CHAPTER V
SUMMARY, CONCLUSIONS, EDUCATION IMPLICATIONS AND FURTHER RESEARCH POSSIBILITIES

This chapter is a presentation of the summary and the conclusions of study entitled as “Organizational Climate of Secondary Schools of Thailand in relation to the Institution Types, Leadership Behaviour and Job Satisfaction among Teachers”.

5.1 Summary

School is an integrating part of the entire social fabric of a society. It is a place where formal situations are created to facilitate teaching learning process among young minds. There exists a web of interrelationships among head, teachers and students. These relationships are so all pervasive that it is difficult to identify them. Climate word is used to describe it. The climate is a concept, which embraces the milieu of personalities of principal and teachers interacting with the sociological and psychological framework of an institution.

Teachers like workers have to produce and meet vague production targets of percentage of passes irrespective of whether all the other pre-requisites are satisfied. The teacher’s appraisal is based on the two basic components of his work life: the work related attitude by common consent is work involvement, intrinsic motivation, and work adjustment and they are directly related to the work a teacher does and may be designated “Job Attitude”. Commitment, identification and organizational involvement are attitudes more related to Organizational Climate. Job Satisfaction is clearly related with Organizational Climate (Schutz, 1987; Davis, 1990; Kabes, 1990 and Brice, 1998) but in Cressy’s (1986) study, there is no significant relationship between Job Satisfaction and Organizational Climate.

Leadership reconciles internal strivings and environmental pressures, paying close attention to the way adaptive behaviour brings about changes in organizational character. Herrold (1974) conceives
teachership as a leadership in which the teacher assists pupils to express their needs; participates as a member of the classroom group; guides students to define; and organizes course aims, objectives, and appraisals. There is a significant and positive relationship between Leadership Behaviour of principal and Organizational Climate (Coopert, 1969; Brickner, 1971; James, 1983; Panday, 1986; and Azari, 1991). Whereas Bukhair (1978) and Palmer (1983) found that there was no statistically significant relationship between School Climate and Leadership Behaviour.

Organizational climate reflects the history of internal and external struggle, the types of people, the organization attracts its work process, the mode of communication and the exercise of authority within the system. In organizational climate the focus is generally on interpersonal relationship between members and the organization. Organization climate can have a major influence on employee’s motivation, productivity, performance, and job satisfaction. Organizational climate represents the entire social system of a work group.

No study has been conducted to measure the effect of Institution types, Leadership Behaviour and Job-Satisfaction on Organizational climate of secondary schools in Thailand.

5.1.1 Statement of the problem

The title of the present study is stated as follows: “Organizational Climate of Secondary Schools of Thailand in relation to the Institution Types, Leadership Behaviour and Job Satisfaction among Teachers”.

5.1.2 Objectives of the study

1. To find out the effect of Institution Types of teachers on each dimension of Organizational Climate and also on the Total Organizational Climate of Secondary schools in Thailand as given below:
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Teacher-Student Relationship
Security and Maintenance
Administration
Student Academic Orientation
Student Behavioural Values
Guidance
Student-Peer Relationship
Parent and Community-School Relationship
Instructional Management
Student Activities
Total Organizational Climate

2. To study the effect of Teachers’ Perception of Leadership Behaviour on each dimension of Organizational Climate and as well as on the Total Organizational Climate of Secondary schools in Thailand as given below:

Teacher-Student Relationship
Security and Maintenance
Administration
Student Academic Orientation
Student Behavioural Values
Guidance
Student-Peer Relationship
Parent and Community-School Relationship
Instructional Management
Student Activities
Total Organizational Climate

3. To work out the effect of Job Satisfaction of Teachers on each dimension of Organizational Climate as well as on the Total Organizational Climate of Secondary schools in Thailand as given below:

Teacher-Student Relationship
Security and Maintenance
Administration
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Student Academic Orientation
Student Behavioural Values
Guidance
Student-Peer Relationship
Parent and Community-School Relationship
Instructional Management
Student Activities
Total Organizational Climate

4. To study the double and triple interaction effects of Institution Types, Teachers’ perception of Leadership Behaviour and Job Satisfaction on each dimension of Organizational Climate and also on the Total Organizational Climate of Secondary schools in Thailand as given below:

Teacher-Student Relationship
Security and Maintenance
Administration
Student Academic Orientation
Student Behavioural Values
Guidance
Student-Peer Relationship
Parent and Community-School Relationship
Instructional Management
Student Activities
Total Organizational Climate

5. To work out the intercorrelations among the variables of teachers’ perception of Leadership Behaviour, Job Satisfaction and Organizational Climate in respect of Government and Private Secondary schools in Thailand.

5.1.3 Hypotheses of the study

1. There will be no significant differences between Institution Types (Private Schools and Government Schools) on each dimension
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of Organizational Climate and also on the Total Organizational Climate of Secondary schools in Thailand as given below:

Teacher-Student Relationship
Security and Maintenance
Administration
Student Academic Orientation
Student Behavioural Values
Guidance
Student-Peer Relationship
Parent and Community-School Relationship
Instructional Management
Student Activities
Total Organizational Climate

2. There will be significant differences between High and Low Teachers’ Perception of Leadership Behaviour on each dimension of Organizational Climate as well as on the Total Organizational Climate of Secondary schools in Thailand as given below:

Teacher-Student Relationship
Security and Maintenance
Administration
Student Academic Orientation
Student Behavioural Values
Guidance
Student-Peer Relationship
Parent and Community-School Relationship
Instructional Management
Student Activities
Total Organizational Climate

3. There will be significant differences between High and Low groups of Job Satisfaction of teachers on each dimension of Organizational Climate and on the Total Organizational Climate of Secondary schools in Thailand as given below:
4. There will be significant double and triple interaction effects of Institution Types, Leadership Behaviour and Job Satisfaction on each dimension of Organizational Climate and on the Total Organizational Climate of Secondary schools in Thailand as given below:

Teacher-Student Relationship
Security and Maintenance
Administration
Student Academic Orientation
Student Behavioural Values
Guidance
Student-Peer Relationship
Parent and Community-School Relationship
Instructional Management
Student Activities
Total Organizational Climate

5. There will be positive and significant intercorrelations among the variables of teachers’ perception of Leadership Behaviour, Job Satisfaction and Organizational Climate and in respect of Government and Private Secondary schools in Thailand.
5.1.4 Delimitation of the study

The study is delimited with respect to the kind of schools and variables of the study:

The study is delimited to secondary schools under the Department of General Education, Ministry of Education in Thailand. The Institution Types of schools are considered with regard to Private and Government secondary schools in Thailand.

The Leadership Behaviour of principals is considered with regard to the perception of teachers regarding the leadership role of the principals.

The sample-pool of 2,100 teachers (1,050 from Government schools and an equal number from Private schools) has been taken up.

The sample of 600 teachers (300 each from Government and Private Institutions) has been considered for the 2x2x2 factorial design on the basis of Kelley’s (1939) consideration of taking up top 27% and bottom 27% cases for the variables of Job Satisfaction and Leadership Behaviour out of the sample-pool.

5.1.5 Sample

In the present study, the sample was drawn from Government and Private secondary schools of Bangkok area of Thailand. The procedure of multi-stage sampling was followed for the present investigation.

In the first stage the list of schools was prepared from northern, southern, eastern, western and central areas of Thailand. From each area four schools (2 Government and 2 Private) were randomly selected. Thus, this study was carried out on the basis of stratified random sampling technique. The stratification was done on the basis of the each directional area as well as the central area of Thailand. Also, it was done on the basis of the Types of Institutions.
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(Government and Private). Within these stratifications, the sample was randomly drawn in respect of the selection of schools and the number of teachers drawn from each school.

The total number of teachers drawn from 40 schools of both types was 2,100 (1,050 from Government schools and 1,050 from Private schools).

The structure of the sample at the first stage is given in Table 3.1 which presents the picture of the proportion of school population and samples. There were 40 schools taken by Yamane’s formula of proportional allocation. The sample-size was decided on the basis of the formula:

\[ n = \frac{N}{1 + Ne^2} \]

\[ n = \text{sample size} \]
\[ N = \text{size of population} \]
\[ e = \text{precision} = 0.05 \text{ (Yamane, 1967)} \]

In the second stage, the sampling was further done on the basis of Leadership Behaviour. Two groups of Leadership Behaviour consisted of high Leadership Behaviour and low Leadership Behaviour based on Kelley’s (1939) criterion of taking top 27% and bottom 27% cases for high and low groups respectively. Thus, four groups were formed based on the twin variables of Institution Types (Government and Private) and Leadership Behaviour (high and low within each Institutional Type). The number of teachers in all the four groups came out to be 1128 (282 in each of the four conditions).

In the third stage, the sampling was further done on the basis of the variable of Job Satisfaction, for which again two groups (high Job Satisfaction group and low Job Satisfaction group) were formed, on the basis of Kelley’s consideration given above, from each of the four conditions. Thus, there were eight conditions, two each based on the 3 variables of Institution Types, Leadership Behaviour, and Job
Satisfaction. In each of the 8 conditions of 2x2x2 factorial design, the number of teachers was 75, thus making the total of 600 teachers for the application of ANOVA for analysis as per the requirements of the factorial design under reference.

5.1.6 Design of the study

The present study is based on 2x2x2 factorial design. The independent variables are Institution Types, Leadership Behaviour and Job Satisfaction. The Organizational Climate of secondary schools and its dimensions are dependent variables.

The layout of the 2x2x2 factorial design is given below:

![Diagram of 2x2x2 factorial design](image)

The treatment groups are: $I_1L_1J_1$, $I_1L_1J_2$, $I_1L_2J_1$, $I_1L_2J_2$, $I_2L_1J_1$, $I_2L_1J_2$, $I_2L_2J_1$, $I_2L_2J_2$

From the layout given above, it is clear that the factor of Institution Types is varied at two levels: Private Schools ($I_1$) and Government Schools ($I_2$). The factor of Leadership Behaviour is varied at two Levels: High-Leadership Behaviour ($L_1$) and Low-
Leadership Behaviour ($L_2$). The factor of Job Satisfaction is also varied at two Levels: High-Job Satisfaction ($J_1$) and Low-Job Satisfaction ($J_2$).

The organizational climate and each of its dimensions are taken as dependent variables in each replication of ANOVA. The dimensions of the organizational climate are given below:

- Teacher-Student Relationship
- Security and Maintenance
- Administration
- Student Academic Orientation
- Student Behavioral Values
- Guidance
- Student-Peer Relationship
- Parent and Community-School Relationship
- Instructional Management
- Student Activities
- Total Organizational Climate

5.1.7 Tools


5.1.8 Data Collection, Scoring and Data Organization

The four tools were administered which consisted of: 1) Personal data 2) Job Satisfaction Scale 3) Leadership Style Questionnaire and 4) Organizational Climate Scale. The tools were translated into Thai language. The questionnaires were mailed with
the letter of Director of General Education Department to the teachers of secondary schools in July to September 2003. The investigator received the returned and completed 2,100 questionnaires in all respects. The raw scores of Job Satisfaction, Teachers’ Perception of Leadership Behaviour and Organizational Climate were taken into consideration for the analysis of the results.

Scoring was done manually by the investigator on the basis of the scoring criteria explained in Chapter III under the caption Tools of the Study’.

After scoring of 2,100 questionnaires pertaining to each variable, the organization of data was done as detailed below:

On the basis of Institution Types two groups were formulated for Government and Private School teachers. The number of teachers was 1,050 in each group.

On the variable of Leadership Behaviour the above two groups were further divided into two groups each on the basis of Kelley’s (1939) consideration explained under caption 5.1.5 of the present study. The number of teachers in each of the four conditions was 282.

On the basis of the variable of Job Satisfaction each of the above four groups was further divided into two groups (high and low Job Satisfaction) on the Kelley’s criterion given above. Thus, there were eight groups based on the three variables of Institution Types, Leadership Behaviour, and Job Satisfaction, each variable having two levels. The number of teachers in each of the eight groups was 75, thus making the total of 600 teachers for the application of ANOVA for statistical analysis.

The scores on the Total Organizational Climate and its ten dimensions were taken as dependent variables for each replication of three ways ANOVA in the factorial frame (2x2x2) of reference.
5.1.9 Analysis of Data

The following statistical techniques have been used to analyse the data:

- Mean, Standard Deviation, and Standard Error of mean.
- Analysis of Variance. It has been replicated 10 times by taking each dimension of Organizational Climate as also the Total Organizational Climate as dependent.
- Intercorrelations.

5.1.10 Results

For the effect of Institution Types on each dimension of Organizational Climate and Total Organizational Climate, F-ratios are not statistically significant even at .05 level of confidence. It indicates that the Private Schools and Government Schools do not differ on each dimension of Organizational Climate as also on the Total Organizational Climate of secondary schools in Thailand.

For the effect of Job Satisfaction on each dimension of Organizational Climate and Total Organizational Climate, F-ratios are statistically significant at .01 level of confidence. This implies that high Job Satisfaction and low Job Satisfaction groups of teachers differ on each dimension of Organization Climate and on the Total Organizational Climate of secondary schools in Thailand. The analysis of means shows that high Job Satisfaction group has higher effect on Organizational Climate and all its dimensions than that of the low Job Satisfaction group.

For the effect of Leadership Behaviour on the Total Organizational Climate as also on all the dimensions of Organizational Climate, the F-ratios are statistically significant at .01 level of confidence. The analysis of means shows that high group of Leadership Behavior has higher effect on Organizational Climate and all its dimensions than that of the low Leadership Behaviour group.
For the double interaction between Institution Types and Job Satisfaction (IxJ), the F-ratios are not statistically significant even at .05 level of confidence in respect of all dimensions of Organizational Climate and Total Organizational Climate of secondary schools. It means that the teachers who are in Private Schools with high Job Satisfaction and low Job Satisfaction and in Government Schools with high Job Satisfaction and low Job satisfaction do not show any difference on their effect on all dimensions of Organizational Climate and also on the Total Organizational Climate of secondary schools.

Similarly, the double interaction effects of Institution Types and Leadership Behaviour (IxL), and Leadership Behaviour and Job Satisfaction (LxJ) are not statistically significant even at .05 level of confidence for the Total Organizational Climate as well as each dimension of it. It means that the teachers who are in Government Schools with high Leadership Behaviour and low Leadership Behaviour, and in Private Schools with high Leadership Behaviour and low Leadership Behaviour do not show any difference on their effect on each dimension of Organization Climate as well as on the Total Organization Climate of secondary schools.

Also, the high and low Leadership Behaviour groups do not interact with high and low Job Satisfaction groups to yield significant results on each dimension of Organization Climate as well as on Total Organization Climate of secondary schools.

For the triple interaction between Institution Types, Job Satisfaction and Leadership Behaviour, the F-ratios are not statistically significant even at .05 level of confidence in respect of all dimensions of Organizational Climate and also on Total Organizational Climate of secondary schools. It can be interpreted as follows:

- When the variable of Institution Types is kept constant, the variable of Leadership Behaviour doesn’t interact with the variable of Job Satisfaction to produce significant effect on each dimension of
Organization Climate as well as on Total Organization Climate of secondary schools.

- When the variable of Leadership Behaviour is kept constant, the variable of Institution Types and Job Satisfaction do not interact with each other to produce significant effect on each dimension of Organization Climate as well as on Total Organization Climate of secondary schools.

- When the variable of Job Satisfaction is kept constant, the variable of Institution Types and Leadership Behaviour do not interact with each other to produce significant effect on each dimension of Organization Climate as well as on Total Organization Climate of secondary schools.

5.2 Conclusions

The following conclusions can be drawn from the present study.

There are no differences between Institution Types (Private and Government School) on each dimension of Organizational Climate as also on the Total Organizational Climate of secondary schools in Thailand.

There are significant differences between high and low Job Satisfaction of teachers on each dimension of Organizational Climate as well as on the Total Organizational Climate of secondary schools in Thailand. The mean scores of high Job Satisfaction group are higher than that of low Job satisfaction group on all dimensions of Organizational Climate and on the Total Organizational Climate of secondary schools in Thailand. The high Job Satisfaction group has higher effect on each dimension of Organization Climate as well as on the Total Organization Climate than the low Job Satisfaction group.

The Leadership Behaviour exhibits significant differences between its high and low groups for their effect on all dimensions of Organization Climate as well as the Total Organization Climate. The
high Leadership Behaviour group has higher effect on each dimension of Organization Climate as well as on the Total Organization Climate than that of the low Leadership Behaviour group.

The double interaction effects of Institution Types and Job Satisfaction (IxJ) do not show significant effect on each dimension of Organizational Climate as also on the Total Organizational Climate of secondary schools in Thailand.

The two-factor interaction effects of Job Satisfaction and Leadership Behaviour (JxL) do not show significant effects on Total Organizational Climate as well as its dimensions.

The double interaction of the variables of Institution Types and Leadership Behaviour (IxL) does not show any significant effect on all the dimensions of Organization Climate as well as on the Total Organization Climate.

The three-factor interaction of the variables of Institution Types, Job Satisfaction and Leadership Behaviour (IxJxL) does not show significant effect on each dimension of Organizational Climate as well as on the Total Organizational Climate of secondary schools in Thailand.

There is highly significant correlation between Job Satisfaction and Organizational Climate; Leadership Behaviour and Organizational Climate; and between Job Satisfaction and Leadership Behaviour for both Government and Private secondary schools.

5.3 Educational Implications of the study

The findings of this study have important educational implications for policy-makers, administrators and teachers who do work dealing with secondary school education.
5.3.1 Educational policy – makers

The results of this study showed that favourable Organizational Climate of secondary schools is associated with high level of teacher Job Satisfaction and Leadership Behaviour of principals. Policy-makers should take up this issue very seriously. Policies should therefore be formulated to pay special attention to the improvement of the teaching service conditions, especially the remuneration of teachers and the provision of up-to-date and adequate facilities together with provisions for their maintenance. As a policy, before a teacher is appointed as principal, he should undergo training in developing good leadership which is ultimately helpful in creating a favourable organizational climate of schools.

The levels of Organizational Climate, Job Satisfaction and Leadership Behaviour should be checked at continuous intervals, with the help of experts so that future development policies can be checked out. The results of such researchers would practically be implemented for the betterment of the organizations.

5.3.2 Administrative Authorities

Administrative authorities in the educational sphere are responsible for facilitating the creation of a favourable environment in educational institutions, since the findings from the study show that Organizational Climate of secondary schools is associated with teachers’ Job Satisfaction and Teachers’ Perception of Leadership Behaviour. This can be achieved in the following ways.

- The programme of teacher-training institute should be widened, strengthened and enriched: course of school administration should cover wider areas, especially Organizational Climate and Leadership Behaviour of principal.
- For those teachers and head teachers who are already in the field, in-service training should be arranged in order to sensitize them on this issue, and to highlight the benefits of mutual understanding
among them. This means that there should be an on going program in the major teacher-training institutes designed specially for this.

- The facilities should be planned to provide a functional, attractive, comfortable classroom climate, for facilitating the learning process.

5.3.3 Principals and teachers

The principal is the key person in any school. He is not only responsible for his behaviour in as far as the various aspects of Organizational Climate are concerned, but he is more or less responsible for the behaviour of the teachers. The results of this study brought to light the areas of Organizational Climate, teachers’ Job Satisfaction and Leadership Behaviour that needed strengthening.

Teachers and administrators should keep themselves up-to-date with the latest developments of education, for it is very essential for both these categories of educational workers.

Besides this, the school principal holds a key position in the improvement of the professional staff. He is the acknowledged and appointed status leader. Whether the school becomes a challenging educational enterprise or a dull and dreary place for children depends not so much upon what is there at the outset of his effort as upon the quality of leadership, he provides for his staff. Interaction between the principal and his staff and among his teachers may be assumed to enact a significant role in creating the school ‘climate’ or ‘environment’ affecting the quality of education. Now it is clear that something more than what the teacher does in the classroom affects the achievement of students and that something more is the environment in which the all round development of the child is nurtured. The administrators should realize their leadership behaviour as the principal should produce a feeling of satisfaction to improve teacher morale which in turn influences the teaching learning process in the classroom.
However, organizational climate is a relationship between the principals and teachers, and the principals cannot address, therefore, these issues unless they know exactly how the teachers feel about them. In the light of the findings of this study, the principals and teachers should start a dialogue amongst themselves concerning the issues raised and discussed.

In order to build up a sound organizational climate, administrators must understand teachers in the school. The importance must be given to what motivates job performance in general and building an overall climate conducive to motivation, a keen insight into the individual in particular, and tailoring a personal approach to leadership and job design to which the man will respond with commitment. The individual differences suggest that there cannot be any all-purpose organizational climate.

5.4 Further Research Possibilities

Further research may be carried out on the following topics: The present research deals with only the secondary school level. It may be replicated at the primary level

An investigation may be designed to study the role of Principals on the Organizational Climate of schools as perceived by teachers and students, as well as the parents of the students.

In the present study, only teachers’ perception of Organizational Climate is taken under consideration, but study could be made on teachers-principals, teachers-students, and teachers-principal-students perceptions on the Organizational Climate of secondary schools.

Comparative studies are also needed on the Organizational Climate of urban and rural, government and private secondary schools as well as colleges.

A comparative study of the Organizational Climate of the schools headed by male and female principals can also be undertaken.
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Student factors of the Organizational Climate may also be taken up for further study. Identical study may be replicated on another population in other cities and regions of Thailand to get wider generalization of results.

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