

## **Teacher Leadership Styles and Student Psychological Characteristics Affecting The Study Methods of Foundation English Courses in Higher Education: A Case Study of Education and Humanity/Liberal Arts Students in Thailand**

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The objectives of the study were to study teacher leadership styles, self-efficacy future-oriented & self-control and achievement motivation affecting students' study methods among groups of higher education students majoring Humanities/Liberal Arts and Educational Science in the Bangkok metropolitan area. The verification of invariance of structural model and measurement model among groups of students with different sex, year of study and type of institutions was included. The research sample were 480 students of both public and private universities in Bangkok selected by multistage random sampling from 4 public and 4 private universities. Data collection was performed using questionnaire and was analyzed using path analysis. It was clear that the developed model was fit to the empirical data with all goodness of fit indices satisfying the required criteria:  $X^2 = 34.28$ ,  $df = 35$ ,  $p = .503$ , GFI = .990, AGFI = .970, RMR = .006, SRMR = .014, and RMSEA = .000. The findings revealed that 1) Teacher leadership styles had significantly lower-positive direct effect on Foundation English course study methods; 2) Self-efficacy had significant moderate positive direct effect on Foundation English study methods; 3) Future-oriented and self-control affected both lower direct and indirect effect on Foundation English course study methods via achievement motivation in studying English. In addition, future-oriented and self-control gained the highest direct effect on achievement motivation; 4) Teacher leadership styles and student psychological characteristics mutually predicted students' study methods of Foundation English at 72%; and 5) The developed research model was invariant across groups of students with different sex, year of study and types of higher education institutions. The author concluded that student's psychological characteristics affected significantly the study methods of Foundation English courses.

**Keywords:** teacher leadership, study methods, student psychological characteristics, foundation English courses

As there is progress in global technology, researchers are faced with the undeniable social changes in all fields regarding various aspects of life, including in the world of education. It is considered to be the major roles which certainly affect individual type. These changes are bound to have a tremendous influence in the teaching-learning process, also in today's competitive, globalized higher education market. A lot of potential technologies together with management strategies are applied to widen participation. For instance, the Checking Higher Education Quality Assurance procedure tries to improve standards of teaching, teacher leadership in the classroom, the teaching-learning process, including students' study methods and strategies (CITCOMS Innovation Center, Naresuan University, 2011).

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This is to push the students' knowledge and skills to the uppermost level of effective goals of learning process, recognizing that, after all, today's students are going to be enhanced in academic standard for being the desired citizens of tomorrow's world.

Through the process of education, students should be developed their important skills which are composed of mentality, society, emotion and moral in order to be "the backbone" of the society. Accordingly, students must play well their roles for attaining the peak of academic success as they have been expected by relying on their appropriate study methods, learning styles and working strategies. On the other hand, one could say that the effective learning and working techniques will help students fully use up their inner potentials.

A classroom including a group of students and their class teacher is, in itself, a small social organization, in which the class teacher is often assumed to be the leader and the students, the followers. If we accept this line of thinking, then the social interactions between students and their class master may be studied in terms of organizational behaviors such as leadership style, use of power, or social climate. Clearly, ideas and theories of leadership and management were mainly developed in the field of adult organizations. Whether they are valid in the classroom involving students or how they can be borrowed to develop teachers as effective leaders in the classroom seem an interesting area for study. Furthermore, what type of teacher leadership style is effective for developing positive classroom climate and improving student performance may be an important question for teachers and teacher educators (Padapurackal, 2006).

Adeyemo and Torubeli (2008) pointed out that successful studying and learning are relied on various factors. Apart from cognitive and psychomotor domain, the affective factors such as self-efficacy, future-oriented and self-control and achievement motivation are the personal factors which influences students' learning achievement not less than those of situational factors.

The present study was an attempt to address issues on some factors affecting the Foundation English course study methods among higher education students. Findings from the study have important and relevant implications in the theory, and to a certain extent, the classroom practices in regard to socio-psychological factors.

### **The Objectives of the Study**

1. To study the influence of teacher leadership styles, self-efficacy (situational psychological characteristics) future-oriented & self-control and achievement motivation (personal psychological characteristics) affecting students' study methods in Foundation English courses among groups of higher education students majoring Humanities /Liberal Arts and Educational Science in Bangkok metropolitan, Thailand.

2. To ascertain the degree and direction of relationship between teacher leadership styles and Foundation English study methods among higher education students majoring Humanities /Liberal Arts and Educational Science in Bangkok metropolitan, Thailand.

3. To examine the invariance of structural model and measurement model of teacher leadership styles and student psychological characteristics among groups of students with different sex, year of study and type of institutions.

## Literature Review

Stogdill & Coons (1962) reported that leadership studies conducted at the Ohio State University found that approaches to leadership were best represented in terms of two dimensions initiating structure behaviors and consideration behaviors, according to John & Taylor (1999). Initiating structure reflects the extent to which the leader attempts to organize work, work relationship, and goals. A leader high in initiating structure emphasizes schedules and specific work assignment, establishes channels of communication, and see to it that the followers are working up to capacity. Consideration reflects the extent to which the leader maintains job relationships that are characterized by mutual trust, respect for subordinates, and regard for their feelings. A leader high in consideration listens to staff members and is approachable. These leadership studies ultimately suggested that leaders exhibiting consideration and initiating structure behaviors can be grouped into four Quadrants, as depicted in Figure 1.

Consideration	High	QUADRANT III <i>High Consideration and Low Initiating Structure</i>	QUADRANT II <i>High Consideration and High Initiating Structure</i>
	Low	QUADRANT IV <i>Low Consideration and Low Initiating Structure</i>	QUADRANT I <i>Low Consideration and High Initiating Structure</i>
		Low	High
		Initiating Structure	

Figure 1. Stogdill & Coon's (1962) Leadership Behavior Quadrants.

Figure 1 explains Stogdill & Coon's perspectives about leadership behavior quadrants. To briefly summarize, a Quadrant I leader is low on consideration and high on initiating structure. This leader is production-oriented and interested in getting the work done; often forgetting in the process that he or she is dealing with human beings. The Quadrant II leader has evidence of high consideration and high initiating structure behaviors. Such a leader is efficient and effective in managing both people and tasks. The Quadrant III leader is high on consideration and low on initiating structure. This leader maintains a friendly relationship with the subordinates and is concerned about subordinate welfare, but is ineffective in getting things done. The Quadrant IV leader is low on both consideration and initiating structure. This leader's management is accompanied by group chaos and ineffectiveness (John & Taylor, 1999).

Some behaviors of leaders who are strong in initiating structure style include: 1) Letting students know what is expected of them; 2) Encouraging the use of uniform procedures 3) Trying out ideas in the class; 4) Making his/her attitudes clear to the class members; 5) Deciding what shall be done and how it shall be done; 6) Assigning particular tasks to class members; 7) Scheduling the work to be done; 8) Maintaining definite standards of performance; 9) Asking that class members follow standard rules and regulations.

Whereas some behaviors of teacher leaders who are strong in consideration style include:

1) Being friendly and approachable; 2) Putting suggestions made by the students into operation; 3) Treating all students as his/her equal; 4) Giving advanced notice of changes; 5) Making him/herself accessible to students; 6) Looking out for the personal welfare of students; 7) Willingness to make changes; 8) Explaining actions; and 9) Consulting the pupil when making changes (Schriesheim, 1982).

This present study uses the model of the Ohio State studies involving the two leadership behavior dimensions of consideration as a People-Oriented Leadership style (POL) and initiating structure as a Task-Oriented Leadership style (TOL) and the four leadership quadrants in order to determine the dominant leadership style of the teacher as perceived by the higher education students in Bangkok Metropolitan, Thailand.

Leithwood and Janizi (1998) conducted a correlational study of distributed leadership in 110 schools in a large district. The primary finding concluded that leadership distributed to teachers is perceived to have greater direct effect on students than does that of the principal because teachers are directly involved with the students.

Padapurackal (2006) conducted a study in connection with teacher leadership style and classroom motivation using Leader Behavior Descriptive Questionnaire (LBDQ) as one of the main instruments. It was found that consideration factor was more perceived than initiating structure and that there was a high positive correlation between teacher leadership style and classroom motivation.

Abraham (2008) studied the Perceived Teacher Leadership style and study method among higher secondary school students in Kerala, India applying Stogdill and Coon's perspectives about leadership behavior quadrants to examine the relationship between teacher leadership style and study method among higher secondary school students in Kottayam District, Kerala, India. Findings revealed that there is a significant positive relationship (low to moderate) between perceived teacher leadership style and study method.

Apart from teacher leadership style, students' psychological characteristics are also important factors towards students' study methods. Dickinson (1995) suggested that effective learning performance was an ongoing process. It was the outcome derived from strong internal motivation and students' studying strategies and so called "psychological characteristics" which the four of them studied in this research was perception of teacher leadership styles, self-efficacy, future-oriented and self-control and achievement motivation.

According to Panthumnawin (1981), future-oriented and self-control includes self-discipline. Hereby, self-control is the following consequence that grows up simultaneously in person to access the target goals by timing expected.

Thereby, the basic conceptual framework was constructed as shown in figure 2. The perception of self-efficacy (SFEP), teacher leadership styles (PTLS) which composed of task-oriented style (TOL) and people-oriented style (POL), and future-oriented and self-control (FOSC) were the 3 independent variables influencing students' study methods (STMT) which was the dependent variable while achievement motivation (ACHM) played its role as mediating variable which derived the influences from all independent variables and forwarded them to students' study methods.

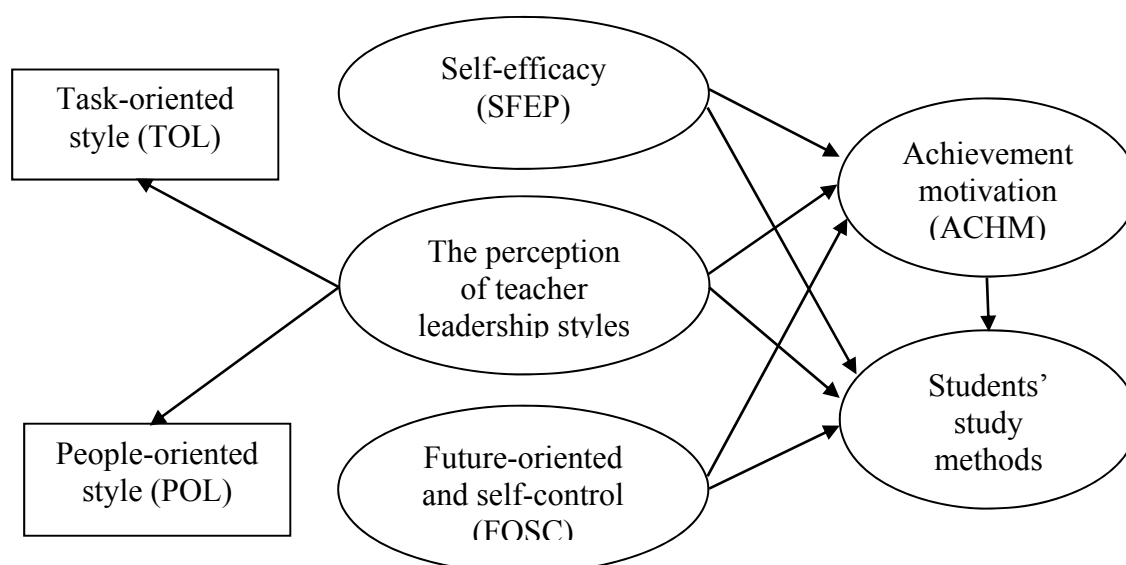


Figure 2. A Basic Conceptual Framework of the Research.

Glenn (2003) defines goal settings as the act of taking the necessary steps to transfer dreams and/or intention into a format whereby achieving a goal constitutes the primary motivating force behind work behavior. Goal setting is imperative to student motivation because where there is no vision, there is no purpose and where there is no purpose there is no stimulation to act.

Miller & Sundre (2007) found that valued future goals influenced proximal self-regulation through their impact in the development of proximal sub-goals leading to future goals attainment. The development of a system of proximal sub-goals increased the likelihood that proximal tasks were perceived as instrumental to attaining future goals.

Kormos, Kiddle & Csizér (2011) concluded in their study that self-related beliefs play a highly important role in second language learning motivation, but they also found that externally and internally mediated future self-guides enter into different interactions with each other and with motivated behavior in the case of the different groups of language learners. The study revealed that the most important learning goal of the surveyed students was related to the status of English as a lingua franca, and the wish to use English as a means of international communication had a strong direct relationship with students' future self-guides.

Hence, in this study, vision (VIS), future plan (FPL) and self-restrained act (SRA) were defined as indicators of future-oriented and self-control (FOSC) as shown in Figure 3.

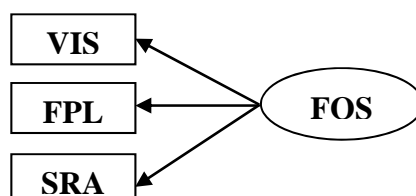


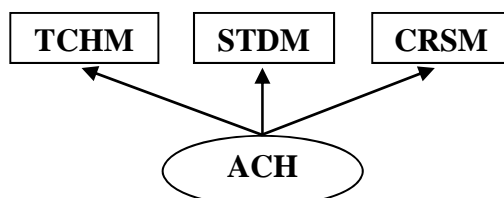
Figure 3. Indicators of Future-Oriented and Self-Control (FOSC).

In terms of achievement motivation, according to Springs and Kritsonis (2008) indicated that student motivation is a key component connected to student achievement. The degree in which teachers utilize motivation in the classroom determines successful learning

as well. Moreover People are motivated to take action whenever they strongly believe to acquire the goal of which is worth taking the risk individually. Moreover, motivation is an inferential concept referring to the fact that the learner is active rather than inactive and engages in certain kinds of activities rather than others. Teachers can be powerful conductors of motivation by creating a climate within the classroom that values and challenges all learners. When students perceive that teachers care about their success and are willing to give every effort to help them become successful, students make an internal commitment to give just as much and even more. Students must set high goals. It is important to remind them to review their goals frequently and discuss where they are in terms of achieving them. Once certain goals are maintained and sustained, immediately set new and reasonable goals. (Kritsonis, 2008)

Achievement motivation is a crucial basic factor in learning language. Nelson and Jakobovits (1970) found that there were 4 important factors in learning English language:- aptitude 33%, perseverance or motivation 33%, intelligence 20%, and others 14%. In addition, students would have 2 vital inspirations in studying English:- integrative orientation and instrumental orientation. Integrative orientation defined as a motivation that occurred when students needed to study English so that they could understand its culture very well and be accepted by the native people. Instrumental orientation referred to learners' internal motivation of English studying for applying it to their occupation and communication instrument. In other words, the importance of using English is a course motive (CRSM) and the inner motivation to study English is student motive (STDM).

Therefore, in this study, teacher motive (TCHM), student motive (STDM) and course motive (CRSM) were defined as observe variables of achievement motivation (ACHM) as shown in Figure 4.



*Figure 4.* Observed Variables of Achievement Motivation (ACHM).

In dimension of self-efficacy, Bandura (1994) has found that an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached. People with a strong sense of self-efficacy: view challenging problems as tasks to be mastered, develop the deepest interest in the activities in which they participate, form a stronger sense of commitment to their interests and activities, and recover quickly from setbacks and disappointments. On the contrary, people with a weak sense of self-efficacy: avoid challenging tasks, believe that difficult tasks and situations are beyond their capabilities, focus on personal failings and negative outcomes, and lose quickly confidence in personal abilities (Bandura, 1994).

Seifert (2004) defines self-efficacy as “a construct synonymous with confidence and refers to a person's judgment about his/her capability to perform a task at a specified level of performance”. According to this theory students who consider themselves capable are likely to be driven to achieve, while students who find themselves as incapable are likely to avoid difficult or challenging tasks.

Falco found that (as cited in Maichan, Chatsupakul, Kirdpitak, & Yoelao, 2011) middle school students' self-efficacy and self-regulated learning strategies in Mathematics were enhanced by skill builder's curriculum.

Maichan et al. (2011) studied the enhancement of adolescent students' autonomy through group counseling. The objectives of the study were to analyze adolescent students' autonomy components, to reassemble group counseling programs and to compare group counseling effectiveness in enhancing the students' autonomy. Eight students as an experimental group and eight students as a control group were randomly selected. A Confirmatory Factor Analysis verified that the autonomy functioning model was consistent with the empirical data and characterized into seven high loading factors ( $p < .05$ ); namely, self-efficacy, self-regulation, self-reliance, self-confidence, self-responsibility, self-assertiveness and self-evaluation.

Wahab (2007) studied on the impact of motivation, self-efficacy and learning strategies of Faculty of Education undergraduates studying ICT courses in Malaysia.

The findings contributed to the explanation of students' self-efficacy and motivation did have an impact when it came to their learning process especially when it came to state-of-the-art technology i.e., computers. It clearly validated the instrument as well shed some light to the in-service undergraduate teachers when they utilized ICT in their learning environment.

In accordance with the theories and studies mentioned above, the author defined attitude acceptance (ATA) and skill-self acceptance (SKA) as indicators or observed variable of self-efficacy perception (SFEP) as shown in Figure 5.

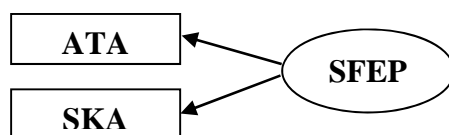


Figure 5. Observed Variables of self-efficacy perception (SFEP).

In terms of Student Study Methods (STMT), which was defined as dependent variable in the present study, Jantaraweragul (1996) constructed the Study Method Questionnaire (SMQ) to survey students' study habits important to academic success. The study methods are briefly described (Abraham, 2008).

Teacher Allies Method (TAM) illustrates the characteristic of "study for the best benefit" indicating that students work hard, and takes into account what teachers can offer through a class. Students closely follow every instruction that they consider to be worthwhile.

Brain Stormer Method (BSM) mentions that students who use this method set the goal as to reach for excellence. Brain Stormers are eager to get more information and seek for obtaining more knowledge from extra learning materials in order to obtain mastery over subject matter and pursue personal excellence.

Media Scanner Method (MSM) refers that students prefer a variety of ways of presenting information that can enhance learning such as teaching media, group discussions, expert conferences, field trips, physical dynamics, and experimental labs.

Genuine Craft Method (GCM) explains for students who express their need for independently experienced learning materials. Students using this method prefer up-to-date topics, original works, challenging subjects, using research techniques, learning by doing, or independent study.

These study methods constructed by Jantaraweragul (1996) were particularly useful for the present researchers as it served as the source of the Study Method Questionnaire (SMQ) which the present study made use of this instrument by adapting some parts of questions to be fit for Thai contextual society.

Thereby, the author defined Teacher Allies Method (TAM), Brain Stormer Method (BSM), Media Scanner Method (MSM) and Genuine Craft Method (GCM) as observed variables of Student Study Methods (STMT) as shown in Figure 6.

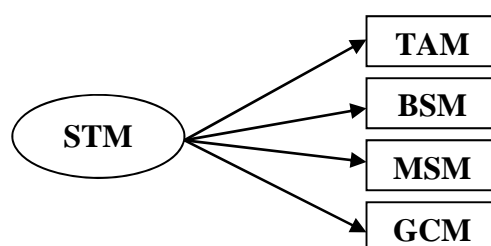


Figure 6. Observed Variables of Student Study Methods (STMT).

The researcher synthesized all theories and studies mentioned above to draw out a conceptual model as shown in figure 7.

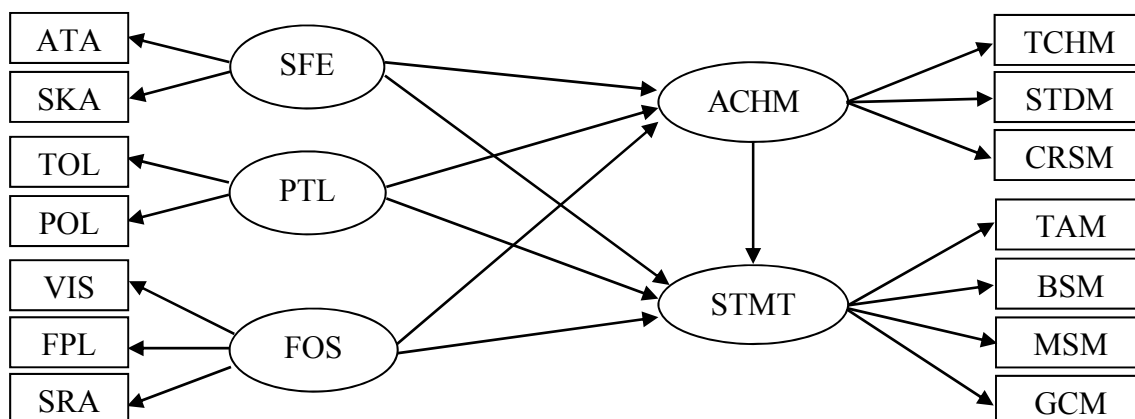


Figure 7. Conceptual Model of the Study.

Note:	SFEP	= Self-Efficacy Perception	ATA	= Attitude Acceptance
	SKA	= Skill Acceptance	TOL	= Task-Oriented Leadership Style
	PTLS	= Perceived Teacher Leadership Style	FPL	= Future Planning
	POL	= People-Oriented Leadership Style	TAM	= Teacher Allies Method
	FOSC	= Future Orientation and Self-Control	MSM	= Media Scanner Method
	VIS	= Vision	TCHM	= Teacher Motive
	SRA	= Self-Restrained Act	CRSM	= Course Motive
	STMT	= Student Study Method	BSM	= Brain Stormer Method
	BSM	= brain stormer method	GCM	= Genuine Craft Method
	GCM	= genuine craft method	STDM	= Student Self-Motive
	ACHM	= Achievement Motivation	STDM	= Student Self-Motive



## Hypotheses

The researcher generated research hypotheses that would be derived from the objectives and problem statements of the study, and would subsequently be subjected to hypothesis testing are:

Ho<sub>1</sub>: The perception of teacher leadership styles, self-efficacy in studying Foundation English courses which are situational psychological characteristics and future-oriented and self-control as well as achievement motivation which are personal psychological characteristics had significant effect on Foundation English course study methods.

Ho<sub>2</sub>: Teacher leadership styles correlate significantly with Foundation English study methods.

Ho<sub>3</sub>: Future-oriented and self-control, achievement motivation, the perception of teacher leadership styles and self-efficacy in learning English could predict efficiently students' study methods in learning Foundation English course.

Ho<sub>4</sub>: The hypothetical models were invariant in terms of measurement model and structural model across groups of students with different sex, year of study and type of institutions.

## Method

### Sample

The population of the study consisted of 46,277 undergraduate students of year 1-2 majoring in Humanities, Liberal Arts and Education from both public and private universities in Bangkok Metropolitan in academic year of 2011.

The participants of the study consisted of 480 students from 8 higher education institutions of both public and private universities in Bangkok Metropolitan majoring in Humanities, Liberal Arts and Education in academic year of 2011 with 249 freshmen and 231 sophomore students as presented in Table 1 and the sample groups were randomly selected by the multistage sampling.

Table 1

*Number and Percentage of the Research Samples varied by gender, university and year of study*

Demographic data	gender		university		year of study	
	male	female	public	private	year 1	year 2
Number	165	315	240	240	249	231
Percentage	34.38	65.62	50.00	50.00	51.87	48.13
Total	480		480		480	
	(100%)		(100%)		(100%)	

## Instruments

The research instruments used in the present study consisted of a set of six questionnaires:

1) Personal data questionnaire: A six check-list-item was provided for descriptive statistical analysis.

2) Leader Behavior Description Questionnaire (LBDQ): A 16-item was adapted from Abraham's study (2008) to fit for Thai contextual society. The consideration (people-oriented) factor consists of 8 items (items 33, 34, 35, 36, 40, 42, 43, and 44) such as: "My teacher make my class enjoyable for me.", "My teacher is friendly towards me.", "My teacher is willing to change how he/she teaches to help us learn things." As well as the initiating (task-oriented) factor does (items 37, 38, 39, 41, 45, 46, 47, and 48) for examples: "My teacher requires that all students obey the clear-cut rules.", "My teacher does not explain why we have to learn certain things in school.", "My teacher does not make it clear what he/she expects of me in the class." The items of each dimension reflect the students' relationship with their teacher. The Cronbach's Alpha Coefficient ( $\alpha = 0.83$ ) of LBDQ yielded a high reliability of the instrument. Internal consistencies of the two dimensions of LBDQ have shown to range from 0.78 to 0.82. The items of each dimension reflect the students' relationship with their teacher. All mean scores were calculated by averaging all items within the scale as shown in Table 2.

Table 2

*Scales and Levels that Show Mean Values of Perception of Teacher Leadership Styles*

Factor (Variable)	Mean Range	Description (Meaning)
People-Oriented leadership style (POL)	4.01 - 5.00	Strong quality of People-Oriented leadership style
	3.01 - 4.00	Fairly strong quality of People-Oriented leadership style
	2.01 - 3.00	Moderate quality of People-Oriented leadership style
	1.00 - 2.00	Weak quality of People-Oriented leadership style
Task-Oriented leadership style (TOL)	4.01 - 5.00	Strong quality of People-Oriented leadership style
	3.01 - 4.00	Fairly strong quality of People-Oriented leadership style
	2.01 - 3.00	Moderate quality of People-Oriented leadership style
	1.00 - 2.00	Weak quality of People-Oriented leadership style

3) Study Method Questionnaire (SMQ) consisting of 32 items was adapted from Jantaraweragul (1996) of Indiana University. Items 4, 10, 15, 17, 20, 22, 25, and 29 measured Teacher Allies Method (TAM), such as: "I concentrate to get the best benefit of class.", "In preparing assignments, I try to follow the outline given by my teacher.", "I prefer a teacher who acts as a leader in the classroom. Items 1,3,5,6,7,8,9,11 determined Brain Stormer Method (BSM), such as: "I classify and organize content as I am studying.", "I renew, rewrite, or reorganize my notes after class.", "I always plan for my study time." Items 12, 13,14,16,18,19,21,26 speculated Media Scanner Method (MSM) for instance: "I prefer studying with internet or TV on.", "I prefer individual or independent study.", "I learn more from experiences beyond the classroom activities." Items 2, 23,24,27,28, 30, 31, 32 gauged the Genuine Craft Method (GCM), for examples: "I can learn better when the activity involves physical movement.", "The field study motivates classroom study.", "Concentration

or meditation would improve better learning.” The SMQ’s Cronbach Alpha Coefficient ( $\alpha = .89$ ) reported a high reliability as its internal consistencies of the four dimensions have displayed ranging from .78 to .81. All mean scores were calculated by averaging all items within the scale as shown in Table 3.

Table 3

*Scales and Levels Showing Mean Values of Foundation English Study Methods*

Study Methods	Mean Range	Description (Meaning)
Teacher Allies	4.01 - 5.00	Strong preference for Teacher Allies method
	3.01 - 4.00	Fairly strong preference for Teacher Allies method
	2.01 - 3.00	Moderate preference for Teacher Allies method
	1.00 - 2.00	Weak preference for Teacher Allies method
Brain Stormer	4.01 - 5.00	Strong preference for Brain Stormer method
	3.01 - 4.00	Fairly strong preference for Brain Stormer method
	2.01 - 3.00	Moderate preference for Brain Stormer method
	1.00 - 2.00	Weak preference for Brain Stormer method
Media Scanner	4.01 - 5.00	Strong preference for Media Scanner method
	3.01 - 4.00	Fairly strong preference for Media Scanner method
	2.01 - 3.00	Moderate preference for Media Scanner method
	1.00 - 2.00	Weak preference for Media Scanner method
Genuine Craft	4.01 - 5.00	Strong preference for Genuine Craft method
	3.01 - 4.00	Fairly strong preference for Genuine Craft method
	2.01 - 3.00	Moderate preference for Genuine Craft method
	1.00 - 2.00	Weak preference for Genuine Craft method

4 ) The Self-Efficacy (in learning English) Questionnaire (SEQ) composed with 12 items of two dimensions measuring self-attitude acceptance (ATA) such as: “I believe that I have enough competencies to get my good grade in English courses.”, and skill-self acceptance (SKA) in learning English based on the studies of Bandura (1977), Bloom, Bloom & Englehart (1956) and Springs & Kritsonis (2008), such as: “I can jauntily compose a complex English sentence by following some examples given in the books.” The Cronbach’s Alpha Coefficient ( $\alpha = 0.87$ ) of SEQ turned up the high reliability with internal consistencies of the two dimensions have ranged from 0.81 to 0.93.

5) Future-Oriented and Self-Control Questionnaire (FSQ) was developed (Panthumnawin, 1981; Kimberly, Prenda & Lachman, 2001; Glenn, 2003; Miller & Brickman, 2004). It was consisted of 12 items of 3 dimensions: vision (VIS) for instance: “The punctuality could help individuals in self-development of their responsibility.” Future plan (FPL) such as: “I always take notes what I have to do tomorrow.” And self-restrained act (SRA) such as: “When the exams nearly come, I can abstain from all kinds of entertainment until the end of exam period.” The Cronbach’s Alpha Coefficient ( $\alpha = 0.75$ ) of FSQ was found at rather high reliability with internal consistencies of the 3 dimensions have ranged from 0.72 to 0.85.

6) Achievement Motivation Questionnaire (AMQ) was used to measure the 3 dominant motives in studying English which included 12 items of teacher motive (TCHM) for example: “I like my teacher’s multi-teaching styles in English.”, student motive (STDM)

such as “I like to work hard and challenging for my English.”, and course motive (CRSM) such as: “Using English very well could help me more smart and more accepted from others”, applying from the previous researchers (Nelson & Jakobovits, 1970; Glenn, 2003; Sullo, 2006; & Kritsonis, 2007). It's Cronbach's Alpha Coefficient ( $\alpha = 0.90$ ) presented high reliability with internal consistencies of the 3 dimensions have ranged from 0.75 to 0.83.

In using all kinds of questionnaires, students reported their answers on a five-point Likert-type scale, ranging from strongly agree, agree, rather agree, disagree and strongly disagree. Scales ranged from 5 to 1, with 5 indicating the most positive rating. All mean scores were calculated by averaging all items within the scale.

### **Procedure and Statistical Treatments**

All of the 480 participants were administered a set of six questionnaires. The lectures in the participating higher education institutions assisted during the administration of the instruments. Instruction on how to respond to the questionnaire was read to the participants to ensure its proper filling. All the response sheets were retrieved from the respondents. Out of 576 questionnaires administered (plus an additional 20% to cover for any loss or invalid case), 480 were valid for the analysis on the study (83% of response rate).

## **Results**

### **Demographic characteristics of the respondents**

There were 34.38% and 65.62% of males and females respectively. 50% of students attend public higher education institutions equally to those of private ones with 51.9 freshmen and 48.1% sophomores. Most of them possess a GPA between 2.51-3.00 (38.96%)

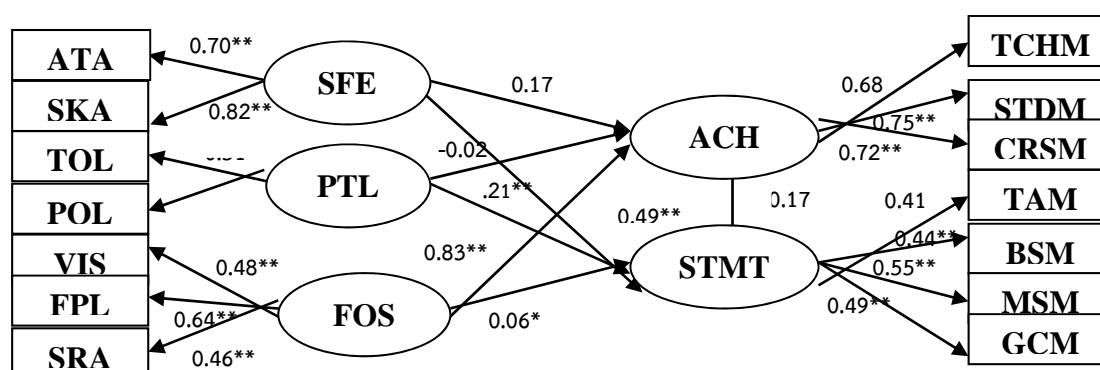
### **The testing of the hypothesized model**

The analysis for testing the causal correlation model's goodness of fit the finding revealed that the model developed was fit to the empirical data ( $p < .05$ ) with all Goodness of fit Indices (Tabachnick & Fidell, 2001) yielded a non-significant Chi-square ( $\chi^2 = 34.28$ ,  $df = 35$ ,  $p = 0.503$ ). Other indices were Goodness of Fit Index (GFI = 0.990), Adjusted Goodness of Fit Index (AGFI = 0.970, Root Mean Square Residual (RMR = 0.006), Standard Root Mean Square Residual (SRMR = 0.014). Moreover, Root Mean Square Error of Approximation (RMSEA = 0.000), and Comparative Fit Index (CFI = 1.000) also significantly indicated that the model was congruent with the empirical data.

### ***The verification of path analysis***

As shown in Figure 8 and Table 4, the perception of teacher leadership style had significantly lower-positive direct effect (DE = .21,  $p < .01$ ) on Foundation English course study methods. Self-efficacy had significant moderate positive total effect (TE = .52,  $p < .01$ ) on Foundation English study methods of which most effect derived from direct effect (DE = .49,  $p < .01$ ). Future-oriented and self-control affected both lower direct and indirect effect (DE = .06, IE = .15,  $p < .05$ ) on Foundation English course study methods via achievement motivation in studying English. In addition, future-oriented and self-control gained the highest direct effect (DE = .83,  $p < .01$ ) on achievement motivation ( $H_{01}$ ).

Furthermore, self-efficacy (in studying English), future-oriented and self-control, the perception of teacher leadership styles and achievement motivation (in studying English) could explain mutually the variance of Foundation English study methods at 72% ( $R^2 = 72$ ,  $H_{03}$ )



Note. \*\* $p < 0.01$ . \* $p < 0.05$ . Chi-square = 34.28,  $df = 35$ ,  $p = 0.503$ , GFI = 0.990, AGFI = 0.970, RMR = 0.006, RMSEA = 0.000.

Figure 8. The Influence Coefficient among Latent Variables in the Research Model.

Table 4

The Effect Size between Causal Factors towards Effect Factors in Path Analysis

Causal factors	Effect factors					
	Achievement motivation			Eng. Study methods		
	DE	IE	TE	DE	IE	TE
Self-efficacy in learning English	0.17	-	0.17	0.49**	0.03**	0.52**
Eng. Teacher leadership styles	- 0.02	-	- 0.02	0.21**	-	0.21**
Future-oriented & self-control	0.83**	-	0.83**	0.06*	0.15*	0.21*
Achievement motivation	-	-	-	0.17	-	0.17
Squared multiple correlations for structural equations ( $R^2$ )	0.93			0.72		

Note. \*\* $p < 0.01$ . \* $p < 0.05$ . DE = direct effect, IE = indirect effect, TE = total effect.

### Correlation among latent variables

According to the correlation coefficient between latent variables in the research model, future-oriented and self-control revealed highly significant correlation ( $p < .01$ ) among latent variables, as shown in Table 5. That is, the highest significant correlation ( $\alpha = 0.96$ ) between future-oriented & self-control (FOSC) and achievement motivation (ACHM) was found to exist; while there was the least significant correlation ( $\alpha = 0.62$ ) between perception of teacher leadership styles (PTLS) ( $H_{02}$ ).

Table 5

*Correlation matrix among latent variables in the research model*

latent variables	1	2	3	4	5
1. Self-efficacy	1.00				
2. Teacher leadership styles	0.65**	1.00			
3. Future-oriented & self-control	0.83**		0.63**	1.00	
4. Achievement motivation	0.85**	0.62**	0.96**	1.00	
5. Students' study methods	0.82**	0.67**	0.76**	0.77**	1.00

*Note.* \*\*  $p < 0.01$ 

According to mean score and standard deviation of perception of teacher leadership styles and students' study methods which were the key variables in the research model, Table 6 indicated that the mean value for the perception of people-oriented teacher leadership style gained higher mean score than the perception of task-oriented teacher leadership style ( $\bar{x} = 4.088$ ,  $SD = 0.537$ ). This suggested that, in students' perception, the teacher who utilized the people-oriented leadership style possessed strong quality of People-Oriented Leadership styles. Likewise, as evidenced by the mean value for the perception of people-oriented teacher style ( $\bar{x} = 3.983$ ,  $SD = 0.495$ ), students perceived that the teacher who used this leadership style possessed fairly strong qualities of a leader.

In terms of students' study methods, as shown in Table 7, depicted that, on average, the respondents demonstrated fairly strong preference for Teacher Allies study method ( $\bar{x} = 3.983$ ,  $SD = .457$ ). Moreover, students demonstrated fairly strong preference for Genuine Craft ( $\bar{x} = 3.878$ ,  $SD = .578$ ), Brain Stormer ( $\bar{x} = 3.759$ ,  $SD = 0.567$ ) and Media Scanner ( $\bar{x} = 3.602$ ,  $SD = 0.642$ ). From the Table 7, it was clear that all the four study methods were preferred and utilized by students, with Teacher Allies being the most dominant style.

Table 6

*Mean Score and Standard Deviation of Perception of Teacher Leadership Style*

Teacher Leadership Styles	<i>n</i>	Mean	<i>SD</i>
the perception of Task-Oriented Teacher leadership style	480	3.932	.495
the perception of People-Oriented Teacher leadership style	480	4.088	.537

Table 7

*Mean Score and Standard Deviation of Study Methods*

Study Methods	<i>n</i>	Mean	<i>SD</i>
Teacher Allies	480	3.983	.497
Brain Stormer	480	3.759	.567
Media Scanner	480	3.602	.642
Genuine Croft	480	3.878	.578

*The testing of model invariance*

As shown in Table 8, Table 9, and Table 10 the testing result verified that the constraint of the path coefficients among exogenous and endogenous latent variables made the structural model different from that of the unconstrained model across groups of students with different sex, year of study and type of higher education institutions. This indicated that the influence coefficients of self-efficacy in learning English, the perception of teacher leadership styles and the future-oriented and self-control towards the achievement motivation and students' study methods are equal across groups of students with different sex, year of study and type of higher education institutions ( $H_{04}$ ).

Table 8

*The research model was invariant across groups of students with different type of higher education institutions*

model	$\chi^2$	df	$\Delta\chi^2$	$\Delta df$	parameters	Influence coefficients			
Part 1	254.50	92	-	-		Part 1		Part 2	
Part 2	260.75	98	6.25	6		public	private	public	private
					SFEP → ACHM	0.13	0.25	0.21*	0.21*
					→ STMT	0.17*	0.11	0.13*	0.13*
					PTLS → ACHM	0.11	0.14	0.13	0.13
					→ STMT	0.16*	0.23**	0.20*	0.20**
					FOSC → ACHM	1.15**	0.82**	0.92**	0.92**
					→ STMT	0.29*	0.46**	0.40**	0.40**

Note. \*\*  $p < .01$  \*  $p < .05$

Table 9

*The research model was invariant across groups of students with different sex.*

model	$\chi^2$	df	$\Delta\chi^2$	$\Delta df$	parameters	Influence coefficients			
Part 1	259.50	98	-	-		Part 1		Part 2	
Part 2	276.57	104	16.88	6		public	private	public	private
					SFEP → ACHM	0.05	0.29	0.29*	0.29*
					→ STMT	0.55**	0.36*	0.42**	0.42**
					PTLS → ACHM	0.01	-0.37	-0.16	-0.16
					→ STMT	0.25*	0.08	0.15*	0.15*
					FOSC → ACHM	0.89*	1.12**	0.89**	0.89**
					→ STMT	0.16*	0.39*	0.33**	0.33**

Note. \*\*  $p < .01$  \*  $p < .05$

Table 10

*The research model was invariant across groups of students with different year of study*

model	$\chi^2$	df	$\Delta\chi^2$	$\Delta df$	parameters	Influence coefficients			
Part 1	274.79	105	-	-		Part 1		Part 2	
Part 2	282.39	111	7.6	6		public	private	public	private
					SFEP → ACHM	0.33*	0.25*	0.33**	0.33**
					→ STMT	0.42**	0.37**	0.41**	0.41**
					PTLS → ACHM	-0.14	0.18	0.07	0.07
					→ STMT	0.21*	0.23*	0.18**	0.19**
					FOSC → ACHM	0.75**	0.69**	0.61**	0.61**
					→ STMT	0.25*	0.43*	0.32**	0.32**

Note. \*\* p < .01. \* p < .05.

## Discussion and Recommendation

According to the first and second objectives of the study, the research findings revealed that the perception of teacher leadership styles and future-oriented and self-control had significantly lower-positive direct effect on Foundation English study methods. As well as, the perception of teacher leadership styles had slightly no significant negative effect on students' achievement motivation while the self-efficacy had significant moderate positive direct effect on Foundation English study methods. Other than this, future-oriented and self-control got the highest influence coefficient on achievement motivation in learning English. The result was congruent with Leithwood and Janizi (1998) that while the multitude of qualitative studies suggested the efficacy of teachers as leaders, few quantitative studies had tested this notion. The studies' test found no conclusive evidence to support any positive correlation between student achievement and teacher leadership. Leithwood's study not only found no impact of teacher leadership on raising student achievement, but also hypothesized that by trying to combine leadership with teaching, teaching was devalued. This was consistent with a survey of the distributed leadership literature conducted by Adair (2003) concluded: "The relationship between shared leadership and learning is a crucially important issue, but there are no empirical data at all on this" (Bennett, Wise, Woods, & Harvey, 2003). Moreover, the result was supported by the study of Abraham (2008) that there was a significant positive relationship (low to moderate) between perceived teacher leadership style and study method.

In part of self-efficacy, the result was congruent with Maichan et al., (2011) that a Confirmatory Factor Analysis verified that the autonomy functioning model was consistent with the empirical data and characterized into seven high loading factors namely, self-efficacy, self-regulation, self-reliance, self-confidence, self-responsibility, self-assertiveness and self-evaluation. Besides, the study was also congruent with Wahab (2007), studying the impact of motivation, self-efficacy and learning strategies of Faculty of Education undergraduates who studied ICT courses in Malaysia. The findings contributed to the explanation of students' self-efficacy and motivation did have an impact when it came to their learning process especially when it came to state-of-the-art technology i.e. computers.

To specify, it could be considered that self-efficacy correlates with the outcome expectation which could lead to choose or to integrate any procedure or any method as one's



mechanism or guideline to actuate, aiming for one's desired success in order to be accepted in current society. The obtained results were related to "Social Cognitive Theory" conducted by Bandura (1986) indicating that individuals were often expected to develop their competencies as well as other features in order to show their willingness for making the perfect performances resulted by learning via their previous experiences.

On issue of future-oriented and self-control, the finding was consistent with Miller, Raymond, Brickman and Stephanie (2004) on issues that personally valued future goals influence proximal self-regulation through their impact in the development of proximal sub-goals leading to future goal attainment. The development of a system of proximal sub-goals increased the likelihood that proximal tasks were perceived as instrumental to attaining future goals. Proximal tasks that were perceived as instrumental to reaching personally valued future goals had greater overall incentive value and meaning than proximal tasks lacking this instrumental relationship, and their impact on task engagement was correspondingly greater. Also, it was congruent with (Kormos et al., 2011) that the most important learning goal of the students was related to the status of English as a lingua franca, and the wish to use English as a means of international communication had a strong direct relationship with students' future self-guides.

Hence, it is clear that students experienced that if they needed to attain their goals, they ought to be strict with the discipline themselves which they should be strong and patient on the track leading to success, the other words, goal and intention are just the beginning of travelling, the process is self-control which is the driven key factor to reach the target even they might face with any problems. It could be congruent with Glenn (2003) in viewpoint that goal setting was the necessary procedure for transmitting one's intention and/or one's dream to perform effectively for goal attainment supported by self-motivation which is consistent with the study that the highest significant correlation between future-oriented and self-control and achievement motivation was found to exist. As a result of the study, the researcher offers the following recommendations to certain individuals and groups:-

#### ***To students***

The results showed that future-oriented and self-control highly correlated with Foundation English study methods and achievement motivation. Hence, it is recommended that students should pay more attention to the self-discipline in learning English. This includes well planning to manage properly their study hours, working periods and leisure time. Control themselves strictly to do what they have planned intentionally. Be patient in self-restraining to overcome any obstacles or barriers that may get in the way of achieving their goals. This is one of the best way to succeed in their life. "*Greatest triumph is to win the favor of you own.*"

#### ***To teachers of English courses***

In terms of English teaching, build up students' willingness to learn by enhancing and motivating the students by means of offering the equal value reward to be equal as their expectation. This could help the students paying more attention or cultivating the great attitude to study English. It is believed that all human beings took actions for rewarding or returning of satisfaction and avoiding the failure so as to drive their life to be successful. Therefore, teachers should enforce their students to trust in the success and arouse their motivation by activating them with various activities based on the fear of failure and the need

for success. However, those techniques should be continuously adopted and well-practical for the students.

### ***To administrators of Foundation English Curriculum***

1) On the improving procedure of English curriculum every five years, it's necessary to allot teachers of English courses participate as a group of committees for the reason that they are the group of policy and plan compliance. Hence, they experienced English teaching state and faced with its problems in every dimension: course content suitability, applying of the current curriculum properly, the obstacles of curriculum operational process. Consequently, the administrators are able to reach primary and direct information available for effective improving and solving.

2) The curriculum administrators should do a survey study on students' need and satisfaction of the Foundation English course management to reflect the operational outcomes and analyze the weak points and strong points of curriculum management during the passing years and to improve the strategic planning for learning process management which can respond directly to the objectives of English curriculum and reach the goals of English class management with efficiency and effectiveness at a high level.

## **Conclusion**

Based on the findings, the researcher concludes that the model was adequate representation of a framework to describe teachers of English leadership styles and students' psychological characteristics. There are ample supports significantly related to the psychological construct when it comes to the study methods of Foundation English courses. The calibrated items would be useful as it gives an explanation on which strategies that students are familiar and which one contributed highly when it comes to study Foundation English courses. Finally the findings contribute to the explanation of teachers of English leadership styles and students' self-efficacy in learning English which are situational psychological characteristic affected students' study methods of learning English whereas personal psychological characteristics such as future-oriented and self-control affected also students' study methods of learning English. It clearly shows that student' perception of self-efficacy which is situational psychological characteristics gains the highest influence and the uppermost correlation to students' study methods of Foundation English.

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