรมของนักเรียนในห้อง ซึ่งปกติร่วมมือกันทำกิจกรรมได้ดีและกิจกรรมดำเนินไปตามทิศทางที่ต้องการ ความสัมพันธ์ในชั้นเรียนอยู่ระดับดี

ท่านจะดำเนินการอย่างไร

- ก. ดำเนินการตามขั้นตอนที่ท่านได้วางแผนใหม่ เพื่อชี้ให้นักเรียนปฏิบัติตามวิธีการที่ท่านได้ไตร่ตรองแล้ว
- ข. ให้นักเรียนมีส่วนร่วมในการตัดสินใจในการจัดกิจกรรมของห้องโดยท่านเป็นผู้ให้ความสนับสนุนอย่างเต็มที่
- ค. ประชุมผลการจัดกิจกรรมของห้องที่ผ่านมาและพิจารณาว่าจำเป็นจะต้องเปลี่ยนแปลงวิธีดำเนินการหรือไม่
- ง. ปล่อยให้เรียนในชั้นดำเนินกิจกรรมกันเองอย่างที่ปฏิบัติกันมา ไม่ต้องทำอะไร

12. สถานการณ์

ท่านเป็นหัวหน้าหมวด และเพิ่งได้รับข้อมูลว่ามีปัญหาภายในระหว่างครูในหมวด ซึ่งเคยมีความสัมพันธ์อันดีต่อกัน ผลการปฏิบัติงานของหมวดวิชาอยู่ในระดับดี และครูทุกคนก็มีความสามารถ

ท่านจะดำเนินการอย่างไร

- ก. ทดลองใช้วิธีปฏิบัติตามแนวคิดของท่าน และปรับเปลี่ยนตามความเหมาะสม
- ข. ให้ครูในหมวดแก้ปัญหากันเอง
- ค. เร่งดำเนินการอย่างเข้มงวดเพื่อแก้ไขปัญหาและวางนโยบายใหม่
- ง. เข้ามีส่วนร่วมในการหารือเกี่ยวกับปัญหาและในขณะเดียวกันก็ให้การสนับสนุนแก่ครูในหมวด

APPENDIX C

Classroom Observation ToolLeadership styles and classroom management

Name of Teacher

Name of Observer

Observation Length

Date

1. Readiness level:

- 1 Unable and unwilling or insecure
- 2 Unable but willing or confident
- 3 Able but unwilling or insecure
- 4 Able and willing or confident

Students' readiness level	1	2	3	4
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2. Leadership styles:

- S1. Controlling
- S2. Organizing
- S3. Facilitating
- S4. Promoting

Pacing

- S1. Provide task information in digestible amounts.
- S2. Give students incremental steps(not “ run with it”).
- S3. Monitor attentiveness and modify the pacing as needed.
- S4. Do not dwell too long on direction.

Smooth Transitions

- S1. Give students considerable time to regain attention.
- S2. Move around the room and attend to individual needs.
- S3. Check understanding of the task fully.
- S4. Remind students of key procedures with the upcoming lesson.

Managing Activity Effectively

- S1. Demonstrate how to do the activity slowly and clearly enough.
- S2. Monitor students from students during activity.
- S3. Determine how students will seek help from the teacher.
(e.g. ask them to raise their hand when they need help.)
- S4. Encourage students to talk with others to seek for and give help.

Creating Atmosphere

- S1. Reduce fear of mistakes
- S2. Have students speak out spontaneously.
- S3. Admire and correct students appropriately.
- S4. Create genuine communication in the classroom.

Clarity

S1. Use examples and illustrations to explain and clarify.

S2. Give direction slowly and distinctly

S3. Check for task-relevant prior learning.

S4. Recognize the ability levels of students and teach to those levels.

APPENDIX D

Interview Questions

1. Please tell me your approach to managing students? Do you change it according to the lessons or students?

e.g. *Give Ss a high amount of guidance, telling what to do, where to do it and how to do it. (S1)

*Provide the opportunity for questions from Ss, while giving them needed guidance. (S2)

*Encourage and communicate with Ss. (two-way communication a supportive behavior coupled with a low amount of guidance). (S3)

*Give individual Ss or group the assignment and let them do it in their own way.

2. Could you tell me your vision of the ideal classroom situation: the students, the lessons, your role, anything you can think of.

e.g. *independent Ss or dependent Ss

*small class or big class

*controller, organizer, facilitator or promoter

VITA

VITA

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Education	1989 B.A. Waseda University in Japan
	2003 M.A. Srinakharinwirot University in Thailand

การศึกษาแบบภาวะผู้นำและระดับของประสิทธิผลของครูภาษาอังกฤษที่มีประสบการณ์
ในการสอนน้อย ปานกลาง และมากในโรงเรียนมัธยมศึกษาในภาคกลาง

บทคัดย่อ

ของ

ชาโตโกะ ชูกิโมโต

20 ส.ค. 2545

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

เมษายน 2546

ซาโตโกะ ชูกิโมโต (2003). การศึกษาแบบภาวะผู้นำและระดับของประสิทธิผลของครูภาษาอังกฤษระดับที่มีประสบการณ์ในการสอน น้อย ปานกลาง และ มาก ในโรงเรียนมัธยมศึกษาในภาคกลาง ปริญญาณิพนธ์ ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ) กรุงเทพมหานคร มหาวิทยาลัยศรีนครินทรวิโรฒ คณะกรรมการควบคุม:
ผศ. เฉลียวศรี พิบูลชล, รองศาสตราจารย์ ดร. สมสรร วงษ์อยู่น้อย, ดร. ปานพิมพ์ เชื้อพลากิจ

ปริญญาณิพนธ์ฉบับนี้ศึกษาวิจัยแบบการจัดการห้องเรียนของครูภาษาอังกฤษที่มีประสบการณ์ในการสอน น้อย ปานกลาง และ มาก ผู้วิจัยทำการศึกษาแบบการจัดการห้องเรียนของครูภาษาอังกฤษระดับที่มีประสบการณ์ในการสอน น้อย ปานกลาง และ มาก ในโรงเรียนมัธยมศึกษาในภาคกลาง จำนวน 62 คน, 85 คน, และ 153 คน ตามลำดับ เพื่อต้องการทราบว่าได้ดำเนินการจัดการห้องเรียนตามวิธีการของทฤษฎีว่าด้วยความเป็นผู้นำในสถานการณ์ของ เฮอร์ซีย์ และบลองคาร์ด ซึ่งว่าด้วย การควบคุม การจัดองค์กร การอำนวยความสะดวก และการส่งเสริม หรือไม่ ผู้วิจัยใช้แบบสอบถาม LEAD-Self เป็นเครื่องมือหลักในการเก็บข้อมูล รวมทั้งใช้การสังเกตการณ์และการสัมภาษณ์เป็นเครื่องมือเสริมในการเก็บข้อมูลด้วยและได้ใช้การทดสอบแบบไคสแควร์เพื่อตอบปัญหาการวิจัย

การวิจัยพบว่า (1) ครูที่มีประสบการณ์ในระดับ น้อย และ ปานกลาง มักใช้วิธีการแบบที่ 1 (การควบคุม) ในขณะที่ครูที่มีประสบการณ์มากมักใช้วิธีการแบบที่ 4 (การส่งเสริม) (2) วิธีการจัดการห้องเรียนขึ้นอยู่กับระดับของประสบการณ์ของครู และ (3) ประสิทธิภาพของการจัดการห้องเรียนขึ้นอยู่กับระดับของประสบการณ์ของครู ครูที่มีระดับประสบการณ์ น้อย และ ปานกลาง มีประสิทธิผลอยู่ในระดับ 1 (ประสิทธิผลน้อย) ในขณะที่ครูที่มีระดับประสบการณ์มาก มีประสิทธิผลอยู่ในระดับ 2 (ประสิทธิผลปานกลาง)

ผู้วิจัยเสนอแนะให้ดำเนินการศึกษาวิจัยในลักษณะเดียวกับการศึกษาวิจัยนี้โดยใช้นาตตัวอย่างของครูในระดับประสบการณ์น้อยและระดับประสบการณ์ปานกลางที่มีขนาดใหญ่กว่าขนาดของตัวอย่างที่ทำการศึกษาวิจัยครั้งนี้

**A STUDY OF LEADERSHIP STYLES AND THE LEVELS OF
EFFECTIVENESS OF NOVICE, INTERMEDIATE
AND EXPERIENCED THAI EFL TEACHERS
IN SECONDARY SCHOOLS IN THE CENTRAL REGION**

**AN ABSTRACT
BY
SATOKO SUGIMOTO**

Presented in partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language
at Srinakharinwirot University
April 2003

Satoko Sugimoto. (2003). *A Study of Leadership Styles and the Levels of Effectiveness of Novice, Intermediate and Experienced Thai EFL Teachers in Secondary Schools in the Central Region*. M.A. (Teaching English as a Foreign Language). Bangkok : Graduate School, Srinakharinwirot University. Advisor Committee : Asst. Prof. Chaleosri Pibulchol, Assoc. Prof. Somson Wongyounoi, Dr. Panpim Cheaupalakit.

This study is concerned with classroom management styles of novice, intermediate and experienced Thai EFL teachers. The researcher examined the classroom management styles of samples of 62 novice, 85 intermediate and 153 experienced Thai EFL teachers in secondary levels in the central region to see how they practice classroom management techniques described by Hersey and Blanchard's Situational Leadership Theory: controlling, organizing, facilitating and promoting. The researcher used the LEAD-Self Inventory as a main data-gathering tool. The classroom observations and the interviews were also used as the supplementary tools. The chi-square procedure was then run to answer the research questions.

The researcher found the followings: (1) both novice and intermediate teachers preferred Style 1 (controlling), while experienced teachers preferred Style 4 (promoting), (2) the classroom management styles practiced depend on the teacher's level of experience, (3) the style's effectiveness depend on the teacher's level of experience. Novice and intermediate teachers belonged to effectiveness 1 (a low degree of effectiveness), while experienced teachers belonged to effectiveness 2 (a moderate degree of effectiveness).

According to the findings, the researcher concludes the study with suggestions for further research conducting studies similar to this one with larger sample of novice and intermediate teachers.