CHAPTER - 6

CHAPTER VI

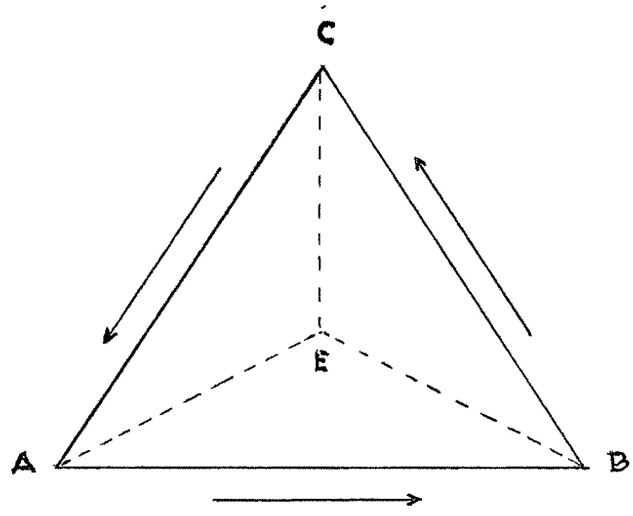
MAJOR FINDINGS AND CONCLUSIONS

6.1 INTRODUCTION

This chapter constitutes a culminating point in the present research. It will be used to identify the major findings of the research. Two things need to be done further. It would be essential to find out what has been found in the research constitutes the plus or minus point of the primary schools of the Central Zone of Thailand. In case, the findings indicate some weaknesses of the primary school system, then it would be necessary to examine whether any new directions and dimensions of change can be suggested to the Department of General Education, Ministry of Education or Office of the National Primary Education Commission, and Educational Office attached to Bangkok Metropolitan Administrative Bureau, Ministry of the Interior, so that the primary schools will be able to achieve the purposes for which they are set up in the developing society.

The trend in the discussion in the last two chapters is that the effective functioning of an educational programme is the resultant of the three important variables, viz. (1) the organizational climate of the primary schools, (2) morale of the teachers, and (3) the leadership of the school principals. Each of these variables is great, crucial and of great signi-

ficance like the three sides of an equalateral triangle. The effectiveness of the programme of primary schools would depend upon the inter-acting results of the three variables A B C in a diagram below. The centre point of the triangle E, is also equidistant, pointing out that none of the three variables is less or more important in making the primary school programme effective.



The first part of the present chapter will give the major findings. In the second part the discussion and suggestions will be offered in respect to the three components viz.,

(1) Organizational Climate,

(2) Teacher Morale, and

(3) Leadership Behaviour of the Principal.

In making the suggestions, the focal point will remain to improve the present functioning of the primary

schools of Thailand. Identification of areas and direction of reform are the goal of all educational researches.

6.2 THE MAJOR FINDINGS OF THE STUDY

The results of the present study are summarized below in relation to the three major components of the research, viz., (a) the organizational climate of schools, (b) the teacher morale, and (c) the leadership patterns in perspective of the related variables of region, type, size and shift of schools, sex, age, qualification, and working experience of school principals. The summary is presented as follows :

1. Major Component Factor : Organizational Climate of Schools.

2. Related Variable : Type of Category

Major Findings : In the present study the three categories - the Open, Intermediate and Closed - were used. The study revealed that in the Central Zone of Thailand, the majority of schools (49.00 per cent) belong to the Intermediate type and the least (16.00 per cent) of schools are having Open Climate type. The Closed Climate schools constitute 35.00 per cent of the total schools. Thus, out of every 10 primary schools in the Central Zone of Thailand, only between 1 and 2 have open Climate types, between 5 and 6 Intermediate Climate and about 3 have Closed Climate types.

(contd..)

1. Major Component Factor : Organizational Climate of Schools.

2. Related Variable : Regional Location*

Major Findings :

(a) All the three categories of climate schools are distributed over all the four regions (see vide - Chart No. 13).

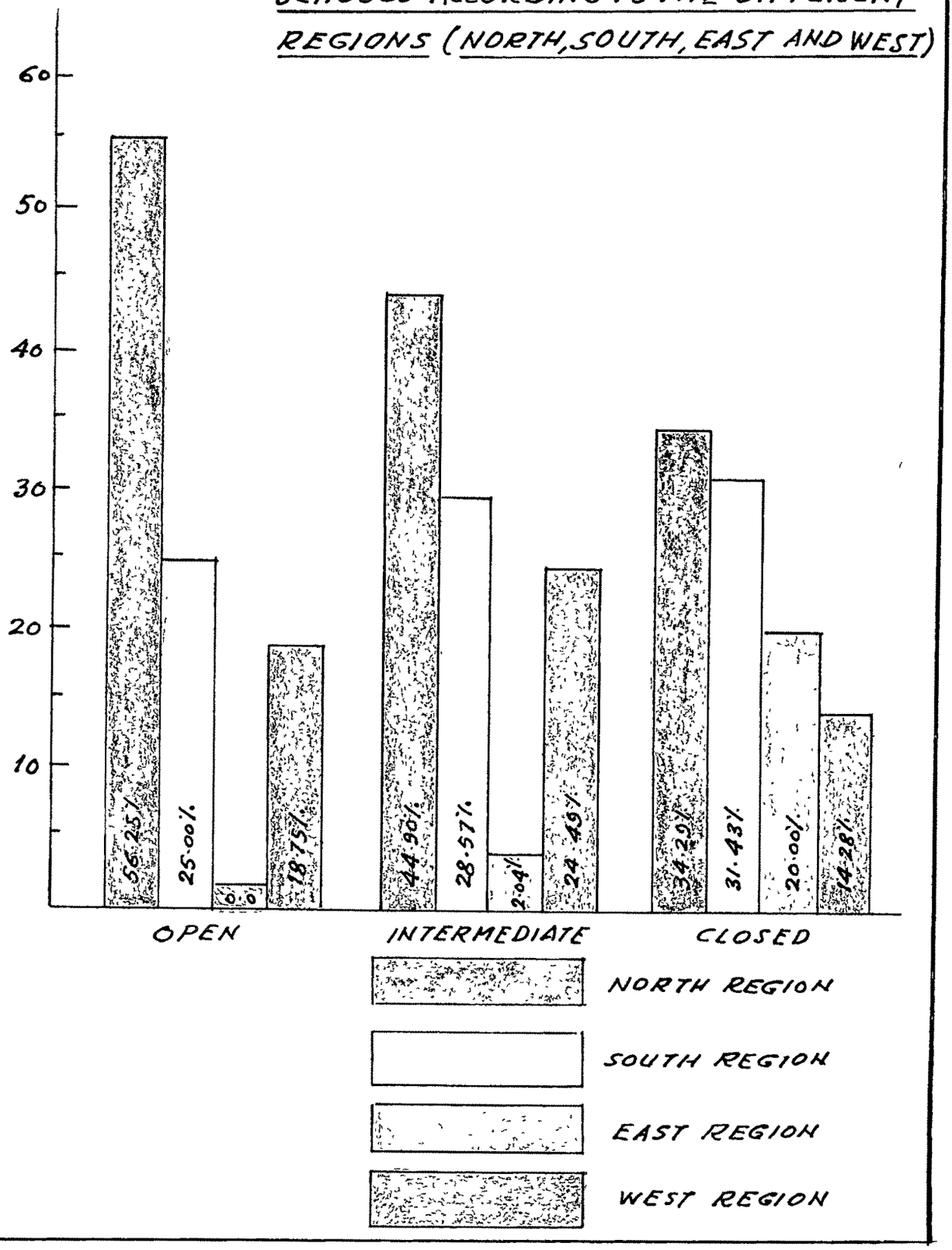
(b) Open Climate schools are highest (20.93 per cent) in the North Region and lowest (13.79 per cent) in the South Region but Open Climate of the East Region is 0.00 per cent. There is perceptible difference among the four regions in possessing Open Climate type schools.

(c) The highest per cent (51.16) of Intermediate Climate schools is found in the North Region and the lowest per cent (41.67) of this type is found in the East Region but the range between the highest and the lowest is less.

(d) The East Region has the greatest number (58.33 per cent) of Closed Climate schools and the smallest in this category is 27.91 per cent in the North Region.

*Vide - Chart No.13

CHART NO. 18 : SHOWING THE PERCENTAGE DISTRIBUTIONS OF THE THREE CLIMATE TYPES OF SAMPLED SCHOOLS ACCORDING TO THE DIFFERENT REGIONS (NORTH, SOUTH, EAST AND WEST)



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1. Major Component Factor : Organizational Climate of Schools

2. Related Variable : Government - Municipal Schools*

Major Findings :

(a) In the sample the percentages of Government and Municipal schools are 34.00 and 66.00 respectively.

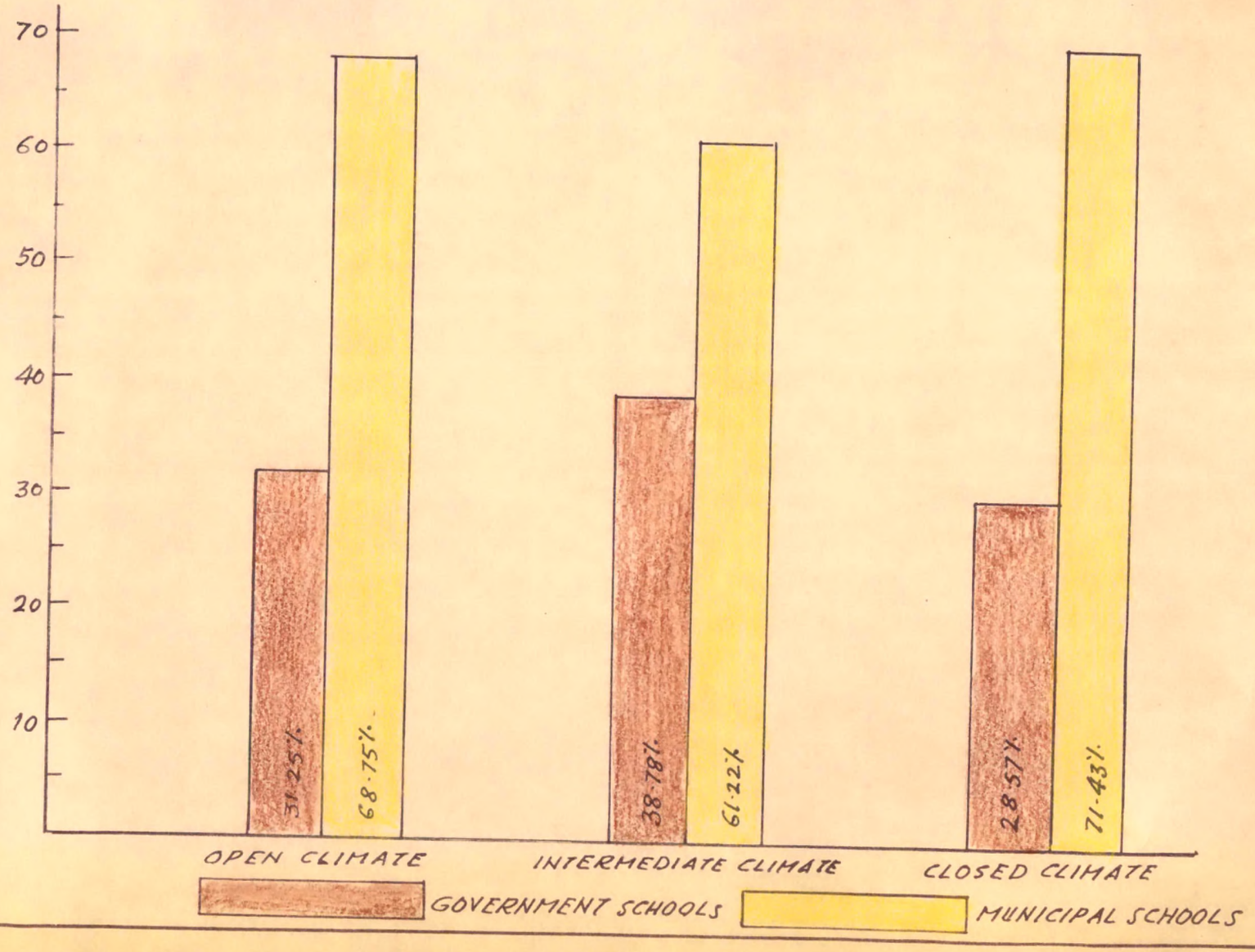
(b) In Open Climate category, 31.25 per cent are Government schools and 68.75 per cent are Municipal schools. Thus, a greater number of schools with Open Climate are Municipal schools and the smallest numbers are Government schools.

(c) In the Intermediate Climate category, the highest percentage (61.22) is of Municipal schools and the smallest percentage (38.78) is of Government schools.

(d) In the Closed Climate category, 71.43 per cent - the highest per cent belongs to Municipal schools and 28.57 per cent - the lowest per cent belong to Government schools.

*Vide - Chart No.19

CHART NO. 19: SHOWING THE PERCENTAGE DISTRIBUTIONS OF THE THREE CLIMATE TYPES OF SCHOOLS OF BANGKOK AREA ACCORDING TO DIFFERENT TYPES OF SCHOOLS (GOVERNMENT - MUNICIPAL SCHOOLS).



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1. Major Component Factor : Organizational Climate of Schools

2. Related Variable : Size of Schools*

Major Findings :

(a) Of the total sampled schools, 29.00 per cent are small size schools, 40.00 per cent are average size schools and 31.00 per cent are big size schools.

(b) Of the total small size schools, 25.00 per cent of the minimum proportion possesses the small size schools and 43.75 per cent of the maximum possesses the average size school.

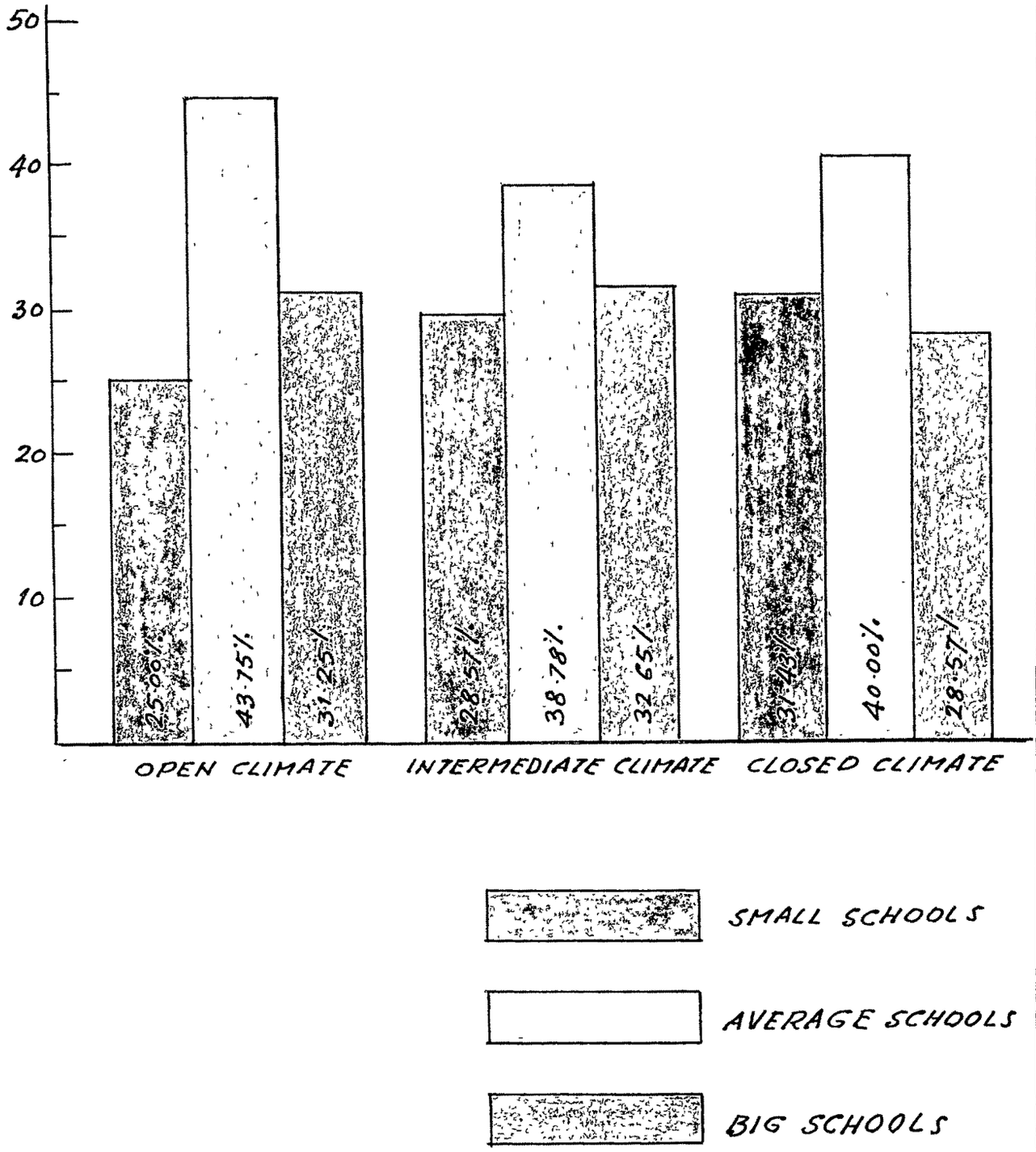
(c) Of the total Intermediate Climate schools the highest percentage (38.78) of schools is of average size and the lowest per cent (28.57) is of small size.

(d) Of the total Closed Climate schools, the highest percentage (40.00) is of average size schools and the lowest percentage (28.57) is of big size schools.

(e) Thus, schools of average size have a greater tendency to have Open Climate schools of big size to have Intermediate Climate, and schools of small size also to have Closed Climate.

*Vide - Chart No.20

CHART NO. 20: SHOWING THE PERCENTAGE DISTRIBUTIONS OF THE THREE CLIMATE TYPES OF SAMPLED SCHOOLS OF BANGKOK AREA ACCORDING TO THE DIFFERENT SIZES OF SCHOOLS. (SMALL, AVERAGE AND BIG SCHOOLS).



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1. Major Component Factor : Organizational Climate of Schools

2. Related Variable : Shift of Schools*

Major Findings :

(a) In the sample the percentages of one shift schools and two shift schools are 67.00 and 33.00 respectively.

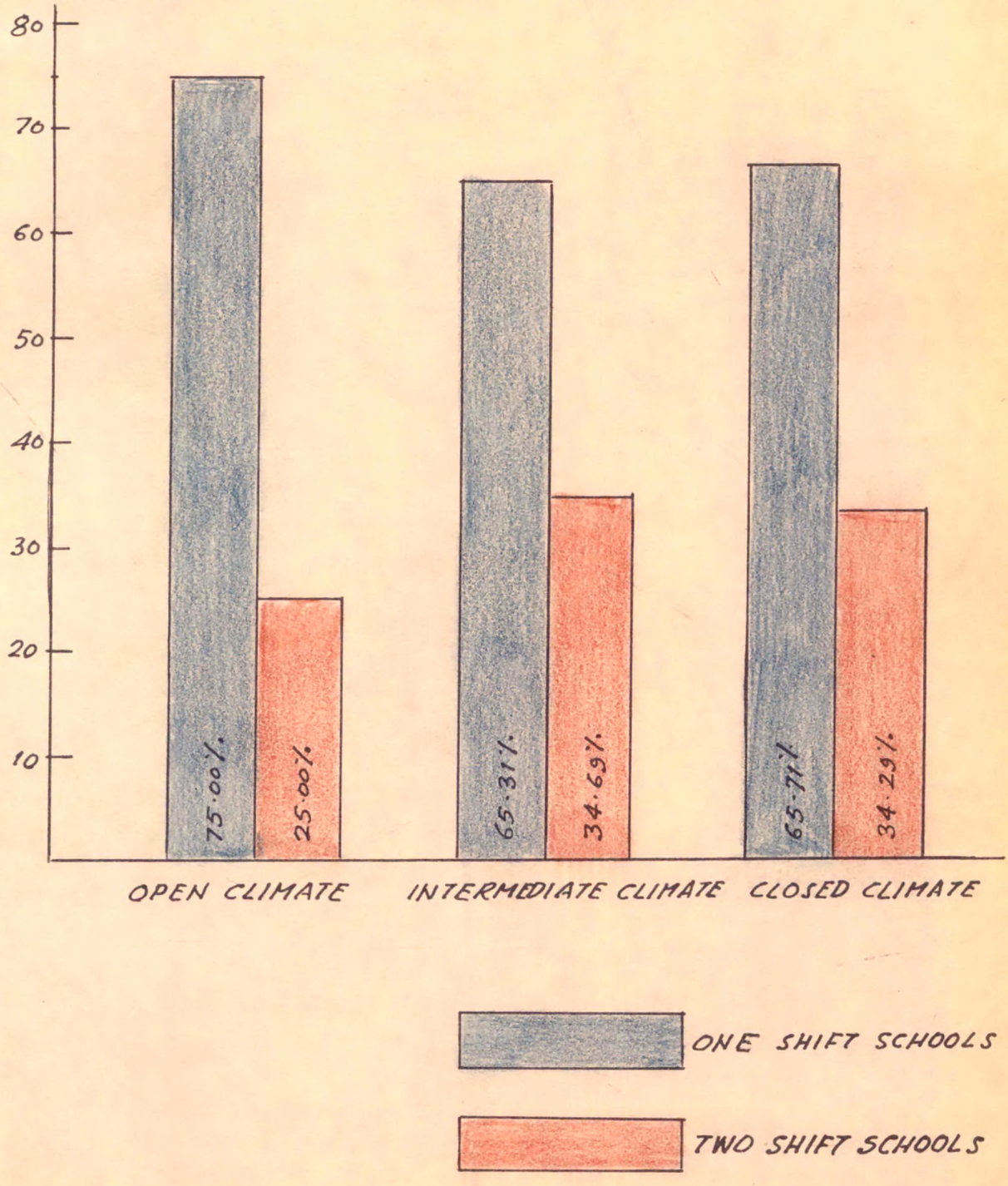
(b) In Open Climate category, 75.00 per cent are one shift schools and 25.00 per cent are two shift schools. Thus, a greater number of schools with Open Climate are, one shift schools and the smallest numbers are two shift schools.

(c) In the Intermediate Climate category, the highest percentage (65.31) is of one shift schools and the smallest percentage (34.69) is of two shift schools.

(d) In the Closed Climate category, 65.71 per cent - the highest per cent is of one shift schools and 34.29 per cent - lowest per cent is of two shift schools.

*Vide - Chart No.21

CHART NO. 21 : SHOWING THE PERCENTAGE DISTRIBUTIONS OF THE THREE CLIMATE TYPES OF SAMPLED SCHOOLS OF BANGKOK AREA ACCORDING TO DIFFERENT SHIFTS OF SCHOOLS (ONE SHIFT AND TWO SHIFTS SCHOOLS).



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1. Major Component Factor : Organizational Climate of Schools

2. Related Variable : Sex of School Principals

Major Findings :

(a) In the sample the percentages of school headmasters are 41.00, unmarried school headmistresses are 20.00, and married school headmistresses are 39.00 respectively.

(b) In Open Climate category, 43.75 per cent are married school headmistresses, 31.25 per cent are unmarried school headmistresses, and only 25.00 per cent are school headmasters. Thus, a greater number of schools with Open Climate belongs to married school headmistresses and the smallest number of them belongs to school headmasters.

(c) In the Intermediate Climate category, the highest percentage (46.94) is of school headmasters and the smallest percentage (18.37) is of unmarried school headmistresses.

(d) In the Closed Climate category, 45.71 per cent - the highest per cent belongs to married school headmistresses and only 17.14 per cent - lowest per cent belongs to unmarried school headmistresses.

(contd..)

1. Major Component Factor : Organizational Climate of Schools

2. Related Variable : Age of School Principals

Major Findings :

(a) In the sample the percentages of school principals who have age between 30 to 39 years old are only 9.00 per cent, 40 to 49 years old are 43.00 per cent, and 50 to 59 years old are 48.00 per cent respectively.

(b) In Open Climate category, 18.75 per cent belongs to school principals who have age between 30 to 39 years old, and 43.75 per cent belong to school principals who have age between 50 to 59 years old.

(c) In the Intermediate Climate category, the highest percentage (53.06) is of the age of the school principals are between 40 to 49 years old, and the smallest percentage (8.16) is of the age of the school principals who are between 30 to 39 years old.

(d) In the Closed Climate category, 60.00 per cent - the highest per cent is of the school principals who have age between 50 to 59 years old, and only 5.71 per cent - the lowest per cent is of the school principals who have age between 30 to 39 years old.

(contd..)

1. Major Component Factor : Organizational Climate of Schools

2. Related Variable : Qualification of School Principals

Major Findings :

(a) In the sample the percentages of school principals who got Diploma Degree are 38.00 per cent, Bachelor Degree are 42.00 per cent, Master Degree 10.00 per cent, and School Certificate are also 10.00 per cent respectively.

(b) In Open Climate category, 43.75 per cent belongs to school principals who have got Bachelor Degree, 37.50 per cent belongs to school principals who have got Deiploma Degree, 12.50 per cent belongs to school principals who have got Master Degree and only 6.25 per cent belongs to school principals who have got School Certificate.

(c) In the Intermediate Climate category, 44.90 per cent belongs to school principals who have got Bachelor Degree, 38.78 per cent belongs to school principals who have got Diploma Degree, 12.24 per cent belongs to school principals who have got Master Degree and only 4.08 per cent belongs to school principals who have got School Certificate.

(d) In the Closed Climate category, 48.57 per cent belongs to school principals who have got Diploma Degree, 34.29 per cent belongs to school principals who have got

Bachelor Degree, 14.29 per cent belongs to school principals who have got School Certificate, and only 2.86 per cent belongs to school principals who have got Master Degree.

(contd..)

1. Major Component Factor : Organizational Climate of Schools

2. Related Variable : Working Experience of School Principals

Major Findings :

(a) In the sample the percentages of school principals who have been working experience, 20.00 per cent is of the school principals who were working less than 9 years, 29.00 per cent of the school principals who were working between 10 to 19 years, 27.00 per cent is of the school principals who were working between 20 to 29 years, and 24.00 per cent is of the school principals who were working between 30 to 39 years respectively.

(b) In Open Climate category, 31.25 per cent is of the school principals who were working between 10 to 19 years and 20 to 29 years, 25.00 per cent is of the school principals who were working less than 9 years, and only 12.50 per cent is of school principals who were working between 30 to 39 years.

(c) In the Intermediate Climate category, 32.63 per cent is of the school principals who were working between 10 to 19 years, 28.57 per cent is of the school principals who were working between 30 to 39 years, 20.41 per cent is of the school principals who were working between 20 to 29 years, and 18.37 per cent is of the school principals who were working less than 9 years.

(d) In the Closed Climate category, 28.57 per cent is of the school principals who were working between 20 to 29 years and 30 to 39 years, 22.86 per cent is of the school principals who were working less than 9 years, and 20.00 per cent is of the school principals who were working between 10 to 19 years respectively.

(contd..)

1. Major Component Factor : Organizational Climate of Schools

2. Related Variable : Dimension of Climate

Major Findings :

(a) The Open Climate schools have higher mean scores on dimensions Esprit (34.67), Intimacy (27.08), Thrust (27.37), Consideration (27.53), Freedom and Democratization (28.31), and Organization Structure (35.17). On other dimensions, the mean scores are lower.

(b) The Intermediate Climate schools also trend to be strong on dimensions Esprit (34.00), Intimacy (25.55), Thrust (25.65), Consideration (25.98), Freedom and Democratization (27.08), and Organization Structure (33.82). On the remaining dimensions, the mean scores are lower.

(c) The Closed Climate schools, the highest mean scores are on dimensions Disengagement (29.86), Hindrance (32.63), Aloofness (28.57), and Production Emphasis (25.58). It is also the highest mean scores on the dimension Esprit (32.42), Freedom and Democratization (25.61), and Organization Structure (32.55). This is indeed a surprising finding which does not go well with the basic concept of "Closed Climate".

(contd.)

1. Major Component Factor : Teacher Morale

2. Related Variable : Proportion (Government-Municipal Schools)

Major Findings :

Of the total sampled schools, 18.00 per cent of schools have high teacher morale, 62.00 per cent of schools have average teacher morale, and 20.00 per cent of schools have low teacher morale respectively.

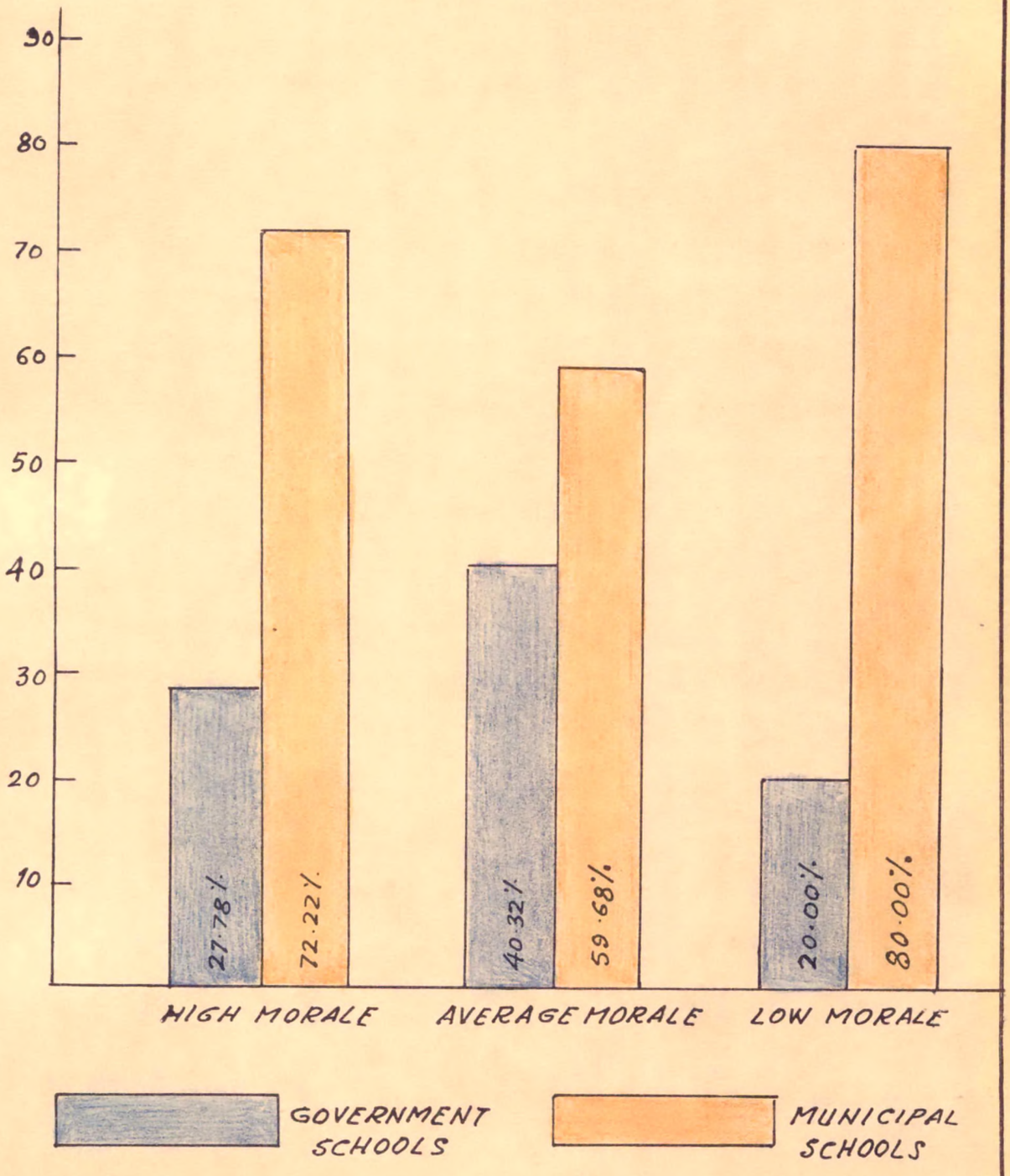
(a) In the high morale category of schools the highest percentage (72.22) is claimed by Municipal Schools and the lowest percentage (27.78) is revealed by Government Schools.

(b) Among the total schools possessing average teacher morale, the maximum percentage (59.68) is of Municipal Schools and the minimum percentage (40.32) is of Government Schools.

(c) The maximum number of Municipal Schools (85.00 per cent) is characterised by low teacher morale, and in this category the minimum percentage (15.00) is revealed by Government Schools.

(d) High morale, average morale, and low morale also have been found to be largely the characteristic of Municipal schools only. In this study, there is not any type of morale that possesses to Government schools.

CHART NO. 22: SHOWING THE COMPARISON OF THE MEAN SCORES OF TEACHER MORALE OF GOVERNMENT AND MUNICIPAL SCHOOLS OF BANGKOK AREA ACCORDING TO HIGH, AVERAGE AND LOW CATEGORIES



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1. Major Component Factor : Teacher Morale

2. Related Variable : Region-wise Location

Major Findings :

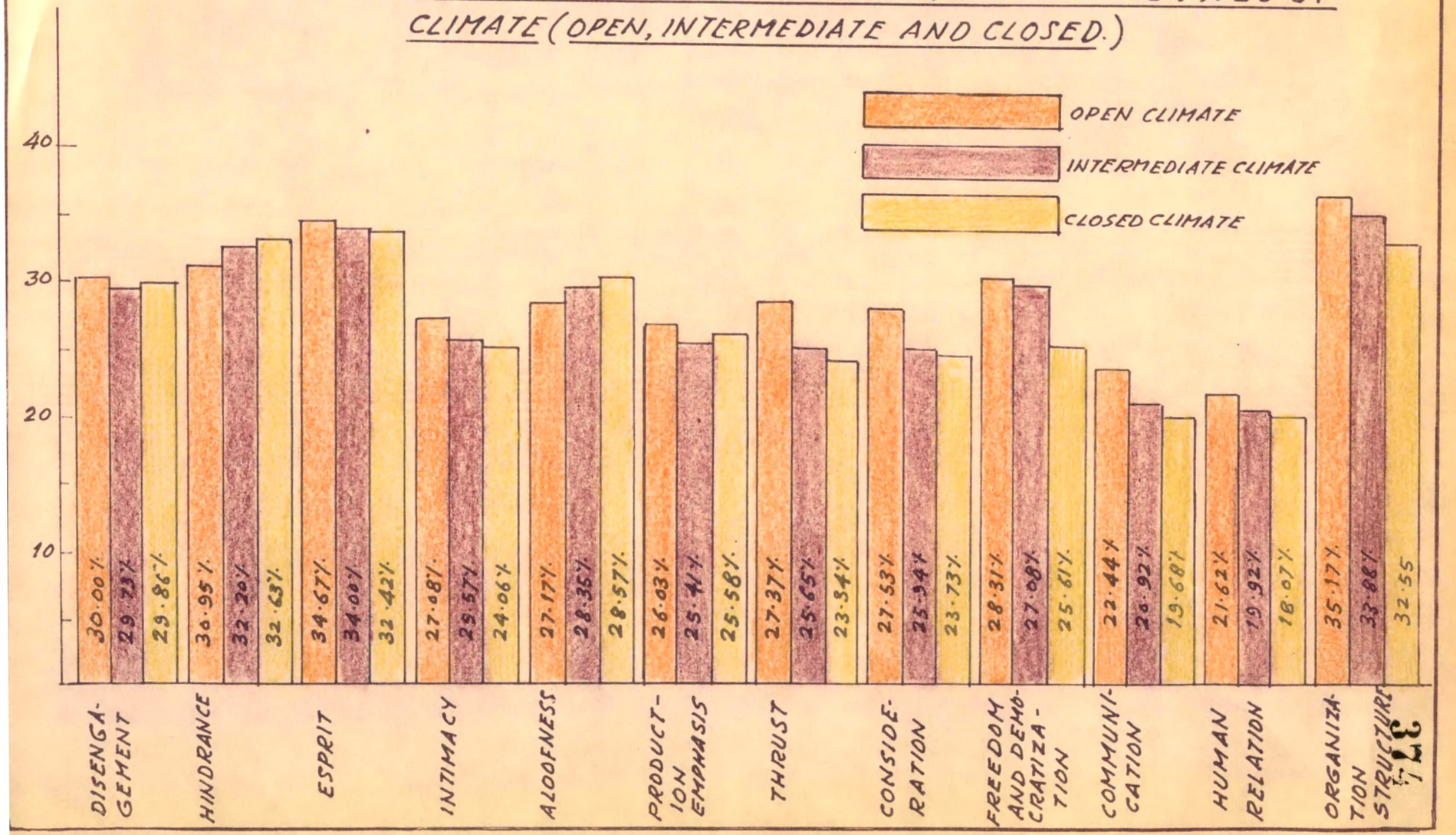
(a) The high morale category of schools is the most (66.66 per cent) in the North Region and least (5.56 per cent) in the East Region. In rank order first to fourth regions are : North, West, South and East (66.66, 16.67, 11.11 and 5.56) respectively.

(b) The average morale category of schools is highest percentage (40.32) in the North Region. The lowest percentage (11.29) of schools possessing average teacher morale falls in the East Region. The ranks in the descending order first to fourth regions are : North, South, West and East (40.32, 29.03, 19.35 and 11.29) respectively.

(c) The lowest morale is found in South Region schools (45.00 per cent), and least (5.00 per cent) in the West Region. The ranks in the descending order first to fourth regions are : South, North, East and West (45.00, 30.00, 20.00 and 5.00) respectively.

(d) The dominant characteristic of high teacher morale and average teacher morale is to be seen in North Region schools and low teacher morale is to be seen in South Region schools.

CHART NO. 23: SHOWING THE COMPARISON OF THE MEAN-SCORES ON TWELVE DIMENSIONS OF THE ORGANIZATIONAL CLIMATE OF SAMPLED SCHOOLS IN BANGKOK AREA ACCORDING TO THREE TYPES OF CLIMATE (OPEN, INTERMEDIATE AND CLOSED.)



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1. Major Component Factor : Teacher Morale

2. Related Variable : Size of Schools

Major Findings :

(a) In the high morale category of schools, the highest percentage (38.89) is claimed by small size schools, and the lowest percentage (27.78) is claimed by big size schools but the percentages of average size schools are 33.33 per cent.

(b) Among the total schools possessing average teacher morale, the highest percentage (38.71) is claimed by average size schools, and the lowest percentage (24.19) is claimed by small size schools but the percentages of big size schools are 37.10 per cent.

(c) The maximum number of average size schools (50.00) is characterised by low teacher morale, and in this category the minimum percentage (10.00) is revealed by big size schools but the percentages of small size schools are 40.00 per cent.

(d) The dominant characteristic of high teacher morale is to be seen in small size schools, and average teacher morale and low teacher morale is to be seen in average size schools.

(contd..)

1. Major Component Factor : Teacher Morale

2. Related Variable : Shift of Schools

Major Findings :

(a) The high morale category of schools is most (55.56 per cent) claimed by one shift schools and the low teacher morale (44.44 per cent) is claimed by two shift schools.

(b) The average teacher morale category of schools is highest percentage (75.81) in one shift schools and the low teacher morale (24.19 per cent) is claimed by two shift schools.

(c) The low teacher morale category of schools is highest percentage (55.00) in two shift schools and the lowest percentage (45.00) in one shift schools.

(d) The dominant characteristic of high teacher morale and average teacher morale is to be seen in one shift schools and low teacher morale is to be seen in two shift schools.

(contd..)

1. Major Component Factor : Leadership Behaviour Pattern

2. Related Variable : Proporation (Government-Municipal Schools)

Major Findings :

Of the total principals of sample schools, 42.00 per cent of schools manifest the HH pattern, of 40.00 per cent of schools manifest the LL pattern, of 10.00 per cent of schools the HL pattern and of 8.00 per cent of schools manifest the LH pattern.

(a) The most principals possessing the HH pattern of leadership are in Municipal Schools (61.90 per cent), the LL pattern (38.10 per cent) in Government Schools, the HL pattern (80.00 per cent) in Government Schools and LH pattern (20.00 per cent) in Municipal Schools.

(b) The dominant leadership pattern revealed by principals of Municipal Schools, is of the HH type, of Government Schools, is of the HL type, of Municipal Schools, is of the LH type, and of Government Schools, is of LL type respectively.

(contd..)

1. Major Component Factor : Leadership Behaviour Pattern

2. Related Variable : Size of Schools

Major Findings :

(a) The HH pattern of leadership of school principals' behaviour is seen most conspicuously in schools of average size (38.10 per cent) and big size schools (33.33 per cent) but the percentages of small size schools are 28.57 per cent only.

(b) The LL pattern is to be found most (45.00 per cent) in schools of average size, but the percentages of school principals' behaviour of small size schools and big size schools are 32.50 and 22.50 respectively.

(c) The HL pattern is dominant in big size schools (60.00 per cent) but small size schools and average size schools possess 10.00 per cent and 30.00 per cent respectively.

(d) The school principals possessing the LH pattern (50.00 per cent) belongs to small size schools but the percentages of the school principals possess the average size schools and big size schools are 37.50 per cent and 12.50 per cent respectively.

(contd..)

1. Major Component Factor : Leadership Behaviour Pattern

2. Related Variable : Shift of Schools

Major Findings :

(a) The most principals possessing the HH pattern of leadership are in one shift schools (73.81 per cent) but the percentages of leadership behaviour of school principals of two shift schools are 26.19 per cent.

(b) The LL pattern is to be found most (57.50 per cent) in one shift schools but the percentages of leadership behaviour of school principals of two shift schools are 42.50 per cent.

(c) The HL pattern is dominant in two shift schools only (100 per cent) and the percentages of leadership behaviour of school principals possess one shift schools are not to be found in the HL pattern of leadership behaviour.

(d) The school principals possessing the LH pattern of the leadership behaviour in one shift schools and two shift schools, the percentages of leadership behaviour of school principals are equal (50.00 per cent).

(contd..)

1. Major Component Factor : Leadership Behaviour Pattern

2. Related Variable : Region-wise Location

Major Findings :

(a) The HH pattern of leadership of school principals behaviour is seen most conspicuously in schools of the North Region (50.00 per cent), South Region (14.29 per cent), East Region (9.52 per cent), and West Region (26.19 per cent) respectively.

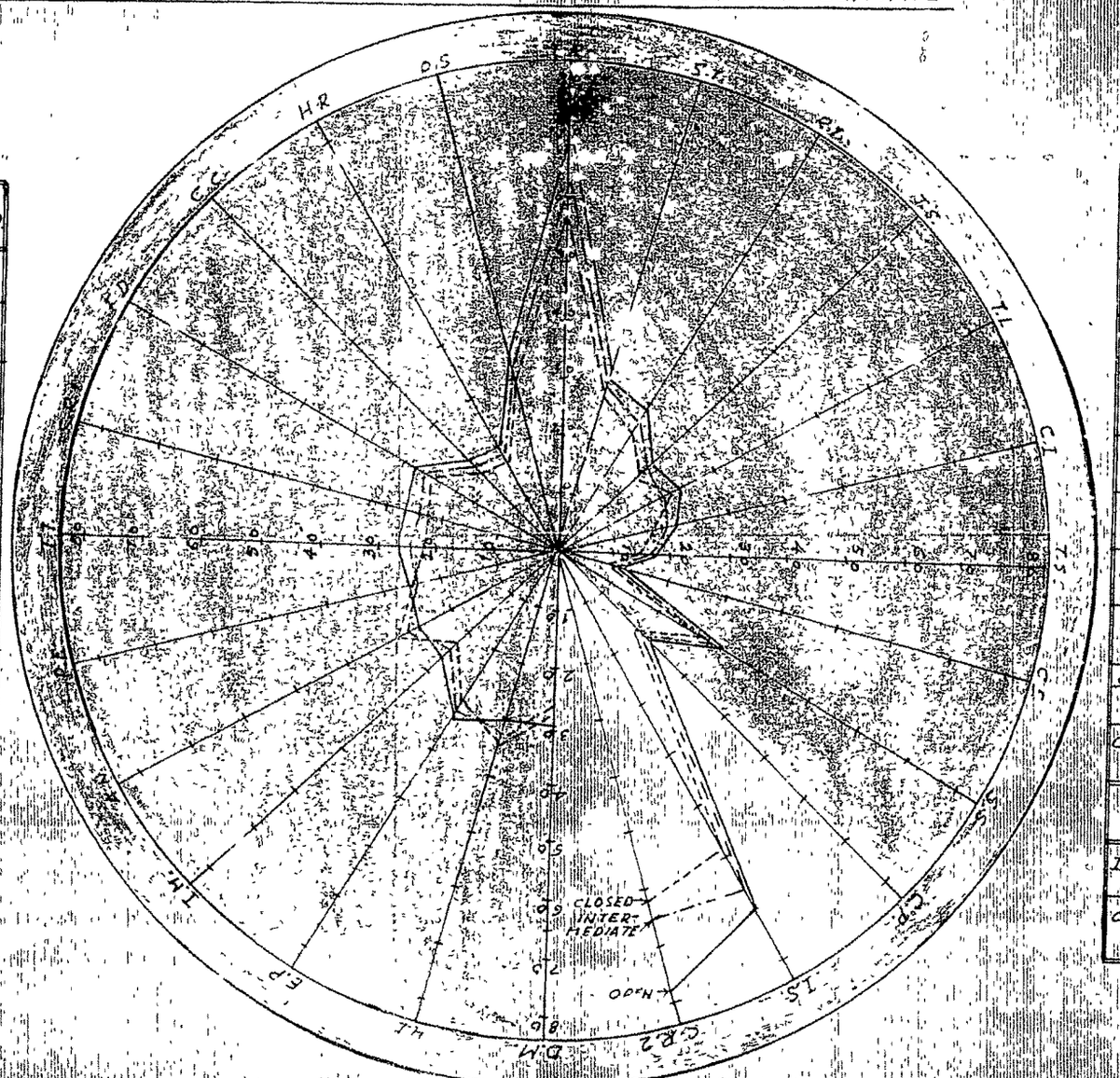
(b) The LL pattern is to be found most (45.00 per cent) in South Region, 32.50 per cent in the North Region, 17.50 per cent in the East Region and 5.00 per cent only in the West Region.

(c) The HL pattern is dominant in schools of the North Region (40.00 per cent), and the leadership of school principals behaviour in the South Region and the West Region are equal (30.00 per cent) but the percentages of leadership behaviour of school principals possess the schools in the East Region are not to be found in the HL pattern of leadership behaviour.

(d) The school principals possessing the LH pattern of the leadership behaviour in the schools of the North Region (62.50 per cent), the South Region

CHART NO. 24: SHOWING THE COMPARISON OF THE MEAN-STANDARD SCORES ON TWENTY-FOUR DIMENSIONS (IN PERCENTAGE) OF THE ORGANIZATIONAL CLIMATE, TEACHER MORALE AND LEADERSHIP BEHAVIOUR OF SAMPLED SCHOOLS IN BANGKOK AREA ACCORDING TO OPEN, INTERMEDIATE AND CLOSED CLIMATE

ORGANIZATIONAL CLIMATE	OPEN	INTER.	CLOSED
.H= DISENGAGEMENT	30 00	29 73	29 86
L = HINDRANCE	30 95	32 20	32 63
P.= ESPRIT	34 67	34 00	32 42
H.= INTIMACY	27 08	25 37	24 06
N = ALOOFNESS	27 17	28 35	28 57
E = PRODUCTION EMPHASIS	26 03	25 41	25 58
T.= THRUST	27 37	25 65	23 34
P 1.=CONSIDERATION (OCDQ)	27 53	25 94	23 73
= FREEDOM AND DEMOCRATIZATION	28·31	27 08	25·61
= COMMUNICATION	22 44	20 92	19 68
= HUMAN RELATION	21·62	19 92	18 67
= ORGANIZATION STRUCTURE	35 17	33 88	32 55



TEACHER MORALE	HIGH	AVE	LOW
T.R = TEACHER RAPPORT WITH PRINCIPAL	71 28	64 66	59 80
ST = SATISFACTION WITH TEACHING	31 28	29 29	27·65
R.T.= RAPPORT AMONG TEACHER	28 "	" 9	24 50
T.S. = TEACHER SALARY	21.33	20 65	18·60
T L = TEACHER LOAD	23 22	22 73	22·50
C I = CURRICULUM ISSUES	20 06	18 32	16 55
T SS =TEACHER STATUS	16 94	16 39	14 80
C E = COMMUNITY SUPPORT OF EDUCATION	11 72	10 76	9 45
S S = SCHOOL FACILITIES AND SERVICES	33 83	30 85	28 80
C P = COMMUNITY PRESSURE	21 78	20 69	20 35
LEADERSHIP BEHAVIOUR	H H	H L	L L
I S = INITIATING STRUCTURE	70 57	66 80	59 40
C R 2 = CONSIDERATION (LBDQ)	78 40	66 60	63 50

(25.00 per cent), and the East Region (12.50 per cent) but the percentages of leadership behaviour of school principals possess the schools in the West Region are not to be found in the LH pattern of leadership behaviour.

(e) Broadly, it may be said that the HH pattern is prominent in schools of the North Region, the LL pattern in schools of the South Region, the HL pattern in schools of the North Region, and the LH pattern also in schools of the North Region.

Some other important findings of the research are are as under :

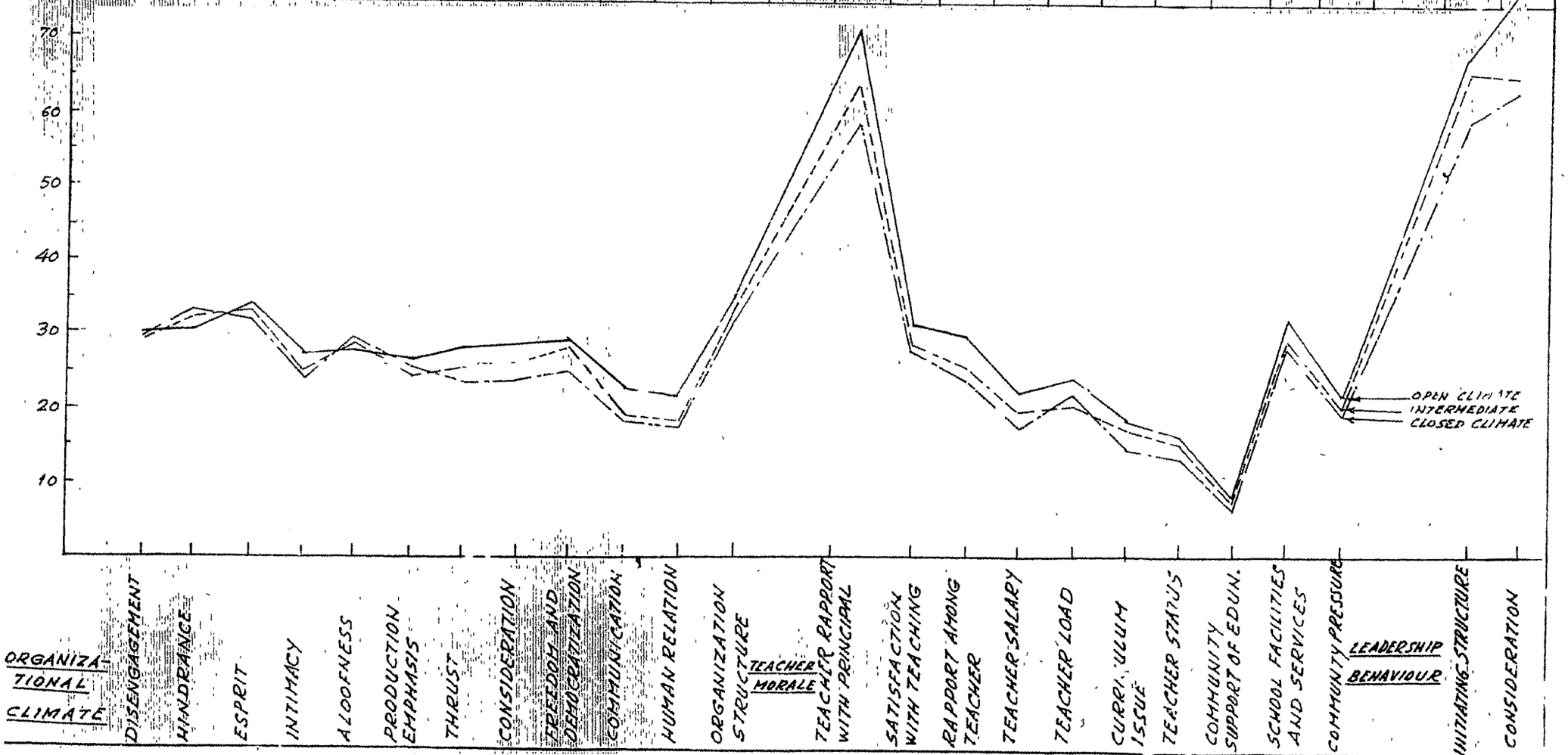
(1) Three-fourths of the schools have their teacher morale ranging from "little above average" to "below average".

(2) Schools having "Open Climate" will apparently have "high teacher morale", reversely, schools having "Closed Climate" will apparently have "low teacher morale". The majority of schools having "Intermediate Climate" have "average" morale.

(3) Inter-Relationship exist among organizational climate of schools, teacher morale and leadership behaviour patterns of their school principals.

CHART NO 25: SHOWING THE COMPARISON OF THE MEAN-STANDARD SCORES ON TWENTY-FOUR DIMENSONS (IN PERCENTAGE) OF THE ORGANIZATIONAL CLIMATE, TEACHER MORALE AND LEADERSHIP BEHAVIOUR OF SAMPED SCHOOLS IN BANGKOK AREA ACCORDING TO OPEN, INTERMEDIATE AND CLOSED CLIMATE

	DISENGAGEMENT	HINDRANCE	ESPRIT	INTIMACY	ALOOFNESS	PRODUCTION EMPHASIS	THRUST	CONSIDERATION	FREEDOM AND DEMOCRITIZATION	COMMUNICATION	HUMAN RELATION	ORGANIZATION STRUCTURE	TEACHER MORALE	TEACHER RAPPORT WITH PRINCIPAL	SATISFACTION WITH TEACHING	RAPPORT AMONG TEACHER	TEACHER SALARY	TEACHER LOAD	CURRICULUM ISSUE	TEACHER STATUS	COMMUNITY SUPPORT OF EDUN.	SCHOOL FACILITIES AND SERVICES	COMMUNITY PRESSURE	LEADERSHIP BEHAVIOUR	INITIATING STRUCTURE	CONSIDERATION
OPEN	30 00	30 95	34 67	27 08	27.17	26 03	27.37	27.53	2831	22.44	21 62	35 17	HIGH	71 28	31 28	28 11	21 33	23-22	20 06	16 94	11 72	33 83	21 78	HH	70 57	78.40
INTERMEDIATE	29 73	32 20	34 00	25 51	28 35	25 41	25 65	25 94	27-08	20 92	19 92	33 82	AVERAGE	64-66	29 29	26 39	20 65	22 28	18 32	16-39	10-76	30 85	20 69	HL	66 80	66 66
CLOSED	29 86	32 63	32 42	24 06	28 57	25 58	23 34	23 73	25 67	19 68	18 07	3. 55	LOW	59 80	27 65	24 50	18 60	22 50	16 55	14 80	9 45	28 80	26 35	LL	59 40	63 50



(4) In the factor analysis of all the 12 dimensions of the Thai OCDQ, 10 factors of the Thai PTO and 2 dimensions varimax factors were discovered. They are named as under :

(I) Varimax Factor I : Thrust and Consideration (OCDQ)
(II) Varimax Factor II : Intimacy
(III) Varimax Factor III : Esprit
(IV) Varimax Factor IV : Disengagement
(V) Varimax Factor V : Rapport among Teacher
(VI) Varimax Factor VI : Teacher Status
(VII) Varimax Factor VII : Teacher Load
(VIII) Varimax Factor VIII : Aloofness

6.3 SCHEME OF SUGGESTIONS

The present research has shown that on the climate continuum, more schools stand in intermediate position that on other extreme. While it can be conceded that no society will find it possible to move all its schools towards openness of organizational climate so long as men are what they are, administrators are what they are, and teachers are what they are, but a society can be vigilant to see that fewer of its schools fall a prey to closed organizational climate. Its live concern should be to help its school system to move towards openness of organizational climate.

Improvement of school climate is, indeed, a challenging task. It is very complex as many factors and forces intervence and weave the delicate and intricate fabric of school climate. The present research as well as many others attempted in the field in the U.S.A., Canada, Australia, India and in other lands, underscore a close inter-relationship existing among the leadership behaviour patterns, teacher morale and school organizational climate. It has now been established beyond misgiving or doubt that the HH pattern of leadership behaviour of school principals is a significantly high contributive factor to developing high teacher morale and openness of organizational climate. The implication, therefore, is to take effective steps to improve the leadership behaviour of school principals. Once, school principals are helped to develop the HH pattern of leadership behaviour and are, at the same time, prevented from falling a prey to the LL pattern of leadership behaviour, the important step towards improving teacher morale and school climate will be taken.

But in the present research, unlike the other researches in the area of organizational climate in different countries, four dimensions relating to institutional behaviour are also included.

The next section will, therefore, be devoted to the discussion of ways and means of improving the institutional administrative behaviour. This will be done using the four dimensions of this area viz., Freedom and Democratization, Communication, Human Relation, and Organization Structure.

The scheme of suggestions to be presented in this chapter will be as under :

(a) Improvement of institutional administrative behaviour.

(b) Improvement of leadership behaviour patterns of school principals - training in educational leadership.

(c) Improvement of teacher behaviour.

(d) Improvement of teacher morale.

This will be discussed briefly in the form of suggestions.

6.4 IMPROVEMENT OF INSTITUTIONAL ADMINISTRATIVE BEHAVIOUR

The four dimensions included in institutional administrative behaviour are :

(1) Freedom and Democratization

(2) Communication

(3) Human Relation

(4) Organization Structure

(1) Freedom and Democratization

In Thailand, schools originated from monasteries a network of which was found to have spread all through out the country. In monasteries, the teachers were monks. An abbot was the head of the monastery schools. Monks had to respect with reverence and stark obedience the head of the monastery and students had to show the same reverence and obedience. Rules and regulations were formulated to direct and control the conduct of the teachers as well as students. This earlier tradition of respect and obedience to the authority has percolated even in the schools of the present days. The Department of General Education, Ministry of Education, and Educational Office attached to Bangkok Metropolitan Administrative Bureau, Ministry of the Interior, which are in administrative control of all educational institutions of school levels have their own code of rules and regulations which the school principals and school teachers are bound to follow. One of the after effects of the earlier tradition of respect and obedience of those in authority on the one hand and of the rules and regulations framed by those in authority are that there are no atmosphere of freedom and decentralised authority in schools. In the present study, the mean score on this dimension was found to be high in Open Climate (28.31 per cent) as well as Closed Climate (25.61 per

cent) schools. This fact can not be explained except as a recent symptom of an yearning for greater freedom and decentralised authority emerging from student agitations and movements. In any case, how teachers perceived such a high status of freedom and democratization operating in today's primary schools need to be further examined through case studies.

With all these said and done, there is still greater need for real freedom and democratization for teachers in primary schools of Thailand. School principals, by and large, still hold old-fashioned concept of leadership and they seem to reflect in their bearing towards their teachers the idea that "I am your boss", "I am better than you" and "You have to obey and do and not to question why". This is more in Government schools than in Municipal schools. This is also more in small size and big size schools than average size schools, and also more in two shift schools than one shift schools. This is the case in all regions, in some to a more extent and in others to a lesser extent. But this trend is prominent everywhere irrespective of any variables.

The following suggestions are offered to improve "freedom and democratization" :

(1) In the school system, the individuality of teachers should be recognised and respected;

(2) There should be adequate pre-planning of institutional, co-curricular and extra-curricular activities in which teachers should feel free to make their suggestions and tangible contributions by way of demonstration, experiments, action-research or preparation of newer instructional materials and aids;

(3) The fear-complex of authority from the minds of teachers, particularly the junior ones, should be removed; a kind of family-like atmosphere accompanied with feelings of affection, warmth, security and peace should prevail in every school;

(4) The help needed by teachers should not only be freely available, but they should not feel shy or embarrassed to seek help.

(5) There should be internal academic autonomy for teachers and less vigorous control of Department of General Education, Ministry of Education and Educational Office attached to Bangkok Metropolitan Administrative Bureau, Ministry of the Interior on purely academic matters;

(6) Teacher should be involved in the internal decision-making of schools;

(7) Authority within a school should be decentralised to the extent that is practical;

(8) The functioning of the school in its programmes should be done through group-work, work-shops, seminars, work-conferences, panel formations, and such other democratically decentralised mechanisms;

(9) Teachers should feel free to participate in any programme of inservice training for professional growth;

(10) There should be teachers' forums within and without school to propose educational innovations;

(11) Supervisory services in schools should be so enriched and strengthened so as to assure teachers that they would readily get help in securing new instructional materials, in adjusting instruction to individual differences and in effective techniques and procedures of evaluation.

With the growth of schools and the number and complexity of school activities, the centralisation of all authority and decision-making in one man - the principal or in the hands of the oligarchy of the seniors, administrators and supervisors become burdensome, time consuming and less productive. There is need to adopt the modern concepts of administration and supervision which underscores freedom and decentralisation. Under vigilant leaders endowed with skill of coordination and evaluation, such a system of freedom and decentra-

lisation yields more job satisfaction for teachers and better standards of teaching - learning. Schools administrators should know that autocratic approach and attitude on their part suppress teaching initiative and originality and encourage mediocrity and pattern teaching which are harmful to the good cause of education.

(2) Communication

This is an important component of administrative process. This factor has been recognised by Grey (1957, P.204) and others as crucial in effective administration. In the present study, the mean score on this dimension was found to be not very much encouraging. This means that improvement is needed in the process of communication going on in the primary schools of Bangkok Area. From the researcher's own experience, he can say that there is little scope for upward communication, viz., the communication from teachers to principal, to distinct officials, to Director-General of Department of General Education, and to Director-General of Educational Office attached to Bangkok Metropoliton Administrative Bureau, etc. It also means that the school administrators are not constantly in touch with what is going on in classrooms, how teachers and pupils think about a number of things that are being done in their schools. School administrators are not quite able to assess to what extent the ideas

passed down to teachers and students are accepted and, therefore, they stand in the danger of either taking or communicating decisions which might prove resentful or might be annoying to teachers and students. What is, therefore, needed is to improve the channel and flow of communication from below towards the upward direction.

When the upward flow of communication is not effective, the resultant damage is to the school climate as well as to teacher morale. This is because the horizontal communication along the level of teachers or students continues. If dissatisfaction exists, this spreads further and deeper through horizontal level of communication among the teachers in one form or when teachers are dissatisfied, the question of seniority or junior status disappears. Teachers become one group or one community and the fire of dissatisfaction spreads among them without much effort or difficulty. It is, therefore, very much crucial for school administrators to provide school teachers, students and parents the opportunity to communicate their ideas, feelings, proposals, etc.

The school principals should be impressed that they should not be unduly secretive. On the contrary, they should be open hearted and frank and must be anxious to pass on to their colleagues in the school all the

important information that they possess. A school administrator should be anxious to get feed-back from all those whom his decisions or acts have affected. No improvement in schools can be effected single-handed by school administrators. They should open up the channels of communication which they command so that they know how the teachers, students, etc. feel about a number of crucial things going on in school, and know where decisions are wrongly taken or wrongly understood by teachers and students.

In this connection, the researcher might like to suggest regular fortnightly staff meetings which serve as channel of both upward and downward communication and also serve as forum of free discussion.

The school should have a corner where all important pieces of information are passed on to teachers, students, etc., through notices on the Information Boards.

Teachers should also feel free to peep into the office of their school principal when they have something important to know, pass on or discuss.

Effective channels and modes of communication go along way in improving school climate and staff morale and school administrators also come to know what they should do and how it should be done to improve their behaviour relating to "Initiating Structure".

(3) Human Relation

This constitutes the psychological aspect of administration. This aspect is particularly neglected in all totalitarian societies and those who put a premium on authority, status and traditionalism. Here, the administrator relishes in keeping a distance from his administrators. He becomes proud of himself in being detached and unconcerned about the difficulties needs and problems of his co-workers and subordinates. What is more important for him to do to treat his co-workers as human beings and bestow on them all affection, consideration, sympathy, assistance, respect, recognition that he can and what the co-workers deserve.

Human relation does not mean that an administrator should be overkind, over considerate and connive at the faults, idleness, deliberate neglect of duties and responsibilities on the part of his subordinates. It means that he should be understanding ready to see the difficulties, problems and joins of his colleagues. He should be reassuring to them when they are placed in trying situations. He should not only feel for them but also feel with them. His concern and striving should be to develop the school teachers and workers in a "family". All the workers - teachers and administrative staff should intrinsically feel that they all belong to the

"school family" of which the school principal is the head. The "headship" should be earned by the school principal not on the basis of his status or authority desired from the Department of General Education or Educational Office attached to Bangkok Metropoliton Administrative Bureau, but the status of leadership given by all members of the staff, collectively and individually, to the school principal actuated by an inner feeling of affection and respect for him.

Human relation climate can be built up in a school if the school principal is trained or helped to realise the need of and moulds his behaviour in the following way :

(1) Respecting the individuality of all teachers;

(2) Recognising merits in teachers where they can rightly be discerned;

(3) Appreciating all sincere efforts made by teachers to do their job well;

(4) Standing by his colleagues in hours of their need;

(5) Guarding him against any possible weakness to indulge in discriminations of any type in dealing with his colleagues;

(6) Developing a friendly and helpful personality;

(7) Establishing rapport with every member of the school staff, etc.;

(8) He should be by the side of his colleagues in event of their or their family member's sickness or in event of a natural calamity.

There are several other ways of maintaining the human relation climate in the school. The administrator should also try to learn the science of human engineering. This would be a good equipment on his part to succeed in achieving human relations in his institution.

(4) Organization Structure

The Thai society put a premium on the respect for the elders, superiors and the seniors. It follows the system of a hierarchical order in which those who stand at the higher or upper level of hierarchy commands respect and obedience from all those who stand at the lower rung of the hierarchical ladder. In this content, the school principal occupies a position of importance, authority and power. This happens particularly in schools of Bangkok Area where school principals and teachers are under the direct control, supervision and direction of the Department of General Education, Ministry of Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau, Ministry of the Interior. In the case of schools in the 72

provinces of the country, the authority of the Department of General Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau over schools functions through education officers of the Department of General Education, Ministry of Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau, Ministry of the Interior.

In Thai primary schools, principals derive considerable authority from the Department and Educational Office. For teachers, principals are persons to be respected, feared and obeyed. The orders come from above. Teachers have not to "reason why, but to do or die" as fact Tennyson would have put it. The following excerpt from the writing of Sir Eric Ashby (1958, P.196), the Vice-Chancellor of the Cambridge University, England through penned in reference to situations in institutions of higher learning, has relevance for the principal-teachers relationship in Thailand and in many other developing countries which unlike Thailand, were once the colony of some imperialistic power. The passage is slightly changed in terminology to suit the present context.

> "The principal of upward flow is vital to the efficient administration and for the survival of autonomy and self-government..... Not all heads consult their juniors before

> decisions are taken as scrupulously as they themselves expected to be consulted by their superiors in similar circumstances. As school faculty becomes larger, there is a temptation for an oligarchy of principal and senior teachers to take over the responsibility of governance on behalf of their more junior colleagues. That why danger lies, for any weakening of the principle of self-government within the academic body makes it harder to preserve self-government within a school system as a whole."

If the students of school education are to be raised, there should be as much involvement as practical politic would permit of all those who constitute the school community. This should be particularly the case with the staff of teachers. In the organizational hierarchy, there is always a tendency to attach more importance and assign more weightage to senior teachers and even among junior teachers to less junior ones. It is believed that intelligence, good ideas, teaching skills, etc. is the monopoly of more experienced teachers. It is conveniently forgotten that good ideas often originate at the lower levels of the hierarchy. This is a precious principle. In the interest of better institutional climate and effective school administration, this principle should be recognised by the Department of General Education, and Educational Office attached to Bangkok Metropoliton Administrative Bureau, and be respected by all school

principals. They should curb their traditional tendency to attach importance to ideas and proposals regarding better teaching or better testing or evaluation merely because they emanate from persons who hold important positions in the school system or in individual schools. The chain of organizational hierarchy should not be slavishly adhered to, but should be rationally, intelligently and objectively followed. Ideas whether they originate from a school principal or senior teachers or junior teachers must be objectively considered in school staff meetings and they should be accepted on their intrinsic merit or rejected on their intrinsic weakness or impracticability.

This would mean that in a school all teachers, whether they are senior or junior, should have recognition and respect if they have new ideas to offer or new instructional or testing practices to suggest.

In every school, a principle be established that those who have more ideas, better skills, deeper insight should have their colleagues who are less gifted in these respects. The chain of senior-junior hierarchy should be broken.

A better way of breaking this organization hierarchy in institutional activities is to organise groups or committees in each school subject area. Each

of these groups will have teachers of diverse age, experience and competences. A tradition should be developed to create group leadership so that every infra-school group can work on a cooperative basis under the direction and leadership of any member or members of the group who are knowledgeable and have more skills and insights. Such groups can work on breaking school courses in meaningful units, formulating specific objectives of teaching, assigning time or hours of teaching to each unit, planning learning experiences within the school and without the school and planning evaluation procedures. The school principal should see that seniority does not unserv ingly usurp the place of leadership or chairmanship of such committees and take all precautions to see that the functioning of such faculty groups does not lead to jealousy and rivalry in the school which are deterimental to the interest of the school. He should further feel concerned about two things, viz., (a) coordinating the work of different subject committees and (b) evaluate their work in terms of goals set for maintaining good standards.

The four dimensions of institutional administrative behaviour discussed above and suggestions made thereon, if implemented, can contribute handsomely in creating the necessary environment and setting in schools

to build up more envigourating Open Climate. Once, administration succeeds in creating such a setting, the school principal can do precious more to make his leadership behaviour and acts more fruitful and productive. This will be dealt with in the succeeding section.

6.5 IMPROVEMENT OF LEADERSHIP BEHAVIOUR PATTERNS OF SCHOOL PRINCIPALS

In any organization, the leader occupies a crucial position. Whether the organization will be effective or not would largly depend on the quality or effectiveness of leadership behaviour patterns possessed by the leader.

The present study has underscored two dimensions of leadership behaviour, namely, "Initiating Structure" and "Consideration". The Thai LBDQ was developed to measure the performance of the principals of the sampled Thai primary schools as perceived by their colleagues - teachers in their schools. The four institutional administrative behaviour dimensions - Freedom and Democratization, Communication, Human Relation and Organization Structure discussed in the preceding section cut across these two dimensions of the leadership behaviour patterns. Similarly, the four dimensions of the Thai OCDQ, in respect of "leader's behaviour", namely, Aloofness, Production Emphasis, Thrust and Consideration also cut across these dimensions to a more

or less extent. The dimensions "Production Emphasis" and "Thrust" of the Thai OCDQ have their bearing on "Initiating Structure" and the dimensions "Aloofness" and "Consideration" of the same on the "Consideration" dimension of the Thai LBDQ. Therefore, the problem boils down to the simple fact of how to help the school principals of the primary schools of Thailand to improve their performance on Initiating Structure (with a focus on reduction of production emphasis and increase of thrust quality) and on Consideration with an emphasis on how to reduce or do away, with their attitude of "Aloofness" and increase their tendency to be more considerate.

Suggestions given below are organised under two captions, viz., (1) Improving "Initiating Structure", and (2) Improving "Consideration".

(a) Improving Initiating Structure

Authorities in the Department of General Education, Ministry of Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau, Ministry of the Interior (Thailand), would be naturally more interested in the improvement of the school principals on "Initiating Structure".

Helping school principals to improve on the "Initiating Structure" dimension of leadership behaviours

is rather a difficult task, because qualities required of principals to be strong on this dimension are part of their personality make-up. Training can modify to some extent personality behaviour but can not change it altogether. But, vigilance can be exercised by the Department of General Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau while appointing school principals or promoting school teachers to the high rank of school principal. The Recruitment or Promotion Committee of the Department of General Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau should look for the following qualities in the candidates for school principals on the basis of personality testing and collection of previous records :

(1) Quality of dynamism;

(2) Ability to take quick but well thought out decisions;

(3) Ability to keep the school moving - keep the organization active like a dynamo;

(4) Possession of procedural clarity;

(5) Power or control craziness (negative quality);

(6) Strong in mutual confidence;

(7) Willingness to go into work with teachers;

(8) Sensitivity to others as to how they perceives them as behaving;

(9) Ability of organizing and distributing work among teachers according to their ability and aptitute;

(10) Ability to establish channels of communications, particularly the flow of community from below so as to get necessary feed-back;

(11) Charity of goals and ability to achieve goals;

(12) Ability and attitude to facilitate cooperative group action;

(13) Skills in direction;

(14) Skills in evaluating individual and group performances;

(15) Skills in coordination;

(16) Insight in institutional and academic planning, etc.

These are crucial but difficult qualities. Very few school principals can be found to possess these competences. But procedural clarity, keeping the organization one move, delegation of duties and responsibilities, democratic mindedness, lesser strong ego, upward flow of communication, competence in planning, attitude towards fair and comprehensive evaluation, and positive attitude towards school and education should, as far as possible,

be looked into candidates before appointing or promoting them to the position of school principalship.

(b) Improving Consideration

The second aspect of leadership behaviour is "Consideration". It is not only enough that school principals develop strong characteristics on "Initiating Structure" but on "Consideration" also. All the more attention needs to be paid to helping school principals develop the qualities of "Consideration" because this aspect had come to be neglected in all colonial and authoritarian societies. When educational administrators tend to become bureaucrats and come to regard "rules and regulations" as everything, they never attach any significance to "Consideration" - not only that they regard the possession of qualities or attitudes that go with this dimension as "pure and simple weakness". Therefore, the first essential step is to orient the administrators into what magic can be produced by the factor of "Consideration". Here, administration of industries and the science of personnel management should be brought home to educational administrators. They should be exposed to the mine of researches done in industry which show how "Consideration" and "Human Relations" help in increasing the morale of the workers and how better quality production and more production are achieved

through this psychological approach. The case studies of efficient and productive workers in many fields of productive life should be placed in the hands of educational administrators and through discussion they should be helped to see for themselves how these workers become better workers because of this human relation approach utilised in their cases by their bosses. As observed earlier, "Consideration" and "Human Relation" are not to adopt "the 'goody, goody' approach" or to wear an unreal smile on the face by the administrators. Artificial smile on the face of the superior is easy to be detected by the subordinates. A man can smile and smile still be a villain - wished, selfish, unsympathetic and mischievious. The promiscuous consideration defeats its purpose by its very promiscuity. If consideration is to be employed in dealing with the subordinates by a superior, it should be pure gold - Genuine Consideration.

The following suggestions are made to help school principals and even higher level of educational administrators on Consideration and Human Relations.

It awakens school principals to the danger of developing "Aloofness" and resorting to "Production Emphasis" unduly and frequently.

(1) They should try to be jovial and cheerful while talking to or working with teachers, the smile should be real and natural;

(2) Their behaviour should be indicative of friendship;

(3) They should guard themselves against using strong, biting and attacking type of language with their teachers. A teacher, whether senior or junior, is a colleague, a member of the school family. He is, therefore, entitled to be received all warmth and affection of the elders in the family;

(4) Principals should miss no opportunity to demonstrate genuine fellow-feeling;

(5) Polite speech and behaviour constitute a duty on the part of the school principals and a legitimate expectation for school teachers;

(6) It is love, sympathy and identification that bind members with ties of strong group feeling. The goal of "group maintenance", thus, gets better achieved;

(7) A school principal who helps a teacher or a group of teachers to work cooperatively on a difficult problem also inadvertently helps his school staff to develop solidarity and build natural walls of defence against frictions developing among the members;

(8) The principals should learn to blow off their ego as men or women and super-ego as persons in power;

(9) Staff morale is a real phenomenon no administrator can afford to miss the feel of "deteriorating" or "maintenance" of morale he has to be constantly vigilant about the upward or downward trends in staff morale. Morale has to be guard in terms of cooperation among group members in working with one another, and other indices of job satisfaction;

(10) School principals must be helped through role playing and other devices to keep interpersonal relations pleasant;

(11) They should also be taught how to stimulate self-direction among teachers using their extrinsic and intrinsic motivation. Motives of individuals should be provided opportunities to derive adequate satisfaction;

(12) Traditions of mutual trust, respect and warmth in the relationship between the principal and the members of his staff should be set up in each school, and to this end the efforts of the top officials of the Department of General Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau should be directed.

The four factors of the OCDQ which help in building up school climate and also contribute to the enrichment of "Consideration" also need to be carefully looked into.

It is true that in every school system, school principals have to abide by the rules and regulations laid down by the Department of Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau. But he should not go by the book. Principal should, however, not take refuge under the shield of Department rules and orders or Educational Office rules and orders, but show boldness and skills to deal with teachers in an informal face-to-face situation. They should also be vigilant so that they do not tend to play the role of a "straw boss".

Such an attitude or assuming of air kills both the tendency towards "Consideration" and suffocates "Human Relations".

Reorientation or training of school principals on the lines enunciated above is a difficult thing. Three measures would be crucial in this. First, the principals should be exposed to this modern ideology and concepts as well as procedures of administration and personnel management. Not only they should know about these ideas, they should have necessary emotions evoked in harmony

with these ideas and procedures. This would be done in the form of intensive and frequent exposures of school principals in seminars, situational discussions, work-conferences, role-playing, case studies or even using films and television media. Once the principals acquire knowledge and develop appropriate feelings, they could gradually be helped to move towards such actions that would be oozing with milk of "Consideration" and reflect or menifest "Human Relation". Professional training, either inservice or preservice programme, of school executives and principals should be thought of on such new lines. Only then it can be expected that school executives and school principal would manifest high consideration and more effective human relations.

6.6 IMPROVEMENT OF TEACHER BEHAVIOUR

The concept of organizational climate of school adopted in the present research comprised of interaction of teachers among themselves and with the principal. Therefore, like institutional administrative behaviour and leadership behaviour of school principals, the teacher behaviour also constitutes a crucial contributor as well as an index of the organizational climate of a school. Teacher behaviour as conceived in the present study, is characterised by four dimensions, viz., (1) Disengagement, (2) Hindrance, (3) Esprit, and (4) Intimacy. In earlier discussion in sections 6.4

and 6.5, references had become inevitable to either institutional behaviour or principal's behaviour which affects teacher's esprit (morale) and intimacy.

Disengagement is a tendency to be found in teachers to feel that they are not the part and parcel of the school, and whether the credit of the school goes up or comes down on the basis of the achievement index of students and teachers, they are not bothered about it. This, thus, gives the feeling that the staff is "not in gear" so far as their tasks and expectations about them are concerned. This happens because the institutional behaviour is so much hierarchical and junior teachers have little involvement. When the Department and Educational Office or school principal becomes unduly task-oriented, such a tendency on the part of the teachers to take their heart out of their school their work emerges. Principals who are wedded to the philosophy of "production emphasis", "strong initiating structure", egoistic in temperament, too much power or authority crazy and relishing in "bossism", inadvertently evoke such disengagement behaviour on the part of teachers.

But sometimes, all blame can not be thrown on administrative set-up and administrators. Some teachers have lethargic tendency, lacking all initiative and interest, wearing a personality like "refrigerator", having, as it were, no life in them, selfish, calculating

and mean minded. It is a great disaster for education that such persons are allowed to become teachers.

In the present study, it was found that the mean score on "Disengagement" dimension was the highest in "Closed Climate" schools which had also "low teacher morale" and "the LL type" of leadership behaviour. This suggests that school principals should do some inner searching of their own heart and should not over - emphasise task - orientedness, production and application to work. This would affect badly teachers' morale or "esprit" and eventually, the school or the school system would fail in goal maintenance.

"Hindrance" is another meaningful dimension of teacher behaviour. It refers to the feelings, as discussed in Chapter I, that the school principals unduly burden them with routine duties, committee demands and other requirements which teachers consider unnecessary. This type of "hindrance" is inadvertently there in Thai primary schools. Perhaps, it is true of schools of many Asian and African schools. On account of inadequate funds for education, teachers in schools are burdened with a lot of clerical duties which can be done much better by clerks and in the ultimate analysis, these would be saving as clerks cost less and teachers, if freed from routine duties, can be led to do more imaginative

and innovative instructional work. Therefore, it turns out to be bad economy and not at all insightful investment, both human and material. The Department of General Education, Educational Office attached to Bangkok Metropoliton Administrative Bureau and school principals should, therefore, be helped to grasp this vital truth. This can be done through inservice programmes of insightful nature for the officers of the Department, Educational Office and school principals.

The present researcher is of the opinion that if institutional administrative environment and leadership behaviour pattern of school principals can be improved, it will have its wholesome and beneficial effort on the improvement of "esprit" of teachers. The administration should make additional exertion to create conditions and facilities in individual or cluster of schools so that teachers, including school principals have their social needs satisfied.

The leadership in the Department or Educational Office as well as in individual schools should also endeavour to see that there is no discrimination among teachers, favouritism has no place in relationship with teachers and no foul play ever takes place. There should be such atmosphere in school and among the community of school teachers that they can enjoy

friendly relations and happy social meets. The over emphasis on task - accomplishment on the part of either Department of Administrative Bureau, Educational Office or school principals should not hamper the social needs satisfaction of teachers.

6.7 IMPROVEMENT OF TEACHER MORALE

In earlier discussion on dimensions of leadership behaviour and components of teacher behaviours and principal behaviour, teacher morale had figured and suggestions were made, though indirectly, for the improvement of teacher morale. If administration can be made considerate, decentralised, fair and impartial, freedom-oriented, and less committed to hierarchical relations and status, teacher morale will unfailingly improve.

For the improvement of teacher morale, teacher salary should bear significant relationship with (a) cost of living index, (b) level of academic and professional qualifications, (c) demonstrated evidence of qualitative and productive work and (d) equality of opportunity, teacher morale will be sustained on this factor. It goes down only when these essential preconditions are flouted or ignored.

If school principals develop strength or enrichment on consideration, thrust, freedom and democratisation, communication and human relations and learn to recognise "merit" and reward it, then it would be easier to have teachers' rapport among themselves with them (i.e. principals) and also with their teaching in classroom.

The school principals should do two more things. They should distribute the academic and extra-curricular work among school teachers in such a way that they do not feel excessive strain - they may not develop hyper-tension, and they have sometime to enjoy social relations with their colleagues - indulge in friendly chat over a cup of tea, have some recreation like playing games of badminton, table-tennis, during the off-hours.

In a country like Thailand, social curricula are decided by the Department of General Education and Educational Office attached to Bangkok Metropoliton Administrative Bureau. But still there is scope for month-wise or half-yearly detailed planning of prescribed school principals. Teachers - all teachers should have involvement in curriculum redevelopment or enrichment. Such recognition and involvement of teachers in academic planning and decision-making gives inner job satisfaction to teachers, and it is such inner satisfaction and motivation that raises teacher morale.

Community should learn to support education and teachers. This can be done partly by teachers themselves and partly by social and political leaders and government. It is upto the teachers themselves to raise their national image by putting hard, honest and effective work. Work always speaks. Society should do everything possible to raise teacher status, and exert undue and harmful pressures on schools and teachers to do anything that against the noble cause of education. If these steps are taken, teachers' morale would go up.

6.8 TRAINING OF SCHOOL PRINCIPALS

The discussion presented in sections 6.4 to 6.7 clearly shows that in improvement of school climate and teacher morale, the school principals are more particularly and officers of the General Education Department and Educational Office attached to Bangkok Metropolitan Administrative Bureau generally play the crucial and decisive role. The institutional administrative behaviour has to be made less committed to the hierarchical status, relationship and cunctioning, better communication channel, should be established, there should be internal academic autonomy and democratization for teachers and more thoughtful and considerate human relationship should be practised by those who wield authority. Principals' leadership behaviour should be

characterised less by hindrance, production - emphasis and more by thrust and consideration.

These indeed are noble ideas. The difficulty is how to equip the school principals with real understanding of them almost boardering on them as faith, they must inwardly feel that they constitute what is worthwhile to be done and then they actually practise these ideas. In other words, the present traditional and authoritarian attitude and perceptions which many principals of Thai schools entertain should be adequately and effectively modified. This can not be achieved through mere Department admonition and Educational Office admonition or direction. The change, if at all it is to be effective, should come from within. The school administrators of Thailand should really feel that the new ideology of open climate and higher morale is a sound and rational one and it should be given a fair trial.

The Government of Thailand should establish a Staff Training College for Educational Administrators on a permanent basis. The Educational Commission of India which reported in 1966 had recommended the same for training educational administrators at the levels of Education Secretaries, Directors of Education and District Education Officers. If such a Staff Training College is a practical proposition for Thailand, its scope should

also include principals of colleges and primary schools at least. This college would provide short and long term training programme for educational administrators with different focuses and focal points. So far as the inservice professional preparation of primary school principal is concerned, it should at least have courses in the following areas. The duration, to be effective, should not be less than a month but preferably the long summer vacation be utilised for this purpose. The principals deputed for this training be paid all cost - travel, boarding and lodging and purchase of training materials.

The programme suggested below will have, at the best, three dimensions, viz.,

(a) Theory courses

(b) Seminars

(c) Practical work.

(a) Theory Courses : They can be of the following nature :

(1) The administrative principles and processes.

(2) The psychological, sociological, economic and political factors affecting school administration.

(3) Administrative and instructional leadership (with emphasis on behaviour patterns and styles).

(6) reduce unnecessary emphasis on production emphasis;

(7) develop attitude and competence of trust (in leadership behaviour of school principals); and

(8) develop qualities of consideration and human relations and skills in human engineering.

Similarly exercises should be planned in the improvement of institutional behaviour by reducing over-emphasis on hierarchical status and functioning, enrichment of channels of communication and increasing the upward flow of communication from bottom to top resulting in effective feedbacks from lower level workers to workers at the upper level, building up within the school atmosphere of internal academic autonomy and adoption of practices of decentralisation and democracy in group formation and in group functioning and work.

(c) Practical Work : School principals will have to prepare on action programme about improving their own behaviour on Initiating Structure, Consideration, Human Relation, Communication and Democratization.

Such a programme of training will have one advantage - it could help in modifying the cognitive and affective aspects of the administrative behaviour of school principals to some extent in the beginning, but if the Department of General Education and Educational

Office attached to Bangkok Metropolitan Administrative Bureau follow up their progress in cognitive behaviour in actual action, substantial change is likely to place in perceptions and actions of school principals in regard to the Department of General Education, Educational Office attached to Bangkok Metropolitan Administrative Bureau, staff of school teachers and even school students, their motivation and attitude towards school and school achievement. There is need to review and refresh our educational thinking and practices in educational administration if education is to be used as the greatest instrument of social change and sound investment for improvement of national economy.

6.9 CONCLUSION

The ideologies of organizational climate, teacher morale and leadership behaviour patterns are new for many Asian countries like Thailand. On the part of present researcher, the research, therefore, constitutes research innovation and a venture of faith. He is aware of some short-coming of his research. Particularly the mean scores on certain dimensions of organizational climate like "Disengagement" and "Freedom and Democratization" are not very much discriminating. This raises a possibility that teachers in closed climate schools, because of closedness of climate and high authoritari-

onism of their principals, might not have been candid and honest in designating the negative or restrictive leadership of the acts of the heads. It, therefore, becomes necessary to pursue the results of the present research further and do case studies of a few sampled schools from all the three climate schools and validate the results obtained from the present research. This is what the researcher intends to do and as post-doctoral research work, he would give a fresh look at the tools constructed by him for the present research. Halpin himself has admitted in his "Theory and Research in Administration" (1966, P.194) validation of the OCDQ becomes difficult and it raises certain issues for which it is not always possible to find answers.

As regards the suggestions to improve the organizational climate, the task, indeed, is very much challenging. This is also on Halpin's (1966, P.137) own confession when he refers to "the recognition of how exceedingly difficult it is to change an organizational climate". But attempts have to be made to improve school climate to the extent that is possible. To that and the first essential step is to evaluate the organizational climate of schools and without making any attempt to praise or damn the climate of a particular school, an attempt should be made to treat the sick,

i.e. the Closed Climate Schools and assist the Open Climate Schools to prove to be more fruitful.

It is hoped that it is in this high that the utility or otherwise of the present research will be viewed.

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