



**EXPECTATIONS TO LEADERSHIP BEHAVIORS
OF THE COMMANDER OF TRAFFIC POLICE DIVISION**



POL.CAPT.KITISAK SATHIDPANID

**With compliments
of**
บัณฑิตวิทยาลัย มหาวิทยาลัยมหิดล

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS
(PUBLIC ADMINISTRATION)
FACULTY OF GRADUATE STUDIES
MAHIDOL UNIVERSITY**

2002

ISBN 974-04-0463-4

COPYRIGHT OF MAHIDOL UNIVERSITY

Copyright by Mahidol University

TH
Kblc
2002
C.1

**Thesis
Entitled**

**EXPECTATIONS TO LEADERSHIP BEHAVIORS OF THE
COMMANDER OF TRAFFIC POLICE DIVISION**

.....
Pol.Capt.Kitisak Sathidpanid

Candidate

S. Sirisunhirun

.....
Lect.Somboon Sirisunhirun, M.A.

Major-advisor

J. Chuekpaivong

.....
Assoc.Prof.Jiraporn Chuekpaivong, M.A.

Co-advisor

J. Choonhaklai

.....
Asst.Prof.Sirirat Choonhaklai, Ph.D.

Co-advisor

Liangchai Limlomwongse

.....
Prof. Liangchai Limlomwongse,

Ph.D.

Dean

Faculty of Graduate Studies

Suree Kanjanawong

.....
Assoc.Prof.Suree Kanjanawong, Ph.D.

Chair

Master of Arts Programme in

Public Administration

Faculty of Social Sciences and Humanities

Thesis

Entitled

**EXPECTATIONS TO LEADERSHIP BEHAVIORS OF THE
COMMANDER OF TRAFFIC POLICE DIVISION**

was submitted to the Faculty of Graduate Studies, Mahidol University
for the degree of Master of Arts (Public Administration)

on

February 11, 2002

.....
Pol.Capt.Kitisak Sathidpanid

Candidate

S. Sirisunhirun
.....

Lect.Somboon Sirisunhirun, M.A.

Chair

J. Chuckpaiwong
.....

Assoc.Prof.Jiraporn Chuckpaiwong, M.A.

Member

S. Choonhaklai
.....

Asst.Prof.Sirirat Choonhaklai, Ph.D.

Member

Pornchai Kuntree
.....

Pol.Lt.Col.Pornchai Kuntree, Ph.D.

(Criminal Justice)

Member

Liangchai Limlomwongse
.....

Prof. Liangchai Limlomwongse,

Ph.D.

Dean

Faculty of Graduate Studies

Mahidol University

Suree Kanjanawong
.....

Assoc.Prof.Suree Kanjanawong,

Ph.D.

Dean

Faculty of Social Sciences and Humanities

Mahidol University

ACKNOWLEDGEMENT

This thesis is cannot be achieved without the support and advise from Somboon Sirisunhirun , Chairman of Thesis Adviser, Associate Professor Jiraporn Chuckpaiwong , Assistant Professor Sirirat Choonhaklai (Ph.D.), Thesis Committee and Police Sub-Coilnel Pornchai Kuntee (Ph.D.), the Outside Thesis Committee .

Moreover , the researcher would also like to thank the police superior , co-workers , and traffic police officers.

Finally, I would like to make an appreciation to my father and mother including brothers, families and public administration classmates for their courage and support until I finished this thesis.

Kitisak sathidphanid

4337080 SHPA/M : MAJOR : PUBLIC ADMINISTRATION ; M.A.
(PUBLIC ADMINISTRATION)

KEY WORD : LEADERSHIP / EXPECTATION

KITISAK SATHIDPANID : EXPECTATIONS TO LEADERSHIP
BEHAVIORS OF THE COMMANDER OF TRAFFIC POLICE DIVISION: THESIS
ADVISORS : SOMBOON SIRISUNHIRUN, M.A., JIRAPORN CHUCKPAIWONG,
M.A., SIRIRAT CHOONHAKAI, Ph.D., 93 P. ISBN 974-04-0463-4

The intent of this research was to study the perceptions and expectations of police officers toward the behavior of the Commander of the Traffic Police Division. The study also attempts to discover the sociological factors that have an impact on subordinates' perceptions and expectations. The study population was comprised of 330 police officers working under the Police Traffic Division, the Metropolitan Police Department. The study period was from March to September 2001. Leadership Behavior Description questionnaires was used for data collection. SPSS for Windows was utilized to calculate frequency, percentage, mean, and standard deviation. The Pearson relationship, T-test and F (ANOVA) were employed to seek relationships of variables and significant differences.

As a result of this study, it was found that police officers perceived their Commander as an effective leader. His leadership behavior focused on both the behavior of the initiating structure and the consideration. The study also found that the actual leadership behavior was less than expected. In addition, the sociological factors of subordinates, including job characteristics, salaries, and special income, have an influence on the expectations of subordinates to the leadership behavior of the Traffic Commander.

It is suggested from this study that the recruitment procedure of the new Traffic Commander should utilize the same or better standard in order to develop the unit relevant to the Thailand Civil Service Development, as the structure of the organization, and officers is widely dispersed to stations around Bangkok. More meetings should be arranged with subordinates to clarify the organizational policies or orders, so that they can be implemented more effectively. In addition to the salary or special income, the leader should assist subordinates' spouses with an income in order to ease family hardships.

4337080 SHPA/M : สาขาวิชา : รัฐประศาสนศาสตร์ : ศศ.ม. (รัฐประศาสนศาสตร์)

กิตติศักดิ์ สถิตพานิช : ความคาดหวังของผู้ใต้บังคับบัญชาต่อพฤติกรรมภาวะผู้นำของผู้บังคับการตำรวจจราจร (EXPECTATIONS TO LEADERSHIP BEHAVIORS OF THE COMMANDER OF TRAFFIC POLICE DIVISION) คณะกรรมการควบคุมวิทยานิพนธ์ : สมบูรณ์ ศิริสรธรีรัฐ ร.ม.(บริหารรัฐกิจ), จิราพร จักรไพวงศ์ ศ.บ.,ศค.ม.(สิ่งแวดล้อม), ศิริรัตน์ ชูณหคล้าย Ph.D. , 93 หน้า. ISBN 974-04-1224-6

การศึกษาวิจัยครั้งนี้ เป็นการวิจัยเชิงสำรวจ มีวัตถุประสงค์เพื่อศึกษาความคาดหวังของผู้ใต้บังคับบัญชาต่อพฤติกรรมภาวะผู้นำของผู้บังคับการตำรวจจราจร ในช่วงเดือนมกราคมถึงเดือนกันยายน 2544 กลุ่มประชากรที่ศึกษาได้แก่ข้าราชการตำรวจในสังกัด กองบังคับการตำรวจจราจร กองบัญชาการตำรวจนครบาล สำนักงานตำรวจแห่งชาติ จำนวน 330 คน โดยใช้แบบสอบถาม LBDQ (Leadership Behavior Description Questionnaires) เป็นเครื่องมือเก็บรวบรวมข้อมูลนำมาวิเคราะห์ด้วยโปรแกรมสำเร็จรูป SPSS for Windows หาค่าสถิติ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การวิเคราะห์ความแตกต่างด้วยสถิติ T – Test และ F (ANOVA)

ผลการศึกษาพบว่าพฤติกรรมภาวะผู้นำของผู้บังคับการตำรวจจราจร ที่ปฏิบัติจริงความคิดเห็น และตามความคาดหวังของผู้ใต้บังคับบัญชา ตามทฤษฎีภาวะผู้นำของมหาวิทยาลัยแห่งรัฐโอไฮโอ อยู่ในรูปแบบเป็นผู้นำที่มีประสิทธิภาพ มีพฤติกรรมภาวะผู้นำด้านมุ่งงาน และมุ่งสัมพันธ์อยู่ในระดับสูง โดยพฤติกรรมตามความคาดหวัง สูงกว่าความคิดเห็นที่ปฏิบัติจริง และพบว่าปัจจัยชีวิตสังคมของผู้ใต้บังคับบัญชาในด้านลักษณะงาน เงินเดือน และเงินได้พิเศษ มีอิทธิพลต่อความคาดหวังของผู้ใต้บังคับบัญชาที่มีต่อพฤติกรรมภาวะผู้นำของผู้บังคับการตำรวจจราจร

ข้อเสนอแนะด้านการบริหาร การแต่งตั้งผู้บังคับบัญชามาดำรงตำแหน่งผู้บังคับการตำรวจจราจร ควรพิจารณาการคัดเลือกดีเท่าเดิม หรือมากกว่าเดิม เพื่อสามารถพัฒนาศักยภาพของหน่วยงานให้สอดคล้องกับแนวทางพัฒนาระบบการบริหารราชการของประเทศไทย ในด้านการจัดโครงสร้างองค์การ ที่มีการกระจายส่วนงาน และกำลังพล จึงเห็นควรจัดให้มีการประชุมผู้ใต้บังคับบัญชาทั้งกองบังคับการ ให้ถี่มากขึ้น เพื่อก่อให้เกิดความรู้ความเข้าใจนโยบาย หรือคำสั่งในการปฏิบัติงานได้ดียิ่งขึ้น และในด้านผลตอบแทนในการปฏิบัติงานของผู้ใต้บังคับบัญชา นอกเหนือจากเงินเดือน หรือเงินได้พิเศษ ที่ได้รับแล้ว ควรสร้างงาน สร้างรายได้ให้กับแม่บ้านของผู้ใต้บังคับบัญชา เพื่อแบ่งเบาภาระค่าใช้จ่ายของครอบครัว ในสภาพสังคม และเศรษฐกิจที่มีการแข่งขันการอย่างสูงในปัจจุบันนี้

CONTENTS

	Page
ACKNOWLEDGEMENT	iii
ABSTRACT (English)	iv
ABSTRACT (Thai)	v
LIST OF TABLES	viii
LIST OF CHARTS	ix
CHAPTER	
I	
INTRODUCTION	1
The importance of the problem	1
The study purposes.....	3
The study scope	3
The study definitions	4
The study variables	5
The level of measurement	5
The study framework	6
The study hypotheses	7
The study usefulness	7
II	
LITERATURE REVIEW	8
Conceptions and theories relating to the expectations	8
Conceptions and theories relating to the leader	11
The roles of the Traffic Commander	31
The related researches	32
III	
RESEARCH METHODOLGY	36
Population	36
Sample	37
Study tool	38
Validity and Reliability	40
Data collection	40
Data analyses	40

CONTENTS (CONTINUE)

		Page
	Statistics	40
IV	RESULTS	42
	The sociological characteristics of the population	42
	The actual leadership behavior perceived by subordinates	44
	The leadership behavior expected by subordinates	48
	The comparison of the actual leadership behavior and the expected leadership behavior	51
	The comparison of the expected leadership behavior and the sociological variables	57
V	DISCUSSION	63
	The sociological characteristics of the population	63
	The actual leadership behavior perceived by subordinates	65
	The leadership behavior expected by subordinates	66
	The comparison of the actual leadership behavior and the expected leadership behavior	68
	The comparison of the expected leadership behavior and the sociological variables	69
VI	CONCLUSION	71
	The purpose of the study	71
	The study usefulness	71
	Population and population sample	72
	Study tool	72
	The study results	73
	Conclusion	74
	Suggestions	75

CONTENTS (CONTINUE)

	Page
BIBLIOGRAPHY	77
APPENDIX	84
BIOGRAPHY	93

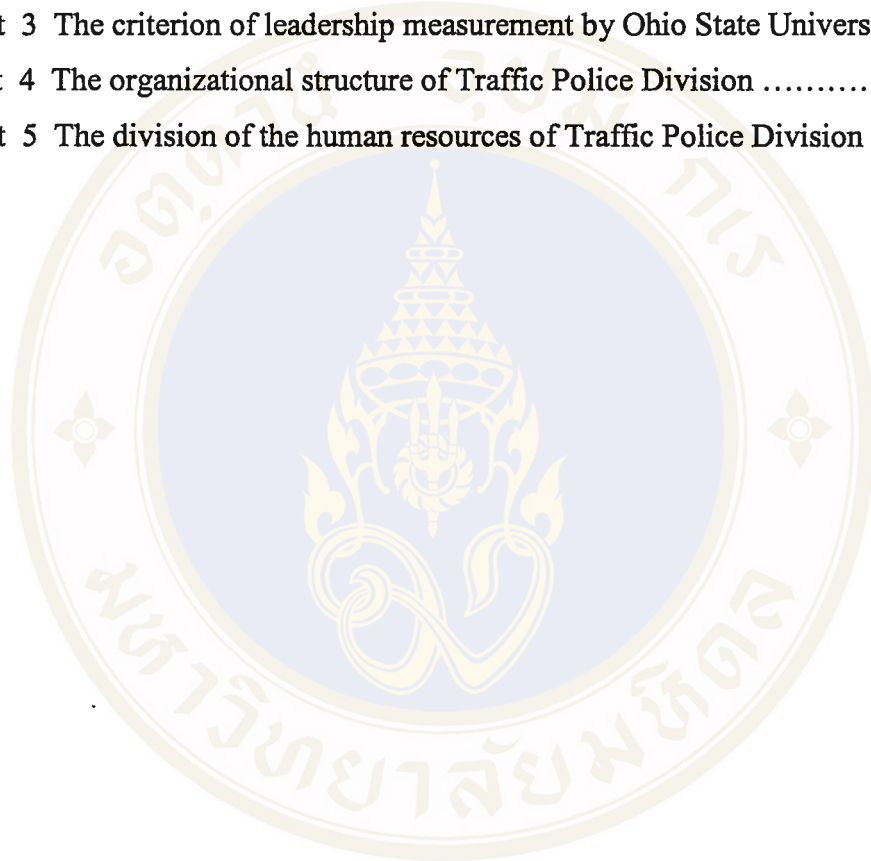


LIST OF TABLES

	Page
Table 1 Units and human resources in Traffic Police Division	36
Table 2 The number of the population samples from police officers of Traffic Police Division	36
Table 3 The sociological characteristics of subordinates	43
Table 4 The statistical values of the leadership behavior perceived by subordinates	44
Table 5 The comparison of the leadership behavior of the initiating structure and the consideration expected by subordinates.....	47
Table 6 The statistical values of the expected leadership behavior	48
Table 7 The comparison of the expected leadership behavior for the initiating structure and the consideration	50
Table 8 The comparison of the actual and the expected leadership behavior in the light of the initiating structure	51
Table 9 The concluded comparison of the actual and the expected leadership behavior in the light of the initiating structure	53
Table 10 The comparison of the actual and expected leadership behavior in the light of the consideration	54
Table 11 The concluded comparison of the actual and expected leadership behavior in the light of the consideration	56
Table 12 The comparison of subordinates' expectations toward the leadership behavior and the sociological characteristics	57

LIST OF CHART

	Page
Chart 1 Blake and Merton's leadership behavior.....	20
Chart 2 Ohio State University's leadership behavior.....	22
Chart 3 The criterion of leadership measurement by Ohio State University	24
Chart 4 The organizational structure of Traffic Police Division	85
Chart 5 The division of the human resources of Traffic Police Division	86



CHAPTER I

INTRODUCTION

1.1 The Importance of the Problems

The changing concepts used to visualize the world have produced the new world ideology of “globalization.” This new world order is composed of four principles. The first one is “the Democracy Principle & Democratization,” focuses on the administration and management or so-called “good governance.” There are accountability, public participation, predictability, and transparency. The second is “Human Rights,” a concept emphasizing the usefulness of living in peace with human dignity and equality. The third principle is “Liberalism or the Free Market,” and the fourth is “Environmental Focus.” Any governmental policy must reexamine its effect on the environment.

In addition to the influence of the new world order, the change of administration and management in the private section to emphasize better quality products and services, Thailand’s Civil Service Development, and the new Constitution have also had an impact on the concepts of organization structure and management. Any organization in this fast changing world must be able to adapt to these new environments (Somkid Barnppo, 1997 : 38-39).

The organizational resources include man, money, materials, and management, the most important resource of which is “Man.” If we do not have “Man” to administer the organization, the other resources are useless (Uwadee Srithamrat, 1998:1). Gulick & Urwick’s (1973: 17-18) also include the Staffing (S) in his famous principle ““POSDROB.”

The leader is the chief or highest commander of the unit. He or she uses his/her authority or influential relationship with subordinates to achieve the set goals (Sompong Kasemsin, 1978: 285). The appropriateness of the leader’s position or role

depends upon the leadership of that person; it point to talents, appropriateness, and effectiveness of the leader. Boles and Devenport (1975: 145-155) argued that leadership is a process of conceptual initiation which assists a group to reach the target, to receive the personal goal.

The Traffic Police Division is a unit under the supervision of the Metropolitan Police Bureau, Royal Thai Police. The leader of the unit is called "the Commander." The Traffic Police Division has its own territory in Bangkok - a capital city and the heart center of the economy and society of Thailand. It is responsible for managing and enforcing traffic laws, the King's traffic project (handling traffic congestion in Bangkok and suburbs), and supporting the traffic operations of local police. As its own responsibilities are so important and specialized, anyone who becomes the leader of the unit must be a person with the attributes of effective management, vision, capable of setting policies, subordinate motivating, and persuasion. Purachai Piamsomboon (1987:43) also stated the importance of police leadership for the achievement or failure of the police organization in social services. Ironically, there has been no empirical study on police leadership by the Traffic Police Division. The study would like to fulfill this loophole. The researcher is interested in studying the effectiveness of the leadership of a Police Traffic Commander in operation or leadership behaviors in carrying out jobs which are composed of two types: job focused and relationship focused (Boontun Dorktaisong, 1992:145). The study seeks the significant relationship between actual behaviors of a commander relating to unit responsibilities and expectations of subordinates. The reason for choosing all police officers working in the Traffic Police Division is that they are a majority group, have long working experience, and have worked for several traffic police commanders. They have also been acknowledged in carrying out jobs, behaviors of the leaders, organizational culture, and the changing environment which results in expectations toward the job carried-out and the behaviors of the leaders. If their expectations are fulfilled, there will be an increase in cooperation among subordinates and work will be more effective. As Paitoon Charoenpunwong (1987: 109) stated, the expectation is a concept or need of a person to expect something to happen in the future. A person will support or work efficiently if an organizational

goal is consistent with his or her expectations. And if individuals' expectations fit together, this will result in setting common goals and targets.

The results of the study will help a traffic police commander know his or her actual behaviors in operations and expectations of the subordinates. The commander can use these facts to administer and manage the unit relevant to his roles and responsibilities, becoming the center of all subordinates encouraging them to work more effectively. The organization, eventually, can survive within a fast changing environment.

1.2 Study Purpose

1.2.1 To study the actual leadership behaviors of the traffic police commander from the conceptions of his subordinates.

1.2.2 To study the leadership behaviors of the traffic police commander from the expectations of his subordinates.

1.2.3 To compare the actual leadership behaviors of the traffic police commander with the expectations of his subordinates.

1.2.4 To study the correlations of the expectations of police subordinates toward the leadership behaviors of the traffic police commander with sociological factors of police subordinates.

1.3 Study Scope

1.3.1 The group study is 1,749 police officers working in the Traffic Police Division, the Metropolitan Police Bureau, Royal Thai Police. The period of the study is from January to September 2001.

1.3.2 The study frame is from the study of the leader's behaviors in Ohio University. This separates the leader's behaviors into two types: job focused and relationship focused.

1.4 Definitions

Expectation means a person's thoughts toward an influential event which uses his or her own experiences to set a thought level to fulfill a need to display behaviors to respond to that event.

Leadership Behavior means the leader's behaviors in charge of leading a group. The leader uses authority through the communication process in order to carry out the job. It is also a reflection of group behaviors.

The Leadership Behaviors in Initiating Structure means the leader's behaviors displaying the understanding the leader and follower in policy implementing, communicating, and job completing.

The Leadership Behaviors in Consideration Structure means the leader's behaviors displayed in the relationship between the leader and follower in terms of courtesy, respect, trust, praise, and friendship.

The Commander of Traffic Police Division means a police officer whose rank ranges from police colonel to police general who possesses the position of commander, supervising the traffic Police Division, the Metropolitan Police Bureau, Royal Thai Police. He or she is the highest leader of Traffic Police Division.

Police Subordinates means police officers working in Traffic Police Division supervised by a commander of Traffic Police Division. They can be divided into commissioned officers and non-commissioned officers. A commissioned officer possess a rank ranging from police sub-lieutenant to police colonel, whereas a non-commission officer's rank is from police corporal to police sergeant.

Job Attribute means police jobs are divided into two types: traffic police officers and others.

Special Income means money awarded to police officers working in the Traffic Section or a salary income for a specific position of police officers working in the Traffic Section.

1.5 Variables

According to a literature review, the variables used in the study are as follows:

1.5.1 Independent Variables are composed of such sociological factors as

- sex
- Age
- education level
- marital status
- job position
- job experience
- job characteristics
- salary
- special income.

1.5.2 Dependent Variables

- The leadership behaviors in the initiating structure
- The leadership behaviors in the consideration

1.6 The Level of Measurement

1.6.1 Independent Variables:

Sociological Variables

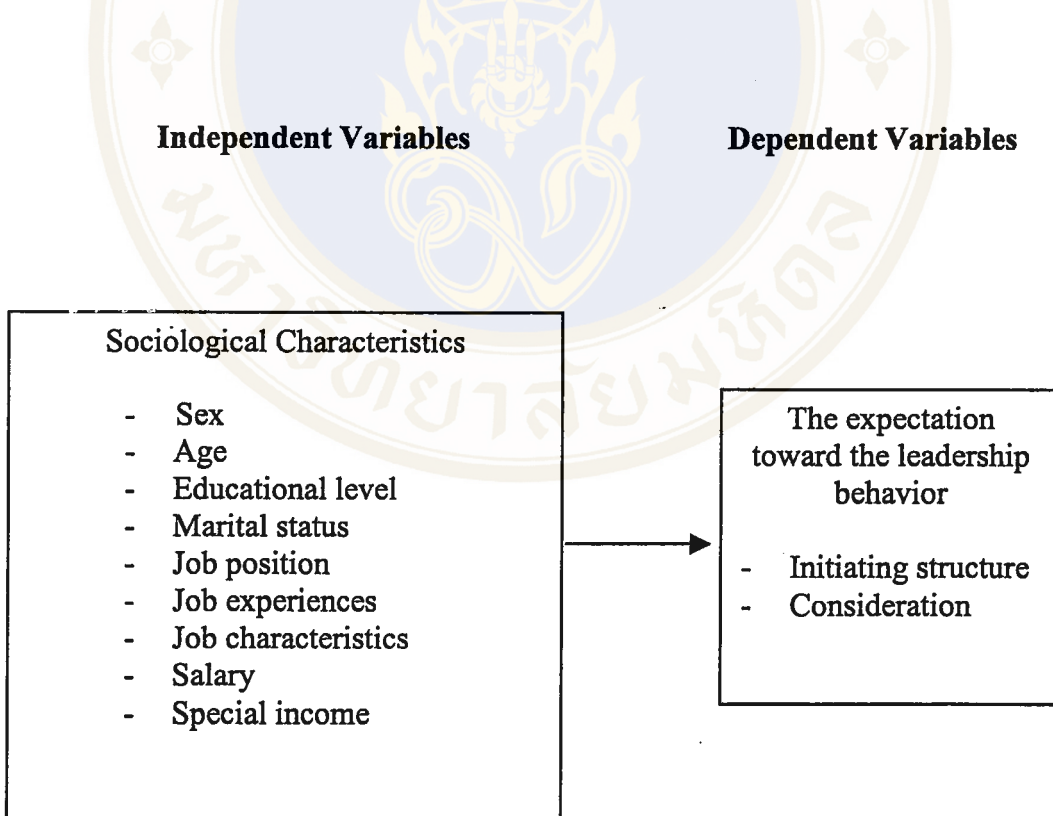
Level of Measurement

- | | |
|-----------------------|----------|
| - Sex | Nominal |
| - Age | Interval |
| - Educational Level | Nominal |
| - Marital Status | Nominal |
| - Job position | Nominal |
| - Job experience | Interval |
| - Job characteristics | Nominal |
| - Salary | Interval |

Sociological Variables	Level of Measurement
- Special Income	Nominal
1.6.2 Dependent Variables	Level of Measurement
- The leadership behavior in the initiation structure	Interval
- The leadership behavior in the consideration	Interval

1.7 Scope of the Study

The study of the expectations of police subordinates toward the leadership behaviors of the commander of the Traffic Police Division is conceptually framed as follows:



1.8 The Study Hypothesis

1.8.1 There is a significant difference between the actual leadership behaviors of the commander of the Traffic Police Division and the leadership behaviors of the commander of the Traffic Police Division as expected by police subordinates, while the level of the actual leadership behaviors is lower than the level of that expected by police subordinates.

1.8.2 The expectations toward the leadership behaviors are significantly different according to such sociological factors of police subordinates as sex, age, educational level, marital status, working experience, working types, salary, and special income.

1.9 The Usefulness of the Study

1.9.1 The Traffic Commander applies the results of the study to his or her own style of leadership behavior in order to be able to adapt to the changing environment.

1.9.2 To bring the styles of the leadership behavior from other organizations and applying it to the Traffic Police Division.

CHAPTER II

LITERATURE REVIEW

For the study of the expectations of subordinates to leadership behaviors of the Traffic Commander, the researcher has studied the written documents and existing research, which can be divided into two parts:

2.1 Conceptions and theories relating to the expectations.

2.1.1 The definition of the expectations.

2.1.2 The theories of the expectations.

2.1.3 The influential factors on the expectations.

2.2 Concepts and theories relating to the leader

2.2.1 The definitions of the leader and leadership

2.2.2 The roles of the leader

2.2.3 The leader's behavior

2.2.4 The leader's characteristics

2.2.5 The situational leader

2.2.6 The roles and responsibilities of the Traffic Commander

2.2.7 The related researches

2.1 Conceptions and theories relating to the expectation

Anant Pakakrong (1986: 16) expressed a definition of expectation as a prediction of an event in the future. If that expectation has had an impact on the expecting person, the effect on him can be measured from the level of the expectation. Ironically, the person's expectation and the event that actually occurs do not always correlate (Sunie Teeradakorn, 1986: 29) In addition, there are over conceptions relating to the expectation as follows:

Getzels et al.(1964: 390-398) stated that the expectations of each person are different. They have their own thoughts and needs resulting from different social behavior. Social behavior has two dimensions: the first is a nomothetic dimension which relates to the expectations of co-workers in the organization, or the purpose of the organization. The ideographic dimension is another influential factor relating to the social behavior which the person requires.

Wittchudee Njampod (1997: 10) argued that expectation is the thought of a person who would like a third individual to do something which has an effect on the work performance.

Tavil Tarapoedh (1989: 77) explained expectation as necessity toward work performance. He argued that the higher the level of expectation on the achievement of the task, the greater the effort of the person, and the more likelihood that the purpose would be fulfilled.

We can conclude from the above that expectation is the thought of a person toward an event which has an impact on his or her social behavior. The level of the thought is controlled by experiences in responding to the satisfaction, resulting from displayed social behavior. In addition, expectation also involves the leader's social behavior being expressed according to the role of the leader. As Secord and Backman (1964: 457) stated, the expected role is expectation involved in the role. Different people have different expectations depending upon age, sex, and work status.

2.1.2 Theories of the Expectation

The main theories of expectation are as follow:

The expectancy theory or VIE theory (Vroom, 1970: 91-103) is comprised of three elements:

1. Valence is the expectation of a person toward the outcomes resulting from the work. The level of the satisfaction expected depends upon the value of the job. If the job has been graded of high value, the level of satisfaction is also great.

2. Instrumentality is an instrumental means to achieve the outcome or we can say that it is a means that the person believes will lead to the outcomes of valence which eventually meet the set goal.

3. Expectancy is the expectation of something arrived at from the internal workings of the individual. A person will do anything to respond to that need or expectation. Once the expectation or need has been fulfilled, his or her mind will be satisfied and the expectation will be replaced by one that has a higher value.

Atkinson's (1964 quoted in Prayoot Jarubavorn, 1988: 12) theory makes certain assumptions about expectation and the job:

1. A person with the lower interest is less likely chance to complete a job than a person with higher interest in that job.
2. A job is likely to appear less difficult to a person working hard to complete that job.
3. A job is likely to appear more difficult to a person not trying to reach the set goal.

Therefore, the level of interest in completing a job is dependent upon the estimated value of that job or the benefit the person will receive in turn. Any person working with the aim of reaching a set goal will do the job with satisfaction. In contrast, anyone doing the job just to avoid failure is unsatisfied, coerced, and unwilling employee.

2.1.3 Factors which Influence Expectation

1. The different attributes of each person and the environment, such as the influence of a person has within an organization, or their own personal needs, expectations, and manifestations. Different people have different ideas (Getzels et al., 1964: 390-398)

2. The experiences of the person and the level of difficulty. These are factors which have an influence on expectation and the displayed behavior. That is, if a person is used to success in a job, the level of expectation on the next job will be higher, in conjunctino with improved skills. In contrast, expectation will be lower if a person has failed as a result of setting too high level of expectation (DeDecco, 1968 quoted in Prapussorn Parnsri, 2536: 15).

3. Satisfaction, income, and possibility. Satisfaction will be increased if the person is able to receive more income when reaching targets. The opposite is also

true (Vroom, 1970: 91-103). Satisfaction will be reduced by penalties for not reaching targets.

It can be concluded from these concepts including definitions, theories, and influential factors on expectation that:

1. Expectation concerns the thoughts of a person toward an event which is about to occur in the future and influence one's thoughts.

A person's behavior will support an expectation if the satisfaction or the expected income has been recognized. In contrast, unsupporting behavior will occur if the expectation is unrecognized.

2. Expectation has a relationship with the attributions of the person. The difference of the attributes and needs results in a dissimilarity of expectation. Therefore, expectations of people will be different, depending upon such sociological factors as sex, age, level of education, work experience, and environment.

3. Expectation is important for work. If the expectation of the job has been rewarded then satisfaction occurs, resulting in the effective and efficient work and goal achievements. In contrast, if expectation has not been rewarded, the vice versa is true.

An organization is composed of a leader and the subordinates. The leader is responsible for the administration and management, whereas the subordinates operate to achieve the goals of the organization. The leader must also be able to respond to the needs and expectations of the subordinates. Because of the different work environments and attributes, the expectations of the subordinates will differ. This study will examine the personal and social factors of subordinates which influence their different expectations toward leadership behavior and promote an effective type of leadership behavior.

2.2 Concepts and Theories involving the Leader

2.2.1 The definitions of a leader and leadership

The definition of a leader

From the study, the leader is very important to the organization. The leader entails the success and survival of the organization as the conceptual ideas have shown:

Halpin (1967: 30) said that the characteristics of the leader should be as follows:

1. The leader is a person with a higher role and influence on the organization than anyone else.
2. The leader is a person with the higher role than anyone else.
3. The leader is the most important person in the organization in carrying out the job.
4. The leader is a person whom others respect as a leader of the organization.
5. The leader is the leader or the chief of the organization.

Kawee Wongpud (1992: 14-15) summarized the ideas of the leader into 5 types as follows:

1. The leader is referred to as the center or the pivot of the group activities. He or she has more opportunity than anyone else to communicate with the group members and to dominate the group decision-making.

2. The leader is referred to as the person who leads the group or brings the group to the goal set. Even only as an advisor of the group, we consider that person the leader. The leader also includes the person who leads the group to deviant behavior.

3. The leader is referred to as the person whom the majority of group members select as the leader. This uses the social dimension of the person as a base.

4. The leader is referred to as the person with the specific attributes which enable him or her to permeate some influence on the changing activities of the group.

5. The leader is referred to as the person with the talent to lead the group to the wanted direction and is directly involved with the role of leadership.

In addition, scholars define the leader in light of specific talents as follows:

Sumate Dealisarade (1984: 50) stated that leading the organization is the ability of the person to initiate or change any activity in order to achieve the set goal of

the organization. The leading person must also be able to persuade co-workers to follow his or her ideas, wants, or orders.

Some scholars define the leader as the influential person in the organization.

Terry (1960: 5) argued that the leader is a person who manipulates his or her position to gain the cooperation of subordinates in order to receive the set goal of the organization.

Utai Hirunto (1981: 13) stated that the leader is a person who uses an organizational activity to build influence in persuading subordinates or co-workers to develop work cooperation in the organization.

In addition, Arun Raktham (1984: 157) argued that the leader is a person who is appointed or accepted from a group to make decisions. He or she also has an ability to govern subordinates and lead them to either a good or bad cause.

From the definitions of the leader above, it can be concluded that the leader has the ability to initiate or modify any activity in the organization in order to achieve the set goal. He or she has a wide variety of abilities and influence over other people. He or she has the authority to make decisions and persuade others to follow his or her instructions, including changing the behavior of others, in order to achieve a personal or group goal. This has been done with the support and acceptance of the member of the group.

The Definition of Leadership

Leadership is about effectiveness and efficiency. As Tannenbaum, et al. (1959: 15) said, leadership is the influence between people in an event and using communication in order to achieve a specific aim or set goal. Terry (1960:493) similarly stated that leadership is an activity which influences others to cooperate, for the purpose of a group. Davis (1967: 96), moreover, said that leadership is the ability to persuade or encourage others to carry out organizational work. Sumate Dealisarade (1984: 50) expressed leadership as the ability of a person to initiate or change an activity of the organization and that person must be able to convince others to believe in his or her thoughts, wants, and orders.

Hersey & Blanchard (1974: 68) expressed the idea that leadership is a process of influencing other people's or group's work to reach the set purpose within a limited circumstance. If the circumstance has been changed, leadership in relationship to the influence must also be modified.

Tongin Wongsotorn (1980: 7) concluded that leadership is a process of social influence toward a group activity in an event in order to reach a purpose.

Sompong Kasemsin (1980: 420-421) said that leadership is a process that a leader uses to influence a relationship with subordinates in any circumstance to reach a set goal.

In addition, scholars express leadership in terms of a relationship between people as follows:

Arun Raktham (1981: 13) said that leadership is one type of relationship where a leader or leaders are able to convince others to do the work in the set direction in order to reach the objective of the organization.

Pinyo Satorn (1980: 344-345) stated that leadership is a two-way process, that is, the leader has an influence over the follower. However, sometimes the follower dominates the leader. Therefore, leadership is the result of all attitudes of the group members.

Finally, as seen above, we can conclude that leadership is a type of relationship between the leader and the subordinate in light of using influence by the leader to convince the subordinate or group to work willingly with the leader in order to achieve the set goal of the organization. The use of influence by a good leader will show in the leadership behaviors which can be measured.

2.2.2 The Role of the Leader

The meaning of the role has been defined by many scholars as follows.

Mintzberg (1973, quoted in Saovanit Saonanont 1999: 42-44) studied the leadership behavior of different occupations in an administrative level and summarized their roles into 3 main groups.

1. The figurehead role. It is a role that stems from his or her formal position in the organization as the leader. The leader is a symbol of the organization or agency.

2. The leader role. The administrator is responsible for making the organization work more effectively and able to communicate with other agencies in order to achieve the goal of the organization.

3. The liaison role. The role of the administrator is to build a network of relationship with other people outside the organization. This can be done by developing information databases and publicizing them outside organization.

4. The monitor role. The role of searching for information from different sources, such as a reports, memos, summaries, events, meetings, and observation.

5. The disseminator role. The administrator has more opportunities to absorb information from different sources than subordinates. Some received information is necessary or important to work and the administrator should disseminate it to subordinates.

6. The spokesman role. The administrator has a duty to disseminate all information relating to the organization for public awareness.

7. The entrepreneur role. The administrator must initiate, plan, or modify work as environments change.

8. The disturbance-handler role. The administrator must be a problem-solver.

9. The resource allocation role. The administrator is responsible for allocating all organizational resources.

10. The negotiator role. When there is any conflict or change occurring in the organization, the administrator who is directly responsible must participate to find an agreement.

Satean Leungaram (1976: 102) said that the responsibilities of the leader are so diverse, beginning with the administrative work at the lowest level up to the highest one. In each agency, the leader must work with subordinates to promote good relationships.

Noppong Boonchitradul (1982: 95-96) stated that the role of the leader is composed of three aspects:

1. The guardian or the person responsible for maintaining group membership.

2. The group operator to attain an objective.

3. The facilitator for group interaction.

Pinyo Satorn (1976: 141-145) concluded the role of the leader as follows :

1. The leader as executive. He or she is working as a facilitator for between- or in-group interaction.

2. The leader as a planner. He or she is responsible for organizational planning, and decision-making.

3. The leader as a policy maker. Most important aspects of the leader's work are goal setting or group targets and policy setting. Policy setting comes from three sources: the higher levels of administration, subordinates' suggestions, and group leaders.

4. The leader as an expert. The leader is a problem-solver applying working knowledge and skill. There might be an assistance or consultant to help with technical matters.

5. The leader as an external group representative. It is necessary to have one person as a representative of the organization to contact the outside. The leader is not just an organizational representative, but also an authoritative negotiator.

6. The leader as controller of Internal Relation.

7. The leader as a purveyor of rewards and punishments.

8. The leader as arbitrator and mediator. When any conflict occurs in the organization, the leader must try to compromise, mediate, or sometimes decide who wins or loses.

9. The leader as exemplary. The person with immaculate behavior and work performance always receives admiration as an example to the organization. That person eventually becomes the leader of the organization.

10. The leader as a symbol of the group. The unity of group members is instilled in the leader and becomes a symbol of the group or organization.

11. The leader as a substitute for individual responsibility. When a group first emerges, the group leader is responsible for decision-making, doing business as the group representative, and taking responsibility for what has been done by the group.

12. The leader as an ideologist. Some leaders instill ideals, beliefs, or faiths on subordinates. Sometimes beginning verbally and then growing to be a group ideology.

13. The leader as a father figure. This type of leader is an aging person. He or she is the eldest of the group and a group admirer.

14. The leader as a scapegoat. The leader takes full responsibility if there is any problem occurring in the organization.

From the discussion of the leader above, we can divide the role of the leader into 3 aspects:

1. The role as organizational status or position. The leader presents his or her representations to the organization with vision.
2. The role as social expectation. The leader must follow social rules and has morals.
3. The role as an expert. The leader is an intellectual and with good administrative skills, excellent at decision-making and taking the initiative.

2.2.3 Leader Behavior's Theories

The definition of leadership behaviors

Leadership behaviors which have been expressed to co-workers or subordinates in different situations are a process of conceptual initiations which assist the group to achieve its goal and personal needs. It is a center of unity and important for the survival of the group (Boles & Deveport, 1975: 145-155) Leadership behaviors are also an indication of the leader's attributes, talent, and the appropriateness of being the leader (Paitoon Charoenpunwong, 1980: 5). In addition, it clarifies the understanding of the nature of the organization, changes, operation process, and behavior prediction (Hersey & Blanchard, 1977: 15) As McGreger (1960:11) believed that human behaviors could be predicted. The study of the behaviors focused on what the leader did and what had been achieved. The leader emphasized the job and its relationship with people. Therefore, the leader's behavior could be divided into two types: job-centered and considerate (Teppanom Meaugman and Sawing Suwan, 1986: 187-188).

Furthermore, scholars define leadership behavior as follows:

Paitoon Charoenwong (1986: 11) stated that leadership behaviors are the act of the leader using influence or authority over subordinates to achieve the set goal.

Kitipan Rujirakul (1986: 11) said that leadership behaviors are the acts of a person utilizing his or her ability to receive cooperation from others to reach the aim of the leader.

Kumpanart Ruddit (1996: 21) expressed leadership behaviors as acts of a selected leader. Different leaders possess dissimilar behaviors dependent upon persons, situations, and other factors. The leader will express behaviors administratively in the fashion of either job-centered or considerate style to satisfy followers or co-workers.

Warrasak Pienchob et al. (1980: 4) stated that leadership behaviors are the acts of abilities in solving problems of the group, including being able to raise moral and spirit.

We can conclude that leadership behaviors are the behaviors of the leader in leading the group. There is a use of influence and authority in situations through the communication process in order to complete job. It is also a reflection of the group behavior.

The Study of Leadership Behaviors

Leadership behaviors are the study of the behaviors in leading a group to a set goal. These behaviors are controlled by the roles and responsibilities of the leader. It can be seen clearly from the relationship of the members and the group activities as theories of the leader's behaviors have been provided as follows:

The study of the leader of Ohio University (Lippith & White, 1930: 527-553) divided the leader's behaviors into 3 styles:

1. The autocratic style. The leader is the only person to use authority and decision-making in the policy, purpose, standard, operation, and performance evaluation. The decision-making on the issue of the organization is transmitted to subordinates, and the action is taken immediately. Subordinates are closely monitored by the leader. This leader style administratively emphasizes the order.

2. The laissez-faire style. The leader in this style uses little authority. Subordinates are fully free in changing or setting the policy of the operation standard

by their own. The leader does not set the clear purpose in doing organizational works, and there is no performance evaluation.

3. The democratic or participative style. The leader sets the purposes and process with the participation of subordinates. Everyone in the organization participates in decision-making to achieve the set purpose.

The study of the leadership of University of Michigan (quoted in Sukhothaitammarard, 1993: 50) separated types of the leader into 2 styles:

1. Employee-centered style. The leader pays more attention to the problems of subordinates, building an effective working group with a high level of operation. Everyone in the organization understands the goal clearly and possess a freedom of work.

2. Job-centered style. The leader monitors subordinates' work closely, using several motivations to increase the product quantity, and controlling the rate of production through various techniques, such as time utilized at work.

The leader using an employee-centered style is referred to as a democratic leader, whereas the leader utilizing job-centered style is called an autocratic leader.

Likert's (1961, quoted in Boontun Dorktaisong, 1998: 262) theory of management divided the leader into 4 styles:

1. The autocratic leader. The leader is the only one making a decision and then transmits information to subordinates. The organizational works are standardized and fixed. It also uses treats and punishments as a work motivation tool. The relationship between the leader and subordinates, and the trust toward subordinates are low. In reverse, subordinates are afraid of working with the leader.

2. The autocratic leader with the art in administration. The leader is still the only person in administration, but listens to the suggestions of subordinates. There is a space of flexibility in work with the leader managing the scope. When the goal has not been fulfilled, subordinates will be punished. The relationship between the leader and subordinate occurs with caution.

3. The suggestive leader. The leader trusts subordinates in doing work. They participate in the goal setting and have freedom in selecting the way to work. However, the leader still makes the decisions on important issues. The

communication between the leader and subordinates is two-way. Rewards are used for motivation. The leader and subordinates are working together with confidence.

4. The participation leader. The leader trusts and works with subordinates with courtesy. Subordinates are important and valued for the organization. Goals are set and decisions made by a group of employees. Communication in the organization is both horizontal and vertical. Motivation is utilized through monetary reward and participating in goal setting, the working process, and evaluation. The relationship between the leader and subordinates continues in the fashion of courtesy and trust.

The study found that any department of the organization with the first and second style of administration will have low efficiency, whereas the third and fourth will come with high efficiency of productivity. That is, the leadership behavior that produces the high effectiveness of work is the one with subordinates' participation or a more democratic style. In addition, the fourth style of administration is the best as subordinates are the milestone or the center of administration.

Blake & Mouton's (1964:12) the managerial grid theory is a theory that has been widely used in the field of administration. They designed a management and organizational development assessment instrument to identify any given leader's location on two 9 point scales, one measuring concern for production and the other measuring concern for people.

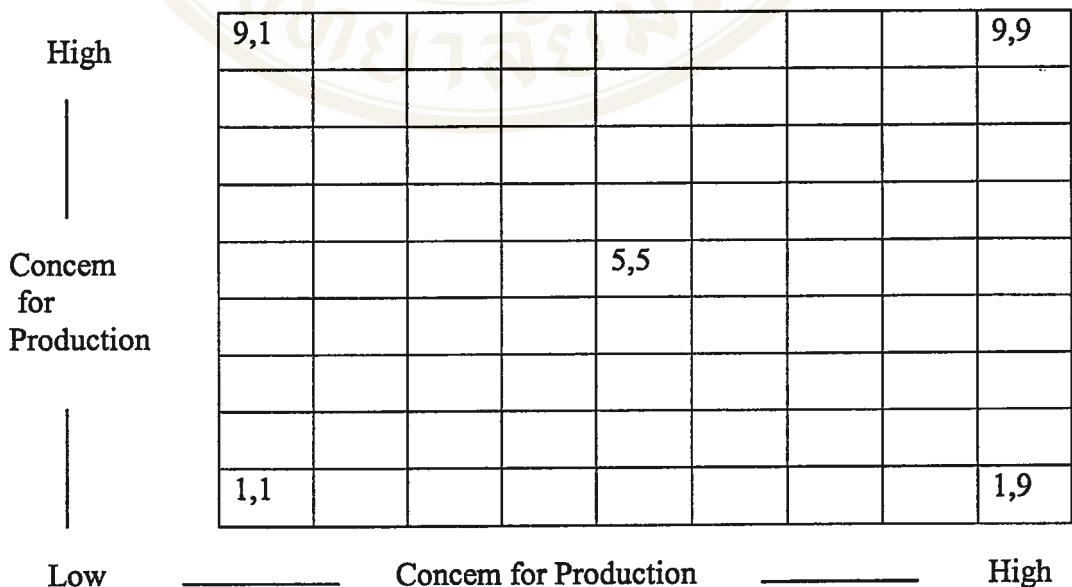


Chart 1 The Leadership Grid (Blake & Mouton's,1964:12)

The leader's scores on both the production and people concern scales represent one of five dominant leadership styles, with two additional management styles resulting from motivational shifts on the part of the leaders:

1. Impoverished Management (1,1): low concern for both people and production;
2. Country Club Management (1,9) : high concern for people, low concern for production;
3. Management (1,9) : low concern for people, high concern for production;
4. Middle of the Road Management (5,5): balanced concerned for both people and production:
5. Team Management (9,9): high concern for production and people

Effective leaders are those who show extremely high concern for both the maximizing of task performance and for those who with whom they work (9,9).

The study of leadership behavior by the Ohio State University (Hempill & Coons,1940 quoted to Hoy & Miskel,1982: 22-227) constructed LBDQ (Leader Behavior Description Questionnaire) and distributed to several occupations to find out the dimensions of leadership behavior. They found two dimension leadership behaviors:

1. Initiating structure. This type of leadership behavior focuses on the relationship between the leader and members of the organization in order to produce the most efficient work procedure and organizational structure.

2. Consideration. The leader emphasizes the good relationship between the leader and co-workers in trust and respect.

The result of the study found that

1. The leadership behavior in the dimension of consideration uses questionnaires as a fundamental dimension of leadership behaviors.

2. The effective behavior of the leader must possess a high score of leader's behaviors in both dimensions.

3. The commander and subordinates always have contrasting scores on leader's behaviors. The commander emphasizes the initiating structure, whereas subordinates focus on the consideration.

4. The type of leadership behavior, which demonstrates a high score on both initiating structure and consideration, results in a group unity.

5. There is little relationship between the leader says what he or she will behave like and what subordinates see what the leader behaves like.

6. The different situations cause dissimilar leadership behaviors demonstrated.

Leadership behavior can be divided into 4 types:

High Initiating Structure Low	Quadrant II Low consideration (-) High initiating (+) (-,+) 	Quadrant I High consideration (+) High initiating (+) (+,+)
	Quadrant III Low consideration (-) Low initiating (-) (-,-) 	Quadrant IV High consideration (+) Low initiating (-) (+,-)
	Low	High

_____ Consideration _____

Chart 2 demonstrates the relationship of leadership behaviors in a study by the Ohio State University (Halphin, 1966 quoted to Hoy & Miskell, 1982: 228)

The tool used in measuring leadership behavior is called Leadership Behavior Description Questionnaire (LBDQ). The personal research committee at the Ohio State University by Halphin (1966: 88-111) separates leadership behaviors into two types: initiating structure and consideration. The validity of the LBDQ tool is 0.86 for initiating structure and 0.83 for consideration.

The questions used in LBDQ are divided into 2 groups:

1. The first group is questions investigating the perception toward the leadership by the leaders, so-called "LBDQ-Real Self" and "LBDQ Ideal, Self."

2. The second group is questions examining the perception toward the leadership by group members, so-called "LBDQ-Real Staff" and "LBDQ Ideal, Staff."

For the score of LBDQ questionnaires, the relation of those two groups is 0.38 - 0.45.

The study found that leadership behavior is alienated into 2 types:

1. Initiating Structure analyzes the leader's behaviors in these ways; work operation, work planning, communication channels, evaluation, initiative, and cooperation. Questions manipulated are listed into 15 statements.

- 1.1 He makes his attitudes clear to the staff.
- 1.2 He tries out his new ideas with the staff.
- 1.3 He rules with an iron Hand. *
- 1.4 He criticizes poor work.
- 1.5 He speaks in a manner not to be questioned.
- 1.6 He assigns staff members to particular tasks.
- 1.7 He works without plan. *
- 1.8 He maintains definite standards of performance.
- 1.9 He emphasizes the meeting of deadlines.
- 1.10 He encourages the use of uniform procedures.
- 1.11 He makes sure that his part in organization is understood by all members.
- 1.12 He asks that staff members follow standard rules and regulations.
- 1.13 He lets staff members know what is expected of them.
- 1.14 He sees to it that staff members are working up to capacity.
- 1.15 He sees to it that the work of staff members is coordinated.

2. Consideration analyzes the leader's behavior in relation to relationships, courtesy, dependability, trust, sympathy, and respect. Questions utilized are divided into 15 questions as follows:

- 2.1 He does personal favors for staff members.
- 2.2 He does little things to make it pleasant to be a member of the staff.
- 2.3 He is easy to understand.
- 2.4 He find time to listen to staff members.
- 2.5 He keep to himself. *

2.6 He look out for the personal welfare of individual staff members.

2.7 He refuses to explain his actions. *

2.8 He acts without consulting the staff. *

2.9 He is slow to accept new ideas. *

2.10 He treats all staff members as his equals.

2.11 He is willing to make changes.

2.12 He is friendly and approachable.

2.13 He makes staff members fell at ease when talking with them.

2.14 He puts suggestions made by the staff into operation.

2.15 He gets staff approval on important matters before going ahead.

* Scored negatively.

The characteristics of LBDQ questionnaires do not cover all aspects of leadership behaviors. However, the answers from the members of the group or co-workers can be used as an indication of a leader's traits. The answers are interpreted into a score average to identify the differences of that leader from a specific type of leader, and whether that difference significantly relates to the effectiveness of the leader. LBDQ questionnaires demonstrate different types of leadership behaviors in the score averages.

The quadrants are utilized as a standard to measure the leadership at Ohio State as shown in Chart 3

		Consideration " C "		
Initiating Structure " S "		C- S+	C+ S+	The average point for the initiating structure The average point for the initiating structure
		C- S-	C+ S-	

Chart 3 The standards used in measuring leadership by Ohio State University (Halpin,1966 : 88 – 111)

From the quadrants, there are four types of leader:

1. The leader scores high on both initiating structure and consideration (C+, S+). The total average from both sides falls into the first quadrant.

2. The leader scores low on initiating structure and high on consideration (C-, S+). The total average from both sides is in the second quadrant.

3. The leader scores low on both initiating structure and consideration (C-, S-). The total average from both sides falls into the third quadrant.

4. The leader scores high on initiating structure and low on consideration (C+, S-). The total average from both sides is in the fourth quadrant.

5. The leader in the first quadrant focuses on both initiating structure and consideration at the same time. The leader in the second quadrant does not emphasize initiating structure, but focuses on consideration which has few effects on job performance. The leader in the third quadrant has an inferior characteristic on both sides. The leader in the fourth quadrant emphasizes initiating structure; this type of leader attempts to make members of the group work like a machine.

In addition, LBDQ questionnaires possess 5 important characteristics:

1. Questionnaires are appropriately used to measure fundamental behaviors of the leader in both sides; initiating structure and consideration.

2. The operation of the leader from these two aspects relates to the role and the agency, including working type, working procedure, and relationship between the leader and co-workers.

3. The leader and subordinates must be able to evaluate the behavior of the leader.

4. Questionnaires must be able to measure the change in group attitudes and characteristics. For example, if the leader scores high on both initiating structure and consideration, it demonstrates that the group attitude or the change of the group attitude toward the leader is prone to the positive side.

The study of the leader by Ohio State University uses others and leaders as study samples. The leadership behaviors studied are divided into 2 aspects: initiating structure and consideration. The quadrants are used to consider the type of the leader's behaviors demonstrated. Moreover, the study does not only find that leadership

behaviors cause the efficiency of the leader, but the traits and situations also have an influence on the achievement of leadership.

2.2.4 Traits of Leadership

In the past, people believed that a leader was a person who would hold a great position - such as overlord, great king, or (Boontun Dorktaisong, 1998: 262) and be an intellectual, knowledgeable, and expert in every subject. Moreover, the leader must have abilities in speech and writing with strength of mind, body, and emotion. He or she must also take the initiative, and be able to make subordinates work best together (Haskell, 1963: 33). These statements show that the leader must have specific traits which influence other people. Additionally, studies on the traits of leaders which result in effective leadership are as follows:

Bothwell (1983: 133) asserted traits of the leader that are referred to by most researchers in studies of its relationships with leadership. There are 10 types of traits of leadership:

1. Intelligence.
2. Ability to get along well with others.
3. Skill in the area of technical competence.
4. Ability to motivate self and others.
5. Emotional stability
6. Planning and organizing skills.
7. Strong desire to achieve task.
8. Ability to use the group process.
9. To be effective and efficient.
10. Decisive.

Daft (1999: 334) stated the 9 best personal traits of the leader:

1. Charisma. The leader possess a faith, respect, or trust from people. He or she is capable of understand the needs of others, and to make them recognize common goals and visions.

2. Individual consideration. The leader is being closely supervised, suggestive, supportive, open-minded and helpful to the newcomer.

3. Intellectual stimulation. The leader encourages others to develop their own thoughts and ideas with logic and data base.

4. Courage. The leader is a type of person who is affirmed in his/her thoughts and beliefs, and never tries to pressure someone else into agreeing with them.

5. Dependability. The leader respects the obligation to subordinates and accepts his or her mistakes.

6. Flexibility. The leader is able to adapt to the changing environments and situations.

7. Integrity. The leader possess morality and decency.

8. Judgment. The leader is capable of bringing all existing facts to use in evaluating the organizational purposes and making decisions.

9. Respect for others. The leader respects others' thoughts, ideas, and suggestions.

Stogdill (1974: 74-75) analyzes research on the leader's traits and divides them into 6 parts:

1. Physical characteristics. The leader possess good health, strength, and looks.

2. Social background. The leader has a good education and social status.

3. Intelligence. The leader is intelligent, decisive, knowledgeable, and skilled in communication and persuasion.

4. Personality. The leader is always alert, emotional well composed, and self-confident.

5. Task-related characteristics. The leader always likes to be the best. He or she is responsible, dedicated, and not indifferent to the problems and barriers of work.

6. Social characteristics. The leader is skilled in building good relationships with others. He or she is also cooperative, socialized, and respectable.

Tongchai Suntiwong and Chaiyod Suntiwong (1979: 124) found that effective traits of leadership must accompany intelligence, fairness, understanding, general and specific knowledge, authority delegation, and integrity. In addition there are other traits of the leader as follows:

1. Physical traits. These involve good height, weigh, looks, and health.

2. Personality traits. These include traits of encouragement, initiative, and dedication.

3. Personal traits. These entail intelligence, responsibility, decision-making, and job interest.

4. Social traits. These are sympathy, good relationships, trust, and cooperation.

Uthai Hiruntho (1981: 50) said that the good leader must possess a good personality and be admired by others. The outside personality is from body shape and manners. The inside personality is from courage, fairness, and compassion.

Moreover, Charlie Maneesri (1984:125) proposes the idea of general traits of the leader as follows:

1. The leader is fully responsible for his or her work. Subordinates have been recognized. The leader completes his or her work, and uses techniques to bring out the quality of subordinates' work. He or she does his/her own work utilizing subordinates, and takes full responsibility if there is a mistake.

2. The leader is self-confident, unselfish, and courteous.

From the theories of leader's traits discussed above, we can conclude that the good leader has a good personality, intelligence, initiative, high morality, encouragement, dedication, and fairness. These are the effective traits of leadership which will lead the organization to achieve organizational goals.

However, empirical evidence demonstrates that the leader's traits are less important factors and have little influence on the efficiency of the leadership. Therefore, the attention to traits of leadership has paved the way for the study of leadership behaviors; the study of behaviors the leader demonstrates to subordinates in the organization (Tongchai Suntiwong, 1992: 204).

2.2.5 Situational Leadership

The study of situational leadership is from the idea of recognizing the influence of situations on effective leadership. The good leader must be able to adapt to new changing environments as many scholars have stated:

Fiedler's (1967) contingency theory is a personality theory of leadership, but it incorporates several ideas about what shapes a leadership style. Perhaps the

most important of these factors is “situational favorability,” or those conditions that allow more or less leadership to be exercised in any given situation. Among the factors affecting situational favorability are the relationship between the leader and subordinates, the leader’s position of power, and the amount or degree of structure in the tasks to be performed. Leaders with strong employee relationships, recognized authority, and structured work to be performed will, in all likelihood, exercise a different leadership style from leaders with weak or nonexistent employee relationships, low authority, and undefined or unstructured work. This contingency model ultimately suggests that it is easier to change the nature of the work rather than to change the personality of the leader. In other words, effective leadership behavior will ultimately rest on an assessment of the situation in which it is to be exercised.

Hersey & Blanchard’s (1982: 150-155) situational leadership emphasizes the relationship of types of effective leadership and the maturity of subordinates. Its assumption is that effective leadership is dependent upon the appropriateness of matching of leader’s behavior and personality, and group maturity. The leader’s behavior and situations are two important parts of the theory. There are two dimensions of leader’s behaviors: task behavior and relationship behavior. Combining the two dimensions results in 4 types of leadership behaviors.

1. Delegating
2. Participating
3. Selling
4. Telling

For a situation factor, the theory considers the maturity of subordinates or the group as the only variable. The maturity is referred to as the ability to achieve a high level of goals and objectives with confidence, responsibilities, and past experiences.

Reddin (1970:11-17) combines Ohio University’s two dimensions, Blake and Mouton’s grid management, and Fielder’s contingency theory to develop his so-called “three dimensional theory.” The theory is composed of 3 parts:

1. Human-oriented dimension.
2. Task-oriented dimension.
3. Efficiency dimension.

The leadership behavior in administration is divided into 4 types:

1. Isolation type. The leader is cautious, abiding by rules and regulations, and precise. He or she is not task- or human-oriented, resulting in low productivity and minimum benefits to the society. Moreover, this type of leader dislikes working with other people.

2. Relationship type. The leader is human-oriented rather than task-oriented, emphasizing the development of personal capabilities. He or she is open-minded, courteous, and a warm work environment maker.

3. Sacrifice type. The leader is diligent, focused, self-confident, and takes the initiative. He or she is task-oriented rather than human-oriented.

4. Bond type. The leader incorporates all subordinates to work together. He or she prefers to have subordinates' participation, and is interested in motivation techniques.

House's (1971: 321-340) path-goal theory suggests that the leader's role is to ensure that subordinates are given tasks that maximize their own and the leader's goals. Variables of key interest to this model are motivation, ability, and job satisfaction of subordinates and the leader's capacity to assess these factors and choose great paths for subordinates to follow. House and Mitchell (1975) derived four types of leadership using the path-goal approach to leadership:

1. Direct leadership.
2. Supportive leadership.
3. Participative leadership.
4. Achievement-oriented leadership.

Tannenbaum & Schmidt's (1958: 95-101) continuum leadership theory expresses the idea into a continuing graph according to the level of the use of the leader's authority and the freedom of subordinates. The style of the leader is interpreted from the importance of the leader and subordinates. The appropriate style of the leader in a situation is dependent upon the following factors:

1. The background of the manager.
2. The background of subordinates.
3. The situation conditions including size,

complexity, structure, organizational atmosphere, technology, timing, and the nature of the work.

We can conclude from situational leadership theories that they are theories emphasizing the leader's adaptation of behaviors to changing situations. This is an important factor for leadership efficiency.

2.3 The Roles and Responsibilities of the Commander of the Traffic Police Division

The Traffic Police Division is directly accountable to the Metropolitan Police Bureau, Royal Thai Police. It is composed of six units and one special unit responding to the King's policy in solving traffic problems in Bangkok and the suburbs. The so-called Commander is the chief supervising all units of the Traffic Police Division. There are 1,751 police officers; 154 police officers are commissioned officers, whereas 1,596 police officers are non-commissioned officers. They are responsible for managing traffic in the Bangkok area and enforcing traffic laws. With important attributes of the job and large number of personal, its goal achievement is much dependent upon the leadership behaviors of the Commander.

According to the law, the Traffic Commander has the following roles and responsibilities:

1. Facilitating and providing safety for traffic on land within the Bangkok area and on special routes.
2. Following the procedures written in the Criminal Law, Land Traffic Law, and Other laws relating to land traffic, under the authority of the Royal Thai Police.
3. Investigating and releasing a traffic fine according to the Criminal Law, Land Traffic Law, and other laws relating to land traffic within the Bangkok area or on special routes.
4. Making communication and controlling traffic using new technology, including being responsible for traffic engineering under police authority.

5. Conducting traffic accident investigation. Checking driving under intoxication, including gas, dust, smoke, chemical, and vehicle decibels permeating the air.

6. Managing traffic according to the King's policy in solving traffic problems in the Bangkok area and suburbs.

7. Making recommendations for traffic planning and traffic management in the Bangkok area and on special route.

8. Working with other agencies in providing support.

In addition, the leader also has roles and responsibilities in administration in the agency, including governing subordinates. Those roles and responsibilities demonstrate leadership behaviors, which are the index of the effectiveness of the leader. The study is interested in leadership behaviors of the Traffic Commander expected by subordinates. The study would like to find out the factors that have an influence on the expectations of subordinates, which can be used to improve the Traffic Police Division.

2.4 Related Research

There are a number of studies concerning the factors that influence effective and efficient leadership behaviors:

2.4.1 Research out-of-country

Aiken (1977: 5074 - A) studied leadership behaviors of the directors and professors of local vocational schools located in Tennessee, the United States. LBDQ was sent to 30 vocational schools, focusing on leadership behaviors in initiating structure and consideration. The result found that the directors evaluate their performance higher than that of professors. There is a significant difference between directors and professors in emphasizing initiating structure and consideration. Both directors and professors agree that the administrator should emphasize high initiating structure and consideration.



Adelman (1981: 404 A) analyzed the type of leadership behaviors that teachers in primary and high schools would like. The results found that

1. There is no significant difference between teachers in primary schools and high schools in needs of leadership behaviors of initiating structure and consideration.

2. Teachers in primary schools are more likely to be teachers for requiring more initiating structure, whereas teachers in high schools would like them to be more consideration.

Paul (1981: 3817 - A) studied the needs of leadership behaviors among teachers in small and medium sized high schools at East Baton Rouge Parish. The study result found that there was a significant difference among teachers in needs of leadership behaviors in initiating structure and consideration.

Mansour (1969: 526 A) conducted research on the relationship between teachers and leadership behaviors. The result found that the attributes of teachers, including sex, teaching-education experience, and the level of education, have an influence on the attitudes and expectations of teachers toward leadership behaviors.

2.4.2 Research in the Country

Pairote Parkpeon (1981: abstract) studied leadership behavior of provincial educators in the northern part of Thailand in dimensions of initiating structure and consideration measured by LBDQ. The result was that provincial educators, according to the amphur educators had a high level of behaviors in both initiating structure and consideration.

Saard Sangrut (1977: abstract) studied the relationship between the leader's behaviors and the satisfaction toward the work of primary teachers. The result found that initiating structure and consideration of leader's behavior are on the middle level. The leader focuses on consideration rather than initiating structure. These two aspects positively relate to the satisfaction in the work of the teacher.

Prawat Trimate (1992: abstract) studied leadership behavior of provincial educators measured from subordinates' attitude via LBDQ. The result found that subordinates perceive provincial educators utilize initiating structure and consideration

in the middle level. In addition, sex, education level, and work experiences have a significant effect on subordinates' perception toward leadership behavior.

Udom Suriyadet (1993: abstract) studied leadership behaviors of the administrators in high schools that are expected by teachers working as administrators and lecturers in Chiangmai. The result found that subordinates perceive administrators' behavior aiming at initiating structure ranging from sometimes to often and at consideration in the level of sometimes. However, subordinates expect administrators to be more initiating structure and consideration.

Warunee Juthajindakate (1994: abstract) examined the relationship between the leadership behavior of supervisors and the perception of subordinates toward job satisfaction. The study group was civil servants working in the Dean's Office, Khon Khan University. The result was that leader's behaviors of initiating structure and consideration significantly related to the job satisfaction of subordinates. However, job experiences did not significantly relate to job satisfaction and the two dimensions of leadership behaviors.

Nuntha Tingsombatyut (1995: abstract) investigated opinions and expectations of subordinates toward leadership behaviors of supervisors of the Agricultural Support Division. The result was that the leaders possess a behavior type of consultation. However, subordinates preferred the participation type of leadership behaviors. Assigned jobs significantly relate to opinions and expectations of subordinates toward leadership behaviors of supervisors. Sex and position significantly relate to expectations, but not with opinions. Age, educational level, and period of governmental service did not relate to opinions and expectations toward types of leadership behaviors.

Wisut Juntira (1990: abstract) studied the expectations of regional educators toward leadership behaviors of supervisors. The result discovered that regional educators scored high on every subject, including initiative, helper, acceptance, modifier, good communicator, cooperation, and socialization. The minor behavior expected was the development of knowledge of human resources.

Benja Nilaboot (1997: abstract) investigated the expectations of police officers in the Education Division toward leadership behavior. The result was that most police officers expected their commanders to be consultative. Participation and

art autocratic are the second and third wanted behaviors, respectively. No police officers would like the autocratic type of leadership behavior. There was not a significant relationship between sociological variables and the expectation, except sex.

Kumpanart Ruddit (1996: abstract) examined the expectations of subordinates toward behaviors of military commanders. The result found that actual behaviors of the commanders were high on both initiating structure and consideration, while being more on initiating structure than consideration. The expected behaviors were high on both initiating structure and consideration, whereas initiating structure was preferred rather than consideration.

In conclusion, the study of the research relating to the leadership behaviors using LBDQ of Ohio State University found that

1. For sociological variables, including sex, age, education level, job experiences, position level, and period of being a civil servant have an effect on attitude, opinion, and expectation of subordinates toward leadership behaviors of the commander. The agreement of actual leadership behavior and opinion or expectation of subordinates relate to the satisfaction and moral of subordinates.

2. For types of leadership behavior, subordinates' opinion and expectation positively relate to leadership behavior in both initiating structure and consideration.

Even though the results of the research findings are consistent, the researcher discovers that some sociological variables of subordinates have no effect on their opinion or expectation. This demonstrates that the different effects of sociological variables are depended upon the administrative environments. The study is interested in seeking out the sociological variables of subordinates that have an effect on their opinion and expectation toward types of leadership behavior and the effective leadership style. However, the leadership style of initiating structure and consideration - are dependent upon administrative environments as found by Ohio State University.

CHAPTER III

RESEARCH METHODOLOGY

The study of the expectations of subordinates toward leadership behaviors of the Traffic Commander is a research survey. The study is looking for factors which demonstrate a significant relationship with leadership behavior expected by subordinates. The researcher selected a study sample, research tool, data collection, and data analyses as described below.

3.1 Target Population

Target population is police officers in the Traffic Police Division, Metropolitan Police Bureau, Royal Thai Police. It is composed of 153 commissioned officers and 1,596 non-commissioned officers.

Table 1 Demonstrates units and human resources in the Traffic Police Division

Unit	Commissioned officers	Non-commissioned officers
Traffic Police Division	11	7
General staff sub-division	17	55
Sub-division 1	25	480
Sub-division 2	35	604
Sub-division 3	16	121
Sub-division 4	10	65
Sub-division 5	27	117
Special operations sub-division	12	147
Total	153	1,596

Source: Human Resources Section, Traffic Police Division 2001

3.2 Sample Group and Sample Size

3.2.1 Sample Size

The study uses the formula of Yamane (1973 quoted to Boontham Kitpridabharisut ,1998: 51) to calculate a sample size. The formula is as follows:

$$n = \frac{N}{(1 + Ne^2)}$$

n = sample size

N = the number of the population unit

E = the standard deviation at 0.05 significance

$$\begin{aligned} n &= 1,749 / (1 + 1,749(0.05)) \\ &= 326 \end{aligned}$$

The sample size from the calculation is 326 police officers. However, for the purpose of appropriate numbers of samples and good representation of the population, the researcher enlarged the sample size to 330 police officers.

3.2.2 Sampling Procedure

The study first applies a proportional stratified random sampling to select a sample of study. Then, comparing the samples selected with a sample population to assess the best representatives of the population for the study.

Table 2 demonstrates the sample size of police officers in Traffic Police Division

Unit	Commissioned officers		Non-commissioned officers	
	Population	Sample	population	Sample
Traffic Police Division	11	2	7	1
General staff sub-division	17	3	55	10
Sub-division 1	25	5	480	91
Sub-division 2	35	7	604	114
Sub-division 3	16	3	121	23
Sub-division 4	10	2	65	12
Sub-division 5	27	5	117	22
Special operations sub-division	12	2	147	28
Total	153	29	1,596	301

3.3 Research Tool

Leadership Behavior Description Questionnaires (LBDQ) by Halpin (1966: 88-111) were modified and divided into three parts:

Part I is a group of questions asking about such sociological variables as sex, age, education level, marital status, position, job experience, job characteristic, salary, and special income.

Part II is a group of questions about leadership actual behaviors of the Traffic Commander as seen by subordinates. The 30 questions are in the form of a rating scale dividing the behavior according to initiating structure and consideration.

Part 3 is a group of questions asking about leadership behavior of the Traffic Commander that subordinates expect. The 30 questions are in a rating scale dividing behaviors into initiating structure and consideration.

For part 2 and 3, the questions are closed-end and measured by Likert Scale (Quoted to Junthana Chomwarakul, 1986: 34). It is separate into 4 levels:

Often : often demonstrating those behaviors.

Usually: always demonstrating those behaviors.

Seldom: demonstrating those behaviors sometimes.

Rarely : demonstrating these behaviors very rarely or never.

From the standard above, we are able to set the standard score for leadership behavior as follows:

Initiating structure are questions numbered: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27 and 29

Consideration are questions numbered: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28 and 30

Positive questions are given 4, 3, 2, 1 points respectively, whereas question number 5, 10, 13, 15, and 18 of part 2 and 3 are negative questions given 1, 2, 3, 4 points respectively. These questions will be used to explain the general picture of the styles of behaviors.

The following are the range of the average scores interpreted into types of leadership behavior. They are divided into 3 levels:

The average score of 1.00-2.00 demonstrates the low level of leadership behavior.

The average score of 2.01-3.00 demonstrates the middle level of leadership behavior.

The average score of 3.01-4.00 demonstrates the high level of leadership behavior.

For the negative questions, types of leadership behavior are alienated into three levels:

The average score of 1.00-2.00 demonstrates the high level of leadership behavior.

The average score of 2.01-3.00 demonstrates the middle level of leadership behavior.

The average score of 3.01-4.00 demonstrates the low level of leadership behavior.

For analyzing purposes, the scores interpreted from the answers are calculated to find the mean score for each group. It ranges from 15 to 60 points. The average score of each side of behavior is 37.5 points. If a score in one side is less than the average score of 37.5 points, the behavior is considered negative. In contrast, any group has an average score more than 37.5 points, the behavior is considered positive. Using the quadrants, if the average score of initiating structure and consideration is equal or higher than 37.5, the leader's behavior falls into the quadrant number 1. If the average score of initiating structure is equal or higher than 37.5, but that of consideration is less than 37.5, the leader's behavior falls into the quadrant number 4. If the average scores of initiating structure and consideration are less than 37.5, the leader's behavior is in the quadrant number 3. If the average score of initiating structure is less than 37.5, but that of consideration is equal or higher than 37.5, the leader's behavior falls into the quadrant number 2. However, the leader's behavior in the quadrant number 1 is the most effective leader.

3.4 Quality Evaluation of Research Tool

The questionnaires are evaluated as follows:

1. The validity of questionnaires. The questionnaires are tested for validity by experts and thesis advisors. The questionnaires are edited by thesis advisors.

2. The reliability of questionnaires. The questionnaires are distributed to 30 traffic police officers of the Traffic Police Division in order to find the confidence through alpha. The analysis discovers the actual leadership behavior of the Traffic Commander seen by subordinates with confidence of 0.94. The leadership behavior of the Traffic Commander expected by subordinates is of confidence of 0.93. The actual and expected leadership behavior of the Traffic Commander is of confidence of 0.95. The related researches also indicate the confidence of the questionnaires are on the high level.

3.5 Data Collection

The cooperative letter written by the Social Science and Human Science Department, Mahidol University is sent to the Traffic Commander. Then the researcher distributes 330 questionnaires to the target sample. The return rate is 100 percent. The process lasts 3 weeks.

3.6 Data Analyses

The returned questionnaires are analyzed using SPSS for Windows.

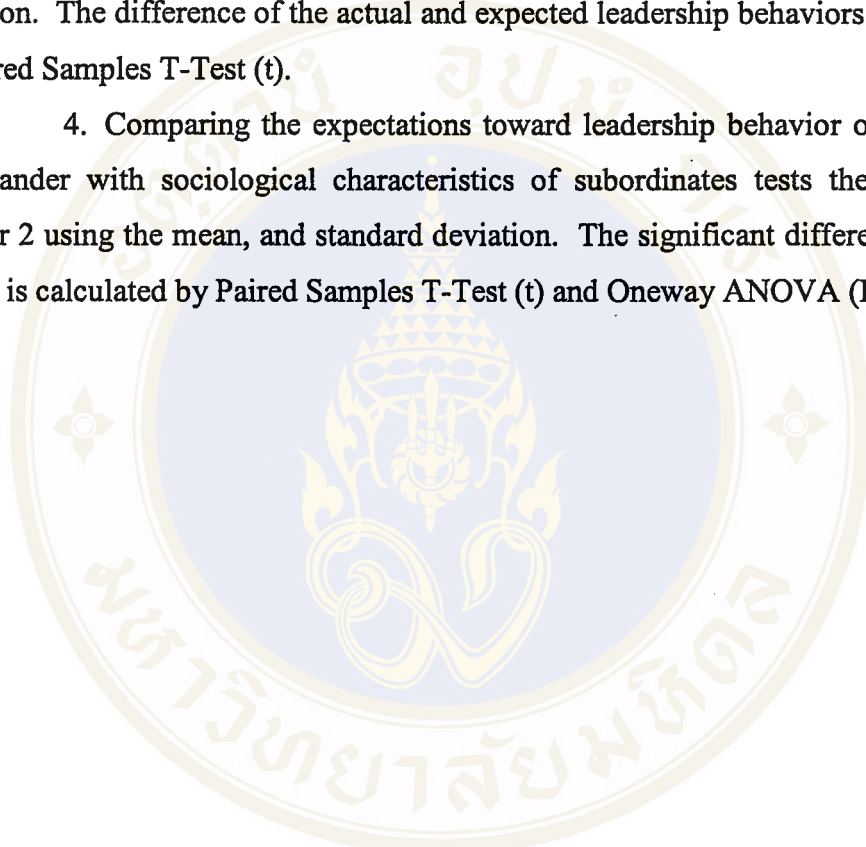
3.7 Statistics Used in Data Analyses

1. For the first part of the questionnaires, the answers of sociological questions are calculated into frequency in terms of a percentage or mean.

2. For the second and third part of the questionnaires, the actual and expected leadership behavior of the Traffic Commander is calculated for mean, and standard deviation. Paired Samples T-Test was used to find the relationship of initiating structure and consideration.

3. The actual and expected leadership behaviors of the Traffic Commander are compared to test the first assumption using the mean and standard deviation. The difference of the actual and expected leadership behaviors is calculated by Paired Samples T-Test (t).

4. Comparing the expectations toward leadership behavior of the Traffic Commander with sociological characteristics of subordinates tests the assumption number 2 using the mean, and standard deviation. The significant difference between groups is calculated by Paired Samples T-Test (t) and Oneway ANOVA (F).



CHAPTER IV

RESULTS

The study brings together data received from the 330 questionnaires, responded to by police officers of the Traffic Police Division, the Metropolitan Police Bureau, Royal Thai Police, to do an analysis of the expectation of subordinates toward leadership behavior of the Traffic Commander in the light of initiating structure and consideration. The analyzed results are proposed in tables and described as follows:

- 4.1 The Sample characteristics of sociological variables acquired from the questionnaire data.
- 4.2 The actual leadership behavior of the Traffic Commander perceived by subordinates.
- 4.3 The leadership behavior of the Traffic Commander expected by subordinates.
- 4.4 Comparing the actual leadership behavior of the Traffic Commander with the expected behavior to test the research assumption number 1.
- 4.5 Comparing leadership behavior expected by subordinates with sociological characteristics of the study sample, including sex, age, educational level, marital status, position, job experiences, job characteristics, salary, and special income to test the research assumption number 2.

4.1 The Sociological Characteristics of the Population Sample

The sociological characteristics of the population sample are analyzed using percentage and divided into each sociological variable as shown in Table 3:

Table 3 The characteristics of sociological variables of the population sample.

The characteristics of sociological variables of the population sample.		(N)	(%)
Sex	Male	285	86.4
	Female	45	13.6
Age	under 25 years	3	0.9
	25 – 40 years	222	67.3
	higher than 40 years	105	31.8
Educational	under a bachelor degree	247	74.9
	a bachelor degree	81	24.5
	higher than a bachelor degree	2	0.6
Marital status	Single	34	10.3
	Married	273	82.7
	Widow divorce separate	23	7
Job position	non-commissioned officer	301	91.2
	Commissioned officer	29	8.8
Job experiences	under 5 years	98	29.7
	5 – 15 years	164	49.7
	higher than 15 years	68	20.6
Job characteristics	traffic officer	238	72.1
	Other officer	92	27.9
Salary	under 5 years	12	3.6
	5 – 15 years	223	67.6
	higher than 15 years	95	28.8
Special income	receive	257	77.9
	None receive	73	22.1

From Table 3 For the sex variable the population majority of 86.4 percent is male, whereas 13.6 is female. For the age variable, the population majority of 66.7 is in the range of 25-40 years old, whereas 31.5 percent is older than 40 years old, and 0.9 is under 25 years old, respectively. For the educational level, the majority of 74.2

percent are educated under a bachelor's degree, while 24.3 percent hold a bachelor's degree, and 0.6 percent are higher than a bachelor's degree, respectively. For marital status, 82.0 percent are already married, 10.2 percent are single, and 6.9 percent are separate or widowed. For the job position variable, the majority of 90.4 percent are non-commissioned officers, whereas 8.7 percent are commissioned officers. For the job experience, 49.2 percent have a job experiences between 5 to 10 years, 29.4 have experiences lower than 5 years, and 20.4 percent are higher than 15 years. For the job characteristics, 71.5 percent are responsible for controlling traffic, where as 27.6 percent are working on other sections. For the salary, 67.0 percent have a salary ranging from 5,000 - 10,000 bath, 28.5 percent are higher than 10,000 bath, and 3.6 percent are lower than 5,000 bath. For special income, 72.2 percent receives special income from traffic fines, whereas 21.9 percent have no special income at all.

4.2 The Actual Leadership Behavior of the Traffic Commander as Perceived by Subordinates

The data of the actual leadership behavior of the Traffic Commander perceived by subordinates in initiating structure and consideration is interpreted into mean, standard deviation, and the correlation coefficient as shown in Table 4 and 5.

Table 4 demonstrates the mean, and standard deviation of the perception of subordinates toward the actual leadership behavior of the Traffic Commander

The actual leadership behaviors	(\bar{x})	(S.D.)
Initiating Structure		
1. Explaining clearly for co-workers to understand his/her attitude toward work operation.	2.81	0.84
2. Initiating and experimenting the new concept of working with co-workers.	2.73	0.85
3. Strict governing. #	2.68	0.84

Table 4 demonstrates the mean, and standard deviation of the perception of subordinates toward the actual leadership behavior of the Traffic Commander (continue)

The actual leadership behaviors	(\bar{X})	(S.D.)
Initiating Structure		
4. Criticizing inferior performance.	2.84	0.92
5. Clear communication and easy to understand.	1.99	0.78
6. Delegating job fitting to the feeling of co-workers.	2.91	0.87
7. No work planning. #	2.69	0.86
8. Setting precise standard of work operation.	2.78	0.90
9. Making organizational work finished on time.	2.88	0.87
10. Encouraging work cooperation among co-workers.	2.89	0.90
11. Repeating all co-workers to understand their roles and responsibilities to the agency.	2.82	0.85
12. Encouraging co-workers to abide the rules and regulations	2.76	1.01
13. Notifying his/her expectation toward the work of co-workers.	3.08	0.92
14. Supporting co-workers to allow them to work with full capability.	2.97	0.81
15. Supporting co-workers to work together.	2.90	0.83
Consideration		
1. Helping and supporting co-workers.	2.98	0.82
2. Creating warm and comfortable working environment for co-workers.	3.15	0.83
3. Mind openness and easy to understand.	3.05	0.89
4. Listening to the ideas of others.	3.14	0.82
5. Like to work alone and not socialize. #	2.89	0.99
6. Taking care of the organizational benefits of co-workers.	2.92	0.88
7. Neglecting to explain his/her work to others. #	2.89	0.84
8. No consulting with co-workers. #	3.20	0.75

Table 4 demonstrates the mean, and standard deviation of the perception of subordinates toward the actual leadership behavior of the Traffic Commander (continue)

The actual leadership behaviors	(\bar{X})	(S.D.)
Consideration		
9. Slowly accepting the new ideas. #	3.01	0.95
10. Equally treating all co-workers.	3.02	0.84
11. Accepting the changing of the operation.	2.90	0.97
12. Courtesy and easy to make an appointment.	2.90	0.96
13. Communicating with co-workers with the feeling of warmth and comfort.	2.70	0.96
14. Applying the suggestion of co-workers to work.	2.83	0.94
15. Asking for the opinion on the important issue from the co-worker.	2.64	0.95

They are negative questions.

Table 4 demonstrates the actual leadership behavior of the Traffic Commander perceived by subordinates in light of initiating structure. The mean of each statement is less than 3.0, except statement number 13 - it has a mean of 3.08. The standard deviation of each statement is less than 1.00, except statement number 12 - it has a standard deviation of 1.01. The actual leadership behavior of the Traffic Commander perceived by subordinates is expressed in the middle level for statements number 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14 and 15, whereas it falls into the high level for statement number 13 and the low level for statement number 5.

For consideration, the statements have a mean average lower than 3.00, except statements number 2, 3, 4, 8, 9, and 10 which are higher than 3.0. The standard deviation of most of the statements is lower than 1.00 and ranges from 0.75-0.99. The leader displays behavior in the high level for statements number 2, 3, 4, and 10; in the middle level for statements number 1, 5, 6, 7, 11, 12, 13, 14, and 15; and in the low level for statements number 8 and 9.

Table 5 demonstrates the comparison of the actual leadership behavior of the Traffic Commander in the dimension of initiating structure and consideration perceived by subordinates

The actual leadership behavior	(\bar{x})	S.D.	(t)	Sig.
Initiating Structure	41.74	0.54		
Consideration	44.21	0.68	-8.28*	0.00

* The significant difference is .05

From Table 5 the average mean of the actual leadership behavior of the Traffic Commander perceived by subordinates in the dimension of initiating structure and consideration are 41.74 and 44.21 respectively. They are higher than the average mean of 37.5 for each side of the leadership behavior quadrants created by Ohio State University. This means that the average mean of the actual leadership behavior is positive, falling into the first quadrant (S+, C+). It can be interpreted that the actual leadership behavior of the Traffic Commander perceived by subordinates is in the high level for the dimension of initiating structure and consideration.

To comparing the actual behavior of the initiating structure and consideration, the score level of the initiating structure is higher than the consideration. The average mean of the initiating structure is 41.73 with standard deviation of 0.54, whereas that of the consideration is 44.21 with standard deviation of 0.68. To test the difference, the Paired Sample T-Test is 0.85 at the significant level of 0.00. This means that the initiating structure and consideration are significantly different at the significant level of 0.05.

4.3 The Leadership behavior of the Traffic Commander expected by Subordinates

The data acquired from the distributed questionnaires was analyzed and interpreted into the mean, and standard deviation, and compares the initiating structure with consideration correlation as shown in Table 6 and 7.

Table 6 demonstrates the mean, and standard deviation of the leadership behavior of the Traffic Commander expected by Subordinates

The actual leadership behaviors	(\bar{x})	(S.D.)
Initiating Structure		
1. Explaining clearly for co-workers to understand his/her attitude toward work operation.	3.22	0.80
2. Initiating and experimenting the new concept of working with co-workers.	3.20	0.88
3. Strict governing. #	3.17	0.79
4. Criticizing inferior performance.	3.25	0.80
5. Clear communication and easy to understand.	1.97	0.82
6. Delegating job fitting to the feeling of co-workers.	3.12	0.85
7. No work planning. #	3.02	0.86
8. Setting precise standard of work operation.	3.15	0.83
9. Making organizational work finished on time.	3.32	0.75
10. Encouraging work cooperation among co-workers.	3.02	0.95
11. Repeating all co-workers to understand their roles and responsibilities to the agency.	3.12	0.80
12. Encouraging co-workers to abide the rules and regulations	3.19	0.91
13. Notifying his/her expectation toward the work of co-workers.	3.20	0.91
14. Supporting co-workers to allow them to work with full capability	3.08	0.88
15. Supporting co-workers to work together.	3.16	0.79

Table 6 demonstrates the mean, and standard deviation of the leadership behavior of the Traffic Commander expected by Subordinates(continue)

The actual leadership behaviors	(\bar{x})	(S.D.)
Consideration		
1. Helping and supporting co-workers.	3.13	0.89
2. Creating warm and comfortable working environment for co-workers.	3.18	0.79
3. Mind openness and easy to understand.	3.23	0.88
4. Listening to the ideas of others.	3.31	0.78
5. Like to work alone and not socialize. #	3.31	0.83
6. Taking care of the organizational benefits of co-workers.	3.22	0.82
7. Neglecting to explain his/her work to others. #	3.16	0.83
8. No consulting with co-workers. #	3.38	0.70
9. Slowly accepting the new ideas. #	3.31	0.84
10. Equally treating all co-workers.	3.28	0.77
11. Accepting the changing of the operation.	3.30	0.83
12. Courtesy and easy to make an appointment.	3.32	0.82
13. Communicating with co-workers with the felling of warmth and comfort.	3.13	0.84
14. Applying the suggestion of co-workers to work.	3.22	0.82
15. Asking for the opinion on the important issue from the co-worker.	3.01	0.88

They are negative questions.

From Table 6 the leadership behavior of the Traffic Commander displays a high level of correlation for statements number 1, 2, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, and a low level for statements numbered 3, 5 and 7.

All statements of the consideration have the average score higher than 3.00 with standard deviation less than 1.00. The level of the leadership behavior of the Traffic Commander for the consideration expected by subordinates is high for the

statements number 1, 2, 3, 4, 6, 10, 11, 12, 13, 14, 15. A low level is demonstrated in the statements number 5, 7, 8 and 9.

Table 7 Compares the leadership behavior of the initiating structure of the Traffic Commander, as expected by subordinates, with that of the consideration.

The leadership behavior expected	(\bar{x})	S.D.	(t)	Sig.
Initiating Structure	46.19	0.53		
Consideration	48.47	0.64	-7.76*	0.00

* The significant level of .05

From Table 7 the average mean of the leadership behavior of the Traffic Commander, as expected by subordinates, for initiating structure and consideration is of 46.19 and 48.47 respectively. Its average mean is higher than the average mean of the behavior for each side of the quadrants, which is equal 37.5. Therefore, the average mean of the leadership behavior falls into the first quadrants (S+, C+). That is, the score level of the leadership behavior of the Traffic Commander, as expected by subordinates, is high on both initiating structure and consideration.

For the comparison of the behavior of the initiating structure with consideration, it is found that the behavior is focusing on the consideration than the initiating structure. The average mean of the initiating structure is 46.19 with 0.53 standard deviation, whereas the consideration is of 48.47 with 0.64 standard deviation. The correlation between two dimension behaviors is of 0.83 at 0.00 significant level. That is, the initiating structure and the consideration have a relationship at the significant level of 0.05.

4.4 Comparing the actual leadership behavior of the Traffic Commander with the expected one, testing the first research assumption

The first research assumption is that the actual leadership behavior of the Traffic Commander perceived by subordinates is different from the leadership behavior of the Traffic Commander expected by subordinates, whereby the average mean of the actual leadership behavior is lower than the expected one.

Each responding statement is analyzed and interpreted into the average mean, and standard deviation. The difference of the average mean is compared. The correlation of the initiating structure and consideration are analyzed in light of the average mean and standard deviation. The difference of the initiating structure and consideration from the behavior of the quadrants is also calculated.

Table 8 Compares the actual leadership behavior of the Traffic Commander for the initiating structure perceived by subordinates with the expected one.

The actual leadership behaviors for the initiating Structure	Actual		Expected		(t)	Sig.
	(\bar{X})	(S.D.)	(\bar{X})	(S.D.)		
1. Explaining clearly for co-workers to understand his/her attitude toward work operation.	2.81	0.84	3.22	0.80	-8.00*	0.00
2. Initiating and experimenting the new concept of working with co-workers.	2.73	0.85	3.20	0.88	-8.52*	0.00
3. Strict governing. #	2.68	0.84	3.17	0.79	-10.28*	0.00
4. Criticizing inferior performance.	2.84	0.92	3.25	0.80	-8.06*	0.00
5. Clear communication and easy to understand.	1.99	0.78	1.97	0.82	0.53	0.00
6. Delegating job fitting to the feeling of co-workers.	2.91	0.87	3.12	0.85	-3.92*	0.00
7. No work planning. #	2.69	0.86	3.02	0.86	-6.38*	0.00

Table 8 Compares the actual leadership behavior of the Traffic Commander for the initiating structure perceived by subordinates with the expected one (continue).

The actual leadership behaviors for the initiating Structure	Actual		Expected		(t)	Sig.
	(\bar{X})	(S.D.)	(\bar{X})	(S.D.)		
8. Setting precise standard of work operation.	2.78	0.90	3.15	0.83	-7.19*	0.00
9. Making organizational work finished on time.	2.88	0.87	3.32	0.75	-8.85*	0.00
10. Encouraging work cooperation among co-workers.	2.89	0.90	3.02	0.95	-2.02*	0.00
11. Repeating all co-workers to understand their roles and responsibilities to the agency.	2.82	0.85	3.12	0.80	-6.32*	0.00
12. Encouraging co-workers to abide the rules and regulations.	2.76	0.01	3.19	0.91	-8.51*	0.00
13. Notifying his/her expectation toward the work of co-workers.	3.08	0.92	3.20	0.91	-2.12*	0.04
14. Supporting co-workers to allow them to work with full capability.	0.81	0.81	3.08	0.88	-2.25*	0.03
15. Supporting co-workers to work together.	0.83	0.83	3.16	0.79	-5.41*	0.00

The negative questions

* The significant difference at .05

From Table 8, the actual leadership behavior of the Traffic Commander for the initiating structure perceived by subordinates scores lower than 3.00 for most of the statements. Question number 13 is the only statement scoring 3.08. Most of the statements have the standard deviation lower than 1.00. The statement number 12 is the only one having a standard deviation of 1.01. For the leadership behavior expected

by subordinates, the majority of statements have a score higher than 3.00. Statement number 5 is the only one having a score of 1.97. All statements have a standard deviation lower than 1.00.

In addition, the majority of the statements of the actual leadership behavior score lower than the expected one. Statement number is the only one that the actual leadership behavior scores higher than the expected one. Most of the statements of both the actual and expected behavior are lower than 1.00 of the standard deviation. Statement number 12 of the expected one has a standard deviation of 1.01. The correlation of the average mean of the actual leadership behavior and the expected one ranges from middle to low. Testing the significant difference using Paired Samples T-Test finds that there is a significant difference at the point of lower than .05. Statement number 5 is the only one that is significantly different at .600. In sum, the difference between the actual leadership behavior and the expected one is significant at .05, except for statement number 5.

Table 9 summarizes the general relationship between the actual leadership behavior of the Traffic Commander and the expected one

The leadership behavior for the initiating structure	(\bar{X})	(S.D.)	(t)	Sig.
The actual leadership behavior	41.74	0.54	-10.55*	0.00
The expected leadership behavior	46.19	0.53		

*Significant difference at .05

From Table 9, the mean of the actual and expected leadership behavior is an average of 31.74 and 46.19 respectively. They both score higher than 37.5 of the average mean of Ohio State University. This means that the actual and expected leadership behavior of the Traffic Commander are on the high level.

Moreover, the average mean of the actual leadership behavior is lower than the expected one; the actual one scores 41.74 with a standard deviation of 0.54 and the expected one is of 46.19 with a standard deviation of 0.53. The correlation of the actual and the expected behavior is of 0.54, meaning that they are correlated at the middle level. Testing the difference using Paired Samples T-test finds significant at .05 level

Table 10 compares the actual leadership behavior of the Traffic Commander for the consideration perceived by subordinates with the expected one

The actual leadership behaviors for the consideration	Actual		Expected		(t)	Sig.
	(\bar{X})	(S.D.)	(\bar{X})	(S.D.)		
1. Helping and supporting co-workers.	2.98	0.82	3.13	0.89	-2.95*	0.03
2. Creating warm and comfortable working environment for co-workers.	3.15	0.83	3.18	0.79	-0.72	
3. Mind openness and easy to understand.	3.05	0.89	3.23	0.88	-3.46*	0.47
4. Listening to the ideas of others.	3.14	0.82	3.31	0.78	-3.90*	0.00
5. Like to work alone and not socialize. #	2.89	0.99	3.31	0.83	-7.72*	0.00
6. Taking care of the organizational benefits of co-workers.	2.92	0.88	3.22	0.82	-6.49*	0.00
7. Neglecting to explain his/her work to others. #	2.89	0.84	3.16	0.83	-6.10*	0.00
8. No consulting with co-workers. #	3.20	0.75	3.38	0.70	-4.49*	0.00
9. Slowly accepting the new ideas. #	3.00	0.95	3.31	0.84	-6.39*	0.00
10. Equally treating all co-workers.	3.02	0.84	3.28	0.77	-6.11*	0.00
11. Accepting the changing of the operation.	2.90	0.97	3.30	0.83	-7.59*	0.00
12. Courtesy and easy to make an appointment.	2.90	0.96	3.32	0.82	-8.20*	0.00

Table 10 compares the actual leadership behavior of the Traffic Commander for the consideration perceived by subordinates with the expected one (continue).

The actual leadership behaviors for the consideration	Actual		Expected		(t)	Sig.
	(\bar{X})	(S.D.)	(\bar{X})	(S.D.)		
13. Communicating with co-workers with the feeling of warmth and comfort.	2.70	0.96	3.13	0.84	-9.11*	0.00
13. Applying the suggestion of co-workers to work.	2.83	0.94	3.22	0.82	-8.47*	0.00
14. Asking for the opinion on the important issue from the co-worker.	2.64	0.95	3.01	0.88	-6.99*	0.00

The negative questions

* Significant difference at .05

From Table 10, the actual leadership behavior of the Traffic Commander as perceived by subordinates scores lower than 3.00 for the statements numbered 1, 5, 6, 7, 11, 12, 13, 14, and 15. In contrast, the statements numbered 2, 3, 4, 8, 9, and 10 scores higher than 3.00. All statements have a standard deviation lower than 1.00. Moreover, all statements of the expected leadership behavior score higher than 3.00 with a standard deviation lower than 1.00.

For the purpose of comparison, the average scores of the actual leadership behavior's statements are lower than that of the expected leadership behavior's statements. In addition, these two groups of the statements have a standard deviation lower than 1.00. The correlation of the actual and expected leadership behavior is in the middle level. Using Paired Samples T-Test, most of the statements have a significant level lower than 0.05. The statement numbered 2 is the only one that has a significant level of 0.47. That is, the average scores of the actual and expected leadership behavior's statements are significantly different at 0.05, except statement numbered 2.

Table 11 summarizes the comparison of the actual and the expected leadership behavior of the Traffic Commander perceived by subordinates in the light of the consideration

The leadership behavior for the consideration	(\bar{X})	(S.D.)	(t)	Sig.
The actual leadership behavior	44.21	0.68	-9.08*	0.00
The expected leadership behavior	48.47	0.64		

*Significant difference at .05

From Table 11, the average scores of the actual leadership behavior for the consideration is of 44.21, whereas the expected one is of 48.47. The average scores of both behavioral dimensions are higher than the total average score of Ohio State University's quadrants, which is 37.5. That is, the actual and expected leadership behavior for the consideration is in the high level.

In addition, the average score of the actual leadership behavior is lower than the expected one. The score of the actual one is of 44.21 with a standard deviation of 0.68, whereas the expected one is of 48.47 with a standard deviation of 0.64. The correlation of the actual and the expected leadership behavior is in the middle level. Using a Paired Sample T-Test, there is a significant difference at 0.00. That is, there is a significant difference between the actual and the expected leadership behavior for consideration at 0.05.

4.5 Testing the second research assumption: the comparison of the leadership behavior expected by subordinates and subordinates' sociological characteristics

The second research assumption is that there is a significant difference between the leadership behavior expected by subordinates and subordinates' sociological characteristics.

Table 12 compares the leadership behavior expected by subordinates with subordinates' sociological characteristics

Sociological characteristics	Consideration		Statistic	Initiating Structure		Statistic
	(\bar{X})	(S.D.)		(\bar{X})	(S.D.)	
Sex						
Male	46.34	0.53	(t)=0.89	48.84	0.64	(t)=1.81
Female	45.30	0.49	sig=0.39	46.05	0.62	sig=0.07
Age						
Lower 25	47.40	0.73	(F)=0.06	52.0	0.66	(F)=0.38
25-40	46.20	0.51	sig=0.94	48.60	0.61	sig=0.68
Higher 40	46.05	0.56		48.00	0.68	
Educational level						
Under bachelor	46.35	0.53	(F)=2.05	48.94	0.64	(F)=1.42
Bachelor	45.75	0.52	sig=0.82	7.14	0.60	sig=0.24
Higher bachelor	46.20	1.13		3.95	1.13	
Marital status						
Single	46.8	0.44	(F)=0.01	49.65	0.59	(F)=0.35
Married	46.2	0.53	sig=0.71	48.30	0.64	sig=0.71
Divorced	45.9	0.57		49.35	0.65	
Position level						
Non-commissioned	46.05	0.53	(t)=-1.14	48.30	0.64	(t)=-0.70
Commissioned	47.85	0.46	Sig=0.25	49.65	0.55	sig=0.48

Table 12 compares the leadership behavior expected by subordinates with subordinates' sociological characteristics (continue).

Sociological characteristics	Consideration		Statistic	Initiating Structure		Statistic
	(\bar{X})	(S.D.)		(\bar{X})	(S.D.)	
Job experiences						
Lower 5 years	47.40	0.48	(F)=1.67	50.10	0.54	(F)=2.32
5-15 years	45.75	0.55	sig=0.19	48.00	0.65	sig=0.10
Higher 15 years	45.60	0.53		47.25	.70	
Job responsibilities						
Traffic job	46.80	0.52	(t)=1.98	49.05	0.65	(t)=1.65
Other jobs	44.85	0.52	sig=0.04*	47.10	0.59	sig=0.10
Salary						
Lower 5,000 Baht	40.50	0.59	(F)=5.90	46.05	0.62	(F)=2.86
5,000-10,000 Baht	47.10	0.50	sig=0.00*	49.35	0.61	sig=0.06
Higher 10,000 Baht	44.85	0.55		46.80	0.69	
Special income						
Receive	46.65	0.53	(t)=2.01	48.90	0.65	(t)=1.36
non receive	44.55	0.49	sig=0.04*	47.10	0.57	sig=0.18

*Significant difference at .05

(t) = Paired Samples T-Test

(F) = F(ANOVA)

From Table 12 the leadership behavior of the Traffic Commander expected by subordinates is compared with the sociological characteristics, as follows:

1. Sex. For the initiating structure, male has a mean of 46.35 with a standard deviation of 0.53; female has a mean of 45.30 with a standard deviation of 0.49. Using Paired Samples T-Test, t statistic equals 0.39 with a significant difference of 0.39. It means that the subordinates' sex makes no significant difference

to their expectations toward the leadership behavior for the initiating structure. For consideration, the mean for males is of 48.90 with a standard deviation of 0.64; female is of 46.05 with a standard deviation of 0.62. Using Paired Samples T-Test, t statistic equals 0.07 at a significant level of 0.72. This means that subordinates' sex makes a difference on their expectations toward the leadership behavior for consideration with no significance.

2. Age. For the initiating structure, the age - lower than 25 years old - has a mean of 47.40 with a standard deviation of 0.73. The range between 25-40 years old has a mean of 46.20 with a standard deviation of 0.37. Higher than 40 years old has a mean of 46.05 with a standard deviation of 0.57. Using Oneway ANOVA, there is a significant difference between the age group at the significant level of 0.94. It means that the difference in age groups of subordinates make a difference to expectations toward the leadership behavior for the initiating structure with no significance. For consideration, the age - lower than 25 years old - has a mean of 52.05 with a standard deviation of 0.66. The range between 25-40 years old has a mean of 48.60 with a standard deviation of 0.61. Higher than 40 years old has a mean of 48.00 with a standard deviation of 0.68. Using Oneway ANOVA, there is a significant difference between the age group at a significant level of 0.68. This means that the difference in an age group of subordinates makes a difference to expectations toward the leadership behavior for consideration with no significance at .05 level.

3. Education. For the initiating structure, the mean for education under a bachelor's degree is 46.35 with a standard deviation of 0.52. For a bachelor's degree, the mean is 45.75 with a standard deviation of 0.52. For education higher than a bachelor's degree, the mean is 46.20 with a standard deviation of 1.13. Using Oneway ANOVA, there is no significant difference between groups based on education (Sig.=0.82). It means that there is a difference on the expectation for the initiating structure between subordinates' a group of education with no significance at .05 level. For the consideration, the mean for education under a bachelor's degree is 48.9 with a standard deviation of 0.64. For a bachelor degree, the mean is of 47.1 with a standard deviation of 0.60. For the education higher than a bachelor degree, the mean is of 43.95 with a standard deviation of 1.13. Using Oneway ANOVA, there is no significant difference between educational groups (Sig.=0.24). This means that there

is a difference in the expectations for consideration between subordinates' educational groups with no significance at .05 level.

4. Marital status. For the initiating structure, the mean for single status is 46.8 with a standard deviation of 0.44. For married status, the mean is 46.2 with a standard deviation of 0.53, whereas the mean of a divorced status is 45.9 with a standard deviation of 0.57. Using Oneway ANOVA, there is no significant difference between the status of marital groups (Sig.=0.71). This means that there is a difference in the expectations for the initiating structure between marital group with no significance at .05. For consideration, the mean for single status is 49.65 with a standard deviation of 0.59. For married status, the mean is 48.3 with a standard deviation of 0.64, whereas the mean for divorced status is 49.05 with a standard deviation of 0.65. Using Oneway ANOVA, there is no significant difference between marital group (Sig.=0.71). This means that there is a difference in the expectations for the initiating structure between marital groups with no significance at .05.

5. Job position. For the initiating structure, the mean of the non-commissioned officers is 46.05 with a standard deviation of 0.53. The mean of the commissioned officers is 47.85 with a standard deviation of 0.46. Using Paired Samples T-Test, t statistic equals 0.25 with a significance of 0.25. That is, the difference in job position makes a difference to the expectations for the initiating structure with no significance at .05. For consideration, the mean for non-commissioned officers is 48.03 with a standard deviation of 0.64. The mean for commissioned officers is 49.65 with a standard deviation of 0.55. Using Paired Samples T-Test, t statistic equals 0.48 with a significance of 0.48. That is, the difference in job position makes a difference to the expectations for consideration with no significance at .05.

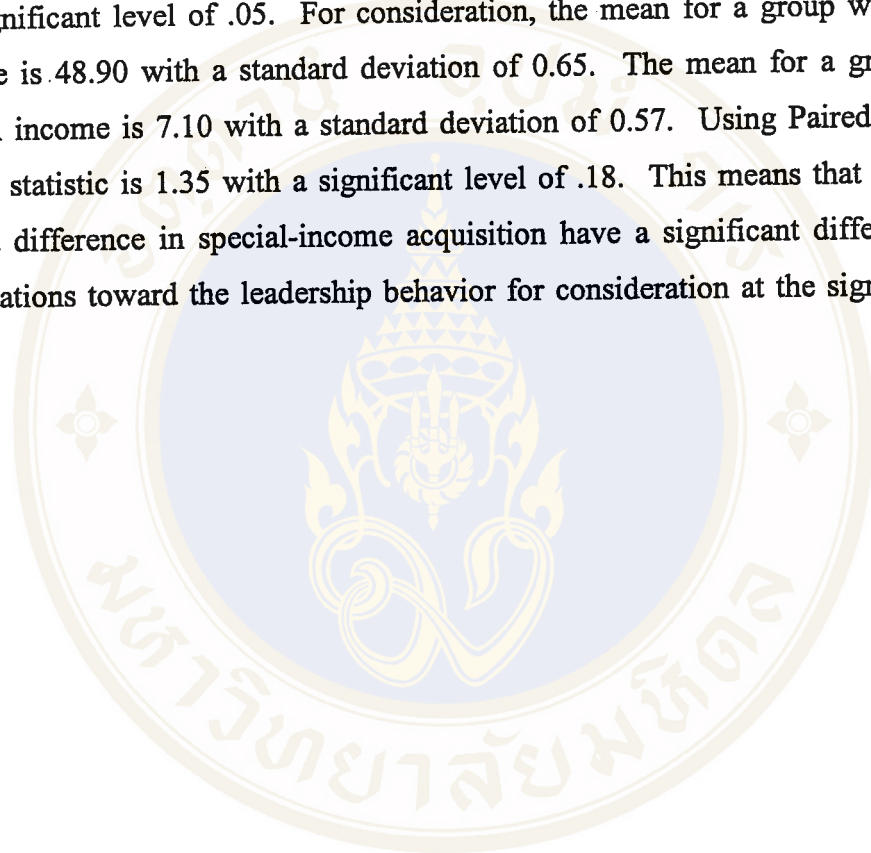
6. Job experience. For the initiating structure, the mean of less-than-5-years job experience is 47.40 with a standard deviation of 0.48. The mean of job experiences ranging from 5-10 years is 45.75 with a standard deviation of 0.55. The mean of higher than 15 years job experience is 45.60 with a standard deviation of 0.53. Using Oneway ANOVA, the difference between groups is significant at 0.19. This means that subordinates with different job experiences have different expectations toward the leadership behavior for the initiating structure with no significance at .05.

For consideration, the mean for less-than-5-years job experience is 50.10 with a standard deviation of 0.54. The mean for job experience ranging from 5-10 years is 48.00 with a standard deviation of 0.65. The mean of higher than 15 years job experience is 47.25 with a standard deviation of 0.70. Using Oneway ANOVA, the difference between groups is significant at 0.10. This means that subordinates with different job experiences have different expectations toward leadership behavior for consideration with no significance at .05.

7. Job characteristics. For the initiating structure, the mean for traffic occupations is 46.80 with a standard deviation of 0.52. The mean for other jobs is 44.85 with a standard deviation of 0.52. Using Paired Samples T-Test, t statistic is of 1.98 at the significance of 0.048. This means that subordinates with different job characteristics have different expectations toward the leadership behavior for the initiating structure with the significance at .05. For consideration, the mean for traffic occupation is 49.05 with a standard deviation of 0.65. The mean of other jobs is 47.10 with a standard deviation of 0.59. Using Paired Samples T-Test, t statistic is of 1.65 at the significance of 0.59. This means that subordinates with different job characteristics have different expectations toward the leadership behavior for the initiating structure with no significance at .05.

8. Salary. For the initiating structure, the mean for salaries lower than 5,000 baht is 40.50 with a standard deviation of 0.59. The mean for salaries ranging from 5,000-10,000 baht is 47.10 with a standard deviation of 0.50. The mean for salaries higher than 10,000 baht is 44.85 with a standard deviation of 0.55. Using Oneway ANOVA, there is a significant difference at 0.03. This means that subordinates with different salary levels have significant differences in expectations toward the leadership behavior for the initiating structure at the significant level of .05. For consideration, the mean for salaries lower than 5,000 baht is 46.05 with a standard deviation of 0.62. The mean for salaries ranging from 5,000-10,000 baht is of 49.35 with a standard deviation of 0.61. The mean for salaries higher than 10,000 baht is 46.80 with a standard deviation of 0.69. Using Oneway ANOVA, there is a significant difference at 0.00. This means that subordinates with different salary levels have a significant difference on the expectation toward the leadership behavior for consideration at the significant level of .05.

9. Special income. For the initiating structure, the mean for a group with a special income is 46.5 with a standard deviation of 0.53. The mean for a group without special income is 4.55 with a standard deviation of 0.49. Using Paired Samples T-Test, t statistic is 2.01 with a significant level of .045. This means that subordinates with a difference in special-income acquisition have a significant difference in expectations toward the leadership behavior for the initiating structure at the significant level of .05. For consideration, the mean for a group with a special income is 48.90 with a standard deviation of 0.65. The mean for a group without special income is 7.10 with a standard deviation of 0.57. Using Paired Samples T-Test, t statistic is 1.35 with a significant level of .18. This means that subordinates with a difference in special-income acquisition have a significant difference in the expectations toward the leadership behavior for consideration at the significant level of .05.



CHAPTER V

DISCUSSION



This chapter will describe the research results of subordinates' expectation toward the leadership behavior of the Traffic Commander. The research description will consecutively examine the following:

1. The sociological characteristics of the samples
2. The actual leadership behavior of the Traffic Commander perceived by subordinates.
3. The leadership behavior of the Traffic Commander expected by subordinates.
4. Testing the first research assumption: The comparison of the actual leadership behavior with the expected one.
5. Testing the second research assumption: The comparison of the expected leadership behavior with the sociological characteristics of the samples.

5.1 The sociological characteristics of the samples

The study sample involved 330 police officers of the Traffic Police Division, Metropolitan, Royal Thai Police. They all work under the supervision of the Traffic Commander. From Table 3 , 96.4% of the sample was male, while 13.6 % was female. This is not serendipitous. Traffic duties are assigned to males only due to the conditions of the job (Royal Thai Police, 1997: 2). The majority of the study are aged from 25-40 years old (66.7%). The age groups that are higher than 40 and lower than 25 years old are 31.5% and 0.9 % respectively. The majority of the samples are in the age range of 25-40 years due to the policy of the Royal Thai Police to recruit more new officers during the past 10 years. The majority of the sample have an

education lower than a bachelor's degree (74.2%). Those with a bachelor's degree (24.3%) or higher (0.6%) are second and third respectively. The reason for this is that the majority of police officers in the Traffic Police Division are non-commissioned, which are only required to complete 10 education level. The majority of the sample are married (82.0%). Single (10.2%), divorced or separated (6.9%) come second and third consecutively. This is consistent with the fact that the majority of the sample are in the familyhood age range. Most of the samples are in the position of non-commissioned police officers (90.4%) - the remainder are commissioned police officers (8.7%). This is due to the fact that the Traffic Police Division administratively utilizes the Bureaucracy system, which emphasizes a large span of control and chain of command (Weber, 1922 Quoted to Sirirat Choonhakai, 2001: 14). This is the reason that the majority of the Division are non-commissioned officers. Ironically, 74.2 % of those non-commissioned officers have a bachelor's degree. These well-educated officers are ready to develop the agency in the future. The majority of the samples have job experience ranging from 5-15 years (49.2%). The second group is lower than 5 years experience (29.4%) and the third has a job experience higher than 15 years (20.4%). This is consistent with the age majority that ranges from 25-40 years. These are new recruits to the force. Most of the samples are responsible for a traffic duty (71.5%), while the remaining possesses other duties (27.6%). This is due to the fact that the main duty of the Traffic Police Division is to control and manage traffic. The majority of the samples receive the salary ranging from 5,000 - 10,000 baht (67.0%). The second is group receives a salary higher than 10,000 baht (28.5%), whereas the last group has a salary lower than 5,000 baht (3.6%). The findings are relevant to that of age, education level, and job position, while most of the sample are non-commissioned. The majority of the samples acquire a special income (77.2%). This is due to the fact that the special income is distributed to every police officer who is responsible for traffic control and management, according to the rules and regulations promulgated by the Treasury Ministry - most of the sample are traffic police officers.

5.2 The actual leadership behavior of the Traffic Commander perceived by subordinates

From Table 4, the 15 statements of the initiating structure are analyzed, while the statements 3 and 7 are negative. The findings are that most of the subordinates have perceptions toward the actual leadership behavior at the middle level, from the statements numbered 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14 and 15. Their perceptions are at the high level for the statement numbered 13, and at the low level for the statement numbered 5. We can conclude from the statement numbered 13 “Notifying his/her expectation about the quality of work” that the Traffic Commander is a person who maintain a high level of quality work and exemplifies leadership behavior to subordinates. For the statement numbered 5 “Clear communication and easy to understand,” it can be concluded that the actual leadership behavior scores low because of the large responsibility and the high mobility of the officers in the force. The officers are dispersed to post around the Bangkok area and occasionally move between posts. There is very little chance to meet directly with the Traffic Commander at the headquarters. The Traffic Commander's orders are usually sent via written documents. This is not as clear as direct explanations by the Commander.

For the 15 statements of consideration - while the statements numbered 5, 7, 8, and 9 are negative - subordinates perceive the actual leadership behavior in the high level for the statements numbered 2, 3, 4, and 10. Scores at the middle level for the statements numbered 1, 5, 6, 7, 11, 12, 13, 14, and 15 and at the low level for the statements numbered 8 and 9. It can be concluded that the Traffic Commander demonstrates the behaviors at a high level for courtesy, warmth, open-mindedness, relaxation, and the equal treatment of subordinates. Low levels for behaviors occurred for lack of consultation, and picking up new ideas, meaning the Traffic Commander bilaterally works with co-workers and likes to try new ideas.

From Table 5, the level of the actual leadership behavior is in the first quadrant of leadership styles constructed by Ohio State University, which is high on both the initiating structure and consideration. This means that the Traffic Commander is a good, effective leader. There is a good work environment permeated with good attitude, unity, and work cooperation. It is consistent with the studies of

Iowa State University (Lippith & White,1930:50) , Michigan State University (quoted in Sulthoithammatirat, 1993:50), Likert (1961 quoted in Boonthan Dorktaisong,1998:262), Blake&Morton(1964:12) which found that the most effective administrative style is the one with highly focusing on the initiating structure and consideration. This finding is also consistent with the study by Pairode Parkpeian (1993: abstract) - that studies the leadership behavior of provincial educators perceived by Amphur educators in the northern region - and Kumpanart Ruddit (1996: abstract) - that studies the leadership behavior of the lieutenant commander. Ruddit's findings are that the leader's behavior is high on both the initiating structure and the consideration, according to the quadrants constructed by Ohio State University. The explanation of these findings can be found in the work of Kawee Wongput (1992: 14-15), Sumate Deawisarade (1984: 50), Uthai Hirunto (1981: 13), Halpin (1967: 30), and Terry (1960: 493). They refer to the leader as a person with the ability to demonstrate leadership behavior relevant to the responsible roles and being accepted by subordinates as the effective leader. This means that the Traffic Commander is the real leader and not just a position in the force. Comparing the dimensions of the behavior, we find that the behavioral level of the initiating structure is lower than consideration, and they are significantly different. This means that the Traffic Commander focuses on subordinates rather than the initiating structure. This is consistent with the idea of administration of Uvadee Srethamrut (1998: 1), stating that human resources or labor is important and necessary. If the organization lacks human resources for administration, other resources are useless. As Likert (1961: 262) states, the leader style of participation that recognizes the importance and value of subordinates is the best style of administration.

5.3 The leadership behavior of the Traffic Commander expected by subordinates

From Table 6, there are 15 statements for the initiating structure, while the statements numbered 3 and 7 are negative. The result analysis is that subordinates have a high expectation for the leadership behaviors of the statements numbered 1, 2, 4, 6, 8, 9, 10, 11, 12, 13, 14, and 15; a low expectation on statements numbered 3, 5,

and 7. It can be concluded that subordinates have a high expectation for the initiating structure on such behaviors as clear vision, precise goals, and taking the initiative. The expectations of subordinates might be from change in work environments, such as society, economy, politics, and technology. The low scores on statements numbered 3, 5, and 7 mean that subordinates would like the Commander to be less strict. Subordinates would like more flexibility in their work. For example, traffic police officers need to use discretion in enforcing traffic laws during rush hour. They should have the authority to issue a warning, based on their discretion, to the violating driver, instead of a ticket, in order to ease traffic congestion. This is consistent with statement number 5 and number 7 that subordinates expect the clear and precise orders from their leader. The operational work must follow the set plans. This might be because the wide spread of working stations and manpower are located throughout Bangkok; hence, the orders of the leader must be done in the document from according to the set plans. The orders as subordinates acknowledged cannot be as clear as they should be. Subordinates' expectation on the orders is low. However, subordinates score high on the expectation toward getting the work done according to the plans in order to alleviate the problems from unclear orders. For the 15 consideration statements, subordinates score high on all statements except statements numbered 5, 7, 8, and 9, which are negative. This is because subordinates do not want such negative behaviors from the leader.

Comparing the behavior of the initiating structure and consideration as expected by subordinates, from Table 7, the behavior of the leader is in the first quadrant of Ohio State University's leadership behavior. They score high on both the initiating structure and consideration. In addition, there is a significant difference between those two behaviors that the initiating structure is scored higher than the consideration. This means that subordinates would like their leader to emphasize behavior relating to consideration more than the initiating structure. This reflects the good attitudes of subordinates toward the leader and unity and work cooperation among officers in the organization. As Sompong Kasemsin (1980: 185) stated, the leader is the leading light, a focal point, and the milestone of the organization. Aiken's (1977: 5.74-A) leadership behaviors of the agencies study finds that the administrator should focus on both the behavior of the initiating structure and the

consideration. Halpin et al. (Quoted in Kumpanart Ruddit, 1996: 47-52) study on the leadership behavior of the organization also finds that subordinates need a leader who possesses behaviors relating to consideration. However, Kumpanart Ruddit (1996: abstract) study on the leadership behavior of the organization discovered the opposite. He found that subordinates visualize the leadership behavior of the organization to be prone to both the behavior of the initiating structure and the consideration, although emphasis should be more on the initiating structure. The difference of the findings could be explained by the fact that traffic officers have been working within such harsh environments containing dust, noise, and pollution. The officers need their leader to recognize and understand what they have been through everyday. That is the reason that traffic officers would like leadership behavior to be more on the consideration. As Saard Sangrut (1977: abstract)'s research found, the leadership behavior of the initiating structure and consideration are positively related to work satisfaction of subordinates.

5.4 Testing the first research assumption: The comparison of the actual leadership behavior with the expected one

The first research assumption is that the actual leadership behavior of the Traffic Commander as perceived by subordinates is significantly different from the expected leadership behavior, while the level of the actual leadership behavior is lower than the expected leadership behavior.

For the behavior of the initiating structure, from Table 8, all statements of the actual leadership behavior score significantly lower than that of the expected one, except statement number 5. The findings conclude that there is a significant difference between the actual leadership behavior of the Traffic Commander and the expected leadership behavior of the Traffic Commander. The level of the actual leadership behavior is lower than that expected one. For statement number 5 "Clear orders that are easy to understand," it is not relevant to the research assumption. This might be because the traffic units of the Traffic Division are geographically dispersed throughout Bangkok. The Commander's orders are necessarily limited to the form of

the written documents, which are subject to wording interpretation. Therefore, the actual and the expected leadership behavior is not significantly different.

Comparing the actual and expected leadership behavior using Ohio State University's quadrant leadership behavior, the scores of the leadership behaviors are high on both the initiating structure and consideration. There is a significant difference between those two behaviors, while the actual is lower than the expected one. The results are consistent with the first research assumption. As relevant to Aiken's (1977: 5074-A) and Kumpanart Ruddit (1996: abstract)'s study on the leadership behavior of the organization is that the expected behavior scores higher than the actual one, and they are significantly different. This might be because the Traffic Division is full of officers with high capabilities. They can use their skills to improve their work efficiency and effectiveness.

For behavior relating to consideration, from Table 10, all statements of the actual leadership behavior score lower than that of the expected one. They are also significantly different, except statement number 2. The results are consistent with the first research assumption. For statement number 2 "friendly working environments," the Traffic Commander already expresses friendly behavior toward subordinates; therefore, there is not a significant difference between these two behaviors.

Using Ohio State University's leadership behavior quadrant, the scores of leadership behavior are high on both the initiating structure and consideration. In addition, these two behaviors are significantly different, while the actual scores are lower than the expected ones. This is consistent with the first research assumption. This might be because subordinates need higher levels of consideration behavior when the previous one is fulfilled, even though the score of the actual leadership behavior is quite high.

5.5 Testing the second research assumption: The comparison of the expected leadership behavior with the sociological characteristics of the samples

For the initiating structure, from Table 10, there is no significant difference between the sociological factors of sex, age, educational level, marital status, job position, and job experience and the actual and the expected leadership

behavior. This is not relevant to the second assumption. However, it is consistent with Kumpanart Ruddit's (1996: abstract) and Prawut Trimate's (1992: 53) results, but unrelated to Maosur's (1995: abstract) findings. Maosur found that sex, job experience, educational level, and job position have an influence on leadership behavior. The researcher perceives that the Traffic Division is a large unit, which is composed of five branch units and one special unit, and is characterized with uncomplicated, specific jobs. They usually work as a group with a clear division of duties. Moreover, they also have a high unity among officers and work within friendly environments. The officers do not like to move to other police divisions. They have accumulated the same experience and capabilities. This is a unique characteristic of the Traffic Police Division. Therefore, the variables of sex, age, educational level, marital status, job position, and job experience have no influence on the expectation of officers toward the leadership behavior of the Traffic Commander. However, there is a significant difference between the salary, the special income and their expectations. This is consistent with the second research assumption. It can be observed that both behaviors which are significantly different have a high score. The researcher thinks that it is for this reason that officers have been working in such polluted environments. They need to be equipped with communication tools, vehicles, health and life insurance. In addition, the traffic duties required a group working, resulting in the high expectation of subordinates toward the leadership behavior. The leader must be able to respond to the needs of subordinates instantly. As Sompong Kasaemsin (1980: 420-421), Utai Hirunto (2001: 13), and Terry (1960: 5) said that the expectation is important for job works. If there is a high expectation on any job, we will endlessly work, and the change of success is also high, and vice versa. For the difference between the expectation of subordinates, the variable of special income has a direct relationship with the expectation. Subordinates with the special income have a higher expectation than the ones without. We can conclude that there is a significant difference between job characteristics, salary, special income and the expectation toward leadership behavior, as stated in the second research assumption. In contrast, there is no significant difference between sex, age, educational level, marital status, job position, job experiences and the expectation toward leadership behavior, inconsistent with the second research assumption.

CHAPTER VI

CONCLUSION

For the study of the expectations of subordinates toward the leadership behavior of the Traffic Commander, we can conclude as follows:

6.1 The purpose of the study

6.1.1 To study the actual leadership behavior of the Traffic Commander perceived by subordinates.

6.1.2 To study the leadership behavior of the Traffic Commander expected by subordinates.

6.1.3 To compare the actual leadership behavior and the expectation leadership behavior of the Traffic Commander.

6.1.4 To compare the expectation of subordinates toward the leadership behavior with the sociological factors.

6.2 The usefulness of the study

6.2.1 The Traffic Commander applies the results of the study to his or her own style of leadership behavior in order to be able to adapt to the changing environment.

6.2.2 To bring the styles of the leadership behavior from other organizations and applying it to the Traffic Police Division.

6.3 Population and research sample

The study population is police officers of the Traffic Police Division, Metropolitan, Royal Thai Police. There are 1,749 police officer divided into non-commissioned, 1,596 officers, and commissioned, 153 officers. Using the Taro Yamane formula, 326 officers should be randomly sampled from the study population. The sample size was enlarged to 330 officers to gain the best representation. The sampling procedure is a proportional stratified random sample, dividing the study population into job lines and types.

6.4 Research tools

The study uses the questionnaires of Halpin's (1966: 88-111) Leadership Behavior Description Questionnaires (LBDQ) to collect data. The questionnaire is divided into two sides: the behavior of the initiating structure and the behavior of consideration. The questionnaire statements are separate into three tiers:

Part 1 is questions concerning the respondents' sociological characteristics.

Part 2 is questions relating the actual leadership behavior perceived by subordinates; there are 30 statements on this part.

Part 3 is questions involving the leadership behavior expected by subordinates; there are 30 statements on this part.

Using Likert's scale, the frequency is divided into 4 levels: often, usually, few, and rarely/never. The pretest of the questionnaires is sent out to 30 officers in the Traffic Police Division. The reliability for part two is 0.94; part three is 0.93; and the combination of parts two and three is 0.95. Then the questionnaires were distributed to the respondents by the researcher. A one hundred percent response was achieved by the 330 questionnaires.

6.5 The study result

The study result can be concluded as follows:

6.5.1. The sociological characteristics of the samples. It was found that males outnumbered females. The samples' average age range was from 25-40 years old. The majority have an education level lower than a bachelor's degree. They are married, non-commissioned officers, with job experience in the Traffic Police Division ranging from 5 to 10 years. Most of them are responsible for the traffic problems and receive the salaries ranging from 5,000-10,000 baht. The majority of the samples also receive a special income or reward.

6.5.2. The actual leadership behavior of the initiating structure and consideration has a mean of 41.75 and 44.21 with a standard deviation of 0.54 and 0.68 respectively. This is higher than the mean of the behavior for each side of Ohio State University's quadrant leadership behavior. This results in the mean of both behaviors falling into the first quadrant, meaning that the level of leadership behavior is high on both the initiating structure and consideration. In addition, consideration scores higher than the initiating structure by a significant difference.

6.5.3. The leadership behavior of the initiating structure and consideration expected by subordinates has a mean of 46.19 and 48.47 with a standard deviation of 0.53 and 0.64 respectively. These results in the two behaviors falling into the first quadrant of leadership behavior, meaning that the level of leadership behavior is high on both the initiating structure and consideration by a significant difference.

6.5.4. Comparing the actual leadership behavior and the expected one, for the initiating structure, the mean is 41.74 and 46.19 with a standard deviation of 0.54 and 0.53 respectively. There is a difference between the actual and the expected behavior equal to -10.55 at a significant level of .05. For consideration, the mean is 44.21 and 48.47 respectively. There is a significant difference between the actual and the expected behavior equal to -9.08 at a significant level of .05. Comparing this with Ohio State University's quadrant leadership behavior, both the behavior of the initiating structure and the consideration score higher., meaning that the level of the behavior is high, relevant with the first research assumption.

6.5.5. Comparing the expectations of subordinates toward the leadership behavior of the Traffic Commander with subordinates' sociological characteristics, there is no significant difference between sex, age, educational level, marital status, job position, job experience and expectations, inconsistent with the second research assumption. However, there is a significant difference between job characteristics, the salary, special income and expectations, consistent with the second research assumption.

6.6 Research conclusion

The research results can be concluded as follows:

6.6.1. The sociological characteristics of the samples. It was found that males outnumbered females. The samples' average age range was from 25-40 years old. The majority have an education level lower than a bachelor's degree. They are married, non-commissioned officers, with job experience in the Traffic Police Division ranging from 5 to 10 years. Most of them are responsible for the traffic problems and receive the salaries ranging from 5,000-10,000 baht. The majority of the samples also receive a special income or rewards.

6.6.2. The mean of the actual leadership behavior of the initiating structure and consideration fall into the first quadrant. The leadership behavior is prone to both the initiating structure and the consideration. However, the leader is more likely to emphasize consideration. The relationship between those two behaviors is positive, meaning that the Traffic Commander is a good, effective leader, and emphasizes subordinates more than the initiating structure.

6.6.3. The mean of the expected leadership behavior of the initiating structure and consideration fell into the first quadrant. The leadership behavior is prone to both the initiating structure and consideration. However, the leader is more likely to emphasize consideration. The relationship between these two behaviors is positive, meaning that subordinates expectations on leadership behavior of the Traffic Commander are high for both the initiating structure and consideration. They also expect the leader to act more on consideration than the initiating structure.

6.6.4. Comparing the actual and the expected leadership behavior of the Traffic Commander using Ohio State University's quadrant, it was found that there was a high level for both the initiating structure and consideration. There was a significant difference; and the level of the actual behavior scores were lower than the expected behavior, relevant to the first research assumption.

6.6.5. Sex, age, educational level, marital status, job position, and job experience have no significant difference in the expectations of subordinates. However, job characteristics and special income have a significant effect on the behavior of the initiating structure; and salary has a significant effect on the behavior of consideration. Both findings are relevant to the second research assumption.

6.7 Suggestions

From the research findings, the researcher would like to make suggestions as follows:

6.7.1. The suggestions on the administration

1. Using Ohio State University's quadrant, it was found that the Traffic Commander's behavior was in the first quadrant, which is the most effective behavioral type of the leader. The leader emphasizes both behaviors for the initiating structure and consideration. The leader plays a very strong role. He or she is accepted by subordinates as an effective leader, focuses more on the behavior of consideration. Likert (1961, quoted in Boontun Dorktaisong, 1998: 262) believes that this style of behavior is the best for administration. The expectations of subordinates also score high on both the initiating structure and consideration. The score is higher than the actual leadership behavior. From the literature review, it was found that the quality of products and services are partly influenced by the leadership behavior and partly by the expectations of subordinates. The researcher thinks that the assignment of the next Traffic Commander should have the same capabilities or higher.

2. The responsibilities of the Traffic Police Division which cover a large area of Bangkok and the suburbs result in dispersing traffic police

officers to station in different locations. The orders are made done through written documents. The details of the orders cannot all be met completely, causing barriers for smooth work operation. The researcher suggests that the leader should organize a meeting with subordinates more often to clarify work targets and procedures and to make work more efficient.

3. Monetary compensation is important for better work. This also influences the expectations of subordinates toward the leadership behavior. Reasonable compensation will increase morality among workers. Within competitive environments, the researcher suggests that the commander should ease the hardship of subordinates. He or she should assist their families to generate more family income. By doing this, subordinates will be more readily available to work effectively and efficiency.

6.7.2 Suggestions on research aspects.

1. From the results of the study, the Traffic Commander demonstrates the appropriate leadership behavior, relevant to the expectations of subordinates. The researcher suggests that there should be a study on the problems of the work operation of subordinates. The results of the study can be used to develop the unit better, relevant to Thailand's International Public Section Standard Management System and Outcomes or Thailand International (P.S.O.).

2. There should be a study on the leadership behavior of the traffic supervisors from large and important provinces dealing with the problem of traffic congestion, such as Chiangmai, Nontaburi, Samutprakarn. The results of the study will discover the dimensions of the best effective leadership behavior.

BIBLIOGRAPHY

- Adelman,E.A.(Argust ,1981). An Anlysis of Principals Behavior Leadership Styles As Perceived by Elementary and Secondary School Principals and Teacher. Dissertation Abstracts Inteventional. 42(2) :464-A.
- Argyris,C. (winter ,1976). "Leadership, Learning and Changing The Status Quo," Organizational Dynamic. (29.)
- Blake,R.,R. & Mouton,J.,S. (1964). The Managerial Grid. Houston ,TX : Guif Publishing.
- Boles,H.,W. & Deveport,J.,A. (1975). Introduction to Education Leadership. New York : Harper and Row.
- Bothwell, L. (1983). The art of leadership : Skill building teachniques that produce Results. New York : Prentice Hall.
- Daft, L. (1999). Leadership : Theory and Practice. The Dryden Press Harcourt Brach : College Publishers.
- Davis,K. (1967). Human Relations at work. New York : Mcgraw Hill Book Co.
- _____. (1982). Human Relotion and Organization Behavior. Philipine: Navotas Press.
- Fiedler,F.,E. (1967) A Theory of leadership effectiveness. New York : McGraw Hill.
- Getzels,J.W. , James,M. & Ronall,F.C. (1964). Educational Administration as a Social Process. New York : Harper and Row.
- Gullick,L. & Urwick,L.(1973). Paper on the Science of Administation. New York: Institute of Public Administation
- Gilmer,B.,V. (1971). " Human Relation: in Superrvision." Industrial Psychology. New York :
- Haskell,P.,C. (1963). Leadership in the Office. New York : The American Management Association Inc.
- Halphin, A. (1966). Theory and Research in Administration. New York : Mcmillan.

- Hersey,P. & Blanchard,K.,H. (1974). Management of Organization. New Dlhi : Prentice- Hall of India Private Limited.
- _____. (1977). Management of Organization Behavior:Utilizing Human Resources. Englewood ,NJ. : Prentice-Hall.
- _____. (1982). Management of Organization Behavior:Program Instuction for Manager. Englewood ,NJ. : Prentice-Hall.
- Hoy,W.K. & Cecill,G.M. (1982). Educational Administration. New York: Random House.
- House,R. (1971). A Path-Goal Theory of Effectiveness. Administrative Science Quarterly ,(16). 321-340.
- Kretch , D. , Crutchfield ,R.,S. and Ballachy, E.,L. (1962). Individual in Social . Psychology. Tokyo : Kogakusha Co .
- Lippith,R. & White,R.K. (1960). Autocracy and Democracy : An Experiment Inquiry. New York : Harper.
- Mansour,J.M.(July,1969). Leadership Behavior and Principal Teacher Interperaonal Relation. Dissertation Abstracts Inteventional. 30: 526-A.
- Mc Greger,D. (1960). The Human Side of Enterprise. New York :McGraw -Hill.
- Paul,A.J.(March,1981). An Analysis of the Perceived Leadership Behavior of Middle and Jonior High School Principals of East *Baton Rouge Parish. Dissertation Abstracts Inteventional. 41(9): 3817-A.
- Reddin,W.,J. (1970). Managerail Effectiveness. New york : McGraw Hill Book Company.
- Second,P.F. & Backnab,C.W. (1964). Social Psychology . New York: McGraw-Hill Book Company.
- Stodill,R.,m. (1974). Handbook of Leadership : A Survey of Theory and Research. New york : Free Press.
- Tannebaum,R.(1959). Leadership and Organization : A Behaviorol Science Approach. New York: McGraw – Hill Book Company.
- Tannebaum,R. & Schmidt,W.,H. (1958,March-April). How to Choose a Leadership Pattern . Harvard Business Review. (36), 95-101.
- Terry,G.,R. (1960). Principles of Management. Homewood ,IL. Richard D. Irwin,Inc.

Vroom, V. (1970). Leadership and Decision-Making. Pittsburg: Universit of Pittsburg Press.

ภาษาไทย

กวี วงศ์พัฒน์. (2535). ภาวะผู้นำ. กรุงเทพมหานคร: ศูนย์ส่งเสริมวิชาชีพ.

กัมปนาท รุดดิษฐ์. (2539). พฤติกรรมภาวะผู้นำของผู้บังคับกองพันกำลังรบ ในกองพลที่ 1 รักษาพระองค์. วิทยานิพนธ์ศิลปศาสตรมหาบัณฑิต(การทหาร), สาขาสังคมศาสตร์ และมานุษยวิทยา ส่วนบัณฑิตการศึกษา โรงเรียนเสนาธิการทหารบก.

กิตติพันธ์ รุจิกุล. (2529). พฤติกรรมผู้นำทางการศึกษา. กรุงเทพมหานคร: สำนักพิมพ์โอเดียนสโตร์.

จันทนา ชมวรกุล. (2529). ลักษณะพฤติกรรมภาวะผู้นำของผู้บริหารโรงเรียนมูลนิธิภราวาศา คณะเซนต์คาเบรียล แห่งประเทศไทย. วิทยานิพนธ์, ปริญญาครุศาสตรบัณฑิต จุฬาลงกรณ์มหาวิทยาลัย.

เจริญผล สุวรรณโชติ. (2519). ทฤษฎีการบริหาร. กรุงเทพมหานคร : สำนักพิมพ์โอเดียนสโตร์.

ชาติ มณีศรี. (2527). การนิเทศการศึกษา. กรุงเทพมหานคร : ศิลปาบรรณาการ.

ถวิล ชาราโกชน์. (2532). จิตวิทยาสังคม. กรุงเทพมหานคร : OS Printing House Co.Ltd.

ทองอินทร์ วงศ์โสธร. (2523). พื้นฐานการศึกษา. กรุงเทพมหานคร : มหาวิทยาลัยสุโขทัยธรรมธิราช.

เทพนม เมืองแมน และสวีน สุวรรณ. (2529). พฤติกรรมองค์การ. กรุงเทพมหานคร : สำนักพิมพ์ไทยวัฒนาพานิช.

ธงชัย สันติวงษ์. (2535). พฤติกรรมองค์การ. กรุงเทพมหานคร : โรงพิมพ์ไทยวัฒนาพานิช.

ธงชัย สันติวงษ์ และชัยยศ สันติวงษ์. (2522). ประมุขศิลป์ ศิลปะของการเป็นผู้นำ. กรุงเทพมหานคร : สำนักพิมพ์โอเดียนสโตร์.

นพพงษ์ บุญจิตราดุลย์. (2525). หลักบริหารการศึกษา. กรุงเทพมหานคร : บริษัท เอส เอ็ม เอ็ม จำกัด.

นันทา ดิงสมบัติยุทธ. (2538). ความคิดเห็นและความคาดหวังที่มีต่อรูปแบบภาวะผู้นำของผู้บังคับบัญชา : ศึกษากรณีข้าราชการในส่วนกลาง กรมส่งเสริมการเกษตร. วิทยานิพนธ์, ศิลปศาสตรมหาบัณฑิต สาขาสังคมศาสตร์ ภาควิชาสังคมวิทยา และมานุษยวิทยา มหาวิทยาลัยเกษตรศาสตร์.

- บุญทัน ดอกไธสง. (2535). การจัดการองค์การ. กรุงเทพมหานคร: โรงพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.
- _____. (2540). การจัดการองค์การ. กรุงเทพมหานคร: โรงพิมพ์ไทยวัฒนาพานิช.
- _____. (2541). การจัดการองค์การ. กรุงเทพมหานคร: โรงพิมพ์มหาจุฬาลงกรณ์
ราชวิทยาลัย.
- บุญธรรม กิจปรีดาบริสุทธิ. (2531) ระเบียบวิธีการวิจัยทางสังคมศาสตร์. กรุงเทพมหานคร:
สามเจริญพานิช
- เบญจา นิลลาบุตร. (2538). ความคาดหวังของข้าราชการตำรวจต่อรูปแบบภาวะผู้นำของผู้บังคับ
บัญชา ศึกษากรณี กองบัญชาการศึกษา. วิทยานิพนธ์ , ศิลปศาสตรมหาบัณฑิต
(สังคมวิทยาสาส์ตรประยุกต์) สาขาสังคมวิทยาประยุกต์ ภาควิชาสังคมวิทยา และ
มานุษยวิทยา บัณฑิตวิทยาลัย มหาวิทยาลัยเกษตรศาสตร์.
- ประภัสสร ปานศรี .(2536). ความคาดหวังของผู้บริหาร และครู ต่อคุณลักษณะครูแนะแนวใน
โรงเรียนประถมศึกษา. วิทยานิพนธ์ , ศิลปศาสตรมหาบัณฑิต (จิตวิทยาการศึกษา และ
การแนะแนว) สาขาจิตวิทยาการศึกษา และการแนะแนว ภาควิชาจิตวิทยาการศึกษา
และการแนะแนว บัณฑิตวิทยาลัย มหาวิทยาลัยเกษตรศาสตร์.
- ประวีติ เมฆไธโร .(2535) พฤติกรรมภาวะผู้นำของศึกษานิเทศก์ตามทัศนคติของผู้ได้บังคับ
บัญชา. ปรียญมหาบัณฑิต, การบริหารการศึกษา มหาวิทยาลัยศรีนครินทรวิโรฒ.
- ประยุทธ์ จารุบวร. (2531). ความคาดหวังของบิดามารดาในชนบทที่มีต่อการศึกษาของบุตร.
วิทยานิพนธ์, ศิลปศาสตรมหาบัณฑิต สาขาพัฒนาสังคม ภาควิชาโครงการสหวิทยา
การ ระดับบัณฑิตศึกษา มหาวิทยาลัยเกษตรศาสตร์.
- ประชัย เขียมสมบูรณ์. (2530). การบริหารงานตำรวจ. กรุงเทพมหานคร: สำนักพิมพ์โอเดียนสโตร์.
- พยอม วงศ์สารศรี. (2534). องค์การ และการจัดการ. กรุงเทพมหานคร : สุภา.
_____. (2542). องค์การ และการจัดการ. (พิมพ์ครั้งที่ 7) . (ม.ป.ท.)
- พระราชกฤษฎีกาแบ่งส่วนราชการกรมตำรวจ กระทรวงมหาดไทย (ฉบับที่ 3) พุทธศักราช 2540 .
- พระราชบัญญัติระเบียบข้าราชการตำรวจ (ฉบับที่ 2) พุทธศักราช 2531 .
- เพชร หาลาภ.(2538). ความคาดหวังของผู้บังคับบัญชาระดับกลางที่มีต่อบทบาทการปฏิบัติงานของ
ผู้บังคับบัญชาระดับล่าง ในโรงงานอุตสาหกรรมผลิตภัณฑ์พลาสติก. วิทยานิพนธ์,
วิทยาศาสตรมหาบัณฑิต ภาควิชาจิตวิทยาอุตสาหกรรม บัณฑิตวิทยาลัย มหาวิทยาลัย
เกษตรศาสตร์.

- ไพฑูรย์ เจริญพันธ์วงศ์. (2529). การบริหารการศึกษา. กรุงเทพมหานคร : สำนักพิมพ์โอเดียน สโตร์.
- _____. (2530). พฤติกรรมองค์การ และการบริหาร. กรุงเทพมหานคร : สำนักพิมพ์ โอเดียนสโตร์.
- ไพโรจน์ พรากเพียร .(2536). พฤติกรรมภาวะผู้นำของศึกษานิเทศก์ตามการรับรู้ของศึกษานิเทศก์อำเภอในภาคเหนือ. วิทยานิพนธ์, ศึกษาศาสตร์มหาบัณฑิต บัณฑิตวิทยาลัย มหาวิทยาลัยเชียงใหม่.
- ภิญโญ สาธร. (2519). หลักบริหารการศึกษา. (พิมพ์ครั้งที่ 3).กรุงเทพมหานคร : บริษัทสำนักพิมพ์วัฒนาพานิช.
- _____. (2523). หลักบริหารการศึกษา. กรุงเทพมหานคร : ศ.ส.การพิมพ์.
- _____. (2523). หลักบริหารการศึกษา. กรุงเทพมหานคร : ศ.ส.การพิมพ์.
- เมธี ปิลันธนานนท์. (2520). การบริหารบุคคลในวงการการศึกษา. กรุงเทพมหานคร: สำนักพิมพ์โอเดียน สโตร์ .
- ยุวดี ศรีธรรมรัฐ. (2541). การบริหารงานบุคคลในภาครัฐกิจ. กรุงเทพมหานคร: โรงพิมพ์มหาวิทยาลัยธรรมศาสตร์.
- กระทรวงการคลัง(2544). ระเบียบว่าด้วยการจ่ายเงินรางวัลเจ้าหน้าที่ตำรวจผู้ซึ่งปฏิบัติหน้าที่ควบคุมการจราจร พุทธศักราช 2544.
- วรศักดิ์ เพ็ชรชอบ ,รัชณี ขวัญบุญจัน และถนอมวงศ์ กฤษณ์เพชร. (2523). พฤติกรรมของผู้บริหารทางการพลศึกษา สถาบันผลิตครูพลศึกษาของไทย. รายงานการวิจัยของสมาคมดุสิตศึกษาพลศึกษา และสันทนการแห่งประเทศไทย, ภาควิชาพลศึกษาคณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย.
- วัชรวิ ทรงแปฐม. (2543). ภาวะผู้นำเชิงสร้างสรรค์. วารสารพัฒนบริหารศาสตร์, 40(2), 80.
- วารุณี จุฑาจินดาเขต. (2537). ความสัมพันธ์ระหว่างพฤติกรรมภาวะผู้นำของหัวหน้างาน กับความพึงพอใจในการทำงานตามการรับรู้ของผู้ใต้บังคับบัญชาที่เป็นข้าราชการ ในสำนักงานคณบดี มหาวิทยาลัยขอนแก่น. วิทยานิพนธ์ , ปริญญาศึกษามหาบัณฑิต สาขาจิตวิทยาการศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยขอนแก่น.
- วิสุทธิ จันทิตรา. (2521). ความคาดหวังของศึกษานิเทศก์เกี่ยวกับพฤติกรรมภาวะผู้นำของหัวหน้าหน่วยศึกษานิเทศก์เขต สังกัดกรมสามัญศึกษา. วิทยานิพนธ์ , ครุศาสตร์มหาบัณฑิต ภาควิชาบริหารการศึกษา บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย.

- วิชชุดา งามปลอด. (2540). ความคาดหวังของผู้ปกครองที่มีต่อการจัดการศึกษาในโรงเรียนอนุบาล เอกชน จังหวัดสุราษฎร์ธานี. วิทยานิพนธ์ , ศิลปศาสตรมหาบัณฑิต(การบริหารการศึกษา) สาขาการบริหารการศึกษา ภาควิชาการศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัยเกษตรศาสตร์.
- เสาวนิต เสาธานนท์. (2542). ภาวะผู้นำ. หนังสือประกอบการสอน คณะครุศาสตร์ สถาบันราชภัฏนครราชสีมา.(ม.ป.ท.)
- สมเกียรติ พึ่งอาดม. (2538). การศึกษาพฤติกรรมผู้นำของผู้อำนวยการวิทยาลัยเทคนิคดีเด่น สังกัดกองวิทยาลัยเทคนิค กรมอาชีวศึกษา. วิทยานิพนธ์, ปริญญาครุศาสตร์อุตสาหกรรมมหาบัณฑิต สาขาวิชาการบริหารอาชีวศึกษา ภาควิชาครุศาสตร์อุตสาหกรรม บัณฑิตวิทยาลัย สถาบันเทคโนโลยีพระจอมเกล้า ลาดกระบัง.
- สมคิด บางโม. (2540). องค์การ และการจัดการ. กรุงเทพมหานคร: บริษัทวิทยพัฒน์ จำกัด .
- สมพงษ์ เกษมสิน. (2521). การบริหารงานบุคคลแผนใหม่. กรุงเทพมหานคร: โรงพิมพ์ไทยวัฒนาพานิช.
- _____ . (2523). การบริหารงานบุคคลแผนใหม่. กรุงเทพมหานคร: โรงพิมพ์ไทยวัฒนาพานิช.
- สะอาด แสงรัตน์.(2520). ความสัมพันธ์ระหว่างพฤติกรรมภาวะผู้นำ กับความพึงพอใจในการทำงานของครู ในโรงเรียนประถมศึกษา สังกัดองค์การบริหารส่วนจังหวัด และเทศบาล ในภาคตะวันออกเฉียงเหนือ. วิทยานิพนธ์, ปริญญาการศึกษามหาบัณฑิต มหาวิทยาลัยศรีนครินทรวิโรจน์.
- สุนีย์ ชีรดากร. (2525). ประสบการณ์เดิมกับความคาดหวัง. กรุงเทพมหานคร: โรงพิมพ์กรมศาสนา.
- สุเมธ เดียวอิสเรศ. (2527). พฤติกรรมผู้นำทางการศึกษา. กรุงเทพมหานคร : โรงพิมพ์รุ่งวัฒนาการพิมพ์.
- สุรางค์ จันทร์อม. (2524). สุขวิทยา. กรุงเทพมหานคร : อักษรบัณฑิต.
- สุโขทัยธรรมาธิราช. (2536). ทฤษฎี และแนวปฏิบัติในการบริหารการศึกษา. มหาวิทยาลัยสุโขทัยธรรมาธิราช : กรุงเทพมหานคร.
- เสถียร เหลืองอร่าม. (2519). หลักมนุษย์สัมพันธ์ต่อการบริหารงานในองค์การ. กรุงเทพมหานคร : โรงพิมพ์แพร่พิทยา อินเตอร์เนชั่นแนล.

- อรุณ รักรธรรม.(2524). พฤติกรรมข้าราชการไทย. กรุงเทพมหานคร: ทิพย์อักษรการพิมพ์.
- _____. (2527). หลักมนุษยสัมพันธ์กับการบริหาร. กรุงเทพมหานคร: ไทยวัฒนาพานิช.
- อานนท์ ผกากรอง. (2529). ความคาดหวังของเกษตรกรในการเข้าเป็นสมาชิกสหกรณ์การเกษตรในจังหวัดนครศรีธรรมราช. วิทยานิพนธ์มหาบัณฑิต มหาวิทยาลัยเกษตรศาสตร์.
- อุดม สุริยาเดช.(2536). พฤติกรรมภาวะผู้นำของผู้บริหารโรงเรียนมัธยมศึกษาตามการรับรู้ และความคาดหวังของครูในกลุ่มผู้บริหาร และผู้สอน จังหวัดเชียงใหม่. วิทยานิพนธ์, ศึกษาศาสตรมหาบัณฑิต สาขาวิชาการบริหารการศึกษา บัณฑิตวิทยาลัย มหาวิทยาลัย เชียงใหม่.
- อุทัย หิรัญโต. (2524). ประมุขศิลป์ : ศิลปะของการเป็นหัวหน้างาน. กรุงเทพมหานคร: เทพนิมิตการพิมพ์.
- เอกชัย กี่สุขพันธ์. (2529). หลักการบริหารการศึกษาทั่วไป. กรุงเทพมหานคร : อนงค์ศิลป์การพิมพ์.
- สำนักงานตำรวจแห่งชาติ. (2540). กำหนดหลักเกณฑ์การแต่งตั้งข้าราชการตำรวจระดับรองสารวัตร และระดับผู้บังคับหมู่. หนังสือ ตร.ด่วนที่สุด ที่ 0604.336/16879 (อัดสำเนา)
- ศิริรัตน์ ชุณหถาลัย.(2544). ระบบราชการ. เอกสารประกอบคำบรรยาย สาขารัฐประศาสนศาสตร์ คณะสังคมศาสตร์ และมนุษยศาสตร์ มหาวิทยาลัยมหิดล. (อัดสำเนา).
- อัจฉราพรรณ จรัสวัฒน์. (2544). ระบบมาตรฐานสากลของประเทศไทยด้านการจัดการ และสัมฤทธิ์ผลของงรงนภาครัฐ. เอกสารประกอบคำบรรยาย สาขารัฐประศาสนศาสตร์ คณะสังคมศาสตร์ และมนุษยศาสตร์ มหาวิทยาลัยมหิดล. (อัดสำเนา).

APPENDIX

THE TRAFFIC POLICE DIVISION

1.1. The history of the Traffic Police Division

The traffic in Thailand has developed since 2470. The number of cars on the road did not exceed 1,000. In 2474, the Royal Thai Police proposed traffic laws to the Ministry of the Interior. During that time, more cars appeared, and a new bridge (Saparn Put) was finished. Many regulations in Thai traffic laws were borrowed from English traffic laws. The laws were approved by the house of representative in 2477. The word “traffic” has been dispersed to the public since then. The word “traffic” refers to humans, animals, and vehicles on public roads, which are moved by manpower, machine or animals.

1927 The beginning of traffic in Thailand. The registration license supervised all traffic. The highest commander was Pol.Sub.Col.Luangpijaranakit.

1932 Pol.Cpt.Luangcharttrakarnkosol begun to inspect the traffic management system because there were more cars and roads.

1937 The “Police City Unit” was constructed. Pol.Sub.Col.Luangcharttrakarnkosol was the director, directly accountable to the Royal Thai Police.

1948 The “Police City Unit” was terminated, replaced by the “Police Traffic Unit,” directly accountable to the Metropolitan Police Bureau.

1955 The status of the “Police Traffic Unit” was elevated to “Division.” The new name was the “Citizen’s Welfare Division.”

1956 The “Citizen’s Welfare Division” was terminated and replaced by the “Police Traffic Division.” Pol.Gen.Sudsakjuan Tunsatid was traffic commander.

1962 Police Traffic Women were introduced to the force. They were responsible for assisting children and people crossing the road. They were moved to work in Traffic Controlling Center later on.

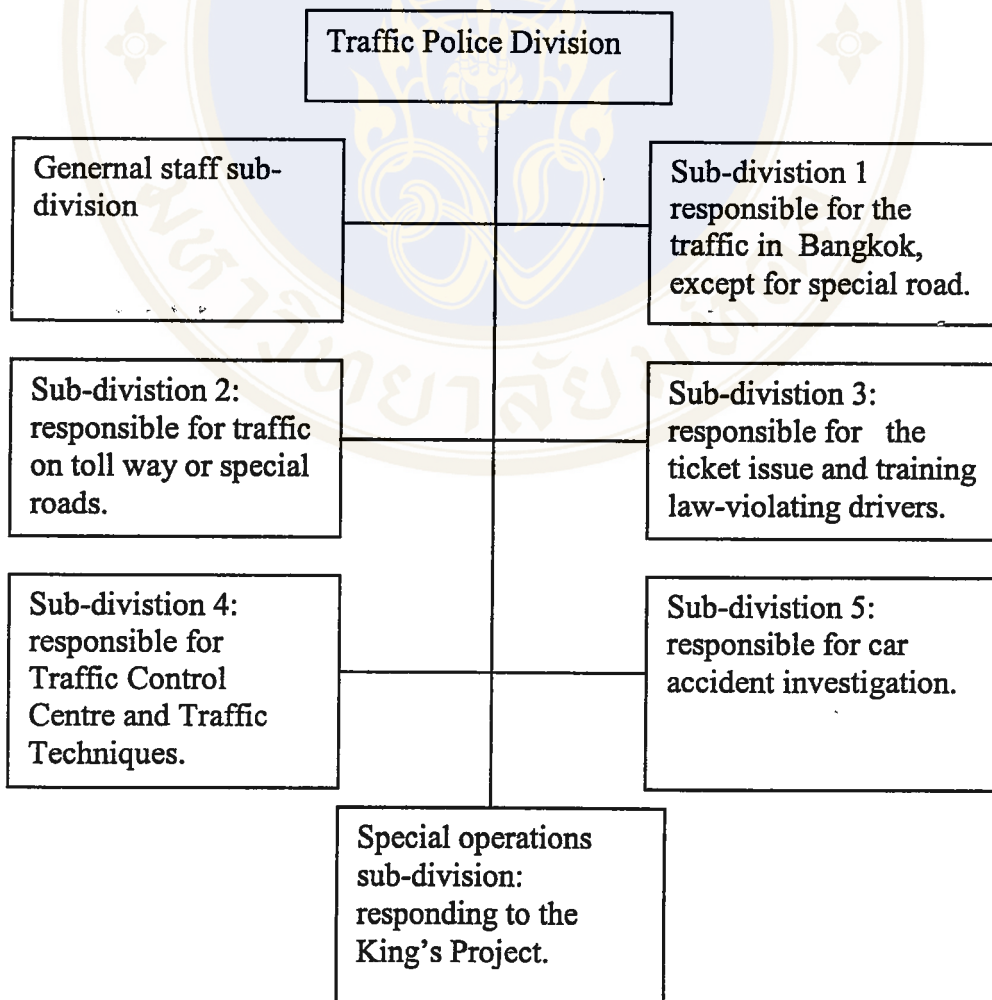
1989 The Police Regulation issued the authority and responsibilities of the Traffic Police Division. It was assigned to responsibly manage the safety in Bangkok areas. It also enforced traffic laws and related laws.

1993 “The Project of Easing the Traffic Problems in Bangkok initiated by the King” was implemented.

1996 The name of the unit to supervise the King’s project was changed to “the special unit.”

2001 The Traffic Police Division has been located at 50 Tripet road, Wungburapapirom, Pranakorn Bangkok 10200. Tel. 02-2213849, 2213859. Fax. 02-2213860. The following is a flow chart of the Traffic Police Division.

1.2 The structure of Traffic Police Division



1.3 The authority and responsibilities of Traffic Police Division

The Royal Thai Police Division Laws state the authority and responsibilities of the Traffic Police Division as follows:

1. Traffic facilitation and safety in Bangkok area and special roads.
2. Enforcing criminal law, traffic law, and related traffic laws.
3. Traffic investigation, traffic ticket issue, and traffic ticket fine occurred in Bangkok area or on special roads.
4. Traffic communication and control with high-end technology.
5. Car accident investigation, Drunk Driving test, and Pollution test, including traffic data collection.
6. Managing the traffic according to the King's Project.
7. Participating in setting the traffic policy and management.
8. Working with other forces in managing traffic in Bangkok.

1.4 The division of the human resources of Traffic Police Division

Positon / Unit	General staff sub division	Sub-division 1	Sub-division 2	Sub-division 3	Sub-division 4	Sub-division 5	Sub-division 6	Special operations sub-division	Total
Commander	1	-	-	-	-	-	-	-	1
Deputy Commander	6	-	-	-	-	-	-	-	6
Superintendent	-	1	1	1	1	1	1	1	7
Deputy Superintendent	-	2	2	6	2	2	2	2	18
Inspector	4	7	5	7	6	4	4	4	41
Sup-Inspector	1	7	17	21	7	3	20	5	81
non-commissioned officer	7	55	480	604	121	65	117	147	1,596

Source: Human Resources Section, Traffic Police Division 2001

QUESTIONNAIRE

The expectation of subordinates toward the leadership behavior of the Traffic

Commander

The Metropolitan Police Bureau

The researcher Pol.Lt.Kitisak Sathidpanid

Master of Arts, Public Administration

Social Science and Anthropology Science

Mahidol University

The Letter of the Study

The research study purports to investigate the leadership behavior of the Traffic Commander in the light of the initiating structure and consideration. The study period is from January to September, 2544.

The collected data is part of the thesis. The study results will not effect the reputation of any organization or person. They will demonstrate the style of the leadership behavior of the Traffic Commander perceived and expected by subordinates. The results will be used to develop the organization.

Please respond truthfully to all questions in order to be of benefit to the study.

Questions are divided into 3 parts:

Part 1 is composed of 9 questions concerning the status of the respondent.

Part 2 is composed of 30 questions concerning the actual leadership behavior of the Traffic Commander perceived by subordinates.

Part 3 is composed of 30 questions concerning the leadership behavior of the Traffic Commander expected by subordinates.

Part 1 The personal data of the respondent**Please mark (/) on the box [] or complete the blank space**

1. Sex male female
2. How old are you ? _____ Years Old.
3. Educational level
 under a bachelor degree a bachelor degree
 higher than a bachelor degree
4. Marital status
 single married
 widow divorce separate
5. Job position
 non-commissioned officer
 commissioned officer
6. Job experiences in the Traffic Police Division. _____ years.
7. Job characteristics
 Traffic officer
 other officer
8. Salary. _____ Baht
9. Special income or the traffic award
 receive non receive

Part 2 The questions relating to the actual leadership behavior of the Traffic Commander perceived by the respondent.

Please select the frequency of the behavior by marking (/) in the box.

Often means always or often demonstrate those behaviors

Usually means usually demonstrate those behaviors

Seldom means sometimes demonstrates those behaviors

Rarely means rarely demonstrates those behaviors or never

No.	Actual Behavior	Frequency of the Behavior			
		Often	Usually	Seldom	Rarely
1	Clarify the vision for work operation				
2	Usually assist subordinates				
3	Bring new operational idea to subordinates				
4	Warmth and courtesy with subordinates				
5	Strict governing				
6	Open-mindedness				
7	Openly criticize inferior works				
8	Listening to the opinion of subordinates				
9	Clear commanding order and easy to understand				
10	Like to work alone and does not like to socialize				
11	Properly delegate responsibilities to subordinates				
12	Take care of subordinates' living quality				

No.	Actual Behavior	Frequency of the Behavior			
		Often	Usually	Seldom	Rarely
13	No work planning				
14	Ignoring to explain his work				
15	Clear work planning				
16	Always stimulate subordinates to finish work on time				
17	Does not like to listen to the new idea				
18	Never consult with co-workers				
19	Encouraging subordinates to work to the same direction				
20	Equally treat subordinates				
21	Explain his roles and responsibilities				
22	Accept the new change on work				
23	Suggest subordinates to follow the rules and regulations				
24	Courtesy and easy to meet				
25	Notify subordinates about his expectation on work				
26	Make a friendship conversation with subordinates				
27	Make subordinates fully work with their ability				
28	Bring subordinates' suggestion to apply to work				
29	Make subordinate working together				
30	Encourage subordinates participating in work planning				

Part 3 The questions relating to the leadership behavior of the Traffic Commander expected by the respondent

Please select the frequency of the behavior by marking (/) in the box

Often means always or often demonstrate those behaviors

Usually means usually demonstrate those behaviors

Seldom means sometimes demonstrates those behaviors

Rarely means rarely demonstrates those behaviors or never

No.	Expected behavior	Frequency of the Behavior			
		Often	Usually	Seldom	Rarely
1	Clarify the vision for work operation				
2	Usually assist subordinates				
3	Bring new operational idea to subordinates				
4	Warmth and courtesy with subordinates				
5	Strict governing				
6	Open-mindedness				
7	Openly criticize inferior works				
8	Listening to the opinion of subordinates				
9	Clear commanding order and easy to understand				
10	Like to work alone and does not like to socialize				
11	Properly delegate responsibilities to subordinates				
12	Take care of subordinates' living quality				

No.	Expected behavior	Frequency of the Behavior			
		Often	Usually	Seldom	Rarely
13	No work planning				
14	Ignoring to explain his work				
15	Clear work planning				
16	Always stimulate subordinates to finish work on time				
17	Does not like to listen to the new idea				
18	Never consult with co-workers				
19	Encouraging subordinates to work to the same direction				
20	Equally treat subordinates				
21	Explain his roles and responsibilities				
22	Accept the new change on work				
23	Suggest subordinates to follow the rules and regulations				
24	Courtesy and easy to meet				
25	Notify subordinates about his expectation on work				
26	Make a friendship conversation with subordinates				
27	Make subordinates fully work with their ability				
28	Bring subordinates' suggestion to apply to work				
29	Make subordinate working together				
30	Encourage subordinates participating in work planning				

BIOGRAPHY



NAME	Pol.Capt.Kitisak sathidpanid
DATE OF BIRTH	1 november 1968
PLACE OF BIRTH	Phitsanulok Province, Thailand
INSTITUTIONS ATTENDED	Police Cadet Academy, 1992 – 1995 Bachelor of Public Administration (Police Science) Mahidol University, 2000-2002 Master of Arts (Public Administration)
POSITION & OFFICE	2002-present Section 2 Sub-Division 3 Traffic Police Division Position : Sub-Inspector of Section 2 Sub-Division 3 Traffic Police Division Tel. 0-2319-7026