### CHAPTER 1 INTRODUCTION

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CHAPTER 1
INTRODUCTION

1.1 INTRODUCTION

Administering work in any organization either it be an organization which is working unit of a governmental sector or a private sector, all will have the same aim, that is, efficiency or success of work. The organization will be successful or meet with failure in work, part of it will happen with two groups of people, that is, executive/administrative group which is leader and colleagues group. If the administrator is able to create leadership situation suitably and is in accordance with roles and duties of a good administrator, the colleagues would naturally give co-operation and help to develop the work which they are responsible to a perfect one. When it is so, that organization will have advancement throughout the time. On account of this, the leader is therefore, important machinery in co-ordinating the role of the organization and co-ordinate the roles of personnels in the organization to remain in good balance, that means there is a good organizational climate and appropriate team development.

Halpin (1966: 133-152) has studied about organizational climate and has concluded about influence of various patterns of climate which sends an impact to the work, which is the open climate, which is good climate for performing a good work with rapid success. Personnels have high morale and encouragement. The autonomous climate which is a good atmosphere similar to that of open climate. For this pattern, the subordinates have independence in contacting and have relationship between colleagues. The controlled climate, the administrator will aim at production emphasis and perform according to instruction. The familiar climate which is the administrator will give a high familiarity but will not control subordinates much. The
sub-ordinates will be able to perform what they like. This often turns to being a cause of conflict. The Paternal Climate is the climate when the administrator thinks that he knows best and is experienced in every subject and does not listen to subordinate's opinion. In addition, the superior/administrator usually controls strictly which will cause discussion. Morale and encouragement of colleagues become low and result of work will meet with failure, as well as the closed climate which is the worst climate for performing work, because the administrator lacks knowledge and leadership situation. He likes to set criteria unnecessarily which enables colleagues to lose morale and encouragement and performance of work has dropped. Each type of organizational climate has shown good and bad points which will result in stability and advancement of the organization.

Davis (1977: 89-91) has given a suggestion that the study on organization climate will enable relationship between leadership behaviour of the administrator and the environment both within and outside the organization to change, specifically, in 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 personnels to adjust themselves. In what characteristics the adjustment will be, is dependent upon complications of change which happens. Therefore, it is the duty of the administrator to develop the pattern of leadership, in order to create a good atmosphere in the organization which will give success in producing quality work.

1.2 STATEMENT OF THE PROBLEM

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

3.1 To study the level of leadership behaviour of secondary school administrators.

3.2 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.

3.3 To study the level of leadership behaviour of secondary school administrators having different groups of organizational climate.

3.4 To compare the mean scores of the level of leadership behaviour of secondary school administrators having different groups of organizational climate.

3.5 To study the level of leadership behaviour of secondary school administrators having different groups of team development.

3.6 To compare the mean scores of the level of leadership behaviour of secondary school administrators having different groups of team development.

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

1.4 VARIABLES OF THE STUDY

1.4.1 INDEPENDENT VARIABLES

1.4.1.1 Sex

- male
- female
1.4.1.2 Age
- 30-40 years,
- 41-50 years
- 51-60 years

1.4.1.3 Experience of work
- 1-5 years,
- 6-10 years,
- 11-15 years,
- 16-20 years
- 21 years onwards

1.4.1.4 Size of schools
- small,
- middle
- large

1.4.1.5 Qualification
- Bachelor degree
- higher than bachelor degree

1.4.1.6 Level of organizational climate of secondary schools
- high,
- medium
- low

1.4.1.7 Level of team development of secondary schools
- high,
- medium
- low

1.4.2 DEPENDENT VARIABLE
Leadership behaviour of secondary school administrators
1.5 HYPOTHESES OF THE STUDY

1.5.1 The level of leadership behaviour of secondary schools administrators is in medium level.

1.5.2 There is no significant difference between mean scores of leadership behaviour of secondary school administrators belonging to different groups of sex.

1.5.3 There is no significant difference between mean scores of leadership behaviour of secondary school administrators belonging to different groups of age.

1.5.4 There is no significant difference between mean scores of leadership behaviour of secondary school administrators belonging to different groups of experience of work.

1.5.5 There is no significant difference between mean scores of leadership behaviour of secondary school administrators belonging to different groups of size of school.

1.5.6 There is no significant difference between mean scores of leadership behaviour of secondary school administrators belonging to different groups of qualification.

1.5.7 There is no significant difference between mean scores of leadership behaviour of secondary school administrators having different groups of level of organizational climate.

1.5.8 There is no significant difference between mean scores of leadership behaviour of secondary school administrators having different groups of level of team development.

1.5.9 There is no significant relationship between leadership behaviour of secondary school administrators, the organizational climate and team development.
1.6 DEFINITION OF THE IMPORTANT TERMS

1.6.1 LEADERSHIP BEHAVIOUR

Leadership behaviour means behaviour of person who is capable of inducing other people to perform an act 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. The leadership behaviour has been made into two dimensions. The first dimension is initiating structure while the second dimension is consideration.

The first dimension is relevant to planning and management of the organization, behaviour of administrator or chief of section according to this dimension, i.e. creating relationship between leader and group members who are colleagues, in order to create perfect and suitable organizational pattern, finding ways to contact and create understanding among personnel in the working unit.

The second dimension, is relevant to maintaining relationship between colleagues, i.e. showing friendliness, trust, respectability as well as warm relationship which prevails between the chief and colleagues.

The behaviour which the leader shows about his ability to lead his group for performing various activities towards the specified target and for solving problem as well as maintaining morale and encouragement of the group. Leadership behaviour has two dimensions as Halpin (1966 : 86) has explained as follows:-

Leadership behaviour of administrator which has characteristics of initiating structure means behaviour of administrator who establishes relationship with colleagues or members in the group in understanding and implementing to policy, communication and method of performing work to a successful end there is a
for considering and specifying level of leadership behaviour of administrator who has production emphasis characteristics. From the average, leadership behaviour on result orientation is classified into three levels, i.e.

1.6.1.1 **Low level** means average leadership behaviour which shows that the relationship between the administrator and staff in working aspect, trying to understand policy, aim, implementation method, communicating with other people and follow-up on the result of work is not so efficient. It ought to be improved greatly.

1.6.1.2 **Medium level** means average leadership behaviour which shows that the administrator is moderately interested in work and success of work. He encourages staff in the school to be daring enough to think and perform the work in an orderly manner, moderately. But the administrator himself has to be improved in giving instruction on work, following up on the result of work and co-ordinating work increasingly.

1.6.1.3 **High level** means average leadership behaviour which shows that the administrator has high capability, knows how to administer the work and is always successful knows how to make use of people, is strict with regulations and is punctual, has initiation, is brave to lose and win with colleagues and is not afraid to make comments about result of work which ought to be improved.

Leadership Behaviour of the administrator which has characteristics of **consideration** means behaviour of administrator shows that he has a relationship, trusts in colleagues, respects one another. Relationship between the administrator and staff or colleagues in the school is warm and friendly. For specifying levels of leadership behaviour of the administrator having the
characteristics of consideration, is classified into three levels which Vichit Dheerakul (1972:19-21) has explained as follows:

1.6.2.1 Low level means average leadership behaviour which shows that the administrator has practically no friendly relationship with the staff. He acts fully as an autocrat. He does not trust or respect as it ought to be.

1.6.2.2 Medium level means average leadership behaviour which shows that the administrator has moderate human relationship. He gives trust and respects staff in the organization moderately.

1.6.2.3 High level means average leadership behaviour which shows that the administrator is kind to more in the organization. He gives love and warmth when working with colleague. Each party accepts importance of one another.

1.6.2 SECONDARY SCHOOL ADMINISTRATOR

Secondary school Administrators means the director, the head master of the secondary schools under the Department of General Education (only the public schools).

Secondary school is the school which provided secondary education. Secondary education is divided into two levels, each covering a period of three years. The lower level emphasizes on learners' intellect, ethics, morality and basic skills. It allows the learner to explore his individual interests and aptitudes through a wide choice of both academic and vocational subjects. The upper level aims to provide appropriate academic and vocational knowledge and skills correspondent with the learner's interests and aptitudes. These knowledge and skills will be beneficial for learner to continue study in higher level or to enter the world of work.
1.6.3 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, totally 8 dimensions according to the following details:

1.6.3.1 Climate of the organization measured from behaviour of four dimensions of staff.

1) Disengagement means feeling of staff towards behaviour of colleagues in the organization that they normally work without unity, that is, staff perform their own duty without co-ordinating or no co-operation amongst fellow, inspite of the fact that the characteristics of work must work in group to enable a good result of work.

2) Hindrance means feeling of staffs towards behaviour of colleagues saying that colleagues have preformed duties without efficiency or facility because the administrator gives too much work. They feel uneasy to perform work according to the decision of the Board and other regulations and criteria which feel unnecessary and which causes difficulty more than giving facilities.

3) Esprit de corps means feeling of staff which they have towards behaviour of colleagues that their colleague have performed work with good esprit and encouragement. They love the group because they have been responded in their requirement in social aspect and has received high success in performing work.

4) Intimacy means feeling of staff towards behaviour of colleagues that their colleagues have performed work by
showing enjoyment and with success in performing work.

1.6.3.2 Climate of the organization measured from behaviour of administrator in four dimensions.

1) **Aloofness** means feeling of staff which they have towards behaviour of administrator by considering about regulation, criteria, an act and policy strictly more than considering about the staff's mental aspect. In contacting with staff, he contacts total staff more than contacting individual person, therefore, relationship between administrator and staff is very rare.

2) **Production emphasis** means feeling of staff which they have towards behaviour of administrator that he administers by considering more about the result of work. The administrator will control, examine, instruct performance of staff closely and performance must follow the instruction strictly without reaction or other opinion.

3) **Trust** means feeling of staff which they have towards behaviour of administrator that the administrator is trying to encourage or persuade his subordinates to perform work. The administrator did not control, examine or give direct instruction, but uses various methods of his performance to the best that it has become an example for others to perform.

4) **Consideration** means feeling of staff which they have towards behaviour of administrator that the administrator acts towards staffs by showing consideration, helps in performing work as well as personal matter of staffs.

**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, closed climate wherein there is specific characteristics for each type.
Climate according to the explanation of Halpin (1966:174-181) is as follows:-

1) The Open Climate means climate in performing work in a school where the administrator and staff feel that they are fresh, physically and mentally happy, every one has good esprit and good encouragement, they have familiarity, are satisfied in the result of work of the group and are proud to be a member of the school.

2) The Autonomous Climate means climate in performing work in a school where the administrator has supported the colleagues to be independent to create friendship and perform work together with the staff. They have good esprit/morale and encouragement, have good relationship, that it enables good performance of work too.

3) The Controlled Climate means climate in performing work in a school where the administrator administers the work by aiming at success in work, that he is trying to control, examine and instructs the colleagues to perform work according to instruction or the set criteria, in order to achieve the required result of work. The staffs, therefore, have overload of work and they hardly have time to create relationship. But since the administrator administers the work well, therefore there is good result of work. The result of work appeared has created satisfaction and proudness to staff in the school. The esprit and encouragement of the group is in good criteria.

4) The Familiar Climate means climate in performing work in a school where the administrator and colleagues have good and friendly relationship and are very familiar with one another. The administrator will not like to control or examine or give instruction closely by himself, but will let the colleagues perform work according to what individual likes. Esprit and encouragement is at medium level.
because they are satisfied in creating relationship in one dimension. There is little proudness in result of work.

5) The Paternal Climate means climate in performing work in a school where the administrator administers the work by giving instruction, controls and examines the performance of staff in the school closely like shadow, behaving as though he knows very well and is experienced in every aspect and does not listen to opinion of staff. The staffs become fedup in performing work, result of work is a failure. There is little friendly relationship. The group looses esprit and encouragement.

6) The Closed Climate means climate in performing work in a school where the administrator administrators the work by lacking knowledge, lacks leadership personality and lacks capability in administering. The administrator does not give facilities in performing work to the colleagues, but tries to set criteria or regulations for controlling unnecessarily. He lacks creative mind, verbal speech and performance do not correspond, staff lack enthusiasm, lose esprit/morale and have no encouragement in performing work so as to obtain the best result of work.

1.6.4 RELATIONSHIP BETWEEN LEADERSHIP BEHAVIOUR OF ADMINISTRATORS AND ORGANIZATIONAL CLIMATE means leadership behaviour of administrator who administers the work in the characteristics of production emphasis, and familiarity which will send a result to atmosphers in performing work in the organization, have unity or lacks of unity, have obstruction or have no obstruction, level of esprit of staff is high or low, has or has no friendly relationship, has much or little aloofness between staff, has high or low production emphasis, whether or not the administrator behaves as a good example or whether he has much or little consideration.
1) Positive relationship between leadership behaviour of administrator and organizational climate means when the administrator shows leadership behaviour both production emphasis and familiarity in administering the work of the organization by trying to create unity in the organization, get rid of problem and constraints in performing work to remain as little as possible, considering about the esprit of staff by maintaining esprit and encouragement in always performing good work, create friendly relationship. The staff feel that the administrator has been friendly. Aim at success and efficiency of work, behaves as a good example and gives consideration to the staffs.

2) Negative relationship leadership behaviour of administrator and organizational climate means when the administrator shows leadership behaviour both production emphasis and familiarity in administering the work of the school and it results in making staff in the organization, with problem and constraints in performing work at a high level. There is little friendly relationship between staff in the organization, the administrator remains aloof and aims at task and does not behave as good example, lacks of consideration and there is little help to staff's personal matter.

1.6.5 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 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.
1.7 LIMITATION OF THE STUDY

The researcher has decided to study under the following limitation to fulfill the objectives of the study:

1.7.1 The present study is confined to study only the opinion of the secondary school teachers and secondary school administrators of Educational Region No. 3, 5, 8, 9, 10, 11 and 12. The Ministry of Education in Thailand has divided the country into 12 Educational Regions. This is done with the view to accommodate education according to the local, geographical and cultural background as well as to particular economic and social needs. As the present researcher had to complete the work within three years of study, it was not possible for him to cover all the Educational Regions. However, there are 76 provinces in Thailand. Out of 76 provinces, 46 provinces included in Educational Region No. 3, 5, 8, 9, 10, 11 and 12 have been covered under the study. The detail of the 46 provinces included in Educational Region No. 3, 5, 8, 9, 10, 11 and 12 are shown in Appendix A.

1.7.2 The study is further delimited to the teachers and administrators who taught and administered in secondary schools in the academic year of 1997.

1.8 CHAPTERIZATION

The researcher had planned to divide the present study into five chapters as follows:

CHAPTER 1: The first chapter deals with the introduction, objectives of the study, statement of the problem, variables of the study, hypotheses of the study, definition of the study, limitation of the study and chapterization.
CHAPTER 2 : The second chapter concerns about the theoretical orientation i.e. the Leadership theory, the organizational climate, the team development and the review of the past studies.

CHAPTER 3 : The third chapter mainly bases on the method and procedure i.e. technique selected for the study, tools and their characteristics, development of the tools, item analysis i.e. the discrimination of the tools, the reliability of tools, selection of samples, administration of the tools, scoring of data and technique of analysis of data.

CHAPTER 4 : The fourth chapter describes about the analysis of various topics according to the results of data i.e. the analysis of the level of leadership behaviour of secondary school administrators, the comparison of 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 schools, qualification, the analysis of the relationship between leadership behaviour of secondary school administrators and organizational climate, the analysis of the relationship between leadership behaviour of secondary school administrators and team development.

CHAPTER 5 : The last chapter deals with the review, major findings and discussion as well as educational implementations.