

Managerial Integrated Leadership Characteristics of Thai Youth from the Upper Northeast Region

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Abstract

The researcher utilized a descriptive method of research. The objectives were to identify the general data of Thai youth and to categorize the managerial integrated leadership characteristics of Thai youth from the upper Northeast region. This study focused on the Thai youth in the 12 provinces under responsibility areas of the Provincial Police Region 4 were 12,400 samples in Roi Et, Sakon Nakhon, Nong Khai, Bueng Kan, Khon Kaen, Maha Sarakham, Udon Thani, Kalasin, Nakhon Phanom, Loei, Mukdahan, and Nongbua Lumphu. They were grade 7-9 and grade 10-12 students in ratio 1:1, 3 female per 2 male, ages between 15 to not elder than 18 years old, 30-50 baht revenue per day, and stay in the area of district school location. The results found that the managerial integrated leadership characteristics of Thai youth from the upper Northeast region were 4 categories: Colleagues, Attribute (Head, Heart, Hand, and Historical background), Property and Social status, and Appearance accordingly. All categories were a strongly positive attitude level to build balancing criteria for sustainable developing youth becomes the transformational leader with their attitude towards the managerial integrated leadership characteristics.

Keywords: Integrated Leadership Characteristics, Thai Youth

1. Introduction

According to the study of “Guide the Work of the Police in Preventing and Combating Drugs among Youth Group, a Case Study of Youth in the Upper Northeastern Area under the Responsibility of the Provincial Police Region 4” which focused on youth group of grade 7-9 and grade 10-12 in 1per1 ratio. The results found that they are 3 female per 2 male, ages in between 15 to not elder than 18 years old, 30-50 baht revenue per day, and stay in the area of school location with their parents including consulting them. Their participation in school-against drugs activities 1-2 time. Major of them had no experience to use drugs. In opposite group, they seldom preferred in alcohol drinking with friend persuaded and their trial testing. They bought from shop and drank in their friend or their own dormitory/home. They had positive ideas toward 5 leakage protection strategies: the youth were in different group of grade had same ideas direction but the youth were in different provinces had different direction. They also had positive attitude toward Police preventing and combating drugs: the youth were in different group of grade had same moderate attitude level and the youth were in different provinces had good attitude level at significant level 0.05. Apply all results to guide the work of the Police in preventing and combating drugs among Youth Group as follows 7 activities: Just Say “NO”, Friend helps Friend, Our Family, Police Teacher, Community Unity, Knowledge among Young People,

and Knowledge in the preventing and suppression of narcotics. [1]

Because of friends’ influence affected to Thai youth thinking towards their adaptation in social changing. To create the managerial integrated leadership characteristics in Thai youth to become transformational leaders will help the work of the police in preventing and combating drugs among youth group from the upper Northeast region sustainability.

2. Objectives

2.1 To identify the general data of Thai youth from the upper Northeast region.

2.2 To categorize the managerial integrated leadership characteristics of Thai youth from the upper northeast region.

2.3 To study the attitude differentiation level towards 4 categories of the managerial integrated leadership characteristics between high school students grade 7-9 and grade 10-12.

3. Methodology

The researcher utilized a descriptive method of research, collected data by using questionnaires in accidental sampling, analyzed and interpreted data by descriptive statistics and inferential statistics via Statistical Packages of the Social Science (SPSS). [2]

3.1 Concept of the Study

The study is drawn to the concept of the study inputting the Thai youth from the upper Northeast region who were grade 7-9 and grade 10-12 students of district school or equivalent. They were under the responsibility of the Provincial Police Region 4 contributed 12 provinces with 248 police stations. The applied theory in part of process is the integrated leadership theories: trait theory, behavioral theory, system theory, and contingency theory to the managerial integrated leadership characteristics which were developed into 4 categories: Appearance,

Attribute (Head, Heart, Hand, and Historical background), Property and Social status, and Colleagues [3] for Thai youth understanding and recognition. The study conceptual framework is shown in figure 1.

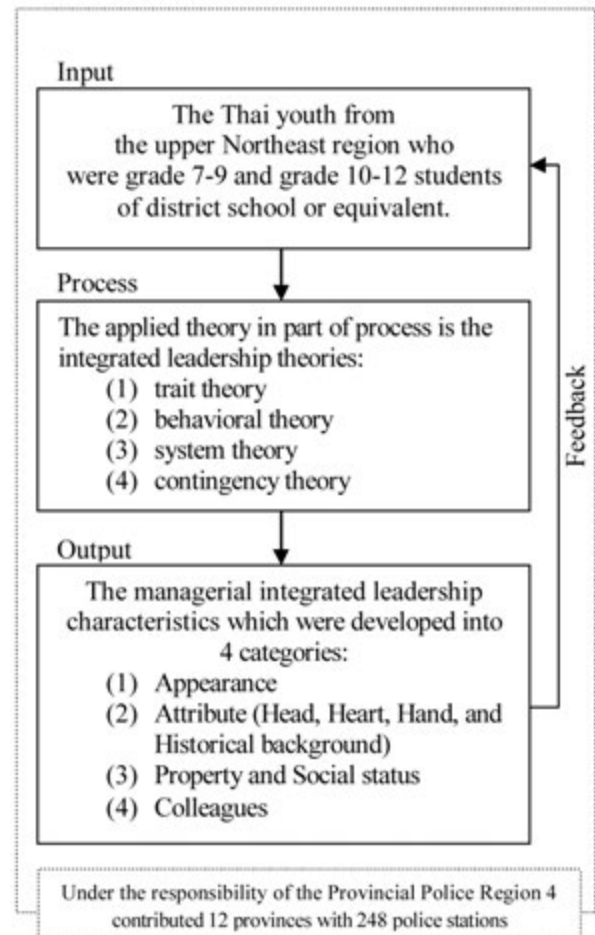


Figure 1 The study conceptual framework

3.2 Population and Sample

The population and sample were grade 7-9 and grade 10-12 students of district schools or equivalent under the responsibility of the Provincial Police Region 4 contributed 12 provinces with 248 police stations. The 12,400 samples came from 248 schools in the responsibility area of each police station. They were 6,200 students of grade 7-9 and 6,200 students of grade 10-12. (The samples were from each school as followed: 25 students of grade 7-9 and 25 students of grade 10-12 representing 1per 1 ratio.)

3.3 Questionnaire, Validity and Reliability

The questionnaire was an instrument of this research with title Thai Youth Attitude towards the Managerial Integrated Leadership Characteristics of those from the upper Northeast region” which divided in to 2 parts:

Part 1 collecting the general data of Thai youth in the upper Northeast region with multiple choices

Part 2 collecting attitude towards the managerial integrated leadership characteristics of Thai youth from the upper Northeast region with attitude sentences via 5 Likert’s scale. The attitude questions is integrated from 4 leadership theories and categorized in order Appearance, Attribute (Head, Heart, Hand, and Historical background), Property and Social status, and Colleagues accordingly.

It is approved for content validity by leadership and management field experts and then is calculated for reliability with 30 samples in October 2011 by Kuder-Richardson method getting the Cronbach alpha coefficient was 0.91 which meant these approval questionnaires can be used for data collecting. [4]

3.4 Data Collection

The data collection was in November 2011 by setting up the meeting for acknowledging collecting methodology and contributing all questionnaires passed 12 Provincial Police Commanders to 248 Superintendents of the police stations.

The community police team of each station coordinated with teacher of each school who had responsibility in student activity for collecting data. Teacher gave student freedom in answering on given questionnaire and finished it in a week. Each student brought questionnaire back to school collecting point, and then the police community team collected them back from teacher.

After convenience sampling until completion of sample data collecting, the police stations sent all questionnaires backward to their Provincial Police Commanders and the Provincial Police Region

4 accordingly. All process was coordinated by the researcher related to research project schedule.

4. Results of the Study

The results of the study are shown in 2 parts related to the research objectives as following.

4.1 The general data of Thai youth from the upper Northeast region

The Thai youth in the 12 provinces under responsibility areas of the Provincial Police Region 4 were 12,400 samples answering the questionnaires are calculated to 100 percent of samples response shown in provinces descending: Roi Et, Sakon Nakhon, Nong Khai, Bueng Kan, Khon Kaen, Maha Sarakham, Udon Thani, Kalasin, Nakhon Phanom, Loei, Mukdahan, and Nongbua Lumphu accordingly. They were grade 7-9 and grade 10-12 students in ratio 1:1, 3 female per 2 male, ages in between 15 to not elder than 18 years old, 30-50 baht revenue per day, and stay in the area of district school location.

4.2 The managerial integrated leadership characteristics of Thai youth from the upper Northeast region

The managerial integrated leadership characteristics of Thai youth from the upper Northeast region integrated the leadership theories: trait theory, behavioral theory, system theory, and contingency theory into 4 categories: Appearance, Attribute (Head, Heart, Hand, and Historical background), Property and Social status, and Colleagues.

The Thai youth attitude towards the managerial integrated leadership characteristics of Thai youth from the upper Northeast region in overall picture were a strongly positive attitude level at 4.18 mean and also 4 categories were a strongly positive attitude level arranged in descending mean: Colleagues, Attribute (Head, Heart, Hand, and Historical background), Property and Social status, and Appearance accordingly with normal distribution of standard deviation.

The attitude details of 4 categories:

(1) Colleagues. The youth had their attitude towards the colleagues in the first strongly positive level at 4.26 mean in overall picture of this category. They concerned on the leader who had characteristics towards their colleagues such as allowing learning from mistakes, making confidence on the others, putting the right man to the right place, and sitting in the depth mind of the others accordingly.

(2) Attribute. The youth had their attitude towards the attribute in the second strongly positive level at 4.25 mean in overall picture of this category. They concerned on the leader who had characteristics on attribute order as:

a. Heart. It was the first attribute of the youth leader with strongly positive attitude level at 4.34 mean. Their leader had to love and scarify, concern on ethics, and be centralization of love belonging accordingly.

b. Head. It was the second attribute of the youth leader with strongly positive attitude level at 4.28 mean. Their leader had to have knowledge, creativity, vision, good attitude, understanding, and his critical thinking influence beyond the followers’ thinking accordingly.

c. Hand. It was the third attribute of the youth leader with strongly positive attitude level at 4.22 mean. Their leader had to have good skills on self controllable emotion, coordination, problem solving, cross cultural sharing, democratic, successor, follower, adaptation, motivation, communication, laissez-faire, job-oriented, experience, authoritative and benevolent authoritative in some situations accordingly.

d. Historical background. It was the fourth attribute of the youth leader with strongly positive attitude level at 3.95 mean. Their leader had to come from election, ordinate, and originate from titan accordingly.

(3) Property and Social status. The youth had their attitude towards the property and social status in the third strongly positive level at 3.85 mean in overall picture of its category. They focused on the leader who had both property status and social status accordingly.

(4) Appearance. The youth had their attitude towards the appearance in the fourth strongly positive level at 3.83 mean in overall picture of this category. They impressed in good manner leader and good-looking leader accordingly.

The Thai youth attitude towards the managerial integrated leadership characteristics of Thai youth from the upper Northeast region were a strongly positive attitude level at mean value as shown in table 1.

Table 1 Mean value of The Thai youth attitude towards the managerial integrated leadership characteristics

No.	Managerial Integrated Leadership Characteristics	Mean
1	Colleagues	4.26
2	Attribute	4.25
	a. Heart	4.34
	b. Head	4.28
	c. Hand	4.22
	d. Historical background	3.95
3	Property and Social status	3.85
4	Appearance	3.83
	Total	4.18

The results of attitude differentiation level between grade 7-9 and grade 10-12 students shown that they had no different attitude towards overall picture of the managerial integrated leadership characteristics with significant level at 0.05. (The computed significant value was 0.23.). Both of them were in strongly positive level: mean of grade 10-12 students’ attitude was 4.19 and mean of grade 7-9 students’ attitude was 4.17 accordingly.

The students’ attitude differentiation level towards 4 categories of the managerial integrated leadership characteristics:

(1) Colleagues. They had no different attitude towards the colleagues with significant level at 0.05. (The computed significant value was 0.65.). Both of them were a strongly positive level: grade 10-12 students’ attitude was 4.29 mean and grade 7-9 students’ attitude was 4.24 mean accordingly.

(2) Attribute. They had no different attitude towards the attribute with significant level at 0.05. (The computed significant value was 0.13.). Both of them were a strongly positive level: grade 10-12 students’ attitude was 4.26 mean and grade 7-9 students’ attitude was 4.24 mean accordingly. The students’ differentiation attitude on attribute order as:

a. Heart. They had no different attitude towards the attribute of Heart with significant level at 0.05. (The computed significant value was 0.69.). Both of them were a strongly positive level: grade 10-12 students’ attitude was 4.36 mean and grade 7-9 students’ attitude was 4.32 mean accordingly.

b. Head. They had no different attitude towards the attribute of Head with significant level at 0.05. (The computed significant value was 0.28.). Both of them were a strongly positive level: grade 7-9 students’ attitude was 4.31 mean and grade 10-12 students’ attitude was 4.26 mean accordingly.

c. Hand. They had no different attitude towards the attribute of Hand with significant level at 0.05. (The computed significant value was 0.10.). Both of them were a strongly positive level: grade 10-12 students’ attitude was 4.24 mean and grade 7-9 students’ attitude was 4.20 mean accordingly.

d. Historical background. They had no different attitude towards the attribute of Historical background with significant level at 0.05. (The computed significant value was 0.18.). Both of them were a strongly positive level: grade 7-9 students’ attitude was 3.98 mean and grade 10-12 students’ attitude was 3.93 mean accordingly.

(3) Property and Social status. They had no different attitude towards the property and social status with significant level at 0.05. (The computed significant value was 0.35.). Both of them were a strongly positive level: grade 7-9 students’ attitude was 3.87 mean and grade 10-12 students’ attitude was 3.83 mean accordingly.

(4) Appearance. They had no different attitude towards the appearance with significant level at 0.05. (The computed significant value was 0.15.). Both of them were a strongly positive level: grade 10-12 students’ attitude was 3.84 mean and grade 7-9 students’ attitude was 3.81 mean accordingly.

5. Conclusion and Recommendations

5.1 Conclusion

The results are related to the objectives of the study, found that the managerial integrated leadership characteristics of Thai youth from the upper Northeast region were 4 categories: Colleagues, Attribute (Heart, Head, Hand, and Historical background), Property and Social status, and Appearance accordingly. All categories were a strongly positive attitude level to build balancing criteria for sustainable developing youth becomes the transformational leader with their attitude towards the managerial integrated leadership characteristics as shown in figure 2.



Figure 2 The managerial integrated leadership characteristics of Thai youth from the upper Northeast region

The students' attitude differentiation level between grade 7-9 and grade 10-12 students shown that they had no different attitude towards overall picture and also in each 4 categories of the managerial integrated leadership characteristics with significant level at 0.05. Both of them were a strongly positive level.

The remarks of the students' attitude differentiation: grade 7-9 students had higher attitude level than grade 10-12 in categories of Property and Social status. On the other hand, grade 10-12 students had higher attitude level than grade 7-9 in categories of Colleagues, Attribute, and Appearance.

Relevant to the attribute category, grade 7-9 students had higher attitude level than grade 10-12 in the Attribute of Head and Historical background. On the other hand, grade 10-12 students had higher attitude level than grade 7-9 in the Attribute of Heart and Hand.

5.2 Recommendations

The researcher will report the results of the study to the Provincial Police Region 4 approaching Thai youth from the upper Northeast region as major issues:

(1) First of all they should approach to the youth who has potential to be their leader.

(2) In practice, the Provincial Police Region 4 can use the same projects to motivate high school students of grade 7-9 and students of grade 10-12.

(3) The grade 7-9 students concern more in categories of Property and Social status. On the other hand, grade 10-12 students concern more in particular, Colleagues, Attribute, and Appearance.

(4) In the attribute categorized of grade 7-9 students concern more in the Attribute of Head and Historical background. On the other hand, grade 10-12 students concern more in the Attribute of Heart and Hand.

(5) The training course is the way to educate youth from the upper Northeast region to reach the leader categories balancing between the 4 categories: Colleagues, Attribute (Heart, Head, Hand, and Historical background), Property and Social status, and Appearance.

(6) Suggested comparison study in other areas for finding out the Managerial Integrated Leadership Characteristics of Thai Youth in whole country. This will be the guidelines of how to build Thai youth transformational leader and global local leader.

6. Acknowledgement

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7. References

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