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A COMPARISON BETWEEN THE ADMINISTRATIVE EFFECTIVENESS OF MALE AND FEMALE PRINCIPALS AS PERCEIVED BY TEACHERS OF SECONDARY SCHOOLS IN BANGKOK, THAILAND

The University of Oklahoma PH.D. 1979

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A COMPARISON BETWEEN THE ADMINISTRATIVE EFFECTIVENESS OF MALE AND FEMALE PRINCIPALS AS PERCEIVED BY TEACHERS OF SECONDARY SCHOOLS IN BANGKOK, THAILAND

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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CHAUNCHOM SITABHAHUL

Norman, Oklahoma

1979

A COMPARISON BETWEEN THE ADMINISTRATIVE EFFECTIVENESS OF MALE AND FEMALE PRINCIPALS AS PERCEIVED BY TEACHERS OF SECONDARY SCHOOLS IN BANGKOK, THAILAND

APPROVED BY

DISSERTATION COMMITTEE

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CHAPTER I

THE PROBLEM

Introduction

Education is the social process by which people are subjected to the influence of a selected and controlled environment so that they may attain social competence and optimum individual development.[1] School administration is a job-process which requires special skills, techniques, and knowledge for the principal. Lipham and Hoeh stated that:

> The leadership of the principal is a critical factor in the success of any program in the school. Knowledge about leadership, therefore is a prime prerequisite if an individual is to fulfill effectively the principal role.[2]

The concept of leader behavior of the principal is often based upon what the teachers with whom the principal works perceive. Individuals differ markedly in their perceptions of the same principal. For example, Teacher X may perceive the principal favorably, while Teacher Y perceives the same principal unfavorably.

There is no single criterion measuring the effectiveness of a school principal in regard to sex differences. It is reasonable to assume that the effectiveness of a school

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[1] Carter V. Good, ed., Dictionary of Education, 3rd.ed., New York, McGraw-Hill Book Company, 1973, p. 202.

[2] James M. Lipham and James A. Hoeh, Jr., "Leadership Theory," The Principalship: Foundations and Functions, Harper & Row, Publishers, New York, 1974, p. 176.

principal can be measured in terms of understandings of working relationships with and among individuals and groups. This study was intended to clarify the concept of leader behavior in terms of the biases regarding sexual differences toward school administration in the secondary schools in Bangkok, Thailand.

Statement of the Problem

The problem of this study is: Are there differences in the administrative effectiveness of male and female principals as perceived by teachers?

Specifically, this study intended to address:

1. The evaluation of the leader behavior and administrative effectiveness of principals in selected secondary schools in Bangkok, Thailand as perceived by teachers.

2. The investigation of the relationship of selected demographic variables to the perception of teachers of the leader behavior and administrative effectiveness of their respective principals.

Definitions of Terms

The following terms have been developed in connection with this study:

LBDQ (1957). Leader Behavior Description Questionnaire -1957 has been developed by Andrew W. Halpin[1] in 1957. It

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[1]Andrew W. Halpin, Mannal for the Leader Behavior Description Questionnaire (LBDQ-1957), Columbus, Ohio: Bureau of Business Research, Ohio State University, 1957.

consists of 30 items for assessing the leader behavior of a principal or superintendent.

LBDQ-Ideal Score. The rating given on the LBDQ-1957 which the principals describe their self-leader's behavior.

LBDQ-Real Score. The rating given on the LBDQ-1957 which the teachers describe their leader's behavior of the principals.

Administrative Effectiveness. The rating given on the two dimensions (Initiating Structure and Consideration) of the Leader Behavior Description Questionnaire (the LBDQ-1957) by the selected teachers compared with the selected principals (Real/Ideal). The most effective principals are those who score high on both dimensions of leader behavior and the least effective principals are those who score low on both dimensions of leader behavior, according to Halpin.[1]

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

Size of the School. The number of student enrollments in school. Large school for this study refers to student enrollments of 1,501 or more, small school refers to student enrollments of 1,500 or less.

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[1]Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, Vol. 7 (October, 1958).

Secondary School Teacher. A teacher who teaches any level from Mathayomsuksa 1 to 5 (or Grades 8 to 12).

Bangkok. This study was conducted in public schools located in Bangkok, Thailand.

Hypotheses

The conceptual hypotheses are stated as follows:

Hypothesis I. There are differences in the leader behavior of male and female principals as perceived by teachers.

Hypothesis II. There are differences in the leader behavior of male and female principals as perceived by teachers, when the teachers were grouped according to their educational level.

Hypothesis III. There are differences in the leader behavior of male and female principals as perceived by teachers, when the teachers were grouped according to their sex.

Hypothesis IV. There are differences in the leader behavior of male and female principals as perceived by teachers, when the teachers were grouped according to the number of years of their teaching experience.

Hypothesis V. There are differences in the leader behavior of male and female principals as perceived by teachers, when the teachers were grouped according to the type of their school.

Hypothesis VI. There are differences in the leader

behavior of male and female principals as perceived by teachers, when the teachers were grouped according to the size of their school.

Limitation of the Study

This investigation was limited to selected public secondary schools (Mathayomsuksa 1 to 5 or Grades 8 to 12) in Bangkok, Thailand.

Originally, the LBDQ-1957 was designed for use in the American culture. Therefore, some items may not have construct validity for the Thai culture. However, this instrument was translated into the Thai version and then a pilot study was conducted. Twenty-eight Thai graduate students in Oklahoma (Oklahoma University, Oklahoma State University, and Central State University), who major in Education and who were teachers at least one year, were asked to fill out the Thai version questionnaire (the LBDQ-1957) on both the pre-test and post-test. The Pearson Product-Moment Correlation method (SPSS)[1] was employed to compute the reliability from the pilot study before the instrument was administered in Thailand. (See Table 1, page 44)

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[1]Norman H. Nie and others, Statistical Package for the Social Sciences (SPSS), McGraw-Hill Book Co., New York, 1975, pp. 280-286.

Significance of the Study

Analysis of leadership behavior permits examination not only of what one does when s/he is leading, but also of what types of personal or situational variables bear a positive relationship to or correlation with the different types of leader behavior.[1]

The most recent approach to the study of leadership is the analysis of leadership behavior, which recognizes that both psychological and sociological factors, both individual and situational variables, are powerful determinants of behavior. This approach utilizes both types of factors, thereby focusing on the observed behavior of the leader-in-situation. It is not necessarily assumed that leadership exhibited in a given situation will transfer to other situations.[2] Halpin provided a succinct explication of the behavioral approach to the study of leadership when he stated:

> First of all, its focuses upon the 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 a priori assumptions are made that the leader behavior which a leader exhibits in one group situation will be manifested in other group situations---Nor does the term---suggest that this behavior

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[1] Lipham and Hoeh, Jr., op. cit., p. 187.

[2] Ibid., pp. 180-181.

> 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.[1]

The behavioral approach to understanding leadership is useful to the school administrator, because it focuses attention on things that are happening (or seem to be happening) rather than on finding the supposed causes of observed behavior.

However, this study was designed to provide a basis for focusing attention upon whether or not sexual differences between principals affect their administrative effectiveness, according to the teachers' perception. It was assumed that the results of this study may provide further information concerning the evaluation by teachers of the administrative effectiveness of their respective principals.

Organization of the Remainder of the Study

This study consists of five chapters. Chapter I presents the introduction, statement of the problem, definitions of terms, hypotheses, limitation of the study, significance of the study, and organization of the remainder of the study.

Chapter II describes the theoretical framework and the review of related literature.

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[1] Andrew W. Halpin, The Leader Behavior of School Superintendents, (Chicago: Midwest Administration Center, University of Chicago), 1959, p. 12.

Chapter III deals with the design of this study. It is divided into four areas: population and sample selection, data-gathering instrument, procedures for collection of data, and procedures for analysis of data.

Chapter IV deals with the presentation and analysis of the data from the findings of this study.

Chapter V presents the summary, conclusions, and recommendations.

CHAPTER II

THE THEORETICAL FRAMEWORK AND THE REVIEW OF RELATED LITERATURE

Overview

This chapter presents the theoretical framework upon which this study is based. It also presents the review of related literature from previous studies concerned with leadership. Research on male and female administrators and research on the leadership of principals in Thailand are also included in this chapter.

The Theoretical Framework

The theoretical framework for this study is based upon the works of Halpin.[1] It is also based upon the assumption that the school is a social system the administration of which is a social process. The understanding of social systems theory, therefore, is basic for effective performance in the principalship.[2] Specifically, this study is designed to follow the trend of research in the field of leadership in a highly centralized controlled school system.

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[1] Andrew W. Halpin, "How Leaders Behave," Theory and Research in Administration, The Macmillan Publishing Co., New York, 1966, pp. 81-130.

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

Social Systems Theory

The school may be conceived as a social system involving two classes of phenomena that are independent and at the same time interactive. These are, first, the institutions, having certain roles and expectations, that will fulfill the goals of the systems; and second, the individuals, having certain personalities and need-dispositions, who inhibit the system.[1] Getzels and Guba have represented the relationship pictorially, as indicated in Figure 1.

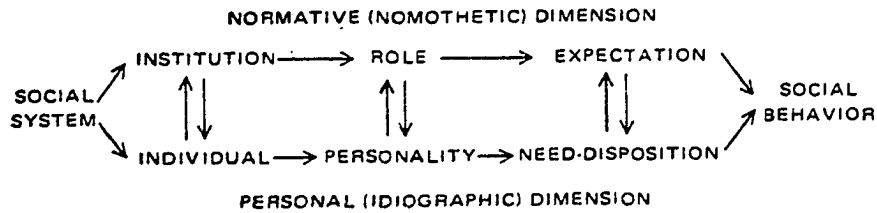


Figure 1. "The Normative and Personal Dimensions of Social Behavior"

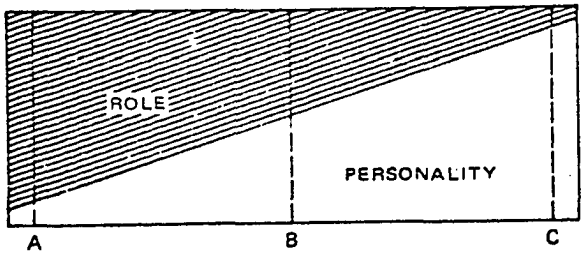
Source. J.W. Getzels and E.G. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65 (1957), p. 429.

A given act is conceived as deriving simultaneously from the normative and the personal dimensions, and performance in a social system as a function of the interaction between role and personality. That is to say, a social act may be understood as resulting from the individual's attempts to cope with an environment composed of patterns of expectations for

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[1] Ibid., p. 49.

behavior in ways consistent with needs and dispositions. Thus, the general equation: $B = f(R \times P)$; where B is observed behavior, R is a given institutional role defined by the expectations attaching to it, and P is the personality of the particular role incumbent defined by need-dispositions.[1] (For further understanding, see Figure 2)



$$B = f(R \times P)$$

Figure 2. "Varying proportions of role and personality components in Social Behavior"

Source. J.W. Getzels and E.G. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65 (1957), p. 430.

Viewed in this way, line A represents the leader who emphasizes more on role and role-expectation and less on personality. Line C represents the leader who emphasizes more on personality and less on role and role-expectation. Line B represents the leader who maintains balance between role and personality. In educational organizations, according to

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

Getzels and Guba,[1] it could be hypothesized that the proportion of role and personality considerations might be balanced somewhere between the two (line B).

Social systems theory, especially the Getzels-Guba's Model is useful for determining the leadership style of a principal. Getzels and Guba[2] originally delineated and defined three leadership styles - nomothetic, idiographic, and transactional. The nomothetic style emphasizes the normative dimension of behavior and accordingly the requirements of the institution, the role, and the expectations, rather than the requirements of the individual, the personality, and the need-dispositions. The idiographic style of leadership stresses the personal dimension of behavior and accordingly the requirements of the individual, the personality, and the need-dispositions rather than the requirements of the institution, the role, and the expectations. The transactional style of leader behavior calls attention to the need for moving toward one style under one set of circumstances and toward another style under another set of circumstances.

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[1] Jacob W. Getzels and others, "Educational Administration as a Social Process," Harper & Row, Publishers, New York, 1968, p. 82.

[2] J.W. Getzels and Egon C. Guba, "Social Behavior and the Administrative Process," School Review, Vol. 65 (Winter, 1957), pp. 423-441, in James M. Lipham and James A. Hoeh, Jr., eds., The Principalship: Foundations and Functions, Harper & Row, Publishers, New York, 1974, pp. 195-199.

The Getzels-Guba model has been used as the theoretical framework for a number of studies. For example, Bridges,[1] in a study of the effect of the amount of experience that elementary school principals have on teachers' perceptions of their administrative behavior, revealed that the longer the principal has been in his bureaucratic role the more likely it is that teachers will fault him on the basis of perceived administrative behavior.

By using the Getzels-Guba model, Wiggins investigated the influence of role and organizational climate upon principal behavior. He concluded that:

> Through the socialization process the principal's personality becomes gradually dominated by the school expectations as the length of time he is in the school increases.[2]

Criterion of Administrative Effectiveness

The notion "administrative effectiveness" is difficult to define, because the role of today's administrator has become more complex and dynamic. Halpin[3] insisted that the problem of determining administrative effectiveness is particularly that

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[1]Edwin M. Bridges, "Bureaucratic Role and Socialization: The Influence of Experience on the Elementary Principal," Educational Administration Quarterly, Vol. 2 (Spring, 1965), pp. 19-28.

[2]Thomas Wiggins, "The Influence of Role and Organizational Climate Upon Principal Behavior: A System Analysis," in William G. Monahan, ed., Theoretical Dimensions of Educational Administration, The Macmillan Publishing Co., New York, 1975, p. 358.

[3]Halpin, Theory and Research in Administration, pp. 48-55.

of developing suitable criteria of effectiveness.

A number of research studies indicated that the evaluation of administrative effectiveness depends largely upon the expectations, perceptions, needs and frame of reference of the different reference groups. Guba and Bidwell, for example, defined effectiveness as: "the extent to which the behavior of a given role incumbent administrator corresponds to a given set of role expectations impinging upon him... Thus, operationally effectiveness may be defined as the congruence of the behavior and expectations."[1]

In Barnard's terms, effectiveness relates to the accomplishment of the cooperative purpose, which is social and non-personal in character. Efficiency relates to the satisfaction of individual motives, and is personal in character.[2] As related to systems theory, administrative success is considered as evidence of a high degree of both effectiveness and efficiency.

However, for the purpose of this study, the criterion of administrative effectiveness as described by Halpin[3] was

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

[2]Chester I. Barnard, The Functions of the Executive, Cambridge, Mass., Harvard University Press, 1938, p. 60.

[3]Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, Vol. 7 (October, 1958).

employed. Halpin defines administrative effectiveness as:

> The most effective leaders are those who score high on both dimensions (initiating structure and consideration) of leader behavior, and the least effective leaders are those who score low on both dimensions (initiating structure and consideration) of leader behavior.[1]

The two dimensions of leader behavior, from Halpin, are similar to Barnard's effectiveness and efficiency. Initiating Structure represents Effectiveness and Consideration represents Efficiency. The most effective leaders are those who are both effective and efficient. On the other hand, the least effective leaders are those who are neither effective nor efficient, in relating to Barnard's terms.

Leadership and Administration

The term leadership according to Lipham,[2] may be defined as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives. Administration, on the other hand, may be defined as the utilization of existing structures or procedures to achieve an organizational goal or objective.

The distinction between leadership and administration carries no implication that one is universally more appropriate, more important, or more difficult than the other. In both leadership and administration, the same organizational and

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[1] Ibid.

[2] James M. Lipham, "Leadership and Administration," in Daniel E. Griffiths, ed., Behavioral Science and Educational Administration, The University of Chicago Press, Illinois, 1964, pp. 122-123.

individual variables are involved. The superintendent of schools, for example, must at times wear an "administrative hat" and at other times wear a "leadership hat."[1]

The frequency of leadership acts or how often the executive engages in leadership behavior, is a crucial factor. As Hemphill[2] has noted, leadership behavior includes the following classes of acts:

1). Attempted leadership: acts which are accompanied by an intention of initiating a structure-in-interaction.

2). Successful leadership: acts that have initiated a structure-in-interaction during the process of mutual-problem solution.

3). Effective leadership: acts that have initiated a structure-in-interaction that has contributed to the solution of a mutual problem.

Actually, school principals are frequently classified as administrative leaders. But it does not mean that the leader is a "good guy" and the administrator is a "bad guy". By the same token, there is no guarantee that a person who provides a leadership act is an effective leader. However, according to research in behavioral sciences,[3] it is concluded that the

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[1]Ibid., p. 123.

[2]John K. Hemphill, "Administration as Problem Solving," in Andrew W. Halpin, ed., Administrative Theory in Education, (Chicago: Midwest Administration Center, University of Chicago), 1958, p. 107.

[3]Lipham, op. cit., pp. 122-123.

principal tends to show more administrative leadership which stems from the combination of both a leadership act and an administrative act.

The secondary school principals in Thailand operationally exhibit more administrative behavior than leader behavior. The influence of a centralized control system upon the school administration conveys to the principals the message to behave as an administrator. As mentioned earlier, administrative effectiveness is based largely upon the perceptions of the principal and the expectations of those with whom the principal works. If most of faculty members favor an authoritarian style, then that administrator is justified as effective. The female administrator can be perceived as effective as well if her leader behavior is congruent with her faculty-members' expectations.

Research on Leader Behavior

There are three antecedent approaches to the study of leadership; namely- the psychological approach, the situational approach, and the behavioral approach, which are recognized as the most noteworthy in the study of leadership.

1. The Psychological Approach. The psychological approach to the study of leadership is based largely on the common recognition that an individual's behavior is determined in part by his unique personality structure. That is, what a

person "is" may be fully as significant a determinant of leadership behavior as what s/he "is expected to do."[1]

After numerous psychological investigations of leadership had been conducted, many efforts were directed to combine the results of these studies as due to individual characteristics of the leader. Many weaknesses of the psychological approach were identified by researchers. Stogdill, for example, stated that:

> A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers.[2]

2. The Sociological Approach. Recognizing that psychological factors are not entirely sufficient to account for leadership phenomena, some investigators turned to an examination of sociological factors. The emphasis shifted from analysis of personality traits to a study of roles and relationships- from a concern with characteristics of the individual to a concern with characteristics of the group.[3]

Basically, the sociological approach maintains that leadership is determined less by the characteristics of indi-

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[1]Lipham and Hoeh, Jr., op. cit., p. 177.

[2]Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, Vol. 25 (1948), p. 71.

[3]Lipham and Hoeh, Jr., op. cit., p. 179.

viduals than by the requirements of social systems. Hemphill,[1] in one of these studies, identified such dimensions as size of the group, homogeneity of group members, intimacy among the group, and cohesion of the group. He found that two dimensions - viscidity (the feeling of cohesion in the group) and hedonic tone (the degree of satisfaction of group members)- correlated more highly with leadership adequacy than did the other dimensions.

It was determined that if the analysis of leadership is limited to situational factors, the study of leadership per se would be at a dead end.[2] There was a gradual drawing away from either traitist or situational approaches, and the emphasis shifted to the analysis of the behavior of leaders.

3. The Behavioral Approach. The behavioral approach focuses on observed behavior. It recognizes that the people involved in leadership do possess personal traits and are functioning in a situation. These studies avoid making flat statements about causal relationships. Researchers of such studies do not insist that the cause of behavior be pin-pointed, and they do not assume that the leader behavior observed in one situation will necessarily be found in another.[3]

Most of the research concerning the behavior of leaders in the field of education derives from concepts developed at the Ohio State University and at the University of Chicago.

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[1] John K. Hemphill, Situational Factors in Leadership, Columbus, Ohio State University Press, 1949.

[2] Lipham and Hoeh, Jr., op. cit., p. 180.

[3] Halpin, Theory and Research in Administration, pp. 81-130.

The university of Chicago

Getzels and Guba[1] originally delineated and defined three leadership styles- nomothetic, idiographic, and transactional. Nomothetic or normative refers to emphasis on the sociological or institutional axis of behavior in a social system; idiographic or personal refers to the psychological or personalistic axis of behavior; and transactional refers to alternate emphasis on each. (Figure 3)

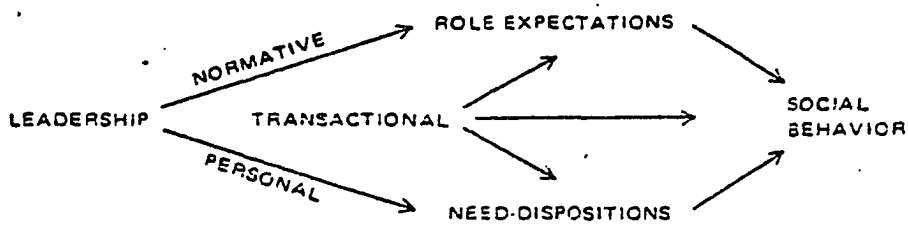


Figure 3. "Three Leadership styles"

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

One of the early studies that utilized the nomothetic-idiographic-transactional formation to examine the leadership behavior of school administrators was conducted by Moser.[2] In twelve school systems, Moser conducted intensive interviews with school superintendents and principals and obtained mutual perceptions of their leadership styles. He found that leadership

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[1]Getzels and Guba, School Review, Vol. 65 (Winter, 1957), pp. 423-441.

[2]Robert P. Moser, "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, Vol. 6 (September, 1957), pp. 1-4.

style was meaningfully related to measures of role effectiveness, job satisfaction, and confidence in leadership. Particularly interesting findings concerning the principals were: (1) the teachers and the superintendent subject the principal to markedly different sets of leadership expectations and (2) the principal's behavior varies according to whether he is interacting with superordinates or with subordinates.

The Ohio State University

Out of the work of the Personnel Research Board at Ohio State University, two dimensions of leadership- initiating structure and consideration- emerged as significant in the description of leader behavior. These two dimensions were originally delineated by Halpin and Winer[1] from a factor analysis of responses to the Leader Behavior Description Questionnaire (LBDQ) of Hemphill and Coons. These dimensions were defined as follows:

1. Initiating Structure 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 refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relation-

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[1]Andrew W. Halpin and James B. Winer, "A Factorial Study of the Leader Behavior Descriptions," in Ralph M. Stogdill and Alvin E. Coons, eds., Leader Behavior: Its Description and Measurement, Columbus, Ohio State University, 1957.

ship between the leaders and the members of their staff.[1]

Numberous studies involving careful observation of leadership behavior have been reported by various types of organizations: military, educational, business, and others, since the LBDQ has been developed by Hemphill and Coons[2] at Ohio State University. These studies suggest that the things leaders do- the leadership behavior they exhibit- fall into two general categories called dimensions. Although no universally accepted lebels for these two categories have yet appeared, the terms Initiating Structure and Consideration are widely used.[3]

In order to use the LBDQ, members of the leader's group were asked to check the frequency with which they observed the leader using the kind of behavior described: always, often, occasionally, seldom, or never. The LBDQ has been used by researchers in various studies, such as:

Air crew studies. Halpin's study[4] involved the flight crews of B-29 members during the Korean conflict. By using the LBDQ, he found that two factors were clearly the most signifi-

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[1]Andrew W. Halpin, "How Leaders Behave," in Fred D. Carver and Thomas J. Sergiovanni, Organizations and Human Behavior: Focus on Schools, McGraw-Hill Book Co., New York, 1969, p. 290.

[2]John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire," in Ralph M. Stogdill and Alvin E. Coons, eds., Leader Behavior: Its Description and Measurement, Columbus, Ohio State University, 1957.

[3]Ibid.

[4]Andrew W. Halpin, "The Leader Behavior and Combat Performance of Airplane Commanders," Journal of Abnormal and Social Psychology, Vol. 69 (January, 1954), pp. 19-22.

cant for describing differences in leader behavior of the airplane commanders:

1. Consideration, which Halpin then analyzed as behavior indicative of friendship, mutual trust, respect, and a certain warmth in the relationship between the airplane commander and his crew.

2. Initiating Structure, which refers to behavior in which the commander defines the relationship between himself and the members of the crew---, (defines) the role which he expects each member of the crew to assume, and endeavors to establish well-defined patterns of organization, channels of communication, and ways of getting jobs done.

Educational studies. Hemphill[1] studied leader behavior in education. By using the LBDQ, the members of 18 departments in a liberal arts college described their department heads and indicated on the LBDQ-Ideal (how they believed a department head should behave). The LBDQ-Real (how they perceived a department head has behaved or is behaving) was also indicated by the members. He summarized the five principal findings as follows:

> 1. The evidence indicates that Initiating Structure and Consideration are fundamental dimensions of leader behavior. The LBDQ provides a practical and useful technique for measuring the behavior of leaders on these two dimensions.
>
> 2. Effective leader behavior is associated with high performance on both dimensions.

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[1] John K. Hemphill, "Leadership Behavior Associated with the Administrative Reputation of College Departments," The Journal of Educational Psychology, Vol. 46 (November, 1955), pp. 385-401.

3. Superordinates tend to be more concerned with the Initiating Structure aspects of the leader's behavior. On the other hand, subordinates are more concerned with the Consideration the leader extends to them as group members. This difference in group attitude appears to impose upon the leader some measure of conflicting role-expectations.

4. High Initiating Structure combined with high Consideration is associated with favorable group attitudes and with favorable changes in group attitudes.

5. There is only a slight positive relationship between the way leaders believe they should behave and the way in which their group members describe them as behaving.[1]

Educational Administrators and Aircraft Commanders. Halpin[2] investigated the comparison between educational administrators and aircraft commanders. The sample was composed of two groups of subjects: 64 educational administrators and 132 aircraft commanders. Halpin's findings support the basic hypothesis that educational administrators differ from aircraft commanders in both leadership ideology and leadership style. The administrators tend to show greater Consideration and less Initiating Structure than the commanders. These differences are presumably associated with differences between the institutional settings within which the two groups of leaders operate.

After the studies of leadership at the University of Chicago and at the Ohio State University, numerous researchers have followed those concepts for various studies.

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[1]Ibid.

[2]Andrew W. Halpin, "The Leader Behavior and Leadership Idiology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, Vol. 25 (Winter, 1955), pp. 18-32.

Harris,[1] for example, studied leader behavior and its relationship to compensatory educational programs. The significant findings of this study were as follows:

1. Staff members described "high compensative" principals as being significantly higher than "low compensative" principals on the dimension of Initiating Structure.

2. Staff members described "high compensative" principals as being significantly higher than "low compensative" principals on the dimension of Integration.

3. Staff members described "high compensative" principals as being significantly higher than "low compensative" principals on the dimension of Role Assumption.

4. Staff members described "high compensative" principals as not being significantly different from "low compensative" principals on the remainder of the twelve dimensions.

The Harris study[2] also found that the principal's ability in Initiating Structure of the LBDQ-XII, seems to be related to compensatory education programs. High compensative principals rated significantly higher in this dimension.

Garrison[3] studied leader behavior of selected Oklahoma public secondary school principals as perceived by their work-

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[1]Evans H. Harris, "Leader Behavior and Its Relationship to Compensatory Educational Programs," (Unpublished Doctoral Dissertation, The University of Oklahoma, 1968), pp. 79-81.

[2]Ibid.

[3]Joe M. Garrison, "The Leader Behavior of Oklahoma Secondary School Principals," (Unpublished Doctoral Dissertation, The University of Oklahoma, 1968), p. 106.

groups. The study reported the number of innovations in schools. The findings of this study revealed that if leadership is related to innovativeness, "high innovative" principals exhibit a different kind of behavior, as indicated by work-group descriptions on the twelve dimensions of the LBDQ-XII, than do the "low innovative" principals.

Garrison's study[1] also indicated that effectiveness of leader behavior was defined as high mean scores on the individual dimension of the LBDQ-XII.

Trimble[2] examined how teachers judged the principal's leader behavior. The sample of this study consisted of twenty-four principals and one hundred-ten teachers from elementary schools in Lake Country, Indiana. It was concluded that the principals received higher scores on Consideration than Initiating Structure, according to their staff-members' perceptions.

Croghan[3] investigated the relationships between perceptions of the leadership behavior of principals and the nature of informal groupings. In Croghan's study, the external pattern of the partial social system existing within the school

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[1] Ibid.

[2] Clifford Trimble, "Teachers' Conceptions of Leadership Behavior of Principals as related to Principal's Perception of His Involvement in the Decision-Making Process," (Unpublished Doctoral Dissertation, Purdue University, 1968), Dissertation Abstracts International, Vol. 28, p. 4432-A.

[3] John H. Croghan, "A Study of the Relationships between the Perceived Leadership Behavior of Elementary Principals and Informal Group Dimensions and Composition in Elementary Schools," (Unpublished Doctoral Dissertation, Syracuse University, 1970), Dissertation Abstracts International, Vol. 33, p. 2047-A.

was described by the Leader Behavior Description Questionnaire. The internal patterns were measured by the use of Informal Group Membership Device and by the Group Dimensions Description Questionnaire. He concluded that all groups had a need for structure and consideration. If the external pattern did not provide for these needs, the internal pattern would accommodate itself by replacing them in another fashion. Structure and Consideration appeared to be complementary and interdependent; if one pattern of organization did not provide them, another pattern would do so.

Finnessy[1] investigated the leadership expectations of the followers toward their principal, in sex selected personality traits of the followers. It was concluded that teachers generally expect an effective principal to exhibit more Initiating Structure than Consideration. This study also found that male teachers had higher mean scores on Initiating Structure and Consideration than did female teachers.

Research on Leader Behavior of Male and Female Administrators

Much research has been conducted on leader behavior of women administrators in this decade. Most of this research

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[1]John A. Finnessy, "The Relationship between Selected Personality Traits and Leadership Expectations of the followers," (Unpublished Doctoral Dissertation, Indiana University, 1973), Dissertation Abstracts International, Vol. 33, p. 2047-A.

attempted to investigate the administrative effectiveness of leaders due to sexual differences. The largest number of these studies has been conducted by female researchers. Most of the research, however, has revealed that male and female administrators are not different in terms of administrative effectiveness.

Longstreth[1] compared the leadership behavior of male and female secondary school principals in Florida. She found that superordinates' perceptions of principals' leader behavior were not affected by the principals' sex. It was also revealed that principals' sex was not perceived as a factor in the relationships with staff, community, and superiors.

Keener[2] analyzed the perceptions of the leader behavior of male and female university administrators as perceived by their subordinates and superordinates. This study found differences in the leadership behavior of male and female administrators at the University of Florida. Female administrators behave differently as leaders than males. The significant differences were found in the areas of career orientation, career

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[1]Catherine A. Longstreth, "An Analysis of the Perceptions of the Leader Behavior of Male and Female Secondary School Principals in Florida," (Unpublished Doctoral Dissertation, University of Miami, 1973), Dissertation Abstracts International, Vol. 34, p. 2224-A.

[2]Barbara J. Keener, "An Analysis of the Perceptions of the Leadership Behavior of male and female University of Florida Administrators," (Unpublished Doctoral Dissertation, The University of Florida, 1976), Dissertation Abstracts International, Vol. 37, p. 4023-A.

development, and career aspirations.

Dollase[1] conducted a study on the new woman leader in her profession. This study indicated that the new woman administrator has a feminine leadership perspective. While she is direct, she is viewed as gentle; while she is decisive, she is considered to be sensitive; while she has high work standards, she is thought of as considerate of others' needs. He concluded the findings in different categories as the followings:

1. Participatory management style. Women executives of the feminine leadership perspectives are likely to develop participatory decision making and shared goal setting patterns of organizational behavior.

2. Detailed management. Women executives are likely to pay significant attention to administrative detail and to give sufficient time and energy to all major functions of leadership and administrative activities.

3. Conflict. Women leaders tend to avoid conflict situations and, if conflict exists, seek to reduce its level of intention within the organization.

Taylor[2] studied the effectiveness of women as public

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[1]Richard H. Dollase, "The New Woman Leader: A case study in Leadership Adaptation in a Professional Organization," (Unpublished Doctoral Dissertation, Boston University, 1976), Dissertation Abstracts International, Vol. 36, p. 7082-A.

[2]Suzanne S. Taylor, "The Attitudes of Superintendents and Board of Education Members Toward the Employment and Effectiveness of Women as Public-school Administrators," in Janice Pottker and Andrew Fishel, eds., Sex Bias in the Schools, Associated University Press, Inc., New Jersey, 1977, pp. 300-310.

school administrators as viewed by superintendents and board of education members. She concluded that:

1. The assumption that attitudes toward women in administrative positions represents a male-female issue is true.

2. Female school-board members display favorable attitudes toward women in administrative positions, whereas male school-board members and superintendents display attitudes somewhere between neutral and favorable toward women in administrative positions.

3. A significant difference exists in attitudes of male school-board members whe have worked for a female administrator and those who have not. Attitudes of male school-board members who have worked for female administrators are more favorable than those who have not worked for female administrators.

4. No significant difference existed in attitudes of superintendents and school-board members toward women as public school administrators because of the type of position held, age, length of experience as a superintendent or school-board member, size of school district, or academic level attained by either a superintendent or school-board member.

5. Women are not precluded from appointment to administrative positions on the basis of attitudes of either male superintendents and school-board members or female school-board members included in this study. Although evidence did not support the likelihood of their being hired.

6. Opportunities for women in Connecticut public schools to pursue administrative careers appear to be limited. In a choice between two candidates of approximately equal qualifications and experience a man would be chosen in preference to a woman. Women are not likely to be appointed as superintendents or secondary-school principals. They are more likely to be appointed as central-office supervisors, assistant secondary principals, elementary principals, or assistant elementary principals.

Prince[1] investigated a difference in the leader behavior of male and female elementary principals as perceived by teachers with various levels of teaching experience in Los Angeles County, California. It was concluded that the teachers' perception of the leader behavior of the principal was not affected by the sex of the teachers, the length of teaching experience, and the sex of the principals under whom the teachers worked.

Morsink[2] attempted to investigate the leader behavior of men and women secondary school principals as perceived by faculty members, by using the LBDQ-XII, it was concluded that:

1. Since, on certain dimensions of leader behavior, men and women were not perceived by their subordinates to behave in a significantly different manner, there is no justification in the argument that men behave more appropriately than women as secondary school principals.

2. Since leader effectiveness cannot be measured by the LBDQ-XII, there is no means of telling at what point the scores were indications of effectiveness. Scores on these measures need to be analyzed in the light of a philosophy of what determines effective or appropriate leadership in the secondary school principalship. Even though on several dimensions the women received higher scores than the men, it can not be concluded that women behave more appropriately on these dimensions than men.

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[1]Lillian J. Prince, "An Analysis of the Leadership Behavior of Male versus Female Elementary Principals as Perceived by Teachers," (Unpublished Doctoral Dissertation, Brigham Young University, 1976), Dissertation Abstracts International, Vol. 36, p. 7794-A.

[2]Hellen M. Morsink, "Leader Behavior of Men and Women Principals," National Association of Secondary School Principal Bulletin (NASSP), Vol. 54 (September, 1970), pp. 80-81.

Null and Spence[1] investigated selected variables of teachers and their perceptions of male and of female principals. The LBDQ-XII was employed for this study. They concluded that:

1. Female teachers perceived the male principals significantly higher than did male teachers on the dimensions of Reconciliation, Tolerance of Uncertainty, Role Assumption, Initiating of Structure, Consideration, and Integration.

2. Male teachers and female teachers tended to perceive the leader behavior of the female principals in a like manner.

3. The younger teachers (40 years or less) and the older teachers (41 years or more) evaluated the behavior of the male principals in a similar way.

4. The female principals were perceived in a somewhat different manner by the younger teachers than by the older teachers. The older teachers rated these supervisors higher on ten of the twelve dimensions of leadership.

5. The teachers with ten or more years of experience scored the female principals significantly higher than did the teachers with fewer than ten years of experience on the dimensions of Persuasiveness and Integration, and they scored them somewhat higher on nine of the remaining ten subtests.

6. Female teachers at both age levels scored the male principals higher on Tolerance of Uncertainty than did male teachers.

The findings of Null and Spence's study,[2] particularly

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[1]Eldon J. Null and Betty A. Spence, "Selected Variables of Teachers and Their Perception of Male and Female Principals," (Paper presented at the Annual Meeting of the American Educational Research Association, 58th, New Orleans, Louisiana, February, 1973), ERIC No. ED 096 315.

[2]Ibid., p. 9.

if they are supported by future research, can be utilized by school board members and other school officials in such a way that the management of individual school is improved.

In Barnes' survey,[1] it was concluded that research studies show that women qualified for school administrative positions exist in substantial numbers. It is time, the author feels, that their existence be recognized and their abilities utilized. Barnes' survey also showed that, in the State of California, only 12 percent of the secondary school principals are women; 43 percent are advisors; and 43 percent are coordinators; 44.8 percent of the part-time assistants in assistant principals' offices are women; and only 36.7 percent of the department heads in senior high schools are women. The author also raised a critical statement that women in great numbers are qualified to be school administrators, and current research shows them to be as capable as men.

Levandowski[2] commented that sex is not a factor in effective leadership. She also indicated that research has been conducted to determine the effectiveness of women in admin-

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[1]Thelma Barnes, "America's Forgotten Minority: Women School Administrators," National Association of Secondary School Principal Bulletin (NASSP), Vol. 60 (April, 1976), pp. 87-93.

[2]Barbara S. Levandowski, "Women in Educational Administration: Where Do They Stand? National Association of Secondary School Principal Bulletin (NASSP), Vol. 61 (September, 1977), pp. 101-105.

istrative roles. It was shown that there is no reason to prefer men over women as administrators. Female administrators are also effective.

Research on the Leadership of Secondary School Principals in Thailand

A lack of research in the field of school administration in Thailand becomes a major obstacle for improving the quality of school administrators. Little research which is designed for comparing the administrative effectiveness of male and female principals has been found in Thailand.

Rodprasert[1] compared the administrative performance between secondary-school principals trained in educational administration and those not trained in educational administration. This study concluded that:

1. Secondary school principals trained in educational administration did not differ significantly in their administrative performance from secondary school principals not trained in educational administration.

2. Junior secondary-school principals did not differ significantly in their administrative performance from junior-senior secondary-school principals.

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[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), pp. 179-180.

3. Highly effective junior secondary-school principals did not differ significantly in their administrative performance from highly effective junior-senior secondary-school principals.

4. Less effective junior secondary-school principals did not differ significantly in administrative performance from less effective junior-senior secondary-school principals.

5. Secondary-school principals with more administrative and teaching experience did not differ significantly from secondary-school principals with less administrative and teaching experience.

6. Younger secondary-school principals received significantly higher ratings in administrative performance than did the older secondary-school principals.

7. Male secondary-school principals did not differ significantly in their administrative performance from female secondary-school principals.

Deoisres[1] studied the organizational climate of schools and the principal's leadership behavior as perceived by secondary school teachers in Bangkok, Thailand. In the section of the principal's leadership behavior, it was concluded that:

1. All of the teachers in this study perceived their principal as an effective leader. High scores on both the Initiating Structure and Consideration subtests were found in this study.

2. There were no significant differences concerning teachers' perceptions of their principal's Initiating Structure when they were grouped according to the following variables: (a) sex of the teacher, (b) years of teaching experience, and (c) teachers'

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[1]Sumeth Deoisres, "A Study of the School Organizational Climate and the Principal's Leadership Behavior as perceived by Secondary School Teachers in Bangkok, Thailand," (Unpublished Doctoral Dissertation, North Texas State University, 1979), pp. 146-149.

educational level. However, there were significant differences concerning teachers' perceptions of their principal's Initiating Structure in terms of sex of the principal for whom they worked. Those teachers who worked for a female principal perceived their principal's Initiating Structure higher than those who worked for a male principal.

3. There were no significant differences concerning teachers' perceptions of their principal's Consideration when they were grouped according to the following variables: (a) sex of the teacher, (b) years of teaching experience, and (c) teachers' educational level. However, the significant differences were found in terms of the teachers' years of teaching experience. Teachers with eleven years or more of teaching experience perceived the principal's Consideration higher than did the teachers with ten years or less of teaching experience.

Summary

Research which attempted to compare the leadership performance of male and female administrators seems to carry controversy to audiences. Questions may be raised in terms of the audiences' suspicions, such as... Is the study appropriate? Who is the researcher; male or female? Is the design of study appropriate? Are the findings rational?

This study was designed following the trend of research in the field of leadership. Specifically, this study was designed to investigate administrative effectiveness and sexual differences of administrators in the perceptions of faculty members. The review of literature from this study confirmed that sex does not seem to affect the effectiveness of the leader.

The following chapters deal with the design of the study and presentation and analysis of the data. A summary of these findings, conclusions, and recommendations are also included.

CHAPTER III

DESIGN OF THE STUDY

A 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. It follows that research designs will differ depending on the purpose of the research.[1] This chapter is divided into four areas: (1). Population and Sample Selection, (2). Data-Gathering Instruments, (3). Procedures for Collection of Data, and (4). Procedures for Analysis of the Data.

Population and Sample Selection

The population of this study was the public secondary schools located in Bangkok, Thailand. Two hundred teachers and twenty principals were randomly selected as the sample (N=220). Ten teachers and the principal were selected from each of twenty sample schools. The simple random sample procedure[2] was employed for the selection of both the schools and the respondents. Half of the sample schools were supervised by male principals and the other half were supervised by female principals (actually,

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

[2] N.M. Downie and R.W. Heath, Basic Statistical Methods, Harper & Row, Publishers, New York, 1974, p. 154.

girls' schools are supervised by female principals and boys' schools and co-education schools are supervised by male principals). Each school contained teachers of both sexes, different educational levels, different numbers of years of teaching experience, different types of school (junior secondary school, senior secondary school, and junior-senior secondary school), and schools of different sizes.

Data-Gathering Instruments

Two instruments were employed in the data gathering phase of the research, and both were completed by all of the teachers and principals in the sample.

1. A general background information questionnaire was utilized to gather the respondents' personal demographic information. It consists of eight questions that can be used for providing general information about the name of school, position, level of education, sex, years of teaching experience, type of school (junior secondary school, senior secondary school, and junior-senior secondary school), and size of school.

2. The Leader Behavior Description Questionnaire (LBDQ-1957) was employed to measure the perception by each teacher and principal of the dimensions of leader behavior of the principal.

The LBDQ-1957 was developed by Hemphill and Coons[1] at

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[1]John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire," in Ralph M. Stogdill and Alvin E. Coons, eds., Leader Behavior: Its Description and Measurement (Columbus, Ohio: the Ohio State University Press, 1957).

the Ohio State University in 1957. It consists of 30 items that may be used to establish leader behavior as perceived by the members of a school staff (LBDQ-Real) and also perceived by the principal (LBDQ-Ideal).

The LBDQ consists of two dimensions (or subtests) that can be used to describe the leadership behavior of the principal; namely, initiating structure and consideration.

Initiating Structure refers to the leader's behavior in delineating the relationship between herself/himself and the members of the group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done.[1]

Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationship between the leader and members of the group.[2]

The administrative effectiveness of principals of this study which was based upon the Real/Ideal comparison, has been recommended by Halpin.[3] He compared the educational administrators with the aircraft commanders by using the Real/Ideal method.

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[1]Andrew W. Halpin, Manual for the Leader Behavior Description Questionnaire, Bureau of Business Research, the Ohio State University, 1957.

[2]Ibid.

[3]Andrew W. Halpin, Theory and Research in Administration, The Macmillan Publishing Co., New York, 1966, pp. 81-130.

The LBDQ items are answered on a five-point, forced-choice Likert scale: always, often, occasionally, seldom, and never.[1]

The LBDQ was translated into the Thai version with the assistance of the experts in both English and Thai languages. A pilot study was then conducted in order to test the validity and reliability of translation. The following sections report the reliability of the LBDQ, the translation procedures, and the procedures of a pilot-study and the outcomes of the pilot study.

Instrument Reliability

To be useful, the data-collection techniques and the rules for using the data must produce information that is not only relevant but correct. Two crucial aspects of correctness are reliability (that is, the extent to which measures give consistent results) and validity (that is, the extent to which they correspond to the "true" position of the person or subject on the characteristic being measured).[2] The reliability of the LBDQ was reported by Halpin,[3] was .83 for the Initiating Struc-

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[1]Halpin, Manual for the Leader Behavior Description Questionnaire.

[2]Selltiz and others, op. cit., p. 161.

[3]Halpin, Manual for the Leader Behavior Description Questionnaire.

ture scores and .92 for the Consideration scores, by the split-half method.

The validity of the LBDQ has not been reported by the constructor of this questionnaire. It might be because of the well-known nature of the LBDQ in the field of leadership studies and the assumed construct validity.

Translation of the Instrument

Permission to use and translate the LBDQ into the Thai version was granted by Bureau of Business Research, the Ohio State University, on March 1, 1979 (see Appendix C).

The purpose of translating the LBDQ into the Thai version, was to minimize the distortion of this study which might be caused by the language difficulty. The procedures of translating the questionnaire are described as follows:

1. Due to the different culture between the United States and Thailand, each item had to be considered carefully by both the researcher and the experts. It was found that the construct validity of all the 30 items was appropriate for the Thai schools.

2. The Thai version had to be accurate and cover all meanings in the English version.

The Pilot-Study of the Leader Behavior Description Questionnaire (LBDQ-1957)

In order to maximize the reliability and validity of the translation, a pilot study was employed. Twenty-eight Thai graduate students who major in education and who were teachers at least one year, were asked to complete the Thai version questionnaires in both a pre-test and post-test. The pilot-study respondents consisted of twenty-one students from Oklahoma State University, three students from Central State University, and four students from the University of Oklahoma.

The pre-test was completed by the respondents on November 15, 1978. One week later, the post-test was distributed to the same respondents. The post-test was then completed by the respondents and returned to the researcher on December 1, 1978. For both the pre-test and post-test, each item of the questionnaire was printed in both English and Thai versions so that the respondents could verify the translation. Extra sheets were also provided for the respondents' critiques and comments on the Thai version questionnaire. Some slight changes were made in accordance with the respondents' critiques and comments on both the pre-test and post-test before the final Thai version questionnaires were delivered to the respondents in Thailand.

The Pearson Product-Moment Correlation method (SPSS)[1] was employed to compute the relationship between the pre-test and post-test of the pilot study. The results of the Pearson Product-Moment Correlation method are shown in Table 1.

TABLE 1

MEANS, STANDARD DEVIATIONS, AND CORRELATION COEFFICIENTS FOR PRE-TEST AND POST-TEST OF THE PILOT STUDY

	Number of Cases	Initiating Structure			Consideration		
		Mean	S.D	rho	Mean	S.D	rho
Pre-test	28	44.82	20.40		47.46	15.07	
				0.82			0.69
Post-test	28	47.71	19.27		44.96	15.85	

Procedures for Collection of Data

The procedures for collection of data of this study are described as follows:

1. Permission to use, adapt, and translate the Leader Behavior Description Questionnaire (LBDQ-1957) into the Thai

[1]Norman H. Nie and others, Statistical Package for the Social Sciences (SPSS), McGraw-Hill Book Co., New York, 1975, pp. 280-286.

version was granted from Bureau of Research, the Ohio State University, on March 1, 1979 (see Appendix C).

2. The LBDQ was adapted and translated into the Thai version by the researcher with the assistance from experts in both English and Thai languages.

3. A letter asking for permission to collect data and administer the questionnaires to the secondary school teachers and principals was sent to the Director of General Education, Ministry of Education, Bangkok, Thailand (see Appendix B-1).

4. A letter asking for assistance and cooperation was sent to the secondary school teachers and principals in the sample (see Appendix B-3).

5. Copies of the questionnaires were distributed to the selected teachers and principals by the data-collector (Mr. Chitti Suwanwela) after printing in Thailand. The data-collector delivered the questionnaires directly to the selected respondents and explained the study.

6. The questionnaires were then completed by the selected teachers and principals. This took approximately 15-20 minutes. The data-collector remained at the school until the respondents completed the questionnaires.

7. All the questionnaire raw data were processed at the Merrick Computer Center, The University of Oklahoma.

Procedures for Analysis of the Data

The analyses of data of this study are divided into

two parts. Part I deals with testing the hypotheses and Part II deals with the determination of the administrative effectiveness of male and female principals as perceived by teachers of selected demographic variables. The procedures for analysis of the data are as follows:

Part I: "Testing the Hypotheses"

The operational hypotheses and statistical treatments were designed as follows:

Ho_1: There is no difference in the leader behavior of male and female principals as perceived by teachers.

Ho_2: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to their educational level.

Ho_3: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to their sex.

Ho_4: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to the number of years of their teaching experience.

Ho_5: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to the type of their school.

Ho_6: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to the size of their school.

Procedure: Discriminant Analysis (SPSS)[1] was employed

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[1]Ibid., pp. 434-467.

to test each of the six hypotheses. The significance established to test the hypotheses is at the 0.05 level.

Part II: "Determination of the Administrative Effectiveness of Male and Female Principals as perceived by Teachers of selected demographic variables"

The procedures for determining the administrative effectiveness of male and female principals of this study are adapted from Halpin[1] as follows:

1. Develop two models for male and female principals.

Procedure: The LBDQ-Ideal mean scores based on the principals' perceptions were divided into the male principals' self-perceptions and the female principals' self-perceptions.

2. Compute the mean scores of teachers from the selected demographic variables.

Procedure: The LBDQ-Real mean scores based on the teachers' perceptions were divided into two groups - the teachers' perceptions of their male principals and the teachers' perceptions of their female principals. At this stage, the LBDQ-Real mean scores have been found in Part I (the Hypotheses). Therefore, the LBDQ-Real mean scores were divided in terms of the selected demographic variables of teachers.

3. A comparison was determined of the administrative effectiveness of male and female principals as perceived by teachers of the selected demographic variables.

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[1]This portion of study has been adapted from Halpin, Theory and Research in Administration, pp. 81-130.

Procedure: (a). A computation was made of the absolute differences between the LBDQ-Ideal mean scores and the LBDQ-Real mean scores, whereas:

The Absolute Difference = The LBDQ-Ideal mean score - The LBDQ-Real mean score.

For further explanation, see Table 2.

TABLE 2

ABSOLUTE DIFFERENCES BETWEEN IDEAL AND REAL OF MALE AND FEMALE PRINCIPALS

Dimensions	Ideal		Real		Absolute difference between Ideal & Real	
	Male	Female	Male	Female	Male	Female
Initiating Structure	X_1	x_1	Y_1	y_1	$X_1-Y_1=Z_1$	$x_1-y_1=z_1$
Consideration	X_2	x_2	Y_2	y_2	$X_2-Y_2=Z_2$	$x_2-y_2=z_2$

X_1 = the LBDQ-Ideal mean score of male principals of Initiating Structure subtest.

Y_1 = the LBDQ-Real mean score of male principals of Initiating Structure subtest.

X_2 = the LBDQ-Ideal mean score of male principals of Consideration subtest.

Y_2 = the LBDQ-Real mean score of male principals of Consideration subtest.

x_1 = the LBDQ-Ideal mean score of female principals of Initiating Structure subtest.

y_1 = the LBDQ-Real mean score of female principals of Initiating Structure subtest.

x_2 = the LBDQ-Ideal mean score of female principals of Consideration subtest.

y_2 = the LBDQ-Real mean score of female principals of Consideration subtest.

Z_1 = the Absolute Difference between Ideal & Real of male principals of Initiating Structure subtest.

Z_2 = the Absolute Difference between Ideal & Real of male principals of Consideration subtest.

z_1 = the Absolute Difference between Ideal & Real of female principals of Initiating Structure subtest.

z_2 = the Absolute Difference between Ideal & Real of female principals of Consideration subtest.

(b). To determine the Administrative Effectiveness of male and female principals, the Absolute Differences between Ideal & Real mean scores were plotted into four quadrants.

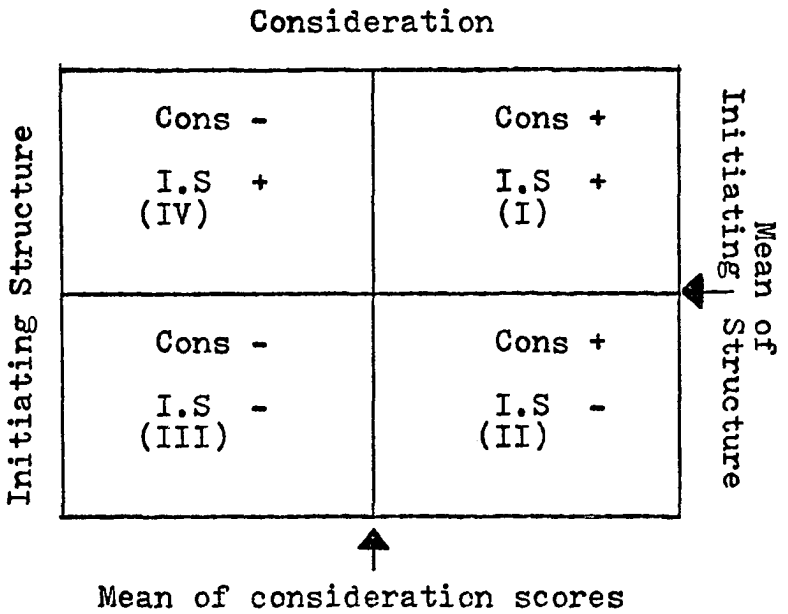
Most effectiveness is judged by the high positive scores on both initiating structure and consideration subtests (Quadrant I), the least effectiveness is judged by the high negative scores on both initiating structure and consideration subtests (Quadrant III), and Quadrant II and IV are considered to be intermediate.[1] (Table 3)

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[1] Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, Vol. 7 (October, 1958).

TABLE 3

THE ADMINISTRATIVE EFFECTIVENESS OF PRINCIPALS ON INITIATING STRUCTURE AND CONSIDERATION SUBTESTS



CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter includes a description of the presentation and analysis of data. The analyses of data are divided into two parts. Part I deals with the testing of hypotheses. The Discriminant Analysis (SPSS)[1] computer program is employed to test each hypothesis. The significance established to test each hypothesis is at the .05 level. Part II deals with the determination of the administrative effectiveness of male and female principals. The procedures for determining the administrative effectiveness of principals which have been adapted from Halpin[2] are included in this chapter.

Presentation of the Questionnaire Data

The population of this study is the public secondary schools located in Bangkok, Thailand. The sample is comprised of twenty randomly selected secondary schools. The specific sampling procedures are categorized in the following steps:

1. The twenty sample schools are comprised of ten schools which are supervised by male principals and ten schools supervised by female principals. The names of the sample schools are presented in Table 4.

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[1]Norman H. Nie and others, Statistical Package for the Social Sciences, McGraw-Hill Book Co., New York, 1975, pp. 434-467.

[2]Adapted from Andrew W. Halpin, Theory and Research in Administration, The Macmillan Publishing Co., New York, 1966, pp. 81-130.

2. Ten teachers were randomly selected from each of the twenty schools. The principal from each of the twenty schools was included in this study. Two hundred nineteen from a total of two hundred twenty respondents returned the questionnaires. The number and percentage of returned respondents are presented in Table 5.

3. Each of the twenty schools contained teachers of both sexes, different educational levels, different numbers of years of teaching experience, different types of school (junior, senior, and junior-senior secondary schools), and schools of different sizes. The number of respondents which were classified in terms of the above variables are presented in Table 6.

TABLE 4

NAMES OF THE TWENTY SAMPLE SCHOOLS

Name of Schools	Male Principal	Female Principal
Pratoomkongka	1	
Benjamarachalai		1
Kunnateerutharamwitayakom	1	
Satree-Watrakung		1
Wattartthong	1	
Sainumpueng		1
Watbenjamaborpitr	1	
Saipunya		1
Punyawarrakun	1	
Satree-Srisuriyotai		1

TABLE 4, Continued

Name of Schools	Male Principal	Female Principal
Jangronwitaya	1	
Bordintrdacha		1
Racha-Oroj	1	
Suksanaree		1
Pradunaithongtum	1	
Satree-Settabuthbumpen		1
Watsutthiwararam	1	
Satree-SriAyuthaya		1
Chinoroswitayalai	1	
Satree-Aubsornsawan		1
Total	10	10

TABLE 5

RATE OF RESPONDENTS

	Number of Respondents	Returned	Percentage of Returns
1. Principal			
Male Principal	10	10	100
Female Principal	10	10	100
2. Teacher	200	199	99.5
Total	220	219	99.54

TABLE 6

NUMBER OF TEACHERS BY THE SELECTED DEMOGRAPHIC VARIABLES

Variables	Number of Teachers working under Male and Female Principals	
	Male	Female
1. Teacher (General)	100	99
2. Sex of the Teacher		
2.1 Male	50	49
2.2 Female	50	50
3. Teachers' Educational Level		
3.1 Less than Bachelor Degree	15	10
3.2 Bachelor Degree	81	81
3.3 Master Degree	4	7
3.4 Doctor Degree	0	0
4. Teachers' Years of Teaching Experience		
4.1 5 years or less	43	20
4.2 6 to 10 years	28	33
4.3 11 years or more	29	46
5. Type of School		
5.1 Junior Secondary School	0	0
5.2 Senior Secondary School	0	0
5.3 Junior-senior Secondary School	100	99
6. Size of School		
6.1 1,500 students or less	20	39
6.2 1,501 students or more	80	60

Part I. Testing the Hypotheses

Six main operational hypotheses were designed for this study. Each of the hypotheses was divided into two sub-hypotheses which are categorized by subtests. The operational hypotheses and statistical treatments are stated in the following section:

Hypothesis One. There is no difference in the leader behavior of male and female principals as perceived by teachers.

Ho_1^1: There is no difference in the leader behavior of male and female principals in the Initiating Structure subtest, as perceived by teachers.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis one. The computed F-value was 18.20 with df = 1/197. The tabulated F-value of 3.89 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_1^1) was rejected. All essential data of sub-hypothesis one are presented in Table 7.

TABLE 7

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR INITIATING STRUCTURE SUBTEST OF MALE AND FEMALE PRINCIPALS BY TEACHERS (GENERAL)

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Teacher (General)	46.63	9.85	51.93	7.50	197	1	18.20	Rejected

Ho_1^2: There is no difference in the leader behavior of male and female principals in the Consideration subtest, as perceived by teachers.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis two. The computed F-value was 9.19 with df = 1/197.

The tabulated F-value of 3.89 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis two (Ho_1^2) was rejected. All essential data of sub-hypothesis two are presented in Table 8.

TABLE 8

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR CONSIDERATION SUBTEST OF MALE AND FEMALE PRINCIPALS BY TEACHERS (GENERAL)

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Teacher (General)	46.95	11.11	51.85	11.67	197	1	9.19	Rejected

Hypothesis Two: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to their educational level.

Ho_2^1: There is no difference in the leader behavior of male and female principals in the Initiating Structure subtest, as perceived by teachers, when the teachers are grouped according to their educational level.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis one. Sub-hypothesis one was categorized in the following sections:

1. Less than Bachelor's Degree. The computed F-value was 2.15 with df = 1/23. The tabulated F-value of 4.28 was needed at the 0.05 level of significance. The computed F-value was smaller than the tabulated F-value, therefore the sub-hypothesis one (Ho_2^1), of this section, was not rejected.

2. Bachelor's Degree. The computed F-value was 10.72 with df = 1/160. The tabulated F-value of 3.89 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_2^1), of this section, was rejected.

3. Master's Degree. The computed F-value was 25.81 with df = 1/9. The tabulated F-value of 5.12 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_2^1), of this section, was rejected.

4. Doctoral Degree. None of the teachers in this study responded to this item, therefore this section was dismissed from the study.

All essential data of sub-hypothesis one are presented in Table 9.

TABLE 9

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR INITIATING STRUCTURE SUBTEST OF MALE AND FEMALE PRINCIPALS BY EDUCATIONAL LEVEL OF TEACHERS

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Teachers' Educational Level								
1. Less than Bachelor Degree	45.20	11.73	51.50	8.33	23	1	2.15	Not Rejected
2. Bachelor Degree	47.00	9.73	51.48	7.55	160	1	10.72	Rejected
3. Master Degree	44.50	3.70	57.14	4.10	9	1	25.81	Rejected
4. Doctoral Degree*	--	--	--	--	--	--	--	--

*No Response

Ho_2^2: There is no difference in the leader behavior of male and female principals in the Consideration subtest, as perceived by teachers, when the teachers are grouped according to their educational level.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis two. Sub-hypothesis two was categorized in the following sections:

1. Less than Bachelor's Degree. The computed F-value was 3.18 with df = 1/23. The tabulated F-value of 4.28 was needed at the 0.05 level of significance. The computed F-value was smaller than the tabulated F-value, therefore the sub-hypothesis two (Ho_2^2), of this section, was not rejected.

2. Bachelor's Degree. The computed F-value was 4.84 with df = 1/160. The tabulated F-value of 3.84 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis two (Ho_2^2), of this section, was rejected.

3. Master's Degree. The computed F-value was 3.00 with df = 1/9. The tabulated F-value of 5.12 was needed at the 0.05 level of significance. The computed F-value was smaller than the tabulated F-value, therefore the sub-hypothesis two (Ho_2^2), of this section, was not rejected.

4. Doctoral Degree. None of the teachers in this study responded to this item, therefore this section was dismissed from the study.

All essential data of sub-hypothesis two are presented in Table 10.

TABLE 10

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR CONSIDERATION SUBTEST OF MALE AND FEMALE PRINCIPALS BY EDUCATIONAL LEVEL OF TEACHERS

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Teachers' Educational Level								
1. Less than Bachelor Degree	47.13	10.00	54.60	10.62	23	1	3.18	Not Rejected
2. Bachelor Degree	46.75	11.48	50.80	11.95	160	1	4.84	Rejected
3. Master Degree	49.50	9.54	58.14	7.03	9	1	3.00	Not Rejected
4. Doctoral Degree*	--	--	--	--	--	--	--	--

*No Response

Hypothesis three. There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to their sex.

Ho_3^1: There is no difference in the leader behavior of male and female principals in the Initiating Structure subtest, as perceived by teachers, when the teachers are grouped according to their sex.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis one. Sub-hypothesis one was categorized in the

following sections:

1. Male Teacher. The computed F-value was 13.33 with df = 1/97. The tabulated F-value of 3.94 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_3^1), of this section, was rejected.

2. Female Teacher. The computed F-value was 5.52 with df = 1/98. The tabulated F-value of 3.94 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_3^1), of this section, was rejected.

All essential data of sub-hypothesis one are presented in Table 11.

TABLE 11

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR INITIATING STRUCTURE SUBTEST OF MALE AND FEMALE PRINCIPALS BY SEX OF THE TEACHER

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Sex of the Teacher								
1. Male	46.04	10.26	52.59	7.32	97	1	13.33	Rejected
2. Female	47.22	9.49	51.28	7.69	98	1	5.52	Rejected

Ho_3^2: There is no difference in the leader behavior of male and female principals in the Consideration subtest, as perceived by teachers, when the teachers are grouped according to their sex.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis two. Sub-hypothesis two was categorized in the following sections:

1. Male Teacher. The computed F-value was 6.52 with df = 1/97. The tabulated F-value of 3.94 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis two (Ho_3^2), of this section, was rejected.

2. Female Teacher. The computed F-value was 2.84 with df = 1/98. The tabulated F-value of 3.94 was needed at the 0.05 level of significance. The computed F-value was smaller than the tabulated F-value, therefore the sub-hypothesis two (Ho_3^2), of this section, was not rejected.

All essential data of sub-hypothesis two are presented in Table 12

Hypothesis Four. There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to the number of years of their teaching experience.

Ho_4^1: There is no difference in the leader behavior of male and female principals in the Initiating Structure subtest, as perceived by teachers, when the teachers are grouped according to the number of years of their teaching experience.

TABLE 12

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR CONSIDERATION SUBTEST OF MALE AND FEMALE PRINCIPALS BY SEX OF THE TEACHER

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Sex of the Teacher								
1. Male	46.66	12.20	52.84	11.85	97	1	6.52	Rejected
2. Female	47.24	10.20	50.88	11.52	98	1	2.84	Not Rejected

Discriminant Analysis (SPSS) was employed to test sub-hypothesis one. Sub-hypothesis one was categorized in the following sections:

1. 5 years or less. The computed F-value was 1.33 with df = 1/61. The tabulated F-value of 3.99 was needed at the 0.05 level of significance. The computed F-value was smaller than the tabulated F-value, therefore the sub-hypothesis one (Ho_4^1), of this section, was not rejected.

2. 6 to 10 years. The computed F-value was 9.51 with df = 1/59. The tabulated F-value of 4.00 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_4^1), of this section, was rejected.

3. 11 years or more. The computed F-value was 8.41 with df = 1/73. The tabulated F-value of 3.96 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_4^1), of this section, was rejected.

All essential data of sub-hypothesis one are presented in Table 13.

TABLE 13

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR INITIATING STRUCTURE SUBTEST OF MALE AND FEMALE PRINCIPALS BY TEACHERS' YEARS OF TEACHING EXPERIENCE

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Teachers' Years of Teaching Experience								
1. 5 years or less	46.74	11.29	50.05	8.84	61	1	1.33	Not Rejected
2. 6 to 10 years	45.75	8.84	51.94	6.82	59	1	9.51	Rejected
3. 11 years or more	47.31	8.68	52.74	7.36	73	1	8.41	Rejected

Ho_4^2: There is no difference in the leader behavior of male and female principals in the Consideration subtest, as perceived by teachers, when the teachers are grouped according to the number of years of their teaching experience.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis two. Sub-hypothesis two was categorized in the following sections:

1. 5 years or less. The computed F-value was 2.59 with df = 1/61. The tabulated F-value of 3.99 was needed at the 0.05 level of significance. The computed F-value was smaller than the tabulated F-value, therefore the sub-hypothesis two (Ho_4^2), of this section, was not rejected.

2. 6 to 10 years. The computed F-value was 0.58 with df = 1/59. The tabulated F-value of 4.00 was needed at the 0.05 level of significance. The computed F-value was smaller than the tabulated F-value, therefore the sub-hypothesis two (Ho_4^2), of this section, was not rejected.

3. 11 years or more. The computed F-value was 7.44 with df = 1/73. The tabulated F-value of 3.96 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis two (Ho_4^2), of this section, was rejected.

All essential data of sub-hypothesis two are presented in Table 14.

TABLE 14

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR CONSIDERATION SUBTEST OF MALE AND FEMALE PRINCIPALS BY TEACHERS' YEARS OF TEACHING EXPERIENCE

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Teachers' Years of Teaching Experience								
1. 5 years or less	45.35	11.27	50.55	13.29	61	1	2.59	Not Rejected
2. 6 to 10 years	48.71	12.04	48.94	10.98	59	1	0.58	Not Rejected
3. 11 years or more	47.62	9.94	54.50	11.05	73	1	7.44	Rejected

Hypothesis Five. There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to type of school.

Due to the wrong information provided from the Ministry of Education in terms of the type of school, all of junior secondary schools and senior secondary schools included in this sample had been combined together into junior-senior secondary schools, therefore the collected data of hypothesis five were similar to hypothesis one. Consequently, the results of hypo-

thesis five were the same as hypothesis one. Therefore hypothesis five was not included.

Hypothesis Six. There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to the size of their school.

Ho_6^1: There is no difference in the leader behavior of male and female principals in the Initiating Structure subtest, as perceived by teachers, when the teachers are grouped according to the size of their school.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis one. Sub-hypothesis one was categorized in the following sections:

1. 1,500 students or less. The computed F-value was 11.33 with df = 1/57. The tabulated F-value of 4.00 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_6^1), of this section, was rejected.

2. 1,501 students or more. The computed F-value was 47.68 with df = 1/138. The tabulated F-value of 3.91 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis one (Ho_6^1), of this section, was rejected.

All essential data of sub-hypothesis one are presented in Table 15.

TABLE 15

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR INITIATING STRUCTURE SUBTEST OF MALE AND FEMALE PRINCIPALS BY SIZE OF SCHOOL

	Male Principal $\bar{X}$	S.D	Female Principal $\bar{X}$	S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Size of School								
1. 1,500 students or less	55.40	6.48	48.54	7.83	57	1	11.33	Rejected
2. 1,501 students or more	44.44	9.33	54.13	6.43	138	1	47.68	Rejected

Ho_6^2: There is no difference in the leader behavior of male and female principals in the Consideration subtest, as perceived by teachers, when the teachers are grouped according to the size of their school.

Discriminant Analysis (SPSS) was employed to test sub-hypothesis two. Sub-hypothesis two was categorized in the following sections:

1. 1,500 students or less. The computed F-value was 1.27 with df = 1/157. The tabulated F-value of 4.00 was needed at the 0.05 level of significance. The computed F-value was smaller than the tabulated F-value, therefore the sub-hypothesis two (Ho_6^2), of this section, was not rejected.

2. 1,501 students or more. The computed F-value was 21.11 with df = 1/138. The tabulated F-value of 3.91 was needed at the 0.05 level of significance. The computed F-value was larger than the tabulated F-value, therefore the sub-hypothesis two (Ho_6^2), of this section, was rejected.

All essential data of sub-hypothesis two are presented in Table 16.

TABLE 16

MEANS, STANDARD DEVIATIONS, AND F-VALUE FOR CONSIDERATION SUBTEST OF MALE AND FEMALE PRINCIPALS BY SIZE OF SCHOOL

	Male Principal $\bar{X}$	Male Principal S.D	Female Principal $\bar{X}$	Female Principal S.D	df: Denominator	df: Numerator	F-Value (Computed)	Decision
Size of School								
1. 1,500 students or less	51.70	11.15	48.08	11.93	57	1	1.27	Not Rejected
2. 1,501 students or more	45.77	10.83	54.30	10.91	138	1	21.11	Rejected

The results of Part I were summarized as:

The subtest of Initiating Structure revealed no differences in the leader behavior of male and female principals as perceived by teachers on the following variables: (1) less than bachelor's degree (Table 9), and (2) 5 years or less teaching experience (Table 13). Differences in the Initiating Structure subtest, were found in the leader behavior of male and female principals as perceived by teachers on the following variables: (1) teachers in general (Table 7), (2) bachelor's degree and master's degree (Table 9), (3) male teachers and female teachers (Table 11), (4) 6 to 10 years teaching experience and 11 years or more teaching experience (Table 13), and (5) enrollments of 1,500 students or less and enrollments of 1,501 students or more (Table 15).

The subtest of Consideration revealed no differences in the leader behavior of male and female principals as perceived by teachers on the following variables: (1) less than bachelor's degree and master's degree (Table 10), (2) female teachers (Table 12), (3) 5 years or less teaching experience and 6 to 10 years teaching experience (Table 14), and (4) enrollments of 1,500 students or less (Table 16). Differences in the Consideration subtest, were found in the leader behavior of male and female principals as perceived by teachers on the following variables: (1) teachers in general (Table 8), (2) bachelor's degree (Table 10), (3) male teachers (Table 12), (4) 11 years or more teaching experience (Table 14), and (5) enrollments of 1,501 students or more (Table 16).

This study found general differences in the leader behavior of male and female principals. Female principals behave differently

as leaders than males. Significant differences were found in both Initiating Structure and Consideration subtests.

Part II. Determination of the Administrative Effectiveness of Male and Female Principals as perceived by Teachers on Selected Demographic Variables.

The procedures for determining the administrative effectiveness of male and female principals are adapted from Halpin[1] as stated in the following steps:

Step 1. Develop two models for male and female principals.

Discriminant Analysis (SPSS) was employed to compute the LBDQ-Ideal mean scores of male and female principals in both subtests (Initiating Structure and Consideration). The LBDQ-Ideal mean scores of male principals were 55.60 for Initiating Structure subtest and 60.30 for Consideration subtest. The LBDQ-Ideal mean scores of female principals were 61.10 for Initiating Structure subtest and 65.10 for Consideration subtest. All essential data of male and female principals' ideal mean scores are presented in Table 17.

TABLE 17

MEAN SCORES OF MALE AND FEMALE PRINCIPALS (LBDQ-IDEAL)

Subtests	Male Principal $\bar{X}$	Female Principal $\bar{X}$
Initiating Structure	55.60	61.10
Consideration	60.30	65.10

Step 2. Compute the mean scores of teachers from the selected demographic variables.

The LBDQ-Real mean scores of teachers in the selected demographic variables were already found from part I (Testing the Hypotheses). The LBDQ-Real mean scores of teachers in the selected demographic variables are summarized in Table 18.

TABLE 18

MEAN SCORES OF TEACHERS IN THE SELECTED DEMOGRAPHIC VARIABLES (LBDQ-REAL)

Variables	Male Principal		Female Principal	
	I.S $\bar{X}$	Cons $\bar{X}$	I.S $\bar{X}$	Cons $\bar{X}$
1. Teacher (General):	46.63	46.95	51.93	51.85
2. Teachers' Educational level:				
2.1 Less than Bachelor Degree	45.20	47.13	51.50	54.60
2.2 Bachelor Degree	47.00	46.75	51.48	50.80
2.3 Master Degree	44.50	49.50	57.14	58.14
3. Sex of the Teacher:				
3.1 Male	46.04	46.66	52.59	52.84
3.2 Female	47.22	47.24	51.28	50.58
4. Teacher's Years of Teaching Experience:				
4.1 5 years or less	46.74	45.35	50.05	50.55
4.2 6 to 10 years	45.75	48.71	51.94	48.94
4.3 11 years or more	47.31	47.62	52.74	54.50
5. Size of School:				
5.1 1,500 students or less	55.40	51.70	48.54	48.08
5.2 1,501 students or more	44.44	45.78	54.13	54.30

Step 3. A comparison of the administrative effectiveness of male and female principals as perceived by teachers of the selected demographic variables.

a). A computation was made of the absolute differences between the LBDQ-Ideal mean scores (Table 17) and the LBDQ-Real mean scores (Table 18).

Whereas:

The Absolute Difference = The LBDQ-Ideal mean score
— The LBDQ-Real mean score.

It was the purpose of this study to determine the administrative effectiveness of male and female principal, in terms of the selected demographic variables of teachers, therefore, the absolute difference was computed from every component of each of the variables. The results of the absolute differences between Ideal & Real mean scores are presented in Table 19.

All male and female principals were classified as to the most effectiveness from each of the selected demographic variables. The results of the administrative effectiveness of male and female principals are presented in Table 20.

TABLE 19

ABSOLUTE DIFFERENCES BETWEEN IDEAL & REAL OF MALE AND FEMALE PRINCIPALS IN TERMS OF THE SELECTED DEMOGRAPHIC VARIABLES OF TEACHER

Variables	Ideal Male $\bar{X}$	Ideal Female $\bar{X}$	Real Male $\bar{X}$	Real Female $\bar{X}$	Absolute Difference between Ideal & Real Male (Ideal - Real)	Absolute Difference between Ideal & Real Female (Ideal - Real)
I. Initiating Structure						
1. Teacher (General)	56	61	47	52	56-47 = +9	61-52 = +9
2. Teachers' Educational Level:						
2.1 Less than Bachelor Degree	56	61	45	51	56-45 = +11	61-51 = +10
2.2 Bachelor Degree	56	61	47	51	56-47 = +9	61-51 = +10
2.3 Master Degree	56	61	44	57	56-44 = +12	61-57 = +4
3. Sex of the Teacher:						
3.1 Male	56	61	46	53	56-46 = +10	61-53 = +8
3.2 Female	56	61	47	51	56-47 = +9	61-51 = +10
4. Teachers' Years of Teaching Experience						
4.1 5 years or less	56	61	47	50	56-47 = +9	61-50 = +11
4.2 6 to 10 years	56	61	46	52	56-46 = +10	61-52 = +9
4.3 11 years or more	56	61	47	53	56-47 = +9	61-53 = +8
5. Size of School						
5.1 1,500 students or less	56	61	55	48	56-55 = +1	61-48 = +13
5.2 1,501 students or more	56	61	44	54	56-44 = +12	61-54 = +7

TABLE 19, Continued

Variables	Ideal Male $\bar{X}$	Ideal Female $\bar{X}$	Real Male $\bar{X}$	Real Female $\bar{X}$	Absolute Difference between Ideal & Real Male (Ideal - Real)	Absolute Difference between Ideal & Real Female (Ideal - Real)
II. Consideration						
1. Teacher (General):	60	65	47	52	60-47 = +13	65-52 = +13
2. Teachers' Educational Level:						
2.1 Less than Bachelor Degree	60	65	47	55	60-47 = +13	65-55 = +10
2.2 Bachelor Degree	60	65	47	51	60-47 = +13	65-51 = +14
2.3 Master Degree	60	65	49	58	60-49 = +11	65-58 = +7
3. Sex of the Teacher:						
3.1 Male	60	65	47	53	60-47 = +13	65-53 = +12
3.2 Female	60	65	47	51	60-47 = +13	65-51 = +14
4. Teachers' Years of Teaching Experience:						
4.1 5 years or less	60	65	45	51	60-45 = +15	65-51 = +14
4.2 6 to 10 years	60	65	49	49	60-49 = +11	65-49 = +16
4.3 11 years or more	60	65	48	54	60-48 = +12	65-54 = +11
5. Size of School:						
5.1 1,500 students or less	60	65	52	48	60-52 = +8	65-48 = +17
5.2 1,501 students or more	60	65	46	54	60-46 = +14	65-54 = +11

TABLE 20

THE ADMINISTRATIVE EFFECTIVENESS OF MALE AND FEMALE PRINCIPALS

Variables	Absolute Difference between Ideal & Real				Effectiveness	
	Male		Female		Male	Female
	I.S	Cons	I.S	Cons	I.S/Cons	I.S/Cons
1. Teacher (General):	Positive[a]	Positive	Positive	Positive	Most[b]	Most
2. Teachers' Educational Level:						
2.1 Less than Bachelor Degree	Positive	Positive	Positive	Positive	Most	Most
2.2 Bachelor Degree	Positive	Positive	Positive	Positive	Most	Most
2.3 Master Degree	Positive	Positive	Positive	Positive	Most	Most
3. Sex of the Teacher:						
3.1 Male	Positive	Positive	Positive	Positive	Most	Most
3.2 Female	Positive	Positive	Positive	Positive	Most	Most
4. Teachers' Years of Teaching Experience:						
4.1 5 years or less	Positive	Positive	Positive	Positive	Most	Most
4.2 6 to 10 years	Positive	Positive	Positive	Positive	Most	Most
4.3 11 years or more	Positive	Positive	Positive	Positive	Most	Most
5. Size of School:						
5.1 1,500 students or less	Positive	Positive	Positive	Positive	Most	Most
5.2 1,501 students or more	Positive	Positive	Positive	Positive	Most	Most

[a]Sign of Figure.

[b]Ranging from the most effectiveness to the least effectiveness.

The results of Part II were summarized as:

1. Male and female principals were judged by teachers similarly as showing evidence of effective leadership.

2. Male and female principals were judged by teachers to be highly effective when the teachers are grouped according to their educational level.

3. Male and female principals were judged by teachers to be highly effective when the teachers are grouped according to their sex.

4. Male and female principals were judged by teachers to be highly effective when the teachers are grouped according to the number of years of their teaching experience.

5. Male and female principals were judged by teachers to be highly effective when the teachers are grouped according to the size of their school.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter is designed to include the summary, conclusions, and recommendations. The summary contains a description of the statement of the problem, procedures, and findings. The conclusions and recommendations are based on the major findings and related areas that this study involved. Further recommendations are also made for continued research.

Summary

The entire study is summarized in the following sections:

Statement of the Problem. The problem of this study was to determine whether differences existed in the administrative effectiveness of male and female principals as perceived by teachers.

Specifically, this study intended to address:

1. The evaluation of the leader behavior and administrative effectiveness of principals in selected secondary schools in Bangkok, Thailand as perceived by teachers.

2. The investigation of the relationship of selected demographic variables to the perception of teachers of the leader behavior and administrative effectiveness of their respective principals.

The outcomes from this study might assist all personnel involved in school administration to give more attention to appointment procedures related to secondary school principals in terms of sex bias considerations.

In order to reach the goals of this study, the criteria of administrative effectiveness adapted from Halpin's study of educational administrators and aircraft commanders[1] were employed to determine the administrative effectiveness of male and female principals as perceived by teachers in the selected demographic variables.

Procedures. This study intended to compare the administrative effectiveness of male and female principals as perceived by their faculty members on selected demographic variables. Therefore, the sample had to include respondents of both sexes. The sample of this study was comprised of twenty selected secondary schools. Ten schools are supervised by male principals and ten are supervised by female principals. Each school contained five male teachers and five female teachers. The sample schools also included teachers with different educational levels, different numbers of years of teaching experience, different types of schools, and schools of different sizes (N = 220).

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[1]Adapted from Andrew W. Halpin, "The Leader Behavior and Leadership Idiology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, Vol. 25 (Winter, 1955), pp. 18-32.

The simple random sample procedure[1] was employed for the selection of both the schools and the respondents.

Two instruments were employed to gather all the information needed for this study. The general background information questionnaire was utilized to gather the respondents' personal demographic information. It consisted of eight questions that can be used for providing general information concerned with the selected variables. The Leader Behavior Description Questionnaire (LBDQ-1957) developed by Halpin[2] was employed to measure the perceptions by each teacher and principal on the dimensions of leader behavior of the principal. It consisted of thirty items that can be used for a depiction of the leader behavior of principals and also for a determination of the administrative effectiveness of principals. The LBDQ-1957 was translated into Thai language and then a pilot study was employed, before the LBDQ in Thai versions were used in Thailand.

The treatment of data for this study was divided into two parts. Part I dealt with testing the hypotheses. Discriminant Analysis (SPSS)[3] was employed to test each of the six

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[1]N.M. Downie and R.W. Heath, Basic Statistical Methods, Harper & Row, Publishers, New York, 1974, p. 154.

[2]Andrew W. Halpin, Manual for the Leader Behavior Description Questionnaire, Bureau of Business Research, the Ohio State University, 1957.

[3]Norman H. Nie and others, Statistical Package for the Social Sciences, McGraw-Hill Book Co., New York, 1975, pp. 434-467.

operational hypotheses. The significance established to test the hypotheses was at the 0.05 level. Part II dealt with determination of the administrative effectiveness of male and female principals as perceived by teachers of the selected demographic variables. The procedures for determining the administrative effectiveness of principals, adapted from Halpin,[1] were employed for the treatment of Part II.

Findings. The findings of this study were categorized in two separate parts:

Part I

Testing the Hypotheses

Ho_1: There is no difference in the leader behavior of male and female principals as perceived by teachers.

Differences were found in the leader behavior of male and female principals in both subtests (Initiating Structure and Consideration).

Ho_2: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to their educational level.

Initiating Structure: No difference was found in the leader behavior of male and female principals among teachers with less than a bachelor's degree.

Differences were found in the leader behavior of male

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[1]Adapted from Halpin, Theory and Research in Administration, pp. 81-130.

and female principals among teachers with both bachelor's and master's degrees.

Consideration: No differences were found in the leader behavior of male and female principals among teachers with less than a bachelor's degree or a master's degree.

Difference was found in the leader behavior of male and female principals among teachers with a bachelor's degree.

> H_{o3}: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to their sex.

Initiating Structure: Differences were found in the leader behavior of male and female principals among both male teachers and female teachers.

Consideration: No difference was found in the leader behavior of male and female principals among female teachers.

Difference was found in the leader behavior of male and female principals among male teachers.

> H_{o4}: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to the number of years of their teaching experience.

Initiating Structure: No difference was found in the leader behavior of male and female principals among teachers with 5 years or less teaching experience.

Differences were found in the leader behavior of male and female principals among teachers with both 6 to 10 years teaching experience and 11 years or more teaching experience.

Consideration: No differences were found in the leader behavior of male and female principals among teachers with both 5 years or less teaching experience and 6 to 10 years teaching experience.

Difference was found in the leader behavior of male and female principals among teachers with 11 years or more teaching experience.

Ho_5: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to the type of their school.

This hypothesis was dismissed from the study due to the overlapping with hypothesis one.

Ho_6: There is no difference in the leader behavior of male and female principals as perceived by teachers, when the teachers are grouped according to the size of their school.

Initiating Structure: Differences were found in the leader behavior of male and female principals among teachers in schools of both enrollments of 1,500 students or less and enrollments of 1,501 students or more.

Consideration: No difference was found in the leader behavior of male and female principals among teachers in schools of enrollments of 1,500 students or less.

Difference was found in the leader behavior of male and female principals among teachers in schools of enrollments of 1,501 students or more.

Part II

Determination of the Administrative Effectiveness of Male and Female Principals as Perceived by Teachers of the Selected Demographic Variables

The findings of this part revealed that all male and female principals included in this study were classified to be highly effective on each of the selected demographic variables.

Conclusions

Conclusions dealing with the leadership behavior and administrative performance of principals on the basis of sexual differences are always subject to controversy. However, the following conclusions were based upon what this study discovered:

1. Female secondary school principals received significantly higher mean scores on both Initiating Structure and Consideration subtests than did the male secondary school principals on the following variables: (1) teachers in general (Tables 7 and 8), (2) bachelor's degree (Tables 9 and 10), (3) male teachers (Tables 11 and 12), (4) 11 years or more of teaching experience (Tables 13 and 14), and (5) enrollments of 1,501 students or more (Tables 15 and 16).

2. Female secondary school principals received significantly higher mean scores on the Initiating Structure subtest than did the male secondary school principals on the following variables: (1) master's degree (Table 9), (2) female teachers

(Table 11), and (3) 6 to 10 years of teaching experience (Table 13).

3. Male secondary school principals received significantly higher mean scores on the Initiating Structure subtest than did the female secondary school principals on the variable of schools with enrollments of 1,500 students or less (Table 15).

4. Female secondary school principals did not differ significantly on both Initiating Structure and Consideration subtests from male secondary school principals on the following variables: (1) less than bachelor's degree (Tables 9 and 10), and (2) 5 years or less of teaching experience (Tables 13 and 14).

5. Female secondary school principals did not differ significantly on the Consideration subtest from male secondary school principals on the following variables: (1) master's degree (Table 10), (2) female teachers (Table 12), (3) 6 to 10 years of teaching experience (Table 14), and (4) enrollments of 1,500 students or less (Table 16).

6. Female secondary school principals did not differ significantly in the administrative effectiveness from male secondary school principals.

7. Principals' self-evaluations (Ideal) tended to be scored higher than teachers' evaluations of their principal (Real).

Contrary to the trends in the literature (page 28) on the topic of this research, teachers in Thailand perceived differences in the leader behavior of male and female principals.

Female principals showed higher mean scores on both Initiating Structure and Consideration. Generally, however, both male and female principals were viewed by teachers as being effective. This finding is more consistent with the theoretical constructs upon which this study is based.

Generally, the results of this research were inconsistent with the related theory and literature. One needs to keep in mind that the empirical basis (Thailand) upon which this study was based, is assumed to be different from those cited in the theoretical framework in Chapter II. It is concluded that when culturally specific studies are conducted, the results of these studies must be carefully analyzed with reference to emergent cross-cultural conceptual bases or conceptual bases distinctive to the culture being studied.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are suggested:

1. Appointment of school principals should not necessarily be based solely upon the sex of the candidate. There is a low percentage of female principals in Thailand as compared with male principals. Actually, female principals are assigned to supervise girls' schools, male principals are assigned to supervise boys' schools, and male principals are assigned predominantly to supervise co-educational schools. There are only

a few female principals who have been assigned to supervise co-educational schools as compared with male principals.

2. More female principals should be assigned to co-educational schools. The findings of this study confirmed that female principals were perceived as highly effective as male principals. If it is possible, female principals should be given a chance to supervise boys' schools and vice versa.

3. Cross-cultural assumptions regarding leadership and administration should be considered to avoid the danger of extrapolating empirical findings indiscriminantly.

4. More certified principals (holding at least a master's degree) are needed for schools in Thailand. Most of the principals, both male and female, have bachelor's degrees. There were only a few principals in this study who had a master's degree or less than a bachelor's degree. The certified principals tends to be perceived as more effective in administrative performance than uncertified principals.

5. Most of the principals in this study expressed a uncooperative attitude to the questionnaire and data-collection, even though an official letter from the Director-General and a personal letter from the researcher explaining the confidential nature of the questionnaires were included with the questionnaires. Perhaps work shops or seminar types of school leadership training would help keep principals better informed about research, especially research in the field of leadership.

Recommendations for Further Study

Due to the complexity of the criteria for measuring administrative effectiveness, other criteria may be used as well. The following studies are recommended for further research:

1. A comparison between the administrative effectiveness of male and female principals can be studied in the elementary school to see if there is any significant difference between male and female elementary school principals.

2. The administrative effectiveness of male and female principals can be studied in colleges or universities. There is a low percentage of female administrators in the higher institutions of learning in Thailand, as compared with male administrators.

3. Fiedler's Theory of leadership effectiveness should be employed for the study of administrative effectiveness of male and female principals.

4. The administrative effectiveness of male and female principals should be studied to compare perceptions of "real" and "ideal" leadership. Two instruments should be employed, the LBDQ-1957 and the LBDQ-Ideal. This sort of research would begin to address questions raised regarding the manner in which leadership training corresponds to perceived needs.

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APPENDICES

APPENDIX A

A SET OF QUESTIONNAIRES

APPENDIX A-1: The LBDQ-1957 in English version.

APPENDIX A-2: The LBDQ-1957 in Thai version.

APPENDIX A-1

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 completed.

1. Name of Your School . . . . . .

2. Your Position:

____ Principal.
____ Teacher.

3. Your Level of Education:

____ Less than Bachelor Degree.
____ Bachelor Degree.
____ Master Degree.
____ Doctor 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. Type of School in which you work:

____ Junior Secondary School (Grades 8 to 10).
____ Senior Secondary School (Grades 11 to 12).
____ Junior-senior Secondary School (Grades 8 to 12).

7. Size of the School:

____ 1,500 students or less.
____ 1,501 students or more.

8. Sex of Your Principal (only if you are teacher):

____ Male.
____ Female.

QUESTIONNAIRE
(LBDQ-1957)

DIRECTION:

(a). Read each item carefully.

(b). Think about how frequently your principal (only if you are teacher) engages in the behavior described by the item.
or
Think about how frequently you (only if you are principal) engage in the behavior described by the item.

(c). Decide whether the principal always, often, occasionally, seldom, or never acts as described by the item.

(d). Draw a circle (O) around only one of the five numbers following the item to show the answer you have selected.

5 = Always Occur.
4 = Often Occur.
3 = Occasionally Occur.
2 = Seldom Occur.
1 = Never Occur.

1. He/She does personal favors for group members. 1 2 3 4 5
2. He/She makes his/her attitudes clear to the group. 1 2 3 4 5
3. He/She does little things to make it pleasant to be a member of the group. 1 2 3 4 5
4. He/She tries out his/her new ideas with the group. 1 2 3 4 5
5. He/She is easy to understand. 1 2 3 4 5
6. He/She rules with an iron hand. 1 2 3 4 5
7. He/She finds time to listen to group members. 1 2 3 4 5
8. He/She criticizes poor work. 1 2 3 4 5
9. He/She speaks in a manner not to be questioned. 1 2 3 4 5
10. He/She keeps to himself/herself. 1 2 3 4 5
11. He/She looks out for the personal welfare of individual group members. 1 2 3 4 5

5 = Always Occur.
4 = Often Occur.
3 = Occasionally Occur.
2 = Seldom Occur.
1 = Never Occur.

12.	He/She assigns group members particular tasks.	1 2 3 4 5
13.	He/She schedules the work to be done.	1 2 3 4 5
14.	He/She maintains definite standards of performance.	1 2 3 4 5
15.	He/She refuses to explain his/her action.	1 2 3 4 5
16.	He/She acts without consulting the group.	1 2 3 4 5
17.	He/She backs up the members in their actions.	1 2 3 4 5
18.	He/She emphasizes the meeting of deadlines.	1 2 3 4 5
19.	He/She treats all group members as his/her equals.	1 2 3 4 5
20.	He/She encourages the use of uniform procedures.	1 2 3 4 5
21.	He/She is willing to make changes.	1 2 3 4 5
22.	He/She makes sure that his/her part in the organization is understood by group members.	1 2 3 4 5
23.	He/She is friendly and approachable.	1 2 3 4 5
24.	He/She asks that group members follow standard rules and regulations.	1 2 3 4 5
25.	He/She makes group members feel at ease when talking with them.	1 2 3 4 5
26.	He/She lets group members know what is expected of them.	1 2 3 4 5
27.	He/She puts suggestions made by the group into operation.	1 2 3 4 5
28.	He/She sees to it that group members are working up to capacity.	1 2 3 4 5
29.	He/She gets group approval in important matters before going ahead.	1 2 3 4 5
30.	He/She sees to it that the work of group members is coordinated.	1 2 3 4 5

APPENDIX A-2

แบบสอบถาม ก.

คำแนะนำ: โปรดกาเครื่องหมายกากบาท (X) ลงในช่องว่างหน้าข้อความซึ่งถูกต้องที่สุดเกี่ยวกับตัวท่าน (แต่ละคำถามต้องการเพียงคำตอบเดียว) ยกเว้นข้อ 1 ขอท่านได้โปรดเติมข้อความให้สมบูรณ์

1. ชื่อโรงเรียนของท่าน.....
2. ตำแหน่งหรือหน้าที่ของท่าน
   ..... อาจารย์ใหญ่หรือผู้อำนวยการ
   ..... ครูหรืออาจารย์
3. ระดับการศึกษาสูงสุดของท่าน
   ..... ต่ำกว่าปริญญาตรี
   ..... ปริญญาตรี
   ..... ปริญญาโท
   ..... ปริญญาเอก
4. เพศของท่าน
   ..... ชาย
   ..... หญิง
5. ท่านมีประสบการณ์ในการสอน (เฉพาะผู้ที่มีตำแหน่งเป็นครูหรืออาจารย์ในปัจจุบัน)
   ..... 5 ปี หรือต่ำกว่า
   ..... 6 ถึง 10 ปี
   ..... 11 ปี หรือ มากกว่า
6. ระดับโรงเรียนที่เปิดสอน
   ..... มัธยมศึกษาตอนต้น
   ..... มัธยมศึกษาตอนปลาย
   ..... มัธยมศึกษาตอนต้นและตอนปลาย

7. จำนวนนักเรียนทั้งหมดในโรงเรียนของท่าน

..... ประมาณ 1,500 คน หรือ ต่ำกว่า

..... ประมาณ 1,501 คน หรือ มากกว่า

8. เพศของอาจารย์ในชุดหรือผู้อำนวยการ (เฉพาะผู้ที่มีตำแหน่งเป็นครูหรืออาจารย์)

..... ชาย

..... หญิง

แบบสอบถาม ข.

(ความคิดเห็นเกี่ยวกับพฤติกรรมของผู้นำ)

คำแนะนำ: โปรดพิจารณาข้อความในแบบสอบถามแต่ละข้อ แล้วขีดวงกลมล้อมรอบตัวเลขที่กำหนดให้ที่ท่านเห็นเหมาะสมที่สุดเพียงตัวเดียวเท่านั้น ตามน้ำหนักความรู้สึกที่ท่านเห็นว่าพฤติกรรมที่ปรากฏในแต่ละข้อความเกิดขึ้นบ่อยครั้งเพียงใดกับตัวของท่านเอง (กรณีผู้ตอบที่เป็นอาจารย์ใหญ่) หรือเกิดขึ้นบ่อยครั้งเพียงใดกับอาจารย์ใหญ่ของท่าน (กรณีผู้ตอบที่เป็นครูหรืออาจารย์)

พฤติกรรมที่ไม่เคยเกิดขึ้นเลย	มีน้ำหนักเท่ากับ	1
พฤติกรรมที่เกิดขึ้นนาน ๆ ครั้ง	มีน้ำหนักเท่ากับ	2
พฤติกรรมที่เกิดขึ้นเป็นครั้งคราว	มีน้ำหนักเท่ากับ	3
พฤติกรรมที่ เกิดขึ้นบ่อยครั้ง	มีน้ำหนักเท่ากับ	4
พฤติกรรมที่ เกิดขึ้นเสมอ	มีน้ำหนักเท่ากับ	5

1.	อาจารย์ใหญ่ให้ความช่วยเหลือแก่คณะอาจารย์	1	2	3	4	5
2.	อาจารย์ใหญ่แสดงให้คณะอาจารย์เข้าใจถึงทัศนะคติของตนอย่างชัดแจ้ง	1	2	3	4	5
3.	อาจารย์ใหญ่ทำในสิ่งที่ทำให้คณะอาจารย์เกิดกำลังใจและพอใจที่ได้เข้ามาร่วมเป็นสมาชิกของโรงเรียน	1	2	3	4	5
4.	อาจารย์ใหญ่เสนอแนวความคิดเห็นใหม่ ๆ ของตนในกลุ่มอาจารย์	1	2	3	4	5
5.	อาจารย์ใหญ่เป็นผู้ที่คณะอาจารย์เข้าใจได้ง่าย	1	2	3	4	5
6.	อาจารย์ใหญ่บริหารงานด้วยความเฉียบขาด	1	2	3	4	5
7.	อาจารย์ใหญ่ยอมรับฟังความคิดเห็นของคณะอาจารย์	1	2	3	4	5
8.	อาจารย์ใหญ่วิพากษ์วิจารณ์งานที่ทำไม่ได้ผล	1	2	3	4	5
9.	อาจารย์ใหญ่ใช้คำพูดในลักษณะที่ไม่ยอมให้ผู้ใดโต้แย้งซักถาม	1	2	3	4	5

พฤติกรรมที่ ไม่เกิดขึ้นเลย มีน้ำหนักเท่ากับ 1
พฤติกรรมที่ เกิดขึ้นนาน ๆ ครั้ง มีน้ำหนักเท่ากับ 2
พฤติกรรมที่ เกิดขึ้นเป็นครั้งคราว มีน้ำหนักเท่ากับ 3
พฤติกรรมที่ เกิดขึ้นบ่อยครั้ง มีน้ำหนักเท่ากับ 4
พฤติกรรมที่ เกิดขึ้นเสมอ มีน้ำหนักเท่ากับ 5

10.	อาจารย์ใหญ่ชอบเอาแต่ใจตนเอง	1	2	3	4	5
11.	อาจารย์ใหญ่คอยสอดส่องดูแลความเป็นอยู่ของคณะอาจารย์	1	2	3	4	5
12.	อาจารย์ใหญ่มอบงานให้อาจารย์ทำตามความถนัดและความสามารถของอาจารย์	1	2	3	4	5
13.	อาจารย์ใหญ่เป็นผู้ที่กำหนดและมอบงานที่จะทำให้แก่คณะอาจารย์	1	2	3	4	5
14.	อาจารย์ใหญ่รักษามาตรฐานของการปฏิบัติงานของคณะอาจารย์	1	2	3	4	5
15.	อาจารย์ใหญ่ปฏิเสธที่จะอธิบายเหตุผลของการปฏิบัติงานของอาจารย์ใหญ่ให้คณะอาจารย์ทราบ	1	2	3	4	5
16.	อาจารย์ใหญ่ปฏิบัติงานโดยไม่ปรึกษาคณะอาจารย์	1	2	3	4	5
17.	อาจารย์ใหญ่ให้ความสนับสนุนต่อการปฏิบัติงานของคณะอาจารย์	1	2	3	4	5
18.	อาจารย์ใหญ่เน้นหนักถึงการปฏิบัติงานให้เสร็จภายในเวลาที่กำหนด	1	2	3	4	5
19.	อาจารย์ใหญ่ปฏิบัติตนต่ออาจารย์ทุกคนด้วยความเสมอภาค	1	2	3	4	5

พฤติกรรมที่ ไม่เคยเกิดขึ้นเลย มีน้ำหนักเท่ากับ 1
พฤติกรรมที่ เกิดขึ้นนาน ๆ ครั้ง มีน้ำหนักเท่ากับ 2
พฤติกรรมที่ เกิดขึ้นเป็นครั้งคราว มีน้ำหนักเท่ากับ 3
พฤติกรรมที่ เกิดขึ้นบ่อยครั้ง มีน้ำหนักเท่ากับ 4
พฤติกรรมที่ เกิดขึ้นเสมอ มีน้ำหนักเท่ากับ 5

20.	อาจารย์ใหญ่สนับสนุนการทำงานที่มีระเบียบแบบแผน	1	2	3	4	5
21.	อาจารย์ใหญ่เต็มใจที่จะปฏิการเปลี่ยนแปลงและปรับปรุงสิ่งใหม่ ๆ ขึ้น	1	2	3	4	5
22.	อาจารย์ใหญ่ชี้แจงให้คณะอาจารย์ทราบและเข้าใจถึงหน้าที่และความรับผิดชอบของอาจารย์ใหญ่ที่มีต่อโรงเรียน	1	2	3	4	5
23.	อาจารย์ใหญ่เป็นผู้ที่มีอัธยาศัยดีและเข้ากับคนได้ง่าย	1	2	3	4	5
24.	อาจารย์ใหญ่ขอร้องให้คณะอาจารย์ปฏิบัติตนตามกฎและข้อบังคับต่าง ๆ ของโรงเรียน	1	2	3	4	5
25.	อาจารย์ใหญ่ให้ความเป็นกันเองต่อคณะอาจารย์ระหว่างสนทนากัน	1	2	3	4	5
26.	อาจารย์ใหญ่ชี้แจงให้คณะอาจารย์ทราบถึงจุดมุ่งหมายที่อาจารย์ใหญ่ต้องการ จากผลการปฏิบัติงานของคณะอาจารย์	1	2	3	4	5
27.	อาจารย์ใหญ่นำข้อเสนอแนะต่าง ๆที่ได้จากคณะอาจารย์มาใช้ในการบริหารงาน	1	2	3	4	5
28.	อาจารย์ใหญ่ควบคุมการทำงานของอาจารย์โดยให้อาจารย์ทำงานโดยใช้ความสามารถอย่างเต็มที่	1	2	3	4	5
29.	อาจารย์ใหญ่ปรึกษาข้อความเห็นชอบต่อคณะอาจารย์ในเรื่องสำคัญต่าง ๆ ก่อนที่จะนำไปปฏิบัติ	1	2	3	4	5
30.	อาจารย์ใหญ่คอยสอดส่องดูแลการทำงานของคณะอาจารย์ให้เป็นไปอย่างสอดคล้องต้องกัน	1	2	3	4	5

APPENDIX B

A SETS OF LETTERS

APPENDIX B-1: Letter from Researcher to the Director of General Education

APPENDIX B-2: Letter from the Department of General Education to each Respondent

APPENDIX B-3: Letter from the Researcher to each Resondent

APPENDIX B-1

The University of Oklahoma 820 Van Vleet Oval Norman, Oklahoma 73019

College of Education

20 กุมภาพันธ์ 2522

เรื่อง ขอความร่วมมือช่วยเหลือในการทำวิทยานิพนธ์

เรียน ท่านอธิบดีกรมสามัญศึกษา

สิ่งที่ส่งมาด้วย แบบสอบถาม(ฉบับร่าง)

ข้าพเจ้า นางสาวชวนชม สิตภาหุล นักศึกษาปริญญาเอกของ The University of Oklahoma กำลังทำวิทยานิพนธ์เรื่อง A Comparison between the Administrative Effectiveness of Male and Female Principals as perceived by Teachers of Secondary Schools in Bangkok, Thailand

ข้อมูลที่จะใช้ในการทำวิทยานิพนธ์ฉบับนี้ส่วนใหญ่จะมาจากอาจารย์ใหญ่และอาจารย์ของโรงเรียนระดับมัธยมศึกษาในเขตกรุงเทพมหานคร ซึ่งผลที่ได้จากวิทยานิพนธ์ฉบับนี้จะเป็นประโยชน์กับระบบการบริหารการศึกษาของเมืองไทย

เนื่องจากข้าพเจ้ามีเหตุจำเป็นไม่สามารถกลับมาหาข้อมูลด้วยตัวเองได้ อาจารย์จิตติ สุวรรณเวลา จะทำหน้าที่เป็นผู้แทนในการเก็บรวบรวมข้อมูลให้ข้าพเจ้า

ฉะนั้นข้าพเจ้าใคร่ขอความกรุณาจากท่านช่วยออกหนังสือเป็นแบบราชการ ถึงอาจารย์ใหญ่และอาจารย์ตามโรงเรียนต่าง ๆ ในเขตกรุงเทพมหานคร เพื่อเป็นการขอความร่วมมือให้ช่วยเหลือในการกรอกแบบสอบถามดังกล่าว

ท้ายสุดนี้ข้าพเจ้าขอขอบพระคุณในความกรุณาจากท่านมา ณ ที่นี้ด้วย

ขอแสดงความนับถืออย่างยิ่ง

(นางสาวชวนชม สิตภาหุล)

APPENDIX B-2

ที่ ศธ.0801/ 5464 กรมสามัญศึกษา

21 กุมภาพันธ์ 2522

เรื่อง ขอความร่วมมือในการทำวิทยานิพนธ์

เรียน หัวหน้าสถานศึกษา สังกัดกรมสามัญศึกษาส่วนกลาง

ด้วย The University of Oklahoma ขอความร่วมมือจากกรมสามัญศึกษาให้ นางสาวชวนชม สิตภาษุล นักศึกษาระดับปริญญาเอก ออกแบบสอบถามหาข้อมูลจากผู้อำนวยการ อาจารย์ใหญ่ ครู หรือ อาจารย์ โรงเรียนมัธยมศึกษาในเขตกรุงเทพมหานคร เพื่อทำวิทยานิพนธ์ เรื่อง"A Comparison between the Administrative Effectiveness of Male and Female Principals as perceived by Teachers of Secondary Schools in Bangkok, Thailand" ซึ่งกรมสามัญศึกษาพิจารณาแล้วเห็นควรให้ความร่วมมือ

จึงเรียนมาเพื่อทราบและโปรดให้ความอนุเคราะห์ตามสมควร.

ขอแสดงความนับถืออย่างสูง

(นายสุรเดช วิเศษสุรการ)

อธิบดีกรมสามัญศึกษา

สำนักงานเลขานุการกรม

โทร.2316320

APPENDIX B-3

ชวนชม สิตภาหุล

308 Wadsack # G

Norman, Oklahoma 73069

เรื่อง ขอความร่วมมือในการทำวิทยานิพนธ์

เรียน อาจารย์หรืออาจารย์ใหญ่ หรือผู้อำนวยการ

โรงเรียนของท่านและตัวท่านเป็นส่วนหนึ่งของการใช้เป็นข้อมูลในการเขียนวิทยานิพนธ์เรื่อง.... A Comparison between the Administrative Effectiveness male and female principals as perceived by teachers of secondary schools in Bangkok, Thailand.
ผลที่ได้จากวิทยานิพนธ์ฉบับนี้จะมีประโยชน์ไม่มากก็น้อยสำหรับการพัฒนาผู้บริหารโรงเรียนของประเทศไทย

ข้าพเจ้าใคร่ขอความกรุณาจากท่านโปรดสละเวลาสัก 15 - 20 นาที กรอกแบบสอบถามที่แนบมาด้วย แบบสอบถามมี 2 ชุดคือ แบบสอบถาม ก. (ชีวประวัติส่วนตัวและทั่ว ๆ ไป) และแบบสอบถาม ข. (แบบสอบถามลักษณะของผู้นำหรือผู้บริหารโรงเรียน) ขอความกรุณาจากท่านช่วยตอบ ในกรบทุกข้อ ข้าพเจ้าขอรับรองว่าคำตอบของท่านจะถือเป็นความลับสุดยอด ถ้าหากท่านไม่เข้าใจคำถามข้อใดโปรดสอบถามได้จากอาจารย์จิตติ - สุวรรณเวลา หรือผู้แทนที่นำแบบสอบถามมา

ขอขอบพระคุณล่วงหน้าต่อการที่ท่านได้สละเวลาอันมีค่าในการตอบแบบสอบถามอันนี้

ขอแสดงความนับถือยิ่ง

(นางสาวชวนชม สิตภาหุล)

APPENDIX C

PERMISSION FOR USING THE LBDQ-1957

APPENDIX C

STATEMENT OF POLICY

Concerning the Leader Behavior Description Questionnaire and Related Forms

Permission is granted without formal request to use the Leader Behavior Description Questionnaire and other related forms developed at The Ohio State University, subject to the following conditions:

1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.

2. Adaptation and Revision: The directions and the form of the items may be adapted to specific situations when such steps are considered desirable.

3. Duplication: Sufficient copies for a specific research project may be duplicated.

4. Inclusion in dissertations: Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.

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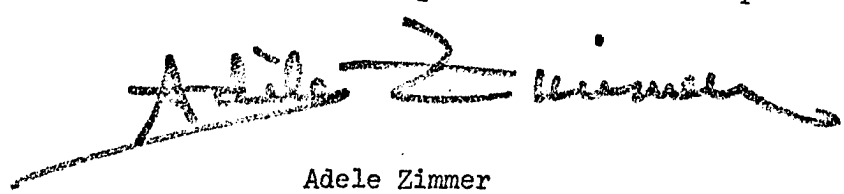
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Permission is granted to use the LBDQ, 1957 and to translate same into the Thai version for use in collecting data in Thailand...per the above.

1978



March 1, 1979

Adele Zimmer
SS/CAS/THE OSU