CHAPTER I
INTRODUCTION

1.1. Education in Thailand

The total population of Thailand increased from 58.9 million in 1995 to 63.6 million in 2002 and it was estimated to be 64.2 million in 2003.

Excluding Bangkok Metropolis, the country has 75 other provinces, each of which is administered by an appointed governor and is sub-divided into districts, sub-districts or tambons (groups of villages) and villages. Only the Bangkok Metropolitan Administration (BMA), which is divided into 50 districts, is administered by an elected governor.

1.1.1. Types and levels of Education

Education is classified into 3 types: (1) Formal education; (2) non-formal education; and (3) informal education.

1. Formal Education specifies the aims, methods, curricula, duration, assessment, and evaluation conditions to its completion. Formal education services are provided by both public and private bodies to those inside the school system. It is divided into 2 levels: basic education and higher education.

Basic Education is provided before higher education covering pre-primary, 6-years of primary education, 3-years of lower secondary education, and 3-years of upper secondary education.

Higher Education is provided in universities, institutes, colleges or other types of institutions. It is divided into two levels: lower-than-degree level, and the degree level.

2. Non-formal education has more flexibility than formal education in determining the aims, modalities, management
procedures, and duration, assessment and evaluation conditions to its completion. The contents and curricula for non-formal education can be adjusted to meet the needs of individual groups of learners. Provided by both public and private bodies to those outside the school system, non-formal education services can be divided into 5 following types:

(1) Non-Formal Education for Pre-School Children.
(2) Fundamental Education for literacy
(3) General Non-Formal Education.
(4) Vocational Non-Formal Education.
(5) Quality of Life Improvement Activities.

3. Informal Education enables learners to learn by themselves according to their interests, potential, readiness and the opportunities available from individuals, society, environment, media, or other sources of knowledge.

1.1.2. Educational Administration and Management

In accordance with the 1999 National Education Act and the Bureaucratic Reform Bill, the agencies with the main responsibility for educational provision, namely the Ministry of Education, the Ministry of University Affairs and the Office of the National Education Commission, have been reorganized into a single Ministry, the Ministry of Education (MOE).

Accordingly, educational administration and management in Thailand can be categorized as follows:

1.1.2.1. Administration and Management of Education by the State.

Education in Thailand is administered and managed by the government at three levels: Central level, educational service areas and educational institutions at all levels of education.
1.1.2.1.1. Administration at Central level

The main responsibility for education in Thailand is under the Ministry of Education (MOE). According to the amendments of the National Education Act, the Ministry of Education is responsible for promoting and overseeing all levels and types of education; formulation of education policies, plans and standards; mobilization of resources for education; promotion and co-ordination in religious affairs, art, culture and sports in relation to education; as well as the monitoring, inspection and evaluation of educational provision.

The administration and management at central level is under the responsibility of 5 main bodies: the Permanent Secretary’s Office, the Secretariat of the Education Council, Office of the Basic Education Commission, Office of the Higher Education Commission and Office of the Vocational Education Commission. The administrative structure at central level is organized as presented in figures 1.1.

1.1.2.1.2. Administration in Educational Service Areas

The educational service areas have been established under the jurisdiction of the Basic Education Commission in response to the decentralization of powers for educational administration as stipulated in the National Education Act. Based on approximately 200 educational institutions and a population of 300,000-500,000, the country is currently divided into 175 educational service areas in 76 provinces, with 172 areas in the province and the remaining 3 areas in Bangkok.
Figure 1.1 Organization of the Ministry of Education at Central Level

In each educational service area, there is an Area Committee for Education comprising of representatives of community, private, and local administration organization; teacher associations; educational administrator associations; parent-teacher associations; and scholars in education, religion, art and culture.

The Area Committee for Education and its Office is responsible for the following:
(1) Overseeing, establishment, dissolution, amalgamation or discontinuance of basic education institutions;
(2) Co-ordination, promotion and support for private educational institutions in the educational service areas;
(3) Co-ordination and promotion for local administration organization so as to be able to provide education in accord with educational policies and standards; and
(4) Promotion and support for education provided by individuals, families, community organizations, private organizations, professional bodies, religious institutions, enterprises, and other social institutions offering a variety of training.

Figure 1.2 Organization of Administration in Educational Service Areas
1.1.2.1.3. Administration in Educational Institutions

Educational administration and management at educational institution level can be divided into two categories:

1.1.2.1.3.1 Institutions of Basic Education or lower-than-Degree Level

The Ministry of Education decentralizes powers in the areas of educational administration and management regarding academic matters, budgets, personnel and general affairs administration directly to educational institutions. In each institution providing basic education or education at lower-than-degree level, there is a board composed of 7-15 members who are the representatives of parents, teachers, community organizations, local administration organizations, alumni and scholars. The board of each educational institution takes charge of the following responsibilities:

- Approves the policy and budget of the school, institution;
- Promotes academic matters and the development of teachers and educational personnel;
- Mobilises resources for education;
- Promotes internal and external evaluation of the administrator; and
- Promotes and supports the performance of the institutional school.

Following the principle of decentralization of authority to educational institutions, the school-based management approach has been implemented. All schools are required to take greater responsibility in performing their duties regarding academic matters, budget, personnel and general affairs administration.

1.1.2.1.3.2 Institutions at Degree Level

All educational institutions providing education at degree level are legal entities and allowed to function with freedom. Each institution can develop its own administration and management system with flexibility and academic freedom under the supervision of the institutional council empowered by its own Act. To improve
the quality of higher education, government-supervised state universities have been promoted and the bill has been stipulated in the University action plan to change their roles to those of government-supervised state universities approved by the council of Ministers.

1.1.2.2. Administration and Management of Education by Local Administration Organizations.

In accordance with the National Education Act, local administration organization can provide education at any or all levels at education according to readiness, suitability and requirement of the local areas. The ministry of Education is responsible for prescribing the criteria and procedures for assessing the readiness of the local administration organization capability to provide education in line with the policies and standards required.

1.1.2.3. Administration and Management of Education by the Private Sector

There are two categories of private educational institutions: (1) private educational institutions that provide general education which range from kindergartens to primary schools, secondary schools, colleges and universities, and (2) private educational institutions that provide vocational education. At present, most private institutions are proprietarily schools with a few prestigious schools still associated with Christian denominations.

According to the National Education Act, Private educational institutions can provide education at all levels and of all types. The administration and management of education by the private sector is independent with the State being responsible for overseeing, monitoring, and assessing educational quality and standards as per the norms of the state educational institutions.
1.2. Theoretical concept of Organizational Climate

School organization like any other organization has certain roles, structures and expectations, which may be called homothetic dimension of the organization.

An individual working in organization helps to achieve organization’s objectives and at the same time satisfies his own needs. The organization, on the other hand, operates according to a set of principles and established roles in order to accomplish its objectives and the individuals in organization are controlled adequately. This condition is possible if there exists a favourable climate in a school.

Some educational institutions extend warmth and hospitality to visitors. Other institutions convey feelings of suspicion, distrust, aloofness, coldness or indifference. It is just by the virtue of these observations of features that one can conceptualize the personality of an institution or the prevailing atmosphere in it. But it is difficult to describe the nature and origin of such feelings. These influences are so subtle and all pervasive that it is difficult to exclusively identify them. These are considered as parts of school environment. Argyris (1957) has called it the “living system” of organization, which indicates the domain of organizational climate.

According to Halpin (1966), what personality is to the individual, organizational climate is to the organization.

Argyris (1956) defined Organizational climate as “the homeostatic state of an organization composed of elements representing any different levels of analysis”.

Guba (1960) has conceptualized climate as “The state of organization which results from interactions that take place between the organizational members as they fulfil their role while satisfying their individual needs”.

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According to Londale (1960) Organizational climate might be defined as the global assessment of the interaction between the task achievement dimension and the needs-satisfaction dimension within the organization or in other words, of the extent of the task-needs integration”.

Brown (1957) has stated “Organizational climate refers to the cathartic patterns giving identity to sub groups and interpersonal relations in a living organization.

Tagivri and Litwan (1966) have defined Organizational climate “as a relatively enduring quality of the internal environments of an organization that
(a) is experienced by its members
(b) influences their behaviour and
(c) can be described entering of the values of a particular set of characteristics or attributes of the organization”.

Sargent (1967) has stated “Organizational climate is a concept which embraces the milieu of personalities of principal and teachers interacting within the sociological and psychological framework of an institution such as public high school”.

Sinclari (1970) used the term ‘educational environment’ as synonymous to ‘organizational climate’. As early as 1955, Cornell defined organizational climate as “a delicate blending of interpretations (or perceptions as social psychologists would call it) by persons in the organization of their jobs or roles in relationship to others and their interpretations to the roles of others in the organization”.

According to Korman (1978) “The climate of an organization may be the extent to which it is seen by either those who are inside or outside the organization, as ego-supportive, hierarchical, ambiguous, conflict prone and reutilized to cite just a few of the descriptive terms often used”.
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Davis (1980) has observed “Organizational climate represents the entire social system of a work group. It is clearly a system concept”.

Organizational climate may be defined in terms of interaction that takes place between organizational members (i.e. superiors and subordinates) as they fulfill the prescribed roles while satisfying their individual needs.

Organizational climate deals with the perception of members of an organization on the interrelationships within the organization, especially, between superiors and subordinates in reference to need-satisfaction and goal achievement and is reflected as a personality of the organization.

The organizational climate of an institution means the interpersonal relationships within the group and between the group and its leader i.e. staff personnel and head of the institution respectively. The constituents (i.e. the principal and personnel of an institution) are comparable to the working parts of a machine which in turn corresponds to its organization.

There are mainly two factors influencing the organizational climate.

1. Interpersonal relationship within the organization.
   2. External agency administering it.

Organizational climate may be defined as a resultant condition of social and psychological interaction between teachers and principal and within the group of teachers of a school.

1.3. Theoretical concept of Leadership Behaviour

Education research on school organization and administration has recently been dominated by the concept of “principal as leader”. Recent research on high schools has also focused on the “principal as
leader” (Grant, Goleman, Hoffer and Kilgore, 1982; Boyer, and Lightfoot, 1983; Sizer, 1984). These studies have found that the role of the principal as a leader is critical in creating school conditions that lead to a higher student academic performance-conditions such as setting high standards and goals, planning and coordinating with staff, having an orientation toward innovation, frequent monitoring of staff and student performance, and involving parents and the community.

Some studies have found that the principals of effective schools have different leadership styles (Blumberg & Greenfield, 1982; Dwyer, Lee, Rown, & Bosserl, 1983; Hall, Rutherford, Hord & Huling, 1984). Principal leadership of effective schools also has been found to differ according to the school context and organization (Dwyer et al., 1983; Ralph & Fennessey, 1983; Sizer, 1984).

Leadership of secondary schools is likely to differ significantly from leadership of elementary schools (Brookover, 1981, Nevfield, Farrar & Miles, 1983).

Firestone and Herriott (1982) maintain that direct instructional leadership by principals is more applicable to the elementary school because it has a more bureaucratic, rational model of organization than does the secondary school.

In his study of high schools, Boyer (1983) found that leadership by principals and school autonomy characterized some effective schools, but he observed that there is now a strong trend toward centralization of decision making and greater requirements of school reporting and accountability, which tends to decrease opportunities for leadership by principals.

Another quite different approach to the study of leadership has been the attempt to identify various styles of leadership. We might define leadership style as the characteristic manner of acting exhibited by a leader.
One of the earliest taxonomies of leadership style was related to the three sources of authority as developed by Max Weber. According to this view, the three styles of leadership are traditional, charismatic, and rational.

There are leaders whose style tends to resemble that of each of the stereotypic models. But behaviour of any leader is actually more likely to be a mixture of two or more styles.

Research on authoritarian, democratic and laissez-faire leadership was based on the assumption that there are styles of leadership. It would be much more difficult in a real, on-going school situation to find leaders actually following the textbook definition of each of these styles. Many elementary school principals and other leaders tend to follow one or another of these styles more than they do the others.

Nomothetic, Idiographic and Transactional styles of leader behaviour can be identified following the Getzels theory of administration as a social process. The nomothetic style emphasizes the institution and the role. The ideographic style stresses the individual and the personality. The transactional style gives attention both to the role and the personality, placing greater stress upon one or the other according to the situation.

Among the most significant contributions to theory and research on leadership have been the investigations by the Personal Research Board at Ohio State University. It defined two dimensions for describing leadership behaviour. Initiating structure was defined as the degree to which the leader organized and defined the task for subordinates. Consideration was defined as the degree to which the leader developed a trusting and supportive relationship with the subordinates. By combining these two dimensions, there are four possible combinations of initiating structure and consideration that define four styles of leadership, as shown in Figure 1.3.
1.4. Theoretical concept of job satisfaction

The school principal has the responsibility of achieving the goals of the organization. In order to accomplish this task, he must utilize effectively the services of his teachers. As pointed out by administration theorists, the organization will be more effective in achieving its objectives if adjustments were made in significant ways to meet the needs and goals of its members.

Job satisfaction consists of liking for the work involved and acceptance of the pressure and aspirations connected with that work. It implies the identification of oneself with the requirement of the work involved in the job. Job satisfaction may be said to be a mental quality and attitude towards one’s profession.

Job satisfaction gives happiness, efficiency and success in teaching. Greater job satisfaction is likely the lead eventually to a more effective functioning of the individual and the organization. But the effect of dissatisfaction may be disastrous.

Lock’s (1970b) study showed a significant relationship between job satisfaction and performance. Similarly Kesselman, et al., (1979) in his study on job satisfaction of teachers found that efficient performance of a job is positively correlated with degree of satisfaction.

Job satisfaction sometimes refers to an overall feeling of satisfaction or satisfaction with situation as a whole. At other times
job satisfaction refers to an individual’s feelings towards specific dimensions of the work environment. These dimensions of the work environment refer to such things as pay, benefit, promotional opportunities, work conditions, supervision, the work itself, co-workers and organizational structure. Job satisfaction is the result of the individual’s perception of what is expected and what is perceived from different facts of the work situation.

The theory of motivation propounded by Frederick Herzberg and his associates (Herzberg, Mausner, Peterson and (Capwell, 1959) is generally described as Motivation-Hygiene, Motivation-Maintenance or Two Factor Theories. Herzberg called the factors that prevent dissatisfaction ‘hygiene’ factors and those that bring about satisfaction ‘motivation’.

The satisfiers are the motivators, since they seemed to be effective in motivating people for superior performance. Similarly, dissatisfiers or hygiene contributed more to dissatisfaction than they did to satisfaction.

*Table 1.1 Motivation-Hygiene Factors*

<table>
<thead>
<tr>
<th>Satisfiers</th>
<th>Hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Organizational policies</td>
</tr>
<tr>
<td>Recognition</td>
<td>Quality of Supervision</td>
</tr>
<tr>
<td>Work itself</td>
<td>Job security</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Interpersonal relationships</td>
</tr>
<tr>
<td>Advancement</td>
<td>Working conditions</td>
</tr>
</tbody>
</table>

As table 1.1, shows, the dissatisfiers for hygienic factors are significantly different from the satisfiers or motivators.

The motivation-hygiene theory suggests that job satisfaction (motivation) and dissatisfaction are not opposite. The opposite of job satisfaction and motivation is not dissatisfaction, it is simply no job
satisfaction. The opposite of dissatisfaction is not job satisfaction but is simply the absence of dissatisfaction.

Prof. A. Maslow of Brandies University has pointed out that “needs are organized in a series of levels, called the hierarchy of needs or the hierarchy of relative potency. (Maslow, 1954).

![Figure 1.4 Maslow’s Hierarchy of Needs](image)

Figure 1.4 shows that the satisfaction of the higher needs is based on the satisfaction of the lower needs and how the number of persons who have experienced the fulfilment of the higher needs gradually tapers off.

Maslow’s theory of human needs is useful for pointing some of the factors that motivate people in organization. Most organizations in developed countries have been successful in satisfying lower needs. Salaries and fringe benefits satisfy lower needs. Salaries and fringe benefits satisfy the physiological and security needs of individuals and interaction and satisfaction on the job provide satisfaction of social needs, since human behaviour is primarily directed toward fulfilling unsatisfied needs. It depends on the ability of a manager how successful he is in satisfying the higher level of needs of the employees.
1.5 Need of the Study

School is 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.

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 an interpersonal relationship between members and the organization. Organizational 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.

Education in Thailand is administered and managed by government and private agencies. According to the National Education Act, private educational institutions can provide education at all levels and of all types. The administration and management of education by the private sector is independent with the state being responsible for overseeing, monitoring, and assessing educational quality and standards as for state educational institutions.

Goba (1980) found that there was no significant difference between the relationship of organizational climate with job satisfaction of principals of both government and privately managed secondary schools as a group.

Leadership reconciles internal strivings and environmental pressures, paying close attention to the way adaptive behaviour brings
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about changes in organizational character. Herrold (1974) conceives teacher 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 claimate (Coopert, 1969; Brickner, 1971; James, 1983; Panday, 1986; and Azari, 1961). Whereas Bukhair (1978) and Palmer (1983) found that there was no statistically significant relationship between school climate and leadership behaviour.

Teachers like workers have to produce and meet vague production targets of percentage of passes irrespective of whether all the other prerequisites 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 is 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; Kebes, 1990 and Brice, 1998) but in Cressy’s (1986) study, there is no significant relationship between job satisfaction and organizational climate.

The organizational climate has been studied in the context of various variables by different researchers of the world. The effect of institution types (Government and Private), Leadership Behaviour and Job Satisfaction on the Organizational Climate in totality as also on each dimension of it separately in the context of secondary schools hasn’t so far been the focus of any research study in Thailand. This provides the rationale of taking up such a study wherein the impact of the independent variables may be studied on the dependent variables separately and conjointly in the context of a factorial frame of reference.
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1.6 Statement of the Problem

The problem can precisely be stated as given below:

Organizational Climate of Secondary Schools of Thailand in relation to the Institution Types, Leadership Behaviour, and Job Satisfaction among Teachers.

1.7 Objectives of the Study:

1. To find out the effect of Institution Types at the secondary stage 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

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
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- 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
- Student Academic Orientation
- Student Behavioural Values
- Guidance
- Student-Peer Relationship
- Parent and Community-School Relationship
- Instructional Management
- 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
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- Instructional Management
- 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.

1.8 HYPOTHESES OF STUDY:

1. There will be no significant differences between Institution Types (Private Schools and Government Schools) 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
- Total Organizational Climate

2. There will be significant differences between Teachers’ Perception of High and Low 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
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- Guideline
- Student-Peer Relationship
- Parent and Community-School Relationship
- Instructional Management
- 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:

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

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
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- 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 in respect of Government and Private Secondary schools in Thailand.

1.9. 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 the secondary schools in Bangkok area of Thailand.
- The Institution Types are considered with regard to private and government secondary schools in Bangkok area of Thailand.
- The Leadership Behaviour of principals is considered with regard to the perception of teachers regarding the leadership role of the principals.

The sample size has been restricted to 40 secondary schools of Bangkok area. The number of Government and Private Schools is equal (20 schools from each sector). The study has been conducted a sample pool on 2,100 teachers. The sample size for the application of ANOVA, as per requirements of the 2x2x2 factorial design was 600 teachers in all the eight conditions.

The introductory chapter has highlighted the main focus of the study in all its ramifications. Related literature, which is the main theme of the succeeding chapter, can give greater meaning to the effort for the purposeful visualization of the relationships of the variables under study.