

The Development of Leadership Trait Model for University Senior Administrators in Cambodia

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Abstract

The objectives of the study were 1) to study and analyze the concepts, theories and research findings about the leadership traits of administrators; 2) to develop a leadership trait model for university senior administrators in Cambodia; and 3) to confirm the leadership trait model of university senior administrators in Cambodia. It a mixed method research, which qualitative and quantitative methods were applied.

The results are as follows:

1. The 261 individual leadership traits were found. Then they were combined into 77 main traits. After that the 77 main traits were classified into 11 sub-elements. Finally the 11 sub-elements were classified into 2 main elements that were briefly described as the following: The first main element called Personal Traits consisted of 5 sub-elements including. The second main element called Professional Traits consisted of 6 sub-elements.

2. The results of the focus groups showed that there were some changes. The individual traits increased from 261 to 282, the sub-elements increased from 11 to 12, and the main elements increased from 2 to 3. The first main element called Personal Traits consisted of 3 sub-elements namely Physical Attributes, Social Background, and Development Attributes. The second main traits named Personality Traits consisted of 4 sub-elements such as Emotional Attributes, Ethical Attributes, Intellectual Attributes, and Behavior Attributes. The last main element called Professional Traits consisted of 5 sub-elements namely Interpersonal Attributes, Achievement-Oriented Attributes, Competency Attributes, Management and Leadership Attributes, and Soft-Skill Attributes.

3. The results of Confirmatory Factor Analysis showed that the factor loading of all 12 sub-elements was positive, which was between 0.17 to 0.37, and there was statistically significant difference at .01. This research results also demonstrated that the developed leadership trait model of university senior

administrators in Cambodia was appropriately consistent with the real situations and the real practices of educational administrators.

Keywords: Leadership traits; Leadership Trait Model; Administrators, University

Introduction

The world has become increasingly and rapidly interconnected, interdependent, and competitive in the last decades (Sylvia, 2012). It has kept changing in all aspects and sectors ranging from business to education. These national and international changes have a major impact upon education in all levels particularly higher education and the changing of educational climate also has a great impact on academic administrators (Flanders, 2008). To adopt and adapt with these fast and endless changes, this heavy responsibility falls upon the education in all levels particularly tertiary education. More importantly, to meet the ever-changing demand in a globalization era, each country must expand and promote its educational system particularly higher education to dominate the knowledge- based labor markets and to surpass competitive advantages. In this transitional period, positive leadership traits must be developed and transactional and transformational leadership is necessary. University senior administrators must be ready for step by step changes so as to make the institution survive and to dominate in the demanding competition. Additionally, the educational institutions must enhance and select potential strategies for gaining such competitive advantages.

Statement and Significance of the Problems

Higher education plays a very important role in serving and enriching the communities, societies and economic development in various ways. It is also one of the very important sectors for rapid growth and development of human resources which will take heavy responsibilities for economic, social, cultural, and scientific development of the country. In such new global, information-based and knowledge-based competitive society, the role of higher education has become increasingly crucial with regard to the social, economic and country development and it contributes immeasurably to the personal and professional lives of students and enriches the intellectual, economic, and cultural fabrics of their communities, states, nations, and beyond (Leng, 2010; Ruben, 2007).

In the last decades, higher education has been growing very fast and its contribution to the success of economic development is seen undoubtedly vital.

The increasing demand for higher education due to the increase of high school graduates, especially in the post-communist and developing worlds, has normally resulted in the transformation of the education system from being selective and competitive to being massified and diversified (Altbach, 1999; Gibbons, 1998; Levy, 2006 cited in Leng, 2010). Cambodia is also one of the developing countries with a dramatic growth of higher education both public and private-owned. A very fast growth in numbers of higher education institutions has also resulted in strong and tough competition in a wide range of strategies. Moreover, higher education has experienced increased competition, increased expectations from students and students' parents as well as stakeholders, increased internet use and resources, and a push for more flexible models of learning (Flanders, 2008). To remain competitive, some universities also carry out a wide range of national and international activities such as two-way teaching process (bringing in students from other countries or sending out them to study abroad), research (national and international research collaborations), knowledge sharing, and cultural exchanges (Flanders, 2008). These activities can attract potential customers, high school students, for the next academic school year. To meet the demand of knowledge-based labor markets in this globalization era, effective administration of educational institutions is very important and this tough responsibility falls upon educational administrators at all levels from basic to higher education.

In the early part of the last century, the institutions of higher education determined that the quality of education can be met and assured by controlling a wide range of process inputs such as credentials of faculty, the ability of recruited students, library holdings, learning and teaching materials, and individual teacher assessment of students performance (Maguad and Krone, 2012). Sen and Ros (2013) also clearly state that "Improving the quality of higher education means providing to society's most talent citizens, including the disadvantaged, the skills and capacities to think logically and critically, thus allowing them to participate in, make a major contribution to and lead growth" (p.1). Almost the same factors have been recognized as important ingredients for improving the quality of education so that qualified graduates can be produced. To be able to produce qualified graduates, educational institutions must be managed and led by those who have good managerial and leadership skills and by those who possess and develop positive leadership traits that are always viewed as effective weapons for gaining competitive advantages in this knowledge-based era. Possessing positive leadership traits are the fundamental attributes that can help educational administrators, particularly in higher education, to perform their duties effectively.

Leaders of today, no matter in which sector they work in, are facing with the many challenges of this ever-changing environment and the challenges that

current educational leaders are facing are different from those challenges encountered by leaders twenty years ago (Flanders, 2008). Likewise, “Higher education institutions in Cambodia, in particular public universities, face many constraints and challenges, including scarcity of resources, poor governance, lack of autonomy, no culture of quality, poor human resource development and the like”(Rath, 2010). Undoubtedly, university senior administrators have faced hardship and challenges in performing their role and fulfilling their responsibilities as effective instructional leadership. Even more problematic, their role and responsibilities are, in some cases, overlapped that can result in failing to produce desired results. Role ambiguity can slow down working process and cause conflicts that lead to ineffective performance. Overloaded responsibilities can also create stressful working environment in the work place. This causes severe setbacks in educational context. Turbulence, conflict, change, surprise, challenge, and possibility are all words that describe today’s world and that evoke myriad emotions ranging from fear and anxiety to excitement, enthusiasm, and hope (Astin & Astin, 2000). In order for them to survive, higher education institutions need good leaders, key senior administrators, who are qualified, experienced and who possess and develop positive leadership traits that can help them perform the role and take various responsibilities to ensure that the capable graduates will be satisfactorily produced and the quality of services will be met. Strengthening higher education institutions and the effectiveness of their individual leaders is of great importance of work of education providers in the age of globalization world (Astin & Astin, 2000). Thus, leadership becomes an essential drive for an institution to allow it to develop a completely new self-understanding, to be strongly present in the outside world, capable of defending its own interests as well as being reactive to inside demands and needs, (EUA, 2007).

There has been a large amount of research focusing on leadership traits of administrators namely superintendents, principals and assistant principals in high schools and junior high schools specifically for basic education so far. However, little research has been conducted on the development of the leadership trait model for senior administrators in higher education. So far, the leadership traits of university senior administrators have been rarely clarified and discovered. Few guidelines, recommendations and models have been found, developed, and recommended for improving and developing the leadership traits and the leadership quality of university senior administrators. As a result, university senior administrators still lack of positive traits that are necessary to enable and help them adapt themselves so that they can well manage and effectively lead their higher education institutions. This causes the lacks of understanding the role that senior administrators have to play and the responsibilities that they have to take as well as the traits they need to possess and develop. Lacks of

understanding the need of leadership traits, the leadership trait models that can help administrators develop the leadership personality can lead to poor performance in managing and leading the institutions.

The researcher has worked for higher education institution for nearly ten years and he has also met and known many university leaders from both private and public universities. Most of them possess their own leadership traits but they sometimes seem to fail to develop them more through their careers due to the lack of useful data, documents or research results that can help them to instill and equip themselves with such necessary traits. Moreover, as mentioned earlier, higher education is aimed at providing functional and practical knowledge and education to young people after high school, preparing them for a successful and useful living condition in society and for career advancement. To achieve these objectives, higher education institutions in each country need effective management and good leadership at institutional level. The university administrators particularly senior administrators who direct, guide, manage, and control all activities of the staff, teachers and students toward goal achievement are leaders. These administrators must possess the best personality characteristics that can help them lead their subordinates effectively. They also need to provide formal leadership and such leadership behavior determines the extent to which both staff, teachers and students view the university as interesting place for working, teaching and learning. Educational institutions can achieve its goals and objectives through efficient and effective leadership (Akpan & Archibone, 2012).

Furthermore, university administration has become more complex than before as results of increase in student enrolment, the advancement of technology and modernization of physical structures such as buildings, libraries, learning and teaching materials as well as expanded curriculum. This causes more public concern about the effectiveness of administration and the leadership of administrators in carrying out their tasks, roles and responsibilities. This rising concern has put great pressure on educational administrators as educational leaders to ensure that the administration is effective (Akpan & Archibong, 2012).

This makes the researcher feel curious and eager to explore what the leadership traits and leadership qualities that university senior administrators must possess and what the leadership trait models must be developed for senior administrators in order to help them become good leaders in their institutions. What also noteworthy is that the research that examines the leadership traits of university senior administrators is vital. There is, therefore, a need for research on "The Development of Leadership Trait Model for University Senior Administrators in Cambodia." Understanding the importance of possessing positive leadership traits as well as of developing them accordingly is a must for university senior administrators in this knowledge-based globalization. The

findings from this research will be beneficial for educational senior administrators in higher education. Based on the new found knowledge from this study, university senior administrators as well as stakeholders will be able to develop and improve their leadership characteristics and leadership quality so that they can prepare themselves for upcoming future changes. The leadership trait model is also necessary for all levels of educational administrators since it can be used as guidelines for promoting and improving leadership effectiveness. Effective leaders are needed for institutional growth and development.

Objectives of the Research and Research Questions

1. To study and analyze the theories and research findings about the leadership traits of administrators.
2. To develop a leadership trait model for university senior administrators in Cambodia.
3. To confirm the leadership trait model of university senior administrators in Cambodia.

Significances of the Research

The findings from this research will be of interest and beneficial as follows:

1. University senior administrators as well as stakeholders will be able to use these research findings to apply in their institutions. The findings will be able to help them determine what the leadership traits and leadership qualities the university senior administrators must possess, and what leadership trait model is necessary for helping to improve performance of university senior administrators. University senior administrators can also develop their own leadership traits based on the findings from this study so that they can manage and lead their institutions effectively. Stakeholders can also use these findings for self-improvement.
2. These findings may also be informative to educators and policy makers in Cambodian higher education. The findings will hopefully contribute invaluable knowledge, broad insights and provide useful feedback to practitioners and policy makers who have long been seeking ways of institutional improvement and promoting instructional leadership effectiveness in their educational institutions. Furthermore, the findings will allow policy-makers in higher education to broaden their knowledge and extent their understanding in redefining and developing the leadership trait model for key senior administrators in their institutions. The policy makers can even use the findings to formulate and develop new instructional approaches based on current situation while leadership trainers may come up with training needs for effective university instructional leaders.

3 The findings could also benefit university stakeholders such as NGOs, lower level administrators, ministry of education, as well as other ministries concerned.

4 Future researchers will also be able to make use of the findings for further expanding the research area in higher education.

Conceptual Framework

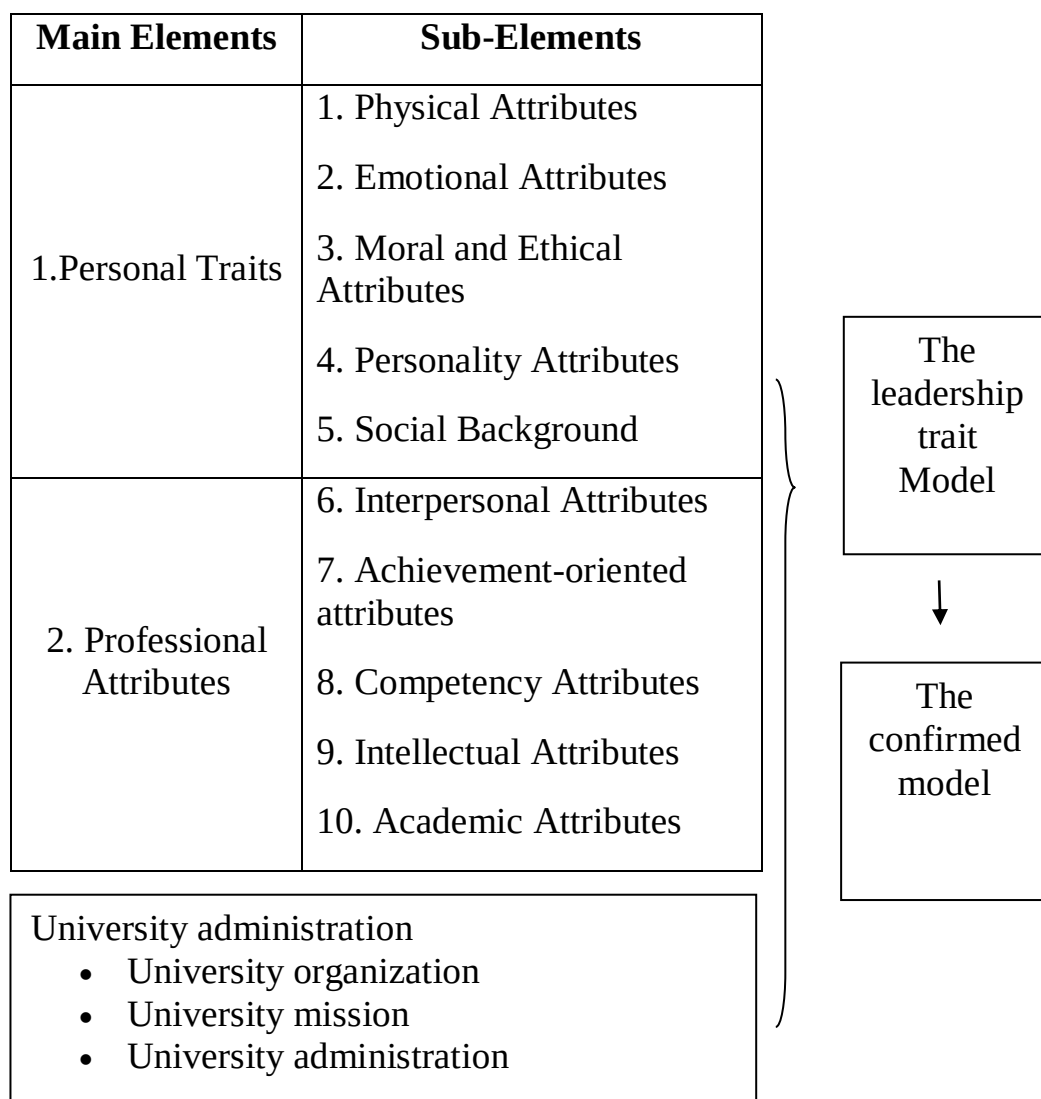


Figure 1.1 Conceptual Frame work

Research Methodology

In this study, a mixed method approach was applied and the processes of the study were described in subsequent steps as follows:

Step 1: To study and analyze the concepts, theories and research findings about the leadership traits of administrators

1.1 To study and analyze the concepts, theories and research findings related to leadership traits of administrators.

1.2 To interview 10 people who have broad knowledge and experiences associated with leadership traits of administrators.

Step 2: To develop a leadership trait model for university senior administrators in Cambodia.

2.1 To conduct the first group discussion by inviting 12 experienced people from different work settings. The purpose is to ask for more concepts and ideas related to leadership traits of administrators.

2.2 To draft a leadership trait model for university senior administrators in Cambodia.

2.3 To develop the model by conducting second focus group discussion by inviting 12 experts who have broad knowledge and experience related leadership trait model of university senior administrators.

Step 3: To confirm the leadership trait model of university senior administrators in Cambodia; the Confirmatory Factor Analysis method was applied.

To test and confirm the fitness of the leadership trait model for university senior administrators by distributing questionnaires to 400 university senior administrators and stakeholders, then analyze the collected data by applying Confirmatory Factor Analysis.

Research instrument is a set of self-developed questionnaire with two parts:

Part 1: Demographic data: The demographic data consisted of 8 question items regarding gender, age, marital status, highest degree, professional title, work experience as educational administrator, work experience besides education, and the institutional status they worked for.

Part 2: Leadership trait questionnaire: Leadership questionnaire focused on investigating the leadership traits of university senior administrators.

The data analysis processes in this study was as follows:

1. To analyze the demographic information of the respondents, the researcher applied computer program for identifying percentage.
2. To analyze the data related to leadership traits of administrators provided by 10 experienced persons, the researcher applied Content Analysis method and classified the traits into main and sub elements.
3. To analyze the data that showed the level of agreeableness provided by 400 respondents from 37 universities using a set of questionnaire related to leadership traits of administrators, a computer program was applied for identifying mean and standard deviation.
4. To confirm the leadership trait model for university senior administrators in Cambodia, the researcher used computer program called LISREL for Confirmatory Factor Analysis

Conclusion of the Research Results

Step 1: The results of the study and analysis of the leadership traits of administrators after revising the concepts, theories, research findings as well as after interviewing 10 experienced people.

The results were summarized as follows:

77 main traits were found and they were then classified into 11 sub-element. The 11 sub-elements were:

1.1 Physical Attributes: Consisted of 3 main traits namely 1) Physical Appearance, 2) Physical Strength, and 3) Physical Fitness.

1.2 Emotional Attributes: Consisted of 6 main traits including 1) Patience, 2) Self-control, 3) Stable, 4) Flexible, 5) Optimism, and 6) Sympathy.

1.3 Moral and Ethical Attributes: Consisted of 8 main traits called 1) Empathy, 2) Caring, 3) Integrity, 4) Ethical, 5) Generosity, 6) Humility, 7) Enthusiasm, and 8) Discipline.

1.4 Personality Attributes: Consisted of 10 main traits such as 1) Honesty, 2) Openness, 3) Trust, 4) Fairness, 5) Courageous, 6) Ambition, 7) Assertiveness, 8) Self-confidence, 9) Sense of Humor, and 10) Realistic.

1.5 Social Background: Consisted of 5 main traits namely 1) Well-educated, 2) Dominance, 3) Wealthy, 4) Personable, and 5) Charismatic.

1.6 Interpersonal Attributes: Consisted of 4 main traits such as 1) Human Relation, 2) Sociable, 3) Diplomatic, and 4) Communication.

1.7 Achievement- Oriented Attributes: Consisted of 13 main traits including 1) Dedicated, 2) Commitment, 3) Decisiveness, 4) Participation, 5) Cooperation, 6) Supportive, 7) Inspiring, 8) Motivation, 9) Hard-working, 10) Persistence, 11) Achievement-oriented, 12) Effectiveness, and 13) Focus.

1.8 Competence Attributes: Consisted of 10 main traits namely 1) Visionary, 2) Competence, 3) Knowledgeable, 4) Advisory, 5) Organized, 6) Responsible, 7) Dependable, 8) Delegation, 9) Role Model, and 10) Problem-solving.

1.9 Intellectual Attributes: Consisted of 10 main traits namely 1) Tactful, 2) Mental strength, 3) Intelligence, 4) Alertness, 5) Analytical, 6) Judgment, 7) Insightfulness, 8) Awareness, 9) Creative, and 10) Innovative.

1.10 Academic Attributes: Consisted of 4 main traits including 1) Inquisitive, 2) Self-development, 3) Agreeable, and 4) Open-minded.

1.11 Management and Leadership Attributes: Consisted of 4 main traits such as 1) Time management, 2) Strategic planning, 3) Management skills, and 4) Leadership.

The 11 sub-elements were then classified into 2 main elements as follows:

1. Personal Trait: Consisted of 5 sub-elements namely 1) Physical Attributes, 2) Emotional Attributes, 3) Moral and Ethical Attributes, 4) Personality Attributes, and 5) Social Background.

2. Professional Traits: Consisted of 6 sub-elements such as 1) Interpersonal Attributes, 2) Achievement-Oriented Attributes, 3) Competency Attributes, 4) Intellectual Attributes, 5) Academic Attributes, and 6) Management and Leadership Attributes.

Step 2: The results of development of a leadership trait model for university senior administrators in Cambodia

2 focus group discussions were conducted for developing leadership trait model for university senior administrator in Cambodia. After completing 2 focus group discussions, the results showed that the Leadership Traits of University Senior administrators consisted of 3 main elements and 12 sub-elements as follows:

2.1 Personal Traits: Consisted of 3 sub-elements namely 1) Physical Attributes, 2) Social Background, and 3) Development Attributes

2.2 Personality Traits: Consisted of 4 sub-elements including 1) Emotional Attributes, 2) Ethical Attributes, 3) Intellectual Attributes, and 4) Behavioral Attributes.

2.3 Professional Traits: Consisted of 5 sub-elements namely 1) Interpersonal Attributes, 2) Competency Attributes, 3) Achievement-Oriented Attributes, 4) Management and Leadership Attributes, and 5) Soft-Skill Attributes.

Step 3: The result of the confirmation of the leadership trait model of university senior administrators in Cambodia

The results of the confirmation could be summarized as follows:

3.1: The results of the first order of Confirmatory Factor Analysis of the leadership trait model of university senior administrators in Cambodia surely indicated that the model was well congruent with the empirical data. Considering the statistical value of Chi-Square: χ^2 , it was 45.52, no significant difference was found, while the value of df was 34. Based on the criterion of χ^2/df , its value was about 1.34, which was lower than 2. Moreover, it was also found that the Goodness of Fit Index value (GFI) was 0.98; the adjusted Goodness of Fit Index value (AGFI) was 0.96; and the Root Mean Square Error of the Approximation (RMSEA) was .029, which was lower than .05. According to the principle of congruence with non-rejected hypothesis, the research model was well consistent with empirical data.

3.2: the result of the second order of Confirmatory Factor Analysis of the leadership trait model of university senior administrators in Cambodia clearly indicated that the model was well consistent with empirical data. Regarding the statistical value of Chi-Square χ^2 , it was 44.33, no significant difference was found, whereas the value of df was 32. Based on the criterion of χ^2/df , its value was approximately 1.39, which was lower than 2. Moreover, it was found that the Goodness of Fit Index value (GFI) was 0.98, the Adjusted Goodness of Fit Index value (AGFI) was 0.96, and the Root Mean Square Error of Approximation (RMSEA) was .031, which was lower than .05. According to the principle of congruence with non-rejected hypothesis, it was found that the research model was well congruent with the empirical data.

Discussion

The research results were discussed in 3 subsequent steps based on its research objectives as follows:

1. Results from revising the concepts, theories, and research findings as well as interviewing 10 experienced people

In the first step, there were a number of processes. First the researcher studied and analyzed the concepts, theories, and research findings from books, reports, journals, electronic sources and researches; 224 individual leadership traits were found. Then the researcher interviewed 10 experienced people; 150 individual leadership traits were found. The researcher conducted the interviews with the experienced people because the researcher wanted to compare the leadership traits found from the concepts, theories, and research findings with the leadership traits provided by experienced people to make sure that the data was rich and various; meaning that the data was not only theoretical, but also practical. After that the researcher restudied and reanalyzed all the traits in order to find the duplicated traits from both sources. 224 traits from the concepts, theories, and research findings were combined to be 73 main traits whereas 150 individual traits from the interview were combined to be 60 main traits. While combining the 73 main traits from the concepts, theories, and research findings with the main traits from the interview, 56 main traits were the same. However, 17 main traits from the concepts, theories, and research findings were different from the interview while 4 main traits from the interview were different from the concepts, theories, and research findings. Finally only 77 main traits remained and they were then classified into 11 sub-elements. The 11 sub-elements were also classified into 2 main elements.

Based on the results of revising the concepts, theories, and research findings as well as after interviewing 10 experienced people that found the leadership traits of administrators consisted of 77 main traits, 11 sub-elements, and 2 main elements, it could be said that the results of the study were acceptable and reliable since the researcher conducted the study in appropriate steps with systematic research processes so as to find the leadership traits of administrators. Meaning that 2 main elements and 11 sub-elements that were formed from 77 main traits were found and emerged by revising various trusted sources such as concepts, theories, and research findings that were well known in educational and academic research and journals related to leadership traits of administrators.

2. The results of the develop a Leadership Trait Model for University Senior Administrators in Cambodia

Based on the results of developing a leadership trait model for university senior administrators in Cambodia which concluded that the Leadership Traits of University Senior Administrators consisted of 3 main elements including: 1) the Personal Traits consisted of 3 sub-elements such as Physical Attributes, Social Background, and Development Attributes, 2) Personality Traits consisted of 4 sub-elements such as Emotional Attributes, Ethical Attributes, Intellectual Attributes, and Behavioral Attributes, and 3) Professional Traits consisted of 5 sub-elements such as Interpersonal Attributes, Competency Attributes, Achievement-Oriented Attributes, Management and Leadership Attributes, and Soft-Skill Attributes, the researcher would prefer to claim that the 3 main elements and 12 sub-elements mentioned above got from conducting two focus group discussions by putting the 2 main elements and the 11 sub-elements as well as leadership traits of administrators that were found from step 1 into discussions. Focus group discussions' participants actively helped share ideas and provided constructive suggestions by intensively scrutinizing and screening the main elements, sub-elements, and the leadership traits of administrators so that they could be creditable and acceptable. Moreover, the experts who participated in the focus group discussions did brainstorming with group dynamics, actively discussed and debated about the main, sub-elements, and leadership traits as well. By active discussion, debate, and suggestions jointly worked by the focus group participants from the two times, the data was therefore rich and various. The two focus group discussions also helped the researcher get more data, information, new hypotheses, and positive concepts that were trusted and creditable. This data could help the researcher to go on looking for answers to the next step, meaning that looking for the answers to the last objective: It is to confirm the Leadership Trait Model of University Senior Administrators in Cambodia. It could therefore be said that focus group discussion could greatly benefit the development of a leadership trait model for university senior administrators in Cambodia in this study. The benefits of focus group discussion were consistent with the concepts of Freitas et al. (1998). Freitas et al. (1998) state that focus groups provide a lot of advantages as it is comparatively easier to drive or conduct; it allows to explore topics and to generate hypotheses; it generates opportunity to collect data from the group interaction, which concentrates on the topic of the researcher's interest; it has high "face validity" (data). It was also congruent with the concepts of Kimel (2003). Kimel (2003) claims that focus groups can provide concentrated amounts of rich data, in participants' own words, on precisely the topic of interest.

3. The results of the confirmation of the Leadership Trait Model of University Senior Administrators in Cambodia

Based on the results of the study, the first order of Confirmatory Factor Analysis of the leadership trait model of university senior administrators in Cambodia and the second order of Confirmatory Factor Analysis of the leadership trait model of university senior administrators in Cambodia clearly indicated that the developed leadership trait model was well congruent with the empirical data. This research results also demonstrated that the developed leadership trait model of university senior administrators in Cambodia was appropriately consistent with the real situations and the real practices of educational administrators since this model was carefully developed based on the concise concepts, theories, as well as the quality data for development guidelines. The concepts, theories and the trusted data helped define concise performance and the actions that are consistent with research objectives for making uses of indicators including attributes, category, and measurement. The conceptual framework could assist in defining variables and developing the model or showing the relationship among variables so as it could make indicators reliable. Another reason was that the sample size of the study used to test the consistence of the leadership trait model of university senior administrators in Cambodia was appropriately and adequately selected. The sample size was also suitable and reliable for the research study since the respondents participating in providing data were those who worked in higher education institutions. It could be said that the selected sample size was good representativeness for the study.

The researcher would additionally like to stress that the results of testing for the consistence of the leadership trait model of university senior administrators in Cambodia showed that the model was well consistent with the empirical data. The results also showed that the leadership trait model of university senior administrators in Cambodia that the researcher had developed should be trusted, reliable and exact and it also directly responded to the subject matter, good representativeness, consistent with the measurement and the indicators of leadership traits of university senior administrators. The model was objective and had minor errors; it was the model that was impartial without any bias or incline to any part. More importantly, the model was sensitive, be able to build variance for the data; it also had senses of practicality, availability, and interpretability. The characteristics of the developed leadership trait model for university senior administrators in Cambodia that were mentioned above could be concluded that they helped the researcher get appropriate indicators for leadership traits of educational administrators.

Recommendation

From the results of the study entitled "The Development of Leadership Trait Model for University Senior Administrators in Cambodia", the researcher would like to provide some recommendations that can help to make use of this research results and the recommendations for conducting more research related to the leadership traits of administrators as follows:

1. Recommendations for making use of this research results for future purposes

1.1 Universities in Cambodia should be encouraged to use the main elements and sub-elements as well as the leadership traits found from this study as inputs or information for setting policy for senior administrators so that they can have clear guidelines that help them perform their job and fulfill their responsibilities effectively. Each university can also use the results from this study for developing their human resources so as they can accomplish their set goals and objectives.

1.2 University senior administrators should use this research results as guidelines for instilling leadership traits of administrators into university administrators in all levels so that they can possess and develop their own leadership qualities that can help them become effective administrators. Possessing and developing leadership traits are very important to every administrator for sake of performing tasks and responsibilities in order to achieve institutional goals and objectives.

1.3 Leadership Trait Model for University Senior Administrators in Cambodia should be used to promote and enhance administrative performance. The Ministry of Education Youth and Sport should use the results of this study as guidelines for setting goals and policy for educational institutions ranging from general education to higher education levels for administration improvement. The Ministry should put the research results into educational administration programs for trainings or workshops that can help improve leadership qualities of educational administrators in all levels

2. Recommendations for future research

2.1 Future researchers should study in deep about the variables that have relationship to or effects on Leadership Trait Model for University Senior Administrators in Cambodia.

2.2 Future researchers should study in details about casual model relationship between factors or variables that can affect the Leadership Trait Model for University Senior Administrators in Cambodia.

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