CHAPTER I
INTRODUCTION

1.1 Background and the Importance of Problem

Education as a process of preparation for social life aims at encouraging knowledge, creative thinking, skills and self-actualization of the learner to understand himself as well as to know how to lead his life in society (Thadanithi, 1981: 50). Education for life is not only preparation for future but also for carrying on one’s life in every day classroom learning. (Srisaant, 1982: 272). Hence, school, the smaller unit in the bigger society, acts as second house of the learners for gaining social experience for preparation into real life.

The socio-psychological characteristics of the learners and the satisfying relationships among students, teachers and parents are important aspects of an encouraging atmosphere of any educational organization.

Since 1988, the General Department, Ministry of Education in Thailand, has announced a direction of planning in education for secondary schools. According to the direction, climate and educational environment of the school are the parts to be improved by developing thinking and mental abilities, by meeting various institutional needs and by encouraging morals in institutions, as also by way of laying emphasis on cleanliness, simplicity, freshness, peacefulness, and happiness. It envisages the school buildings, supplies and maintenance to be kept clean and in perfect repair for classroom work and for availability of
instructional use. It is believed that the climate in its own turn, will influence the teachers and students positively in their pursuit of knowledge by ensuring peaceful mind, happiness and clean school environment. (General Department, 1988: 1).

The effect of schooling on students has long been of interest to educational researchers and policymakers whose concerns have included both what to look at in schools and how to look at it. The subject, however, is complex. Studying human behaviour in schools, as in any organization, involves "ordering and conceptualizing a buzzing confusion of simultaneously existing, multi-level, mutually interacting variables "(Argyris, 1958: 501).

Hence, before a theoretical framework is built for the problem under investigation, it is desirable to understand the salient feature of the structure, organization, function and administration of Thai schools.

1.2 The Structure of Thai Educational Administration

With respect to the structure of Thai educational administration, there is seeming ambiguity and complexity. Not one, but four Ministries are responsible for education in Thailand. The Ministry of Education (MOE) is concerned with the administration of all secondary education, most of the teacher education, and vocational/technical education which overlaps with post-secondary education at the moment is a very small part of primary education. The
responsibility for most rural and municipal schools under local provincial authorities and municipalities lies with The Ministry of the Interior (MOI). The responsibility for rural primary education now has been transferred to the Ministry of Education. The Office of University Affairs (OUA), with ministry status, controls universities and private colleges and private universities. Finally, the office of the National Education Commission (NEC), under the Office of the Prime Minister, is the organization responsible for educational policy and planning (long term) for all levels of education. Other ministries are also engaged in providing non-formal education and specialized education for specific groups such as the military academics under the Ministry of Defence.

1.3 The Formal Education System and the Development of Secondary Education in Thailand

The present structure of the Thai formal education system, a result of repeated changes and revisions in the structure and curriculum, is based on a 6+6+4 system—six years at the compulsory primary level, six years at the secondary level (divided into a three-year lower cycle and a three-year upper cycle), and a four-year non-professional first degree.

The primary level aims at providing basic knowledge and promoting the development of children towards effective learning and desirable behaviour. The secondary level of
education aims at providing students with further general knowledge and skills that will enable them to earn a living, become an apprentice or continue their studies at a higher level (Thailand, Ministry of Education, 1976: 61, 73).

Previously, students beginning the lower cycle of the secondary level were separated into either a vocational stream or a general stream. On the average, students with lower academic achievement or from relatively poor families chose the vocational stream. Gradually, it became apparent that many vocational skills could not be taught effectively to 14-16 year old children in lower secondary schools. Hence a new system of comprehensive secondary education was introduced to replace it. Under this system, both the general and the vocational streams at the lower level are combined in one school.

At the upper secondary level, students could choose the arts or the science stream or a new general stream which placed considerable emphasis on acquiring practical and vocational skills. However, the curriculum remained very rigid in terms of the available elective courses and the method of evaluating the students’ performance.

In 1975, a credit hour system which allowed students to have more freedom in their choice of courses was introduced to replace the percentage system. Although the lower secondary level is no longer separated into two streams, the separation is still distinct at the upper level.
In the present system, students in the general stream are required to take at least some basic vocational courses. They may also take a certain group of vocational courses as an elective study plan. This vocational study plan in the general stream provides nearly the same level of theoretical and practical knowledge to students as the one received by their counterparts in the vocational stream. The new curriculum is quite expensive since it requires general secondary schools to have workshops.

The National Scheme of Education specifies the following as objectives for the lower and upper grades of secondary education for both the academic and vocational streams:

1. To provide general education appropriate to the age of individual students and prevailing social conditions and to give each one opportunity to discover his own interest or aptitude so that he may follow it up later.

2. To promote the physical and mental health of individuals, and an interest and desire to contribute to the health of the community.

3. To develop in students a desirable civic attitude to enable them to live and to work with other people in the community of which they form a part.

4. To give students sufficient knowledge and experiences for earning a livelihood, becoming an apprentice or continuing their studies at the higher level.
Although these stated objectives of secondary education apply to both lower and upper level, the lower is expected to provide boys and girls more opportunities to explore their natural inclinations, whereas the upper level is intended to provide education suitable to the particular abilities and interests of individual students.

1.4 DEMONSTRATION SCHOOLS IN THAILAND

All modern demonstration schools in Thailand were the result of ideological influences from the west which suggested that schools serve the teaching profession. They were supposed to serve as places of education for students to practice teaching and for education faculty to research and experiment new methods and approaches to education.

Results of such efforts were expected to serve as models for other regular schools to adopt if deemed appropriate and beneficial. However, reviewed and interviewed data showed that such ideological expectations chiefly were not met.

As a result, certain policy recommendations were offered. If original ideologies were to be revived or seriously observed, school administrators and staff must join hands with Education Faculty administration in devising proper models and measures as well as coordination systems to facilitate more workable relationships between the two parties.
The basic features of the course in Teachers' College related to demonstration school included cooperative planning of an integrated programme by lecturers and teachers; observing, meeting, and having active dealings with children both in-school and out-of-school; campus school children visiting college classes; teachers acting as consultants in college classes; the flexibility of the programme to provide for both planned and incidental observations; and "growth studies" of selected children over a sustained period.

Thomas (1956), proposed that demonstration schools should play an important part in studying and evaluating innovative education practices which could feed directly into teacher education programmes and into other schools.

The demonstration schools are meant to provide model educational facility for introducing or demonstrating educational experiments and for applying methods that merit widespread adoption or wide dissemination. In Thailand, demonstration schools are viewed as experimental schools that are kindergarten, an elementary or secondary school, frequently connected directly or indirectly with a teacher education institution or a large city school system in which new teaching methods, new organizations of subject matter, psychological hypotheses, personnel practices and advanced theories based on the findings of psychologists, educational philosophers, and a growing number of educational scientists are tested.
The purpose of the demonstration schools in Thailand also includes searching and experimentation, along with using teaching techniques, tools and various curricula for applying principles of educational psychology and developmental child psychology at different levels of age. Other purpose is to serve as experimental classrooms for Faculty of Education students to do observation and provide educational planning in various ways, to practice the method of teaching, to test findings of educational research in order to support and provide educational matters to communities.

The programmes of learning and teaching in demonstration schools aim at the development of learners to study by themselves, to be responsible in their duty, to develop self-confidence, respect to others, have a good manner, preserve Thai traditions and customs, and to economize and know the usefulness of leisure time.

1.5 NON-DEMONSTRATION SCHOOLS IN THAILAND

In the context of the present research work, government schools have been considered as non-demonstration schools. The Ministry of Education gives utmost priority to secondary education for the development of human resources and manpower in Thailand. A demand for broadly educated secondary graduates is urged in the national plans for development. Mounting concern about the rapidly changing social and technological world, has refocused attention on
the adequacy of public education to meet demands for a competent work force and citizen. The Ministry of Education is organized to administer education at the secondary level. It may be noted that the departments of the Ministry of Education deal with the organization and administration at regional, provincial and local levels. The secondary education programme begins with Mathayomsuksa 1 (grade 7) when students are at an average age of 14 years, and continues through Mathayomsuksa 6 (grade 12). The six years of secondary education are divided into two levels and two streams. The first three grades of secondary education are categorized as the lower level while the last three grades form the upper level of secondary education. Through examinations students qualify to enter either the academic stream leading to the university education or enter the vocational stream leading to employment.

Department of Secondary Education administers all public secondary schools (Government schools) in the Kingdom. It prepares, administers and processes nationwide examinations in public schools for the certification of Mathayomsuksa 6 graduates. It supervises the curriculum and method of instruction to provide instructional content most suitable to the needs of the people and to assist teachers to give quality instruction. Policy directives emanating from the Director-General are sent out through the channels of communication to the regions, provinces and district
offices and then into the local school. The purpose of establishing twelve regional education divisions in the country was to enforce education to local needs as well as to geographical, occupational and cultural backgrounds of particular regions. The map in Figure 1 shows the composition of the 12 regions and sample region.
FIGURE 1: THAILAND EDUCATION REGION
FIGURE 1.1: THAILAND SAMPLE REGION
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The Regional Education Office, of which there are twelve in the Kingdom, serves several provinces as a clearing centre. The staff comprises various representatives of the several departments of the Ministry of Education. The remainder of the staff are assigned to the office from local schools on a loan basis and assist in the clerical work.

The regional office is more closely related to the local project schools regarding the planning, staff training and programme appraisal. As a matter of fact, the Regional Education Office has little relationship to the secondary schools of the provinces because of the lack of an adequate staff to serve the needs of these schools.

The secondary school is responsible for the recruitment and selection of students, teaching the curriculum as specified, administering personnel affairs, managing funds, maintaining records, purchasing supplies, providing and caring for instructional aids, maintaining good public relations, evaluating student accomplishment and quality of teaching, and providing inservice training for the teachers. The teaching staff is scheduled to conduct classroom instruction about 200 days a year in a five-day week pattern.

The duties of the secondary teacher are the typical ones of lesson preparation, instruction, test preparation, evaluation and record keeping. See Figure 2 presents for an organization chart of a typical academic secondary school.
FIGURE 2: A TYPICAL ACADEMIC SECONDARY SCHOOL ORGANIZATION

1.6 Educational Environment: Conceptual Framework

The term ‘environment’ in the educational and social sciences came into prominent popular usage during late 1950’s. It has been recognized as a complex system of situational dimensions that exerts an influence upon participating individuals. Situational dimensions may be factors of social, physical, emotional and intellectual significance.

Bloom (1964), characterized environment as, ".... the conditions, forces, and external stimuli which impinge on the individuals. These may be physical, social as well as intellectual forces and conditions." The environment is, therefore, the total stimulus situation, both latent and actual, that interacts or is capable of interacting with the individual.

Lewin, who was the pioneer worker in the context of individual-environment interaction (1936), viewed human behaviour as representing an ongoing process, the results of transactions between the individual and other structural units in the behaviour field.

Mathewson (1962), also emphasized that a fundamental principle governing all attempts at individual evaluation in terms of field theory is that no individual can be understood apart from his field, and the field must necessarily include both inner and outer phases or statuses.

Becker (1961), has defined culture as, "a set of
understandings shared by students and a set of actions congruent with these understandings". Mitchell (1969), regarded the term 'environment' as, "the instructional treatment presented to the students". He further defined it as the verbal behaviour of the teacher in terms of its influence on and interactions with pupil behaviour. If the person-environment interaction is critical for understanding and predicting human behaviour, it is equally apparent that this interaction can be defined effectively in multivariate terms. In this respect, Mitchell (1969), considers, "We are multi-trait individuals, responding to multi-characteristics environments, and the total pattern of these interactions determine the direction of our behaviour".

Carter V. Good (1959), defined the educational environment of schools as, "the sum of all physical, social, emotional and mental factors that contribute to the total teaching-learning situation." Eddy (1950), and Barker (1963), have also viewed educational environment on the same pattern. Eddy indicated, "particular aspects of the environment have the power either to reinforce or to negate all that happens."

Schools are the most important educational agencies where the new generation is trained for certain types of activities that form part of the society. It is very important to a school to maintain itself as an institution sensitive to the realities of its surroundings. The children of the community are greatly influenced by the
environment in which they grow up and are taught. The genuine demands which confront participation in the situation are reflected in the actual practices which characterize the interaction process. The types of tasks in which students must engage, the typical relationships that prevail between faculty and students, and the behavioural trend which are consistently permitted or encouraged indicate the true purposes of the institutions. Thus, the educational environment of a school may be described as one in which intellectual, creative, physical and productive powers of students blossom and flower forth to their full (Khera, 1979).

Magaro and Ashbrook (1985) proposed that personality serves as the organizing force within the individual that guides interactions with the environment so that discrete elements of the person and situation are arranged in the meaningful whole that is manifested in behaviour.

According to Maslow’s theory (1943), ‘needs’ are wants of the person and ‘press’ is an aspect of the environment that is either rewarding or frustrating the needs. When the theory was applied to educational institutions (Pace and Stern, 1958), the ‘need’ referred to the wants and likings of students, the denotable characteristics of individuals including drives, motives, goals, etc. and the term ‘press’ to the characteristics of institution, such as curriculum, methods of teaching, nature
of faculty, and administration and organization. They have suggested that by measuring both 'needs' and 'press' separately, one can assess whether the press of the environment is suitable to satisfy the needs of the students, and which aspect of the environment requires improvement to make them more favourable to the students' needs.

Based on the differences among human needs and different environmental press, Stern (1963) viewed that the educational environments range along a continuum from low to high. His study of 70 schools, revealed significant differences between the environment of schools and what schools tended to be. Considering his views, the school environment may be classified as high and low educational environments.

1.6.1 High Educational Environments

In the high educational environments, schools tend to emphasize greater academic freedom for students. Students are of independent mind and do not always accept what the teacher has offered and are likely to argue with the teacher. They are interested in learning about the causes of some of society's social and political problems. More intimate relationships exist between the students and the teachers. There is a high regard for non-conformity and intellectual freedom. The school plant is befitting and meets the requirements of the physical development of the
enthusiasm for work, help each other with lessons and preparation for examination, share variety of extracurricular activities, and are anxious to prove themselves as efficient and successful in practical affairs. They need to be guided and physical activities are followed under a rigid programme. The schools offer a variety of technical courses and specialized fields.

Educational institutions, thus, differ from one another in their institutional levels, their characteristics, their cultural and social structures, their objectives, and the attitudes of their members, on one hand, and the effect they impinge on the individual pupils through different directions on the other hand.

Educational environment possesses the potentiality of stimulating or stratifying the students to develop their powers of analysis, synthesis, conceptual thinking and critical evaluation. School, therefore, is a vital life-giving environment to the extent that it brings into the life of its students an abiding love and appreciation for all that is the best and most significant in national and human life.

1.7 The Variable Debate of Educational Environment

Most researchers agree that outcomes stem from the combined characteristics of interacting variables, the difficulty comes in choosing the variables that best explain educational environment. Sinclair (1970), used the term
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'educational environment' as synonymous to 'organizational climate'. As early as 1955, Cornell, discussing school administration, spoke of organizational climate. He 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" (Cornell, 1955, p.222).

Individual input variables: The function of the researchers must be to decide which individual student inputs to control. Coleman (1975), clearly pointed out the problem: "student population in different schools differs at the outset, and because of this difference, it is not possible merely to judge the quality of a school by the achievements of the students leaving it. It is necessary to control in some way for the variations in student input. In some way, it is the increment in achievement that the school provides which should be the measure of the school's quality."

Generally, individual ability and family background are considered important inputs, but almost of equal importance are other psychological variables such as initial self-concept, attitudes toward school, aspirations, or creativity.

Outcome variables: Most researchers accept the value of multiple outcomes, although few attempt to look at more than
two. Schneider, Glasheen, and Hadley (1979), concluded from their findings that "research that uses only one measure of outcomes, such as achievement scores, and at one time at the end of school experience, may be under estimating or miscalculating the treatment effects of the school (p.299)." Sorensen and Hallinan (1977), argued that intellectual knowledge is a more important outcome than socialization effects, and that research should focus both on immediate learning and learning relevant for the student's future.

Levin (1970), pointed out that schools are expected to produce multiple outcomes (academic achievement, skills, attitudes, social behaviours and more) so that the total educational output would be used in a study.

Further, the effect of schooling seems to depend, to some extent, on the measure of achievement used. Schneider et al. (1979), studied differences in using achievement tests and grade point average as achievement measures and found that attendance influenced grade point average much more than it influenced the results of achievement tests.

1.7.1 The Model Debate

Snow's (1973), models provide "a possible system of relationships among phenomena realized in verbal, material, graphic, or symbolic terms: (p.81). Most researchers agree on the importance of causal models for school climate research, and emphasize that the concept of climate with causal links must be specified before it can be
operationalized or measured.

The reason for the perceivable lack of school effects is that emphasis has been placed on finding relationships between the variables rather than on specifying the mechanisms behind the relationships for which a model is required. Research has concentrated on the component elements rather than a conceptualization of the total organization. (Bidwell, 1972; Brown and House, 1967; Lavin, 1970; Sorensen and Hallinan, 1977).

Mediated models: In this model, some variables appear to mediate others so that the effect of the distal variables on student outcome operates through the effect of the more proximal variables. Dyer (1972), used this model in a simple form, wherein he affects pupil achievement by first affecting attitudes. Attitudes influence the pupil's self perception, which finally and directly affects achievement.

Interactive models: Many researchers believe that the influences on school climate and outcome are not one-way. They propose a model in which all variables serve as both dependent and independent. Levin (1970), criticized models in which "the explanatory variables influence the level of student achievement, but student achievement is assumed not to influence the so-called explanatory variables" (p.275). In Nwankwo's model (1979), climate does not serve merely to transmit the effect of social relationships in the school to
student behaviour, rather, climate is affected simultaneously by student behaviour even as it affects behaviour.

Although a "simultaneity of effects" (interactive) model is more reflective of reality, it is infinitely more complex because each variable must be specified in relation to every other variable (Levin, 1970).

1.7.2 The Dimension Debate

Keeves (1972), has proposed three powerful dimensions of educational environments namely the school, the home and the peer groups. Broadly speaking, the following dimensions have been considered:

The structural dimension indicates that occupation, status, educational level, income and size of family belong to the home, and expenditure per student, school type, class size and school size are common structural variables concerned with the school environment. These may not influence educational outcome directly, yet they are correlated with other components of the environment and may be seen as exerting an indirect influence.

The attitudinal dimension is characterized by attitudes, objectives and expectations held by the principal actor in the environment.

The process dimension is related to the things done by parents, teachers and friends to which the child attends or
reacts and which influence the child’s educational performance.

Tagiuri's (1968), typology can also be used to describe and evaluate the educational environment by way of four dimension. He defined climate and atmosphere as summary concepts dealing with the total environment including its ecology (the physical and material aspects), its milieu (the social dimension concerned with the presence of persons and groups), its social system (the social dimension concerned with the patterned relationships of persons and groups) and its culture (the social dimension concerned with belief systems, values, cognitive structures, and meaning). These include fields of behaviour, situations, setting, conditions, circumstances.

Moos (1974), and Insel and Moos (1974), developed a similar categorization to conceptualize the human environment. Their delineation of human environments called social ecology involves human interactions with physical and social dimensions of the environment. In their system, climate and psychosocial characteristics are one of the six approaches to the human environment. Others include ecological factors (geographical, meteorological, architectural); behavior settings (having material and behavioral components); organizational structure (size and span of control); average personal characteristics of individuals within the environment (age, ability, socio-
economic status); and functional dimensions of specific situations (environmental reinforcing contingencies that maintain particular behaviour.

Tagiuri's system is preferable to Moos' because it reflects the growing consensus of many climate researchers that school climate includes the total environmental quality within a given school building. It is not one set of dimension as suggested by Moos (1974), but rather a broader construct defined by a composite of variables from the four dimensions (ecology, milieu, social system, and culture).

Although the assignment criteria are to some extent arbitrary and idiosyncratic, the clustering of factors reveal some decided patterns in school educational environment research, even allowing for some assignment inaccuracies.

On the basis of foregoing viewpoints, it is observed that:

a) school climate instrument tends to ignore the dimensions of ecology with the exception of the Learning Environment Inventory and the school survey.

b) Satisfaction, one of the several factors measured by three instruments [Learning Environment Inventory (LEI), My School Inventory (MSI), The Quality of School Life (QSL) scale] is the only factor to fall in the milieu dimension.

c) The majority of factors measured by school
climate instruments seem to fall in the social system and culture dimensions, a fact that betrays theoretical biases of many school climate researchers.

In general, most measures of climate concern particular aspects of the organization. Usually, only a few dimensions are focused on, and they are seldom combined to capture the essence of the climate (Tagiuri, 1968: 28).

A positive school environment is the foundation for effective learning and it is achieved through the cooperation of teachers, administrators, support staff members, and parents. In 1986, Crisci, Pat E.; and others reported an achievement formula that applies to correlate the effectiveness of schools and the recommendations of the "Excellence's Reports" to predict, monitor, and promote student achievement.

Crisci (1986), concluded that all students should be expected to achieve at their optimum level; that boards of education and school principals must take responsibility for school effectiveness and environment; and that student outcomes must be emphasized.

Crisci and others (1986), identified five correlates of effective schools, namely (1) institutional focus; (2) school climate; (3) instructional leadership; (4) teacher expectations; and (5) monitoring pupil progress.

These factors were included in an achievement grid which was developed for field testing in public schools in 27
Ohio. Other components included prior achievement, aptitude, anticipation and actual mastery, attendance, and student attitudes.

In the present study the school climate and satisfaction have been taken as mediating variables that is variables which act as mediators between the inputs (goals and objectives, organizational characteristics, and characteristics of groups and individuals) and students outcomes (satisfaction and productivity) as viewed within the framework of Keefe, Kelley, and Miller's (1985) interactive model of school environment. This model encompasses a full range of inputs and outputs in the process of school improvement as shown in Figure 3.

For the present study, only one cognitive aspect of students' productivity that is their academic achievement has been taken up as the output variable in order to examine the interrelationship of mediating variables (that is school climate and satisfaction) and the output variables (that is academic achievement of students) of school environment in Demonstration and Non-Demonstration Schools.

Various dimensions of climate, students satisfaction, teachers satisfaction, and parents satisfactions are likely to affect the academic achievement of students. These perceptions are also likely to differ in the Demonstration and Non-Demonstration schools of Thailand.
Figure 3
An Interactive Model of the School Environment
(With School Climate and Satisfaction as Mediating Variables)

SOCIETAL ENVIRONMENT

SCHOOL DISTRICT AND COMMUNITY ENVIRONMENT

SCHOOL OR CLASSROOM ENVIRONMENT

Inputs

Mediating Variables

Student Outcomes

CHARACTERISTICS OF GROUP AND INDIVIDUALS
A. Demographics of students, staff, administrators
B. Expectations of students, staff, administrators, parents
C. Job performance of staff, administrators
D. Job satisfaction of staff, administrators
E. Parent and community satisfaction and support

BELIEFS, ATTITUDES, AND VALUES

ORGANIZATIONAL CHARACTERISTICS
A. Physical Environment
B. Formal Organization
Curriculum
Instruction
Leadership
Policies and Rules
C. Informal Organization

CHARACTERISTICS OF SOCIOECONOMIC STRUCTURES OF DOMINANCE
A. Wealth and Social Class
B. Status and Occupational Hierarchy
C. Caste (Race, Sex, etc.)

B. Formal Organization
Curriculum
Instruction
Leadership
Policies and Rules

SCHOOLS CLIMATE
Climate is the relatively enduring pattern of shared perceptions about the characteristics of an organisation and its members

SATISFACTION
Satisfaction is the student's affective response to his or her particular environment (e.g., "I like or feel good about..."

PRODUCTIVITY
Productivity is the effectiveness and efficiency of attainment of intended and unintended student goals:
A. Cognitive
B. Affective
C. Psychomotor.

NASP Task Force on Effective School Climate, October, 1984.
The present investigation is based on the assumption that climate is the relatively enduring pattern of shared perceptions about the characteristics of an organization and its members (students, teachers and parents) which can be obtained by asking individual to respond to each item in term of what he or she believes to be true of the characteristic of school environment. The shared perceptions of climate can be useful in discerning and planning for appropriate interventions to improve school environments.

The model was developed after an extensive review of the literature on school climate by NASSP's task force on effective school climate. It identified the following concerns that needed immediate attention.

- Current definitions of 'climate' were generally unclear or vague in meaning.
- Most studies of climate were based on perceptual data collected from a single stakeholder group, usually teachers.
- Measures of satisfaction were not distinguished from measures of climate. In some instruments, individuals were asked to respond indiscriminately to both climate and satisfaction items with no clear distinction made in the reporting of data.
- Measures with adequate psychometric properties, useful for research, were not widely used by practitioners.
Measures popular with practitioners, while formative, often lacked even basic psychometric validation.

A positive school climate was assumed to provide evidence of positive student learning outcomes, but the existence of these outcomes was not documented in most studies. It was further assumed that:

1. The building (or classroom) is the appropriate unit for analysis. School and classrooms differ widely.

2. Climate and satisfaction are two related, but distinct, concepts. Climate refers to group perceptions of school characteristics. ("What people say,"). Satisfaction is the individual’s personal response to something. ("I like or dislike it,").

3. Perceptions of climate held by stakeholder groups are mediating variables (intervening factors), not outcome measures. Climate does not define effectiveness, it only helps to predict it.

4. Student outcomes are the appropriate measures the degree to which schools are successful: measures of productivity and measures of efficiency. Many current climate programmes even list changes in school organizational characteristics (inputs) as outcomes.

The Task Force’s ultimate goal in developing the efficient, interactive system was to provide support for building more effective schools through a comprehensive assessment of the entire school environment.
The present study thus has been undertaken with a view to identifying and comparing the status of Demonstration and Non-Demonstration Schools of Thailand in respect of selected mediating variables of educational environment namely school climate and satisfaction as perceived by students, teachers and parents environment and as conceived within the framework of NASSP (National Association of Secondary School Principals) Task Force’s interacting model of school environment (Halderson, Kelley and Keefe, 1988). The study is further planned to see the relationship of school climate and satisfaction (students’, teachers’ and parents’) with the academic achievement of students as an output variable. The differences in the input variables have also been taken by way of two types of schools that is Demonstration and Non-Demonstration.

1.8 SCHOOL CLIMATE

A Brief description, along with operational definition of the variables under study, is provided.

School climate has been studied with a multitude of variables, methodologies, theories, and models, resulting in a body of research which is not easily defined. The difficulty of defining school climate is reflected in the diversity of climate typologies that have evolved, despite their common roots. The debate about school climate is tied to differences among researchers in theoretic base,
variables to study, unit of measurement choices, and the validity of subjective and qualitative data.

However, school climate research is clearly the step of both organizational climate research and school effects research, having inherited instruments, theory, and method from both research paradigms. Despite this relationship, school climate research can be distinguished as a separate area of inquiry.

James and Jones (1974), observed that previous organizational climate research, definitions, and measurement approaches are reviewed and differentiated into three categories, namely, a multiple measurement - organizational attribute approach, a perceptual measurement - organizational attribute approach and a perceptual measurement - individual attribute approach. Similarities and differences between these approaches are discussed in an attempt to address a number of theoretical and psychometric concerns.

Definitions of climate tend to be verifiable intuitively rather than empirically. Halpin and Croft (1963), for instance, used this analogy "Personality is to the individual what 'climate' is to the organization." Halpin (1966), thus defined climate as the 'personality' of an organization. School climate as the 'personality' of a school has been described in terms of the social interactions between the teachers and the principal and among members of the teaching staff.
The climate of an institution means the interpersonal relationship within the group and between the group and its leader (i.e., staff personnel and the head of the institution) respectively. It is the social milieu, the human behaviour or social atmosphere that pervades all activities in the institution. Organizational climate is influenced by two factors: (i) interpersonal relationship within the institution; and (ii) external agency administering it.

According to Lonsdale (1964), "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."

A more precise specification of the construct is the taxonomy of climate-related terms developed by Tagiuri (1968), which provides an effective system for categorizing the school climate literature, and has already been discussed in the previous section.

Similarly, Nwankwo (1979), referred to climate as "the general 'we feeling', group, sub-culture or interactive life of the school."

The school climate definitions and a model for a larger setting were framed by Keefe and others (1985). They defined climate as the relatively enduring pattern of shared
perceptions about the characteristics of an organization and its members.

O’Neal and others (1987), defined climate as the combination of eight variables: (1) clear school mission; (2) safe and well-ordered learning environment; (3) expectations for success; (4) high morale; (5) effective instructional leadership; (6) quality classroom instruction; (7) monitoring of student progress; and (8) positive home-school relations.

For Sweeney (1988), school climate is a term used to describe how people feel about their school.

Taylor II (1989), reported that climate was generally defined as the prevailing conditions affecting life and activities. For effective schools, a humane, healthy school climate affecting the "Life and activities" of students and staff was a necessity. Because school climate influences the affective domain, it is difficult to isolate climate from the skills, knowledge, and attitudes that students gain through their academic studies.

Lindelow (1989), suggested that school climate was defined as the feeling an individual got from experiences within a school system. More specifically, climate was the compositive of norms, expectations, and beliefs characterizing the school social system as perceived by its members.

Viewed within these definitions, it may be said that climate is attitudinal and is also defined as a qualitative
aspect of the interpersonal relationships within the organization. It depends upon the perception by an individual of his own work and his status, of other members, and of the organization. These perceptions are determined largely by individual's participation in the organization.

Campbell and Beaty (1971), defined organizational climate as a "summary variable intended to represent... perceptual filtering, structuring and description of numerous stimuli impinging on him from the domain we so casually refer to as 'the situation' (p.1)." Organizational climate was considered a perceptual measure describing the organization and differing from attitudinal, evaluative and need satisfaction variables. An organizational climate study of salaried personnel in a manufacturing plant showed that - (a) Subjects' perceptions of their job climate was more finely differentiated than that of the total organization's climate; (b) a significant portion of climate variance was attributed to submit difference; and (c) significantly, climate perceptions were related to measures of work-group performance. Further, seven dimensions of organizational climate that emerged as common to both the organization and work-group were - task structure, reward performance relationship, decision centralization, achievement emphasis, training and development emphasis, security versus risk and openness versus defensiveness.

In a review and synthesis of four studies [Kahn
Wolfe, Quinn, Snock and Rosenthal (1964); Litwin and Stringer (1968); Schneider and Bartlett (1968); and Campbell (1970)] following are the dimensions of organizational climate and the variables on which they were identified:

(1) Individual autonomy based on individual responsibility, agent independence, rules orientation, and opportunities for exercising individual initiative.

(2) The degree of structure imposed upon the position based on structure, managerial structure and closeness of supervision.

(3) Reward orientation based on reward, general satisfaction, promotion achievement orientation, sales oriented and profit minded.

(4) Consideration, warmth and support based on managerial support, nurturance of subordinates and warmth and support.

Returning to the definition of organizational climate, reliance on perceptual measurement may be interpreted to mean that organizational climate includes description in perception and attitudes. If it is employed as an organizational attribute it would be confusing since the use of perceptual measurement introduces variances which is a function of differences among individuals and is not necessarily descriptive of organizations or situation. "Therefore, the accuracy and/or consensus of perceptual
organization climate measures are used to describe organizational attributes" (Guion, 1973).

1.9 Climate Factors and Climate Profiles

An overview of climate types found in the school climate research highlights both common elements and differences in the images of climate. Descriptions of some representation climate factors and climate profiles are presented.

The dimensions derived by factor analysis are:- (a) Student Climate consists of- (1) sense of academic futility; (2) future evaluations and expectations; (3) perceived present evaluations and expectations; (4) perception of expectations of teacher push and teacher norms; and (5) academic norms. (b) Teacher Climate consist of - (1) ability, evaluations, expectations, quality of education; (2) present evaluations and expectations for high school completion; (3) teacher - student commitment to improve; (4) perception of principal's expectations; and (5) academic futility. and (c) Principal Climate consists of -(1) parent concern and expectation for quality education; (2) efforts to improve; (3) principal and parent evaluation of present school quality; and (4) present evaluations and expectations of students (Brookover, 1979).

The ESES Sinclair (1970), classified schools on five factors but the two major points deal with - (a) community climates (friendly, cohesive, group-oriented, supportive and
sympathetic with emphasis on group welfare and loyalty; and (b) scholarship climate (emphasizing academics, intellectual discipline and the serious pursuit of knowledge).

Epstein and Mc Parland (1976), used the constructs of quality of school life to identify schools with a climate of positive effect. Unlike most researchers, they suggested using climate as the outcome variable instead of an independent variable. Three factors are believed to contribute to the quality of life in a school - (a) satisfaction; (b) commitment to classwork; and (c) reactions to teacher.

In the present study, school climate is operationally defined as relatively enduring patterns of shared perceptions about the characteristics of the school and its members along with the ten scales namely; (a) teacher-student relationships; (b) security and maintenance; (c) administration, (d) student academic orientation; (e) student behavioural values; (f) guidance; (g) student-peer relationships; (h) parent and community - school relationships; (i) instructional management; and (j) student activities as measured by the investigator.

1.10 SATISFACTION

Satisfaction sometime refers to an overall feeling or satisfaction with the situation as a whole. Bullock (1952) interpreted satisfaction as "an attitude which results from balancing and summation of many specific likes and dislikes experienced in connection with his job."

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Satisfaction is derived from being engaged in a piece of work or in any pursuit of a higher order. It is essentially related to human needs and their fulfilment through work. In fact, job-satisfaction is generated by individual's perception of how well his job on the whole is satisfying to his various needs (Sinha, 1972).

Goldenson (1984), stated that satisfaction of instincts in psychoanalysis and the gratification of basic needs were hunger, thirst, sex, aggression, which discharges tension, eliminates unpleasure, and restores the organism to a balanced state. Satisfaction may occur on a conscious, preconscious or unconscious level.

Satisfaction is the personal, affective response of the individual to a specific situation, or condition (Schmitt and Loher, 1986).

Rao (1986), defined satisfaction as a pleasurable or positive emotion state resulting from the appraisal of one's job experience. Satisfaction is related to but distinguishable from morale and job involvement, since a job is not an entity or physical thing but a complex of interrelationship of likes, roles, responsibilities, interactions, incentives and rewards, satisfaction has to be intimately related to all of them.

Thus, by putting these various elements together it can be stated that satisfaction is a reintegration of the effect and attitude produced by an individual's perception.
of the fulfilment of his/her needs in relation to his/her work and the situation surrounding it.

In the definition by the task force (NASSP, 1985), which has also been taken as an operational definition in the present study, satisfaction is the personal, affective response of an individual to a specific situation or condition. Teacher and parent satisfaction are input variables of educational environment of a school. Student satisfaction is both a mediating variable and an outcome measure, it both influences school success and corroborates it.

Three samples for measurement of satisfaction in this study were -

(1) **Teacher satisfaction**

It’s about teacher perceptions on nine dimensions namely; administration, compensation, opportunities for advancement, student responsibility and discipline, curriculum and job tasks, co-workers, parents and community, school buildings, supplies, and maintenance, and communication.

Teacher satisfaction is correlated with overall job-satisfaction which the researchers have confirmed and identified as follows:

(a) Schaffer (1953), explains that overall satisfaction will vary directly with the extent to which those needs of an individual that can be satisfied in a job are actually satisfied.
(b) Smith (1955), suggests that satisfaction is the "employee's judgement of how well his job on the whole is satisfying his various needs."

(c) Explaining satisfaction in terms of discrepancy scores, Ross and Zamder (1957), and Morse (1953), define satisfaction as a function of the difference between the amount of some outcome provided by a work role and the strength of a related desire or motive.

(d) Katzell (1980), conceptualizes job-satisfaction as "an employee's own evaluation of his or her job in terms of supervision, co-workers, pay, promotions and the work itself."

(2) Parent Satisfaction

It's the parent perceptions on nine subscales namely; parent involvement, curriculum, student activities, teachers, support services, school buildings, supplies, and maintenance, student disciplines, school administrators, and school information service.

(3) Student Satisfaction

It shows the student perceptions on eight situations as follows: professional behaviours of teachers; peer group relationships; the range of courses and the nature of class work; the number and types of school-sponsored activities and with opportunities for student participation; the degree to which the school is in orderly and safe environment; opportunities to provide input on decisions about curriculum
and school events; the quality and availability of library resources, learning materials and supplies and with the upkeep of the buildings and grounds; and the availability of information and opportunities to communicate with others about school events.

Academic adjustment may be inferred from two primary sets of indicators: satisfaction and satisfactoriness. Satisfaction includes satisfaction with the various aspects of the individual's academic life (his curriculum, rules and regulations, relations with his teachers and classmates, fulfillment of his aspirations and expectations, etc.).

Satisfaction may differ in the same individual at different periods of time. There may be cycles of satisfaction and dissatisfaction in his academic history.

1.11 ACADEMIC ACHIEVEMENT: DEFINITION AND NATURE

The development of research framework within which academic outcomes can be studied fruitfully and meaningfully requires a comprehensive definition of academic achievement.

The importance of intellectual ability in academic achievement cannot be defined, yet a large number of personality factors have been found to loom large in academic achievement.

Academic achievement is, in general, referred to the degree or level of success or proficiency attained in some specific area, concerning scholastic or academic work.
Academic or educational age, accomplishment quotient or achievement quotient are the most commonly used means to interpret the level of academic achievement of pupils in general or in a specific given subject matter.

Good (1959), referred to academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teachers. Trow (1956), defined academic achievement as "the attained ability or degree of competence in school tasks, usually measured by standardized test and expressed in grades or units based on norms, derived from a wide sampling of pupils 'performance'." Thus, academic achievement is the competence the students show in the school subjects in which they have received instruction.

Mehta (1969), explained that the word 'performance' is a wider term which includes both the academic and the co-curricular performance of an individual. Achievement is the learning outcome of a student. A level of achievement in the academic field of a student is included in the performance of the individual. According to Christian (1980), the word performance generally indicates the learning outcome of the students. As a result of learning through different subjects, the learning outcome changes the behaviours pattern of the students. Learning affects three major areas of students: (i) cognitive; (ii) affective; and (iii) psychomotor. According to him, learning does not reach the same level in all three domains at a time, students
may be at higher or lower level in any domain:

(i) Cognitive area is primarily concerned with the intellectual growth of the individual. Growth in the area includes the acquisition of basic intellectual skills, such as reading, ability to add and subtract, as well as learning of facts, concepts and generalizations.

Bloom (1956), contends that cognitive domain includes all those objectives which deal with the recall or recognition of knowledge and development of intellectual abilities and skills. The taxonomy of educational objectives in the cognitive domain contains six major classes; Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

(ii) Affective area deals with a student's self-concept, personal growth and emotional development goals, such as "Ability to work with peers", "Consideration of the elderly" or "Willingness to listen to other people's ideas", all fall within this domain.

(iii) The psychomotor domain is primarily concerned with development of muscular skill and coordination (Bloom, 1956).

The present study deals with only one kind of students performance that is their academic achievement as an output variable in the cognitive area. Academic achievement has been taken in terms of students grade point
average in the examination of their respective grades X, XI, & XII conducted by each school.

1.12 STATEMENT OF THE PROBLEM

"A comparative study of School Climate and Satisfaction as Mediating Variables of Educational Environment and Their Relationship with Students' Academic Achievement in Demonstration and Non-Demonstration Schools of Thailand."

1.13 OBJECTIVES OF THE STUDY

1.a. To identify the school climate characteristic of Demonstration Schools as perceived by students, teachers and parents.

1.b. To identify the school climate characteristic of Non-Demonstration Schools as perceived by students, teachers and parents.

2. To compare the school climate characteristics, profiles of Demonstration and Non-Demonstration Schools in terms of inter and intra differences.

3. To study and compare Demonstration and Non-Demonstration Schools in regard to (a) students, (b) teachers and (c) parents satisfaction.

4. To examine the relationship of school climate and satisfaction variables with the academic achievement of students.

5. To prepare an outcome-based evaluation for Demonstration and Non-Demonstration Schools. That is
to identify and compare the perceived strength and weakness in Demonstration and Non-Demonstration Schools.

6. To suggest what changes or interventions are needed for improving the school environment including both in Demonstration and Non-Demonstration Schools.

1.14 DELIMITATIONS OF THE STUDY

1. The study will be limited to two types of schools; Demonstration Schools and Non-Demonstration Schools that is Government Higher Secondary Schools of Thailand.

2. The selection of educational variables has been done only within the framework of interaction model of school environment developed by National Association of Secondary School Principals (NASSP, U.S.A., 1987-1988).

3. Further, only mediating variable that is school climate dimension and of satisfaction as perceived by student, teacher, and parent have been included in the present study alongwith demographic variable. It may be mentioned here that students satisfaction as visualized in the NASSP Model is both mediating and outcome measure; it both influences school success and corroborates it. In the present study this variable has been analysed only in respect of mediating variable.
The need for present study

The present investigation is based on the assumption that school climate is the relatively enduring pattern of shared perceptions about the characteristics of an organization and its members (students, teachers and parents) and that it can be assessed by asking individuals to respond to each item in terms of what he or she believes to be true of the characteristic of school environment. These shared perceptions of climate can be useful in discerning and planning for appropriate interventions to improve school environments.

The school climate analysis can be helpful in assisting the school-level practitioner in planning interventions to improve and enhance school climate. The issue of the organizational effectiveness in the nation's schools in Thailand has become the critical focus. The comparison of the relationships between the selected variables and organizational effectiveness in the various settings can also be projected universally in educational organizations (Herzog, 1990). Decision must be made about how the dimensions of an environment interact to create school climate and how the total system operates to produce student outcomes. In reality, climate probably serves as a mediating variable between the collective dimensions of the environment and individual student background and student outcomes. As high achieving schools are most likely to be characterized by healthy climates, it expressed primarily in
the high expectation of teacher for student achievement and the strong academic emphasis in the schools (UM, 1990). This, in turn, may provide guidelines to other schools for motivating students towards excellence in performance.

Knowledge of school climate and the identification of satisfaction variables of educational environment provides the areas of relative strengths and weakness of Demonstration and Non-Demonstration Schools, such an information is pre-requisite for bringing about changes in school environment. Educators, principals, teachers, and other programme planners need this information to include and to bring desired improvement in their institutions.

The perceived satisfaction of students can be a useful tool for principals and teachers in planning appropriate school work and student activities. Planning of curricular and co-curricular student activities serves the purpose of developing in each individual knowledge, interest, ideals, attitudes, habits, skills and self-confidence. It is believed that the society will be better if the individual members get the opportunities to blossom their talents and potentialities. The school proceeds with these assumptions that each individual is valuable to the society and can serve the society and is trainable. The school programme makes an effort to train the students so that his all-round development is ensured. It includes a wide variety of activities. Some of them are curricular and
some are outside the curricular offerings. These activities are organized so that the needs of the students are satisfied. The schooling can only be made a dynamic or multi-dimensional affair if suitable curricular and co-curricular activities are organized in the school in which each pupil participates, contributes his maximum and prepares himself for becoming an efficient member of the society.

It is considered that planning of curricular and co-curricular student activities serves its purpose only when it is implemented in a congenial, comfortable manner by appropriately assigning the suitable tasks by encouraging interactions and by winning the support of community. These activities then are performed with the strength of motivation, involvement and satisfaction. For this purpose the perceived satisfaction of students and parents as taken in the present study can be useful tool for principals and teachers.

The teachers' satisfaction assessment is a valuable tool for supervision considerations to those who are concerned with the school organization and providing opportunities for learning outcomes especially the students' academic achievement.

In schools, there are supervisors or coordinators whose task is directed towards attainment of various educational objectives such as aesthetic, health, and life work objectives. Each supervisor is charged with the
responsibility of helping every teacher in the school to attain the educational outcomes desired in each subject in relation to particular objectives. As public employees, teachers' needs as individuals are often overlooked and negated in efforts to hold down costs. Along with many other jobs traditionally dominated by females, teaching is often viewed as a temporary position held by second-income earners. As a result, school administrators have been slow to give serious thought to teachers' motivations for entering and remaining in the profession. In this sense, those who are leading the push for excellence in schools can be overlooking the basic needs of a school's most fundamental asset that is teachers in creating a positive change. Empirical evidence and information about teacher's satisfaction may be utilized to cater to the needs of the teacher.

Knowledge of parents satisfaction/dissatisfaction can enable the administrators, to bring modification in the managerial and academic aspects so as to put the school close to the community. Community interaction with the schools is potentially a highly desirable phenomenon. If one were to look for outstanding school systems or schools, it is quite likely that one would find them in those communities in which there had been a considerable measure of citizen interest. Within the school system, marked variations in the quality of the programme from school may
be found. Many of these are related to the activity of community with reference to the school. The community that has not taken an interest or satisfaction in the schools has not created a situation that is conducive to the development of outstanding schools. In order that teachers and administrators serve in a manner that is related to the stimulation they receive through interaction with the community, there is need for a study to assess parents' satisfaction.

The activities of many local parent-teacher associations are rooted in well-defined goals. On the other hand, many parent-teacher association groups are either inactive or become absorbed in activities not entirely defensible. Strong parent-teacher association cannot be developed unless administrators and teachers, in cooperation with parents, provide effective leadership. All successful organizational activity is a result of the exercise of leadership toward some mutually accepted, attainable objectives. If the organization fails to keep desirable objectives as a basis of activities, it is likely to degenerate into aimless meetings and several parents who hope to use the meeting to get acquainted and learn more about the school get sadly disappointed. This further justifies the need of taking up a study involving the three important personnel of the teaching-learning situations that is teachers, students and parents so as to examine their perception of satisfaction with regard to school climate
variables, compare these for Demonstration and Non-Demonstration schools and further see the nature and degree of relationship of school climate variables with the academic achievement of students with a view to identifying the strength and weaknesses in the school climate and utilizing this knowledge in improving the educational environments of both the types of schools that is Demonstration and Non-Demonstration Schools.