# CHAPTER 2 THEORETICAL ORIENTATION AND REVIEW OF THE PAST STUDIES

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CHAPTER 2
THEORETICAL ORIENTATION
AND REVIEW OF THE PAST STUDIES

2.1 LEADERSHIP BEHAVIOUR

2.1.1 MEANING OF LEADER

Psychologists and educationists have given different meaning of 'leader' as follows:-

Tin Pratchayapluet and Issara Suwattabol (1971: 287) commented that leadership is to use physical strength, mental strength and resources in order to let other people perform a deed according to what they want.

Pinyo Sathorn (1976:139) has given a principle for consideration that 'who is leader?' according to following three principles:-

1. Leader is a person out of many persons who has power, influence or capability to persuade people to practise according to his suggestion, requirement or his instruction. Leader has influence over other people's performance or behaviour.

2. Leader is a person who has power in contacting between people. Leadership situation has two-way process, that is, leader who has influence over followers and in certain cases, followers have influence over leader. Therefore, leadership or leadership situation is the total result of attitude of every member in the group.

3. Leader is different from chief or administrator. Leader and administrator may be the same person, but it is not always necessary. Chief or many administrators have power and responsibility by position, but may not be the real leader of the group. Real leader
may be other person who is not chief or administrator, but he has power, influence and capability in persuading people to behave or perform according to what he wants.

Uthai Hiranto (1977: 9) has given meaning of leadership in practice that leader is the person who deputizes in directing, persuading, initiating, compromising and co-ordinating by using authority and power as a tool in formal and informal characteristics in order to create joint force of group in performing work which will make such administration attain the set objective.

Gibb, C.A. (1969) has given a definition that leadership is relationship between personality and environment which is dependent upon condition which will make a person or persons have personality which is dependent upon environment which will make him feel considerate, and understands the work.

Cattell (1957) mentions that it means a person who initiates or supports in creating a change in performance of a group in an efficient way and is the person who supports, promotes confronting face to face with members in the group to go on will (Fiedler 1967:8)

Halpin (1966:27-28) has given meaning of leader that leader means one of the following characteristics:

1. A person who has a role or influence towards a person in a Working Unit more than any body else.

2. A person who has a role over other persons.

3. A person who has the most important role in performing work so that such Working Unit would implement towards the aim.

4. A person who has been selected from other people to be a leader.
5. A person who maintains position of a leader in the Working Unit or chief of Working Unit.

From the above definitions, it may be concluded that leader means any person who has influence over other person in the group or has important role in bringing such group towards success according to target of work. The leader may be the same person as administrator or may not be the same person. Therefore, in such group or organization, there may be many leaders other than the administrator or the chief who is leader by position.

Krech, Crutchfield and Ballachey (1962 : 422-423) mentioned that there are 2 methods to proof that who is leader of such group, as follows:-

1. By asking members in the group as to who the member thinks that he has the most influence in directing the group.

2. By asking the observers of the group as to who is trying to use his influence in persuading colleagues or see from memorandum that which member in the group can use influence in persuading colleagues at the highest rate.

As for classification of leadership characteristics, there are many methods, i.e. classifying characteristics of leader by considering from characteristics and styles in using power. Choob Kanchanaprakorn has mentioned that classification of characteristics of leader by considering from status of leadership can be classified as follows:-

1. Legal leaders means leaders who obtain power in administration from law and use that power according to law in full according to that position more than creating power or use that power which comes from leadership or from the leader's own personality.
2. Charismatic leaders are another type of leader. He may have part in characteristics of legal leaders or both characteristics may be in one same person in spite of the fact that such leader has no position which will enable him to have power according to law, but he is able to have influence over other people and is capable of making other people obey him and perform work according to his instruction and advice by his personality and hidden power in his mind and body of such person. Success in dominating people by such leader is based on loyalty which is not forced by using legal power.

3. Symbolic leaders. This type of leader has meaning in relation with social, politics and governmental administration. This type of leader does not use power to administer the work according to law like legal leaders and symbolic leader which has no similarity to charismatic leader. Thai King is considered a symbolic leader because he is adored and respected by Thai people in the capacity of Head of the country (Amorn Raksasat and Sorat Sucharitkul. 1962 : 527-528) made reference from Choob Kanchanaprkorn (1961):220-249).

In classifying characteristics of leaders by considering characteristics and styles in using power of such leadership, Uris mentioned that it may be classified into 3 patterns as follows (Uris 1953:29-30):

1. Autocratic leader is the characteristics where the leader performs work by using power as a main point. There is a leader as central point for structure of this group. Members have relationship with the leader specifically in the aspect of obeying his instruction and administration.

Sompong Kasemsin (1980 : 90-91) mentioned that this has characteristics of using power throughout the time in spite of the fact
that on certain occasions, it is not necessary to do so. In making judgement about work, it is done in accordance with emotion. He aims at his own benefit more than total benefit or for colleagues. This is to show that he has power to decide or can remedy every problem. He monopolizes in giving instruction in order to create importance for himself. In addition, the administrator still acts as though he alone knows about the fact. This is in order to use such method to control his subordinates to give in to him and to always have to meet with the administrator.

2. Democratic leader is the characteristics of leader who performs work without regarding his own suggestion as a main point. He has interaction between leader and members and between members and members. He decides by listening to suggestion of members in the group. Members have relation in many directions.

Sompong Kasemsin (1980 : 90-91) mentioned that for this characteristics of administration of leader, in general, this encourages discussion with subordinates always before implementing work, specifically the subject which is important to the organization and to the total people. He gives opportunity to the subordinates to have the chance of expressing ideas in full. The administrator acts both as a leader and the one who gives advice/instruction to his subordinates and colleagues and gives opportunity to the subordinates to have the chance of using ideas and judges in selecting method to work in order to attain objective by himself. He creates popularity in order to let his subordinates feel that his colleagues is near to give him advice and is working with him. In performing work, there is trustworthiness and have good relationship. At the same time, there is co-operation and coordination of work in an earnest and heartily way.
3. Laissez-faire leader means characteristics of leader who performs work by letting members in the group perform work on their own without making his own decision and without relationship between leader and members and between members and members. The structure is missing in between and there is no system. The group is in distributing character and lacks of public relations exercise.

Sompong Kasemsin (1980: 91) commented that this characteristics of administration by the leader, in general, he allows his subordinates to make proposals, specify policy and standard of performance, prepare working system as they like without considering about principle and criteria, have no principle in controlling and do not create criteria for controlling the work as to who performs work to a beneficial one or not and how much. In addition, there is no precise specification of objective of work, it can keep changing as the administrator suggests as long as it is not contradictory to the rule or is not contradictory to what the high ranking commander instructs. The chief normally does not interfere with work, every body can do what he wants. Leadership or chief has only name and lacks of any initiation and does not try to evaluate result of work in order to remedy it.
2.1.2 LEADERSHIP THEORY

Many definitions have been given of the word 'Leadership', some of them are as follows:

Pairote Lertthavee (1969: 39) has given a definition on 'Leadership' according to him, Leadership means capabilities of leading subordinates or colleagues to perform duties entrusted until meeting success by receiving cooperation from colleagues.

Pinyo Sathorn (1976: 139) commented that leader means a person in authoritative group or a person who has capability in inducing those in the group to perform as he wishes or perform according to his instruction, which means, the leader will have influence over other people's behaviour.

Sanguan Sawatmongkol (1980: 167) has concluded that Leaders mean those who have high positions and have influence towards members of the group, is capable of persuading his colleagues and group to perform an act which will lead to target of the organization.

Prachoom Rakkarndee (1983: 4) is of the opinion that Leader is the person who has influence over other persons in the group and is the one who uses such influence to enable other persons in the group to perform work for him in a satisfactory way as well as reaching the target desired by the leader.

Burly (1972: 43-46) mentions that Leader is the person who is capable of inducing other people to perform a deed willingly. The follower has faith in him and is able to relieve the seriousness. He is able to lead the group to attain the target set.
Sompong Kasemsin (1980:178) mentions that leader is the person who has influence over other people by inducing those people to assist in performing duties until meeting the specified target.

Aroon Raktham (1979:187) has given meaning of a leader that it means a person who has been appointed or honoured as a chief who has the duty to make decision because he has capability in administering the work. He will lead his subordinates or the group to either a good or bad direction.

In regard to Leadership, educators in various eras have studied and specified multiple theories of leadership, i.e.

2.1.2.1 Leadership Characteristics Theory.
2.1.2.2 Leadership Behaviour Theory.
2.1.2.3 Situational Leadership Theory.

2.1.2.1 LEADERSHIP CHARACTERISTICS THEORY

Leadership Characteristics Theory is the theory which makes a study on Leadership by considering traits or characteristics of the Leader both physically and mentally. Leader's Characteristic Theory is the contribution meaning of psychologists and researchers who make a systematic study in order to study characteristic of a Leader or wherein the Leader uses it as factor for creating power and influence the minds of the followers or subordinates to practise according to what the Leader wants.

In searching for Leader's Characteristics, the researcher has used two methods (Mayuri Rangsombatsiri 1987:13) (1) comparing the traits or characteristics of a leader with traits of person who is not a Leader, and (2) compare traits of a leader who is efficient with the traits of leader who is not inefficient. Majority of studies
use the method in order to search for characteristic of a Leader who has Universal Trait which is capable of indicating a leader in general. Goulner (1961:23) has concluded that any past study has not a single evidence which can be trustworthy in regard to what we call 'Universal Trait' similar to Vroom (1976 : 1527) who commented that a study in order to search for trait of a leader is not successful because one cannot indicate any trait which will create difference between leader or administrator and the followers or subordinates distinctively and precisely. Wherein Reddin (1970 : 204) has concluded that the study guide on leadership by searching for traits of a leader has its weak point at the incapability to find the best trait which can be brought up for use to suit every situation.

As regards the study on second type, there are very few studies. The results of studies meet with failure because it also cannot indicate the trait of leader who meets with success. The study in the above mentioned area suggested that efficient leadership does not depend on specific characteristics, but it is upto the capability in administering the work as well as depending upon trait of the leadership who is adjustable to the confronting situation.

Therefore, it can be summarized that only the characteristic of leaders cannot indicate sufficient leadership and cannot forecast or analyse leadership status in full. Characteristics and status of leader is different according to natural situation of the group as well as the requirement of the group, as an important component which has an impact on the status of leadership.

2.1.2.2 LEADERSHIP BEHAVIOUR THEORY

Leadership Behaviour Theory is considered a wellknown
leadership theory. To study behaviour of such leader, the researchers normally will implement on two patterns, as follows: Pattern (1) Leadership Functions, Pattern (2) Leadership Styles.

Pattern 1. Study on Leadership Behaviour by studying Leadership Functions: This method emphasizes on studying the functions which the leader practises within the group, believing that the group will work efficiently if there is a person to perform two important duties. The first duty is task-related duties or duties in remedying problems. The second duty is group maintenance or social duty. The task-related duties give a guideline in remedying problems, supplying data, giving suggestions, etc. As regards group maintenance duty, the group may help the group's performance, by remedying conflicts. One member in the group who can best perform these duties will be the leader of the group.

Pattern 2. Study on Leadership Behaviour by studying Leadership Styles. This method aims at studying styles of a leader used in managing the subordinates. Mostly, the researcher will classify pattern of leaders into task-oriented style and employee-oriented style. Task-oriented leaders usually instruct, point out and explain closely, by emphasizing on the success of job more than developing progressiveness to the subordinates while employee-oriented style will motivate his subordinates to work rather than controlling them. He will try to let his subordinates participate in decision making. He will create faith and good relations between members of the group.

One of the guidelines in studying Leadership Behaviour suggests that situation is the creator of leader. Factor in situation
which specifies leadership according to Hoy and Miskel (1991:255)

1. Quality of organizational structure, i.e. size of organization, level of command in the organization, organizational formalities.

2. Atmosphere of the organization, i.e. open-wide atmosphere, co-operative atmosphere, atmosphere of group, etc.

3. Characteristics of the role, i.e. power according to position, type to responsibility, difficulty and easiness of responsibility, criteria of work, etc.

4. Characteristics of subordinates, i.e. knowledge or qualification, experience, perseverance towards the complex problem, authority, responsibility, etc.

In studying situation of the leader by studying behaviour of such leader, as has been mentioned, there are two types of study, i.e. study about Leadership Functions and Leadership Style.

Cartwright and Sender (1953 : 549) have concluded important functions in two aspects, i.e. Goal achievement and Group maintenance.

Etzioni (1961 : 91) has concluded the important functions of leader i.e. Mobilizing overall resources to complete the work and Improving the society of members in the group.

In studying Leadership Behaviour by studying Leadership Styles, comparison is usually made as to which Leadership Behaviour is more effective. The pioneers in studying Leadership Styles are Lewin, Lippit and White (1936 : 271-299) have studied interaction process in the group between that of leader and follower and effectiveness of work. Leaders have been classified into 3 patterns, i.e. Autocratic pattern, Democratic pattern and Laissez-faire pattern.
Autocratic Leadership. This leader will regard his idea as important. He will use his authority in making decision by himself. He will know the facts alone and will not allow his subordinates to participate in making decision as well as aiming at his own benefit as an important point.

Laissez-faire is the leader who will allow his subordinates to take their own time in completing their work as they want. The administrator will not use his authority to decide. He has no initiation and will not consider how the subordinates' performance will affect the organization.

Democratic Leadership. This leader does not like to make decision alone. At the same time, he will not let his subordinates work in a laissez-faire manner. On the contrary this type of leader will give opportunity to his subordinates to participate in making decision in the performance of the organization or working unit.

Research study on Leadership Behaviour theory of other persons :-
1) Theory X and Theory Y of Douglas McGregor.
2) Grid cell Theory of Blake and Mouton.
3) 2-D Leadership Theory.
4) 3-D of Reddin.
5) Path-target theory of House and others.

1) Theory X and Theory Y of Douglas McGregor.

Douglas McGregor has given a guideline on Leadership theory, called Theory X' and Theory Y'.

Assumption of Theory X is as follows (Mc Gregor, 1960).

1. Most people do not like to work and they are trying to avoid it when there is a chance.
2. Because human beings are like this, therefore, they have to be forced, controlled, instructed, threatened or punished in order that human beings would try to finish their work according to the organization's objective.

3. Mostly people like to work according to instructions. They wish to avoid responsibility. They have little ambition. They want security more than other things.

Assumption according to Theory X was followed in administration in the old days or what is called 'Scientific management. Leader according to theory uses his authority to force, lays his own plan, likes to command because he thinks that his subordinates are lazy and lack responsibility. In order to finish the work, he has to give instruction and issues various regulations. The leader normally gives service in making the subordinate feel secured.

Assumption according to Theory Y is as follows (Mc Gregor, 1960) :- 1. Physical and mental effort used in the work is compared to playing or resting.

2. External control and a threat to punish is not the only method which will make people work to attain objective of the organization. Human beings are trying to be self-direction, self-control in order to work to attain objective in the work under responsibility.

3. When a person ties himself with the work of the organization, it is up to the reward or remuneration which is relevant to the success of the organization.

4. Under suitable condition, most people will learn, not only accepting the responsibility but he also seeks for responsibility.

5. Good quality, such as, have imagination, have intellectual and fast, have capability in remedying various problems of the
organization. These qualities distribute in individual person.

6. Under living condition in new era of industrial system, intellectual of human beings is not yet utilized in full.

Leader according to theory Y the leader realizes that his subordinate is responsible. This type of leader tries to encourage and accelerate integration between his own objective and the objective of the Working Unit. This type of leader will, at least, consider about at least four aspects or variables in being a leader, i.e.

1. Trait/characteristics of Leader.
2. Attitude, requirement and personal trait of subordinates.
3. Nature of organization.
4. Socio-economic and political conditions.

In order to assist understanding of the theory of McGregor, comparison is made of the Leader according to theory X and theory Y. The leader has following benefits about subordinate, as follows:

**Theory X**

1. Human beings are usually lazy.
2. Human beings will avoid work.
3. Human beings want to be controlled and want to receive instructions.
4. External regulations ought to be used.
5. Human beings avoid responsibility.
6. Human beings have no initiation and are unwise.

**Theory Y**

1. Human beings are diligent.
2. Working has the same nature.
3. Human beings stimulate themselves to work.
4. Human beings have their own regulations.
5. Human beings seek responsibility.
6. Human beings have initiation and has working capability.
2) Grid Cell Theory of Blake and Mouton.

Managerial grid improved by Blake and Mouton 1964 comprises of two dimensions, i.e.

1. Concern for People.
2. Concern for Production.

Concern for People. The leader uses this method in working with subordinates which comprises of relationship with people in order to attain target of the organization, and realization; and giving honour to the subordinates, arranging a good working environment as well as promoting good relationship amongst the people.

Concern for Production means what does the leader do to create production which comprises of attitude towards different things. i.e. quality of judgement, policy, performance process, initiative relevant to research, volume of outcome of work, quality of work, etc.

Both dimensions are independent from each other. Each dimension is divided into 9 grid cells from 1 to 9 wherein 1 means low; 5 means medium; and 9 means high. Therefore, Managerial grid of Blake and Mouton has 81 grid cells. Each grid cell represents one pattern of leadership. Managerial grid is as below figure (Blake and Mouton 1964:11)

Figure # 1 explains trait/characteristic of various types or executives and behaviour of each type of executive as follows:-

1. Impoverished Leader (1,1) is the leader who is not interested in both the people and the output of work. He administers the work inertly and inactively. He will be satisfied with the amount of work. He will perform his regular work without having an aim. He is the Leader who separates himself from other people in the organization. He
enthusiasts authority to other people and usually blames other people for the error. He acts as though he has the duty to bring documents from his superior to the subordinates. He is the leader who has least efficiency because he is unable to work in order to achieve the target.

2. Country Club (1,9) is the country-style leader who aims at having relationship with people as an important point. He tries to make
his colleagues have highest satisfaction, they may generate which enables minimal production. He tries to be friendly with people but does not actually aim at having much production. He tries to make his subordinate satisfied, at the same time tries to avoid conflicts as much as possible.

Upon facing conflicts, leader (1,9) will try to cover up or tries to fade away with that conflict. He tries to give in to other people that he follows other's opinion even though his idea is correct, because he does not want others to become dissatisfied. He tries to avoid causing conflicts. If it is necessary to remedy the conflict, he usually entrusts other people to remedy the problem, or if he has to remedy the conflict problem himself, he will try to soothe the emotion of other people. He will try to forget his requirement. He will try to be considerate to other's feelings.

3. Task-Oriented Leader (9,1) is the leader who is work-conscious and aims at finishing the work without being interested in other people's requirement. He only aims at effectiveness/efficiency of work without considering about humanity of his colleagues. He forces his subordinates. He will indicate to his subordinates as to what they should do and how to do it. He likes to use his authority, uses the rules and regulations and gives instructions. When facing with conflicts, leader (9.1) will use his authority to suppress the conflict by aiming at defeating and winning. In conflict situation, he usually orders his colleagues. As he himself has the power, therefore, his subordinate is a defeater. This type of administrator does not like working in a team because he is afraid that his subordinates/colleagues will group together and protest. He will
remedy the conflict in a method that he would win.

4. Team Leader (9,9) is the leader who emphasizes on persons and result of work. He works in a team or a group. His colleagues are satisfied in working and give co-operation. He is attached with the work and the organization and experts highly successful result. Every party is satisfied with the output of work.

When facing with contradiction, Team Leader (9.9) normally is not interested as who is the creator of conflict party, but he will try to see what is the problem of conflict. He will try to find out the cause of conflict will find the various data relevant to the conflict and will use process for remedying the problem in a systematic way. He will try to remedy the conflict in a reasonable way. This type of administrator sees that conflict cannot be avoided, but it is not always bad. He will try to make people participate in remedying the problem so that the organization can achieve its highest target.

5. Middle of the road Leader (5,5). This type of leader will give moderate intention about people and work. He will give importance to people and work in a medium level. His colleagues are quite satisfied with him while the work is moderately successful. He is the leader who tries to have status quo and does not wish to see a change.

Upon facing with contradiction, this type of leader (5,5) will not show that he is siding any party, so that everybody sees that he is justified and reasonable. He will use flexible method rather than confronting face to face. He will entrust other people to remedy the problem or let his subordinate to remedy the problem by themselves, may separate the conflict parties and tries to compromise.
3) Two-Dimensional Theory.

Although research on leaders may have been made widely, there are many famous researchers, i.e. Barnard, Davis, Simon, Fiedler, Mayo, Roethlisberger, Likert, Dickson, Blake, Gardner including Tavistock Institute of London. These researchers show interest in making research study on leadership and human relation in business and industry while another group, i.e. Hamphill, Thelen, Rogers and Canbtor were interested in leadership in classrooms; wherein Lewin, Merton, Deutsch, Chein, Festinger, Lippit and French took interest in change in society and community leadership.

However, it may be mentioned that study on leader or leadership which has been acclaimed widely was done under leadership of Carroll Shartle of Ohio State at the end of 1940-1950 into two independent components or two dimensions. The first dimension was Initiating Structure while the second dimension was Consideration.

The First dimension is relevant to planning and management of the organization, behaviour of administrator or Chief of Section. According to this dimension relationship is created between leader and group members who are colleagues, in order to create perfect and suitable organizational pattern, finding ways to contact and create understanding amongst persons in the working unit.

Second dimension, is relevant to maintaining relationship among colleagues, Leadership behaviour of Chief of Unit according to this dimension, includes showing friendliness, trust, respectability as well as warm relationship.

Result of such research was found that there are may patterns of Chief of leader. Certain type will let their subordinates work and expect success in work, while certain type aims at creating and
maintaining good relationship with subordinates as an important point. Another type aims both at achieving work and maintaining relationship between colleagues.

From the result of research in Ohio University, later a more precise method was proposed in the characteristics of a leader can be depicted by using a quadrants on an assumption set on 2 axies, i.e. Initiating Structure axie and Consideration axies as shown in figure # 2.

4) 3-D Leadership Behaviour Theory of Reddin.

3-D Theory of Reddin is based on basic suggestion that effectiveness of leader is dependent on interaction between leadership style and situation.

From 3-D Theory of Reddin, it will create Leadership Behaviour in 3-dimensions, i.e.

1. Initiation Structure means behaviour which aims at letting subordinates or followers understand in performing according to policy guideline, communication, co-ordination of work in order to let subordinates or followers be capable of performing work effectively and successfully according to the objectives set.

2. Consideration means Leadership Behaviour which shows friendliness and faith, trust and acquainted with subordinates or followers in order to create satisfaction in performing the work.

3. Leader effectiveness means Leadership Behaviour which aims at achieving target of work and makes the colleagues satisfied by adhering to situation as a main point. If the situation is suitable, Leadership Behaviour will be very effective. But if the situation is not suitable, Leadership Behaviour will have minimal effect.
FIGURE # 2 LEADER TYPE ACCORDING TO 2-D THEORY OF OHIO UNIVERSITY

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<td>Initiating Structure</td>
<td>低 Consideration</td>
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<tr>
<td>low Initiating Structure</td>
<td>high</td>
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2.1.2.3 SITUATION LEADERSHIP THEORY.

Important sense of this theory is the suggestion guideline which specifies that any leader who will show Leadership Situation or Leader Behaviour, have many factors and one factor which is the most important is the situation.

Situational Leadership Theorist or Leader behaviour relevant to situation (Anchalee Paibul 1987:11), i.e.

1) Case mentions that important components of Situational Leader are:
   - Personality of such leader himself.
   - Nature of the group and group members.
   - Incidence or problem which is confronting each other.

2) Don Hellriegel and Slowcum commented that component of Leadership or Leader behaviour are in 3 parts:
   - Situation.
   - Group of People.
   - Personal value of administrator.

3) Tannenbaum and Shmidt. have indicated that various factors which are influential to selection of leaders are in many aspects:
   - Pressure from superior administrators.
   - Pressure from subordinates.
   - Pressure from situation.

4) Varoom and Yetton. notices that the reason why the leader shows what type of leadership will be seen under one of the circumstances, by specifying from how much participation in making decision that subordinate has. Varoom and Yetton have jointly built Varoom-Yetton Model which has the same characteristic as that of
Leadership Style of Varoom and Yetton has been classified into 5 patterns, i.e. (1) The Leader decides by using his own data; (2) The Leader receives data from his subordinate before making decision by telling or not telling his subordinate about characteristics of the problem; (3) The Leader lets his subordinate to participate in remedying the problem case by case. By this way the leader will ask for advice before making decision; (4) The leader lets his subordinate to participate in remedying the problem in a group. He compiles suggestions before making decision; (5) The leader lets subordinate group to participate in remedying the problem by discussing and lets the group decide to select guideline for performing.

5) Likert mentioned that there are 4 systems of leader, i.e. System 1: Exploitive Authoritative; system 2: Benevolent Authoritative System 3: Consultative ; System 4: Participative Group.

6) Situation Leadership Theory of Hersey and Blanchard.

This Situation Leadership Theory tries to explain to make the leader understand relationship between efficient leader and maturity of follower. This theory based on belief that effectiveness of leader is dependent upon the suitable correspondence between Leader Behaviour and maturity of group or person. Therefore, emphasis is made on maturity of group or of follower as important variable of situation. The variable that joins the relationship between Leader Behaviour and effectiveness. The distinctive characteristics of Hersey and Blanchard are in 2 aspects:-

1. It can be used both with person or a group.

2. Since this theory explains about relationship with subordinates and colleagues, therefore, this theory may be used to create influence
towards behaviour of administrator, subordinates or colleagues.

**Leader Behaviour.** From the study on situation Leader at Ohio State University and from 3-D Theory of Reddin, it enables 2 types of behaviour, i.e. Task Behaviour and Relationship Behaviour. From these 2 behaviours, Hersey and Blanchard have created into 4 types of Leader, i.e. 1) Telling is behaviour which aims highly at task and low consideration.

2) Selling is behaviour which aims highly at task and high consideration.

3) Participating is behaviour which aims highly at consideration and lowly at task.

4) Delegating is behaviour which aims lowly at consideration and lowly at task.

Each type of leader will have effectiveness or not is dependent upon 4 types of Leader Behaviour, as follows:

![Diagram showing leadership of Hersey and Blanchard](image)

From Figure # 3 Task Behaviour is 'Directive Behaviour'. As for Relationship Behaviour, it is 'Supportive Behaviour'.

7) **Situational Leadership Theory** uses 'Maturity' as the only variable which is used for analyzing nature of situation. Maturity
herein means (Hersey and Blanchard : 151) :-

1. Capability to set high target but has the capability to practise.
2. Willingness and capability to be responsible.
3. Experience of a person or a group.

Therefore, it can be seen that 'Maturity' herein means readiness to perform business of the group which is 'Maturity' related with task.

A person who has high efficiency related to work, not only has knowledge capability experience and encouragement to work, but he also has self-confidence and self-respect, etc. On the contrary, if the person has "immaturity" related to work, he will have no capability, no encouragement and no knowledge in performing the work. At the same time, he has no psychological maturity (Hersey and Blanchard 1969:150-158). Situation according to this theory is the continuation between 'maturity' to 'immaturity' wherein situation can be classified into 4 types, i.e. M4, M3, M2 and M1 which is dependent on 'Maturity' level. 'Maturity' level herein means 'Maturity' level of people in the group or 'Maturity' level of group in total picture. Continuation of 'Maturity' is shown in the following figure :-

**FIGURE # 4 CONTINUATION BETWEEN MATURITY AND IMMATURITY**

<table>
<thead>
<tr>
<th>Set Possible Target</th>
<th>Set Impossible Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has Responsibility</td>
<td>Avoid Responsibility</td>
</tr>
<tr>
<td>Has Capability</td>
<td>Has no Capability</td>
</tr>
<tr>
<td>Self-Respect</td>
<td>Has no self-Respect</td>
</tr>
<tr>
<td>Has Self-Confidence</td>
<td>Has no self-Confidence</td>
</tr>
</tbody>
</table>

Maturity<--------------------------------------------->Immaturity

M4   M3   M2   M1
In considering about 'Maturity' level of the follower, the leader will have to consider 2 types of Maturity, i.e. 'Job maturity' and 'Psychological maturity' (Hersey and Blanchard 1969: 74).

'Job maturity' is to consider whether the follower has capability or not. Capability in performing work, Maturity in work can be explained as follows:

- M4 means has little capability.
- M3 means has some capability.
- M2 means has rather high capability.
- M1 means has highest capability.

'Psychological maturity' is to consider whether the follower is willing or not in performing the work. Willingness herein means confidence in working. Psychological maturity can be explained as follows:

- M1 means is not so willing.
- M2 means willing in certain times.
- M3 means often willing.
- M4 means regularly or always willing.

In the event that the follower has high Maturity level (M4), that is, has ability to work, has willing or has encouragement in working, the suitable leader style is Type 4 (S4) - Delegating style, which is behaviour which aims lowly at task and at the same time, aims lowly at relationship. The Leader delegates responsibility and decision as well as performance to the subordinates.

8) Situation Leadership Theory of Fiedler's Contingency Model.

Situational Leadership Theory or Contingency began since 1967. The first person who proposed Situationaol Theory in making a study relevant to 'Leadership' is Fiedler (1967). Situational Leadership
Theory is called 'Fiedler's contingency Model'. Principle, suggestion guideline and important sense of Situational Leadership Theory of Fiedler's Contingency Model is as follows:-

Principle: A study relevant to leaders in the early era whether it be study about characteristics of leader or study the behaviour of leader, it was not found that there is a specific characteristics or special behaviour of leader which has most efficiency in every situation study of study researcher in the next era was found that effectiveness of leader and many variables are atmosphere of the organization, value of leader, experience of leader, the administrator, subordinates, colleagues, etc. These variables have influence which enables the leader to adjust leader style to suit the existing situation. Therefore, the important principle of Fiedler's Contingency Model aims at studying attitude and encouragement of Chief which will behave towards subordinates will be different according to situation which appears and is capable of classifying into items clearly, as follows:-

1. Fiedler regards the principle that leadership style is specified by encouragement system of the leader.
2. Control of situation is dependent upon the atmosphere of structure group of work and power in the position.
3. Effectiveness of group is dependent on situation of leader style and control of situation.

Important sense.

Fiedler's contingency Model comprises of 2 important parts.

1) Leadership Style. Fiedler has indicate that Leadership Style means characteristics of encouragement of leader who works with the group which is different from Leader Behaviour which means
performance of leader who points out or co-ordinate work of members.

2) Situation. Situation is the second component of Situational Leadership Theory of Fiedler. It is believed that authority and influence of leader is the indicator as to how much the leader is capable of performing according to the plan, how much he can decide and work. Authority or influence and administration usually comes from the above mentioned situation which has 3 components.

2.1) Position Power means power which the organization delegated to the Leader in order to perform work until successful. The said power means to give good and bad award to the members in the group also.

2.2) Task Structure means the work to be performed has target, method and standard for performing work precisely. The structure of work comprises of 4 dimensions, i.e. preciseness of the target, number and method of use in the performance, specific quality of remedying the problem and ability in inspection. In making decision, if the work has a precise structure, has a precise business, has an acceptable remedy of the problem as well as having inspection of decision from time to time, members in the group will have preciseness in working and group leader will be able to control the direction of work of the group.

2.3) Leader Member Relation means the group members accept the leader which is dependent on 2 factors, that is, quality of relationship between the leader and his subordinates and level of unofficial power which the leader has. Therefore, the quality of relationship between leader and members are dependent upon the personality and behaviour of the leader.
2.2 ORGANIZATIONAL CLIMATE

2.2.1 MEANING OF "AN ORGANIZATION"

The meaning of an organization has been discussed by different authorities in different ways. In the human organization like school, we find the number of individuals working together towards a common goal. Each of these individuals brings to the work situation a different background differ in their demands on their job. These demands depends on an individual's physical needs and on the social needs. These socio-physical needs and the sentiments associated with them vary with their social conditioning as well as with the needs and sentiments of people closely associated with them, both inside and outside the organization.

Nipon Sasithorn (1977: 12) mentioned that an organization is a group of persons who get together and divide the duties suitably and create relationship in that duty until attaining success according to the guideline specified together called objective.

Somyos Naveekarn (1979: 187) has given the meaning of "an organization" in two aspects. The first aspect means an institute or a group according to duty, such as, private business working unit, a temple, a school, a hospital, a governmental working unit, etc. Second aspect means organizational process, guideline where work has been set in an orderly manner and allocated work amongst members of the organization to enable target of organization to meet with success efficiently.

Sumate Teoissaret (1982: 28) gave an opinion that "an organization" is unit of society or group of people who have the intention in grouping together in order to work until attaining objective.
Dictionary (Royal Institute Dictionary, 1982: 871) has given meaning that "an organization" is center of business which groups and function together as a unit.

When compiling meaning of the word "organization" from technologists and the above document, it can be summarized that "organization" means society units in various characteristics, which are private sector business working unit, temple, school, hospitals which prepare positions of work and relationship between the position in order to implement work and co-ordinate work in a systematic way to enable target of such social units to attain success efficiently.

Herbert Spencer (1904:13) point out: A social organization is like an individual organization in these essential traits; that it grows, that while growing it becomes more complex; its parts acquire in creasing mutual interdependence; that its life is immense in length compared with the lives of its component units;.......that in both cases there is increasing integration accompanied by increasing heterogeneity.

2.2.2 IMPORTANT CHARACTERISTICS OF THE ORGANIZATION

Aree Petchput (1986: 11-12) mentioned that an organization is a social system which is under law of society and psychological law. Behaviour of persons in the organization will have influence toward each other including influence of group toward a person. Organization will change throughout the time and every part of the organization must depend on one another and cannot remain separate. The thing which we consider is the heart of the organization originated from group of persons who have objective or mutual interest in performing activities in a systematic way in order to
attain target jointly and efficiently. At the same time, a person has independence to choose whether he will be in that organization or not. At the same time, the organization has the right to accept or not to accept a person. Therefore, both employer or employee or administrator and subordinate must aim at the same target of the organization. In uniting the energy of persons in the organization which there is creation of regulatory system, it will enable advancement and will attain target. In unity in the energy together, it will be dependent on characteristics of that organization. But in general, important characteristics of the organization will have many important senses.

Somyos Naveekarn (1979:167) has explained about important characteristics of organization in the process of preparing organization structure in practical method, that is, to give full description of work to be done to enable success according to the target of the organization. Dividing volume of work into various activities can be done by one person and specifying mechanism for co-ordinating work of members in the organization, to unite the work into one, wherein Etzioni (Sumate Deoixxarat (1982 :33) citing from Etzioni : 1964 :3) has mentioned similar to this that there are 3 important characteristics of organization:-

1) There is dividing job, dividing power and dividing responsibility in communicating between personnel in the organization. In dividing in the above aspect, it has been prepared intentionally with certain intention to attain success in the same objective.

2) There is one centre of power or many centres to co-ordinate work or control the work to implement according to objective, These centres of power will have to evaluate performance of the
organization in order to implement efficiently.

3) There is shuffle or transfer of personnels in the organization to suit the performance.

2.2.3 COMPOSITION OF AN ORGANIZATION

Kitima Preedeelilok (1981: 20-22) commented that "organization" in general, has four aspects of component, i.e.:

1). Purpose in establishing an organization can be arranged in any pattern, will depend on purpose of such organization. We may be able to consider the organization and various activities from the purpose or objective.

2). People is the most important component of every category of organization and since people are different out of its similarity, in arranging an organization it is necessary to study about people specifically when it concerns behaviour of people, social value, aim or benefit of each person as well as working as a group.

3). Process in performance means method of performing work in an organization to a successful one according to objective, i.e. categorize work and prepare groups of work, specify scope of work and power, duty, responsibility as well as creating atmosphere in relationship with work.

4). Place and other resources in performing work. Resources that are important for implementing work of every organization, i.e. money, things, equipment, environment, building etc.

2.2.4 CATEGORY OF AN ORGANIZATION

Sumate Teoissarate (1982:35-37) commented that an organization can be classified into many categories, but the popular ones are in two types, that is, primary and secondary organizations and formal and
informal organizations.

2.2.4.1 Primary And Secondary Organizations.

Primary Organization is the organization which members are families with one another. Every member has personal relationship contact between persons is unofficial. Getting together by members of this primary organization has no precise and clear objective. Members do not get together on account of objective as an important point, but they get together because of personal relationship, i.e. a family, etc.

Secondary Organization is the organization wherein relationship of members in the organization occurs due to the roles and duties specified in the organization. Relationship between members in the organization is not personal, getting together in the characteristics of secondary organization will emphasize on objective as an important point, objective in preparing secondary organization is set in order to respond to the requirement of members and persons outside the organization. Secondary organization are governmental working units, Companies, schools, clubs, political parties, etc.

2.2.4.2 Formal And Informal Organizations

Formal Organization is the organization that specifies the structure with criteria or in principle order. Members who gather together will have to behave themselves according to specified pattern. Therefore, characteristics of relationship of members in this organization will be in accordance with the specified regulation. Important characteristics of formal organization will be as follows:-

1. Relationship of members in the organization will be in an orderly manner and according to specified criteria, although in
Practice, it will be contradictory to personal relationship.

2. Implementation of work by members will be according to power and duty specified clearly. Contact between members will be official.

3. Recruitment, establishing a post, promotion and transfer of members will be in accordance with the criteria set.

4. Controlling and commanding will be in accordance with specified grade or hierarchy or according to organizational structure.

5. Divide work in a systematic way with precise proportion.

In the present time, preparing political organization, administering education, administering business and various social services are arrangements in formal organization.

Informal organization means grouping together of people's groups voluntarily without precise regulation which uses as criteria for members to participate together. Joining together comprise of sub-groups wherein each group has value and norm in behaviour which is specific in each one's group. This informal organization will usually be found informal organization. General characteristics of informal organization can be summarized as follows:-

1. Getting together by members depends on one's own satisfaction.

2. It is an organization which has no definite regulation.

3. Characteristics of implementation of work which is responsibility occurs from personal relationship and is voluntarily done.

4. Communicating within the organization is not formal.

5. Although there is no commanding order which can be clearly, but there is a leader.
6. Relationship between members is emphasized on a person, not the post.

7. There is no plan for advanced planning.

2.2.5 ORGANIZATIONAL THEORY

Uthai Hirunyato (1977: 23) explained about preparing administrative organization that it is to allocate manpower for performing work to succeed according to specified objective, by dividing suitable duties and responsibilities. In the present time, there are many organizations prepared for administering the work. The more the society is progressive, the more there are organizations set, because administering in the pattern of an organization is efficient. It is capable of administering big business better than performing work by only 2-3 persons in a big and complicated organization. It is not sufficient for the administrators to use knowledge and experience from work alone, they must also have suggestion guideline for performing work in the organization, must have roles and relationship with other organizations including environment of society outside the organization too, so that they will see the direction of the organization. Organizational theory will give great benefit to administrators in improving performance of the organization to an efficient one and is able to understand profoundly about the characteristics and roles of their own organization.

Charoenpol Suwannachote (1976: 7) mentioned that theory means specification, assumption which has been received from method of logic, mathematics which causes criteria which was obtained from observation and experimentation and did not occur from a study wherein Nipon Sasithorn (Nipon Sasithorn, 1980: 5) has commented
similarly that theory means compilation of important characteristics in one matter or the other, which one believes is a fact or it should be from thinking or an observation and use it as a guideline or advice for practice. Therefore, it can be concluded that theory is the subject of experiment until we obtain precise fact that we can use it as a principle or theory for use as a guideline and criteria of leader which will be brought up for use.

Knezevich (1962) commented that theory not only can explain and forecast the events, but it is also an important principle for consideration which will enable us to verify in new things while Feber (1970) commented that theory is the indicator of practical guideline and at the same time, time, practice indicates guideline of theory. Without theory, practice can be successful only when opportunity supports, and Dewey (1968) also agrees that theory can be applied for real performance in every subject (Deoieres. 1979 : 22-23)

In order to use it as basic for performing duty by the administrator, organizational theory has, therefore, been classified into 3 groups (Wuttichai Chamnong, 1977) : 68), as follows:-

2.2.5.1). Classical Organization Theory.
2.2.5.2). Neo-Classical Organization Theory.
2.2.5.3). Modern Organization Theory.

2.2.5.1) Classical Organization Theory.

Uthai Hirunyato (1977 : 31-32) commented that important principle of this theory regard that organization is the result from thinking which uses principle of reasons. It is theory which concerns co-ordination of work of various units of the organization by using the correct authority wherein it regards that human is a mere
tool to bring the organization towards the aim, by believing that selection, training and teaching will enable a person to perform specific work as has been specified. This theory is similar to a law, that is, it begins with an assumption that administration of the organization relates with use of power. The person who takes up that position naturally has certain rights and duties specified by law and regulation in order to let the administrator realize that in administering the work to attain aim of the organization what rights and duties specified he should use.

Thought and suggestion guideline of a person which is classified as being in Classical Organization Theory belongs to Taylor, owner of suggestion guideline on scientific management; Fayol who established (the old) classical organizational Theory; and Weber who established Bureaucratic Theory after World War I. Result of work of these 3 persons are most welcomed rather than trying to point out ways to understand various problems. As regards performing work in an organization in the present time, (Deoisres. 1979: 23-24) suggestion guideline according to Classical Organization Theory of each person appears in full details, as follows:-

(1) **Administration according to scientific principle.**

Taylor has met with success in proposing method of administration according to scientific principle specifically from the book called 'The Principles of Scientific Management which has been improved from original Speech at ASME (The American Society of Mechanical Engineer) in 1930 and Taylor has been called Father of administration according to scientific principle (Sompong Kasemsin, 1980 : 27).
Taylor has given meaning of administering according to scientific principle wherein it was summarized by Charoenpol Suwannachote (1976: 132) that administration according to scientific principle is not a tool which will enable success or compile tools to enable success. Scientific management is not a new plan for increasing salaries to employees. It is not award-giving system. It is not work system which is divides into small pieces. It is not arranging system for remuneration. It is not method for calculating new price. It is not the subject to studying about time and human. Taylor has further commented that administration of work by using scientific principle can be successful and have highest efficiency has to depend on 3 important things, i.e.

1) Selection of capable personnel to suit the work to be performed,
2) Give training so that the personnel can work efficiently,
3) Find economic encouragement or incentive so that the personnels will feel encouraged to work.

From Taylor’s result of research study and writing, principles in administration in scientific pattern may be summarized as follows:-

1) Principle relevant to time consumed in performing work. Result of work obtained must be calculated from time spent and standard time specified.

2) Principle relevant to wages. Wages which the employee get must be proportionate with production which he produces while the wages must be specified from standard criteria set.

3) Principle in dividing duties in planning, to separate from performance. Planning should be duty and responsibility of
administrative section.

4) Principle of working by scientific method. Administrative section ought to be responsible in finding various methods for use in performing work. Search for best method through scientific principle and training employees to have knowledge and capability suitable to the work to be performed.

5) Principle for administration and control. Administrator ought to receive training and be advised to apply scientific principle in administering and controlling, such as, administer by accepting some exceptions or by comparing it with reliable standard, etc.

6) Principle of administration according to duty. Strict regulation from military pattern ought to be used including preparing structure of working units or else pattern for promoting co-ordination between experts, should be used.

Kamol and party (Kamol Asulpan and party, 1979 : 23) mentioned about three important basic methods for administering work according to scientific principle, as follows:-

1) Interested in work of each person as to what method he is using to get most work done by spending as little time as possible.

2) Search for principle in working which are recruiting personnels, study and develop personnels and friendly co-operation between chief and employees by using scientific principle.

3) Interested in applying scientific technique with human which, in the future, human will not be interested in being forced to work. Therefore, they have to think about remuneration which will encourage them to feel like working, or in other works, aim at giving remuneration as economic award.
Boonthan Dokthaisong (Boonthan Dokthaisong, 1980:287 - 288) mentioned about Taylor that Taylor has compiled four aspects of administrative principles according to scientific principles, as follows:-

1) Develop scientific method in each working Unit to replace method of pointing finger like in the old days.

2) Select, train, teach and develop employees according to scientific method wherein in this subject, Charoenpol Suwannachote (Charoenpol Suwannachote, 1976: 134) mentioned that in selecting personnels for promotion of administrative system according to scientific principle, system will not be taken into consideration absolutely, but the thing to be adhered to is ability of each person which shows out in performing work.

3) The administrator will have to co-operate with employees heartily in order to use as guarantee that all the work performed has been done in accordance with scientific principle which has been developed.

4) The administrator and employees have equal responsibility. The administrator must take over all suitable work for performing more than employees, because in the past, all work and responsibilities were done by employees.

Emerson has applied administrative method according to scientific pattern for improving railway business wherein it appeared that there was good result. Famous document and text of emerson called "Efficiency as a Basis for Operation and Wage" was print in 1913. As for a book on 12 aspects in eperforming work to an efficient one it has been prised and much talked about (Sompong Kasemsin, 1980 : 222-223). The above principles are :-
1) Try to understand and set suggestion guideline until it becomes clear.

2) Use general common principle in considering feasibility of work.

3) Discussion and advice have to be complete and correct.

4) Maintain regulation in performing work.

5) Perform work with justice.

6) The work must be presentable or trusted, fast, has capability and has evidence.

7) The job should have characteristics of notifying about implementation of work throughoutly.

8) The work finishes on time.

9) Result of work must be recognized in standard.

10) Implementation of work can be regarded as standardized.

11) Specify standard which can be used as a tool in teaching work.

12) Give reward to good performance.

(2) Old Organizational Theory

In preparing an organization according to the old theory which is wellknown is theory obtained from administrative analysis of Fayol and it may mean administrative principle. This is because preparing an organization (Veranat Manakit, 1976:124).

Fayol has used experience in administering books relating to administrative principle which is accepted that this principle is theory of administration wherein Tongchai Santiwong (1980:39 - 43) has mentioned about the important sense/content relevent to administrative principle which Fayol has concluded as follows:-

1) Relevant to duty in administration.

1.1) To plan means study about future and prepare
performance plan.

1.2) To organize means to implement both in materials and in personnels who are in such business. In organizing, the personnels have to take action by using materials/equipment.

1.3) To command means let the colleagues do their work.

1.4) To coordinate means to get together and let one work relate with other work in every activity in the organization.

1.5) To control means we see the behaviour which occurs in organization which performs according to the regulation set and specified, according to what the group has agreed.

2) The administrator must have quality together with physical and mental capability, studying about new knowledge, must apply technique in performing work as well as various experiences.

Fayol has classified that qualification in applying technique in performing work is the most important in ordinary employees, but for higher level, ability in administering the work will increase its importance accordingly and is most important at top level administration.

3) Administrative principle.

Fayol has set general principles for use as guideline for performing work by administrators into 14 aspects, as follows:-

3.1) Authority and Responsibility.

In the present time, it is based on the principle that authority ought to be equal with responsibility, that is, when a person is entrusted with a piece of work, such person ought to be given sufficient authority to perform work until successful.

3.2) Unity of Command means in performing any piece of work, the employee ought to receive instruction from one superior only. This is in order not to be complicated in the instruction. By
performing according to this instruction, it will help to get rid of conflict between working unit and personnels in the organization.

3.3) Unity of Direction. Activity of the same target group ought to implement towards the same direction which corresponds with one another and is accordance with the same plan.

3.4) Scalar Chain. This scalar chain is commanding order from the top to the bottom level which will enable single commander. At the same time, it will help in causing an orderly manner in relaying data information between one another.

3.5) Division of work means dividing work for performing according to one's skill.

3.6) Discipline. It is regarded that discipline in performing work occurs from performing according to agreement in working. This aims at obeying and performing duty intentionally.

Foyol is of opinion that there are ways to maintain discipline, which are:-

3.6.1) There must be a good commander at every level of administration.

3.6.2) Various agreements must be precise and most justified.

3.6.3) Punishment must be done most carefully.

3.7) Subordination of Individual to the General Interest. This principle specifies that total group is more important than sub-group.

3.8) Remuneration. In giving or paying remuneration, it ought to be justified and gives most satisfaction to both employee and employer.

3.9) Centralization of power is in order to always be able to control various parts of the organization and to decentralize
power, much or little, individual can choose to do it by considering about total benefit as much as they can.

3.10) Order. This principle is basic principle used for arranging things and persons in preparing an organization. In preparing personnels to work in an organization, the administrator must specify characteristics in the organization chart so that employees would work together in an orderly manner.

3.11) Equity. The administrator must adhere to kindness and justice as principle for practice towards subordinates in order to get royalty in return and devote himself to work.

3.12) Stability of Tenure. Both the administrator and employees each have to spend sometime to learn the work until they can perform work well. But if he is asked to resign form or resign from work every now and then, it will be a waste and is the result of inefficient work.

3.13) Initiative Idea. Wise people usually want to receive satisfaction from doing things by themselves. Fayol emphasized that commander or superior ought to give opportunity to their subordinates to use their own initiative ideas. If everybody helps to initiate, it will be important energy which will make the organization stronger. Work plans and suggestion guidelines will help employee to show initiative ideas.

3.14) Esprit de Corp. It emphasizes on necessity what people have to work with unity in a group and it indicates about importance in communicating in order to obtain good working groups. It also helps the principle of having one commander.

(3) Theory of Governmental System.

Weber, German sociologist and political scientist is the person who sets various principles and theories in the aspect of
human beings and believes that various human behaviours are the original of change of social system (Charoenpol Suwannachote, 1976: 28). Weber has used suggestion guideline on dynamics wherein Compt had suggested it as original study analysis relevant to development and change of society. He indicated that the important joint factor in changing society of Western world is one of the values, that is, having reason.

Important example of this suggestion guideline is characteristics of the organization, system in governmental administration which is organization which has full reason and Weber has used such example in analyzing society (Wutthichai Chamnog, 1977: 33) by classifying society into 3 main characteristics, that is (1) Traditional System; (2) Autocratic System; (3) Democratic System.

Weber has also mentioned about important component of democratic system, which are:-

1) Hierachy. Administration will have to comprise of steps of work.

2) Functional Specialization. The administrator will have to recruit personnels according to capability of such persons.

3) Policy Organization. Policy is dependent upon group of people in such society or organization who express opinion jointly that policy has to be like that. At the same time objective has to be laid together and agreed together.

4) Modified Apparatus. Performers of work in the organization or institution will have to perform work according to criteria or regulation specified through approval of the whole group. If there is some change or alteration to be made, they may so so through reasonable request, but not the use of force.

5) Personality in administrative system means
allocation or distribution of work according to duties which suits knowledge, capability and experience of each person (Charoenpol Suwannachote, 1976 : 28-34)

Weber has given characteristics of governmental administration in 5 aspects as follows:-

1) It is to prepare administrative system by using criteria, regulation, with precise policy, with regular working system and performing according to law.

2) There is working performance according to grades, which means, there must be high level of superiors from top to bottom. In administering the work, one must administer and train the work. The high level of administrator must train lower level personnels accordingly.

3) Administration of work is dependent upon direction of performance according to document as an important point, which is regarded as administering in planning system.

4) Administering work has to consider administering and performing work according to the time. This in dependent upon agreement of society and of a group or criteria set and in administering, it is necessary to keep giving training to staff in order to increase knowledge and skill in working to the staff in such working unit.

5) Administration originates from stability and preparing policy of general work which makes other people understand clearly and most correctly until we can adhere to it as pattern.

2.2.5.2. Neo-classical Organization Theory.

This theory is still interested in the structure of organization according to pattern of reason, but what is different from the existing thing is trying to study as to how to do to
attain principle objective value and secondary objective of the organization which has real value in practice. That is give importance about human more increasingly. Study the organization by regarding that human is the most important and accept that there are still other factors other than requiring remuneration of an object. This theory is also called Human Relation Theory. (Uthai Hirunyato, 1977): 34-37)

Davis (1957: 74) mentioned that human relationship is method which causes objective and mutual incentive amongst people and helps the people to desire to work together to a beneficial one. Human relationship is together these people together to perform work in an efficient way. Flippo has given meaning of human relation in administrative aspect that it is group people together for work in characteristics of aiming to create co-operation and co-ordination as well as initiative idea in order to attain target (Sathien Leung-aram 1980): 2). From meaning mentioned above, it may be summarized that human relation is in the same level or different level feel jointly in being group of people.

Aroon Raktham mentioned that administrator or chief of work although they are knowledgeable or have capability in various aspects, if they lack understanding in a person by using principle in relationship, it is sure that they are unable to administer the work of an organization or working unit to carry on, because for administrative work, the administrator will have to contact staffs in many sections. (Charoen Wairawatjanakul, 1980 : 112)

In addition, Davis (1957 :1) mentioned that the reason why group of people contact and have relationship with one another is for the important target of 3 aspects of human relation (Davis, 1957:1), which are :- (1) In order that human world cooperate (2) In order
that human would work (3) In order that human would receive satisfaction from work.

Sompong Kasemsin (Sompong Kasemsin, 1980: 32) mentioned that administration according to human relation guideline aims at considering about a person in moving, changing characteristics, that is it is dynamics instead of considering in the characteristics of a more physical component of the organization. It has also emphasized about the importance of a person greatly, that some people have called this study guideline as "Man Without Organization". In this human relation, those two persons who have important result of work are Mayo and Follet wherein Mayo and others have concluded result of experimental study in management according to human relation guideline (Etzioni, 1964: 32), as follows:

1. Employees are not economic asset which can be practised similarly to other physical factor, but employees are living thing with mind and morale which is considered important in working.

2. Volume of work is not dependent on physical condition alone, but it is dependent on social capability also.

3. Mental reward has result in encouragement in work and gives happiness in performing work more than reward in economic asset.

4. Dividing work according to specific characteristics does not mean that there will always be authority and highest efficiency in dividing work.

5. Employee will have no response towards management in social norm, or any personal reward. But it is to respond in the characteristics as part of the group.

As for suggestion guideline of Follet, Owins was of opinion that follet has suggestion guideline differently from others in emphasizing in characteristics of psychology and sociology of
administering the work by briefing principle in preparing the organization into 4 items and this principle is called "co-ordination", as follows:

1) Co-ordination which has direct control from relevant responsible person, that is, for relationship between sections, control will be horizontal. As for chief of working unit, relationship will be in vertical line

2) Co-ordination at primary stage, direct contact will begin while policy is being laid, and not after policy is finished, otherwise subordinates will have to follow the practice on everything.

3) Co-ordination. While the component in the whole situation has relationship with one another, it means each person not only adjusts himself to others, but he has to be under other's influence, and is under influence between one another as well as being under influence of working unit in the same organization.

4) Co-ordination of work which is continuous process means interest has to be taken into new machineries, information method and new knowledge for use as base in improving office and officer (Owens, 1976 : 297).

2.2.5.3 Modern Organizational Theory

Boonthan Dokthaisong (Boonthan Dokthoisong, 1980 : 320-327) explained about Modern Organizational Theory that it is suggestion guideline which emphasized on systems analysis of organizations. This modern organizational theory has considered about general causes in the organization that it has important part in adjusting or changing itself to suit the environment. The organization and environment relate with one another. Characteristics of Modern Organizational Theory in the opinion of the system comprises of 5
aspects of important basic, i.e. input, process, output, feedback and environment wherein, in general, systems analysis of organization comprises of various systems which is both logical, physical and behavioural, In addition, suggestion guideline relevant to control of structure, target and system process and various communication tools has importance to organizational theory and it is suggestion guideline of general systems analysis. Modern Organizational Theory has the following components:

1. Dynamic process which is relevant with one another in the organizational structure wherein modern dynamic theory does not do the duty of project of organization, but has made an addition by emphasizing process which has occurred in every pattern of organization.

2. Multi Level & Multidimensional, such as, a school may mention that it is both macro and micro or it is within the scope of internal industry and it is macro when it does not relate with external environment. Because this modern organizational theory analysis from one level to another level, by taking interest and giving importance of each party, but it does not forget the importance of the total organization and, in addition, it accepts that organization has participated in every dimension of every level. In addition, modern organization accepts the problems and other impacts, i.e. type 'a' wants to attain the target set. But sometimes, it does not receive the result as has been entrusted. Modern organization accepts the above mentioned characteristics which is not similar to Traditional Theory which specifically emphasizes that it has to receive the set target. At least modern theory accepts such impact by giving opportunity to find ways to remedy, accordingly.

3. Multimotivated. Modern organizational theory accepts that
incentive occurs from many aspects, because each person hopes to receive the required target. But this theory does not aim at compiling all the targets into one target, such as, Traditional Theory which emphasizes on profit only.

4. Probabilistic. Traditional Theory mentions about principle of administration that it is a precise thing, because principle of administration will help to develop performance in an organization. But on the contrary, has mentioned about probability that it may or, in general, has mentioned about probability that it may or, in general, because modern theory accepts that there are many variables which have become relevant with assumption toward the word which the principle refers that it is certain.

5. Multidisciplinary. Modern theory of organization and administration comprise of multidisciplinary which brought suggestion guideline and techniques of many branches of knowledge, i.e. sociology, administrative theory, psychology, economics, and subject on research and other branches, because modern theory had brought synthesis of each part from various subjects for developing into general theory of organizational administration.

6. Many branches of variables. This modern theory has an assumption that the cause of many events that have happened have many variables, both within the organization and outside the organization which is the opposite with old theories which emphasized the events that have happened that there was only one cause. Moreover, modern theory still accept the cause which may happen from impact, i.e. it occurs from feedback data, for example: if causes A, B and C are the causes of X to occur, causes of a may cause a feedback of data, wherein there will be a change in a, b and c and at the same time, modern theory still accepts a, b and c that it relates with one another.
7. Adaptive. The most important characteristics of modern theory is there is an attitude toward the organization that it is adjustment system, that is, adjust oneself toward changing conditions which has occurred according to environmental condition, specifically, organization and environment have the part to relate with one another.

From the study of Deoisares (Deoisares, 1979: 35-43), it was found that the article which shows expertise relevant to preparation of organizational pattern and administration which Barnard had written in the book called "The Functions of the Executive which had been printed for the first time in 1938, wherein Barnard had showed out about the important understanding relevant to various matters according to modern organizational theory which is the duty of administrator, as follows:--

a) Satisfaction which each person receive from the organization.

b) Suggestion guideline relevant to efficacy and efficiency.

c) Importance of tele-communication.

d) Relationship between formal organization and informal organization.

Satisfaction which individual has received from the organization, Barnard emphasized that in showing off by the organization, it is dependent upon maintenance of balance between giving support and satisfaction of colleagues in the organization. Satisfaction which individual person receives, it is an exchange with support of administrator of organization which may be regarded as an incentive or encouragement and drive in economic aspect. It is very important as a secondary level wherein there is nothing which could replace. Such encouragement or incentive comprises of :-
a. Incentive material, i.e. money.

b. It is personal feeling, i.e. opportunity to be famous, rank, power.

c. Desirable working condition.

d. Benefit according to ideal, i.e. proudness of skill, satisfaction in capability, royalty.

In addition, another 4 items on general incentive were mentioned:-

a. Has esprit de corp as he can get along well with colleagues.

b. Adjust working condition to suit habit and attitude.

c. There is opportunity for the feeling that he receives more co-operation from various events.

d. Opportunity of friendship, satisfactory relationship in society, supporting one another relevant to personal attitude.

Suggestion guideline relevant to efficacy and efficiency. Second important article written by Barnard is indicating distinct difference between efficacy and efficiency. Efficacy emphasizes on system relevant to success in co-operation and target of the organization relevant to satisfactory feeling which individual person obtains from being a member of the organization.

Importance of telecommunication. Barnard mentioned about the role of telecommunication in making the organization be system of co-operation wherein this system of co-operation means doing the total work or certain portion which occurs from co-operation of group of persons that has linkage system into one. People have joint aim,
and is willing to support performance of the organization. People naturally are in the position to give more co-operation, if they are able to contact with one another, apart from emphasizing on importance of informal organization which they have towards process of telecommunication.

Barnard still adhered to principles in the following patterns:-

a. Line of communication will have to be clear.

b. The person who has authority will have to have certain communication line and notify officially to every member of the organization.

c. Communication line must be straight and shortest possible.

d. Communication line ought to be used completely.

e. Personnels who work as centre of communication are office officials. Chief of Working Unit must have high capability.

f. Communication line must not be interrupted while the organization is performing the work.

g. Total contact and communication must be fully trusted.

Relationship between formal organization and informal organization. Barnard tried to point out the difference between formal grouping and informal grouping wherein he had explained that formal grouping is system which human is trying to co-ordinate work by having an aim as a principle, and always unite together into one. Each one is able to communicate willingly and give support throughout the time, in order to maintain efficacy and efficiency of the group.
Barnard pointed out that there must be informal organization within the formal organization wherein they cannot be separated and he also mentioned that informal organization is the organization that has no structure, therefore, it has no definite working units under it. It looks like majority of organizations has no pattern or is informal and they are different in stability. The reason why organization has different stability is due to external component which is topographical condition where people have close contact with one another or else the aim is to let people contact with one another so that the people would feel conscious in meeting with success together.

Tin Pratchayapruet (Tin Pratchayapruet, 1984 : 73-77) has mentioned about 11 theories of organizational theory, as follows:

1. Theory before "Scientific" theory organization - Sain Simon and Russo.

This theory has an assumption with organization and human that chaos in Europe in 17-20th Century was due to the fact that the society emphasized on the importance of the organization without considering about the community. Those who are in the organization oppress and take advantage of one another because they lack consciousness about the community which emphasized on unity and having esprit de corp. Therefore, target of theory is trying to co-ordinate benefit between necessity of having an organization to respond to the requirement of industrial inspiration and the necessity to have "community" within the organization in order that the society would be peaceful and stable.

This theory has an assumption relevant to organization and human that success of work is dependent on developing human and working according to "Scientific" pattern, as well as sharing the work between management section and employee. Therefore, target of theory believes that mental revolution in order to search for one best method which will bring efficiency and economize in performing work and the best method of working can be used with every category of organization and it will enable both the management section and employees to become progressive forever, because the employees get high wages and management section have least expenses.

3. **Classic theory (organization architect) of Fovel, Gulik, and Moonnav.**

This theory has an assumption relevant to the organization and human that success of work is dependent on performance of management section, specifically, preparing organization of management section, therefore, target of theory has to emphasize on efficiency, efficacy, economy (saving up) and faithfulness.

4. **Classic theory (organization architect) of Weber.**

This theory has an assumption that organization which has governmental system is the best organization, because it is efficient, has efficacy and is the most economical. Therefore, target of theory believes that efficiency, efficacy, economical aspect must be in accordance with the law in performing governmental work.

5. **Modern classic theory of Simon, March and Simon.**

This theory has an assumption that decision in the organization is the result from reason in limited circle of administrator, the fact, time, authority in commanding, sending message
and conflict in the organization. In studying these subjects, we have to use guideline in obvious/clear study. Therefore, decision of administrator in the circle of constraint in resource to apply for use in making the best decision is the thing which the administrator must analyse.


This theory has an assumption that (1) behaviour or the phenomena of human (external appearance of human) and external appearance of group in the organization is the result of variable in psychological aspect; (2) preparing organizational pattern by depending on personal relationship in order to unite; (3) requirement of members of the organization is not necessary to always have conflict with objective of the organization; (4) If the organization applied the practical method of human relationship for use, output or efficiency in working will be higher. Therefore, this theory believes that harmonious relations between objective of people and group will bring higher output or efficiency in performing work.

7. Humanism theory (human resource) of Arr., Jiris, Maslow, Yangkelovich, Alderfer, etc.

This theory has an assumption that the reason that human will perform work in an efficient manner, with efficacy and be economical, is not due to remuneration in cash or being praised alone, but it is dependent on valuable, interested piece of work. Value of human is one of the important sources, therefore, this theory believes that valuable and honourable work will help to increase pride of employees.

This theory has an assumption the organization is one of the political working units in administrative system or it may be said that government officials and governmental working unit not only apply the policy set by politicians for use only, but they have a role in specifying policy and making decision, decide the conflict when bringing policy for practice. Therefore, this theory believes that compromise in sharing resource in administration which is limited by co-ordinating the benefit with various groups, negotiating and bargaining in politics between the organization and survival of the organization, is to be done.


This theory believes that survival of the organization can be done by remedying problem of administration which tries to create balance between structure, technology, aim of project and tries to improve those things to correspond with environment by having an assumption that the passage towards success does not have one way.


This theory has an assumption that public policy is the result from response reaction between political system. Administration of an organization and environment, request and support of a person or a group which is informal system will be feeded in, so that the system would screen it into public policy. Therefore, this theory believes that the organization, in the status of a system, will survive and have efficacy in performing the work.
11. Sub-system Theory of Griffith, Freeman, Fritzler and Warnslev and Sarld.

This theory has an assumption that sub-system policy is the result of fight or strive for superiority or a compromise between those who are interested or lose or gain with such sub-policies by having the working unit in the centre. This theory believes that a person, a group or governmental working unit and benefit group have equal opportunity to scramble power or compromise and allocate limited resource in governmental circle.

2.2.6 ORGANIZATIONAL CLIMATE

(1) Meaning and Indicator of Organizational Climate.

Wherever a human may be must have feeling about things surrounding him, both natural environment and environment occurred from social condition, wherein this feeling which happened is called 'climate'. This feeling when happened in a working unit of an organization, it is climate of working unit or organization. Somyos Naveekarn (1974: 301-304) has mentioned about factor which has influence or is the indicator on climate of organization, as follows:-

1.1) Condition on economic aspect. When economic condition is good, projects which are more risky may be accepted and feeling on general stability will happen with members of the organization.

1.2) Pattern of leadership. Attitude and method of administrator which is used with subordinates will cause an impact to climate of the organization, specifically, pattern of leadership of high ranking administrator of the organization will be very important, because pattern of leadership of high ranking administrator will be
followed by secondary administrators who understand that it is correct
guideline for practice.

1.3) **Policy** Policy of an organization, either it be in written form or in meaning, will create impressive feeling and
acknowledgement relevant to the organization, i.e. organization which
has policy in promoting personnel inside the organization will have
climate of competition more than organization which recruits a person
from outside for a high ranking post.

1.4) **Value** Value of administrator of the
organization will cause an impact toward atmosphere of the
organization greatly. Organization which has high value relevant to
welfare of the staffs will usually give pension, medical allowance
and other special benefits higher than the average. The above
organization will create a warm atmosphere, friendship more than the
organization which has high value in profit, instead of being
satisfaction of staff.

1.5) **Structure of the organization.** The organization
which prepares sections according to duties and ranking order of
administrator by using precise name and position, may cause inefficient
atmosphere of give more importance to regulation and performance
method as specified in the manual. On the contrary, an organization
which hardly adheres to organizational structure will have an
efficient atmosphere, discovering new things and more unofficial ways.

1.6) **Characteristics of members.** Organizational
climate will receive influence from characteristics of personnel in the
organization. Characteristics, i.e. average age of members, the
way they dress, number of female administrators and even in keeping
long hair or short hair of male managers will have influence toward personality of the organization as a whole and it will cause an impact toward attitude and behaviour of members.

2) Component of atmosphere of the organization.

Halpin (1966 : 133-152) has developed tool for studying on organizational climate until it is accepted and popularly and widely used. He has specified about component of organizational atmosphere from relationship in performing work between administrator and subordinates of colleagues by specifying eight dimensions which has classified into 4 dimensions of subordinate behaviour, i.e. disengagement, hindrance, esprit and intimacy and 4 dimensions of administrative behaviour, i.e. aloofness, production emphasis, trust, consideration. From the 8 dimensions, they are analysed as 6 patterns of organizational climate, i.e. The Open Climate, The Autonomous climate, The Controlled Climate, The Familiar Climate, The Paternal Climate, The closed Climate. Each dimension of behaviour and each pattern of organizational climate will have the following characteristics:-

2.1) Four dimensions of sub-ordinate Behaviour, i.e.

2.1.1) Disengagement means majority of colleagues has unco-operative behaviour. Each one does his own work, lack of co-ordination in spite of the fact that the characteristics of work must co-operate in group in order to obtain a good result.

2.1.2) Hindrance means colleagues feel that performance is inefficient and slow because the administrator had created various criterias which is a hindrance in implementing work wherein these criterias are not necessary and cause delay to the work.
2.1.3) Esprit de corps means colleagues feel that every body is good friend and try to help each other well both in personal matter and in work of the working unit.

2.1.4) Intimacy means colleagues feel every body is friendly and acknowledges about other's thinking.

2.2 Four dimensions of administrative behaviour, i.e.

2.2.1) Aloofness. It is behaviour where relationship between administraor and sub-ordinaes of colleagues will be formal or through work only. Characteristics of administration will adhere to criteria and regulation of the working unit as an important point. Administrative system will adhere to regulation more than requirement and necessity of individual person. In administering the work, the administrator will try not to be familiar with colleagues.

2.2.2) Production emphasis. It is behaviour of administrator who shows that he is controlling the performance closely. He will try to give advice and examine result of work in order that implementation of work will be in accordance with the target. At the same time, he will try to encourage every one to work harder for objective of the organization.

2.2.3) Trust. It is behaviour of administrator who tries to give assistance and suggestion guidelines for remedying problem which has happened. The administrator will try to encourage and persuade subordinates to show capability but that is not to control closely. Subordinates will have the chance of showing high capability. In controlling, the administrator will use various methods of performance of the people to the best until it becomes an example for the others to follow.
2.2.44) Consideration. It is behaviour of administrator who gives good assistance in performing work as well as personal matter of subordinates.

2.3) Six Patterns of Organizational Climate.

2.3.1) The Open Climate. It is atmosphere of lively and progressive performance. Majority of work reaches the target and is rapid. The administrator and staffs have very good morale/esprit and encouragement. They have friendly relationship and are satisfied with result of the group’s work as well as being proud to be member of the organization.

2.3.2) The Autonomous Climate. It is atmosphere of performance where the administrator gives very good assistance to colleagues, gives advice and way how to remedy problem. Colleagues have independence in creating relationship between one another and are satisfied to work together. They get along well in working, have high esprit and encouragement. There is high familiarity amongst colleagues which creates result in good performance.

2.3.3) The Controlled Climate. It is atmosphere of performance where the administrator administers by aiming at result of work according to target amongst other things, therefore, he tries to control, examine and give instruction to colleagues to perform according to instruction or criteria set, that performers have an overload of work and has no time to create relationship amongst one another. Hence, familiarity becomes low. But since the administrator administers the work well, therefore, the outcome was good. The result appeared creates satisfaction and pride to colleagues. Esprit and encouragement of colleagues are in a good criteria.
2.3.4) **The Familiar Climate.** It is the atmosphere of performance where the administrator and colleagues have good relationship between one another. They are very familiar. The administrator normally will not control, examine or give instruction by himself closely, but will let colleagues perform work according to one’s satisfaction which might result in having conflict within the group of colleagues. Esprit and encouragement are at medium level because they receive satisfaction in creating familiar relationship in one dimension only. There is little pride in the result of work.

2.3.5) **The Paternal Climate.** It is atmosphere of performance where administrator gives instructions, control and examine performance of colleagues strictly and shows off that he knows very well and is experienced in every aspect and does not want to listen to suggestion. Colleagues feel that they are forced to work more than willing to work. They become fed up in performing work, result of work is a failure. There is little friendly relationship. At the same time esprit and encouragement are low.

2.3.6) **The Closed Climate.** It is atmosphere of performance of the administrator who administers the work by lacking knowledge and lacking personality in being leader as well as lacking capability in administering. The administrator does not give facility in performing work to colleagues, but tries to set criteria and regulation excessively. He lacks creative mind, verbal speech and performance do not correspond. Colleagues lack ambition, lose morale and have no encouragement in performing work in order to have the best output of work.
2.3 TEAM DEVELOPMENT

In any working process to meet an objective effectively, all members of the 'team work' have to give their collaborations to the work. They should have the feeling that they are an important part of the team and should possess the attribute of a good member in the team work.

2.3.1 THE DEFINITION OF "TEAM"

John and John (1991: 435) has given the definition that the word "team" refers to a group of persons who are combined together and cooperate in the working operation to accomplish the assigned target.

Kezsboom (1990: 51) stated that the word "team" means a special assignment that is given to a group of persons with the same goal and who realize that their roles need cooperation in the working operation. They also realize that they have to integrate their personal abilities to bring forth success.

Francis and Young (1979:8) said that "team" means a group of persons who are attached together with the same responsibility to achieve the same objective. They are able to produce high quality of work.

Parker, (1990:16) mentioned that the word "team" is a group of associated persons who depend upon each other to fulfill an achievement.

Hence meaning of the word "team" is defined. Team work refers to a group of persons who operate or work together for an achievement. The members of the team will closely collaborate with each other in their activities. Various responsibilities are assigned to all members who are attached together with good relations and rely
upon each other for the same goal or expectation. The team work is comprised of two persons and more. They coordinate in their work or activities to achieve the same target. They depend upon each other in their cooperation with good working system.

In their various assignments they are alert with good ideas and are ready to cooperate in solving problems. The team work is developed to produce efficacious outcome. It is essential that the members must cooperate unanimously and contribute to the group as a whole. They must strive to accomplish their assignments notwithstanding any obstacles.

The "team development" means developing the efficacy of the team to attain the know-how of problem resolutions in order to improve the effectiveness for their performance according to their assigned objective, in quality as well as in quantity.

2.3.2 THE AIM OF THE TEAM WORK DEVELOPMENT:

1. The personnel are able to get together and cooperate to achieve the same goal.

2. The personnel can consider, analyze, and solve problems together.

3. The personnel are to coordinate in producing effective performance with highest potentiality.

4. This is to construct working performance by way of democracy. That is accepting various ideas of other people: giving respect to one another: and having responsibilities in their assignments, etc.

5. The initiative thinking of the personnel in the team work is to be developed.
6. The creation of working morale and satisfaction is to be made.

7. Various dexterity in the performance of the team work is to be developed: such as the skill in communication, and interaction: the skill in conducting and obeying: the skill in solving problems and making decision: the skill in dealing with various contradictions: and the skill taking part in various meetings, and so on.

2.3.3 THE IMPORTANCE OF WORKING IN TEAM:

1. Working in team produces more confidence in the performance. Because the team work must follow the resolution determined by members of whole team.

2. Working in team helps in rapid execution of work. Because works are assigned to the right man who has the skill and interest in it.

3. Working in team would bring about creative thoughts from experienced members.

4. All members can give their ideas in the operation of work and in solving problems.

5. Working in team assists the unity of the group.

2.3.4 THE BENEFIT OF THE TEAM WORK

1. The operation of a good team work will bring about better result of work than a one man performance.

2. The decision made by a good team work would be more effective than a one man decision.

3. The problem solving by a good team work would bring better result than that solved by only one man.

4. Joining a team work would assist a person to attain the knowledge of goodwill in his work. That is the goodwill in giving
assistance: the goodwill in the contribution for others: the goodwill in taking responsibilities: the goodwill in accepting other peoples' different kinds of capability: the goodwill in estimating the prestige of other people: the goodwill in realizing other people's benefit rather than personal benefit: and so on.

5. Working in team can get rid of conflicts better than working alone.

6. Grouping up in team work can produce better bargain than working alone.

7. Working in team would receive more confidence, reliance and acceptance from other people than working alone.

2.3.5 THE EFFECTIVE TEAM WORK

An effective team work should be comprised of: a clear and acceptable operational objective: effective success in its execution: possessing good operating system in the team: members in the team are related by good understandings, they lend hands and rely on other members: members of the team collaborate in their performance and create new ideas: the work can always be improved, reviewed, evaluated, and followed up. The team should offer a welfare as well as a will-power and morale to its members. The team should also set a control on the working alterants such as working atmosphers, coordination, being straightforward, and face a problem together.

2.3.6 THE QUALIFICATION OF THE TEAM LEADER:

1) He possesses a good knowledge in the operation of work by way of team work.

2) He should set a good example in the working operation through democracy and leaving out dictatorship:

3) He must acquire the quality of a good leader. That is
sincerity: honesty: unselfishness, having responsibilities: being candid: being active: having good human relationship: having initiative ideas: being in good health, both physically and mentally: possessing a firm principle: being self-composed: being broad minded: having the ability to evaluate people: having a good working system: having a good discipline: etc.

4) He must acquire knowledge, ability and lots of experiences.

5) It is essential that he achieves skills and capabilities in various phases such as the capabilities in communications, conducting the meeting, interactions, dealing with arguments, and solving problems.

6) He must truly be accepted by the whole team with reliance, faith, and trust.

7) He is always concerned with care for every member of the team.

8) He must possess the social seniority and be determined for the success of the team with high influence for the achievement.

9) He must clearly understand the true objective of the operation.

10) He must possess various techniques: such as techniques in planning, follow up, and evaluation: and also techniques in dealing with arguments and objections and techniques in arousing morale and influence in the team work: as well as technique in making decision and giving orders, and so on.

11) He ought to have ideas in development in all phases such as the development of the working procession: the development of productions: the development of personnel in the team work: as well as
self-development in his own performance.

2.3.7 THE QUALIFICATION OF THE MEMBERS OF THE TEAM WORK

1) They must have the will and the intention to work. They must take the responsibilities in their own assignments as well as the team's. They must clink to the team's principle. They must accept and follow the team's objective. They must have good impression in the team with loyalty and faith.

2) They have to possess the skill for the work: such as the skill in communications: the skill in listening and expressing their useful thoughts to the team: the skill concerning the interactions among members of the team: the skill in accepting other members' opinions: and the skill in expressing their ideas.

3) Render cooperation and coordination to other members of the team: such as giving good collaboration among the team work, realizing the importance of every member of the team with a sense of conceding and respect in each other.

4) They must have good human relationship. The members of the team must try to adapt themselves to the goodwill in work with sincerity and trust in each other. They must have a sense of contribution and care for other members without trying to compete with each other. They should also accept different characters of other members.

2.3.7 THE BEHAVIOUR IN THE TEAM WORK

Schermerhorn, Hunt and Osborn (1994:300-304) mentioned that the conduct in the team work is make up of the following:

1) Group task activities: The conduct that renders the effective working process of the team work for the efficaciousness of the determined objective, are:
1.1) Initiating refers to the initiative thinking or concept in analyzing problems, obstacles and finding ways in solving working problems.

1.2) Seeking Information refers to the attempt to find information or facts in order to solve problems or develop the working process for the better outcome.

1.3) Giving Information means giving news or information from the study, research, or experience to assist in solving problems or improving the working process for better productivity and effectiveness.

1.4) Clarifying means demonstrating a clear vision of idea or means of process for the team, to make good understanding and relationship among them. This would bring unity to the team and lead them to the same direction.

1.5) Summarizing refers to the evaluation of the whole operation both in the form of factor supplied into the working process as well as the production. The result of this evaluation will be used to solve problems and to improve the process and the production of work.

2. Group Maintenance is the conduct to improve the working atmosphere to main the good relationship between the members. This will help to build up the will power for the members effectively and efficiently according to the specified objective. Such conducts are:

2.1) Encouraging refers to honouring, praising, rewarding, accepting, respecting, relying, trusting and so on.

2.2) Harmonzing refers to the linkage of varies different ideas to be in the same line thus reducing conflicts in the team work.

2.3) Setting Standard refers to the setting of standard
in the working process and in the evaluation of the operation in the team member. The fixing of standard will favour the stabilizing of the production quality. In this way, credits will be received from the customers.

2.4) Following refers to the obedience of members of the team work in their performance following to the concept, policy, objective, as well as rules and regulations set by the team.

2.5) Gatekeeping refers to the protection of the member from being lured or overpowered.

3. Disruptive Group Behaviours are the kinds of behaviour that obstruct the operation of the team work. Members of the team work must avoid such behaviours.

3.1) Aggressive is the behaviour which arouse conflict in the team work tremendously.

3.2) Withdrawing is the act of refusing the cooperation of the member of the team work or showing the indifference in giving cooperation to the members of the team.

3.3) Nitpecking is the kind of behaviour that create annoyance to the member in stressing in the details.

3.4) Recognition is the behaviour which call for attention of requiring the acceptance of other members of the team, either in the way of idea or status.

3.5) sympathy Seeking is the behaviour which try to show off the difficulties in the work to seek for more returns or praise.

3.6) Blocking is the kind of behaviour which resists, disobeys, and competes. This kind of behaviour would create conflicts and destructions to the team work.
2.3.8 CHARACTERISTICS OF EFFICIENT TEAM WORK:

1) Has precise target for performing work and is accepted by people.

2) Can succeed in performing work according to the target.

3) Has system in administering and managing within the teamwork.

4) Relationship amongst members in the teamwork is that they understand each other. They help and trust one another.

5) Members co-operate in thinking and initiating together.

6) They revise, evaluate, follow up and keep improving the work.

7) Leadership condition of teamwork is suitable.

8) There is development on efficiency of members throughout the time.

9) There is social welfare and giving esprit/morale as well as encouragement to the members.

10) There is control of various variables in performing work, i.e. working atmosphere, co-ordination of work, open-mindedness or disclosing things as well as confronting with problem.

2.3.9 CHARACTERISTICS WHICH PROMOTES THE TEAM WORK TO AN EFFICIENT

1) Good atmosphere in teamwork. Good atmosphere is important in performing work in a team. When there is a good atmosphere, working behaviour of members will be good too. In creating a good atmosphere, members in the team have to be familiar and friendly with one another. There should not be too many regulations. There should be discussion with understanding and decide together. Decision should be the characteristics of mutual agreement which shows distinctly that every one accepts and is willing. If there is criticism in the team it has to be in the characteristics of creative
thinking and to get rid of the problem which the team work is confronting and not for the sake of attacking the opposite party.

2) **Specifying target and objective in performing work.**

When a team work is going to perform any work, every number has to have a precise target and objective for performing the work and has to be willing to accept and adhere to such target and objective.

3) **Telecommunication process within the team work.** Good telecommunication process will help to promote efficiency in performing the work by the team. Readiness of telecommunicative pattern and reaction between members of the team should be daring enough to express one’s own feeling straightforwardly by trusting each other, for the benefit of the team. Through this method, every body will learn and understand himself as well as co-operating in performing work in confronting pattern in order to remedy the conflict within the team.

4) **Giving co-operation in the team work.** Co-operation amongst members within the team work will help the work to become successful, therefore, members ought to give full benifit and co-ordinate the best of their ability. Opportunity should be given to members to participate in full in planning as well as in implementing any activity.

5) **Team leader.** Team leader is an important person in leading the team to perform according to objective, target and attain success according to intention. Leadership condition of the team leader has to be suitable according to pattern of good leader. Leader should not have characteristics in monopolising the command alone, but he should distribute power according to suitable situation. In addition, he should be good example both in behaviour and in performance.

6) **Revision, evaluation, following up the result and improving the team.** This will enable us to learn about performing work in the team and is able to remedy the mistake in time. In addition, it will
help us in using as a guideline in improving the team work to a better one.

7) Developing personnels. Developing efficiency of members in the team is considered very necessary. This should be implemented regularly and be in accordance with the plan.

2.3.10 PRINCIPLE IN PERFORMING AS A TEAM

1. Team work must have precise ideal and every member must accept.

2. Regard the correctness but it is not necessary to be satisfied by every one.

3. Compromise within the team and forgive one another.

4. Do not take advantage of one another and must not strive for fame alone, but the whole team must have fame.

5. Must regard that every body has equal importance. Respect in the rights and liberty of on anothe.

6. Co-operate in remedying problem that has arisen.

7. Has independence to work.

8. Perform according to the team's regulation strictly.

9. Accept the mistake when doing wrong.

10. Co-ordinate benefit to the best of one's ability.

2.3.11 PROBLEM OF TEAM WORK Main problem in performing work as a team may be summarized as follows:-

1. Leader have no efficiency.

2. Members have insufficient knowledge, capability and skill in performing work.

3. Atmosphere in performing work is not good.

4. Members lack co-operation in creating for the success of the team.

5. Target and objective in performing work is not clear.
6. Result of work has no efficiency according to specified intention.
7. Lack of system in planning, performing work, giving instruction and making decision.
8. Lack of good co-ordination within the team.
9. There are arguments within the team work or dividing into groups.
10. Members adhere to personal benefit more than total benefit.

Apart from the 10 aspects of problem mentioned above, one technologist named Frederick Herzberg (1959) has made a research in order to study about variables which make people satisfied and dissatisfied in performing work. Result of research was found that important variables which enable people to be satisfied or dissatisfied are environment and work itself according to the following table:-

**TABLE 2.1 CAUSE OF SATISFACTION AND DISSATISFACTION IN PERFORMING WORK**

<table>
<thead>
<tr>
<th>Cause of satisfaction in performing work:</th>
<th>Cause of dissatisfaction in performing work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achievement:</td>
<td>1. Policy:</td>
</tr>
<tr>
<td>If a person meets with success in</td>
<td>Policy is the controller which makes the loss of liberty in</td>
</tr>
<tr>
<td>performing work, that person will be</td>
<td>performing work.</td>
</tr>
<tr>
<td>satisfied in doing work.</td>
<td></td>
</tr>
<tr>
<td>2. Recognition:</td>
<td>2. Supervision:</td>
</tr>
<tr>
<td>After working, result of work is</td>
<td>Explanation, examination makes people loose the rights and</td>
</tr>
<tr>
<td>recognized, this makes people</td>
<td>independence in performing work.</td>
</tr>
<tr>
<td>satisfied to perform work.</td>
<td></td>
</tr>
</tbody>
</table>
Cause of satisfaction in performing work:  

3. Challenging work:  
If the work is challenging and successful, it makes people satisfied in performing work.

4. Opportunity for growth:  
When a person has an opportunity to develop himself to advancement in his position, he will be satisfied in performing work.

Cause of dissatisfaction in performing work:  

3. Interpersonal relationship:  
If interpersonal relationship in the organization has negative result, it will enable bad performance of work.

4. Pay/Salary:  
If the money or salary which he receives is not worthwhile, it will enable him to be dissatisfied with the level of salary and will not be willing to work also.

The above 4 causes enable the people to be dissatisfied in performing work, therefore, the administrator should not be too strict in the above matter.

2.3.12 Development Process of Team Work  
Development of team work begins from forming together for working into a team. When they first begin to group together, working is still complicated or storming and not in a systematic way, but later a norm in the team is set, then they begin to perform work according to specified role in accordance with the four aspect as follow:

1. FORMING = grouping together into a team.
2. STORMING = performance is still complicated and unsystematic.
3. NORMING = creating norm of team work.
4. PERFORMING = perform according to the role.
In administering the team work, the team leader must have capability in examining condition of the team and developing the team work. Those two aspects of ability are considered very important in developing process of team work which will be mentioned that development of team work is a process which has system in order to increase efficiency and capability in working of the performance team. Team work development process may be classified into 3 steps, i.e.

Step #1 Study potentiality of team work.
Step #2 Adjust the condition of work of the team.
Step #3 Concentrate on developing the team.

Step #1 Study potentiality of team work. A good team work naturally has potentiality in performing work to attain target and specified objective. Whenever the team work lacks efficiency in performing work, it is very necessary to study why that team work lacks potentiality in performing a good work. From the study of many administrators of team work, it has been mentioned that the causes in the loss of potentiality in performing work to an efficient one are:

1. Team leader has no efficiency.
2. Members have no faith in each other.
3. There is a conflict within the team work.
4. Target and objective in working are not distinctive, etc.

Team leader or team administrator ought to understand that in administering work to an efficient one, everybody must face each other, co-ordinate the existing resource according to objective in working. When we find that something has caused a loss in the efficacy of work, the team will have to find ways in remedying it immediately.

Step #2 Adjust the condition of work of the team.

Adjust the role of team leader to administer conflict. After studying behaviour of the team and learning about the bad points
of the team, the team leader will have to find a guideline in improving the team. The team leader is the person who specifies the growth or decline of the team. Members in the team will normally notice how the team leader performs work or what type of method he administers the work, especially when it concerns disclosing things, co-operation and giving the opportunity to discuss in the group. Certain administrators may proclaim that he will use method of working in a team, but the behaviour shown may be a conflict to the objective, i.e. showing distrust to members in the team that it can seen clearly.

Step # 3 Concentrate on developing the team: Maintain esprit, relationship.

Team work can happen only when there is readiness beforehand. When a leader thinks about working in a team, the first important aspect to consider is whether or not it is worthwhile making an effort and whether it covers the expenses and whether or not each can accept the work and whether it has sufficient importance. Mike Woodcock and Dave Francis who wrote "The Unblocked Manager (1982)" (referred from Sunan Laohananan. 1988) have explained about a series of team work who are ready or are not ready to perform work as follows:-

The most readiness. Members in the team have inter-action and help to work highly and regard that the work which they have to perform for the benefit of the organization is mutual responsibility. Members in the group must get along together to create success.

Very ready. Members in the team have interaction and help one another and are ready to work jointly together when they are sure that every body in the team is capable. This category of team work is capable of doing a lot for the organization. but if the output of is not good, it will make every body lose esprit and encouragement and each will feel sorry that they ought to be made to do something.
Moderately ready. Team work which is moderately ready will be the team which has precise objective and is capable of working to obtain good output without being complicated. Each member has specific role, that is each person has skill of his own.

Not so ready. Group which is not so ready exists in every organization, but the importance of working in a team does not have any impact to success or failure of the organization. However, it is believed that this team has been developed greatly which will enable good esprit and encouragement in performing work.

Not ready Members of this group come in and join together but have no objective in working together. Entering the group hardly has any impact on the success of the organization. Each one does his own work and does not concern one another. Whoever will receive goodness is his own business.

2.3.13 WARNING FOR TEAM DEVELOPMENT:

1. Objectives should be specified precisely. A team which is capable can specify what the group wants. Specifying objectives must be done jointly together and has to be accepted together.

2. Begin to perform work since the beginning and there should be little result of work but must have efficiency. Success of work at the first stage will create confidence and success in the future also. We will feel happy if we understand what we have to do.

3. We must agree before performing the work. Pay attention in work and understand each other. It is difficult to change method of work if our understanding is not agreeable with one another. In making some one devote their life needs time and must create high trust/piety to the members.

4. Specify working table which one is able to do it, working according to ability and meeting with success at one spot, the work will
be efficiently successful. Before we learn what we have to do, we have to leave something which we have been doing until we get used to it. It can be done very slowly to change one's habit.

5. Consult with everybody in an earnest way. Everybody has goodness within oneself to do useful thing. Mutual consultation is not responsibility to do it, but it is not the factor to be ignored in the team work. Deceiving to make use of a person or pretending are the thing which destroys the team work.

6. Do not run away from problem. Do not keep problematic thing in your drawer. Accept what we can do or can't do. Get together and face the problem and remedy the problem which will improve the working image.

7. Support in disclosing the matter and speak earnestly. Bias or old value which is deeply implanted in the heart can be adjusted to a better one if there is openness in discussion. Don't try to make members unwilling to discuss when getting together.

8. Don't create hope which cannot be done. Agreement is not difficult to talk. If we do not adhere to the agreement, it will lower the status in the eyes of members.

9. Rearrange the working system, if necessary. Activities which create development is time consuming. In developing the team, it may increase work to each person.

10. Always realize that such development comes from such person. Age, capability and various values and believes are the constraint in developing the team work. Every member has to be responsible in developing the team work.

11. Always remember that people cannot always be instructed todo things in order to change his attitude. People are unable to be instructed to speak in a disclosing way and be earnest to others.
People can be instructed to pretend that he has already changed himself.

12. Don't forget to think about others who have not participated in work. Jealousy can always happen. People would like to participate in the work which is happening ahead.

13. Be aware that in developing the team work we might create other problem which might follow. Other groups which are not in the team work may feel uneasy. Members in the team as well as the team itself may step further than the present role which has been specified.

14. Wait and see other developments which has happened surrounding. Each person may develop in different guidelines. New thoughts which happens will create activity and creative mind accordingly. There might be a challenge to the system and regulation of method of work in the present time.

15. One should entrust and distribute the work. We have one or two types of skill differently. Entrusting work and entrusting authority to work means development

16. We ought to accept assistance from outside the team work, if necessary, but we have to select carefully. We must be responsible for ourselves. We cannot blame others. Outsiders may be able to see many points which we cannot see and they may have other special capabilities which we don't have. We have to regard that outsiders are something which just out from the organization. We don't regard that it is a part which must be under the jurisdiction of our organization.

17. We learn from mistakes. Accept it when we do wrong revise the progress of team work from time to time. Try to promote a feedback of data straightforwardly. It is something valuable which we cannot ignore.

18. If we want to teach others to do something, we ought to be able to do it moderately.
Team leader must know the necessity and requirement of the group as well as understanding about creating and developing a team because that team will have steps in developing the team in phases and arranging steps in opening the heart wide must be regarded as important factor. Every subject which concerns the team must be discussed clearly. Accept in listening to criticism, suggestion guideline and find time to think together as to what the team wants and what performance guideline they have. Such leader must show as an example about open-mindedness and he must watch members of the team as to what each member of the team wants and promote every body to develop himself higher. While performing the work together in the team, an emphasis should be made that an important thing which cannot be missed in working in a team is every member understands clearly about objective of the team work. Let members know what type of skill each member has and what role each one will take in the team. Structure of team work must be suitable with the characteristics of work. The team work thinks and specifies together about performance method and target as to how to improve and change the performance also. The team work develops regulation in working in order to use the time and resource to the most beneficial one. The team work must have the chance of meeting and discussing in order to remedy problem. The meeting should be moderately often. The team work should support members and develop relationship between members to a closer one. Relationship in the team work must be disclosed and ready to accept and remedy problem and constraint towards efficiency of performance.

In addition, the team work ought to have honesty to have interaction with others. In administration, earnestness of leader has importance in primary stage. Leader who uses power in order to deceive others to perform work will not be trusted any longer. Trustworthiness
is the heart of developing a good and efficient team work. Trustworthiness can be seen when some one in the team work is daring enough to speak about what he thinks in a happy way and is daring enough to raise a problem or uncertainty in performance to discuss, that he feels relaxed to mention about it and feels earnest, can really remedy the problem and sets high standard of his and of colleagues' performance.

2. Strategy in administering conflict within the team. There is always a conflict in a team work. Sometimes there is conflict between various sub-systems, and sometimes there is conflict between sub-system and environment. When we hear about the word "conflict", there will be a negative feeling, in spite of the fact that such conflict may create a good result. This is up to administrator in such situation. If there is no conflict, sometimes there may be a wrong decision.

Conflict is necessary and is very important in searching for guideline for remedying problem in an efficient way. If we are disagreeable in ideas, there will be wide thinking and will find more selections in remedying problem. If will encourage people to have more reaction in creative thinking. The impact which arises from disagreement in thinking will be in which way is dependent upon management process within the teamwork of members.

Category of conflict. Category of conflict classified by outcome which happens to the group, or result of decision are in two aspects, i.e.

1. Creative pattern.
2. Destructive pattern.

2.3.14 STRATEGY IN ADMINISTERING CONFLICT :-

1. Avoiding. Avoiding conflict situation, i.e. transferring
work, resigning, etc. Although avoiding strategy will solve the problem of confronting face to face, but it is not satisfactory because we still have doubt that we are afraid to confront with this problem again in the future.

2. Postponement. Strategy of postponement/slow down is to calm down the situation, i.e. calm down the emotion or maintain the problem clearly. Example in remedying problem by putting it off is to remedy little problem first at the same time postpone in remedying big problem until the situation is more supportive. People are also not satisfied with putting off because they are still worried with the situation which might occur in the future.

3. Confronting. Strategy in remedying by confronting the situation is classified into 3 sub-methods, i.e.

(1) **Method of using power** mean using physical strength, giving punishment. This method will enable the feeling of losing. For those who win, it will be considered as good method. But in fact, it may be a bad result because there may be more conflict.

(2) **Bargaining method.** For this method, both parties will be the winners. The important point of negotiation is to get rid of all the conflicts or what we call 'a compromise', or make both parties agree or reach mutual satisfaction which is the method to get rid of all problems.

Necessary skill for negotiating, i.e. Ability in understanding nature of problem, efficiency of confronting method, capability in listening to other's thinking, using process for remedying problem which enables agreement, jointly find ways to remedy problem by considering about objective of team work.

(3) Method in appointing Board to reconcile or decide or negotiate with influential person in the group.
Characteristics of people in performing work is classified into four types, i.e.

1. Working as a group. This party will promote the group to specify policy, principle, objective, etc. They will praise or admire colleagues, criticize in a creative way. In performing the work this way will create a good energy in the group. They know direction of performance. There is initiation in itself. There is esprit de corps and likes to assist one another.

2. Egoistic type (They do what they think is correct without consulting with others). This type will be responsible about total work by specifying policy alone and decide alone. Behaviour of the group is that there is no co-operation. They have ill feeling against one another and always blame others.

3. Take responsibility solely. This type of performance is dependent on a person. If such person has efficiency, performance will be good. But if he is not efficient, there will be a failure in performing work.

4. Whatever group it may be. This group can easily be persuaded by a person who has higher thinking. Characteristics of this group will perform work without clear target. They will put off things to the next day. They hardly make decision or do not promote colleagues. They usually avoid work. Behaviour of colleagues is that they have low esprit/morale and encouragement. The work is complicated. They often blame one another and don't perform work in a group.

Effective decision. It is decision which has complete data from the correct information and the person who has that data can apply it for use by having every one participate in full according to process.
2.3.16 ADMINISTERING PERFORMANCE TEAMWORK IN 2-WAY INTERACTION PATTERN

Give data, advise
Comander
pursuade, co-operate,
performing in a team

Co-operate, performing
in a team

Participate, self-control,
Sub-ordinate
response, report, think,
discuss

Concensus which is being
...........and Unanimous
agreement.

2.3.17 PROCESS OF TEAM WHICH IS WELL GROWN:

1. Everybody understands target of group clearly and feel that he has a part in success according to the objective. Everybody expresses opinion and feeling towards the team independently.

3. Determine when problem arises and remedy the assumption of the problem.

4. Group of members is flexible according to situation. They seek new method of performance which is better and more advanced.

5. Has process in making decision, has unity.

7. Make the most beneficial use of the person.

After the team has implemented work for a certain period that
they become stable, it will be a base for stepping forward to ideal, that is, has very good relationship amongst members in the group. They work in a systematic way, is highly flexible in performance, has ambition in work, members care about one another, each one accepts and respects another one, every body is satisfied and conflicts have been solved. They are able to work efficiently and have high working standard. When it comes to this step, the team leader must expect also as to what pattern they will develop the team and must prepare for future event which may happen. When quality of team work has increased, there will be new process in developing the team.

2.3.18 SCHOOL STAFF DEVELOPMENT

The first step in developing staff within the school, it is necessary to seek requirement in developing i.e. requirement of the school and requirement of teachers :

1. Requirement of the school. Requirement of school can be seen from result of implementation. Things for indicating requirement of the school are in many aspects, i.e. result of study of pupils is low. Teachers' group lack unity. They split into groups and lack good relationship with each other. Teachers are lazy in performance at high rate. They lack ambition and work inertly. Pupils are inert in their study and lack ambition. Pupils quarrel at a high rate while esprit/morale and encouragement/incentive of teachers are low.

2. Requirement of the teachers. Many requirements of teachers relate with requirement of the school, therefore, for quality of the school, one has to consider about requirement of teachers also. The requirements are :- develop knowledge and new teaching skill, new administration as well as good attitude towards work and pupils. The above requirement of teacher will assist in future direction of the school also.
2.4 RESEARCH DONE IN THE AREA OF LEADERSHIP BEHAVIOUR, THE ORGANIZATIONAL CLIMATE AND TEAM DEVELOPMENT

STUDY 1 CHANYONG NGAMYAT (1976) CONDUCTED THE RESEARCH ON "RELATIONSHIP OF PRINCIPALS' LEADERSHIP STYLES AND ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOL IN BANGKOK."

The purpose of this study was to investigate the relationship of principals' leadership styles and organizational climate of secondary schools.

The sample of 425 teachers and 19 principals were drawn from 19 secondary schools in Bangkok, in the Academic Year 1975. The total numbers of teachers and principals responding to the questionnaire was 444. Instruments used in collecting data were Leadership Styles Questionnaire and Organizational Climate Description Questionnaire, which was adapted by the researcher. The statistical technique used were T-score, F-test and the Estimating the Strength of Statistical Relation.

The results showed that the relationship between leadership styles of secondary school principals and organizational climate was significant at 0.01 level. The leadership styles of secondary school principals tended to be more democratic than autocratic and laissez-faire. It was also found that the paternal climate appeared in the schools with autocratic principals, the Closed Climate appeared in the schools with laissez-faire principals and the Open climate appeared in the schools with democratic principals.
STUDY 2 SAKORN BOONSONM (1977) STUDIED "THE RELATIONSHIP BETWEEN LEADER BEHAVIOR AND TEAM DEVELOPMENT OF ELEMENTARY SCHOOL TEACHERS UNDER PROVINCE ADMINISTRATIVE ORGANIZATION AND MUNICIPALITY AUTHORITY IN THE NORTH EASTERN REGION

The purposes of this research were to study the relationship between leader behavior and team development, to compare the relationship of the leader behavior both Consideration and Initiating Structure with the team development, and to compare the level of team development of the elementary school under consideration and Initiating Structure oriented leaders.

The sample consisted of 556 elementary school teachers under province Administrative Organization and Municipality Authority in the North Eastern Region was selected to administer the questionnaires. The Leader Behavior Description Questionnaire and team development questionnaires were to gather the data.

The result of this study could be concluded that the leader behavior of the elementary school principals under province Administrative and Municipality Authority were considerably moderate in both Consideration and Initiating Structure. Those principals exhibited more effective in Consideration than the Initiating Structure. The consideration and Initiating Structure were positively related with the level of team development of schools. Statistically different was found when compare the relationship between the Consideration and the team development and relationship between the Initiating structure and team development.

The team development of the schools which have Consideration oriented leaders were higher than those having the Initiating Structure oriented leaders.
According to the result of the research, it was recommended that the elementary school administrators should be selected from those who have equipped themselves with high level of leader behavior in both Consideration and Initiating Structure. Moreover the principals should evaluate their own leader behavior for the sake of improvement which will effectively increase the team development in school.

STUDY 3 KANCHANA MANA (1977) CONDUCTED THE STUDY ON "THE RELATIONSHIP BETWEEN LEADER BEHAVIOR AND TEAM DEVELOPMENT OF ELEMENTARY SCHOOL UNDER PROVINCE ADMINISTRATIVE ORGANIZATION AND MUNICIPALITY AUTHORITY IN THE CENTRAL REGION"

The purpose of this study was to investigate the relationship between leader behavior both Initiating Structure and Consideration and team development, to compare the difference between the relationship of Initiating Structure and team development, and the relationship of Consideration and team development, and to compare the level of team development of the school under Initiating Structure and Consideration oriented leader.

The sample consisted of elementary school teachers under the province Administrative Organization and the Municipality Authority in the three northern provinces of Pisanuloke, Lampang, and Pichit. Five hundred and fifty eight teachers were randomly drawn from 85 schools. The instruments used in collecting data were LBDQ and Team Development Questionnaire.

It was found that the leader behavior of the elementary school principals in the northern region were considerably average in both Consideration and Initiating Structure. These principals were perceived by teachers to exhibit stronger leader behavior in
Consideration dimension than Initiating Structure. Both dimensions of leader behavior were positively related to team development. There was higher relationship between the level of team development and Initiating Structure than team development and Consideration. Teachers having Initiating Structure oriented leaders demonstrated higher degree of level of team development than those having Consideration oriented leader. Anyhow, the majority of the teachers expressed an average degree of performance of team work.

STUDY 4 PREEDA TOONTIANG (1978) STUDIED ON "RELATIONSHIP BETWEEN PRINCIPAL'S DECISION MAKING PATTERN AND SCHOOL CLIMATE OF THE ELEMENTARY SCHOOL UNDER KHON-KEAN PROVINCE ADMINISTRATIVE ORGANIZATION

The purpose of this study was to study the relationship between Principal’s decision making pattern and the school organizational climate of the elementary schools.

The samples of this study were the principals and teachers under Khon Kean province Administrative Organization. The sample of three hundred and thirty-eight teachers were drawn from fifty elementary schools.

The instruments used for collecting the data were two sets of questionnaires. they are the Leadership Ability Evaluation (LAE) and the Organizational Climate Description Questionnaire (OCDQ) which were developed and translated into Thai.

It was found that the principal's decision making pattern had no relationship with the school climate. It was also found that most of the principal's decision making patterns were Democratic as well as the Laissez-faire and most of the school climates were Autonomous and the Familiar as well.
When consider the decision-making patterns of the principals, it was found that the schools having autocratic principals tended to have closed School Climate, those having democratic leaders tended to have Autonomous School Climate and those having Laissez-fair leaders tended to have Familiar School Climate.

STUDY 5 Pitthaya Watthaporn (1978) Conducted the research on "The relationship between leader behavior and team development of private school teachers in Bangkok"

This study intended to investigate the relationship between leader behavior and team development of private school teachers in Bangkok. In this study, the schools were classified into higher, medium, and lower levels. The team development in the different level school classification toward the leader behaviors: Consideration and Initiative Structure were compared. And also the team development of the primary and secondary school level were tested the significance.

A sample of 732 private school teachers in Bangkok were given the questionnaires on the leader behavior (LBDQ) and team development. The results of the study found that the leader behavior of the private school principals, as a whole, tended to be highly in both Consideration and Initiative Structure leader behavior, as well as the team development. It was also found that both types of leader behaviors were positively related to the level of team development. Besides, it was also found that there was only different team development among the lower level schools, but it was not found in the rests. However, the study indicated that the teachers in primary level had highly satisfied in teamwork more than the secondary ones.
STUDY 6 WICHEAN PLEAWCHIT (1980) CONDUCTED THE STUDY "THE RELATIONSHIP BETWEEN DIVISIONAL ADMINISTRATORS' LEADER BEHAVIOUR AND ORGANIZATIONAL CLIMATE IN THE MINISTRY OF EDUCATION"

The purpose of this study was to investigate the relationship between the leader behavior of the divisional administrators and organizational climate. The instruments used for collecting data were Leader Behavior Description Questionnaire (LBDQ) and Organizational Climate Description Questionnaire (OCDQ). The sample of this study was 346 officers of 45 divisions in The Ministry of Education in 1979.

The Pearson product-moment correlation coefficient was used to determine the relationship between the divisional administrators' leader behavior and the divisional climate. Any significant correlation between the related groups was accepted at .01 level.

The study revealed that the relationship between the divisional administrators of Initiating Structure and the divisional climate of Esprit, Production Emphasis, Thrust, and Consideration dimensions were positively significant at .01 level. The relationship between the divisional administrators of the Initiating Structure and the divisional climate of Hindrance dimension was negatively significant at .01 level. No significant correlation was found between the divisional administrators of Initiating Structure and the divisional climate of Disengagement, Intimacy, and Aloofness dimensions.

It was also found that the relationship between the divisional administrators of Consideration and the divisional climate of Esprit, Production Emphasis and Consideration dimensions were positively significant at .01 level. The study indicated that the relationship between the divisional administrators of consideration and the
divisional climate of Hindrance dimension was negatively significant at .01 level. No significant correlation was found between the divisional administrators of consideration and the divisional climate of Disengagement, Intimacy and Aloofness dimensions.

The leader behavior of the divisional administrators was considerably at the moderate level in both Consideration and Initiating structure.

The Organizational Climate of the divisions in The Ministry of Education fell into the Closed Climate category.


The purpose of this study was to determine the secondary school organizational climate, the principal's leadership behavior, and the relationship between the secondary school organizational climate and the principal's leadership behavior in Educational region 12.

The instruments used for collecting data were Organizational Climate Description Questionnaire (OCDQ) and Leader Behavior Description Questionnaire (LBDQ). Five hundred teachers in 54 secondary schools were selected to participate in this study. Arithmetic mean, standard deviation, standardized score, and correlation coefficient were used for the analysis of data.

The study revealed that the organizational climate of small-size secondary schools was perceived as being closed, but the organizational climate of medium-size, large-size, and extra large-size secondary schools was perceived as being paternal.
The principal's leadership behavior of small-size secondary schools was perceived as being consideration-oriented, but the one of medium-size, large-size, and extra large-size secondary schools was perceived as Initiating Structure-oriented.

The overall leadership behavior of the principal was perceived in the moderate level in both Consideration and Initiating Structure.

It was found that there were positively significant relationships between the "patternal" school organizational climate and the principal's "Initiating Structure and Consideration" leadership behavior at .01 level. No significant relationships were found between the "open, autonomous, and familiar" school organizational climate and the principal's "Initiating Structure and Consideration" leadership behavior.

It is recommended the secondary school principals in Educational Region 12 should help create the "open" school organizational climate in their schools and behave themselves in a high level in both "Initiating Structure and Consideration". Additional research should be conducted to determine an appropriate model for developing the school organizational climate and the principal's leadership behavior.

STUDY 8 SUDARA PATHOMROT (1985) CONDUCTED THE STUDY ON "THE RELATIONSHIP BETWEEN LEADER BEHAVIOR AND TEAM DEVELOPMENT OF THE TEACHER COLLEGE INSTRUCTORS IN THE WESTERN REGION"

The purposes of this study were:

(1) to study the relationship between leadership behavior styles of the rectors, namely; consideration and initiating structure, and the level of team development of the instructors in the western region teachers colleges,
(2) to compare the relationship of the leader behavior styles both consideration and initiating structure with the instructors' level of team development, and

(3) to compare the level of team development of the instructors under consideration and initiating structure oriented rectors.

The sample used in this study were 413 instructors working in the western region teachers' colleges in the academic year 1984. All of the instructors had been working for at least one academic year under their rectors in this present study.

The instruments used to collect the sample's responses were the Leader Behavior Description Questionnaire (LBDQ) and team development Questionnaire.

The Findings of the study were as follows:

1. The leader behavior of the rectors in the western region teachers' colleges were considerably moderate, however, that of the initiating structure aspect was higher than that of consideration at 0.01 level of statistical significance.

2. The level of team development of the instructors in the western region teachers' colleges were moderate.

3. The consideration leadership behavior of the rectors was found to be positively related to the level of team development of the instructors at .01 level of statistical significance.

4. The initiating structure leadership behavior of the rectors was found to be positively related to the level of team development of the instructors at .01 level of statistical significance.

5. The correlation between consideration and initiating structure aspects and the level of team development of the instructors were found to be different with no statistical significance.
6. The level of team development of the instructors under the consideration oriented rectors was higher than that of the instructors under the initiating structure oriented rectors at 0.05 level of statistical significance.

STUDY 9  NARONG RAKDEJ (1987) CONDUCTED THE STUDY ON "A STUDY OF THE ORGANIZATIONAL CLIMATE OF SECONDARY SCHOOLS UNDER DEPARTMENT OF GENERAL EDUCATION IN SUPHANBURI PROVINCE"

The purpose of this study was to determine the organizational climate of secondary schools under Department of General Education in Suphanburi Province as measured by the Organizational Climate Description Questionnaire in which the right subtests of teacher's behaviour and principal's behavior disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust, and consideration were included. Three hundred and eighty-five teachers in 26 secondary schools under the Department of General Education in Suphanburi Province in 1986 academic year were selected to participate in this study. The school size, sex of the teacher and teachers' years of teaching experience were used as the independent variables. Arithmetic mean, standard deviation and standardized score were employed for the analyses of data.

The study revealed that:

1. When all independent variables were considered, the teachers perceived their own behavior as low disengagement, high esprit, high intimacy, and high hindrance and perceived their principals' behaviour as high aloofness, high production emphasis, high thrust and high consideration.

2. The teachers' behavior of medium-size and large-size schools
were perceived to have higher arithmetic mean of hindrance than that of small-size schools. The teachers' behavior of small-size schools were perceived to have higher arithmetic mean of esprit and intimacy than that of medium-size and large-size schools. The female teachers perceived their own behavior as lower arithmetic mean of esprit than the male teachers. The teachers with 5-10 years of teaching experience and more than 10 years of teaching experience perceived their principals' behavior as higher thrust than those with less than 5 years of teaching experience.

3. When each independent variable was considered, the school organizational climate was perceived as being "closed".

It is recommended that the principals should try by all means to create "open" climate in their schools. Additional research should be conducted to determine factors enhancing the creation of "open" climate.


The main purposes of the study were to investigate the Leadership Styles of the directors, the Organizational Climate in the Colleges of Physical Education, and the relationships between the Leadership Styles of the directors and the Organizational Climate in the Colleges of Physical Education.

The population consisted of 17 directors working in 17 colleges of Physical Education throughout Thailand in the academic year 1987. The sample; stratified randomly selected consisted of 307 instructors working in 17 colleges of Physical Education throughout Thailand in the academic year 1987.
The instruments used for data collection were the Leadership Styles Description Questionnaire and the Organizational Climate Description Questionnaire (CODQ). The collected data were subsequently treated by the use of simple correlation and Chi-Square.

The research results were as follows:

1. The Leadership Styles of directors of 17 Colleges of Physical Education were investigated. There were eight Democratic leaders, five Autocratic leaders, and four Laissez-faire leaders.

2. The Organizational Climates in 17 Colleges of Physical Education were categorized. There were seven the Autonomous Climate, five the Familiar Climate, two the Paternal Climate, two the Closed Climate, and one the Opened Climate. The Controlled Climate was not existed.

3. The significant relationships between the Leadership styles of the directors and the Organizational Climate in 17 Colleges of Physical Education were found at the .05 level

   3.1 The leadership Styles of Autocratic leaders were found negatively significant related with the Hindance behavior, and were found positively related with the Production Emphasis behavior. Meanwhile, there were no relationships between the leadership styles of Autocratic leaders and behavior categorized as Disengagement, Esprit, Intimacy, Aloofness, Thrust, and Consideration.

   3.2 The relationships between the leadership styles of the Laissez-faire leaders and all dimension behaviors were insignificantly different.

   3.3 The leadership of the Democratic leaders were found positively significant related with the Hindance behaviors, and were found negatively related with the Production Emphasis behaviors.
There were no relationships between the Leadership styles of the Democratic leaders and behaviours categorized as Disengagement, Esprit, Intimacy, Aloofness, Thrust, and Consideration.

4. The relationships between the leadership Styles of the directors and the Organizational Climate in the Colleges of Physical Education were found at the .05 level of insignificance.

STUDY 11 WATCHARIN NOODCHANAKA (1990) CONDUCTED THE STUDY on "THE PRINCIPALS’ LEADERSHIP STYLES AFFECTING PRIMARY STUDENT ACHIEVEMENT UNDER THE OFFICE OF SAMUT PRAKAN PROVINCIAL PRIMARY EDUCATION"

The purposes of this research are to explore the principals’ leadership styles under the office of samut Prakarn Provincial Primary Education and Principals’ leadership styles affecting Primary student achievement under the office of samut Prakarn Provincial Primary Education. The sample of the study are 148 school administrators and 2,000 Prathom Suksa 6 (Grade 6) students in 1988 academic year. The management Style diagnosis Test developed from W.J.Reddin that of is use to investigate the leadership style, and the student achievement are collected from the final examination.

The results are as follows :-

1. The primary school principals' leadership styles:

1.1 Of the Dominant Styles used by primary school administrators, the Developer Style is mostly used, the Benevolent Autocrat Style is the second rank in mostly used and the Executive Styles is the least in used.

1.2 Of the Supporting Styles used by primary school administrators, the Benevolent Autocrat Style is mostly used the Missionary Style is the second rank in mostly used and the Executive
Style is the least in used.

1.3 Of the Synthesis Styles used by primary school administrators, the Developer style is mostly used and the Autocrat Style is never used.

2. The principals' leadership styles affect the student achievement, at the 0.01 level of significance. Moreover, by student achievements, the styles can be divided into four groups from the largest to the smallest student achievement as follows.

2.1 There is no difference of student achievement among Bureaucrat Style, Developer Style and Executive Style. Each of these three styles provide the lowest student achievement.

2.2 Benevolent Autocrat Style provides student achievement in the second rank.

2.3 There is no difference of student achievement between Missionary and Compromiser leadership style. Each of these two styles provide the student achievement in the third rank.

2.4 Deserter style provide the lowest student achievement.

STUDY 12 CHANTRANEE SANGUANNAM (1990) STUDIED ON "SOME CHARACTERISTICS OF THE SCHOOL ADMINISTRATOR, SCHOOL CLIMATE AND JOB SATISFACTION THAT RELATED TO THE EFFECTIVENESS OF THE ELEMENTARY SCHOOL"

The purpose of this study was conducted in order to find out some elementary school administrators' characteristics and relevant factors which related to the effectiveness of the elementary schools, the study was attempted to find out some elements, such as, Leadership style, Decision making; both of the Outcome-Oriented approach and the Process-Oriented approach, Communicati; both of the Information
Accuracy-Oriented style and the Communication Openness-Oriented style, Problem Solving; both of System Approach and Brain Storming Technique, Instruction Leadership Behaviour, School Climate and Teachers, Job Satisfaction.

The sample in this study was the elementary schools under the office of national Primary Education Commission which was divided into two groups. The first group was the outstanding schools (school year of 1989) by selecting 1 school from each province, totally 73 schools. These schools were determined as a group of the effective schools. The second group was the elementary schools which was not identified as outstanding schools. By selecting the same area 1 school from each province, totally 73 schools. These schools were determined as ineffective schools. The schools administrators in both groups answered the questionnaires. The teachers who answered the questionnaires were selected by using simple random sampling technique from the two groups of the schools, totally 730 teachers. The total number of the school administrators and teachers in the sample were 876 persons.

The questionnaires was developed for collecting data. An analysis of the data was undertaken by using the computer programme SPSS/PC++. The statistical techniques employed in the analysis of data were t-test, Chi-square and Discriminant Analysis.

The finding from this study showed that the two groups of the school administrators used more the same Task-Oriented style than Relationship-Oriented style and used the same Process-Oriented approach for decision making more than the Outcome-Oriented approach. The same as the Communication, the finding showed that the two groups of the school administrators also used more the same Communication Openness-Oriented style than the Information Accuracy-Oriented style.
According to Problem Solving behavior, the finding shower that the school administrators from the two groups used the same system Approach for Problem Solving, but have significantly difference in using Brain Storming technique for Problem Solving. The school administrators in the effective schools use more Brain Storming technique for Problem Solving than the school administrators in the ineffective schools.

The two groups of the school administrators were significantly difference on Instructional Leadership Behavior. In the effective schools, the administrators have more Instructional Leadership Behavior than in the ineffective schools. The study also found that the two groups of the schools were significantly difference on School Climate. The effective schools have better climate than the ineffective schools. According to Teachers’ Job Satisfaction, the study showed that the teachers in the two groups of schools have the same satisfactory in the job.

The study found that there were 6 variables that can be used for prediction of the effectiveness of the elementary schools: The Problem Solving; both of Brain Storming Technique and System Approach, the Instructional Leadership Behavior, School Climate, Leadership Style and Teachers’ Job Satisfaction. All of those 6 variables can be used for classify the effective schools from the ineffective schools 72.46 percent correctly. The researcher had presented the process of how to develop those 6 variables for the school administrators in term of concept, content and the process of development.
STUDY 13 NIPHON UTHOK (1992) CONDUCTED THE STUDY ON "LEADERSHIP STYLES OF SECONDARY SCHOOL PRINCIPALS UNDER THE DEPARTMENT OF GENERAL EDUCATION IN BANGKOK METROPOLIS ACCORDING TO REDDIN'S THEORY OF LEADERSHIP"

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 Redding'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 Questionaire 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 findinge 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 lever 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 27.10 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.

STUDY 14 CHERDLA SONTORNVIPART (1992) STUDIED ON "THE LEADER'S CHARACTERISTICS AND WORK EFFECTIVENESS IN THAI UNIVERSITIES DEPARTMENTS OF EDUCATION"

The purpose of this research study was to investigate the relationship between leaders' characteristics and work effectiveness of the heads of the departments of educations in Thai Universities. There were four major objectives: first, to find factors which relate to leadership effectiveness and group effectiveness; second, to employ fiedler's third, to use five psychological characteristics for
predicting the leader effectiveness and group effectiveness; and fourth, to find the power of prediction of leader effectiveness and group effectiveness by thirteen variables. Theses thirteen variables consisted of four biosocial and work background variables, four variables from Fiedler's theory and five psychological variables. The criteria for classifying leaders for further analyses was the leaders' cooperative core.

Eighty-seven department heads of the Faculties of Education from eleven Universities all over the country were studied. The research instruments were in the form of questionnaires. Six hypothesis were tested by using the Analysis of variance with two-way Factorial Designs, the Stepwised Multiple Regression Analysis, and inter-correlation matrices. The analysis were done on total sample as well as on the data of different groups of respondents, Classified by the bio-social and background variales. Furthermore, the comparisions were also made between the low and the high cooperative leaders.

There were four major research findings as followed. First, the department heads who had higher level of education and were in position for only short period of time less than 36 months together with the ones who had lower level of education only Bachelor's degree and were in position for longer period of time, were more effective than other groups. Secondly the variables pertaining to Fiedler's theory could best predict the leader effectiveness and group efftiveness in the heads who had lower level of psychological characteristics. In addition, the Fiedler's theoretical variables could predict work effectiveness in the high cooperative leaders (12.47%) more than in the low-cooperative leaders (1%).

As for the leader effectiveness, it was found that those who had
high cooperative behaviour could be predicted with Fiedler's variables more than the low cooperative group (14.24% and 12.96%).

Thirdly when forty-five years of age was used as a criterion, it was found that the variables from Fiedler's theory could predict leader effectiveness in the older group more than the younger group (13.56% and 1.41%). The five psychological characteristics could predict leader effectiveness in the older group more than in the younger group (17.72% and 9.14%). Furthermore, the psychological characteristics could predict both leader effectiveness and group effectiveness in the leaders who were in positions longer more than in the shorter group (19.19% and 5.46%) for leader effectiveness and (17.95% and 11.90%) for group effectiveness consecutively.

Fouthly, the thirteen variables were in general, more powerful predictors for group effectiveness than for the leader effectiveness (12.16% and 6.22%) but when classified the leaders into low and high cooperative groups, it was found that the thirteen-variables could predict leader effectiveness in the high-cooperative group more than in the low group (30.27% and 24.15%). In contrary these variables were more powerful predictors for group effectiveness in the low cooperative leaders than in the high cooperative leader (26.43% and 20.26%) when comparisons were made among three predictive groups of variables the five psychological characteristics together as a group was found to be the best predictor of group effectiveness. The variables from Fiedler's theory were the powerful predictor on group effectiveness and leader effectiveness only in the high cooperative leader.

Three important recommendations based on the results from this
study are therefore prompted (1) In setting the policy for selecting the department heads, it should be realized that work effectiveness can be found in the heads with higher level of education (Master or Doctoral degree) during their first 2-3 years in position. These leaders are task-oriented but later their work effectiveness tends to be reduced. Those who have lower level of education (Bachelor's degree) will produce low work effectiveness in their first 2-3 years of work but the effectiveness tended to increase in the later years. Therefore experiences in position are important for the heads with lower level of education than for the heads with higher level of education (2) Fiedler's theory can be used with the department heads who are older, who are in the position for the longer period of time and who have high cooperative behavior (3) the psychological characteristics may be used with the total group and especially with the older department heads who have longer period of time in position. Therefore, it could be concluded that the older department heads who are in positions for a long period of time can use both the Fiedler's theory as well as the psychological characteristics to increase their work effectiveness.

STUDY 15 CHUTIMA SUKSANGAUN (1993) CONDUCTED THE STUDY ON "THE RELATIONSHIP BETWEEN ADMINISTRATIVE ATMOSPHERE AND TEAM DEVELOPMENT OF THE PRIMARY SCHOOL TEACHERS IN SAMUTSONGKHRAM PROVINCE"

The purposes of this research were to study the administrative atmosphere, the job satisfaction and the relationship between the administrative atmosphere and team development of the primary school teachers in samutsongkhram province.
The sample consisted of 292 teachers working in the primary schools in 1992 which were stratified random sampling from four different sizes of schools. The instruments utilized in this research were rating scale questionnaires. The mean, standard deviation and person product-Moment correlation Coefficient were applied in order to analyze the data.

The research findings were as follows;

The administrative atmosphere in the primary school in Samutsongkhram province was shown to be moderate. Anyhow, the administrative factors and physical environment of the largest size of school, the relationships between the principal and teacher in small, medium and large sizes, and the administrative practices in the small and large sizes were found in satisfactory level.

The overall team development of the teachers were found in moderate level in all sizes of schools. The relationships between the overall team development and the administrative atmosphere were positive in all aspects.

The researcher also proposed various recommendations in order to improve the school administrative atmosphere and to increase the level of team development of the secondary school teachers in Samutsongkhram province.

STUDY 16 TAWIN TAVEEWAN (1994) STUDIED ON "THE LEADERSHIP COMPETENCIES OF THE DISTRICT SUPERINTENDENTS IN EDUCATIONAL REGIONS 6"

The purposes of this research were to study and to compare the leadership competencies of the district superintendents in Educational Regions 6, classified by education qualification, duration of working
experience and administrative training. The samples consisted of 159 officers working in the office of the district superintendents. The major instrument used in this study was the questionnaire entitled "The Leadership Competencies of the District Superintendents." It contained 10 factors which were Production Orientation, Control of Work, Goal Setting, Problem Solving, Subordinate Relations, Bias, Consideration, Participation, Decision Centralization and Competence. Arithmetic mean, standard deviation and the t-tests were applied to analyze the data and to test the hypotheses.

It was found that the leadership competencies of the district superintendents in Educational Regions 6 were at moderate level. Considering by factor, it was found that the production, Orientation, Consideration, Goal Setting, Subordinate Relations and Participation were high. Competence, Control of Work, Problem Solving, Decision Centralization and Bias were at moderate level.

To compare the leadership competencies of the district superintendents having different education qualification, duration of working experience and administrative training. It was found that these variables were significant to the leadership competencies. The leadership competencies of the superintendents having different educational qualification, duration of working experience and administrative training were found statistically different at .01 and

Based on the findings, the researcher proposed various recommendations to improve the leadership competencies of the district superintendents to both office of the Permanent Secretary, Ministry of Education and the Institute for Educational Administrator Development.
STUDY 17 ANANTA VACHARASAKUNEE (1995) STUDIED ON "LEADERSHIP AFFECTING TEAM DEVELOPMENT OF PRIVATE SCHOOL TEACHERS IN BANGKOK"

Studying this time had an aim to study the existing leaders, namely the Transactional Leadership and the Transformational Leadership who had achievements that linked to the team work of the private school teachers. The example groups were the following: 122 school administrators, 854 teachers totalling to 976 persons that performed the works in the private schools in the Elementary level in Bangkok. They were under the bureau committee on private education during the school year 1993. The instruments used in researching were the questionnaires for the administrators to evaluate themselves in the topic of the existing leaders divided into 2 dimensions such as the Transformational leader type and the Transactional Leader type. The estimated scale value of 4 grade intervals and the teachers' questionnaires form measured the team development especially about the individual acquired benefits, firmness aspect, aspect in associating friends, aspect in enforcing orders, aspect in progression in the formed of the type of questionnaires and the estimated scale value of 7 grade intervals.

The statistics used for data analyzing were mean, standard deviation, analysis of varience, phi-correlation and t-test.

The results of the researching had the following:

1. There was no different leadership styles among the private schools administrators who were in different school sizes.

2. The leadership style, transaction and transformation, of private school administrators had relationship with team development of the teachers.

3. Teachers had higher level of team development when more
STUDY 18 NUTTA INTAWONG (1995) CONDUCTED THE STUDY ON "A STUDY OF THE LEADERSHIP STYLES OF DISTRICT COMMUNITY DEVELOPMENT OFFICERS AS PERCEIVED BY LOCAL COMMUNITY DEVELOPMENT OFFICERS"

The objective of the research is to study about 3 types of the leadership of Provincial Community Development such as controller Leadership, Supporter Leadership and Un-participated Leadership. To compare the opinion of District Community Development of the status of the leadership of Provincial Community Development variable by sex, age, level of education, experience in operation and the areas of work. To study about the desirable opinion of district community Development concerning on the status of the leadership of Provincial Community Development.

The sample of the study is 397 District Community Development all over the country which sampling by multi-stage. The tools that used to collect the data are rating scale and open-ended. The statistic to analyze the data is percentage, frequency, average and standard of deviation, t-test, f-test and Newman Keuls Method.

The research results are:

1. The research found that the total of Provincial Community Development had 3 types of the leadership such as Controller Leadership type, Supporter Leadership type and Un-participated type are in the middle level. When we were considered in each type, it found that the Supporter Leadership is high.

2. The total opinions and each type opinion of District Community Development differ by sex concerning the Provincial Community Development Leadership were not Significantly different.
3. The total opinions and each type opinions of District Community Development differ by age concerning the Provincial Community Development Leader were not significantly different.

4. The total opinions and each type opinions of District Community Development differ by level of education concerning the Provincial Community Development were not significantly different.

5. The total opinions and each type opinions of District Community Development differ by experience of operating concerning the Provincial Community Development were not significantly different.

6. The total opinions and each type opinions of District Community Development differ by district areas of work concerning the Provincial Community Development were not significantly different.

7. District Community Development Require the supporter leadership Provincial Community Development type at the most and un-participated type at least.


The purpose of this experimental research was to study Leadership styles affecting the Effectiveness of the Personnel Administration in the secondary school under the department of General Education in Educational Region V in three sizes of schools. The management style Diagnosis Test developed from W.J. Reddin that of use to investigate the Leadership style, and the personnel Administration in the secondary school Test from Chemers and Ayman. 1989 : 362-363

The results were as follows:
1. The secondary school principal’s leadership styles:

1.1 The leadership styles used by small secondary school administrators. The Developer Styles was mostly used, Bureaucrat and Executive Styles were the second rank in mostly and the Deserter Styles was the least in used.

1.2 The leadership styles used by the middle secondary school administrators. The Developer Styles in mostly used. Bureaucrat, Deserter and Executive Styles were the second rank in mostly and the Benevolent Styles was the least in used

1.3 The leadership styles used by the big secondary school administrators. The Developer Styles in mostly used. Executive and Bureaucrat Styles were the second rank in mostly and the Deserter Styles was the least in used.

1.4 The principals’ leadership styles affect the effectiveness of the Personnel administration in the secondary school under Department of General Education in Educational region 5 in the school 3 sizes, at 0.05 level of significance.