

Neranuch Pachanatip 2014: A Proposed Model of Woman Administrators' Leadership Traits Development in Public Higher Educational Institutions. Doctor of Education (Educational Administration), Major Field: Educational Administration, Department of Education. Thesis Advisor: Associate Professor Suchada Nanthachai, Ph.D. 594 pages.

The objectives of this descriptive research were to 1) study the roles and leadership traits of woman administrators in public higher educational institutions and 2) proposed model of woman administrators' leadership traits development in public higher educational institutions. The subjects of the study consisted of female rectors and vice-rectors in public higher educational institutions under The Office of Higher Education Commissions. The instruments used in this research were interview, questionnaires, evaluation forms, and group discussion. The data was analyzed using percentage, mean, and standard deviation. The findings of this research were as follows;

1. The most important roles of woman administrators in public higher educational institutions were leadership and vision ($\bar{X}=3.21$, S.D.=1.59) and the most important leadership traits of woman administrators were supporting the staff to engage in process of planning the policy and the target to gain great efficiency. ($\bar{X}=3.32$, S.D.=1.30) This study revealed 30 roles that were suitable for leadership traits of woman administrators. They can be categorized into 5 main groups: group one were 20 vision and leadership traits, group two were 15 academic and occupational leadership traits, group three were 22 administrative leadership traits, group four were 9 representative and symbolic leadership traits, and group five were 8 moral and ethical leadership traits.

2. The proposed model of woman administrators' leadership traits development in public higher educational institutions was comprised of four mains parts as follows; part 1 the concepts of the model, part 2 woman administrators' leadership traits in public higher education institutions that need to be developed, part 3 the development process which can be classified into five procedures: procedure 1) preparation for readiness, procedure 2) assessment process, procedure 3) development process which was comprised of two parts: 3.1) compulsory part; moral and ethical leadership traits development and integrated practicum and 3.2) voluntary part; leadership traits development in vision and leadership, occupational and academic, administrative leadership traits development, and representative and symbolic leadership traits development, procedure 4) evaluation of post development, and procedure 5) evaluation and application and part 4 the model's guidance for application and key success indicators of the model.

Student's signature

Thesis Advisor's signature