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CHINATANGUL, SIRICHAI

A SURVEY OF THE ORGANIZATIONAL CLIMATE OF SECONDARY
SCHOOLS IN BANGKOK, THAILAND

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SCHOOLS IN BANGKOK, THAILAND

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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degree of

DOCTOR OF PHILOSOPHY

BY

SIRICHAI CHINATANGUL

Norman, Oklahoma

1979

A SURVEY OF THE ORGANIZATIONAL CLIMATE OF SECONDARY

SCHOOLS IN BANGKOK, THAILAND

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DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

DEDICATIONS

To My Wife Chaunchom and Parents Mr. Chin and

Mrs. Muaw Chinatangul

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CHAPTER I

INTRODUCTION

A positive school climate is both a means and an end. An effective climate makes it possible to work productively toward important goals.[1]

During the past decade, Thai people have made great strides in strengthening their educational system. New programs have emerged in mathematics, science, Thai, and English. Many new school designs have been made in an effort to keep pace with the rapid changes of educational needs and the rapid increases of the population.

Despite these strides, Thailand has not succeeded completely in creating the type of schools desired. The potential of which the country is capable has not been achieved. Continual problems and concerns still remain.

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[1]Phi Delta Kappa, "The Climate of the School," School Climate Improvement: A Challenge to the School Administrator, 1975, p. 1.

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Actually, such problems are signs of deeper concern. Most of the problems demand direct attention, and an alert administration must recognize the need to correct the educational programs and processes that seem causal to the negative conditions, attitudes, and behavior of all the people within the educational system.

Background and Significance of the Study

School improvement begins with the administrator. If the administrator is to improve himself, his first task becomes one of identifying his strengths and weaknesses as climate leader.[1] The job of the administrator as a climate leader is to provide leadership and an accountability system consistent with the school's philosophy for school-based task forces of staff, administrator, parents, and students.[2]

Education in Thailand today is essentially Western in organization and content. The organization is gradually being changed from the European to the American pattern, however, the administration is still influenced by the British educational system.[3] Responsibility for the administration of education in Thailand is divided among three government ministries: The Office of the Prime Minister, the Ministry of Education, and the Ministry of Interior. In general,

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[1]Ibid., p. 24.

[2]Ibid., pp. 24-25.

[3]Valentin Chu, Thailand Today: A Visit to Modern Siam, New York: Thomas Y. Crowell Co., 1968, p. 182.

it can be said that the office of the Prime Minister is responsible for higher education and the overall financial and staffing aspects of the whole educational system. The responsibilities of the Ministry of Education center on secondary level education while the Ministry of Interior is responsible for elementary education.

Since 1960, Thailand has placed much emphasis on education in terms of reforming the educational system, establishing more new schools, producing more qualified teachers, upgrading the skills of non-certificated teachers, and improving the curriculum at all educational levels in order to provide an adequate educational program for the people of Thailand. The aims and purposes of education in Thailand have been identified by the Ministry of Education as the following:

1. Provide education in harmony with the economic and social development objectives of the country;

2. Expand education to further meet obligations and responsibilities, including wider educational opportunities for all children;

3. Achieve a better balance in educational opportunities by accelerating qualitative as well as quantitative improvement in urban and rural education;

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4. Improve the curriculum, textbooks, school buildings, and train better qualified and more effective teachers;

5. Assist and promote private education particularly in upgrading its academic standards.[1]

According to the aims and purposes of education described above, many plans and programs have been left unfinished. Administrators have blamed the lack of available funds. Teachers demand better salary and working conditions. Parents and taxpayers are demanding better quality in education. These problems convey the need to investigate the nature of school climate in Thailand. This study could provide a better understanding of the nature of communication among all personnel involved in the educational setting generally, and between administrators and teachers specifically. It may also assist both the administrators and faculty in future decision-making for the organization of an effective school climate. Finally, this study may furnish a substantial basis for organizational adjustments to develop greater participation in decision-making processes.

Statement of the Problem

The problem for this research was to determine whether significant differences existed between the perceptions of principals and their faculty members toward the organizational

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[1]The Ministry of Education, Education in Thailand, Kurusapha Press, Bangkok, Thailand, 1971, p. 17.

climate of selected secondary schools in Bangkok, Thailand.

Further, this study also determined:

1. The organizational climate of secondary schools in Bangkok, Thailand, as measured by the Organizational Climate Description Questionnaire (OCDQ-Form IV).

2. The differences between the organizational climate of large secondary schools and of small secondary schools.

Hypotheses of the Study

Three main hypotheses were designed for this study. Each main hypothesis was divided into eight separate sub-hypotheses. The following main hypotheses and sub-hypotheses are stated below:

Hypothesis I. There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the eight subtest areas.

H_1^1 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Disengagement subtest area.

H_1^2 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Hindrance subtest area.

H_1^3 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Esprit subtest area.

H_1^4 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Intimacy subtest area.

H_1^5 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Aloofness subtest area.

H_1^6 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Production Emphasis subtest area.

H_1^7 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Thrust subtest area.

H_1^8 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Consideration subtest area.

Hypothesis II. There is no statistically significant difference between the mean scores of teachers in large secondary schools and teachers in small secondary schools on the eight subtest areas.

H_2^1 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Disengagement subtest area.

H_2^2 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Hindrance subtest area.

H_2^3 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Esprit subtest area.

H_2^4 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Intimacy subtest area.

H_2^5 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Aloofness subtest area.

H_2^6 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Production Emphasis subtest area.

H_2^7 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Thrust subtest area.

H_2^8 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Consideration subtest area.

Hypothesis III. There is no statistically significant difference between the mean scores of principals in large secondary schools and principals in small secondary schools on the eight subtest areas.

H_3^1 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Disengagement subtest area.

H_3^2 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Hindrance subtest area.

H_3^3 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Esprit subtest area.

H_3^4 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Intimacy subtest area.

H_3^5 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Aloofness subtest area.

H_3^6 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Production Emphasis subtest area.

H_3^7 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Thrust subtest area.

H_3^8 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Consideration subtest area.

The Theoretical Framework

The theoretical framework for this study was based on the social systems theory. It was viewed that organizational behavior, generally, can be seen as the roles of individuals in the organization. The interrelationship between the needs of the individual person and the needs of the organization, as they are expressed by the individual person's needs-dispositions and the demands from the organization upon them, is referred to as the concept of organizational climate.

The "Getzels-Guba Model,"[1] which describes the interconnection between the nomothetic or organizational dimension, and the idiographic or personal dimension, seems to be a

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[1]Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65 (1957), pp. 423-441.

useful theoretical framework for viewing the concept of organizational climate.

According to Getzels, there are two dimensions which are significant factors in producing organizational behavior: the personal dimension and the organizational dimension. The general model which seems to be widely used in educational administration is referred to as the "Getzels-Guba Model." (Figure 1)
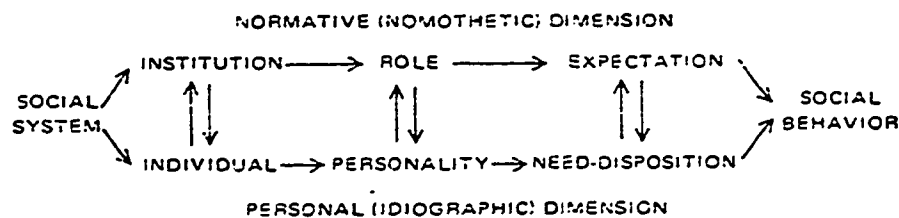
Figure 1. Model of the organization as a social system

Source: Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65 (1957), p. 429.

Viewed in this way, the nomothetic style is one which emphasizes the demands of the institution rather than the individual. It would be task-oriented rather than personal-oriented. On the other hand, the idiographic style would be more concerned with individual than with accomplishing the role of the institution.

A third style of administrative behavior (transactional) has emerged which is intermediate between the nomothetic and idiographic. This means the leader would

behave toward one style under one set of circumstances

and toward another style under another set of circumstances.

(For further explanation, see Figure 2.)
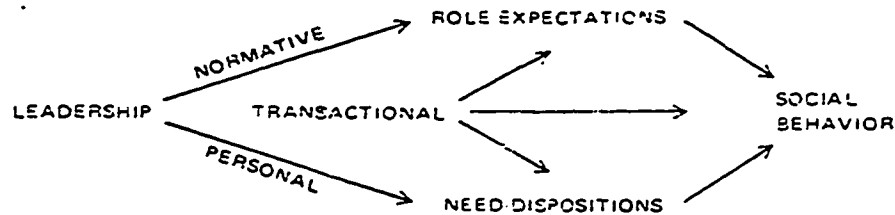
Figure 2.   The three leadership styles

Source: Jacob W. Getzels and Egon G. Guba, "Social
          Behavior and the Administrative Process,"
          School Review, Vol. 65 (1957), p. 436.

Indeed, social systems theory is very useful in

analyzing the factors which influence the behavior of in-

dividuals in organizations.   Getzels and Guba described the

organization as a social system which features a hierarchi-

cal role-structure.[1]   For each role in the structure--

principal, teacher or other--there are certain behavior

expectations.   Everyone in the social system (including the

role incumbent) is an observer of others and has certain per-

ceptions and expectations of how those in other roles will

behave.   However, overall there is an institutional role ex-

pectation for each role in the social system.[2]

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[1] Ibid.

[2] James M. Lipham and James A. Hoeh, Jr., "Social
Systems Theory," The Principalship: Foundations and Functions,
Harper & Row, Publishers, New York, 1974, pp. 48-67.

Theoretically, the organizational climate can be
drawn from both dimensions of nomothetic and idiographic.
The nomothetic dimension emphasizes the demands from the
organization. On the other hand, the idiographic stresses
the needs of the individuals within the organization. The
degree to which good relationships exist between the indi-
vidual and the organization, and among the individuals with-
in the organization, is determined by the organizational
climate study.

Definitions of Terms

The following terms have been defined for this
study:

Organizational Climate: Organizational climate is
the organizational "personality" of a school; figuratively,
"personality" is to the individual what "climate" is to the
organization.[1]

OCDQ: The Organizational Climate Description
Questionnaire was developed by Halpin and Croft in 1963.[2]

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[1]Andrew W. Halpin, "The Organizational Climate of
Schools," Theory and Research in Administration, The
Macmillan Publishing Co., New York, 1966, p. 131.

[2]Ibid., pp. 148-149.

It consisted of 64 items for assessing the organizational climate of a school. The organizational climate of a school was determined by the principal's and his faculty members' perceptions of eight subtests (or dimensions) of organizational climate. Four subtests (Disengagement, Hindrance, Esprit, and Intimacy) referred to social interactions among faculty members and the other four subtests (Aloofness, Production Emphasis, Thrust, and Consideration) related to the leader's behavior. The eight subtests (or dimensions) yield six profiles of organizational climates which range from open to closed, on a continuum scale. In series, the six organizational climates are open, autonomous, controlled, familiar, paternal, and closed.[1]

Secondary School: The secondary school in Thailand is composed of Mathayomsuksa 1 through 5 which is equivalent to American grades 8 through 12. Mathayomsuksa 1 through 3 are called junior secondary schools, Mathayomsuksa 4 through 5 are called senior secondary schools, and Mathayomsuksa 1 through 5 are called junior-senior secondary schools.

Secondary-School Principal: The chief administrator of a school unit that includes Mathayomsuksa 1 through 5 or grades 8 through 12.

Secondary-School Teacher: A teacher who teaches any level from Mathayomsuksa 1 through 5 or grades 8 through 12.

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[1]Ibid., pp. 174-180.

<u>Large Secondary School</u>: This study referred to the secondary schools which had enrollments of 1,001 students or more.[1]

<u>Small Secondary School</u> : This study referred to the secondary schools which had enrollments of 1,000 students or less.[2]

Limitations of the Study

This study was limited to identifying the teachers' and principals' perceptions of the Organizational Climate of selected public secondary schools which were offered from Grades 8 through 12 (Mathayomsuksa 1 through 5) in Bangkok, Thailand.

As the <u>OCDQ</u> was designed to be used in American school systems, it was necessary to determine its appropriateness for Thai school systems. This instrument was translated into the Thai version and was corrected by a jury panel which consisted of English teachers, Thai teachers, and principals.

Organization of the Study

This study is divided into five chapters. Chapter I consists of an introduction, background and significance of the study, statement of the problem, hypotheses of the study,

[1]John E. Garrett, "The Organizational Climate of Colorado High School," (Unpublished doctoral dissertation, University of Northern Colorado, Greeley, Colorado, 1970), <u>Dissertation Abstracts</u>, Vol. 31, p. 2048-A.

[2]Ibid.

the theoretical framework, definitions of terms, limitations of the study, and organization of the study.

Chapter II includes the review of related literature.

Chapter III provides a description of the instruments, population and sample selection, research design, procedures for the collection of data, and procedures of analysis of data.

Chapter IV includes the presentation and analysis of the data.

Chapter V presents the summary, conclusions, and recommendations.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

Overview

This chapter is divided into three sections. The first section deals with the review of literature related to the concept of organizational climate. The second section provides a description of the educational system in Thailand, and the third section includes the organizational climate in centrally controlled school systems from previous research as well as how the study of organizational climate in Thailand can be determined.

SECTION I

THE REVIEW OF LITERATURE

RELATED TO THE CONCEPT OF ORGANIZATIONAL CLIMATE

The Evolution of Organizational Climate

The idea of organizational climate has been recognized by people since the development of the science of administration. There are three major eras that related to the evolution of organizational climate, namely: (1) a managerial emphasis, (2) a human relations emphasis, and (3) a social science emphasis.

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The Managerial Emphasis (1900-1930). Frederick W. Taylor is commonly known as the father of the scientific management movement. The basic idea of Taylor was to increase output by means of increased efficiency.[1] Taylor's scientific management may be described as the following:

1. A Large Daily Task—Each man in the establishment, high or low, should have a clearly defined daily task laid out before him. The carefully circumscribed task should require a full day's effort to complete.

2. Standard Conditions—The workman should be given standard conditions and appliances to accomplish the task with certainty.

3. High Pay for Success—High pay should be tied to successful completion.

4. Loss in Case of Failure—Failure should be personally costly.

5. Expertise in Large Organizations—As organizations become increasingly sophisticated, tasks should be made so difficult as to be accomplished only by a first-rate man.[2]

Henry Fayol, a French engineer and geologist, was also among the first to use the scientific approach to administration. Fayol defined the work of an administrator in the following steps:

1. To plan means to study the future and arrange the plan of operations.

2. To organize means to build up material and human organization of the business, organizing both men and materials.

3. To command means to make the staff do their work.

4. To coordinate means to unite and correlate all activities.

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[1] Frederick W. Taylor, Scientific Management, Harper & Row, Publishers, New York, 1947, pp. 63-64.

[2] Ibid.

5. To <u>control</u> means to see that everything is done in accordance with the rules which have been laid down and the instructions which have been given.[1]

Luther Gulick and Lyndall Urwick, also pioneers in management theory, defined the functions of the executive as POSDCoRB. These seven elements are: planning, organizing, staffing, directing, coordinating, reporting, and budgeting.[2]

The focus of administration under the managerial emphasis stressed the needs of the organization without consideration of the needs of individuals.

<u>The Human Relations Emphasis</u> (1930-1950). Because the managerial emphasis stressed the needs of the organization without consideration of the needs of individuals, the human relations emphasis emerged in the field of administration. Administration under the human relations emphasis focused on interpersonal relationships between administrators and workers. Two pioneers in the human relations movement were Mary P. Follett and Elton Mayo.

Follett viewed administration as the combination of both psychological and sociological aspects. The central problem of any organization, regardless of its size,

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[1]Cf. Henry Fayol, <u>General and Industrial Management</u>, translated by Constance Storrs, Sir Isaac Pitman & Sons, Publishers, London, 1949, pp. 5-6.

[2]Luther Gulick and Lyndall Urwick, <u>Papers on the Science of Administration</u> (New York: Institute of Public Administration, Columbia University, 1937), p. 119.

according to Follett, is to develop and maintain good human relationships.[1]

While Follett became the first great exponent of the human relations emphasis, studies in support of this point of view came from numerous experiments at the Hawthorne plant of the Western Electric Company, carried out by Elton Mayo and his colleagues. Mayo stated that:

> ...Human collaboration in work, in primitive and developed societies, has always depended for its perpetuation upon the evolution of a non-logical social code which regulates the relations between persons and their attitudes to one another. In-sistence upon a merely economic logic of produc-tion--especially if the logic is frequently changed--interferes with the development of such a code and consequently gives rise in the group to a sense of human defeat. This human defeat re-sults in the formation of a social code at a lower level and in opposition to the economic logic.[2]

Contributions from the human relations movement includ-ed educational techniques such as T-groups, encounter groups, and others developed from human relations studies and used at the present time.

The Social Science Emphasis (1950-present). Because the managerial and human relations emphases disregarded the impact of social relations and of formal structure, the social science emphasis drew these two emphases together and added propositions developed from psychology, sociology,

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[1]Mary P. Follett, Creative Experience, Longmans and Green, Publishers, London, 1924, p. 300.

[2]Elto Mayo, The Human Problems of an Industrial Civilization, The Macmillan Publishing Co., New York, 1933, pp. 120-121.

political science, and economics.[1] One of the earliest

contributors in the social science era was Chester I. Barnard.

Barnard explained that any organization always consists of

two aspects, formal and informal. The formal organization

consists of a set of structured roles, and the informal or-

ganization is characterized by interpersonal interactions.[2]

Barnard was also the first to use the terms "effec-

tiveness" and "efficiency" in describing both personal action

and organizational action. Effectiveness is defined as the

degree of achievement of organizational goals, and efficiency

is the degree of satisfaction among individuals.[3]

Herbert A. Simon, another pioneer leader of the

social science emphasis, explained that the most important

function of administration is decision-making.[4] Addition-

ally, Simon stated that:

> ...The task of "deciding" pervades the entire ad-
> ministrative organization quite as much as does the
> task of "doing." A general theory of administra-
> tion must include principles of organization that
> will insure correct decision-making, just as it
> must include principles that will insure effective
> action.[5]

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[1]Herbert A. Simon, Administrative Behavior, The Free
Press Inc., New York, 1945, pp. 74-79.

[2]Chester I. Barnard, The Functions of the Executive,
Harvard University Press, Cambridge, Mass., 1938, pp. 121-122.

[3]Ibid., pp. 19-21.

[4]Simon.

[5]Ibid., p. 1.

In summary, the three major emphases of administration theory, basically, were to define the role of the individual in the organization. The role of the individual in the managerial emphasis is formal in character while the individual's role in the human relations emphasis is informal in character. The social science emphasis has emerged to combine those two. The administration under the social science emphasis includes both formal and informal characteristics. The social systems theory, especially the Getzels-Guba Model, developed during the social science emphasis period, seems to be a useful theoretical framework for the study of organizational climate.

Studies of the Organizational Climate of Schools

Most of the research in the field of organizational climate follows the concept developed by the social science studies. It was recognized that administration is a social process[1] which requires attention and participation from the individuals who are the organizational members.

The term "organizational climate" has been defined by Hoy and Miskel as:

> ...An end product of the school groups--students, teachers, and administrators--as they work to balance the organizational and individual dimensions of a social system. This product includes shared

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[1] Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65 (1957), pp. 423-441.

values, social beliefs, and social standards.[1]

Katz and Kahn conceived the organizational climate as both the norms and values of the formal system and their reinterpretation in the informal system.[2]

Many instruments have been developed by researchers but one of the most powerful instruments that can be used for a depiction of the organizational climate is commonly known as Halpin and Croft's Organizational Climate Description Questionnaire (OCDQ).[3] This might be because of the clarity with which the OCDQ was designed. Likert's Profile of Organizational Characteristics (POC)[4] may also be a reliable instrument for measuring the organizational climate of schools, but this instrument has not been popular in the field of education.

Hall, for example, comparing Halpin and Croft's Organizational Climates, and Likert and Likert's Organizational Systems, found a significant relationship between the two instruments. This study also found that the two instruments are comparable and applicable for measuring the

[1] Wayne K. Hoy and Cecil G. Miskel, "Organizational Climate," Educational Administration: Theory, Research, and Practice, Random House, New York, 1978, p. 137.

[2] Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations, John Wiley & Sons, Inc., New York, 1966, pp. 65-66.

[3] Andrew W. Halpin, Theory and Research in Administration, The Macmillan Publishing Co., New York, 1966.

[4] Rensis Likert, New Patterns of Management, McGraw-Hill Book Co., New York, 1961.

organizational climate of schools. Certain climates which
were discovered by the OCDQ were similarly indicated by the
POC.[1]

Garrett's study of the organizational climate of
Colorado High Schools had two purposes: (1) to determine
the climate of Colorado High Schools, and (2) to determine
the relationship between school size and climate in Colorado
High Schools. Garrett concluded that there was a statistical
relationship between school size and climate. When school
size exceeds 1,000 students, the climate is more likely to be
closed; therefore, administrators in large schools need to
make a greater effort to improve personal relationships.[2]

Flanders investigated the relationship of selected
variables of the organizational climate of elementary schools.
It was found that there are significant differences among the
perceptions of teachers in terms of the selected variables.
Small, white, schools located in urban areas were found to be
more open than large, white, urban schools.[3]

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[1]John W. Hall, "A Comparison of Halpin and Croft's
Organizational Climates and Likert and Likert's Organizational
Systems," Administrative Science Quarterly, Vol. 17 (March,
1972), pp. 586-590.

[2]John E. Garrett, "The Organizational Climate of
Colorado High Schools," (Unpublished doctoral dissertation,
University of Northern Colorado, Greeley, Colorado, 1970),
Dissertation Abstracts, Vol. 31, p. 2048-A.

[3]Robert E. Flanders, "The Relationship of Selected
Variables of the Organizational Climate of Elementary Schools,"
(Unpublished doctoral dissertation, University of Georgia,
Athens, Georgia, 1966), Dissertation Abstracts, Vol. 27, p. 2313-A.

Morris studied the organizational climate of Alberta
schools in Canada. It was found that principals' perceptions of organ-
izational climate of schools to be more open than the teachers'
perceptions. This study also found a great frequency of
open climate in elementary schools, while secondary schools
tended to have a more closed climate.[1]

Null investigated (a) the relationships between per-
sonal variables of teachers and the way in which these teach-
ers perceived the eight dimensions of organizational climate,
and (b) the differences in attitudes and personality among
teachers in schools with different climates. Null concluded
that there was a relationship between teachers' attitudes
toward children and teachers' perceptions of the eight di-
mensions of climate. A relationship was also found between
certain personality factors and the perceptions of some di-
mensions of climate.[2]

Mage examined the relationships between bureaucratic
structure and organizational climate in schools as perceived
by teachers in selected elementary schools. The findings of
this study revealed that older teachers who had been in their
present position longer tended to perceive the organizational

[1]Derek V. Morris, "Organizational Climate of Alberta
Schools," Canadian School Administrator's Bulletin, Vol. 3
(June, 1964), pp. 3-7.

[2]Eldon J. Null, "An Investigation into Relationship
between the Organizational Climate of a School and Personal
Variables of Members of the Teaching Staff," (Unpublished doctoral dis-
sertation, Univ. of Minnesota, 1966), Dissertation Abstracts, Vol. 26,
p. 4329-A.

climate of schools to be more closed. This study indicated

that teachers in the closed climate schools tended to rate

their principal as a strong ruler and a nonmotivator.[1]

Seidman compared the organizational climates of open-

space elementary schools and traditional elementary schools.

By using the OCDQ, it was found that the principals' be-

haviors were relatively unimportant in differentiating be-

tween openness and closedness of the sample schools. It was

also found that disengagement, with a relatively high nega-

tive correlation, was an important factor in differentiating

between schools with closed characteristics and those with

open characteristics. Seidman concluded that disengagement

was high in closed-tendency schools and low in open-tendency

schools.[2]

Hartley and Hoy hypothesized that there are substan-

tial relationships between open climate schools and high

academic performance of students. This study indicated that

openness in school climate and affective characteristics of

schools are related in various ways. The more open the

school climate, the less the sense of student alienation

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[1]James M. Mage, "A Study of Relationships between Bureaucratic Structure and Organizational Climate in Schools as perceived by Teachers in Selected Elementary Schools," (Unpublished doctoral dissertation, Northeastern University, 1977), Dissertation Abstracts, Vol. 38, p. 3189-A.

[2]Miriam R. Seidman, "Comparing Physical Openness and Climate Openness of Elementary Schools," Journal of Education, Vol. 95 (Summer, 1975), pp. 345-350.

toward the school and its professional personnel.[1]

Additionally, as stated by Hoy and Miskel, studies that
examine relationships between characteristics of the prin-
cipal and the climate of school often indicate that more
open schools have stronger principals who are more confident,
self-secure, cheerful, sociable, and resourceful.[2]

Maggard compared the principals' and teachers' per-
ceptions of organizational climate in elementary schools.
This study indicated that the selected variables of sex, age,
administrative experience of the principal, and the school
size did not affect the agreement between principals' and
teachers' perceptions of the organizational climate of
schools. The principals' scores were higher than the teach-
ers' scores.[3]

Fascetti compared the organizational climate between
secondary schools and elementary schools. A significant
difference between secondary schools and elementary schools
was found. The elementary schools tended to have better
staff relationships than the secondary schools. In the

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[1]Marvin Hartley and Wayne K. Hoy, "Openness of
School Climate and Alienation of High School Students,"
California Journal of Educational Research, Vol. 23 (1972),
pp. 17-24.

[2]Hoy and Miskel, p. 144.

[3]Robert L. Maggard, "A Comparison of Principals' and
Teachers' Perceptions of Organizational Climate in Elementary
Schools," (Unpublished doctoral dissertation, University of
Arkansas, 1972), Dissertation Abstracts, Vol. 33, p. 2036-A.

secondary schools more impersonal relationships existed among staff. This study also found a significant relationship between school size and climate. More open climate schools were found in small, elementary schools.[1]

Kenney and others identified personality characteristics of teachers and their perceptions of organizational climate. It was concluded that teachers in the open climate schools seemed to be a group that worked hard toward common and personal goals. The group was described as energetic, ambitious, and involved in school activities. Conversely, teachers in the closed climate were found to be outgoing and demonstrative or withdrawn and isolated in their teacher roles.[2]

Hughes investigated the organizational climate of schools as it related to certain characteristics of innovation. This study revealed that innovative schools tended to exhibit a more "open" organizational climate and, conversely, non-innovative schools exhibited a more "closed" climate, as measured by the OCDQ.[3]

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[1]Alfred R. Fascetti, "A Study of the Organizational Climate of Selected Secondary and Elementary Schools," (Unpublished doctoral dissertation, University of Pittsburgh, 1971), Dissertation Abstracts, Vol. 32, p. 3602-3603-A.

[2]James B. Kenney and others, "Personality Characteristics of Teachers and Their Perceptions of Organizational Climate," The Journal of Psychology, Vol. 66 (July, 1967), pp. 167-174.

[3]Larry W. Hughes, "Organizational Climate--Another Dimension to the Process of Innovation," Educational Administration Quarterly, Vol. 4 (Autumn, 1968), pp. 16-27.

Braden investigated the relationship between teachers', principals', and students' attitudes toward the organizational climate of schools. It was found that the teachers' attitudes toward students differed among teachers in various climate groups. The teachers in the more open climate schools revealed more positive attitudes toward students. Similar positive attitudes toward students were found in principals of the more open climate schools.[1]

The Development of the Organizational Climate

Description Questionnaire

There are many instruments that researchers have used for studying the organizational climate of schools. One of the most popular and widely used is the Organizational Climate Description Questionnaire (OCDQ), developed by Halpin and Croft.[2] This instrument has been employed often by researchers, mostly in efforts to find differences in the organizational climate of schools due to certain differences in principals' characteristics, teachers' characteristics, and other aspects.

For example, if a principal behaves in a "nomothetic" role, what kind of organizational climate can be perceived?

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[1]James N. Braden, "A Study of the Relationship Between Teacher, Principal, and Student Attitudes and Organizational Climate," (Unpublished doctoral dissertation, University of Missouri, 1971), Dissertation Abstracts, Vol. 31, p. 3801-A.

[2]Halpin, pp. 131-236.

It seems reasonable to assume that organizational climate
is closely related to the perceived behaviors of teachers
and principals.[1]

The term "perceived behavior" may be used different-
ly from person to person due to personal values. For exam-
ple, one teacher may rate his principal as highly considerate
if his principal's behaviors agree with his personal values.
By the same token, another teacher may rate the same princi-
pal as highly inconsiderate if his principal's behaviors
seem opposite to his personal values.

Halpin referred to this behavior as "spray-gun con-
sideration" which, for school principals, can take the form
of "the P.T.A. smile and...oily affability dispensed at
faculty picnics and office parties."[2]

In their original study, Halpin and Croft identified
a profile for each school which represented the school's
organizational climate. Six discrete organizational climate
classifications were identified forming a climate continuum,
defined at one end as an open climate and at the other as a
closed climate.[3]

[1]Egon G. Guba and C.E. Bidwell, Administrative Rela-
tionships: Teacher Effectiveness, Teacher Satisfaction, and
Administrative Behavior: A Study of the School as a Social
Institution (Chicago: Midwest Administrative Center,
University of Chicago, 1957), p. 8.

[2]Halpin, p. 86.

[3]Ibid., pp. 174-181.

The OCDQ comprises eight subtests. Four subtests describe the teacher's behavior as it is perceived by the teachers and the principal, and the other four deal with the principal's behavior as it is also perceived by the teachers and the principal.[1]

Actually, the principal's perception tends to be different from the teacher's perception. For example, Watkins' study showed significant differences between principals' and teachers' perceptions. The principals seemed to perceive the organizational climate as more open than the teacher.[2]

The use of the OCDQ is probably not well suited to large, urban, or secondary schools, according to Halpin and Croft.[3] However, the OCDQ has been used to study the organizational climate of schools in large, urban, or secondary schools. For example, Sargent studied the organizational climate of secondary schools. Sargent stated that:

> ...Although the early studies involving the use of the OCDQ developed by Halpin and Croft have been limited to elementary schools, the items appeared equally applicable to other organizations and particularly to secondary schools.[4]

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[1]Ibid., pp. 133-134.

[2]J.F. Watkins, "The OCDQ: An Application and Some Implications," _Educational Administration Quarterly_, Vol. 4 (Spring, 1968), pp. 57-58.

[3]Halpin.

[4]James C. Sargent, "An Analysis of Principal and Staff Perceptions of High School Organizational Climate," (Unpublished doctoral dissertation, University of Minnesota, 1966), _Dissertation Abstracts_, Vol. 27, p. 2344-A.

SECTION II

EDUCATION IN THAILAND

Structure and System of Education in Thailand

The existing educational system was established in

1960. It consists of a K-7-5-4 system with the kindergarten

or preprimary education as a combination of a two-year kin-

dergarten and a one-year preprimary education. The first

seven years of elementary are divided into a four-year lower

elementary and a three-year upper elementary. The five years

of secondary are divided into a three-year lower secondary

(or junior secondary) and a two-year upper secondary (or

senior secondary). The last four years are for the bachelor's

degree.

Vocational education continues to be separated from

academic secondary education, with the second cycle of secon-

dary education in the vocational stream lasting three years,

instead of the two years in ordinary academic schools

(Figure 3).

The four levels of the school system in Thailand may

be briefly described as follows:

Kindergarten or Pre-primary Education. This educa-

tional level is offered for children from 3 to 6 years of

age. Any child may attend this school for one, two, or three

Age 4 5· 6   7 8 9 10 11 12 13   14 15 16 17 18   19 20 21 22

KINDERGARTEN   ELEMENTARY   SECONDARY   HIGHER EDUCATION

Junior   Senior

Pre-Military   Police Academy
[1]—[2]—[3]—[4]

[1]—[2]

Military Academies

[1]—[2]—[3]—[4]—[5]
Academic
Arts   Universities
[4]—[5]

[4]—[5]
Sciences

[1]—[2]—[3]—[1]—[2]—[3]—[4]—[5]—[6]—[7]   [1]—[2]—[3]—[4]

Teacher Training
[1]—[2]—[3]—[4]

Vocational   Commercial Schools
[1]—[2]—[3]—[4]—[5]—[6]

Advanced Vocational Education

Music and Drama
[1]—[2]—[3]—[4]—[5]—[6]—[1]—[2]—[3]

Graduate Schools and Advanced Studies

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Entrance Examination
Matriculation Examination
[.] Class of one year's duration
[___] Schools of varying duration
[] Students may leave at this grade to earn their living

Figure 3.   The National Structure of the School System in Thailand

Source: Gunnar Myrdal, Asian Drama Volume III: An Inquiry into the
Poverty of Nations, The Twentieth Century Fund, Inc., 1968,
p. 1699.

years, depending upon his needs. It is considered to be pre-elementary education but non-compulsory.

Elementary or Compulsory Education. Elementary education is divided into two levels--lower and upper. The lower level of elementary education consists of Grades 1 through 4 (Prathom 1 through 4) and all children are expected to attend school from the age of seven through ten. The upper level of elementary education consists of Grades 5 through 7 (Prathom 5 through 7) and all children are expected to attend school from the age of eleven through thirteen.

Additionally, with the promulgation of the new National Scheme of Education of 1960, it was decided that the duration of compulsory education should be extended gradually to seven years of elementary education, depending upon the resources and readiness of each locality. It is expected that the seven-years of compulsory education can be achieved throughout the country by the late 1980's.[1]

Secondary Education. This educational level is divided into two levels--upper and lower. The lower (junior) level of secondary education consists of Grades 8 through 10 (Mathayomsuksa 1 through 3), and all youngsters are expected to attend school from the age of fourteen through sixteen. The upper (senior) level of secondary education consists of Grades 11 through 12 (Mathayomsuksa 4 through 5),

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[1]The Ministry of Education, Education in Thailand, Kurusapha Press, Bangkok, Thailand, 1971, p. 20.

and all youngsters are expected to attend school from the age of seventeen through eighteen. This educational system is considered the academic stream.

The vocational stream (Figure 5) focuses on the preparation of students in various skills. It is divided into two levels--lower and upper. It is similar to the academic stream except one additional year is added in the upper level. In other words, in the vocational system, students attend six years of secondary education instead of the five years in the academic stream.

Additionally, since 1969, under the direction of a team from Canada, many secondary schools which offer the academic stream have been changed into a comprehensive school program. Therefore, the overlapping between the academic stream and vocational stream is taking place but the basic pattern of education still remains.[1]

Higher Education. Students who have completed either the five-year academic stream or the six-year vocational stream of secondary levels are qualified to apply for higher education (colleges or universities). This educational level is offered for persons who have finished high school or the equivalent.

Education in the college or university level takes two or three years for the diploma, and, at least, four years

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[1]The Ministry of Education, Final Report: Comprehensive School Project, Bangkok, Thailand, 1971.

for the bachelor's degree (five to seven years are required in some fields, such as architecture and medical).

Administrative Structure of Education in Thailand

Actually, all educational institutions in Thailand are operated largely as bureaucratic organizations. Some of the major criteria of a bureaucracy as stated by Weber are evident in the administrative structure. These are organized in a clearly defined hierarchy of offices. Candidates for various positions are selected on the basis of technical qualifications with a salary scale based according to rank in the hierarchy and promotion is dependent upon the judgment of superiors.[1]

It seems reasonable to identify the Thai educational system as a centrally controlled system, as the Ministry of Education controls all of the curriculum and instruction.[2]

The administrative structure of secondary education in Thailand is described in the following sections:

1. The Ministry of Education. The organization of the Ministry of Education can best be understood by reference to Figure 4. · The basic organization is composed of two offices and eight departments.

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[1]Cf. Max Weber, The Theory of Social and Economic Organization, translated by Talcott Parsons, The Free Press Inc., New York, 1947, pp. 18-20.

[2]Pinyo Sathorn, The Principle of Administration, Watana Panich Press, Bangkok, Thailand, 1971, p. 61.
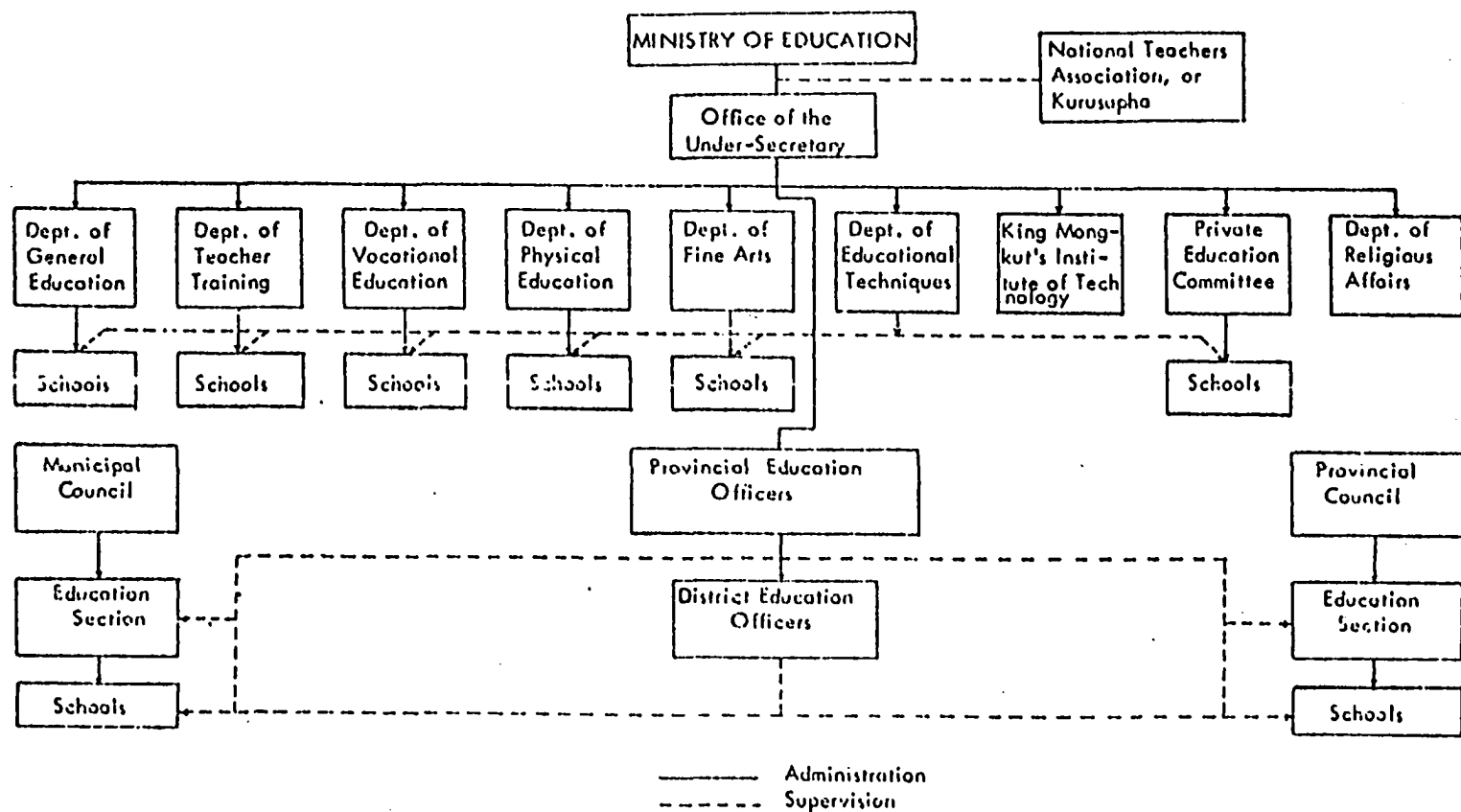
Figure 4. The Ministry of Education

Source: The Educational Planning Office (Ministry of Education), Current and Projected Secondary Education Programs for Thailand: A Manpower and Educational Development Planning Project, Bangkok, Thailand, 1966, p. 8.

1). The Office of the Minister's Secretary is
responsible for assisting the Minister in the duties of his
office. The social and cultural responsibilities account
for a large portion of the work load and the numerous occa-
sions on which the Minister must be assisted representing
the Ministry of Education, both domestically and internation-
ally. The relationships of the Ministry of Education with
other divisions of government are normally handled through
the Office of the Minister's Secretary and the Office of the
Under-Secretary.[1]

2). The Office of the Under-Secretary of State
for Education has the responsibility for overall management
of the Ministry of Education through all its departments,
provincial and regional offices, the districts and the in-
dividual schools. Planning for overall educational develop-
ment is a major responsibility of the Educational Planning
Office, established in November, 1963, which is within the
office of Under-Secretary for Education.[2]

The Office of Under-Secretary for Education is
divided into five divisions and one office, namely:

    a). Central,

    b). Finance,

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[1]The Educational Planning Office (The Ministry of
Education), Current and Projected Secondary Education Programs
for Thailand: A Man power and Educational Development Planning
Project, Bangkok, Thailand, 1966, pp. 8-9.

[2]Ibid., p. 9.

    c). External Relations,

    d). Educational Information,

    e). Cultural, and

    f). Educational Planning Office.[1]

    3). Khuru Sapha is the Teacher's Association and all teachers in Thailand are required to become members. This organization was created by law on January 9, 1945.[2]

The Ministry of Education and the Under-Secretary of State for Education are ex-officio members and serve as chairman and vice-chairman of the Executive Board of Khuru Sapha. A primary responsibility of the Khuru Sapha is to advise the Ministry of Education on matters dealing with curriculum, teacher welfare, etc.

    2. The Department of General Education. The Department of General Education includes the Departments of Secondary Education and Elementary and Adult Education which are responsible for administering and supervising virtually all public secondary schools. In addition, it is responsible for supervising and providing pedagogic advice to all local public elementary schools. Finally, this department is

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[1]Ibid.

[2]Ibid., p. 10

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responsible for conducting all non-formal and adult
education programs.[1]

There are six main divisions of this department,
namely:

a). Office of the Secretary,

b). Office of Government Schools,

c). Division of Private Schools,

d). Division of School Finance,

e). Division of Educational Evaluation and
Examination, and

f). the Supervisory Unit. (Adapted from Figure 4)

3. Regional and Provincial Organization. The pur-
pose of establishing twelve regional education divisions in
the country was to better adapt education to local needs as
well as to geographical, occupational and cultural back-
grounds found in particular regions.[2]

The main duties of each region are to develop educa-
tional responsibilities, improve education in the regional
areas, provide appropriate channels of control and coordinate
the work of central departments and regional offices. (For
further understanding, see Figure 5.)

[1]Prachoom Rodprasert, "The Relationship of Academic
Training and Educational Experience to the Administrative
Effectiveness of Secondary School Principals as perceived by
teachers in Educational Region I, Thailand," (Unpublished
doctoral dissertation, Oklahoma State University, 1976), p. 33.

[2]The Educational Planning Office (The Ministry of
Education), p. 13.

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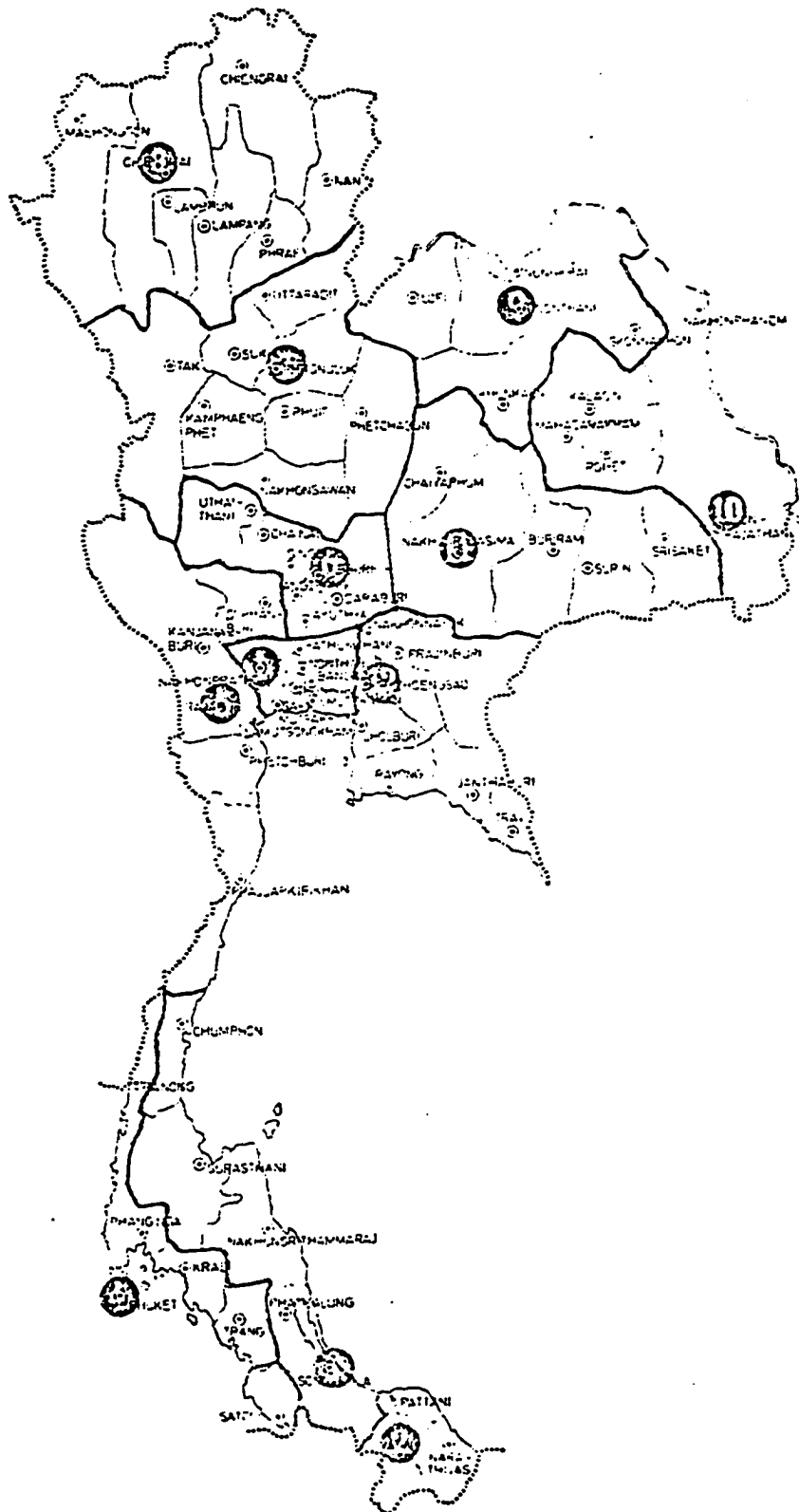
Figure 5. Educational Regions

Source: The Ministry of Education, Education in
Thailand, Kurusapha Press, Bangkok, Thailand,
1971, p. 14.

4. **The sharing responsibilities toward secondary**
school. Both centralization and decentralization can be
found in Thailand's educational system. However, centra-
lized activities seem to be more prevalent at the present
time. This is probably true due to the fact that the vast
majority of administrative arrangements and policies are
developed and implemented by the central government.

The secondary school receives directives and com-
munications through the District Education Office and
Provincial Education Office (there are 71 provinces). In
the case of some special project schools, the Regional
Education Office communicates directly with secondary schools.
Normally, the Regional Education Office does not communicate
with secondary schools that are not specifically assigned to
it.[1] In other words, the responsibilities for secondary
schools rest with the districts, the provinces, the regions,
and the department of General Education in accordance with
the hierarchical authorities.

5. **The Secondary School Principals.** This section
is divided into various areas such as the status, qualifica-
tion, appointment procedures, roles and functions, and
power and authority of the Thai public school principal
(Figure 6).

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[1]Ibid., p. 17.

PRINCIPAL

Assistant Principal for Business and Finance

Assistant Principal for Academic Affairs

Assistant Principal for Discipline, or Administrative Affairs

Assistant Principal for Student Services

Heads or Chairmen of Subject Areas

Coordinators of Counseling and Guidance, and Students' Activities and Recreations

Non-Teaching Staff

Teaching Staff

Students

_____ Administration
- - - - - Supervision and Cooperation

Figure 6.   A typical Academic Secondary School Organization

Source: The Ministry of Education, Education in Thailand, Kurusapha Press, Bangkok, Thailand, 1971, p. 16.

1). <u>Status</u>. The public secondary school principals, like many other governmental employees, are civil servants. They had been promoted from the lower grades under the civil-service rules and regulations. (All civil servants are grouped into five grades which range downward from the special (highest) through the fourth (lowest) grade accordingly.)

2). <u>Qualification</u>. According to the Civil Service Act of 1975 (B.E. 2518), the Civil Service Commission sets forth the following qualifications of a Thai public secondary school principal. The principal must:

a). Hold at least a diploma of education (a two year certificate after high school),

b). Hold at least a college degree or equivalent,

c). Have been a vice-principal or educational supervisor for at least two years,

d). Have at least four years of teaching experience, and

e). Have been a first-grade principal at least three years.[1]

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[1]Praditha Udornpimph and Pinij Lonawan, <u>Handbooks of the Civil Service Acts for Teachers</u>, Bangkok, Thailand, 1976, pp. 123-172.

3). Appointment Procedure. The secondary school principals are appointed, not elected. The Under-Secretary of the Ministry of Education and the Director-General of the department have authority to appoint the secondary school principal as well as the heads of divisions of the Ministry.

As described by Rodprasert, the first-grade principal must be appointed by the Director General of the Department of General Education with the recommendation of regional education and provincial officers. The special-grade principal must be appointed by the Under-Secretary of the Ministry of Education with the recommendation of the Director-General.[1]

4). Roles and Duties. The Thai secondary school principal, like those in other countries, works hard and is involved in many activities, such as school business management, student activities, individual school problems, personnel matters, curriculum matters, policy and/or procedures, school plant, and community-parent relations.[2]

5). Power and Authority. The power and authority of the Thai secondary school principal, like other principals and administrators in public institutions, is very limited. This is because of the centrally controlled organization that makes him work under close executive

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[1]Rodprasert, p. 48.

[2]Ong-Ard Kosashunhaun, "Career Paths to the Principalship of the Government Secondary School Division," (Unpublished M.Ed. thesis, Chulalongkorn University, Bangkok, Thailand, 1971), p. 24.

direction of the upper-level civil service officials such
as the Director-General and Under-Secretary. However, as
described by Rodprasert:

> ...The power and authority of the Thai school
> principals include the power to reward, punish,
> instate, and appoint staff-members and students
> within their jurisdiction in accordance with the
> law and as entrusted by the central authorities;
> and to administer the schools in accordance with
> the rules and regulations, and directions of
> authoritative central bodies.[1]

Specifically, the power and authority of the school
principal are described below:

a. A school principal has the authority to
govern teachers, students, and staff-members within his/her
school.

b. A school principal has the authority to
keep cash for emergency expenditures not to exceed 15,000
bahts, and can spend no more than 20 percent of that money
at one time without immediately informing the upper level
officials or the Budget Bureau. (Note: approximately twenty
bahts = one dollar)

c. A school principal has the authority to
reprimand the fourth and the third grade officials (teachers)
for minor violations of the Civil Service Acts, rules and
regulations by terminating their salaries for a period of
time, or by verbal reprimand.

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[1]Rodprasert, pp. 50-51.

d.   A school principal has the authority to expel those students who seriously violate rules and regulations of the school after the careful consideration and recommendations of the school council.

e.   A school principal has the authority to appoint the chairman or head of each subject-area.[1]

In summary, this section dealt with many aspects of education in Thailand, namely the structure and system of education, administrative structure of education, and the secondary school principal--status, qualification, appointment procedure, roles and duties, and power and authority. The Thai educational administration was originally designed by the British system. Principals are appointed, not elected, and the appointment procedure is based on seniority, rank in bureaucratic structure and qualification.

SECTION III

THE ORGANIZATIONAL CLIMATE IN CENTRALLY CONTROLLED SCHOOL

SYSTEMS AND OF SCHOOLS IN THAILAND

The Organizational Climate in Centrally

Controlled School Systems

There is little research that has been done in the field of organizational climate in a centrally controlled school system. It might be because of the organizational climate in the centrally controlled school systems seems to

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[1]Ibid., p. 51.

create more of a "closed" climate than "open" climate,
according to some authorities.

However, the field of organizational climate of
schools has been studied in the centrally controlled school
systems in many countries, such as Hawaii (U.S.), Manitoba
(Canada), Australia, Korea, Pakistan, Paraguay, India,
Philippines, Bolivia, and Saudi Arabia.

From these studies, some stated that the degree of
centralization did not seem to affect the staff perception
toward the eight dimensions of the OCDQ. For example,
Okada found that there were significant differences in the
eight subtests between the two groups. The decentralized
group tended to provide a more "open" climate with higher
esprit and intimacy than the centralized group. This study
also found that "open" climate schools were just as likely
to be in centralized as well as decentralized systems.[1]

. The studies of Good, Thomas and Slater, Resurrection,
Roseborough, and Mahra[2] revealed that the degree of centralization

[1] Edward S. Okada, "A Study of the Relationship Between Decision Making of Selected School Administrative District and Organizational Climate of Selected Schools of Hawaii," (Unpublished doctoral dissertation, Utah State University, 1972), Dissertation Abstracts, Vol.33, p.4755-A.

[2] Dale W. Good, "A Study of Organizational Climate in Bolivian Urban Elementary Schools," (Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign, 1971), Dissertation Abstracts, Vol. 32, p. 1222-A; A.R. Thomas and R.C. Slater, "The OCDQ: A Four Solution for Australian Schools," The Journal of Educational Administration, Vol. 10 (October, 1972), pp. 197-208; Jusefina R. Resurrection, "Identifying and Classifying Organizational Climate of Elementary Schools in Manila," (Unpublished doctoral dissertation, University of Florida, 1969), Dissertation Abstracts, Vol. 30, p. III-A; Barry W. Roseborough, "A Study of Organizational Climate in a Provincially Centralized System of Public

has had some influence upon the organizational climate of schools due to the low esprit and intimacy of the centrally controlled systems.

Manuie's study also supported the concept of organizational climate of schools in centrally controlled systems. Manuie indicated that the lack of qualified principals in Saudi Arabia seemed to be a major impact to the climate tendency, the leadership of principals also lacked effectiveness and efficiency, and relationships between principals and teachers were rather formal in character as well as those among teachers.[1]

The Organizational Climate of Schools in Thailand

The idea of organizational climate of schools in Thailand, like those other centrally controlled countries, tends to create more of a closed climate than open climate as it is dependent upon the authoritarian type of administration. However, the following factors may be regarded as influential in the study of organizational climate:

Schools," (Unpublished doctoral dissertation, University of Michigan, 1971), Dissertation Abstracts, Vol. 32, P. 6067-A; Nirmal Mehra, "The Organizational Climate of Secondary Schools: State of Delhi, India," (Unpublished doctoral dissertation, University of California, Berkeley, 1967), Dissertation Abstracts, Vol. 29, p. 100-A.

[1]Mohamed Manuie, "A Study of Teacher-Principal Perceptions of the Organizational Climate in Selected Schools in Riyadh, Saudi Arabia," (Unpublished doctoral dissertation, University of Oklahoma, 1976).

1). The influence of the American educational system on Thailand has been most observable in recent years. Since the 1960's, Thai educational systems have changed, to a large extent, to be more similar to American systems, particularly in the areas of the curriculum and instructional methods. Consequently, there are some conflicts between staff who are British trained and staff who are American trained. The British trained educators are not yet ready to accept the new aspects of education. This evidence seems to convey the existing organizational climate of schools in Thailand.

2). Highly trained teachers and school administrators in Thai's educational system also seem to possess different attitudes toward school programs than those with little or no professional training. The trained professionals tends to conceptualize the school administration differently from those who are not trained. It is possible that highly trained educators may demand more changes under current conditions. On the other hand, educators who are not trained probably resist changes. Conflicts occur between educators who perceive the need for change and the ones who resist change. This evidence seems to convey the existing climate of the schools in Thailand.

3). Since the students' revolts in 1973, schools in Thailand have been changed somewhat to adjust to the demands of students. The rights of individuals,

including teachers' rights, have been recognized by school administrators. Many educators are not satisfied with this rapid change. Conflicts between conservative and liberal educators are occurring in the school systems which, unquestionably, affect school climate.

4). The school principals in Thailand, like other administrators and public school teachers, may hold tenure. Therefore, it is possible that principals as well as teachers may function as "tenured" employees. A chief administrator who has "tenure" or one who does not have "tenure" will make quite different contributions to the institution, at least according to some authorities. The chief administrator who has "tenure" will actually try to retain a status quo position rather than seek improvement which seems to be contradictory to his highly trained staff-members. The climate in this regard will depend upon the situation in that particular school.

All of the above factors of Thai school systems may have caused the outcome of this study to be similar to or different from previous research in centrally controlled school systems.

Actually, the organizational climate of schools in Thailand can be conceptually determined in two dimensions--formal and informal relationships between individuals. Formal relationships involve role relationships such as the relationships between principal and teachers. The differences

between one school and others seem to be due to three factors--the leadership qualification of the principal, the followship tendencies of teachers, and a given situation which changes from time to time.

Informal relationships stem from individual associations within each school. It may be possible that the authoritarian school system can provide an "open" climate if the esprit in that school is high due to a majority of faculty members who favor that type of administration. On the other hand, the democratic school system may provide a "closed" climate if the esprit in that school is low due to unreasonably high expectations of the individuals in that particular school.

As mentioned earlier, the climate of schools is dependent upon the perceptions and expectations of the individuals rather than one single theory which can identify or predict the exact climate of schools.

Summary

This chapter was divided into three sections. The first section dealt with the concepts of organizational climate of schools. Social systems theory is a major concern in dealing with the concepts of organizational climate of schools. The OCDQ from Halpin and Croft seems to be an appropriate instrument for evaluating the climate of schools. Much research, including this study, replicates the OCDQ.

Researchers have used the OCDQ in various types of studies, such as socioeconomics, levels of education, sizes of schools, as well as other types. The OCDQ also has been translated into different languages in order to study the climate of schools in other countries. The OCDQ has been used to study decentralized as well as centralized school systems. Centrally controlled systems tend to provide more "closed" than "open" climates as stated in previous research. According to Halpin and Croft,[1] secondary schools, particularly large schools, tend to provide more "closed" than "open" climates.

The second section dealt with various aspects of education in Thailand which related to the study of organizational climate of secondary schools in Thailand. It contained the structure and system of education in Thailand including education from kindergarten or pre-primary education to higher education as well as the administrative structure of education in Thailand.

The third and last section dealt with previous research in a centrally controlled school system from both in the United States and other countries and, particularly, how the organizational climate of secondary schools in Thailand could be determined.

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[1]Halpin and Croft.

CHAPTER III

DESIGN OF THE STUDY

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.[1] Research design has two basic purposes: (1) to provide answers to research questions, and (2) to control variance.[2] This chapter is divided into five areas:

    (1) Instrumentation,

    (2) Population and Sample Selection,

    (3) Research Design,

    (4) Procedure for Collecting Data, and

    (5) Treatment of Data.

The Instrumentation

Two instruments were employed to gather the data needed to achieve the purposes of this study.

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[1] Claire Selltiz and others, Research Methods in Social Relations (New York: Holt, Rinehart and Winston, Inc., 1976), p. 90.

[2] Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 300.

(1). The General Background Information was designed to secure information relating to the teachers' and the principals' demographic data and general school information. It consisted of eight questions (Appendix A).

(2). The Organizational Climate Description Questionnaire (OCDQ) was developed by Halpin and Croft in 1963 (Appendix A). It consisted of sixty-four items classified by eight dimensions. The first four dimensions (or subtests) refer to the behavior of teachers and the second four refer to the behavior of the principal (Table 1).

TABLE 1

THE EIGHT DIMENSIONS OF ORGANIZATIONAL CLIMATE

Teachers' Behavior:

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motion," a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.

2. Hindrance refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary "busywork." The teachers perceive that the principal is hindering rather than facilitating their work.

TABLE 1, Continued

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3. Esprit refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. Intimacy refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior:

5. Aloofness refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least "emotionally"--at a distance from his staff.

6. Production Emphasis refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

7. Thrust refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." Thrust behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is, nonetheless, viewed favorably by the teachers.

TABLE 1, Continued

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8. Consideration refers to behavior by the principal
    which is characterized by an inclination to
    treat the teachers "humanly," to try to do a
    little something extra for them in human terms.[1]

The eight subtest scores may be used to provide a
school profile which describes the organizational climate of
a school. Halpin and Croft identified six profiles that ex-
plain the organizational climate of a school as:

1. The Open Climate is described as an energetic,
lively organization which is moving toward its goals,
and which provides satisfaction for the group members'
social needs. Leadership acts emerge easily and
appropriately from both the group and the leaders.
The members are preoccupied disproportionately with
neither task achievement nor social-needs satisfac-
tion; satisfaction on both counts seems to be obtained
easily and almost effortlessly. The main characteris-
tic of this climate is the "authenticity" of the be-
havior that occurs among all the members.

2. The Autonomous Climate is described as one
in which leadership acts emerge primarily from the
group. The leader exerts little control over the
group members; high Esprit results primarily from
social-needs satisfaction. Satisfaction from task
achievement is also present, but to a lesser degree.

3. The Controlled Climate is characterized best
as impersonal and highly task-oriented. The group's
behavior is directed primarily toward task accomplish-
ment, while relatively little attentiion is given to

[1]Andrew W. Halpin, "The Organizational Climate of
Schools," Theory and Research in Administration, The Macmillan
Publishing Co., New York, 1966, pp. 150-151.

behavior oriented to social-needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.

4. The Familiar Climate is highly personal, but undercontrolled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, Esprit is not extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "inauthentic."

5. The Paternal Climate is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, Esprit among the members is low.

6. The Closed Climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not "moving"; Esprit is low because the group members secure neither social-needs satisfaction nor the satisfaction that comes from task achievement. The members' behavior can be construed as "inauthentic"; indeed, the organization seems to be stagnant.[1]

The sixty-four items provided responses to a four-point, forced-choice Likert-type rating scale: (1) rarely occurs, (2) sometimes occurs, (3) often occurs, or (4) very frequently occurs. The items were assigned a point value of 4 to items identified as very frequently occurs, 3 to

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[1]Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools," Administrator's Notebook, Vol. 11 (March, 1963).

items identified as <u>often occurs</u>, <u>2</u> to items identified as <u>sometimes occurs</u>, and <u>1</u> to items identified as <u>rarely occurs.</u>

Reliability

Reliability is the accuracy or precision of a measuring instrument.[1] If one does not know the reliability of one's data, little faith can be put in the results.[2] Halpin and Croft computed correlations between subtest scores for even- and odd-numbered teachers in the schools to provide estimates of reliability of the subtests (Table 2).

Translation of the OCDQ

Permission to use, adapt and translate the Organizational Climate Description Questionnaire (<u>OCDQ</u>) into the Thai version was granted from the Macmillan Publishing Company on March 28, 1978 (Appendix B). This instrument was translated into the Thai version by the researcher with the assistance of an expert in both English and Thai languages. Then on November 15, 1978, the Thai version questionnaire was submitted to a jury panel which consisted of a principal, English teachers, and Thai teachers.

As the <u>OCDQ</u> was designed to be used in American school systems, it was necessary to determine its appropriateness for Thai school systems. This instrument was studied very carefully by both the jury panel and the researcher and

[1]Kerlinger, p. 443.

[2]Ibid., p. 442.

TABLE 2

ESTIMATES OF INTERNAL CONSISTENCY AND OF EQUIVALENCE

FOR THE EIGHT OCDQ SUBTESTS

	Split-half Co-efficient of Reliability Corrected by the Spearman-Brown Formula[a] (N=1151)	Correlation between Scores of the Odd-Numbered and the Even-Numbered Respondents in each School[b] (N=71)	Communality Estimates[c] for Three-Factor Rotational Solution (N=1151)
1. Disengagement	.73	.59	.66
2. Hindrance	.68	.54	.44
3. Esprit	.75	.61	.73
4. Intimacy	.60	.49	.53
5. Aloofness	.26	.76	.72
6. Production Emphasis	.55	.73	.53
7. Thrust	.84	.75	.68
8. Consideration	.59	.63	.64

[a]Estimate of internal consistency.

[b]Estimate of equivalence.

[c]These are lower-bound, conservative estimates of equivalence.[1]

[1]Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, Midwest Administration Center, The University of Chicago, 1963, p. 49.

it was found that all of the 64 items were appropriate for Thai schools as well.

Obviously, it is very difficult to translate one language into another and retain the same meanings. However, in order to minimize the distortion of this study which might be caused by the language translation, a jury panel was used to assure the following:

1. The validity and reliability of translation.

2. How well the respondents could understand the questions.

3. That the Thai version was accurate and covered all meanings in the English version.

Procedures for Verifying the Translation

The jury panel was asked to consider whether or not each item was relevant and clearly stated. The members of the jury panel were asked to respond by circling "1" if the item seemed relevant, and "2" if the item seemed irrelevant. The acceptance of each item was based on a consensus of the majority of the jury panel.

Population and Sample Selection

The population and sample of this study consisted of 200 teachers and 20 principals (N=220). Ten teachers were randomly selected from each of the twenty sample schools in Bangkok, Thailand. The principal from each of the twenty sample schools was also included in the selection.

It was the purpose of this study to determine the organizational climate of both large and small secondary schools, therefore the selected secondary schools included schools of both sizes.

Research Design

This study can be classified as descriptive research as the intention of this study was to describe existing conditions. Lehmann and Mehrens defines descriptive research as ". . . concerned with determining the nature and degree of existing conditions."[1]

The research designed for this study involved two variables—independent and dependent variables (Appendix C). The independent variables consisted of the teachers' and principals' perceptions from different sizes of schools. The dependent variables consisted of the eight subtests of the OCDQ.

The research design was divided into two parts as follows:

1. The testing of hypotheses, and

2. The determining of the organizational climate of both large and small secondary schools.

Procedure for Collecting Data

The steps for collecting the data are described below:

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[1]Irvin J. Lehmann and William A. Mehrens, Educational Research, Holt, Rinehart and Winston, Inc., New York, 1971, p. 95.

1. The permission to use, adapt, and translate the Organizational Climate Description Questionnaire (OCDQ) into the Thai version was granted by the Macmillan Publishing Company (Appendix B).

2. The questionnaire was translated into the Thai version by the researcher with the assistance of an expert in both English and Thai languages. The questionnaire was then submitted to a jury panel for study and evaluation.

3. Permission and cooperation for conducting the study was granted by the Under-Secretary and the Director-General of the Ministry of Education in Thailand.

4. Copies of the questionnaires were then distributed to the selected principals and teachers. The questionnaires were delivered directly to the secondary schools at which time the study was explained. The questionnaires were then completed by the principals and teachers.

5. The questionnaire raw data were tabulated at the Computer Testing Center at the University of Oklahoma.

Treatment of the Data

The treatment of data for this study was divided into two parts. Part I presented the statistical methods for testing the hypotheses. Part II dealt with the procedures for determining the organizational climate of schools, the procedures for scoring and standardizing raw data, and the table of prototypic climate of schools.

Part I. Testing the Hypotheses

The t-test[1] was employed to determine significant differences within the stated hypotheses. The significance established to test the null hypothesis (Ho) was at the .05 level.[2]

Hypothesis I. There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the eight subtest areas.

H_1^1 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Disengagement subtest area.

H_1^2 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Hindrance subtest area.

H_1^3 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Esprit subtest area.

H_1^4 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Intimacy subtest area.

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[1]Norman H. Nie and others, Statistical Package for the Social Sciences, McGraw-Hill Book Company, New York, 1975, pp. 267-275.

[2]Edward W. Minium, Statistical Reasoning in Psychology and Education, John Wiley & Sons, Inc., New York, 1970, pp. 443-444.

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H_1^5 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Aloofness subtest area.

H_1^6 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Production Emphasis subtest area.

H_1^7 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Thrust subtest area.

H_1^8 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Consideration subtest area.

Hypothesis II. There is no statistically significant difference between the mean scores of teachers in large secondary schools and teachers in small secondary schools on the eight subtest areas.

H_2^1 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Disengagement subtest area.

H_2^2 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Hindrance subtest area.

H_2^3 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Esprit subtest area.

H_1^4 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Intimacy subtest area.

H_1^5 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Aloofness subtest area.

H_1^6 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Production Emphasis subtest area.

H_1^7 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Thrust subtest area.

H_1^8 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Consideration subtest area.

Hypothesis III. There is no statistically significant difference between the mean scores of principals in large secondary schools and principals in small secondary schools on the eight subtest areas.

H_3^1 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Disengagement subtest area.

H_3^2 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Hindrance subtest area.

H_3^3 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Esprit subtest area.

H_3^4 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Intimacy subtest area.

H_3^5 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Aloofness subtest area.

H_3^6 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Production Emphasis subtest area.

H_3^7 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Thrust subtest area.

H_3^8 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Consideration subtest area.

Procedure: The t-test[1] was employed to determine significant differences within the stated hypotheses. The significance established to test the null hypotheses (Ho) was at the 0.05 level.[2]

Part II. Determining the Organizational Climate of Schools

This part was divided into two categories:

1. The organizational climate of selected secondary schools in Bangkok, Thailand which were measured by the Organizational Climate Description Questionnaire (the OCDQ-Form IV).

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[1]Norman H. Nie and others, Statistical Package for the Social Sciences, McGraw-Hill Book Company, New York, 1975, pp. 267-275.

[2]Edward W. Minium, Statistical Reasoning in Psychology and Education, John Wiley & Sons, Inc., New York, 1970, pp. 443-444.

2. The organizational climate of secondary schools which were divided into large secondary schools and into small secondary schools.

To complete this part of the study, the process for computing and finding the organizational climate of schools adapted from Halpin and Croft[1] is described by the following steps:

Step 1. "The Construction and Standardization of the School-Profiles."

The construction of school-profiles was based upon the raw scores on the eight subtests of the OCDQ. These raw scores were then converted into scores which were standardized in two ways--"normatively" and "ipsatively." "Normatively" is concerned with standardizing the subtest scores across the sample of 20 secondary schools. "Ipsatively" is concerned with standardizing the subtest scores for each school.

For both standardization procedures, a standard-score system was based upon a mean of 50 and standard deviation of 10.

Step 2. "The Factor Analysis and the Delineation of Six Sets of School-Profiles."

In order to analyze the 20 secondary school-profiles, the first task was to extract three profile factors, find

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[1]Adapted from Halpin, Theory and Research in Administration, pp. 166-170.

six major <u>patterns</u> of factor loadings among the profiles, and then categorize each school-profile with respect to one of these six sets (patterns).

The Factor-Analysis computer programs, PA1 and Varimax, were designed to extract the three profile factors.[1]

<u>Step 3</u>. "The Specification of the Six Prototypic Profiles."

The next task was to compute for each of the six sets of school-profiles a single prototypic profile, or a specified set of eight subtest scores, which would best depict those schools whose profiles were classified within each set. Another task was to compute the average score, subtest by subtest, for those school-profiles within each set which were distinguished by a high loading of only one factor.

<u>Step 4</u>. "The Six Organizational Climates of Schools."

This task was to rank the six Organizational Climates with respect to Openness versus Closedness and then to use the content of the subtest items (the prototypic scores for each of the eight subtests), to describe, for each climate, the behavior which characterizes the principal and teachers.

<u>Procedures for Scoring and Standardizing Raw Data</u>

The raw score for each subtest was found by summing the scores obtained by each respondent on all the items

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[1]Nie and others, pp. 468-514.

within the subtest, divided by the number of items, and the quotient rounded off to a two digit number. The "raw" scores on the eight subtests for each individual respondent were then standardized by using a mean of 50 and a standard deviation of 10.

Standardization Formula:

$$X_s = \frac{10}{6_0} X_o - (\frac{10}{6_0} M - 50)$$

where X_s = Standard score,

M = Sample mean,

6_0 = Sample standard deviation,

X_o = Subtest raw score.[1]

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[1]Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools," (Research Report No. SAE-543,8639), U.S.O.E. (July, 1962), pp. 174 and 177.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter includes the presentation and analysis of data. The analysis of data is divided into two parts. The first part includes the testing of hypotheses while the second part is concerned with determining the organizational climate of large secondary schools and of small secondary schools in Bangkok, Thailand which were measured by the Organizational Climate Description Questionnaire (OCDQ-Form IV). The Statistical Package for the Social Sciences (SPSS) computer program was employed for the treatments of both Part I and II.

Specifically, the t-test was used to test all hypotheses in Part I. Each hypothesis was tested at the .05 level of significance. The Factor-Analysis computer programs, PAl and Varimax, were employed for the data-treatments of Part II. The standardization formula and the prototypic climate table are also included in this part.

Presentation of the Questionnaire Data

The total population of this study consisted of

subjects from twenty secondary schools located in Bangkok,

Thailand. Two hundred and eleven from a total of two

hundred and twenty respondents returned the questionnaires.

The sampling procedures described below were

followed:

1). Twenty secondary schools were selected randomly

from the entire population of seventy-six secondary schools

located in Bangkok, Thailand. The names of all secondary

schools and the selected secondary schools are listed in

Table 3.

2). The twenty selected secondary schools were

divided into large secondary schools and into small secondary

schools. The large secondary schools consisted of thirteen

schools while the small secondary schools consisted of seven.

All of the large and all of the small secondary schools are

included in Table 3.

3). Ten teachers were randomly selected from each of

the twenty secondary schools (procedure for selecting the

teachers is described in Appendix A). The principal from each

of the twenty secondary schools was also included in the

selection. One hundred percent of the principals and 95.5

percent of the teachers returned the questionnaires (Table 4).

TABLE 3

NAMES OF SECONDARY SCHOOLS IN BANGKOK, THAILAND[1]

Number of School	Name of School	Large	Small	Total
1	Suankurabwitzyalai			
2	Wadborwornniwech			
3	Wadrachborpith			
4*	Wadmakutkasath	1		
5*	Satreewitaya	1		
6*	Benjamarachalai		1	
7	Wassungwech			
8	Tepsirintr			
9	Wadsaket			
10	Saipunya			
11*	Tiam-Udomsuksa	1		
12	Trimitwitayalai			
13	Satreemahaputararm			
14	Putajukwitaya			
15	Wadsutiwarararm			
16	Satreesrisuriyotai			
17	Nontheewitaya			
18	Yarnnavawitayakom			

[1]The Ministry of Education, Bangkok, Thailand.

TABLE 3, Continued

Number of School	Name of School	Large	Small	Total
19*	Jaoprayawitayakom		1	
20*	Wadbenjamaborpitr	1		
21*	Yotinburana	1		
22	Wadrachatiward			
23	Sarmsenwitayalai			
24	Sri-Ayutaya			
25	Surasakmontree			
26	Suntreerachwitayalai			
27*	Kunonteerutararmwitayakom		1	
28*	Pracharach-Upatum		1	
29	Pratumkongka			
30	Wadtarttorng			
31	Sai-Narmpung			
32	Pra-Kanongwitayalai			
33	Wachira-Tammasartit			
34	Rarchadumri			
35*	Don-Mueng	1		
36	Hor-Wang			
37	Banggapi			
38*	Tepleela	1		
39	Janhunbumpen			
40	Lardpraoe-Pitayakom			

TABLE 3, Continued

Number of School	Name of School	Large	Small	Total
41	Bordindecha			
42	Satree-Wittaya II			
43	Sretabutr-Bumpen			
44	Satree-Sretabutr-Bumpen			
45	Wadnorngjorg			
46	Protpitayapayard			
47*	Suksanaree	1		
48	Wad-Intarrarm			
49*	Wadchinoroz	1		
50*	Satree-Wadrakung	1		
51	Suwannararm-Wittayakom			
52	Wadnairong			
53	Wadborwornmongkol			
54	Wimuttayarampittayakorn			
55*	Taweetapisek	1		
56	Wadpradunai-Thongtam			
57	Wadnuannorradilok			
58	Wadrangbuaw			
59	Satreewadupsornsawan			
60	Janpadittararmwitayakom			
61	Chaichimpreewittayakom			
62	Wadprasart.			

TABLE 3, Continued

Number of School	Name of School	Large	Small	Total
63	Wadnoynai			
64	Potisarnpittayakorn			
65*	Mahanpararm		1	
66	Taweewattana			
67*	Wadpaknam		1	
68	Bangprakogwittayakom			
69	Issalarmwittayalai			
70*	Wadjangrorn	1		
71*	Putabuchawitayakom		1	
72*	Wadracha-Oroj	1		
73	Singharachpitayakom			
74	Wadseesukwardjuanwitaya			
75	Wadnorngkam			
76	Punyaworrakun			
		13	7	20

*Schools Studied

TABLE 4

PRINCIPALS' AND TEACHERS' RESPONSES TO QUESTIONNAIRES

Name of School	Number of Respondents		Returned		Percentage of Returns	
	Prins	Tchrs	Prins	Tchrs	Prins	Tchrs
1. Putabuchawitayakom	1	10	1	10	100	100
2. Wadjangrorn	1	10	1	10	100	100
3. Wadpaknam	1	10	1	10	100	100
4. Don-Mueng	1	10	1	9	100	90
5. Suksanaree	1	10	1	7	100	70
6. Wadmakutkasath	1	10	1	10	100	100
7. Yotinburana	1	10	1	8	100	80
8. Tiam-Udomsuksa	1	10	1	10	100	100
9. Wadchinoroz	1	10	1	10	100	100
10. Satree-Wadrakung	1	10	1	10	100	100
11. Jaoprayawitayakom	1	10	1	10	100	100
12. Wadracha-Oroj	1	10	1	10	100	100
13. Satreewitaya I	1	10	1	10	100	100
14. Tepleela	1	10	1	10	100	100
15. Pracharach-Ubatum	1	10	1	10	100	100
16. Kunonteerutararm-witayakom	1	10	1	8	100	80
17. Benjamarachalai	1	10	1	9	100	90
18. Mahanparam	1	10	1	10	100	100
19. Tawetapisek	1	10	1	10	100	100
20. Wadbenjamaborpitr	1	10	1	10	100	100
Total	20	200	20	191	100	95.5

PART I

TESTING THE HYPOTHESES

Three main hypotheses were designed for this study. Each main hypothesis was divided into eight separate sub-hypotheses. The test results of the various hypotheses are described in this section.

Hypothesis I. There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the eight subtest areas.

Hypothesis I was rejected at the 0.05 level of significance.

H_1^1 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Disengagement subtest area.

The computed t-value for the analysis was -2.03 with 209 degrees of freedom in the pooled variance estimate. The tabulated t-value of -1.96 was needed for significance at 0.05 level. The computed t-value was larger than the tabulated t-value, therefore the sub-hypothesis one (H_1^1) was rejected. The results of the t-test are summarized in Table 5.

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[1]Norman H. Nie and others, <u>Statistical Package for the Social Sciences</u>, McGraw-Hill Book Company, New York, 1975, pp. 267-275.

TABLE 5

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE DISENGAGEMENT
SUBTEST OF PRINCIPALS' PERCEPTIONS AND TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE
OF SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 (Principals)	20	15.90	3.42				
				209	-2.03	0.04	Rejected
Group 2 (Teachers)	191	17.53	3.41				

H_1^2 There is no statistically significant difference
between the mean scores of principals' percep-
tions and teachers' perceptions of organizational
climate in the Hindrance subtest area.

The computed t-value for the analysis was -0.98 with
209 degrees of freedom in the pooled variance estimate. The
tabulated t-value of -1.96 was needed for significance at
the 0.05 level. The computed t-value was smaller than the
tabulated t-value, therefore the sub-hypothesis two (H_1^2) was
not rejected. The results of the t-test are summarized in
Table 6.

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TABLE 6

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE HINDRANCE
SUBTEST OF PRINCIPALS' PERCEPTIONS AND TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE
OF SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 (Principals)	20	13.00	2.75				
				209	-0.98	0.331	Not rejected
Group 2 (Teachers)	191	13.59	2.56				

H_1^3 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Esprit subtest area.

The computed t-value for the analysis was 3.78 with 209 degrees of freedom in the pooled variance estimate. The tabulated t-value of 1.96 was needed for significance at the 0.05 level. The computer t-value was larger than the tabulated t-value, therefore the sub-hypothesis three (H_1^3) was rejected. The results of the t-test are summarized in Table 7.

TABLE 7

MEANS, STANDARD DEVIATIONS AND t-VALUE FOR THE ESPRIT
SUBTEST OF PRINCIPALS' PERCEPTIONS AND TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE
OF SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 (Principals)	20	27.25	4.94				
				209	3.78	0.00	Rejected
Group 2 (Teachers)	191	22.87	4.94				

H_1^4 There is no statistically significant difference
between the mean scores of principals' percep-
tions and teachers' perceptions of organization-
al climate in the Intimacy subtest area.

The computed t-value for the analysis was -0.13 with
209 degrees of freedom in the pooled variance estimate. The
tabulated t-value of -1.96 was needed for significance at the
0.05 level. The computed t-value was smaller than the tabu-
lated t-value, therefore the sub-hypothesis four (H_1^4) was not
rejected. The results of the t-test are summarized in
Table 8.

TABLE 8

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE INTIMACY
SUBTEST OF PRINCIPALS' PERCEPTIONS AND TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE
OF SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 (Principals)	20	14.14	3.37				
				209	-0.13	0.09	Not Rejected
Group 2 (Teachers)	191	14.22	2.25				

H_1^5 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Aloofness subtest area.

The computed t-value for the analysis was -1.01 with 209 degrees of freedom in the pooled variance estimate. The tabulated t-value of -1.96 was needed for significance at the 0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis five (H_1^5) was not rejected. The results of the t-test are summarized in Table 9.

TABLE 9

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE ALOOFNESS
SUBTEST OF PRINCIPALS' PERCEPTIONS AND TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE
OF SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 (Principals)	20	19.65	4.11				
				209	-1.01	0.314	Not Rejected
Group 2 (Teachers)							

H_1^6 There is no statistically significant difference
between the mean scores of principals' percep-
tions and teachers' perceptions of organization-
al climate in the Production Emphasis subtest
area.

The computed t-value for the analysis was 2.62 with
209 degrees of freedom in the pooled variance estimate. The
tabulated t-value of 1.96 was needed for significance at the
0.05 level. The computed t-value was larger than the tabu-
lated t-value, therefore the sub-hypothesis six (H_1^6) was re-
jected. The results of the t-test are summarized in Table 10.

TABLE 10

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE PRODUCTION EMPHASIS
SUBTEST OF PRINCIPALS' PERCEPTIONS AND TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE
OF SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 (Principals)	20	16.50	2.76				
				209	2.62	0.009	Rejected
Group 2 (Teachers)	191	14.61	3.10				

H_1^7 There is no statistically significant difference
between the mean scores of principals' percep-
tions and teachers' perceptions of organization-
al climate in the Thrust subtest area.

The computed t-value for the analysis was 2.14 with
209 degrees of freedom in the pooled variance estimate. The
tabulated t-value of 1.96 was needed for significance at the
0.05 level. The computed t-value was larger than the tabu-
lated t-value, therefore the sub-hypothesis seven (H_1^7) was
rejected. The results of the t-test are summarized in
Table 11.

TABLE 11

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE THRUST
SUBTEST OF PRINCIPALS' PERCEPTIONS AND TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE
OF SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 (Principals)	20	25.95	5.52				
				209	2.14	0.03	Rejected
Group 2 (Teachers)	191	23.08	5.70				

H_1^8 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Consideration subtest area.

The computed t-value for the analysis was 3.48 with 209 degrees of freedom in the pooled variance estimate. The tabulated t-value of 1.96 was needed for significance at the 0.05 level. The computed t-value was larger than the tabulated t-value, therefore the sub-hypothesis eight (H_1^8) was rejected. The results of the t-test are summarized in Table 12.

TABLE 12

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE CONSIDERATION
SUBTEST OF PRINCIPALS' PERCEPTIONS AND TEACHERS'
PERCEPTIONS OF ORGANIZATIONAL CLIMATE
OF SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 (Principals)	20	16.00	3.95				
				209	3.48	0.001	Rejected
Group 2 (Teachers)	191	12.98	3.67				

Hypothesis II. There is no statistically significant difference between the mean scores of teachers in large secondary schools and teachers in small secondary schools on the eight subtest areas.

Hypothesis II was not rejected at the 0.05 level of significance.

H_2^1 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary. schools on the Disengagement subtest area.

The computed t-value for the analysis was -1.63 with 189 degrees of freedom in the pooled variance estimate. The tabulated t-value of -1.97 was needed for significance at the 0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis one (H_2^1) was not rejected. The results of the t-test are summarized in Table 13.

TABLE 13

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE DISENGAGEMENT
SUBTEST OF TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value Computed	P	Decision (No difference)
Group 1 Teachers (Large)	124	17.23	3.40				
				189	-1.63	0.104	Not Rejected
Group 2 Teachers (Small)	67	18.07	3.40				

H_2^2 There is no statistically significant difference
between the mean scores of teachers in large
secondary schools and those in small secondary
schools on the Hindrance subtest area.

The computed t-value for the analysis was -0.79 with
189 degrees of freedom in the pooled variance estimate. The
tabulated t-value of -1.97 was needed for significance at the
0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis two (H_2^2) was not
rejected. The results of the t-test are summarized in
Table 14.

TABLE 14

MEANS, STANDARD DEVIATION, AND t-VALUE FOR THE HINDRANCE
SUBTEST OF TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Teachers (Large)	124	13.48	2.59				
				189	-0.79	0.43	Not Rejected
Group 2 Teachers (Small)	67	13.79	2.52				

H_2^3 There is no statistically significant difference
between the mean scores of teachers in large
secondary schools and those in small secondary
schools on the Esprit subtest area.

The computed t-value for the analysis was 0.34 with

189 degrees of freedom in the pooled variance estimate. The

tabulated t-value of 1.97 was needed for significance at the

0.05 level. The computed t-value was smaller than the tabu-

lated t-value, therefore the sub-hypothesis three (H_2^3) was

not rejected. The results of the t-test are summarized in

Table 15.

TABLE 15

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE ESPRIT
SUBTEST OF TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Teachers (Large)	124	22.96	5.07				
-				189	0.34	0.73	Not Rejected
Group 2 Teachers (Small)	67	22.70	4.71				

H_2^4 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Intimacy subtest area.

The computed t-value for the analysis was -0.02 with 189 degrees of freedom in the pooled variance estimate. The tabulated t-value of -1.97 was needed for significance at the 0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis four (H_2^4) was not rejected. The results of the t-test are summarized in Table 16.

TABLE 16

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE INTIMACY
SUBTEST OF TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No dif-ference)
Group 1 Teachers (Large)	124	14.2177	2.47				
				189	-0.02	0.92	Not Rejected
Group 2 Teachers (Small)	67	14.2239	1.77				

H_2^5 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Aloofness subtest area.

The computed t-value for the analysis was 0.10 with 189 degrees of freedom in the pooled variance estimate. The tabulated t-value of 1.97 was needed for significance at the 0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis five (H_2^5) was not rejected. The results of the t-test are summarized in Table 17.

TABLE 17

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE ALOOFNESS
SUBTEST OF TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Teachers (Large)	124	20.35	2.93				
				189	0.10	0.92	Not Rejected
Group 2 Teachers (Small)	67	20.31	2.45				

H_2^6 There is no statistically significant difference
between the mean scores of teachers in large
secondary schools and those in small secondary
schools on the Production Emphasis subtest area.

The computed t-value for the analysis was 1.26 with

189 degrees of freedom in the pooled variance estimate. The

tabulated t-value of 1.97 was needed for significance at the

0.05 level. The computed t-value was smaller than the tabu-

lated t-value, therefore the sub-hypothesis six (H_2^6) was not

rejected. The results of the t-test are summarized in

Table 18.

TABLE 18

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE PRODUCTION EMPHASIS
SUBTEST OF TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Teachers (Large)	124	14.81	3.22				
				189	1.26	0.21	Not Rejected
Group 2 Teachers (Small)	67	14.22	2.84				

H_2^7 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Thrust subtest area.

The computed t-value for the analysis was 2.24 with 189 degrees of freedom in the pooled variance estimate. The tabulated t-value of 1.97 was needed for significance at the 0.05 level. The computed t-value was larger than the tabulated t-value, therefore the sub-hypothesis seven (H_2^7) was rejected. The results of the t-test are summarized in Table 19.

TABLE 19

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE THRUST
SUBTEST OF TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Teachers (Large)	124	23.75	6.17				
				189	2.24	0.03	Rejected
Group 2 Teachers (Small)	67	21.84	4.51				

H_2^8 There is no statistically significant difference
between the mean scores of teachers in large
secondary schools and those in small secondary
schools on the Consideration subtest area.

The computed t-value for the analysis was 0.73 with 189
degrees of freedom in the pooled variance estimate. The tabu-
lated t-value of 1.97 was needed for significance at the
0.05 level. The computed t-value was smaller than the tabu-
lated t-value, therefore the sub-hypothesis eight (H_2^8) was not
rejected. The results of the t-test are summarized in Table 20.

TABLE 20

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE CONSIDERATION
SUBTEST OF TEACHERS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Teachers (Large)	124	13.12	3.87				
				189	0.73	0.47	Not Rejected
Group 2 Teachers (Small)	67	12.72	3.03				

Hypothesis III. There is no statistically significant difference between the mean scores of principals in large secondary schools and principals in small secondary schools on the eight subtest areas.

Hypothesis III was not rejected at the 0.05 level of significance.

H_3^1 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Disengagement subtest area.

The computed t-value for the analysis was -0.63 with 18 degrees of freedom in the pooled variance estimate. The tabulated t-value of -2.10 was needed for significance at the 0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis one (H_3^1) was not rejected. The results of the t-test are summarized in Table 21.

TABLE 21

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE DISENGAGEMENT
SUBTEST OF PRINCIPALS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Principals (Large)	13	15.54	2.90				
				18	-0.64	0.53	Not Rejected
Group 2 Principals (Small)	7	16.57	4.39				

H_3^2 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Hindrance subtest area.

The computed t-value for the analysis was -1.59 with 18 degrees of freedom in the pooled variance estimate. The tabulated t-value of -2.10 was needed for significance at the 0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis two (H_3^2) was not rejected. The results of the t-test are summarized in Table 22.

TABLE 22

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE HINDRANCE
SUBTEST OF PRINCIPALS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Principals (Large)	13	12.31	2.69				
				18	-1.59	0.13	Not Rejected
Group 2 Principals (Small)	7	14.29	2.56				

H_3^3 There is no statistically significant difference
between the mean scores of principals in large
secondary schools and those in small secondary
schools on the Esprit subtest area.

The computed t-value for the analysis was 0.16 with
18 degrees of freedom in the pooled variance estimate. The
tabulated t-value of 2.10 was needed for significance at the
0.05 level. The computed t-value was smaller than the tabu-
lated t-value, therefore the sub-hypothesis three (H_3^3) was not
rejected. The results of the t-test are summarized in Table 23.

TABLE 23

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE ESPRIT
SUBTEST OF PRINCIPALS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Principals (Large)	13	27.38	5.71				
				18	0.16	0.90	Not Rejected
Group 2 Principals (Small)	7	27.00	3.46				

H_3^4 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Intimacy subtest area.

The computed t-value for the analysis was -0.13 with 18 degrees of freedom in the pooled variance estimate. The tabulated t-value of -2.10 was needed for significance at the 0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis four (H_3^4) was not rejected. The results of the t-test are summarized in Table 24.

TABLE 24

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE INTIMACY
SUBTEST OF PRINCIPALS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Principals (Large)	13	14.08	3.35				
				18	-0.13	0.90	Not Rejected
Group 2 Principals (Small)	7	14.29	3.35				

H_3^5 There is no statistically significant difference
between the mean scores of principals in large
secondary schools and those in small secondary
schools on the Aloofness subtest area.

The computed t-value for the analysis was -0.38 with
18 degrees of freedom in the pooled variance estimate. The
tabulated t-value of -2.10 was needed for significance at the
0.05 level. The computed t-value was smaller than the tabu-
lated t-value, therefore the sub-hypothesis five (H_3^5) was not
rejected. The results of the t-test are summarized in
Table 25.

TABLE 25

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE ALOOFNESS
SUBTEST OF PRINCIPALS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Principals (Large)	13	19.38	4.77	.			
				18	-0.38	0.71	Not Rejected
Group 2 Principals (Small)	7	20.14	2.73				

H_3^6 There is no statistically significant difference
between the mean scores of principals in large
secondary schools and those in small secondary
schools on the Production Emphasis subtest area.

The computed t-value for the analysis was -0.41 with
18 degrees of freedom in the pooled variance estimate. The
tabulated t-value of -2.10 was needed for significance at the
0.05 level. The computed t-value was smaller than the tabulated t-value, therefore the sub-hypothesis six (H_3^6) was not
rejected. The results of the t-test are summarized in
Table 26.

TABLE 26

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE PRODUCTION EMPHASIS
SUBTEST OF PRINCIPALS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Principals (Large)	13	16.31	3.30				
				18	-0.41	0.68	Not Rejected
Group 2 Principals (Small)	7	16.86	1.46				

H_3^7 There is no statistically significant difference
between the mean scores of principals in large
secondary schools and those in small secondary
schools on the Thrust subtest area.

The computed t-value for the analysis was -0.28 with

18 degrees of freedom in the pooled variance estimate. The

tabulated t-value of -2.10 was needed for significance at the

0.05 level. The computed t-value was smaller than the tabu-

lated t-value, therefore the sub-hypothesis seven (H_3^7) was

not rejected. The results of the t-test are summarized in

Table 27.

TABLE 27

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE THRUST
SUBTEST OF PRINCIPALS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Principals (Large)	13	25.70	6.25				
				18	-0.28	0.79	Not Rejected
Group 2 Principals (Small)	7	26.43	4.24				

H_3^8 There is no statistically significant difference
between the mean scores of principals in large
secondary schools and those in small secondary
schools on the Consideration subtest area.

The computed t-value for the analysis was -1.90 with
18 degrees of freedom in the pooled variance estimate. The
tabulated t-value of -2.10 was needed for significance at the
0.05 level. The computed t-value was smaller than the tabu-
lated t-value, therefore the sub-hypothesis eight (H_3^8) was
not rejected. The results of the t-test are summarized in
Table 28.

TABLE 28

MEANS, STANDARD DEVIATIONS, AND t-VALUE FOR THE CONSIDERATION
SUBTEST OF PRINCIPALS' PERCEPTIONS OF ORGANIZATIONAL CLIMATE
IN LARGE AND IN SMALL SECONDARY SCHOOLS

Group	Number of Cases	Mean Scores	S.D.	Degree of Freedom	t-Value (Computed)	P	Decision (No difference)
Group 1 Principals (Large)	13	14.85	4.04				
				18	-1.90	.007	Not Rejected
Group 2 Principals (Small)	7	18.14	2.91				

PART II

DETERMINING THE ORGANIZATIONAL

CLIMATE OF SAMPLE SCHOOLS

In order to complete the second part of this study, the process for computing and finding the organizational climate of schools was described by Halpin and Croft as the following steps:

Step 1:   "The Construction and Standardization of the School-Profiles"[1]

The Factor-Analysis computer programs, PA1 and Varimax, were employed in order to compute the correlation coefficients between the eight subtests. The highest correlation coefficient of 0.7217 was found between the Thrust and Consideration subtests and the lowest correlation coefficient of 0.0353 was found between the Aloofness and Consideration subtests. The results of the correlation coefficients are summarized in Table 29.

Step 2:   "The Factor Analysis and the Delineation of Six Sets of School-Profiles"[2]

In order to analyze the 20 secondary school-profiles, the Factor-Analysis computer programs, PA1 and Varimax, were employed. The Factor-Analysis programs provided three factor-loadings and each of which contained high positive loadings.

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[1] Andrew W. Halpin, Theory and Research in Administration, The Macmillan Publishing Co., New York, 1966, p. 167.

[2] Ibid., p. 168.

TABLE 29

CORRELATION COEFFICIENTS BETWEEN THE EIGHT SUBTESTS (N=211)

OCDQ Subtest	1	2	3	4	5	6	7	8
1. Disengagement	1.000	0.3400	-0.3332	0.1242	0.3173	0.1597	-0.1468	-0.0855
2. Hindrance		1.0000	-0.2332	0.0399	0.1440	0.0576	-0.1413	-0.0779
3. Esprit			1.0000	0.2808	-0.1510	0.3109	0.5317	0.5247
4. Intimacy				1.0000	0.0387	0.2234	0.1422	0.1693
5. Aloofness					1.0000	0.2575	0.0392	0.0353*
6. Production Emphasis						1.0000	0.4870	0.4799
7. Thrust							1.0000	0.7217**
8. Consideration								

*The lowest correlation coefficient.

**The highest correlation coefficient.

The next step was to name the factors which could be determined by the two highest positive loadings of each factor.

Thrust and Production Emphasis secured high positive loadings and Hindrance and Disengagement secured high negative loadings on Factor I; therefore, it could be identified as "Social Control" as these subtests represented the principal's orientation toward directing and controlling the behavior of his teachers. Halpin and Croft named Factor I as "Social Needs" as they found Consideration and Intimacy secured high positive loadings and Aloofness and Hindrance secured high negative loadings.[1]

Disengagement and Hindrance yielded high positive loadings and Esprit and Thrust yielded high negative loadings on Factor II; therefore, it could be identified as "Disengagement" as these subtests represented the teachers' tendency to be "not with it". This factor describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. This factor also focuses upon the teachers' behavior in a task-oriented situation.[2] Halpin and Croft named Factor II as "Esprit" as they found Esprit and Thrust yielded high positive loadings and Disengagement and Hindrance yielded high negative loadings.[3]

Intimacy and Esprit yielded high positive loadings and Aloofness yielded high negative loadings on Factor III,

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[1]Ibid., p. 161.

[2]Ibid., p. 150.

[3]Ibid., p. 161.

therefore it could be identified as "Social Needs" as

these subtests represented the teachers' attitude toward or-

ganization. Each person describes his own friendly relations

with the group rather than the friendly relations they pre-

sumably obtain among the group members.[1] Halpin and Croft

named Factor III as "Social Control" as they found Aloof-

ness and Production Emphasis yielded high positive loadings

and Intimacy yielded high negative loadings.[2] The results of

the Factor Analysis are summarized in Table 30.

Step 3. "The Specification of the Six Prototypic
Profiles"[3]

In order to accomplish this step, the standarization

formula from Halpin and Croft was employed, by using a mean

of 50 and a standard deviation of 10.

Standardization Formula:

$$X_s = \frac{10}{6_0} X_o - (\frac{10M}{6_0} - 50)$$

Where X_s = Standard score,

M = Sample mean,

6_0 = Sample standard deviation,

X_o = Subtest raw score.[4]

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[1]Ibid.

[2]Ibid.

[3]Ibid., p. 170.

[4]Andrew W. Halpin and Don B. Croft, "The Organizational Climate of Schools," (Research Report No. SAE-543, 8639), U.S.O.E. (July, 1962), pp. 174 and 177.

TABLE 30

THREE-FACTOR VARIMAX ROTATION SOLUTION FOR TOTAL
PRINCIPAL AND TEACHER SAMPLE
(N=211)

OCDQ Subtest	Social Control I	Disen- gagement II	Social Needs III
1. Disengagement	-0.0918**	0.8034*	0.1121
2. Hindrance	-0.1538**	0.6234*	0.1526
3. Esprit	0.6590	-0.4338**	0.3216*
4. Intimacy	0.1679	0.0969	0.9069*
5. Aloofness	0.2006	0.5875	-0.1848**
6. Production Emphasis	0.7455*	0.3324	0.0620
7. Thrust	0.8265*	-0.1144**	0.0186
8. Consideration	0.7396	-0.0643	0.0772

*High positive loadings.

**High negative loadings.

The computed standardized-scores for each school were then inserted into the standardized-scores for each school studied, subtest by subtest.

Where x represents the subtest standardized-scores, y represents the substraction of x from each column (Open to Closed) in each row, and z represents the total absolute difference (or z = Σy), as shown in Table 31.

Step 4. "The Six Organizational Climates of Schools"[1]

The next step was to compute the total absolute differences for each of the six organizational climates of schools. The lowest total absolute difference of scores could be determined as the organizational climate of that particular school. The results of total absolute differences of scores are summarized in Table 32.

1. The study determined the organizational climate of selected secondary schools in Bangkok, Thailand, as measured by the Organizational Climate Description Questionnaire (OCDQ-Form IV).

One school was found to be a "Controlled" climate, one school was found to have a climate consisting of both "Paternal" and "Closed" elements, seventeen schools were found to be "Paternal" climates, and one school was found to be a "Familiar" climate. The results of organizational climate of the twenty schools are summarized in Table 33.

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[1]Halpin, p. 170.

TABLE 31

ANALYSIS OF ABSOLUTE DIFFERENCE OF ORGANIZATIONAL CLIMATE
OF SCHOOL STUDIED FROM PROTOPYPIC CLIMATE[a]

Subcategories of OCDQ	Open	Auto-nomous	Con-trolled	Fami-liar	Pater-nal	Closed	Stan-dardized Scores for School Studied	Absolute Difference from Sub-categories of Proto-typic Climate					
								O	A	C	F	P	C
Disengagement	43[b]	40	38	60	65	62	x	y	y	y	y	y	y
Hindrance	43	41	57	42	46	53	X	y	y	y	y	y	y
Esprit	63	55	54	50	45	38	x	y	y	y	y	y	y
Intimacy	50	62	40	58	46	54	x	y	y	y	y	y	y
Aloofness	42	61	55	44	38	55	x	y	y	y	y	y	y
Production-Emphasis	43	43	63	37	55	54	x	y	y	y	y	y	y
Thrust	61	53	51	52	51	41	x	y	y	y	y	y	y
Consideration	55	50	45	59	55	44	x	y	y	y	y	y	y

Total Absolute Difference   z   z   z   z   z   z

[a]These profiles are based solely on those schools in the sample which secured a high loading on only one profile-factor.

[b]The numbers represent double-standardizes scores (both normatively and ipsatively) with a mean of 50 and a standard deviation of 10.[1]

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[1]Adapted from Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, (Research Report No. SAE-543,8639), U.S.O.E. (July, 1962), p. 79.

TABLE 32

THE SAMPLE OF 20 SCHOOL PROFILES GROUPED WITH REGARD TO
THE SIX ORGANIZATIONAL CLIMATES

				Total Absolute Difference			
School Number	Open	Auto- nomous	Con- trolled	Fami- liar	Paternal	Closed	Name of Climate
1	76	75	61*	74	69	71	Controlled
2	76	75	65	74	51*	51*	Paternal & Closed
3	65	64	57	63	50*	64	Paternal
4	58	57	57	56	51*	59	Paternal
5	58	57	57	56	51*	59	Paternal
6	58	57	57	56	51*	59	Paternal
7	58	57	57	56	51*	59	Paternal
8	58	57	57	56	51*	59	Paternal
9	58	57	57	56	51*	59	Paternal
10	57	56	56	57	52*	56	Paternal
11	58	57	57	56	51*	55	Paternal
12	56	59	59	56	53*	57	Paternal
13	61	68	82	47*	67	80	Familiar
14	58	57	57	56	51*	55	Paternal
15	58	57	57	56	51*	55	Paternal
16	58	57	57	56	51*	55	Paternal
17	58	57	57	56	51*	55	Paternal
18	58	57	57	56	51*	55	Paternal
19	58	57	57	56	51*	55	Paternal
20	55	56	58	53	48*	58	Paternal

*The lowest total absolute difference.

TABLE 33

THE ORGANIZATIONAL CLIMATE OF THE TWENTY SCHOOLS

| Name of School | Organizational Climate | | | | | |
	Open	Auto-nomous	Con-trolled	Fami-liar	Pater-nal	Closed
1. Putabuchawitayakom	-	-	1	--	-	-
2. Wadjangron	-	-	-	-	1*	1*
3. Wadpaknam	-	-	-	-	1	-
4. Don-Mueng	-	-	-	-	1	-
5. Suksanaree	-	-	-	-	1	-
6. Wadmakutkasath	-	-	-	-	1	-
7. Yotinburana	-	-	-	-	1	-
8. Tiam-Udomsuksa	-	-	-	-	1	-
9. Wadchinoroz	-	-	-	-	1	-
10. Satree-Wadrakung	-	-	-	-	1	-
11. Jaoprayawitayakom	-	-	-	-	1	-
12. Wadracha-Oroj	-	-	-	-	1	-
13. Satreewitaya I	-	-	-	1	-	-
14. Tepleela	-	-	-	-	1	-
15. Pracharach-Ubatum	-	-	-	-	1	-
16. Kunonteerutararnwitayakom	-	-	-	-	1	-
17. Benjamarachalai	-	-	-	-	1	-
18. Mahanpararm	-	-	-	-	1	-
19. Taweetapisek	-	-	-	-	1	-
20. Wadbenjamaborpitr	-	-	-	-	1	-
Total	0	0	1	1	17(1*)	1*

*Overlapping climate.

2. The study also determined the organizational
climate of both the large and the small secondary schools.

One large secondary school was found to have elements
of both "Paternal" and "Closed" climates, eleven large
secondary schools were found to be "Paternal" climates, and
one large secondary school was found to be a "Familiar"
climate. One small secondary school was found to be a
"Controlled" climate and six small secondary schools were
found to be "Paternal" climates. The results of organiza-
tional climate of large and small secondary schools are
summarized in Table 34.

TABLE 34

THE ORGANIZATIONAL CLIMATE OF LARGE AND OF
SMALL SECONDARY SCHOOLS

Organizational Climate	Large Secondary School	Small Secondary School
1. Open	-	-
2. Autonomous	-	-
3. Controlled	-	1
4. Familiar	1	-
5. Paternal	11(1*)	6
6. Closed	1*	-
Total:	13(1*)	7

*Overlapping climate.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a brief summary of the background, statement of the problem, procedures, and findings of the study. It also includes conclusions and recommendations.

Summary

The summary of this study is divided into the following sections:

Background. As any teacher or school executive moves from one school to another he is inexorably struck by the differences he encounters in Organizational Climates.[1] Halpin and Croft voiced their reactions with such remarks as, "You don't have to be in a school very long before you feel the atmosphere of a place."[2] The organizational climate of schools is the atmosphere of the school or the school's personality. It stems chiefly, to a large degree, from the

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[1]Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools (Chicago: Midwest Administration Center, The University of Chicago, 1963), p. 4.

[2]Ibid.

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good relationships of individuals within the organization. It seems reasonable to assume that an effective administration would start with organizational climate improvement.

Most of the studies of organizational climate of centrally controlled school systems tended to receive closed climate dimensions rather than open climate dimensions, due to the influence of authoritarian type administration. However, the organizational climate of centrally controlled school systems, especially those included in this study, should alert administrators to become more aware of how school administration could be more appropriately comprehended.

Statement of the Problem. The problem for this research was to determine whether significant differences existed between the perceptions of principals and their faculty members toward the organizational climate of selected secondary schools in Bangkok, Thailand.

Further, this study also determined:

1. The organizational climate of secondary schools in Bangkok, Thailand, as measured by the Organizational Climate Description Questionnaire (OCDQ-Form IV).

2. The differences between the organizational climate of large secondary schools and of small secondary schools.

Procedures of the Study. The OCDQ-Form IV was translated into the Thai version by the researcher with the assistance of an expert in both Thai and English languages. A

jury panel was used in order to correct and verify the translation before the final Thai version questionnaire was used.

The sample for this study consisted of twenty randomly selected secondary schools. Ten teachers and their principal were selected from each of the sample schools. Two hundred and eleven respondents (95.91 percent) returned the questionnaires. The questionnaire was divided into two parts. The first part dealt with the respondent's demographic information and the second part was the Thai version of the OCDQ.

The treatment of data was divided into two parts. Part I dealt with testing the hypotheses. The t-test was employed to test all hypotheses. Part II dealt with determining the organizational climate of schools. The Factor-Analysis computer program, PA1 and Varimax, were employed to extract the factor loadings before inserted into the standardization formula and then compared with the organizational climate table. Both the standardization formula and the organizational climate table were shown in Halpin and Croft's original study.[1] All of the computer programs were provided by the Computer Service Center of The University of Oklahoma.

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[1] Andrew W. Halpin and Don B. Croft, The Organizational Climate of Schools, (Research Report No. SAE-543,8639), U.S.O.E. (July, 1962), pp. 174, 177, and 79.

Hypothesis I. There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the eight subtest areas.

H_1^1 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Disengagement subtest area.

H_1^2 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Hindrance subtest area.

H_1^3 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Esprit subtest area.

H_1^4 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Intimacy subtest area.

H_1^5 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Aloofness subtest area.

H_1^6 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Production Emphasis subtest area.

H_1^7 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Thrust subtest area.

H_1^8 There is no statistically significant difference between the mean scores of principals' perceptions and teachers' perceptions of organizational climate in the Consideration subtest area.

Hypothesis II. There is no statistically significant difference between the mean scores of teachers in large secondary schools and teachers in small secondary schools on the eight subtest areas.

H_2^1 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Disengagement subtest area.

H_2^2 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Hindrance subtest area.

H_2^3 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Esprit subtest area.

H_2^4 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Intimacy subtest area.

H_2^5 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Aloofness subtest area.

H_2^6 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Production Emphasis subtest area.

H_2^7 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Thrust subtest area.

H_2^8 There is no statistically significant difference between the mean scores of teachers in large secondary schools and those in small secondary schools on the Consideration subtest area.

Hypothesis III. There is no statistically significant difference between the mean scores of principals in large secondary schools and principals in small secondary schools on the eight subtest areas.

H_3^1 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Disengagement subtest area.

H_3^2 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Hindrance subtest area.

H_3^3 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Esprit subtest area.

H_3^4 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Intimacy subtest area.

H_3^5 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Aloofness subtest area.

H_3^6 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Production Emphasis subtest area.

H_3^7 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Thrust subtest area.

H_3^8 There is no statistically significant difference between the mean scores of principals in large secondary schools and those in small secondary schools on the Consideration subtest area.

Further, this study also determined:

1. The organizational climate of secondary schools in Bangkok, Thailand, as measured by the Organizational Climate Description Questionnaire (OCDQ-Form IV).

2. The differences between the organizational climate of large secondary schools and of small secondary schools.

Summary of the Findings. A significant difference was found between principals' and teachers' perceptions when the eight subcategories were compared as a single unit. When each subcategory was compared individually, there were significant differences between principals and teachers on the subtests of Disengagement, Esprit, Production Emphasis, Thrust, and Consideration. However, there were no significant differences in the perceptions of principals and teachers for the subtests of Hindrance, Intimacy, and Aloofness.

Teachers representing both large and small schools perceived all but one subtest similarly. Only on the Thrust subtest was a significant difference noted.

There were no statistically significant differences between principals of large secondary schools and those of small secondary schools on any of the subtests.

The findings of this study revealed further that there was only one secondary school classified as "Controlled" climate, one secondary school which consisted of elements of

both a "Paternal" and a "Closed" climate, one secondary
school was classified as a "Familiar" climate, while seven-
teen secondary schools were classified as "Paternal" climates.
Furthermore, the findings also revealed that there was only
one large secondary school classified as a "Familiar" cli-
mate, one large secondary school with elements of both a
"Paternal" and a "Closed" climate, and eleven large secon-
dary schools classified as "Paternal" climates. One small
secondary school was classified as a "Controlled" climate
and six small secondary schools were classified as "Paternal"
climates.

Conclusions

Based on the findings of this study, the following
conclusions were made:

1. The interrelationships between principals and teachers,
   and among teachers, were considered satisfactory from
   the administrators' perspective , but not from the staff's
   perspective.

2. Size differences among schools, in the centrally con-
   trolled systems, were relatively unimportant in deter-
   mining the organizational climate. Any climate could
   exist in large secondary schools as well as in small
   secondary schools.

3. Most of the schools studied were classified as "Paternal"
   climates, regardless of the classification of size. The

conclusion was drawn that a centrally controlled system influenced this climate tendency. In the more centrally controlled systems more closed climates were present.

4. As closed climate schools received lower scores of morale satisfaction than open climate schools, it was concluded that organizational climate was highly associated with teachers' morale. In more open climate schools, it was more likely that high morale of teachers would be present.

5. The authoritarian type of school administration in Thailand perpetuated dogmatized schools. The social-needs satisfaction among teachers was found very limited. High aloofness and production emphasis were found in the schools of Thailand.

6. As the "leadership" of principals was found lacking of "motivation," it was concluded that the leadership qualification of principals related to organizational achievement. In more open climate schools the leadership of principals emerged more easily.

Recommendations

Based on the findings of this study, the following recommendations were described:

1. The results of this study revealed that most of the sample schools were classified as "Paternal" climates. As described by Halpin, the paternal climate is characterized by the ineffective attempts of the principal to control

the teachers as well as to satisfy their social needs. In Halpin's judgment, if the principal's behavior is non-genuine then it is perceived by the teachers as nonmotivating.[1] However, it is recommended that the principals in Thailand need more training in methods of motivating teachers.

2. The Ministry of Education should delegate more authority to the principals. The results of this study revealed that there was a high degree of homogeneity among the schools. The principals should have the right to make certain critical decisions without interference from the central office.

3. If it is possible, the principal should permit his teachers to evaluate his performance at the end of each school year. The results of this study revealed that the principals seemed to rate themselves higher than their teachers.

4. The results of this study revealed that the "Morale" of the teachers was low. It is recommended that the principal and the teachers should give more attention to morale improvement. Any institution concerned with teacher training should provide workshops dealing with morale.

5. The respondents from this study showed that most of the secondary school principals had received only a bachelor's degree or less. There were only a few principals

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[1]Andrew W. Halpin, "The Organizational Climate of Schools," Theory and Research in Administration, The Macmillan Publishing Co., New York, 1966, p. 179.

who had a master's degree. None of the principals included in this study had received a doctoral degree. It is recommended that more certified principals (holding at least a master's degree) are needed. The current non-certified principals should be given the opportunity to attend graduate school in order to become certified.

6. If it is possible, a principal certificate is needed for principals of the future. The principal certificate should be a non-degree program requiring college work above the bachelor's degree. The shortage of graduate schools seems to be a major obstacle for training certified principals. Therefore, a principal's certificate seems to be a reasonable expectation.

7. A lack of research in the field of school administration becomes a major obstacle in school improvement. The results of this study revealed that most of the principals and teachers did not really understand how the importance of the organizational climate related to school improvement.

Recommendations for Further Study

Many problems were identified by this study. Certain questions still remain unanswered; therefore, additional study is essential if the organizational climate of schools in Thailand is to be more adequately understood. The following studies are recommended for further investigation:

1. A study of the organizational climate of schools should be effected in higher education using population from either public universities or private universities in Thailand.

2. A study of the organizational climate of schools should be done at the classroom level using the population from teachers and students in selected classrooms.

3. A study of the organizational climate of schools should be conducted in elementary schools for all levels of education (Grades 1 through 7 or Prathom 1 through 7).

4. A study of the organizational climate of schools should be made at any level of education using public schools and private schools as comparisons.

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APPENDICES

APPENDIX A

A SET OF QUESTIONNAIRES FOR

EACH RESPONDENT

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ที่ ศธ ๐๘๐๑/๕๕๕๖   กรมสามัญศึกษา

๒๐ กุมภาพันธ์   ๒๕๒๑

เรื่อง   ขอความร่วมมือในการทำวิทยานิพนธ์

เรียน   หัวหน้าสถานศึกษาสังกัดกรมสามัญศึกษาส่วนกลาง

            ด้วยมหาวิทยาลัย Oklahoma แจ้งว่า นายศิริชัย ชินะตังกูร
นักศึกษาปริญญาเอกในคณะมัธยมศึกษา กำลังทำวิทยานิพนธ์เรื่อง A Survey of the
Organizational Climate of Secondary Schools in Bangkok, Thailand
ในการทำวิทยานิพนธ์ดังกล่าวนี้ จำเป็นจะต้องรวบรวมข้อมูลโดยขอความร่วมมือให้อาจารย์
และหัวหน้าสถานศึกษาระดับมัธยมศึกษาในส่วนกลางช่วยกรอกแบบสอบถามให้ รายละเอียด
ต่าง ๆผู้ทำวิทยานิพนธ์หรือผู้แทนจะมาติดต่อกับสถานศึกษาโดยตรง
            กรมสามัญศึกษาได้พิจารณาแล้ว เห็นควรให้ความอนุเคราะห์ จึงเรียนมา
เพื่อโปรดอำนวยความสะดวกให้ตามที่เห็นสมควร จะขอบคุณมาก

ขอแสดงความนับถืออย่างสูง

บุญเลื่อน เครือตราชู

(คุณหญิงบุญเลื่อน เครือตราชู)
อธิบดีกรมสามัญศึกษา

สำนักงานเลขานุการกรม

โทร. ๒๘๑๒๒๐

ศิริชัย ชินะดังภูร

305 Wadsack # G

Norman, Oklahoma 73069

1   มิถุนายน   2521

เรื่อง   ขอความร่วมมือในการกรอกแบบสอบถาม
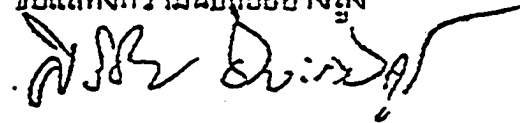
เรียน   อาจารย์ หรือ อาจารย์ใหญ่ หรือ ผู้อำนวยการโรงเรียน

โรงเรียนของท่านและตัวท่านเป็นส่วนหนึ่งซึ่งมีส่วนร่วมในการศึกษาเพื่อการเขียน
วิทยานิพนธ์ เรื่อง A Survey of the Organizational Climate of Secondary Schools
in Bangkok, Thailand. สาระสำคัญของวิทยานิพนธ์เรื่องนี้เป็นการวัดผลงานทานการบริหาร
โรงเรียนของโรงเรียนกลุ่มหนึ่งในเขตกรุงเทพมหานครฯ   เป็นที่หวังว่าผลที่ได้จากวิทยานิพนธ์ฉบับนี้
จะเป็นข้อมูลที่เป็นประโยชน์ต่อการพัฒนาการศึกษาของประเทศไทยอย่างไม่มากก็น้อย

ฉะนั้น กระผมใคร่ขอความกรุณาจากท่านได้โปรดสละเวลาประมาณ 30 - 40 นาที
เพื่อตอบแบบสอบถามซึ่งได้แนบมาพร้อมนี้จำนวน 1 ชุด (สองตอนคือแบบสอบถาม ก. และแบบสอบถาม
ข.) กรุณาตอบตามความเป็นจริงให้มากที่สุด ถ้าท่านไม่แน่ใจข้อความตอนหนึ่งตอนใดขอท่านได้ซักถาม
ครู.ประชุม รอดประเสริฐ หรือผู้เก็บรวบรวมข้อมูล กระผมขอรับรองว่าคำตอบของท่านจะถือเป็นความ
ลับยิ่ง

กระผมขอขอบพระคุณในความกรุณาของท่านครั้งนี้ ขออำนาจคุณพระศรีรัตนตรัยและสิ่ง
ศักดิ์สิทธิ์จงดลบันดาลให้ท่านและครอบครัวจงประสบแต่ความสุขความเจริญและความหวังในสิ่งปรารถนา
ทุกประการ

ขอแสดงความนับถืออย่างสูง

(นายศิริชัย ชินะดังภูร)

APPENDIX A-3

TABLE OF RANDOM NUMBERS

DIRECTIONS: (1). Select 10 teachers by using the Table of Random Numbers.
(2). Pick one of the numbers from the table then point to only one direction from four directions (upward, downward, left, or right) by using ten numbers.
(3). All ten numbers that you picked will represent the number list of teacher's name in the file.

Example: Suppose you pick number 61 then you must use one of the following rows from the table.

      61, 60, 69, 49, 05, 47, 41, 56, 38, 39.
or 61, 22, 42, 91, 46, 51, 80, 06, 14, 95.
or 61, 05, 26, 22, 61, 91, 27, 85, 73, 66.
or 61, 62, 32, 71, 84, 23, 56, 73, 21, 62.

แบบสอบถาม ก.

โปรดกา<u>เครื่องหมายกากบาท</u> (X) ลงในช่องว่างหน้าข้อความซึ่งถูกต้องที่สุดเกี่ยวกับ
ตัวท่าน (แต่ละคำถามต้องการเพียงคำตอบเดียว) <u>ยกเว้นข้อ 1 ขอท่านได้โปรดเติมข้อความให้</u>
<u>สมบูรณ์</u>

1. ชื่อโรงเรียนของท่าน...

2. ตำแหน่งหรือหน้าที่ของท่าน

.........อาจารย์ใหญ่หรือผู้อำนวยการ

.........ครูหรืออาจารย์

3. ระดับการศึกษาสูงสุดของท่าน

.........ต่ำกว่าปริญญาตรี

.........ปริญญาตรี

.........ปริญญาโท

.........ปริญญาเอก

4. เพศ

.........ชาย

.........หญิง

5. ท่านมีประสบการณ์ในการสอน (เฉพาะผู้ที่มีตำแหน่งเป็นครูหรืออาจารย์ในปัจจุบัน)

.........5 ปี หรือต่ำกว่า

.........6 ถึง 10 ปี

.........11 ปีหรือมากกว่า

6. ท่านมีประสบการณ์ในการบริหารโรงเรียน (เฉพาะผู้ที่มีตำแหน่งเป็นอาจารย์ใหญ่หรือผู้อำนวยการ
   ในปัจจุบัน)

.........5 ปีหรือต่ำกว่า

.........6 ถึง 10 ปี

.........11 ปีหรือมากกว่า

7. ระดับโรงเรียนที่ท่านสอนอยู่

........มัธยมศึกษาตอนต้น

........มัธยมศึกษาตอนปลาย

........มัธยมศึกษาตอนต้นและตอนปลาย

8. จำนวนนักเรียนทั้งหมดในโรงเรียนของท่าน

........ประมาณ 1,000 คนหรือต่ำกว่า

........ประมาณ 1,001 ถึง 2,000 คน

........ประมาณ 2,001 คนหรือมากกว่า

แบบสอบถาม ง.

(แบบสอบถามความคิดเห็นเกี่ยวกับบรรยากาศขององค์การ)

โปรดอ่านและพิจารณาข้อความอย่างละเอียด แล้วเขียนวงกลม ⬡ รอบตัวเลข 1 2 3
หรือ 4 ตัวใดตัวหนึ่ง ตามน้ำหนักความรู้สึกที่ท่านเห็นว่าพฤติกรรมที่ปรากฏในแต่ละข้อความเกิดขึ้น
บ่อยเพียงใดในโรงเรียนของท่าน พฤติกรรมเหล่านี้อาจเกิดขึ้นกับตัวท่านหรืออาจารย์คนอื่น หรือ
คณะอาจารย์ก็ได้

พฤติกรรมที่เกิดขึ้นมากที่สุด	มีน้ำหนัก	4
พฤติกรรมที่เกิดขึ้นค่อนข้างมาก	มีน้ำหนัก	3
พฤติกรรมที่เกิดขึ้นเป็นบางครั้ง	มีน้ำหนัก	2
พฤติกรรมที่เกิดขึ้นน้อยมาก	มีน้ำหนัก	1

1. เพื่อนสนิทที่สุดของท่านเป็นอาจารย์ในโรงเรียนนี้   1 2 3 4

2. กริยามารยาทของอาจารย์ในโรงเรียนนี้เป็นที่น่ารำคาญ   1 2 3 4

3. อาจารย์ส่วนใหญ่ใช้เวลาหลังโรงเรียนเลิกช่วยนักเรียน
   มีปัญหา   1 2 3 4

4. โรงเรียนมีคำแนะนำการใช้วัสดุอุปกรณ์ประกอบการสอน
   พร้อมเสมอ   1 2 3 4

5. อาจารย์เชิญเพื่อนร่วมงานไปเยี่ยมบ้านของตน   1 2 3 4

6. อาจารย์บางกลุ่มชอบคัดค้านเสียงส่วนใหญ่   1 2 3 4

7. โรงเรียนมีหนังสือมากพอที่จะใช้ในชั้นเรียน   1 2 3 4

8. อาจารย์มีเวลาเพียงพอในการทำรายงานประจำชั้น
   เสนอฝ่ายบริหาร   1 2 3 4

9. อาจารย์ทราบภูมิหลังของครอบครัวอาจารย์อื่น ๆ   1 2 3 4

10. อาจารย์ส่วนใหญ่พยายามทอดทานอาจารย์ที่ปฏิบัติตน
    แตกต่างไปจากคนอื่น   1 2 3 4

11. บรรยากาศในการประชุมมีลักษณะที่เป็นการร่วมมือกัน
    ทำงานให้เป็นผลสำเร็จ   1 2 3 4

12. อาจารย์มีภาระในการทำรายงานและงานสารบรรณ
    ให้กับฝ่ายบริหาร   1 2 3 4

13.	อาจารย์เอาชีวิตส่วนตัวให้เพื่ออาจารย์คนอื่นฟัง	1	2	3	4
14.	อาจารย์พยายามทำตนให้ผู้บังคับบัญชาชอบพอเป็นพิเศษ	1	2	3	4
15.	โรงเรียนจัดหาเครื่องมือเครื่องใช้ไว้พร้อมเพื่อสามารถ ใช้ได้อย่างสะดวกในชั้นเรียน	1	2	3	4
16.	การรายงานผลความก้าวหน้าในการเรียนของนักเรียน เป็นภาระหนักของอาจารย์	1	2	3	4
17.	ในระหว่างเวลาราชการอาจารย์ได้มีการนปะสังสรรค์ เพื่อความสนุกสนาน	1	2	3	4
18.	อาจารย์ชักจังหวะอาจารย์อื่นในขณะกำลังอภิปราย ในที่ประชุม	1	2	3	4
19.	อาจารย์ส่วนใหญ่ยอมรับความผิดพลาดของเพื่อนร่วมงาน	1	2	3	4
20.	อาจารย์ต้องปฏิบัติตามความต้องการของคณะกรรมการ หลายฝ่าย	1	2	3	4
21.	บรรยากาศเมื่ออาจารย์อยู่ร่วมกันมีความสนุกครึกครื้น	1	2	3	4
22.	อาจารย์ถามคำถามที่ไร้สาระในที่ประชุม	1	2	3	4
23.	อาจารย์ได้รับการบริการจากคนงานภารโรงอย่าง เพียงพอ	1	2	3	4
24.	หน้าที่ประจำพิเศษก้าวก่ายงานสอนของอาจารย์	1	2	3	4
25.	อาจารย์จัดทำรายงานเสนอฝ่ายบริหารด้วยคนเอง	1	2	3	4
26.	อาจารย์มักพูดนอกเรื่องเมื่อมีการประชุม	1	2	3	4
27.	อาจารย์ในโรงเรียนนี้มีน้ำใจที่จะทำงานให้โรงเรียน	1	2	3	4
28.	อาจารย์ใหญ่ให้ความช่วยเหลืออาจารย์ทุกวิถีทาง	1	2	3	4
29.	อาจารย์ใหญ่ช่วยแก้ปัญหาส่วนตัวของอาจารย์	1	2	3	4
30.	อาจารย์ไม่ยอมคบหาสมาคมกัน	1	2	3	4
31.	อาจารย์ทำงานของเราด้วยความขยันขันแข็งและ เหลิกเพลิน	1	2	3	4
32.	อาจารย์ใหญ่ทำงานหนักเพื่อเป็นตัวอย่างแก่อาจารย์ คนอื่น	1	2	3	4

33. อาจารย์ใหญ่ให้ความสนิทสนมเป็นกันเองกับอาจารย์
    คนอื่น ๆ   1   2   3   4

34. อาจารย์รับประทานอาหารกลางวันในห้องพักของคน
    ตามลำพัง   1   2   3   4

35. ขวัญและกำลังใจในการทำงานของอาจารย์ในโรงเรียน
    นี้ดีมาก   1   2   3   4

36. อาจารย์ใหญ่ใช้วิธีดิเพื่อก่อ   1   2   3   4

37. อาจารย์ใหญ่ใช้เวลาหลังโรงเรียนเลิกช่วยอาจารย์
    ทำงานให้เสร็จ   1   2   3   4

38. อาจารย์สังสรรค์กันเฉพาะในกลุ่มของคนเท่านั้น   1   2   3   4

39. อาจารย์ใหญ่เป็นผู้จัดทำตารางสอนทั้งหมด   1   2   3   4

40. อาจารย์ใหญ่ทักทายและติดต่อกับอาจารย์ทุกวัน   1   2   3   4

41. อาจารย์ใหญ่เตรียมตัวอย่างดีเมื่อจะต้องกล่าวคำ
    ปราศรัยหรือสั่งงาน   1   2   3   4

42. อาจารย์ใหญ่ช่วยขจัดปัญหาและข้อขัดแย้งเล็ก ๆ น้อย ๆ
    ของอาจารย์   1   2   3   4

43. อาจารย์ใหญ่เป็นผู้กำหนดตารางทำงานของอาจารย์   1   2   3   4

44. อาจารย์มักจะหนีงาน   1   2   3   4

45. อาจารย์ใหญ่ชี้แจงให้อาจารย์ในโรงเรียนได้ทราบว่า
    ทุกคนต้องทำงานเต็มความสามารถ   1   2   3   4

46. อาจารย์มีส่วนช่วยเลือกวิชาที่จะสอน   1   2   3   .4

47. อาจารย์ใหญ่แก้ไขข้อผิดพลาดของอาจารย์   1   2   3   4

48. อาจารย์ใหญ่เป็นคนพูดมาก   1   2   3   4

49. อาจารย์ใหญ่สามารถอธิบายให้อาจารย์ได้ทราบเหตุผล
    การติชม   1   2   3   4

50. อาจารย์ใหญ่พยายามหาทางเพิ่มพูนรายได้และเงินเดือน
    ให้กับอาจารย์   1   2   3   4

51. มีการปิดประกาศหน้าที่พิเศษของอาจารย์ให้ทราบ
    โดยทั่วถึงกัน   1   2   3   4

52. อาจารย์ไม่ได้โต้แย้งกฎเกณฑ์ต่าง ๆ ที่อาจารย์ใหญ่
    เป็นผู้กำหนดขึ้น   1   2   3   4

53. อาจารย์ใหญ่ระมัดระวังสวัสดิภาพและดูแลทุกข์สุข
    ของอาจารย์ในโรงเรียนนี้   1   2   3   4

54. ฝ่ายธุรการของโรงเรียนพร้อมเสมอที่จะอำนวยความ
    สะดวกให้กับอาจารย์   1   2   3   4

55. อาจารย์ใหญ่ดำเนินการประชุมอย่างมีพิธีรีตอง
    เหมือนกับการประชุมทางด้านธุรกิจ   1   2   3   4

56. อาจารย์ใหญ่มาถึงโรงเรียนก่อนอาจารย์คนอื่นๆ   1   2   3   4

57. อาจารย์ร่วมกันทำรายงานเสนอฝ่ายบริหาร   1   2   3   4

58. การประชุมทุกครั้งมีระเบียบวาระการประชุมมากมาย   1   2   3   4

59. การประชุมอาจารย์ส่วนใหญ่เป็นการประชุมเพื่อรับฟัง
    รายงานของอาจารย์ใหญ่   1   2   3   4

60. อาจารย์ใหญ่แจ้งให้อาจารย์ได้ทราบถึงความคิดใหม่ๆ
    ที่เขาได้พบเห็น   1   2   3   4

61. อาจารย์พูดถึงการขอย้ายและการลาออกจากโรงเรียน   1   2   3   4

62. อาจารย์ใหญ่ตรวจสอบความสามารถทางวิชาการของ
    อาจารย์   1   2   3   4

63. อาจารย์ใหญ่เป็นบุคคลที่เข้าใจง่าย   1   2   3   4

64. อาจารย์ได้รับทราบผลการตรวจเยี่ยมจากศึกษานิเทศก์   1   2   3   4

     แบบสอบถามตอนนี้มีทั้งหมด 64 หัวข้อ ขอความกรุณาจากท่านได้โปรดตรวจทานและทบทวน
ดูอีกครั้งว่าท่านได้กรอกครบทุกข้อแล้ว

     <u>หมายเหตุ</u> แบบสอบถามชุดนี้มี 2 ตอน คือแบบสอบถาม ก. และแบบสอบถาม ข. ขอความ
<u>กรุณาจากท่านได้โปรดตอบให้ครบและสมบูรณ์ทั้งสองตอน</u> ขอขอบพระคุณอย่างสูง

APPENDIX A-5

GENERAL BACKGROUND INFORMATION

DIRECTION: For each of the following questions, select the most appropriate answer. Put a mark, X, in the space in front of your selection, except item 1 that needs to be filled out.

1. The Name of your school . . . .

2. Your position:

    ..... Principal.

    ..... Teacher.

3. Your level of Education:

    ..... less than the Bachelor's degree.

    ..... Bachelor degree.

    ..... Master degree.

    ..... Doctoral degree.

4. Your sex:

    ..... Male.

    ..... Female.

5. Years of your teaching experience (only if you are teacher):

    ..... 5 years or less.

    ..... 6 to 10 years.

    ..... 11 years or more.

6. Years of your administrative experience (only if you are principal):

    ..... 5 years or less.

    ..... 6 to 10 years.

    ..... 11 years or more.

7. Type of school in which you work:

..... Junior secondary school (Grades 8 to 10 or Mathayomsuksa 1 to 3).

..... Senior secondary school (Grades 11 to 12 or Mathayomsuksa 4 to 5).

..... Junior-senior secondary school (Grades 8 to 12 or Mathayomsuksa 1 to 5).

8. Size of the school:

..... 1,000 students or less.

..... 1,001 to 2,000 students.

..... 2,001 students or more.

QUESTIONNAIRE
(OCDQ- Form IV)

DIRECTION: Please read each statement carefully and pick out
one alternative that better describes your school.
For each numbered item.draw a circle (0) around the
1,2,3, or 4 to indicate the answer you have chosen.

1 = rarely occurs
2 = sometimes occurs
3 = often occurs
4 = very frequently occurs

1. Teachers' closest friends are other faculty   1 2 3 4
members at this school.

2. The mannerisms of teachers at this school are   1 2 3 4
annoying.

3. Teachers spend time after school with students   1 2 3 4
who have individual problems.

4. Instructions for the operation of teaching aids   1 2 3 4
are available.*

5. Teachers invite other faculty members to visit   1 2 3 4
them at home.

6. There is a minority group of teachers who always   1 2 3 4
oppose the majority.

7. Extra books are available for classroom use.   1 2 3 4

8. Sufficient time is given to prepare administrative   1 2 3 4
reports.*

9. Teachers know the family background of other   1 2 3 4
faculty members.

10. Teachers exert group pressure on nonconforming   1 2 3 4
faculty members.

11. In faculty meetings, there is the feeling of   1 2 3 4
"let's get things done."

12. Administrative paper work is burdensome at this   1 2 3 4
school.

13. Teachers talk about their personal life to other faculty members.   1 2 3 4

14. Teachers seek special favors from the principal.   1 2 3 4

15. School supplies are readily available for use in classwork.   1 2 3 4

16. Student progress reports require too much work.   1 2 3 4

17. Teachers have fun socializing together during school time.   1 2 3 4

18. Teachers interrupt other faculty members who are talking in staff meetings.   1 2 3 4

19. Most of the teachers here accept the faults of their colleagues.   1 2 3 4

20. Teachers have too many committee requirements.   1 2 3 4

21. There is considerable laughter when teachers gather informally.   1 2 3 4

22. Teachers ask nonsensical questions in faculty meetings.   1 2 3 4

23. Custodial service is available when needed.   1 2 3 4

24. Routine duties interfere with the job of teaching.   1 2 3 4

25. Teachers prepare administrative reports by themselves.*   1 2 3 4

26. Teachers ramble when they talk in faculty meetings.   1 2 3 4

27. Teachers at this school show much school spirit.   1 2 3 4

28. The principal goes out of his way to help teachers.   1 2 3 4

29. The principal helps teachers solve personal problems.   1 2 3 4

30. Teachers at this school stay by themselves.   1 2 3 4

31. The teachers accomplish their work with great vim, vigor, and pleasure.   1 2 3 4

32. The principal sets an example by working hard himself.   1 2 3 4

33. The principal does personal favors for teachers.   1 2 3 4

34. Teachers eat lunch by themselves in their own classrooms.   1 2 3 4

35. The morale of the teachers is high.   1 2 3 4

36. The principal uses constructive criticism.   1 2 3 4

37. The principal stays after school to help teachers finish their work.   1 2 3 4

38. Teachers socialize together in small select groups.   1 2 3 4

39. The principal makes all class-scheduling decisions.   1 2 3 4

40. Teachers are contacted by the principal each day.   1 2 3 4

41. The principal is well prepared when he speaks at school functions.   1 2 3 4

42. The principal helps staff members settle minor differences.   1 2 3 4

43. The principal schedules the work for the teachers.   1 2 3 4

44. Teachers leave the grounds during the school day.   1 2 3 4

45. The principal insures that teachers work to their full capacity.   1 2 3 4

46. Teachers help select which courses will be taught.   1 2 3 4

47. The principal corrects teachers' mistakes.   1 2 3 4

48. The principal talks a great deal.   1 2 3 4

49. The principal explains his reasons for criticism to teachers.   1 2 3 4

50. The principal tries to get better salaries for teachers.   1 2 3 4

51. Extra duty for teachers is posted conspicuously. 1 2 3 4

52. The rules set by the principal are never questioned. 1 2 3 4

53. The principal looks out for the personal welfare of teachers. 1 2 3 4

54. School secretarial service is available for teachers' use.* 1 2 3 4

55. The principal runs the faculty meeting like a business conference. 1 2 3 4

56. The principal is in the building before teachers arrive. 1 2 3 4

57. Teachers work together preparing administrative reports. 1 2 3 4

58. Faculty meetings are organized according to a tight agenda. 1 2 3 4

59. Faculty meetings are mainly principal-report meeting. 1 2 3 4

60. The principal tells teachers of new ideas he has run across. 1 2 3 4

61. Teachers talk about leaving the school system. 1 2 3 4

62. The principal checks the subject-matter ability of teachers. 1 2 3 4

63. The principal is easy to understand. 1 2 3 4

64. Teachers are informed of the results of a supervisor's visit.* 1 2 3 4

---

*These items are scored negatively.

APPENDIX B

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copies to Macmillan Publishing Co., Inc.)

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APPENDIX C

VARIABLES FOR THE STUDY

VARIABLES OF THE STUDY

I. Independent Variables: respondent's positions and sizes of the school.

II. Dependent Variables (the OCDQ eight subtest areas):

    a). Teacher's behavior:

        1. Disengagement.

        2. Hindrance.

        3. Esprit.

        4. Intimacy.

    b). Principal's behavior:

        5. Aloofness.

        6. Production Emphasis.

        7. Thrust.

        8. Consideration.

APPENDIX D

THE OCDQ-SCORE SHEET

OCDQ - RECORD SHEET

I. <u>General Background Information.</u>

1. The name of your school..................................

2. Your position: _____ Principal. _____ Teacher.

3. Type of school in which you work:

_____Junior Secondary School.

_____Junior-senior Secondary School.

4. Size of the school:

_____1,000 students or less.

_____1,001 students or more.

II. <u>The Eight Subtests.</u>

1. Teacher's Behavior: Tc⁻

1). Disengage- 2 _ 6 _ 10 _ 14 _ 18 _ 22 _ 26 _ 30 _ 61 _ 38 _ (
    ment

2). Hindrance 24 _ 20 _ 16 _ 12 _ 8 _ 4 _   (

3). Esprit   35 _ 31 _ 27 _ 23 _ 19 _ 15 _ 21 _ 11 _ 7 _ 3 _ (

4). Intimacy 1 _ 5 _ 9 _ 13 _ 17 _ 57 _ 25 _   (

2. Principal's Behavior:

5). Aloofness 58 _ 59 _ 55 _ 44 _ 34 _ 52 _ 40 _ 54 _ 64 _   (

6). Production 39 _ 43 _ 62 _ 47 _ 45 _ 51 _ 48 _   (
    Emphasis

7). Thrust   28 _ 32 _ 36 _ 41 _ 49 _ 53 _ 56 _ 60 _ 63 _   (

8). Considera- 29 _ 33 _ 37 _ 42 _ 46 _ 50 _   (
    tion