

MAYUREE RATANAMONG: LEADERSHIP BEHAVIOR OF PROVINCIAL EDUCATION OFFICERS AS PERCEIVED BY THEMSELVES, DEPUTY PROVINCIAL EDUCATION OFFICERS, DEPARTMENT HEADS UNDER THE PROVINCIAL EDUCATION OFFICE AND DISTRICT EDUCATION OFFICERS. THESIS ADVISOR: ASSO. NOPPONGS BUNYAJITRADULYA, Ed.D. 219 PP. ISBN 974-578-831-7

The aim of this research is to study and compare the perception of leadership behavior of provincial education officers among the provincial education officers themselves, deputy provincial education officers, department heads under the provincial education office and district education officers.

It is found that provincial education officers were rated "high" in practising leadership behavior as being an initiator, an improver, a recognizer, a helper, a co-ordinator, an effective speaker and a social man.

The comparison of the perception of leadership behavior of provincial education officers among the provincial education officers themselves, deputy provincial education officers, department heads under the provincial education office and district education officers shows that their perception are in agreement with one another's. Although provincial education officers were rated "high" in practising leadership behavior, when applying One-way analysis of variance to the rating, it is found that there is only statistical significant supporting evidence ( $p < .05$ ) in the practice of the following six areas: being an initiator, an improver, a recognizer, a helper, a co-ordinator and a social man. Being an effective speaker is not statistical significant ( $p < .05$ ).

The order of importance of leadership characteristic behaviors as perceived by provincial education officers themselves, deputy provincial education officers, department heads under the provincial education office and district education officers is as follows: being an initiator, a co-ordinator, an improver, a recognizer, a social man, a helper and an effective speaker.