

The purpose of this research was to study the leadership styles of the secondary school administrators, under the Department of Secondary Education in Bangkok Metropolis according to Reddin's Tri-Dimension theory, as classified by sex, age, educational level, and experience.

The population used in this study included 105 secondary school administrators. The instrument used in this study was the Leadership Styles Questionnaire constructed by William J. Reddin. The statistics used for analyses of data were percentage, mean, Chi-Square, and Cramer's V test.

The main research findings were summarized as follows:-

1. The school administrators under the Department of Secondary Education in Bangkok Metropolis used the More Effective Styles at a higher level than the Less Effective Styles and account for 57.30 percent and 42.70 percent respectively.

2. The male school administrators used the Executive Style the most and account for 32.10 percent, and the Compromiser Style 29.50 percent and the Deserter Style 12.80 percent respectively. The female school administrators used the Executive, Compromiser, Deserter, and Benevolent Autocrat Styles all account for 16.70 percent. The male school administrators used the More Effective Styles at a higher level than the female school administrators in proportion of 59.00 percent and 50.00 percent respectively. In regard to the administrative dimensions, the female school administrators used the task-Oriented Dimension at a higher level than the male school administrators and account for 16.70 percent and 5.10 percent respectively. When all eight leadership

styles, the More Effective Styles and the Less Effective Styles, and the Administrative Dimensions were compared, it was found statistically in significant difference.

3. The younger school administrators and the older school administrators used the Executive Style the most and account for 25.00 percent and 29.80 percent respectively. The younger school administrators used the More Effective Styles account for 58.30 percent, while the older school administrators used the More Effective Styles account for 57.10 percent. The older school administrators used the Relation-Oriented and Task-Oriented Dimensions at a higher level than the younger school administrators in the proportion of 36.90 percent and 25.00 percent respectively. When the use of styles was compared, it was found statistically insignificant difference.

4. The school administrators with bachelor degrees and degrees higher than the bachelor degree used the Executive Style the most and in proportion of 34.70 percent and 23.40 percent respectively. The school administrators with bachelor degrees used the more Effective Styles at a higher level than the Less Effective Styles in Proportion of 57.10 percent and 53.90 percent respectively. The school administrators with degrees higher than the bachelor degree used the More Effective Styles at a higher level than the Less Effective Styles in proportion of 57.40 percent and 42.60 percent respectively. The school administrators with bachelor degrees used the Relation-Oriented and Task-Oriented Dimensions account for 40.80 percent, while the school administrators with degrees higher than the bachelor degree used the Relation-Oriented Dimension the most and account for 36.20 percent.

When the use of leadership styles was compared, it was found statistically insignificant difference.

5. The school administrators in position less than 10 years used the Executive Style the most and account for 27.30 percent. The school administrators in position more than 10 years used the Executive and Compromiser Styles the most and both account for 33.30 percent. The school administrators in position less than 10 years used the More Effective Styles at a higher level than the Less Effective Styles in proportion of 53.00 percent and 47.00 percent respectively. The school administrators in position more than 10 years used the More Effective Styles at a higher level than the Less Effective Styles and account for 66.70 percent and 33.30 percent respectively. The school administrators in position less than 10 years used the Relation-Oriented and Task-Oriented Dimensions the most and account for 36.40 percent, while the school administrators in position more than 10 years used the Relation-Oriented and Task-Oriented Dimensions account for 40.00 percent. When the use of leadership styles was compared, it was found statistically insignificant difference.