

Guidelines for Cross-Cultural Leadership Development of World Class Standard School Principals

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Abstract

Cross-cultural leaders, are the behaviors or the characters of administrators who were able to manage or administrate people with different thoughts, beliefs, values and practice and combine them to form a single concept of being attentive to their work and trust their leaders to possess good attitudes and work efficiently for their ultimate goal of student development. The current study examines the situations of leadership and the guidelines for cross-cultural leadership development of World Class Standard School principals. The research sample was composed of 359 principals of World-Class Standard Schools in Secondary Educational Service Area Office. The research tool consisted of the 5-level rating scale questionnaire and the focus group discussion form. The data were analyzed by using descriptive statistics and content analysis. The research findings revealed five components rated from the highest to the lowest levels as follows: 1) Communication ($\bar{X} = 4.24$, S.D. = 0.71), 2) Empathy ($\bar{X} = 4.24$, S.D. = 0.73), 3) Conflict Management ($\bar{X} = 4.22$, S.D. = 0.72), 4) Transformational Leadership ($\bar{X} = 4.21$, S.D. = 0.72) and 5) Trust ($\bar{X} = 4.16$, S.D. = 0.74). The guidelines for developing cross-cultural leadership can be summarized as follows: principals should develop communication skills that were expressive, clear, and appropriate to the situations by using rhetorical skills in persuasive speech, exchanging of information between the networks of principals and other organizations, being good mediators, emphasizing teamwork, encouraging the school personnel to have a sense of participation and work successfully in order to achieve the vision of the school, remaining neutral, avoiding conflicts, creating consciousness and friendly atmosphere in the organization. Taking advantage of this research to improve the quality of administration in schools and administrators at all levels.

Keywords: cross-cultural leadership, world-class standard school, guidelines for cross-cultural leadership development

1. Introduction

The Office of the National Economics and Social Development Council (2016) formulated *the Twelfth National Economic and Social Development Plan, 2017–2021* of which aims are consistent with the targets of the 20-year national strategy (2017–2036). The plan pursues four national agendas: 1) Alleviate poverty and income distribution imbalances; 2) Enhance Thailand's competitiveness; 3) Promote social capital development; and 4) Promote sustainable development. The fourth agenda of Sustainable Development Goals (SDGs) is very important for achieving all targets. The economic model of Thailand 4.0 was applied to unlock the country from several economic challenges in the past: Thailand 1.0 agriculture, Thailand 2.0 light industry and Thailand 3.0 Heavy Industry. The four objectives of Thailand 4.0 are namely; 1) Economic Prosperity; 2) Social Well-being; 3) Raising Human Values; and 4) Environmental Protection. The third objective of Raising Human Values concerns education which will transform Thais into "Competent human beings in the 21st Century". Since the world changes rapidly, Thai citizens have to develop their learning and adapt themselves to all challenging situations. The education reform is a key factor for all education levels to process in order that Thai citizens are able to perform competently in the face of multiple challenges.

Apart from education which play an important role in human development, culture is also considered as an important factor for living in a society or working in any organization. At present, there are several Thai people working with foreigners both in domestic or international offices (Sakda Siriphatharasophon, 2011). The study of “Cross-cultural Administration” is hence important for the administrators of all organizations of which the members coming from various places have different beliefs, ways of life, skills, tastes, characters and experiences. How can an organization manage to achieve the success under these different circumstances? This question is crucial for all organizations, especially the new one (Uthai Dunlayakasem, 2008). This cross-cultural aspects require a great deal of perception of the organization administrators to realize. Then, they will understand how to work with their multicultural workers (Phannaphon Chanchay, 2013). Moreover, Sohn (2015) mentioned the 3 effective qualities of the administrators in the organizations of multicultural workers: having the perception of multicultural aspects, gaining the knowledge of multicultural aspects and inspiring all multicultural workers to work effectively.

So, in the theory of cross-cultural leaders which is relevant to the multicultural aspects, the problem issue of the organization management of the administrators is that different kinds of works result in work effectiveness. The important factor involved in the effective work is the Cross-Cultural Leadership. This leadership is composed of counting on their workers, being attentive to any change of power and communication (Nattharath Thanathitorn, 2012).

The other factor mention by Grisham, T. (2006), who studied the cross-cultural leaders, is the behaviors or the characters of administrators who were able to manage or administrate people with different thoughts, beliefs, values and practice and combine them to form a single concept of being attentive to their work and trust their leaders.

As for the schools, leaderships of transformation, communication and conflict solving management are the preferable qualities of school administrators. These qualities will help them to possess good attitudes and work efficiently for their ultimate goal of student development. From the importance of cross-cultural leadership mentioned above, the researchers aimed to study the pattern of cross-cultural leadership development of principals of World-Class Standard Schools in Secondary Educational Service Area Office, Thailand. These institutes provide quality control of curriculum development and learning management in producing learners’ profiles in the same level as World class standard.

2. Objectives of the Study

This study aimed to:

1. Study the performance of cross-cultural leadership of principals of World-Class Standard Schools in Secondary Educational Service Area Office.
2. Study the guidelines for cross-cultural leadership development of principals of World- Class Standard Schools in Secondary Educational Service Area Office.

3. Methodology

This study is a descriptive research using the methodology as follows:

First Step

Study the cross-cultural leadership of principals of World-Class Standard Schools in Secondary Educational Service Area Office based on the principle of survey study. Populations and samples

- 1) Populations of the study

The populations of the study were composed of 3,500 teachers and principals of World-Class Standard Schools in Secondary Educational Service Area Office.

- 2) The samples of the study

The samples of the study were chosen by using the table of Krejcie & Morgan) at the level of confidence of 95 % and 359 samples were chosen by using the Stratified Random Sampling. The research tool used in this study was a checklist questionnaire was divided into two parts. The first part was investigated on general information of the samples: sex, age, study level and work experiences. The second one looked into five aspects of cross-cultural leadership of principals of World-Class Standard Schools in Secondary Educational Service Area Office. The five aspects were composed of 1) Communication; 2) Attentiveness; 3) Conflict

Management; 4) Transformational leadership; and 5) Trust

Second Step

In this step, the information from the questionnaire was applied and the focus group discussion was used to propose the guidelines for cross-cultural leadership development. The processes of focus group interview were 9 interviewees were chosen by using purposive selection. They were composed of three administrators of policy level, three school principals and three educational supervisors. All had more than 5 years of expertise and experience in educational administration. The record form of group discussion was used as a tool of this research. This form was constructed upon the results of the study of cross-cultural leadership of principals of World-Class Standard Schools in Secondary Educational Service Area Office Hence, the researchers obtained the guidelines for cross-cultural leadership development.

4. Results of the Study

The five factors of cross-cultural leadership of principals of World-Class Standard Schools in Secondary Educational Service Area Office 25, Khon Kaen were shown as follows:

Factors	Mean	S.D.	Interpretation
1. Attentiveness	4.24	0.73	high
2. Trust	4.16	0.74	high
3. Transformational leadership	4.21	0.72	high
4. Communication	4.24	0.71	high
5. Conflict management	4.22	0.72	high

The results revealed the high level of cross-cultural leadership of principals of World-Class Standard Schools in Secondary Educational Service Area Office, arranged from the highest to the lowest means as follows: Communication, Attentiveness, Conflict management, Transformational leadership, and Trust.

As for Communication, the results revealed the high scores of having communication skills, having clear communication and having several channels of communication. providing all channels of communication.

The high scores of Attentiveness were shown in giving hopes, having kindness, and making inspiration.

The high scores of Conflict management were shown in three aspects, namely: avoidance, compromise, and cooperation.

The high score of Transformational leadership were shown in three aspects, namely: system thinking, technology applications, and visions.

As for Trust, the study revealed high scores of two aspects of trust and honesty.

Guidelines for cross-cultural leadership development of principals of World-Class Standard Schools. According to the study, the results of high scores to low scores were summarized as follows:

1. The administrators performed evident and suitable communication skills for all situations.
2. The administrators performed rhetoric to convince people to perceive the situations or change the attitudes.
3. The administrators developed channels of communication to exchange information among their network and other organizations.
4. The administrators were the key persons in provoking close teamwork.
5. The administrators motivated the personnel to share their sense of participation and exchange their ideas related to the school visions.
6. The administrators behaved respectfully, remained neutral and avoided conflict problems.
7. The administrators created self-consciousness and organizational relationships among the personnel and the students of the schools.

5. Discussion

The results from the study of guidelines for cross-cultural leadership development of principals of World-Class Standard Schools could be considered as follows:

1. Communication is the main factor with the highest mean scores because it is the important procedure in communication between the administrators and the personnel in schools. The administrators had to use brief and clear contents being suitable to the circumstances. The administrators were able to use rhetoric to convince performed rhetoric to convince people to perceive the situations or change the attitudes. This is in relevant to Suthichai Panyaroj (2012) who stated that a clear communication will provide accurate, fast and concise contents which will lead to efficient communication. Khoonnapham (2009) gave an explanation of an obvious communication that they have to be transmitted obviously from the information source to the receivers without misunderstanding of the messages.

2. Attentiveness was presented at a high level scores. It referred to making an inspiration which played an important role in organizational administration. The administrators have to create an inspiration, promote critical thinking, decision making. An inspiration will be a principal mechanism for the personnel to perform effective operations of planning, doing, checking and acting. This is relevant to what Phatthamaroj Maksuriwong (2000) mentioned about the making of inspiration which is the administrators' process for driving desirable thoughts and actions among their personnel to achieve the goals of the institution. Prakal Panthaphalangkoool (2012) stated that making inspiration is a positive thinking process which is composed of doing self-development, accepting ideas of other people, giving values to people, using positive speeches and being optimistic.

Anothai Phokhathikorn (2012) also gave the definition of making inspiration that it helped to create an idea of development, set goals and visions, use positive speeches, be optimistic, and look forward to effective results.

3. Conflict Management was presented in high scores because participatory conflict management is an effective tool of resolving any kinds of problems and giving maximum benefits for the organization. The goals and plans of operations in the organization will be set clearly and the results will be produced without any doubt for the administrators and the personnel. Siritwan Mana-Attraphadung (2016) stated that cooperation will represent the administrators' behavior of protecting any conflict. Cooperation will help solving any problem and give benefits of both administrators and personnel. Samit Satchukorn (2007) also explained the importance of cooperation that it helped to direct the administrators and the personnel to the same direction of solving the problems and both sides expressed satisfaction with the progress so far. Chaiyaset Phromsri (2007) stated that cooperation is a sustainable problem-solving method which led to participatory work and helped both sides to understand profoundly the basic needs and interests of each side. Hence, they will finally make a suitable choice of working according to their basic needs and interests.

4. Transformational leader was represented in high scores, especially in systemic thinking which is a thinking process which project to the future visions, planned and made decision. The administrators had to think and analyze the holistic systems in order to see the transformational processes occurred in the schools, and cooperated with every kind of personnel in doing the plan according to the steps before making the operations. This is relevant to what Thongthippa Wiriyaphun (2007) mentioned that systematic thinking means a thinking that is done according to a fixed plan, in a thorough and efficient way. The systematic thinking will lead to successful work processes. Moreover, any kind of problems occurred during the work processes will be solved systematically and will lead to the suitable work assessment and improvement. Boonleang Thumthong (2009) explained that systematic thinking will view three levels of problems: events, patterns of behavior, and system structure. The root causes of the problem will be viewed to link to the main ones. The understanding of the root causes will help to solve the main problems.

5. Trust was presented in high scores. It referred to the administrators' honesty. They had to express their honesty both in their behavior and work. The administrators have to behave themselves properly and have a good overall sense of justice and fairness towards their personnel. Kittisook Sangthawee (2006) stated that honesty means the administrators' sense and spirits which are constantly expressed towards other people. They live in a righteous way of good action, speech and mind. They should avoid taking advantage from their position. Supphawan Chonlamak (2008) explained the qualities of the administrators' honesty as follows: sincerity and directness in righteous way of good action, speech and mind. The is in accordance to the administrators' quality defined by the Ministry of Education (2008) that honesty is the important administrators' quality composed of having sincere expressions. They should not defraud, deceive, or take advantage of people.

Recommendations

1. The World-Class Standard Schools should apply this guidelines as a plan and information service for developing cross-cultural leadership for school personnel in the schools.
2. The World-Class Standard Schools could use these guidelines to develop a model and create new evaluative models.

Suggestions for Further Studies

The research should be done in the real areas in order to develop cross-cultural leadership for principals and personnel in schools.

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