

PERCEPTIONS AND EXPECTATIONS OF LEADERSHIP
BEHAVIOR OF THE THAI STUDENT ASSOCIATION
PRESIDENT AS DESCRIBED BY THAIS
AT OKLAHOMA STATE UNIVERSITY

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1981


Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
July, 1983

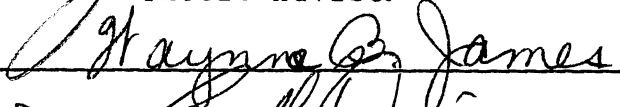
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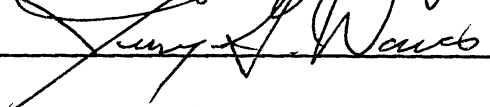



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Thesis Approved:



Thesis Adviser






Dean of the Graduate College

PREFACE

The purpose of this study was to investigate the relationship between perceptions and expectations of leadership behavior of the Thai Student Association President. The author wishes to express his appreciation to Dr. John L. Baird, for his guidance and assistance through this study. Appreciation is also expressed to the committee members, Dr. Wayne B. James and Dr. Jerry G. Davis.

A special thank you is given to Mr. Chawengsak Chagchit for his permission to conduct the investigation of this study, to Mr. Surapol Boapimp and Miss Chirarak Sithiphand for their advice.

Finally, deeply special appreciation goes to my parents for thier encouragement and financial support.

Thanks are also extended to others who assisted directly or indirectly in this study.

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CHAPTER I

INTRODUCTION

The Thai Student Association is one of many associations that is chartered at Oklahoma State University and represented on the International Student Organization Council (International Student Advisement Office, 1982). The Student Association President has to participate in all activities of the International Student Organization and the Thai Student Association itself. Therefore, the role of the President of Thai Student Association is a very complicated and difficult one in order to carry on all activities of the association.

According to the International Student Advisement Office (1982):

The purpose of the Internatinal Student Organization is to foster a spirit of friendliness and cooperation among international students at OSU and to promote social and cultural exchange among international students, American students, faculty, staff, and the community. The International Student Organization sponsors a variety of programs such as International Week, Kamm International Appreciation Reception, cultural presentations, picnics, parties, and speakers (p. 2).

The Thai President is a representative of Thais to manage and carry out activities of the association. Each year the Thais in Stillwater select a Thai President to

carry on the association's activities. These activities are a welcome party for new Thai students and non-students, Thai Night, and activities with the International Student Organization.

Statement of the Problem

The President of the Thai Student Association serves as a link among Thais. The Thai President's role is a difficult one because he is both a student and an administrator of the association. The responsibilities of the Thai President are to lead the Thai activities and to cooperate with the International Student Organization activities. It is helpful to learn how the Thais perceive the actual leadership behavior of their Thai President and how they expect him to behave.

Purpose of the Study

The purpose of this study was to examine the President of the Thai Student Association, during the 1982-1983 academic year, with regard to the Initiating Structure and Consideration dimensions of leadership as perceived and expected by Thais.

Hypotheses

H₁: There is no significant difference between perceptions and expectations of leadership behavior of the Thai

Student Association President as described by Thais on Initiating Structure dimension.

H₂: There is no significant difference between perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais on Consideration dimension.

H₃: There is no significant difference between perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais on both Initiating Structure and Consideration dimensions.

Scope and Limitations

In this study, certain aspects of leadership behavior of the Thai Student Association President at Oklahoma State University were perceived and expected by Thais. The population was limited to Thais at Stillwater, Oklahoma, during the 1982-1983 academic year.

Assumptions

The assumptions of this study are as follows:

1. The President of Thai Student Association is known well by the respondent.
2. Each respondent's knowledge is adequate to describe the leadership behavior of the President of Thai Student Association.
3. Biases of respondents have a cancellation effect.

Definition of Terms

The definition of terms used in this study is as follows:

Thai Student Association is one of the associations that is chartered at Oklahoma State University and represented on the International Student Organization Council (International Student Advisement Office, 1982).

The Thai President is the representative of the Thais in Stillwater, Oklahoma, to manage and carry on both Thai activities and International Student Organization activities.

Thais are the people who are of Thai nationality and live in Stillwater, Oklahoma.

Initiating Structure refers to "activities on the part of a leader that introduce organization, new ways of doing things, and new procedures for solving group problems, etc." (Hemphill, 1957, p. 75).

Consideration refers to "behavior on the part of leader that is characterized by warm friendly relations with group members, concern with group member welfare, respect for their integrity, etc." (Hemphill, 1957, p. 75).

Leader Behavior Description Questionnaire (LBDQ) is the form of questionnaire that contains 30 items to describe the behavior of leader on both Initiating Structure and Consideration dimensions.

LBDQ-Real is a form of LBDQ to measure a real leadership behavior of leaders (Halpin, 1957). In this study, the

LBDQ-Real is used to measure the perceptions of the Thai Student Association President as described by Thais.

LBDQ-Ideal is a form of LBDQ to measure the ideal behavior of leaders (Halpin, 1957). In this study, the LBDQ-Ideal is used to measure the expectations of the Thai Student Association President as described by Thais.

Organization of the Study

This study consists of five chapters which are presented as the following:

Chapter I consists of the introduction, statement of problem, purpose of the study, hypotheses, scope and limitations, assumptions and organization of the study.

Chapter II contains the review of literature concerning leadership, Leader Behavior Description Questionnaire (LBDQ) and finding of leadership studies.

Chapter III is the methodology of the study comprising selection of subjects, instrumentation, procedures for collection of data and procedures for analysis of data.

Chapter IV is the presentation and analysis of data dealing with return rate, demographic data, comparison of perceptions and expectations, testing the hypotheses, and additional data.

Chapter V contains the summary, conclusion, recommendations and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Leadership

The term "leadership" means different things to different people. Some investigators view leadership as a characteristic of the individual, while others define it as an ability to influence others (Spott, 1976). From the point of view of Beal, Bohlen, and Raudabaugh (1962), an individual is a leader in any social situation if his ideas and actions influence the thoughts and behavior of others.

Yukl (1981, pp. 2-3) cites representative definitions by various authors, as follows:

1. Leadership is 'the behavior of an individual when he is directing the activities of a group toward a shared goal' (Hemphill and Coons, 1957, p. 7).
2. Leadership is 'interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a special goal or goals' (Tannenbaum, Weshler and Massarisk, 1961, p. 24).
3. Leadership is 'the initiation and maintenance of structure in expectation and interaction' (Stogdill, 1974, p. 411).
4. Leadership is 'an interaction between persons in which one presents information of a sort and in such a manner that the other becomes convinced that his outcomes (benefits/costs ratio) will be improved if he behaves in the

manner suggested or desired' (Jacobs, 1970, p. 232).

5. Leadership is 'a particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behavior patterns for the former regarding his activity as a group member' (Janda, 1960, p. 358).
6. Leadership is 'an influence process whereby O's actions change P's behavior and P views the influence attempt as being legitimate and the change as being consistent with P's goals' (Kochan, Schmidt and DeCotiis, 1975, p. 285).
7. Leadership is 'the influential increment over and above mechanical compliance with the routine directives of the organization' (Katz and Kahn, 1978, p. 528).

The essence of leadership is to influence others. If there are no followers, there cannot be a leader. The influence process between leader and followers is not one directional. Leader influences followers, but followers also have some influence over leader. Gordon (1977, p. 21) states that "you can't be a leader without having group members."

Leadership has been defined in various ways. However, Jacobsen (1980) defines leadership as the activity of influencing people to strive willingly for group objectives, and as interpersonal influence exercised in a situation and directed through the communication process toward the attainment of a specialized goal or goals. Ecker, Macrae, Quellette and Telford (1959) point out that leadership means more than getting people to do the job. The leader must be able to get along with people and have good working relationships with his superiors and his subordinates. The leader has to be emotionally stable and approach each

problem in a calm, cool, and collected manner. Each individual should analyze himself and decide whether or not he meets the requirements of a good leader.

As supported by Hersey and Blanchard (1977), leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Leadership involves accomplishing goals with and through people. Therefore, a leader has to be concerned about tasks and human relationships. Leadership was also studied by Hemphill and Coons (1957); they conclude that an individual shows leadership when he is directing the activities of a group toward a shared goal. This definition points to behavior that could be called leader behavior.

The concept of leadership is elusive because it depended not only on the behavior, personal characteristics, and position of leader, but also on the character of the situation. The trait and situation approaches were discussed as follows (Hoy and Miskel, 1982):

Trait Approach is also called great-man theory of leadership. This approach attempts to identify the individual's distinctive physical or psychological characteristics that relate to the behavior of leaders. These traits of leaders are the unique qualities that differ from qualities of their followers. The capacity, achievements, responsibility, participation, and status were classified for the personal factors that associated with leadership.

The Situational Approach attempts to identify the distinctive situation characteristics to which behavior of leaders can be attributed. These characteristics are specific properties of the situation that have relevance for leader behavior and performance. The variables, which include the structural properties of the organization, organizational climate, role characteristics, and subordinate characteristics, have been postulated as being situational determinants of leadership.

Situational leadership, as noted by Fiedler, Chemers, and Mahar (1977, p. 26), ". . . is the degree to which it provided leaders with control and influence." According to Solomon (1950), leadership is influential with people and causes them to:

1. listen to you and agree on common goal.
2. follow you and your advice.
3. go into action toward these goals (p. 25).

As cited by Lassey (1976), Stogdill suggests 11 perspectives of leadership as:

1. a function of group process;
2. personality or effects of personality;
3. the art of inducing compliance;
4. the exercise of influence;
5. a form of persuasion;
6. a set of acts or behaviors;
7. a power relationship;
8. an instrument of goal achievement;
9. an effect of interaction;
10. a differentiated role;
11. the initiation of structure (p. 10).

In 1981, Nystrand viewed leadership in two perspectives. The first was an authoritarian perspective, regarded as lines of authority, responsibility, and communication.

The second was a democratic perspective that stressed participative decision making, informality, and colleague-ship. Fiedler (1967) refers to the fact that a good leader-member relationship may lead to the great proportion of accepted or successful leadership acts. A poor leader-member relationship may lead to a relatively small proportion of successful leadership acts. However, the effectiveness of a leadership act does not depend on the leader-member relationship, but it depends on the appropriateness and wisdom of the suggestion or order that the leader gives.

On a people focus, Cochran (1980) states that the leader must have well-developed people skills. These important skills of people-oriented leaders are listening, group decision making, clear speaking and writing, effective delegating and wise time management. From the discussion by George (1970), leadership is defined as more than personal ability and skill. Although a true leader must have personal ability and skill, a leader must also be professionally competent, intelligent, and analytical. A good leader must have a sense of fair play, including honesty, integrity, and a feeling of responsibility. However, there are various types of styles of leadership. Some leaders are decisive, direct, glad to assume responsibility, and willing to give orders or commands. Other leaders are more oriented toward human relations, their approach is nondirective

rather than commanding; and they share the mantle of leadership with others.

Gordon (1977) states that the principal function of a group leader is to facilitate problem-solving. Groups need a leader to solve their problems. The following types of leader behavior were considered important by respondents in most of the studies:

1. Planning, coordinating, and organizing operations;
2. Establishing and maintaining good relations with subordinates;
3. Supervising subordinates (directing, instructing, monitoring performance);
4. Establishing effective relations with superiors, associates, and outsiders;
5. Assuming responsibility for observing organizational policies, carrying out required duties, and making necessary decisions (Yukl, 1981, p. 104).

Lassey (1976), describing the functional dimensions of leadership, says that two sets of functions have been identified as critical: (1) Task functions have to be executed to select and achieve goals rationally. These include initiating activity, information seeking and giving, opinion giving, coordinating, summarizing, and evaluation. (2) Maintenance functions associated with emotional satisfaction are required to develop or maintain the group. These include encouraging, following, expressing group feeling, consensus taking, standard setting, and tensions reducing.

Five functions that are common to leaders of all groups were identified as follows:

1. Advance the purpose of the group;
2. Administrate;
3. Inspire greater activity or set the pace for the group;
4. Make the individual member feel secure of his place in the group; and
5. Act without regard to his own self-interest (Hare, 1962, pp. 293-294).

According to Ross and Hendry (1957), Stogdill suggests the principal functions of highest leadership responsibility as:

1. Planning and co-ordination;
2. Establishing working relationships with the members of the organization, especially at the same subordinate levels;
3. Planning and attending staff conferences (p. 66).

Solomon (1950) describes the techniques of a leader.

These were to:

1. examine, listen, and analyze before making decisions;
2. get into action toward goals and objectives;
3. be concerned with the followers;
4. exercise power with people, but not over them;
5. improve and advance;
6. start leading from where they were by natural easy steps;
7. serve the group as a servant, not a master;
8. put the duties and responsibilities of the job first;
9. develop leaders while leading; and,
10. listen to the followers.

In 1970, Ecker, Macrae, Quellete, and Telford suggest the techniques of handling men. The leader needs to:

1. transmit all information they need about company;
2. provide complete instructions for doing the job to the individual who was assigned;
3. give credit to people who made suggestions;
4. pay an interest in each person;
5. treat everyone on an equal basis;
6. say "no" tactfully, giving the reason why;
7. delegate authority when it was possible;
8. make requests rather than give orders;
9. cooperate with others; and,
10. maintain the responsibility.

Important research found that leadership is not a property of the individual, but is a complex relationship among variables which are involved in leadership. These are as the following:

1. The characteristics of the leader;
2. The attitudes, needs, and other personal characteristics of the followers;
3. Characteristics of the organization, such as its purpose, its structure, the nature of the tasks to be performed;
4. The social, economic, and political milieu (McGregor, 1976, pp. 18-19).

Gwynn (1967) refers to the responsibility of the group leader as encouraging the members of the group to play the various roles. It is important that the members learn to play as many roles as possible in order to make the group highly successful. The leader and the evaluator are in the position to know when the members are ready for new roles,

thus improving the group by improving the individual role-playing. Filley and House (1969) describe leadership as involving more than the personal characteristics of the leader himself. The effectiveness of a group of followers is a matter of interaction between the leader and the group, and among individual members of the group.

The effective leadership is a very complex matter that involves the traits and behavior of leader, the characteristics and behavior of individual subordinates and the subordinate groups, and the goals of the organization (French, 1978). Harrison (1968, p. 93) states that "failure of a leader to have the strength necessary to carry on in the face of difficulty generally means failure for his organization." However, ". . . people who are not natural leaders can still be effective by learning and practicing the qualities of leadership" (American Institute of Banking, 1970, p. 175).

As noted by Arons (1980), a model of administrator effectiveness, developed by Reddin, was composed of three components: (1) task orientation including the behavior characterized by initiating, organizing, and directing; (2) relationship contribution, referring to behavior characterized by listening, trusting, encouraging, and other areas of human relations; and, (3) effectiveness, the accurate matching of one's leadership style to the situational demands.

Fiedler, Chemers, and Mahar (1977) gathered three major components that determined control and influence in the situation. The information was described more by Cribbin (1972): (1) the leader-member relation are the most important; the leader whom the group accepts, trusts, and likes does not need power in order to get things done. The well-liked leader may not have to act any more wisely than one who is disliked; (2) task structure means that steps of giving tasks that can be done by the members; and (3) the least important variable is position power in which the leader uses his authority to get the group to accept his direction. It is least significant, and is related more to reward and punishment power than to genuine influence.

Kanter (1981) describes power as a major organizational issue affecting people's work motivation. He also defined power as "the capacity to mobilize people and resources to get things done" (p. 221). A person who feels powerless is more likely to become overcontrolling. He tends to supervise and show how well he can do the job, rather than developing ability to handle the situation in others. Thus, powerlessness is associated with ineffective behavior and makes the person less competent in his dealing with others. As supported by Nystrand (1981), people who emphasize the complexity of principalship, relate the inability to manage to the powerlessness of the position. They focus upon the supervising aspect more than leading or improving the organization.

Ewing (1964) describes the challenge of leadership. Most men and women improve their skills as administrators and leaders only with considerable effort. They must acquire new knowledge, learn new ways of thinking, and perhaps ever change their styles of living. Such shifts create tension in the mind of the person who is trying to make shifts and they create tension in his relationship with others. This stress, according to some specialists in management training, is sufficient to keep some men from advancing far.

There are two implications in the basic thesis that was developed by Tannenbaum and Schmidt (1976). The first is that the successful leader is keenly aware of those action forces most relevant to his behavior at any given time. The leader accurately understands himself, the individuals and group he was dealing with, and the organization and broader social environment in which he operates. And certainly the leader is able to assess the present readiness for growth of his followers. Second, the successful leader is the one who is able to behave appropriately in the light of these perceptions. If direction is in order, the leader is able to direct. And the leader is able to provide such considerable participative freedom as is called for.

Leader Behavior Description

Questionnaire (LBDQ)

The research of the Ohio State Leadership Studies was

initiated in 1945. The approach of the Ohio State Leadership Studies was to examine and measure the performance of behavior rather than human traits (Shartle, 1957). The Leader Behavior Description Questionnaire (LBDQ) as an instrument for the study of leader behavior was originated by Hemphill. The Leader Behavior Description Questionnaire had been used for a wide variety of studies such as of commanders and crew members, foremen in a manufacturing plant, college administrators, school superintendents, and leaders in group or organizations (Stogdill and Coons, 1957).

The Leader Behavior Description Questionnaire had gone through several revisions. Hemphill and Coons (1957) describe the development of the Leader Behavior Description Questionnaire. First, the areas or dimensions of leader behavior were classified into nine areas, which provided a framework for the collection of specific items of leader behavior. The items of behavior were drawn from personal experiences of each member of the staff of the Personnel Research Board that seemed to apply to these nine areas. After editing, 150 from 1790 items were selected and arranged to form the Leader Behavior Description Questionnaire.

Halpin and Winer (1957) modified the Leader Behavior Description Questionnaire for use in the study of Air Force personnel manning bombardment aircraft. The number of items was reduced from 150 to 130 in their study. The next step

in their study was to construct an 80-item form of the Leader Behavior Description Questionnaire; only 30 items were scored. Fifteen items were scored on Initiating Structure dimension, and the other 15 items were scored on Consideration dimension. Halpin (1966) added the information that the Leader Behavior Description Questionnaire had been adapted from this instrument. Halpin and Winer (1957) identified Initiating Structure and Consideration as two fundamental dimensions of leader behavior. These dimensions were identified from the analysis of 300 crew members who described the leader behavior of 52 aircraft commanders. The form of the Leader Behavior Description Questionnaire with only 15 items on each dimension of Initiating Structure and Consideration was published later.

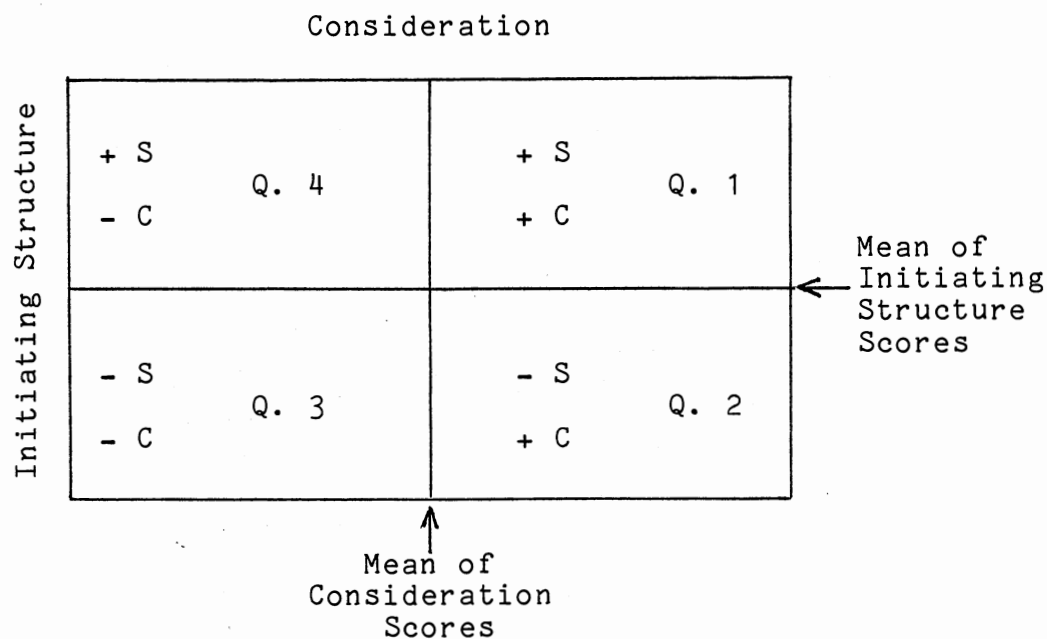
Halpin (1956) defines the two coordinate dimensions of leader behavior into four quadrants as shown in Figure 1. These four quadrants are as follows:

Quadrant 1. The leader behavior that is high on both Initiating Structure and Consideration dimensions.

Quadrant 2. The leader behavior that is low on Initiating Structure but high on Consideration dimension.

Quadrant 3. The leader behavior that is low on both Initiating Structure and Consideration dimensions.

Quadrant 4. The leader behavior that is high on Initiating Structure but low on Consideration dimension.



- Q.1: High Initiating Structure and High Consideration
 Q.2: Low Initiating Structure and High Consideration
 Q.3: Low Initiating Structure and Low Consideration
 Q.4: High Initiating Structure and Low Consideration

Source: Andrew W. Halpin, The Leadership Behavior of School Superintendents (Columbus, Ohio: Ohio State University, 1956), pp. 9-10.

Figure 1. Initiating Structure and Consideration as Coordinate Dimensions of Leader Behavior

Finding of Leadership Studies

In 1965, Stogdill used the Leader Behavior Description Questionnaire, which was one of the instruments to study organizations. The samples included several types of organizations from several classifications of industry and government. Some results in his study were as follows:

1. The leader behavior of supervisors on both Initiating Structure and Consideration was related to the satisfaction of employee expectations.
2. Structuring was related to group loyalty to the company, while Consideration was related to group drive and freedom. Neither pattern of supervisory behavior was related to group productivity.
3. Supervisory delegation was not related to employee satisfaction or group productivity, but was related to group drive and enthusiasm.
4. The freedom-on-the-job aspect of employee satisfaction was related to group drive and enthusiasm.
5. The output volume of group tended to be negatively related either to organizational cohesiveness or to work-group cohesiveness.

Black (1969) studied the perceptions and expectations of the leader behavior of county extension directors. In his study, he found that the perceptions of leader behavior of the county extension directors differed between the subordinates and the county extension directors on both Initiating Structure and Consideration dimensions. They

agreed in their expectation of how county extension directors should behave as leaders on the Initiating Structure dimension, but they disagreed on the Consideration dimension.

Oborny (1970) conducted the study which related to the perceptions and expectations of teachers in their principal's leadership behavior. The teachers were drawn from 10 selected high schools in Kansas. Oborny found that the four groups of teachers were not different between their expectations and their perceptions on both Initiating Structure and Consideration dimensions.

Stevens (1976) studied the leader behavior of selected New York state community college presidents. From the results in his study, the trustees perceived the presidents as providing more integration of the needs of individuals and the institution than administrators or faculty leaders provide.

In the study of Munsell (1977), the purpose was to examine the leadership role expectation of division chairpersons as perceived by the teaching faculty, central administration, and chairperson. He found that there was no significant difference concerning the leadership role expectation on both Initiating Structure and Consideration dimensions among these three groups. These three groups associated the high scores above the median on both dimensions. However, central administration expected slightly

more consideration behavior than initiating structure behavior from the ideal division chairperson.

The leader behavior of elementary school principals as expected by superintendents and teachers in large and small districts was conducted by Kucienski (1978). He concluded in his analysis that superintendents and teachers were the same in their expectations of leader behavior of elementary school principals. He also found that the teachers' expectations were higher than superintendents in level of Consideration. Finally, superintendents and teachers had similar expectations whether both superintendents and teachers were employed in large or small school districts.

Leader Behavior Description Questionnaire was used by Cheatham (1979) to investigate the leadership behavior of the Mississippi Cooperative Extension Service (MCES) county leaders. The leader behavior was perceived by the professional subordinates in the Mississippi Cooperative Extension Service.

Agler (1979) also used the Leader Behavior Description Questionnaire. The study was to determine the relationship between the leadership perceptions and the expectations of county school superintendents as reported by county school superintendents and school district superintendents.

Bledsoe, Brown, and Dalton (1980) conducted a survey to investigate the leadership behavior of the school business managers as perceived by selected staff and superordinates.

They found that the mean of "ideal" perceptions was greater than that of "real" perceptions.

Summary

The person who is the most influential and carries out the leadership functions in the group is assigned to be the leader. However, leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation. Leadership involves accomplishing goals with and through the people. The other members in the group are followers; some may be leaders of subgroups, or they may assist the primary leader in carrying the leadership function. Therefore, a leader must be concerned about tasks and human relationships. He must be able to get along with people and have good working relationships with his superiors and his followers. Each leader should analyze himself and decide whether or not he meets the requirements of a good leader. A leader who is trusted and accepted does not need much position power to influence his followers in the group. Good leaders with mature minds at the right places can make a better world.

The Leader Behavior Description Questionnaire is a useful instrument in describing leadership behavior. The Leader Behavior Description Questionnaire was originated by the Ohio State Leadership Studies and has gone through several revisions. The latest modification of Leader Behavior Description Questionnaire contains 30 items to

describe the real behavior of leaders on both Initiating Structure and Consideration dimensions. This instrument can be adapted to describe how the leader should behave.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine the leadership behavior of Thai Student Association President with regard to the Initiating Structure and Consideration as perceived and expected by the Thais. To achieve this purpose, four steps were described as methodology of this study. Those were (1) selection of subjects, (2) instrumentation, (3) procedures for collection of data, and (4) procedures for analysis of data.

Selection of Subjects

The letter requesting permission to conduct the research was sent to the President of the Thai Student Association (see Appendix A). The population of this study consisted of the Thais in Stillwater, Oklahoma. The lists of persons who have lived in Stillwater during the 1982-1983 academic year from the Thai Student Association Directory were all selected as respondents for this study, excepting persons who had left before April 11, 1983.

Instrumentation

The instrument used to collect the data (see Appendix

B) was divided into three parts: (1) General Background Information, (2) The Leader Behavior Description Questionnaire (LBDQ-Real) (Halpin, 1957), and (3) The Leader Behavior Description Questionnaire (LBDQ-Ideal) (Halpin, 1957).

General Background Information

General background information, the first part of the instrument, was designed to obtain data related to the sex, age, marital status, years of living in Stillwater, OSU student status, and living area from each Thai. There were a total of six items.

The Leader Behavior Description Questionnaire (LBDQ)

The Leader Behavior Description Questionnaire (LBDQ) is the instrument to describe two dimensions of leader behavior: Initiating Structure refers to the leader's behavior in delineating the relationship between leader and members of the work group and in endeavoring to establish defined patterns of organization, channels of communication, and methods of procedure. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of the work group (Halpin, 1966).

The items of the Leader Behavior Description Questionnaire describe the behavior of the leader on the

five adverbs scale: always, often, occasionally, seldom, or never (Halpin, 1956). Each dimension of the Leader Behavior Description Questionnaire contains 15 items. Each item is scored on the scale from four to zero. The theoretical range of scores is from zero to 60 on each dimension (Halpin, 1966).

The 15 items which were assigned to each dimension in the Leader Behavior Description Questionnaire were as follows:

Initiating Structure

1. He makes his attitudes clear to the staff.
2. He tries out his new ideas with the staff.
3. He rules with an iron hand.*
4. He criticizes poor work.
5. He speaks in a manner not to be questioned.
6. He assigns staff members to particular tasks.
7. He works without a plan.*
8. He maintains definite standards of performance.
9. He emphasizes the meeting of deadlines.
10. He encourages the use of uniform procedures.
11. He makes sure that his part in the organization is understood by all members.
12. He asks that staff members follow standard rules and regulations.
13. He lets staff members know what is expected of them.
14. He sees to it that staff members are working up to capacity.
15. He sees to it that the work of staff members is coordinated.

Consideration

1. He does personal favors for staff members.
2. He does little things to make it pleasant to be a member of the staff.

3. He is easy to understand.
4. He finds time to listen to staff members.
5. He keeps to himself.*
6. He looks out for the personal welfare of individual staff members.
7. He refuses to explain his actions.*
8. He acts without consulting the staff.*
9. He is slow to accept new ideas.*
10. He treats all staff members as his equals.
11. He is willing to make changes.
12. He is friendly and approachable.
13. He makes staff members feel at ease when talking with them.
14. He puts suggestions made by the staff into operation.
15. He gets staff approval on important matters before going ahead (Halpin, 1966, pp.88-89).

* Scored negatively.

Halpin (1966) describes the version of Leader Behavior Description Questionnaire that the group members used to describe their leader's behavior. This form was designated as the "LBDQ-Real, Staff" (p.89). This same instrument may be modified to measure the leader's behavior ideology, which is how the leader should behave. This form was designated as the "LBDQ-Ideal, Self" (p. 90).

The estimated reliability of LBDQ-Real by split-half method was .83 for the Initiating Structure scores and .92 for the Consideration scores. On the LBDQ-Ideal, the estimated reliability was .69 for the Initiating Structure and .66 for the Consideration (Halpin, 1956). However, Halpin and Winer (1957) noted that the estimated reliabilities of LBDQ-Real were .86 and .93 for Initiating Structure and Consideration. These estimated reliabilities were also pointed out by Halpin (1966).

Procedure for Collection of Data

The questionnaires were prepared and consisted of the following materials:

1. The cover letter from the researcher to the Thais describing the purpose and procedures of the study (see Appendix C).
2. The copy of the questionnaire for the Thais (see Appendix B).
3. The self-addressed, stamped, return envelope provided for each Thai to return the completed questionnaire to the researcher.

The questionnaire with a cover letter and an enclosed self-addressed, stamped return envelope was sent to the 84 people in the sample on April 11, 1983. After a 14-day waiting period, a follow-up phone call was made to the nonresponding persons on April 25, 1983. The last date to receive a returned questionnaire was April 30, 1983.

Procedures for Analysis of Data

Single-classification analysis of variance was used to test the hypotheses of this study (see Appendix D). The hypotheses was accepted if the F ratios for different means were statistically significant at the .0001 level.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to describe the data and analyze the hypotheses. The hypotheses related to the leadership behavior of the Thai Student Association president. The Thai President leadership behavior was perceived and expected by the Thais who live in Stillwater, Oklahoma, on both Initiating Structure and Consideration dimensions.

Return Rate

Seventy-three of 84 people in the sample returned the questionnaire to the researcher, yielding a participant rate of 86.90 percent. Only 64 of the respondents completed all questions in the questionnaire, yielding a complete response rate of 76.19 percent. The information is presented in Table I.

Demographic Data

The purpose of this demographic data was to describe general information about the respondents. The general information of the respondents is presented in tables that follow.

TABLE I
NUMBER AND PERCENTAGE OF TOTAL POPULATION,
PARTICIPANTS WHO RETURNED QUESTIONNAIRE,
AND PARTICIPANTS WHO COMPLETED
QUESTIONNAIRE

	No. of Respondents	Percentage
Total Sample	84	100.00
Returned	73	86.90
Completed	64	76.19

In this study the 64 respondents were 38 males and 26 females. This yielded percentages of 59.38 percent male and 40.63 percent female. The information is presented in Table II.

The 64 respondents' ages were classified into four groups: (1) respondents who are under 22 years old; (2) respondents who are between 22 and 30 years old; (3) respondents who are between 30 and 40 years old; and (4) respondents who are over 40 years old. These data are shown in Table III. Five respondents (7.81 percent) were in the first group, which had ages under 22 years old. Thirty-three respondents (51.56 percent) were in the second group, which had ages between 22 and 30 years old. Twenty-four respondents (37.50 percent) were between 30 and 40 years old

and were classified in the third group; and the last group had only two respondents (3.13 percent) who were over 40 years old.

TABLE II
DEMOGRAPHICAL INFORMATION IN FREQUENCY, CUMULATIVE
FREQUENCY, PERCENTAGE, AND CUMULATIVE PERCENTAGE
REGARDING SEX OF PARTICIPANTS

Sex	Frequency	Cum Frequency	Percent	Cum Percent
Male	38	38	59.375	59.375
Female	26	64	40.625	100.000

The marital status of the respondents is presented in Table IV. Forty respondents (62.50 percent) were single; and 24 respondents (37.50 percent) were married. None of the respondents in this study were widowed or divorced.

The length of time respondents lived in Stillwater is presented in Table V. Eleven respondents (17.19 percent) had lived in Stillwater less than one year. The next group, 19 respondents (29.69 percent), were residents between one and two years. The third group consisted of 18 respondents (28.13 percent) who had lived in Stillwater between two and

TABLE III

DEMOGRAPHICAL INFORMATION IN FREQUENCY, CUMULATIVE
FREQUENCY, PERCENTAGE, AND CUMULATIVE PERCENTAGE
REGARDING AGE OF PARTICIPANTS

Age	Frequency	Cum Freq	Percent	Cum Percent
Under 22 Years	5	5	7.813	7.813
22-30 Years	33	38	51.563	59.375
30-40 Years	24	62	37.500	96.875
Over 40 Years	2	64	3.125	100.000

TABLE IV

DEMOGRAPHICAL INFORMATION IN FREQUENCY, CUMULATIVE
FREQUENCY, PERCENTAGE, AND CUMULATIVE PERCENTAGE
REGARDING MARITAL STATUS OF PARTICIPANTS

Marital Status	Frequency	Cum Frequency	Percent	Cum Percent
Single	40	40	62.500	62.500
Married	24	64	37.500	100.000
Widowed	--	--	--	--
Divorced	--	--	--	--

three years. The fourth group consisted of six respondents (9.38 percent) who were residents between three and four years. The last group, 10 respondents (15.63 percent), had lived in Stillwater over four years.

TABLE V
DEMOGRAPHICAL INFORMATION IN FREQUENCY, CUMULATIVE
FREQUENCY, PERCENTAGE, AND CUMULATIVE PERCENTAGE
REGARDING YEARS OF LIVING IN STILLWATER
OF PARTICIPANTS

Time	Frequency	Cum Freq	Percent	Cum Percent
Less than 1 Year	11	11	17.189	17.189
1 - 2 Years	19	30	29.688	46.875
2 - 3 Years	18	48	28.125	75.000
3 - 4 Years	6	54	9.375	84.375
Over 4 Years	10	64	15.625	100.000

Fifty-nine of the respondents (92.19 percent) were Oklahoma State University students, and another five respondents (7.81 percent) were not Oklahoma State University students. These data are presented in Table VI.

TABLE VI
DEMOGRAPHICAL INFORMATION IN FREQUENCY, CUMULATIVE
FREQUENCY, PERCENTAGE, AND CUMULATIVE PERCENTAGE
REGARDING OSU STUDENT STATUS OF PARTICIPANTS

OSU Student	Frequency	Cum Freq	Percent	Cum Percent
Yes	59	59	92.188	92.188
No	5	64	7.813	100.000

Eighteen respondents (28.13 percent) lived on campus (single student housing), 17 respondents (26.56 percent) lived in married student housing, and another 29 respondents (45.31 percent) lived off campus. This finding is presented in Table VII.

Comparison of Perceptions and Expectations

The purpose of this comparison of perceptions and expectations was to exhibit the mean of each item in the Leader Behavior Description Questionnaire between perceptions and expectations of the Thai Student Association President leadership behavior. The mean differentiation value between perceptions and expectations of each item is representative of the difference of how the President actually acted and how the President should behave as

expected by Thais. The differentiation of perceptions and expectations is presented in Table VIII. From this study, the highest and lowest values of the mean differentiation were found in the second item and the fifth item, respectively, of the Leader Behavior Description Questionnaire.

TABLE VII
DEMOGRAPHICAL INFORMATION IN FREQUENCY, CUMULATIVE
FREQUENCY, PERCENTAGE, AND CUMULATIVE PERCENTAGE
REGARDING LIVING AREA IN STILLWATER
OF PARTICIPANTS

Living Area	Frequency	Cum Freq	Percent	Cum Percent
Single Student Housing	18	18	28.125	28.125
Married Housing	17	35	26.563	54.688
Off Campus	29	64	45.313	100.000

Testing the Hypotheses

The hypotheses of this study were tested by using the Single-Classification Analysis of Variance.

H₁: There is no significant difference between perceptions and expectations of leadership behavior of Thai

TABLE VIII

COMPARISON OF MEANS BETWEEN PERCEPTIONS AND EXPECTATIONS
OF THAI PRESIDENT LEADERSHIP BEHAVIOR

Item	Perceptions	Expectations	Delta
1	2.75000	3.53125	0.78125
2	1.78125	3.03125	1.25000
3	3.21875	2.82813	0.39063
4	1.03125	1.48438	0.45313
5	2.01563	2.00000	0.01563
6	2.28125	2.81250	0.53125
7	2.68750	3.57813	0.89063
8	2.20313	3.25000	1.04688
9	1.84375	2.70313	0.85938
10	1.78125	2.56250	0.78125
11	2.51563	3.42188	0.90625
12	2.03125	2.90625	0.87500
13	2.37500	3.15625	0.78125
14	2.00000	3.17188	1.17188
15	2.12500	3.26563	1.14063
16	2.15625	2.43750	0.28125
17	1.79688	2.45313	0.65625
18	2.78125	3.45313	0.67188
19	2.46875	3.23438	0.76563
20	2.23438	2.79688	0.56250
21	1.79688	2.54688	0.75000
22	3.17188	3.50000	0.32813
23	2.85938	3.32813	0.46875
24	2.73438	3.25000	0.51563
25	3.03125	3.56250	0.53125
26	2.42188	3.17188	0.75000
27	3.18750	3.65625	0.46875
28	3.04688	3.54688	0.50000
29	2.48438	3.12500	0.64063
30	2.70313	3.39063	0.68750

Student Association President as described by Thais on Initiating Structure dimension.

The calculated F-value was 63.42, which was greater than the critical value of 20.59 with 1 and 126 degrees of freedom at the .0001 level. The hypothesis was not accepted. That meant a statistically significant difference was found between the perceptions and expectations of leadership behavior of Thai Student Association President as described by Thais on Initiating Structure dimension. The data are presented in Table IX.

TABLE IX
SINGLE-CLASSIFICATION ANALYSIS OF VARIANCE
DATA FOR RELATIONSHIP BETWEEN PERCEPTIONS
AND EXPECTATIONS OF THAI PRESIDENT
LEADERSHIP BEHAVIOR ON INITIATING
STRUCTURE DIMENSION

Source	SS	df	MS	F
Model	3916.13	1	3916.13	63.42*
Error	7780.09	126	61.75	
Corrected Total	11696.22	127		

*Significant at .0001 level.

H₂: There is no significant difference between perceptions and expectations of leadership behavior of Thai Student Association President as described by Thais on Consideration dimension.

The computation in the hypothesis yielded the F-value of 33.09, which was greater than the critical value of 19.54 with 1 and 126 degrees of freedom at the .0001 level. This hypothesis must be rejected. Therefore, a statistically significant difference was found between perceptions and expectations of leadership behavior of Thai Student Association President as described by Thais on Consideration dimension. The data for this testing hypothesis are presented in Table X.

H₃: There is no significant difference between perceptions and expectations of leadership behavior of Thai Student Association President as described by Thais on both Initiating Structure and Consideration dimensions.

For this hypothesis the computation of F-value of 54.72 was greater than the critical value of 18.47 with 1 and 126 degrees of freedom at .0001 level. The hypothesis must be rejected. That meant the statistically significant difference was found between the perceptions and expectations of leadership behavior of Thai Student Association President as described by Thais people on both Initiating Structure and Consideration dimensions. The data are presented in Table XI for this testing hypothesis.

TABLE X
SINGLE-CLASSIFICATION ANALYSIS OF VARIANCE DATA
FOR RELATIONSHIP BETWEEN PERCEPTIONS AND
EXPECTATIONS OF THAI PRESIDENT
LEADERSHIP BEHAVIOR ON
CONSIDERATION
DIMENSION

Source	SS	df	MS	F
Model	2354.70	1	2354.70	33.09*
Error	8964.86	126	71.15	
Corrected Total	11319.55	127		

*Significant at .0001 level.

TABLE XI
SINGLE-CLASSIFICATION ANALYSIS OF VARIANCE DATA
FOR RELATIONSHIP BETWEEN PERCEPTIONS AND
EXPECTATIONS OF THAI PRESIDENT
LEADERSHIP BEHAVIOR ON BOTH
INITIATING STRUCTURE AND
CONSIDERATION DIMENSIONS

Source	SS	df	MS	
Model	12344.13	1	12344.13	54.72*
Error	28424.42	126	225.59	
Corrected Total	40768.55	127		

*Significant at .0001 level.

Additional Data

The President leader behavior of Thai Student Association as described by Thais is classified into four quadrants. The data are presented in Figure 2.

		Consideration			
		Below Mean		Above Mean	
Initiating Structure	Above Mean	Q.4 6 Freq + S 9.38 % - C 18.18 Row % 21.43 Col %		Q.1 27 Freq + S 42.19 % + C 81.82 Row % 75.00 Col %	
	Below Mean	Q.3 22 Freq - S 34.38 % - C 70.97 Row % 78.57 Col %		Q.4 9 Freq - S 14.06 % + C 29.03 Row % 25.00 Col %	

Figure 2. Initiating Structure and Consideration as Coordinate Dimensions of the Thai President Leader Behavior

The first quadrant concerns the leader behavior that is high on both Initiating Structure and Consideration dimensions. Twenty-seven respondents (42.19 percent) described the leadership behavior of President as falling into this quadrant. The second quadrant data represents leader

behavior that is low on Initiating Structure, but high on Consideration dimension. Nine respondents (14.06 percent) described the President as being in the second quadrant. The third quadrant data represents leader behavior that is low on both Initiating Structure and Consideration dimensions. Twenty-two respondents (34.38 percent) described the President as being in the third quadrant. The last quadrant represents respondents who perceived leader behavior as high on Initiating Structure but low on the Consideration dimension. Six respondents (9.38 percent) placed the President in this fourth quadrant.

Summary

This chapter presented the data and analysis of hypotheses. All three hypotheses were rejected according to the statistical data. The return rate, demographic data of the respondents, comparison of perceptions and expectations, and additional data, including tables, were also presented in this chapter.

CHAPTER V

SUMMARY, CONCLUSIONS,
AND RECOMMENDATIONS

The purpose of this chapter is to present the brief summary of the study, conclusions from the findings, recommendations and recommendations for further study.

Summary

The Leader Behavior Description Questionnaire (LBDQ) was used as an instrument to describe the leadership behavior on both Initiating Structure and Consideration dimensions. The Leader Behavior Description Questionnaire was modified through several revisions. The latest form of Leader Behavior Description Questionnaire consisted of 30 items of which 15 were on each dimension.

The whole population of 84 Thais in Stillwater, Oklahoma, were asked to describe the leadership behavior of the Thai Student Association President. There were 73 returned questionnaires, but only 64 questionnaires were completed and used in this study. Of these 64 respondents, 38 were male and 26 were female.

The hypotheses were tested by using the Single-Classification Analysis of Variance. The significance level

at .0001 was established for this study.

Conclusions

The purpose of this study was to measure the perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais in Stillwater, Oklahoma. Three hypotheses were established for this study as follows:

H₁: There is no significant difference between perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais on Initiating Structure dimension.

H₂: There is no significant difference between perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais on Consideration dimension.

H₃: There is no significant difference between perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais on both Initiating Structure and Consideration dimensions.

All three hypotheses were tested by using Single-Classification Analysis of Variance. The following is a summary of the test results for each of the three hypotheses.

The first hypothesis was not accepted because the result of the analysis of variance was significant. Therefore, there was a significant difference between perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais on Initiating Structure dimension.

The second hypothesis was not accepted. It was indicated that there was a significant difference between perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais on Consideration dimension.

The third hypothesis was also not accepted because a significant difference was found. Thus, there was a significant difference between perceptions and expectations of leadership behavior of the Thai Student Association President as described by Thais on both Initiating Structure and Consideration dimensions.

Recommendations

As a result of this study, the following recommendations are suggested:

1. The President should study the difference between perceptions and expectations of each item in the Leader Behavior Description Questionnaire to improve or change the behavior as expected by Thais.

2. To improve the leader effectiveness, the leader should behave to bridge the gap between perceptions and expectations.

Recommendations for Further Study

Recommendations for further study are as follows:

1. Additional research should be conducted related to the classifications of age and sex of Thais by comparing perceptions and expectations of President leadership behavior.
2. The similar study might be conducted with different student organizations. Such a study would exhibit the behavior of the leader to improve the effectiveness of the organizations.

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APPENDIXES

APPENDIX A

LETTER REQUESTING PERMISSION
TO CONDUCT THE RESEARCH

P.O. Box 353
Stillwater, Oklahoma 74076

March 28, 1983

Mr. Chawengsak Changchit
President of Thai Student Association
147 Murray Hall
Stillwater, Oklahoma 74077

Dear Mr. Changchit:

Obviously, the president of Thai Student Association has to carry on activities of the association and work closely with Thais. The leader behavior is one of the most important aspects affecting the growth and development of the association.

I am conducting a research study of the leadership behavior of Thai Student Association president. The purpose of this research is to seek information regarding the perceptions and expectations of that leadership behavior as described by Thais at Oklahoma State University. The Leader Behavior Description Questionnaire will be used as an instrument to collect the data.

I ask your permission to conduct the survey.

Your cooperation and assistance is essential to the success of this study. I sincerely hope you will participate with me. If you have any questions or if the study will inconvenience you, please do not hesitate to contact me.

Thank you very much for any help you can give me and for your cooperation.

Sincerely,

Chatchai Virankabutra

APPENDIX B

QUESTIONNAIRE

PART I

Information Sheet

Instructions:

Please complete this form by selecting the most appropriate answer. Draw a circle around the letter in front of your selection.

1. Sex:

a. Male	b. Female
---------	-----------
2. Age:

a. Under 22 years	b. 22-30 years
c. 30-40 years	d. Over 40 years
3. Marital Status:

a. Single	b. Married
c. Widowed	d. Divorced
4. How long have you been in Stillwater?

a. Less than 1 year	b. 1-2 year(s)
c. 2-3 years	d. 3-4 years
e. Over 4 years	
5. Are you an OSU student?

a. Yes	b. No
--------	-------
6. Where do you live?

a. On-campus	b. Married housing
c. Off-campus	

PART II

THE LBDQ-Real FORM

Directions:

- a. READ each item carefully.
- b. THINK about how actually the leader engages in the behavior described by the item.
- c. DECIDE whether he always, often, occasionally, seldom, or never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters:

A---Always
 B---Often
 C---Occasionally
 D---Seldom
 E---Never

- | | | |
|-----------|-----|---|
| A B C D E | 1. | He makes his attitudes clear to the organization members. |
| A B C D E | 2. | He tries out his new ideas with the organization members. |
| A B C D E | 3. | He rules with an iron hand. |
| A B C D E | 4. | He criticizes poor work. |
| A B C D E | 5. | He speaks in a manner not to be questioned. |
| A B C D E | 6. | He assigns organization members to particular tasks. |
| A B C D E | 7. | He works without a plan. |
| A B C D E | 8. | He maintains definite standards of performance. |
| A B C D E | 9. | He emphasizes the meeting of deadlines. |
| A B C D E | 10. | He encourages the use of uniform procedures. |
| A B C D E | 11. | He makes sure that his part in the organization is understood by all members. |

- A B C D E 12. He asks that organization members follow standard rules and regulations.
- A B C D E 13. He lets organization members know what is expected of them.
- A B C D E 14. He sees to it that organization members are working up to capacity.
- A B C D E 15. He sees to it that the work of organization members is coordinated.
- A B C D E 16. He does personal favors for organization members.
- A B C D E 17. He does little things to make it pleasant to be a member of the organization.
- A B C D E 18. He is easy to understand.
- A B C D E 19. He finds time to listen to organization members.
- A B C D E 20. He keeps to himself.
- A B C D E 21. He looks out for the personal welfare of individual organization members.
- A B C D E 22. He refuses to explain his actions.
- A B C D E 23. He acts without consulting the organization members.
- A B C D E 24. He is slow to accept new ideas.
- A B C D E 25. He treats all organization members as his equals
- A B C D E 26. He is willing to make changes.
- A B C D E 27. He is friendly and approachable.
- A B C D E 28. He makes organization members feel at ease when talking with them.
- A B C D E 29. He puts suggestions made by the organization members into operation.
- A B C D E 30. He gets organization members approval on important matters before going ahead.

PART III

THE LBDQ-Ideal FORM

Directions:

- a. READ each item carefully.
- b. THINK about how the leader should behave as described by the item.
- c. DECIDE whether he always, often, occasionally, seldom, or never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters:

A---Always
B---Often
C---Occasionally
D---Seldom
E---Never

- | | | |
|-----------|-----|---|
| A B C D E | 1. | He makes his attitudes clear to the organization members. |
| A B C D E | 2. | He tries out his new ideas with the organization members. |
| A B C D E | 3. | He rules with an iron hand. |
| A B C D E | 4. | He criticizes poor work. |
| A B C D E | 5. | He speaks in a manner not to be questioned. |
| A B C D E | 6. | He assigns organization members to particular tasks. |
| A B C D E | 7. | He works without a plan. |
| A B C D E | 8. | He maintains definite standards of performance. |
| A B C D E | 9. | He emphasizes the meeting of deadlines. |
| A B C D E | 10. | He encourages the use of uniform procedures. |
| A B C D E | 11. | He makes sure that his part in the organization is understood by all members. |

- | | | |
|-----------|-----|--|
| A B C D E | 12. | He asks that organization members follow standard rules and regulations. |
| A B C D E | 13. | He lets organization members know what is expected of them. |
| A B C D E | 14. | He sees to it that organization members are working up to capacity. |
| A B C D E | 15. | He sees to it that the work of organization members is coordinated. |
| A B C D E | 16. | He does personal favors for organization members. |
| A B C D E | 17. | He does little things to make it pleasant to be a member of the organization. |
| A B C D E | 18. | He is easy to understand. |
| A B C D E | 19. | He finds time to listen to organization members. |
| A B C D E | 20. | He keeps to himself. |
| A B C D E | 21. | He looks out for the personal welfare of individual organization members. |
| A B C D E | 22. | He refuses to explain his actions. |
| A B C D E | 23. | He acts without consulting the organization members. |
| A B C D E | 24. | He is slow to accept new ideas. |
| A B C D E | 25. | He treats all organization members as his equals |
| A B C D E | 26. | He is willing to make changes. |
| A B C D E | 27. | He is friendly and approachable. |
| A B C D E | 28. | He makes organization members feel at ease when talking with them. |
| A B C D E | 29. | He puts suggestions made by the organization members into operation. |
| A B C D E | 30. | He gets organization members approval on important matters before going ahead. |

APPENDIX C

COVER LETTER OF QUESTIONNAIRE

P.O. Box 353
Stillwater, Oklahoma 74076

April 11, 1983

Dear :

I am a graduate student in the major of Human Resources Development. I am conducting a research study on leadership behavior of the president of Thai Student Association in Stillwater during the 1982-1983 academic year.

The president of Thai Student Association has already granted permission for this research study. I would appreciate your cooperation in responding to the enclosed questionnaire. The questionnaire is separated into three parts: (1) general background information; (2) the Leader Behavior Description Questionnaire (LBSQ-Real); and (3) the Leader Behavior Description Questionnaire (LBDQ-Ideal).

Please return the completed questionnaire to me in the provided self-addressed, stamped return envelope. Of course, all information will be regarded as confidential.

Thank you very much.

Sincerely,

Chatchai Virankabutra

APPENDIX D

COMPUTER DATA ANALYSIS

SAS

13:34 THURSDAY, MAY 19, 1983 1

SEX	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MALE	38	38	59.375	59.375
FEMALE	26	64	40.625	100.000

AGE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDER 22 YEARS	5	5	7.813	7.813
22-30 YEARS	33	38	51.563	59.375
30-40 YEARS	24	62	37.500	96.875
OVER 40 YEARS	2	64	3.125	100.000

MARITAL STATUS				
MARITAL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
SINGLE	40	40	62.500	62.500
MARRIED	24	64	37.500	100.000

HOW LONG IN STILLWATER?				
TIMESWO	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	2			
LESS THAN 1 YEAR	11	11	17.742	17.742
1-2 YEARS	19	30	30.645	48.387
2-3 YEARS	18	48	29.032	77.419
3-4 YEARS	6	54	9.677	87.097
OVER 4 YEARS	8	62	12.903	100.000

OSU STUDENT				
OSU	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	59	59	92.188	92.188
NO	5	64	7.813	100.000

WHERE DO YOU LIVE?				
LIVE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ON-CAMPUS	18	18	28.125	28.125
MARRIED HOUSING	17	35	26.563	54.688
OFF-CAMPUS	29	64	45.313	100.000

SAS										10:20 FRIDAY, JUNE 17, 1983	3
VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM	VARIANCE	C.V.		
REAL_1	64	2.75000000	0.81649658	1.00000000	4.00000000	0.10206207	176.00000000	0.66666667	29.691		
REAL_2	64	1.78125000	1.09063474	0.00000000	4.00000000	0.13632934	114.00000000	1.18948413	61.229		
REAL_3	64	3.21875000	0.91666667	1.00000000	4.00000000	0.11458333	206.00000000	0.84027778	28.479		
REAL_4	64	1.03125000	0.90796738	0.00000000	4.00000000	0.11349592	66.00000000	0.82440476	88.045		
REAL_5	64	2.01562500	1.11969649	0.00000000	4.00000000	0.13996206	129.00000000	1.25372024	55.551		
REAL_6	64	2.28125000	1.07598239	0.00000000	4.00000000	0.13449780	146.00000000	1.15773810	47.166		
REAL_7	64	2.68750000	1.13913083	0.00000000	4.00000000	0.14239135	172.00000000	1.29761905	42.386		
REAL_8	64	2.20312500	0.87613305	0.00000000	4.00000000	0.10951663	141.00000000	0.76760913	39.768		
REAL_9	64	1.84375000	1.12994943	0.00000000	4.00000000	0.14124368	118.00000000	1.27678571	61.285		
REAL_10	64	1.78125000	0.96722070	0.00000000	4.00000000	0.12090259	114.00000000	0.93551587	54.300		
REAL_11	64	2.51562500	1.05397490	0.00000000	4.00000000	0.13174686	161.00000000	1.11086310	41.897		
REAL_12	64	2.03125000	1.02304789	0.00000000	4.00000000	0.12788099	130.00000000	1.04662698	50.365		
REAL_13	64	2.37500000	1.06159509	0.00000000	4.00000000	0.13269939	152.00000000	1.12698413	44.699		
REAL_14	64	2.00000000	1.00790526	0.00000000	4.00000000	0.12598816	128.00000000	1.01587302	50.395		
REAL_15	64	2.12500000	0.86373129	0.00000000	4.00000000	0.10796641	136.00000000	0.74603175	40.646		
REAL_16	64	2.15625000	0.96310922	0.00000000	4.00000000	0.12038865	138.00000000	0.92757937	44.666		
REAL_17	64	1.79687500	1.07170962	0.00000000	4.00000000	0.13396370	115.00000000	1.14856151	59.643		
REAL_18	64	2.78125000	1.14737450	0.00000000	4.00000000	0.14342181	178.00000000	1.31646825	41.254		
REAL_19	64	2.46875000	1.12643207	0.00000000	4.00000000	0.14080101	158.00000000	1.25884921	45.628		
REAL_20	64	2.23437500	1.15115108	0.00000000	4.00000000	0.14389389	143.00000000	1.32514881	51.520		
REAL_21	64	1.79687500	1.05679491	0.00000000	4.00000000	0.13209936	115.00000000	1.11681548	58.813		
REAL_22	64	3.17187500	1.00086768	0.00000000	4.00000000	0.12510846	203.00000000	1.00173611	31.554		
REAL_23	64	2.85937500	1.06707117	1.00000000	4.00000000	0.13338390	183.00000000	1.13864087	37.318		
REAL_24	64	2.73437500	1.02728163	1.00000000	4.00000000	0.12841020	175.00000000	1.05530754	37.569		
REAL_25	64	3.03125000	1.02304789	0.00000000	4.00000000	0.12788099	194.00000000	1.04662698	33.750		
REAL_26	64	2.42187500	1.02049922	0.00000000	4.00000000	0.12756240	155.00000000	1.04141865	42.137		
REAL_27	64	3.18750000	0.85216810	0.00000000	4.00000000	0.10652101	204.00000000	0.72619048	26.735		
REAL_28	64	3.04687500	0.86243817	1.00000000	4.00000000	0.10780477	195.00000000	0.74379960	28.306		
REAL_29	64	2.48437500	0.99190673	0.00000000	4.00000000	0.12398834	159.00000000	0.98387897	39.926		
REAL_30	64	2.70312500	0.97067621	1.00000000	4.00000000	0.12133453	173.00000000	0.94221230	35.909		
IDEAL_1	64	3.53125000	0.68934637	2.00000000	4.00000000	0.08616830	226.00000000	0.47519841	19.521		
IDEAL_2	64	3.03125000	0.87230310	1.00000000	4.00000000	0.10903789	194.00000000	0.76091270	28.777		
IDEAL_3	64	2.82812500	1.13465871	0.00000000	4.00000000	0.14183234	181.00000000	1.28745040	40.121		
IDEAL_4	64	1.48437500	1.09822638	0.00000000	4.00000000	0.13727830	95.00000000	1.20610119	73.986		
IDEAL_5	64	2.00000000	1.45841836	0.00000000	4.00000000	0.18230230	128.00000000	2.12698413	72.921		
IDEAL_6	64	2.81250000	0.95742711	0.00000000	4.00000000	0.11967839	180.00000000	0.91666667	34.042		
IDEAL_7	64	3.57812500	0.77264106	1.00000000	4.00000000	0.09658013	229.00000000	0.59697421	21.593		
IDEAL_8	64	3.25000000	0.83571089	1.00000000	4.00000000	0.10416386	208.00000000	0.69841270	25.714		
IDEAL_9	64	2.70312500	1.15028896	0.00000000	4.00000000	0.14378612	173.00000000	1.32316468	42.554		
IDEAL_10	64	2.56250000	1.00593477	0.00000000	4.00000000	0.12574185	164.00000000	1.01190476	39.256		
IDEAL_11	64	3.42187500	0.77264106	1.00000000	4.00000000	0.09658013	219.00000000	0.59697421	22.579		
IDEAL_12	64	2.90625000	0.92098550	0.00000000	4.00000000	0.11512319	186.00000000	0.84821429	31.690		
IDEAL_13	64	3.15625000	0.80116483	1.00000000	4.00000000	0.10014560	202.00000000	0.64186508	25.383		
IDEAL_14	64	3.17187500	0.74651970	2.00000000	4.00000000	0.09331496	203.00000000	0.55729167	23.536		
IDEAL_15	64	3.26562500	0.76099741	2.00000000	4.00000000	-0.09512468	209.00000000	0.57911706	23.303		
IDEAL_16	64	2.43750000	1.13913083	0.00000000	4.00000000	0.14239135	156.00000000	1.29761905	46.731		
IDEAL_17	64	2.45312500	1.20751204	0.00000000	4.00000000	0.15093900	157.00000000	1.45808532	49.223		
IDEAL_18	64	3.45312500	0.68844632	2.00000000	4.00000000	0.08605579	221.00000000	0.47395833	19.937		
IDEAL_19	64	3.23437500	0.86817063	0.00000000	4.00000000	0.10852133	207.00000000	0.75372024	26.842		
IDEAL_20	64	2.79687500	1.18428449	0.00000000	4.00000000	0.14803556	179.00000000	1.40252976	42.343		
IDEAL_21	64	2.54687500	1.15373359	0.00000000	4.00000000	0.14421670	163.00000000	1.33110119	45.300		
IDEAL_22	64	3.50000000	0.90851353	0.00000000	4.00000000	0.11356419	224.00000000	0.82539683	25.958		
IDEAL_23	64	3.32812500	0.90946849	1.00000000	4.00000000	0.11368356	213.00000000	0.82713294	27.327		
IDEAL_24	64	3.25000000	0.89087081	1.00000000	4.00000000	0.11135885	208.00000000	0.79365079	27.411		
IDEAL_25	64	3.56250000	0.70990722	1.00000000	4.00000000	0.08873840	228.00000000	0.50396825	19.927		
IDEAL_26	64	3.17187500	0.82720964	1.00000000	4.00000000	0.10340121	203.00000000	0.68427579	26.080		
IDEAL_27	64	3.65625000	0.59678371	2.00000000	4.00000000	0.07459796	234.00000000	0.35615079	16.322		
IDEAL_28	64	3.54687500	0.66499045	2.00000000	4.00000000	0.08712381	227.00000000	0.44221230	18.749		
IDEAL_29	64	3.12500000	0.67846699	2.00000000	4.00000000	0.08480837	200.00000000	0.46031746	21.711		
IDEAL_30	64	3.39062500	0.74784744	1.00000000	4.00000000	0.09348093	217.00000000	0.55927579	22.056		

SAS

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OBS	PERCEIVE	EXPECT	DELTA
1	2.75000	3.53125	0.78125
2	1.78125	3.03125	1.25000
3	3.21875	2.82813	-0.39063
4	1.03125	1.48438	0.45313
5	2.01563	2.00000	-0.01563
6	2.28125	2.81250	0.53125
7	2.68750	3.57813	0.89063
8	2.20313	3.25000	1.04688
9	1.84375	2.70313	0.85938
10	1.78125	2.56250	0.78125
11	2.51563	3.42188	0.90625
12	2.03125	2.90625	0.87500
13	2.37500	3.15625	0.78125
14	2.00000	3.17188	1.17188
15	2.12500	3.26563	1.14063
16	2.15625	2.43750	0.28125
17	1.79688	2.45313	0.65625
18	2.78125	3.45313	0.67188
19	2.46875	3.23438	0.76563
20	2.23438	2.79688	0.56250
21	1.79688	2.54688	0.75000
22	3.17188	3.50000	0.32813
23	2.85938	3.32813	0.46875
24	2.73438	3.25000	0.51563
25	3.03125	3.56250	0.53125
26	2.42188	3.17188	0.75000
27	3.18750	3.65625	0.46875
28	3.04688	3.54688	0.50000
29	2.48438	3.12500	0.64063
30	2.70313	3.39063	0.68750

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	SAS					
OBS	ISREAL	CONREAL	ISIDEAL	CONIDEAL	REAL	IDEAL
1	34	39	43	43	73	86
2	39	54	41	44	93	85
3	40	49	43	46	89	89
4	36	45	38	45	81	83
5	46	49	50	60	95	110
6	54	55	53	56	109	109
7	54	54	56	54	108	110
8	21	29	46	58	50	104
9	34	53	42	51	87	93
10	40	46	49	53	86	102
11	26	51	41	40	77	81
12	26	43	49	60	69	109
13	42	43	53	54	85	107
14	34	46	44	49	80	93
15	38	47	46	45	85	91
16	29	29	50	47	58	97
17	26	33	49	46	59	95
18	34	33	46	52	67	98
19	21	22	50	44	43	94
20	39	34	44	49	73	93
21	28	35	30	39	63	69
22	31	40	41	41	71	82
23	29	38	29	38	67	67
24	42	46	41	45	88	86
25	30	41	46	57	71	103
26	31	42	44	56	73	100
27	17	18	38	33	35	71
28	37	45	38	49	82	87
29	27	46	38	57	73	95
30	21	26	35	47	47	82
31	17	18	30	30	35	60
32	23	32	43	46	55	89
33	35	50	58	60	85	118
34	33	41	47	52	74	99
35	27	31	53	55	58	108
36	46	39	54	48	85	102
37	36	35	30	37	71	67
38	38	47	44	50	85	94
39	38	47	39	42	85	81
40	47	54	49	53	101	102
41	34	33	32	33	67	65
42	44	33	51	55	77	106
43	31	35	35	50	66	85
44	28	53	41	51	81	92
45	18	30	36	44	48	80
46	19	27	49	46	46	95
47	29	36	51	50	65	101
48	34	44	43	41	78	84
49	29	45	47	52	74	99
50	31	30	31	30	61	61
51	36	41	43	45	77	88
52	38	46	48	51	84	99
53	27	20	45	55	47	100
54	32	29	49	49	61	98
55	18	39	48	54	57	102
56	39	44	48	50	83	98
57	35	33	46	48	68	94
58	41	41	50	44	82	94
59	19	27	27	31	46	58
60	28	28	40	43	56	83
61	27	30	56	56	57	112
62	34	41	42	43	75	85
63	42	45	41	45	87	86
64	30	33	38	40	63	78

SAS									
13:34 THURSDAY, MAY 19, 1983 2									
VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	STD ERROR OF MEAN	SUM	VARIANCE	C.V.
ISREAL	64	32.64062500	8.49905165	17.00000000	54.00000000	1.06238146	2089.0000000	72.23387897	26.038
CONREAL	64	38.87500000	9.38167752	18.00000000	55.00000000	1.17270969	2488.0000000	88.01587302	24.133
ISIDEAL	64	43.70312500	7.15958606	27.00000000	58.00000000	0.89494826	2797.0000000	51.25967262	16.382
CONIDEAL	64	47.45312500	7.36773250	30.00000000	60.00000000	0.92096656	3037.0000000	54.28348214	15.526

SAS

13:34 THURSDAY, MAY 19, 1983 3

TABLE OF REALIS BY REALCON

REALIS INITIATING STRUCTURE-REAL REALCON CONSIDERATION-REAL

FREQUENCY PERCENT ROW PCT COL PCT	BELOW ME AN	ABOVE ME AN	TOTAL
BELOW MEAN	22	9	31
	34.38	14.06	48.44
	70.97	29.03	
	78.57	25.00	
ABOVE MEAN	6	27	33
	9.38	42.19	51.56
	18.18	81.82	
	21.43	75.00	
TOTAL	28	36	64
	43.75	56.25	100.00

SAS

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TABLE OF IDEALIS BY IDEALCON

IDEALIS INITIATING STRUCTURE-IDEAL IDEALCON CONSIDERATION-IDEAL

FREQUENCY PERCENT ROW PCT COL PCT	BELOW ME AN	ABOVE ME AN	TOTAL
BELOW MEAN	25 39.06 83.33 80.65	5 7.81 16.67 15.15	30 46.88
ABOVE MEAN	6 9.38 17.65 19.35	28 43.75 82.35 84.85	34 53.13
TOTAL	31 48.44	33 51.56	64 100.00

SAS

13:34 THURSDAY, MAY 19, 1983 6

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: IS		INITIATING STRUCTURE					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	1	3916.12500000	3916.12500000	63.42	0.0001	0.334820	20.5856
ERROR	15	7780.09375000	61.74677579		ROOT MSE		IS MEAN
CORRECTED TOTAL	16	11696.21875000			7.85791167		38.17187500

SOURCE	DF	ANOVA SS	F VALUE	PR > F
TYPE	1	3916.12500000	63.42	0.0001

SAS

13:34 THURSDAY, MAY 19, 1983 7

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: CON		CONSIDERATION					
SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	1	2354.69531250	2354.69531250	33.09	0.0001	0.208020	19.5418
ERROR	126	8964.85937500	71.14967758		ROOT MSE		CON MEAN
CORRECTED TOTAL	127	11319.55468750			8.43502683		43.16406250
SOURCE	DF	ANOVA SS	F VALUE	PR > F			
TYPE	1	2354.69531250	33.09	0.0001			

SAS

13:34 THURSDAY, MAY 19, 1983 8

ANALYSIS OF VARIANCE PROCEDURE

DEPENDENT VARIABLE: ALL

INITIATING STRUCTURE AND CONSIDERATION

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	1	12344.13281250	12344.13281250	54.72	0.0001	0.302786	18.4662
ERROR	126	28424.42187500	225.59064980		ROOT MSE		ALL MEAN
CORRECTED TOTAL	127	40768.55468750			15.01967542		81.33593750

SOURCE	DF	ANOVA SS	F VALUE	PR > F
TYPE	1	12344.13281250	54.72	0.0001

SAS

13:34 THURSDAY, MAY 19, 1983 9

ANALYSIS OF VARIANCE PROCEDURE

MEANS

TYPE	N	IS	CON	ALL
IDEAL	64	43.7031250	47.4531250	91.1562500
REAL	64	32.6406250	38.8750000	71.5156250

VITA

Chatchai Virankabutra

Candidate for the Degree of
Master of Science

Thesis: PERCEPTIONS AND EXPECTATIONS OF LEADERSHIP BEHAVIOR
OF THE THAI STUDENT ASSOCIATION PRESIDENT AS
DESCRIBED BY THAIS AT OKLAHOMA STATE UNIVERSITY

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Biographical:

Personal Data: Born in Bangkok, Thailand, July 29,
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Education: Graduated from Debsirin High School,
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