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5.1 REVIEW

The researcher aims to study the leaders' characteristics and the work effectiveness of office of educational superintendents in Thailand in relation to certain variables.

To study the leaders' characteristics of Educational Superintendents, the researcher had studied according to 2 types of leaders' characteristics as follow:

1. Leadership behaviour means the behaviour of leaders according to Leadership Theory of Halpin and Winer (1945), i.e. Initiating Structure and Consideration.

From this research, the researcher has developed the scale to measure the leader's characteristics based on the Leadership Behaviour Description Questionnaire (LBDQ) which is a tool for measuring Initiating Structure Behaviour and Consideration Behaviour of the leader and compiled data from Provincial Educational Officer and District Educational Officer.

2. Psychological Characteristic means basic characteristic or mental component which will produce desirable behaviour of leader, comprising of five aspects or psychological characteristics, i.e. Internal Control, Future orientation, Moral reasoning, Mental health and good attitude towards work, according to psychological characteristics of Duangduen Banthunavin (1991).

Internal Control characteristics means degree which a person knows that an event which is happening to himself is dependent on his own trial and ability, A person who meets with success or
failure is from his own deed and he is able to control according to what he want.

Future orientation means volume wherein the leader will see what will happen to him and to society in the future. He is able to forecast far event and selects to wait for great benefit in the future more than accepting little benefit in the present time.

Moral reasoning means a person will select to do or not doing one of the behaviour, i.e. seeing the benefit of the whole more than his own. He sacrifices and has conscience, etc.

Mental health means ability to control his own mind suitably in various situation, i.e. worry, angry be excited, sad, be startled/be frightened, etc.

Good attitude towards work means being satisfied or dissatisfied which the Leader has towards work in the present position. This includes readiness to perform duties.

The scale for measuring Leader's psychological characteristics in this research was the scale which the researcher has prepared by depending on base of Leader's Psychological Characteristics Theory of Duangduen Bhanthunavin (1991) and Moral Reasoning Theory of Kohlberg (1976).

For studying the Work Effectiveness of office of Educational Superintendents, the researcher had classified into two types of effectiveness:-

1. Leader's Effectiveness means ability in using knowledge and experience of leader in administering the work to attain specified target. The Criteria for estimating effectiveness of leader is classified into 5 aspects, i.e.

   - Ability in directing.
- Ability to liaise work between administrator and subordinates.
- Ability in maintaining relationship and good atmosphere amongst subordinate group.
- Ability to get rid of conflicts.
- Ability to maintain justice.

2. Group Effectiveness means ability of a person in working together in order to reach their specified target. The criteria for estimating the result of group effectiveness is in 8 aspects, i.e.
- Outcome of work of a group.
- Work effectiveness of group.
- Punctuality in work.
- Absence from work.
- Change of group.
- Atmosphere in working.
- Morale and encouragement in work.
- Co-operation in work.

The study had specified on 4 types of independent variables as follow:

1. Age means true age of Educational Superintendents which is counted from 30 years and classified into 3 age groups, i.e. aged between 30-40 years, aged between 41-50 years and aged between 51-60 years.

2. Qualification means qualification in education of the Educational Superintendents beginning from graduate and post graduate.

3. Position means position of the Educational Superintendents which they are currently in i.e. Provincial position
and District position.

4. Experience of work means period in being Provincial Educational Officer and District Educational Officer which are counted from one year onward, that is, classified into 5 periods, i.e., between 1-5 years, 6-10 years, 11-15 years, 16-20 years, and 21 years onward.

5.2 MAJOR FINDINGS

The finding of the study can be divided into 3 parts:–

PART 1 The level of Leaders' Characteristics (leadership behaviour) and the factors affecting on the level of Leaders' Characteristics (leadership behaviour) of educational superintendents belonging to different groups of age, qualification, position and experience of work.

PART 2 The level of Leaders' Characteristics (psychological characteristics) and the factors affecting on the level of Leaders' Characteristics (psychological characteristics) of educational superintendents belonging to different groups of age, qualification, position and experience of work.

PART 3 The level of Work effectiveness of office of educational superintendents and the factors affecting on the level the level of Work effectiveness of office of educational superintendents administered by educational superintendents belonging to different groups of age, qualification, position and experience of work.

The details of finding of these three parts had shown as follow:–

1. The level of Leaders' Characteristics (leadership behaviour) of Educational Superintendents (total score) was at the medium level whereas the level of Leaders' Characteristics (initiating
structure and consideration) of Educational Superintendents was at the high and medium level respectively.

2. The level of Leaders' Characteristics (leadership behaviour) of Educational Superintendents by aged group of 30–40 years was at the medium level, aged group of 41–50 years was at high level and aged group of 51–60 years was at medium level.

3. The level of Leaders' Characteristics (initiating structure) of Educational Superintendents belonging to different group of age were in high level.

4. The level of Leaders' Characteristics (consideration) of Educational Superintendents by aged group of 30–40 years was at the medium level, aged group of 41–50 years was at high level and aged group of 51–60 years was at medium level.

5. There was the significant difference between the mean scores of Leaders' Characteristics of Educational Superintendents belonging to different groups of age in total score and in the consideration component whereas there was no significant difference between the mean scores of Leaders' Characteristics of Educational Superintendents belonging to different groups of age in the initiating structure component.

6. The level of Leaders' Characteristics (leadership behaviour) of Educational Superintendents by qualification group of graduate was at the medium level whereas the qualification group of post graduate was at high level.

7. The level of Leaders' Characteristics (initiating structure) of Educational Superintendents belonging to different groups of qualification i.e. graduate and post graduate group were in high level.
8. The level of Leaders' Characteristics (consideration) of Educational Superintendents belonging to different groups of qualification i.e. graduate and post graduate were at the medium level.

9. There was the significant difference between the mean scores of Leaders' Characteristics of Educational Superintendents belonging to different groups of qualification in total score and in the initiating structure and consideration component.

10. The level of Leaders' Characteristics (leadership behaviour) of Educational Superintendents belonging to different groups of position i.e. province and district were in medium level.

11. The level of Leaders' Characteristics (initiating structure) of Educational Superintendents belonging to different groups of position i.e. province and district group were in high level.

12. The level of Leaders' Characteristics (consideration) of Educational Superintendents belonging to different groups of position i.e. province and district group were in medium level.

13. There was no significant difference between the mean scores of Leaders' Characteristics of Educational Superintendents belonging to different groups of position i.e. province and district in total score and in the initiating structure whereas there was the significant difference between the mean scores of Leaders' Characteristics of Educational Superintendents belonging to different groups of position i.e. province and district in consideration component.

14. The level of Leaders' Characteristics (leadership behaviour) of Educational Superintendents belonging to different groups of experience of work i.e. 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 years onwards were in medium level.
15. The level of Leaders' Characteristics (initiating structure) of Educational Superintendents belonging to different groups of experience of work i.e. 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 years onwards were in high level.

16. The level of Leaders' Characteristics (consideration) of Educational Superintendents belonging to different groups of experience of work i.e. 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 years onwards were in medium level.

17. There was the significant difference between the mean scores of Leaders' Characteristics of Educational Superintendents belonging to different experience of work in total score and in the initiating structure and consideration component.

18. The level of Leaders' Characteristics (psychological characteristics) of Educational Superintendents (total score) was at the medium level.

19. The level of Leaders' Characteristics (psychological characteristics) of Educational Superintendents belonging to different groups of age in different components i.e. internal control, future orientation, moral reasoning, and good attitude towards work were in the medium level whereas the level of Leaders' Characteristics (mental health) of Educational Superintendents were in high level.

20. There was the significant difference between the mean scores of Leaders' Characteristics (psychological characteristics) of Educational Superintendents belonging to different groups of age in total score and in the different component i.e. internal control, future orientation, moral reasoning, mental health and good attitude towards work.

21. The level of Leaders' Characteristics (psychological
characteristics) of Educational Superintendents belonging to different groups of qualification in different components i.e. internal control, future orientation, moral reasoning, and good attitude towards work were in the medium level whereas the level of Leaders' Characteristics (mental health) of Educational Superintendents were in high level.

22. There was the significant difference between the mean scores of Leaders' Characteristics (psychological characteristics) of Educational Superintendents belonging to different groups of qualification in total score and in the different component i.e. internal control, future orientation, moral reasoning, and good attitude towards work except mental health.

23. The level of Leaders' Characteristics (psychological characteristics) of Educational Superintendents belonging to different groups of position in different components i.e. internal control, future orientation, moral reasoning, and good attitude towards work were in the medium level whereas the level of Leaders' Characteristics (mental health) of Educational Superintendents were in high level.

24. There was no significant difference between the mean scores of Leaders' Characteristics (psychological characteristics) of Educational Superintendents belonging to different groups of position in total score and in the different component i.e. internal control, future orientation, moral reasoning, mental health and good attitude towards work.

25. The level of Leaders' Characteristics (psychological characteristics) of Educational Superintendents belonging to different groups of experience of work in different components i.e. internal control, future orientation, moral reasoning, and good attitude towards work were in the medium level whereas the level of Leaders'
Characteristics (mental health) of Educational Superintendents were in high level.

26. There was the significant difference between the mean scores of Leaders' Characteristics (psychological characteristics) of Educational Superintendents belonging to different groups of experience of work in total score and in the different component i.e. internal control, future orientation, moral reasoning, mental health and good attitude towards work.

27. The level of work effectiveness of office of Educational Superintendents belonging to different groups of age in different components i.e. leader's effectiveness and group's effectiveness were in medium level.

28. There was the significant difference between the mean scores of work effectiveness of educational Superintendents belonging to different groups of age in total score and in the different component i.e. leader's effectiveness and group's effectiveness.

29. The level of work effectiveness of office of Educational Superintendents belonging to different groups of qualification in different components i.e. leader's effectiveness and group's effectiveness were in medium level.

30. There was the significant difference between the mean scores of work effectiveness of educational Superintendents belonging to different groups of qualification in total score and in the different component i.e. leader's effectiveness and group's effectiveness.

31. The level of work effectiveness of office of Educational Superintendents belonging to different groups of position in different components i.e. leader's effectiveness and
group's effectiveness were in medium level.

32. There was no significant difference between the mean scores of work effectiveness of educational Superintendents belonging to different groups of position in total score and in group's effectiveness but there was the significant difference between the mean scores of work effectiveness of educational Superintendents belonging to different groups of position in leader's effectiveness.

33. The level of work effectiveness of office of Educational Superintendents belonging to different groups of experience of work in different components i.e. leader's effectiveness and group's effectiveness were in medium level.

34. There was the significant difference between the mean scores of work effectiveness of educational Superintendents belonging to different groups of experience of work in total score and in different components i.e. leader's effectiveness and group's effectiveness.

5.3 CONCLUSION

From the study, it can be seen that the leader's characteristics and the work effectiveness of educational superintendents were almost in medium level. It is further seen that age, qualification, position and experience of work do affect on the level of leader's characteristics. The conclusion of the finding could be shown by the following tables:-
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<thead>
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<th>DEPENDENT VARIABLES</th>
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<tr>
<td>LEADERSHIP BEHAVIOUR (TOTAL)</td>
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<td></td>
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<tr>
<td>- Initiating Structure</td>
<td>*</td>
<td></td>
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<tr>
<td>- Consideration</td>
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<tr>
<td>PSYCHOLOGICAL CHARACTERISTICS (TOTAL)</td>
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<tr>
<td>- Internal Control</td>
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<td>- Future Orientation</td>
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<td>- Moral Reasoning</td>
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<td>- Mental Health</td>
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<tr>
<td>- Attitude towards Work</td>
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<tr>
<td>WORK EFFECTIVENESS (TOTAL)</td>
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</tr>
<tr>
<td>- Leaders' Effectiveness</td>
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<tr>
<td>- Groups' Effectiveness</td>
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TABLE 5.2
SUMMARY OF THE FINDING OF THE STUDY ON THE FACTORS AFFECTING ON THE LEVEL OF LEADER'S CHARACTERISTICS AND WORK EFFECTIVENESS OF EDUCATIONAL SUPERINTENDENTS

<table>
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<tr>
<th>DEPENDENT VARIABLES</th>
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<td>AGE</td>
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<tr>
<td>LEADERSHIP BEHAVIOUR</td>
<td></td>
</tr>
<tr>
<td>- Initiating Structure</td>
<td>**</td>
</tr>
<tr>
<td>- Consideration</td>
<td>NS</td>
</tr>
<tr>
<td>PSYCHOLOGICAL CHARACTERISTICS</td>
<td></td>
</tr>
<tr>
<td>- Internal Control</td>
<td>**</td>
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<tr>
<td>- Future Orientation</td>
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<tr>
<td>- Moral Reasoning</td>
<td>**</td>
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<tr>
<td>- Mental Health</td>
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<tr>
<td>- Attitude towards Work</td>
<td>*</td>
</tr>
<tr>
<td>WORK EFFECTIVENESS</td>
<td></td>
</tr>
<tr>
<td>- Leaders' Effectiveness</td>
<td>**</td>
</tr>
<tr>
<td>- Groups' Effectiveness</td>
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* = SIGNIFICANT AT 0.05 LEVEL
** = SIGNIFICANT AT 0.01 LEVEL
Leader is a person out of many persons who has power, influence or capability to persuade people to practice according to his suggestion, requirement or his instruction. Leader has influence over other people's performance behaviour. He is the person who deputizes in directing, initiating, compromising and co-ordinating by using authority and power as a tool in formal and informal characteristics in order to create joint force of group in performing work which will make such administration attain the set objective. It is the duty of the administrator to develop the pattern of leadership, in order to create a good atmosphere in the organization which will give success in producing quality of work.

From the result of the present study, it indicates that the leader's characteristics of educational superintendents was in the medium level. It was also found that the work effectiveness of educational superintendents was also in medium level. In this way, it is necessary to increase the level of leader's characteristics and work effectiveness of educational superintendents into high level. The level of leader's characteristics and work effectiveness of educational superintendents should not differ according to age, qualification, position and experience of work. To be the leader, the persons should develop themselves to have the high level of leader's characteristics.

At the present time, Thailand has received impact due to socio-economic growth, politics, science and technologies, which enables people's life to adjust and change rapidly. Such change enables personnel to adjust themselves. In what characteristics the adjustment will be, is dependent upon complications of change which happens.
In classifying characteristics of leaders by considering from characteristics and styles in using power of such leadership, it could be said that the person who has high leader's characteristics should have high level of leadership behaviour and high level of psychological characteristics.

Sompong Kasemsin (1980: 90-91) mentioned that for this characteristics of leaders, in general, this encourages discussion with subordinates always before implementing work, specifically the subject which is important to the organization and to the total people. He should give opportunity to the subordinates to have the chance of expressing ideas in full. The leader acts both as a leader and the one who gives advice or instruction to his subordinates and colleagues and gives opportunity to the subordinates to have the chance of using ideas and judges in selecting method to work in order to attain objective by himself. He creates popularity in order to let his subordinates feel that his colleagues is near to give him advice and is working with him. In performing work, there is trustworthiness and have good relationship. At the same time, there is co-operation and coordination of work in an earnest and heartily way.

In short it can be said that the leader should not like to make decision alone. On the contrary the leader should have the leadership behaviour which consists of two components i.e. initiating structure and consideration. In the same time the leaders should develop the psychological characteristics which consists of the internal control, future orientation, moral reasoning, mental health and good attitude towards work. It is believed that if the leaders create the high level of leader's characteristics, the subordinates will participate high level of the good performance in the organization.
The results of the study pointed out that the educational superintendents should be given more knowledge and should be trained for the development of the leader's characteristics skill. The leadership behaviour of educational superintendents should be in high level either the educational superintendents belonging to different groups of age, qualification, position or experience of work. The higher level of leader's characteristics will increase the higher level of work effectiveness.

The leadership behaviour of educational superintendents can be depicted by using a quadrant on an assumption set on two axes, i.e. Initiating Structure axie and Consideration axies.

The Initiating Structure referred the behaviour which aims at letting subordinates or followers understand in performing according to policy guideline, communication, co-ordination of work in order to let subordinates or followers be capable of performing work effectively and successfully according to the objectives set.

The Consideration referred to the leadership behaviour which shows friendliness and faith, trust and acquainted with subordinates or followers in order to create satisfaction in performing the work.

The initiating structure and consideration types of leadership behaviour makes the achieving target of work and makes the colleagues satisfied by adhering to situation as a main point. If the situation is suitable, leadership behaviour will be very effective. But if the situation is not suitable, leadership behaviour will have minimal effect.

At the same time the educational superintendents should be trained for the development of the higher level of psychological characteristics as mentioned above.
5.4 EDUCATIONAL IMPLICATION OF THE PRESENT RESEARCH

The only justification for the existence of the civilization of the country is its ability to educate its population. The better the education provided, the better the justification for the existence of the standard of living of the people in the country. It follows that the factors which influence the high capacity of people is to educate its youth the high level of education. Dewey says that the environment in which the learner is living is an important factor which influences the learner's learning. The learner interacts with this environment and is influenced by the environment. Enriching the environment would result in better education. As has been discussed that the office of educational superintendents has an important role in developing the high level of education, hence the leader's characteristics may be assumed to play a significant role in creating the high effectiveness in education. It could said that the leader's characteristics is assumed to have some effect upon the work effectiveness of the organization. Therefore, such a study may provide empirical evidence of leader's characteristics which can be used by educational superintendents to help them determine the kind of leadership behaviour and psychological characteristics that should be established in office of educational superintendents. In other words, it can be said that the analysis of leader's characteristics and the work effectiveness will turn the influences to the achievement of the office of educational superintendents and the professional growth of the educational superintendents themselve.

This study has revealed that the high level of leader's characteristics, the higher will be the work effectiveness of office of educational superintendents.
Lastly, an additional implication of the present study is with regard to educational superintendents. The educational superintendents should have been given special thought to the preparation to be the highest level of leadership behaviour and psychological characteristic. Such a training when planned, should necessarily include a course in group dynamics, human relations and leadership behaviour. It will not be adequate to give a series of lectures on leadership behaviour and psychological characteristics but laboratory technique, T-group technique, sensitivity training etc. should have to be used in order to develop the right type of leadership behaviour and psychological characteristics. Behavioural scientists should be provided adequate evidence of superior output. The leadership training of educational superintendents would go a long way in improving work effectiveness of the organization.

Thus, taking into consideration the interdependence between leader's characteristics and work effectiveness variables a training programme for educational superintendents may be planned and strategies for changing the organizational system may be defined. Hence work effectiveness in terms of education achievement index of quantity and quality, may be raised. In other words, the capacity of the office of educational superintendents to provide better education to the youth may be raised the ultimate goal. Hence this study may provide guidance and help to educational superintendents in planning and implementing programmes to achieve this end.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the findings of the present study, the present researcher would like to highlight some research problems which may be examined by future researchers.
1. For further study, there should be study about the factors affecting on the level of leadership behaviour of educational superintendents i.e. the level of leaders' morale and subordinate's morale, the organizational climate of the office of educational superintendents.

2. Since OCDQ covers interaction only between leaders and subordinate, other interactions should be also taken into account. Hence for making the studies in this area more dependable all possible kinds of inter-actions may be taken care of while undertaking research in this area.

3. Organizational structure and team development may be assumed to play an important role in leadership behaviour. Case studies should also be taken to supplement the findings of researches in this area.

4. Experimental studies should be conducted in this area so that strategies and models for changing the leader's characteristics, the work effectiveness may be defined and developed.

5. There is lack of prediction studies in this area. There is need for investigating other variables for improving prediction of leader's characteristics and work effectiveness. Such studies may prove very useful from the point of organizing training programmes for educational superintendents.

6. Leader's characteristics and work effectiveness development may also be examined as another dimension in the process of innovation.

7. Explorations among perceptions of leadership orientations of educational superintendents and the work effectiveness also be made.

8. Studies may be taken up to investigate the relationship of leader's characteristics and work effectiveness of the selected educational superintendents and leaders in others position.
9. An investigation of Participation-Influence in Decision-Making and work effectiveness as perceived by educational superintendents may be a good research problem from the viewpoint of its application value.

10. Exploration of the perceptual relationship among organizational demands, individual needs and personal satisfaction as it affects work effectiveness of the office of educational superintendents may be another aspect of this area which needs research.