

# Comparison of the Success of Creative Leadership Among Leaders with Different Educational Levels of the Provincial Administrative Organizations in Thailand

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## Abstract

This article was aimed at studying the success of creative leadership and comparing the success of creative leadership of the leaders of the Provincial Administrative Organizations in Thailand with

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different levels of education. A quantitative research method was used, and the data was collected from the sample group of 380 representatives who had the administrative roles and duties in the 76 provincial administrative organizations. Selected from each province, these individuals included the president, the permanent secretary, the director of the budget and planning, finance, and engineering offices. The questionnaire was employed to collect the data, and the obtained data were analyzed by univariate analysis and subsequently presented by means of descriptive statistics. The one-way ANOVA was applied for multiple comparisons based on Fisher's Least Significant Difference (LSD). The results showed that the levels of education influenced the attitudes toward the success of the leaders with creative leadership in the Provincial Administrative Organizations, with a mean score of 4.48. Among many aspects, positive work attitudes were rated with the highest mean score, followed by building trust in the organization and improving efficiency in organizational communication, respectively. Hence, the results indicated that creative leaders with different levels of education obviously expressed different attitudes toward the success of creative leadership. It is recommended that concerned organizations promote and support personnel to pursue higher education to develop their organizational leadership.

**Keywords:** level of educational, leadership, creative leaders, success

### บทคัดย่อ

บทความนี้มุ่งศึกษาความสำเร็จของภาวะผู้นำเชิงสร้างสรรค์ และเปรียบเทียบความสำเร็จของภาวะผู้นำเชิงสร้างสรรค์ของผู้นำองค์การบริหารส่วนจังหวัดในประเทศไทย ที่มีระดับการศึกษาแตกต่างกัน ใช้ระเบียบวิธีวิจัยเชิงปริมาณ เก็บรวบรวมข้อมูลจากกลุ่มตัวอย่างที่มีบทบาทหน้าที่การปฏิบัติงาน

ในระดับผู้บริหาร ได้แก่ นายกองค้การบริหารส่วนจังหวัด ปลัดองค์การบริหารส่วนจังหวัด ผู้อำนวยการกองแผนและงบประมาณ ผู้อำนวยการกองคลัง และผู้อำนวยการสำนักงานช่าง ครอบคลุมพื้นที่ 76 จังหวัด รวม 380 คน ใช้แบบสอบถามเป็นเครื่องมือในการวิจัย ทำการวิเคราะห์ตัวแปรเดียว (Univariate Analysis) โดยใช้สถิติพรรณนาในการอธิบาย และการวิเคราะห์ความแปรปรวนทางเดียว (One-way ANOVA) เพื่อเปรียบเทียบเชิงซ้อนด้วยวิธี LSD (Fisher's Least Significant Difference) ผลการศึกษา พบว่า การศึกษาเป็นปัจจัยที่ส่งผลต่อความคิดเห็นเกี่ยวกับความสำเร็จของภาวะผู้นำเชิงสร้างสรรค์ของผู้บริหารองค์การบริหารส่วนจังหวัด มีค่าเฉลี่ยรวมเท่ากับ 4.48 โดยมีค่าเฉลี่ยในด้านทัศนคติเชิงบวกในการทำงานมากที่สุด รองลงมาคือด้านการสร้างความไว้วางใจในองค์กร และด้านประสิทธิภาพการสื่อสารภายในองค์กร ซึ่งผู้นำในองค์การบริหารส่วนจังหวัดที่มีระดับการศึกษาสูงสุดแตกต่างกัน มีความคิดเห็นต่อความสำเร็จของภาวะผู้นำเชิงสร้างสรรค์แตกต่างกันอย่างชัดเจน จึงมีข้อเสนอแนะต่อหน่วยงานว่าควรมีการส่งเสริมสนับสนุนการศึกษาเล่าเรียนในระดับที่สูงขึ้นของบุคลากรเพื่อพัฒนาภาวะผู้นำให้มีความสามารถในการนำองค์กร

**คำสำคัญ:** ระดับการศึกษา ภาวะผู้นำ ผู้นำเชิงสร้างสรรค์ ความสำเร็จ

## **Introduction**

Creative leadership is defined as the ability to lead others through processes and methods involving examining problems in detail and performing problem solutions using new approaches. This process necessitates the use of language for efficient communication among individuals. It is simple and can produce favorable outcomes (Basadur, 2004). Creative leadership essentially involves contacts and collaboration with many individuals of different viewpoints, which would allow them to contribute creative ideas and acquire knowledge

together (Harris, 2009). Nevertheless, similar and different opinions are common in any organization. This presents a challenge for leaders to develop the capacities and competencies of staff in various organizations in order to enhance creativity at all levels and to develop creative leadership, particularly leadership without ego. In general, this form of leadership is relative to organizational development through new approaches and is more complicated and challenging than the status quo.

The characteristics of creative leadership with which a leader or an organizational administrator should be equipped include the behavior to demonstrate knowledge, articulate visions, imagination, enthusiasm, and the ability to solve problems under different situations to encourage staff or subordinates to perform their duties as appropriately assigned in order to achieve organizational goals. The qualities of creative leadership required for a creative leader are as follows: 1) promoting teamwork, 2) building trust in the organization, 3) positive work attitudes, 4) enhancing motivation towards achievement, and 5) efficiency in organizational communication. Creative leaders typically enjoy meeting and exchanging ideas with others who share their attitudes. Childhood has played an important role in their development into creative adults (Dubrin, Dalglish, & Miller, 2006, cited in Boonchuay, 2010).

As has been discussed above, it can be seen that an organizational leader or administrator should possess the capacity, knowledge, and skills in the management and administration of the organization. The success of creative leadership, in particular, requires those characteristics so that the leaders can lead the subordinates to work efficiently and the organization to attain its goals. This led to the research question, “Do educational factors influence the creative leadership of leaders in Thailand's provincial administrative organizations?” In particular, this article was intended to compare the

influences of different levels of education on the success of creative leadership among the leaders in the Provincial Administrative Organizations Thailand to reflect the success of creative leadership, which could potentially contribute to organizational development.

## **Objectives**

- 1) To investigate the effectiveness of creative leadership among leaders in Thailand's Provincial Administrative Organizations
- 2) To compare the success of creative leadership among leaders in Thailand's Provincial Administrative Organizations based on educational levels

## **Literature Review**

The Formative Leadership Theory was developed by Ash and Persall (2000), who explain leadership based on a belief that an organization may have many leaders, and each leader demonstrates leadership in different ways. Leadership roles, therefore, are not limited to administrators themselves. However, administrators have a responsibility to provide their subordinates opportunities for learning and, in turn, develop themselves into creative leaders. Being a creative and productive leader necessitates a high degree of facilitating skills. The following are the important characteristics of a creative leader, proposed by Ash and Persall (2000).

- 1) Learning as a team, outcome-based thinking, and collaboration are applied in problem solutions instead of top-down decision-making, control, or order for similar actions.
- 2) Teachers are seen as leaders, while the school principal is considered the leader of leaders. The former must possess appropriate

questioning skills ( questions which encourage profound answers) rather than demonstrate knowledge of all solutions.

3) Relationships at work should be built based on mutual trust. Specifically, leaders should encourage their subordinates to have the courage to try new activities and experiences.

4) Leaders should promote the use of innovations and technologies by transforming attitudes from “All must follow the order and act in the same way” to stimulate and provide mental support for initiative ideas and new innovations.

5) Leaders should be interested in and realize the importance of people and processes rather than normal documentation and clerical work. That is, they should conduct activities which provide an increase in value.

6) Leaders should emphasize the importance of customers and the principles of services.

7) Leaders should build networks for two- way communication instead of dictating or adhering to one- way communication.

8) Leaders should be present at the job and close to their team members in order to listen to them, learn about and build relationships with them, and explore possible approaches to different issues.

9) Creative leaders decentralize decision-making power to personnel at an operational level and protect their team when intervened from outside.

10) Creative leaders must have a high capacity to work under uncertain surroundings and learn to administer changes systematically for the organization's benefit. Moreover, they should not adhere to the existing condition of the organization.

Likewise, Dubrin, Dalglish, and Miller (2006, cited in Boonchuay, 2010) proposes a concept of creative leadership that the characteristics of a creative leader should comprise the following qualities.

### 1) Knowledge Ability

A creative leader should be cognizant and informed of the issue in question. A leader's problem solution must be built on knowledge of that matter, with facts about information and news, which may require observation. Knowledge, therefore, determines the concept and the comprehensive idea, such as the preference for reading about issues outside one's area of interest.

### 2) Intellectual Abilities

The intellectual abilities are broad analytical skills which weigh advantages against disadvantages. In addition, a leader must be astute, wise, and reasonable.

### 3) Good Personality

A leader with creativity needs to possess a positive view of his or her image but should not be overconfident to the extent of ignoring others' opinions. Self-confidence enables one to undergo criticism and to exchange their opinions with others. A creative person should be equipped with the following qualities: adherence to the correctness, curiosity, mightiness to overcome obstacles, and straightforwardness.

### 4) Social Habits and Upbringing

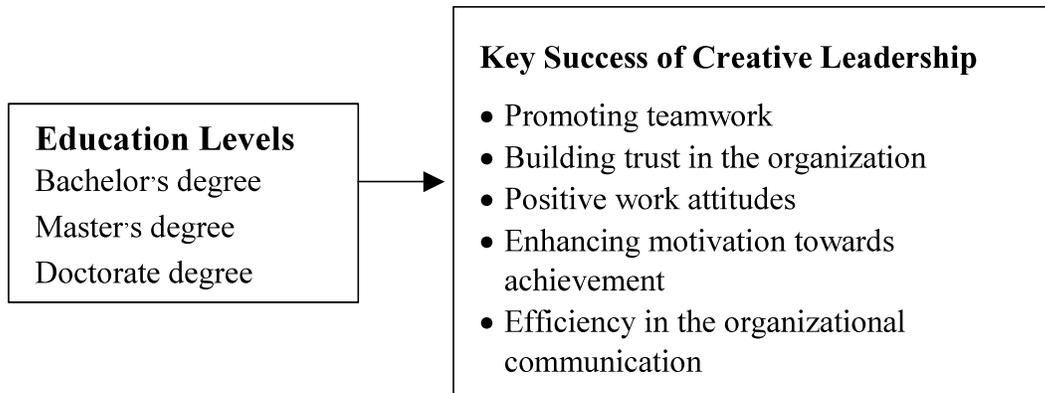
A creative leader must enjoy meeting and sharing opinions with others with shared viewpoints. Childhood also dictates good

development into a creative adult. Creative behavior is obviously dependent on personal traits and the surroundings.

A review of the concepts above shows the importance of creative leadership of administrators or leaders; in particular, they will lead an organization towards achievements by utilizing the qualities, skills, knowledge, competency, and attitudes useful for their work to drive the organization and to lead their subordinates to perform their jobs and serve customers' needs at their fullest capacities. The benefits from the review were drawn on as the guidelines for the study of educational factors influencing the success of creative leadership of leaders in the provincial administrative organizations in Thailand. This led to the data analysis that would, in turn, benefit further organizational development. When the practitioners possess the qualities, skills, knowledge, competency, and attitudes which are useful for their work, they can perform their duties in response to the customers' needs most effectively.

In the present study, the analysis of the qualities of the success of creative leadership is based on Ash and Persall's (2000) concept of leadership qualities. These include (1) teamwork, (2) building trust in the organization, (3) positive work attitudes, (4) enhancing motivation towards achievement, and (5) efficiency in organizational communication. Teamwork refers to the work-related involvement in the organization to achieve goals. Building trust in the organization means that the leaders are well-behaved, reliable, visionary, and ethical and can build trust in the organization. Positive work attitudes involve building physical and mental support to enhance work performance by having positive attitudes, awareness of goals, the ability to solve problems, and preparedness to approach any potential situations. Enhancing motivation towards achievement entails stimulating the practitioners' determination to meet the working standards. Efficiency in organizational communication

involves clear and comprehensive communication within the organization. Thus, the researchers reviewed the mentioned aspects to develop the conceptual framework and variables of the present study to address the research objectives so that the research results could be drawn on to develop the organization further. The framework of the study is shown below.



## Research Methodology

The study was conducted using the quantitative research method, and the questionnaire was utilized as the research tool to collect data on the success of creative leadership.

The questionnaire was evaluated for its reliability by using the Alpha Coefficient based on Cronbach's approach (Cronbach, 1970), and it was found that its reliability coefficient was 0.76. The sample comprised 380 informants, five of whom were chosen from each of the 76 provincial administrative organizations across 76 provinces according to the organizational administrative structure: the president, the permanent secretary, the director of the budget and planning division, the director of the financial division, and the director of the engineering office. The data were analyzed by univariate analysis to demonstrate data distribution. The sample characteristics were presented by descriptive statistics, including frequency, percentage, mean,

and standard deviation. The success of creative leadership was evaluated based on the following five standard levels: 4.51-5.00 = highest, 3.51-4.50 = high, 2.51-3.50 = moderate, 1.51-2.50 = low, and 1.00-1.50 = lowest. Subsequently, the inferential analysis was performed to compare the differences in the mean of creative leadership scores, classified by the highest educational levels of the leaders in the provincial administrative organizations; specifically, this was carried out by the one-way ANOVA for multiple comparisons based on the Fisher's Least Significant Difference (LSD).

## Findings

This study was conducted to investigate the educational factors influencing the success of creative leadership of leaders of provincial administrative organizations in Thailand. The data analysis was carried out in 3 parts. Part 1 involved analyzing the educational levels of the informants. Part 2 focused on the degree of success of creative leadership of leaders in provincial administrative organizations. Part 3 was the analysis of educational factors influencing the success of creative leadership. The results of each part are presented below.

### 1. Educational Qualifications

As shown in Table 1, the majority of the leaders in the provincial administrative organizations in Thailand held a master's degree (74.74%), followed by the group holding a bachelor's degree (20.53%), and the group holding a doctoral degree (4.74%), respectively.

**Table 1**

Number and Percentage of Leaders in Provincial Administrative Organizations, Classified by the Highest Education Levels

Highest education levels	Number	Percentage
Bachelor's degree	78	20.53
Master's degree	284	74.74
Doctorate degree	18	4.74
Total	380	100.00

## 2. Level of Success of Creative Leadership of Leaders in Provincial Administrative Organizations

In relation to the success of creative leadership of leaders in provincial administrative organizations displayed in Table 2, the results demonstrated that the mean scores ranged from 4.37 to 4.57, and the standard deviations were in the range of 0.40 to 0.48. The mean score was at a high level, equivalent to 4.48, with a standard deviation of 0.38. When considering each aspect, it was found that positive work attitudes achieved the highest mean score ( $Mean = 4.57, SD = 0.40$ ), followed by building trust in the organization ( $Mean = 4.55, SD = 0.40$ ), and enhancing motivation toward the achievement ( $Mean = 4.37, SD = 0.48$ ), respectively.

**Table 2**

Means and Standard Deviations of the Levels of Success in Creative Leadership of Leaders in Provincial Administrative Organizations

Factors related to creative leadership	Mean	SD	Interpretation
Promoting teamwork	4.41	0.46	High
Building trust in the organization	4.55	0.40	Highest
Positive work attitudes	4.57	0.40	Highest

<b>Factors related to creative leadership</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Enhancing motivation toward achievement	4.37	0.48	High
Efficiency in the organizational communication	4.48	0.46	High
Total	4.48	0.38	High

As depicted in Table 3, when each factor of the success of creative leadership of the leaders was considered separately, it was found that the mean scores of the success in promoting teamwork ranged from 4.09 to 4.57 and the standard deviations ranged from 0.52 to 0.70. Particularly, the majority of the informants were found to participate mostly in the operations of the organization (Number 1), (*Mean* = 4.57, *SD* = 0.52), followed by giving a consultation and being ready to solve problems and conflicts for efficient and effective outcomes (Number 5) (*Mean* = 4.51, *SD* = 0.52). As for building trust in the organization, the means were in the range of 4.44 to 4.63. Specifically, most of the informants were determined to build good images for the organization (Number 3), which was rated with the highest mean score (*Mean* = 4.63, *SD* = 0.50), followed by impartiality and being neutral in operation (Number 2) (*Mean* = 4.59, *SD* = 0.53).

Apart from that, the results demonstrated that positive work attitudes had mean scores ranging from 4.29 to 4.75 and standard deviations ranged from 0.46 to 0.62. A fair share of the informants was available for a consultation with the subordinates (Number 2); this factor achieved the highest mean score (*Mean* = 4.75, *SD* = 0.46), followed by having good work attitudes towards the organization (Number 3) (*Mean* = 4.70, *SD* = 0.47). Concerning enhancing motivation towards achievement, the mean scores were in the range of 4.28 to 4.59, along with the standard deviations from 0.53 to 0.61. Most of the informants encouraged the subordinates to undergo further

training (Number 4) rated with the highest mean score ( $Mean = 4.59$ ,  $SD = 0.53$ ), followed by providing learning opportunities and developing skills and ability (Number 5) ( $Mean = 4.37$ ,  $SD = 0.63$ ). As for the efficiency in the organizational communication, the mean scores ranged from 4.38 to 4.62, and the standard deviations were between 0.50 and 0.59. In particular, most of the leaders supported personnel to work efficiently (Number 5) rated with the highest mean ( $Mean = 4.62$ ,  $SD = 0.50$ ), followed by providing clear and reliable information for confidence in the organization (Number 4) ( $Mean = 4.49$ ,  $SD = 0.53$ ).

**Table 3**

Means and Standard Deviations of the Levels of Success of Creative Leadership of Leaders in Provincial Administrative Organizations

Success in creative leadership	Mean	SD	Interpretation
<b>1. Promoting Teamwork</b>			
1. Participating in organizational operations	4.57	0.52	Highest
2. Closeness to the subordinates	4.39	0.60	High
3. Setting committees for teamwork	4.09	0.70	High
4. Ability to order teamwork	4.47	0.58	High
5. Giving a consultation and being ready to solve problems and conflicts for efficient and effective outcomes	4.51	0.53	Highest

<b>Success in Creative Leadership</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
<b>2. Building Trust in the Organization</b>			
1. Action that shows confidence and reliability in organization management	4.44	0.55	High
2. Impartiality and being neutral in operations	4.59	0.53	Highest
3. Dedication to building a good image for the organization	4.63	0.50	Highest
4. Trusting personnel in performing the assigned jobs	4.49	0.52	Highest
5. Opening for auditing by the subordinates	4.58	0.52	Highest
<b>3. Positive Work Attitudes</b>			
1. Ability to lead the organization through crises occurring from sudden changes	4.29	0.62	High
2. Availability for a consultation with the subordinates	4.75	0.46	Highest
3. Good working attitudes towards the organization	4.70	0.47	Highest
4. Leading the organization to achieve the set goal	4.61	0.49	Highest

<b>Success in Creative Leadership</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
5. Ability to build leadership and administrative power and duties	4.48	0.57	Highest
<b>4. Enhancing Motivation towards Achievement</b>			
1. Changing organizational operations	4.28	0.61	High
2. Giving appropriate promotion to personnel according to competency	4.29	0.63	High
3. Increasing assigned duties	4.34	0.57	High
4. Supporting personnel to receive training	4.59	0.53	Highest
5. Providing learning opportunities and developing skills and abilities	4.37	0.63	High
<b>5. Efficiency in Organizational Communication</b>			
1. Improving and promoting communication skills for personnel to receive regular and accurate information	4.38	0.59	High
2. Transferring organization news to personnel for clear understanding	4.44	0.58	High

<b>Success in Creative Leadership</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
3. Promoting the use of technologies for convenience, rapidity and modern society	4.47	0.58	High
4. Providing clear and reliable information for confidence in the organization	4.49	0.53	High
5. Supporting personnel to work efficiently	4.62	0.50	Highest

### 3. Factors Influencing the Success of Creative Leadership

Table 4 shows the results of the study in relation to the factors influencing the success of creative leadership. It was discovered that the leaders with a doctoral degree had the highest mean score for attitudes toward the success of creative leadership ( $Mean = 4.83, SD = 0.11$ ), followed by those with a master's degree ( $Mean = 4.48, SD = 0.37$ ) and a bachelor's degree ( $Mean = 4.39, SD = 0.40$ ), respectively.

#### **Table 4**

The Average and Standard Deviation of the Leaders in the Provincial Administrative Organizations by their Highest Education

<b>Highest Education Levels</b>	<b>Mean</b>	<b>SD</b>	<b>Total</b>
Bachelor's degree	4.39	0.40	78
Master's degree	4.48	0.37	284
Doctorate degree	4.83	0.11	18

As illustrated in Table 5, the comparative study of the highest educational levels of the leaders in the provincial administrative organizations by the one-way ANOVA revealed that the leaders with different levels of education expressed different attitudes towards at least one pair, with a statistically significant level of 0.01. This led to the study of the pair comparisons of the leaders' different attitudes toward the success of creative leadership.

**Table 5**

Comparison of the Means of Success of Creative Leadership, Classified by the Highest Education Levels of Leaders in Provincial Administrative Organizations

Sources of variation	SS	df	MS	F	p
Between groups	2.87	2	1.436	10.434	0.000*
Within groups	51.88	377	0.138		
Total	54.75	379			

P < 0.01

As shown in Table 6, the comparative analysis of the mean scores of the success of creative leadership based on the highest education levels of the leaders revealed the differences. Thus, pair analysis was performed based on the Fisher's Least Significant Difference (LSD). The findings suggest that two pairs of the leaders in provincial administrative organizations had different attitudes towards creative leadership. Specifically, those holding a doctoral degree became more successful in terms of creative leadership than those with a bachelor's degree, and those with a doctoral degree were

more successful in terms of creative leadership than those with a master's degree, at the statistically significant level of 0.05.

**Table 6**

Pair Comparisons of the Success of Creative Leadership, Classified by the Highest Educational Levels of Leaders in Provincial Administrative Organizations

Highest educational levels	Bachelor's degree	Master's degree	Doctorate degree
Bachelor's degree	-	-0.09	-0.44*
Master's degree		-	-0.36*
Doctorate degree			-

\*p < 0.05

## Discussion

The following five characteristics were found to influence the success of creative leadership among leaders in the provincial administrative organizations in Thailand: 1) promoting teamwork, 2) building trust in the organization, 3) having positive work attitudes, 4) enhancing motivation towards achievement, and 5) efficiency in organizational communication. The findings are consistent with Ash and Persall's (2000) view that creative leaders require high performance. The results show that positive work attitudes and building trust in the organization achieved the highest scores, indicating that creative leaders possess positive attitudes towards work, show emotional maturity to their coworkers, and are honest with their coworkers, supervisors, subordinates, and concerned individuals. According to Lila (2013), administrators had a relatively high level of creative leadership, particularly in terms of human relations and administrators' trust.

In addition, the success of creative leadership reflects that the leaders have recognized the importance of building a positive working atmosphere. The findings of this study correspond to Wittaya-udom's study (2005), which explained that a good leader must possess emotional maturity, self-confidence, emotional control, and the ability to lead the subordinates and to take appropriate measures when his/her subordinates make a mistake. A good leader must also be equipped with technical management skills, human relations skills, psychological skills, and human behavior skills in order to strengthen cooperation and good organizational relationship. Thammalikhit's (2016) study on leadership among educational institution leaders in Muang District under the Office of Primary Education Service, Chantaburi, Area 1, classified by educational qualifications, showed that the overall leadership and each aspect of leadership differed insignificantly. Despite that, facilitating the subordinates to develop self-leadership showed a significant difference at the statistical level of 0.05. The leadership of leaders holding an educational degree higher than a bachelor's degree was at a high level. When each aspect was considered ranging from high to low scores, the first three aspects with high scores were facilitating the development of self-leading culture, stimulating personnel to set their own goal, and supporting self-leading among personnel, respectively. Meanwhile, supporting self-leadership by building teamwork had the lowest score.

The comparative analysis of the success of creative leadership uncovered that the leaders with different levels of education had different attitudes towards the success of creative leadership. This reflects the importance of educational levels, which can assist leaders in leading the organization to achieve the goals with efficiency and effectiveness. The findings are akin to Dubrin, Dalglish, & Miller's (2006) concept of creative leadership, proposing that a creative leader

should have knowledge, cognizance, and intellectual abilities for broad analysis, astuteness, intellect, and reasonability.

However, the results indicated that the leaders with a doctoral degree had a higher mean score for attitudes toward the success of creative leadership than those with a master's or bachelor's degree. It is suggested that education is one of the factors related to the success of organizational management under creative leadership. This may be explained by the reason that a high educational level enables the leaders to possess a body of knowledge and extensive experience to drive the organization and solve problems properly, so it is regarded as one of the crucial elements of creative leadership. Deary and Johnson's (2010) study also suggested that the educational level can contribute to the higher efficiency of leadership, whereas Alves's (2011) study on the measurement of perceived value in higher education, a unidimensional approach, found that wisdom shows working potentialities and hence leads to the higher efficiency of leadership.

The above findings are also consistent with Nimpanit's (2016) study, which classified leadership qualities into six types: (1) physical characteristics, (2) social background, (3) intelligence, (4) personality, (5) task-related characteristics, and (6) social characteristics. Physical characteristics include posture, height, and weight. Social background involves socio-economic status, education, and social status promotion. Intelligence includes intellect and knowledge. Personality refers to self-confidence. Social characteristics involve enthusiasm for participation in various activities, and preference of social interactions. Apart from that, Hadyaw (2021) investigated the needs and necessity of guidelines for developing creative leadership of educational directors under the Office of Primary Education Service, Petchaboon. It was found that the indicator for the overall needs

and necessity of institutional directors was 0.079. When each factor was considered separately, creativity was found to have the highest indicator, followed by intellectual competency.

## **Conclusion**

The results of the study on the educational factors influencing the success of creative leadership of leaders in provincial administrative organizations in Thailand can be concluded as follows.

The data analysis on the educational levels of the administrators showed that the majority of the informants held a master's degree level (284 leaders, 78.74%), followed by a bachelor's degree (78 leaders, 20.53%), and a doctoral degree (18 leaders, 4.74%). The educational factors influencing the success of creative leadership were categorized into 5 aspects – promoting teamwork, building trust in the organization, having positive work attitudes, enhancing motivation towards achievement, and efficiency in organizational communication. The analysis of the success of creative leadership of leaders in provincial administrative organizations revealed that the total mean was 4.48, along with a standard deviation of 0.38. Positive work attitudes and enhancing trust in the organization were rated with the highest mean by most of the informants, 4.57 and 4.55, respectively. Meanwhile, enhancing motivation toward achievement was found to have the lowest mean score of 4.37.

The results also demonstrated that the leaders recognized the importance of building a positive work atmosphere, arranging learning and sharing activities, building trust, and observing justice in the organization, and the leaders have implemented these effectively. The comparative study on the success of creative leadership, classified by the highest educational level of the leaders, found the differences in their creative leadership. Specifically, the unequal educational

levels among the leaders in the provincial administrative organizations led to different attitudes toward the success of creative leadership.

Therefore, the results of the factors influencing the success of creative leadership of the leaders in the Provincial Administrative Organizations showed that positive work attitudes achieved the highest mean score. Thus, a positive atmosphere and participative administration in the workplace should be promoted, and trust in the organization should be built through open communication activities. However, motivation toward achievement had the lowest mean score. To develop this aspect, leaders should pay compliments when success is achieved and listen to their co-workers or subordinates' ideas and critiques to seek a mutual solution and to improve work efficiency.

In regard to the attitudes related to the educational factor, it was found that the leaders in the Provincial Administrative Organizations had different levels of education, in turn reflecting the different attitudes towards the success of creative leadership. Considering this, it is recommended that the organization should promote and support higher education among the personnel through various activities, including learning activities, training, and personnel potential development at all levels, in order to maximize their knowledge and expertise for organizational achievement. Future research should emphasize how to develop personnel, including subordinates and coworkers, into creative leaders to benefit the organizations and make greater achievements.

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