5.3 DISCUSSION

Leader is a person out of many persons who has power, influence or capability to persuade people to practice according to his suggestion, requirement or his instruction. Leader has influence over other people's performance behaviour. He is the person who deputizes in directing, 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. It is the duty of the administrator to develop the pattern of leadership, inorder to create a good atmosphere in the organization which will give success in producing quality work.

Form the result of the present study, it indicates that the leadership behaviour of secondary school administrators was in the medium level. It was also found that the leadership behaviour of secondary school administrators has highly significant relationship with the organizational climate and team development. In this way, it is neccessary to increase the level of leadership behaviour of secondary school into high level. The level of leadership behaviour of secondary school administrators should not differ according to sex, age, experience of work, qualification and size of schools. To be the leader, the persons should develop themselfe to have the high level of leadership behaviour.

At the present time, Thailand has received impact due to socio-economic growth, politics, science and technology, which enables people's life to adjust and change rapidly. Such change enables personnel to adjust themselves. In what characteristics the adjustment will be, is dependent upon complications of change which happens.
In classifying characteristics of leaders by considering from characteristics and styles in using power of such leadership, Uris mentioned that the person who has high leadership behaviour should have the behaviour of the democratic leader.

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 or 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.

In short it can be said that democratic leadership is the leader who does not like to make decision alone. At the same time, he will not let his subordinates to 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.
The results of the study pointed out that the secondary school administrators should be given more knowledge and should be trained for the development of the leadership skill. The leadership behaviour of secondary school administrators should be in high level either the administrators belonging to different groups of sex, age, qualification, experience of work or size of schools. The higher level of leadership behaviour will increase the higher level of organizational climate and team development. In the same way, the higher level of organizational climate and higher level of team development will create higher level of work effectiveness.

The leadership behaviour of secondary school administrators can be depicted by using a quadrant on an assumption set on two axies, i.e. Initiating Structure axis and Consideration axes.

The Initiating Structure referred the 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.

The Consideration referred to the leadership behaviour which shows friendliness and faith, trust and acquainted with subordinates or followers in order to create satisfaction in performing the work.

The initiating structure and consideration types of leadership behaviour makes the 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.
The result of the study indicates that school climate is one of the important variables which explains the differences among the performance levels of schools. It was further seen that the level of leadership behaviour of secondary school administrators were differed according to the level of organizational climate. It was found that the administrators belonging to high group of level of organizational climate have high level of leadership behaviour. The administrators belonging to low group of level of organizational climate have low level of leadership behaviour. It can be said that the secondary school administrators having high level of organizational climate possess the higher level of leadership behaviour. Most of educator said that the environment factor which influences the learner's learning is the learner interact with this environment and is influenced by the environment. This environment included the organizational climate of the schools. Enriching the better climate would result in better education. The school is a socio-psychological system, hence interaction between the administrator and the staff or the subordinate assumed to play a significant role in creating the school climate affecting the quality of a school or its organizational climate is assumed to have some affect upon the success a school enjoys in the accomplishment of its objectives. Therefore, such a study may provide empirical evidence of climate alternatives which can be used by administrators to help them determine the kind of climate that should be established in school. In the other words, it can be said that the analysis of organizational climate of a school can be described as an analysis of an input-output relationship in which the social characteristics of each schools' staff.
The organizational climate should be the OPEN CLIMATE. The Open Climate refers to a state of an environment in which the members of the group or the organization enjoy high 'morale' in general, and high 'Esprit' in specific. The teachers work as a strong unit with respect to the task, without backering and griping. Disengagement is low. Members of the group feel emotional association within themselves and with the organization. Emotional distance between the group and the leader, as well as among the group members, is very small they all feel part of the whole. The principal has integrity in that he is all of a piece and therefore can function well in either situation. He is not aloof, nor are the rules and procedures which he frames inflexible and impersonal. Thus, in such an environment Alienation is low. On the whole, the teachers enjoy social needs satisfaction as well as job satisfaction on account of high 'Esprit'. They fell sufficiently motivated towards accomplishment of the task and to keep the organization 'moving'. The teachers are proud of being associated with their school. Social needs satisfaction emanates from 'Esprit' hence the teachers do not feel the need for an extremely high degree of Intimacy. Therefore in such an environment Intimacy is average.

In an open climate school the behaviour of a principal represents an appropriate integration between his own personality and the role he is required to play as principal. His behaviour can be characterized as 'genuine'. Genuineness refers to the behaviour of an individual by which he enhances his sense of self and other-awareness and acceptance, in such a way that others can do the same. He attempts to motivate the teachers through his personal example. He does not ask the teachers to give of themselves any more than they willingly do (Production Emphasis is average). The principal does not burden the teachers by
a mountain of unnecessary work. He attempts to frame such policies which facilitate the teachers' accomplishment of their task (PsychoPhysical Hindrance is low). He is sensitive to the human aspect of teachers and feedback from the staff he is not highly bureaucratic in his behaviour. He believes in democratic procedures of control of organizational behaviour of teachers (Control is low). The behaviour of the principal though unmistakably task-oriented (production Emphasis average) but at the same time, it is characterized by an inclination to treat the teachers humanly, to try to do a little something extra for them in humanistic terms (high Humanized Thrust).

Finally, it can be said that an Open climate refers to an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They perceive their principal (leader) as highly considerate and democratic in behaviour and hence the group members as well as the principal, fell all of a piece' Hence, the group enjoys a high degree of integration and authenticity of behaviour (Sharma, 1973 p. 252).

The present study reveals that organizational climate stands out as significantly positively related with the leadership behaviour of secondary school administrators. In other words, the higher the ratings by teachers on organizational climate is the higher leadership behaviour of secondary school administrators. There are significant positive relationships between the organizational climate and the leadership behaviour of administrators.

A significant positive relationship is revealed between leadership behaviour and school climate by the present investigation. The better the leadership score, the more open the school climate. The finding thus rejects the null hypothesis.
The result of the study indicates that team development is also one of the important variables which explains the differences among the performance levels of schools. It was further seen that the level of leadership behaviour of secondary school administrators are differed according to the level of team development. It is found that the administrators belonging to high group of level of team development have high level of leadership behaviour. The administrators belonging to low group of level of team development have low level of leadership behaviour. It can be said that the secondary school administrators having high level of team development possess the higher level of leadership behaviour. In the other words, it can be said that the analysis of team development of a school can be described as an analysis of an input-output relationship in which the leadership behaviour of secondary school administrators.

The present study reveals that team development stands out as significantly positively related with the leadership behaviour of secondary school administrators. In other words, the higher the ratings by teachers on team development was the higher leadership behaviour of secondary school administrators. There are significant positive relationships between the team development and the leadership behaviour of administrators.

A significant positive relationship is revealed between leadership behaviour and team development by the present investigation. The better the leadership score, the more the team development. The finding thus rejects the null hypothesis.
5.4 EDUCATIONAL IMPLEMENTATION OF THE PRESENT RESEARCH

The only justification for the existence of a school is its ability to educate its students. The better the education provided, the better the justification for the existence of the school. It follows that the factors which influence the schools' capacity to educate its youth are important. Dewey says that the environment in which the learner is living is an important factor which influences the learner's learning. The learner interacts with this environment and is influenced by the environment. Enriching the environment would result in better education. As has been discussed that the school is a socio-psychological system, hence the leadership behaviour and the interaction between the principal and his staff may be assumed to play a significant role in creating the high effectiveness in school. The organizational climate and the team development is assumed to have some effect upon the success a school enjoys in the accomplishment of its objectives. Therefore, such a study may provide empirical evidence of climate and the team work alternatives which can be used by administrators to help them determine the kind of climate and team work that should be established in a school. In other words, it can be said that the analysis of organizational climate and the team development of a school can be described as an analysis of an input-output relationship in which the social characteristics of each school's staff is the input variable giving rise to organizational climate and team development, which in turn influences the achievement of their students and the professional growth of the staff members the output variable.

This study has revealed that the more 'Open' the climate, the higher will be the teachers' satisfaction and the school's effectiveness. Furthermore, it has also revealed that the more effective the
administrators, the more open the climate.

Lastly, an additional implication of the present study is with regard to administrators. The administrators should have given special thought to the preparation to be the highest level of leadership behaviour. Such a training when planned, should necessarily include a course in group dynamics, human relations and leadership behaviour. It will not be adequate to give a series of lectures on leadership styles or group dynamics or human relations but laboratory technique, T-group technique, sensitivity training etc. shall have to be used in order to develop the right type of leadership behaviour among the prospective administrators. Behavioural scientists have provided adequate evidence of superior output by smaller doses of scientific input. The leadership training of school administrators will go a long way in improving organizational climate and team development thus providing a missing dimension to improved education.

Thus, taking into consideration the interdependence between organizational climate and team development variables a training programme for school administrators may be planned and strategies for changing the organizational climate and team work may be defined. Hence school effectiveness in terms of academic achievement index of the school, teacher satisfaction and other output variables, in terms of quantity and quality, may be raised. In other words, the capacity of the school to provide better education to the youth may be raised the ultimate goal. Hence this study may provide guidance and help to administrators or practitioners in planning and implementing programmes to achieve this end.
From the study it can be seen that the secondary school administrators having high level of team development possess the higher level of leadership behaviour. Therefore, the team development variable should be established in school. The administrators should know about the characteristics of effective team work as shown as follow:-


1) The atmosphere of unofficial work is carried on without formality and not serious. Every one cooperates in the working operation with true interest in the work, without the trace of boredom.

2) A debate went on extensively. Every one was serious in giving as air pining on the specific problem. If a member strays from the point of issue, other members will draw him back immediately.

3) The team members clearly understands the true objective and accept the tasks of the team. This is because every member joins in the discussion with extensive observation, until the accepted objective and goal is set. Hence every member feels that they are responsible in the success to the goal which they themselves set up.

4) Every member listens to the straight forward opinions of the others. The members are free to give their opinions about the problems and the performance of the team work.

5) Although the thoughts may not be unanimous, but the members can meet at a point of understanding with the climate of democracy.

6) The decision of the team is consensus. Every member agrees to the principle and is willing to act accordingly.

7) The criticize goes on in a manner that is clear and willing to accept, and creative with the aim to get rid of problems
The Character of Uneffective Team Work

The character of uneffective team work is the tedious atmosphers. Members gossip in the rigid environment. They face each other with aggressiveness. Only a couple of members take over the discussion and take decisions. The members would not accept the team objective and create an air of recalcitration. Members will not listen to each other. Creative thinks are not realized and overlooked. Members do not dare to give their opinions because it may not be accepted. The team work cannot proceed on the operation with different opinions. The leader cause uniformity leading to open assaults. The team is divided into groups. Some members are aggressive and annihilated the good intentions of the team. The decision was not done upon the ground of unity. No steps proceed after a decision was made. The leader monopolized the leadership without sincerity. Criticisms are rather for destruction than creation. Personal feelings and point of views must be hidden. Members expect the least success from each other and are not helpful.

2. Rensis Likert set the Institute for Social Research at the Michigan University. This is to study outstanding managers and leaders to find out about their work and why they are honoured. It was found that the least successful leader manager by way of "job centered" While managers with highest efficiency administered through "employee centered" Likert came up with 4 systems of administration.

The study found that the fourth system is most effective because the employees take part in the operation. Such is the team administration system.

Likert cited 24 characters of effective team work. (Likert, 1967 cited by parker, 1990:24-28)

1) The members operate with good interaction under the role of
the leader and the team member. 2) Members have good relations and friendliness. 3) Members care and respect each other. 4) Members and the team leader rely highly upon each other. 5) Members set the team goodwill and objectives together, causing satisfaction on all sides. 6) Members give good coordination. 7) Each member of the team has good inducement to fulfill their tasks and cooperate with other members for the success of the whole team. 8) The interactions between members in various activities such as the solution of problems, making decisions, proceeded in the air of supports. All advises, criticizes, opinion, and information are for the benefit of the team. The status of leader suits the state of the work. 9) The leader is competent and suitable for the work. 10) The leader encourages the air of cooperation than the air of competing among the members. 11) The members are anxious to give a hand in their full potentialities. 12) Each member heartily accept the objectives and expectations of the team. The leader will not tense up his members. 13) The team leader and his members believe that difficult tasks would cause more developments in all aspects. 14) Members in the team assist each other. 15) The team work realize the goodness of initiative thinking and encourage creative ideas in solving problems. 16) Communication concerning the activity is presented clearly, extensively, and straightforward with good process. 17) Members trust the various information given to them and give full interest. 18) Member of the team accept the process of the group in the operation, such as the development of the work, the problem in of the unit, the relationship between members, and so on. 19) The process of the team encourage the members to give their idea, advise and comments for the success of the team. 20) Members of the team work adapt their concept, and point view in their work to be in concord with
the team policy. 21) Members are confident when making decisions because they really understand the objective and the working philosophy.

3. Argyris (1964:139-140) is a well-known psychologist for improving the personality of personnel in the organization. Argyris believe that the efficiency of the organization derive from the interaction of members, as well as their optimistic criteria. These are: 1) Members are sincere in giving opinion and thoughts: 2) Members are straightforward and trust each other: 3) Members have initiative thoughts about new methods in developing the work: 4) Members support others honestly and are not afraid to give their opinions: 5) Members are attached to the others and they are loyal to their organisation.


In the beginning of the decade of 1960, the administrative theory gave importance to the work of Blake and Mouton. This work linked the relation between the Administrative Format and the Team Efficiency by the concept of "Managerial Grid". The word "grid"is means table or net. Blake and Mouton explained that the idea of grid is that a competent leader must consider the operational factors as well as personnel factors. In the way that these factors support and encourage each other.

5. Richard Walter explained the two characteristics of the conflict in the team work. These are "substantive conflict" and "emotional conflict". The technique used in solving these conflicts are the "role analysis" and the "bargaining for a suitable role". Later in the decade of 2000 arose a new concept in building up a team work. That is visioning. This refers to the collaboration of the organization and the members in drawing up a clear future showing the
precise direction for the organization. The intention might be for the efficiency of the operation, or for decreasing the production cost, or for the development of other phases.

The Point of View in The Control of Quality and The Operation of Team Work

About 1931 before the Second World Ward, W.A. Shewart wrote a book called "Economical Control of Quality of Manufactured Product" This book showed a concept in the control of quality and has been cited for the initiation in the procedure of Statistical Quality Control(S.Q.C.) used in the United States of America. Later, the Japanese effectively adapted this opinion about the Control of Quality. Dr. Ishikawa who was active in this case. He set up the Union of Japanese Scientists and Engineers (JUSE). This association played an important role in encouraging, developing, and propagating the knowledge in the business field of Japanese industry. In July that year, Deming was invited to give a demonstration about S.Q.C., and the "Deming Cycle" or PDCA (Plan, Do, Check, Action). This is a vital instrument in the continuous control of quality. The initiation of W. Edward Deming about the Statistical Quality Control (S.Q.C.) was overlooked by the American businessmen during the decades of 1950 and 1960. whereas, this idea was highly accepted in Japan. Deming was offered the "Deming Prize" by the Japanese.

Deming Cycle is the most efficient process in controlling the working operation. It consists of 4 steps called PDCA: 1) Plan-p, 2) Do-D, 3) Check-C, 4) Action-A.

The 14 Administrative Principles of Deming

1) set up a clear goal and objective of the organization. Then publicize this goal and objective, while the executives must show
their full determinations to follow accordingly.

2) The executives and the members are to study new phases of philosophy.

3) Thoroughly understand the objective and check if it is for the improvement of work or for the reduction of cost.

4) Rewarding on the basis of price tags only should be discontinued.

5) The production system and services are to be improved continuously.

6) Set up training courses.

7) Train the leadership.

8) Get rid of fears. Set up a circumstance of trust, initiations and innovations.

9) The whole team is to determine to execute the organization's tasks in their full caliber.

10) Reduce the force on workers in their operation.

11) Dispel the "quota system" as well as "digital objectives". Continuously, personnel is to be trained on operational improvement, and the potentiality of operational process.

12) Get rid of all impediments which effect the pride in the work of the personnel.

13) Encourage the personnel on their studies and improve themselves.

14) Take steps to fulfill the objective of changes.

In July 1954 Juran was invited to Japan to set a seminar for JUSE in "The Management of Quality Control". This was the first time that quality control was linked to the whole administration of the management.
In April 1956, Juran joined a convention in Tokyo. He observed the Japanese's idea of quality control called Quality Control Circles (Q.C.C.). Juran reported "The activity of Q.C. was the revolution of business administration. The Japanese are advancing to be the world leader in quality and shall maintain this status for 20 years ahead because no other nations progress to this point at the same speed as the Japanese." (Nit Sammapan, 2535:32 Ref. Tamura and Noguchi, 1986:6). Later in June 1956 during a big seminar of the European Organization for Quality Control, Juran set a special point about Q.C.C. in Japan. This was the first time that the world realizes about the quality making group of Japan. Juran's idea stressed that the main task of the executives was to improve and to maintain the quality in two levels. That is 1) the main task of the company is to accomplish and to maintain the manufacturing of high quality products: 2) the main task of each department of the company is to achieve and to maintain the manufacturing of high quality products.

In 1988 Juran wrote a book called "The Development of Quality in Process". That is the development in manufacturing and the process in manufacturing to meet the needs of the customers. In 1961 Feigenbaum propagated his ideas about "Total Quality Control" (T.Q.C.). This changed the concept about quality control in the way of statistics to the era of administration or management stressing on the question of quality by "Participative Management". Hence technical experts begun to use the words "Total Quality Management" (T.Q.M.) instead of Quality Control. This is because the quality control is only a part of the administration.

A.V. Feigenbaum (1961:7) mentioned that "Total Quality Control can be optimised. At first, there must be prevention of defects,
then, there would be no need for Routine Inspections. The task of Quality Proof does not depend upon investigations, but it is in the responsibility of the personnel who product that particular part". The operator must proceed seriously in the control process in the operational level.

In 1980, most qualified products with economical prices imported into the United States were labeled "Made in Japan". These goods were highly popular in the market, indicating the great industrial success in Japan after the lost in the Second World War. The Japanese were active in developing their system of quality control through the statistic principle and logic principle, together with the principle of new administrative techniques and industrial psychology. When amalgamating with the environment of Japanese operational culture, this fact enabled the effectiveness of the system of quality control.

The Quality Control Circle was made up of groups of personnel in the same office. They voluntarily grouped in 3-10 people. They consequently meet to solve the problem of operational quality where members can solve by themselves. The problem study and solving was done consequently and continuously, supported by the organization and their superiors in giving the know-how. They were also given chances for their free activities which do not contradict with the unit's principle. In this way it was found that "The System of Quality Control" encourage the personnel to join in the process of quality administration. Such amalgamation of labor forces for creative thinking lessen defaults and led the organizations to progress.

The idea in developing the quality control when adapted in the operation of the team work would assist in the better quality of operations. The goods are manufactured with lower production cost and
better quality.

The Idea of the Future Form of Team Work derived for almost a century from 1930 to 2000. This idea begun from the formation of team work and evolved to the dimension of building up Quality Control (Q.C.), Total Quality Control (T.Q.C.), Total Quality Management (T.Q.M.), Total Productive Maintenance (T.P.M.), Total Productive Maintenance (T.P.M.), ISO-9000/14000 and Q.S.9000 in the team work. In stepping to the 21 century, the characteristics in the form of efficient and competent team work are follows: 1) There must be reaction from the policy and the formal working system in the operation. 2) Various conducts and activities in the operation would create efficiency when working in team. 3) The informal atmosphere would create good relationship among the members in the team work. 4) The long team concept and objectives should be centered upon the operation as well as the operator.

The Development of Team Work

Blake and mouton introduced a form of team work development in 6 stages which would take 3-5 years.

First Stage: Grid Seminar This is the indoor training to study human behaviour and to study the organization's culture, so that the members or the group can understand the work. They can observe the existing gap and how it should be improved. In this stage, the participants will learn about the administrating concept and the context through the grid for a week by well trained personnel. Each group consists of 12-48 persons. The seminar will start by revising personal managing behaviour by grid, filling in the Managerial Grid Diagnostic Questionnaire. They will be give 50 hours for self improvement. Then they will be a evaluation of each member and the
whole team. Open critiques will be made on the operation of the members and the whole team. Examples of the problems that might happen in the particular working place will be put up, especial the problems of personal behaviour giving affect to the operation. Each team will evaluate their own conduct and caliber in solving problems. The team with insufficient efficiency will be given another chance to practice. This aim is to create a sense of the ninth administrative behaviour in every team which is a team work administration. The team will be set ready to proceed to the second stage.

Second Stage: Team Development This is the field operation to see how the required grid administration can be put to work. After the first stage, the team members will get the same opinion that they are "the builder of the team work" with a sense that they are in the same family. The development of team work start from the fact that top executives and medium executives perceived their way of management and agreed to work in team. The basic criteria at this stage, especially the open operation and rehance, shall become the actual form of operation. In this stage the members will learn that:

1) Set up an optimal working culture, emphasizing on the analysis of the team operation, planning, communication, getting rid of problems, making decisions, as well as setting up a culture for the organization, and so on.

2) Increase the operation caliber for each member of the team, stressing on the analysis of the team's operational conduct. Each member will learn about themselves and adapt themselves to the group. Each member will receive an advice for his own amendment.

3) The determination of objective, goal and problem solving are activeties which offer an opportunity for each member ro participate
in the search for the cause of various problems in the organization. They will take part in finding ways to solve problems which will result upon unanimous agreement.

Therefore after the second stage, a feeling of care will be developed in the team work with following details: 1) The executives understand about concept of the grid of the administration with the requirement to manage the team work. 2) The members of the team family give themselves more chance to reflect on their own conducts. 3) The relationship within the group will be improved, both in the group of co-workers, as well as the relationship between the subordinates and their superiors. 4) The executives will have to be more careful about their operation and behaviour especially when it comes to the state of problem solving.

Third Stage: After each team has been developed effectively by way of personnel and performance according to the grid concept of administration. The relationship will be developed with other groups as well. The members must find out the causation of conflicts between the teams. The aim is the change from the idea of competing to cooperating in solving problems. Because when various teams arise through the Second Stage, they are bound to compete. Actually this should do good to the efficiency of the operation of the organization as a whole. But it was found that each team clung too tight to the policy of the team. They forgot they are also a part of the organization and need to interact with other teams. The objective of the organization must be the goal of every employee. Therefore, it is necessary to develop the relationship between the team.

The objective of the development of relationship between the teams is for them to learn about the changes and make use of the team
cooperation to develop the working operation. And they can maintain the effective status of team work at the same time. The method is as follows:

1) The organization advisers let two teams prepare their operations.

2) The members start working in the most ideal way accepted by both teams. It is the objective that both teams accept each others work in every step.

3) Both teams work independently enabling each team to evaluate each other. Each team can indicate the faults of the other team and can also give advises for remedy through their own experience.

4) After the task is accomplished each team will assess their own work and amend their deficiencies. Then the two teams will meet to present their experiences about their problems and success.

5) The two teams exchange their ideas frankly. In this way, both teams will have good opinion for each other, with better understanding. This will enable the organization to set better plans in developing the team work.

After the end of the Third Stage, the executives will make assessments by reviewing the conducts of each team to see whether it has serve the organization in its best caliber. However, the executives will have to come up with various ways to solve problems, dispelling such organizational culture that are useless.

Fourth Stage: Developing an Ideal Strategic Corporate Model. Top executives and consultants will cooperate in developing an ideal strategic corporate model. They will set up an ideal format of operational strategy. The organization will be transformed to an ideal status acceptable by other teams, as mentioned in the Third
stage, the top executives shall view the questions together. Most problems, generally met, are the question of mending on losses, the question of safety, the question of policy, the question of promotions, and the question on reduction of costs, and so on. The committee gathered these problems from every unit in the organization. After that every team will take part in setting up an ideal strategic corporate model, taking in mind the existing variants. This will enable them to scrutinize their selection of format in their cooperation, which will be of the best benefit to the organization. In this a stage of designing the format of the team work with the participation of top executives.

Fifth Stage: Implementing the Ideal Strategic Model. This is an attempt to put the ideal format into effect. During the operation, the executives will give their hands as coordinate. In some cases, some defects will have to be amended for the smooth flow of the operation according to the plan. A period must be fixed for such operation. Should it be found that the members’ operational procedure do not go along with the grid concept, the executives will find other ways for them. However, these new ways will also have to be accepted by the members. This method may be complicated but there will be less resistance and more cooperation.

Sixth Stage: Systematic Critique In this final stage, changes will be encouraged by assessments and critiques. Every steps of the operation will be analysed. The labour will be reinforced in every stage. This will enable the executives to know how successful the team work family may be.

It is clearly seen that the above process of building up a team work must be functioned together and cannot be split. The objective of
the first stage is to educate each member of the family team about the grid administration. In the second stage, the team member must adapt their knowledge from the grid seminar into practice in the team work. The second stage emphasizes on encouraging the relationship between the teams of the organization. While the stages of 4(th), 5(th), and 6(th), are for the determination of operational format and implementation, as well as evaluating of result in building up organizational team works.

Dyer (1977:46-49) demonstrated various stages in building up team work as follows:

first Stage: Problem Identification. When the executive realises that some situations arise affecting the organization's efficiency and capability, such as the lack of unity among the personnel, late operation, low quality product. Such circumstances will have to be adjusted. The team work development can solve these problems. The executive can use a questionnaire to find out these problems.

Second Stage: Data Gathering. This is the collection of information. Accurate information will assist in analysing the true cause of the problem. Therefore, the members must be keen in collection information. The information in the questionnaires must be checked and proved to see that it is reliable and can be put to work. Details of these information are:

1) Why does the problem arise?
2) The main defects which cause the inefficiency and incompetence of the member in the team.
3) What ever is the problem? The existing good point will have to be maintained.
4) What improvement is needed to improve the working performance to better efficiency?

5) What strategy is needed as a tool in solving the problems in the team work?... etc.

Third Stage: diagnosis. After the gathering of data and information, these must be analysed to identify the problem and the possible solution. They must be summarised for the meeting of the team. Sometimes, the information from personal interview cannot be revealed and this need not be revealed. The analysed information will have to be recording according to its importance as follows:

1) The problem that can be solved in a short run, or trivial question.

2) The problems to be solved by other units.

3) The problems which the members in the team must cooperate in solving.

Fourth Stage: Planning. After the crucial problem has been analysed, the executive will act as the team leader, taking the responsibility in solving the problem. He will set the objective and goal in solving the problem as well as seeking for the cooperation of every member, so that they can collaborate in the planning. His consultant will act as an observer and render necessary assistance. Schein (1969:9) call this activity as giving advice in the process of performance. These consultants will give his advise should any information be missing, or not right. Furthermore, consultants must train the team members to improve their skill in solving problems as well as the skill in getting along together.

Fifth Stage: Implementation. It is the executive's important duty to implement the plan that they allocated in the meeting.
Therefore, the team leader must be determined and attached with the allocated plan. If the leader is lagging in putting the plan into practice, it will be hard to induce the team members to take the responsibility in solving the existing problem. The role of consultants in this stage is to see how well the allocated plan was executed.

Sixth Stage: Evaluation. In this final stage, information is to be gathered after the operation of problem solving has been accomplished according to the plan. This is to check whether the planning of solving problems can actually be put into effect: how successful: whether there are any obstacles and in which point: who took the responsibility: what improvements should be made. In this stage the consultant is responsible in training leader and the team members for the skill in evaluating the result of the operation.

Schmerhorn, Hunt, Osbon,(1994:328) mentioned that the building of team work is a systematic activity for accumulating and analysing data and information regarding the operation of the team. This will lead to improvement and changes for the competence of the team. The method of Schmerthon and company consists of following:

1) Members of the team realise and accept that there are problems in their organization which need to be solved.

2) Members of the team cooperate in making devices to collecting information.

3) Members of the team cooperate in analysing the information to indicate the crucial problem.

4) Members collaborate in planning to solve problems.

5) Members cooperate to fulfill the allocated plan.

6) Members evaluate the operational result in solving problems.
AIM FOR DEVELOPING THE STAFF. The aim may be classified into the following aspects:

a) **Aspect on teachers**
   1. To love and see the value of the school.
   2. To understand target of the school in order to deputize duty suitably.
   3. For efficiency in working by remedying weak point and develop the strong point.
   4. To apply new technique in performing work.
   5. To be ready to accept any change both in self-development and in developing the work.
   6. To be more satisfied in performing work.
   7. Promote to a progressive one, help in developing oneself according to potentiality of work in full.
   8. Co-operate in working for the school.

b) **Aspect on pupils**
   1. Increase quality of pupils.
   2. Create good atmosphere in studying.
   3. Improve teaching quality of teachers to produce good result to pupils.

c) **Aspect on the school.**
   1. To develop in order to be suitable as educational institution.
   2. To use resource to the highest benefit both for present and future.
   3. Develop the team work/staff to prepare to accept and change suitably.

d) **Aspect on other personnels**
1. To see the value of the school.

2. Develop administration and other services to implement according to the aim of the school.

Matter which ought to be developed. We may classify development of team work/staff into the following aspects:

1. General matters.
2. Interest to be taken towards the teachers.
3. Contents of the subject.
4. Teaching technique.
5. Training relevant to work.
6. Administration and management.
7. Developing team work/staff.
8. Relationship amongst teachers.

Developing method. Developing method may be done in 2 methods:

- Develop coupled with regular work in school or what we call "on-the-job" and Develop outside the school or "off-the-job", which may be classified into details as follows:

  a) On-the-job training. It is to develop the staff by implementing the development in school which may be done by teaching-demonstrating-training-giving suggestion guideline-various projects-practical training.

  b) Off-the-job training. This is to send personnel to receive training outside the school which may be done in 2 characteristics, i.e. receive training in various matters in various patterns, i.e. discussion-meeting-practical meeting, specifically on development of team work-listen to speeches from experts-training-giving advice-participating in performance.
Another characteristics is to send personnels to receive training outside the school on the subject of promoting the performance, i.e. subject on management, field trip, trip for helping with official work, join in discussion with teachers from various schools.

Curriculum for developing team work/staff. Development of team work can be arranged into three characteristics, i.e.

- arrange officially,
- arrange unofficially
- develop according to suitable opportunity.

The school may arrange official pattern by planning properly. Arrange activity to correspond with the aim and policy of the school. As for the unofficial pattern. We ought to observe general atmosphere of the school as to whether or not it is supportive, that it does not make the teachers feel that they are being forced. If the atmosphere is bad, it will be an obstruction to developing the team work. As for developing. The team work according to opportunity, it is another type of development by depending on suitable opportunity.

Things to be considered about developing the team work/staff

In developing the team work to attain the target set, there are many things to be considered, specifically the teachers themselves and the school because it is not easy to develop according to teachers' requirement and the team work's requirement. However, after giving consideration, we have to determine in doing it in order to find ways to develop the team work more clearly. We ought to consider and raise questions on following aspects:

1. Teacher and school. What is the relationship between developing the teachers and the school. Whether the teachers ought
to promote the school or the school ought to promote the teachers.

2. **Evaluation.** Who is the person to specify about requirement in developing the teachers feel that development will help them to be promoted or not. How will we remedy the doubt of the teachers.

3. **Requirement.** What methods are there to learn about requirement in developing the team work. Is there any atmosphere of the school that make the team work lack efficiency.

4. **Relationship in developing the team work and other activities.** Whether or not other activities arranged by the school help in developing the team work? Whether or not in giving advice to teachers and let the teachers participate in activities will help to promote development of team work? Whether or not the teachers can participate throughoutly with the activities arranged? How much are teachers advised and promoted in new things which are beneficial?

5. **Atmosphere.** How is the school atmosphere? Is the school atmosphere an obstacle towards performance by teachers or does it promote the work of the teachers?

6. **Creative thinking.** How do we have to prepare programme for developing the team work? We ought to prepare additional curriculum to what is missing part and promote the already good part to a better one. Is there sufficient time and opportunity to develop the team work?

7. **Scope of development** In developing the teachers are you able to develop throughoutly, both the teachers who teach and the teachers who do some other work as well as administrative section. Can you develop every level? Will it be used for promoting position?
Guideline for developing the team work. Head master is very important person in developing the team work by having precise policy for developing the team work. He must have self-confidence that teachers have responsibility. He must create atmosphere in school to be supportive to self development. The head master entrusts the secondary administrators to be responsible in developing each team work, give useful advice to teachers, and the important aspect is, there must be evaluation of the total process. Process for developing the team work ought to develop the teachers and develop the work at the same time.

Tools for helping in developing the team work In developing team work of the school many tools will be used. For this document, a tool will be proposed which totally concerns the school. But other working units may apply it for use by improving content to suit such working unit. Method for using that tool may be done as follows :-

1. A person or teacher who is interested in developing the team work use it for evaluating the team work in school.

2. Select a group of teachers for discussing according to items. Such teachers may be senior teachers of the school or teachers who are chiefs of sections, or select a group from total teachers and form a group for performing the work.

Method of use. Let the teacher or the uses (of document) read every item and consider that each item had really happened in his school. If it is true or has a trend to be true, make a marking in that item. If you feel that it is not true or has a trend that it is not true, to please leave it blank. Please do every item, make a total of each channel and followed by table.
Content of each item

a) General matters.

1. Normally, there is no evaluation on the requirement of the school.

2. Your school has no precise policy in developing the team work.

3. Personnels in various positions regard that developing the team work is not his duty.

4. Developing the team work is not dependent upon requirement of teachers.

5. The school had many chances to develop the team work but they did not do it.
6. There is no system in developing the team work.

b) Interest in the teacher.

7. New teachers did not receive sufficient support.

8. New teachers have been promoted to have experience in education.

9. There is no social welfare given to new teachers as it ought to be.

10. The administrator gives very little advice to new teachers.

11. Teachers who are apprentice teachers have not been followed up or given advice from district officers, or provincial officers or division officers as it ought to be.

12. Head master thinks about developing new things but the teachers in school are not interested.

c) Technological knowledge

13. Group of teachers do not think about developing his own knowledge to a modern one.

14. Group of teachers has not been promoted in developing knowledge because the administrator is afraid that it would cause an impact towards his position.

15. Majority teachers in school did not participate in improving the curriculum.

16. The teachers hardly have been given promotion of knowledge.

17. The school hardly spends its time in developing technological knowledge.

18. The teachers feel that knowledge in the subject that they are teaching has no impact/result towards his own status.
d) Teaching technique.
19. Majority of teachers teach by explaining as a main point.
20. Majority of teachers want to develop work by easy method.
21. Majority of teachers want to develop work by easy method.
22. Very few teachers teach by using many methods.
23. Group of teachers hardly have opportunity to participate in meeting with other school's teachers.
24. Nearly all teachers are not interested in teaching new method.

e) Training in work
25. Head master looks at his own role in an unclear way.
26. Teachers have not been trained sufficiently to take the responsibility.
27. Head master has never received any training on administration.
28. Head master has not receive sufficient training for developing the team work.
29. Senior teachers have not been entrusted to develop teachers as it ought to be.
30. There is no promotion to let chiefs of various sections to evaluate result of his own work.

f) Developing team work
32. Each party in school stay individually without discussing together on teaching.
33. Each party of the teachers do not consider about problem together.
34. There is no operation group to create teaching equipment.

35. Majority teachers work according to duty only. They did not work because they feel they are a member of the school or a team.

36. Teachers in school do not trust each other.

g) Relationship

37. There is no distribution of work throughoutly.

38. Teachers in each section do not know about the problem of other sections.

39. Teachers in each section do not trust other sections.

40. Teachers in school do not know each other well.

41. Teachers in each section hardly contact one another.

42. Teachers in each section have their own kingdom.

h) Giving guideline

43. Majority of teachers do not understand their role and responsibility.

44. Teachers who have been appointed to deputize various duties have not been trained to have sufficient knowledge in such duties.

45. The school feels that giving guidelines in different matters to teachers is not important.

46. Multiple pupils do not receive suitable guideline.

47. Majority teachers do not receive training on skill on giving guideline.

48. The school has no precise policy on giving guideline.
5.5 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of his intensive study of research work done in the area of leadership behaviour in relation to organizational climate and team development, the findings of the present study the present researcher would like to highlight some research problems which may be examined by future researchers.

1. For further study, there should be study about the factors affecting on the level of leadership behaviour of secondary and primary school i.e. the level of teachers' morale, the effectiveness of the schools.

2. Since OCDQ covers interaction only between principal and teachers, other interactions like pupil-teacher, headmaster-students, parents-teachers, etc. are not taken into account. Hence for making the studies in this area more dependable all possible kinds of interactions may be taken care of while undertaking research in this area.

3. Organizational structure and team development may be assumed to play an important role in leadership behaviour. Case studies should also be taken to supplement the findings of researches in this area.

4. Experimental studies should be conducted in this area so that strategies and models for changing the leadership behaviour, the organizational climate and team development may be defined and developed.

5. Adequate and consistent evidence is not available in connection with the relationship of organizational climate and team development and institutional output variables such as achievement in curricular and co-curricular areas by the students. Further research may be planned and conducted on representative samples.

6. There is lack of prediction studies in this area. There is need for investigating other variables for improving prediction of leadership
behaviour, organizational climates and team development. Such studies may prove very useful from the point of organizing training programmes for administrators and programmes for changing the school climate.

7. Percolation of school climate into the classroom is an important area which demands our attention and studies may be taken in this area from different angles i.e. teacher behaviour in the classroom, pupil motivation etc.

8. Organizational climate and team development of school may be assumed to have bearing on achievement motivation of the students and the phenomenon of relationship between organizational climate, team development, n-achievement and students self-concept may be examined.

9. Leadership behaviour, organizational climate and team development may also be examined as another dimension in the process of innovation.

10. Explorations among perceptions of leadership orientations of secondary school principals and the effectiveness of schools may also be made.

11. Studies may be taken up to investigate the relationship of leadership, organizational climate, team development and selected characteristics of teachers and principals.

12. An investigation of Participation-Influence in Decision-Making and Organizational climate and team development as perceived by secondary school teachers may be a good research problem from the viewpoint of its application value.

13. Exploration of the perceptual relationship among organizational demands, individual needs and personal satisfaction as it affects organizational climate may be another aspect of this area which needs research.