CHAPTER 1 INTRODUCTION

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CHAPTER 1
INTRODUCTION

1.1 PREFACE

By-law for administering the Kingdom (1991) has divided the administration into three parts, i.e.

1. Regulation for administering the Central government
2. Regulation for administering the Regions
3. Regulation for administering the Local areas

Administration of the Central Government is classified into office of the Prime Minister, Ministries or Bureau and Department or Working Unit which can be compared to a Department.

Administration of the Region is classified into provinces and districts while administration of the local areas is classified into Provincial Administration Organization, Municipality and Sanitation.

Provincial Education office and District Education office are government offices which administer the work of the Region Office with Provincial Education as Chief of Working Unit and has the power to control civil servants in the region who are under the Ministry of Education in such province. As for power to control regional civil servants under the jurisdiction of Ministry of Education in such district.

Provincial Education Office and District Education Office have power and duties as follow:

1. To co-ordinate work and prepare Educational Development Plan, Religious Plan, Cultural Plan of province and district including operation plan as well as preparing priority importance of...
plan, preparation of project for establishing and allocating annual budget to correspond with the Master Plan of the Ministry. At the same time, direct, accelerate, follow-up and estimate the performance according to Work Plan. Prepare project of working units under the Jurisdiction of Ministry of Education which is data unit for education, religion and culture of such province and district,

2. co-ordinate and promote or support the performance and control standard and quality of education of the working unit both under the jurisdiction and outside the jurisdiction of the Ministry of Education.

From power and duties mentioned above, it shows that Provincial Education and District Education has important roles in developing education, religion and culture of Thailand as well as being important leader in developing the country to a more progressive one, Provincial Education and District Education are the leaders which are very important to the Working Units and to the subordinates as well as to the effectiveness of work, because the administrator is the person who brings the policy and work plan or projects for performing and is the person who is the indicator of success of the organization, if the administrator has suitable characteristics and ability which is correct according to administrative theory and suitable as a leader, that administrator will receive co-operation from subordinates or colleagues. That means he will receive both the performance and co-operation which results in effectiveness of work. Therefore, the work effectiveness are dependent upon the type of leader of each administrator as to how much he can persuade the people in the Working Unit to perform work effectively. It will be seen from leader pattern of each administrator that they are
different in knowledge, ability, personality and belief. From the reason mentioned above, it may be the factor which sends an impact to efficiency and effectiveness in work of each organization which are different, because we believe in theory of environment that if the leader is efficient or qualitative, the subordinates would naturally be qualitative too (Banchong Choosakulchat: 1990) because the responsibility of administrator will cover the behaviour which is relevant to develop the team-work to have capability, creating the pattern in preparing good organization chart which is supportive to performance, which will make the colleagues understand the method and working process, in order to succeed in working, by obtaining both quality and value. In addition, it is still relevant with creating good relationship amongst each other in order to let members trust and respect one another and give good co-operation to the administrator (Vichit Varutbangkoon: 1982).

Therefore, leader who has high capability is very much required by an organization, because an administrator who has high capability will bring great progress to the organization. Change in socio-economic and technology is rapid, therefore, the importance of leader keeps increasing because the organization is becoming more and more complex. The leader, therefore, has to adjust himself to keep pace with the present. Hence, it is considered very important to create and develop the leader to have the required capable leader as required by the organization and colleagues more increasingly.

In studying the leaders' characteristics this has been done by many educationists counting from Lewin, Lippt and White (1935) who have studied about interaction process within the group between leader and subordinates as well as effectiveness of work and it was found
that there are three types of leaders i.e. Autocratic pattern, Democratic pattern and Laissez-faire pattern.

**Autocratic Leadership.** This leader will regard his idea as important. He will use his authority in making decisions by himself. He will know the facts alone and will not allow his subordinates to participate in making decisions as well as aiming at his own benefit as an important point.

**Democratic Leadership.** This is the leader who does not like to make decisions alone. At the same time, he will not let his subordinates work in a laissez-faire manner. On the contrary, this type of leader will give opportunities to subordinates to participate in making decisions in the performance of the organization or working unit.

**Laissez-faire Leadership.** This is the type of leader who will allow his subordinates to take their own time in completing their work as they want. The administrator will not use his authority to decide performance will affect the organization.

Later, in 1945 Ohio State University by Halpin and Winer have made a research on leader pattern by considering leader behavior into two dimensions and it was found that there are two characteristics of leaders, i.e. Initiating structure and Consideration.

**Characteristics of leader who is in the group of initiating structure (Task-oriented)** means leader who shows his ability in leading his colleagues to perform various activities in working aspect until meeting with success.

**Characteristics of leader who is in the group of consideration (Relationship oriented)** means leader who shows that he is a good friend, trustworthy and respect each other, relationship between leader and followers or colleagues are warm.
Likert (1946) of Michigan University has made a research on characteristics of leader and it was found that leader who gives importance to his colleagues and outcome of work is equal, there will be balance in creating work effectiveness.

Later, Black and Mouton (1964) has brought suggestions for guideline on leadership from research of Corolado State University to create Managerial Grid by classifying working method into :-

1) Leader who emphasizes on a successful one and
2) Leader who emphasizes on developing relationship between people and found that leader according to Managerial Grid can be classified into five patterns, as follows:-

2.1) Impoverished Leader.
2.2) Task Leader.
2.3) Country Club Leader.
2.4) Middle of the Road Leader.
2.5) Team Leader.

2.1) IMPOVERISHED LEADER

Impoverished Leader means the leader who is not interested in both people and outcome of work, administers the work inertly, whatever amount of work he can perform he will be satisfied. He takes his time in working without aim. Impoverished leader is at the left corner downward of the Managerial Grid of Black and Mouton. This category of leader will work like getting away with things and is not serious with any outcome of work and is not interested in any body. The work is inert.

2.2) TASK LEADER.

Task leader means leader who emphasizes only to finish the work without becoming interested in a person's requirement. He is task
conscious and aims only at effectiveness of work without considering about humanity of colleagues. Task Leader is at right hand corner downward in the Managerial Grid of Black and Mouton. He is the leader who gives low importance to people, but gives high importance to output of work. In performing the work, there is good arrangement with system and regulations wherein his colleagues must follow the specified system. Subordinates usually don’t like this type of leader.

3. COUNTRY CLUB-LEADER

Country Club Leader means leaders who is relationship oriented with people as a majority part. He tries to make his colleagues very satisfied without considering about efficiency and success of work. Country Club Leader is at left hand corner, upper part of Managerial Grid of Black and Mouton. He is the pattern of leader that gives high importance to people, but outcome is low. Subordinated like this type of subordinates because he aims at pleasing his subordinates throughout the time.

4. MIDDLE OF THE ROAD LEADER

Middle of the Road Leader means leader who takes interest both in relationship with people and efficiency of work at middle level. His colleagues are moderately satisfied and outcome of work is moderately successful. Middle of the Road Leader is in the middle of Managerial Grid of Black and Mouton. He is the leader who gives importance to people and outcome of work at medium level and does not aim too much on either side. This type of leader normally avoids showing power and tries to follow up with opinion of majority by adhering to being middle of the road.

5. TEAM LEADER

Team Leader means leader who emphasizes both at people and outcome
of work. He work in a team. Colleagues are satisfied with work. Work is highly successful and has high efficiency. Basic philosophy of Team Leader is work is successful and people are satisfied. Team Leader will be at left hand corner right side of the Managerial Grid of Black and Mouton. He is the type of leader that aims high at people and outcome of work. He is fully a leader and persuades his subordinates to work in full in a team by trying to make each one understand the importance of work and participate willingly. He is the type of leader who gives benefit to administration of work until successful and easily attains the objectives of the organization. Idealism of this leader is the work must be good and people must be happy.

In 1968, Getzels and Guba have used basic suggestion guideline from Social Process Theory which regards that social system is able to analyze into two levels, i.e. Sociological level and psychological level. From that, make it into two dimensions of model structure. The first dimension is Nomothetic which comprises of institution, role, expectation. The second dimension is idiographic which comprise of people, personality, responding to the demand.

From the above suggestion guideline, behaviour of human can be seen which is dependent on first two components, i.e. role of position which specifies institution and is under influence of expectation wherein other people expect the role of the person who holds the positions. Another word is personality which is specified by responding to the need.

From theory of Getzels and Guba, type of leader can be classified into three patterns, i.e. Normative Style, Personal Style and Situational Leadership Style.
1. NORMATIVE STYLE

This type of leader emphasizes on institutional dimension which is necessary to go according to institution role, high expectation in personality. Under leadership of this institutional leader, success of working unit is dependent on nature of organizational structure or institutional structure. It is not dependent on a person. That is, a person who acts the role may change and a person deputizes as though he is a part of the machinery. Duty of the chief is to write a programme or to open a switch in order to operate the machine. Duty of the followers of subordinates is to perform according to the instruction of the programme. Authority is the specific right of a person and is not something that can be handed over to other person. Scope of interaction distributed throughout more than specifically. Giving good or punishment and encouragement comes from exterior more than interior. Conflicts that usually happen will affect the total system of structure.

2. PERSONAL STYLE

This type of leader emphasizes on personal dimension. It is necessary to emphasize on person, personality, responding to the requirement, more than by institution, role, expectation. Success of working unit is dependent on relevant people more than dependent on nature of structure of working unit. Personal style regards that a great success does not come from pressing the people to do what the other expects, but it comes from giving chance to each person to help each other and to do something meaningful to himself. This leader agrees with the suggestions according to the guideline that the best government is the government that rules very little.

Personal style leader regards that each person has different
importance. When a person does something and meets with success, if asked another person to do the same thing, the outcome obtained may be different. Under this Personal Style Leader, authority is the thing which can be entrusted to another person more than being specific right. Scope of expectation is specific more than belonging to public. Giving good or bad punishment and encouragement comes from internal control more than external control. Conflicts that happen often comes from conflict in personality if there is contradiction. This will affect the system of work.

Redin (1970) has classified leaders into 3 categories, i.e.
1. Type of Basic Leader.
2. Type of Efficiency Leader.
3. Type of Inefficiency Leader.

1) TYPE OF BASIC LEADER
1.1) Separated type of low Task-oriented and at the same time has low Relation-oriented. This is the characteristics of administrator who is careful. He is conservative leader. He likes an orderliness. He likes writing work more than speech work. He will perform according to criteria and regulations set. He likes behaviour which is the fact. He adheres to the rule for performing and for righteousness. He is brief and short and precise. He likes perfect work. He is leader who has regularity, has perseverance. He is modest and likes to keep himself and does not like to show off. He will give low importance to people and work. This type of administrator will produce little work. He does not like to express opinion or does not give a suggestion guideline on useful things. He has little imagination or less creativeness and likes to obstruct other people's performance. He likes to resist against change and
hardly gives co-operation in performing the work.

1.2) Related type or low task-oriented, but has high relationship-oriented. He is the administrator who emphasizes on importance of people and does not see the importance of work. This category of leader will regard people in the unit as the most important. Jcb has little importance. He emphasizes on developing people as an important point. He is friendly and does not like to boast. He likes to discuss. He accepts and agrees with others easily. He likes warm atmosphere in the group. He gives security and firmness in the working unit.

1.3) Dedicated type or high task-oriented but low relationship-oriented. This is characteristics of administrator who aims at working as targeted. He is brave enough to perform everything. Something, he may look aggressive. He specifies responsibilities according to standard of work for each person. He rather has high ambition in working.

1.4) Integrated type, or high task-oriented and high relationship-oriented. It is characteristics of administrator by using authority adherent to the objectives and policy of working unit. He is the leader who tries to let the members participate in the organization as much as possible. He does not like to show difference in authority. He wants everyone in the working unit to participate in setting objectives together, or have joint responsibility. He is interested in guideline or method for encouraging the subordinates.

2) TYPES OF EFFICIENT LEADER

2.1) DEVELOPER. This category of leader shows clearly that he has confidence in person. He deliberately intends to develop special ability of other people and arrange the atmosphere in the office which makes his colleagues be most satisfied. This type of leader has
effectiveness because the environment of work which he creates will help develop his subordinates to be affectionate to him and like the work. Although the work will meet with high success, but this type of leader will try to develop the people both in relation to the work and does not related with the work.

2.2) EXECUTIVE. This category of leader is the leader that regards that his own duty is to promote/support highest trial of a person in performing short and long-term business. This type of leader will set high standard of output of work as well as high performance. He accepts difference in people and tries to make use of people according to their ability. He supports working in a team, therefore, the leader will be affectionate with people and work. This will be important encouragement that makes his subordinate work in full capability which will result in making the working unit meet with highest target.

2.3) BENEVOLENT AUTOCRAT. This category of leader has high self-confidence and takes interest in both instant work and long-term work. He is leader who has best skill in inducing other people to do what he wants without contradiction or being unsatisfactory. This will result in producing low result of work. He will create atmosphere in work which will allow his subordinates to be least aggressive in order that they will obey the leader the most. This category created production.

2.4 BUREAUCRAT. This category of leader has no earnest interest in work or in relationship. He will perform according to criteria, but will not affect morale of colleagues. Although this leader will perform according to criteria, but he is able to let his subordinates be interested to finish the work.
3) TYPES OF INEFFICIENCY LEADER

3.1) MISSIONARY. This category of leader is the type which regards that relationship between himself and colleagues is the most important amongst other things. He is the leader which lacks efficiency. He longs to see himself being a good person and wants others to look at him as a good man too. He dares not risk to do what his subordinates don't like. He takes interest and gives into his colleague without considering about the real objective of working unit. This type of leader has no initiative and likes to give into his subordinates.

3.2) COMPROMISER. This category of leader is the leader who realizes the benefit of colleague-centered and relationship. But he does no ability to do so. This may be due to the fact that he has no earnest feeling to do it, or that he dares not decide to do it. He makes a compromise as important in doing work without considering about long-term production. He tries to avoid the problem and will make those who have influence over him be happy as much as he could.

3.3) DESERTER. This is the leader who shows that he has no interest both in work and in relationship. He is the leader who lacks efficiency and does not consider about success of work and does not think about morale of colleagues and obstructs others not to work in different ways.

3.4) AUTOCRAT This is the leader who thinks he is more important than others. He has high self-confidence and aims at performing the work until successful without considering about the morale of colleagues. He likes to threaten and squeezes others to work and uses the method which he thinks is good without listening to suggestion of subordinates.
Duangduen Bhanumnavin (1991) has suggested the psychological Leadership Theory that Psychological Leadership means basic characteristics or psychological component which will create desired behaviour of the leader, comprising of five aspects of psychological characteristics:

1. INTERNAL CONTROL OF THE LEADER.

Internal Control is the general expectation of a person that the various things which he receives comes from his own deed. Whether or not it is good, for example, if one does a good deed, he will receive a good deed and if one does a bad deed, he will receive a bad deed in return, or if he puts a lot of effort, he will get a lot on return, or if he puts little effort, there will be little result. As regards External Control, it is general expectation of a person that the various things which he receives is not the result of his own deed but it is dependent on various causes from external, such as, fate or the quality within him which cannot be changed (Lefcourt. 1980:209-210).

Internal Control—External Control is a certain kind of characteristics of a person which is general expectation due to past experience as to what he can do and how does it relate with other events. This expectation can be used to estimated other situations. Owing to this, the Internal Control External Control is psychological characteristics which can be used for forecasting behaviour of a person.

2. FUTURE ORIENTATION OF LEADER.

Future orientation is knowing how to think about future which is very long and find that there is good and bad result which is very long and find that there is good and bad result which may occur
in the future, both near and far which will happen to ourselves and the society in the future wherein such person will have to be able to control himself to persevere or control himself. Therefore, controlling oneself means an ability of a person to cause or deed or to refrain from doing certain kind of deep which has to use perseverance or sacrifice and is able to do that behaviour in a quantitative way and suitable quality long enough to lead to the required result in the future (Mischel and Mischel 1974: 287)

Aiming at future is the thing which happens continuously in the same event, that is a person will have to require future result more than present result and then perform to achieve future aim, i.e. perseverance has two steps of process. The first step is the cause which will make a person select a much better result which will come in the future instead of receiving little result in the present time. That is aiming at future. The second part of perseverance is taking action step by step in order to lead required result in the future which one has to practise for a long time or has to wait for a long time to obtain the result. This part of ability is self control. Therefore, the person who emphasize in different aspects of this event will call this event differently, that is, the person who emphasizes the cause of decision for selecting and seeing the result which will happen in the future through his own deed, will call this event that 'future orientation' As for those who emphasizes ability in performance in order to wait for the required result will call this event that 'self control'.

Since 'future orientation' and 'self control' are the event that happens continuously, therefore, sometimes we cannot separate what is what. But, however, future orientation originates from past experience
of a person concerning stability of environment. Therefore, if such society has high relationship of environment by depending on nature, such person in the society will be able to forecast thing which will happen in the future moderately enough. People in that society will have also high future orientation. When a person has high future orientation, it will make that person work hard in the present time in order to wait for future good result. In various societies in the present time, when the society is more progressive, the person has to wait longer for the result of his deed, i.e. practise according to law for peacefulness of people. Practise according to scientific principle in order to have long-term good result more than instantly (Skinner 1986: 568-574), i.e. stop smoking in order to have good health and long life. Therefore, Thai society which is getting more progressive each day, people have to wait for result of his own deed increasingly, especially Thai civilians, teachers, professors in institutions have no power/force, but they have kindness/favour, therefore, they only have to wait result of deed in the future.

The said future orientation has high relationship with success of work, that is, each step of work will result in success, or progress of a person in the future. Success in each step will encourage people to work in the next step in order to achieve the target in the last step. At the same time failure in the primary steps will step that person to work in the next step. Therefore, any occupation which has continuous steps and is successful in the primary steps will help people to reach the target in the last step. It will enable a person to use his effort in work so as to create a good result in the future. This is to train people to know how to have future orientation.
3. MORAL REASONING

Moral reasoning means a person gives reason in selecting to do or not to do certain behaviour. The reason which we are mentioning about will show encouragement which is behind each person's deed, but there is a thing to be noticed that those who have different morals can always have similar deeds. Kohlberg's theory for developing morals mentioned that Morals characteristics of a person comprise of important aspects, i.e. knowledge and morals feeling, moral behaviour and moral reasoning, it was found that moral reasoning, majority of children will have in the first year of schooling and development in this aspect has not much change in the following year. As for moral reasoning behaviour, majority will be dependent on characteristics of situation which makes this aspect of study and development become difficult. Kohlberg, therefore, sees that the use of reasoning to decide to select to do a certain thing in various situations, will show mental progress of a person in an orderly way. In addition, we may understand behaviour of a person in various situations and finally one may be able to use moral reasoning to forecast his moral behaviour in each situation.

4. MENTAL HEALTH OF A LEADER.

Mental health is the word which has broad meaning and many have given various definitions.

Duangduen Bhanthunavin, (1981:31) has considered about six aspects as follows:-

4.1) consider about meaning of mental health in aspect of self-respect.

4.2) Considering Automamy means independent from his society.

4.3) Considering from ability in controlling environment,
responding to surrounding environment.

4.4) Considering from ability in developing oneself up to the highest point.

4.5) Considering from accepting the fact, that means acknowledgement without wanting to distort from the fact, ability in understanding other's feeling.

5. GOOD ATTITUDE TOWARDS WORK OF LEADER.

Attitude is a category of psychological characteristics which is a trend or feeling to respond in a good way or a bad way or it may be mentional that attitude is a person's suggestion towards various thing by having emotion as a component as well as readiness to show a specific behaviour (Shaver 1977 : 168)

Good attitude towards work comprises of two parts.

5.1) attitude towards the condition of work
5.2) attitude towards the behaviour of work

5.1 Attitude towards the condition of work.

Generally, the word 'satisfaction in work, the word will to fight/ morale' and encouragement in work as well as the word 'attitude towards work' can be used in place of one another as they have similar meaning. However, if we would give meaning of attitude towards condition of work or satisfaction in working means effectiveness in work of a person, posture or attitude towards work in positive (+) way can be regarded as having satisfaction in work.

Therefore, attitude towards work is a good feeling about work which one is performing as one loves the work and is interested, ambitious and happy to work and is obligated with working unit, is proud of the success of work which he performs, therefore, technologists regard that difference in work is a part of the attitude.
5.2 Attitude towards working behaviour.

Duangduen Bhanthunavin (1985:21-35) has tried to give definition of this word by using her own research and by compilation the result of other's research wherein desirable behaviour of civil officers was obtained or herein it may be called 'working behaviour' which means behaviour in using knowledge, ability, experience in working according to duty to the one's ability, for the benefit of the whole and for the country more than his own or colleagues'benefit. It also means perserverence towards obstacles which originated from too many rules and regulations in the government. The chiefs and colleagues are weak in duties and the budget is limited.

As has been mentioned above, Provincial Educational Superintendents and District Educational Superintendents are chiefs of government units in the region. Therefore, in studying about Leaders' characteristics, the researcher based on two theories, i.e.

1) Leaders'Characteristics Theory of Halpin and Winer.

In addition, the researcher has specified age, qualification, position and experience of work as independent variables of this study.

1.2 STATEMENT OF THE PROBLEM

The present research decided to study under the title "A STUDY OF LEADER'S CHARACTERISTICS AND WORK EFFECTIVENESS OF OFFICE OF EDUCATIONAL SUPERINTENDENTS IN THAILAND IN RELATION TO CERTAIN VARIABLES"

1.3 DEFINITION OF THE IMPORTANT TERMS OF VARIABLES

1.3.1) INDEPENDENT VARIABLES:

1.3.1.1 AGE means true age of Educational Superintendent which is counted from 30 years and classified into three age groups,
i.e. aged between 30-40 years, aged between 41-50 years and aged between 51-60 years.

1.3.1.2 QUALIFICATION means qualification in education of the Educational Superintendent beginning from graduate and post graduate.

1.3.1.3 POSITION means position of the educational Superintendents which they are currently in, i.e. Provincial position and District position.

1.3.1.4 EXPERIENCE OF WORK means period in being Provincial Educational officer or District Educational officer which are counted from one year onward, that is, classified into 5 period, i.e. between 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 years onward.

1.3.2) DEPENDENT VARIABLES

1.3.2.1 LEADERS’ CHARACTERISTICS means characteristics of shown by the leader is classified into 2 characteristics, as follow:-

- LEADERSHIP BEHAVIOUR means the behaviour of leaders according to Leadership Theory of Halpin and Winer (1945), i.e. Initiating Structure and Consideration. The researcher develop the leader’s characteristics scale by depending on Leadership Behaviour Description Questionnaire (LBDQ) which is a scale for measuring Initiating Structure Behaviour and Consideration Behaviour of the leader and compiled data from Provincial Educational Officer and District Educational Officer.

- 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 Bhanthunavin (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 wants. 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 frightened, etc. 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 used for measuring Leader's psychological characteristics in this research is the scale which the researcher has prepared by depending on the Leader's Psychological Characteristics Theory of Duangduen Bhanthunavin (1991) and Moral Reasoning Theory of Kohlberg (1976).

1.3.2.2 WORK EFFECTIVENESS

Work effectiveness means the work effectiveness of office of educational superintendents which is classified into two components i.e. leader's effectiveness and group's effectiveness. The work effectiveness of office of educational superintendents is considered from the level of work effectiveness of educational
superintendents.

- **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 five 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.

- **GROUP'S 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 eight aspects, i.e. Outcome of work of a group, Work effectiveness of a group, Punctuality in work, Absence from work, Change of group, Atmosphere in working or work environment, Morale and encouragement in work, Cooperation in work

1.4 **OBJECTIVES OF THE STUDY**

1.4.1 To study the level of leader's characteristics (leadership behaviour) of educational superintendents.

1.4.2 To study the factors affecting on the level of leader's characteristics (leadership behaviour) of educational superintendents i.e. age, qualification, position and experience of work.

1.4.3 To study the level of leader's characteristics (psychological characteristics) of educational superintendents.

1.4.4 To study the factors affecting the level of leader's characteristics (psychological characteristics) of educational superintendents i.e. age, qualification, position and experience of work.

1.4.5 To study the level of work effectiveness of educational
superintendents.

1.4.6 To study the factors affecting on 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.

1.5 VARIABLES OF THE STUDY

1.5.1 INDEPENDENT VARIABLES

1.5.1.1 Age
1.5.1.2 Qualification
1.5.1.3 Position
1.5.1.4 Experience of work

1.5.2 DEPENDENT VARIABLES

1.5.2.1 LEADER’S CHARACTERISTICS

1) Leadership behaviour
   - Initiating Structure
   - Consideration

2) Psychological characteristics
   - Internal control
   - Future orientation
   - Moral reasoning
   - Mental health
   - Good attitude towards work

1.5.2.2 WORK EFFECTIVENESS OF OFFICE OF EDUCATIONAL SUPERINTENDENTS

1) Leader’s Effectiveness
2) Group’s Effectiveness

1.6 HYPOTHESES OF THE STUDY

1.6.1 There will be no significant difference between mean scores
of leader's characteristics (leadership behaviour) of educational superintendents belonging to different groups of age, qualification, position and experience of work.

1.6.2 There will be no significant difference between mean scores of leader's characteristics (psychological characteristics) of educational superintendents belonging to different groups of age, qualification, position and experience of work.

1.6.3 There will be no significant difference between mean scores of 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.

1.7 LIMITATION OF THE STUDY

1.7.1 The data used for the present study will be collected from the educational superintendents in the area of educational regions No. 2, 5, 7, 11. The data will be collected in the year of 1998.

1.7.2 The tools used in the present study has developed from the Leadership Behaviour Description Questionnaire (LBDQ) which is a tool for measuring initiating structure and consideration behaviour. To study the psychological characteristics of educational superintendents, the researcher decided to used the tool to measure the internal control, future orientation, moral reasoning, mental health and good attitude towards work.

1.7.3 To study the work effectiveness of office of educational superintendents, the researcher will measure the ability in using knowledge and experience of leaders in administering the work to attain the specific targets. There were two types of work effectiveness i.e. leader's effectiveness and group's effectiveness of
1.8 CHAPTERIZATION

The researcher had planned to divide the present study into five chapters as follows:

CHAPTER 1: The first chapter deals with the introduction, preface, statement of the problem, definition of the important terms, objectives of the study, variables of the study, hypotheses of the study, limitations of the study and the chapterization.

CHAPTER 2: The second chapter concerns about the theoretical orientation and review of the studies i.e. the leaders' characteristics theory (leadership theory and psychological characteristics theory), work effectiveness (leader's effectiveness and group's effectiveness). The review of the past studies concerned to the overseas research and domestic research regarding the leader's characteristics and work effectiveness.

CHAPTER 3: The third chapter mainly bases on the planning and procedure i.e. technique selected for the study, tool and their characteristics, development of the tools, reliability of the tools, validity of the tools, discrimination of the tools, selection of samples, administration of the tools and statistics used.

CHAPTER 4: The fourth chapter describes about the analysis of various topics according to the results of data i.e. the analysis of the level of leader's characteristics (leadership behaviour) of educational superintendents and factors affecting the level of leader's characteristics (leadership behaviour) of educational superintendents belonging to different groups of age, qualification, position and experience of work. The analysis of the level of leader's characteristics (psychological characteristics) of
educational superintendents and factors affecting the level of leader's characteristics (psychological characteristics) of educational superintendents belonging to different groups of age, qualification, position and experience of work. The analysis of the level of work effectiveness of office of educational superintendents and factors affecting the level of work effectiveness of office of educational superintendents administered by educational superintendent belonging to different groups of age, qualification, position and experience of work.

CHAPTER 5: The last chapter adopts with the review, major findings, conclusion, educational implications and suggestion for further research.