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APPROACHES FOR DEVELOPING ACADEMIC MANAGEMENT OF SECONDARY SCHOOLS IN
CAMBODIA BASED ON THE CONCEPT OF EXEMPLARY LEADERSHIP



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Educational Management
Department of Educational Policy, Management, and Leadership
FACULTY OF EDUCATION
Chulalongkorn University
Academic Year 2021
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แนวทางพัฒนาการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาในประเทศกัมพูชาตามแนวคิดภาวะ
ผู้นำเชิงแบบอย่าง



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาบริหารการศึกษา ภาควิชานโยบาย การจัดการและความเป็นผู้นำทางการศึกษา

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	APPROACHES FOR DEVELOPING ACADEMIC MANAGEMENT OF SECONDARY SCHOOLS IN CAMBODIA BASED ON THE CONCEPT OF EXEMPLARY LEADERSHIP
By	Miss Soksamnang Pheach
Field of Study	Educational Management
Thesis Advisor	Penvara Xupravati, Ph.D.

Accepted by the FACULTY OF EDUCATION, Chulalongkorn University in
Partial Fulfillment of the Requirement for the Master of Education

..... Dean of the FACULTY OF
EDUCATION
(Associate Professor SIRIDEJ SUJIVA)

THESIS COMMITTEE

..... Chairman
(Professor PRUET SIRIBANPITAK, Ph.D.)
..... Thesis Advisor
(Penvara Xupravati, Ph.D.)
..... External Examiner
(Hang Chuon Naron, Ph.D.)

สุขสันตนา เพ็ช : แนวทางการพัฒนาการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาในประเทศกัมพูชาตามแนวคิดภาวะผู้นำเชิงแบบอย่าง. (APPROACHES FOR DEVELOPING ACADEMIC MANAGEMENT OF SECONDARY SCHOOLS IN CAMBODIA BASED ON THE CONCEPT OF EXEMPLARY LEADERSHIP) อ.ที่ปรึกษาหลัก : ดร. เพ็ญวรา ชูประวัติ

วิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1. ศึกษาระดับความเป็นภาวะผู้นำเชิงแบบอย่างของนักเรียนระดับมัธยมศึกษาชั้นมัธยมศึกษาในจังหวัดพระตะบอง และศึกษาความต้องการจำเป็นเพื่อพัฒนาการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาในประเทศกัมพูชาตามแนวคิดภาวะผู้นำเชิงแบบอย่าง 2. พัฒนาแนวทางการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาในประเทศกัมพูชาตามแนวคิดภาวะผู้นำเชิงแบบอย่าง รวบรวมข้อมูลจากโรงเรียนตัวอย่าง 12 แห่ง โดยแต่ละเขตเลือกตัวแทน 1 โรงเรียน ผู้ให้ข้อมูล ได้แก่ ผู้อำนวยการโรงเรียน รองผู้อำนวยการ ครู และนักเรียน จำนวน 169 คน เครื่องมือในการทำวิจัย คือแบบสอบถาม โดยใช้แบบมาตราส่วนประมาณค่า 5 ระดับ การวิเคราะห์ข้อมูลประกอบด้วยใช้สถิติเชิงพรรณนา (ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ความถี่ ค่าร้อยละ การวิเคราะห์ถดถอยลำดับความต้องการจำเป็น (PNI_{modified})) สถิติอนุมาน (ได้แก่ การทดสอบ t-test และการวิเคราะห์ความแปรปรวนทางเดียว (ANOVA)) และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1. ระดับผู้นำเชิงแบบอย่างของนักเรียนโดยภาพรวมอยู่ในระดับสูง ระดับผู้นำเชิงแบบอย่างสูงสุดของนักเรียนคือ ด้านความสามารถในการเป็นแบบอย่าง และระดับผู้นำเชิงแบบอย่างต่ำสุดของนักเรียนคือ ด้านความสามารถในการสร้างวิสัยทัศน์ สำหรับเพศ ระดับการศึกษา และระดับชั้น ไม่มีความแตกต่างอย่างมีนัยสำคัญทางสถิติเมื่อเปรียบเทียบระดับผู้นำที่เป็นแบบอย่างของนักเรียนระดับมัธยมศึกษาในจังหวัดพระตะบอง ความต้องการจำเป็นที่มีลำดับความต้องการสูงสุดสำหรับการพัฒนาการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาคือการพัฒนาหลักสูตร ตามด้วยการวัดและประเมินผล ตามด้วยการจัดการเรียนการสอน ในขณะที่ความต้องการจำเป็นที่มีลำดับความต้องการต่ำสุดคืองานกิจการนักเรียน เมื่อพิจารณาถึงความต้องการจำเป็นที่มีความต้องการสูงสุดในมิติความเป็นผู้นำเชิงแบบอย่างคือ ด้านความสามารถในการเป็นแบบอย่าง และความต้องการจำเป็นที่มีความต้องการต่ำสุดคือ ด้านความสามารถในการสร้างแรงบันดาลใจ 2. แนวทางการพัฒนาการบริหารวิชาการ ประกอบด้วย 4 แนวทาง ได้แก่ 1) ปรับเปลี่ยนหลักสูตรมัธยมศึกษาที่เน้นความเป็นผู้นำเชิงแบบอย่างของนักเรียนในด้านความสามารถในการทำ ทาย การเป็นแบบอย่าง และความสามารถในการทำให้ผู้อื่นได้กระทำ 2) ปรับปรุงการจัดการเรียนการสอนระดับมัธยมศึกษาที่เน้นที่ เน้นความเป็นผู้นำเชิงแบบอย่างของนักเรียนในด้านความสามารถในการเป็นแบบอย่าง และ ด้านความสามารถในการสร้าง วิสัยทัศน์ 3) ปรับปรุงการวัดและประเมินผลระดับมัธยมศึกษาที่เน้นความเป็นผู้นำเชิงแบบอย่างของนักเรียนในด้านความสามารถ ในการเป็นแบบอย่าง และ ด้านความสามารถในการสร้างวิสัยทัศน์ 4) ปรับปรุงคุณภาพของงานกิจการนักเรียนที่เน้นความเป็นผู้นำ เชิงแบบอย่างของนักเรียนในด้านความสามารถในการสร้างแรงบันดาลใจ และ ความสามารถในการทำให้ผู้อื่นได้กระทำ และมีวิธี ดำเนินการร่วมทั้งหมด 16 วิธีดำเนินการ

สาขาวิชา บริหารการศึกษา
ปีการศึกษา 2564

ลายมือชื่อนิสิต
ลายมือชื่อ อ.ที่ปรึกษาหลัก

6380180527 : MAJOR EDUCATIONAL MANAGEMENT

KEYWORD: Academic management, Exemplary leadership, Secondary schools

Soksamnang Pheach : APPROACHES FOR DEVELOPING ACADEMIC MANAGEMENT OF SECONDARY SCHOOLS IN CAMBODIA BASED ON THE CONCEPT OF EXEMPLARY LEADERSHIP. Advisor: Penvara Xupravati, Ph.D.

The purposes of this study were 1. to examine the exemplary leadership level of Cambodian secondary school students in Battambang Province and to study the priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership, 2. to develop the approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership. The data were collected from 12 sample schools, choosing one school to represent one district. The study informants included school principals, vice-principal, teachers, and students in Battambang province accounting for 169. The research instrument used in the study was asked to complete with the five-point Likert scale. Data were analyzed using descriptive statistics (mean, standard deviation, frequency, percentage, modified priority need index (PNI_{modified})), inferential statistics (independent sample t-test and one-way Analysis of Variance (ANOVA)), and content analysis.

The findings revealed that 1. Students' exemplary leadership level was slightly high. The highest exemplary leadership level of secondary school students overall was 'encourage the heart' and the lowest was Inspire a shared vision. Regarding gender, educational level, and grade there was no significant difference. The highest priority needs for developing academic management was Curriculum development, followed by Measurement and Evaluation, then Teaching and Learning while the lowest priority need was Student affairs. Considering the highest priority need of exemplary leadership dimensions was Model the way and the lowest priority need was Encourage the heart. 2. Approaches for developing academic management consisted of four approaches: 1) modify secondary school curriculum focus on students' exemplary leadership on Challenge the process, Model the way, and Enable others to act, 2) improve secondary school teaching and learning focus on students' exemplary leadership on Model the way and Inspire a shared vision, 3) improve secondary school measurement and evaluation focus on students' exemplary leadership on Model the way and Challenge the process, 4) enhance the quality of student affairs focus on students' exemplary leadership on Encourage the heart and Enable others to act, and sixteen procedures.

Field of Study: Educational Management
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Student's Signature
Advisor's Signature

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CHAPTER 1

INTRODUCTION

1.1 Rationale and Problem Statement

Exemplary leadership is the ability of leaders to mobilize ordinary things into remarkable ones in order to transform principles into actions, visions into realities, obstacles into innovations, separation into solidarity, and risks into rewards. It is a kind leadership that that leaders use to transform self and others, transform social's obstacles into opportunities and incredible successes. Exemplary leadership is a kind of prospective leadership that everyone should practice in order to improve their way of life, working, and particularly challenging, and to give opportunities for everyone to make a difference and have a bright future. In every aspect, exemplary leadership is critical for people's life, every industry, community, and nation (Kouzes & Posner 2017). It is a kind of power in which one person has the ability to influence or modify the values, beliefs, manner, and mindsets of others in order to optimize one's own and others' efforts toward the fulfillment of a goal (Ganta & Manukonda, 2014). Additionally, exemplary leadership is a critical foundational skill for developing all human beings in order for them to survive, raise their living standards, and enhance the overall state of society, as well as for establishing a global peace environment.

People who hold exemplary leadership will also hold the best fundamental behaviors of good citizenship such as credibility, forward-looking, honesty, competence, and inspiration, which all of these can be found in the five practices of exemplary leadership dimensions such as model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart (Kouzes & Posner 2017). Exemplary leadership counts as transformational leadership, which mainly focuses on transforming, bringing people together and eventually leads them to support the growth of their community, country, and, ultimately, the whole world (Jim Kouzes & Posner, 2021). It also assists leaders in overcoming all of the labor market challenges that have resulted from poor economic performance, as well as persistent social inequality that has been an obstacle to economic development

(Díaz, Sánchez-Vélez, & Santana-Serrano, 2019) and creating a more productive learning environment and improving students' achievement (Sullivan, 2017).

Today's and future generations will go through numerous stages of work development, which they will require leadership characteristics to accept challenges, solve problems, explore professional options, and deal with concerns related to national development. As a result, to improve individuals student's ability, we must educate them leadership characteristics that enable them to overcome with challenges, and to prepare them to be flexible and adaptable to social changes. So, students should be taught leadership skills from an early age. To foster leadership among Cambodian citizens, the public and private sectors should devote more educational reform to secondary school students due to the students at both levels- lower secondary and upper secondary students, are the potential and appropriate stage to build leadership skills. Providing leadership skills to lower secondary schools would enable them to achieve better academic, produce future generation of leaders and also to prepare lower secondary school students with a foundation of knowledge and skills that would build confidence and self-esteem (Haynes-Tross, 2015). And it is so important to provide extracurricular of leadership for secondary school as it would build students' soft skills, competence, behaviors, knowledge, especially to prepare upper secondary school students for new challenges of university life and for continuing them to learn how to overcome new obstacles along the way.

Cambodia has been working hard to enhance its education system, taking use of as many possibilities as possible to increase student accomplishment (Esther, 2020). A significant step forward in education reform happened in 2014, with the appointment of a new Minister of Education as part of the government's thorough reform program (Phalla, 2022). The Ministry of Education, Youth, and Sport (MoEYS) has begun to focus on and increase the quality of secondary education by enforcing rigorous mechanisms on national tests for grades 9 and 12 (Nguon, 2014). With the goal of developing secondary students' leadership skills and abilities, Cambodian secondary schools should pay close attention to academic management reform includes extra-curricular of curriculum development, instructional, assessment which

all of these are able to ensure the development of students' leadership ability, with balanced physical appearance, knowledge, skills, morality, and good behaviors (ChuonNaron, 2018). Academic management is an important school management that aim to develop the students' ability and knowledge as well as related to all kind of students development activities. Academic management plays an important role to increase the quality of education that mostly related to curriculum, curriculum implementation, teaching and learning, academic planning, and academic teaching training which all of these are supporting the students' learning quality and to accomplish an educational vision and to increase the quality outcomes of students (Xupravati, 2020).

Current educational reforms are shifting away from access problems and toward educational quality and governance issues, ushering Cambodia's secondary school system into the twenty-first century (Bredenberg, 2018). The curriculum has also been reformed, and school administrators have been trying to alter and strengthen their leadership abilities, while instructors have been putting more effort into discovering new teaching ideas, activities, and strategies to share and prepare young students to be future leaders (Sopich, 2022). Nowadays, young people have more understanding on the importance of leadership skills since they can adopt the concept and implement the idea for their future utilization for either in school or workplaces (Ekpoh, Edet, & Samuel, 2013). In Cambodia, leadership skills have been implemented by Ministry of Education, Youth and Sport (MoEYS), it is one of eight essential competencies that Cambodia's secondary school curriculum striving to nurture students to have leadership skills after they graduate from grade 12. It is clear that education is vital to Cambodia's development because it offers a ladder out of poverty and a road to a secure and hopeful future for children (Unicef, 2018). Offering conceptual leadership development programs now may help Cambodian youngsters build the abilities and skills to handle with the social difficulty concerns in the future (Seemiller, 2018).

As in Cambodia, Ministry of Education, Youth and Sports (MoEYS) is committed to achieving its first goal of "Improving the quality of Education", and the Rectangular Strategy Phase IV highlights human resource development as its first

priority. Moreover, for the next five year (2019-2023) and towards 2030 and 2050, MoEYS is committed to achieving a vision of becoming an upper-middle-income by 2030 and a high-income country by 2050, the nation may put more effort to transform itself and develop the citizens 'capacity which will help the country compete, develop, innovate, and grow. Furthermore, the Royal Government of Cambodia has identified Battambang province as the key economic zone in the northwest of Cambodia by putting up the strategic plan and vision for developing the province to reach the objective by 2030. Since the current reform, Battambang province is one of the province that has received several awards for both best school and best principal. It is clear that Battambang is a suitable province to investigate and study the exemplary leadership level of students. So, Battambang province is a suitable target area and relevant target province for conducting successful research and developing further in approaches for secondary school-level adoption and implementation of exemplary leadership.

Finally, in response to the research study's concerns, the researcher would like to conduct a development approaches for enhancing exemplary leadership competencies in today's and future for Cambodian secondary school students. Because of this, in order to enable students who, have no prior experience or training in exemplary leadership to become future leaders, academic management will be the most important school management in order to develop the students' leadership ability through the development of extra-curricular, quality teaching and learning, authentic assessment, and other activities beyond classroom learning activities that will support and improve students' ability to be a best leaders in the future. As a result, the researcher decided to conduct the research on a topic of "Approaches for Developing Academic Management of Secondary Schools in Cambodia Based on the Concept of Exemplary Leadership."

1.2 Research Questions

1. What are the levels of Cambodian secondary school students' exemplary leadership in Battambang province and the priority needs of academic management of secondary schools in Cambodia based on the concept of exemplary leadership?

2. What are the approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership?

1.3 Research Objectives

The purposes of the research study are:

1. To examine the exemplary leadership level of Cambodian secondary school students in Battambang Province and to study priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership.

2. To develop the approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

1.4 Definition of Terms

The key terms used in this study are specifically and contextualized only as the following:

Exemplary leadership refers to the ability of individuals to transform ordinary things into extraordinary, to foster collaboration, and to turn difficult situations to incredible success through the five practices: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

Model the way refers to the ability of leaders to take action and make decision in order to be a role model for him/herself as well as to influence others. Model the way consists of 1) clarifying values (finding voice & affirming shared values), 2) setting example (living the shared values & teaching other to model the values).

Inspire a shared vision refers to the ability of leaders to communicate a shared vision to others with values, inspiration, and expectation. Inspire a shared vision consists of 1) envisioning the future (imagining the possibilities & finding a common purpose), 2) enlisting others (appealing to common ideal & animating the vision).

Challenge the process refers to the ability of leaders to seek and set new better-quality goal through innovative activities as well as willing to acknowledge and

encourage new thinking. Challenge the process consists of 1) searching for opportunities (seizing the initiative & exercising oversight (looking outward), 2) experimenting and taking risk (generating small wins & learning from experience).

Enable others to act refers to the ability of leaders to promote collaboration, build and develop belief among others to sustain success. Enable others to act consists of 1) fostering collaboration (by creating climate of trust & facilitating relationship), 2) strengthening others (enhancing self-determination & developing competence and confidence).

Encourage the heart refers to the ability of leaders to encourage others to had them build confidence, and support by recognizing the contribution of the others. Encourage the heart consists of 1) recognizing contribution (expecting the best & personalizing recognition), 2) celebrating the values and victories (creating a spirit of community & being personally involved).

Academic management refers to all academic tasks that involve in improving students' abilities, enhancing students' knowledge, promoting schools' goals, and maximizing student outcomes through curriculum development, teaching and learning, measurement and evaluation, as well as student affairs' activities.

Curriculum Development refers to the process to define the students' learning outcomes and to determine the expected students' characteristics in order to set the students learning roadmap, to develop students fundamental life skills and to improve learning quality.

Teaching and Learning refers to the learning process of building students' knowledge, comprehension and ability in order to achieve the students' learning outcomes by designing learning process and develop learning materials that will enhance learning procedures and support teaching and learning environment.

Measurement and Evaluation refers to the procedures to create authentic assessment and to develop students' learning criteria for identify students' learning progress and to measure students' learning outcomes effectively.

Student Affairs refers to the cocurricular or extra-activities that define the student affairs' objectives and determine aims of student councils to directly support student-well-being, promote students' growth and success.

Secondary school refers to last six years following primary school and is categorized into two groups in Cambodian schools: lower secondary is for students in grades 7, 8, and 9 aged under 15, while upper secondary is for students in grades 10, 11, and 12 aged 15 up.

1.5 Conceptual Framework

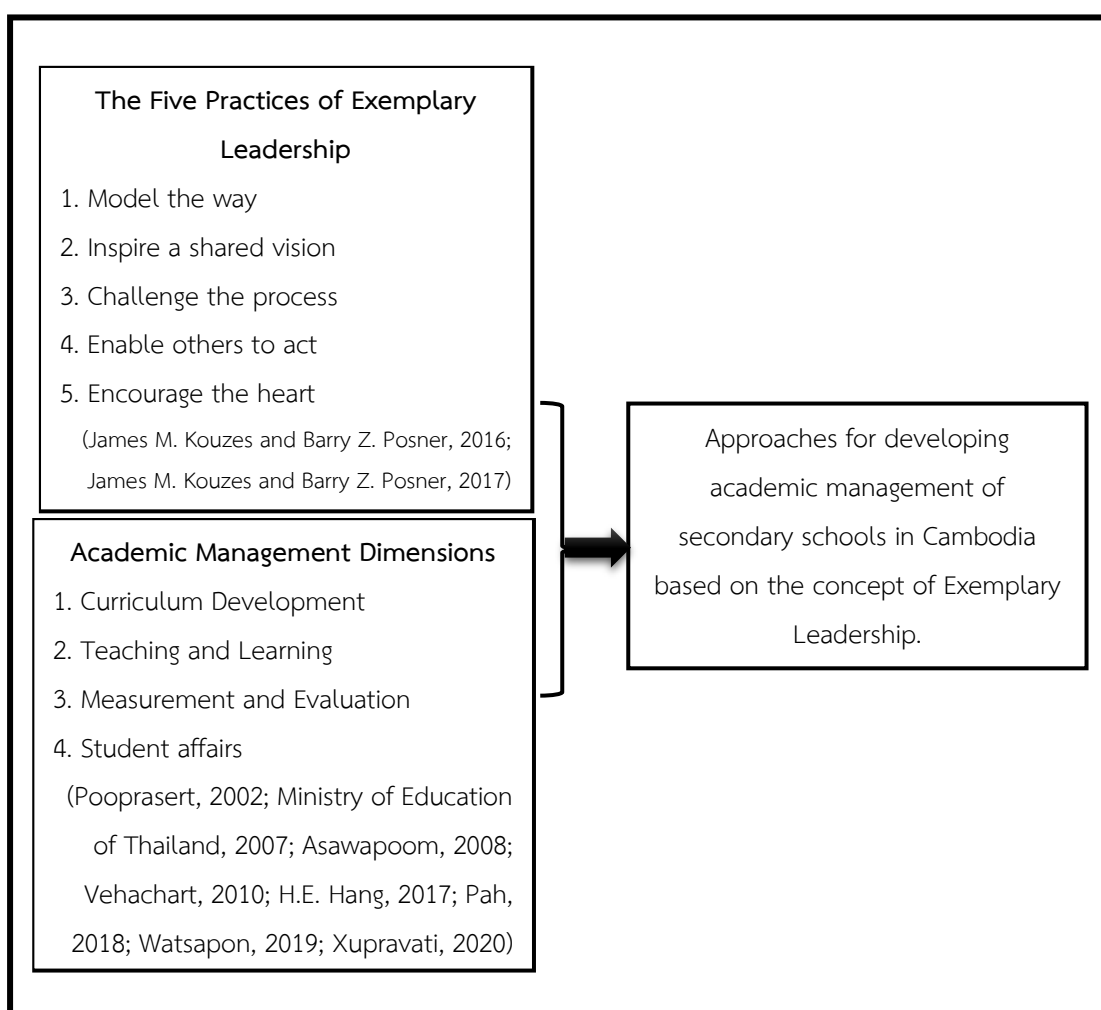


Figure 1. Conceptual Framework

1.6 Limitation of Research Study

1.6.1 Population

The population for this study includes secondary schools (the school that consisted of 6 levels together from grade 7 to 12) under the jurisdiction of the department of education in Battambang Province, accounting for 26 secondary schools in total.

1.6.2 Sample

Twelve secondary schools of Battambang Province were randomly selected for the sample size of the study (choosing one secondary school to represent one district of Battambang Province, there were 14 districts in overall yet 2 districts (Sampov Loun and Rokkha Kiri district) were exclusion criteria (there was no secondary school that consisted of six levels together from grade 7 to 12), Battambang province is the target province of the research study.

1.6.3 Duration

The study of the approaches for developing the academic management of secondary schools in Cambodia based on the concept of Exemplary Leadership was conducted from August 2021 to August 2022.

1.6.4 Contents

The concepts for developing academic management of secondary schools in Cambodia based on the concept Exemplary Leadership, the researcher applied:

The Five Practices of Exemplary Leadership consists of 5 dimensions:

- 1) Model the way
- 2) Inspire a shared vision
- 3) Challenge the process
- 4) Enable others to act
- 5) Encourage the heart

The Academic Management consists of 3 components:

- 1) Curriculum development

- 2) Teaching and Learning
- 3) Measurement and Evaluation
- 4) Students affairs

1.7 The Expected Result

- 1) Students will acquire extraordinary abilities that will positively prepare them to be young exemplary leaders, to be a backbone of the country and a future-ready person who ready to transform self and lead others. Students with exemplary leadership be able to make a productive learning outcomes, to improve living standard, to create good working environment of social inequality and be ready to lead development and to survive the country from the complicated and unpredictable changing challenges.
- 2) Teachers will get effective teaching approaches to improve teaching and learning methodology and to promote students' exemplary leadership.
- 3) School principals are capable of improving academic management through the approaches to promote students to become exemplary leaders.
- 4) The Ministry of Education Youth and Sport will gain the approaches for developing academic management of Cambodian secondary schools by utilizing the concepts of exemplary leadership successfully.

CHAPTER 2

LITERATURE REVIEW

This section contains a review of the literature related to the study of the “Approaches for developing academic management of secondary schools in Cambodia based on the concept of Exemplary Leadership.”

The details of the topic will be discussed as the following:

2.1 The concept of Exemplary leadership

2.1.1 Origin of Exemplary leadership

2.1.2 Definitions of Exemplary leadership

2.1.3 Importance of Exemplary leadership

2.1.4 Dimensions of Exemplary leadership

- 1) Model the way
- 2) Inspire a shared vision
- 3) Challenge the process
- 4) Enable others to act
- 5) Encourage the heart

2.1.5 Exemplary Leadership Framework

2.1.6 Fundamentals for becoming Exemplary leader

2.2 The concept of Academic management

2.2.1 Definitions of Academic management

2.2.2 Importance of Academic management

2.2.3 Components of Academic management

- 1) Curriculum development
- 2) Teaching and Learning
- 3) Measurement and Evaluation
- 4) Student Affairs

2.3 Education System and Academic Management of Secondary Schools in Cambodia

2.4 Related Research

2.1 Concept of Exemplary Leadership

The concepts and theories of Exemplary Leadership in this research study have taken from the book title “Learning Leadership of The 5 Fundamentals of Becoming an EXEMPLARY LEADER (2016); and THE LEADERSHIP CHALLENGE of How to Make Extraordinary Things Happen in Organizations (2017)”. The operationalization of the construct of leadership for this study is based on James Kouzes and Barry Posner’s leadership model. The explanation of Exemplary leadership concept is originally concept of Kouzes and Posner. These two authors are the owner’s concept of Exemplary Leadership. Therefore, the researcher will put the leadership concept into words by describing the origin, definition, importance of Exemplary Leadership, Exemplary leadership Framework, dimensions of Exemplary Leadership, and the fundamentals for becoming Exemplary leaders.

2.1.1 Origin of Exemplary leadership

James Kouzes is the Dean’s Executive Professor of Leadership, Leavey School of Business at Santa Clara University, and one of the leading executive educators in the United States and lectures on leadership around the world. Barry Posner is a Professor of Leadership at Santa Clara University, where has served as Dean of the Leavey School of Business for twelve years (1996-2009). Jim Kouzes and Barry Posner have been working together for more than thirty years, studying leaders, researching leadership, conducting leadership development seminars, and serving as leaders themselves in various capacities. They have received highest award for Distinguished Contribution to Workplace Learning and Performance from The Association for Talent Development’s (ATD), as well as the frequent keynote speakers and each has conducted numerous leadership development programs for corporate and for-purpose organizations around the globe. They are the premier leadership experts working today and the authors of The Leadership Challenge as well as the coauthored many other best-selling and award-winning leadership books. They also developed the highly acclaimed Leadership Practices Inventory (LPI), a 360-degree questionnaire for assessing leadership behavior, which is one of the most widely used leadership assessment instruments in the world, along with the Student LPI.

They both started developing the idea for The Leadership Challenge which the book came from the concept of the challenges that take place to “Make Extraordinary Things Happen”. Kouzes and Posner researched and developed The Leadership Challenge by using case studies to examine “The Five Practices of Exemplary Leadership” for their first surveys in 1983. They identified five common concepts and the five practices of Exemplary Leadership in their survey which the “Five Practices” are Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and Encourage the heart. More than seven hundred empirical studies, doctoral dissertations and academic papers have used The Five Practices of Exemplary Leadership framework, which created by both of authors, in their research.

2.1.2 Definitions of Exemplary leadership

According to Oxford Learner’s Dictionaries defined “Exemplary” as providing a good example for people to copy (Oxford, 2021). For Cambridge Dictionary also defined the word “Exemplary” as a very good and suitable to be copied by other people (Cambridge, 2021a). As well as the meaning of “Exemplary” from Cambridge Academic Content also means extremely good of its type to serve as a model for others (Cambridge Academic, 2021).

Based on Cambridge Dictionary leadership means the set of characteristics that make a good leader or the quality or ability that makes a person a leader, or position of being a leader or in the other meaning is the position or fact of being the leader (Cambridge, 2021b). As in Merriam Webster Dictionary well-defined the meaning of “Leadership” that the power or ability to lead other people (Merriam, 2021).

Leadership is something people experience in an interaction with another human being. Great leadership potential is discovered and unlocked when we seek to understand the desires and expectations of constituents, and when we act on them in ways that are congruent with their norms and image of what an exemplary leader is and does. Knowing what people want from their leaders meet the only way to complete the picture of how leaders can build and sustain the kind of relationships that will make extraordinary things happen. For the majority of people

to follow someone willingly, they want a leader who they believe is honest, competent, inspiring, forward-looking; while putting it all together is called credibility which all of these are the foundation of leadership and essential characteristics people want in a leader, someone whose direction they would willing to follow (Kouzes & Posner 2017).

According to James Kouzes and Barry Posner have clearly identified and defined the original meaning of Exemplary Leadership that, it is a “Personal-best” of people who able to move beyond ordinary to the extraordinary, able to create climate in which people together turn challenging opportunities into remarkable success. Exemplary Leadership is the set of skills and abilities where the Five Practices of Exemplary Leadership consisted of modeling the way , inspiring a share vision, challenging the process, enabling other to act, and encouraging the heart (Kouzes & Posner 2017).

In conclusion, Exemplary leadership refers to the ability of individuals to transform ordinary things into extraordinary, to foster collaboration, and to turn difficult situations to incredible success through the five practices: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

2.1.3 Importance of Exemplary leadership

Leadership is vital in every sector, society, and country, as well as in the workplace and in organizations. Leadership is an essential factor in every sector, community, country (Kouzes & Posner 2017). It is the most important aspect in human accomplishment (Brauckmann & Pashiardis, 2011). According to James Kouzes and Barry Posner, they have acknowledged that, nowadays there is so much extraordinary work to be done and when getting extraordinary things done, leaders need to practice modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. Exemplary leadership is the behaviors—an observable set of skills and abilities that can be enhanced and improved upon through the desire to become a better leader (Salleh & Khalid, 2018).

The particular patterns of exemplary leadership action consist of these 5 unique dimensions in doing of personal best.

Firstly, model the way refers to the ability that leaders able to transform values into actions. Secondly, inspire a shared vision represents the ability that leaders able to transform vision into realities. Thirdly, challenge the process is the ability of leaders to overcome uncertainty and fear, and enable to enhance obstacles into innovation. Fourthly, enable others to act is the ability of leaders to creates higher performing teamwork and this requires a team effort in order to constituents feel powerful and successful through creating solidarity. Lastly, encourage the heart is the ability of leaders to transform form risk into rewards, and enhancing motivation and the willingness to work hard. For instance, behavioral of exemplary leadership weave the themes of being credibility, honest, forward-looking, competent, and inspiring person.

Based on these dimensions, Exemplary Leadership provide merits to academic management and students such as: creating higher-performing teams, fostering renewed loyalty and greater personal commitment, enhancing motivation and the willingness to study hard, promoting high degrees of involvement in schools, increasing enrolment rates, reducing absenteeism, turnover, and dropout rates (Kouzes & Posner 2017). Meanwhile, the context of leadership has shifted considerably throughout time, the content of leadership has remained relatively constant. The fundamental behaviors and actions of leaders have remained essentially the same, and they are still important today. These considerations lead to a look at exemplary leadership.

Exemplary leadership concept in this research is focus on the leadership development for students, which mean whenever students having exemplary leadership:

- 1) Students will be able to set value that guide actions as a leaders
- 2) Students will be able to set example for others
- 3) Students will be able to articulate a vision of the future when things are so unpredictable

- 4) Students will be able to improve ability to inspire others toward a common purpose
- 5) Students will be able to create an environment that promotes innovation and risk
- 6) Students will be able to build a cohesive and spirited team
- 7) Students will be able to share power and information and still maintain accountability
- 8) Students will be able to put more joy and celebration into efforts
- 9) Students will be able to find out what is the source of self-confidence required to lead others and
- 10) Students will also be able to improve leadership abilities of themselves (James M. Kouzes & Posner, 2007).

2.1.4 Dimensions of Exemplary leadership

Characteristics of admired leaders mirror the actions people describe in their Personal-Based Leadership Experiences. The Five Practices of Exemplary leadership and the behaviors of people admired leaders are complementary perspectives on the same subject. When they're performing at their peak, leaders are doing more than just getting results. They're also responding to the behavioral expectations of their constituents, underscoring the point that the relationship is one of service to a purpose and service to people. As weaving the themes of being honest, forward-looking, competent, and inspiring indicated by the leadership's behaviors. For example, being regarded as honest is essential if a leader is to Model the way. The leadership practice of Inspire a share vision requires being forward-looking and inspiring. When leaders Challenge the process, they also enhance the perception that they're dynamic. Trustworthiness, often a synonym for honesty, plays a major role in how leaders Enable others to act, as does the leader's own competency. Likewise, leaders who recognize and celebrate significant contributions and accomplishments, who Encourage the hear, increase their constituents' understanding of and commitment to vision and value. When leaders demonstrate capacity in all of the five practices, they show others they have competence to make

extraordinary things happen. , we will also find the inner confidence necessary to take charge of our life. Based on Kouzes and Posner (2017) and Sulpakar, Ridwan, Herdian, Sudjarwo, and Hariri (2022) have been developed and define the meaning of exemplary leadership with five dimensions are as follows:

1) Model the way

Model the way is the first ability of exemplary leaders to:

1.1) Clarify values by finding own voice and affirming shared values and

1.2) Set the example by aligning actions with shared values.

1.1) Clarify Value

The very first step on the journey to exemplary leadership is clarifying the value which means to discover fundamental beliefs that will guide leaders to make decisions and actions along the path to success and significance. Shared values give people reasons for caring about what to do, making a significant and positive difference in work attitudes and performance. A common understanding of shared values emerges from a process, not a pronouncement; unity comes about through dialogue and debate, followed by understanding and commitment. Leaders must hold themselves and others accountable to the set of values they share.

To Model the Ways begins with clarifying values by finding own voice and affirming share values. This means leaders must:

- 1) Identify the value that use to guide choices and decisions.
- 2) Find the own authentic way of talking about what is important to leaders.
- 3) Help others to articulate why they do what they do, and what they care about.
- 4) Provide opportunities for people to talk about their values with others on the team.
- 5) Build consensus around values, principles, and standards.
- 6) Make sure that people are adhering to agreed-upon values and standard.

1.2) Set the Example

Leaders have to remember that what they reinforce will be what receives the most attention. Leaders have to keep score for people to know how they are doing

and to improve how they are doing it. Leaders also must reward the appropriate behavior if leaders expect people to repeat it.

To Model the Way, leaders must set the example by aligning actions with shared values. This means leaders must:

- 1) Keep the commitments and follow through on the promises.
- 2) Make sure about the calendar, the meetings, the interviews, the emails, and all the other ways leaders spend their time reflect what they say is important.
- 3) Ask purposeful questions that keep people constantly focused on the values and priorities that are the most essential.
- 4) Broadcast examples of exemplary behavior through vivid and memorable stories that illustrate how people are and should be behaving.
- 5) Publicly ask for feedback from others about how the actions affect them.
- 6) Make changes and adjustments based on the feedback leaders receive; otherwise, people will stop bothering to provide it.

Model the way is the ability that leaders establish principles concerning the way people should be treated and the way they should pursue goals. Leaders create standards of excellence and set an example for others to follow. They put up signposts when people feel unsure of where to go or how to get there. Leaders create opportunities for victory (Jim Kouzes & Posner, 2021).

Model the way in a term of Exemplary Leadership refers to the ability of self-modeling and being a role model where leaders would set the value of themselves as they would have others to follow. So, to effectively model the way, Exemplary leaders clarify values by finding their own voice and affirming shared values and also set the example by aligning actions with shared value.

In conclusion, model the way refers to the ability of leaders to take action and make decision in order to be a role model for him/herself as well as to influence others. Model the way consists of 1) clarifying values (finding voice & affirming shared values), 2) setting example (living the shared values & teaching other to model the values).

2) Inspire a shared vision

Inspire a shared vision is the second ability of exemplary leaders to:

2.1) Envision the future by imagining exciting and ennobling possibilities.

2.2) Enlist others in a common vision by appealing to shared aspirations.

2.1) Envision the Future

Only shared visions have the magnetic power to sustain commitment over time. Listen to the voices of all the constituents; listen to their hopes, dreams, and aspirations. Because a shared vision spans years and keeps everyone focused on the future, it has to be about more than the work at hand, a task, or job. It has to be a cause, something meaningful, and something that makes a difference in people's lives. No matter what the size of your team or organization, a shared vision sets the agenda and gives direction and purpose to the enterprise.

To Inspire a Shared Vision, leaders must envision the future by imagining exciting and ennobling possibilities. This means leaders must:

- 1) Determine what drives leaders and where their passions lie in order to identify what they care enough about to imagine how it could be better in the future, compelling leaders forward.
- 2) Reflect on leaders' experiences, looking for the major themes in life and understanding what they find worthwhile.
- 3) Stop, look, and listen to what is going on right now which means that the important trends, major topics of conversation, and social discontents.
- 4) Spend a higher percentage of leaders' time focused on the future, imagining the exciting possibilities.
- 5) Listen deeply to what is important to others in their future and to what gives their lives meaning and purpose.
- 6) Involve others in crafting a shared vision of the future. Don't make it a top-down process.

2.2) Enlist Others

Exemplary leaders speak what is unique and singular about the organization, making others feel proud to be a part of something extraordinary. Exemplary leaders understand that it's not their personal view of the future that's important; it's

embracing the aspirations of their constituents that matter most. For visions to be sustainable, they must be compelling and memorable. Leaders must breathe life into visions, animating them so that others can experience what it would be like to live and work in that ideal and unique future.

To Inspire a Shared Vision, leaders must enlist others in a common vision by appealing to shared aspirations. This means leaders must:

- 1) Talk with the constituents and find out about their hopes, dreams, and aspirations for the future.
- 2) Make sure that the constituents know what makes their products or services unique and special.
- 3) Show constituents how enlisting in a common vision serves their long-term interests.
- 4) Be positive, upbeat, and energetic when talking about the future of organization, and make liberal use of metaphors, symbols, examples, and stories.
- 5) Acknowledge the emotions of others and validate them as important.
- 6) Let the passion show in manner genuinely expressive of who they are.

Exemplary leaders inspire a share vision for themselves and others. Leaders who displayed behaviors within this leadership practice have a desire to create something new. They had a picture in their mind, and they worked to make that picture a reality. These leaders knew the dreams, values, hopes and aspirations of their followers. They spoke the same language as their followers and used that language to enlist the followers to achieve the same vision (Salleh & Khalid, 2018).

Exemplary leaders passionately believe they can make a difference. They envision the future and create an ideal and unique image of what the organization can become. Through their magnetism and persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future (Jim Kouzes & Posner, 2021).

In conclusion, inspire a shared vision refers to the ability of leaders to communicate a shared vision to others with values, inspiration, and expectation. Inspire a shared vision consists of 1) envisioning the future (imagining the possibilities

& finding a common purpose), 2) enlisting others (appealing to common ideal & animating the vision).

3) Challenge the process

Challenge the process is the third ability of the leaders to:

3.1) Search for opportunities by seizing the initiative and looking outward for innovative ways to improve.

3.2) Experiment and take risks by consistently generating small wins and learning from experience.

3.1) Search for Opportunities

Leaders dedicated to making extraordinary things happen are open to receiving ideas from anyone and anywhere. They are adept at using their oversight to survey the landscape of technology, politics, economics, demographics, art, religion, and society in search of new ideas. The best leaders look all around them for the places in which breakthrough ideas are hiding. They ask questions and seek advice. Exemplary leadership requires oversight, not just insight. To get the best from leaders themselves and others, leaders must understand what gives meaning and purpose to their work.

To Challenge the Process, leaders must search for opportunities by seizing the initiative and look outward for innovative ways to improve. This means leaders must:

- 1) Do something each day so that leaders are better than they were the day before.
- 2) Seek firsthand experiences outside of comfort zone and skill set.
- 3) Always be asking, “What’s new? What’s next? What’s better?” and not just for yourself but also for those around them.
- 4) Find a significant purpose for addressing the challenging and most difficult assignments.
- 5) Ask questions, seek advice, and listen to diverse perspectives.
- 6) Be adventurous; don’t let routines become ruts.

3.2) Experiment and Take Risks

Leaders are always looking for ways to improve, to grow, and to innovate. Exemplary leaders believe and get others to believe that change is a challenge leaders can successfully address and that individuals can control their life and influence outcomes. Leaders make sure that everyone clearly understands the meaning and purpose of change and they create a strong sense of commitment to the mission. Whenever people try new things, big or small, stuff happens and inevitably, mistakes and even failures occur. Leaders never get it right the first time and may not on the second or third try either which is why exemplary leaders create a climate that's conducive to learning. Leaders need a growth mindset, believing that improvements happen when everyone puts in the effort to learn. Leaders need to create a learning climate which people feel trusted, are encouraged to persist despite the odds, share successes and failures, adopt continuous improvement as the routine way of doing things, and have opportunities to view and interact with positive role models.

To Challenge the Process, leaders must experiment and take risks by constantly generating small wins and learning from experience. This means leaders must:

- 1) Create opportunities for small wins, promoting meaningful progress.
- 2) Set incremental goals and milestones, breaking big projects down into achievable steps.
- 3) Keep people focused on what they can control in their work and commit to in their lives.
- 4) Make it safe for people to experiment and take risks by promoting learning from experience, debriefing successes and failures, capturing lessons learned and disseminating them broadly.
- 5) Emphasize how personal fulfillment results from constantly challenging oneself to improve.
- 6) Continuously experiment with new ideas through small bets.

Exemplary leaders challenge the process. Challenge the process is the ability of willing to step out into the unknown where leaders search for opportunities to innovate, grow, and improve. Also, Exemplary leaders has the mindset that failure

over again and again as well as successful are the key that unlocks the door to opportunity and they could learn from both sides of them (Kouzes & Posner, 2003).

Exemplary leaders always search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they experiment and take risks. Since complex change threatens to overwhelm people and stifle action, leaders set interim goals so that people can achieve small wins as they work toward larger objectives. Effective leaders unravel bureaucracy when it impedes action. And, because leaders know that taking risks involves mistakes and failures, they accept occasional disappointments as opportunities to learn (Jim Kouzes & Posner, 2021).

Challenge the process in a term of Exemplary Leadership refers to the ability of leaders to pay attention to the capacity of their constituents to take control of challenging situations and become fully committed to change.

In conclusion, challenge the process refers to the ability of leaders to seek and set new better-quality goal through innovative activities as well as willing to acknowledge and encourage new thinking. Challenge the process consists of 1) searching for opportunities (seizing the initiative & exercising oversight (looking outward), 2) experimenting and taking risk (generating small wins & learning from experience).

4) *Enable others to act*

Enable other to act is the fourth ability of exemplary leaders to:

4.1) Foster collaboration by building trust and facilitating relationships.

4.2) Strengthen others by increasing self-determination and developing competence.

4.1) Foster Collaboration

Trust is the lifeblood of collaboration. To create and sustain the conditions for long-lasting connections, leaders have to be able to trust others and they have to trust leaders, and they have to trust each other. Without trust, leaders cannot lead or make extraordinary things happen. Share information and knowledge freely with constituents, show that leaders understand their needs and interests, open up to

their influence, make wise use of their abilities and expertise, and most of all demonstrate that leaders trust constituents before leaders ask them to trust back. The challenge in facilitating relationships is making sure people recognize how much they need one another to excel how truly interdependent they are. Cooperative goals and roles contribute to a sense of collective purpose and the best incentive for people to work to achieve shared goals is knowledge that leaders and others will reciprocate, helping them in return. Get people interacting and encourage face-to-face interactions as often as possible to reinforce the durability of relationships.

Exemplary leaders Foster Collaboration by building trust and facilitating relationships. This means leaders must:

- 1) Extend trust to others, even if they haven't already extended it to you.
- 2) Spend time getting to know the constituents and find out what makes them tick.
- 3) Show concern for the problems and aspirations others have.
- 4) Listen, listen and listen some more.
- 5) Structure projects so that there is a common goal that requires cooperation, making sure that people understand how they are interdependent with one another.
- 6) Find ways to get people together face to face and increase the durability of their relationship.

4.2) Strengthen Others

Strengthening others is essentially the process of turning them into leaders by making people capable of acting on their own initiative. Leaders strengthen others when they make it possible to exercise choice and discretion when they design options and alternatives to the ways that work and service are conducted, and when they foster accountability and responsibility that compel action. Leaders develop in others the competence, as well as the confidence, to act and to excel. Leaders invest in people's continuing competence, and they coach them on how to put what they know into practice, stretching and supporting them to do more than they might have imagined possible. Exemplary leaders use questions to help people think on their own and actively coach people on how to be at their best.

To Enable Other to Act, leaders must strengthen others by increasing their self-determination and developing competence. This means leaders must:

- 1) Take actions that make people feel powerful and in control of their circumstances.
- 2) Provide people opportunities to make choices about how they do their work and serve others.
- 3) Structure jobs so that people have opportunities to use their judgment, developing both greater competence and self-confidence.
- 4) Find a balance between people's skills and the challenges associated with their work.
- 5) Demonstrate leaders' confidence in the capabilities of constituents and colleagues.
- 6) Ask questions; stop giving answers.

Exemplary leaders enable others to act. It is about a team effort. Exemplary leaders are leaders who able to foster collaboration and build trust. Exemplary leaders are leaders who able to make the possibility for others to do good work. They know that those who are expected to produce the result must feel a sense of personal power and ownership. It is the behavior of leaders that be able to work in order to make people feel strong, capable, and committed. Leaders enable others not by hoarding the power they have but by giving it away. It is about the ability that exemplary leaders be able to strengthen everyone's capacity to deliver on the possibilities they imagine and the promises they make (Kouzes & Posner, 2003).

Exemplary leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect sustains extraordinary efforts. They strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful (Jim Kouzes & Posner, 2021).

In conclusion, enable others to act refers to the ability of leaders to promote collaboration, build and develop belief among others to sustain success. Enable others to act consists of 1) fostering collaboration (by creating climate of trust & and facilitating relationship), 2) strengthening others (enhancing self-determination & developing competence and confidence).

5) Encourage the heart

Encourage the heart is the fifth ability of the exemplary leaders to:

5.1) Recognize contributions by showing appreciation for individual excellence.

5.2) Celebrate the values and victories by creating a spirit of community.

5.1) Recognize Contributions

Exemplary leaders expect the best of people and create self-fulfilling prophecies about how ordinary people can produce extraordinary actions and results. Exemplary leaders' goals and standards are unambiguous, helping people focus on what needs doing. They provide clear feedback and reinforcement. By maintaining a positive outlook and providing motivating feedback, they stimulate, rekindle, and focus people's energies and drive. Exemplary leaders recognize and reward what individuals do to contribute to the vision and values. Personalizing recognition requires knowing what's appropriate individually and culturally. Learn from many small and often casual acts of appreciation what works for each of their constituents and how best to personalize recognition.

To Encourage the Heart, leaders must recognize contributions by showing appreciation for individual excellence. This means leaders must:

- 1) Maintain high expectations about what individuals and teams can accomplish.
- 2) Communicate leaders' positive expectations clearly and regularly.
- 3) Create an environment that make it comfortable to receive and give feedback.
- 4) Find out the types of encouragement that make the most difference. Don't assume that you know, ask, take the time to inquire and observe.
- 5) Be creative when it comes to recognition, be spontaneous, and have fun.
- 6) Make saying "thank you" a natural part of everyday behavior.

5.2) Celebrate the Value and Victories

Celebrating together reinforces the fact that extraordinary performance is the result of many people's efforts. Visibly and publicly celebrating accomplishments

creates community and sustains team spirit. Leaders set the example by being personally involved in celebration and recognition, demonstrating that encouraging the heart is something everyone should do. Making personal connections with people in a culture of celebration also builds and sustains credibility. Adding vitality and a sincere sense of appreciation to the workplace is essential.

To Encourage the Heart, leaders must celebrate the values and victories by creating a spirit of community. This means leaders must:

- 1) Find, create, occasions to bring people together to publicly celebrate accomplishments.
- 2) Take actions that demonstrate that leaders “ have people’s backs” and ensure they feel “part of the whole.”
- 3) Make fun a portion of the work environment by laugh and enjoy yourself, along with others.
- 4) Get personally involved in as many recognitions and celebrations as possible. Show the care by being visible in the tough times.
- 5) Never pass up an opportunity to relate publicly true stories about how people in the organization went above and beyond the call of the duty.
- 6) Calendar celebrations and look for spontaneous opportunities to link shared values with victories.

Exemplary leaders are those who encourage the heart of their constituents to carry on, to continue even when they might be tempted to give up. Genuine acts of caring--- whether exhibited in dramatic gestures or simple actions---uplift the spirits and rewards with performance. It is the ability that exemplary leaders be able to build a strong sense of collective identity and community spirit that can carry a group through tough times (J. M. Kouzes & Posner, 2003).

Accomplishing extraordinary things in organizations is hard work. To keep hope and determination alive, leaders recognize the contributions that individuals make. In every winning team, the members needs to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes (Jim Kouzes & Posner, 2021).

In conclusion, encourage the heart refers to the ability of leaders to encourage others to have them build confidence, and support by recognizing the contribution of the others. Encourage the heart consists of 1) recognizing contribution (expecting the best & personalizing recognition), 2) celebrating the values and victories (creating a spirit of community & being personally involved).

2.1.5 Exemplary Leadership Framework

The Five Practice of Exemplary Leadership framework demonstrates a remarkable ability, around the world, to illuminate why people feel positively engaged in their workplaces and also to make organizations work most effectively. The Five Practices along with the two key essential leadership commitments connected with each one as the following:

- 1) Model the Way
 - a. Clarify values by finding your voice and affirming shared values
 - b. Set the example by aligning actions with shared values
- 2) Inspire a Shared Vision
 - a. Envision the future by imagining exciting and ennobling possibilities
 - b. Enlist others in a common vision by appealing to shared aspirations
- 3) Challenge the Process
 - a. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve
 - b. Experiment and take risks by constantly generating small wins and learning from experience
- 4) Enable Others to Act
 - a. Foster collaboration by building trust and facilitating relationships
 - b. Strengthen others by increasing self-determination and developing competence
- 5) Encourage the Heart
 - a. Recognize contributions by showing appreciation for individual excellence
 - b. Celebrate the values and victories by creating a spirit of community

2.1.6 Fundamentals for becoming Exemplary leader

Leadership is essential because it makes a significant difference in people's levels of engagement, commitment, and performance. Developing leadership capabilities will help us improve the way people around feel about their workplace and promote more enhances the feelings of self-worth and meaningfulness. According to James M. Kouzes and Posner (2016), there are 5 fundamentals for becoming Exemplary leader :

1) Believe in yourself

Believing in oneself is the first and most important step in building leadership skills. The finest leaders are learners, and no one can attain mastery unless they really believe that within them is a person who can make a difference and learn to be a greater leader than they are today.

2) Aspire to excel

People who aspire to be exemplary leaders must first decide what they are passionate about and why they want to lead. Leaders who are motivated by values are more likely to succeed. They must also have a clear vision of the type of leader they wish to be in the future, as well as the legacy they wish to leave for others.

3) Challenge yourself

Challenging oneself is essential for developing leadership skills. Leaders must seek out new experiences and put themselves to the test. There will inevitably be setbacks and failures along the way, which will necessitate curiosity, grit, courage, and resilience in order to persevere in learning and becoming the best.

4) Engage support

It's impossible to lead or learn on one's own. On the road to excellence, it's critical to have assistance and coaching. Leaders require the counsel, feedback, care, and support of others, whether it be from family, coworkers, or professional coaches.

5) Practice Deliberately

Nobody improves at anything unless they practice on a regular basis. Ordinary leaders spend less time practicing than exemplary leaders. Being in the role of a leader is not enough. Leaders must create improvement objectives, participate in structured learning experiences, solicit feedback, and receive coaching to attain

mastery. They also make studying leadership a regular habit by devoting time to it every day.

2.2 The concept of Academic management

Academic management is the major school management that has a significant impact on students' learning, and it is an essential indicator of the school's quality and standard. In this section, the researcher will review definitions, components, and specific factors within each component of the academic management that contribute Exemplary leadership. The following are the specifics details of academic management:

2.2.1 Definitions of Academic management

Numerous scholars have stated that academic management is an important aspect of school administration, and many scholars have provided various definitions of academic management as the following:

Academic management is a primary responsibility of a learning institution. It is directly related to students' achievement. It is concerned with improving educational quality, which is the ultimate goal of the educational institution's mission (Pooprasert, 2002).

Academic management is the school administration which related to the education quality development in order to make the best quality for students as well as to accomplish the Ministry of education goals (Jennet, 2017).

Academic management is engaged in all aspects of teaching and learning and mainly focus on students development (Pah, 2018).

Academic management is the major school task, mostly involving teaching, curriculum, assessment, and outreach activities as outlined in the educational policy, in which principals, teachers, students, the community, and all stakeholders collaborate efficiently to ensure quality and standards (Sanitklang, 2018).

Academic management refers to the process of learning and teaching in order to achieve a school's objectives through curriculum development, learning and teaching development, measurement and evaluation (Watsapon, 2019).

Academic management refers to the school administration which related to policy making, planning, enhancing and developing learning and teaching, as well as teaching assessment, in order to carried out the context of a school's curriculum with the objectives to maximizing students' learning outcomes (Manarat, 2019).

Academic management is the main task of the school administration that related to curriculum, teaching and learning management, learning measurement and evaluation (Waleerat, 2019).

Academic management is the necessary task of school administration for school principals to develop the standard and improve quality of teaching and learning. The most important tasks of academic management are the development of curriculum, the development the educational program, the development of the process of all activities that related to teaching and learning, the development of the quality of students and as well as the school activities in order to make the maximize outcomes of students and to achieve the schools goals and objectives (Xupravati, 2020).

To summarize, academic management refers to all academic tasks that involve in improving students' abilities, enhancing students' knowledge, promoting schools' goals, and maximizing student outcomes through curriculum development, teaching and learning, measurement and evaluation, as well as student affairs' activities.



2.2.2 Importance of Academic management

This section will examine the importance of academic management in schools, as recognized by some scholars as the following:

Academic management works is one main task among other tasks of school management that directly involve in improving the quality of students' outcomes. The academic management is the school management that enhance the school aims and to determine the success of the schools' management (Jennet, 2017).

Academic management is the important schools administration to give academic service, management of learning and teaching activities through the main academic management elements such as: curriculum, teaching and learning

management and improvement. Additionally, academic management is the indicator which indicate the schools quality throughout the academic works, teaching, and the students' outcomes (Manarat, 2019).

Academic management is an important school management that aim to develop the students' ability and knowledge as well as related to all kind of students development activities. Academic management plays an important role to increase the quality of education that mostly related to curriculum, curriculum implementation, teaching and learning media, measurement and evaluation, library, educational guidance, academic planning, and academic teaching training which all of these are supporting the students' learning quality and to accomplish and educational vision and to increase the quality outcomes (Xupravati, 2020).

In conclusion, academic management is a vital management that be able to enhance the quality of the school management, and to reach to the objectives of the school due to the tasks of academic management are all about the tasks to develop the curriculum for the school, developing teaching and learning method, enhancing the measurement and evaluation of the students and also that will support and increase students' learning quality, building students' ability, provide students' knowledge and to make the most outcomes for students.

2.2.3 Components of Academic management

There are many scholars stated about the components of the academic management as the following:

The components of academic management stated by Pooprasert (2002), are divided into 9 components such as:

- 1) Curriculum management
- 2) Instruction
- 3) Learning assessment
- 4) Internal supervision
- 5) Academic personnel development
- 6) Research and development
- 7) Academic projects

- 8) Academic information systems
- 9) Academic performance evaluation of educational institutions

Ministry of Education of Thailand (MOE) (2007, pp. 29-30) prescribed 17 components of the academic management, including:

- 1) Developing or operating on giving opinions, developing a local curriculum
- 2) Academic planning
- 3) Develop teaching and learning in educational institutions
- 4) Development of curriculum of educational institutions
- 5) Development of the learning process
- 6) Measurement and evaluation on the transfer of grades
- 7) Research to improve educational quality in educational institutions
- 8) Develop and promote learning resources
- 9) Educational supervision
- 10) Guidance
- 11) Development of the internal quality assurance system and educational standards
- 12) Promote the community to have academic strength
- 13) Coordinate for academic development with educational institutions and other organizations
- 14) Promotion and technical support for individuals, families, organizations, agencies, institutions, enterprises, and other educational institutions
- 15) Establish regulations and guidelines for academic work of educational institutions
- 16) Select textbooks and lessons for applying in educational institution
- 17) Development and use of technology for education

Based on Asawapoom (2008), academic management includes:

- 1) Academic planning
- 2) Curriculum development
- 3) Instructional management
- 4) Supervision, teaching and learning development
- 5) Academic performance assessment

According to Vehachart (2010), the academic management are divided into 14 components as the following:

- 1) Curriculum development for the school
- 2) Learning management development
- 3) Measurement and evaluation
- 4) Research for development of educational quality in the school
- 5) Development and promotion of learning sources
- 6) Educational supervision
- 7) Educational guidance
- 8) Development of internal quality assurance and educational standard
- 9) Community promotion for community strength
- 10) Collaboration for academic development between the school and other organizations
- 11) Academic promotion and support at various levels, such as person, family, organization, institution, enterprise and other educational institutions
- 12) Academic regulations and practices for school
- 13) Selection of textbooks for the schools
- 14) Development of media and the use of educational technology

Based on Cambodia's Minister of Education, ChuonNaron (2017), categorized academic management into three components in his PhD dissertation as the following:

- 1) Curriculum and textbooks
- 2) Teaching and learning process
- 3) Student evaluation and school inspection

In consonance with Pah (2018), the academic management components involves in an educational institution as the following:

- 1) Curriculum development
- 2) Teaching and Learning
- 3) Student development activities
- 4) Measurement and evaluation

According to Watsapon (2019), has illustrated that the academic management involves:

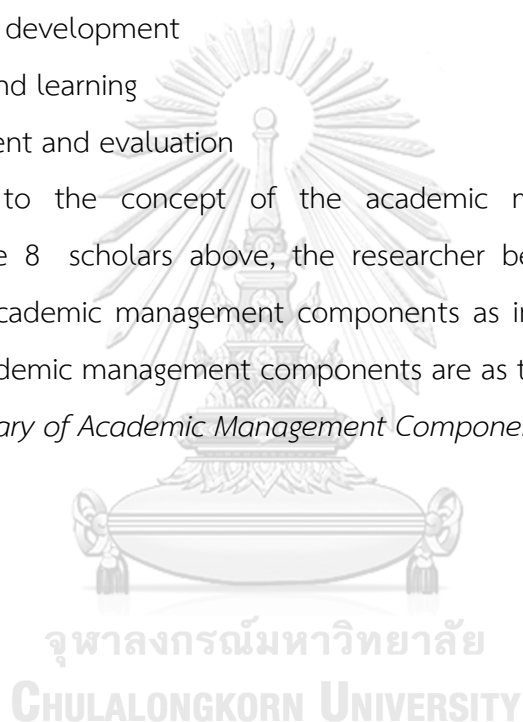
- 1) Curriculum development
- 2) Learning process development
- 3) Measurement and evaluation

As stated by Xupravati (2020), in the book title Leadership in Educational Management and Quality Assurance, the academic management is synthesis into three components:

- 1) Curriculum development
- 2) Teaching and learning
- 3) Measurement and evaluation

According to the concept of the academic management components mentioned by the 8 scholars above, the researcher be able to summary and synthesized the academic management components as in the table 1 below. The details of the academic management components are as the following:

Table 1. A Summary of Academic Management Components in the Literature



	Details	Scholars								Synthesis of Academic Management Components
		Xupravati (2020)	Watsapon (2019)	Pah (2018)	ChunNaron (2017)	Vehachart (2010)	Asawapoom (2008)	MOE (2007)	Poopraser (2002)	
1	Curriculum management				✓				✓	1. Curriculum development
2	Curriculum development	✓	✓	✓		✓	✓			
3	Developing or operating on giving opinions, developing a local curriculum							✓		
4	Academic planning						✓	✓		
5	Select textbooks and lessons for applying in educational institution				✓	✓		✓		
6	Development of curriculum of educational institutions							✓		2. Teaching and Learning
7	Instructional management						✓		✓	
8	Students development activities			✓						

	Details	Scholars								Synthesis of Academic Management Components
		Xupravati (2020)	Watsapon (2019)	Pah (2018)	ChunNaron (2017)	Vehachart (2010)	Asawapoom (2008)	MOE (2007)	Poopraser (2002)	
9	Internal supervision					✓	✓	✓	✓	
10	Academic personnel development								✓	
11	Research and development								✓	
12	Academic regulations and practices for schools					✓				
13	Academic project								✓	
14	Academic information systems								✓	
15	Develop teaching and learning in educational institutions						✓	✓		
16	Development of teaching and learning process	✓	✓	✓	✓	✓		✓		
17	Research to improve educational quality in educational institutions					✓		✓		
18	Develop and promote learning resources					✓		✓		
19	Educational Guidance					✓		✓		

	Details	Scholars								Synthesis of Academic Management Components
		Xupravati (2020)	Watsapon (2019)	Pah (2018)	ChunNaron (2017)	Vehachart (2010)	Asawapoom (2008)	MOE (2007)	Poopraser (2002)	
20	Development of the internal quality assurance system and educational standards					✓	✓	✓		
21	Promote the community to have academic strength					✓	✓			
22	Coordinate for academic development with educational institutions and other organizations					✓		✓		
23	Promotion and technical support for individuals, families, organizations, agencies, institutions, enterprises, and other educational institutions							✓		
24	Academic promotion and support at various levels, such as person, family, organization, institution, enterprise and other educational institutions					✓				
25	Development educational media and use of					✓		✓		

	Details	Scholars								Synthesis of Academic Management Components
		Xupravati (2020)	Watsapon (2019)	Pah (2018)	ChunNaron (2017)	Vehachart (2010)	Asawapoom (2008)	MOE (2007)	Poopraset (2002)	
	technology for education									
26	Establish regulations and guidelines for academic work of educational institutions							✓		
27	Learning assessment								✓	
28	Academic performance evaluation of educational institutions								✓	
29	Measurement and evaluation on the transfer of grades							✓		3. Measurement and Evaluation
30	Academic performance assessment						✓			
31	Measurement and evaluation	✓	✓	✓		✓				
32	Student evaluation and school inspection				✓					

From Table 1 the researcher synthesized and categorized the academic management components into three components based on the frequency of appearing which many scholars similarly stated above, and these three components are: 1) Curriculum development, 2) Teaching and Learning, and 3) Measurement and Evaluation. Based on Xupravati (2020), student affairs is one extra important work of general management works that help to develop students' ability, knowledge, skills and characteristics and to provide quality performance beyond classroom education. Therefore, the Students affairs' tasks are the beyond classroom activities and a crucial extra-curricular that are able to develop and fulfill students' leadership ability and also a necessary extra work to develop the students besides the three components of academic management. The researcher considered that, in order to develop exemplary leadership ability for students, it is necessary to develop though four important components works of academic management includes 1) Curriculum development, 2) Teaching and learning, 3) Measurement and Evaluation and 4) Student affairs.

The following sections will be reviewed each essential components for developing exemplary leadership in students more details.

1) Curriculum development

Definitions of Curriculum

Scholars' perspectives on curriculum have defined curriculum in a various ways as the following:

Curriculum is defined as a continuous cycle of educational reconstruction that should support the student in transitioning from his existing experience into what is organized by the schools plan that transfer through teaching and studying to provide the learner with new experiences (Dewey, 1902).

Curriculum refers to the planned and supervised learning experiences and intended learning goals that are formed via the methodical reconstruction of knowledge and experience, under the supervision of the school, for the learner's

ongoing and purposeful improvement in personal-social competence (Tanner & Tanner, 1980).

A curriculum is a set of instructions for offering a set of learning opportunities to individuals (Saylor & Alexander, 1981).

A curriculum is defined as "all of the student school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating effectively, writing more effectively, reading more analytically, and conducting research to solve problems," explained by (Brown, 2006).

The term curriculum refers to an individual's whole learning experiences, not only in school but also in society (Bilbao, 2008).

A curriculum is regarded the "heart" of any learning institution, which means that schools and colleges cannot survive without a curriculum (Alvior, 2014).

Curriculum is defined as all of the chosen, organized, integrative, innovative, and evaluative educational experiences provided to learners consciously or unconsciously under the supervision of the school in order to achieve the designated learning outcomes that are achieved as a result of growth, maturation, and learning and are best utilized for life in a changing society (Mutale Mulenga, 2018).

Elements of Curriculum

The curriculum elements has been listed by Ughamadu (2006) as the following:

- 1) goals and objectives (the curriculum intent),
- 2) content or subject and subject matter,
- 3) learning experiences, and
- 4) evaluation.

Curriculum, according to Hunkins and Ornstein (2018) , consists of five fundamental elements:

- 1) a strategy for goal accomplishment,
- 2) learning experiences,
- 3) a field of study,
- 4) subject content, and

- 5) grade levels

Definitions of Curriculum Development

Curriculum development is defined as a planned, purposeful, gradual, and systematic process for bringing about good impact on the education system when the world change or improve, the school curricula are impacted and must be updated to meet the demands of society (Alvior, 2014).

Importance of Curriculum Development

Curriculum development has a broad reach since it involves more than just the school, the students, and the instructors. It is also concerned with future development of society. It is also concerned with the overall development of society. Curriculum development is critical in today's knowledge economy for boosting a country's economy. It also gives answers or solutions to the world's urgent circumstances and challenges, such as environmental threats, political difficulties, socioeconomic issues, and other issues connected to poverty, climate change, and sustainable development (Alvior, 2014).

Steps for Curriculum Development

There are seven main phases in the curriculum development process, including:

- 1) Recognizing learners' requirements and social expectations: identifying societal and/or national development needs, as well as local and student needs for whom the curriculum is designed,
- 2) Specifying learning objectives: defining the learning objectives,
- 3) Selecting learning content: selecting the content that is aligned with the objectives and also determining the content's validity,
- 4) Organizing learning content: organizing the content in a chronological order based on the students' maturity, academic achievement, and interests
- 5) Selecting learning experiences: selecting educational approaches and/or strategies to assist students in becoming more engaged in the content,

- 6) Organizing learning activities: arranging the learning activities into a sequence in accordance with the content,
- 7) Determining what to evaluate and the means of evaluation: deciding on an evaluation method to verify that the requirements have been achieved outlined by one of the most well-known scholar (Taba, 1962).

There are various stages to curriculum development:

- 1) determining a philosophy,
- 2) determining student aptitude,
- 3) examining various instructional techniques,
- 4) executing tactics,
- 5) selecting assessment instruments, and
- 6) adjusting as needed (Wiles & Bondi, 2011).

In summary, curriculum Development refers to the process to define the students' learning outcomes and to determine the expected students' characteristics in order to set the students learning roadmap, to develop students fundamental life skills and to improve learning quality.

2) Teaching and Learning

Definitions of Teaching and Learning

Teaching and learning can be broadly defined as creating a learning plan and organizing the learning process in accordance with learners' aptitudes and interests, as well as developing skills corresponding to desirable characteristics, including creating an atmosphere, environment, and learning resources to facilitate the learning process, and bringing local wisdom or parent network and community to participate into the learning process (Khotbanthao, 2008).

Teaching and learning are involved with preparing teachers for teaching and timetable; developing teaching plans; and developing learning activities (Wonganutaroj, 2010).

Teaching and learning are simply of the process of putting the curriculum into practice, or it called curriculum implementation. To fully utilize the curriculum, three elements are required: programs, processes, and people (Hunkins & Ornstein, 2018).

Teaching and learning are the activities that a teacher develops to help students enhance their knowledge in order to achieve the learning goals through the school curriculum pointed by (Pah, 2018).

Teaching and learning refers to a learning process in which students seek knowledge, comprehension, and development of their potential in order to accomplish the goals of the school curriculum using a variety of learning styles and materials (Xupravati, 2020).

Importance of Teaching and Learning

Learning and teaching process is much more important in order to get students success in their study; thus, the aspects of the Instructional management will be describing more details about the categories and important aspects as the following:

Learning is about a change which refers to the change brought about by developing a new skill, understanding, and changing an attitude. Learning is a relatively permanent change, usually brought about intentionally. And teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external (Sequeira, 2012).

According to Lumpkin (2020), making disciplinary content relevant to students necessitates helping them connect what they are learning with their needs, interests, and goals such as:

- 1) Get students to want to learn
- 2) Get students how to learn
- 3) Developing growth mindset

Steps for Developing Teaching and learning

The five sequential steps to lead to effective teaching and learning:

- 1) Teachers preview the design of the course's disciplinary content.

- 2) Teachers communicate information clearly and specifically to convince students listening and learning will benefit them.
- 3) Teachers led interactive classes utilizing a variety of instructional approaches interspersed with engaging learning activities.
- 4) Teachers reinforce and strengthen learning through use of a variety of learning assessments.
- 5) Students take action by using knowledge and skills learning (Lumpkin, 2020).

In conclusion, teaching and Learning refers to the learning process of building students' knowledge, comprehension and ability in order to achieve the students' learning outcomes via designing learning process and develop learning materials that will enhance learning procedures and support teaching and learning environment.

3) Measurement and Evaluation

Definitions of Measurement and Evaluation

Measurement and evaluation is the creation of assessment framework and inspection system, alignment of curriculum contents and achievement standards with assessment procedures to create an accountability system for monitoring the efficiency and effectively and use of the results of the assessment for improving policies and teaching and learning process, including the introduction of active learning methods (ChuanNaron, 2017).

Educational measurement and evaluation refers to the indicators of the quantity and quality that demonstrate the students achievement, measurement and evaluation is the process of managing students' behavior change which mostly measure the learning result in 3 aspects such as cognitive domain, affective domain, and psychomotor domain that can be indicated the objectives of how successful of learning process illustrated by (Xupravati, 2020).

Evaluation defined as the determination of how successful a program, a curriculum, a series of experiment, etc. has been in achieving the goals. Moreover, other terminologies evaluation or other variants of the same include but not limited to appraisal, analyses, assessment, critique, examination, grading, inspection, judgement, rating, ranking, and review (Adom, Adu-Mensah, & Dake, 2020).

Importance of Measurement and Evaluation

Measurement and Evaluation is quite essential in learning and teaching process as it denote teachers of how quality of their teaching, how efficient, how appropriate, how to develop, what and how much desirable that need to improve.

Assessment is a measurement method that teachers use to acquire information from students by conducting exams, conducting interviews, and/or observing behaviors. It has a high reliability and validity (STU Online, 2018). Evaluation, in STU Online website, is defined as the process of using the measurements collected in the assessments. Some scholars think of assessment as continuing and evaluation as complete, while others think of them as interchangeable.

Evaluation called for undertaking a process to provide information to be used as a basis for judging a situation, determining whether or not the learner meets a preset criterion. Evaluation in the real sense refers to the process used to determine the merit, worth, or value of a process or the product of the process, where assessment tools such as tests are used during the evaluation process to determine the qualification based on set criteria. And evaluation refers to the systematic acquisition of information and consequent assessment so that some useful feedback is provided regarding an initiative with a well- undertaken evaluation, learner are enabled to reflect and hence are assisted to identify change for the future. Evaluation in education is purposed for making reliable decisions concerning educational planning, used for ascertaining the worth of time, and to identify students' growth or otherwise in acquiring desirable knowledge, skills, attitudes, and societal values, to enable teachers to determine the efficacy of their instructional techniques and learning resources as well as to motivate learners to discover their progress in accomplishing given tasks. It is crucial to take understanding and follow the principles that underlie the evaluation process for meaningful outcomes (Adom et al., 2020).

The measurement and evaluation of learning process is substantial component to enhance the quality of education which be able to consider the how students learned and how quality it is, also there will be able to compare between

the reality or desirable learning result with the learning standard based on (Xupravati, 2020).

Measurement and Evaluation Types

The latter views classify measurement and evaluation into formative and summative. Formative assessment or evaluation focuses on assessing or evaluating for the purpose of enhancing learning, whereas summative assessment or evaluation focuses on assessing or evaluating for the purpose of making a decision (e.g., pass or fail). The gathering of data before and/or during the implementation of a program or lesson for the purpose of improving student learning is known as formative assessment/evaluation (Christ, 2018) ; Summative assessment/evaluation is a form of student evaluation that occurs at the conclusion of a program or a period of teaching to determine student achievement (Nichols, 2018).

There are two types of measurement and evaluation processes in the learning process identified by Adom et al. (2020), as the following:

- 1) Formative evaluation: usually at the planning and designing phase of an educational program. This is done for soliciting immediate feedback for the given program strengths and weaknesses. As an example: this type of evaluation involves the teacher giving and making a series of test and exercises adding, averaging the marks and entering them on a report card.
- 2) Summative evaluation: is concerned with the evaluation of an already completed program; this evaluation is obtained at the end of a course that is used to determine whether students have mastered the course objectives and the evaluations may be based on tests and other assessment procedures when all that has been planned and done, summative evaluation can be carried out to determine whether the program has achieved its goals. Simply, it is the kind of evaluation that summaries the strengths and weaknesses of a program.

In conclusion, measurement and evaluation refers to the procedures to create authentic assessment and to develop students' learning criteria for identify students' learning progress and to measure students' learning outcomes effectively.

4) Student Affairs

Definitions of Student Affairs

Student affairs, Students support or Students service is a crucial part of general management to develop students' knowledge and ability, and to enhance students to be well-behaved people, develop their physical, emotional and mental. Many scholars have defined the meaning of student affairs, Students support or Students service as the following:

Student affairs refers to the various crucial cocurricular activities that directly contact with students, plan programs and activities that support student development, and encourage students to develop a balanced life (Henning & Roberts, 2016).

Student affairs refers to the exert influence through non-academic affairs and extracurricular activities for students, regulate, guide and serve students thus to enrich their school life, student activities to promote tissue growth and success (2016).

Student affairs refers to the work that involves taking care of student well-being to help students to be ready in learning, to support and develop qualified students based on their age and personality, to have skills, emotional maturity, and ethic, and to develop themselves to global professional jobs and live in a harmonious society (Xupravati, 2020).

Goals of Student Affairs

There are two basic goals of student affairs:

- 1) to provide cocurricular programs, activities, and other learning opportunities that contribute to students by meeting their academic, social, recreational, physical, emotional, and moral development needs
- 2) to promote self-direction and leadership among those students (Javinar, 2000).

Student affairs typically responsible for functions as enrollment management, financial aid, housing, counseling, student health, judicial programs, career services,

recreational sports, and student activities and it also include school services such as transportation, security, childcare, and student academic support (Sandeem, 2004).

Student affairs management aims at guiding students in self-management, self-learning and self-improvement as well as innovative thinking, social practice, overall development and personality development (Song, 2016).

Student affairs at the primary level aims to develop students to know and see their value, to have emotional maturity, to have systematical thinking, to have skills in leading their life with appropriateness and happiness, and to have the conscious mind in responsibility on themselves, family, society, and country. The student affair is a part of student development to have an identity based on school regulation, to support students as initiators, to be a role model for society in terms of rule, discipline, diligence, and trustworthiness, to be giver and helper with pleasure, and to support activities or policies of school in developing student ability in all aspects and necessity before graduation.

These activities aim to:

- 1) build skills, knowledge, and academic experiences for students
- 2) develop body, mind, and feeling to live in society and surrounding environment with happiness
- 3) allow students to use their leisure to be more beneficent and increase their attention in doing activities.
- 4) develop the relationship between students to do works in group and with others
- 5) develop students' ability from the obtained knowledge and experiences to apply in student affairs and work for society.
- 6) support students to know the value of Thai arts and cultures.
- 7) build harmony in a group of students.
- 8) prepare readiness for students to do their professional jobs and live-in society (Xupravati, 2020).

Student Councils

Student council refers to the representation of students in a school or leadership position by students working in partnership with school management (Nekesa, 2018).

Students' council refers to a body that consists of students elected by others as leaders in the school. It is a representative body of students elected by their peers to give voice to the opinions and desires of the students. It is both curricular and extra-curricular activity amongst those elected and it is functional in both private and public school. Students' council comprise of senior grade students who have greater power and immense influence amongst peers and have the potential to run the school effectively in and outside classroom (NG'ETICH, 2020).

Goals of Student Councils

There are four goals to redesign student activity council:

- 1) empower students
- 2) involve all students
- 3) create atmosphere for cooperative action
- 4) offer opportunities for service (Gentile & McMillan, 1994).

In conclusion, student affairs refers to the cocurricular or extra-activities that define the student affairs' objectives and determine aims of student councils to directly support student-well-being, promote students' growth and success.

2.3 Education System and Academic Management of Secondary Schools in Cambodia

2.3.1 Context of Cambodia Education Systems

The Cambodian Ministry of Education, Youth, and Sport has launched a development strategy that aims to make education a vital tool for the country in alleviating poverty. According to Overview of the Public School System in Cambodia, Cambodia's educational system has a 6+3+3 structure with a 9-year (from 6-14 years old) compulsory school system and divided into 4 categories according to the age and level categorization from primary until higher education.

- 1) Primary is the initial level of the school system, lasting six years and beginning with grade one, with primary students ranging in age from six to eleven.
- 2) Lower-Secondary is the level that follows primary school and consists of three years of academic study (grade 7-8-9) for pupils aged 12 to 14. Students who complete this level will get a certificate from the National Examination for Lower Secondary Education Certificate.
- 3) Post-Secondary Education
 - a. Upper-Secondary is the level of education that follows lower-secondary school for pupils aged 15 to 17 (grade 10-11-12). Students who complete the upper secondary level will get a certificate from the National Examination for Upper-Secondary Education.
 - b. Vocational and Technical Education has a one-year or three-to-five-year program. Vocational and Technical Education is not well-liked by Cambodian pupils. The majority of students attend Upper-Secondary school in order to continue their education at the university level.
- 4) Higher Education in Cambodia refers to institutions that focus on skill development for students in informal education and are controlled by the Ministries of Agriculture, Public Health, and Labor.

The curriculum framework of general and technical education is developed in order to educate Cambodians to be citizens with full potential. Thus, the framework must be consistent with international standards governing content, teaching and learning methods, assessment, and students' learning outcomes.

Secondary school refers to last six years following primary school and is categorized into two groups in Cambodian schools: lower secondary is for students in grades 7, 8, and 9 aged 12-14 (Under 15), while upper secondary is for students in grades 10, 11, and 12 aged 15-17 (15 Up).

2.3.1.1 Cambodia Curriculum Development

From 1979 to present, Curriculum development has changed in four times. Since 1980, Cambodian curriculum has gone through four major revisions. From 1980

to 1987, during the people's Republic of Kampuchea (PRK), the curriculum was divided into three levels: (a) General Education Curriculum for primary level (first education level), (b) General Education Curriculum for Secondary level, (c) Third level. Between 1987 and 1996, during the State of Cambodia, the curriculum was divided into the curriculum for general primary education (first education level), curriculum for secondary level education and curriculum for third level education. From 1996 to 2005, during the Kingdom of Cambodia, the curriculum consisted of Core Curriculum for primary education, core curriculum for lower secondary education and core curriculum for upper secondary education. From 2005 to 2009, during the Kingdom of Cambodia, The Ministry of Education, Youth and Sport developed a Curriculum Policy as a basis for developing a curriculum for general education, a core curriculum for basic general education (from grade 1 through grade 9) and core curriculum for upper secondary education (from grade 10 through grade 12).

The current curriculum development aims to equip learners with knowledge, skills and attitudes to support their daily lives and further studies. More importantly, this curriculum framework aims to improve the quality of education in response to changing world and to the demand of the third rectangular strategy of the Royal Government of Cambodia, which moves Cambodia to become a medium income country by the year 2030 and a high-income country by the year 2050.

2.3.1.1.1 Vision of the Curriculum Framework

The goal of the curriculum framework is to ensure all citizens develop their full potential. Every Cambodian will progress with balanced physical appearance, knowledge, behaviors and love of nation and humankind so they can contribute to national development and integration of Cambodia in the region and the world.

2.3.1.1.2 Goals of the Curriculum Framework

The curriculum framework aims to develop:

- 1) Competency in Khmer language and foreign languages on four skills (listening, speaking, reading and writing) to be able to use in study, research and communication in daily lives.
- 2) Knowledge of mathematics, science, technology and Information and Communications Technology (ICT) as a basis for further study and daily-life communication.
- 3) Knowledge of art skills, health, sporting, beauty, innovation, entrepreneurship and civic skills for daily use as an individual, in family, community and society.
- 4) Self-study, research, critical thinking, communication and problem-solving skills.
- 5) Capacity in evaluation and informed and responsible decision-making with tolerance.
- 6) Understanding of human rights as responsible citizens as an individual and a member of a family, community, society, region and the world.
- 7) Life-long learning skills to develop broader knowledge on the nation, the region and the world that contributes sustainable development and ensures partnership and love with humankind.
- 8) Love, protection and construction of the nation and races in connection with democratic, free and multi-political principles and respect of human rights based national and international law.

2.3.1.1.3 Core Competencies

- 1) Literacy and Numeracy
- 2) Foreign Languages
- 3) Information and Communications Technology (ICT)
- 4) Communication and Teamwork
- 5) Analysis and Creativity
- 6) Applying Knowledge and Skills
- 7) Personal, Family and Society Development
- 8) Entrepreneurship and Leadership

2.3.1.1.4 Lower Secondary School

1) Expected Learning Outcomes

After having completed the education level of Lower Secondary School, learners will have developed:

1.1) Knowledge

- a. Construct solid basic knowledge of Khmer language, Social Science, Mathematics, physical health and moral development.
- b. Acquire basic knowledge of Science, Information and Communications Technology (ICT) and Foreign Languages.

1.2) Skills

- a. Apply solid basic skills in Khmer Language (reading, writing, speaking, and listening).
- b. Apply basic skills in Mathematics (calculating, comparing, explaining, and solving problems).
- c. Apply basic scientific knowledge and Information and Communications Technology (ICT).
- d. Apply basic skills in critical thinking and problem solving in the learning process and society.
- e. Acquire comprehensive communication skills for the study and daily life.
- f. Apply skills in prevention and primary health care.
- g. Differentiate right from wrong.

1.3) Attitude

- a. Love and value the study in both formal and non-formal education system.
- b. Know and value generosity and compassion for family, friends, and others.
- c. Know, love, preserve, and protect cultures, traditions, and arts of the nation region and international.
- d. Love and value the environment, science, and technology

- e. Love clean bodies, schools, homes, and public places.
- f. Construct habits and practices of healthy lifestyles through labor and sporting.
- g. Be responsible for their actions in the study and daily life.

1.3.1) Subjects

Subjects are Khmer Languages (writing, dictation, composing, grammars, recitation and reading texts) Mathematics, Science (Physics, Earth-Environmental Science, Chemistry, Biology), Social Studies (History, Geography, Moral-Civics, Home Economics), Information and Communications Technology (ICT), Foreign Languages, Art Education, Physical Education and Sport, Health Education, and Local Life Skills.

1.3.2) Study Hours

Subjects and Study Hours (Grade 7-9)

Table 2. Distribution of Subjects and Study Hours (Grade 7-9)

No.	Subjects	Class		
		7	8	9
1.	Khmer Language	7	7	7
2.	Foreign Languages	6	6	6
3.	Mathematics	7	7	7
4.	Science	6	6	6
5.	Social Studies	7	7	7
6.	ICT	2	2	2
7.	Physical Education and Sports	2	2	2
8.	Arts Education	1	1	1
9.	Health Education	1	1	1
10.	Local Life Skills	1	1	1
Total Weekly Hours		40	40	40

Note: 6 days a week, 4-7 study hours a day, and 1 study hour has 50minutes.

Living Language 1 has 4 study hours and 2 study hours for Living Language 2.

2.3.1.1.5 Upper Secondary School

1) Expected Learning Outcomes

After having completed the education level of Upper Secondary School, learner will have developed:

1.1) Knowledge

- a. Acquire solid basic knowledge of Khmer language, Social Science, Mathematics, physical health and moral ethic.
- b. Construct basic knowledge of Science, Information and Communications Technology (ICT) and Foreign Languages.

1.2) Skills

- a. Construct solid and broader basic skills in Khmer Language (comparing, explaining, analyzing, interpreting and solving problems).
- b. Apply basic skills in Mathematics (calculating, comparing, explaining, and solving problems).
- c. Apply basic scientific knowledge and Information and Communications Technology (ICT).
- d. Apply basic skills in critical thinking and problem solving in the learning process and society.
- e. Acquire solid and broader skills of communication in the study and society.
- f. Construct and apply skills in health prevention and primary health care.
- g. Develop and make use of knowledge, skills and ethics to protect and enhance the good deeds.

1.3) Attitude

- a. Love and value the lifelong study.
- b. Know and value generosity and compassion for family, friends, and other people.
- c. Preserve, and develop the cultures, traditions, and arts of the nation region and international.
- d. Love and value the environment, science, and technology
- e. Love clean bodies, schools, homes, and public places.

- f. Construct habits and practices of healthy lifestyles through labor and sporting.
- g. Be responsible for their actions in the study and daily life.

1.3.1) Subjects

Subjects are Khmer Literature, Mathematics, Foreign Language, Physical Education and Sports, Science (Physics, Earth-Environmental Science, Chemistry, Biology), Social Studies (History, Geography, Moral-Civics, Home Economics), ICT, and Health Education.

1.3.2) Study Hours

Subjects and Study Hours Table (Grade 10-11-12)

Table 3. Distribution of Subjects and Study Hours (Grades 10-11-12) for Science Strand

No.	Subjects	Class		
		10	11	12
1.	Khmer Literature	5	5	5
2.	Mathematics	6	6	6
3.	Foreign Language	6	6	6
4.	Physical Education and Sports	2	2	2
5.	Home Economics	1	1	1
6.	Physics	4	4	4
7.	Earth-Environmental Science	2	2	2
8.	Chemistry	3	3	3
9.	Biology	3	3	3
10.	History	2	2	2
11.	Geography	2	2	2
12.	Moral-Civics	2	2	2
13.	ICT	1	1	1
14.	Health Education	1	1	1
Total Weekly Hours		40	40	40

Note: 6 days a week, 4-7 study hours a day, and 1 study hour has 50minutes.

Living Language 1 has 4 study hours and 2 study hours for Living Language 2.

Table 4. Distribution of Subjects and Study Hours (Grades 10-11-12) for Social Science Strand

No.	Subjects	Class		
		10	11	12
1.	Khmer Literature	6	6	6
2.	Mathematics	5	5	5
3.	Foreign Language	6	6	6
4.	Physical Education and Sports	2	2	2
5.	Home Economics	1	1	1
6.	Physics	2	2	2
7.	Earth-Environmental Science	2	2	2
8.	Chemistry	2	2	2
9.	Biology	2	2	2
10.	History	4	4	4
11.	Geography	3	3	3
12.	Moral-Civics	3	3	3
13.	ICT	1	1	1
14.	Health Education	1	1	1
Total Weekly Hours		40	40	40

Note: 6 days a week, 4-7 study hours a day, and 1 study hour has 50minutes.

Living Language 1 has 4 study hours and 2 study hours for Living Language 2.

2.3.2 Cambodian Teaching Principles

Principle: 1 Teaching is an activity to facilitate learners' learning order to equip learners with knowledge, skills and attitudes through learner centered approaches.

Principle: 2 Teaching is an activity to help and encourage learners to be efficient and responsible active self-learners who can apply knowledge in everyday life.

Principle: 3 Teaching must extent knowledge, experiences, skills and motivation of learner so that learners will love and give value to education.

Principle: 4 Teaching must connect learners/ learning activities to the real world through the application of appropriate tools, including ICT.

2.3.3 Cambodia Learning and Teaching Assessment

Teachers assess learning outcomes for knowledge, skills and attitudes achieved by learners.

Teachers regularly assess learner learning. They collect assessment data, analyze and reflect on competencies of learners after teaching and learning activities. Assessment aims to explore information and evidence in order to evaluate and provide feedback on the teaching and learning activities in order to improve the competencies of the learners.

Principle 1: Assessment of Learners' Competencies

- 1) Knowledge
- 2) Skills
- 3) Attitude
- 4) Application skills

Principle 2: Assessment of Education System

- 1) Resources (Human and materials)
- 2) Management and leadership

Principle 3: Assessment Units

- 1) Accreditation Committee of Cambodia (ACC)
- 2) Department of Curriculum Development
- 3) School (School principal, learners, stakeholders...)
- 4) Relevant Agencies

Principle 4: Assessment Levels

- 1) Regional and International Assessment

Regional and International Assessment is conducted to compare Cambodian learners' competencies with learners in the regions and in the world. This type of assessment occurs only in some specific subjects and grade.

- 2) National Assessment

National assessment is used to assess students' competencies at specific grades or levels. This type of assessment is applied to some students on some subjects only (such as Khmer, Math, and Sciences).

3) School and Grade Level

School assessment and classroom assessment conducted at each school in order to measure the implementation of the curriculum at the school level.

This type of assessment is conducted by school managers and teachers in order to improve quality of their own work.

4) Grade Level

This type of assessment is conducted by each teacher in order to assess their own learners. This type of assessment concentrates on the knowledge, skills and attitudes that learners achieved from each chapter or lesson by using a quiz, problem solving exercise, class discussion, assignment, monthly test, small research project and so on. Then teachers will use the assessment results to improve their teaching activities or teaching methodologies.

Principle 5: Use of Assessment results

The assessment results will be published and used by relevant agencies in order to improve the quality of education at all levels.

Assessment results is used for :

- 1) Encourage learners to improve their learning habits
- 2) Provide feedback to teachers for improvement
- 3) Provide useful information to parents and relevant agencies about learners' achievements at all grades and information about schools.

2.3.4 Students' Leadership Development: Standard for student leadership programs

Leadership educators should have:

- 1) Knowledge of the history and current trends in leadership theories models, and philosophies.
- 2) An understanding of the contextual nature of leadership.

- 3) Knowledge of organizational development, group dynamics, strategies for changes, and principles of community.
- 4) Knowledge of how social identities and dimensions of diversity influence leadership.
- 5) The ability to work with a diverse range of students.
- 6) The ability to create, implement, and evaluate student learning as a result of leadership programs.
- 7) The ability to effectively organize learning opportunities that are consistent with student' stages of development.
- 8) The ability to use reflection in helping students understand leadership concepts.
- 9) The ability to develop and assess student learning outcomes (Jenkins & Owen, 2016).

2.4 Related Research

Based on the research study of Pah (2018), Private secondary school management strategies according to the concept of developing the students' agile leadership which objectives of the study consists of 1. study the conceptual framework 2. study the current and the desirable states of private secondary school management and 3. develop private secondary school management strategies according to the concept of developing the students' agile leadership. The research study found that 1. the conceptual framework of private secondary schools management consisted of 1) school curriculum development, 2) teaching and learning learner development activities and 3) assessment and evaluation, and the conceptual framework of developing the students' agile leadership consisted of 1) Situational awareness, 2) Sense of purpose, 3) Stakeholder understanding, 4) Power style, 5) Connective awareness, 6) Reflective judgement, 7) Self-awareness, and 8) Developmental motivation, 2. the current states of private secondary schools management strategies according to the concept of developing the students' agile leadership as a whole was at the high level while the desirable state as a whole was

at the highest level, and 3. to develop private secondary school management strategies according to the concept of developing the students' agile leadership consisted of 3 main strategies as the following 1) increase the effectiveness of assessment and evaluation management to develop students' agile leadership 2) enhance the instructional management to develop students' agile leadership and 3) Modify school curriculum to develop students' agile leadership and there are 6 sub strategies consisted of 1) modify the measurement and evaluation of 8 learning subject groups to address the weakness of students, 2) modify the measurement and evaluation of learner development activities assessment 3) promote the management of learning and teaching, teaching 8 learning subject groups to design and address students' weakness in 3 aspects of agile leadership fluently 4) forceful student activities development 5) improving educational institutions' curricula by increasing leadership skills 6) implementing a revised curriculum to develop students' agile leadership.

According to the research study of Sanitklang (2018), Secondary school management strategies according to the concept of developing transcendental leadership in student which objectives of the study were 1. Conceptual framework, 2. The current state and the desirable state, 3. The improvement of the secondary school management strategies according to the concept of developing transcendental leadership in students. The research found that 1. The concept of secondary school management were academic management (curriculum development, learning activities, and evaluation and assessment) and student affairs management (student council, and extra curricula activities), and the concept of the transcendental leadership in students were (1) having vision (2) knowing personal identity (3) being inspiration (4) having social connectedness (5) having public consciousness (6) having wisdom (7) having harmony (8) being truthful, brave, and willful (9) holding morality, ethics, and goodness and (10) focusing on creativity and development, 2. The current states of secondary school management according to the concept of developing transcendental leadership in students were performed as a whole at the high level, while they are at the highest level for the desirable state and 3. The secondary school management strategies which consisted of (1) reform

school curriculum to strengthen transcendental leadership in students (2) improve learning activities to develop transcendental leadership in students (3) adjust the effective system of evaluation and assessment (4) enhance the new age of student council operation and (5) develop competency in managing extra-curricular activities, ignite the dreams, intend to do the good deeds, create self-sufficient life, and there are 10 sub-strategies as the following: (1.1) provide an accelerated course to develop student to have transcendental (1.2) Mobilize and coordinate the development of curricula to instill transcendental in students (2.1) accelerate the development of teaching and learning activities in the 21st century to transform students (2.2) create life experiences according to their aptitudes and interests through a variety of learning activities with a network of partners (both public and private sectors) (3.1) identify the clear measurement and evaluation criteria. (3.2) provide opportunities to participate in the assessment (4.1) improve student council operation model to be more effective (4.2) promote student council work to be stable, build a network around the area to enhance wealth, increase the power of the school and society to be sustainable (5.1) accelerate the promotion of a variety of extra-curricular activities to develop the transcendental leadership based on students' aptitudes and interests (5.2) develop a format for organizing extra-curricular activities to encourage students to have transcendental leadership in students.

CHAPTER 3

RESEARCH METHODOLOGY

This study is designed with a multiphase mixed methods with the process of designing approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

The study is conducted with two main objectives which phases 1 and phase 2 will reply to the first objective, and phase 3 will respond to the second objective as the following:

Phase 1: To examine the exemplary leadership level of Cambodian secondary school students in Battambang Province.

Phase 2: To study the priority needs of academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

Phase 3: To develop the approaches for developing academic management of secondary schools in Cambodia based on the concept of Exemplary leadership.

Phase 1: To examine the exemplary leadership level of Cambodian secondary school students in Battambang Province.

Phase 1 presented about the data of exemplary leadership level of Cambodia secondary school students in Battambang Province in summary by three various types: 1) To examine the t-test and F-test regarding Gender, 2) To examine the t-test and F-test regarding Educational Level of students, and 3) To examine One-Way Analysis of Variance in exemplary leadership of secondary school students regarding Grade.

To examine the exemplary leadership level of Cambodian secondary school students in Battambang Province.

The researcher aimed to examine the exemplary leadership level of Cambodian secondary school students in Battambang Province by using following research methods through questionnaire.

1.1 Population

The population of the study were secondary schools (the school that consisted of 6 levels together from grade 7 to 12) under the jurisdiction of the department of education in Battambang Province, accounting for 26 secondary schools in total.

1.2 Sample

Twelve secondary schools of Battambang Province were randomly selected for the sample size of the study (choosing one secondary school to represent one district of Battambang Province, there were 14 districts in overall yet 2 districts (Sampov Loun and Rokkha Kiri district) were exclusion criteria (there was no secondary school that consisted of six levels together from grade 7 to 12), there were only separated between lower secondary school (from grade 7 to 9) and upper secondary (from grade 10 to 12) for these two district which different from the scope of this study). 64 out of 72 (6 informants from the 12 secondary schools, totally 72 informants) questionnaires were returned and valid for data analysis equivalent to 88.9%.

Table 5. Student Sample

Grade	Sample		
	Male	Female	Total
Grade 7	2	8	10
Grade 8	4	5	9
Grade 9	2	10	12
Grade 10	2	7	9
Grade 11	4	8	12
Grade 12	7	5	12
Total	21	43	64

1.3 Informant

The informants of the study are secondary school students who study in the academic year of 2021-2022 of Battambang province, Cambodia. The details are as the following:

The informant of the study was the class monitor of each grade (choosing one class monitor to represent one grade (one for each grade 7 to 12), and there were 6 informants in total from each school.

1.4 Research Instrument

The research instrument was a survey questionnaire consisted of 2 sections:

Sections 1: Demographic data of the informants using checklist, including gender, age, educational level, grade, and educational strand.

Sections 2: Exemplary leadership levels of secondary school students in Battambang province, Cambodia.

The questionnaire has been developed and constructed through the five dimensions (there were four items in each dimension) of exemplary leadership model (Kouzes & Posner 2017). Participants were asked to respond to 20 statements with a 5-point Likert scale from 1 to 5 (1 refers to behave at the lowest level to 5 refers to behave at highest level), the details are as the following:

A 5-point Likert scale from 1 to 5.

- 5 refers to behave at highest level
- 4 refers to behave at the high level
- 3 refers to behave at the moderate level
- 2 refers to behave at the low level
- 1 refers to behave at the lowest level

Content validity of the questionnaire was evaluated by three content experts through indexes of Item-Objective Congruence (IOC). Items with IOC values of 0.5 and higher were chosen with no revision or deletion. IOC values of all items were equal to 1.

Thirty students who are characterized as similar to the sample of the study were chosen for the try-out to measure reliability (i.e., internal consistency) of the questionnaire using Cronbach's alpha coefficient. The Cronbach's alpha coefficient of

the exemplary leadership questionnaire was calculated to be .932. The Cronbach's alpha coefficients for each dimension of the exemplary leadership questionnaire were calculated to be: 'model the way' (.806); 'inspire a shared vision' (.740); 'challenge the process' (.819); 'enable others to act' (.747); and 'encourage the heart' (.755). The Cronbach's alpha coefficient of .7 or above is acceptable (Mallery & George, 2000).

1.5 Data Analysis

Section 1: Demographic data of the informants using checklist, including gender, age, educational level, grade, and educational strand.

Statistical Package for Social Science (SPSS) version 22 was used to analyze the data. Data gathered from the first section of the questionnaire were analyzed and interpreted in descriptive statistics: frequencies and percentages.

Section 2: Exemplary leadership levels of secondary school students in Cambodia based on the concept of exemplary leadership.

Data in the second section were analyzed using descriptive statistics: mean and standard deviation and using inferential statistics: independent sample t-test and one-way ANOVA.

To examine the t-test and F-test regarding Gender and Educational Level of students.

This part was to find out the t-test and F-test regarding to gender and educational level of Cambodian secondary school students in Battambang Province. The analysis were using t-test and F-test for comparing mean result between male and female (21 male students and 43 females students) and comparing the mean result between two levels of educational level (lower and upper secondary school) as the conceptual framework below.

Conceptual Framework

The conceptual framework of this study was conducted for examining the exemplary leadership level of Cambodian secondary school students in Battambang Province. This study will elucidate the relation difference between exemplary

leadership regarding gender, educational level, and grade of secondary school students.

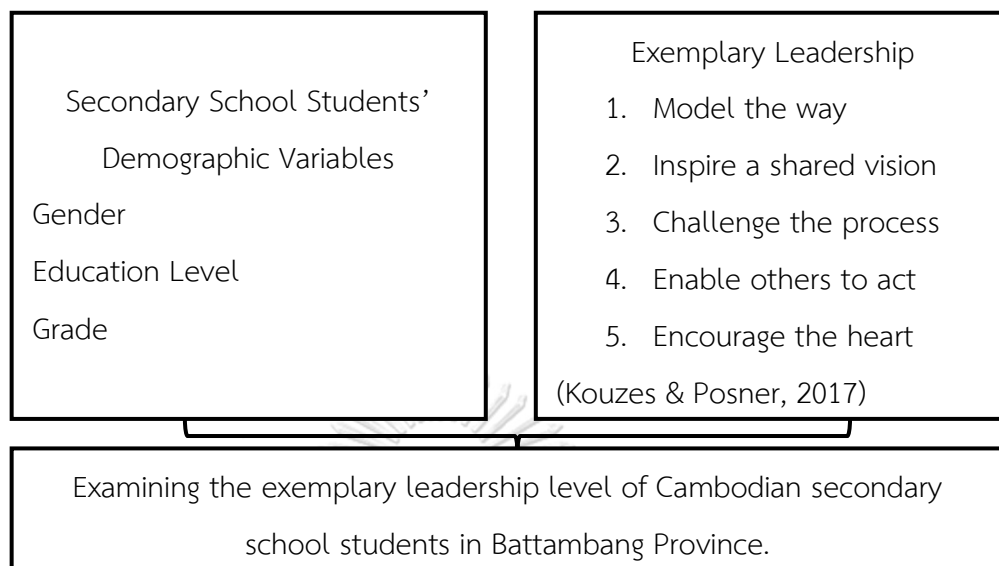


Figure 2. The conceptual framework of exemplary leadership level

To examine One-Way Analysis of Variance in exemplary leadership of secondary school students regarding Grade.

This part was to study regarding to grade (grade 7-12) using One-Way ANOVA for comparing mean result between the six grades and exemplary leadership.

Phase 2: To study the priority needs of academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

There are three steps for phase 2 as the following:

Step 1: To study the current and desirable states of academic management of secondary school in Cambodia based on the concept of exemplary leadership.

Step 2: To analyze the priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership.

Step 3: To rank the priority needs for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

Step 1: To study the current and desirable states of academic management of secondary school in Cambodia based on the concept of exemplary leadership.

The researcher aim to study the current and desirable state of secondary schools' academic management in Cambodia by using following research methods such as study about the principles, concepts, theories and other related research to create questionnaire. The detailed study includes research instruments, population, sample, data analysis methods as the following:

2.1 Population

The population of the study were secondary schools (the school that consisted of 6 levels together from grade 7 to 12) under the jurisdiction of the department of education in Battambang province, accounting for 26 secondary schools in total.

2.2 Sample

Twelve secondary schools of Battambang province were randomly selected for the sample size of the study (choosing one secondary school to represent one district of Battambang Province, there were 14 districts in overall yet 2 districts (Sampov Loun and Rokkha Kiri district) were exclusion criteria (there was no secondary school that consisted of six levels together from grade 7 to 12), there were only separated between lower secondary school (from grade 7 to 9) and upper secondary (from grade 10 to 12) for these two district which different from the scope of this study). 64 out of 72 (6 informants from the 12 secondary schools, totally 72 informants) questionnaires were returned.

2.3 Informant

The informants of the study are school principals, vice-principals, teachers who working and teaching at secondary level and students who study in the academic year of 2021-2022 of Battambang province.

The details are as the following:

The informants were chosen by the researcher by selecting: principal, vice-principal, teacher (leaders of group teachers), and student (1 class monitor) from each school.

2.4 Research Instrument

The researcher constructed the research instrument tools of phase 2 step 1 is to study the current and desirable states of academic management of secondary schools in Cambodia based on the concept of exemplary leadership is divided into two categories questionnaire. One is for principals and teachers consists of 4 important sections; another one is for students consists of 3 sections.

Questionnaire structures for participants as principals, Vice-principals, and teachers

Section 1: Demographic data of the informants by using check list which includes, gender, age, educational level, experience.

Section 2: Current and desirable state for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership which divided into 4 main parts such as Curriculum development, Teaching and Learning, Measurement and evaluation, and Student Affairs. Participants will be asked to respond to statements in dual responses format for current and desirable perspectives, which a 5-point Likert scale from 1 to 5.

5 refers to presently practice at the highest level / In the future need to practice at the highest level

4 refers to presently practice at the high level / In the future need to practice at the high level

3 refers to presently practice at the moderate level / In the future need to practice at the moderate level

2 refers to presently practice at the low level / In the future need to practice at the low level

1 refers to presently practice at the lowest level / In the future need to practice at the lowest level

Section 3: Open-ended questions

Section 4: Suggestions and recommendation

Questionnaire structures for participants as students

Section 1: Demographic data of the informants by using check list which includes, gender, age, educational level, grade, educational stream.

Section 2: Current and desirable state for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership which divided into 2 main parts such as Teaching and Learning and Measurement and evaluation. Participants will be asked to respond to statements in dual responses format for current and desirable perspectives, which a 5-point Likert scale from 1 to 5.

5 refers to presently practice at the highest level / In the future need to practice at the highest level

4 refers to presently practice at the high level / In the future need to practice at the high level

3 refers to presently practice at the moderate level / In the future need to practice at the moderate level

2 refers to presently practice at the low level / In the future need to practice at the low level

1 refers to presently practice at the lowest level / In the future need to practice at the lowest level

Section 3: Open-ended questions

Section 4: Suggestions and recommendation

According to the process of creating and verify the instrument tools of the study; the details are as the following:

The following figures were the research instrument structure diagram.

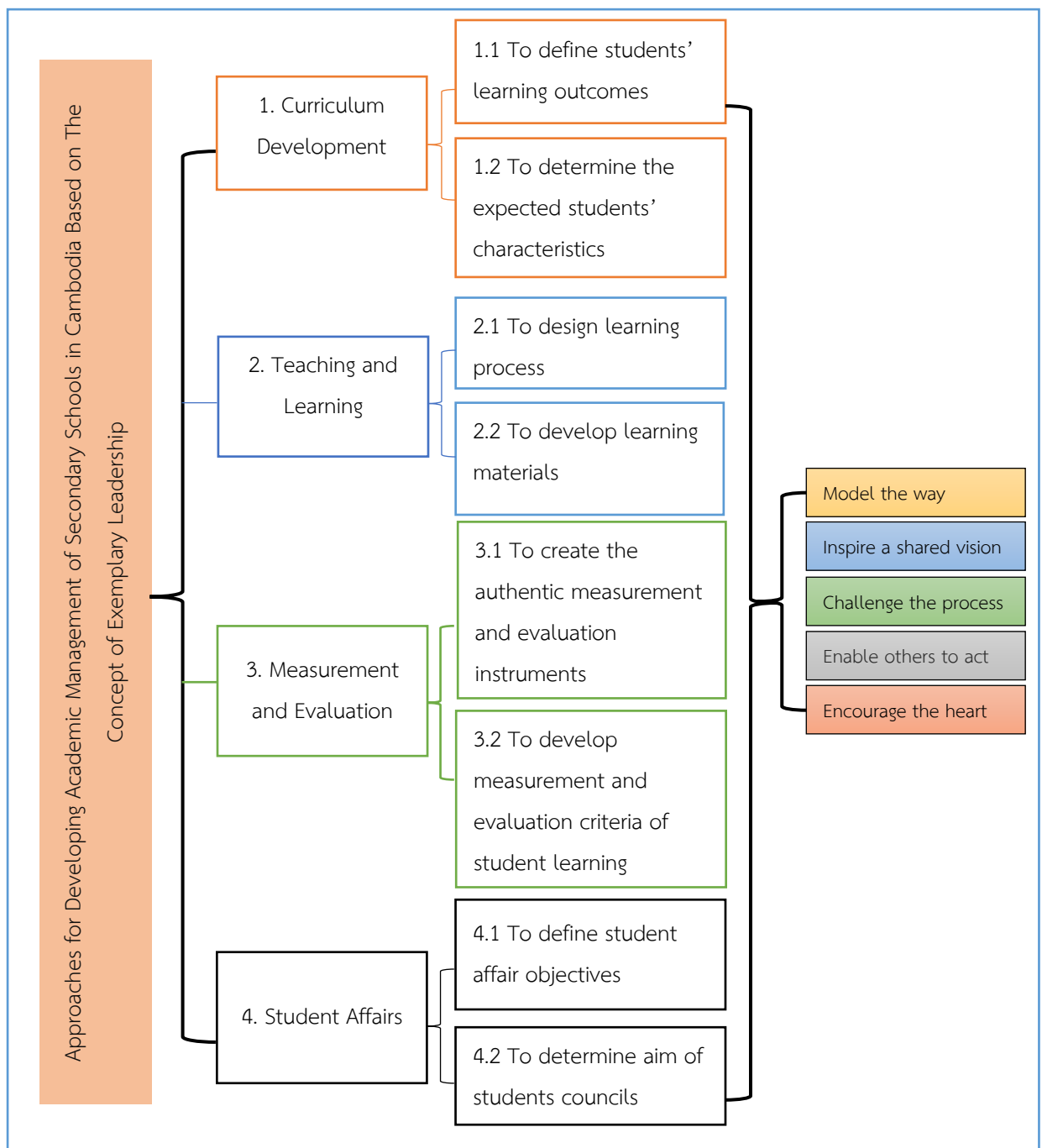


Figure 3. Research Instrument Structure Diagram for participants as principal, vice-principal, and teacher

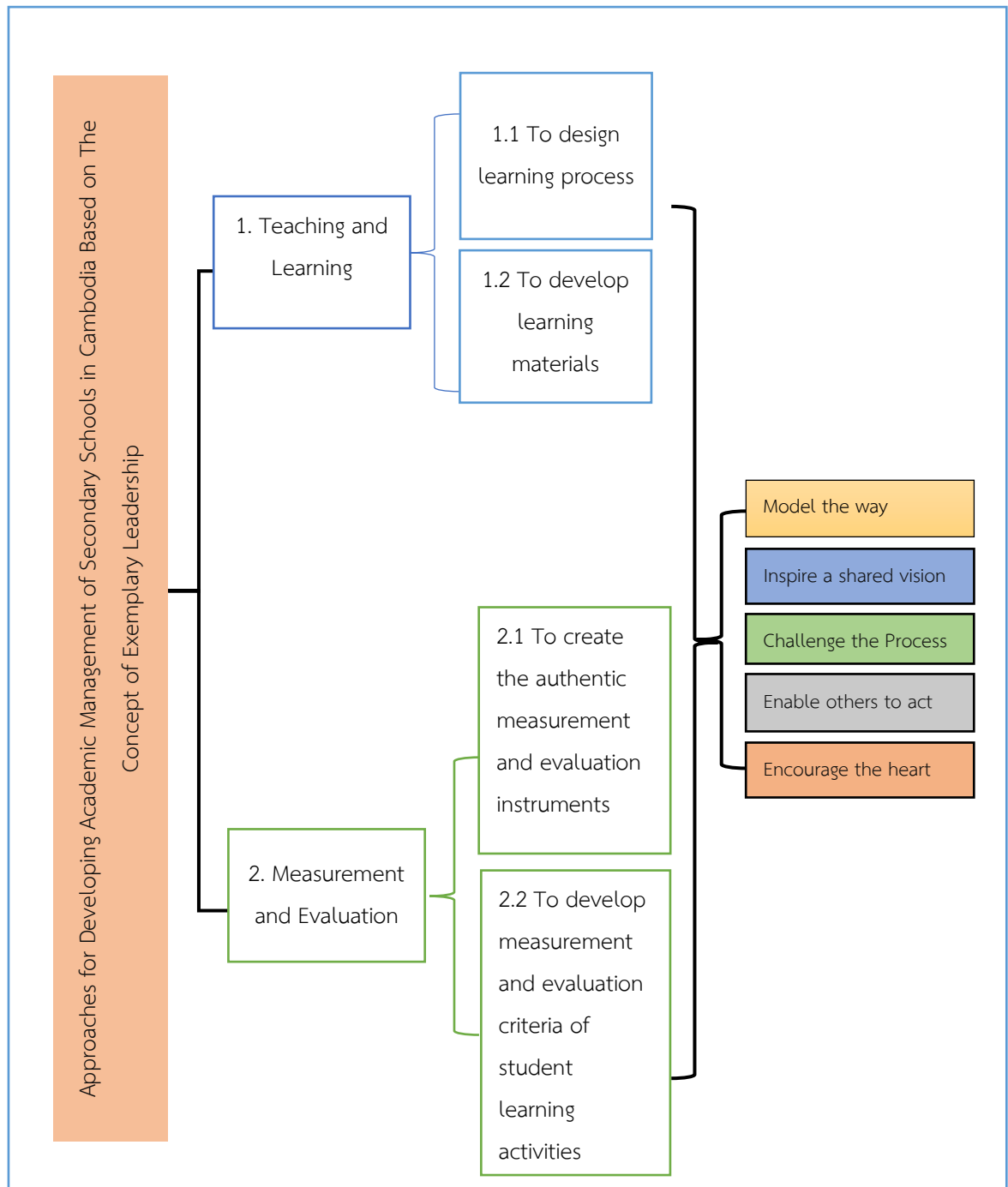


Figure 4. Research Instrument Structure Diagram for Student

Research Instrument Validity and Reliability

Content validity of the questionnaire in this study was measured using content expert method, through the analysis of item objectives congruence (IOC). Three content experts were invited to evaluate individual items developed by the researchers. The experts who invited to evaluate the IOC consists of:

- 1) an expert of the academic management
- 2) an expert of research methodology
- 3) an expert of educational management

$$IOC = \frac{\sum R}{N}$$

IOC represents to the consistency index of the questions and objectives

$\sum R$ represents to the experts' evaluation value on overall items

N represents to the amount of the expert

The scale of items evaluation value are as the following:

- +1 Means the statement consistent with the definition of the given variable.
- 0 Means Not sure if the statement is consistent with the definition of the given variable.
- 1 Means the statement is not consistent with the definition of the given variable.

Reliability was measured using try-out of the questionnaire was conducted with 35 informants includes principals, vice-principals, teachers and students whose characteristics were similar to the sample but different scope area, for instrument reliability assessment. Cronbach's alpha reliability coefficient was calculated to be .947. The alpha of .7 and above is acceptable (Mallery & George, 2000).

2.5 Data collection

Permission from Faculty of Education, Chulalongkorn University was requested and granted to collect data. The questionnaires, attached with permission letters from the university and Ministry of Education Youth and Sport, will directly distributed by the researcher to school principals, vice-principal, secondary school teachers and students. The returned questionnaires will be collected by the researcher. The data collections start during March, 2022.

2.6 Data Analysis

1) Data analysis on section 1 of demographic of the informants conduct with Check lists and analyzed by SPSS (Statistical Package for Social Science) which analyzed using by descriptive statistic to describe the statistic: Frequency, Percentage.

2) Data analysis on section 2 of the current and desirable of academic management state of the questionnaire comprise by Dual-response Format of Rating Scale 5 levels and analyzed by SPSS (Statistical Package for Social Science) which analyze using by descriptive statistics of Mean and Standard Deviation and the criteria for interpreting mean score are as the following (Best, 1981):

Mean score of 4.50 – 5.00 refers to the highest state of developing academic management

Mean score of 3.50 – 4.49 refers to the high state of developing academic management

Mean score of 2.50 – 3.49 refers to the moderate state of developing academic management

Mean score of 1.50 – 2.49 refers to the low state of developing academic management

Mean score of 1.00 – 1.49 refers to the lowest state of developing academic management

3) Analysis of open-ended questions in section 3, recommendations and suggestions in section 4 by Content Analysis, Frequency and interpret the data by descriptive method.

Step 2: To analyze the priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership

Modified Priority Needs Index (PNI_{Modified}) used in this phase to examine the priority needs of academic management of secondary schools in Cambodia based on the concept of exemplary leadership. PNI_{Modified} is a tool for measuring the difference or gap between the desirable and existing states, which is adjusted from original priority needs index by Nonglak Wiratchai and Suwimon Wongwanich (2015) and has the formula as

$$PNI_{\text{modified}} = (I - D) / D$$

I (Importance) refers to the desirable developing state of academic management of Cambodia secondary schools

D (Degree of Success) refers to the current developing state of academic management of Cambodian secondary schools in this study.

Step 3: To rank the priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership

To rank level of priority needs for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership was based on the data on the current and desirable states of the academic management development were analyzed using PNI modified. The priority needs ranked from the highest to the lowest value of PNI modified. The high value of PNI modified refers to high needs to be developed.

Phase 3: To develop approaches for developing academic management of secondary Schools in Cambodia based on the concept of exemplary leadership.

For phase 3, the researcher constructed phase 3 into 4 steps as the following:

Step 1: To draft the approaches for developing secondary schools academic management in Cambodia based on the concept of exemplary leadership from the questionnaire.

Step 2: To draft the approaches for developing secondary schools academic management in Cambodia based on the concept of Exemplary Leadership by researcher.

Step 3: To propose to experts to evaluate the suitability and feasibility of the (draft) approach in order to make the complete approaches.

Step 4: To develop the final approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

The details of the drafting process are in details as the following:

Step 1: To draft the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership from the questionnaire

1. Data Resource

1.1 Quantitative data

The priority need levels of developing academic management of secondary school in Cambodia.

1.2 Qualitative data

1) The open-ended questions and recommendations and suggestions related to the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

2) Review of literature related to academic management in the area of curriculum development, teaching and learning, measurement and evaluation, and student affairs; and review of literature related to exemplary leadership in the area of model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

2. Data Analysis

The researcher draft the approaches through the data of the priority level of needs in section 2, the information from literature review, the open-ended question

in section 3 and the recommendations and suggestions in section 4 of the questionnaires.

Step 2: To draft the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary Leadership by researcher

The draft of approaches developed by researcher for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership resulted from suggestions and recommendations of the questionnaires, the result from the current state, desirable state and the Modified Priority Need Index (PNI modified) ranking and also the result from related research. The draft of approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership that developed by the researcher consisted of the following processes:

The process for develop (draft) approaches and method is based on the highest synthesis result of both academic management and exemplary leadership's priority need index.

The method of the draft is based on the PIE Model (1) Planning (2) Implementation (3) Evaluation (AM. Smith, N. Sewell, P. Rocklage, G. Mach, & L. Nolte, 1973).

Step 3: To propose to experts to evaluate the suitability and feasibility of the (draft) approaches in order to make the complete approaches

1. Informant

Propose approaches to 5 experts for checking the suitability and feasibility of the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership which developed by researcher. The experts who invited to evaluate the IOC consists of:

- 1) an expert of the academic management
- 2) Two expert educational management
- 3) an expert of secondary educational administration

4) an experts of best school principal

2. Research Instrument

The instrument of the study is suitability and the feasibility assessment draft of the approaches for developing academic management of secondary schools in Cambodia based on the concept of Exemplary leadership responded by 5 levels Rating Scales, more details are as the following:

5 refers to Highest Suitability draft / Highest Feasibility

4 refers to High Suitability draft / High Feasibility

3 refers to Moderate Suitability draft / Moderate Feasibility

2 refers to Low Suitability draft / Low Feasibility

1 refers to Lowest Suitability draft / Lowest Feasibility

The last part of the draft the researcher conduct with the Open-ended Question, suggestions and recommendation which related to the approaches for developing secondary school academic management in Cambodia based on the concept of Exemplary Leadership; the details are as the following:

- 1) Propose the first draft to advisor
- 2) Propose the second draft that already evaluate to advisor to check the suitability and feasibility in order to revise for complete draft of the approaches.
- 3) Propose the complete draft of the approaches for developing the academic management of Cambodian secondary schools based on the concept of Exemplary Leadership to 5 experts to evaluate and give suggestions and recommendation about the suitability and feasibility.
- 4) Create the final revise of the approaches based on the recommendation from the experts on the suitability and feasibility of the approaches.

The researcher analyzed the data of the of the suitability and feasibility approaches for developing the academic management of secondary school in Cambodia based on the concept of Exemplary Leadership of the result from the collecting data, the researcher applying Mode of the statistical methods to analyze and interpreting Mode score by 5 levels as the following:

5 refers to Highest Suitability draft / Highest Feasibility

4 refers to High Suitability draft / High Feasibility

3 refers to Moderate Suitability draft / Moderate Feasibility

2 refers to Low Suitability draft / Low Feasibility

1 refers to Lowest Suitability draft / Lowest Feasibility

Researcher applied the content analysis for section 3 of open-ended question and section 4 suggestion and recommendation in order to create the complete approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

Step 4: To develop the approaches for academic management of secondary schools in Cambodia based on the concept of exemplary leadership of the final approaches

Revised, adjusted the draft through the commend and suggestions that verify from experts, and propose to advisor to verify the accuracy to enhance the completed approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

Develop the complete approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership; the details of the step to the draft are as the following table below:

Table 6. Research Procedures

Objectives	Research Process	Research Design			Result
		Sampling Design (SD)	Measurement Design (MD)	Analysis Design (AD)	
1. To examine the leadership level of Cambodian secondary school students in Battambang and to study priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary	Phase 1: To examine exemplary leadership level of Cambodian secondary school students in Battambang Province				
	-	Population: 26 secondary schools -Sample: 12 secondary schools (select one secondary school to represent one district) -Informants: (1 class monitor from each grade and 6 students from each schools)	Questionnaire consists of 3 sections: 1. Demographic data (Check list) 2. Current and desirable state of students exemplary leadership levels (Rating scale) 3.Open-ended questions	1. Frequency & Percentage 2. Mean & Standard deviation 3. Content analysis 4. T-test & F-test 5. One way-ANOVA	1 .1 The exemplary leadership levels of secondary school students in Battambang province, Cambodia.
	Phase 2: To study the priority needs of academic management of secondary schools in Cambodia based on the				

leadership	concept of exemplary leadership.				
	Step 1: To study the current and desired states of academic management of secondary schools in Cambodia based on the concept of exemplary leadership.	- Population: 26 secondary schools - Sample: 12 secondary schools (select one secondary school to represent one district) - Informants: (School principals, Vice-school principals, secondary school teachers, students from each secondary school)	Questionnaire consists of 4 sections: 1. Demographic data (Check list) 2. The current and desired states of academic management (Rating scale) 3.Open-ended questions 4. Suggestions and recommendation for developing academic management	1. Frequency & Percentage 2. Mean & Standard deviation 3. Content analysis 4. Content analysis	2.1 The current and desired states of academic management of secondary schools in Cambodia based on the concept of exemplary leadership.
	Step 2: To analyze the	- Result of data from 2.1	-	-PNI _{modified}	2.2 The priority of needs priority needs

	priority of needs of the academic management development of secondary schools in Cambodia based on the concept of exemplary leadership.				of the academic management development of secondary schools in Cambodia based on the concept of exemplary leadership.
	Step 3: To rank the priority needs for developing academic management of secondary schools in Cambodia based on the concept of	Result of data analysis from 2.2	-	-Equation of ordering PNI values	2.3 The ranking of priority needs for developing academic management of secondary schools in Cambodia based on the concept of exemplary

	exemplary leadership.				leadership.
2. To develop the approaches for developing academic management of secondary schools in Cambodia based on the concept of Exemplary Leadership.	Phase 3: To develop approaches for developing academic management of secondary Schools in Cambodia based on the concept of exemplary leadership.				
	Step 1: To draft the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership through the questionnaire.	- Result from PNI Ranking -Information from literature review - open-ended question and Recommendation (Section 3 and 4 of the questionnaires)	-	-	3.1 (Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership through the questionnaire.
	Step 2: To draft the approaches	- Result 3.1			3.2 (Draft) Approaches for

	for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership developed by researcher.				developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership developed by researcher.
	<p>Step 3: To propose experts to evaluate the suitability and feasibility of the (draft) approach in order to make the</p>	<p>Informants : 5 experts (1 expert of academic management; 2 expert of educational management ; and 1 expert of secondary educational</p>		-The suitability and feasibility evaluation form	
				-Content analysis - Mean - Standard Deviation	3.3 The (Draft) result of the suitability and feasibility evaluation of approaches.

	complete approaches.	administration; and 1 best school principals)			
	<p>Step 4: To develop the final approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.</p>	<p>-Result of the suitability and feasibility evaluation of the drafted approaches from 3.3</p>	-	-	<p>3.4 The final approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.</p>

CHAPTER 4

RESEARCH RESULTS

This chapter reported results of the study under two main objectives: 1) To examine the exemplary leadership level of Cambodian secondary school students in Battambang Province and to study priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership, 2) To develop the approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership. The results of this study begin with restating the research objectives, followed by reporting findings of each research objective.

In this chapter, the finding was described as the following:

4.1 To examine the exemplary leadership level of Cambodian secondary school students in Battambang and to study priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership

4.1.1 Demographic data of informants in the study

4.1.2 Exemplary leadership level of Cambodian secondary school students in Battambang Province

4.1.3 The current states, desirable states, and the priority needs of academic management development of secondary school students in Cambodia based on the concept of exemplary leadership

4.1.4 Ranking level of priority needs for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

4.2. To develop the approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership

4.2.1 The suggestion and recommendation for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership from the questionnaires

4.2.3 The draft of approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership by researcher

4.2.5 The final approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

4.1 To examine the exemplary leadership level of Cambodian secondary school students in Battambang and to study priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership

4.1.1 Demographic data of informants in the study

The questionnaire for the research study was completed by 169 people. The informants include principals, vice-principals, teachers (105 in total) who responded to the questionnaire, and students (64 in total). The demographic data of the informants consists of gender, age, educational qualification, position, experience, educational level, grade and education stream. The detail of the demographic data of informants can be shown in the Table 7 below.

Table 7. Demographic Data of informants in the study

[illegible]

Student Demographic

N°	Demographic Information	Principal		Vice-Principal		Teacher		Student		Total	
		f	%	f	%	f	%	f	%	f	%
5.	Gender										
	1) Male	-	-	-	-	-	-	21	32.8%	21	32.8%
	2) Female	-	-	-	-	-	-	43	67.2%	43	67.2%
	Total	-	-	-	-	-	-	64	100%	64	100%
6.	Age										
	1) Under 15	-	-	-	-	-	-	16	25%	16	25%
	2) 15 Up	-	-	-	-	-	-	48	75%	48	75%
	Total	-	-	-	-	-	-	64	100%	64	100%
7.	Educational level										
	1) Lower secondary school	-	-	-	-	-	-	25	31.1%	25	31.1%
	2) Upper secondary school	-	-	-	-	-	-	39	60.9%	39	60.9%
	Total	-	-	-	-	-	-	64	100%	64	100%
8.	Grade										
	1) Grade 7	-	-	-	-	-	-	9	14.1%	9	14.1%
	2) Grade 8	-	-	-	-	-	-	9	14.1%	9	14.1%
	3) Grade 9	-	-	-	-	-	-	12	18.8%	12	18.8%
	4) Grade 10	-	-	-	-	-	-	9	14.1%	9	14.1%
	5) Grade 11	-	-	-	-	-	-	12	18.8%	12	18.8%
	6) Grade 12	-	-	-	-	-	-	13	20.3%	13	20.3%
	Total	-	-	-	-	-	-	64	100%	64	100%
9.	Education Stream(For Grade 10-12)										
	1) Science	-	-	-	-	-	-	33	51.6%	33	51.6%
	2) Social Science	-	-	-	-	-	-	2	3.1%	2	3.1%
	3) Others	-	-	-	-	-	-	29	45.3%	29	45.3%
	Total	-	-	-	-	-	-	64	100%	64	100%

Table 7 indicated that there were 169 informants, consisting of 7 school principals, 13 vice-principals, 85 teachers and 64 students. The biggest group of informants, 32 people aged between 35-39 years old, accounts for 30.5% of principal demographic data questionnaire. This followed by the informants aged between 30-34 years old, that accounts for 17.1%, followed by the informants age between 40-44 years old, that accounts for 16.2% respectively. The biggest group of informants have served the longest in the current position. Mostly, informants have served in the current position between 15-19 years, there are 26 informants which accounts for 24.8% equally to the group of informants who have served between 20 or more than 20 years. The other groups have served between 10-14 years (22.9%), between 5-9 years (17.2%), and less than 5 years (11.4%), respectively in the current position. Some of 72 or 68.6% of all informants have bachelor's degree as their highest level of education, followed by 21.9% of respondents, who have master's degree, and 8.6% of the respondents have others degree, respectively. For student demographic data questionnaire, there are 48 people or 75% are aged 15 years old up and the rest is under 15 years old, there are 39 respondents, accounts for 60.9% are studying in upper secondary school, and the rest are in lower secondary school. There are 13 students of grade 12, accounts for 20.3%, followed by 18.8% are in grades 9 and 11, and 14.1% are in grade 7,8,10 respectively who respond to the questionnaire. In the category of education stream (Grade 10-12), there are 33 students or 51.6% are in science class of all the student informants.

4.1.2 Exemplary leadership level of Cambodian secondary school students in Battambang Province

In this section, the analyzing results of exemplary leadership levels of Cambodian secondary school students will be discussed. Table 8. show the mean, standard deviation and level of the student in overall.

Table 8. Exemplary Leadership Level of Secondary School Students (n = 64)

Exemplary leadership		\bar{x}	S.D.	Level
1. Model the way	1. Find voice	3.600	0.924	(3)
	2. Affirm shared values	3.770	0.920	(1)
	3. Live the shared values	3.726	0.926	(2)
	4. Teach others to model the values	3.500	0.971	(4)
	Total	3.649	0.924	4
2. Inspire a shared vision	1. Imagine the possibilities	3.500	1.036	(1)
	2. Find a common purpose	3.328	1.106	(3)
	3. Appeal to common ideals	3.377	1.051	(2)
	4. Animate the vision	3.262	0.893	(4)
	Total	3.367	1.022	5
3. Challenge the process	1. Seize the initiative	3.645	1.093	(4)
	2. Exercise oversight	4.081	0.946	(1)
	3. Generate small wins	3.710	1.092	(2)
	4. Learn from experience	3.710	0.857	(2)
	Total	3.750	0.997	2
4. Enable others to act	1. Create a climate of trust	3.645	0.960	(4)
	2. Create facilitate relationships	3.855	0.827	(1)
	3. Enhance self-determination	3.774	1.015	(2)
	4. Develop competence and confidence	3.726	1.027	(3)
	Total	3.750	0.957	3
5. Encourage the heart	1. Expect the best	4.000	1.024	(2)
	2. Personalize recognition	3.484	1.020	(4)
	3. Create a spirit of community	3.645	1.118	(3)
	4. Personally involved	4.097	0.953	(1)
	Total	3.806	1.029	1
Total		3.669	0.988	

Table 8 revealed that exemplary leadership level of Cambodian secondary school students in Battambang Province was slightly high (\bar{x} = 3.669, S.D. = 0.988). The first highest exemplary leadership level of secondary school students in overall was 'encourage the heart' (\bar{x} = 3.806, S.D. = 1.029), followed by 'challenge the process'

(\bar{x} =3.774, S.D. =0.997), ‘enable others to act’ (\bar{x} = 3.750, S.D.= 0.957), ‘model the way’ (\bar{x} = 3.649, S.D.= 0.935) and the last was ‘inspire a shared vision’ (\bar{x} = 3.367, S.D. = 1.022).

The following table will discuss regarding to gender and educational level of Cambodian secondary school students in Battambang Province. The analysis were using t-test and F-test for comparing mean result between male and female (21 male students and 43 females students) and comparing the mean result between two levels of educational level (lower and upper secondary school). The details of Table 9. were given as follows:

Table 9. Results of t-test and F-test regarding Gender and Educational Level of Students (n = 64)

Exemplary Leadership Dimensions	Gender				F	P	Educational Level				F	P
	Male		Female				Lower Secondary		Upper Secondary			
	\bar{x}	S.D.	\bar{x}	S.D.			\bar{x}	S.D.	\bar{x}	S.D.		
1. Model the way	3.791	0.671	3.591	0.786	0.713	.402	3.697	0.695	3.621	0.798	0.592	.445
2. Inspire a shared vision	3.197	0.784	3.456	0.748	0.050	.823	3.489	0.840	3.298	0.711	0.816	.370
3. Challenge the process	3.815	0.622	3.755	0.882	1.711	.196	3.860	0.875	3.716	0.764	0.407	.526
4. Enable others to act	3.763	0.658	3.744	0.7588	0.151	.699	3.800	0.707	3.716	0.743	0.001	.977
5. Encourage the heart	3.763	0.761	3.825	0.799	0.244	.623	3.700	0.912	3.878	0.683	0.631	.430
Total	3.661	0.555	3.706	0.691	2.134	.150	3.790	0.623	3.627	0.661	0.000	.982

*P<.05

Table 9 shows that there was no significant difference in students’ exemplary leadership regarding gender and education level as a whole (F= 2.134, P= .150; F= 0, P= .982, respectively).

Regarding gender, there was no significant difference in exemplary leadership for each dimension: ‘model the way’ ($F= 0.713$, $P= .402$), ‘inspire a shared vision’ ($F= 0.050$, $P= .823$), ‘challenge the process’ ($F= 1.711$, $P= .196$), ‘enable others to act’ ($F= 0.151$, $P= .699$), and ‘encourage the heart’ ($F= 0.244$, $P= .623$).

Regarding educational level, there was no significant difference in exemplary leadership for each dimension: ‘model the way’ ($F= 0.592$, $P= .445$), ‘inspire a shared vision’ ($F= 0.816$, $P= .370$), ‘challenge the process’ ($F= 0.407$, $P= .526$), ‘enable others to act’ ($F= 0.001$, $P= .977$), and ‘encourage the heart’ ($F= 0.631$, $P= .430$).

The following table will discuss regarding to grade (grade 7-12) using One-Way ANOVA for comparing mean result between the six grades and exemplary leadership. The results were presented in Table 10 as follows:

Table 10. Results of One-Way Analysis of Variance in Exemplary Leadership of Secondary School Students Regarding Grade (n = 64)

Grade	Exemplary leadership											
	1. Model the way		2. Inspire a shared vision		3. Challenge the process		4. Enable others to act		5. Encourage the heart		Exemplary leadership	
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.
Grade 7	3.611	0.663	3.607	0.518	3.861	1.105	3.806	0.818	3.528	1.100	3.929	0.427
Grade 8	3.625	0.756	3.281	0.940	3.778	0.795	3.639	0.792	3.694	1.088	3.507	0.858
Grade 9	3.932	0.717	3.667	0.807	3.792	0.681	3.979	0.626	4.000	0.594	3.882	0.578
Grade 10	3.722	0.592	3.222	0.423	3.861	0.681	3.750	0.500	4.000	0.650	3.711	0.477
Grade 11	3.295	0.900	2.979	0.956	3.667	0.990	3.646	1.025	3.729	0.765	3.450	0.859
Grade 12	3.727	0.833	3.523	0.596	3.727	0.702	3.659	0.528	3.841	0.528	3.695	0.569
Total	3.653	0.753	3.373	0.763	3.774	0.807	3.750	0.724	3.806	0.782	3.692	0.646
F	0.716		1.014		0.539		1.791		1.359		1.777	
P	.614		.419		.746		.130		.254		.135	

* $P < .05$

Table 10 has shown that there was no significant difference in exemplary leadership regarding grade as a whole ($F = 1.777$, $P = 0.135$).

Regarding grade, there was no significant difference in exemplary leadership for each dimension: ‘model the way’ ($F = 0.716$, $P = 0.614$), ‘inspire a shared vision’ ($F = 1.014$, $P = 0.419$), ‘challenge the process’ ($F = 0.539$, $P = 0.746$), ‘enable others to act’ ($F = 1.791$, $P = 0.130$), and ‘encourage the heart’ ($F = 1.359$, $P = 0.254$).

4.1.3 The current states, desirable states, and the priority needs of academic management development of secondary school students in Cambodia based on the concept of exemplary leadership

Based on the results of current states, desirable states, and the ranking of priority needs of academic management of secondary schools in Cambodia based on the concept of exemplary leadership that reveals the academic management outcome. Curriculum Development, Teaching and Learning, Measurement and Evaluation, and Student Affairs were all addressed. The following tables show the outcomes for these four parts of secondary school in Battambang Province, Cambodia:

Table 11. The current states, desirable states, and the priority needs of academic management of secondary school students in Cambodia based on the concept of exemplary leadership: Academic Management in Overall

N ^o	Academic Management	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
1.	Curriculum Development	3.274	0.718	Moderate	4.384	0.588	High	0.339	1
1.1	Define students' learning outcomes	3.281	0.753	Moderate	4.374	0.676	High	0.333	(1)
1.2	Determine the expected students' characteristics	3.302	0.703	Moderate	4.379	0.642	High	0.326	(2)
2.	Teaching and	3.365	0.775	Moderate	4.376	0.700	High	0.300	3

N ^o	Academic Management	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
	Learning								
2.1	Design learning process	3.432	0.848	Moderate	4.390	0.697	High	0.279	(2)
2.2	Develop learning materials	3.284	0.758	Moderate	4.350	0.701	High	0.325	(1)
3.	Measurement and Evaluation	3.312	0.780	Moderate	4.308	0.770	High	0.301	2
3.1	Create the authentic measurement and evaluation instruments	3.305	0.774	Moderate	4.292	0.757	High	0.299	(2)
3.2	Develop measurement and evaluation criteria of student learning	3.333	0.803	Moderate	4.345	0.803	High	0.304	(1)
4.	Student Affairs	3.332	0.830	Moderate	4.191	0.798	High	0.258	4
4.1	Define student affair objectives	3.307	0.850	Moderate	4.182	0.833	High	0.265	(2)
4.2	Determine aim of students councils	3.313	0.857	Moderate	4.222	0.761	High	0.274	(1)
	Total	3.321	0.776	Moderate	4.315	0.714	High	0.300	

Table 11 provided analysis of the current states, desirable states, and the priority need index of **Academic Management** of secondary school in Cambodia in overall view. The overall view of the finding shows that the current states of academic management of secondary school in Cambodia was at a moderate level (\bar{x} =3.321, S.D.=0.776). **Teaching and Learning** has the highest mean value (\bar{x} =3.365, S.D.= 0.775), If consider each aspect of the components, ‘*Design learning process*’ has the highest mean value (\bar{x} =3.432, S.D.= 0.848), followed by ‘*Develop learning materials*’ (\bar{x} =3.284, S.D.= 0.758), followed by **Student Affairs** (\bar{x} =3.332, S.D.=

0.830), If consider each aspect of the components, '*Determine aim of students councils*' has the highest mean value (\bar{x} =3.313, S.D.= 0.857), followed by '*Define student affair objectives*' (\bar{x} =3.307, S.D.= 0.850). Then followed by **Measurement and Evaluation** (\bar{x} =3.312, S.D.= 0.780), If consider each aspect of the components, '*Develop measurement and evaluation criteria of student learning*' has the highest mean value (\bar{x} =3.333, S.D.= 0.803), followed by '*Create the authentic measurement and evaluation*' (\bar{x} =3.305, S.D.= 0.774), and **Curriculum Development** has the lowest mean value (\bar{x} =3.274, S.D.= 0.718), if consider each aspect of the components, '*Determine the expected students' characteristics*' has the highest mean value (\bar{x} =3.302, S.D.= 0.703), followed by '*Determine students' learning outcomes*' (\bar{x} =3.281, S.D.= 0.753). respectively.

The finding also indicates that the desirable states of **Academic Management** of secondary school in Cambodia is at high level value (\bar{x} =4.315, S.D.= 0.714). **Curriculum Development** has the highest mean value (\bar{x} =4.384, S.D.= 0.588), if consider each aspect of components, '*Determine the expected students' characteristics*' has the highest mean value (\bar{x} =4.379, S.D.= 0.642), then it is followed by '*Determine students' learning outcomes*' (\bar{x} =4.374, S.D.= 0.676), followed by **Teaching and Learning** (\bar{x} =4.376, S.D.= 0.700), if consider each aspect of the components, '*Design learning process*' has the highest mean value (\bar{x} =4.390, S.D.= 0.697), and followed by '*Develop learning materials*' (\bar{x} =4.350, S.D.= 0.701). then it is followed by **Measurement and Evaluation** (\bar{x} =4.308, S.D.= 0.770), if consider each aspect of the components, '*Develop measurement and evaluation criteria of student learning*' has the highest mean value (\bar{x} =4.345, S.D.= 0.803), and followed by '*Create the authentic measurement and evaluation instruments*' (\bar{x} =4.292, S.D.= 0.757), and the last lowest mean value is **Student Affairs** (\bar{x} =4.191, S.D.= 0.798), if consider each aspect of the components, '*Determine aim of students councils*' has the highest mean value (\bar{x} =4.222, S.D.= 0.761), and followed by '*Define student affair objectives*' (\bar{x} =4.182, S.D.= 0.833). respectively.

The finding also indicates that the priority needs index of academic management of secondary schools in Cambodia based on the concept of exemplary leadership is 0.300 ($PNI_{Modified}=0.300$). The highest priority need index among academic management component is **Curriculum Development** ($PNI_{Modified}=0.339$), if consider each aspect of the components the highest priority need of **Curriculum Development** is ‘*Define students’ learning outcomes*’ ($PNI_{Modified}=0.333$), followed by ‘*Determine the expected students’ characteristics*’ ($PNI_{Modified}=0.326$), followed by **Measurement and Evaluation** ($PNI_{Modified}=0.301$), if considers each aspect of the components, ‘*Develop measurement and evaluation criteria of student learning*’ ($PNI_{Modified}=0.304$), followed by ‘*Create the authentic measurement and evaluation instruments*’ ($PNI_{Modified}=0.299$). then it is followed by **Teaching and Learning** ($PNI_{Modified}=0.300$) if consider each aspect of the components, ‘*Develop learning materials*’ ($PNI_{Modified}=0.325$), followed by ‘*Design learning process*’ ($PNI_{Modified}=0.297$). while **Student Affairs** has the lowest priority need index ($PNI_{Modified}=0.258$), if consider each aspect of the components, ‘*Determine aim of students councils*’ ($PNI_{Modified}=0.274$), followed by ‘*Define student affair objectives*’ ($PNI_{Modified}=0.265$), respectively.

Table 12. The current states, desirable states, and the priority needs of academic management of secondary school students in Cambodia based on the concept of exemplary leadership: Exemplary Leadership in Overall

N ^o	Exemplary Leadership	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
1.	Model the way	3.247	0.714	Moderate	4.260	0.713	High	0.312	2
2.	Inspire a shared vision	3.237	0.739	Moderate	4.220	0.728	High	0.304	4
3.	Challenge the process	3.208	0.740	Moderate	4.254	0.755	High	0.326	1
4.	Enable others to act	3.306	0.733	Moderate	4.305	0.712	High	0.302	5
5.	Encourage the heart	3.287	0.743	Moderate	4.294	0.645	High	0.306	3

	Total	3.257	0.734	Moderate	4.266	0.711	High	0.310	
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Table 12 provided analysis of the current states, desirable states, and the priority need of **Exemplary Leadership** of secondary school in Cambodia in overall view. The overall view of the finding shows that the current states of exemplary leadership of secondary school in Cambodia was at a moderate level ($\bar{x}=3.257$, S.D.= 0.734). **Enable others to act** has the highest mean value ($\bar{x}=3.306$, S.D.= 0.733), followed by **Encourage the heart** ($\bar{x}=3.287$, S.D.= 0.743), then followed by **Model the way** ($\bar{x}=3.247$, S.D.= 0.714), next followed by **Inspire a shared vision** ($\bar{x}=3.237$, S.D.= 0.739), and **Challenge the process** has the lowest mean value ($\bar{x}=3.208$, S.D.= 0.740), respectively.

The finding also indicated that the desirable states of **Exemplary Leadership** of secondary school in Cambodia in overall view was at a high level ($\bar{x}=4.266$, S.D.= 0.711). **Enable others to act** has the highest mean value ($\bar{x}=4.305$, S.D.= 0.712), followed by **Encourage the heart** ($\bar{x}=4.294$, S.D.= 0.645), then followed by **Model the way** ($\bar{x}=4.260$, S.D.= 0.713), next followed by **Challenge the process** ($\bar{x}=4.254$, S.D.= 0.755), and **Inspire a shared vision** has the lowest mean value ($\bar{x}=4.220$, S.D.= 0.728), respectively.

The finding also indicates that the priority needs of **Exemplary Leadership** of secondary school in Cambodia in overall view was 0.310 (PNI_{Modified}=0.310). **Challenge the process** has the highest priority need (PNI_{Modified}=0.326), followed by **Model the way** (PNI_{Modified}=0.312), then followed by **Encourage the heart** (PNI_{Modified}=0.306), next followed by **Inspire a shared vision** (PNI_{Modified}=0.304), and **Enable others to act** has the lowest mean value (PNI_{Modified}=0.302), respectively.

Table 13. The current states, desirable states, and the priority needs of academic management of secondary school students in Cambodia based on the concept of exemplary leadership : Curriculum Development and Sub-dimensions

N°	Sub-dimensions	Current	Level	Desirable	Level	PNI	The
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	of Curriculum Development	\bar{x}	S.D.		\bar{x}	S.D.			rank of Priority Need
1.1	Define students' learning outcomes	3.281	0.753	Moderate	4.374	0.676	High	0.333	1
1.	Model the way	3.284	0.707	Moderate	4.353	0.683	High	0.326	(2)
2.	Inspire a shared vision	3.282	0.801	Moderate	4.309	0.694	High	0.313	(4)
3.	Challenge the process	3.240	0.802	Moderate	4.400	1.201	High	0.358	(1)
4.	Enable others to act	3.318	0.872	Moderate	4.400	0.716	High	0.326	(2)
5.	Encourage the heart	3.343	0.847	Moderate	4.350	0.697	High	0.301	(5)
1.2	Determine the expected students' characteristics	3.302	0.703	Moderate	4.379	0.642	High	0.326	2
1.	Model the way	3.278	0.755	Moderate	4.320	0.675	High	0.318	(2)
2.	Inspire a shared vision	3.223	0.785	Moderate	4.223	0.707	High	0.310	(4)
3.	Challenge the process	3.263	0.783	Moderate	4.300	0.733	High	0.318	(2)
4.	Enable others to act	3.328	0.872	Moderate	4.515	1.203	Highest	0.361	(1)
5.	Encourage the heart	3.410	0.737	Moderate	4.426	0.594	High	0.298	(5)
	Overall	3.274	0.718	Moderate	4.384	0.588	High	0.339	

Table 13 indicated the current states, desirable states, and the rank of priority needs of Curriculum Development. The finding shows that the current state of **Curriculum Development** is at moderate level (\bar{x} =3.274, S.D.= 0.718). If consider each aspect of the dimensions, '*Determine the expected students' characteristics*'

has the highest mean value (\bar{X} =3.302, S.D.= 0.703), followed by ‘*Determine students’ learning outcomes*’ (\bar{X} =3.281, S.D.= 0.753). When consider the current states of sub-dimension of ‘*Determine the expected students’ characteristics*’, all sub-dimensions are at moderate level. ‘Encourage the heart’ has the highest mean value among the five (\bar{X} =3.410, S.D.= 0.737), followed by ‘Enable others to act’ (\bar{X} =3.328, S.D.= 0.872), next are ‘Model the way’ (\bar{X} =3.278, S.D.= 0.755), and ‘Challenge the process’ (\bar{X} =3.263, S.D.= 0.783), and the lowest mean value is ‘Inspire a shared vision’ which has the mean value (\bar{X} =3.223, S.D.= 0.785). When consider the current states of sub-dimension of ‘*Determine students’ learning outcomes*’, all sub-dimensions are at moderate level. ‘Encourage the heart’ has the highest mean value among the five (\bar{X} =3.343, S.D.= 0.847), followed by ‘Enable others to act’ (\bar{X} =3.318, S.D.= 0.872), next are ‘Model the way’ (\bar{X} =3.284, S.D.= 0.707), and ‘Inspire a shared vision’ (\bar{X} =3.282, S.D.= 0.801), and the lowest mean value is ‘Challenge the process’ which has the mean value (\bar{X} =3.240, S.D.= 0.802) respectively.

Based on the analysis of the analysis of the **Curriculum Development**, the desirable state of the **Curriculum Development** is at the high level (\bar{X} =4.384, S.D.= 0.588). ‘*Determine the expected students’ characteristics*’ has the highest mean value (\bar{X} =4.379, S.D.= 0.642), then it is followed by ‘*Determine students’ learning outcomes*’ (\bar{X} =4.374, S.D.= 0.676). When consider the desirable states of sub-dimension of ‘*Determine the expected students’ characteristics*’, all sub-dimensions are at high level. ‘Enable others to act’ has the highest mean value among the five (\bar{X} =4.515, S.D.= 1.203), followed by ‘Encourage the heart’ (\bar{X} =4.426, S.D.= 0.594), next are ‘Model the way’ (\bar{X} =4.320, S.D.= 0.675), and ‘Challenge the process’ (\bar{X} =4.300, S.D.= 0.733).and the lowest mean value is ‘Inspire a shared vision’ which has the mean value (\bar{X} =4.223, S.D.= 0.707). When consider the desirable states of sub-dimension of ‘*Determine students’ learning outcomes*’, all sub-dimensions are at high level. ‘Challenge the process’ has the highest mean value among the five (\bar{X} =4.400, S.D.= 1.201), followed by ‘Enable others to act’ (\bar{X} =4.400, S.D.= 0.716), next are ‘Model the way’ (\bar{X} =4.353, S.D.= 0.683), and ‘Encourage the heart’

(\bar{x} =4.350, S.D.= 0.697), and the lowest mean value is ‘Inspire a shared vision’ which has the mean value (\bar{x} =4.309, S.D.= 0.694), respectively.

The finding also indicates that the priority needs index of **Curriculum Development** of secondary schools in Cambodia based on the concept of exemplary leadership is 0.339 (PNI_{Modified}=0.339). The highest priority need index of **Curriculum Development** is ‘Define students’ learning outcomes’ (PNI_{Modified}=0.333), followed by ‘Determine the expected students’ characteristics’ (PNI_{Modified}=0.326). When consider the priority need of sub-dimension of ‘Determine students’ learning outcomes’, the finding indicates that the highest priority need is ‘Challenge the process’ (PNI_{Modified}=0.358), followed by ‘Enable others to act’ and ‘Model the way’ (PNI_{Modified}=0.326), next is ‘Inspire a shared vision’ (PNI_{Modified}=0.313), and the lowest priority need is ‘Encourage the heart’ (PNI_{Modified}=0.301). When consider the priority need of sub-dimension of ‘Determine the expected students’ characteristics’, the finding indicates that the highest priority need is ‘Enable others to act’ (PNI_{Modified}=0.361), followed by ‘Challenge the process’ and ‘Model the way’ (PNI_{Modified}=0.318), next is ‘Inspire a shared vision’ (PNI_{Modified}=0.310), and the lowest priority need is ‘Encourage the heart’ (PNI_{Modified}=0.298), respectively.

Table 14. The current and Desirable States of Academic Management of secondary school students based on the concept of exemplary leadership: Teaching and Learning and Sub-dimensions

N ^o	Sub-dimensions of Teaching and Learning	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
2.1	Design learning process	3.432	0.848	Moderate	4.390	0.697	High	0.279	2
1.	Model the way	3.405	0.770	Moderate	4.384	0.702	High	0.287	(2)
2.	Inspire a shared vision	3.349	1.029	Moderate	4.314	0.725	High	0.288	(1)

N°	Sub-dimensions of Teaching and Learning	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
3.	Challenge the process	3.470	1.119	Moderate	4.402	0.715	High	0.269	(4)
4.	Enable others to act	3.529	1.134	High	4.441	0.727	High	0.258	(5)
5.	Encourage the heart	3.460	0.802	Moderate	4.448	0.724	High	0.285	(3)
2.2	Develop learning materials	3.284	0.758	Moderate	4.350	0.701	High	0.325	1
1.	Model the way	3.205	0.803	Moderate	4.293	0.741	High	0.340	(1)
2.	Inspire a shared vision	3.196	0.788	Moderate	4.247	0.733	High	0.329	(2)
3.	Challenge the process	3.347	0.798	Moderate	4.401	0.728	High	0.315	(3)
4.	Enable others to act	3.336	0.804	Moderate	4.374	0.757	High	0.311	(4)
5.	Encourage the heart	3.344	0.832	Moderate	4.365	0.755	High	0.305	(5)
	Overall	3.365	0.775	Moderate	4.376	0.700	High	0.300	

Table 14 indicated the current states, desirable states, and the rank of priority needs of Teaching and Learning. The finding shows that the current state of **Teaching and Learning** is at moderate level (\bar{x} =3.365, S.D.= 0.775). If consider each aspect of the dimensions, ‘*Design learning process*’ has the highest mean value (\bar{x} =3.432, S.D.= 0.848), followed by ‘*Develop learning materials*’ (\bar{x} =3.284, S.D.= 0.758). When consider the current states of sub-dimension of ‘*Design learning process*’, all sub-dimensions are at moderate level. ‘Enable others to act’ has the highest mean value among the five (\bar{x} =3.529, S.D.= 1.134), followed by ‘Challenge

the process' (\bar{x} =3.470, S.D.= 1.119), next is 'Encourage the heart' (\bar{x} =3.460, S.D.= 0.802), and 'Model the way' (\bar{x} =3.405, S.D.= 0.770), and the lowest mean value is 'Inspire a shared vision' which has the mean value (\bar{x} =3.349, S.D.= 1.029). When consider the current states of sub-dimension of '*Develop learning materials*', all sub-dimensions are at moderate level. 'Challenge the process' has the highest mean value among the five (\bar{x} =3.347, S.D.= 0.798), followed by 'Encourage the heart' (\bar{x} =3.344, S.D.= 0.832), next is 'Enable others to act' (\bar{x} =3.336, S.D.= 0.804), then followed by 'Model the way' (\bar{x} =3.205, S.D.= 0.803), and the lowest mean value is 'Inspire a shared vision' which has the mean value (\bar{x} =3.196, S.D.= 0.788), respectively.

Based on the analysis of the **Teaching and Learning**, the desirable state of the **Teaching and Learning** is at the high level (\bar{x} =4.376, S.D.= 0.700). '*Design learning process*' has the highest mean value (\bar{x} =4.390, S.D.= 0.697), and followed by '*Develop learning materials*' (\bar{x} =4.350, S.D.= 0.701). When consider the desirable states of sub-dimension of '*Design learning process*', all sub-dimensions are at high. 'Encourage the heart' has the highest mean value among the five (\bar{x} =4.448, S.D.= 0.724), followed by 'Enable others to act' (\bar{x} =4.441, S.D.= 0.727), next is 'Challenge the process' (\bar{x} =4.402, S.D.= 0.715), and 'Model the way' (\bar{x} =4.384, S.D.= 0.702), and the lowest mean value is 'Inspire a shared vision' which has the mean value (\bar{x} =4.314, S.D.= 0.725). When consider the desirable states of sub-dimension of '*Develop learning materials*', all sub-dimensions are at high level. 'Challenge the process' has the highest mean value among the five (\bar{x} =4.401, S.D.= 0.728), followed by 'Enable others to act' (\bar{x} =4.374, S.D.= 0.757), next is 'Encourage the heart' (\bar{x} =4.365, S.D.= 0.755), and then 'Model the way' (\bar{x} =4.293, S.D.= 0.741), and the lowest mean value is 'Inspire a shared vision' which has the mean value (\bar{x} =4.247, S.D.= 0.733), respectively.

The finding also indicated that the priority needs index of **Teaching and Learning** of secondary schools in Cambodia based on the concept of exemplary leadership is 0.300 (PNI_{Modified}=0.300). The highest priority need index of **Teaching and Learning** is '*Develop learning materials*' (PNI_{Modified}=0.325), followed by '*Design*

learning process' (PNI_{Modified}=0.297). When consider the priority need of sub-dimension of 'Develop learning materials', the finding indicates that the highest priority need is 'Model the way' (PNI_{Modified}=0.340), followed by 'Inspire a shared vision' (PNI_{Modified}=0.329), next is 'Challenge the process' (PNI_{Modified}=0.315), then followed by 'Enable other to act' (PNI_{Modified}=0.311), and the lowest priority need is 'Encourage the heart' (PNI_{modified}=0.305). When consider the current states of sub-dimension of '*Design learning process*', the finding indicates that the highest priority need is 'Inspire a shared vision' (PNI_{Modified}=0.288), followed by 'Model the way' (PNI_{Modified}=0.287), next is 'Encourage the heart' (PNI_{Modified}=0.285), then followed by 'Challenge the process' (PNI_{Modified}=0.269), and the lowest priority need is 'Enable others to act' (PNI_{Modified}=0.258), respectively.

Table 15. The current states, desirable states, and the priority needs of academic management of secondary school students in Cambodia based on the concept of exemplary leadership: Measurement and Evaluation and Sub-dimensions

N°	Sub-dimensions of Measurement and Evaluation	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
3.1	Create the authentic measurement and evaluation instruments	3.305	0.774	Moderate	4.292	0.757	High	0.299	2
1.	Model the way	3.287	0.822	Moderate	4.278	0.783	High	0.302	(2)
2.	Inspire a shared vision	3.258	0.804	Moderate	4.229	0.790	High	0.298	(3)
3.	Challenge the process	3.331	0.825	Moderate	4.300	0.823	High	0.291	(4)
4.	Enable others to act	3.326	0.824	Moderate	4.365	0.758	High	0.312	(1)
5.	Encourage the	3.341	0.849	Moderate	4.294	0.808	High	0.285	(5)

N°	Sub-dimensions of Measurement and Evaluation	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
	heart								
3.2	Develop measurement and evaluation criteria of student learning	3.333	0.803	Moderate	4.345	0.803	High	0.304	1
1.	Model the way	3.308	0.856	Moderate	4.449	1.498	High	0.345	(1)
2.	Inspire a shared vision	3.305	0.801	Moderate	4.238	0.791	High	0.282	(4)
3.	Challenge the process	3.353	0.866	Moderate	4.345	0.801	High	0.296	(2)
4.	Enable others to act	3.365	0.859	Moderate	4.359	0.805	High	0.295	(3)
5.	Encourage the heart	3.374	0.837	Moderate	4.304	0.781	High	0.276	(5)
	Overall	3.312	0.780	Moderate	4.308	0.770	High	0.301	

Table 15 indicated the current states, desirable states, and the rank of priority needs of Measurement and Evaluation. The finding shows that the current state of **Measurement and Evaluation** is at moderate level (\bar{x} =3.312, S.D.= 0.780). If consider each aspect of the dimensions, ‘*Develop measurement and evaluation criteria of student learning*’ has the highest mean value (\bar{x} =3.333, S.D.= 0.803), followed by ‘*Create the authentic measurement and evaluation*’ (\bar{x} =3.305, S.D.= 0.774). When consider the current states of sub-dimension of ‘*Develop measurement and evaluation criteria of student learning*’, all sub-dimensions are at moderate level. ‘Encourage the heart’ has the highest mean value among the five (\bar{x} =3.374, S.D.= 0.837), followed by ‘Enable others to act’ (\bar{x} =3.365, S.D.= 0.859), next is ‘Challenge the process’ (\bar{x} =3.353, S.D.= 0.866), and ‘Model the way’ (\bar{x} =3.308, S.D.= 0.856), and the lowest mean value is ‘Inspire a shared vision’ which has the mean

value (\bar{x} =3.305, S.D.= 0.801). When consider the current states of sub-dimension of *'Create the authentic measurement and evaluation instruments'*, all sub-dimensions are at moderate level. 'Encourage the heart' has the highest mean value among the five (\bar{x} =3.341, S.D.= 0.849), followed by 'Challenge the process' (\bar{x} =3.331, S.D.= 0.825), next is 'Enable others to act' (\bar{x} =3.326, S.D.= 0.825), then followed by 'Model the way' (\bar{x} =3.287, S.D.= 0.822), and the lowest mean value is 'Inspire a shared vision' which has the mean value (\bar{x} =3.258, S.D.= 0.804), respectively.

Based on the analysis of the **Measurement and Evaluation**, the desirable state of the **Measurement and Evaluation** is at the high level (\bar{x} =4.308, S.D.= 0.770). *'Develop measurement and evaluation criteria of student learning'* has the highest mean value (\bar{x} =4.345, S.D.= 0.803), and followed by *'Create the authentic measurement and evaluation instruments'* (\bar{x} =4.292, S.D.= 0.757). When consider the desirable states of sub-dimension of *'Develop measurement and evaluation criteria of student learning'*, all sub-dimensions are at high. 'Model the way' has the highest mean value among the five (\bar{x} =4.449, S.D.= 1.498), followed by 'Enable others to act' (\bar{x} =4.359, S.D.= 0.805), next is 'Challenge the process' (\bar{x} =4.345, S.D.= 0.801), and 'Encourage the heart' (\bar{x} =4.304, S.D.= 0.781), and the lowest mean value is 'Inspire a shared vision' which has the mean value (\bar{x} =4.238, S.D.= 0.791). When consider the desirable states of sub-dimension of *'Create the authentic measurement and evaluation instruments'*, all sub-dimensions are at high level. 'Enable others to act' has the highest mean value among the five (\bar{x} =4.365, S.D.= 0.758), followed by 'Challenge the process' (\bar{x} =4.300, S.D.= 0.823), next is 'Encourage the heart' (\bar{x} =4.294, S.D.= 0.808), and then 'Model the way' (\bar{x} =4.278, S.D.= 0.783), and the lowest mean value is 'Inspire a shared vision' which has the mean value (\bar{x} =4.229, S.D.= 0.790), respectively.

The finding also indicated that the priority needs index of **Measurement and Evaluation** of secondary schools in Cambodia based on the concept of exemplary leadership is 0.301 (PNI_{Modified}=0.301). The highest priority need index of **Measurement and Evaluation** is *'Develop measurement and evaluation criteria of student learning'* (PNI_{Modified}=0.304), followed by *'Create the authentic*

measurement and evaluation instruments' (PNI_{Modified}=0.299). When consider the priority need of sub-dimension of '*Develop measurement and evaluation criteria of student learning*', the finding indicates that the highest priority need is 'Model the way' (PNI_{Modified}=0.345), followed by 'Challenge the process' (PNI_{Modified}=0.296), next is 'Enable others to act' (PNI_{Modified}=0.295), then followed by 'Inspire a shared vision' (PNI_{Modified}=0.282), and the lowest priority need is 'Encourage the heart' (PNI_{Modified}=0.276). When consider the current states of sub-dimension of '*Create the authentic measurement and evaluation instruments*', the finding indicates that the highest priority need is 'Enable others to act' (PNI_{Modified}=0.312), followed by 'Model the way' (PNI_{Modified}=0.302), next is 'Inspire a shared vision' (PNI_{Modified}=0.298), then followed by 'Challenge the process' (PNI_{Modified}=0.291), and the lowest priority need is 'Encourage the heart' (PNI_{Modified}=0.285), respectively.

Table 16. The current states, desirable states, and the priority needs of academic management of secondary school students in Cambodia based on the concept of exemplary leadership: Student Affairs and Sub-dimensions

N°	Sub-dimensions of Student Affairs	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
4.1	Define student affair objectives	3.307	0.850	Moderate	4.182	0.833	High	0.265	2
1.	Model the way	3.277	0.860	Moderate	4.211	0.793	High	0.285	(1)
2.	Inspire a shared vision	3.265	0.841	Moderate	4.191	0.843	High	0.283	(2)
3.	Challenge the process	3.334	0.876	Moderate	4.237	0.850	High	0.271	(4)
4.	Enable other to act	3.321	0.860	Moderate	4.238	0.814	High	0.276	(3)
5.	Encourage the heart	3.350	0.898	Moderate	4.191	0.850	High	0.251	(5)

N ^o	Sub-dimensions of Student Affairs	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
4.2	Determine aim of students councils	3.313	0.857	Moderate	4.222	0.761	High	0.274	1
1.	Model the way	3.370	1.342	Moderate	4.196	0.828	High	0.245	(5)
2.	Inspire a shared vision	3.295	0.854	Moderate	4.220	0.786	High	0.281	(4)
3.	Challenge the process	3.272	0.891	Moderate	4.210	0.840	High	0.287	(3)
4.	Enable other to act	3.267	0.837	Moderate	4.224	0.797	High	0.293	(2)
5.	Encourage the heart	3.307	0.878	Moderate	4.284	0.757	High	0.296	(1)
	Overall	3.332	0.830	Moderate	4.191	0.798	High	0.258	

Table 16 indicated the current states, desirable states, and the rank of priority needs of Student Affairs. The finding shows that the current state of **Student Affairs** is at moderate level (\bar{x} =3.332, S.D.= 0.830). If consider each aspect of the dimensions, ‘*Determine aim of students councils*’ has the highest mean value (\bar{x} =3.313, S.D.= 0.857), followed by ‘*Define student affair objectives*’ (\bar{x} =3.307, S.D.= 0.850). When consider the current states of sub-dimension of ‘*Determine aim of students councils*’, all sub-dimensions are at moderate level. ‘Model the way’ has the highest mean value among the five (\bar{x} =3.370, S.D.= 1.342), followed by ‘Encourage the heart’ (\bar{x} =3.307, S.D.= 0.878), next is ‘Inspire a shared vision’ (\bar{x} =3.295, S.D.= 0.854), and ‘Challenge the process’ (\bar{x} =3.272, S.D.= 0.891), and the lowest mean value is ‘Enable others to act’ which has the mean value (\bar{x} =3.267, S.D.= 0.837). When consider the current states of sub-dimension of ‘*Define student affair objectives*’, all sub-dimensions are at moderate level. ‘Encourage the heart’ has the highest mean value among the five (\bar{x} =3.350, S.D.= 0.898), followed by

‘Challenge the process’ (\bar{x} =3.334, S.D.= 0.876), next is ‘Enable others to act’ (\bar{x} =3.321, S.D.= 0.860), then followed by ‘Model the way’ (\bar{x} =3.277, S.D.= 0.860), and the lowest mean value is ‘Inspire a shared vision’ which has the mean value (\bar{x} =3.265, S.D.= 0.841), respectively.

Based on the analysis of the analysis of the **Student Affairs**, the desirable state of the **Student Affairs** is at the high level (\bar{x} =4.191, S.D.= 0.798). ‘*Determine aim of students councils*’ has the highest mean value (\bar{x} =4.222, S.D.= 0.761), and followed by ‘*Define student affair objectives*’ (\bar{x} =4.182, S.D.= 0.833). When consider the desirable states of sub-dimension of ‘*Determine aim of students councils*’, all sub-dimensions are at high. ‘Encourage the heart’ has the highest mean value among the five (\bar{x} =4.284, S.D.= 0.757), followed by ‘Enable others to act’ (\bar{x} =4.224, S.D.= 0.797), next is ‘Inspire a shared vision’ (\bar{x} =4.220, S.D.= 0.786), then followed by ‘Challenge the process’ (\bar{x} =4.210, S.D.= 0.840), and the lowest mean value is ‘Model the way’ which has the mean value (\bar{x} =4.196, S.D.= 0.828). When consider the desirable states of sub-dimension of ‘*Define student affair objectives*’, all sub-dimensions are at high level. ‘Enable others to act’ has the highest mean value among the five (\bar{x} =4.238, S.D.= 0.814), followed by ‘Challenge the process’ (\bar{x} =4.237, S.D.= 0.850), next is ‘Model the way’ (\bar{x} =4.211, S.D.= 0.793), and then ‘Inspire a shared vision’ (\bar{x} =4.191, S.D.= 0.843), and the lowest mean value is ‘Encourage the heart’ which has the mean value (\bar{x} =4.191, S.D.= 0.850), respectively.

The finding also indicates that the priority needs index of **Student Affairs** of secondary schools in Cambodia based on the concept of exemplary leadership is 0.258 (PNI_{Modified}=0.258). The highest priority need index of **Student Affairs** is ‘*Determine aim of students councils*’ (PNI_{Modified}=0.274), followed by ‘*Define student affair objectives*’ (PNI_{Modified}=0.265). When consider the priority need of sub-dimension of ‘*Determine aim of students councils*’, the finding indicates that the highest priority need is ‘Encourage the heart’ (PNI_{Modified}=0.296), followed by ‘Enable others to act’ (PNI_{Modified}=0.293), next is ‘Challenge the process’ (PNI_{Modified}=0.287), then followed by ‘Inspire a shared vision’ (PNI_{Modified}=0.281), and the lowest priority need is ‘Model the way’ (PNI_{Modified}=0.245). When consider the current states of sub-

dimension of ‘*Define student affair objectives*’, the finding indicates that the highest priority need is ‘Model the way’ (PNI_{Modified}=0.285), followed by ‘Inspire a shared vision’ (PNI_{Modified}=0.283), next is ‘Enable others to act’ (PNI_{Modified}=0.276), then followed by ‘Challenge the process’ (PNI_{Modified}=0.271), and the lowest priority need is ‘Encourage the heart’ (PNI_{Modified}=0.251), respectively.

Table 17. The current states, desirable states, and the priority needs of academic management of secondary school students in Cambodia based on the concept of exemplary leadership : Exemplary leadership and Sub-dimensions

N ^o	Sub-dimensions of Exemplary Leadership	Current		Level	Desirable		Level	PNI	The rank of Priority Need
		\bar{x}	S.D.		\bar{x}	S.D.			
1.	Model the way	3.247	0.714	Moderate	4.260	0.713	High	0.312	2
1)	Find voice	3.164	0.751	Moderate	4.209	0.729	High	0.330	(1)
2)	Affirm shared values	3.168	0.706	Moderate	4.174	0.712	High	0.317	(3)
3)	Live the shared values	3.277	0.696	Moderate	4.337	0.825	High	0.323	(2)
4)	Teach others to model the values	3.328	0.740	Moderate	4.314	0.717	High	0.296	(4)
2.	Inspire a shared vision	3.237	0.739	Moderate	4.220	0.728	High	0.304	4
1)	Imagine the possibilities	3.216	0.709	Moderate	4.200	0.701	High	0.306	(3)
2)	Find a common purpose	3.235	0.759	Moderate	4.233	0.723	High	0.308	(2)
3)	Appeal to	3.283	0.795	Moderate	4.253	0.748	High	0.296	(4)

	common ideals								
4)	Animate the vision	3.168	0.784	Moderate	4.227	0.730	High	0.334	(1)
3.	Challenge the process	3.208	0.740	Moderate	4.254	0.755	High	0.326	1
1)	Seize the initiative	3.221	0.813	Moderate	4.230	0.776	High	0.313	(3)
2)	Exercise oversight (looking outward) for innovative ways to improve.	3.292	0.722	Moderate	4.335	0.866	High	0.317	(2)
3)	Generate small wins	3.254	0.731	Moderate	4.291	0.760	High	0.319	(1)
4)	Learn from experience	3.259	0.769	Moderate	4.246	0.742	High	0.303	(4)
4.	Enable other to act	3.306	0.733	Moderate	4.305	0.712	High	0.302	5
1)	Create a climate of trust	3.176	0.744	Moderate	4.201	0.754	High	0.323	(1)
2)	Facilitate relationships	3.365	0.757	Moderate	4.364	0.688	High	0.297	(3)
3)	Enhance self-determination	3.323	0.726	Moderate	4.326	0.694	High	0.302	(2)
4)	Develop competence and confidence	3.341	0.750	Moderate	4.313	0.748	High	0.291	(4)
5.	Encourage the heart	3.287	0.743	Moderate	4.294	0.645	High	0.306	3
1)	Expect the best	3.366	0.743	Moderate	4.348	0.641	High	0.292	(3)
2)	Personalize recognition	3.109	0.757	Moderate	4.124	0.753	High	0.327	(1)
3)	Create a spirit of community	3.385	0.808	Moderate	4.371	0.702	High	0.291	(4)

4)	Be personally involved	3.346	0.791	Moderate	4.336	0.720	High	0.296	(2)
	Overall	3.257	0.734	Moderate	4.266	0.711	High	0.310	

Table 17 indicated the current states, desirable states, and the rank of priority needs of Exemplary leadership in each dimension. The highest current state of exemplary leadership in each dimension was **Enable others to act**, followed by **Encourage the heart**, then followed by **Model the way**, next **Inspire a shared vision**, and the lowest one is **Challenge the process**.

The finding had shown that the current state of **Enable others to act** is at moderate level (\bar{X} =3.306, S.D.= 0.733). When consider the current states of sub-dimension of **Enable others to act**, 'Facilitate relationships' has the highest mean value (\bar{X} =3.176, S.D.= 0.757), followed by 'Develop competence and confidence' (\bar{X} =3.307, S.D.= 0.878), and then 'Enhance self-determination' (\bar{X} =3.323, S.D.= 0.726), and the lowest mean value is 'Create a climate of trust' which has the mean value (\bar{X} =3.176, S.D.= 0.744).

The finding showed that **Encourage the heart** it is at moderate level (\bar{X} =3.287, S.D.= 0.743). When consider the current states of sub-dimension of **Encourage the heart**, 'Create a spirit of community' has the highest mean value (\bar{X} =3.385, S.D.= 0.808), followed by 'Expect the best' (\bar{X} =3.366, S.D.= 0.743), then followed by 'Be personally involved' (\bar{X} =3.346, S.D.= 0.791), the lowest one is 'Personalize recognition' (\bar{X} =3.109, S.D.= 0.757).

The third highest current states was **Model the way**, it was at moderate level (\bar{X} =3.247, S.D.= 0.714). When consider the current states of sub-dimension of **Model the way**, 'Teach others to model the values' has the highest mean value (\bar{X} =3.328, S.D.= 0.696), followed by 'Live the shared values' (\bar{X} =3.277, S.D.= 0.696), then followed by 'Affirm shared values' (\bar{X} =3.168, S.D.= 0.706), the lowest one is 'Find voice' (\bar{X} =3.164, S.D.= 0.751).

The fourth highest current states was **Inspire a shared vision**, it was at moderate level (\bar{X} =3.237, S.D.= 0.739). When consider the current states of sub-

dimension of **Inspire a shared vision**, ‘Appeal to common ideals’ has the highest mean value ($\bar{x}=3.283$, S.D.= 0.795), followed by ‘Find a common purpose’ ($\bar{x}=3.235$, S.D.= 0.759), then followed by ‘Imagine the possibilities’ ($\bar{x}=3.216$, S.D.= 0.709), the lowest one is ‘Animate the vision’ ($\bar{x}=3.168$, S.D.= 0.784).

The last current states was **Challenge the process**, it was at moderate level ($\bar{x}=3.208$, S.D.= 0.740). When consider the current states of sub-dimension of **Challenge the process**, ‘Exercise oversight (looking outward) for innovative ways to improve’ has the highest mean value ($\bar{x}=3.292$, S.D.= 0.722), followed by ‘Learn from experience’ ($\bar{x}=3.259$, S.D.= 0.769), then followed by ‘Generate small win’ ($\bar{x}=3.254$, S.D.= 0.731), the lowest one is ‘Seize the initiative’ ($\bar{x}=3.221$, S.D.= 0.813).

The highest desirable states of exemplary leadership in each dimension was **Enable others to act**, followed by **Encourage the heart**, then followed by **Model the way**, next **Challenge the process**, and the lowest one is **Inspire a shared vision**.

The finding revealed that the desirable state of **Enable others to act** is at high level ($\bar{x}=4.305$, S.D.= 0.712). When consider the current states of sub-dimension of **Enable others to act**, ‘Facilitate relationships’ has the highest mean value ($\bar{x}=4.364$, S.D.= 0.688), followed by ‘Enhance self-determination’ ($\bar{x}=4.326$, S.D.= 0.694), and then ‘Develop competence and confidence’ ($\bar{x}=4.313$, S.D.= 0.748), and the lowest mean value is ‘Create a climate of trust’ which has the mean value ($\bar{x}=4.201$, S.D.= 0.754).

The finding demonstrated that **Encourage the heart** is the second highest ($\bar{x}=4.294$, S.D.= 0.645). When consider the current states of sub-dimension of **Encourage the heart**, ‘Create a spirit of community’ has the highest mean value ($\bar{x}=4.371$, S.D.= 0.702), followed by ‘Expect the best’ ($\bar{x}=4.348$, S.D.= 0.641), then followed by ‘Be personally involved’ ($\bar{x}=4.336$, S.D.= 0.20), the lowest one is ‘Personalize recognition’ ($\bar{x}=4.124$, S.D.= 0.753).

The third highest desirable state was **Model the way**, it was at high level ($\bar{x}=4.260$, S.D.= 0.713). When consider the current states of sub-dimension of **Model the way**, ‘Live the shared values’ has the highest mean value ($\bar{x}=4.337$, S.D.= 0.825),

followed by 'Teach others to model the values' (\bar{x} =4.314, S.D.= 0.717), then followed by 'Find voice' (\bar{x} =4.209, S.D.= 0.729), the lowest one is 'Affirm shared values' (\bar{x} =4.174, S.D.= 0.712).

The fourth highest desirable state was **Challenge the process**, it was at high level (\bar{x} =4.254, S.D.= 0.755). When consider the current states of sub-dimension of **Challenge the process**, 'Exercise oversight (looking outward) for innovative ways to improve' has the highest mean value (\bar{x} =4.335, S.D.= 0.866), followed by 'Generate small win' (\bar{x} =4.291, S.D.= 0.760), then followed by 'Learn from experience' (\bar{x} =4.246, S.D.= 0.742), the lowest one is 'Seize the initiative' (\bar{x} =4.230, S.D.= 0.776).

The last desirable state was **Inspire a shared vision**, it was at high level (\bar{x} =4.220, S.D.= 0.728). When consider the current states of sub-dimension of **Inspire a shared vision**, 'Appeal to common ideals' has the highest mean value (\bar{x} =4.253, S.D.= 0.748), followed by 'Find a common purpose' (\bar{x} =4.233, S.D.= 0.723), then followed by 'Animate the vision' (\bar{x} =4.227, S.D.= 0.730), the lowest one is 'Imagine the possibilities' (\bar{x} =4.200, S.D.= 0.701).

The highest priority need of exemplary leadership in each dimension was **Challenge the process**, followed by **Model the way**, then followed by **Encourage the heart**, next **Inspire a shared vision**, and the lowest one is **Enable others to act**.

The finding indicated that the priority needs of **Challenge the process** has the highest priority need 0.313 (PNI_{Modified}=0.313). When consider the priority of sub-dimension of Challenge the process 'Generate small win' has priority need highest priority need among the four sub-dimensions (PNI_{Modified}=0.319), followed by 'Exercise oversight (looking outward) for innovative ways to improve' (PNI_{Modified}=0.317), then followed by 'Seize the initiative' (PNI_{Modified}=0.313), and 'Learn from experience' has the lowest mean value (PNI_{Modified}=0.303), respectively.

The finding indicates that the priority needs of **Model the way** has the second highest priority need 0.312 (PNI_{Modified}=0.312). When consider the priority of sub-dimension of Model the way 'Find voice' has priority need highest priority need among the four sub-dimensions (PNI_{Modified}=0.330), followed by 'Live the shared

values' ($PNI_{Modified}=0.323$), then followed by 'Affirm shared values' ($PNI_{Modified}=0.317$), and 'Teach others to model the values' has the lowest mean value ($PNI_{Modified}=0.296$), respectively.

The finding indicates that the priority needs of **Encourage the heart** has the third highest priority need 0.306 ($PNI_{Modified}=0.306$). When consider the priority of sub-dimension of Encourage the heart 'Personalize recognition' has highest priority need among the four sub-dimensions ($PNI_{Modified}=0.327$), followed by 'Be personally involved' ($PNI_{Modified}=0.296$), then followed by 'Expect the best' ($PNI_{Modified}=0.292$), and 'Create a spirit of community' has the lowest mean value ($PNI_{Modified}=0.291$), respectively.

The finding indicates that the priority needs of **Inspire a shared vision** has the fourth highest priority need 0.304 ($PNI_{Modified}=0.304$). When consider the priority of sub-dimension of Inspire a shared vision 'Animate the vision' has highest priority need among the four sub-dimensions ($PNI_{Modified}=0.334$), followed by 'Find a common purpose' ($PNI_{Modified}=0.308$), then followed by 'Imagine the possibilities' ($PNI_{Modified}=0.306$), and 'Appeal to common ideals' has the lowest mean value ($PNI_{Modified}=0.296$), respectively.

The finding indicates that the priority needs of **Enable others to act** has the last highest priority need 0.302 ($PNI_{Modified}=0.302$). When consider the priority of sub-dimension of Enable others to act 'Create a climate of trust' has highest priority need among the four sub-dimensions ($PNI_{Modified}=0.323$), followed by 'Enhance self-determination' ($PNI_{Modified}=0.302$), then followed by 'Facilitate relationships' ($PNI_{Modified}=0.297$), and 'Develop competence and confidence' has the lowest mean value ($PNI_{Modified}=0.291$), respectively.

4.1.4 Ranking the priority needs for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership

Table below presented the ordering priority needs for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership in overall.

Table 18. Ranking priority need for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership

Academic Management	Exemplary Leadership						Total Mean	Level	PNI _{modified}	Total PNI _{Modified} Rank
	Items	1. Model the way	2. Inspire a shared vision	3. Challenge the process	4. Enable others to act	5. Encourage the heart				
1. Curriculum Development	D	3.281	3.252	3.251	3.318	3.376	3.274	Moderate	0.339	1
	I	4.336	4.266	4.350	4.458	4.388	4.384	High		
	PNI _{Modified}	0.322	0.312	0.338	0.343	0.300				
	Rank	3	4	2	1	5				
1.1 Define students' learning outcomes	PNI	0.326	0.313	0.358	0.326	0.301			0.333	(1)
	Rank	2	4	1	2	5				
1.2 Determine the expected students' characteristics	PNI	0.318	0.310	0.318	0.361	0.298			0.326	(2)
	Rank	2	4	2	1	5				
2. Teaching and Learning	D	3.305	3.273	3.408	3.433	3.402	3.365	Moderate	0.300	3
	I	4.339	4.281	4.401	4.408	4.406	4.376	High		
	PNI _{Modified}	0.313	0.308	0.291	0.284	0.295				
	Rank	1	2	4	5	3				
2.1 Design learning process	PNI	0.287	0.288	0.269	0.258	0.285			0.279	(2)
	Rank	2	1	4	5	3				
2.2 Develop learning materials	PNI	0.340	0.329	0.315	0.311	0.305			0.325	(1)
	Rank	1	2	3	4	5				
3. Measurement and Evaluation	D	3.297	3.281	3.342	3.346	3.358	3.312	Moderate	0.301	2
	I	4.363	4.233	4.322	4.362	4.299	4.308	High		
	PNI _{Modified}	0.323	0.290	0.294	0.304	0.280				
	Rank	1	4	3	2	5				
3.1 Create the authentic measurement and evaluation instruments	PNI	0.302	0.298	0.291	0.312	0.285			0.299	(2)
	Rank	2	3	4	1	5				
3.2 Develop	PNI	0.345	0.282	0.296	0.295	0.276			0.304	(1)

Academic Management	Exemplary Leadership						Total Mean	Level	PNI _{modified}	Total PNI _{Modified} Rank
	Items	1. Model the way	2. Inspire a shared vision	3. Challenge the process	4. Enable others to act	5. Encourage the heart				
measurement and evaluation criteria of student learning	Rank	1	4	2	3	5				
4. Student Affairs	D	3.323	3.280	3.303	3.294	3.239	3.332	Moderate	0.258	4
	I	4.204	4.205	4.224	4.231	4.238	4.191	High		
	PNI _{Modified}	0.265	0.282	0.279	0.284	0.273				
	Rank	5	2	3	1	4				
4.1 Define student affair objectives	PNI	0.285	0.283	0.271	0.276	0.251			0.265	(2)
	Rank	1	2	4	3	5				
4.2 Determine aim of students councils	PNI	0.245	0.281	0.287	0.293	0.296			0.274	(1)
	Rank	5	4	3	2	1				
Total Mean	D	3.302	3.272	3.326	3.348	3.366	3.321	Moderate		
	I	4.311	4.246	4.324	4.364	4.333	4.315	High		
	PNI _{Modified}	0.306	0.298	0.300	0.304	0.287	0.300			
	Rank	1	4	3	2	5				

Noted: D = Degree of success (Present state / Current state)

I = Importance (Desirable state)

PNI_{modified} = Modified Priority Needs Index (The index of the priority need)

Table 18 demonstrated ranking of priority needs for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership in overall view which show the level of priority needs from highest to lowest as the following:

To develop academic management of secondary school in Cambodia, the four academic management components are required including curriculum development, teaching and learning, measurement and evaluation, and student affairs.

To develop approaches, a highest PNI value among two dimensions in each academic management component is selected. Thus, those approaches for

developing academic management of secondary in Cambodia based on the concept of exemplary leadership list as the following:

Component 1: Curriculum Development (PNI_{modified}=0.339) when considering the highest priority need of the ability of exemplary leadership of each component, the following describes in priority order of importance: Enable others to act, Challenge the process, Model the way, Inspire a shared vision, and Encourage the heart. Thus, the priority needs index (PNI) is equal to 0.343, 0.338, 0.322, 0.312, and 0.300, respectively.

Component 2: Measurement and Evaluation (PNI_{modified}= 0.301) when considering the highest priority need of the ability of exemplary leadership of each component, the following describes in priority order of importance: Model the way, Enable others to act, Challenge the process, Inspire a shared vision and Encourage the heart. Thus, the priority needs index (PNI) is equal to 0.323, 0.304, 0.293, 0.290, and 0.280, respectively.

Component 3: Teaching and Learning (PNI_{modified}=0.300) when considering the highest priority need of the ability of exemplary leadership of each component, the following describes in priority order of importance: Model the way, Inspire a shared vision, Encourage the heart, Challenge the process, and Enable others to act. Thus, the priority needs index (PNI) is equal to 0.313, 0.308, 0.295, 0.291, and 0.284, respectively.

Component 4: Student Affairs (PNI_{modified}= 0.258) when considering the highest priority need of the ability of exemplary leadership of each component, the following describes in priority order of importance: Enable others to act, Inspire a shared vision, Challenge the process, Encourage the heart, and Model the way. Thus, the priority needs index (PNI) is equal to 0.284, 0.282, 0.279, 0.273, and 0.265, respectively.

Based on the results of the priority need and the rank of priority needs revealed the requirements for developing the quality of academic management of secondary schools in Cambodia. The priority needs of academic management development of secondary school that have the highest PNI value and the rank of PNI in order importance from highest to lowest such as: Approach 1 Define students'

learning outcomes ($PNI_{\text{modified}}=0.333$), Approach 2 Develop measurement and evaluation criteria of student learning ($PNI_{\text{modified}}=0.304$), Approach 3 Develop learning materials ($PNI_{\text{modified}}=0.325$), and Approach 4 Determine aim of students councils ($PNI_{\text{modified}}=0.274$), respectively.

In summary, the priority need index (PNI) indicated the priority order of significance from greatest to lowest value among each dimension of exemplary leadership. Model the way ($PNI_{\text{modified}}=0.306$), followed by Enable others to act ($PNI_{\text{modified}}=0.304$), and Challenge the process ($PNI_{\text{modified}}=0.300$), Inspire a shared vision ($PNI_{\text{modified}}=0.298$), and Encourage the heart ($PNI_{\text{modified}}=0.287$), respectively.

4.2 To develop the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

There are several steps to propose approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership. The steps are as the following:

4.2.1 The suggestion and recommendation for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership from the questionnaires

This section discussed about the recommendations and suggestions for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership from the open-ended of the questionnaires.

Table 19. Suggestions and Recommendations for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership from the questionnaires

Items	Approaches	Frequency			
		Principal	Vice-Principal	Teacher	Total
1. Ways to develop academic management based on the concept of exemplary leadership: Curriculum Development Component					
1.	Create a leadership course for secondary school level.	1	-	-	1
2.	Conduct the national curriculum that focus on enhancing students’ teamwork.	1	2	1	4
3.	Schools should design school curriculum that focusing on fostering students leadership abilities.	1	3	1	5
4.	Increase youth leadership competitions such debate, speaking contest in learning curriculum.	-	1	1	2
5.	Curriculum should be student-centered, using a blended technique and technology in each class to help students develop a growth mindset, be creative, and inventive.	-	1	-	1
6.	Determine a student affairs and student council program for all public secondary schools.	1	2	-	3
7.	Create extra-curricular activities based on each school's context, school vision, and mission.	1	1	-	2
8.	Develop the courses that educate students how to set goals, make plans.	-	-	2	2
9.	Provide professional development training course and technological training course for	1	1	1	3

Items	Approaches	Frequency			
		Principal	Vice-Principal	Teacher	Total
	both teachers and students.				
10.	Coordinate effective partnerships with businesses, organizations, and social groups to facilitate student volunteerism and exchange program.	-	1	-	1
11.	Conduct more research and adjust national curriculum through the trend and job market.	1	-	-	1
12.	Schools should adopt and develop the curriculum according to the school context and the requirement of the students.	2	2	1	5
13.	Increase youth leadership activities such as club studies.	1	1	1	3
2. Ways to develop academic management based on the concept of exemplary leadership: <i>Teaching and Learning Component</i>					
1.	Create internal competitions and external competitions for students to learn something new such as debate, small projects, workshops, public speaking, and presentations.	-	1	1	2
2.	Create more learning materials for each subject.	1	1	1	3
3.	Create instructional materials that integrate with technology.	2	1	1	4
4.	Fostering the good corporation with other stakeholders and make partnership.	1	1	-	2

Items	Approaches	Frequency			
		Principal	Vice-Principal	Teacher	Total
5.	Create good learning environment and club-study, teamwork.	1	1	1	3
6.	Design teaching material that respond to the lessons.	1	1	1	3
7.	Schools should deliver instruction that is relevant to the students' context and may be used practically.	2	2	1	5
8.	Teacher should teach to students to do research and using technology.	1	1	2	4
9.	Teacher should do more research to improve their major skill.	1	1	1	3
10.	Schools should provide teaching and learning that be able to develop students' leadership abilities.	2	1	2	5
11.	Construct technical meetings, inspections, and professional learning communities.	1	1	-	2
3. Ways to develop academic management based on the concept of exemplary leadership: <i>Measurement and Evaluation Component</i>					
1.	Check students' understanding, strength and weakness after their monthly examinations.	2	2	-	4
2.	Evaluate the students ability monthly or each semester, continuously.	-	1	2	3
3.	Schools should measure and assess learners in terms of knowledge, skills, and attitudes.	2	1	1	4
4.	Follow up, consult and orient students according to the result of their study.	1	-	1	2

Items	Approaches	Frequency			
		Principal	Vice-Principal	Teacher	Total
5.	Determine the goal for doing evaluation, target.	-	1	-	1
6.	Select only the mandatory subject with various strategy or method for evaluate student ability.	-	-	1	1
7.	Develop various techniques for measuring and evaluating students' abilities through the creation of interview, report, presentation, study, or other activities that do not rely just on paper testing.	-	1	1	2
8.	Schools should create a training course and an exchange program for teacher to improve the teacher's ability to measure student abilities.	2	1	1	4
9.	Conduct technical meeting, research and report for creating the standard of measurement and evaluation and to validate the measurement methods and tools.	1	1	1	3
10.	Create the assessment that be able to measure and evaluate students' authentic ability.	2	2	1	5
11.	Integrate the technology for creating measurement and evaluation tools.	1	1	1	3
12.	Study about the needs and adjust and update assessment material.	1	1	2	4

Items	Approaches	Frequency			
		Principal	Vice-Principal	Teacher	Total
13.	Create the committee for providing measurement and evaluation training to teachers.	1	1	-	2
14.	Teachers should know how to measure and evaluate student performance, strength and weakness, needs and adjust and update assessment material.	2	2	-	4
4. Ways to develop academic management based on the concept of exemplary leadership: <i>Student Affairs Component</i>					
1.	Establish the program that allow students to attend and engage in school and social activities likes volunteering.	1	-	-	1
2.	Enhance the students affairs works and management structure, goals and responsibility in each school.	-	1	-	1
3.	Create strategies for leading the student affairs management at all levels.	1	-	-	1
4.	Create extra activities for students that are relevant to leadership skills.	1	1	1	3
5.	Create the technical team, school structure for managing and inspecting the student affairs.	1	1	-	2
6.	Develop a boy and girl scout groups.	1	-	1	2
7.	Survey the need for student extra-curricular for enhance student leadership skill and to create more extra creative activities for	2	1	1	4

Items	Approaches	Frequency			
		Principal	Vice-Principal	Teacher	Total
	students.				
8.	Determine and specify the student affair's purposes, school vision.	1	1	-	2

According to the suggestions and recommendations for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership from the questionnaires, The technique for choosing the suggestion and recommendation from the table above, the researcher decided to choose based on both frequency of the sentences and the most relevance information to develop the (draft) approaches as the following:

Curriculum Development

- 1) Schools should adopt and develop the curriculum according to the school context and the requirement of the students.
- 2) Schools should design school curriculum that focusing on fostering students leadership abilities.

Teaching and Learning

- 1) Schools should provide teaching and learning that be able to develop students' leadership abilities.
- 2) Schools should deliver instruction that is relevant to the students' context and may be used practically.

Measurement and Evaluation

- 1) Teachers should know how to measure and evaluate student performance, strength and weakness, needs and adjust and update assessment material.
- 2) Schools should measure and assess learners in terms of knowledge, skills, and attitudes.

- 3) Teachers should create the assessment that be able to measure and evaluate students' authentic ability.
- 4) Schools should create a training course and an exchange program for teacher to improve the teacher's ability to measure student abilities.

Student Affairs

- 1) Create extra activities for students that are relevant to leadership skills.
- 2) Survey the need for student extra-curricular for enhance student leadership skill and to create more extra creative activities for students.

4.2.2 Priority need ranking for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

The table below presented the priority need ranking for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

Table 20. Priority need ranking of academic management of secondary schools in Cambodia based on the concept of exemplary leadership: Level ranking in overall

Academic Management	Exemplary Leadership						PNI _{modified}	Total PNI _{Modified} Rank
	Item	1. Model the way	2. Inspire a shared vision	3. Challenge the process	4. Enable others to act	5. Encourage the heart		
1. Curriculum Development	PNI _{Modified}	0.322	0.312	0.338	0.343	0.300	0.339	1
	Rank	3	4	2	1	5		
1.1 Define students' learning outcomes	PNI	0.326	0.313	0.358	0.326	0.301	0.333	(1)
	Rank	2	4	1	2	5		
1.2 Determine the expected students' characteristics	PNI	0.318	0.310	0.318	0.361	0.298	0.326	(2)
	Rank	2	4	2	1	5		
2. Teaching and Learning	PNI _{Modified}	0.313	0.308	0.291	0.284	0.295	0.300	3

Academic Management	Exemplary Leadership						PNI _{modified}	Total PNI _{Modified} Rank
	Item	1. Model the way	2. Inspire a shared vision	3. Challenge the process	4. Enable others to act	5. Encourage the heart		
	Rank	1	2	4	5	3		
2.1 Design learning process	PNI	0.287	0.288	0.269	0.258	0.285	0.279	(2)
	Rank	2	1	4	5	3		
2.2 Develop learning materials	PNI	0.340	0.329	0.315	0.311	0.305	0.325	(1)
	Rank	1	2	3	4	5		
3. Measurement and Evaluation	PNI _{Modified}	0.323	0.290	0.294	0.304	0.280	0.301	2
	Rank	1	4	3	2	5		
3.1 Create the authentic measurement and evaluation instruments	PNI	0.302	0.298	0.291	0.312	0.285	0.299	(2)
	Rank	2	3	4	1	5		
3.2 Develop measurement and evaluation criteria of student learning	PNI	0.345	0.282	0.296	0.295	0.276	0.304	(1)
	Rank	1	4	2	3	5		
4. Student Affairs	PNI _{Modified}	0.265	0.282	0.279	0.284	0.273	0.258	4
	Rank	5	2	3	1	4		
4.1 Define student affairs objectives	PNI	0.285	0.283	0.271	0.276	0.251	0.265	(2)
	Rank	1	2	4	3	5		
4.2 Determine aim of students councils	PNI	0.245	0.281	0.287	0.293	0.296	0.274	(1)
	Rank	5	4	3	2	1		

Noted: D = Degree of success (Present state / Current state),

I = Importance (Desirable state)

PNI_{modified} = Modified Priority Needs Index (The index of the priority need)

4.2.3 The draft of approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership by researcher

The draft of approaches developed by researcher for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership resulted from suggestions and recommendations of the questionnaires, the result from the current state, desirable state and the Modified Priority Need Index (PNI_{modified}) ranking of Table 20 and also the result from related research. The draft of approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership that developed by the researcher consisted of the following processes:

- 1) The process for develop (draft) approaches and method is based on the highest synthesis result of both academic management and exemplary leadership's priority need index.
- 2) The method of the draft is based on the PIE Model (1) Planning (2) Implementation (3) Evaluation (AM. Smith, N. Sewell, P. Rocklage, G. Mach, & L. Nolte, 1973).
- 3) There are 4 main approaches and 16 procedures of the draft of approaches developed by researcher for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership. The details of the draft of approaches are as the following:

1.1) (Draft) Approaches for developing Curriculum Development

Based on the priority need ranking results illustrated that Curriculum Development has the first priority need and the sub-components of curriculum development that had the highest priority need was '*Define students' learning outcomes*' while the sub-dimension of exemplary leadership that had the first highest priority need was 'Challenge the process' followed by the second highest were 'Model the way' 'Enable others to act'. As a result, the researcher will be able to develop the (draft) first approach using five various procedures.

1.2) (Draft) Approaches for developing Teaching and Learning

According to the priority need ranking results demonstrated that Teaching and Learning had the third priority need and the sub-component of teaching and learning that had the highest priority need was '*Develop learning materials*' while the sub-dimension of the exemplary leadership that had the first highest priority need was 'Model the way' followed by the second highest was 'Inspire a shared vision'. Consequently, the researcher will be able to develop the (draft) third approach using six various procedures.

1.3) (Draft) Approaches for developing Measurement and Evaluation


Based on the priority need ranking results illustrated that Measurement and Evaluation has the second priority need and the sub-components of measurement and evaluation that had the highest priority need was '*Develop measurement and evaluation criteria of student learning*' while the sub-dimension of exemplary leadership that had the first highest priority need was 'Model the way' followed by the second highest was 'Challenge the process'. As a result, the researcher will be able to develop the (draft) second approach using five various procedures.


1.4) (Draft) Approaches for developing Student Affairs


According to the priority need ranking results demonstrated that Student Affairs has the fourth priority need and the sub-component of student affairs that had the highest priority need was '*Determine aim of students councils*' while the sub-dimension of the exemplary leadership that had the first highest priority need was 'Encourage the heart' followed by the second highest was 'Enable other to act'. Consequently, the researcher will be able to develop the (draft) fourth approach using six various procedures. Details of the (draft) methods are listed in the table below:

Table 21. (Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary Leadership	1) Schools should adopt and develop the curriculum according to the school context and the requirement of the students. 2) Schools should design school curriculum that focusing on fostering students leadership abilities.	1) Modify school curriculum to develop students' leadership by: 1.1) Improving educational institutions' curricula by increasing leadership skills. 1.2) Implementing a revised curriculum to develop students' leadership. (Pah, 2018) 2) Reform school curriculum to strengthen leadership in students. 3) Develop competency in managing extra-curricular activities. (Sanitklang, 2018) 4) Implement the National Curriculum Framework and develops a detailed curriculum and standards. 5) Develops textbooks aligned to the new detailed curriculum. 6) Provides sufficient core textbooks to	1) Adopt and Modify National Curriculum to school competency-based curriculum by defining students' learning outcomes based on schools' perspective in order to promote quality of students' leadership abilities to <i>challenge the process, model the way and enable others to act.</i>	1.1) Identify the students' learning outcomes that fit to competence for each grade levels. 1.2) Form school curriculum development team, holding meetings, and planning with all stakeholders to define students' learning outcomes and establish competency-based curriculum. 1.3) Determine the indicators, teaching
1 st Approach Curriculum Development (PNI _{Modified} =0.339)	Define students' learning outcomes (PNI _{Modified} =0.333)	- 1 st Challenge the process (PNI _{Modified} =0.358) - 2 nd Model the way and Enable others to act (PNI _{Modified} =0.326)				


Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership	 schools. (ChuanNaron, 2017)			methods, students' activities, and assessment for develop the curricula to be competency-based curriculum within the competence of challenge the process, model the way and enable others to act for the effective curriculum implementation at each grade level. 1.4) Conduct needs assessment and analysis on the procedures of


Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership				reforming curriculum and to measure the results of the intended outcomes. 1.5) Continually revise through the gap and need in order to conduct the school competency-based curriculum that be able to nurture students' competence to challenge the process (seek and set new better-quality goals through innovative activities and acknowledge


Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership				
2 nd Approach Teaching and Learning (PNI _{Modified} =0.300)	Develop learning materials (PNI _{Modified} =0.325)	- 1 st Model the way (PNI _{Modified} =0.340) - 2 nd Inspire a shared vision (PNI _{Modified} =0.329)				
						and encourage new thinking, model the way (being a role model and influence others) and Enable other to act (promote collaboration, build and develop belief among others).
</						

Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership	that is relevant to the students' context and may be used practically.	leadership in students. (Sanitklang, 2018) 3) Increasing the use of materials and better learning environment through material and equipment and support of teaching and learning materials and teaching activities. 4) Strengthening the ability of teachers. 5) Create The School Management Committee to prepare reports on School Development Plan implementation by monitoring and evaluating the actual implementation of the activities. 6) Adopt guidelines on teaching methods, aimed at producing a workforce that can think critically, solve problems, and work collaboratively. 7) Establishes teacher mentoring program to support new teachers.	<i>model the way and inspire a shared vision.</i>	vision (communicate a shared vision to others with values, inspiration, and expectation). 2.2) Form Professional Learning Community in school for sharing knowledge and dealing with problem of the teaching and learning and developing learning materials. 2.3) Determine the indicators, content, materials objectives, teaching methods,

Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership				
		<div>จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY</div>		8) Introduces project-based learning, student-centered, inquiry-based learning methodologies. 9) Integrates new teaching methods, such as active learning, constructive learning, problem-based learning, discovery learning, and inquiry-based learning approaches, as well as new techniques of classroom management in teacher training curriculum. 10) Prepares implementation mechanisms and supports regular professional development with the focus on the prepared and in place in-service trainings. 11) Evaluates and properly manages all professional development related activities in order to have formal recognitions or giving equivalent certificates. 12) Set up competence development		activities practicing and assessment of each competence. 2.4) Invite mentors or speakers to enhance instructors' abilities and give orientation and training on teaching techniques and producing materials, training program of exemplary leadership competence, exemplary leadership practice, and exemplary leadership methods and materials.


Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership	 จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY	system for education staff in all means (in-place training, accelerated training programs, or short training courses for those holding degree). 13) Provide materials for teacher to produce teaching aid. 14) Provide training on effective lesson management, classroom management and on how to maintain focus in the classroom. 15) Provide technology so that the teachers can use technology in implementing new teaching methods. 16) Produce teaching and updated on teaching methodologies. 17) Change the way of teaching away from ‘passive learning’ models in which students are thought of as ‘receptacles’ of knowledge to a new approach or active		2.5) Monitor and reports on the implementation of the school development plan by monitoring and assessing the actual implementation of the activities. 2.6) Revise and increasing the use of materials and creating a better learning environment via the use of materials and equipment, as well as the support of teaching and learning



Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership	 จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY	learning, in which students are active ‘constructors’ of new knowledge. 18) Create Professional Learning Communities (PLCs) to share best practices in teaching. 19) Make sure that students are able to manipulate concepts, to think critically, solving problems and learn collaboratively. 20) Using information technology to promote new learning approaches to promote collaborate learning, to construct and synthesize new information, solve problems and provide a means for dialogue, discussion, and debate interactivity that leads to social construction. 21) Focus on teaching thinking skills at the higher end of the Bloom taxonomy, including analysis, synthesis, and		materials and activities by providing materials for teacher to produce teaching aid.

Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership	 จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY	evaluation, stimulates students to exchange ideas through discussions, encourage them to synthesize unique ideas. 22) Encourage students to prepare PowerPoint Presentations in their groups as useful social channel for students to work together in teams to produce a creative product to share with class. 23) Create a system of incentives and sanctions to encourage teachers to teach to meet national standards. (ChunNaron, 2017)		
3rd Approach Measurement and Evaluation (PNI _{Modified} =0.301)	Develop measurement and evaluation criteria of student learning (PNI _{Modified} =0.304)	- 1 st Model the way (PNI _{Modified} =0.345) - 2 nd Challenge the process (PNI)		1) Teachers should know how to measure and evaluate student performance, strength and	1) Increase the effectiveness of assessment and evaluation management to develop students' leadership as the following: 1.1) Modify the measurement and evaluation of 8 learning subject groups to address the weakness of students.	3) Conducting regular and authentic measurement and evaluation by developing measurement and


Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership				
		Modified =0.296	weakness, needs and adjust and update assessment material. 2) Schools should measure and assess learners in terms of knowledge, skills, and attitudes. 3) Teachers should create the assessment that be able to measure and evaluate students' authentic ability. 4) Schools should	1.2) Modify the measurement and evaluation of learner development activities assessment. (Pah, 2018) 2) Adjust the effective system of evaluation and assessment. (Sanitklang, 2018) 3) Improves guidelines, making standards and monitoring system of national examinations. 4) Develops the capacity of staff to conduct assessments and analyze and results, develops a system for classroom test. 5) Facilitate and coordinate the evaluation of school performance against school effectiveness standards, compile data and information, produce and submit the	evaluation criteria of students based on schools' setting in order to assess and promote quality of students' leadership abilities to <i>model the way and challenge the process.</i>	guidelines, criteria, indicators, process of competency assessment and a monitoring system for student outcomes competence of modeling the way competence (being a role model and influence others) and challenge the process (seek and set new better-quality goals through innovative activities and encourage new



Quantitative Research From Questionnaires			Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership					
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership	Qualitative Research From Questionnaires create a training course and an exchange program for teacher to improve the teacher's ability to measure student abilities.	annual progress report on student assessment, achievement of school outcomes indicators and targets. 6) Incorporate the result of student learning into the school report card. 7) School Management Committee approves the results from school performance evaluation and endorses the annual progress report on achievement of school outcomes indicators and targets related to students' learning outcomes. (ChunNaron, 2017)	thinking). 3.2) Establish a community advisory board to oversee programs and evaluation activities in the community. 3.3) Determine the standard of evaluation criteria for school performance , compile data and information, in order to conduct the authentic measurement and evaluation of students' competence and





Quantitative Research From Questionnaires			Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership					
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership			learning outcomes. 3.4) Examine whether the measurement and evaluation criteria is successfully meet standards for accuracy and clarity, maintain or adapt the measurement and evaluation of weaknesses, as well as to build assessment activities related to model the way and challenge the process competence. 3.5) Evaluating

Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership	 จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY	 จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY		school performance and endorsing the yearly progress report on achievement of school outcomes indicators and objectives connected to students' learning of outcomes of modeling and seeking and set new better-quality goal through innovative activities as well as willing to acknowledge and encourage new thinking.

Quantitative Research From Questionnaires			Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership					
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership	Qualitative Research From Questionnaires		
4 th Approach Student Affairs (PNI _{Modified} =0.258)	Determine aim of students councils (PNI _{Modified} =0.274)	- 1 st Encourage the heart (PNI _{Modified} =0.296) - 2 nd Enable others to act (PNI _{Modified} =0.293)	1) Create extra activities for students that are relevant to leadership skills. 2) Survey the need for student extra-curricular for enhance student leadership skill and to create more extra creative activities for students.	4) Provide support and enhance quality of student affairs by determine aim of students councils based on schools' context in order to shape quality of students' leadership abilities to encourage the heart and enable others to act.	4.1) Survey the need for student extra-curricular to enhance student leadership skill and to create more extra creative activities for students learning outcomes besides the national curriculum. 4.2) Identify school's vision, mission, and objectives for creating students councils at lower and upper secondary school levels. 4.3) Set the goals and create extra

Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership				activities for students that are relevant to leadership skills especially the ability of building confidence, support by recognizing the contribution of the others and also the ability to promote collaboration, build and develop belief among others. 4.4) Conduct the clear indicators in each activities that being able to measure the real competence of

Quantitative Research From Questionnaires			Related Research	Qualitative Research From Questionnaires	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership					
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership			students. 4.5) Developing students the competency and Enable other to act competency in extra-curricular activities in order to build students ability in building confidence, to support recognizing the contribution of others, and promote collaboration, and build and develop belief among others. 4.6) Evaluating the

Quantitative Research From Questionnaires			Qualitative Research From Questionnaires	Related Research	(Draft) Approaches For Developing Academic Management	(Draft) Procedures
Academic Management Based On The Concept Of Exemplary Leadership						
Academic Management Components	Sub-Components of Academic Management	Sub-Dimensions of Exemplary leadership				

According to Table 21 (Draft) approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership were derived from the current state, desirable state, and priority need and synthesized with open-ended questions and the secondary document to develop the draft approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership. The proposed approaches comprised of four basic approaches and sixteen procedures follow the structure of conceptual framework, with the following details:

Curriculum Development (PNI_{Modified} = 0.339) consists of 1 approach and 5 procedures as the following:

Approach 1 Modify national secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act.

Procedures:

1.1) Form the team of content experts, curriculum design experts to initial phase of the curriculum design process.

1.2) Identify the indicators, objectives, contents, procedures, duration and validate the content, instructional strategies, and expected outcomes.

1.3) Continually revise through the need assessment result, develop and finalize the in-depth reform on school curriculum development focused on increasing students' ability to challenge the process, model the way, and enable others to act.

Teaching and Learning (PNI_{Modified} = 0.300) consists of 1 approach and 6 procedures as the following:

Approach 2 Improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision.

Procedures:

2.1) Develop and implement explicit teaching paradigms and learning activities.

2.2) Form Professional Learning Community in school for sharing knowledge and dealing with problem of the teaching and learning and developing learning materials.

2.3) Train teachers to process creativity and to create new works in practical research use in lifelong learning and teaching and in clear and systematic manners.

2.4) Support teachers with technical assistance, teaching materials and spiritual encouragement to motivate them to employ students-centered teaching methods to respond to the new curriculum framework and the school context.

Measurement and Evaluation (PNI_{Modified} = 0.301) consists of 1 approach and 5 procedures as the following:

Approach 3 Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process.

Procedures:

3.1) Determine and set specific guidelines and objectives, strategies and procedures for student evaluation.

3.2) Develop process of designing measurement and evaluation and standard criteria on students' exemplary leadership specific competence.

3.3) Evaluate the techniques, procedures for student evaluation that are appropriate for all skills of students' learning outcomes.

Student Affairs (PNI_{Modified} = 0.265) consists of 1 approach and 6 procedures as the following:

Approach 4 Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act.

Procedures:

4.1) Survey the demand for student extra-curricular activities to improve students' exemplary leadership skills and to provide additional extra-creative activities for students' learning outcomes.

4.2) Determine the vision, goal, and objectives of the school in order to form student councils at the lower and higher secondary levels.

4.3) Set goals and arrange extracurricular activities for students that are related to leadership abilities, particularly the capacity to build confidence and support.

4.4) Conduct the clear indicators in each activities that being able to measure the real competence of students.

4.5) Create extracurricular activities to help students achieve the desired level of competence.

4.6) Examine the efficacy of student affairs based on changes in student behavior.

4.2.4 The evaluation of suitability and feasibility of the draft approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

The draft approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership that the researcher conducted were taken to five experts for further evaluation on its suitability and feasibility. The experts' evaluation and comments on the draft approaches were collected to discuss as the following:

Table 22. The suitability and feasibility of the draft approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1.	Modify national secondary school curriculum focus on students' exemplary leadership on challenge the process,	4.800	0.447	Highest	4.200	0.447	High

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
	model the way and enable others to act.						
1.	Improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision.	4.800	0.447	Highest	4.400	0.548	High
2.	Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process.	4.400	0.548	High	4.400	0.548	High
3.	Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act.	4.800	0.447	Highest	4.600	0.548	Highest

Table 23. The suitability and feasibility of the draft procedures for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1. Modify national secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act.							
1.1	Form the team of content experts, curriculum design experts to initial phase of the curriculum design process.	4.800	0.447	Highest	4.400	0.548	High
1.2	Identify the indicators, objectives, contents, procedures, duration and validate the content, instructional strategies, and expected outcomes.	4.800	0.447	Highest	4.400	0.548	High
1.3	Continually revise through the need assessment result, develop and finalize the in-depth reform on school curriculum development focused on increasing students' ability to challenge the process, model the way, and enable others to act.	4.800	0.447	Highest	4.000	0.707	High
2. Improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision.							
2.1	Develop and implement explicit teaching paradigms and	4.800	0.447	Highest	4.000	0.707	High

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
	learning activities.						
2.2	Form Professional Learning Community in school for sharing knowledge and dealing with problem of the teaching and learning and developing learning materials.	4.800	0.447	Highest	4.600	0.548	Highest
2.3	Train teachers to process creativity and to create new works in practical research use in lifelong learning and teaching and in clear and systematic manners.	4.600	0.548	Highest	4.200	0.447	High
2.4	Support teachers with technical assistance, teaching materials and spiritual encouragement to motivate them to employ students-centered teaching methods to respond to the new curriculum framework and the school context.	4.800	0.447	Highest	4.000	0.707	High
3. Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process.							
3.1	Determine and set specific	4.600	0.548	Highest	4.600	0.548	Highest

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
	guidelines and objectives, strategies and procedures for student evaluation.						
3.2	Develop process of designing measurement and evaluation and standard criteria on students' exemplary leadership specific competence.	4.600	0.548	Highest	4.200	0.447	High
3.3	Evaluate the techniques, procedures for student evaluation that are appropriate for all skills of students' learning outcomes.	4.800	0.447	Highest	4.400	0.548	High
4. Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act.							
4.1	Survey the demand for student extra-curricular activities to improve students' exemplary leadership skills and to provide additional extra-creative activities for students' learning outcomes.	4.600	0.548	Highest	4.600	0.548	Highest
4.2	Determine the vision, goal, and objectives of the school in	4.600	0.548	Highest	4.800	0.447	Highest

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
	order to form student councils at the lower and higher secondary levels.						
4.3	Set goals and arrange extracurricular activities for students that are related to leadership abilities, particularly the capacity to build confidence and support.	4.600	0.548	Highest	4.600	0.548	Highest
4.4	Conduct the clear indicators in each activities that being able to measure the real competence of students.	4.600	0.548	Highest	4.800	0.447	Highest
4.5	Create extracurricular activities to help students achieve the desired level of competence.	4.600	0.548	Highest	4.600	0.548	Highest
4.6	Examine the efficacy of student affairs based on changes in student behavior.	4.600	0.548	Highest	4.800	0.447	Highest

4.2.5 The final approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

The final approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership that the

researcher conducted were adapted from the experts' comments. The details of the final approaches were as the following:

Table 24. Comments and final approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership	Experts' comments	The complete Approaches
1. Modify national secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act.	1. Modify national secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act.	1. Modify secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act.
1.1 Form the team of content experts, curriculum design experts to initial phase of the curriculum design process.	1.1 Form the team of content experts, curriculum design experts to initial phase of the curriculum design process for the curriculum design process. - It is good idea to form curriculum development team for each school, however, such initiative would take time and efforts	1.1 Form the team of curriculum design experts for the curriculum design process.

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership	Experts' comments	The complete Approaches
	to ensure all the team member are expertized in this field.	
1.2 Identify the indicators, objectives, contents, procedures, duration and validate the content, instructional strategies, and expected outcomes.	<p>1.2 1.3 Identify the expected outcomes indicators, objectives, and contents areas focus on each expected outcomes. procedures, duration and validate the content, instructional strategies, and expected outcomes.</p> <ul style="list-style-type: none"> - All general schools in Cambodia always use the main curriculum from MoEYS - It is good idea to form curriculum development team for each school, however, such initiative would take time and efforts to ensure all the team member are expertized in this field. 	1.3 Identify the expected outcomes indicators, objectives, and contents areas focus on each expected outcomes.

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership	Experts' comments	The complete Approaches
1.3 Continually revise through the need assessment result, develop and finalize the in-depth reform on school curriculum development focused on increasing students' ability to challenge the process, model the way, and enable others to act.	1.3 1.2 <u>Continually</u> revise through secondary the need assessment result, develop and finalize the in- depth reform on school curriculum <u>development</u> focused on increasing students' ability to challenge the process, model the way, and enable others to act.	1.2 Revise secondary school curriculum focused on increasing students' ability to challenge the process, model the way and enable others to act.
2. Improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision.		2. Improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision.
2.1 Develop and implement explicit teaching paradigms and learning activities.	2.1 Develop and implement explicit teaching paradigms and learning activities. Secondary school teaching and learning manual focus on students'...	2.1 Develop secondary school teaching and learning manual focus on students' model the way and inspire a shared vision.

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership	Experts' comments	The complete Approaches
	- Need to urge teacher to do more activities than only teaching	
2.2 Form Professional Learning Community in school for sharing knowledge and dealing with problem of the teaching and learning and developing learning materials.	2.2 Form Professional Learning Community in secondary school for sharing knowledge and dealing with problem of the teaching and learning and developing learning materials. Instructional strategies focus on ...	2.2 Form Professional Learning Community in secondary school for sharing instructional strategies focus on model the way and inspire a shared vision.
2.3 Train teachers to process creativity and to create new works in practical research use in lifelong learning and teaching and in clear and systematic manners.	2.3 Train teachers to process creativity and to create new works in practical research use in lifelong learning and teaching and in clear and systematic manners. Focus on ...	2.3 Train teachers to process creativity and to create new works in practical research focus on model the way and inspire a shared vision.
2.4 Support teachers with technical assistance, teaching materials and spiritual encouragement to	2.4 Support teachers with technical assistance, teaching materials and spiritual encouragement to	2.4 Support teachers with technical assistance, teaching materials and spiritual encouragement

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership	Experts' comments	The complete Approaches
motivate them to employ students-centered teaching methods to respond to the new curriculum framework and the school context.	motivate them to employ students-centered teaching methods to respond to the new curriculum framework and the school context. focus on... - Need a lot of budget	to motivate them to employ students-centered teaching methods focus on model the way and inspire a shared vision.
3. Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process.	-	3. Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process.
3.1 Determine and set specific guidelines and objectives, strategies and procedures for student evaluation.	3.1 Determine and set specific guidelines and objectives, strategies and procedures for student evaluation focus on...	3.1 Determine and set specific guidelines and objectives, strategies and procedures for student evaluation focus on model the way and challenge the process.
3.2 Develop process of designing measurement and evaluation and	3.2 Develop process of designing measurement and evaluation and standard	3.2 Develop process of designing measurement and evaluation and

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership	Experts' comments	The complete Approaches
standard criteria on students' exemplary leadership specific competence.	criteria focus on students' exemplary leadership specific competence.	standard criteria focus on students' exemplary leadership specific competence.
3.3 Evaluate the techniques, procedures for student evaluation that are appropriate for all skills of students' learning outcomes.	3.3 Evaluate the techniques, procedures for student evaluation that are appropriate for all skills of students' learning outcomes on ...	3.3 Evaluate the techniques, procedures for student evaluation that are appropriate for students' learning outcomes on model the way and challenge the process.
4. Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act.	-	4. Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act.
4.1 Survey the demand for student extra-curricular activities to improve students' exemplary leadership skills and to provide additional extra-	4.1 Survey the demand Identify the needs for student extra-curricular activities to improve students' exemplary leadership skills and to	4.1 Identify the needs for student extra-curricular activities to improve students' exemplary leadership skills on encourage the heart and

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership	Experts' comments	The complete Approaches
creative activities for students' learning outcomes.	provide additional extra-creative activities for students' learning outcomes. on ... - The implementation of extra-curricular activities need both human and financial resources; it needs to ensure that all schools have these resources.	enable others to act.
4.2 Determine the vision, goal, and objectives of the school in order to form student councils at the lower and higher secondary levels.	4.2 Determine the vision, goal, and objectives of the school in order to form student councils at the lower and higher secondary levels. to improve students' exemplary leadership on	4.2 Determine the needs to form student councils to improve students' exemplary leadership on encourage the heart and enable others to act.
4.3 Set goals and arrange extracurricular activities for students that are related to leadership abilities, particularly the capacity to build confidence and support.	4.3 Set goals and arrange extracurricular activities for to enhance the students that are related to leadership abilities, particularly the capacity to build confidence and	4.3 Set goals and arrange extracurricular activities to enhance the students leadership abilities focus on encourage the heart and enable others to act.

(Draft) Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership	Experts' comments	The complete Approaches
	support. focus on...	
4.4 Conduct the clear indicators in each activities that being able to measure the real competence of students.	4.4 Conduct the clear indicators in each activities that being able to measure the real competence of students. focus on...	4.4 Conduct the clear indicators in each activities focus on encourage the heart and enable others to act.
4.5 Create extracurricular activities to help students achieve the desired level of competence.	4.5 Create extracurricular activities to help students achieve the desired level of competence on...	4.5 Create extracurricular activities to help students achieve the desired level of competence on encourage the heart and enable others to act.
4.6 Examine the efficacy of student affairs based on changes in student behavior.	4.6 Examine the efficacy of student affairs based on changes in student behavior. the enhancement of students' exemplary leadership.	4.6 Examine the efficacy of student affairs on the enhancement of students' exemplary leadership.

Table 24 described the draft approaches, the comments from the experts and the final approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership. The final approaches result from revising the draft approaches based on the comments from

experts and further comments from the advisor. Finally, the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership consisted of four approaches with sixteen procedures as the following:

Approach 1: Modify secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act.

Procedures:

- 1) Form the team of curriculum design experts for the curriculum design process.
- 2) Revise secondary school curriculum focused on increasing students' ability to challenge the process, model the way and enable others to act.
- 3) Identify the expected outcomes indicators, objectives, and contents areas focus on each expected outcomes.

Approach 2: Improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision.

Procedures:

- 1) Develop secondary school teaching and learning manual focus on students' model the way and inspire a shared vision.
- 2) Form Professional Learning Community in secondary school for sharing instructional strategies focus on model the way and inspire a shared vision.
- 3) Train teachers to process creativity and to create new works in practical research focus on model the way and inspire a shared vision.
- 4) Support teachers with technical assistance, teaching materials and spiritual encouragement to motivate them to employ students-centered teaching methods focus on model the way and inspire a shared vision.

Approach 3: Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process.

Procedures:

- 1) Determine and set specific guidelines and objectives, strategies and procedures for student evaluation focus on model the way and challenge the process.
- 2) Develop process of designing measurement and evaluation and standard criteria focus on students' exemplary leadership specific competence.

- 3) Evaluate the techniques, procedures for student evaluation that are appropriate for students' learning outcomes on model the way and challenge the process.

Approach 4: Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act.

Procedures:

- 1) Identify the needs for student extra-curricular activities to improve students' exemplary leadership skills on encourage the heart and enable others to act.
- 2) Determine the needs to form student councils to improve students' exemplary leadership on encourage the heart and enable others to act.
- 3) Set goals and arrange extracurricular activities to enhance the students leadership abilities focus on encourage the heart and enable others to act.
- 4) Conduct the clear indicators in each activities focus on encourage the heart and enable others to act.
- 5) Create extracurricular activities to help students achieve the desired level of competence on encourage the heart and enable others to act.
- 6) Examine the efficacy of student affairs on the enhancement of students' exemplary leadership.

The following figure is approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

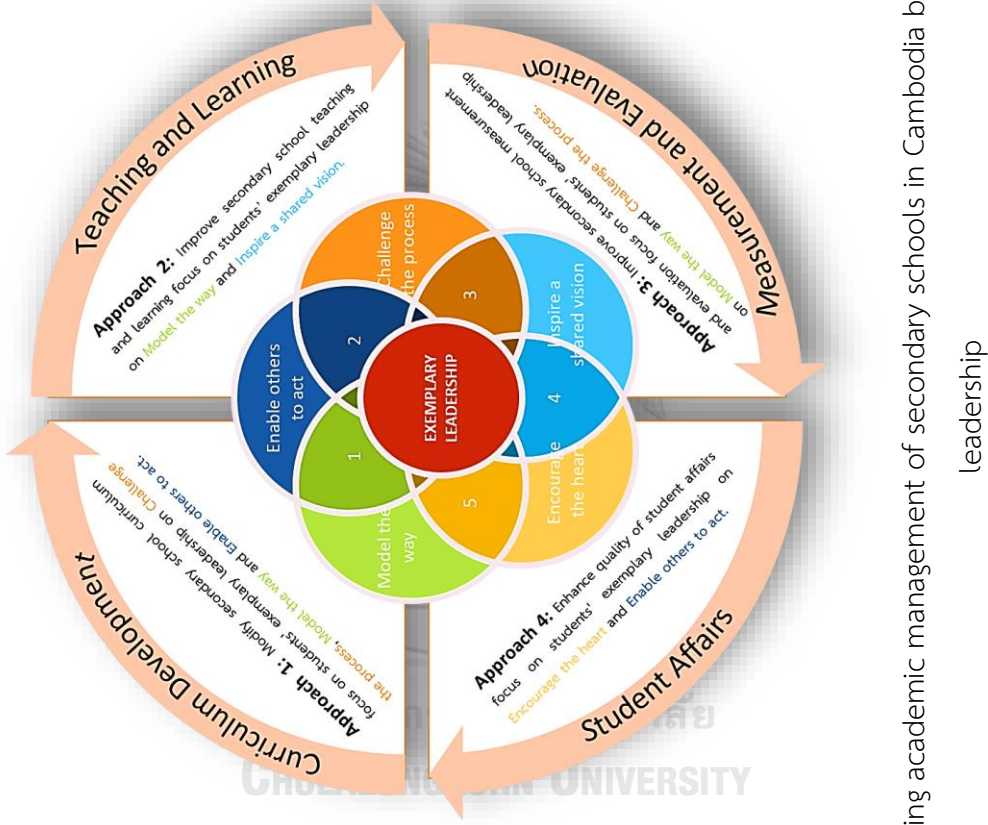


Figure 5. Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

CHAPTER 5

SUMMARY OF RESEARCH FINDINGS, DISCUSSION, AND RECOMMENDATIONS

This research study aimed to 1) To examine the exemplary leadership level of Cambodian secondary school students in Battambang Province and to study priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership, 2) To develop the approaches for developing the academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

The research instruments used for this research study were the five-point Likert scale questionnaire and dual-response format or in two-situation columns questionnaires for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership. The informants of the study included school principals, vice-principal, teachers, and students from 12 secondary schools in Battambang province accounted to 169 informants included 7 principals, 13 vice-principals, 85 teachers and 64 students. The collected data were analyzed using frequency, percentage, mean, standard deviation, T-test, One-way ANOVA, the PNI modified and content analysis methods. The approaches and the procedures were validated by 5 experts to confirm their suitability and feasibility. With regard to the content analysis, was used to synthesize and categorize opinions and suggestions of experts on the main approaches and procedures that were develop.

In this chapter, the summary of research findings, discussion, and recommendation include the sections as follows:

5.1 Summary of Research Findings

5.1.1 Exemplary leadership level of Cambodian secondary school students in Battambang and priority needs of academic management development of secondary schools in Cambodia based on the concept of exemplary leadership

5.1.1.1 Exemplary leadership level of Cambodian secondary school students in Battambang

The research finding of exemplary leadership level of Cambodian secondary school student in Battambang Province was slightly high (\bar{X} = 3.669, S.D.= 0.988). The highest exemplary leadership level of secondary school students in overall was ‘encourage the heart’ (\bar{X} = 3.806, S.D.= 1.029) the lowest exemplary leadership level of secondary school students was ‘inspire a shared vision’ (\bar{X} = 3.367, S.D.= 1.022). Regarding gender, educational level, and grade there were no significant difference comparing between the exemplary leadership level of secondary school students in Battambang province.

5.1.1.2 Priority needs for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

1) Priority need of academic management in overall

The finding indicated that the priority need for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership in overall: Curriculum Development ($PNI_{Modified}=0.339$), Teaching and Learning ($PNI_{Modified}=0.300$), Measurement and Evaluation ($PNI_{Modified}=0.301$), and Student Affairs ($PNI_{Modified}=0.258$).

2) Priority need ranking of academic management in overall

According to the analysis, the priority need ranking for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership were Curriculum Development ($PNI_{Modified}=0.339$) had the highest priority need, followed by Measurement and Evaluation ($PNI_{Modified}=0.301$), then followed by Teaching and Learning ($PNI_{Modified}=0.300$), and Student Affairs ($PNI_{Modified}=0.258$), respectively.

3) Priority need ranking of academic management in each component, and sub-dimension

3.1) First highest priority need ranking: Curriculum Development

Based on the priority need ranking results illustrated that Curriculum Development had the first priority need and the sub-components of curriculum

development that had the highest priority need was 'Define students' learning outcomes' while the sub-dimension of exemplary leadership that had the first highest priority need is 'Challenge the process' followed by the second highest were 'Model the way' 'Enable others to act', followed by 'Determine the expected students' characteristics' while the sub-dimension of exemplary leadership that had the first highest priority need was 'Enable others to act' followed by the second highest were 'Model the way' 'Challenge the process'.

3.2) Second priority need ranking: Measurement and Evaluation

Based on the priority need ranking results illustrated that Measurement and Evaluation had the second priority need and the sub-components of measurement and evaluation that had the highest priority need was 'Develop measurement and evaluation criteria of student learning' while the sub-dimension of exemplary leadership that had the first highest priority need was 'Model the way' followed by the second highest was 'Challenge the process', followed by 'Create the authentic measurement and evaluation instruments' while the sub-dimension of exemplary leadership that had the first highest priority need was 'Enable others to act' followed by the second highest were 'Model the way'.

3.3) Third priority need ranking: Teaching and Learning

Based on the priority need ranking results illustrated that Teaching and Learning had the third priority need and the sub-component of teaching and learning that had the highest priority need was 'Develop learning materials' while the sub-dimension of the exemplary leadership that had the first highest priority need was 'Model the way' followed by the second highest was 'Inspire a shared vision', followed by 'Design learning process' while the sub-dimension of exemplary leadership that had the first highest priority need was 'Inspire a shared vision' followed by the second highest were 'Model the way'.

3.4) Fourth priority need ranking: Student Affairs

Based on the priority need ranking results illustrated that Student Affairs had the fourth priority need and the sub-component of student affairs that had the highest priority need was 'Determine aim of students councils' while the sub-dimension of the exemplary leadership that had the first highest priority need

was 'Encourage the heart' followed by the second highest was 'Enable other to act', followed by 'Define student affairs objectives' while the sub-dimension of exemplary leadership that had the first highest priority need was 'Model the way' followed by the second highest were 'Inspire a shared vision'.

5.1.2 Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

The researcher synthesized and developed approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership based on the present states, desirable states, and priority needs from surveys and related research. The researcher had presented the draft approaches to experts for evaluation of suitability and feasibility, and eventually modified and constructed the final and full approaches. The completed approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership consisted of four approaches and sixteen procedures as the following:

Approach 1: Modify secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act.

Procedures:

1. Form the team of curriculum design experts for the curriculum design process.
2. Revise secondary school curriculum focused on increasing students' ability to challenge the process, model the way and enable others to act.
3. Identify the expected outcomes indicators, objectives, and contents areas focus on each expected outcomes.

Approach 2: Improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision.

Procedures:

1. Develop secondary school teaching and learning manual focus on students' model the way and inspire a shared vision.

2. Form Professional Learning Community in secondary school for sharing instructional strategies focus on model the way and inspire a shared vision.
3. Train teachers to process creativity and to create new works in practical research focus on model the way and inspire a shared vision.
4. Support teachers with technical assistance, teaching materials and spiritual encouragement to motivate them to employ students-centered teaching methods focus on model the way and inspire a shared vision.

Approach 3: Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process.

Procedures:

1. Determine and set specific guidelines and objectives, strategies and procedures for student evaluation focus on model the way and challenge the process.
2. Develop process of designing measurement and evaluation and standard criteria focus on students' exemplary leadership specific competence.
3. Evaluate the techniques, procedures for student evaluation that are appropriate for students' learning outcomes on model the way and challenge the process.

Approach 4: Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act.

Procedures:

1. Identify the needs for student extra-curricular activities to improve students' exemplary leadership skills on encourage the heart and enable others to act.
2. Determine the needs to form student councils to improve students' exemplary leadership on encourage the heart and enable others to act.
3. Set goals and arrange extracurricular activities to enhance the students leadership abilities focus on encourage the heart and enable others to act.

4. Conduct the clear indicators in each activities focus on encourage the heart and enable others to act.
5. Create extracurricular activities to help students achieve the desired level of competence on encourage the heart and enable others to act.
6. Examine the efficacy of student affairs on the enhancement of students' exemplary leadership.

5.2 Discussion of Research Findings

The researcher raised discussions in two main points in accordance with research objectives.

5.2.1 Exemplary leadership level of Cambodian secondary school students in Battambang

The finding addressed that the exemplary leadership level of Cambodian secondary school students in Battambang Province was (Mean= 3.669, S.D.= 0.988). The highest level of exemplary leadership that secondary school students in overall was 'encourage the heart'. According to this results, this may explain that students are good at motivation among each other and have a good relationship with their peers and being involved with others. The lowest one was 'inspire a shared vision'. Based on the result, this may result from less opportunities given for students to exercise their leadership in position in the real world, such as imagine the possibilities, find the common purpose, appeal common ideals, and animate the vision.

The result of t-test regarding gender showed that female students presented higher level than male students and the result in overall was (Male= 3.661 and Female= 3.706). Based on the result of Table 9 even male student addressed higher level in some following dimensions: 'model the way' (Male= 3.791 and Female= 3.591), 'challenge the process' (Male= 3.815 and Female= 3.755), 'enable others to act' (Male= 3.763 and Female= 3.744), however there are not statistically significant difference in any dimension of exemplary leadership regarding gender. This study concluded that the exemplary leadership abilities of students are equal for both genders. This result was similar to (Bento & Ribeiro, 2010), suggested that secondary students with both genders are able to learn and develop leadership skill equally.

On the other hand, the other author thought that men have more opportunities for becoming leaders and leadership skills is a characteristic normally associated with males than females (Foley, 2005).

Taking the educational level into account, the lower-secondary students presented higher level than upper secondary students and the result in overall was (Lower-secondary= 3.790 and Upper-secondary= 3.627). The lower-secondary students reported higher levels of exemplary leadership in the following dimensions: 'model the way' (Lower-secondary= 3.697 and Upper-secondary= 3.621), 'inspire a shared vision' (Lower-secondary= 3.489 and Upper-secondary= 3.298), 'challenge the process' (Lower-secondary= 3.860 and Upper-secondary= 3.716), and 'enable others to act' (Lower-secondary= 3.800 and Upper-secondary= 3.716). Again, however, none of these differences are statistically significant. This study concluded that the exemplary leadership abilities of students do not rely on lower level or higher level of students. Both lower and upper secondary school students can learn and improve their leadership skill equally based on the effort of each one because exemplary leadership is the person-best that can learn and improve. Given that Kouzes and Posner (1995) suggest that leadership results from a set of observed practices which can be learned and improved, it is possible that, with higher levels of students one might acquire higher levels of ability in these dimensions.

Similarly, the result from one-way ANOVA indicated that there was no significant difference in exemplary leadership regarding grades. This result concluded that the exemplary leadership abilities of students in each grade can learn and adopt the exemplary leadership equally because it is possible to learn depend on the personal effort.

Finally, the results of this study affirm that secondary school students both male and female, lower-secondary level and upper secondary level, and all grades can be learned and improved the exemplary leadership equally.

5.2.2 Priority needs and approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership

According to the research results revealed that 1) the highest priority needs of curriculum development was 'Define students' learning outcomes', and the highest priority need of exemplary leadership was *Challenge the process* and the second highest priority need were *Model the way* and *Enable others to act*. Thus, the approach that respond to first highest priority academic management was "Modify secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act."

It has been viewed that the secondary schools in Cambodia should concentrate on developing school's curriculum by define students' learning outcomes to modify secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act. In accordance with Taba (1962) raised the phases to develop curriculum 1) recognizing learners' requirements and social expectations: identifying societal and/or national development needs, as well as local and student needs for whom the curriculum is designed, 2) specifying learning objectives: defining the learning objectives, 3) selecting learning content: selecting the content that is aligned with the objectives and also determining the content's validity, 4) organizing learning content: organizing the content in a chronological order based on the students' maturity, academic achievement, and interests, 5) selecting learning experiences: selecting educational approaches and/or strategies to assist students in becoming more engaged in the content, 6) organizing learning activities: arranging the learning activities into a sequence in accordance with the content, 7) determining what to evaluate and the means of evaluation: deciding on an evaluation method to verify that the requirements have been achieved outlined by one of the most well-known scholar. As stated by Mutale Mulenga (2018), curriculum is all of the chosen, organized, integrative, innovative, and evaluative educational experiences provided to learners consciously or unconsciously under the supervision of the school in order to achieve the designated learning outcomes that are achieved as a result of growth,

maturation, and learning and are best utilized for life in a changing society. Additionally, curriculum development is the main factor that impact on the education system when the world change or improve, the school curricula are impacted and must be updated to meet the demands of society (Alvior, 2014). In accordance with the research of Pah (2018), in order to improve the students' leadership skill, there should be improving educational institutions' curricula by increasing leadership skills and implementing a revised curriculum to develop students' leadership. Similarly to Sanitklang (2018), in order to improve the students' leadership skill, secondary school should reform school curriculum to strengthen leadership in students by providing an accelerated course to develop student to have leadership skill and mobilizing and coordinating the development of curricula to instill leadership in students.

Regarding the research results demonstrated that 2) the highest priority needs of teaching and learning was 'Develop learning materials', and the highest priority need of exemplary leadership was *Model the way* and the second highest priority need was *Inspire a shared vision*. Thus, the approach that respond to third highest priority academic management was "Improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision."

It has been viewed that the secondary schools in Cambodia should concentrate on enhance teaching and learning by developing learning materials to improve secondary school teaching and learning focus on students' exemplary leadership on model the way and inspire a shared vision. Xupravati (2020) demonstrated that teaching and learning is the process in which students seek knowledge, comprehension, and development of their potential in order to accomplish the goals of the school curriculum using a variety of learning styles and materials. Teaching and learning are the activities that a teacher develops to help students enhance students' knowledge in order to achieve the learning goals through the school curriculum pointed by (Pah, 2018). According to Lumpkin (2020), making disciplinary content relevant to students needs helping them connect what

they are learning with their needs, interests, and goals such as: 1) get students to want to learn, 2) get students how to learn, 3) developing growth mindset. Teaching and learning is the process in which students seek knowledge, comprehension, and development of their potential in order to accomplish the goals of the school curriculum using a variety of learning styles and materials (Xupravati, 2020). In accordance (Sanitklang, 2018), in order to improve the students' leadership skill, there should improve learning activities and material by accelerating the development of teaching and learning activities in the 21st century to transform students and creating life experiences according to their aptitudes and interests through a variety of learning activities and materials.

Based on the research findings demonstrated that 3) the highest priority needs of measurement and evaluation was 'Develop measurement and evaluation criteria of student learning and the highest priority need of exemplary leadership was *Model the way*' and the second highest priority need was *Challenge the process*. Thus, the approach that respond to second highest priority academic management was "Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process."

It has been viewed that the secondary schools in Cambodia should concentrated on measurement and evaluation by developing measurement and evaluation criteria of student learning to improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process. As acknowledged by H.E. Dr. ChuonNaron (2017), measurement and evaluation is the creation of assessment framework and inspection system, alignment of curriculum contents and achievement standards with assessment procedures to create an accountability system for monitoring the efficiency and effectively and use of the results of the assessment for improving policies and teaching and learning process, including the introduction of active learning methods. Evaluation called for undertaking a process to provide information to be used as a basis for judging a situation, determining whether or not the learner meets a preset criterion. Evaluation in the real sense refers to the process used to

determine the merit, worth, or value of a process or the product of the process, where assessment tools such as tests are used during the evaluation process to determine the qualification based on set criteria. And evaluation is the systematic acquisition of information and consequent assessment so that some useful feedback is provided regarding an initiative with a well-undertaken evaluation, learner are enabled to reflect and hence are assisted to identify change for the future. Evaluation in education is purposed for making reliable decisions concerning educational planning, used for ascertaining the worth of time, and to identify students' growth or otherwise in acquiring desirable knowledge, skills, attitudes, and societal values, to enable teachers to determine the efficacy of their instructional techniques and learning resources as well as to motivate learners to discover their progress in accomplishing given tasks. It is crucial to take understanding and follow the principles that underlie the evaluation process for meaningful outcomes (Adom et al., 2020). Measurement and evaluation refers to the indicators of the quantity and quality that demonstrate the students achievement, measurement and evaluation is the process of managing students' behavior change which mostly measure the learning result in 3 aspects such as cognitive domain, affective domain, and psychomotor domain that can be indicated the objectives of how successful of learning process illustrated by (Xupravati, 2020). In accordance with the research of Sanitklang (2018), in order to improve the students' leadership skill, adjust the effective system of evaluation and assessment by identify the clear measurement and evaluation criteria.

According to research results revealed that 4) the highest priority needs of student affairs was 'Determine aim of students councils' and the highest priority need of exemplary leadership was *Encourage the heart* and the second highest priority need was *Enable others to act*. Thus, the approach that respond to third highest priority academic management was "Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act."

It has been viewed that the secondary schools in Cambodia should concentrated on student affairs by determining aim of students councils to enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act. Student affairs is the various crucial cocurricular activities that directly contact with students, plan programs and activities that support student development, and encourage students to develop a balanced life (Henning & Roberts, 2016). As indicated by Song (2016), student affairs management aims at guiding students in self-management, self-learning and self-improvement as well as innovative thinking, social practice, overall development and personality development. In According to Xupravati (2020), student affairs at the primary level aims to develop students to know and see their value, to have emotional maturity, to have systematical thinking, to have skills in leading their life with appropriateness and happiness, and to have the conscious mind in responsibility on themselves, family, society, and country. The student affair is a part of student development to have an identity based on school regulation, to support students as initiators, to be a role model for society in terms of rule, discipline, diligence, and trustworthiness, to be giver and helper with pleasure, and to support activities or policies of school in developing student ability in all aspects and necessity before graduation. These activities aim to 1) build skills, knowledge, and academic experiences for students, 2) develop body, mind, and feeling to live in society and surrounding environment with happiness, 3) allow students to use their leisure to be more beneficent and increase their attention in doing activities, 4) develop the relationship between students to do works in group and with others, 5) develop students' ability from the obtained knowledge and experiences to apply in student affairs and work for society, 6) support students to know the value of arts and cultures, 7) build harmony in a group of students, 8) prepare readiness for students to do their professional jobs and live-in society. The student affair is a part of student development and to support activities of school in developing student ability in all aspects such develop the relationship between students to do works in group and with others, develop students' ability from the obtained knowledge and experiences prepare readiness for students to do their professional jobs and live-in society

(Xupravati, 2020). In accordance with Javinar (2000), two basic goals of student affairs are to provide cocurricular programs, activities, and other learning opportunities that contribute to students by meeting their academic, social, recreational, physical, emotional, and moral development needs to promote self-direction and leadership among those students. Based on Sanitklang (2018), in order to improve the student affairs is develop competency in managing extra-curricular activities by accelerate the promotion of a variety of extra-curricular activities to develop the leadership based on students' aptitudes and interests and develop management for organizing extra-curricular activities to encourage students to have leadership in students.

5.3 Recommendations

The following recommendations are based on the results of this study and were divided into recommendations for practice and recommendation for further research.

5.3.1 Recommendations for Practice

1) The Ministry of Education Youth and Sport should embed exemplary leadership into schools' curriculum, extra-activities based on the competition such as Boot camp, students' debate, competitions etc. and should integrate the exemplary leadership into national program by changing the teaching method such as introduce the project based learning, inquiry based learning, and create students' clubs since the result of the study addressed that students in lower and upper secondary levels were no significance difference leadership abilities in both levels and especially in all grades.

2) Curriculum Department of the Ministry of Education in Cambodia should modify secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act since the result of the highest priority need for developing academic management of secondary schools in Cambodia was curriculum development. And the secondary schools should form the teams to share knowledge on curriculum implementation focused on increasing students' ability to challenge the process, model the way and enable

others to act and identify the expected outcomes indicators, objectives, and contents areas focus on each expected outcomes.

3) The secondary school principals should improve the assessment by focus more on the classroom or formative assessment in order to evaluate the leadership skills of students at secondary school level on students' exemplary leadership: model the way and challenge the process since the research study demonstrated that measurement and evaluation had the second highest priority need. The secondary school should determine and set specific guidelines and objectives, strategies and procedures for student evaluation on both formative and summative assessment, develop process of designing measurement and evaluation and standard criteria focus on students' exemplary leadership specific competence, and evaluate the techniques, procedures for student evaluation that are appropriate for students' learning outcomes.

4) The secondary schools principals should improve secondary school teaching and learning by changing the ways teachers teach such as applying teaching methods of project-based learning, problem-based solving, inquiry-based learning and other methods including integrated approaches (putting different subjects together), and teacher should introduce the leadership courses or knowledge and allow students to explore the leadership skills during their teaching and learning, and add more extra-curricular activities such as students councils, students club for students to do self-study and do more research and also to work in team to develop their leadership skills since the result of the research study illustrated that it had the third highest priority need. The school principals should develop secondary school teaching and learning manual focus on students' model the way and inspire a shared vision, form Professional Learning Community in secondary school for sharing instructional strategies, train teachers to process creativity and to create new works in practical research, and support teachers with technical assistance, teaching materials and spiritual encouragement to motivate them to employ students-centered teaching methods.

5) The secondary schools should enhance quality of student affairs by engage students in doing debate which allow students to do more researches and

competition including digital education competition, and providing mentors for teaching leaderships as a part of extra-curricular activities and create students' clubs focus on students' exemplary leadership on encourage the heart and enable others to act since it had been revealed in the result of the research study that it had the fourth highest priority need.

5.3.2 Recommendation for Further Research

- 1) Further research should focus on what kinds of school activities or factors contribute to students' exemplary leadership in dimension of inspire a shared vision since this research study revealed that among the five dimensions of exemplary leadership 'inspire a shared vision' found to be the lowest scores for secondary school students in Battambang province.
- 2) The similar studies should examine the exemplary leadership level of secondary school students in other provinces in order to measure whether it has the significance difference regarding gender, educational level, and grade since the result of this study addressed that there were no significance difference regarding these demographic factors for secondary school students in Battambang province.
- 3) There should be further research on the approaches for developing curriculum at secondary levels since research findings revealed that the highest priority need among the academic management's work.
- 4) Future research should focus on ways to increase students' ability to challenge the process, model the way, and enable others to act, as the study's findings revealed that Cambodian secondary school curriculum competences that need to be concentrated the most on increasing exemplary leadership ability.

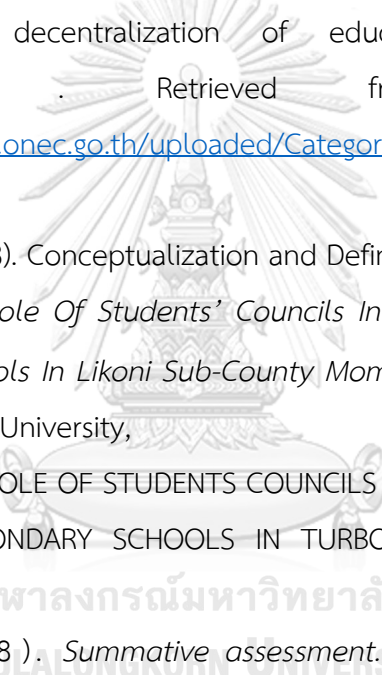
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APPENDIX A: RESEARCH INSTRUMENTS

- A-1: Research Questionnaire-Principal (English)
- A-2: Research Questionnaire-Student (English)
- A-3: Research Questionnaire-Principal (Khmer)
- A-4: Research Questionnaire-Student (Khmer)
- A-5: The Suitability and Feasibility Evaluation Form



A-1: Research Questionnaire- Principal (English)



Research questionnaire

Topic: Approaches For Developing Academic Management Of Secondary Schools In Cambodia Based on the Concept of Exemplary Leadership.

Instruction

1. This research is part of the Master of Educational Management, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University.

2. The questionnaire is prepared to respond to the first objective as follows: to study the current and desirable states of academic management of secondary schools in Cambodia; as well as to respond to the second objective in order to develop approaches for academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

3. This questionnaire is divided into 4 sections:

Section 1: Demographic data of the respondents

Section 2: Current and desirable states of academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

Section 3: Open ended questions

Section 4: Other suggestions and recommendations

4. The result from the questionnaire will be used to develop approaches for developing academic management of Cambodian secondary schools with no affect respondents or your positions.

Contact: Miss Soksamnang Pheach

Telegram (Tel): 0762225502

Tel: 0762225502

Miss Soksamnang Pheach
Master of Educational Management
Department of Education Policy,
Management and Leadership
Faculty of Education

Questionnaire

“Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership”

Section 1: Demographics Data of Respondents

Instruction: Please tick (✓) in the box next to the answer of your choice.

1. Gender:

- ☐ 1) Male ☐ 2) Female

2. Age : (Years old)

- ☐ 1) under 30 ☐ 2) 30-34
☐ 3) 35-39 ☐ 4) 40-44
☐ 5) 45-49 ☐ 6) 50-54
☐ 7) 55-59 ☐ 8) 60 or older than 60

3. Highest Educational Qualification:

- ☐ 1) Doctoral degree ☐ 2) Master's degree
☐ 3) Bachelor's degree ☐ 4) Associate degree
☐ 5) Others (Please specific.....)

4. Current position

- ☐ 1) School Principal ☐ 2) Vice-principal
☐ 3) Teacher

5. Professional Experience (Years) :

- ☐ 1) Less than 5 ☐ 2) 5-9
☐ 3) 10-14 ☐ 4) 15-19
☐ 5) 20 or more than 20

Section 2: To study current and desirable state of academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

Instruction: Please put a tick (✓) on the number that most closely matches to the current and the desirable state of academic management development based on the concept of exemplary leadership.

***Current state** of academic management refers to the level of current practice in each point of the school.

**** Desirable state** of academic management refers to the level of desire to practice in each point of the school in the future.

Scale of the scoring the current state

- 5 Presently practice at the highest level
- 4 Presently practice at the high level
- 3 Presently practice at the moderate level
- 2 Presently practice at the low level
- 1 Presently practice at the lowest level

Scale of the scoring the desirable state

- 5 In the future need to practice at the highest level
- 4 In the future need to practice at the high level
- 3 In the future need to practice at the moderate level
- 2 In the future need to practice at the low level
- 1 In the future need to practice at the lowest level

***** Definition of Terms**

1. Academic Management refers to all academic tasks that involve in improving students' abilities, enhancing students' knowledge, promoting schools' goals, and maximizing student outcomes through curriculum development, teaching and learning, measurement and evaluation, as well as student affairs' activities.

2. Curriculum development refers to the process to define the students' learning outcomes and to determine the expected students' characteristics in order to set the students learning roadmap, to develop students fundamental life skills and to improve learning quality.

3. Teaching and Learning refers to the learning process of building students' knowledge, comprehension and ability in order to achieve the students' learning outcomes by designing learning process and develop learning materials that will enhance learning procedures and support teaching and learning environment.

4. Measurement and Evaluation refers to the procedures to create authentic assessment and to develop students' learning criteria for identify students' learning progress and to measure students' learning outcomes effectively.

5. Student Affairs refers to the cocurricular or extra-activities that define the student affairs' objectives and determine aims of student councils to directly support student-well-being, promote students' growth and success.

6. Exemplary Leadership refers to the ability of individuals to transform ordinary things into extraordinary, to foster collaboration, and to turn difficult situations to incredible success through the five practices: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

7. Model the way refers to the ability to take action and make a decision based on belief and shared values that consists of clarifying values and setting example.

7.1 Clarify values by finding your voice and affirming shared values.

7.2 Set example by living the shared values and teaching others to model the values.

8. Inspire a shared vision refers to the ability to communicate a shared vision to others that consists of envisioning the future and enlisting others.

8.1 Envision the future by imagining the possibilities and finding a common purpose.

8.2 Enlist others by appealing to common ideals and animating the vision.

9. Challenge the process refers to the ability to make change and improvement on the process to promote innovation that consists of searching for opportunities and taking risks and experiment.

9.1 Search for opportunities by seizing the initiative and exercising oversight (looking outward) for innovative ways to improve.

9.2 Experiment and take risks by generating small wins and learning from experience.

10. Enable others to act refers to the ability to build and develop spirited team to others to sustain success that consists of fostering collaboration and strengthening others.

10.1 Foster collaboration by creating a climate of trust and facilitating relationships.

10.2 Strengthen others by enhancing self-determination and developing competence and confidence.

11. Encourage the heart refers to the ability to build confidence, support and recognize the contribution of the team that consists of recognizing contribution and celebrating the values and victories.

11.1 Recognize contributions by expecting the best and personalizing recognition.

11.2 Celebrate the values and victories by creating a spirit of community and being personally involved.

**** Example**

Nº	Questions	Current					Desirable				
		1	2	3	4	5	1	2	3	4	5
1.	<i>At what level do you think your school in order to promote exemplary leadership for students in the following points?</i>										
1.1	<i>The school to promote students' ability to</i>	1	2	3	4	5	1	2	3	4	5
			✓								✓

****Noted:** Please put a tick (✓) on the number that most closely matches to the current and the desirable state of academic management development based on the concept of Exemplary leadership.

Nº	Questions	Current					Desirable				
		1	2	3	4	5	1	2	3	4	5
1.	At what level do you think your school's curriculum defines the students' learning outcomes in order to promote exemplary leadership for students in the following points?										
1.1	The school's curriculum defines the students' learning outcomes with the ability to <u>find voice</u> .	1	2	3	4	5	1	2	3	4	5

1.2	The school's curriculum defines the students' learning outcomes with the ability to <u><i>affirm shared values.</i></u>	1	2	3	4	5	1	2	3	4	5
1.3	The school's curriculum defines the students' learning outcomes with the ability to <u><i>live the shared values.</i></u>	1	2	3	4	5	1	2	3	4	5
1.4	The school's curriculum defines the students' learning outcomes with the ability to <u><i>teach others to model the values.</i></u>	1	2	3	4	5	1	2	3	4	5
1.5	The school's curriculum defines the students' learning outcomes with the ability to <u><i>imagine the possibilities.</i></u>	1	2	3	4	5	1	2	3	4	5
1.6	The school's curriculum defines the students' learning outcomes with the ability to <u><i>find a common purpose.</i></u>	1	2	3	4	5	1	2	3	4	5
1.7	The school's curriculum defines the students' learning outcomes with the ability to <u><i>appeal to common ideals.</i></u>	1	2	3	4	5	1	2	3	4	5
1.8	The school's curriculum defines the students' learning outcomes with the ability to <u><i>animate the vision.</i></u>	1	2	3	4	5	1	2	3	4	5
1.9	The school's curriculum defines the students' learning outcomes with the ability to <u><i>seize the initiative.</i></u>	1	2	3	4	5	1	2	3	4	5
1.10	The school's curriculum defines the students' learning outcomes with the ability to <u><i>exercise oversight(looking outward) for innovative ways to improve.</i></u>	1	2	3	4	5	1	2	3	4	5
1.11	The school's curriculum defines the students' learning outcomes with the ability	1	2	3	4	5	1	2	3	4	5

[illegible]

	students in the following points?													
2.1	The school's curriculum determines the expected students' characteristics with the ability to <u>find voice</u> .	1	2	3	4	5	1	2	3	4	5			
2.2	The school's curriculum determines the expected students' characteristics with the ability to <u>affirm shared values</u> .	1	2	3	4	5	1	2	3	4	5			
2.3	The school's curriculum determines the expected students' characteristics with the ability to <u>live the shared values</u> .	1	2	3	4	5	1	2	3	4	5			
2.4	The school's curriculum determines the expected students' characteristics with the ability to <u>teach others to model the values</u> .	1	2	3	4	5	1	2	3	4	5			
2.5	The school's curriculum determines the expected students' characteristics with the ability to <u>imagine the possibilities</u> .	1	2	3	4	5	1	2	3	4	5			
2.6	The school's curriculum determines the expected students' characteristics with the ability to <u>find a common purpose</u> .	1	2	3	4	5	1	2	3	4	5			
2.7	The school's curriculum determines the expected students' characteristics with the ability to <u>appeal to common ideals</u> .	1	2	3	4	5	1	2	3	4	5			
2.8	The school's curriculum determines the expected students' characteristics with the ability to <u>animate the vision</u> .	1	2	3	4	5	1	2	3	4	5			
2.9	The school's curriculum determines the expected students' characteristics with the ability to <u>seize the initiative</u> .	1	2	3	4	5	1	2	3	4	5			
2.10	The school's curriculum determines the	1	2	3	4	5	1	2	3	4	5			

	expected students' characteristics with the ability to <u><i>exercise oversight (looking outward) for innovative ways to improve.</i></u>													
2.11	The school's curriculum determines the expected students' characteristics with the ability to <u><i>generate small wins.</i></u>	1	2	3	4	5	1	2	3	4	5			
2.12	The school's curriculum determines the expected students' characteristics with the ability to <u><i>learn from experience.</i></u>	1	2	3	4	5	1	2	3	4	5			
2.13	The school's curriculum determines the expected students' characteristics with the ability to <u><i>create a climate of trust.</i></u>	1	2	3	4	5	1	2	3	4	5			
2.14	The school's curriculum determines the expected students' characteristics with the ability to <u><i>facilitate relationships.</i></u>	1	2	3	4	5	1	2	3	4	5			
2.15	The school's curriculum determines the expected students' characteristics with the ability to <u><i>enhance self-determination.</i></u>	1	2	3	4	5	1	2	3	4	5			
2.16	The school's curriculum determines the expected students' characteristics with the ability to <u><i>develop competence and confidence.</i></u>	1	2	3	4	5	1	2	3	4	5			
2.17	The school's curriculum determines the expected students' characteristics with the ability to <u><i>expect the best.</i></u>	1	2	3	4	5	1	2	3	4	5			
2.18	The school's curriculum determines the expected students' characteristics with the ability to <u><i>personalize recognition.</i></u>	1	2	3	4	5	1	2	3	4	5			
2.19	The school's curriculum determines the expected students' characteristics with the	1	2	3	4	5	1	2	3	4	5			

	ability to <u><i>create a spirit of community.</i></u>												
2.20	The school's curriculum determines the expected students' characteristics with the ability to <u><i>be personally involved.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.	At what level do you think your school designs learning process in order to promote exemplary leadership for students in the following points?												
3.1	The school designs learning process to promote students' ability to <u><i>find voice.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.2	The school designs learning process to promote students' ability to <u><i>affirm shared values.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.3	The school designs learning process to promote students' ability to <u><i>live the shared values.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.4	The school designs learning process to promote students' ability to <u><i>teach others to model the values.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.5	The school designs learning process to promote students' ability to <u><i>imagine the possibilities.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.6	The school designs learning process to promote students' ability to <u><i>find a common purpose.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.7	The school designs learning process to promote students' ability to <u><i>appeal to common ideals.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.8	The school designs learning process to promote students' ability to <u><i>animate the vision.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.9	The school designs learning process to	1	2	3	4	5	1	2	3	4	5		

	promote students' ability to <u>seize the initiative</u> .										
3.10	The school designs learning process to promote students' ability to <u>exercise oversight (looking outward) for innovative ways to improve</u> .	1	2	3	4	5	1	2	3	4	5
3.11	The school designs learning process to promote students' ability to <u>generate small wins</u> .	1	2	3	4	5	1	2	3	4	5
3.12	The school designs learning process to promote students' ability to <u>learn from experience</u> .	1	2	3	4	5	1	2	3	4	5
3.13	The school designs learning process to promote students' ability to <u>create a climate of trust</u> .	1	2	3	4	5	1	2	3	4	5
3.14	The school designs learning process to promote students' ability to <u>facilitate relationships</u> .	1	2	3	4	5	1	2	3	4	5
3.15	The school designs learning process to promote students' ability to <u>enhance self-determination</u> .	1	2	3	4	5	1	2	3	4	5
3.16	The school designs learning process to promote students' ability to <u>develop competence and confidence</u> .	1	2	3	4	5	1	2	3	4	5
3.17	The school designs learning process to promote students' ability to <u>expect the best</u> .	1	2	3	4	5	1	2	3	4	5
3.18	The school designs learning process to promote students' ability to <u>personalize recognition</u> .	1	2	3	4	5	1	2	3	4	5

3.19	The school designs learning process to promote students' ability to <u><i>create a spirit of community.</i></u>	1	2	3	4	5	1	2	3	4	5
3.20	The school designs learning process to promote students' ability to <u><i>be personally involved.</i></u>	1	2	3	4	5	1	2	3	4	5
4.	At what level do you think your school develops learning materials in order to promote exemplary leadership for students in the following points?										
4.1	The school develops learning materials to promote students' ability to <u><i>find voice.</i></u>	1	2	3	4	5	1	2	3	4	5
4.2	The school develops learning materials to promote students' ability to <u><i>affirm shared values.</i></u>	1	2	3	4	5	1	2	3	4	5
4.3	The school develops learning materials to promote students' ability to <u><i>live the shared values.</i></u>	1	2	3	4	5	1	2	3	4	5
4.4	The school develops learning materials to promote students' ability to <u><i>teach others to model the values.</i></u>	1	2	3	4	5	1	2	3	4	5
4.5	The school develops learning materials to promote students' ability to <u><i>imagine the possibilities.</i></u>	1	2	3	4	5	1	2	3	4	5
4.6	The school develops learning materials to promote students' ability to <u><i>find a common purpose.</i></u>	1	2	3	4	5	1	2	3	4	5
4.7	The school develops learning materials to promote students' ability to <u><i>appeal to common ideals.</i></u>	1	2	3	4	5	1	2	3	4	5
4.8	The school develops learning materials to	1	2	3	4	5	1	2	3	4	5

	promote students' ability to <u><i>animate the vision.</i></u>										
4.9	The school develops learning materials to promote students' ability to <u><i>seize the initiative.</i></u>	1	2	3	4	5	1	2	3	4	5
4.10	The school develops learning materials to promote students' ability to <u><i>exercise oversight (looking outward) for innovative ways to improve.</i></u>	1	2	3	4	5	1	2	3	4	5
4.11	The school develops learning materials to promote students' ability to <u><i>generate small wins.</i></u>	1	2	3	4	5	1	2	3	4	5
4.12	The school develops learning materials to promote students' ability to <u><i>learn from experience.</i></u>	1	2	3	4	5	1	2	3	4	5
4.13	The school develops learning materials to promote students' ability to <u><i>create a climate of trust.</i></u>	1	2	3	4	5	1	2	3	4	5
4.14	The school develops learning materials to promote students' ability to <u><i>facilitate relationships.</i></u>	1	2	3	4	5	1	2	3	4	5
4.15	The school develops learning materials to promote students' ability to <u><i>enhance self-determination.</i></u>	1	2	3	4	5	1	2	3	4	5
4.16	The school develops learning materials to promote students' ability to <u><i>develop competence and confidence.</i></u>	1	2	3	4	5	1	2	3	4	5
4.17	The school develops learning materials to promote students' ability to <u><i>expect the best.</i></u>	1	2	3	4	5	1	2	3	4	5

4.18	The school develops learning materials to promote students' ability to <u>personalize recognition</u> .	1	2	3	4	5	1	2	3	4	5
4.19	The school develops learning materials to promote students' ability to <u>create a spirit of community</u> .	1	2	3	4	5	1	2	3	4	5
4.20	The school develops learning materials to promote students' ability to <u>be personally involved</u> .	1	2	3	4	5	1	2	3	4	5
5.	At what level do you think your school creates the authentic measurement and evaluation instruments in order to promote exemplary leadership for students in the following points?										
5.1	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>find voice</u> .	1	2	3	4	5	1	2	3	4	5
5.2	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>affirm shared values</u> .	1	2	3	4	5	1	2	3	4	5
5.3	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>live the shared values</u> .	1	2	3	4	5	1	2	3	4	5
5.4	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>teach others to model the values</u> .	1	2	3	4	5	1	2	3	4	5
5.5	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>imagine</u>	1	2	3	4	5	1	2	3	4	5

	<u>the possibilities.</u>												
5.6	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>find a common purpose.</u>	1	2	3	4	5	1	2	3	4	5		
5.7	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>appeal to common ideals.</u>	1	2	3	4	5	1	2	3	4	5		
5.8	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>animate the vision.</u>	1	2	3	4	5	1	2	3	4	5		
5.9	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>seize the initiative.</u>	1	2	3	4	5	1	2	3	4	5		
5.10	The school creates the authentic measurement and evaluation instrument for assessing the students' ability of <u>exercising oversight (looking outward) for innovative ways to improve.</u>	1	2	3	4	5	1	2	3	4	5		
5.11	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>generate small wins.</u>	1	2	3	4	5	1	2	3	4	5		
5.12	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u>learn from experience.</u>	1	2	3	4	5	1	2	3	4	5		

5.13	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>create a climate of trust.</i></u>	1	2	3	4	5	1	2	3	4	5
5.14	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>facilitate relationships.</i></u>	1	2	3	4	5	1	2	3	4	5
5.15	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>enhance self-determination.</i></u>	1	2	3	4	5	1	2	3	4	5
5.16	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>develop competence and confidence.</i></u>	1	2	3	4	5	1	2	3	4	5
5.17	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>expect the best.</i></u>	1	2	3	4	5	1	2	3	4	5
5.18	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>personalize recognition.</i></u>	1	2	3	4	5	1	2	3	4	5
5.19	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>create a spirit of community.</i></u>	1	2	3	4	5	1	2	3	4	5
5.20	The school creates the authentic measurement and evaluation instrument for	1	2	3	4	5	1	2	3	4	5

	assessing the students' ability to <u>be personally involved</u> .													
6.	At what level do you think your school develops measurement and evaluation criteria of student learning outcomes in order to promote exemplary leadership for students in the following points?													
6.1	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>find voice</u> .	1	2	3	4	5	1	2	3	4	5			
6.2	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>affirm shared values</u> .	1	2	3	4	5	1	2	3	4	5			
6.3	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>live the shared values</u> .	1	2	3	4	5	1	2	3	4	5			
6.4	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>teach others to model the values</u> .	1	2	3	4	5	1	2	3	4	5			
6.5	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>imagine the possibilities</u> .	1	2	3	4	5	1	2	3	4	5			
6.6	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>find a common purpose</u> .	1	2	3	4	5	1	2	3	4	5			
6.7	The school develops measurement and evaluation criteria for student learning	1	2	3	4	5	1	2	3	4	5			

	outcomes with the ability to <u><i>appeal to common ideals.</i></u>										
6.8	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>animate the vision.</i></u>	1	2	3	4	5	1	2	3	4	5
6.9	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>seize the initiative.</i></u>	1	2	3	4	5	1	2	3	4	5
6.10	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>exercise oversight (looking outward) for innovative ways to improve.</i></u>	1	2	3	4	5	1	2	3	4	5
6.11	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>generate small wins.</i></u>	1	2	3	4	5	1	2	3	4	5
6.12	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>learn from experience.</i></u>	1	2	3	4	5	1	2	3	4	5
6.13	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>create a climate of trust.</i></u>	1	2	3	4	5	1	2	3	4	5
6.14	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>facilitate</i></u>	1	2	3	4	5	1	2	3	4	5

	<u>relationships.</u>												
6.15	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>enhance self-determination.</u>	1	2	3	4	5	1	2	3	4	5		
6.16	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>develop competence and confidence.</u>	1	2	3	4	5	1	2	3	4	5		
6.17	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>expect the best.</u>	1	2	3	4	5	1	2	3	4	5		
6.18	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>personalize recognition.</u>	1	2	3	4	5	1	2	3	4	5		
6.19	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>create a spirit of community.</u>	1	2	3	4	5	1	2	3	4	5		
6.20	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>be personally involved.</u>	1	2	3	4	5	1	2	3	4	5		
7.	At what level do you think your school defines student affair objectives in order to promote exemplary leadership for students in the following points?												
7.1	The school defines student affair objectives with the ability to <u>find voice.</u>	1	2	3	4	5	1	2	3	4	5		

7.2	The school defines student affair objectives with the ability to <u><i>affirm shared values.</i></u>	1	2	3	4	5	1	2	3	4	5
7.3	The school defines student affair objectives with the ability to <u><i>live the shared values.</i></u>	1	2	3	4	5	1	2	3	4	5
7.4	The school defines student affair objectives with the ability to <u><i>teach others to model the values.</i></u>	1	2	3	4	5	1	2	3	4	5
7.5	The school defines student affair objectives with the ability to <u><i>imagine the possibilities.</i></u>	1	2	3	4	5	1	2	3	4	5
7.6	The school defines student affair objectives with the ability to <u><i>find a common purpose.</i></u>	1	2	3	4	5	1	2	3	4	5
7.7	The school defines student affair objectives with the ability to <u><i>appeal to common ideals.</i></u>	1	2	3	4	5	1	2	3	4	5
7.8	The school defines student affair objectives with the ability to <u><i>animate the vision.</i></u>	1	2	3	4	5	1	2	3	4	5
7.9	The school defines student affair objectives with the ability to <u><i>seize the initiative.</i></u>	1	2	3	4	5	1	2	3	4	5
7.10	The school defines student affair objectives with the ability to <u><i>exercise oversight (looking outward) for innovative ways to improve.</i></u>	1	2	3	4	5	1	2	3	4	5
7.11	The school defines student affair objectives with the ability to <u><i>generate small wins.</i></u>	1	2	3	4	5	1	2	3	4	5
7.12	The school defines student affair objectives with the ability to <u><i>learn from experience.</i></u>	1	2	3	4	5	1	2	3	4	5
7.13	The school defines student affair objectives with the ability to <u><i>create a climate of trust.</i></u>	1	2	3	4	5	1	2	3	4	5
7.14	The school defines student affair objectives	1	2	3	4	5	1	2	3	4	5

	with the ability to <u>facilitate relationships</u> .													
7.15	The school defines student affair objectives with the ability to <u>enhance self-determination</u> .	1	2	3	4	5	1	2	3	4	5			
7.16	The school defines student affair objectives with the ability to <u>develop competence and confidence</u> .	1	2	3	4	5	1	2	3	4	5			
7.17	The school defines student affair objectives with the ability to <u>expect the best</u> .	1	2	3	4	5	1	2	3	4	5			
7.18	The school defines student affair objectives with the ability to <u>personalize recognition</u> .	1	2	3	4	5	1	2	3	4	5			
7.19	The school defines student affair objectives with the ability to <u>create a spirit of community</u> .	1	2	3	4	5	1	2	3	4	5			
7.20	The school defines student affair objectives with the ability to <u>be personally involved</u> .	1	2	3	4	5	1	2	3	4	5			
8.	At what level do you think your school determines aims of student councils in order to promote exemplary leadership for students in the following points?													
8.1	The school determines aims of student councils for enhancing students' ability to <u>find voice</u> .	1	2	3	4	5	1	2	3	4	5			
8.2	The school determines aims of student councils for enhancing students' ability to <u>affirm shared values</u> .	1	2	3	4	5	1	2	3	4	5			
8.3	The school determines aims of student councils for enhancing students' ability to <u>live the shared values</u> .	1	2	3	4	5	1	2	3	4	5			
8.4	The school determines aims of student councils for enhancing students' ability to	1	2	3	4	5	1	2	3	4	5			

	<u><i>teach others to model the values.</i></u>													
8.5	The school determines aims of student councils for enhancing students' ability to <u><i>imagine the possibilities.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.6	The school determines aims of student councils for enhancing students' ability to <u><i>find a common purpose.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.7	The school determines aims of student councils for enhancing students' ability to <u><i>appeal to common ideals.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.8	The school determines aims of student councils for enhancing students' ability to <u><i>animate the vision.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.9	The school determines aims of student councils for enhancing students' ability to <u><i>seize the initiative.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.10	The school determines aims of student councils for enhancing students' ability to <u><i>exercise oversight (looking outward) for innovative ways to improve.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.11	The school determines aims of student councils for enhancing students' ability to <u><i>generate small wins.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.12	The school determines aims of student councils for enhancing students' ability to <u><i>learn from experience.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.13	The school determines aims of student councils for enhancing students' ability to <u><i>create a climate of trust.</i></u>	1	2	3	4	5	1	2	3	4	5			
8.14	The school determines aims of student	1	2	3	4	5	1	2	3	4	5			

	councils for enhancing students' ability to <u>facilitate relationships.</u>													
8.15	The school determines aims of student councils for enhancing students' ability to <u>enhance self-determination.</u>	1	2	3	4	5	1	2	3	4	5			
8.16	The school determines aims of student councils for enhancing students' ability to <u>develop competence and confidence.</u>	1	2	3	4	5	1	2	3	4	5			
8.17	The school determines aims of student councils for enhancing students' ability to <u>expect the best.</u>	1	2	3	4	5	1	2	3	4	5			
8.18	The school determines aims of student councils for enhancing students' ability to <u>personalize recognition.</u>	1	2	3	4	5	1	2	3	4	5			
8.19	The school determines aims of student councils for enhancing students' ability to <u>create a spirit of community.</u>	1	2	3	4	5	1	2	3	4	5			
8.20	The school determines aims of student councils for enhancing students' ability to <u>be personally involved.</u>	1	2	3	4	5	1	2	3	4	5			

Section 3: Open Ended Questions

1. What ways do you think your school should define the students' learning in order to promote exemplary leadership for students?.....

.....

.....

2. What ways do you think your school should determine the expected students' characteristics in order to promote exemplary leadership for

students?.....

3. What ways do you think your school should design learning process in order to promote exemplary leadership for students?.....

.....

4. What ways do you think your school should develop learning materials in order to promote exemplary leadership for students?.....

.....

5. What ways do you think your school should create the authentic measurement and evaluation instruments in order to promote exemplary leadership for students?.....

.....

6. What do you think your school should develop measurement and evaluation criteria of student learning in order to promote exemplary leadership for students?

.....

7. What do you think your school should define student affair objectives in order to promote exemplary leadership for students?.....

.....

8. What do you think your school should determine aims of student councils in order to promote exemplary leadership for students?.....

.....

.....

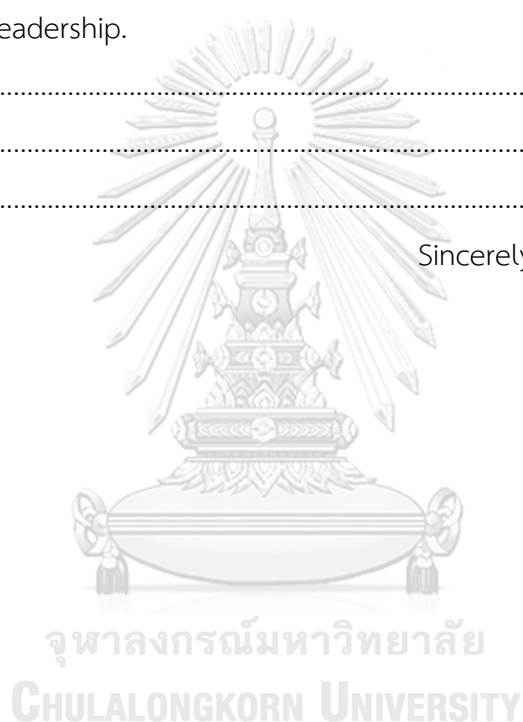
Section 4: Recommendations and comments on approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

.....

.....

.....

Sincerely thanks for your answers!!!



A-2: Research Questionnaire-Student(English)

Questionnaire

“Approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership”

Section 1: Demographics Data of Respondents

Instruction: Please tick (✓) in the box next to the answer of your choice.

4. Gender:

☐ 1) Male

☐ 2) Female

5. Age :(Years old)

6. Educational Level:

☐ 1) Lower Secondary School

☐ 2) Upper secondary

schools

7. Grade:

☐ 1) Grade 7

☐ 4) Grade 10

☐ 2) Grade 8

☐ 5) Grade 11

☐ 3) Grade 9

☐ 6) Grade 12

8. Education Stream: (For Grade 10-12)

☐ 1) Science

☐ 2) Social Science

Section 2: To study levels of students’ exemplary leadership of secondary schools in Cambodia based on the concept of exemplary leadership.

Instruction: Please rating yourself by putting a tick (✓) on the scores that closely match to your individual responses.

Scale of the scoring the Exemplary Leadership

- 5 means that you behave at the highest level
- 4 means that you behave at the high level
- 3 means that you behave at the moderate level
- 2 means that you behave at the low level
- 1 means that you behave at the lowest level

N°	Items	Levels				
		5	4	3	2	1
1.	I model the way by being able to <u>find my voice</u> .	5	4	3	2	1
2.	I model the way by being able to <u>affirm shared values</u> .	5	4	3	2	1
3.	I model the way by being able to <u>live the shared values</u> .	5	4	3	2	1
4.	I model the way by being able to <u>teach others to model the values</u> .	5	4	3	2	1
5.	I inspire a shared vision by being able to <u>imagine the possibilities</u> .	5	4	3	2	1
6.	I inspire a shared vision by being able to <u>find a common purpose</u> .	5	4	3	2	1
7.	I inspire a shared vision by being able to <u>appeal to common ideals</u> .	5	4	3	2	1
8.	I inspire a shared vision by being able to <u>animate the vision</u> .	5	4	3	2	1
9.	I challenge the process by being able to <u>seize the initiative</u> .	5	4	3	2	1
10.	I challenge the process by being able to <u>exercise oversight</u> .	5	4	3	2	1
11.	I challenge the process by being able to <u>generate small wins</u> .	5	4	3	2	1
12.	I challenge the process by being able to <u>learn from experience</u> .	5	4	3	2	1
13.	I enable other to act by being able to <u>create a climate of trust</u> .	5	4	3	2	1
14.	I enable other to act by being able to <u>create facilitate relationships</u> .	5	4	3	2	1
15.	I enable other to act by being able to <u>enhance self-determination</u> .	5	4	3	2	1
16.	I enable other to act by being able <u>develop competence and confidence</u> .	5	4	3	2	1
17.	I encourage the heart by being able to <u>expect the best</u> .	5	4	3	2	1
18.	I encourage the heart by being able to <u>personalize recognition</u> .	5	4	3	2	1
19.	I encourage the heart by being able to <u>create a spirit of community</u> .	5	4	3	2	1
20.	I encourage the heart by being able to be <u>personally involved</u> .	5	4	3	2	1

Section 3: To study the current and desirable state of academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

Instruction: Please put a tick (✓) on the number that most closely matches to the current and the desirable state of academic management development based on the concept of Exemplary leadership.

***Current state** of academic management refers to the level of current practice in each point of the school.

* **Desirable state** of academic management refers to the level of desire to practice in each point of the school in the future.

Scale of the scoring the current state

- 5 refers to presently practice at the highest level
 4 refers to presently practice at the high level
 3 refers to presently practice at the moderate level
 2 refers to presently practice at the low level
 1 refers to presently practice at the lowest level

Scale of the scoring the desirable state

- 5 In the future need to practice at the highest level
 4 In the future need to practice at the high level
 3 In the future need to practice at the moderate level
 2 In the future need to practice at the low level
 1 In the future need to practice at the lowest level

**** Example**

Nº	Questions	Current					Desirable				
		1	2	3	4	5	1	2	3	4	5
1.	<i>At what level do you think your school in order to promote exemplary leadership for students in the following points?</i>										
1.1	<i>The school to promote students' ability to</i>	1	2 ✓	3	4	5	1	2	3	4	5 ✓

****Noted:** Please put a tick (✓) on the number that most closely matches to the current and the desirable state of academic management development based on the concept of Exemplary leadership.

Nº	Questions	Current					Desirable				
		1	2	3	4	5	1	2	3	4	5
1.	At what level do you think your school designs learning process in order to promote exemplary leadership for students in the following points?										
1.1	The school designs learning process to promote students' ability to <u>find voice</u> .	1	2	3	4	5	1	2	3	4	5
1.2	The school designs learning process to promote students' ability to <u>affirm shared values</u> .	1	2	3	4	5	1	2	3	4	5
1.3	The school designs learning process to promote students' ability to <u>live the shared values</u> .	1	2	3	4	5	1	2	3	4	5
1.4	The school designs learning process to promote students' ability to <u>teach others to model the values</u> .	1	2	3	4	5	1	2	3	4	5
1.5	The school designs learning process to promote students' ability to <u>imagine the possibilities</u> .	1	2	3	4	5	1	2	3	4	5
1.6	The school designs learning process to promote students' ability to <u>find a common purpose</u> .	1	2	3	4	5	1	2	3	4	5
1.7	The school designs learning process to promote students' ability to <u>appeal to common ideals</u> .	1	2	3	4	5	1	2	3	4	5
1.8	The school designs learning process to promote students' ability to <u>animate the vision</u> .	1	2	3	4	5	1	2	3	4	5
1.9	The school designs learning process to promote students' ability to <u>seize the initiative</u> .	1	2	3	4	5	1	2	3	4	5

1.10	The school designs learning process to promote students' ability to <u>exercise oversight (looking outward) for innovative ways to improve.</u>	1	2	3	4	5	1	2	3	4	5
1.11	The school designs learning process to promote students' ability to <u>generate small wins.</u>	1	2	3	4	5	1	2	3	4	5
1.12	The school designs learning process to promote students' ability to <u>learn from experience.</u>	1	2	3	4	5	1	2	3	4	5
1.13	The school designs learning process to promote students' ability to <u>create a climate of trust.</u>	1	2	3	4	5	1	2	3	4	5
1.14	The school designs learning process to promote students' ability to <u>facilitate relationships.</u>	1	2	3	4	5	1	2	3	4	5
1.15	The school designs learning process to promote students' ability to <u>enhance self-determination.</u>	1	2	3	4	5	1	2	3	4	5
1.16	The school designs learning process to promote students' ability to <u>develop competence and confidence.</u>	1	2	3	4	5	1	2	3	4	5
1.17	The school designs learning process to promote students' ability to <u>expect the best.</u>	1	2	3	4	5	1	2	3	4	5
1.18	The school designs learning process to promote students' ability to <u>personalize recognition.</u>	1	2	3	4	5	1	2	3	4	5
1.19	The school designs learning process to promote students' ability to <u>create a spirit</u>	1	2	3	4	5	1	2	3	4	5

	<i>of community.</i>												
1.20	The school designs learning process to promote students' ability to <i><u>be personally involved.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.	At what level do you think your school develops learning materials in order to promote exemplary leadership for students in the following points?												
2.1	The school develops learning materials to promote students' ability to <i><u>find voice.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.2	The school develops learning materials to promote students' ability to <i><u>affirm shared values.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.3	The school develops learning materials to promote students' ability to <i><u>live the shared values.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.4	The school develops learning materials to promote students' ability to <i><u>teach others to model the values.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.5	The school develops learning materials to promote students' ability to <i><u>imagine the possibilities.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.6	The school develops learning materials to promote students' ability to <i><u>find a common purpose.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.7	The school develops learning materials to promote students' ability to <i><u>appeal to common ideals.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.8	The school develops learning materials to promote students' ability to <i><u>animate the vision.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.9	The school develops learning materials to promote students' ability to <i><u>seize the</u></i>	1	2	3	4	5	1	2	3	4	5		

	<i><u>initiative.</u></i>												
2.10	The school develops learning materials to promote students' ability to <i><u>exercise oversight (looking outward) for innovative ways to improve.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.11	The school develops learning materials to promote students' ability to <i><u>generate small wins.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.12	The school develops learning materials to promote students' ability to <i><u>learn from experience.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.13	The school develops learning materials to promote students' ability to <i><u>create a climate of trust.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.14	The school develops learning materials to promote students' ability to <i><u>facilitate relationships.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.15	The school develops learning materials to promote students' ability to <i><u>enhance self-determination.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.16	The school develops learning materials to promote students' ability to <i><u>develop competence and confidence.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.17	The school develops learning materials to promote students' ability to <i><u>expect the best.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.18	The school develops learning materials to promote students' ability to <i><u>personalize recognition.</u></i>	1	2	3	4	5	1	2	3	4	5		
2.19	The school develops learning materials to	1	2	3	4	5	1	2	3	4	5		

	promote students' ability to <u><i>create a spirit of community.</i></u>												
2.20	The school develops learning materials to promote students' ability to <u><i>be personally involved.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.	At what level do you think your school creates the authentic measurement and evaluation instruments in order to promote exemplary leadership for students in the following points?												
3.1	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>find voice.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.2	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>affirm shared values.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.3	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>live the shared values.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.4	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>teach others to model the values.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.5	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>imagine the possibilities.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.6	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>find a</i></u>	1	2	3	4	5	1	2	3	4	5		

	<u><i>common purpose.</i></u>												
3.7	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>appeal to common ideals.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.8	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>animate the vision.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.9	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>seize the initiative.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.10	The school creates the authentic measurement and evaluation instrument for assessing the students' ability of <u><i>exercising oversight (looking outward) for innovative ways to improve.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.11	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>generate small wins.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.12	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>learn from experience.</i></u>	1	2	3	4	5	1	2	3	4	5		
3.13	The school creates the authentic measurement and evaluation instrument for assessing the students' ability to <u><i>create a climate of trust.</i></u>	1	2	3	4	5	1	2	3	4	5		

	exemplary leadership for students in the following points?													
4.1	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>find voice</u> .	1	2	3	4	5	1	2	3	4	5			
4.2	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>affirm shared values</u> .	1	2	3	4	5	1	2	3	4	5			
4.3	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>live the shared values</u> .	1	2	3	4	5	1	2	3	4	5			
4.4	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>teach others to model the values</u> .	1	2	3	4	5	1	2	3	4	5			
4.5	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>imagine the possibilities</u> .	1	2	3	4	5	1	2	3	4	5			
4.6	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>find a common purpose</u> .	1	2	3	4	5	1	2	3	4	5			
4.7	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>appeal to common ideals</u> .	1	2	3	4	5	1	2	3	4	5			
4.8	The school develops measurement and evaluation criteria for student learning	1	2	3	4	5	1	2	3	4	5			

	outcomes with the ability to <u><i>animate the vision.</i></u>										
4.9	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>seize the initiative.</i></u>	1	2	3	4	5	1	2	3	4	5
4.10	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>exercise oversight (looking outward) for innovative ways to improve.</i></u>	1	2	3	4	5	1	2	3	4	5
4.11	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>generate small wins.</i></u>	1	2	3	4	5	1	2	3	4	5
4.12	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>learn from experience.</i></u>	1	2	3	4	5	1	2	3	4	5
4.13	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>create a climate of trust.</i></u>	1	2	3	4	5	1	2	3	4	5
4.14	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>facilitate relationships.</i></u>	1	2	3	4	5	1	2	3	4	5
4.15	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u><i>enhance self-</i></u>	1	2	3	4	5	1	2	3	4	5

	<u>determination.</u>												
4.16	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>develop competence and confidence.</u>	1	2	3	4	5	1	2	3	4	5		
4.17	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>expect the best.</u>	1	2	3	4	5	1	2	3	4	5		
4.18	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>personalize recognition.</u>	1	2	3	4	5	1	2	3	4	5		
4.19	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>create a spirit of community.</u>	1	2	3	4	5	1	2	3	4	5		
4.20	The school develops measurement and evaluation criteria for student learning outcomes with the ability to <u>be personally involved.</u>	1	2	3	4	5	1	2	3	4	5		

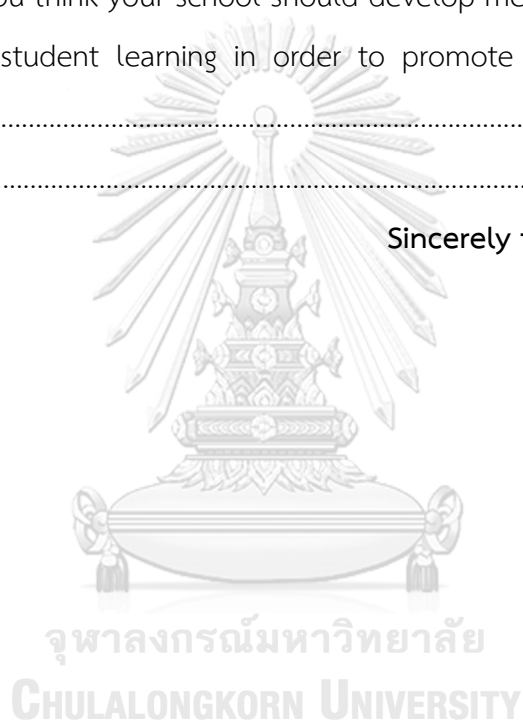
Section 3: Open Ended Questions

1. What ways do you think your school should design learning process in order to promote exemplary leadership for students?.....
.....
.....
2. What ways do you think your school should develop learning materials in order to promote exemplary leadership for students?.....

-
-
3. What ways do you think your school should create the authentic measurement and evaluation instruments in order to promote exemplary leadership for students?.....
-
-

4. What do you think your school should develop measurement and evaluation criteria of student learning in order to promote exemplary leadership for students?.....
-

Sincerely thanks for your answers!!!



A-3: Research Questionnaire-Principal (Khmer)



កម្រងសំណួរស្រាវជ្រាវ

ប្រធានបទ: “គោលវិធីអភិវឌ្ឍន៍ការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនា
ទានភាពជាអ្នកដឹកនាំគំរូ”

ការណែនាំ

1. ការស្រាវជ្រាវនេះគឺជាផ្នែកមួយនៃការបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ផ្នែកគ្រប់គ្រង
អប់រំ នៃដេប៉ាតឺម៉ង់គោលនយោបាយ ការគ្រប់គ្រង និងភាពជាអ្នកដឹកនាំអប់រំ របស់មហា
វិទ្យាល័យអប់រំ សាកលវិទ្យាល័យ ជូឡាឡុងកន។
2. កម្រងសំណួរមួយនេះត្រូវបានរៀបចំឡើងដើម្បីឆ្លើយតបទៅវត្ថុបំណងទីមួយរបស់
ការស្រាវជ្រាវ ដែលនឹងសិក្សាពីកម្រិតស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកទៅថ្ងៃអនាគតនៃ
ការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជា និងវត្ថុបំណងទីពីរស្តីពីការអភិវឌ្ឍន៍គោល
វិធីអភិវឌ្ឍន៍ការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនាទានភាពជាអ្នក
ដឹកនាំគំរូ។
3. កម្រងសំណួរនេះត្រូវបានចែកចេញជាបួនផ្នែក៖
ផ្នែកទី 1 ៖ ទិន្នន័យផ្ទាល់ខ្លួនរបស់អ្នកបំពេញកម្រងសំណួរ
ផ្នែកទី 2 ៖ កម្រិតស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកទៅថ្ងៃអនាគតនៃការគ្រប់គ្រង
បច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនាទានភាពជាអ្នកដឹកនាំគំរូ។
ផ្នែកទី 3 ៖ សំណួរបើក
ផ្នែកទី 4 ៖ អនុសាសន៍ផ្សេងៗ
4. ទិន្នន័យដែលទទួលបានពីកម្រងសំណួរនឹងត្រូវបានប្រើដើម្បីអភិវឌ្ឍគោលវិធី
អភិវឌ្ឍន៍ការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនាទានភាពជាអ្នកដឹកនាំ
គំរូ។ រាល់ចម្លើយដែលទទួលបានពីកម្រងសំណួរនេះនឹងមិនបង្កឲ្យមានផលប៉ះពាល់
ដោយប្រការណាមួយ ដល់អ្នកឆ្លើយសំណួរឬមុខតំណែងរបស់អ្នកឆ្លើយសំណួរឡើយ។

កម្រងសំណួរ

ប្រធានបទ: “គោលវិធីអភិវឌ្ឍន៍ការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនា
ទានភាពជាអ្នកដឹកនាំ”

ផ្នែកទី 1: ទិន្នន័យផ្ទាល់ខ្លួនរបស់អ្នកបំពេញកម្រងសំណួរ

ការណែនាំ: សូមគូស (✓) ក្នុងប្រអប់នៅជាប់នឹងចម្លើយនៃជម្រើសរបស់អ្នក

1. ភេទ:

☐

១) ប្រុស

☐

២) ស្រី

2. អាយុ:

☐

១) តិចជាង៣០ឆ្នាំ

☐

២) ៣០-៣៤

☐

៣) ៣៥-៣៩

☐

៤) ៤០-៤៤

☐

៥) ៤៥-៤៩

☐

៦) ៥០-៥៤

☐

៧) ៥៥-៥៩

☐

៨) ៦០ ឬ ច្រើនជាង៦០

3. កម្រិតសញ្ញាបត្រខ្ពស់បំផុត:

☐

១) សញ្ញាបត្របណ្ឌិត

☐

២) បរិញ្ញាបត្រជាន់ខ្ពស់

☐

៣) បរិញ្ញាបត្រ

☐

៤) បរិញ្ញាបត្ររង

☐

៥) ផ្សេងៗ (សូមបញ្ជាក់.....)

4. តំណែងបច្ចុប្បន្ន:

☐

១) នាយកសាលា

☐

២) នាយករង

☐

៣) គ្រូ

5. បទពិសោធន៍វិជ្ជាជីវៈ (គិតជាចំនួនឆ្នាំ):

☐

១) តិចជាង ៥

☐

២) ៥-៩

☐

៣) ១០-១៤

☐

៤) ១៥-១៩

☐

៥) ២០ ឬច្រើនជាង ២០

*** ពន្យល់ពាក្យគន្លឹះ:

១. ការគ្រប់គ្រងបច្ចេកទេស សំដៅលើកិច្ចការសិក្សាទាំងអស់ដែលពាក់ព័ន្ធនឹងការពង្រឹងសមត្ថភាពរបស់សិស្ស ការបង្កើនចំណេះដឹងរបស់សិស្ស ការលើកកម្ពស់គោលដៅរបស់សាលា និងការបង្កើនលទ្ធផលសិក្សាសិស្សតាមរយៈការអភិវឌ្ឍកម្មវិធីសិក្សា ការបង្រៀននិងការរៀន ការវាស់និងវាយតម្លៃ ក៏ដូចជាកិច្ចការសិស្ស។

២. ការអភិវឌ្ឍកម្មវិធីសិក្សា សំដៅលើដំណើរការកំណត់លទ្ធផលសិក្សារបស់សិស្ស និងការកំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ដើម្បីរៀបចំផែនការយុទ្ធសាស្ត្រ បណ្តុះចំណេះដឹងមូលដ្ឋាននិងបំណិនជីវិត និងលើកកម្ពស់គុណភាពសិក្សារបស់សិស្ស។

៣. ការបង្រៀន និង រៀន សំដៅលើដំណើរការសិក្សានៃការផ្តល់ចំណេះដឹង ការយល់ដឹង និងសមត្ថភាពដល់សិស្ស ដើម្បីសម្រេចបាននូវលទ្ធផលសិក្សារបស់សិស្ស តាមរយៈការកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀន និងផលិតសម្ភារៈឧបទេសបង្រៀនដែលនឹងលើកកម្ពស់ដំណើរការសិក្សា និងទ្រទ្រង់ដល់បរិយាកាសបង្រៀន និងរៀន។

៤. ការវាស់និងវាយតម្លៃ សំដៅលើដំណើរការនៃការបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែង និងកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សារបស់សិស្ស ដើម្បីកត់សម្គាល់ពីការវិវឌ្ឍនៃការរៀនដែលអាចវាស់ស្ទង់លទ្ធផលសិក្សារបស់សិស្សប្រកបដោយប្រសិទ្ធភាព។

៥. កិច្ចការសិស្ស សំដៅលើកម្មវិធីសិក្សា ឬសកម្មភាពបន្ថែមដែលកំណត់វត្ថុបំណងរបស់កិច្ចការសិស្ស និងកំណត់វត្ថុបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីគាំទ្រដោយផ្ទាល់ដល់សុខុមាលភាពសិស្ស លើកកម្ពស់ការលូតលាស់ និងភាពជោគជ័យរបស់សិស្ស។

៦. ភាពជាអ្នកដឹកនាំគំរូ សំដៅលើសមត្ថភាពរបស់បុគ្គលក្នុងការធ្វើនិងដឹកនាំឲ្យធ្វើរឿងធម្មតាទៅជារឿងអស្ចារ្យ ជំរុញនិងដឹកនាំឲ្យមានការសហការ និងធម្មៈលើភាពលំបាកដើម្បីទទួលបានភាពជោគជ័យ តាមរយៈការអនុវត្តទាំងប្រាំយ៉ាងគឺ ធ្វើខ្លួនជាគំរូ ជម្រុញលើកទឹកចិត្តឲ្យមានចក្ខុវិស័យរួម ប្រឈមនូវរាល់បញ្ហាទាំងឡាយ ជម្រុញអ្នកដទៃឲ្យធ្វើសកម្មភាព និង លើកទឹកចិត្ត ។

៧. ធ្វើជាបុគ្គលគំរូ សំដៅលើសមត្ថភាពក្នុងដឹកនាំអនុវត្តន៍និងការសម្រេចចិត្តធ្វើអ្វីមួយជាគំរូដល់អ្នកដទៃដោយមានជំនឿចិត្តនិងមានការចែករំលែកគុណតម្លៃ រួមមានការបង្ហាញនូវគុណតម្លៃ និងការបង្ហាញជាឧទាហរណ៍។

៧.១ ការបង្ហាញនូវគុណតម្លៃ ដោយរៀនស្គាល់ពីខ្លួនឯង និង រៀនសូត្រយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។

៧.២ ការបង្ហាញជាឧទាហរណ៍ ដោយរៀនរស់នៅជាមួយនឹងគុណតម្លៃរួមគ្នាជាមួយនឹងអ្នកដទៃ និង បង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។

៨. ជម្រុញលើកទឹកចិត្តឲ្យមានចក្ខុវិស័យរួម សំដៅលើសមត្ថភាពក្នុងការធ្វើអោយអ្នកដទៃកើតមានចក្ខុវិស័យ រួមមានការកំណត់ចក្ខុវិស័យ និង ការជួយដល់អ្នកដទៃ។

៨.១ ការកំណត់ចក្ខុវិស័យ ដោយគិតពីភាពដែលអាចទៅរួច និង មានគោលដៅរួម។

៨.២ ការជួយដល់អ្នកដទៃ ដោយការបង្ហាញពីឧត្តមគតិរួម និង មានសមត្ថភាពកំណត់ចក្ខុវិស័យ។

៩. ប្រឈមនូវរាល់បញ្ហាទាំងឡាយ សំដៅលើសមត្ថភាពក្នុងការហ៊ានធ្វើការផ្លាស់ប្តូរនិងការកែប្រែនិងកែលម្អឲ្យប្រសើរឡើងដើម្បីធ្វើឲ្យមានភាពច្នៃប្រឌិត រួមមានការស្វែងរកឱកាស និងភាពក្លាហានហ៊ានសាកល្បង។

៩.១ ការស្វែងរកឱកាស ដោយមានគំនិតផ្តួចផ្តើម និងចេះសួរហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ជាមធ្យោបាយច្នៃប្រឌិតក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង។

៩.២ ភាពក្លាហានហ៊ានសាកល្បង ដោយដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន និង រៀនពីបទពិសោធន៍។

១០. ជម្រុញឲ្យអ្នកដទៃធ្វើសកម្មភាព សំដៅលើសមត្ថភាពក្នុងការបង្កើតនិងការជម្រុញអ្នកដទៃឲ្យមានស្មារតីសាមគ្គីភាព រួមមានការជម្រុញកិច្ចសហការ និងការជួយធ្វើអោយអ្នកដទៃមានភាពរឹងមាំ។

១០.១ ការជម្រុញកិច្ចសហការ ដោយចេះបង្កើតបរិយាកាសជឿទុកចិត្ត និងចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។

១០.២ ការជួយធ្វើអោយអ្នកដទៃមានភាពរឹងមាំ ដោយធ្វើការសម្រេចចិត្តដោយខ្លួនឯងនិង ការជម្រុញឲ្យមានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។

១១. លើកទឹកចិត្ត សំដៅលើសមត្ថភាពក្នុងការផ្តល់ទំនុកចិត្ត ផ្តល់ការគាំទ្រ និងមានភាពឆ្លាតវៃក្នុងការចែករំលែក រួមមានការដឹងពីការចែករំលែក និង ការបង្កើតគុណតម្លៃនិងភាពជោគជ័យ។

១១.១ ការដឹងពីការចែករំលែក ដោយមានការគិតវិជ្ជមាន និង ការស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។

១១.២ ការបង្កើតគុណតម្លៃនិងភាពជោគជ័យ ដោយការធ្វើឲ្យមានការរួបរួមសាមគ្គីជាផ្លូវមួយ និង ចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។

ផ្នែកទី 2៖ ការសិក្សាពីកម្រិតស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកទៅថ្ងៃអនាគតនៃការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនាទានភាពជាអ្នកដឹកនាំគំរូ។

ការណែនាំ៖ សូមគូសសញ្ញាផឹក (✓) លើចំនួនដែលអ្នកគិតថាត្រូវបំផុតទៅនឹងស្ថានភាពបច្ចុប្បន្ននិងការរំពឹងទុកទៅថ្ងៃអនាគតពីកម្រិតនៃការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនាទានភាពជាអ្នកដឹកនាំគំរូនៅសាលារៀនរបស់អ្នក។

*ស្ថានភាពបច្ចុប្បន្ននៃការគ្រប់គ្រង សំដៅលើកម្រិតនៃការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍនាពេលបច្ចុប្បន្នរបស់សាលារៀននៅក្នុងចំណុចនីមួយៗ។

**ស្ថានភាពការគ្រប់គ្រងដែលរំពឹងទុក សំដៅទៅលើកម្រិតនៃការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍដែលចង់បាននាពេលអនាគតរបស់សាលារៀននៅក្នុងចំណុចនីមួយៗ។

មាត្រដ្ឋាននៃការដាក់ពិន្ទុលើកម្រិតស្ថានភាពបច្ចុប្បន្ន

- 5 សំដៅលើការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍខ្ពស់បំផុតនាពេលបច្ចុប្បន្ន
- 4 សំដៅលើការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍខ្ពស់នាពេលបច្ចុប្បន្ន
- 3 សំដៅលើការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍមធ្យមនាពេលបច្ចុប្បន្ន
- 2 សំដៅលើការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍតិចតួចនាពេលបច្ចុប្បន្ន
- 1 សំដៅលើការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍតិចតួចបំផុតនាពេលបច្ចុប្បន្ន

មាត្រដ្ឋាននៃការដាក់ពិន្ទុលើកម្រិតស្ថានភាពដែលចង់បាននាពេលអនាគត

- 5 សំដៅលើការចង់មានការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍខ្ពស់បំផុតនាពេលអនាគត
- 4 សំដៅលើការចង់មានការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍខ្ពស់នាពេលអនាគត
- 3 សំដៅលើការចង់មានការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍមធ្យមនាពេលអនាគត
- 2 សំដៅលើការចង់មានការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍតិចតួចនាពេលអនាគត
- 1 សំដៅលើការចង់មានការអនុវត្តប្រតិបត្តិការអភិវឌ្ឍតិចតួចបំផុតនាពេលអនាគត

****ចំណាំ៖** សូមគូសសញ្ញាទាំងប្រអប់របស់ស្ថានភាពបច្ចុប្បន្ន(កម្រិតដែលអ្នកគិតថាមានសព្វថ្ងៃ)និងក្នុងប្រអប់ការរំពឹងទុក(កម្រិតដែលអ្នកគិតថាចង់ឲ្យកើតមាននៅថ្ងៃអនាគត)

****ឧទាហរណ៍**

ល	សំណួរ	ស្ថានភាពបច្ចុប្បន្ន	ការរំពឹងទុក
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រ		1	2	3	4	5	1	2	3	4	5
1.	តើអ្នកគិតថា.....នៅសាលារបស់អ្នក.....ដែលអាចជួយលើកកម្ពស់សិស្សឲ្យមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
1.1	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ	1	2	3	4	5	1	2	3	4	5
			✓								✓

ល.រ	សំណួរ	ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
1.	តើអ្នកគិតថាកម្មវិធីសិក្សានៅសាលារបស់អ្នក កំណត់លទ្ធផលសិក្សាដែលអាចជួយលើកកម្ពស់សិស្សឲ្យមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
1.1	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>រៀនស្គាល់ពីខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
1.2	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>រៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។</u>	1	2	3	4	5	1	2	3	4	5
1.3	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>រៀនរស់នៅជាមួយនឹងគុណតម្លៃមគ្គុទ្ទាជាមួយនឹងអ្នកដទៃ។</u>	1	2	3	4	5	1	2	3	4	5
1.4	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>បង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។</u>	1	2	3	4	5	1	2	3	4	5
1.5	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>គិតពីភាពដែលអាចទៅរួច។</u>	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
1.6	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>មានគោលដៅរួមគ្នា</u> ។	1	2	3	4	5	1	2	3	4	5
1.7	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>បង្ហាញពីឧត្តមគតិរួម</u> ។	1	2	3	4	5	1	2	3	4	5
1.8	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>មានសមត្ថភាពកំណត់ចិត្តវិស័យ</u> ។	1	2	3	4	5	1	2	3	4	5
1.9	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>មានគំនិតផ្តួចផ្តើម</u> ។	1	2	3	4	5	1	2	3	4	5
1.10	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>ចេះសួរហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ជាមធ្យោបាយថ្លៃប្រឌិតថ្មីក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង</u> ។	1	2	3	4	5	1	2	3	4	5
1.11	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន</u> ។	1	2	3	4	5	1	2	3	4	5
1.12	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>រៀនពីបទពិសោធន៍</u> ។	1	2	3	4	5	1	2	3	4	5
1.13	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ <u>ចេះបង្កើត</u>	1	2	3	4	5	1	2	3	4	5

[illegible]

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
2.1	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ <u>រៀនស្គាល់ពីខ្លួន</u> <u>ឯង។</u>	1	2	3	4	5	1	2	3	4	5
2.2	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ <u>រៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។</u>	1	2	3	4	5	1	2	3	4	5
2.3	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ <u>រៀនរស់នៅជាមួយនឹងគុណតម្លៃរួមគ្នា</u> <u>ជាមួយនឹងអ្នកដទៃ។</u>	1	2	3	4	5	1	2	3	4	5
2.4	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ <u>បង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គល</u> <u>គំរូ។</u>	1	2	3	4	5	1	2	3	4	5
2.5	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ <u>គិតពីភាពដែលអាចទៅរួច។</u>	1	2	3	4	5	1	2	3	4	5
2.6	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ <u>មានគោលដៅរួមគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
2.7	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ <u>បង្ហាញពីឧត្តមគតិ</u> <u>រួម។</u>	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
2.8	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សឲ្យ មានសមត្ថភាពកំណត់ចត្តាវិស័យ។	1	2	3	4	5	1	2	3	4	5
2.9	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សឲ្យ មានគំនិតផ្តួចផ្តើម។	1	2	3	4	5	1	2	3	4	5
2.10	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សឲ្យ ចេះសួរហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ថ្ងៃប្រឌិតថ្មីក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង។	1	2	3	4	5	1	2	3	4	5
2.11	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សឲ្យ ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។	1	2	3	4	5	1	2	3	4	5
2.12	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សឲ្យ រៀនពីបទពិសោធន៍។	1	2	3	4	5	1	2	3	4	5
2.13	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សឲ្យ ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។	1	2	3	4	5	1	2	3	4	5
2.14	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សឲ្យ ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។	1	2	3	4	5	1	2	3	4	5
2.15	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សឲ្យ	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	ផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។										
2.16	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធ ផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។	1	2	3	4	5	1	2	3	4	5
2.17	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធ ផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ មានការគិតវិជ្ជមាន។	1	2	3	4	5	1	2	3	4	5
2.18	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធ ផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ ស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្ស ម្នាក់ៗ។	1	2	3	4	5	1	2	3	4	5
2.19	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធ ផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ មានការប្រកួតប្រជែងគ្នាជាមួយ។	1	2	3	4	5	1	2	3	4	5
2.20	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធ ផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្ស ឲ្យ ចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។	1	2	3	4	5	1	2	3	4	5
3.	តើអ្នកគិតថាសាលារបស់អ្នក កំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដែលអាច ជួយលើកកម្ពស់សិស្សមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែល បានរៀបរាប់ខាងក្រោម?										
3.1	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនស្គាល់ពីខ្លួនឯង។	1	2	3	4	5	1	2	3	4	5
3.2	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	<u>រៀនសូត្រយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។</u>										
3.3	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យរៀនរស់នៅជាមួយនឹងគុណតម្លៃមគ្គុទ្ទេសក៍ជាមួយនឹងអ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
3.4	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យបង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។	1	2	3	4	5	1	2	3	4	5
3.5	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យគិតពីភាពដែលអាចទៅរួច។	1	2	3	4	5	1	2	3	4	5
3.6	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យមានគោលដៅរួមគ្នា។	1	2	3	4	5	1	2	3	4	5
3.7	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យបង្ហាញពីខ្ពត្តមគតិរួម។	1	2	3	4	5	1	2	3	4	5
3.8	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យមានសមត្ថភាពកំណត់ចក្ខុវិស័យ។	1	2	3	4	5	1	2	3	4	5
3.9	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យមានគំនិតផ្តួចផ្តើម។	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
3.10	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសួរហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ច្នៃប្រឌិតក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង។</u>	1	2	3	4	5	1	2	3	4	5
3.11	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</u>	1	2	3	4	5	1	2	3	4	5
3.12	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនពីបទពិសោធន៍។</u>	1	2	3	4	5	1	2	3	4	5
3.13	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសឆ្លើយទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
3.14	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
3.15	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
3.16	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
3.17	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
3.18	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។	1	2	3	4	5	1	2	3	4	5
3.19	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យមានការរួបរួមសាមគ្គីជាឆ្លងមួយ។	1	2	3	4	5	1	2	3	4	5
3.20	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។	1	2	3	4	5	1	2	3	4	5
4.	តើអ្នកគិតថាសាលារបស់អ្នក ផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដែលអាចជួយលើកកម្ពស់សិស្សមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
4.1	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនស្គាល់ពីខ្លួនឯង។	1	2	3	4	5	1	2	3	4	5
4.2	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
4.3	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនរស់នៅជាមួយនឹងគុណតម្លៃមគ្គាជាមួយនឹងអ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
4.4	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ បង្រៀន	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	<i>ដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។</i>										
4.5	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>គិតពីភាពដែលអាចទៅរួច។</i>	1	2	3	4	5	1	2	3	4	5
4.6	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>មានគោលដៅរួមគ្នា។</i>	1	2	3	4	5	1	2	3	4	5
4.7	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>បង្ហាញពីឧត្តមគតិរួម។</i>	1	2	3	4	5	1	2	3	4	5
4.8	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>មានសមត្ថភាពកំណត់ចក្ខុវិស័យ។</i>	1	2	3	4	5	1	2	3	4	5
4.9	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>មានគំនិតផ្តួចផ្តើម។</i>	1	2	3	4	5	1	2	3	4	5
4.10	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>ចេះសួរ ហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ច្នៃប្រឌិតក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង។</i>	1	2	3	4	5	1	2	3	4	5
4.11	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</i>	1	2	3	4	5	1	2	3	4	5
4.12	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនពីបទពិសោធន៍។</u>										
4.13	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
4.14	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
4.15	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
4.16	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
4.17	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5	1	2	3	4	5
4.18	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។</u>	1	2	3	4	5	1	2	3	4	5
4.19	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការរូបរួមសាមគ្គីជាធ្លុងមួយ។</u>	1	2	3	4	5	1	2	3	4	5
4.20	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>ចេះចែក</i> <i>រំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។</i>										
5.	តើអ្នកគិតថាសាលារបស់អ្នកបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីលើកកម្ពស់សិស្សមានភាពជាអ្នកដឹកនាំគំរូក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
5.1	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យរៀនស្គាល់ពីខ្លួនឯង។	1	2	3	4	5	1	2	3	4	5
5.2	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យរៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
5.3	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យរៀនរស់នៅជាមួយនឹងគុណតម្លៃរួមគ្នាជាមួយនឹងអ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
5.4	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យបង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។	1	2	3	4	5	1	2	3	4	5
5.5	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យគិតពីភាពដែលអាចទៅរួច។	1	2	3	4	5	1	2	3	4	5
5.6	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យមានគោលដៅរួមគ្នា។	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
5.7	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>បង្ហាញពីឧត្តមគតិ</u> <u>រួម។</u>	1	2	3	4	5	1	2	3	4	5
5.8	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>មានសមត្ថភាពកំណត់ចក្ខុវិស័យ។</u>	1	2	3	4	5	1	2	3	4	5
5.9	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>មានគំនិតផ្តួច</u> <u>ផ្ដើម។</u>	1	2	3	4	5	1	2	3	4	5
5.10	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ចេះសួរហើយទទួលយកមតិយោបល់ពី</u> <u>មនុស្សជុំវិញខ្លួនសម្រាប់ច្នៃប្រឌិតថ្មីក្នុងការកែ</u> <u>លម្អឲ្យកាន់តែប្រសើរឡើង។</u>	1	2	3	4	5	1	2	3	4	5
5.11	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</u>	1	2	3	4	5	1	2	3	4	5
5.12	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>រៀនពីបទ</u> <u>ពិសោធន៍។</u>	1	2	3	4	5	1	2	3	4	5
5.13	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
5.14	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
5.15	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
5.16	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
5.17	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5	1	2	3	4	5
5.18	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ស្គាល់ពីបុគ្គលិក</u> <u>លក្ខណៈរបស់មនុស្សម្នាក់ៗ។</u>	1	2	3	4	5	1	2	3	4	5
5.19	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>មានការរួបរួមសាមគ្គីជាឆ្លងមួយ។</u>	1	2	3	4	5	1	2	3	4	5
5.20	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។</u>	1	2	3	4	5	1	2	3	4	5
6.	តើអ្នកគិតថាសាលារបស់អ្នកកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សា សិស្ស ដើម្បីលើកកម្ពស់ឲ្យសិស្សមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុច ដូចដែលបានរៀបរាប់ខាងក្រោម?										
6.1	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយ	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	តម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនស្គាល់ពីខ្លួនឯង។										
6.2	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
6.3	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនរស់នៅជាមួយនឹងគុណតម្លៃរួមគ្នាជាមួយនឹងអ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
6.4	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ បង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។	1	2	3	4	5	1	2	3	4	5
6.5	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ គិតពីភាពដែលអាចទៅរួច។	1	2	3	4	5	1	2	3	4	5
6.6	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ មានគោលដៅរួមគ្នា។	1	2	3	4	5	1	2	3	4	5
6.7	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ បង្ហាញពីឧត្តមគតិរួម។	1	2	3	4	5	1	2	3	4	5
6.8	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ មានសមត្ថភាពកំណត់ចក្ខុវិស័យ។	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
6.9	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានគំនិតផ្តួចផ្តើម។</u>	1	2	3	4	5	1	2	3	4	5
6.10	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសួរហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ថ្លៃប្រឌិតថ្មីក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង។</u>	1	2	3	4	5	1	2	3	4	5
6.11	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</u>	1	2	3	4	5	1	2	3	4	5
6.12	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនពីបទពិសោធន៍។</u>	1	2	3	4	5	1	2	3	4	5
6.13	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
6.14	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
6.15	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
6.16	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
6.17	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5	1	2	3	4	5
6.18	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។</u>	1	2	3	4	5	1	2	3	4	5
6.19	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការប្រឈមសាមគ្គីជាផ្ទះមួយ។</u>	1	2	3	4	5	1	2	3	4	5
6.20	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។</u>	1	2	3	4	5	1	2	3	4	5
7.	តើអ្នកគិតថាសាលារបស់អ្នកកំណត់វត្ថុបំណងកិច្ចការសិស្សដើម្បីលើកកម្ពស់ឲ្យសិស្សមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
7.1	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនស្គាល់ពីខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
7.2	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនស្វែងយល់និង</u>	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	<u>ចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។</u>										
7.3	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនរស់នៅជាមួយ</u> <u>នឹងគុណតម្លៃមគ្គុទ្ទាជាមួយនឹងអ្នកដទៃ។</u>	1	2	3	4	5	1	2	3	4	5
7.4	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>បង្រៀនដល់អ្នក</u> <u>ដទៃឲ្យចេះធ្វើជាបុគ្គល</u> <u>គំរូ។</u>	1	2	3	4	5	1	2	3	4	5
7.5	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>គិតពីភាពដែល</u> <u>អាចទៅរួច។</u>	1	2	3	4	5	1	2	3	4	5
7.6	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានគោលដៅរួម</u> <u>គ្នា។</u>	1	2	3	4	5	1	2	3	4	5
7.7	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>បង្ហាញពីឧត្តមគតិ</u> <u>ម។</u>	1	2	3	4	5	1	2	3	4	5
7.8	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានសមត្ថភាព</u> <u>កំណត់ចក្ខុវិស័យ។</u>	1	2	3	4	5	1	2	3	4	5
7.9	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានគំនិតផ្តួចផ្តើ</u> <u>ម។</u>	1	2	3	4	5	1	2	3	4	5
7.10	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសួរហើយ</u> <u>ទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួន</u>	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	<u>សម្រាប់ថ្ងៃប្រឌិតថ្មីក្នុងការកែលម្អឲ្យកាន់តែ ប្រសើរឡើង។</u>										
7.11	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហា ដោយខ្លួនឯងបាន។</u>	1	2	3	4	5	1	2	3	4	5
7.12	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនពីបទពិសោធ ន៍។</u>	1	2	3	4	5	1	2	3	4	5
7.13	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះបង្កើត បរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
7.14	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសម្រប សម្រួលទំនាក់ទំនងជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
7.15	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្ត ដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
7.16	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍ សមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
7.17	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន ។</u>	1	2	3	4	5	1	2	3	4	5
7.18	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ស្គាល់ពីបុគ្គលិក លក្ខណៈរបស់មនុស្ស</u>	1	2	3	4	5	1	2	3	4	5

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	1	2	1	2	1	2	1	2
	<u>ម្នាក់ៗ។</u>										
7.19	សាលារបស់ខ្ញុំកំណត់វត្តបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការរួបរួម</u> <u>សាមគ្គីជាផ្ទះមួយ។</u>	1	2	3	4	5	1	2	3	4	5
7.20	សាលារបស់ខ្ញុំកំណត់វត្តបំណងកិច្ចការសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះចែករំលែកពី</u> <u>បទពិសោធន៍ផ្ទាល់</u> <u>ខ្លួន។</u>	1	2	3	4	5	1	2	3	4	5
8.	អ្នកគិតថាសាលារបស់អ្នកកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្សដើម្បីលើកកម្ពស់ ឲ្យសិស្សមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាង ក្រោម?										
8.1	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សា សិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនស្គាល់ពី</u> <u>ខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
8.2	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សា សិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនស្វែង</u> <u>យល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដ</u> <u>ទៃ។</u>	1	2	3	4	5	1	2	3	4	5
8.3	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សា សិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនរស់នៅ</u> <u>ជាមួយនឹងគុណតម្លៃរួមគ្នាជាមួយនឹងអ្នកដទៃ។</u>	1	2	3	4	5	1	2	3	4	5
8.4	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សា សិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>បង្រៀនដល់</u> <u>អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។</u>	1	2	3	4	5	1	2	3	4	5
8.5	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សា	1	2	3	4	5	1	2	3	4	5

	សិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>គិតពីភាពដែលអាចទៅរួច។</u>												
8.6	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានគោលដៅរួមគ្នា។</u>	1	2	3	4	5	1	2	3	4	5		
8.7	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>បង្ហាញពីឧត្តមគតិរួម។</u>	1	2	3	4	5	1	2	3	4	5		
8.8	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានសមត្ថភាពកំណត់ចក្ខុវិស័យ។</u>	1	2	3	4	5	1	2	3	4	5		
8.9	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានគំនិតផ្ដួចផ្ដើម។</u>	1	2	3	4	5	1	2	3	4	5		
8.10	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ស្ដារហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ច្នៃប្រឌិតក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង។</u>	1	2	3	4	5	1	2	3	4	5		
8.11	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</u>	1	2	3	4	5	1	2	3	4	5		
8.12	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនពីបទពិសោធន៍។</u>	1	2	3	4	5	1	2	3	4	5		
8.13	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5		
8.14	សាលារបស់ខ្ញុំកំណត់វត្តបំណងរបស់ក្រុមប្រឹក្សា	1	2	3	4	5	1	2	3	4	5		

	សិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងជាមួយគ្នា។</u>										
8.15	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
8.16	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
8.17	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5	1	2	3	4	5
8.18	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។</u>	1	2	3	4	5	1	2	3	4	5
8.19	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការរួបរួមសាមគ្គីជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
8.20	សាលារបស់ខ្ញុំកំណត់វត្ថុបំណងរបស់ក្រុមប្រឹក្សាសិស្ស ដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះថែរក្សាវិលវិលពីបទពិសោធន៍ផ្ទាល់ខ្លួន។</u>	1	2	3	4	5	1	2	3	4	5

ផ្នែកទី៣: សំណួរបើក

១. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចកំណត់លទ្ធផលសិក្សាសិស្សដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?.....

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២. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចកំណត់លទ្ធផលរំពឹងទុកនៃបុគ្គលិកលក្ខណៈរបស់សិស្សដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?

៣. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?.....

៤. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?

៥. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?.....

៦. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្ស ដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?

៧. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចកំណត់វត្ថុបំណងកិច្ចការសិស្សដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?.....

៨. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចកំណត់វត្ថុបំណងរបស់ក្រុមប្រឹក្សាសិស្ស
ដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?

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**ផ្នែកទី ៤: ប្រសាសន៍ឬមតិយោបល់លើ គោលវិធីអភិវឌ្ឍន៍ការគ្រប់គ្រងបច្ចេកទេសមធ្យម
សិក្សានៅកម្ពុជាតាមទស្សនាទានភាពជាអ្នកដឹកនាំគំរូ៖**

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សូមថ្លែងអំណរគុណនិងអរគុណ!!!

A-4: Research Questionnaire-Student (Khmer)

កម្រងសំណួរ

ប្រធានបទ: “គោលវិធីអភិវឌ្ឍន៍ការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនា
ទានភាពជាអ្នកដឹកនាំគំរូ”

ផ្នែកទី 1: ទិន្នន័យផ្ទាល់ខ្លួនរបស់អ្នកបំពេញកម្រងសំណួរ

ការណែនាំ: សូមគូស (✓) ក្នុងប្រអប់ ☐ និងបំពេញចន្លោះខាងក្រោមតាមភាពជាក់ស្តែង

1. ភេទ:

☐ ១) ប្រុស

☐ ២) ស្រី

2. អាយុ :(ឆ្នាំ)

3. កម្រិតអប់រំ:

☐ ១) អនុវិទ្យាល័យ

☐ ២) វិទ្យាល័យ

4. កម្រិតថ្នាក់:

☐ ១) ថ្នាក់ទី៧

☐ ៤) ថ្នាក់ទី១០

☐ ២) ថ្នាក់ទី៨

☐ ៥) ថ្នាក់ទី១១

☐ ៣) ថ្នាក់ទី៩

☐ ៦) ថ្នាក់ទី១២

5. ផ្នែកអប់រំចំណេះទូទៅ: (សម្រាប់ថ្នាក់ទី ១០-១២)

☐ ១) វិទ្យាសាស្ត្រ

☐ ២) វិទ្យាសាស្ត្រសង្គម

ការណែនាំ: សូមវាយតម្លៃខ្លួនអ្នកដោយដាក់សញ្ញាដឹក (✓) លើកម្រិតដែលអ្នកគិត
ថាត្រូវ នឹងអ្នកបំពេញតាមរយៈការឆ្លើយតបនីមួយៗ។

មាត្រដ្ឋាននៃការដាក់ពិន្ទុលើកម្រិតនៃភាពជាអ្នកដឹកនាំគំរូ

5 មានន័យថា អ្នកមានសមត្ថភាព ឬ មានឥរិយាបថតាមចំណុចនីមួយៗ នៃកម្រង
សំណួរក្នុងកម្រិតខ្ពស់បំផុត

4 មានន័យថា អ្នកមានសមត្ថភាព ឬ មានឥរិយាបថតាមចំណុចនីមួយៗ នៃកម្រង
សំណួរក្នុងកម្រិតខ្ពស់

- 3 មានន័យថា អ្នកមានសមត្ថភាព ឬ មានឥរិយាបថតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតមធ្យម
- 2 មានន័យថា អ្នកមានសមត្ថភាព ឬ មានឥរិយាបថតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតតិច
- 1 មានន័យថា អ្នកមានសមត្ថភាព ឬ មានឥរិយាបថតាមចំណុចនីមួយៗ នៃកម្រងសំណួរក្នុងកម្រិតតិចបំផុត

N°	សំណួរ	កម្រិត				
		1	2	3	4	5
1.	ខ្ញុំជាបុគ្គលគំរូម្នាក់ដោយការ <u>រៀនស្គាល់ពីខ្លួនឯង។</u>	1	2	3	4	5
2.	ខ្ញុំជាបុគ្គលគំរូម្នាក់ដោយការ <u>រៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។</u>	1	2	3	4	5
3.	ខ្ញុំជាបុគ្គលគំរូម្នាក់ដោយការ <u>រៀនរស់នៅជាមួយនឹងគុណតម្លៃរួមគ្នាជាមួយនឹងអ្នកដទៃ។</u>	1	2	3	4	5
4.	ខ្ញុំជាបុគ្គលគំរូម្នាក់ដោយការ <u>បង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។</u>	1	2	3	4	5
5.	ខ្ញុំជម្រុញលើកទឹកចិត្តឲ្យមានចក្ខុវិស័យរួមបានដោយការ <u>គិតពីភាពដែលអាចទៅរួច។</u>	1	2	3	4	5
6.	ខ្ញុំជម្រុញលើកទឹកចិត្តឲ្យមានចក្ខុវិស័យរួមបានដោយការ <u>មានគោលដៅរួមគ្នា។</u>	1	2	3	4	5
7.	ខ្ញុំជម្រុញលើកទឹកចិត្តឲ្យមានចក្ខុវិស័យរួមបានដោយការ <u>បង្ហាញពីឧត្តមគតិរួម។</u>	1	2	3	4	5
8.	ខ្ញុំជម្រុញលើកទឹកចិត្តឲ្យមានចក្ខុវិស័យរួមបានដោយការ <u>មានសមត្ថភាពកំណត់ចក្ខុវិស័យ។</u>	1	2	3	4	5
9.	ខ្ញុំអាចប្រឈមនូវរាល់បញ្ហាទាំងឡាយបានដោយការ <u>មានគំនិតជួចផ្តើម។</u>	1	2	3	4	5
10.	ខ្ញុំអាចប្រឈមនូវរាល់បញ្ហាទាំងឡាយបានដោយការ <u>ចេះសួរហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ជាមធ្យោបាយថ្លៃប្រឌិតក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង។</u>	1	2	3	4	5
11.	ខ្ញុំអាចប្រឈមនូវរាល់បញ្ហាទាំងឡាយបានដោយការ <u>ដោះស្រាយ</u>	1	2	3	4	5

	<u>បញ្ហាដោយខ្លួនឯងបាន។</u>					
12.	ខ្ញុំអាចប្រឈមនូវរាល់បញ្ហាទាំងឡាយបានដោយការ <u>រៀនពីបទពិសោធន៍។</u>	1	2	3	4	5
13.	ខ្ញុំជួយជម្រុញឲ្យអ្នកដទៃធ្វើសកម្មភាពទាំងឡាយដែលទាក់ទងទៅនឹងការ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5
14.	ខ្ញុំជួយជម្រុញឲ្យអ្នកដទៃធ្វើសកម្មភាពទាំងឡាយដែលទាក់ទងទៅនឹងការ <u>ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។</u>	1	2	3	4	5
15.	ខ្ញុំជួយជម្រុញឲ្យអ្នកដទៃធ្វើសកម្មភាពទាំងឡាយដែលទាក់ទងទៅនឹងការ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5
16.	ខ្ញុំជួយជម្រុញឲ្យអ្នកដទៃធ្វើសកម្មភាពទាំងឡាយដែលទាក់ទងទៅនឹងការ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5
17.	ខ្ញុំធ្វើការលើកទឹកចិត្តដោយការ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5
18.	ខ្ញុំធ្វើការលើកទឹកចិត្តដោយការ <u>ស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។</u>	1	2	3	4	5
19.	ខ្ញុំធ្វើការលើកទឹកចិត្តដោយការ <u>មានការប្រកួតប្រជែងគ្នាជាមួយអ្នកដទៃ។</u>	1	2	3	4	5
20.	ខ្ញុំធ្វើការលើកទឹកចិត្តដោយការ <u>ចេះថែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។</u>	1	2	3	4	5

ផ្នែកទី ៣៖ ការសិក្សាពីកម្រិតស្ថានភាពបច្ចុប្បន្ន និងការរំពឹងទុកទៅថ្ងៃអនាគតនៃការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនាទានភាពជាអ្នកដឹកនាំគំរូ។

ការណែនាំ៖ សូមគូសសញ្ញាផឹក (✓) លើចំនួនដែលអ្នកគិតថាត្រូវបំផុតទៅនឹងស្ថានភាពបច្ចុប្បន្ននិងការរំពឹងទុកទៅថ្ងៃអនាគតពីកម្រិតនៃការគ្រប់គ្រងបច្ចេកទេសមធ្យមសិក្សានៅកម្ពុជាតាមទស្សនាទានភាពជាអ្នកដឹកនាំគំរូនៅសាលារៀនរបស់អ្នក។

*ស្ថានភាពបច្ចុប្បន្ននៃការគ្រប់គ្រង សំដៅលើកម្រិតនៃការអនុវត្តប្រតិបត្តិការនៃការអភិវឌ្ឍនាពេលបច្ចុប្បន្នរបស់សាលារៀននៅក្នុងចំណុចនីមួយៗ។

**ស្ថានភាពការគ្រប់គ្រងដែលរំពឹងទុក សំដៅទៅលើកម្រិតនៃការអនុវត្តប្រតិបត្តិការនៃការអភិវឌ្ឍដែលចង់បាននាពេលអនាគតរបស់សាលារៀននៅក្នុងចំណុចនីមួយៗ។

មាត្រដ្ឋាននៃការដាក់ពិន្ទុលើកម្រិតស្ថានភាពបច្ចុប្បន្ន

- 5 សំដៅលើការអនុវត្តការអភិវឌ្ឍខ្ពស់បំផុតនាពេលបច្ចុប្បន្ន
- 4 សំដៅលើការអនុវត្តការអភិវឌ្ឍខ្ពស់នាពេលបច្ចុប្បន្ន
- 3 សំដៅលើការអនុវត្តការអភិវឌ្ឍមធ្យមនាពេលបច្ចុប្បន្ន
- 2 សំដៅលើការអនុវត្តការអភិវឌ្ឍតិចតួចនាពេលបច្ចុប្បន្ន
- 1 សំដៅលើការអនុវត្តការអភិវឌ្ឍតិចតួចបំផុតនាពេលបច្ចុប្បន្ន

មាត្រដ្ឋាននៃការដាក់ពិន្ទុលើកម្រិតស្ថានភាពដែលចង់បាននាពេលអនាគត

- 5 សំដៅលើការចង់មានការអនុវត្តការអភិវឌ្ឍខ្ពស់បំផុតនាពេលអនាគត
- 4 សំដៅលើការចង់មានការអនុវត្តការអភិវឌ្ឍខ្ពស់នាពេលអនាគត
- 3 សំដៅលើការចង់មានការអនុវត្តការអភិវឌ្ឍមធ្យមនាពេលអនាគត
- 2 សំដៅលើការចង់មានការអនុវត្តការអភិវឌ្ឍតិចតួចនាពេលអនាគត
- 1 សំដៅលើការចង់មានការអនុវត្តការអភិវឌ្ឍតិចតួចបំផុតនាពេលអនាគត

****ចំណាំ៖** សូមគូសសញ្ញាទាំងប្រអប់របស់ស្ថានភាពបច្ចុប្បន្ន(កម្រិតដែលអ្នកគិតថាមានសព្វថ្ងៃ)និងក្នុងប្រអប់ការរំពឹងទុក(កម្រិតដែលអ្នកគិតថាចង់ឲ្យកើតមាននៅថ្ងៃអនាគត)

****ឧទាហរណ៍**

ល.រ	សំណួរ	ស្ថានភាពបច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	3	4	5	1	2	3	4	5
1.	តើអ្នកគិតថា.....នៅសាលារបស់អ្នក.....ដែលអាចជួយលើកកម្ពស់សិស្សឲ្យមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
1.1	កម្មវិធីសិក្សានៅសាលារបស់ខ្ញុំ កំណត់លទ្ធផលសិក្សា ដើម្បីជួយសិស្សឲ្យ	1	2	3	4	5	1	2	3	4	5
	។		✓								✓

ល.រ	សំណួរ	ស្ថានភាព បច្ចុប្បន្ន					ការរំពឹងទុក				
		1	2	3	4	5	1	2	3	4	5
1.	តើអ្នកគិតថាសាលារបស់អ្នក កំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដែលអាចជួយលើកកម្ពស់សិស្សមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
1.1	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យរៀនស្គាល់ពីខ្លួនឯង។	1	2	3	4	5	1	2	3	4	5
1.2	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យរៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
1.3	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យរៀនរស់នៅជាមួយនឹងគុណតម្លៃមគ្គុទ្ទេសក៍ជាមួយនឹងអ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
1.4	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យបង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។	1	2	3	4	5	1	2	3	4	5
1.5	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យគិតពីភាពដែលអាចទៅរួច។	1	2	3	4	5	1	2	3	4	5
1.6	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យមានគោលដៅរួមគ្នា។	1	2	3	4	5	1	2	3	4	5
1.7	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ	1	2	3	4	5	1	2	3	4	5

	បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>បង្ហាញពីឧត្តមគតិរួម។</u>											
1.8	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានសមត្ថភាពកំណត់</u> <u>ចក្ខុវិស័យ។</u>	1	2	3	4	5	1	2	3	4	5	
1.9	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានគំនិតជួញដូរ។</u>	1	2	3	4	5	1	2	3	4	5	
1.10	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសួរហើយទទួលយកមតិយោបល់ពី</u> <u>មនុស្សជុំវិញខ្លួនសម្រាប់ច្នៃប្រឌិតក្នុងការកែ</u> <u>លម្អឲ្យកាន់តែប្រសើរឡើង។</u>	1	2	3	4	5	1	2	3	4	5	
1.11	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</u>	1	2	3	4	5	1	2	3	4	5	
1.12	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនពីបទពិសោធន៍។</u>	1	2	3	4	5	1	2	3	4	5	
1.13	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5	
1.14	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការ បង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។</u> The school designs learning process to promote students' ability to <u>facilitate</u>	1	2	3	4	5	1	2	3	4	5	

	<i>relationships.</i>												
1.15	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5		
1.16	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5		
1.17	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5	1	2	3	4	5		
1.18	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។</u>	1	2	3	4	5	1	2	3	4	5		
1.19	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការរួបរួមសាមគ្គីជាផ្ទះមួយ។</u>	1	2	3	4	5	1	2	3	4	5		
1.20	សាលារបស់ខ្ញុំកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។</u>	1	2	3	4	5	1	2	3	4	5		
2.	តើអ្នកគិតថាសាលារបស់អ្នក ផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដែលអាចជួយលើកកម្ពស់សិស្សមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?												
2.1	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនស្គាល់ពីខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5		
2.2	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នក</u>	1	2	3	4	5	1	2	3	4	5		

	<u>ជំនឿ</u>												
2.3	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនរស់នៅជាមួយនឹងគុណតម្លៃមន្ទាជាមួយនឹងអ្នកដទៃ</u>	1	2	3	4	5	1	2	3	4	5		
2.4	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>បង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ</u>	1	2	3	4	5	1	2	3	4	5		
2.5	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>គិតពីភាពដែលអាចទៅរួច</u>	1	2	3	4	5	1	2	3	4	5		
2.6	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានគោលដៅរួមគ្នា</u>	1	2	3	4	5	1	2	3	4	5		
2.7	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>បង្ហាញពីឧត្តមគតិរួម</u>	1	2	3	4	5	1	2	3	4	5		
2.8	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានសមត្ថភាពកំណត់ចក្ខុវិស័យ</u>	1	2	3	4	5	1	2	3	4	5		
2.9	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានគំនិតដូចផ្លើម</u>	1	2	3	4	5	1	2	3	4	5		
2.10	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសួរហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ច្នៃប្រឌិតក្នុងការកែលម្អឲ្យ</u>	1	2	3	4	5	1	2	3	4	5		

	<i>កាន់តែប្រសើរឡើង។</i>											
2.11	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</u>	1	2	3	4	5	1	2	3	4	5	
2.12	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនពីបទពិសោធន៍។</u>	1	2	3	4	5	1	2	3	4	5	
2.13	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5	
2.14	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5	
2.15	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5	
2.16	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5	
2.17	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5	1	2	3	4	5	
2.18	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។</u>	1	2	3	4	5	1	2	3	4	5	
2.19	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការ</u>	1	2	3	4	5	1	2	3	4	5	

	<i>រូបរួមសាមគ្គីជាផ្លូវមួយ។</i>										
2.20	សាលារបស់ខ្ញុំផលិតសម្ភារៈឧបទេសបង្រៀន និងរៀនដើម្បីលើកកម្ពស់សិស្សឲ្យ <i>ចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។</i>	1	2	3	4	5	1	2	3	4	5
3.	តើអ្នកគិតថាសាលារបស់អ្នកបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីលើកកម្ពស់សិស្សមានភាពជាអ្នកដឹកនាំគំរូក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
3.1	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <i>រៀនស្គាល់ពីខ្លួនឯង។</i>	1	2	3	4	5	1	2	3	4	5
3.2	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <i>រៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។</i>	1	2	3	4	5	1	2	3	4	5
3.3	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <i>រៀនរស់នៅជាមួយនឹងគុណតម្លៃរួមគ្នាជាមួយនឹងអ្នកដទៃ។</i>	1	2	3	4	5	1	2	3	4	5
3.4	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <i>បង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។</i>	1	2	3	4	5	1	2	3	4	5
3.5	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <i>គិតពីភាពដែលអាចទៅរួច។</i>	1	2	3	4	5	1	2	3	4	5
3.6	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <i>មានគោលដៅរួមគ្នា។</i>	1	2	3	4	5	1	2	3	4	5
3.7	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ	1	2	3	4	5	1	2	3	4	5

	<u>បង្ហាញពីឧត្តមគតិ</u> <u>រួម។</u>										
3.8	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>មានសមត្ថភាពកំណត់ចក្ខុវិស័យ។</u>	1	2	3	4	5	1	2	3	4	5
3.9	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>មានគំនិតជួញដូរផ្ដើម។</u>	1	2	3	4	5	1	2	3	4	5
3.10	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ចេះសួរហើយទទួលយកមតិយោបល់ពី</u> <u>មនុស្សជុំវិញខ្លួនសម្រាប់ថ្លៃប្រឌិតក្នុងការកែ</u> <u>លម្អឲ្យកាន់តែប្រសើរឡើង។</u>	1	2	3	4	5	1	2	3	4	5
3.11	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</u>	1	2	3	4	5	1	2	3	4	5
3.12	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>រៀនពីបទ</u> <u>ពិសោធន៍។</u>	1	2	3	4	5	1	2	3	4	5
3.13	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
3.14	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
3.15	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយ តម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យ	1	2	3	4	5	1	2	3	4	5

	ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។										
3.16	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យមានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។	1	2	3	4	5	1	2	3	4	5
3.17	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យមានការគិតវិជ្ជមាន។	1	2	3	4	5	1	2	3	4	5
3.18	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។	1	2	3	4	5	1	2	3	4	5
3.19	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យមានការរួបរួមសាមគ្គីជាឆ្លងមួយ។	1	2	3	4	5	1	2	3	4	5
3.20	សាលារបស់ខ្ញុំបង្កើតឧបករណ៍វាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីវាស់សិស្សឲ្យចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។	1	2	3	4	5	1	2	3	4	5
4.	តើអ្នកគិតថាសាលារបស់អ្នកកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្ស ដើម្បីលើកកម្ពស់ឲ្យសិស្សមានភាពជាអ្នកដឹកនាំក្នុងកម្រិតណានៃចំណុចដូចដែលបានរៀបរាប់ខាងក្រោម?										
4.1	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនស្គាល់ពីខ្លួនឯង។	1	2	3	4	5	1	2	3	4	5
4.2	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនស្វែងយល់និងចេះផ្តល់តម្លៃលើទស្សនៈរបស់អ្នកដទៃ។	1	2	3	4	5	1	2	3	4	5
4.3	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយ	1	2	3	4	5	1	2	3	4	5

	តម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ រៀនរស់នៅជាមួយនឹងគុណតម្លៃមន្ត្រីជាមួយនឹងអ្នកដទៃ។										
4.4	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ បង្រៀនដល់អ្នកដទៃឲ្យចេះធ្វើជាបុគ្គលគំរូ។	1	2	3	4	5	1	2	3	4	5
4.5	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ គិតពីភាពដែលអាចទៅរួច។	1	2	3	4	5	1	2	3	4	5
4.6	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ មានគោលដៅរួមគ្នា។	1	2	3	4	5	1	2	3	4	5
4.7	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ បង្ហាញពីឧត្តមគតិរួម។	1	2	3	4	5	1	2	3	4	5
4.8	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ មានសមត្ថភាពកំណត់ចក្ខុវិស័យ។	1	2	3	4	5	1	2	3	4	5
4.9	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ មានគំនិតផ្តួចផ្តើម។	1	2	3	4	5	1	2	3	4	5
4.10	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ ចេះសួរហើយទទួលយកមតិយោបល់ពីមនុស្សជុំវិញខ្លួនសម្រាប់ថ្លៃប្រឌិតថ្មីក្នុងការកែលម្អឲ្យកាន់តែប្រសើរឡើង។	1	2	3	4	5	1	2	3	4	5
4.11	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយ	1	2	3	4	5	1	2	3	4	5

	តម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ដោះស្រាយបញ្ហាដោយខ្លួនឯងបាន។</u>										
4.12	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>រៀនពីបទពិសោធន៍។</u>	1	2	3	4	5	1	2	3	4	5
4.13	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះបង្កើតបរិយាកាសជឿទុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
4.14	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ចេះសម្របសម្រួលទំនាក់ទំនងល្អជាមួយគ្នា។</u>	1	2	3	4	5	1	2	3	4	5
4.15	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ធ្វើការសម្រេចចិត្តដោយខ្លួនឯង។</u>	1	2	3	4	5	1	2	3	4	5
4.16	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការអភិវឌ្ឍសមត្ថភាពនិងទំនុកចិត្ត។</u>	1	2	3	4	5	1	2	3	4	5
4.17	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>មានការគិតវិជ្ជមាន។</u>	1	2	3	4	5	1	2	3	4	5
4.18	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ <u>ស្គាល់ពីបុគ្គលិកលក្ខណៈរបស់មនុស្សម្នាក់ៗ។</u>	1	2	3	4	5	1	2	3	4	5
4.19	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌវាស់និងវាយ	1	2	3	4	5	1	2	3	4	5

	តម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ មានការប្តូរមូលដ្ឋានគឺជាផ្ទះមួយ។										
4.20	សាលារបស់ខ្ញុំកំណត់លក្ខខណ្ឌរ៉ាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្សដើម្បីលើកកម្ពស់សិស្សឲ្យ ចេះចែករំលែកពីបទពិសោធន៍ផ្ទាល់ខ្លួន។	1	2	3	4	5	1	2	3	4	5

ផ្នែកទី 4: សំណួរបើក

១. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចកំណត់ទម្រង់នៃដំណើរការបង្រៀននិងរៀនដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?.....
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២. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចផលិតសម្ភារៈឧបទេសបង្រៀននិងរៀនដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?.....
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៣. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចបង្កើតឧបករណ៍រ៉ាស់និងវាយតម្លៃតាមសភាពជាក់ស្តែងដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?.....
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៤. តើអ្នកគិតថាមានវិធីសាស្ត្រអ្វីខ្លះដែលអាចកំណត់លក្ខខណ្ឌរ៉ាស់និងវាយតម្លៃលទ្ធផលសិក្សាសិស្ស ដើម្បីជម្រុញឲ្យសិស្សមានភាពជាអ្នកដឹកនាំគំរូសម្រាប់សាលារៀនរបស់អ្នក?.....
-
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សូមថ្លែងអំណរគុណនិងអរគុណ!!!

A-5: The Suitability and Feasibility Evaluation Form

**THE SUITABILITY AND FEASIBILITY EVALUATION FORM**

**(Draft) Approaches For Developing Academic Management Of Secondary
Schools In Cambodia Based On The Concept Of Exemplary Leadership**



The evaluation form of the suitability and feasibility of (Draft) Approaches For Developing Academic Management Of Secondary Schools In Cambodia Based On The Concept Of Exemplary Leadership

Description

1. This research aimed to study the conceptual framework, study the priority needs and propose the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.
2. The researcher conducted this evaluation form to get suggestions and recommendation from experts regarding the suitability and feasibility of the draft.
3. The data obtained from the evaluation is used to analyze the overall aspect of the suitability and feasibility of the draft approaches. And in no way shall it impact the respondent or respondent's position.

I highly value and respect the thoughts and opinions provided by all experts in this evaluation form. Any information you provide will be strictly confidential and used for research purposes only. Please kindly and honestly evaluate to all the approaches. Thank you for sharing your expertise.

Miss Soksamnang Pheach

Master's degree student in Educational Management,

Department of Educational Policy Management and Leadership,

Faculty of Education,

Chulalongkorn University

Tel: 076 222 55 02 / 098 421 422

Email: soksamnangpheach@gmail.com

Part 1: Personal Details

1. Current Position :.....
2. The highest educational qualification:.....
3. Work experience:years
4. Email:

Instruction: Please put a (✓) in the column provided indicating the feasibility and the suitability of the approaches for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

The suitability of the (draft) approaches

- 5 refers to the suitability of the approaches is at the highest level
- 4 refers to the suitability of the approaches is at the high level
- 3 refers to the suitability of the approaches is at the moderate level
- 2 refers to the suitability of the approaches is at the low level
- 1 refers to the suitability of the approaches is at the lowest level

The feasibility of the (draft) approaches

- 5 refers to the feasibility of the approaches is at the highest level
- 4 refers to the feasibility of the approaches is at the high level
- 3 refers to the feasibility of the approaches is at the moderate level
- 2 refers to the feasibility of the approaches is at the low level
- 1 refers to the feasibility of the approaches is at the lowest level

Part 2: The evaluation of the suitability and feasibility of the main approaches and procedures for developing academic management of secondary schools in Cambodia based on the concept of exemplary leadership.

(Draft) Approaches For Developing Academic Management Of Secondary Schools In Cambodia Based On The Concept Of Exemplary Leadership		The Evaluation										Comments
		Suitability Highest➔ Lowest					Feasibility Highest➔ Lowest					
		5	4	3	2	1	5	4	3	2	1	
Approach 1: Modify secondary school curriculum focus on students' exemplary leadership on challenge the process, model the way and enable others to act.		5	4	3	2	1	5	4	3	2	1	
Procedures:												
1.1	Form the team of curriculum design experts for the curriculum design process.	5	4	3	2	1	5	4	3	2	1	
1.2	Revise secondary school curriculum focused on increasing students’ ability to challenge the process, model the way and enable others to act.	5	4	3	2	1	5	4	3	2	1	
1.3	Identify the expected outcomes indicators, objectives, and contents areas focus on each expected outcomes.	5	4	3	2	1	5	4	3	2	1	
Approach 2: Improve secondary school teaching and learning focus on students’ exemplary leadership		5	4	3	2	1	5	4	3	2	1	

(Draft) Approaches For Developing Academic Management Of Secondary Schools In Cambodia Based On The Concept Of Exemplary Leadership		The Evaluation										Comments
		Suitability Highest→ Lowest					Feasibility Highest→ Lowest					
		5	4	3	2	1	5	4	3	2	1	
on model the way and inspire a shared vision.												
Procedures:												
2.1	Develop secondary school teaching and learning manual focus on students’ model the way and inspire a shared vision.	5	4	3	2	1	5	4	3	2	1	
2.2	Form Professional Learning Community in secondary school for sharing instructional strategies focus on model the way and inspire a shared vision.	5	4	3	2	1	5	4	3	2	1	
2.3	Train teachers to process creativity and to create new works in practical research focus on model the way and inspire a shared vision.	5	4	3	2	1	5	4	3	2	1	
2.4	Support teachers with technical assistance, teaching materials and spiritual encouragement to motivate them to employ students-	5	4	3	2	1	5	4	3	2	1	

(Draft) Approaches For Developing Academic Management Of Secondary Schools In Cambodia Based On The Concept Of Exemplary Leadership		The Evaluation										Comments
		Suitability Highest→ Lowest					Feasibility Highest→ Lowest					
		5	4	3	2	1	5	4	3	2	1	
	centered teaching methods focus on model the way and inspire a shared vision.											
Approach 3: Improve secondary school measurement and evaluation focus on students' exemplary leadership on model the way and challenge the process.		5	4	3	2	1	5	4	3	2	1	
Procedures:												
3.1	Determine and set specific guidelines and objectives, strategies and procedures for student evaluation focus on model the way and challenge the process.	5	4	3	2	1	5	4	3	2	1	
3.2	Develop process of designing measurement and evaluation and standard criteria focus on students’ exemplary leadership specific competence.	5	4	3	2	1	5	4	3	2	1	
3.3	Evaluate the techniques, procedures for student	5	4	3	2	1	5	4	3	2	1	

(Draft) Approaches For Developing Academic Management Of Secondary Schools In Cambodia Based On The Concept Of Exemplary Leadership		The Evaluation										Comments
		Suitability Highest➔ Lowest					Feasibility Highest➔ Lowest					
		5	4	3	2	1	5	4	3	2	1	
	evaluation that are appropriate for students' learning outcomes on model the way and challenge the process.											
Approach 4: Enhance quality of student affairs focus on students' exemplary leadership on encourage the heart and enable others to act.		5	4	3	2	1	5	4	3	2	1	
Procedures:												
4.1	Identify the needs for student extra-curricular activities to improve students' exemplary leadership skills on encourage the heart and enable others to act.	5	4	3	2	1	5	4	3	2	1	
4.2	Determine the needs to form student councils to improve students' exemplary leadership on encourage the heart and enable others to act.	5	4	3	2	1	5	4	3	2	1	

(Draft) Approaches For Developing Academic Management Of Secondary Schools In Cambodia Based On The Concept Of Exemplary Leadership		The Evaluation										Comments
		Suitability Highest→ Lowest					Feasibility Highest→ Lowest					
		5	4	3	2	1	5	4	3	2	1	
4.3	Set goals and arrange extracurricular activities to enhance the students leadership abilities focus on encourage the heart and enable others to act.	5	4	3	2	1	5	4	3	2	1	
4.4	Conduct the clear indicators in each activities focus on encourage the heart and enable others to act.	5	4	3	2	1	5	4	3	2	1	
4.5	Create extracurricular activities to help students achieve the desired level of competence on encourage the heart and enable others to act.	5	4	3	2	1	5	4	3	2	1	
4.6	Examine the efficacy of student affairs on the enhancement of students' exemplary leadership.	5	4	3	2	1	5	4	3	2	1	

Signature.....

Expert's name.....

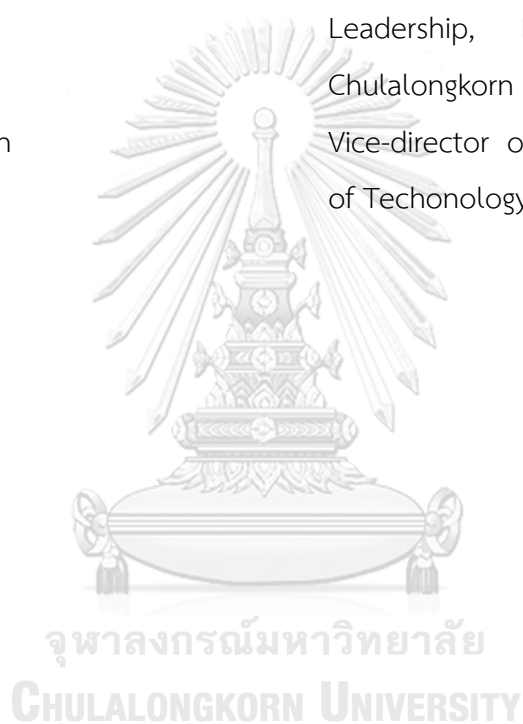


Name List of Experts

for

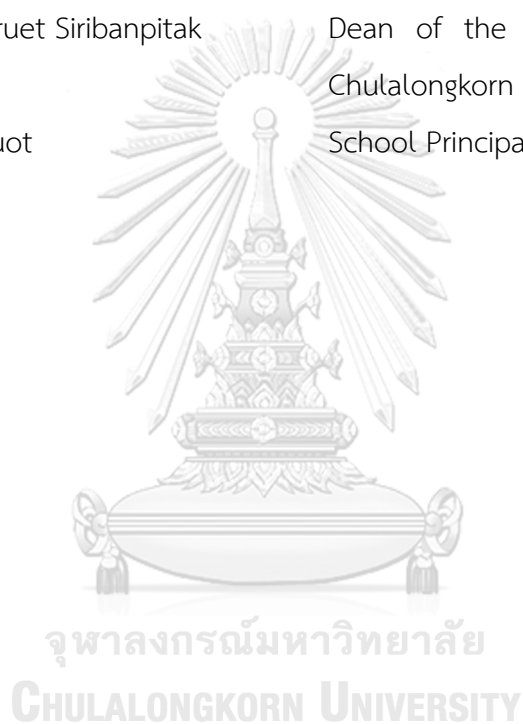
1. Examining Content Validity of The Research Instruments

Name	Position
1.1 H.E. Dr. Seang Pech	Director of Kompong Chheuteal Institute of Technology
1.2 Associate Professor Dhirapat Kulopas	Associate Professor in Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University
1.3 Dr. Bunhe Harth	Vice-director of Kompong Speu Institute of Technology

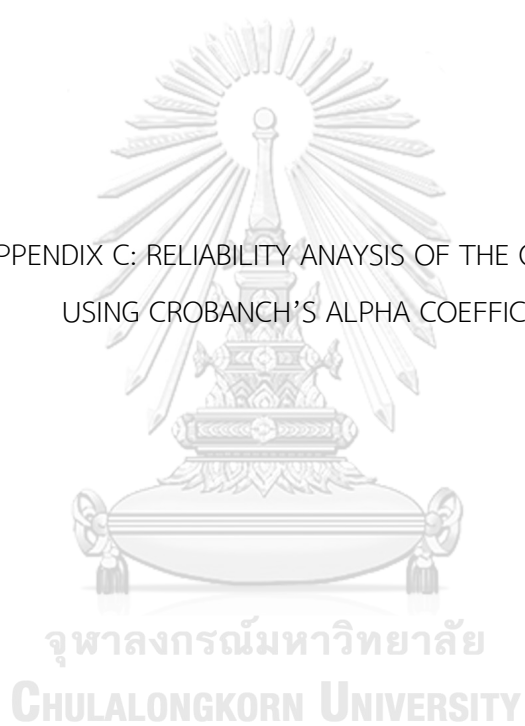


2. Evaluating the Suitability and Feasibility of the Draft Approaches

Name	Position
2.1 H.E. Dr. Kimcheang Hong	Director of Kompong Spue Institute of Technology
2.1 H.E. Dr. Seang Pech	Director of Kompong Chheuteal Institute of Technology
2.3 Mr. Songky Yi	Director of Provincial of Education, Battambang Province
2.4 Professor Dr. Pruet Siribanpitak	Dean of the Faculty of Education at Chulalongkorn University
2.5 Mr. Sokhom Huot	School Principal of Samlout High school



APPENDIX C: RELIABILITY ANALYSIS OF THE QUESTIONNAIRE
USING CROBANCH'S ALPHA COEFFICIENT



1. Reliability Statistic in Overall

Cronbach's	
Alpha	N of Items
.932	20

2. Reliability Statistic of Each Component of Exemplary Leadership

a. Model the way

Reliability Statistics

Cronbach's	
Alpha	N of Items
.806	4

b. Inspire a shared vision

Reliability Statistics

Cronbach's	
Alpha	N of Items
.740	4

c. Challenge the Process

Reliability Statistics

Cronbach's	
Alpha	N of Items
.819	4

d. Enable others to act

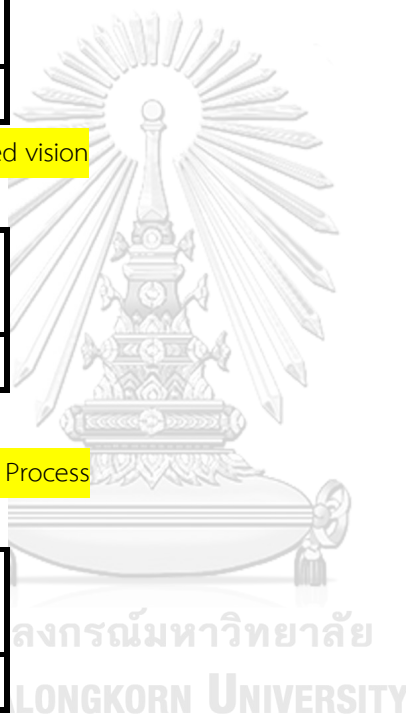
Reliability Statistics

Cronbach's	
Alpha	N of Items
.747	4

e. Encourage the heart

Reliability Statistics

Cronbach's	
Alpha	N of Items
.755	4



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
M1	70.21	150.135	.706	.927
M2	70.04	151.635	.655	.928
M3	70.05	149.906	.714	.927
M4	70.38	152.675	.546	.930
I5	70.34	148.701	.664	.928
I6	70.54	150.908	.575	.930
I7	70.45	151.561	.531	.931
I8	70.63	152.639	.619	.929
C9	70.21	149.371	.619	.929
C10	69.68	150.258	.751	.927
C11	70.09	148.956	.639	.928
C12	70.11	152.788	.689	.928
E13	70.18	150.440	.638	.928
E14	69.96	153.853	.663	.928
E15	70.07	153.304	.508	.931
E16	70.09	151.756	.594	.929
EH17	69.79	150.281	.656	.928
EH18	70.32	150.258	.612	.929
EH19	70.14	152.779	.473	.932
EH20	69.68	153.095	.596	.929

APPENDIX D: COOPERATION LETTERS

Cooperation Letters for

1. Evaluating Content Validity of the Research Instruments
2. Collecting Data and Try-out
3. Evaluating the Suitability and Feasibility of the Draft approaches





No. 64.6/0537



Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

28 January 2022

H.E. Seang Pech, Ph.D.
Director of Kampong Chheuteal Institute of Technology
Kompong Thom, Cambodia

Dear H.E. Seang Pech, Ph.D.:

I am writing to request your assistance as an honorary external research reviewer in checking content validity of the research instruments of Miss Soksamnang Pheach, Master of Educational Management, Chulalongkorn University, who has been working on her master's thesis entitled "Approaches for Developing Academic Management of Secondary Schools in Cambodia Based on the Concept of Exemplary Leadership" under the supervision of Penvara Xupravati, Ph.D. In this regard, I would like to request your valuable time to check content validity of the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Miss Soksamnang Pheach via e-mail soksamnangpheach@gmail.com or via mobile number +66 808611813 / +855 762225502.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.
(Associate Dean)
Acting for Dean



No. 64.6/0538

Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

28 January 2022

Bunhe Harth, Ph.D.
Vice-director of Kompong Speu Institute of Technology
Kompong Speu, Cambodia

Dear Mr. Bunhe Harth, Ph.D.:

I am writing to request your assistance as an honorary external research reviewer in checking content validity of the research instruments of Miss Soksamnang Pheach, Master of Educational Management, Chulalongkorn University, who has been working on her master's thesis entitled "Approaches for Developing Academic Management of Secondary Schools in Cambodia Based on the Concept of Exemplary Leadership" under the supervision of Penvara Xupravati, Ph.D. In this regard, I would like to request your valuable time to check content validity of the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Miss Soksamnang Pheach via e-mail soksamnangpheach@gmail.com or via mobile number +66 808611813 / +855 762225502.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.
(Associate Dean)
Acting for Dean



บันทึกข้อความ

ส่วนงาน กลุ่มภารกิจบริการการศึกษาระดับบัณฑิตศึกษาและวิจัย ฝ่ายวิชาการ คณะครุศาสตร์ โทร. ๘๒๕๖๕ ต่อ ๖๗๓๔

ที่ อว ๖๔.๖(๒๗๙๑.๐๔)/๐๑๗๘

วันที่ ๒๘ มกราคม ๒๕๖๕

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย

เรียน รองศาสตราจารย์ ดร.ธีรภัทร ภูโลภาส

ด้วย นางสาวสุชนาง เพ็ช นิสิตหลักสูตรครุศาสตรมหาบัณฑิต สาขาวิชาบริหารการศึกษา ภาควิชานโยบาย การจัดการและความเป็นผู้นำทางการศึกษา อยู่ระหว่างการดำเนินงานวิทยานิพนธ์เรื่อง “แนวทางพัฒนาการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาในประเทศไทยตามแนวคิดภาวะผู้นำเชิงแบบอย่าง” โดยมี อาจารย์ ดร.เพ็ญวรา ชูประวัติ เป็นอาจารย์ที่ปรึกษา

การนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัย ทั้งนี้ นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือวิจัยดังกล่าว เพื่อประโยชน์ทางวิชาการต่อไป

(ผู้ช่วยศาสตราจารย์ ดร.วิชัย เสวกงาม)

รองคณบดี

ปฏิบัติการแทนคณบดี

CHULALONGKORN UNIVERSITY





No. 64.6/0539

Faculty of Education,
Chulalongkorn University
Phayathai Road, Bangkok 10330

28 January 2022

Principal of Secondary Schools,
Department of Education Youth and Sport,
Battambang, Cambodia

Dear Principal of Secondary Schools:

Subject: Request for Data Collection and Instrument Try-out

As Miss Soksamng Pheach, an international student of Master of Educational Management, Department of Education Policy, Management and Leadership, Faculty of Education, Chulalongkorn University is proceeding her master's thesis entitled "Approaches for Developing Academic Management of Secondary Schools in Cambodia Based on the Concept of Exemplary Leadership" under the supervision of Penvara Xupravati, Ph.D., would like to request for your cooperation in instruments try-out (Survey with Checklist Questionnaire and Open Ended Questions) and data collection in 14 secondary schools in Battambang, Cambodia under your jurisdiction. The researcher will conduct the survey with principals, vice-principals, teachers, and students (from 7th grade to 12th grade) as well as interview principals in Battambang province.

If you have any questions or need further information, please feel free to contact Miss Soksamng Pheach via e-mail soksamngpheach@gmail.com or via mobile number +66 808611813 / +855 762225502.

Please consider relieving this student researcher for data collection for academic purposes. Thank you for your cooperation.

Yours sincerely,

Wichai Sawekngam

Assistant Professor Wichai Sawekngam, Ph.D.
(Associate Dean)
Acting for Dean

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ
ជាតិ សាសនា ព្រះមហាក្សត្រ

លិខិតស្នើសុំ

នាងខ្ញុំឈ្មោះ ភាជី សុខសំណាង ត្រូវបានប្រើប្រាស់ប្រាក់បៀវត្សនៅអនុវិទ្យាល័យ តាហែន ដែលជានិស្សិតឯកទេសគ្រប់គ្រង
អប់រំ នៅសាកលវិទ្យាល័យជុំឡាឡុងកន ប្រទេសថៃ

សូមគោរពជូន

លោកប្រធានមន្ទីរអប់រំ យុវជន និង កីឡា ខេត្តបាត់ដំបង

កម្មវត្ថុ៖ សំណើសុំចុះប្រមូលទិន្នន័យ បំពេញកម្រងសំណួរ និង សម្ភាសន៍ ពីបុគ្គលិកអប់រំនៅតាមគ្រឹះស្ថានសិក្សា
ក្នុងខេត្តបាត់ដំបងដើម្បីសរសេរនិក្ខេបបទ។

យោង ៖ -លិខិតលេខ៤៩២៩ អយក.តទវ ចុះថ្ងៃទី១៥ ខែធ្នូ ឆ្នាំ២០២១ ស្តីពីការស្នើសុំផ្តល់កិច្ចសហការក្នុងការ
ចុះប្រមូលទិន្នន័យបញ្ចប់និក្ខេបបទ។
-លិខិតលេខ២៤.៦/០៥៣៩ ចុះថ្ងៃទី២៨ ខែមករា ឆ្នាំ២០២២ ស្តីពីការស្នើសុំផ្តល់កិច្ចសហការក្នុងការ
ចុះប្រមូលទិន្នន័យបញ្ចប់និក្ខេបបទ។

តបតាមកម្មវត្ថុ និងយោងខាងលើ នាងខ្ញុំសូមជម្រាប **លោក ប្រធានមន្ទីរ** ជ្រាបថា៖ នាងខ្ញុំបាននិង
កំពុងសរសេរនិក្ខេបបទថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ក្រោមប្រធានបទស្តីពី “គោលវិធីអភិវឌ្ឍន៍ការគ្រប់គ្រងការសិក្សា
របស់សាលាមធ្យមសិក្សានៅកម្ពុជាតាមបញ្ញត្តិនៃកាតាឡូកដ៍កន្លែង” ។ នាងខ្ញុំស្នើសុំចុះប្រមូលទិន្នន័យសាក
ល្បងនៅវិទ្យាល័យនេត យ៉ង់ និង នៅតាមវិទ្យាល័យចំនួន១៣ផ្សេងទៀតដែលមានកម្រិតថ្នាក់ទី៧ដល់ទី១២ ទាំង
១៣ក្រុង/ស្រុក ។

ល.រ	កាលបរិច្ឆេទ	វិទ្យាល័យ	ស្រុក	ក្រុមគោលដៅ	ផ្សេងៗ
១	១៨.មីនា.២០២២	វិ. នេត យ៉ង់	ក្រោមឱវាទមន្ទីរ	<ul style="list-style-type: none">▪ នាយករូប▪ នាយករងរូប(ផ្នែកបច្ចេកទេសសិក្សា)▪ គ្រូរូប(វិទ្យាសាស្ត្រសង្គម)▪ សិស្ស ៦នាក់(ពីថ្នាក់ទី៧-១២)	សាកល្បងលើ កម្រងសំណួរ
២	២១.មីនា.២០២២	វិ.ពេជ្រចិន្តា	ស្រុកភ្នំព្រឹក		
៣	២៤.មីនា.២០២២	វិ.សំពៅលូន	ស្រុកសំពៅលូន		
៤	២៥.មីនា.២០២២	វិ. កំរៀង	ស្រុកកំរៀង		
៥	២៨.មីនា.២០២២	វិ.សំឡូត	ស្រុកសំឡូត		
៦	២៩.មីនា.២០២២	វិ.គាស់ក្រឡ	ស្រុកគាស់ក្រឡ		
៧	៣១.មីនា.២០២២	វិ.ក្រឡាមភ្នំ	ស្រុកមោងឫស្សី		
៨	១.មេសា.២០២២	វិ.ស្តៅសន្តិភាព	ស្រុកតេជមណ្ឌល		ពេលព្រឹក
៩	១.មេសា.២០២២	វិ.ភ្នំសំពៅ	ស្រុកបាណន់		ពេលរសៀល
១០	២.មេសា.២០២២	វិ.បវេល	ស្រុកបវេល		
១១	៤.មេសា.២០២២	វិ.វិជ្ជ	ស្រុកថ្មីគោល		ពេលព្រឹក

១២	៤.មេសា.២០២២	វិ.អន្លង់វិល	ស្រុកសង្កែ		ពេលរសៀល
១៣	៥.មេសា.២០២២	វិ.ស្រុកឯកភ្នំ	ស្រុកឯកភ្នំ		ពេលព្រឹក
១៤	៥.មេសា.២០២២	វិ.ក្តុល	ក្រុងបាត់ដំបង		ពេលរសៀល

អាស្រ័យហេតុដូចបានជម្រាបជូនខាងលើ សូមលោកប្រធានមន្ទីរ មេត្តាជ្រាប និងអនុញ្ញាតដោយក្តី
អនុគ្រោះ។

សូម លោកប្រធានមន្ទីរ ទទួលនូវសេចក្តីគោរពដ៏ស្មោះស្ម័គ្រអំពីនាងខ្ញុំ។

ថ្ងៃអង្គារ ១៣ កើត ខែ ផល្គុន ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស.២៥៦៥
ធ្វើនៅបាត់ដំបង, ថ្ងៃទី ១៥ ខែ មីនា ឆ្នាំ២០២២
ហត្ថលេខានិងឈ្មោះ:


កាជ សុខសំណាង

បានឃើញ និងជម្រាបជូន
លោក លោកស្រី នាយក នាយិកា វិទ្យាល័យដែលពាក់ព័ន្ធខាងលើ
ដើម្បីផ្តល់ឱកាសដល់លោកស្រី កាជ សុខសំណាង បានជួប និង
ទទួលយកទិន្នន័យ។



ប្រធានមន្ទីរ
ប៊ុន សុខុម



No.64.6/4045

Faculty of Education,
Chulalongkorn University
Phayathai Road, Pathumwan,
Bangkok 10330



08 August 2022

Dear H.E. Dr. Kimcheang Hong,

Subject: Request for expert's evaluation on suitability and feasibility of proposed approaches

This is to certify that Ms. Soksamrang Phench is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches For Developing Academic Management Of Secondary Schools In Cambodia Based On The Concept Of Exemplary Leadership" under the supervision of Penvara Xupravati, Ph.D. To attain this, an expert evaluation on suitability and feasibility should be invoked.

In this regard, I would like to invite you to be an expert in evaluating the suitability and feasibility of the proposed approaches. The student will subsequently coordinate with you and provide more detail on this matter. Your kind consideration is highly appreciated.

Yours sincerely,

Wichai Sawekngam

(Assistant Professor Wichai Sawekngam, Ph.D.)

Associate Dean

Acting for Dean



No 64.6/4026

Faculty of Education,
Chulalongkorn University
Phayathai Road, Pathumwan,
Bangkok 10330

05 August 2022

Dear H.E. Dr. Seang Pech,

Subject: Request for expert's evaluation on suitability and feasibility of proposed approaches

This is to certify that Ms. Soksamrang Pheach is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches for Developing Academic Management of Secondary Schools in Cambodia Based On The Concept Of Exemplary Leadership" under the supervision of Penvara Xupravati, Ph.D. To attain this, an expert evaluation on suitability and feasibility should be invoked.

In this regard, I would like to invite you to be an expert in evaluating the suitability and feasibility of the proposed approaches. The student will subsequently coordinate with you and provide more detail on this matter. Your kind consideration is highly appreciated.

Yours sincerely,

Wichai Sawekangam

(Assistant Professor Wichai Sawekangam, Ph.D.)

Associate Dean
Acting for Dean



No 64.6/4024

Faculty of Education,
Chulalongkorn University
Phayathai Road, Pathumwan,
Bangkok 10330

05 August 2022

Dear Mr. Songky Yi,

Subject: Request for expert's evaluation on suitability and feasibility of proposed approaches

This is to certify that Ms. Soksamnang Pheach is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled *-Approaches for Developing Academic Management of Secondary Schools in Cambodia Based On The Concept Of Exemplary Leadership* under the supervision of Penvara Xupravati, Ph.D. To attain this, an expert evaluation on suitability and feasibility should be invoked.

In this regard, I would like to invite you to be an expert in evaluating the suitability and feasibility of the proposed approaches. The student will subsequently coordinate with you and provide more detail on this matter. Your kind consideration is highly appreciated.

Yours sincerely,

Wichai Sawekngam

(Assistant Professor Wichai Sawekngam, Ph.D.)

Associate Dean

Acting for Dean



No 646/4027

Faculty of Education,
Chulalongkorn University
Phayathai Road, Pathumwan,
Bangkok 10330

05 August 2022

Dear Mr. Sokhom Huot,

Subject: Request for expert's evaluation on suitability and feasibility of proposed approaches

This is to certify that Ms. Soksamnang Pheach is a Master's Degree student in Educational Management, Faculty of Education, Chulalongkorn University. She is conducting research entitled "Approaches for Developing Academic Management of Secondary Schools in Cambodia Based On The Concept Of Exemplary Leadership" under the supervision of Penvara Xupravati, Ph.D. To attain this, an expert evaluation on suitability and feasibility should be invoked.

In this regard, I would like to invite you to be an expert in evaluating the suitability and feasibility of the proposed approaches. The student will subsequently coordinate with you and provide more detail on this matter. Your kind consideration is highly appreciated.

Yours sincerely,

Wichai Sawekongam

(Assistant Professor Wichai Sawekongam, Ph.D.)

Associate Dean
Acting for Dean

*Office of Curriculum Administration and Instructional Management (Graduate Students) and International Affairs,
Faculty of Education, Chulalongkorn University, Bangkok, Thailand Tel 0-2218-2565 Ext 6737*



บันทึกข้อความ

ส่วนงาน กลุ่มภารกิจบริหารการศึกษาระดับบัณฑิตศึกษาและวิจัย ฝ่ายวิชาการ คณะครุศาสตร์ โทร. ๘๕๔๖๕ ต่อ ๒๓๓๓

ที่ ๘๖ ๖๔.๖(๒๗๗๓.๐๔)/๒๕๖๕

วันที่ ๔ สิงหาคม ๒๕๖๕

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมและความเป็นไปได้ของร่างแนวทาง

เรียน ศาสตราจารย์ ดร.พญณี ศิริบรรณพิทักษ์

ด้วย นางสาวสุชนาง เพ็ช นิสิตหลักสูตรครุศาสตรมหาบัณฑิต สาขาวิชาบริหารการศึกษา ภาควิชานโยบายการจัดการและความเป็นผู้นำทางการศึกษา อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "แนวทางพัฒนาการบริหารงานวิชาการของโรงเรียนมัธยมศึกษาในประเทศไทยกับทฤษฎี ตามแนวคิดภาวะผู้นำเชิงแบบอย่าง" โดยมี อาจารย์ ดร.เพ็ญวรา ชูประวิติ เป็นอาจารย์ที่ปรึกษา

การนี้จึงขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจสอบความเหมาะสมและความเป็นไปได้ของร่างแนวทาง ทั้งนี้ผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมากในโอกาสนี้

๐
วิฑูรย์

(ผู้ช่วยศาสตราจารย์ ดร.วิฑูรย์ เสวงภาม)

รองคณบดี

ปฏิบัติการแทนคณบดี

เบอร์โทรศัพท์วิจัย: ๐๘๐ ๘๖๓ ๑๘ ๓๓ ไปรษณีย์อิเล็กทรอนิกส์ saknakhonrajabhat@gmail.com

VITA

NAME	Soksamnang Pheach
DATE OF BIRTH	03 May 1994
PLACE OF BIRTH	Battambang, Cambodia
INSTITUTIONS ATTENDED	<p>Miss Soksamnang Pheach was born on May 03, 1994, in Battambang Province, Cambodia. She received a bachelor's degree in Accounting and Auditing from Build Bright University in 2016 and another bachelor's degree in English Language and Literature from Preah Sihanouk Raja Buddhist University in 2017. She had trained for two years for being a lower secondary school teacher at Regional Teacher Training Center, Battambang Province, and she had worked for Taken Lower Secondary School for one year in the position of Khmer-English teacher before she continued to study a master's degree in Educational Management, Department of Educational Policy, Management, and Leadership, Faculty of Education, Chulalongkorn University, Thailand in 2020.</p>
HOME ADDRESS	Battambang, Cambodia