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COOPARAT, NATTANIPHA
AN INVESTIGATION OF PERCEIVED LEADER BEHAVIOR OF ELEMENTARY SCHOOL PRINCIPALS AND ORGANIZATIONAL CLIMATE OF SCHOOLS IN THAILAND.

THE UNIVERSITY OF OKLAHOMA, PH.D., 1978

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GRADUATE COLLEGE

AN INVESTIGATION OF PERCEIVED LEADER BEHAVIOR OF ELEMENTARY SCHOOL PRINCIPALS AND ORGANIZATIONAL CLIMATE OF SCHOOLS IN THAILAND

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

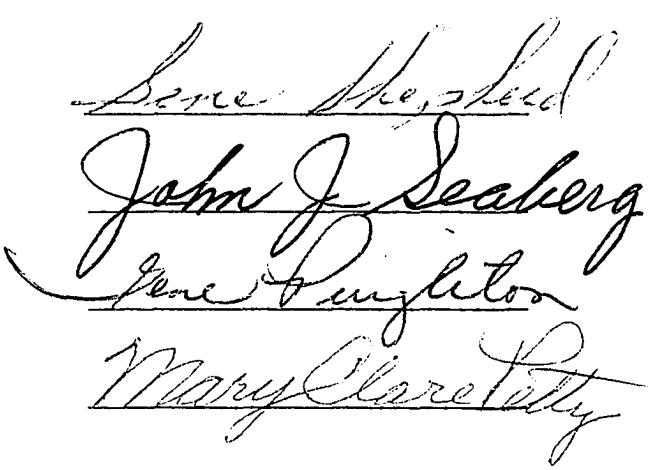
NATTANIPHA COOPARAT

Norman, Oklahoma

1978

AN INVESTIGATION OF PERCEIVED LEADER BEHAVIOR OF ELEMENTARY SCHOOL PRINCIPALS AND ORGANIZATIONAL CLIMATE OF SCHOOLS IN THAILAND

APPROVED BY



DISSERTATION COMMITTEE

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DEDICATION

To my parents, Chu-Sanga and Nongnuj Ridhiprasart, for their love and support.

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AN INVESTIGATION OF PERCEIVED LEADER BEHAVIOR OF ELEMENTARY SCHOOL PRINCIPALS AND ORGANIZATIONAL CLIMATE OF SCHOOLS IN THAILAND

CHAPTER I

Background of the Problem

It has been widely accepted that administrators' leader behavior in all types of organizations in the modern world has a significant effect on the people under their supervision. Because of the considerable importance of the leader behavior of individuals in positions of authority, there has been much research carried out in various types of organizations.

Prior to 1945, most of the studies of leadership were directed toward isolating the characteristics of leaders. These studies were based on the assumption that a number of identifiable traits existed for effective leaders and could be used to differentiate potentially successful and unsuccessful leaders. This approach proved fruitless in attempting to formulate a systematic framework for studying leadership. Stogdill (1948), in reviewing 124 leadership studies, concluded that the trait approach to leadership had yielded negligible and often contradictory results. Sanford (1952) summarized this situation by stating that in a specific situation leaders do have traits which set them apart from followers, but what traits set what leaders apart from what followers will vary from situation

to situation.

The review by Stogdill of the inconsistent results of the research concerning the personality trait approach to the study of leadership led researchers to search for another way to examine leadership. The major emphasis quickly shifted to a sociological approach (Lipham, 1964). The sociological approach to the study of leadership delineated organizational roles and relationships. Instead of individual characteristics, group phenomena were stressed. Hemphill's (1949, pp. 31-34) publication of Situational Factors in Leadership, provided definitive support for the sociological approach which based its development on the observation that different demands were made upon leadership because of the group task and structure in each specific organization.

In 1950, Homans (1950, pp. 447-448) provided further support to the sociological approach. After studying a wide range of small groups, he concluded that leadership acts differed from group to group, but could be all placed on the same continuum. Mann's (1959, pp. 46-47) review of numerous sociological studies indicated a clear support for the notion that leadership is a function to some degree of organizational roles and relationships.

Researchers concluded that the psychological and sociological approaches to the study of leadership provided inadequate explanations of leadership. The combination of the two approaches came out as the behavioral studies of leadership. Under the Bureau of Business Research, the Ohio State Leadership Studies, involving psychologists, sociologists, and economists, were initiated. These studies focused on how the leader behaved in various situations. Out of the work of this group two

dimensions of leadership- Initiating Structure and Consideration- emerged as accepted dimensions for describing leader behavior. These two dimensions were delineated by Halpin and Winer (1957, pp. 39-51) from a factor analysis of the responses of aircraft crew members who described the leader behavior of their commanders on an adaptation of the original form of the LBDQ by Hemphill and Coons (1957).

It was the interest of this study to concentrate on Halpin's approach as a way to conceptualize and obtain exhibiting behavior of elementary principals in schools. All principals are expected to develop and maintain the organizational climate that is more appropriate for effective operation. The investigator intended to relate leader behavior of elementary principals to the organizational climate of their schools. It was expected that determining the strength of the relationship between leader behavior and the organizational climate may aid practicing elementary principals in developing favorable climates for staff work and to coordinate the efforts of various staff members. Some conceptualization of the organizational climate will follow.

The term "organizational climate" began to appear in the literature following 1950. Cornell (1955) used the term and defined the concept as being "a delicate blending of interpretations by persons in the organization of their jobs or roles in relationship to others in the organization." Cornell described five climate variables as (1) teacher morale; (2) teacher-decision-making responsibility; (3) allocation of decision-making power; (4) the evaluation of the results of teacher decision-making power; and (5) the extent to which teachers interact directly with administrators.

In 1958, the term organizational climate was used by Argyris (1958) in his case study concerned with the behavior of role participants in a bank. He visualized the organizational climate as the living complexity of simultaneously existing, multi-level, interacting variables. Argyris isolated three domains from which the variables arose that constituted the organizational climate; (1) formal organizational variables, (2) personality variables, and (3) informal variables.

Cornell and Argyris contributed significantly to the construct of organizational climate. They not only defined the concept but identified various dimensions which were recognized as valid in later research. The factorial approach to the organizational climate was left to Halpin and Croft.

Statement of the Problem

The basic problem for this research was: What is the relationship between the leader behavior of elementary principals and the organizational climate as perceived by elementary teachers in the schools in Bangkok-Thonburi Metropolitan City, Thailand.

Specifice research questions were:

1. How is principal leader behavior as perceived by the teachers and measured by the Leader Behavior Description Questionnaire (LBDQ) related to the teachers perceptions of the 8 variables of the organizational climate as measured by the Organizational Climate Description Questionnaire (OCDQ)?

2. How do teachers who perceive their principal as having high scores on both Initiating Structure and Consideration as measured by the LBDQ perceive their school climate as measured by the OCDQ?

3. How do teachers who perceive their principal as having low scores on both Initiating Structure and Consideration as measured by the LBDQ perceive their school climate as measured by the OCDQ?

Significance of the Study

This particular study attempted to conceptualize and empirically identify types of leader behavior practiced by elementary principals in Bangkok-Thonburi Metropolitan City, Thailand and the organizational climate of their schools.

The results of this study will serve the Thai schools as (1) a basis for evaluating the existing leader behavior of elementary principals in public elementary schools; (2) a basis for the training of future elementary principals; (3) a basis for selecting and hiring school administrative personnel; (4) a basis for planning in-service programs for individuals already employed by private and public schools; and (5) a basis for future research in the areas of leadership and the organizational climate in Thailand.

CHAPTER II

THEORETICAL FRAMEWORK AND RESEARCH

The theoretical framework for the study was based primarily upon the work of Halpin (1957; 1958; 1959; 1966). In order to present the theoretical framework for investigating leader behavior and organizational climate, it was divided into three parts. The first part is concerned with leader behavior; the second, with organizational climate; and the third, with the relationship between leader behavior and organizational climate.

Leader Behavior

Halpin made a distinction between "leader behavior" and "leadership," stating that this distinction was necessary in view of the fact that the most frequent description of the school administrator was that of "leader."

> This dilemma of definition emerges from the fact that we have incorporated into the term "leadership" both descriptive and evaluative components, and have thus burdened this single word (and the concept it represents)with two connotations; one refers to a role and the behavior of a person in this role, and the other is an evaluation of the individual's performance in the role (Halpin, 1966, p. 82).

The concept of leader behavior avoided the mentioned definitional dilemma. The concept, according to Halpin:

> First of all, focuses upon observed behavior rather than upon a posited capacity inferred from this behavior. No presuppositions are made about a one-to-one relationship between leader behavior and an underlying capacity or potentiality presumably determinative of this behavior. By the same token, no apriori assumptions are made that the leader behavior which a leader exhibits in one situation will be manifested in other group situation... nor does the term "leader behavior" suggest that this behavior is determined either innately or situationally. Either determinant is possible, as is any combination of the two, but the concept of leader behavior does not itself predispose us to accept one in opposition to the other (Halpin, 1959, p. 12).

Halpin's concept of leader behavior indicated that several different kinds of leadership were essential to the effective functioning of the organization. In order to be "effective," the leader must integrate the needs of the organization and the needs of the individuals within the organization.

Several studies were done in an effort to illustrate the basic dimensions of leader behavior. Cartwright and Zander (1960) indicated that the behavior of leaders was focused upon two fundamental dimensions. One dimension was concerned with the achievement of some specific group goal and the other was concerned with the maintenance or strengthening of the group itself. Katz, Maccoby, and Morse (1950) in their research identified two dimensions of leadership behavior as employee orientation and production orientation. Likert (1961) referred to the two dimensions of leader behavior as (1) employee-centered and (2) job-centered. He used the terms employee-centered to describe the attention given to the human aspects of group members and job-centered in referring to the emphasis placed on production. Blake and Mouton's (1964) conceptualization of leadership behavior is based on their managerial grid. The grid has two dimensions; one indicates "concern for people" and the other "concern for production."

Hemphill and Coons (1957) identified ten dimensions of leadership behavior; however, upon factor analyses, two basic factors were isolated. They were labeled "Consideration" and "Initiating Structure." Halpin and Winer (1957) identified these two dimensions as two fundamental dimensions of leader behavior. Halpin used these dimensions to analyze the leader behavior of school superintendents and described them as,

> "Initiating Structure" refers to the leader's behavior in delineating between himself and the members of the group, and in endeavoring to establish well defined patterns of organization, channels of communication, and methods of procedure. "Consideration" refers to behavior indicative of friendship, mutual respects, trust, and warmth in the relationship between the leader and the members of the staff (Halpin, 1959, p. 4).

Halpin also suggested that the behaviors involved in integrating the goal attainment and group maintenance were operationally defined in an instrument developed by the Leadership Studies group at Ohio State University. This instrument, the Leader Behavior Description Questionnaire, measured two general dimensions of the leader's behavior- Initiating Structure and Consideration which, it was felt, paralleled the two styles of leader behavior which help to satisfy both goal attainment and group maintenance (Halpin, 1966, pp. 37-38).

Campbell, Corbally, and Ramseyer (1967) pointed out that at least two criteria, getting the job done (Initiating Structure) and maintaining the solitarity of the group (Consideration), are appropriate measures to use to appraise effectiveness of leader behavior.

The investigator conceptualized the following grid as the basis upon which characteristics of leader behavior of elementary principals were established as the concepts to be studied.

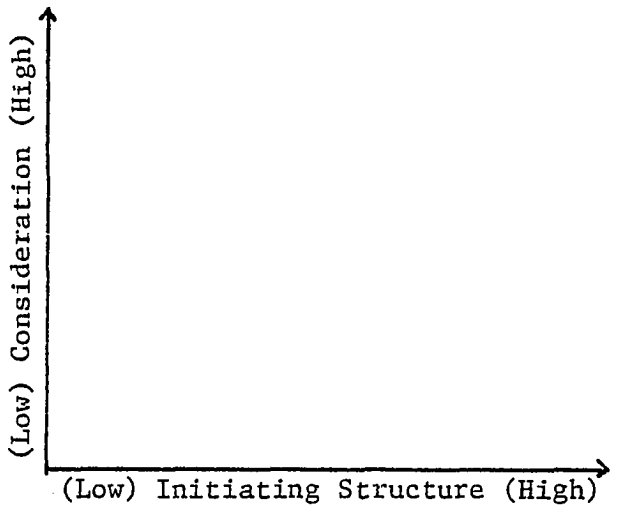

Figure 1 Dimension of Leader Behavior (after the Ohio State Studies) from Owen, R. G. & Steinboff, C. R., Grid concept of Leadership. In Administering change in school. New Jersey: Prentice-Hall, Inc., 1976.

If there are two dimensions of leader behavior, the performance of a specific leader must be viewed as embracing both dimensions- but not necessary equally. In terms of observed behavior, then, Initiating Structure and Consideration may be depicted as in Figure 1. Actually, however, the range of leader behavior styles tends to cluster around four principal quadrants of a grid pattern, as shown in Figure 2.

From reviewing the study on leader behavior using aircraft commanders as subjects, Halpin (1966, p. 78) concluded that:

> Effective leader behavior is associated with high performance on both dimensions. The aircraft commanders rated highest by their superior on "overall effectiveness in combat" are alike in being men who (a) define the role which they expect each member of the work-group to assume, and delineate patterns of organization and ways of getting the job done, and (b) establish a relationship of mutual trust and respect between the group members and themselves.

Based on a quadrant scheme for describing leaders' behavior on

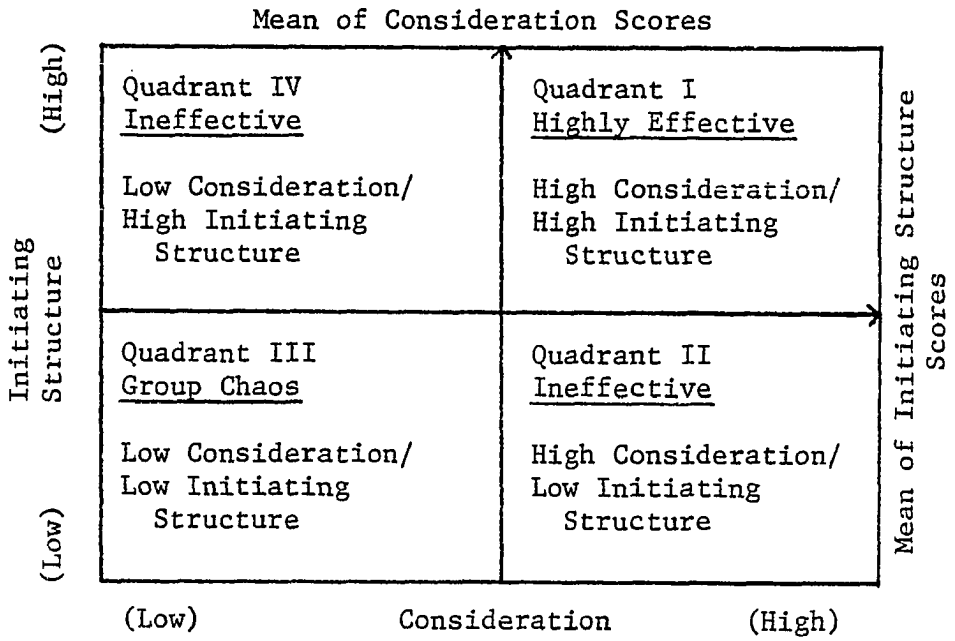

Figure 2 A Quadrant Scheme for Describing Leaders' Behavior on Initiating Structure and Consideration Dimensions. Adapted from Halpin, A. W. The superintendent's effectiveness as a leader. In Administrator's Notebook, 1958, 7.

Initiating Structure and Consideration dimensions, highly effective behavior was high on both dimensions, group chaos or the most ineffective behavior was low on both dimensions. Between the two extremes there was ineffective behavior which was low on either dimension, and high on the other.

For the purpose of this study, leader behavior was defined as the behavior of the formally designated leader of a specified work group. Leader behavior, as measured by the LBDQ will be referred to as the major factor in determining the quality of the organizational climate.

The Organizational Climate

Halpin and Croft (1966, p. 133) mapped the domain of organizational climate empirically identified and described its dimensions. This

was accomplished by an analysis of the climate of seventy-one elementary schools selected from six different regions in the United States. The teachers and principals of these schools responded to a sixty-four-item questionnaire and the item responses assigned to eight subtests which were then delineated by factor-analytic methods. Four of the subtests pertained to behavioral characteristics of the faculty group as a group and the remaining four to the behavioral characteristics of the principal as a leader. From these scores a profile was constructed for each school depicting the school's organizational climate.

Halpin and Croft (1966, p. 131) attributed the major impetus for their research on the organizational climate to the awareness of differences among schools and they described it in terms of a "feel." Visitors to schools were able to sense the climate of a school on the basis of their perceptions of the behavior of the staff. In some schools, the staff appeared to be "going through the motions." Each school appeared to have a characteristic of its own. Their conceptualization of the school's organizational climate can be described as being analogous to an individual's personality, and more specifically, as a multi-dimensional description of the social interaction taking place between a principal and his/her professional teaching staff (Halpin & Croft, 1963).

For the purpose of this study, the concept of organizational climate was operationalized to refer to the result of social interaction between the elementary principal and teachers within the elementary school.

The Relationship between Leader Behavior and the Organizational Climate

Leader behavior is often referred to as the result or product of the individuals attempts to cope with the environment made up of expectations for their behavior in ways consistent with their own individual patterns of needs. In studying the social behavior within school systems, Getzels (1968) suggested that the observable behavior of principals was a result of the engagement of the characteristic patterns of their expressive behaviors with the normative role expectations defined by the schools and the larger school systems. Specifically, social system theory provides the conceptual base from which the principals' behavior can be viewed as the result of the interaction between their role expectations and their need dispositions (Wiggins, 1972). Wiggins (1968) viewed the schools as organizations representing the source of the assumptions that the principals form about their identities. In exchanging their behaviors for organizational rewards principals subscribe to the process of socialization and become "other--oriented," i.e., strongly motivated by the need for group approval and thus intensely subject to conventional values of success and power (Wiggins, 1968). There are various researchers supporting this explanation (Homans, 1950; Chase, 1953; Moyer, 1955; Halpin, 1958; Lipham, 1960; Charters, 1964; Wiggins, 1969).

However, the relationship between the leader behavior of principals and the organizational climate within schools could be explained with a different approach. If principals have to conform to all norms and values within school systems, they may serve only the status-quo tendency of systems. However, principals have their needs-dispositions,

values, beliefs, and professional orientations that will shape their personalities. Therefore, it is unlikely that they will totally conform their organizational behaviors to the role expectations of various groups. Principals, according to Bakke's (1953) explanation, have the capacity to obtain the "personalizing process" of the roles which means they can determine the "standing" they want to obtain in the organizations and the conduct they expected of themselves.

Calhoun's (1969) study, indicated that among 371 respondents from various kinds of organizations, the majority of them considered the superior the most difficult person with whom they worked . Blocker and Richardson (1962-1963, pp. 200-210), after comprehensively reviewing the research carried out over a period of 25 years into teacher morale or job satisfaction, have concluded that the administrator was the key figure. Among various levels of administrators and personnel of a school system, the principal was the key factor in the professional environment of the teachers. This notion was supported by Hood's (1965) study of 1043 teachers, 31 principals, central office administrators, and 7 school board members. Hood also stated that teachers' relationship with the principals was more important in determining morale level of teachers than the teachers' relationship with other faculty members. There is also research supporting the principals' personalities and leadership qualities as the determinant factors of the organizational climate within schools (Flanders, 1956; Thomas, 1969; Grassie & Carss, 1972).

Principals, within their schools, are the ones who have the greatest capacity to utilize all kinds of power to achieve the organizational goals. According to Weber's (1947) descriptions of organizational

authorities, there were three kinds of them; (1) legal authority, (2) traditional authority, and (3) charismatic authority. In the case of legal authority, an individual in the role of principal has been granted to use it within the scope of the office. In the case of traditional authority, the principalship has been vested with recognition not only from within the school system but from the society at large as well. At the elementary school level in Thailand, where professionalization of the teaching job is uncommon, principals are more prominant in their roles. In the case of charismatic authority, though it depends on each individual, they have the greatest capacity to have such authority.

Peabody (1962) in summarizing the work of Weber, Urwick, Simon, Bennis, and Presthus, identified four categories of authority: (1) authority of legitimacy; (2) authority of position, including the sanctions inherent in position; (3) authority of competence, including both technical skills and experience; and (4) authority of person, including leadership and human relations.

The influence of principals over teachers in their schools can be differently explained in terms of power, which according to Sergiovanni and Starratt (1971) was different from authority. While authority was considered as a broad basis for action not directed at any one or another individual, power, on the other hand, was derived from authority and administratively was directed at winning individual or group compliance on behalf of organizational "superiors."

French and Raven (1960, p. 612) identified five bases for the social power which person O can exert over person P:

> ... (a) reward power, based on P's perception that O has the ability to mediate rewards for him; (b) coercive power, based on P's perception that O has the ability to mediate punishments for him; (c) legitimate power, based on the perception by P that O has a legitimate right to prescribe behavior for him; (d) referent power, based on P's identification with O; (e) expert power based on the perception that O has some special knowledge or expertness.

Knickerbocker (1948) stated different categories of power that principals in their roles as leaders could select to use in directing subordinates as follows:

1. Force. The force available to the leader can come from various sources. The administrator's official status and positions with the school's bureaucracy is in itself often powerful enough to assure compliance by teachers.
2. Paternalism. This method tends to reduce the visibility of the leader's power. Influence tends to center around the expectation that teachers will be loyal to and show respect for the administrator by complying with his wishes.
3. Bargaining. This type of leadership suggests a reciprocity arrangement whereby teachers will gain certain satisfactions in return for deference to the administrator's leadership.
4. Mutual means. This leadership method is one in which both the group and the leader has identical objectives; this congruence, of course, obviates the need for the use of force or power to influence the group.

Guba (1960, pp. 113-130) suggested that the administrator has actuating force (power) derived from two sources- the role and personal dimensions of the administrative social system- both of which the administrator can utilize to effect goal achievement.

French and Raven (1960) explained that teachers respond affirmatively to the superiors because the superiors were perceived to have rewards or coercion which they can use, were making a legitimate request, or were seen as important experts. In McGregor's (1966, pp. 49-69) view, the subordinates depended on superiors for the satisfaction of their needs.

The elementary teachers can expect to find that their behaviors

are subject in some degree to the control of their principals. The leader behavior of elementary principals influences the kind and the amount of interaction taking place in schools which will be reflected as the organizational climate. Consequently, it was predicted that:

> BASIC HYPOTHESIS OF THE STUDY: There is a significant relationship between the leader behavior of elementary principals and the organizational climate as perceived by elementary teachers in the schools in Bangkok-Thonburi Metropolitan City, Thailand.

In studying the relationship between leader behavior as measured by the LBDQ and the organizational climate as measured by the OCDQ, there have been some studies done in this area (Cook, 1965; Schmidt, 1965; Wray, 1967; Brickner, 1971; Corpus, 1971) which can serve as the foundation for the hypothesis testings of this research. The results of these studies can be concluded and presented as follows:

1. The Initiating Structure of the LBDQ was found significantly and positively related to Production Emphasis, Thrust, Esprit, Intimacy, and Consideration of the OCDQ; it was found significantly but negatively related to Disengagement, Hindrance, and Aloofness. However, Corpus, by using the population from the Philippines, found Initiating Structure functionally unrelated to Disengagement. Corpus explained that it was suspected as a result of cultural differences.

2. LBDQ Consideration was found significantly and positively related to Open Climate in general and to Esprit, Thrust; but negatively related to Disengagement, Hindrance, and Aloofness.

3. LBDQ Consideration was found significantly and positively related to OCDQ Consideration by Wray. However, Schmidt found no significant relation between the two. Wray's analysis of the definitions of items revealed that LBDQ Consideration measures non-authoritarian

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leader behavior, while OCDQ Consideration measures the principal's personal assistance to the teachers.

4. Cook found evidence substantiating the global concept of organizational climate that Initiating Structure and Consideration of the LBDQ are associated with the organizational climate. This implies that teachers in the schools having principals with high scores on both Initiating Structure and Consideration perceived their schools having an open climate. However, Corpus found a significance that, in the study in the Philippines, principals in the most open schools had a significantly higher mean score than principals in the least open schools on LBDQ Consideration, but contrary to the expectation, the two groups of principals did not have significantly different mean scores on Initiating Structure. This is an additional evidence indicating that culture may be an important factor in studying such relationships.

From the mentioned studies of the relationship between the LBDQ and the OCDQ, the specific hypotheses can be stated as follows:

H_1 There is a significant relationship between Initiating Structure as measured by the LBDQ and the 8 variables of the organizational climate as measured by the OCDQ in elementary schools.

$H_{1.1}$ There is a significant positive relationship between Initiating Structure and:
(substitute 1-4)
- 1.1.1 Esprit
- 1.1.2 Production Emphasis
- 1.1.3 Thrust
- 1.1.4 Consideration

$H_{1.2}$ There is a significant negative relationship between Initiating Structure and:
(Substitute 1-4)
- 1.2.1 Disengagement
- 1.2.2 Hindrance
- 1.2.3 Aloofness
- 1.2.4 Intimacy

H_2 There is a significant relationship between Consideration as measured by the LBDQ and the 8 variables of the organizational climate as measured by the OCDQ in elementary schools.

$H_{2.1}$ There is a significant positive relationship between LBDQConsideration and:
(substitute 1-4)

- 2.1.1 Esprit
- 2.1.2 Production Emphasis
- 2.1.3 Thrust
- 2.1.4 Consideration (OCDQ)

$H_{2.2}$ There is a significant negative relationship between LBDQ Consideration and:
(substitute 1-4)

- 2.2.1 Disengagement
- 2.2.2 Hindrance
- 2.2.3 Aloofness
- 2.2.4 Intimacy

H_3 Elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a higher mean of openness scores than the mean of openness scores of the forty schools in the sample.

H_4 Elementary schools with principals having low scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a lower mean of openness scores than the mean of openness scores of the forty schools in the sample.

CHAPTER III

RESEARCH DESIGN

In this chapter restatement of hypotheses, limitations of the study, definition of the variables, description of the sample, description of the instrument, procedures for collecting the data, and statistical methods are described.

Restatement of Hypotheses

The assumption that a relationship existed between the leader behavior of elementary principals and the organizational climate of schools and various ancillary assumptions regarding the nature and extent of relationship were tested through the following hypotheses:

H_1 There is a significant relationship between Initiating Structure as measured by the LBDQ and the 8 variables of the organizational climate as measured by the OCDQ in elementary schools.

$H_{1.1}$ There is a significant positive relationship between Initiating Structure and:
(substitute 1-4)

- 1.1.1 Esprit
- 1.1.2 Production Emphasis
- 1.1.3 Thrust
- 1.1.4 Consideration

$H_{1.2}$ There is a significant negative relationship between Initiating Structure and:
(substitute 1-4)

- 1.2.1 Disengagement
- 1.2.2 Hindrance

1.2.3 Aloofness
1.2.4 Intimacy

H_2 There is a significant relationship between Consideration as measured by the LBDQ and the 8 variables of the organizational climate as measured by the OCDQ in elementary schools.

$H_{2.1}$ There is a significant positive relationship between LBDQ Consideration and:
(substitute 1-4)
2.1.1 Esprit
2.1.2 Production Emphasis
2.1.3 Thrust
2.1.4 Consideration (OCDQ)

$H_{2.2}$ There is a significant negative relationship between Consideration and:
(substitute 1-4)
2.2.1 Disengagement
2.2.2 Hindrance
2.2.3 Aloofness
2.2.4 Intimacy

H_3 Elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a higher mean of openness scores than the mean of openness scores of the forty schools in the sample.

H_4 Elementary school with principals having low scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a lower mean of openness scores than the mean of openness scores of the forty schools in the sample.

Limitations of the Study

Five limitations existed in the completion of this study. First, only public elementary schools in Bangkok-Thonburi Metropolitan City were included in the study. Second, the data for the study were limited to the information secured through the Questionnaires- the Leader Behavior Description Questionnaire and the Organizational Climate Description Questionnaire. Third, the utilization of testing instruments which were not developed and validated for the particular cultural setting

and population involved in the study. Fourth, even though the anonymity of individual teacher was assured, the responses to the LBDQ may have been influenced by a concern that individual responses would be reported. Fifth, the results of the study apply only to the participating schools in Bangkok-Thonburi Metropolitan City, Thailand. Generalization to other populations should be made with caution and only after comparing the sample with the new population.

Definition of the Variables

Leader Behavior. The term refers to the observed behavior that is measured by the Leader Behavior Description Questionnaire. This behavior is reported by teachers and consists of two dimensions.

1. Initiating Structure- The term refers to the leader's behavior in delineating the relationship between himself and members of the work group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure.
2. Consideration- The term refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff (Halpin & Winer, 1957).

Organizational Climate. The term refers to the result of social interaction between the elementary principal and teachers within the school. This organizational climate is measured by the Organizational Climate Description Questionnaire, reported by teachers, and consists of eight characteristics or subtests.

1. Disengagement refers to the teachers' tendency to be

"not with it." This dimension describes a group which is "going through the motions," 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.

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.

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.

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 (Halpin & Croft, 1962).

Open climate or openness. The term refers to that type of social interaction characterized by the freedom which the group members experience in seeking the achievement of organizational goals, the accomplishment of tasks, and the satisfaction of social needs (Halpin, 1966, pp. 174-175).

Closed climate. The term refers to the type of social interaction marked by little satisfaction among the group members with task-accomplishment and the fulfillment of social needs; it is characterized also by the proliferation of rules and regulations (Halpin, 1966, pp. 180-181).

Elementary principal. The term refers to the person so designated formally by Bangkok-Thonburi Metropolitan City who is responsible for the supervision and leadership of personnel within a given school.

Teacher. A teacher in this study is an certified adult assigned a teaching job in a given elementary school.

Description of the Sample

The public elementary schools (grades 1-7) in Bangkok-Thonburi Metropolitan City, Thailand were chosen as the population of the study. There were more than one hundred schools in the city. A random sample of forty schools constituted the sample of the study. All of the teachers of forty schools in the sample were included in the study.

The basic type of probability sampling as used in this study to select the forty schools was the simple random selection in which each school in the population had and equal chance of being drawn into the sample (Downie & Heath, 1975). A professional colleague of the

investigator utilized a box wherein all schools in the population were written individually on pieces of paper. These pieces with the individual names of the individual schools were drawn by a selected person, with no knowledge of the activity, one at a time until the designed number of schools were obtained.

Five hundred seventy three public school teachers participated in the study. There were 548 usable questionnaires from the returned questionnaries. The unit of analysis was the school.

Description of the Instrument

The Leader Behavior Description Questionnaire (LBDQ)

The LBDQ was developed by the Personnel Research Board of the Ohio State University as a project of the Ohio State Leadership Studies. The original form was constructed by Hemphill and Coons. Using the original form, Halpin and Winer (1957) identified Initiating Structure and Consideration as two fundamental leader behavior dimensions. This was done through factor analysis of the responses of 300 B-29 crew members who described the leader behavior of 52 aircraft commanders.

The LBDQ, as used in this study, contained 40 items, 30 were scored, described ways in which a leader may behave (see Appendix A). The respondent indicated the frequency with which they perceived the leader to engage in each type of behavior by marking one of five adverbs; always, often, occasionally, seldom, or never. The more positive the adverbs, the higher the item score (maximum is four, minimum is zero).

Since each dimension of the LBDQ (Initiating Structure and Consideration) was composed of 15 items (see Appendix C) the possible

range of scores on each dimension was zero through 60 (the higher the scores, the more frequently the leader displays the behavior). For each dimension, the scores from the several group members were averaged to yield a dimension of the leader behavior.

Halpin and Winer (1957) calculated the reliability coefficient for each dimension of the LBDQ. Utilizing the split-half method, Initiating Structure had a reliability coefficient of .83, and Consideration had a reliability coefficient of .92. To insure reasonably reliable data, they suggested that a minimum sample should be no less than seven.

The LBDQ has the ability to differentiate between the style of different leaders. In at least three of the validation studies, the tendency for descriptions of different leaders to differ on both dimensions has been statistically supported at the .01 level of significance (Halpin, 1966, pp. 91-96; Rush, 1957, pp. 52-54; Hemphill, 1957, pp. 74-85). In summarizing leadership research, Campbell, Corbally, and Ramseyer (1967, p. 172) stated:

> Leaders whose leadership acts were measured on the Leader Behavior Description Questionnaire showed high consideration for others when they exhibited a real interest in the personal needs of the members of the group even while they were taking initiative in getting the work done. High loadings on the Initiating Structure dimension resulted from behavior that tended to clarify goals, organize for the completion of tasks and emphasize standards of production.

The Organizational Climate Description Questionnaire (OCDQ)

The Organizational Climate Description Questionnaire (OCDQ), as developed by Halpin and Croft, provided a means to measure the social components of the organizational climate. In 1963 Halpin and Croft (1963) developed the OCDQ on the basis of an analysis of seventy one schools chosen from six different regions of the United States, the sixty four

items in the OCDQ were assigned to eight subtests which were delineated by factor analytic methods. The eight behavioral dimensions constitute eight subtests of the questionnaire. Each subtest was composed of certain of the sixty four items. The eight subtests were divided into two sets of four subtests each. The first four related to teachers' behavior, and the second four to the principal's behavior.

Definitions of the eight subtests are as follows:

Teachers' behavior-

1. Disengagement refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," 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 busy-work. The teachers perceive that the principal is hindering rather than facilitating their work.

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 himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

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 (Halpin & Croft, 1962).

According to Halpin and Croft (1966), scores were derived for each respondent on each of the eight subtests. These subtest scores were then double standardized. Through factor analysis six sets of school profiles emerged. By analysis of the profile scores, they operationally defined each climate and ranked them on an open-closed continuum.

1. The Open Climate describes 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 leader. The members are preoccupied disproportionately with neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behavior 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 accomplishment, while relatively little attention is given to 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 under-controlled. 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.

For the purpose of this study the derived mean raw subtest scores served as the variables of the organizational climate. The variable subtest scores provided a way whereby climate would be viewed through eight distinct avenues by means of the eight OCDQ subtests. The normatively standardized mean scores of Esprit, Thrust and Disengagement served as the variables for computing the Openness score of each school in the study.

Utilizing two different methods, Halpin and Croft (1963) computed reliability coefficient for each of the OCDQ subtests. Using the split-half method, reliability estimates ranged from .84 on Thrust to .26 on Aloofness. These estimates were low because of the small number of items in each subtest. When reliability coefficients were calcualted on an odd-even basis (71 teachers in one school formed the sample), they ranged from a .76 on Aloofness to a .54 on Hindrance. The following table summarizes the reliability coefficients for the OCDQ subtests, as formulated

by Halpin and Croft.

Table 1

Estimates of Internal Consistency for the Eight OCDQ Subtests

OCDQ Subtests	Split-Half N=1151	Respondent Odd-Even N=71
1. Disengagment	.73	.59
2. Hindrance	.68	.54
3. Esprit	.75	.61
4. Intimacy	.60	.49
5. Aloofness	.26	.76
6. Production Emphasis	.55	.73
7. Thrust	.84	.75
8. Consideration	.59	.63

Andrews (1965) undertook a validation for this instrument. Andrews' study showed that the subtests of the OCDQ provided reasonably valid measures of important aspects of school principals' leadership in the perspective of interaction with their staff. Andrew sampled 165 Canadian schools and found that a strong relationship ($r = .61$) existed between teachers' satisfaction and the climate (assuming order from open to closed). An even stronger relationship ($r = .68$) was found between teachers' satisfaction and Esprit. Of eight subtests, six (Esprit, Thrust, Hindrance, Aloofness, Disengagement, and Consideration) were significantly related, and all relationships were as expected in direction and approximate strength.

Conducting a validation study of the OCDQ for Iowa Elementary schools, Stansbury (1968) concluded that the OCDQ was a viable instrument for use with Iowa elementary schools, and may be used in a variety of empirical studies. However, he cautioned as did Halpin, that future studies that use the OCDQ should limit its use to the eight subtest scores.

Precedures for Collecting the Data

Preliminary Arrangements

The following steps were performed in order to collect the data.

1. Obtained permission to use the LBDQ and the OCDQ with permission to translate the two instruments into Thai language.

2. Obtained permission to collect data and administer the two questionnaires to public elementary school teachers in Bangkok.

3. The two instruments, with instructions for administering them were sent through a professional colleague of the investigator to public elementary schools in Thailand. The purpose was to find out if a Thai sample was able to understand the Thai versions of the LBDQ and the OCDQ.

4. Instructions for administration of the questionnaires were sent by the investigator to the professional colleague in Bangkok. Together with these instructions the following items were sent:

   4.1 The letter of permission for the administration of two questionnaires to principals.

   4.2 The letter of the investigator to teachers.

   4.3 A copy of the LBDQ with specific instructions for the administration of the LBDQ.

   4.4 A copy of the OCDQ with specific instructions for the administration of the OCDQ.

4.5 All materials were printed in Thai language by the professional colleague of the investigator.

Administration of the Instruments

The administration of the two questionnaires was accomplished as follows: (1) the professional colleague of the investigator administered questionnaires to all teachers of the forty schools in the sample and (2) instructions were given to designated persons to administer questionnaires in their schools. After teachers completed questionnaires, they returned them in two ways: (1) respondents mailed questionnaires to the professional colleague of the investigator or (2) respondents returned them to the school secretary for designated persons to collect (25 schools in a geographic location that enabled designated persons to collect them personally). To insure confidentiality, each respondent was provided an individual envelope wherein the complete questionnaire was sealed. The percentage of questionnaires returned by school teachers was eighty-nine percent (see Table A, Appendix E).

Scoring of the Instruments

The LBDQ (Halpin & Winer, 1957) responses were scored by hand according to the directions in the manual. The OCDQ responses were scored at the Computer Center of New Mexico State University at Las Cruces, where Croft's Fortran IV scoring program was available.

The Openness Score. Since research has indicated that the discrete climate categories in the original study of Halpin and Croft are open to question and that the climate dimensions are valuable and reliable, the investigator decided that for the purpose of this study the climate

openness score would be appropriate. This was encouraged by Halpin's (1966, p. 225) notion that the concept of openness versus closedness was more important than the climate type. Especially, in situations where the schools exhibit a tendency to cluster on one end of the climate type continuum, the climate openness score is necessary to the study. Croft suggested the following formula for computing the Openness score (Corpus, 1971, p. 84).

Openness = Esprit + Thrust - Disengagement

Statistical Methods

Two statistical methods, Pearson's Product-Moment Correlation Coefficient and "t" test, were used to test the hypotheses.

The primary interest of the investigation was the nature and extent of the relationship between leader behavior of elementary principals as measured by the LBDQ and the organizational climate of schools as measured by the OCDQ. Methodologically, this implied a study of the relationship between the two variables of leader behavior and the eight variables of the organizational climate. Pearson r statistical design was chosen to test H_1 and H_2. The formula for the Pearson r is as follows

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{N\Sigma x^2 - (\Sigma x)^2}\sqrt{N\Sigma y^2 - (\Sigma y)^2}}$$

Where N = number of pairs of scores

Σxy = sum of the products of the paired scores

Σx = sum of scores on one variable

Σy = sum of scores on the other variable

Σx^2 = sum of the squared scores on the x variable

Σy^2 = sum of the squared scores on the y variable

To test the significance of the computed r, the investigator calculated a t value. The formula for a t value is as follows (minium, 1970, p. 319):

$$t = \frac{r}{\sqrt{(1-r^2)/(n-2)}}$$

Where r = sample coefficient

n = number of pairs of scores

$n-2$ = degree of freedom

One of the purposes of this study was to indicate (1) a difference between climate openness of elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ and the climate openness of the forty schools in the sample, and (2) a difference between climate openness of elementary schools with principals having low scores on both Initiating Structure and Consideration of the LBDQ and the climate openness of the forty schools in the sample. It was decided that Fisher "t" test be utilized to (1) test hypothesis$_3$:

> Elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a higher mean of openness scores than the mean of openness scores of the forty schools in the sample.

and (2) test hypothesis$_4$:

> Elementary school with principals having low scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a lower mean of openness scores than the mean of openness scores of the forty schools in the sample.

Classification of the schools into high and low scored groups, appropriate to the hypothesis to be tested, was done as follows: (1) The total 40 schools selected for the study was divided into two equal

groups of 20 units at the mean Initiating Structure score of 41.75. (2) The high Initiating Structure group was again divided into two equal groups of 10 units at the mean Consideration score ($\underline{N}$ = 20) of 44.25; the low Initiating Structure group was divided into two equal groups of 10 units at the mean Consideration score ($\underline{N}$ = 20) of 32.05.

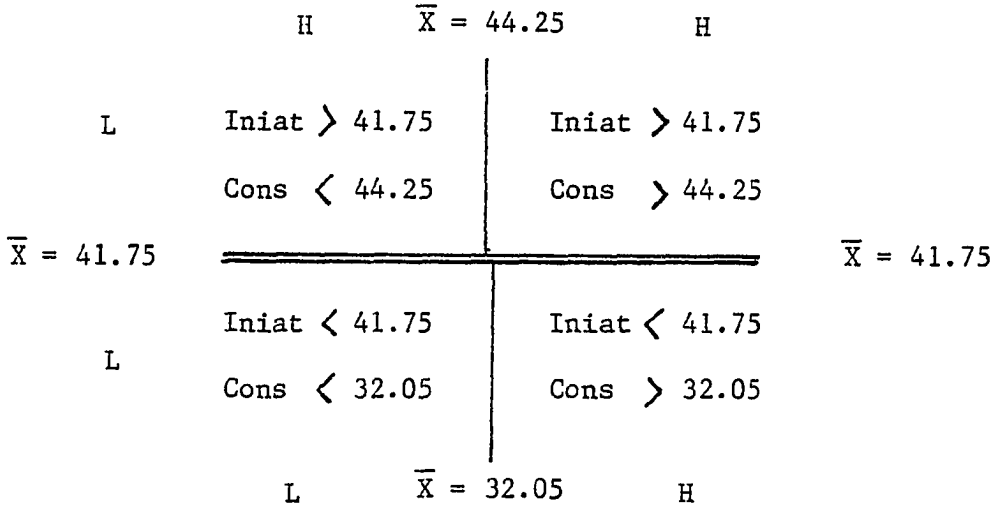

Figure 3 Classification of the Schools into High and Low Scored Groups

School classification and climate openness as perceived by teachers in each school are presented in Table B, Appendix E.

The t formula for testing the difference between uncorrelated means is as follows (Guilford, 1965, p. 183):

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 - \Sigma x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 N_2}\right)}}$$

Where M_1 and M_2 = means of the two samples

Σx_1^2 and Σx_2^2 = sums of squares in the two samples

N_1 and N_2 = numbers of cases in the two samples

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the data and resulting analysis of the data concerning the leader behavior of elementary principals and the organizational climate of the forty schools in the study. The presentation of the findings was based upon the administration of the instruments described in Chapter III.

Leader Behavior and the Organizational Climate

Ten variables were involved in the testing of hypothesis$_1$ and hypothesis$_2$. Two variables were Initiating Structure and Consideration as measured by the LBDQ. The OCDQ provided eight variables of the organizational climate of the schools in the sample. The first four variables were Disengagement, Hindrance, Esprit, and Intimacy. The second four variables were Aloofness, Production Emphasis, Thrust, and Consideration. Derived scores for all the tests of the ten variables involved in the study (see Appendix D) were utilized in the statistical computations involved in Pearson Product Moment Coefficient.

The analysis of the relationship between the two leader behavior variables and the eight organizational climate variables was achieved by computing a Pearson Moment Coefficient for each sub-hypothesis$_{1.1}$,

sub-hypothesis$_{1.2}$, sub-hypothesis$_{2.1}$, and sub-hypothesis$_{2.2}$. The error probability level of .05 or smaller for one-tailed test was adopted to test the significance of the computed r's.

Using the statistical formula and method indicated in Chapter III, the analyses consist of the presentations of (1) means and standard deviations for all the samples' tests on leader behavior and the organizational climate (see Table 2), (2) inter-correlation matrices of all leader behavior variables and the organizational climate variables, and (3) correlations between leader behavior of elementary principals and the organizational climate of their schools. The subjects under investigation were teachers of forty schools in the sample. Each school with corresponding numbers of teachers was treated as a unit of anlysis.

Intervariable Correlations of the Organizational Climate (OCDQ) Variables

Table 3 presents three significant positive correlations: Disengagement-Esprit, Disengagement-Intimacy, and Disengagement-Aloofness. Two negative correlations existed between Disengagement-Esprit, and Disengagement-Intimacy.

Intervariable Correlations of the Leader Behavior (LBDQ) Variables

Table 4 presents the intercorrelational coefficient between Initiating Structure-Consideration variables. The data as presented in Table 4 indicated a significant positive correlation between the two variables.

Table 2

Means and Standard Deviations on the Leader Behavior Description Questionnaire (LBDQ)* and the Organizational Climate Description Questionnaire (OCDQ)*

Instrument	Subtest	Means	S.D.
LBDQ			
	Initiating Structure	41.75	7.23
	Consideration	38.20	20.86
OCDQ			
	Disengagement	66.52	3.30
	Hindrance	70.30	3.47
	Esprit	72.15	3.95
	Intimacy	70.65	2.39
	Aloofness	71.08	2.51
	Production Emphasis	66.63	27.66
	Thrust	78.58	2.57
	Consideration	68.73	1.58

Note. *Furnished by elementary teachers

Table 3

Intercorrelations of the Organizational Climate Variables (OCDQ)

	Dis	Hin	Esp	Int	Alo	Pro	Thr	Con
Dis	1.00	-.15	-.29*	-.28*	.27	-.23	.24	.13
Hin		1.00	.03	.13	-.02	.09	.08	-.23
Esp			1.00	.25	.00	-.04	.18	.20
Int				1.00	-.14	-.15	-.01	-.25
Alo					1.00	.23	.01	.13
Pro						1.00	-.10	-.08
Thr							1.00	.00
Con								1.00

Note. *p ≤ .05

Initiating Structure and the Organizational Climate

$H_{1.1}$ There is a significant positive relationship between Initiating Structure and:
(substitute 1-4)
1.1.1 Esprit
1.1.2 Production Emphasis
1.1.3 Thrust
1.1.4 Consideration (OCDQ)

Results related to $hypothesis_{1.1}$ appear in Table 5. Two significant positive correlations were reported: Initiating Structure-Esprit, and Initiating Structure-Consideration (OCDQ). Non-significant correlations were found between Initiating Structure-Production Emphasis, and Initiating Structure-Thrust.

Table 4

Intercorrelations of the Leader Behavior Variables (LBDQ)

	Initiating Structure	Consideration
Initiating Structure	1.00	.58*
Consideration		1.00

Note. *p ≤ .01

The data as presented by teachers in Table 5 confirmed the prediction of positive relationship between Initiating Structure and Esprit, Production Emphasis, Thrust, and Consideration (OCDQ). Therefore, hypothesis$_{1.1}$ was partially supported.

$H_{1.2}$ There is a significant negative relationship between Initiating Structure and:
(substitute 1-4)
1.2.1 Disengagement
1.2.2 Hindrance
1.2.3 Aloofness
1.2.4 Intimacy

As evidenced by the data presented by teachers in Table 5, hypothesis$_{1.2}$ was not supported. Initiating Structure with Disengagement, Hindrance, Aloofness, and Intimacy were void of significant correlations. Negative directions existed between Initiating Structure-Disengagement, and Initiating Structure-Aloofness as predicted. Positive directions existed between Initiating Structure-Hindrance, and Initiating Structure-Intimacy.

Table 5

Correlations between Initiating Structure and the Organizational Climate Variables

The organizational Climate Variables	Initiating Structure
Disengagement	-.277
Hindrance	.124
Esprit	.475*
Intimacy	.138
Aloofness	-.065
Production Emphasis	.214
Thrust	.108
Consideration (OCDQ)	.314*

Note. N = 40 schools with 548 teachers;

*p ≤ .01

Consideration (LBDQ) and the Organizational Climate

$H_{2.1}$ There is a significant positive relationship between Consideration (LBDQ) and:
(substitute 1-4)
- 2.1.1 Esprit
- 2.1.2 Production Emphasis
- 2.1.3 Thrust
- 2.1.4 Consideration (OCDQ)

Results related to hypothesis$_{2.1}$ appears in Table 6. There were statistically significant positive relationships between Consideration (LBDQ) scores and scores on Esprit, Thrust, and Consideration (OCDQ). A

non-significant correlation was reported between Consideration (LBDQ) and Production Emphasis. The data as presented by teachers in Table 6 confirmed the prediction of positive relationship between Consideration (LBDQ) and Esprit, Production Emphasis, Thrust, and Consideration (OCDQ). Therefore, hypothesis$_{2.1}$ was partially supported.

$H_{2.2}$ There is a significant negative relationship between Consideration (LBDQ) and:
(substitute 1-4)
- 2.2.1 Disengagement
- 2.2.2 Hindrance
- 2.2.3 Aloofness
- 2.2.4 Intimacy

As evidenced by the data presented in Table 6, hypothesis$_{2.2}$ cannot be supported. The respected r's generated in correlating Consideration (LBDQ) with Disengagement, Hindrance, Aloofness, and Intimacy failed to achieve a statistical significance. Negative directions existed between Consideration (LBDQ)-Disengagement, Consideration (LBDQ)-Hindrance, and Consideration (LBDQ)-Aloofness as predicted. Positive direction existed between Consideration (LBDQ) and Intimacy.

Perception of School Openness

H_3 Elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a higher mean of openness scores than the mean of openness scores of the forty schools in the sample.

The treatment of this hypothesis was the application of the Fisher "t" test to test whether there would be a difference between the mean of openness scores of elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ and the mean of openness scores of the forty schools in the sample (see, School

Table 6

Correlations between Consideration (LBDQ) and the Organizational Climate Variables

The Organizational Climate Variables	Consideration (LBDQ)
Disengagement	-.208
Hindrance	-.055
Esprit	.707**
Intimacy	.016
Aloofness	-.105
Production Emphasis	.187
Thrust	.284*
Consideration (OCDQ)	.300*

Note. N = 40 schools with 545 teachers;

*p ≤ .05; **p ≤ .01

Classification and School Openness Scores, Table B, Appendix E).

It was apparent that the "t" ratio reported in Table 7 indicated a difference between the school openness (as perceived by teachers) of elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ and the openness of the forty schools in the sample (N = ten High-Initiating Structure, High-Consideration and forty schools). The mean of the openness scores of elementary schools with principals having high scores on both Initiating Structure and Consideration was greater than the mean of openness scores of the

Table 7

"t"-Test of Significance for School Openness Scores: Schools with High-Initiating Structure/High-Consideration and the Forty Schools in the Sample

Mean		Standard Deviation		"t" Ratio
High Initiat High Consid	Total	High Initiat High Consid	Total	
52.20	49.80	3.43	3.15	2.086*

Note. *p ≤ .05

forty schools in the sample (see Table 7). Therefore, elementary schools with principals having high scores on both Initiating Structure and consideration of the LBDQ are perceived by teachers as having a higher mean of openness scores than the mean of openness scores of the forty schools in the sample. Hypothesis$_3$ was supported.

H_4 Elementary schools with principals having low scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a lower mean of openness scores than the mean of openness scores of the forty schools in the sample.

The Fisher "t" test was applied to the mean of openness scores of the elementary schools with principals having low scores on both Initiating Structure and Consideration of the LBDQ and the mean of openness scores of the forty schools in the sample (see, School Classification and School Openness Scores, Table B, Appendix E).

The application of the "t"-test to the mean of openness scores of low Initiating Structure and low Consideration schools and the mean of

Table 8

"t"-Test of Significance for School Openness Scores: Schools with Low Initiating Structure Low Consideration and the Forty Schools in the Sample

Mean		Standard Deviation		"t" Ratio
Low Initiat Low Consid	Total	Low Initiat Low Consid	Total	
46.90	49.78	2.42	3.11	2.695*

Note. *p < .01

openness scores of the forty schools in the sample yielded the result presented in Table 8. The mean openness scores of low Initiating Structure and low Consideration schools was compared to the mean of openness scores of the forty schools in the sample (N = ten low Initiating Structure and low Consideration schools and forty schools). The "t" ratio revealed that there was a difference between the openness of elementary schools with principals having low scores on both Initiating Structure and Consideration and the openness of the forty schools in the sample. The mean of the openness scores of elementary schools with principals having low scores on Initiating Structure and Consideration of the LBDQ was smaller than the mean of openness scores of the forty schools in the sample (see Table 8). Therefore, elementary schools with principal having low scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a lower mean of openness scores than the mean of openness scores of the forty schools in the sample. Hypothesis$_4$ was supported.

Summary of Results

1. The correlational coefficients between Initiating Structure-Esprit, and Initiating Structure-Consideration (OCDQ) were significantly positively correlated. Non-significant correlations existed between Initiating Structure-Production Emphasis, and Initiating Structure-Thrust.

2. The correlational coefficients between Initiating Structure-Disengagement, Initiating Structure-Hindrance, Initiating Structure-Aloofness, and Initiating Structure-Intimacy were not significantly related. Negative directions existed between Initiating Structure-Disengagement, and Initiating Structure-Aloofness. Positive directions existed between Initiating Structure-Hindrance, and Initiating Structure-Intimacy.

3. The correlational coefficients between Consideration (LBDQ)-Thrust, and Consideration (LBDQ)-Consideration (OCDQ) were significantly positively correlated. A non-significant correlation existed between Consideration (LBDQ)-Production Emphasis.

4. The correlational coefficients between Consideration (LBDQ)-Disengagement, Consideration (LBDQ)-Hindrance, and Consideration (LBDQ)-Aloofness, and Consideration (LBDQ)-Intimacy were not significantly related. Negative directions existed between Consideration (LBDQ)-Disengagement, Consideration (LBDQ)-Hindrance, and Consideration (LBDQ)-Aloofness. Positive direction existed between Consideration (LBDQ)-Intimacy.

5. A difference was found between the openness scores of elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ and the openness scores of the forty schools in the sample as perceived by teachers. The mean of the oopenness scores of elementary schools with principals having high scores

on Initiating Structure and Consideration of the LBDQ was higher than the mean of openness scores of the forty schools in the sample.

6. A difference was found between the openness scores of elementary schools with principals having low scores on both Initiating Structure and Consideration of the LBDQ and the openness scores of the forty schools in the sample as perceived by teachers. The mean of the openness scores of elementary schools with principals having low scores on Initiating Structure and Consideration of the LBDQ was lower than the mean of openness scores of the forty schools in the sample.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter includes the respective conclusions drawn from the statistical analyses and suggestions for further research.

Conclusions

The following conclusions, as limited by the research population, were drawn from the major findings of this study and are presented in the order of the hypotheses tested as reported by teachers.

$H_{1.1}$ There is a significant positive relationship between Initiating Structure and:
(substitute 1-4)
- 1.1.1 Esprit
- 1.1.2 Production Emphasis
- 1.1.3 Thrust
- 1.1.4 Consideration (OCDQ)

Hypothesis$_{1.1}$ was partially supported with the presence of two significant positive correlations: Initiating Structure-Esprit, and Initiating Structure-Consideration (OCDQ). The results from this hypothesis supported the studies, done by Wray (1967), Brickner (1971), and Corpus (1971).

$H_{1.2}$ There is a significant negative relationship between Initiating Structure and:
(substitute 1-4)
- 1.2.1 Disengagement
- 1.2.2 Hindrance
- 1.2.3 Aloofness
- 1.2.4 Intimacy

Hypothesis$_{1.2}$ was not supported. The correlational coefficient between Initiating Structure-Disengagement, Initiating Structure-Hindrance, Initiating Structure-Aloofness, and Initiating Structure-Intimacy revealed a lack of bivariate relationships. The findings of this hypothesis supported the studies, done by Corpus (1971) on sub-hypothesis$_{1.2.1}$, Brickner (1971) on sub-hypothesis$_{1.2.2}$.

$H_{2.1}$ There is a significant positive relationship between Consideration (LBDQ) and:
(substitute 1-4)
- 2.1.1 Esprit
- 2.1.2 Production Emphasis
- 2.1.3 Thrust
- 2.1.4 Consideration (OCDQ)

Hypothesis$_{2.1}$ was partially supported. The correlational coefficients between Consideration (LBDQ)-Esprit, Consideration (LBDQ)-Thrust, and Consideration (LBDQ)-Consideration (OCDQ) revealed significant positive relationships. A non-significant relationship existed between Consideration (LBDQ)-Production Emphasis. The findings of this hypothesis supported the studies, done by Schmidt (1965), Wray (1969), Brickner (1971), and Corpus (1971). Unlike Schmidt's findings, sub-hypothesis$_{2.1.4}$, Consideration (LBDQ) was significantly related to Consideration (OCDQ).

$H_{2.2}$ There is a significant negative relationship between Consideration (LBDQ) and:
(substitute 1-4)
- 2.2.1 Disengagement
- 2.2.2 Hindrance
- 2.2.3 Aloofness
- 2.2.4 Intimacy

Hypothesis$_{2.2}$ was not supported. The correlational coefficients between Consideration (LBDQ)-Disengagement, Consideration (LBDQ)-Hindrance, Consideration (LBDQ)-Aloofness, and Consideration (LBDQ)-Intimacy exhibited non-significant relationships. This finding supported the studies, done

by Wray (1969), but did not support the studies, done by Brickner (1971) and Corpus (1971) on sub-hypothesis$_{2.2.1}$ and sub-hypothesis$_{2.2.2}$.

From the results of hypothesis$_{1.1}$, hypothesis$_{1.2}$, hypothesis$_{2.1}$, and hypothesis$_{2.2}$, the investigator concluded that the leader behavior of elementary principals exhibited bivariate correlations to the organizational climate of their schools. Specifically, the observed behavior of elementary principals (Initiating Structure, and Consideration domains) in this study did have a relationship with the organizational climate of their schools.

Although the intervariable relationships of the organizational climate (OCDQ) were not directly hypothesized it might be of interest to the reader to observe the intervariable relationships of the OCDQ and the LBDQ. The intercorrelations of the variables (subtests) of the OCDQ are presented in Table 3. The intercorrelation of the variables (subtests) of the LBDQ are presented in Table 4. The results from Table 3, and Table 4 could serve as means whereby cross-validation of the subtests could be considered.

H_3 Elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a higher mean of openness scores than the mean of openness scores of the forty schools in the sample.

The statistical testing provided support for hypothesis$_3$. The mean of the openness scores of elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ was higher than the mean of openness scores of the forty schools in the sample. The conclusion for this hypothesis was that elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ were perceived by teachers as having a higher mean of openness

scores than the mean of openness scores of the forty schools in the sample. Specifically, elementary schools with principals having high scores on both Initiating Structure and Consideration of the LBDQ were perceived by teachers as having a relatively open climate. The results of testing this hypothesis supported the study done by Cook (1965).

H_4 Elementary school with principals having low scores on both Initiating Structure and Consideration of the LBDQ are perceived by teachers as having a lower mean of openness scores than the mean of openness scores of the forty schools in the sample.

Hypothesis$_4$ was also supported. It was concluded, from the finding of hypothesis$_4$, that elementary schools with principals having low scores on both Initiating Structure and Consideration of the LBDQ were perceived by teachers as having a lower mean of openness scores than the mean of openness scores of the forty schools in the sample. Specifically, elementary schools with principals having low scores on both Initiating Structure and Consideration of the LBDQ were perceived by teachers as having a relatively closed climate. The finding from this hypothesis supported the study done by Cook (1965).

Suggestions for Further Study

It was found that there was a relationship between leader behavior and the organizational climate and the theory used as the conceptual base was supported. However, it was too early at this stage of the research development to claim any established knowledge concerning the nature of the relationship unless further research is done to solve problems found in this study. The suggestions for further study are as follows:

1. This study used primarily the bivariate statistical

analysis which served the purpose well but still left questions unanswered. The bivariate design did not allow the researcher to scrutinize the effect and possible interaction of other variables such as demographic data of principals and teachers, locations and sizes of schools, and other environmental factors. The multivariate research design would eliminate these problems by controlling or indicating the effect of clouding variables. The sample size would need to be expanded to accommodate the design and, at the same time, reduce the error probability.

2. The research provided a supporting ground for a relationship between leader behavior and the organizational climate but it hardly gave an answer to the "causation" question. A longitudinal study having a span of many years would be more adequate to solve the problem. If performed, the study should concentrate on selected principals prior to their entering the principalship which would enable researchers to collect data concerning principals' personalities, teachers and schools before the social interaction within school systems takes place. Periodical evaluation should be administered to determine the significant change in leader behavior or the organizational climate.

3. There are questions concerning the implication of research toward practicality. In the business and industrial circles, it is possible to define the productivity of an organization. But in the field of education, there are no measurements that can be accepted by all parties concerned. Whenever and wherever the objective goals of the educational institutions are settled, there should be research conducted to find the relationship between the organizational climate and productivity within school systems.

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APPENDIX A

INSTRUMENTS:

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE (OCDQ)

AND LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE (LBDQ)

ENGLISH VERSION

PLEASE NOTE:

Pages 59-79, Appendix A: "Instruments: Organizational Climate Description Questionnaire OCDQ) and Leader Behavior Description Questionnaire (LBDQ)", all previously published, not microfilmed at request of author. Available for consultation at the University of Oklahoma Library.

UNIVERSITY MICROFILMS.

APPENDIX D

LEADER BEHAVIOR SUBTEST SCORES AND ORGANIZATIONAL CLIMATE VARIABLE SCORES

Mean Subtest Scores as Perceived by the Teachers of Forty Schools in the Sample

School Number	LBDQ		OCDQ							
	Ini	Con	Dis	Hin	Esp	Int	Alo	Pro	Thr	Con
1	34	31	70	71	68	69	72	69	83	70
2	39	36	71	68	73	71	74	73	75	69
3	47	44	65	75	74	72	71	74	81	70
4	40	37	68	66	72	70	74	72	80	69
5	46	43	67	73	73	68	72	75	84	70
6	49	47	66	68	72	75	70	78	68	68
7	49	47	64	72	76	73	69	70	84	71
8	46	42	66	70	72	78	71	66	81	61
9	35	32	71	67	73	72	67	68	78	71
10	49	46	67	70	73	71	72	75	80	68
11	50	42	67	68	70	69	72	70	82	73
12	39	28	68	72	69	73	68	71	77	68
13	36	33	64	63	68	68	65	72	84	65
14	51	49	66	65	77	71	70	71	78	70
15	42	40	67	73	73	72	69	70	64	67
16	29	27	71	71	73	68	71	60	75	71
17	40	38	69	74	77	75	72	66	82	69
18	53	52	62	62	77	66	69	73	74	74
19	41	30	66	72	68	71	68	71	81	68
20	43	41	68	67	72	71	73	70	82	72
21	41	39	67	70	72	70	72	73	81	68
22	39	35	70	71	70	69	70	74	81	68
23	50	48	68	71	75	68	74	70	83	73
24	43	40	66	72	74	71	74	77	75	69
25	31	29	66	68	68	72	68	65	74	66
26	33	30	78	65	76	73	78	76	78	69
27	38	34	64	67	68	70	71	75	77	68
28	44	41	67	71	73	71	72	73	80	68
29	42	39	66	76	72	72	69	75	78	69
30	52	51	65	79	75	71	69	76	86	66
31	56	54	63	72	78	71	69	68	75	70
32	33	30	60	69	65	69	72	76	74	69
33	48	26	62	73	60	68	75	73	75	68
34	30	29	61	70	63	67	73	72	75	68
35	32	30	64	72	69	71	69	72	77	63
36	35	33	63	74	75	66	75	76	75	63
37	47	45	66	73	75	72	70	75	78	69
38	48	45	65	72	77	69	69	73	79	66
39	37	34	72	69	74	71	72	69	91	65
40	52	50	65	68	77	72	73	71	80	70

APPENDIX E

MISCELLANEOUS TABLE

Table A
Response Rate

School Number	Questionnaires Distributed	Questionnaires Returned		Questionnaires Usable	
		N	Percent	N	Percent
1	16	16	100.00	16	100.00
2	35	29	82.85	24	82.75
3	10	10	100.00	10	100.00
4	16	16	100.00	16	100.00
5	15	13	86.66	10	76.92
6	22	19	86.36	19	100.00
7	15	15	100.00	15	100.00
8	19	13	68.42	13	100.00
9	15	15	100.00	15	100.00
10	14	14	100.00	14	100.00
11	10	10	100.00	10	100.00
12	25	24	96.00	19	79.16
13	25	14	56.00	12	85.71
14	12	9	75.00	9	100.00
15	10	10	100.00	10	100.00
16	12	12	100.00	12	100.00
17	13	11	84.61	11	100.00
18	12	12	100.00	12	100.00
19	14	14	100.00	14	100.00
20	15	13	86.66	9	69.23
21	15	15	100.00	15	100.00
22	10	9	90.00	8	88.88
23	24	20	83.33	17	85.00
24	15	13	86.66	13	100.00
25	18	18	100.00	18	100.00
26	10	10	100.00	10	100.00
27	21	21	100.00	21	100.00
28	19	19	100.00	19	100.00
29	15	11	73.33	11	100.00
30	13	9	69.23	9	100.00
31	27	23	85.18	23	100.00
32	12	8	66.66	8	100.00
33	11	11	100.00	11	100.00
34	15	8	53.33	8	100.00
35	13	10	76.92	10	100.00
36	11	11	100.00	11	100.00
37	18	18	100.00	18	100.00
38	18	16	88.88	14	87.50
39	19	19	100.00	19	100.00
40	15	15	100.00	15	100.00
Total	644	573	88.97	548	95.63

Table B
School Classification and Openness Scores
of Forty Schools in the Sample

School Classification	School Number	Leader Behavior Dimensions: Initiating Structure	Leader Behavior Dimensions: Consideration	Openness Score*
High Initiating Structure High Consideration	7	49	47	50
	10	49	46	49
	14	51	49	52
	18	53	52	58
	23	50	48	51
	30	52	51	53
	31	56	54	59
	37	47	45	49
	38	48	45	49
	40	52	50	52
High Initiating Structure Low Consideration	3	47	44	52
	5	46	43	50
	8	46	42	55
	11	50	42	50
	28	44	41	53
	20	43	41	49
	15	42	40	49
	24	43	40	48
	29	42	39	47
	33	48	26	49
Low Initiating Structure High Consideration	2	39	36	49
	4	40	37	51
	9	35	32	47
	13	36	33	49
	17	40	38	53
	21	41	39	50
	22	39	35	48
	27	38	34	49
	36	35	33	52
	39	37	34	50

Note. *Openness Score = Esp + Thr - Dis
Scores reported are "normatively Standardized."

Table B
School Classification and Openness Scores
of Forty Schools in the Sample
(Continued)

School Classification	School Number	Leader Behavior Dimensions		Openness Scores*
		Initiating Structure	Consideration	
Low Initiating Structure Low Consideration	1	34	31	48
	6	30	28	45
	12	39	28	50
	16	29	27	49
	19	41	30	48
	25	31	29	47
	26	33	30	49
	32	33	30	42
	34	30	29	46
	35	32	30	45

Note. *Openness Score = Esp + Thr - Dis
Scores reported are "normatively Standardized."