## CHAPTER 5 REVIEW, MAJOR FINDINGS, DISCUSSION AND IMPLEMENTATION

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CHAPTER 5
REVIEW, MAJOR FINDING, DISCUSSION, IMPLICATION AND SUGGESTION

5.1 REVIEW

5.1.1 STATEMENT OF THE PROBLEM

"A STUDY OF LEADERSHIP BEHAVIOUR OF SECONDARY SCHOOL ADMINISTRATORS IN RELATION TO ORGANIZATIONAL CLIMATE AND TEAM DEVELOPMENT"

5.1.2 OBJECTIVES OF THE STUDY

1) To study the level of leadership behaviour of secondary school administrators.

2) To compare the mean scores of the level of leadership behaviour of secondary school administrators belonging to different groups of sex, age, experience of work, size of school and qualification.

3) To study the level of leadership behaviour of secondary school administrators having different groups of organizational climate and team development.

4) To compare the mean scores of the level of leadership behaviour of secondary school administrators having different groups of organizational climate and team development.

5) To study the relationship between leadership behaviour of secondary school administrators, organizational climate and team development.

5.1.3 VARIABLES OF THE STUDY

1) INDEPENDENT VARIABLES

1.1) Sex : male and female

1.2) Age : 30-40 years, 41-50 years, 51-60 years
1.3) Experience of work: 1-5 years, 6-10 years, 11-15 years, 16-20 years and 21 years onwards
1.4) Size of schools: small, middle and large
1.5) Qualification: Bachelor degree and higher than Bachelor degree
1.6) Level of organizational climate of secondary schools: high, medium and low
1.7) Level of team development of secondary schools: high, medium and low

2) DEPENDENT VARIABLE
Leadership behaviour of secondary school administrators

5.1.4 HYPOTHESES OF THE STUDY
1) The level of leadership behaviour of secondary school administrators is in medium level.
2) There is no significant difference between mean scores of leadership behaviour of secondary school administrators belonging to different groups of sex, age, experience of work, size of school, qualification, level of organizational climate and team development of school.
3) There is no significant relationship between leadership behaviour of secondary school administrators, the organizational climate and team development.

5.1.5 DEFINITION OF THE IMPORTANT TERMS
1) LEADERSHIP BEHAVIOUR means behaviour which the leader shows about his ability to lead his group for performing various activities towards the specified target and for remedying problem as well as maintaining morale and encouragement of the group. There are two components of leadership behaviour i.e. initiating structure and
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consideration.

2) SECONDARY SCHOOL ADMINISTRATOR means directors, headmaster of secondary school under the Department of General Education, Thailand

3) ORGANIZATIONAL CLIMATE means atmosphere in performing work of a school. This can be measured from inquiring opinion towards behaviour of teachers and the administrator who performs work together. Atmosphere of the organization comprises of 4 dimensions of behaviour of administrator, i.e. aloofness, production emphasis, trust and consideration, together with four dimensions of behaviour of teachers i.e. disengagement, hindrance, esprit de corps and intimacy.

Organizational climate was obtained from interpreting measurement of climate of the organization in 8 dimensions to be in 6 patterns of organizational climate, i.e. open climate, autonomous climate, controlled climate, familiar climate, paternal climate, and closed climate.

4) TEAM DEVELOPMENT

Team development means group of people who perform work or commit an activity joint to attain success. Members of the team will integrate oneself with the masses in co-operating work. There is dividing work and take responsibility together, have mutual relationship and have the same aim or same expectation.

Team development refered to the developing the efficacy to 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.
5.1.6 Methodology

1) Tools used in the study

There were four types of tools to use for this study.

- The check-list to enquire the Bio-data of Secondary School administrators given by teachers
- The scale to measure the leadership behaviour of secondary school administrators
- The scale to measure organizational climate of schools
- The scale to measure team development in schools

5.1.7 Procedure

1) Selection of the sample

The study follow mainly the process of multi-stratified random sampling. There were 8000 secondary school teachers and 1000 secondary school administrators to be the sample of the study.

2) Statistics used for analysis of data

The data collected by the tools were analysed according to the objectives and hypotheses. The statistics used for analysis of data are as follow:

- Mean
- Standard Deviation
- t-test
- F-test
- Studentized Range Statistics Test (q)
5.2 MAJOR FINDINGS

1) The level of leadership behaviour of secondary school administrators in total score and in two components (initiating structure and consideration) were in medium level.

2) Sex, level of education, age, experience of work, size of schools, level of organizational climate and team development were the factors affecting on the level of leadership behaviour of secondary school administrators.

3) There was significant different between mean scores of leadership behaviour of secondary school administrators belonging to different groups of sex. It was found that female administrators have greater value of mean score of leadership behaviour than male administrators. The difference of the mean scores was significant at 0.01 level. The finding thus rejected the null hypothesis.

4) There was significant different between mean scores of leadership behaviour of secondary school administrators belonging to different groups of level of education. It was found that the administrators having higher than bachelor degree have greater value of mean score of leadership behaviour than that of the administrators having bachelor degree. The difference of the mean scores was significant at 0.01 level. The finding thus rejected the null hypothesis.

5) There was significant different between mean scores of leadership behaviour (total score and initiating structure) of secondary school administrators belonging to different groups of age. It was found that the administrators having 31-40 years of age have greater value of mean score of leadership behaviour than that of the administrators having 41-60 years of age. The difference of the mean
6) There was significant different between mean scores of leadership behaviour of secondary school administrators belonging to different groups of experience of work. It was found that the difference of the mean scores were significant at 0.01 level. The finding thus rejected the null hypothesis.

7) There was significant different between mean scores of leadership behaviour of secondary school administrators belonging to different groups of size of schools. It was found that the administrators having large size of schools have greater value of mean score of leadership behaviour than that of the administrators having middle and small size of schools. The difference of the mean scores were significant at 0.01 level. The finding thus rejected the null hypothesis.

8) There was significant different between mean scores of leadership behaviour of secondary school administrators belonging to different groups of level of organizational climate. It was found that the administrators having high level of organizational climate have greater value of mean score of leadership behaviour than that of the administrators having medium and low level of organizational climate. The administrators having medium level of organizational climate have greater value of mean score of leadership behaviour than that of the administrators having low level of organizational climate. The difference of the mean scores were significant at 0.01 level. The finding thus rejected the null hypothesis.
9) There was significant different between mean scores of leadership behaviour of secondary school administrators belonging to different groups of level of team development. It was found that the administrators having high level of team development have greater value of mean score of leadership behaviour than that of the administrators having medium and low level of team development. The administrators having medium level of team development have greater value of mean score of leadership behaviour than that of the administrators having low level of team development. The difference of the mean scores were significant at 0.01 level. The finding thus rejected the null hypothesis.

10) There was significant relationship between the leadership behaviour of secondary school administrators and the organizational climate. It was found that the relationship between these two variables was significant at 0.01 level. The finding thus rejected the null hypothesis.

11) There was significant relationship between the leadership behaviour of secondary school administrators and the team development. It was found that the relationship between these two variables was significant at 0.01 level. The finding thus rejected the null hypothesis.

For the better understanding, the summary of the results of the study was shown in table 5.1.
TABLE 5.1 SUMMARY OF THE RESULTS OF THE STUDY

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<th>Dependent Variables</th>
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<td>Leadership Behaviour</td>
<td>Initiation Structure</td>
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The Factors Affecting on the Level of Leadership Behaviour
- Sex ** ** **
- Level of Education ** ** **
- Age ** ** NS
- Experience of Work ** ** **
- Size of Schools ** ** **
- Level of Organizational climate ** ** **
- Level of Team Development ** ** **
The Correlation
- The Organizational Climate ** ** **
- The Team Development ** ** **

** = Significant at 0.01 level
NS = Not Significant