CHAPTER - 4

CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION

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4.1   INTRODUCTION

This chapter is devoted to the analysis and inter-
pretation of the data collected by administering the
three research tools described in the previous chapter.
The data were collected from the responses of 1,000
primary school teachers belonging to the 100 sampled
schools in the Bangkok area. In most of the cases the
data were collected by the investigator himself visiting
the sampled schools. First time for the distribution of
the questionnaires and second or third time for the
collection of the filled out tools. His work was greatly
facilitated by the willing cooperation he received from
the Department of General Education, Ministry of Education,
and the Educational Office attached to Bangkok Metropo-
liton Administrative Bureau, Ministry of the Interior.
The investigator had acquired official permission to
visit each sampled school and contact the respondent
teachers. With the official support, the data collection
became comparatively easier although some school principals
did not look with favour upon this venture. After six
months, data collection by personal visits to the sampled
schools was over and the investigator sent 100 registered
letters to the 100 sampled primary school principals for
additional data by post. Within one month the investiga-
tor received the additional data from 100 sampled primary
school principals in Bangkok area.

The data collected were analysed by the investigator himself first and then by computer through P.R.L. (Physical Research Laboratory), Ahmedabad (Gujarat). The analysis as indicated in the section on research methodology related to various independent variables, viz., Regions, Types, Sizes and Shifts of Schools, Sex, Age, Qualification and Working Experience of principals of schools.

The data collected through the Organizational Climate Description Questionnaire (the Thai OCDQ), the Purdue Teacher Opinionnaire (the Thai PTO) and Leadership Behaviour (the Thai LBDQ) were analysed to find out the effect of Teacher Morale and Leadership Behaviour on the Organizational Climate of the sampled primary schools.

4.2 IDENTIFICATION OF THE ORGANIZATIONAL CLIMATE OF THE PRIMARY SCHOOLS IN BANGKOK AREA .

As stated earlier, the task before the present researcher was to identify Organizational Climate of the sampled 100 primary schools and to label them as Open, Intermediate and Closed Climate types. Hypothesis I stated below was conceived to that end. It underscores three things : (a) firstly, to identify the organizational climate of schools; (b) secondly, to label the climate; and (c) to find out whether the types of climate of schools varies with the four regions of Bangkok area.

The Hypothesis is stated as under :

Hypothesis I :   "Organizational Climate of Primary
Schools (Government Schools and Municipal Schools) of the
North, South, East and West Regions of Bangkok Area would
show marked variation".

Construction of School Profile

After scoring each item of the Thai OCDQ as indicated
in the previous chapter, each respondent's each sub-tests
scores was computed by summing up the item scores sub-test
by sub-test and dividing each of the 12 sums by the number
of items in the corresponding sub-test. To construct the
school profile, a school mean sub-test score for each of
the 12 sub-test was computed. These scores define the
average response of teachers for each respective sub-test.
Hence, the profile of scores shows how most of the
teachers in a school characterize the organizational
climate of their particular school. As specially, the
scores indicate how often certain types of behaviour
'occur' among the teachers and with the school principals.

The 100 school profiles were now in terms of raw
scores. These raw scores were converted into standard
scores, first normatively and then ipsotively.

Normatively standardization was done across the
sample of 100 schools so that each of the 12 sub-test

scores could be compared on a common scale. Thus, each sub-test was standardized according to mean and standard deviation of the total sample for that sub-test.

Ipsotively standardization was made with respect to mean and standard deviation of the profile scores for each school. For both standardization procedures, a standard score system based upon a mean of 50, and standard deviation of 10 was chosen ($10 \frac{(X - M)}{SD} + 50$).

These standardized scores indicated two things : First, a score above 50 on a particular sub-test indicated that the given school score was above the mean of the sample on that sub-test and second, that the score on that sub-test was above the mean of the school's other sub-test scores. The distribution of the 100 school mean standard scores for all the sampled schools is presented in Annexure III.

The distribution of the school mean standard scores of each region of Bangkok area was also studied. These scores are also given in the Annexure IV.

<u>Stanine Score System</u>

As a next step, standard scores of 100 schools were labelled into stanine score system ranging from 1 to 9 with the ranks Nos. 9, and 8 as highest level; ranks Nos. 7

and 6 as high level; ranks Nos. 5, and 4 as low level;
and ranks Nos. 3, 2 and 1 as the lowest level respectively.
With respect to different levels arranged, the weights or
numerical values for each level were applied by giving
the highest, high, low and lowest levels the value of
4, 3, 2 and 1 respectively. Each of 100 schools selected
for the study was assigned its mean standard scores of the
12 sub-tests according to the score obtained normatively.
Then, the scores labelled at each level of every sub-test
were summed and the total marks possessed by each school
were obtained. This was the "school stanine score" which
each of the 100 sampled schools possessed and was utilised
in identifying the school climate. This is shown in the
Table 4.1 on the next page.

The table is given to illustrate how the school
stanine score of school No.1 is obtained.

Table 4.1 :   Illustration of how the School Stanine Score of the School No.1 is obtained

Stanine Level	OCDQ Sub-tests												Stanine Score Obtained
	1	2	3	4	5	6	7	8	9	10	11	12	
Scores	63	61	51	43	68	63	42	51	38	42	44	44	
Highest 9					68								
8	63	61			(1)	63							1
High 7	(2)	(2)	51			(2)		51					2,2,2
6			(3)					(3)					3,3
Low 5				43			42			42	44	44	
4				(2)			(2)		38	(2)	(2)	(2)	2,2,2,2,2
Lowest 3									(2)				2
2													
1													
Total	2+2+3+2+1+2+2+3+2+2+2+2 = 25 / Closed Climate												

Note :   of the sub-tests 1, 2, 5 and 6 (Disengagement, Hindrance, Aloofness and Production Emphasis respectively), the score of the stanine level is given reversely from 9 to 1. Figures in the brackets indicate the obtained stanine score.

From Table 4.1, the school stanine score of school
No.1 is "25" obtained by summing up the scores in all
brackets at every sub-test channels are the mean standard
scores of the 12 sub-tests obtained by the school No.1.
The school stanine scores of the other schools are obtained
by the same method illustrated in the case of school No.1
as have already mentioned in Table 4.1.

Labelling of Schools according to Climate Types

The Table 4.2 shows the classification of the 100
schools of all the four regions of Bangkok area in terms
of Closed, Intermediate and Open Climate types.

Table 4.2 :   Classification of 100 Primary Schools
of all the Four Regions of Bangkok
area according to Closed, Intermediate
and Open Climate Types.

School No.	Region	School Stanine Scores	Climate Types		
			Closed	Intermediate	Open
		(23-37)	(23-27)	(28-32)	(33-37)
1	N	25	*		
2	N	32		*	
3	N	37			*
4	N	26	*		
5	N	28		*	
6	N	31		*	
7	N	23	*		
8	N	30		*	

Table 4.2 (contd...)

School No.	Region	School Stanine Scores	Climate Types		
			Closed	Intermediate	Open
		(23-37)	(23-27)	(28-32)	(33-37)
9	N	31		*	
10	N	28		*	
11	N	35			*
12	S	29		*	
13	S	28		*	
14	S	31		*	
15	S	29		*	
16	S	27	*		
17	S	25	*		
18	S	33			*
19	S	31		*	
20	S	30		*	
21	S	31		*	
22	S	27	*		
23	S	26	*		
24	S	32		*	
25	E	25	*		
26	E	27	*		
27	E	24	*		
28	E	26	*		
29	E	26	*		
30	N	24	*		

Table 4.2 (contd..)

School No.	Region	School Stanine Scores	Climate Types		
			Closed	Intermediate	Open
		(23-37)	(23-27)	(28-32)	(33-37)
31	N	34			*
32	N	30		*	
33	N	30		*	
34	N	25	*		
35	N	32		*	
36	W	27	*		
37	W	30		*	
38	W	33			*
39	W	27	*		
40	W	29		*	
41	W	26	*		
42	W	27	*		
43	W	28		*	
44	W	32		*	
45	N	29		*	
46	N	34			*
47	W	36			*
48	N	27	*		
49	S	31		*	
50	N	37			*
51	E	30		*	
52	E	28		*	
53	E	32		*	
54	E	28		*	

Table 4.2 (contd..)

School No.	Region	School Stanine Scores	Climate Type		
			Closed	Intermediate	Open
		(23-37)	(23-27)	(28-32)	(33-37)
55	E	24	*		
56	N	31		*	
57	E	26	*		
58	N	27	*		
59	E	29		*	
60	N	25	*		
61	W	28		*	
62	W	28		*	
63	W	26	*		
64	W	28		*	
65	W	36			*
66	N	28		*	
67	N	29		*	
68	N	34			*
69	N	30		*	
70	N	35			*
71	N	32		*	
72	N	33			*
73	N	30		*	
74	N	29		*	
75	N	31		*	
76	S	27	*		
77	S	27	*		
78	S	27	*		

Table 4.2 (contd..)

School No.	Region	School Stanine Scores (23-37)	Climate Type Closed (23-27)	Intermediate (28-32)	Open (33-37)
79	S	33			*
80	S	28		*	
81	N	31		*	
82	N	26	*		
83	N	23	*		
84	N	30		*	
85	N	28		*	
86	Ń	36			*
87	N	25	*		
88	N	27	*		
89	N	28		*	
90	W	29		*	
91	S	27	*		
92	S	28		*	
93	S	30		*	
94	S	25	*		
95	S	25	*		
96	S	35			*
97	S	32		*	
98	S	26	*		
99	S	34			*
100	S	29		*	
Total			35 (35.00%)	49 (49.00%)	16 (16.00%)

CHART NO.12 : SHOWING THE PERCENTAGE DISTRIBUTIONS
OF SAMPLED PRIMARY SCHOOLS OF BANGKOK
AREA FALLING IN THE THREE CLIMATE
TYPES - (OPEN, INTERMEDIATE AND CLOSED)

35% (35 SCHOOLS)

16% 16 SCHOOLS

N = 100

49% 49 SCHOOLS

OPEN CLIMATE

INTERMEDIATE CLIMATE

CLOSED CLIMATE
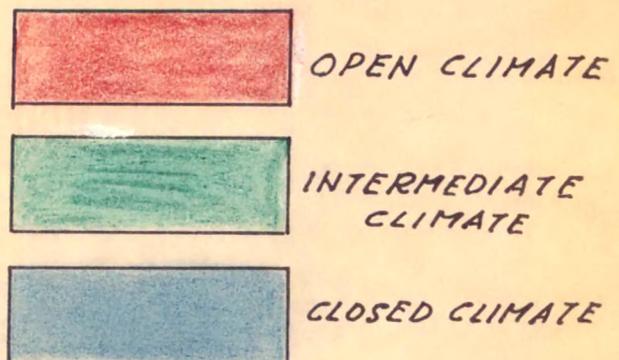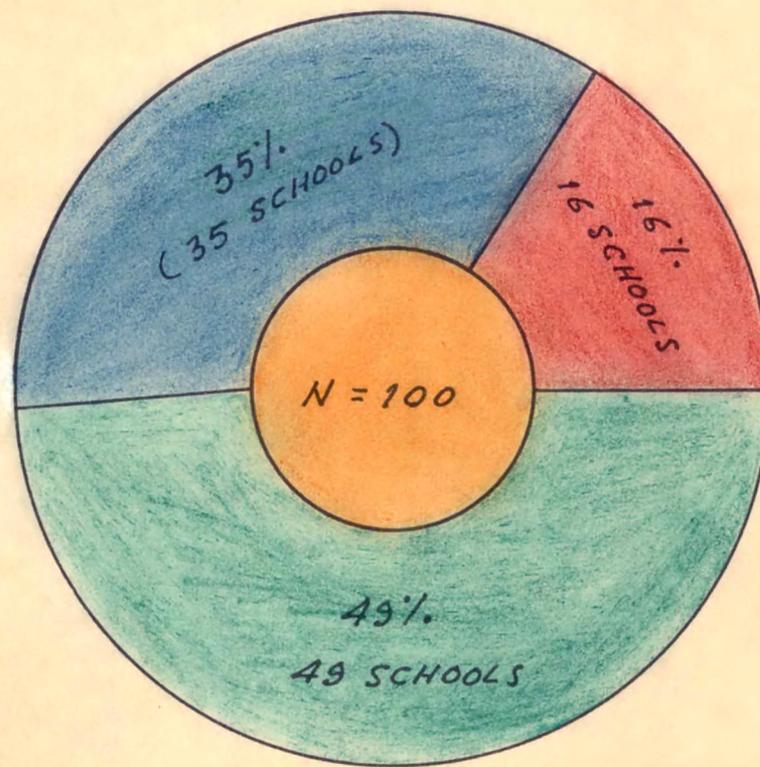
Considering the school stanine scores as shown
in the Table 4.2, it is seen that the lowest school
stanine score is only 23 and the highest school stanine
score is 37. The range from the lowest score to the
highest score (23 to 37) can be devided into three levels;
first from 23-27, second from 28-32 and then third from
33-37 with the equal intervals of 4. The climates, then,
are identified for each school according to the stanine
scores obtained by it. The range of score of 23-27 is
considered as "Closed Climate", the range of score of
28-32 is considered as "Intermediate Climate", and the
range of score of 33-37 is considered as "Open Climate".
Looking at the number of schools labelled as "Closed
Climate", it may be observed that in this category fall
about 35 schools (35 per cent) out of 100 schools studied.
The number of schools having the "Open Climate" is only
16 schools (16 per cent) and the remaining 49 schools
(49 per cent) are assigned to the category of "Inter-
mediate Climate" (see vide Chart No.12). It may also be
noted that the number of schools having "Open Climate".
The majority of schools studied, however, belong to the
"Intermediate Climate" category. Thus, this analysis
sustains Hypothesis I.

Region-wise Variations

Table 4.3 on the next page shows the distribution of

the schools according to their organizational climate in the four regions of Bangkok area of school locations.

Table 4.3 : Percentage Distribution of Three
Climate Type Schools in the
North, South, East and West
Regions (see vide Chart No.13).

Region	Climate Type			Total
	Open	Intermediate	Closed	
North	20.93 (9)	51.16 (22)	27.91 (12)	100 (43)
South	13.79 (4)	48.28 (14)	37.93 (11)	100 (29)
East	0.0 (0)	41.67 (5)	58.33 (7)	100 (12)
West	18.75 (3)	50.00 (8)	31.25 (5)	100 (16)
Percentage	16.00 (16)	49.00 (49)	35.00 (35)	100.00 (100)

Note : Figures in the brackets indicate the number of schools.

From the above table, it will be seen that 16.00 per cent of schools have Open Climate, and 35.00 per cent of schools have Closed Climate. The percentage of schools having Intermediate Climate is 49.00. On the whole, it appears that the total number of schools studied in the present investigation possess varying climate. The percentage of schools with Open and Closed Climate types are lower than that of schools with Intermediate Climate.

Of the total 100 primary schools of Bangkok area, 43
schools are from North Region, 29 schools are from South
Region, 12 schools are from East Region and 16 schools
are from West Region. Looking to the distribution of
43 schools of the North Region in the Table 4.3 again,
it will be seen that 9 schools or 20.93 per cent of
schools possess Open Climate, 22 schools or 51.16 per
cent of schools possess Intermediate Climate and 12
schools or 27.91 per cent of schools possess Closed
Climate. Thus, of the total 43 schools of the North
Region of Bangkok area, a greater number of schools
possess Intermediate Climate. The percentage of schools
with Open Climate is only 20.93. Thus, there is climate
variation.

Looking to the distribution of the schools in the
South Region of Bangkok area, it will be seen that 13.79
per cent of the schools have Open Climate and 37.93 per
cent of schools have Closed Climate, and about 48.28 per
cent of schools of this region have Intermediate Climate.
On the whole, it appears that a greater proportion of
schools of the South Region of Bangkok area has Interme-
diate Climate. The percentage of schools with Open
Climate is comparatively very less. Here, also, there
is climate variation.

As to the percentage distribution of schools in
the East Region, it is seen that 0.0 per cent of
schools have Open Climate and 58.33 per cent of schools
have Closed Climate. The percentage of schools with
Intermediate Climate is only 41.67. This would show
that on the whole, a greater number of schools in the
East Region possess Closed type of Climate, and there
is not any percentage of schools with Open Climate.
The percentage of schools with Closed Climate is about
58.33. This region also shows climate variation.

In the same way, Open, Closed and Intermediate
Climate types of schools have the percentages in the
West Region are 18.75, 31.25, and 50.00. Thus, the
percentages of schools with Intermediate Climate are
high and the percentages of schools with Open Climate
are comparatively very low. The percentages of the
schools with Closed Climate are high if compared with
the percentages of the schools possessing Open Climate.
This is also climate variation.

Considering globally the percentages of schools
of North, South, East and West Regions falling under
each of the three different types of Climates, it is
seen that 20.93 per cent of schools of the North Region
as against 13.79 per cent of schools of the South Region
are falling under Open Climate type. The percentages

of schools with Closed Climate of both North and South
Regions are 27.91 and 37.93 respectively. If the
percentage of schools with Open Climate of the East
Region is 0.0 against that of the West Region is 18.75,
it is seen that there is no percentage of schools
falling in the East Region with Open Climate. Looking
at the percentage of schools having the Closed Climate,
it is seen that the percentage of schools of the East
Region (58.33) is nearly higher about one time the
percentage of the West Region (31.25). The distribution
of the percentages of the schools of all the four
regions falling in the category of Closed Climate
shows that there is significant variation, the range
being 31.25 per cent in the West Region to 58.33 per
cent in the East Region. This is also indicative of
variations.

It may be concluded that the greater number of
schools of all the four regions of Bangkok area possess
Intermediate Climate. The percentage of schools
possessing Open Climate is rather less, but the
proportion is deemed to be satisfactory considering
the character of the Thai society. The percentage of
schools possessing Closed Climate is markedly more when
viewed against the results of a series of Climate studies
done in a country like India, in the State of Gujarat,

Rajasthan, Delhi and Tamil Nadu. These observed
differences may not due to region - locations of the
schools as there are a number of other factors in
respect of which the schools might be differing. The
strong thing of the school, for example, may be a
significant determinant of the climate. There is no
definite trend which could be inferred about the
distribution of schools in different region locations
of the same city studied like 'Bangkok' area according
to the three different climates.

Considering on the percentages of schools
possessing the Open Climate in the four regions, viz.,
North, South, East and West; the percentages of the
schools falling in this i.e. Open Climate category of
the North, South and the West are somewhat similar in
number but in the percentages of the schools with Open
Climate the showing of North Region is the best (20.93)
but there is no percentage's of school having the Open
Climate in the East Region - it is 0.0 per cent.
Thus, the distribution of Open Climate schools shows
variation.

As to the percentages of schools in the Closed
Climate category in all the four regions of Bangkok
again there is variation in all the four regions in the
proportion of schools possessing Closed Climate. The

percentages of schools falling in Closed Category in the
North, the South, and the West Regions are somewhat
similar in North, South and West Regions (27.91, 37.93
and 31.25 per cent). But it is the highest per cent in
the East Region (58.33 per cent).

The same trend can be seen in all the four regions
in respect to the proportion of the Intermediate Climate
type of schools. The range is from 41.67 per cent in the
East Region to 50.00 per cent in the West Region but the
overall variation is to the tune of 8.33 per cent. Thus,
this analysis further sustains Hypothesis I.

Dimension-wise Comparison of Climate Types.

Then, the next section will be discussed on the
comparison of the Component-wise Organizational Climate
of schools according to the North, South, East and the
West Regions of Bangkok area.

These results clearly support Hypothesis I. Inci-
dentally, it may be observed that variations of schools
in climate categories in different regions are also
reported in studies by Mehta, Sharma, Patel, Shelat,
Franklin, Pandya and Darji which were reviewed in
Chapter II. In other countries also similar results
have been reported.

The Hypothesis further sustains even if the standing of the schools of different regions dimension-wise is looked at through the t-value analysis. Such an analysis is attempted in Table 4.4 given on the next page. The variation is indicated(vide Chart No.13).

In the component-wise analysis of the performance of the schools of North and South Regions, ten components, namely, Disengagement, Hindrance, Intimacy, Aloofness, Thrust, Consideration, Freedom and Democratization, Communication, Human relation, and Organization Structure of the North show positive symbols. This means that schools of the North Region have higher mean scores on these dimensions than the schools of the South Region. The other two components show negative symbols. This means that schools of the South Region have higher mean scores on dimensions Nos. 3 and 6 viz., Esprit and Production Emphasis.

In the similar analysis in respect of schools in North Versus schools of the East Regions, the components having higher mean scores (North Region) are Disengagement, Hindrance, Esprit, Intimacy, Production Emphasis, Thrust, Consideration, Freedom and Democratization, Communication, Human relation and Organization Structure. The East Region schools have higher mean score (negative symbol) in the case of Aloofness only. The variation is apparent.

CHART NO. 13: SHOWING THE PERCENTAGES OF SCHOOLS OF FOUR REGIONS OF BANGKOK FALLING IN THE THREE ORGANIZATIONAL CLIMATE TYPES - (OPEN, INTERMEDIATE AND CLOSED CLIMATE).

Table 4.4 : Comparison of Component-wise Organizational Climate of Schools according to different Region of schools (North, South, East and West Regions) of Bangkok Area. (t-value)

Comparison between (pairs)	1 Disengagement	2 Hindrance	3 Esprit	4 Intimacy	5 Aloofness	6 Production Emphasis	7 Thrust	8 Consideration	9 Freedom and Democratization	10 Communication	11 Human relation	12 Organization Structure
N - S	+0.08	+1.21	+0.19	+0.55	+0.41	-0.44	+2.70**	+1.50	+1.62	+2.41*	+2.36*	+0.85
N - E	+0.61	+0.60	+2.16*	+1.69	-0.33	+0.75	+1.94	+1.84	+1.62	+0.72	+1.60	+0.29
N - W	-1.23	+1.38	-1.18	-1.24	-0.13	+1.83	-0.14	-0.82	-0.56	-0.74	-0.46	-0.35
S - E	+0.53	-0.34	+3.03**	+1.84	-0.58	+0.93	-0.03	+0.84	+0.46	-1.05	-0.01	-0.13
S - W	-1.28	+0.29	-0.62	-2.17*	-0.42	+1.22	-2.54*	-1.99*	-2.06*	-2.87**	-2.82**	-0.99
E - W	-1.82	+0.70	-2.53*	-3.04**	+0.19	+1.90	-2.25*	-2.27*	-2.18*	-1.40	-2.11*	-0.49

*Significant at .05 level   **Significant at .01 level

Note : In each pair the symbol "+" means "higher mean" of the first region than that of the second and the symbol "-" means "higher mean" of the second region than that of the first.

The schools of the North and West Regions reveal similar dimension-wise variations. The North schools have higher mean scores on dimensions Nos. 2, and 6 viz., Hindrance and Production Emphasis only whereas the West schools have higher mean scores on dimensions Nos. 1, 3, 4, 5, 7, 8, 9, 10, 11 and 12 than the North schools.

The table shows similar variations in higher or lower mean scores on certain dimensions in comparison of South Region schools versus East Region schools, South Region schools versus West Region schools and East Region schools versus West Region schools.

Coming to the comparison between the schools of North and South Regions again, the difference is significant at .01 level only in regard to component No.7 (Thrust), and significant at .05 level in regard to two components Nos. 10 and 11 (that is, Communication and Human Relation), and the other components are not found to be significant at any level. In regard to the comparison between mean scores of schools of the North and the East Regions, it is found that the difference is significant at .05 level in regard to the component No.9 (Esprit) only, and the other components are not found to be significant at any level. Looking at the comparison between the South

and the East Regions, the South and the West Region, and the East and the West Regions, the table shows clearly that only one component, No.3 (Esprit) is significant at .01 level between the South and the East Regions, there are four components that significant at .05 level, Nos. 4, 7, 8 and 9 (that is Intimacy, Thrust, Consideration, and Freedom and Democratization) and only two components are significant at .01 level, Nos. 10 and 11 (that is, Communication and Human relation) between the South and the West but comparison between the East and the West Regions, six components are significant both at .05 level and .01 level. The significance at .05 level is to be found in regard to components Nos. 3, 7, 8, 9 and 11 (that is, Esprit, Thrust, Consideration, Freedom and Democratization, and Human relation), and the significance at .01 level is to be found in regard to component No. 4 (Intimacy) only, and the other components are not found to be significant at any level.

Thus, the present Hypothesis is also sustained in respect of component-wise variations of mean scores of schools of North Versus South, North Versus East, North Versus West, South Versus East, South Versus West and East Versus West Regions. The analysis of the component-wise performance of the schools located

in different regions in terms of their higher or
lower mean scores further supports the Hypothesis I.

Hypothesis II : "No true difference will be
found among the mean scores on different components
of the Thai OCDQ even if the type, size and shift of
the school vary".

Variations in Type-wise Distribution of Schools.

This Hypothesis can also be further tested through
the comparison of component-wise organizational climate
of the sampled schools according to their type-wise
distribution that is, Government Schools and Municipal
Schools.

From the Table 4.5, on the next page, it will be
seen that instituting comparison between Government
Schools and Municipal Schools of Bangkok area, there
are distinctly seven components No. 1, 7, 8, 9, 10,
11 and 12 (that is, Disengagement, Thrust, Consideration,
Freedom and Democratization, Communication, Human
relation, and Organization Structure), pertaining to
Government schools which have higher mean scores than
those of the Municipal schools. For the remaining
components Nos. 2, 3, 4, 5 and 6 (that is, Hindrance,
Esprit, Intimacy, Aloofness and Production Emphasis),
in the case of Municipal schools, it is seen that these

Table 4.5 : Comparison of Component-wise Organizational Climate of schools according to different type of schools (Government Schools and Municipal Schools) of Bangkok Area. (mean - value)

Comparison between (pairs)	Disengagement 1	Hindrance 2	Esprit 3	Intimacy 4	Aloofness 5	Production Emphasis 6	Thrust 7	Consideration 8	Freedom and Democratization 9	Communication 10	Human relation 11	Organization Structure 12
Government Schools	+30.35	-31.67	-33.41	-25.18	-28.09	-25.70	+25.50	+25.97	+26.94	+21.62	+19.79	+34.06
Municipal Schools	-29.55	+32.33	+33.61	+25.33	+28.32	+25.86	-24.99	-25.44	-26.75	-20.64	-19.42	-33.42
t-value	1.87	1.97*	0.43	0.39	0.72	0.74	0.94	0.95	0.46	2.76**	0.17	1.47

*Significant at .05 level   **Significant at .01 level

Note : In each pair the symbol "+" means "hither mean" of the first school than that of the second and the symbol "-" means "higher mean" of the second school than that of the first.

components show higher mean scores than those of Government schools.

The difference on the component in the case of Government schools in comparison to Municipal schools, it is found that the difference is significant at .05 level and at .01 level in regard to the component Nos. 2 and 10 (Hindrance and Communication) only, and the other components are not found to be significant at any level.

Taking an overall view, it is found that the trend to the Open Climate is more perceptible in the Government schools rather than in the Municipal schools. This is because the mean scores of Government schools on Hindrance, Aloofness and Production Emphasis, are lower than those of the Municipal schools.

It may be concluded that in the comparison between Government schools and Municipal schools in regard to their mean scores on different components of the climate, it is also seen that the school with one type of climate differs from the other schools possessing the other type of climate. It is such differences in the behaviour of the components that produce differences in such school climate. Thus, the result of this analysis also does not support the Hypothesis II.

<u>Variations in Size-wise Distribution of Schools.</u>

The question of differences of schools of different sizes (in terms of their total enrolment) has also its bearing on the difference in their mean scores on different dimensions or sub-tests of their organizational climate. Table 4.6, on the next page, provides relevant data for this purpose.

From the table, it can be seen that the mean scores of the small schools on the components Nos. 5, and 10 (that is, Aloofness and Communication), are higher than those of the average sized schools. At the same time, the mean scores of the average sized schools on the components Nos. 1, 2, 3, 4, 6, 7, 8, 9, 11 and 12 (that is, Disengagement, Hindrance, Esprit, Intimacy, Production Emphasis, Thrust, Consideration, Freedom and Democratization, Human relation, and Organization Structure), are higher than those of the small schools. Thus, the smallness or averageness of the size of primary school as interpreted in Thailand produces differences in their mean scores on certain dimensions of their organizational climate.

Similarly, if a comparison is instituted between the small schools and the big schools, it will be seen from the table 4.6, that the components Nos. 3 and 5

Table 4.6 : Comparison of Component-wise Organizational Climate of schools according to different Size of schools (small, average and big schools) of Bangkok Area. (t-value)

Comparison between (pairs)	Disengagement 1	Hindrance 2	Esprit 3	Intimacy 4	Aloofness 5	Production Emphasis 6	Thrust 7	Consideration 8	Freedom and Democratization 9	Communication 10	Human relation 11	Organization Structure 12
Small–Average	-1.93	-1.45	-0.35	-1.92	+0.35	-0.12	-0.93	-1.38	-0.82	+0.10	-0.09	-2.83**
Small–Big	-1.70	+0.37	+0.96	+1.66	+0.42	+0.06	-0.63	-1.20	-1.33	-0.70	-0.31	-2.10*
Average–Big	+0.13	+1.19	+0.39	+0.28	+0.17	+0.08	+0.33	+0.07	-0.40	-0.84	-0.25	+0.62

*Significant at .05 level   **Significant at .01 level

Note : In each pair, the symbol "+" means "higher mean" of the first Size of school than that of the second and the symbol "-" means "higher mean" of the second Size of school than that of the first.

of the small schools show higher mean scores, than those of the big schools. Reversely, the components Nos. 1, 2, 4, 6, 7, 8, 9, 10, 11 and 12 of the big schools show higher mean scores than those of the small schools. Thus, it is revealed from the table that there are only two components on which the small schools possess higher mean scores than those of the big schools and also there are other ten components on which the big schools possess the higher mean scores than those of the small schools.

The comparison between the average sized schools and the big sized schools also reveals similar differences. It is seen from the table that there are nine components namely, Nos. 1, 2, 3, 4, 5, 6, 7, 8 and 12 of the organizational climate of average sized schools that have higher mean scores than those of the big sized schools. On the other hand, the mean scores on the components Nos. 9, 10 and 11 of the big sized schools are higher than those of the average sized schools. The big sized schools have higher mean scores on Freedom and Democratization, Communication, and Human relation but lower mean scores on Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration and Organization Structure when compared to the average sized schools.

In the comparison of the mean scores between
the small sized schools and average sized schools
again, the difference is significant at .01 level
only in regard to components No. 12 (Organization
Structure), and the other components are not found
to be significant at any level. And in regard to the
comparison between mean scores of the small sized
schools and the big sized schools, it is also found
that the difference is significant at .05 level in
the same component like as comparison between small
sized schools and average sized schools, that is
component No. 12 (Organization Structure) only, and
the other components are not found to be significant
at any level.

Taking an overall view, it appears that the trend
to be the Open Climate is more perceptible in the small
sized schools rather than in the average sized schools
or big sized schools. This is because the mean scores
of the small sized schools on Disengagement, Hindrance,
and Production Emphasis, are found to be lower than
those of the average sized schools and big sized schools
respectively. Thus, the result of this analysis trend
further does not support the Hypothesis II.

Variations in Shift-wise Distribution of Schools.

Then, the next section will be discussed on the

comparison of the component wise Organizational Climate
of schools according to one shift and two shift schools
of Bangkok area.

From the Table 4.7, on the next page, it is seen
that the comparison between one shift schools and two
shift schools of Bangkok area, there are distinctly
eleven components Nos. 1, 3, 4, 5, 6, 7, 8, 9, 10, 11
and 12 (that is, Disengagement, Esprit, Intimacy,
Aloofness, Production Emphasis, Thrust, Consideration,
Freedom and Democratization, Human relation and
Organization Structure), pertaining to one shift
schools which have higher mean scores than those of
two shift schools. For the only one remaining
component, that is, Hindrance in the case of two shift
schools, it is also seen that this component shows
higher mean score than those of one shift schools.

In the comparison between one shift schools and
two shift schools, it is found that only two components,
that is, components Nos. 1 and 10 (Disengagement, and
Communication), are significant at .01 level and at .05
level respectively, and the other components are not
found to be significant at any level.

Coming to the comparison between one shift schools
and two shift schools again, it is seen clearly that

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Table 4.7 : Comparison of Component-wise Organizational Climate of schools according to different Shift of schools (one shift and two shift schools) of Bangkok Area. (mean - value)

Comparison between (pairs)	Disengagement (1)	Hindrance (2)	Esprit (3)	Intimacy (4)	Aloofness (5)	Production Emphasis (6)	Thrust (7)	Consideration (8)	Freedom and Democratization (9)	Communication (10)	Human relation (11)	Organization Structure (12)
One Shift Schools	+30.31	−32.06	+33.78	+25.42	+28.86	+25.87	+25.33	+25.78	+27.06	+21.22	+19.69	+33.73
Two Shift Schools	−28.82	+32.21	−33.06	−25.06	−28.00	−25.70	−24.82	−25.30	−26.33	−20.46	−19.27	−33.46
t-value	3.58**	0.45	1.69	1.06	1.11	0.18	0.93	0.84	1.84	2.12*	0.96	0.63

*Significant at .05 level   **Significant at .01 level

Note : In each pair, the symbol "+" means "higher mean" of the first shift school than that of the second and the symbol "−" means "higher mean" of the second shift school than that of the first.

the trend to the Open Climate is more perceptible in two shift schools rather than one shift schools. This is because the mean scores of two shift schools on Disengagement, Aloofness and Production Emphasis, are lower than those of one shift schools.

It may be concluded that in the comparison between one shift schools and two shift schools in regard to their mean scores on different components of the climate, it is found that a school with one shift climate differs from the other school possessing the other two shift climate. It is such differences in the behaviour of the components that produce differences in school climate. Thus, the shift wise analysis also does not support the Hypothesis II.

Hypothesis III : "There are no true differences in the mean scores of all the factors of the Thai OCDQ even if sex, age, qualification and working experience of school principals of Bangkok Area vary.

Variations in Sex-wise Distribution of School Principals.

This Hypothesis can also be further tested through the comparison of component-wise Organizational Climate of the sampled schools according to their sex-wise distribution, that is, the school principals, whether they headmaster or headmistress (unmarried or married).

Table 4.8 : Comparison of Component-wise Organizational Climate of schools according to different Sex of school principals (Headmaster or Headmistress - unmarried or married) of Bangkok Area. (t-value)

Comparison between (pairs)	Disengagement 1	Hindrance 2	Esprit 3	Intimacy 4	Aloofness 5	Production Emphasis 6	Thrust 7	Consideration 8	Freedom and Democratization 9	Communication 10	Human relation 11	Organization Structure 12
$S_1 - S_2$	-1.03	+0.89	-0.67	-0.02	+0.42	-1.09	-1.87	-0.12	-0.47	-0.74	-1.13	-1.69
$S_1 - S_3$	-1.61	-0.09	-0.36	+0.38	-0.66	+0.62	-0.13	-0.29	+0.21	+1.31	+0.67	-0.49
$S_2 - S_3$	-0.27	-0.92	+0.42	+0.35	-1.04	+1.61	+1.82	+0.56	+0.63	+1.84	+1.97	+1.24

S_1 = Headmaster, S_2 = Headmistress (unmarried), S_3 = Headmistress (married)

S_1 = Headmistress (married), S_2 = Headmistress (married)

Note : In each pair the symbol "+" means "higher mean" of the first sex than that of the second and the symbol "—" means "higher mean" of the second sex than that of the first.

From the Table 4.8, on the pre-page, it is seen
that instituting comparison between school principals -
headmaster (S_1) and headmistress (S_2) of Bangkok area,
there are only two components Nos. 2 and 5 (that is,
Hindrance and Aloofness), pertaining to the headmaster
(S_1) which have higher mean scores than those of the
mean scores of the headmistress (S_2). For the remaining
components Nos. 1, 3, 4, 6, 7, 8, 9, 10, 11 and 12
(that is, Disengagement, Esprit, Intimacy, Production
Emphasis, Thrust, Consideration, Freedom and Democra-
tization, Communication, Human Relation and Organization
Structure), it is seen that, these components show
higher mean scores than those of the mean scores of the
headmaster (S_1).

Similarly, the comparison between the mean scores
of the headmaster (S_1) and the headmistress (S_3) shown
in the same table, it is found that the mean scores on
the components Nos. 4, 6, 9, 10 and 11 of the headmaster
(S_1) are higher than those of the mean scores of the
headmistress (S_3). On the other hand, the mean scores
of the headmistress (S_3) on the remaining components
Nos. 1, 2, 3, 5, 7, 8 and 12 are higher than those of
the mean scores of the headmaster (S_1).

In the same way, the comparison between the mean
scores of the headmistress (S_2) and the headmistress (S_3)

can be made. It is seen that the mean scores on the
components Nos. 3, 4, 6, 7, 8, 9, 10, 11 and 12 of the
headmistress (S_2) are higher than those of the mean
scores of the headmistress (S_3), but in regard to the
mean scores of the components Nos. 1, 2 and 3 of the
headmistress (S_3) are higher than those of the mean
scores of the headmistress (S_2).

Looking at the comparison between the mean
scores of the headmaster (S_1), headmistress (S_2) and
the headmistress (S_3), the table shows clearly that
there is not any component found to be significant at
any level.

It may be concluded that in the comparison between
the mean scores of the headmaster (S_1), headmistress (S_2)
and the headmistress (S_3), it is found that in the
Organizational Climate of school the trend to be the
Open Climate is more perceptible in those of schools
which have been organized by the headmaster rather than
those of schools which have been organized by the
headmistress who do not get married or who got married.
This is because the mean scores of the headmaster on
Disengagement, Hindrance, and Aloofness, are lower than
those of the mean scores of the headmistress (S_2) or
headmistress (S_3) respectively. Thus, the result of this
analysis trend further does not support the Hypothesis III.

<u>Variations in Age-wise Distribution of</u>
<u>School Principals.</u>

The question of differences of the age of the
school principals has also its bearing on difference
in their mean scores on different dimensions or sub-
tests of their Organizational Climate.

From Table 4.9, on the next page, it can be seen
that the mean scores of the age of the principals (A_1)
on the components Nos. 1, 3, 6, 7, 9, 10, 11 and 12
(that is, Disengagement, Esprit, Production Emphasis,
Thrust, Freedom and Democratization, Communication,
Human Relation, and Organization Structure) are higher
than those of the age of the principals (A_2). At the
same time, the mean scores of the age of the principals
(A_2) on the components Nos. 2, 4, 5 and 8 (that is,
Hindrance, Intimacy, Aloofness, and Consideration), are
higher than those of the age of the principals (A_1).

Similarly, if a comparison is instituted the age
of the principals between the age (A_1) and age (A_3), it
will be seen from the table 4.9 that the components Nos.
1, 2, 3, 4, 7, 9, 10, 11 and 12 of the age of the
principals (A_1) show higher mean scores than those of
the age of the principals (A_3). Reversely, the
components Nos. 5, 6 and 8 of the age of the principals
(A_3) show higher mean scores than those of the age of

Table 4.9 : Comparison of Component-wise Organizational Climate of schools according to different Age of school principals of Bangkok Area. (t-value)

Comparison between (pairs)	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Freedom and Democratization	Communication	Human Relation	Organization Structure
	1	2	3	4	5	6	7	8	9	10	11	12
$A_1 - A_2$	+0.12	-0.09	+0.79	-0.06	-0.10	+0.04	+0.42	-0.02	+0.69	+0.41	+0.66	+0.01
$A_1 - A_3$	+0.47	+0.51	+1.56	+0.24	-0.05	-0.23	+0.74	-0.13	+1.76	+0.44	+0.98	+0.07
$A_2 - A_3$	-0.47	+1.08	+0.74	+0.61	+0.74	-0.49	+0.51	-0.12	+1.30	+0.03	+0.54	+0.12

$A_1 = 30 - 39$, $A_2 = 40 - 49$, $A_3 = 50 - 59$

Note : In each pair the symbol "+" means "higher mean" of the first Age than that of the second and the symbol "-" means "higher mean" of the second Age than that of the first.

the principals (A_1). Thus, it is revealed from the table that there are nine components on which the age of the principals (A_1) possess higher mean scores than those of the age of the principals (A_3) and also there are only another 3 components on which the age of the principals (A_3) possess the higher mean scores than those of the age of the principals (A_1).

Comparison between the age of the principals (A_2) and (A_3) also reveals similar differences. It is seen from the same table that there are nine components, namely, Nos. 2, 3, 4, 5, 7, 9, 10, 11 and 12 of the age of the principals (A_2) that have higher mean scores than those of the age of the principals (A_3). On the other hand, the mean scores on the components Nos. 1, 6 and 8 of the age of the principals (A_3) are higher than those of the age of the principals (A_2). The age of the principals (A_2) have higher mean scores on Hindrance, Esprit, Intimacy, Aloofness, Thrust, Freedom and Democratization, Communication, Human Relation, and Organization Structure, but lower mean scores on Disengagement, Production Emphasis, and Consideration when compared to the age of the principals (A_3).

Looking at the comparison between the mean scores of the age of the school principals (A_1) and (A_2),

(A_1) and (A_3), and (A_2) and (A_3) again, the table shows clearly that there is no any component found to be significant at any level.

It may be concluded that in the comparison between the mean scores of the age of the school principals (A_1) and (A_2), (A_1) and (A_3), and (A_2) and (A_3), it is found that in the Organizational Climate of schools, there is no effect in different age of the school principals, because the analysis of the mean scores shows equal on Open Climate, Intermediate Climate or Closed Climate. Thus, the result of this analysis supports the Hypothesis III.

Variations in Qualification-wise Distribution of School Principals.

Then, the next section will be discussed on the comparison of the components wise Organizational Climate of schools according to the Qualification of the school principals of Bangkok Area.

From the Table 4.10, on the next page, it can be seen that the comparison of the component-wise Organizational Climate of school according to qualification of school principals of Bangkok area. In the component-wise analysis of the qualification of the school principals belong to (Q_1) and (Q_2), four

Table 4.10 : Comparison of Component-wise Organizational Climate of school according to different Qualification of school principals of Bangkok Area. (t-value)

Comparison between (pairs)	Disengagement 1	Hindrance 2	Esprit 3	Intimacy 4	Aloofness 5	Production Emphasis 6	Thrust 7	Consideration 8	Freedom and Democratization 9	Communication 10	Human Relation 11	Organization Structure 12
$Q_1 - Q_2$	-0.26	+1.22	-0.21	+0.28	+0.38	+0.88	-0.09	+0.27	-1.41	-1.19	-0.47	-2.01*
$Q_1 - Q_3$	-1.33	+0.56	+0.87	+1.30	+1.06	+0.10	-1.16	-0.73	-0.63	-2.11*	-1.09	-1.72
$Q_1 - Q_4$	-1.09	+1.92	+0.92	+1.08	+0.49	+0.93	-1.51	+0.46	+1.21	+0.91	+1.61	+0.25
$Q_2 - Q_3$	-1.08	-0.22	+0.18	+0.92	+0.77	-0.45	-1.26	-0.51	+0.25	-1.59	-0.93	-0.46
$Q_2 - Q_4$	+0.87	+1.03	+0.81	+0.74	+0.23	+0.46	-1.77	+0.55	+1.75	+1.83	+1.66	+1.44
$Q_3 - Q_4$	+0.14	+1.11	-0.01	-0.17	-0.36	+0.65	-2.12*	+0.13	+1.29	+3.11**	+2.44*	+1.55

Q_1 = Dip. in Edu., Q_2 = Bachelor Degree, Q_3 = Master Degree, Q_4 = School Certificate

*Significant at .05 level   **Significant at .01 level

Note : In each pair the symbol "+" means "higher mean" of the first Qualification than that of the second and the symbol "-" means "higher mean" of the second Qualification than that of the first.

components Nos. 2, 4, 5 and 6 (that is, Hindrance, Intimacy, Aloofness, and Production Emphasis) of (Q_1) show positive symbols. This means that the qualification of the principals belong to (Q_1) have higher mean scores on these dimensions than those of the qualification of the principals belong to (Q_2). The other eight components Nos. 1, 3, 7, 8, 9, 10, 11 and 12 show negative symbols. This means that the qualification of the principals belong to (Q_2) have higher mean scores on Disengagement, Esprit, Thrust, Consideration, Freedom and Democratization, Communication, Human Relation and Organization Structure than those of the qualification of the principals belong to (Q_1).

In the similar analysis in respect of qualification of the principals belong to (Q_1) and (Q_3), the components having higher mean scores of the qualification (Q_1) are Hindrance, Esprit, Intimacy, Aloofness, and Production Emphasis. The qualifications of the principals belong to (Q_3) have higher mean scores (negative symbol) in the case of Disengagement, Thrust, Consideration, Freedom and Democratization, Communication, Human Relation, and Organization Structure.

The difference of the qualifications belong to
the principals reveals similar dimension-wise variations.
The qualifications of the principals possess (Q_1) and
(Q_4), the qualifications of the principals belong to
(Q_1) have higher mean scores on dimensions Nos. 2, 3,
4, 5, 6, 8, 9, 10, 11 and 12 whereas the qualifications
of the principals belong to (Q_4) have higher mean scores
on dimensions Nos. 1 and 7 only than those of the
qualification of the principals belong to (Q_1). The
qualifications of the principals belong to (Q_1) have
higher mean scores (positive symbol) in the case of
Hindrance, Esprit, Intimacy, Aloofness, Production
Emphasis, Consideration, Freedom and Democratization,
Communication, Human Relation and Organization Structure
whereas the qualifications of the principals belong to
(Q_4) have higher mean scores (negative symbol) in the
case of Disengagement and Thrust only.

The table shows similar variation in higher or
lower mean scores on certain dimensions in comparison
the qualification of the principals belong to (Q_2) and
(Q_3), (Q_2) and (Q_4), and (Q_3) and (Q_4) respectively.
The qualifications of the principals belong to (Q_2)
have higher mean scores (positive symbol) in the case
of Esprit, Intimacy, Aloofness, and Freedom and
Democratization whereas the qualifications of the

principals belong to (Q_3) have higher mean scores
(negative symbol) in the case of Disengagement,
Hindrance, Production Emphasis, Thrust, Consideration,
Communication, Human Relation, and Organization
Structure. The qualifications of the principals
belong to (Q_2) have higher mean scores (positive
symbol) in the case of Hindrance, Esprit, Intimacy,
Aloofness, Production Emphasis, Consideration, Freedom
and Democratization, Communication, Human Relation,
and Organization Structure whereas the qualifications
of the principals belong to (Q_4) have higher mean
scores (negative symbol) in the case of Disengagement
and Thrust only. The qualifications of the principals
belong to (Q_3) have higher mean scores (positive
symbol) in the case of Disengagement, Hindrance,
Production Emphasis, Consideration, Freedom and Demo-
cratization, Communication, Human Relation, and
Organization Structure whereas the qualifications of
the principals belong to (Q_4) have higher mean scores
(negative symbol) in the case of Esprit, Intimacy,
Aloofness, and Thrust only.

In comparison of the mean scores of the qualifi-
cations of the school principals belong to (Q_1) and
(Q_2) again, it is found that the difference is signi-
ficant at .05 level in regard to the component No. 12
(Organization Structure) only, and the other components

are not found to be significant at any level.

Looking at the comparison of the qualifications of the school principals belong to (Q_1) and (Q_3), the table shows clearly that only component No. 10 (Communication) is significant at .05 level, and the other components are not found to be significant at any level.

In regard to the comparison between the qualification of school principals belong to (Q_3) and (Q_4), it is seen that the difference is significant at .05 level in regard to the components No. 7 and 11 (that is, Thrust and Human Relation), and the difference is significant at .01 level in regard to the component No. 10 (Communication) only, and the other components are not found to be significant at any level.

It may be concluded that in the comparison of different qualifications of school principals of Bangkok area, it is found that in the Organizational Climate of schools, the trend to be Open Climate is more perceptible in those of schools which have been working by the school principals who have got Bachelor Degree or School Certificate only. This is because the mean scores of the qualifications of the school principals who got only Bachelor Degree or School Certificate on Disengagement, Hindrance, Aloofness and

Production Emphasis, are found to be lower than those of the qualifications of the school principals who got Diploma in Education or Master Degree respectively. Thus, the result of this analysis does not further support the Hypothesis III.

Variations in Working-experience-wise Distribution of School Principals.

The question of differences of working-experience of school principals (in terms of their total working year) has also its bearing on the difference in their mean scores on different dimensions or sub-tests of their Organizational Climate.

From the Table 4.11, it can be seen that the mean scores of the working experience of the school principals (W_1) on the components Nos. 9 and 11 (that is, Freedom and Democratization, and Human Relation) only, are higher than those of the working experience of the school principals (W_2). At the same time, the mean scores of the working experience of the school principals (W_2) on the components Nos. 1, 2, 3, 4, 5, 6, 7, 8, 10 and 12 (that is, Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration, Communication, and Organization Structure) are higher than those of the working experience of the school principals (W_1).

Table 4.11 : Comparison of Components-wise Organizational Climate of schools according to working experience of school principals of Bangkok Area. (t-value)

Comparison between (pairs)	1 Disengagement	2 Hindrance	3 Esprit	4 Intimacy	5 Aloofness	6 Production Emphasis	7 Thrust	8 Consideration	9 Freedom and Democratization	10 Communication	11 Human Relation	12 Organization Structure
$W_1 - W_2$	-0.83	-0.34	+0.29	-1.06	-0.28	-0.01	-0.67	-1.13	+0.11	-0.12	+0.13	-1.23
$W_1 - W_3$	+1.19	+1.83	+1.68	+0.24	+1.98*	+2.32*	+0.81	+0.50	+1.17	+0.53	+1.02	-0.02
$W_1 - W_4$	-1.43	+0.31	-0.63	-0.38	+0.99	+0.60	+0.42	-0.67	+0.95	+0.19	+0.19	-0.12
$W_2 - W_3$	+2.30*	+2.34*	+2.12*	+1.36	+2.37*	+2.29*	+1.13	+1.63	+1.13	+0.82	+1.03	+1.10
$W_2 - W_4$	-0.77	+1.23	-0.21	+0.87	+1.33	+0.52	+1.09	+0.44	+0.90	+0.27	+0.75	+0.66
$W_3 - W_4$	-2.87**	-1.06	-2.41*	-0.66	-0.84	-1.61	-0.42	-1.15	-0.22	-0.63	-0.34	-0.15

$W_1 = 0 - 9,$ $W_2 = 10 - 19.$ $W_3 = 20 - 29,$ $W_4 = 30 - 39.$

*Significant at .05 level   **Significant at .01 level

Note : In each pair the symbol "+" means "higher mean" of the first working-year than that of the second and the symbol "—" means "higher mean" of the second working-year than that of the first.

Similarly, if a comparison is instituted between the working experience of the school principals (W_1) and (W_3), it is seen from the table 4.11 that the components Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11 of the working experience of the school principals (W_1) (that is, Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration, Freedom and Democratization, Communication, and Human Relation) are higher than those of the working experience of the school principals (W_3). Reversely, there is only one component of the working experience of the school principals (W_3) (that is, Organization Structure) shows higher mean scores than those of the working experience of the school principals (W_1).

The comparison between the working experience of the school principals (W_1) and (W_4) also reveals similar differences. It is seen from the table that there are seven components, namely, Nos. 2, 5, 6, 7, 9, 10 and 11 of the working experience of the school principals (W_1) that have higher mean scores than those of the working experience of the school principals (W_4). On the other hand, the mean scores on the components Nos. 1, 3, 4, 8 and 12 of the working experience of the school principals (W_4) are higher than those of the working experience of the school principals (W_1). The working experiences of the school principals (W_1) have higher mean scores on

Hindrance, Aloofness, Production Emphasis, Thrust,
Freedom and Democratization, Communication, and Human
Relation, but lower mean scores on Disengagement,
Esprit, Intimacy, Consideration, and Organization
Structure when compared to the working experience of
the school principals (W_4).

The table shows similar variations in higher or
lower mean scores on certain dimensions in comparison
of the working experience of the school principals (W_2)
Versus (W_3), working experience of the school principals
(W_2) Versus (W_4), and working experience of the school
principals (W_3) Versus (W_4) respectively.

In the comparison of the working experience of
the school principals (W_2) and (W_3), the table shows
clearly that the mean scores all of the components of
the working experience of the school principals (W_2)
(that is, Disengagement, Hindrance, Esprit, Intimacy,
Aloofness, Production Emphasis, Thrust, Consideration,
Freedom and Democratization, Communication, Human
Relation, and Organization Structure) are higher than
those of the working experience of the school principals
(W_3). On the other hand, there is no mean score on the
working experience of the school principals (W_3) is
higher than those of the working experience of the
school principals (W_2). The comparison of the working

experience of the school principals between (W_2) and (W_4), it is seen that the mean scores of the working experience of the school principals (W_2) on the components Nos. 2, 4, 5, 6, 7, 8, 9, 10, 11 and 12 (that is, Hindrance, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration, Freedom and Democratization, Communication, Human Relation, and Organization Structure) are higher than those of the working experience of the school principals (W_4), whereas the mean scores of the working experience of the school principals (W_4) on the components Nos. 1 and 3 (that is, Disengagement and Esprit) only, that are higher than those of the working experience of the school principals (W_2). Coming to the comparison of the mean scores of the working experience of the school principals (W_3) and (W_4), it is found that all the mean scores of the components on the working experience of the school principals (W_4) (that is, Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, Consideration, Freedom and Democratization, Communication, Human Relation, and Organization Structure) are higher than those of the mean scores on the working experience of the school principals (W_3). On the other hand, there is no mean score on the working experience of the school principals (W_3) is higher than those of the mean scores of the working experience of

the school principals (W_4).

The comparison of the mean scores of the working experience of the school principals (W_1) and (W_3), it is found that there are only two components Nos. 5 and 6 (that is, Aloofness, and Production Emphasis) are significant at .05 level, and the other components are not found to be significant at any level.

Similarly, the comparison of the mean scores of the working experience of the school principals (W_2) and (W_3), and (W_3) and (W_4) shows in the same table, it is found that the significance at .05 level and at .01 level in regard to the components Nos. 1, 2, 3, 5 and 6 (that is, Disengagement, Hindrance, Esprit, Aloofness, and Production Emphasis) in the comparison between the working experience of the school principals (W_2) and (W_3), and the components Nos. 1 and 3 (that is, Disengagement, and Esprit) in comparison between the working experience of the school principals (W_3) and (W_4), and the other components are not found to be significant at any level.

It may be concluded that in the comparison between the different working experience of school principals of Bangkok area, it is found that in the Organizational Climate of schools, the trend to be Open Climate is more perceptible in those of schools which have been

working by the school principals between 20 to 29 years
or 30 to 39 years only. This is because the mean
scores of the working experience of the school principals
on Disengagement, Hindrance, Aloofness, and Production
Emphasis, are found to be lower than those of the mean
scores of the school principals who have been working
in their schools between 0 to 9 years or 10 to 19 years
respectively. Thus, the result of this analysis does
not further support the Hypothesis III.

4.3   MORALE CATEGORIES OF THE PRIMARY SCHOOL
       TEACHERS IN BANGKOK AREA

The Hypothesis IV in the study pertains to the
morale of the primary school teachers of Bangkok area.
It is hypothesized that the morale of the primary school
teachers would stand between high and low. The resear-
cher was led to formulate the Hypothesis on the basis
of his own experience and general feelings by working
as a primary school teacher of Bangkok city and also
on the basis of his talking with a number of teachers
and on the basis of the general feelings expressed by
teachers in primary schools.

Hypothesis IV :   "The morale of teachers in the
sampled schools would be 'average' rather than 'high'
or 'low'."

The Thai Purdue Teacher Opinionnaire (the Thai P.T.O.) was administered to 1,000 primary school teachers of the sampled schools of Bangkok area studied (100 schools).

The Thai P.T.O. is on 93 items instrument with the items distributed under 10 factors as shown in Table 4.12 given below :

Table 4.12 :   Distribution of Items in
                    the P.T.O.

Factor No.	Name of the Factors	No. of Items	Max. Scores
1	Teacher rapport with Principal	22	88
2	Satisfaction with Teaching	10	40
3	Rapport among Teacher	9	36
4	Teacher Salary	8	32
5	Teacher Load	8	32
6	Curriculum Issues	7	28
7	Teacher Status	6	24
8	Community support of Education	4	16
9	School facilities and services	12	48
10	Community Pressures	7	28
Total Factors = 10		93	372

The instrument used in the study fields both a total score indicating the general level of a teachers' morale and also the meaningful sub-scores which break

down morale into its ten dimensions or factors. The
factor scores were obtained by summing up the weights
assigned to the items belonging to a given factor.
The total score is obtained by summing up the factor
scores.

The faculty morale score for each school was
computed by finding the average total score and the
average total scores for each of the ten dimensions.
This total score for a primary school gives one an
idea as to what the average morale of the teachers of
that particular school is. To interpret the score,
to decide whether the score is indicative of 'high',
'average' or 'low' morale, the scores were converted
into stanine scores, scores which range from 1 (low)
to 9 (high) with P.T.O. mean standard scores of 100
primary schools studied by the investigator. The
stanine score, though crude enough to present a single
digit to represent each class, is precise enough for
a practical and statistical comparison. As the
stanines are equally spaced steps in a scale, level
of morale in one school can be easily compared with
the level of morale in another scale.

The distribution of the Thai P.T.O. mean standard
scores of the 100 primary school studied is given in
Annexure V.

Considering total mean scores of the 100 sampled schools along with all factor mean scores of the Thai P.T.O. as shown in the Annexure V, it is seen that the highest total score is 291 and the lowest total score is 230 respectively. The total mean scores were labelled respectively from highest to lowest and then divided into three levels equally as shown in the Table 4.13. The three levels of morale are considered high, average and low morale which each school studied will be labelled according to the score possessed by it.

Table 4.13 : Distribution of total Thai P.T.O. Standard Scores, Frequency of Schools possessing the Morale categories and Percentages of Schools figuring in the three types of Morale (see Chart No.14) ·

Scores	School Frequency	Morale Categories	Percentage
291	1	High	
286	1	"	
285	1	"	
284	1	"	
283	1	"	18.00
282	1	"	(18 schools)
281	1	"	
280	1	"	
279	3	"	
278	1	"	

Table 4.13 (contd..)

Scores	School Frequency	Morale Categories	Percentage
274	2	High	
273	1	"	
272	3	"	
271	5	Average	
270	4	"	
269	1	"	
268	3	"	
267	1	"	
266	1	"	
265	1	"	
264	2	"	
263	3	"	
262	8	"	62.00
261	3	"	(62 schools)
260	3	"	
259	2	"	
258	6	"	
257	2	"	
256	3	"	
255	3	"	
254	3	"	
253	2	"	

Table 4.13 (contd..)

Scores	School Frequency	Morale Categories	Percentage
252	3	Average	
251	3	"	
250	1	Low	
249	6	"	
248	2	"	
247	1	"	
246	1	"	20.00
244	1	"	(20 schools)
243	3	"	
241	1	"	
240	1	"	
236	2	"	
230	1	"	

A look at the Table 4.13 reveals that there are only 18 primary schools (18.00 per cent) which stand high in morale, 62 primary schools (62.00 per cent) having average morale and only 20 primary schools (20.00 per cent) having low morale. The number of schools manifesting high morale (18) is less than the number of schools manifesting average morale (62) but the difference between them is 44, and also the number

CHART NO. 14 : SHOWING THE PERCENTAGE DISTRIBUTIONS
OF SAMPLED PRIMARY SCHOOLS (N = 100)
UNDER MORALE CATEGORIES.
(HIGH, AVERAGE AND LOW)

LOW MORALE
20%

HIGH MORALE
18%

100 SCHOOLS
1000
TEACHERS
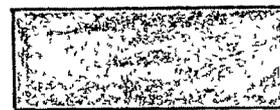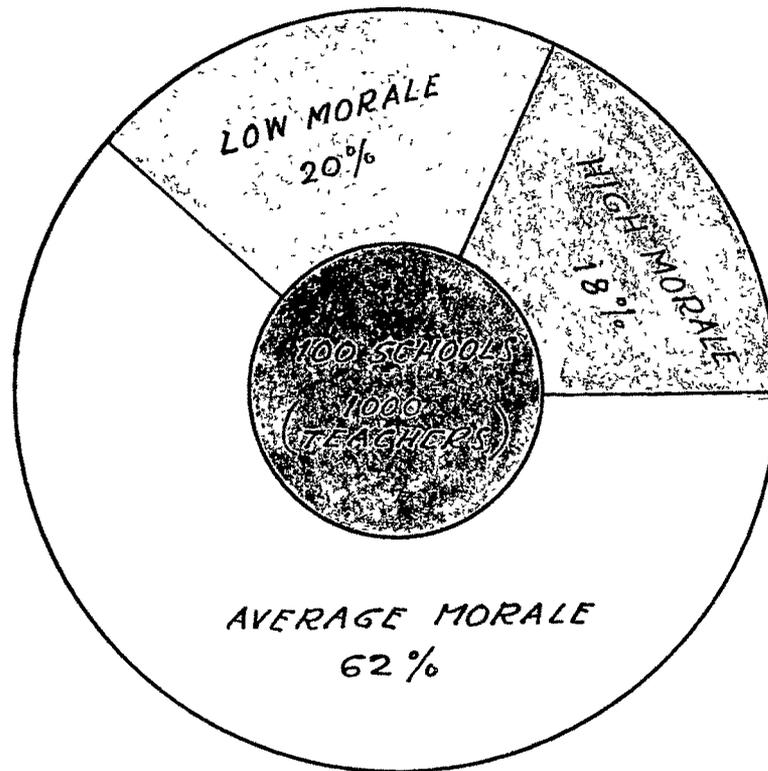
AVERAGE MORALE
62%

HIGH MORALE
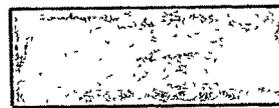
AVERAGE MORALE

LOW MORALE

of schools manifesting average morale (62) is more than
the number of schools manifesting low morale (20) but
again the difference is 42 respectively. This means
that schools possessing average morale are more than
the schools possessing high morale and low morale, and
the number of schools possessing average teacher morale
is more than the schools possessing high morale score
and low morale score but the difference in number of
such schools is very big. Thus, this result of analysis
further sustains the Hypothesis IV. This Hypothesis is
proved to be true. This result of study is similar
many Indian studies reported in Chapter II on teacher
morale and particularly by Pillai (1974), Patel (1975),
Shelat (1975) and others, but in the present studies
more schools manifest average morale than they do high
or low morale. On the other hand, this study is
different from Samrong study (1976) because in his
study, he found that many secondary schools in Thailand
manifested high morale than average or low morale. In
the present study, it is seen that the number of schools
labelled with high, average and low morale show a big
difference but the number of schools labelled with high
and low morale show a small difference. This result is
supporting the Hypothesis IV, showing that the majority
of the teachers working in the primary schools of
Bangkok Area (Thailand) have average morale rather than
high or low morale.

4.4 REGION-WISE ANALYSIS OF T- VALUE OF
     DIFFERENT FACTORS OF TEACHER MORALE

In conformity with the pattern of region-wise
analysis of T- value of different dimensions of the
Thai OCDQ presented under Hypothesis I, the t- values
of different factors of the Thai Teacher Morale tool
can be also studied. For this purpose, a null Hypothesis
can be formulated on the following lines.

Hypothesis V : "No true difference will be found
among the mean scores on different components of the
Thai P.T.O. when it is administered to teachers of
different regions of the Central Zone".

The assumption here is whether the Thai primary
school teacher work in the Primary schools of one region
of the Bangkok Area or the other, their morale score on
different factors of the Thai P.T.O. would be either
above or below the factor mean in an uniform pattern,
because the sample is drawn from Government primary
schools and Municipal primary schools, and conditions
affecting teacher morale are the same or favourably
comparable.

The Table 4.14 presents the significance of
difference among the t- value of different factors of
the Thai P.T.O. based on responses of teachers from
the different regions of the Central Zone.

In the Table 4.14 given on the next page, the t- values of schools in different regions on each of the ten factors of the Thai P.T.O. are given. From the table below, following readings can be made. They again are put in a box form.

Region	Factor number with higher mean score	Factor number with higher mean score
N - S	1,2,3,4,5,6,7,8,9,10 (N)	----
N - E	1,2,3,4,5,7,8,9,10 (N)	6 (E)
N - W	1,5,10 (N)	2,3,4,6,7,8,9 (W)
S - E	1,2,3,8,9 (S)	4,5,6,7,10 (E)
S - W	5,10 (S)	1,2,3,4,6,7,8,9 (W)
E - W	5,6,10 (E)	1,2,3,4,7,8,9 (W)

Note : Brackets indicate the regional locations of sampled schools.

Table 4.14 : Significance of difference between Component-wise Teacher Morale of different Regions of schools (North, South, East and West Regions) of Bangkok Area. (t-value)

Comparison between (pairs)	Teacher rapport with Principal (1)	Satisfaction with Teaching (2)	Rapport among Teacher (3)	Teacher Salary (4)	Teacher Load (5)	Curriculum Issues (6)	Teacher Status (7)	Community support of Education (8)	School facilities and Services (9)	Community Pressures (10)
N – S	+2.28*	+0.70	+2.30*	+1.51	+1.39	+0.94	+1.07	+1.14	+1.71	+0.85
N – E	+2.27*	+1.91	+2.89**	+0.65	+0.69	-0.59	+0.69	+2.22*	+1.73	+0.54
N – W	+0.48	-0.11	-0.04	-0.97	+1.78	-0.53	-1.25	-0.82	-1.22	+0.66
S – E	+0.81	+1.49	+0.97	-0.42	-0.28	+1.29	-0.09	+1.23	+0.61	-0.13
S – W	-1.67	-0.71	-1.92	-2.12*	+0.73	-1.49	-2.46*	-1.72	-2.81**	+0.01
E – W	-2.16*	-2.34*	-3.35**	-1.14	+0.80	+0.16	-2.01*	-3.29**	-2.72**	+0.11

*Significant at .05 level   **Significant at .01 level

Note : In each pair the symbol "+" means "higher mean" of the first region than that of the second and the symbol "-" means "higher mean" of the second region than that of the first.

(a) In Table 4.14, the t- values with plus
sign refer to the morale scores of teachers of schools
of the first Region and t- values with minus sign refer
to morale scores of teachers of the second Region in
each paired comparison. The interpretation of these
t- values with plus and minus symbols is this. The
North Region schools stand higher in mean scores on
all these 10 factors that have plus t- value symbols
that is to say on factor No. 1 (Teacher rapport with
Principal), No.2 (Satisfaction with Teaching), No.3
(Rapport among Teachers), No.4 (Teacher Salary), No.5
(Teacher Load), No.6 (Curriculum Issues), No.7 (Teacher
Status), No.8 (Community support of Education), No.9
(School facilities and services), and No.10 (Community
Pressures). This would mean that these ten factors
operate comparatively more favourably in the schools
of the North Region only. Thus, their cumulative
effect is higher staff morale. As against this,
schools of the South Region neither stand higher in
mean morale scores nor on any factor. In regard to the
comparison between morale scores of schools of the
North and the South Regions, it is found that the
difference is significant at .05 level in regard to
the factor No.1 (Teacher rapport with Principal), and
factor No.3 (Rapport among Teachers), and the other
factors are not found to be significant at any level.

Thus, the teachers working in primary schools of the North Region of the Central Zone have better satisfaction on all morale factors whereas those working in South Zone having no any factor in this comparison with North Zone. So, the primary schools of the North Region stand high in staff morale, have their morale sustained by such factors as rapport with their principal and with their teaching assignments in their school, and also their satisfaction with the salary they get and the status they enjoy. However, schools of both the regions differ in their staff morale.

(b) The comparison of staff morale in schools of North and East Regions yields a picture of variation rather than of similarity. Here, also staff morale of schools of the North Region shows higher or better performance on factors Nos. 1, 2, 3, 4, 5, 7, 8, 9 and 10 (that is, Teacher rapport with Principal, Satisfaction with Teaching, Rapport among Teacher, Teacher Salary, Teacher Load, Teacher Status, Community support of Education, School facilities and services, and Community Pressure). These factors are the same as they operated in comparison to schools of the North - South, and difference only in factor No.6. In this comparison, this factor, viz., Curriculum Issues that staff morale of schools of the East Region shows higher morale score than schools of the North Region. But

the comparison of staff morale in school of North and
South Region, there is no any factor in schools of the
South Region that shows higher morale score than
schools of the North Region. So that, the difference
between morale score of the staff morale in schools of
the North Versus South and North Versus East is very
less. In regard to the comparison between morale
scores of schools of the North and the East Region,
it is seen that the difference is significant at .05
level and at .01 level in regard to factors Nos. 1, 3
and 8 (that is, Teacher rapport with Principal, Rapport
among Teacher, and Community support of Education), and
the other factors are not found to be significant at
any level. This analysis reiterates the earlier finding
that in schools of the North region, all the factors
seem to contribute to a higher morale score than the
schools of either South region or the East region.
Thus, there is not only variation in the performance
of the factors of the Thai P.T.O. among the schools of
the North region and schools of South and East regions
but also between schools of the South region and the
East region.

(c) In the comparison of the factor morale scores
between the schools of the North region and the West
region, the former has only three factors showing higher
morale scores whereas the latter has 7 factors showing

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higher morale scores. The North region schools manifest
positive symbols only in the case of factors Nos. 1, 5
and 10, that is, Teacher rapport with Principal, Teacher
Load, and Community Pressures whereas in all other seven
P.T.O. factors, the schools of the West region stand
higher in the mean morale scores. That is to say, in
comparison to schools located in the North region, the
schools of the West region show higher mean scores on
as many as 7 factors, that is to say, on Satisfaction
with Teaching, Rapport among Teacher, Teacher Salary,
Curriculum Issues, Teacher Status, Community support of
Education, and School facilities and Services. In regard
to the comparison between morale scores of schools of
the North and the West region, it is seen that there is
not a single factor found to be significant at any level.

(d) Coming to the comparison between the schools
of the South and the East region, it is found that the
mean scores of the factors Nos. 1, 2, 3, 8 and 9 in
regard to schools of the South region (that is, the
Teacher rapport with Principal, Satisfaction with
Teaching, Rapport among Teacher, Community support of
Education, and School facilities and Services) are higher
than those of schools of the East region. But on the
remaining factors in regard to schools of the East
region bearing Nos. 4, 5, 6, 7 and 10 (that is, Teacher
Salary, Teacher Load, Curriculum Issues, Teacher Status,

and Community Pressures) are higher than those of the
schools of the South region. Looking at the mean
scores of all the factors in regard to schools of the
South and the East region again, it is found that,
there is no factor found to be significant at any level.

(e) In regard to the comparison between morale
scores of schools of the South and the West region, it
is seen that the difference is significant at .05 level
and .01 level in regard to the factors Nos. 4, 7 and 9,
that is, Teacher Salary, Teacher Status, and School
facilities and Services. The factors No.5 (Teacher Load)
and No.10 (Community Pressures) in regard to the schools
of the South region, have higher mean scores than in
the case of the schools of the West region. At the same
time, the mean scores on the factors Nos. 1, 2, 3, 4, 6,
7, 8 and 9 (that is, Teacher rapport with Principal,
Satisfaction with Teaching, Rapport among Teacher,
Teacher Salary, Curriculum Issues, Teacher Status,
Community support of Education, and School facilities
and Services) in regard to the schools of the West
region are higher than those of the schools located in
the South region.

(f) Finally looking at the comparison between
the East and the West regions, the table shows clearly
that three factors are significant at .05 level and

another three factors are significant at .01 level.

The significance at .05 level is to be found in regard

to factors No.1 (Teacher rapport with Principal), No.2

(Satisfaction with Teaching), No.7 (Teacher Status), and

the significance at .01 level is to be found in regard

to factor No.3 (Rapport among Teacher), No.8 (Community

Support of Education), and No.9 (Schools facilities

and Services). There are only three factors, Nos. 5, 6

and 10 (that is Teacher Load, Curriculum Issues, and

Community Pressures) which show that the East region

schools have higher mean scores than those of the West

region schools. But the mean scores of the factors

Nos. 1, 2, 3, 4, 7, 8 and 9 (that is, Teacher rapport

with Principal, Satisfaction with Teaching, Rapport

among Teacher, Teacher Salary, Teacher Status, Community

support of Education, and School facilities and Services)

in regard to schools of the West region are higher than

those of the schools of the East region.

The foregoing analysis would lead to the non-

acceptance of the null – hypothesis, on the contrary

there are true differences in staff morale scores of

schools located in different regions of the Central

Zone. So far as their mean scores on different factors

of the Thai P.T.O. are concerned, schools of different

regions manifest distinctive variations in their mean

morale scores on one or more factors that constitute
the Thai P.T.O. tool for measuring staff morale of
primary school teachers of Thailand.

4.5 A COMPARISON BETWEEN THE EFFECT OF SOME VARIABLES AND MEAN MORALE SCORES ON THE FACTORS OF THE THAI P.T.O.

It would be interesting to find out whether
variables like the size of schools, type of schools
or shift of schools have any relationship with their
performance on one or more factors of the tool used to
measure staff morale.

The Hypothesis VI is formulated to this end.

Hypothesis VI : "No true difference will be found
among the mean scores on different components of the
Thai P.T.O. even if the size, type and shift of the
school vary".

(a) Variations according to the Size of Schools.

The sizes of schools are divided into three
categories : Small, Average and Big schools. Small
schools are those schools having the number of students
less than 500, average schools are those having the
number of students between 500 - 1,000, and big schools
are those having the number of students above 1,000.

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CHART NO. 15: SHOWING THE COMPARISON OF THE MEAN SCORES OF THE TEACHER MORALE OF SCHOOLS OF HIGH, AVERAGE AND LOW MORALE CATEGORIES.

HIGH MORALE

AVERAGE MORALE

LOW MORALE

Category	High Morale	Average Morale	Low Morale
COMMUNITY PRESSURES	3.92	12.83	4.07
SCHOOL FACILITIES AND SERVICES	6.09	13.13	5.76
COMMUNITY SUPPORT OF EDUCATION	2.11	6.67	1.83
TEACHER STATUS	2.50	10.16	2.06
CURRICULUM ISSUES	3.61	11.35	3.31
TEACHER LOAD	4.10	13.99	4.50
TEACHER SALARY	3.84	12.60	3.21
RAPPORT AMONG TEACHERS	7.76	16.36	4.90
SATISFACTION WITH TEACHING	5.63	17.87	5.53
TEACHER RAPPORT WITH PRINCIPAL	12.83	40.47	12.17

Table 4.15 : Significance of difference between Component-wise Teacher Morale of different Sizes of schools (small, average and big schools) of Bangkok Area. (t-value)

Comparison between (pairs)	1. Teacher rapport with Principal	2. Satisfaction with Teaching	3. Rapport among Teacher	4. Teacher Salary	5. Teacher Load	6. Curriculum Issues	7. Teacher Status	8. Community support of Education	9. School facilities and Services	10. Community Pressures
Small-Average	-1.11	+0.13	-0.10	+1.19	+0.47	-0.33	+0.52	-0.18	+0.74	-0.04
Small-Big	-0.76	-0.02	-1.07	-0.28	+1.33	-1.49	-0.29	-1.20	+1.26	-0.47
Average-Big	+0.38	-0.17	-0.93	-1.76	+0.88	-1.18	-1.01	+0.09	-2.19*	-0.61

*Significant at .05 level

Note : In each pair the symbol "+" means "higher mean" of the first Size of schools than that of the second and the symbol "—" means "higher mean" of the second Size of school than that of the first.

Table 4.15 shows comparison of t- values of
schools having (a) small and average size, (b) small
and big size, and (c) average and big size.

In the case of the first comparison between small
size schools and average size schools, the table shows
that small size schools show higher mean score on
factors Nos. 2, 4, 5, 7 and 9 whereas the average
size schools show higher mean score on factors Nos.
1, 3, 6, 8 and 10. That is to say that mean scores of
small size are higher than those of average size
schools on Satisfaction with Teaching, Teacher Salary,
Teacher Load, Teacher Status, and School facilities
and Services but lower on the other five factors.
These other five factors are : Teacher rapport with
Principal, Rapport among Teacher, Curriculum Issues,
Community support of Education, and Community Pressures
on which average size schools have higher mean morale
scores. In regard to the comparison between small size
schools and average size schools, it is found that there
is no any factor to be found significant at any level.

In the similar pattern of comparison between the
mean morale scores on individual factors of small size
schools and big size schools, the same story of variation
continues. The small size schools score higher on
factors No.5, viz., Teacher Load only, whereas the big

size schools score higher on other factors, viz.,
Nos. 1, 2, 3, 4, 6, 7, 8, 9 and 10, that is, Teacher
rapport with Principal, Satisfaction with Teaching,
Rapport among Teacher, Teacher Salary, Curriculum
Issues, Teacher Status, Community support of Education,
School facilities and Services, and Curriculum Issues.
In this comparison, it is seen that, there is not any
factor to be found significant at any level.

In the comparison between average size schools
and big size schools, more negative symbol of t- values
are to be found in case of the big size schools on
factors Nos. 2, 3, 4, 6, 7, 8, 9 and 10 (that is,
Satisfaction with Teaching, Rapport among Teachers,
Teacher Salary, Curriculum Issues, Teacher Status,
Community support of Education, School facilities and
Services, and Community Pressures) whereas factors Nos.
1 and 5 (that is, Teacher rapport with Principal, and
Teacher Load) having positive symbol of t- values
imply that the average size schools stand higher on
their mean morale scores on these two factors whereas
the big size schools stand higher on their mean morale
scores on these eight factors. The difference on the
factors in the case of average size schools in
comparison to big size schools, it is found that the
difference is significant at .05 level in regard to the
factor No.9 (that is, School facilities and Services)

only, and the other factors are not found to be significant at any level.

The overall conclusion is that schools having small, average or big size schools have vary performance on their factorwise mean morale scores. This means that the present null hypothesis fails so far as the size of the schools is concerned. Schools of varying size of student population differ among themselves on one or more factors of the morale measurement (i.e. the Thai P.T.O.)

(b) Variations according to the Types of Schools.

The other variable taken into consideration is the type of the school viz. Government schools, and Municipal schools. The data in regard to this variable is presented in Table 4.16 on the next page. The same picture of variation emerges in regard to the analysis pertaining to this variable also. This is pantedly summarised in the box given below.

Comparison between (pairs)	P.T.O. Factors(Nos.) on which the schools have higher mean score	P.T.O. Factors (Nos. on which the schools have higher mean score
Government Schools and Municipal Schools	Government Schools: Nos.4,6,7,8 and 9	Municipal Schools: Nos.1,2,3,5 and 10

Table 4.16 : Significance of difference between Component-wise Teacher Morale of different Types of schools (Government Schools and Municipal Schools) of Bangkok Area. (mean - value)

Comparison between (pairs)	Teacher rapport with Principal	Satisfaction with Teaching	Rapport among Teacher	Teacher Salary	Teacher Load	Curriculum Issues	Teacher Status	Community support of Education	School facilities and Services	Community Pressures
	1	2	3	4	5	6	7	8	9	10
Government Schools	-65.00	-28.65	-26.03	+20.65	-22.00	+18.97	+16.62	+11.11	+31.18	-20.77
Municipal Schools	+65.36	+29.67	+26.47	-20.50	+22.58	-17.92	-16.09	-10.44	-30.88	+20.85
(t-value)	0.34	2.55*	1.19	0.49	2.01*	3.09**	1.17	2.29*	0.55	0.18

*Significant at .05 level   **Significant at .01 level

Note : In each pair the symbol "+" means "higher mean" of the first Type of school than that of the second and the symbol "-" means "higher mean" of the second Type of school than that of the first.

From the Table 4.16, it is seen that the comparison
between Government schools and Municipal schools of
Bangkok area, the mean scores of the factors Nos. 4, 6,
7, 8 and 9 (that is, Teacher Salary, Curriculum Issues,
Teacher Status, Community support of Education, and
School facilities and Services) in regard to Government
schools show higher mean scores than those of Municipal
schools. But on the remaining factors in regard to
Municipal schools bearing Nos. 1, 2, 3, 5 and 10 (that
is, Teacher rapport with Principal, Satisfaction with
Teaching, Rapport among Teacher, Teacher Load, and
Community Pressures), the mean morale scores are higher
than those of Government schools. Looking at the mean
scores all of the factors regard to Government schools
and Municipal schools again, it is found that the mean
scores on the factors Nos. 2, 5, 6 and 8 are significant
at .05 level and .01 level respectively. The significance
at .05 level is to be found in regard to factors No.2
(Satisfaction with Teaching), No.5 (Teacher Load), and
No.8 (Community support of Education), and the signi-
ficance at .01 level is to be found in regard to factor
No.6 (Curriculum Issues) only, and the other factors are
not found to be significant at any level.

Table 4.17 : Significance of difference between Component-wise Teacher Morale of different Shift of schools (one shift and two shift schools) of Bangkok Area. (mean - value)

Comparison between (pairs)	Teacher rapport with Principal	Satisfaction with Teaching	Rapport among Teacher	Teacher Salary	Teacher Load	Curriculum Issues	Teacher Status	Community support of Education	School facilities and Services	Community Pressures
	1	2	3	4	5	6	7	8	9	10
One shift Schools	-64.93	+29.39	+26.36	+20.63	-22.21	+18.54	+16.28	+10.84	+31.08	-20.81
Two shift Schools	+65.88	-29.18	-26.24	-20.39	+22.73	-17.76	-16.24	-10.33	-30.79	+20.85
(t-value)	0.88	0.49	0.31	0.74	1.79	2.24*	0.14	1.66	0.93	0.14

*Significant at .05 level

Note : In each pair the symbol "+" means "higher mean" of the first Shift of schools than that of the second and the symbol "-" means "higher mean" of the second Shift of schools than that of the first.

The comparison between different shift of
schools (one shift and two shift), it is found that,
staff morale of one shift schools show higher or better
performance than two shift schools on factors No.2
(Satisfaction with Teaching), No.3 (Rapport among
Teacher), No.4 (Teacher Salary), No.6 (Curriculum
Issues), No.7 (Teacher Status), and No.9 (School
facilities and Services). In these comparison, these
factors viz., factor No.1 (Teacher rapport with Principal),
No.5 (Teacher Load), and No.10 (Community Pressures) in
regard to two shift schools show higher morale scores
than one shift schools.

Looking at the comparison between one shift schools
and two shift schools again, the table shows clearly that
one factor viz., factor No.6 (Curriculum Issues) is sig-
nificant at .05 level, and another factors are not found
to be significant at any level.

This analysis and discussion thereon also show that
the null hypothesis does not stand on the issues of the
size, type and shift of the school also. Therefore, the
null hypothesis in this case is also not accepted.

Hypothesis VII : "There are no true difference in
the mean scores of all the factors of the Thai P.T.O.
even if the sex, age, qualification and working experience

of school Principals of Bangkok Area Vary",

(a) <u>Variations in Sex-wise Distribution</u>
<u>of School Principals.</u>

This Hypothesis can also be further tested through
the comparison of factor-wise teacher morale of the sample
schools according to their sex-wise distribution, that is,
the school principals whether they are Headmaster or
Headmistress (unmarried or married).

From the Table 4.18, on the next page, it is seen
that the comparison between school principals - Headmaster
(S_1) and Headmistress (S_2) of Bangkok Area, five factors
No.3 (Rapport among Teacher), No.4 (Teacher Salary), No.5
(Teacher Load), No.7 (Teacher Status), and No.10 (Commu-
nity Pressures) pertaining to the Headmasters which have
higher mean morale scores than those of the Headmistress
(S_2). For the remaining five factors that pertaining to
the Headmistress (S_2) that is, factors Nos. 1, 2, 6, 8
and 9 viz., Teacher rapport with Principal, Satisfaction
with Teaching, Curriculum Issues, Community support of
Education, and School facilities and Services, it will be
seen that, these factors show higher mean morale scores
than those of the Headmaster (S_1).

The comparison between the Headmaster (S_1) and the
Headmistress (S_3) of Bangkok Area, the same table shows
clearly that factors No.1 (Teacher rapport with Principal),

Table 4.18 : Significance of difference between Component-wise Teacher Morale of different Sex of school principals (Headmaster or Headmistress - unmarried or married) of Bangkok Area. (t-value)

Comparison between (pairs)	Teacher rapport with Principal	Satisfaction with Teaching	Rapport among Teacher	Teacher Salary	Teacher Load	Curriculum Issues	Teacher Status	Community support of Education	School facilities and Services	Community Pressures
	1	2	3	4	5	6	7	8	9	10
$S_1 - S_2$	-0.82	-0.26	+1.45	+0.37	+1.59	-1.89	+0.53	-0.17	-1.99	+0.02
$S_1 - S_3$	+0.50	+0.14	+0.99	+1.34	-0.89	-0.37	+1.92	+0.59	+0.16	-1.75
$S_2 - S_3$	+1.30	+0.34	-0.69	+0.79	-2.41*	+0.13	+1.09	+0.88	+1.84	-1.49

*Significant at .05 level

S_1 = Headmaster, S_2 = Headmistress (unmarried), S_3 = Headmistress (married)

Note : In each pair the symbol "+" means "higher mean" of the first sex than that of the second and the symbol "-" means "higher mean" of the second sex than that of the first.

No.2 (Satisfaction with Teaching), No.3 (Rapport among
Teacher), No.4 (Teacher Salary), No.7 (Teacher Status),
No.8 (Community support of Education), and No.9 (School
facilities and Services) that belonging to the Headmaster
(S_1) having higher mean morale scores than those of the
three remaining factors, that is factor No.5 (Teacher
Load), No.6 (Curriculum Issues), and No.10 (Community
Pressures) that belonging to the Headmistress (S_3).

In the comparison of the factor morale scores
between the school principals, that is, the Headmistress
(S_2) and Headmistress (S_3), the former has seven factors
Nos. 1, 2, 4, 6, 7, 8 and 9 (that is, Teacher rapport
with Principal, Satisfaction with Teaching, Teacher
Salary, Curriculum Issues, Teacher Status, Community
support of Education, and School facilities and Services)
whereas the latter has only three factors Nos. 3, 5 and
10 viz., Rapport among Teachers, Teacher Load and
Community Pressures, showing higher mean scores than the
former.

Looking at the comparison between the school
principals, Headmistress (S_2) and the Headmistress (S_3)
again, the table shows clearly that only one component
is significant at .05 level in regard to component No.5
(Teacher Load), and the other components are not found
to be significant at any level.

Table 4.19 : Significance of difference between Component-wise Teacher Morale of Age of school principals of Bangkok Area. (t-value)

Comparison between (pairs)	Teacher rapport with Principal	Satisfaction with Teaching	Rapport among Teacher	Teacher Salary	Teacher Load	Curriculum Issues	Teacher Status	Community support of Education	School facilities and Services	Community Pressures
	1	2	3	4	5	6	7	8	9	10
$A_1 - A_2$	-0.33	+0.18	+0.06	+0.52	-0.91	+0.67	-0.07	+0.11	+1.11	+0.84
$A_1 - A_3$	-0.33	+0.82	+0.35	+1.26	-0.24	+1.15	-0.14	+0.49	+1.52	+1.07
$A_2 - A_3$	+0.07	+0.13	+0.17	+1.36	+1.35	+1.17	+0.09	+1.08	+0.56	+0.48

$A_1 = 30 - 39$, $A_2 = 40 - 49$, $A_3 = 50 - 59$.

Note : In each pair the symbol "+" means "higher mean" of the first Age of the school principals than that of the second and the symbol "-" means "higher mean" of the second Age of the school principals than that of the first.

From the table 4.19, it is seen that the mean
morale score of the age of school principal (A_1) on the
factors, No.2 (Satisfaction with Teaching), No.3
(Rapport among Teacher), No.4 (Teacher Salary), No.6
(Curriculum Issues), No.9 (School facilities and
Services), and No.10 (Community Pressures) have higher
than those of the age of school principals (A_2). At the
same time, the mean morale scores of the age of the
school principals (A_2) on the factors No.1 (Teacher
rapport with Principal), No.5 (Teacher Load), No.7
(Teacher Status), and No.8 (Community support of Educa-
tion) have higher than those of the age of the school
principals (A_1).

The comparison between the age of the school
principals (A_1) and (A_3) also reveals similar difference.
It is seen from the same table that seven factors namely,
Nos. 2, 3, 4, 6, 8, 9 and 10 (that is, Satisfaction with
Teaching, Rapport among Teacher, Teacher Salary, Curri-
culum Issues, Community support of Education, School
facilities and Services, and Community Pressures) have
higher mean morale scores than those of the age of the
school principals (A_3). On the other hand, the mean
morale scores of the age of the school principals (A_3)
on the factors Nos. 1, 5 and 7 (that is, Teacher rapport
with Principals, Teacher Load, and Teacher Status) have
higher mean morale score than those of the age of the
principals (A_1).

In the same way, the comparison between the age
of the school principals (A_2) and (A_3), it can be seen
that the mean morale scores on the factor Nos. 1, 2, 3,
4, 5, 6, 8, 9 and 10, that is, Teacher rapport with
Principals, Satisfaction with Teaching, Rapport among
Teachers, Teacher Salary, Teacher Load, Curriculum
Issues, Community support of Education, School facilities
and Services, and Community Pressures are higher than
those of the age of the school principals (A_3), but in
regard to the mean morale scores of the age of the
school principals (A_3), it is found that only one
factor No.7 (Teacher Status) is higher than that of the
age of the school principals (A_2).

Taking an overall view, in the comparison of the
age of the school principals all the factors of the
mean morale score, it is found that no factor is signi-
ficant at any level.

From the table 4.20, on the next page, it is seen
that the comparison of the factor-wise teacher morale
score of schools according to the Qualification of
school principals of Bangkok area. In the factor-wise
analysis of qualification of school principals belong to
(Q_1) and (Q_2), seven factors viz., factor No.2 (Satis-
faction with Teaching), No.3 (Rapport among Teacher),
No.5 (Teacher Load), No.7 (Teacher Status), No.8
(Community support of Education), No.9 (School facilities

Table 4.20 : Significance of difference between Component-wise Teacher Morale of different Qualification of school principals of Bangkok Area. (t-value)

Comparison between (pairs)	Teacher rapport with Principal 1	Satisfaction with Teaching 2	Rapport among Teacher 3	Teacher Salary 4	Teacher Load 5	Curriculum Issues 6	Teacher Status 7	Community support of Education 8	School facilities and Services 9	Community Pressures 10
$Q_1 - Q_2$	-0.15	+1.06	+0.95	-0.71	+1.23	-0.99	+1.24	+1.08	+0.90	+0.78
$Q_1 - Q_3$	-0.69	+0.03	+0.87	+0.20	+1.64	-2.49*	+0.23	+0.59	-0.06	-0.28
$Q_1 - Q_4$	+1.31	-0.81	+2.36*	-0.42	+1.02	+0.82	-0.01	+0.76	+2.63**	+1.47
$Q_2 - Q_3$	+0.49	-0.97	+0.29	+0.62	+1.09	-1.88	-0.54	-0.04	-0.61	-0.71
$Q_2 - Q_4$	+1.19	-1.19	+1.86	+0.03	+0.39	+1.23	-0.73	+0.18	+1.96	+0.92
$Q_3 - Q_4$	+1.46	+0.65	+1.38	-0.56	+0.48	+2.74**	-0.24	+0.16	+2.42*	+1.29

Q_1 = Dip. in Edu.,　　Q_2 = Bachelor Degree,　　Q_3 = Master Degree,　　Q_4 = School Certificate

*Significant at .05 level　　　　　　　　**Significant at .01 level

Note :　In each pair the symbol "+" means "higher mean" of the first Qualification than that of the second and the symbol "-" means "higher mean" of the second Qualification than that of the first.

and Services), No.10 (Community Pressures) which belong
to (Q_1) show positive symbol. This means that the
qualification of the school principals belong to (Q_1)
have higher mean morale scores on these factors than
those of the school principals belong to (Q_2). The
other three factors, namely, Nos. 1, 4 and 6 (that is,
Teacher rapport with principal, Teacher Salary and
Curriculum Issues) show negative symbol. This means
that the qualification of the school principals belong
to (Q_2) have higher mean morale scores on these factors
than those of the school principals belong to (Q_1).

In the similar analysis in respect of qualification
of the school principals belong to (Q_1) and (Q_3), the
factors having higher mean morale scores of the school
principals belong to (Q_1) have Satisfaction with Teaching,
Rapport among Teacher, Teacher Salary, Teacher Load, and
Community support of Education. The qualifications of
the school principals belong to (Q_3) have higher mean
morale scores (negative symbol) in the case of Teacher
rapport with principals, Curriculum Issues, School
facilities and Services, and Community Pressures.

The difference of the mean morale scores of the
school principals reveals similar factor-wise variations.
The qualification of the school principals possess the
(Q_1) and (Q_4), the qualifications of the school principals
belong to (Q_1) have higher mean morale scores on factors

Nos. 1, 3, 5, 6, 8, 9 and 10 (that is, Teacher rapport
with Principals, Rapport among Teacher, Teacher Load,
Curriculum Issues, Community support of Education,
School facilities and Services, and Community Pressures)
whereas the qualifications of the school principals
possess (Q_4) have higher mean morale scores on factors
Nos. 2, 4 and 7 (that is, Satisfaction with Teaching,
Teacher Salary and Teacher Status).

The table shows similar variation in higher or
lower mean morale scores on certain factors in comparison
between the qualification of the school principals belong
to (Q_2) and (Q_3), (Q_2) and (Q_4), and (Q_3) and (Q_4)
respectively. The qualifications of the school princi-
pals belong to (Q_2) have higher mean morale scores
(positive symbol) in the case of Rapport among Teacher,
Teacher Salary, and Teacher Load, whereas the qualifi-
cations of the school principals belong to (Q_3) have
higher mean morale scores (negative symbol) in the case
of Teacher rapport with Principals, Satisfaction with
Teaching, Curriculum Issues, Teacher Status, Community
support of Education, School facilities and Services,
and Community Pressures. The qualifications of the
school principals belong to (Q_2) have higher mean morale
scores (positive symbol) in the case of Teacher rapport
with Principals, Rapport among Teachers, Teacher Salary,
Teacher Load, Curriculum Issues, Community support of

Education, School facilities and Services, and Community
Pressures, whereas the qualifications of the school
principals belong to (Q_4) have higher mean morale scores
(negative symbol) in the case of Satisfaction with
Teaching, and Teacher Status only. The qualifications
of the school principals belong to (Q_3) have higher mean
morale scores (positive symbol) in the case of Teacher
rapport with Principal, Rapport among Teacher, Curriculum
Issues, Community support of Education, School facilities
and Services, and Community Pressures whereas the quali-
fications of school principals belong to (Q_4) have higher
mean morale scores (negative symbol) in the case of
Satisfaction with Teaching, Teacher Salary, Teacher
Load, and Teacher Status.

In the comparison of the mean morale scores of the
qualification of the school principals belong to (Q_1)
and (Q_3) again, it is found that the difference is
significant at .05 level in regard to the component
No.6 (Curriculum Issues) only, and the other components
are not found to be significant at any level.

Looking at the comparison of the qualifications of
the school principals belong to (Q_1) and (Q_4), the table
shows clearly that only two components viz., Nos. 3 and 9
(that is, Rapport among Teacher and School facilities
and Services) are significant at .05 and at .01 level,

and the other components are not found to be significant at any level.

In regard to the comparison between the qualification of school principals belong to (Q_3) and (Q_4), it is seen that the difference is significant at .01 level and at .05 level in regard to the components No.6 and 9 (that is, Curriculum Issues and School facilities and Services) only, and the other components are not found to be significant at any level.

From the table 4.21, on the next page, it is seen that the mean morale scores of the working experience of the school principals (W_1) on the factors Nos. 1, 2, 3, 4, 5, 6, 7 and 8 (that is, Teacher rapport with Principals, Satisfaction with Teaching, Rapport among Teacher, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, and Community support of Education) are higher than those of the working experience of the school principals (W_2). At the same time, the mean morale scores of the working experience of the school principals (W_2) on the factors Nos. 9 and 10 (that is, School facilities and Services, and Community Pressures) are higher than those of the working experience of the school principals (W_1).

Similarly, if a comparison is instituted between the working experience of the school principals (W_1) and

Table 4.21 : Significance of difference between Component-wise Teacher Morale of different working experience of school principals of Bangkok Area. (t-value)

Comparison between (pairs)	Teacher rapport with Principal	Satisfaction with Teaching	Rapport among Teacher	Teacher Salary	Teacher Load	Curriculum Issues	Teacher Status	Community support of Education	School facilities and Services	Community Pressures
	1	2	3	4	5	6	7	8	9	10
$W_1 - W_2$	+0.02	+0.13	+0.02	+1.13	+0.85	+0.41	+1.74	+1.39	-1.05	-0.41
$W_1 - W_3$	+1.02	+0.82	+2.52*	+0.35	+0.72	+0.70	+0.66	+0.97	+0.38	+1.49
$W_1 - W_4$	+0.28	+0.27	+0.33	+0.68	+0.58	+0.77	+0.65	+0.27	-0.32	-0.38
$W_2 - W_3$	+0.97	+0.51	+2.21*	-1.35	-0.06	+0.35	-1.33	-0.28	+1.93	+2.48*
$W_2 - W_4$	+0.26	+0.12	+0.37	-0.81	-0.21	+0.37	-1.41	-1.05	+0.76	+0.03
$W_3 - W_4$	-0.85	-0.43	-1.46	+0.40	-0.13	-0.11	-0.04	-0.69	-0.74	-2.21*

*Significant at .05 level

$W_1 = 0 - 9,$ $W_2 = 10 - 19,$ $W_3 = 20 - 29,$ $W_4 = 30 - 39.$

Note : In each pair the symbol "+" means "higher mean" of the first working experience than that of the second and the symbol "-" means "higher mean" of the second working experience than that of the first.

(W_3), it will be seen from the same table clearly that all the factors that is, factors Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 of the working experience of the school principals (W_1) show higher mean morale scores of the factors than those of the working experience of the school principals (W_3). There is not any factor in regard to working experience of the school principals (W_3) that shows higher mean morale scores than those of the working experience of the school principals (W_1).

The comparison between the working experience of the school principals (W_1) and (W_4) also reveals similar difference. It is found from the same table that there are eight factors, namely, factors Nos. 1, 2, 3, 4, 5, 6, 7 and 8 of the working experience of the school principals (W_1) that have higher mean morale scores than those of the working experience of the school principals (W_4). On the other hand, the mean morale scores on the factors Nos. 9 and 10 of the working experience of the school principals (W_4) only, are higher than those of the working experience of the school principals (W_1). The working experiences of the school principals (W_1) have higher mean morale scores on Teacher rapport with Principals, Satisfaction with Teaching, Rapport among Teacher, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, and Community support of Education but lower mean morale scores on

School facilities and Services, and Community Pressures
when compared to working experience of school princi-
pals (W_4).

The table shows similar variations in higher or
lower mean morale scores on certain factors in comparison
of the working experience of the school principals (W_2)
Versus (W_3), (W_2) Versus (W_4), and (W_3) Versus (W_4)
respectively.

In the comparison of the working of the school
principals (W_2) and (W_3), the table shows clearly that
the mean morale scores of the components of the working
experience of the school principals (W_2) (that is,
Teacher rapport with Principal, Satisfaction with
Teaching, Rapport among Teacher, Curriculum Issues,
School facilities and Services, and Community Pressures)
are higher than those of the working experience of the
school principals (W_3). On the other hand, the mean
morale scores of the working experience of school
principals (W_3) (that is, Teacher Salary, Teacher Load,
Teacher Status, and Community support of Education) are
higher than those of the working experience of school
principal (W_2). The comparison of the working experi-
ence of the school principals between (W_2) and (W_4), it
will be seen that the mean morale scores of the working
experience of the school principals (W_2) on the
components Nos. 1, 2, 3, 6, 9 and 10 (that is, Teacher

principals (W_1) and (W_3) one factor viz., No.3 (that
is, Rapport among Teacher) is significant at .05 level.
The comparison between working experience of school
principals (W_2) and (W_3), two factors, viz., Nos. 3 and
10 (that is, Rapport among Teacher, and Community
Pressures) are significant at .05 level. And the
comparison between the working experience of school
principals (W_3) and (W_4), there is only one factor,
viz., No.10 (that is, Community Pressure) is significant
at .05 level and the other factors are not found to be
significant at any level.

This analysis and discussion thereon also show
that the null Hypothesis does not stand on the issue
of sex, age, qualification, and working experience of
school principals also. Therefore, the null Hypothesis
in this case is also not accepted.

4.6   LEADERSHIP BEHAVIOUR PATTERNS OF THE
       PRIMARY SCHOOL PRINCIPALS OF THE
       BANGKOK AREA

In this section an attempt is made to identify the
categories of the leadership behaviour patterns of the
principals of the sampled primary schools of the Bangkok
area. The tool used in this connection will be the
Thai LBDQ described in the previous chapter. The analysis
is done on Halpin's Quadrant Scheme for describing

leaders' behaviour on the two dimensions of the LBDQ,
viz., the Initiating Structure and Consideration. This
Ouadrant Scheme was tried at by Halpin in describing
and assessing the superintendent's effectiveness as
a leader. (Vide - administrator's Notebook, 7, No.2,
Oct. 1958).

This scheme makes use of the HH, HL, LH and LL
paterns of leadership behaviour. Where the HH pattern
of leadership is found in a school, it would mean that
the principal of that particular school is effective;
and if the LL pattern of leadership is found in a
school, it would mean that the principal is ineffective.
The Hypothesis VIII is formulated based on this HH or
LL pattern.

Hypothesis VIII : "More school principals of
the sampled school would exhibit the HH or LL pattern
than LH or the HL pattern of leadership behaviour, and
even between the HH and the LL patterns, the proportion
of the LL pattern would be more than the former".

This hypothesis relates to the leadership
behaviour of the school principals who play the role
of a boss in school. The leadership behaviour is
quite an important variable, particularly because many
of the Thai schools are authority centred. There are
high powers vested in the leaders in terms of decision -

making, organization, administration and other functions.
A leader of the school is the architect of the destiny
of the school. In a typical structure of the primary
school, a leader's position is the topmost because the
school structure is a sort of hierarchical one and under
the principal, there are many teachers, workers, and
administrative staff and sometime supervisors who are
subordinates to him. Under such a setting, school
principals cannot but affect school climate and staff
morale. Hence, it is worthwhile to study the relation
of the leadership behaviour with static variables such
as region of schools, size of schools, type of schools,
shift of schools and also some dynamic variables.

In the present study, as discussed earlier, four
patterns of leadership behaviour on the part of princi-
pals are envisaged.

They are :

(1) The HH Pattern, where they are high both in
the 'Initiating Structure' and 'Consideration' dimensions
of the leadership behaviour.

(2) The LL Pattern, where they are low both in
the 'Initiating Structure' and 'Consideration' dimensions.

(3) The HL Pattern, where they are high in the
'Initiating Structure' dimension, and low in 'Conside-
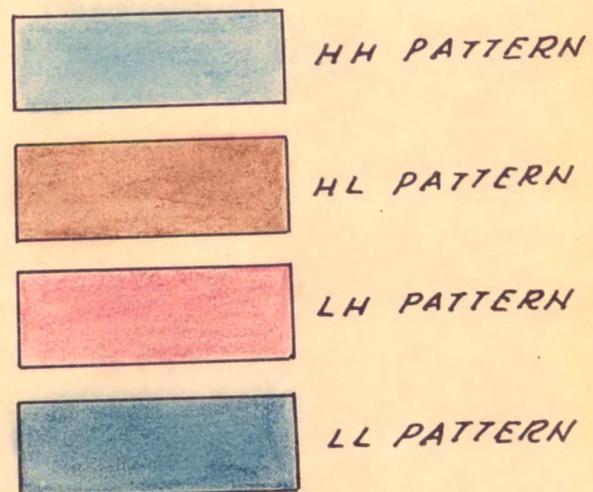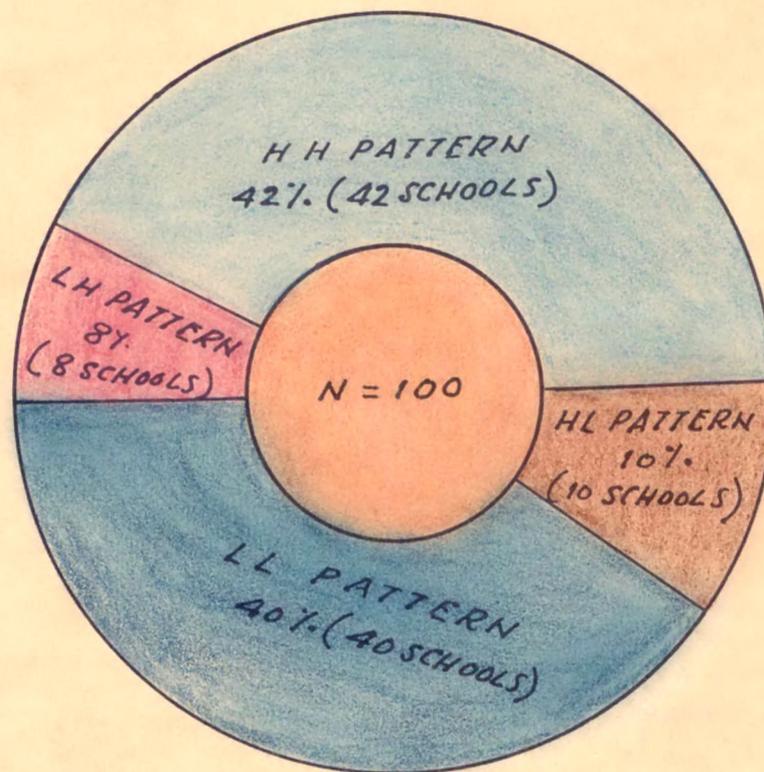ration' dimension.

(4) The LH Pattern, where they are low in
'Initiating Structure' dimension but high in 'Conside-
ration' dimension.

The analysis of the data (see Chart No.16)
yielded by the administration of the Thai "LBDQ" is
presented below :

Table 4.22 :   Ouadrent Scheme-wise Analysis
              of the Behaviour Patterns of
              the Principals of Sampled Schools.

Consideration   (mean = 71.00)

	The LH Pattern	The HH Pattern
	C —	C +
	S +	S +
	(IV) 8 School Principals	(I) 42 School Principals
	8.00 per cent	42.00 per cent
	The LL Pattern	The HL Pattern
	C —	C +
	S —	S —
	(III) 40 School Principals	(II) 10 School Principals
	40.00 per cent	10.00 per cent

Initiating Structure (mean = 65.00)

CHART NO. 16: SHOWING THE PERCENTAGE DISTRIBUTIONS OF SAMPLED PRIMARY SCHOOL PRINCIPALS ACCORDING TO THEIR LEADERSHIP BEHAVIOUR PATTERNS.

HH PATTERN 42% (42 SCHOOLS)

LH PATTERN 8% (8 SCHOOLS)

HL PATTERN 10% (10 SCHOOLS)

LL PATTERN 40% (40 SCHOOLS)

N = 100

HH PATTERN
HL PATTERN
LH PATTERN
LL PATTERN

The mean scores of the LBDQ factors, Initiating
Structure and Consideration of the total 100 schools,
when computed came out to be 65.00 and 71.00 respec-
tively. Considering the scores of each school on both
Initiating Structure and Consideration dimensions of
the Thai LBDQ and compared with the mean score of each
dimension, the scores with a range above the mean score
are considered as high; and those below the mean score
are considered as low. Using these scores above or
below the mean of each dimension, the four patterns of
the leadership were found out, viz., the HH, HL, LH,
and LL patterns. The HH pattern means score above the
mean on both Initiating Structure and Consideration;
the HL pattern means score above the mean on the
Initiating Structure but below the mean on Consideration,
the LH pattern means score below the mean on Initiating
Structure but above the mean on Consideration, and the
LL pattern means scores below the mean on both Initiating
Structure and Consideration.

Looking at the Table 4.22 again, out of 100
primary schools of Bangkok area, there are 42.00 per
cent (42 schools) falling in the HH pattern, and 40.00
per cent (40 schools) falling in the LL pattern. The
percentages of the HL pattern and the LH pattern are
10.00 per cent (10 schools), and 8.00 per cent (8
schools) respectively. It is obviously observed that

the leadership pattern HH is higher than the LL pattern
very less and also the HL pattern is higher than LH
pattern very less.

Chart No. 16 shows the percentage distributions of
sampled primary school principals according to their
leadership behaviour patterns. The principals who fall
on Quadrant I are said to be effective and the principals
who belong to Quadrant III are said to be ineffective.
The principals who can be assigned to Quadrant II and IV
occupy the middle position. At time, they are effective
and at times, they fail to be effective. Anyhow, they
never attain the level of that effectiveness which is
manifested by the principals having the HH pattern of
leadership behaviour. Halpin (1966, Pp. 98-99) explains
this clearly as under:

> "The leaders described in Quadrant I are
> evaluated as highly effective, whereas
> those in Quadrant III ordinarily accompanied
> by group chaos, are characterized as most
> ineffective. The leaders in Quadrant IV
> are the martinents and the 'cold fish' so
> intent upon getting a job done that they
> forget that they are dealing with human
> beings not with cogs in a machine. The
> individuals described in Quadrant II are
> also ineffective leaders. They may ooze
> with the milk of human kindness but this
> contributes little to effective performance
> unless their consideration behaviour is
> accompanied by a necessary minimum of
> Initiating Structure Behaviour."

The Hypothesis VIII stipulated that more primary school principals would be found to be displaying low, rather than high, Initiating Structure and Consideration, but the percentages of principals showing either high Initiating Structure and Consideration or low Initiating Structure and Consideration would be greater than those who would be exhibiting either high Initiating Structure and low Consideration or low Initiating Structure and high Consideration.

Table 4.22 clearly shows that the percentage of principals exhibiting the HH pattern of leadership behaviour is higher than those exhibiting the LL pattern. This result, thus lends support to all parts of the Hypothesis. The total percentages of the primary school principals exhibiting the HH or LL patterns of leadership behaviour are higher than those exhibiting the HL or LH patterns (82.00 Vs 18.00).

Therefore, the Hypothesis VIII is nearly quite completely supported by the above cited results.

In the democratic set up of school administration, every school is expected to have an effective principal (possessing the HH pattern of leadership) as the teacher of school for helping the school to achieve the goals set for it by Government and the society. In Bangkok, Thailand, fortunately, the result of the present study

shows that, there are 42.00 per cent (42 schools) of
the principals who possess the HH pattern of leadership
behaviour. This would indicate that the majority of
the principals of Bangkok area are effective, or they
may be called "progressive" or "open minded and modern".

The results yielded by the present study on
leadership behaviour patterns of principals of the
Central Zone of Thailand can be further analysed
region-wise. Perhaps, such an analysis would shed
more meaningful light in the regions where the leader-
ship of school principals is strong and in the regions,
it is rather weak. The distribution of the percentage
of the school principals possessing the leadership
behaviour patterns (the HH, HL, LH and LL patterns)
according to the different regions of Bangkok area in
which their schools are located is given in Table 4.23.

Table 4.23 : The Percentage of the School
Principals Possessing the Leadership
Behaviour Pattern (HH, HL, LH and
LL patterns) according to the
different Regions of Bangkok Area.

Regions	Leadership Pattern				Total
	HH	HL	LH	LL	
North	48.84 (21)	9.30 (4)	11.63 (5)	30.83 (13)	100 (43)
South	20.69 (6)	10.34 (3)	6.90 (2)	62.07 (18)	100 (29)
East	33.33 (4)	0.00 (0)	8.33 (1)	58.33 (7)	100 (12)
West	68.75 (11)	18.75 (3)	0.00 (0)	12.50 (2)	100 (16)
Total	44	10	8	40	100

Note : Figures in the brackets indicate the number of
schools.

It will be seen from the table 4.23 that in the
North region of Bangkok area, there are 48.84 per cent
(21 schools) of school principals possessing the HH
pattern of leadership behaviour. And there are only
30.23 per cent (13 schools) of the school principals
possessing the LL pattern of leadership. It means that
in the North region, the school principals possess the
HH pattern to a greater extent than the LL pattern of
leadership. The percentages of the school principals
possessing the HL and LH pattern are only 9.30 per cent
(4 schools) and 11.63 per cent (5 schools) respectively.
From this point of view, it can be said that the school
principals of the North region of Bangkok area, by and
large, can be considered to be effective in their
leadership acts.

What has been observed above regarding the effect-
iveness of the majority of the school principals of the
North region in regard to their leadership acts, it
also seems to hold true for the school principals of
the South, the East and the West regions. Here, the
percentages of school principals manifesting the HH
pattern of the leadership behaviour in the South region
are only 20.69 per cent, at the same time, the percentages
of the school principals manifesting the LL patterns of
the leadership behaviour are as high as 62.07 per cent.
It is obviously observed that the leadership pattern

LL is much higher than the HH pattern is about three times.
But the percentages of the school principals possessing
the HL and LH pattern are only 10.34 per cent (3 schools)
and 6.90 per cent (2 schools) respectively. On the other
hand, the results of these two regions (East and West)
show significant difference in regards to percentages of
the school principals manifesting the HH patterns and LL
patterns of leadership behaviour. In this case, the
percentages of the HH pattern of leadership behaviour in
the East region is only 33.33 per cent but the percentage
of the LL pattern of leadership behaviour is as high as
58.33 per cent. It will be seen that the percentage of
the school principals possessing the LL pattern of
leadership behaviour is quite high (58.33 per cent) than
the percentage of the school principals possessing the
HH pattern of leadership behaviour (33.33 per cent).
At the same time, the percentages of the school principals
possessing the HL and LH pattern are 0.0 per cent and
only 8.33 per cent (1 school) respectively.

Similarly, looking at the results regarding the
West region in the same table, it is seen that there are
68.75 per cent (11 schools) of the school principals
possessing the HH pattern of leadership, whereas only
12.50 per cent (2 schools) possessing the LL pattern of
leadership. The percentages of the HL and LH patterns
are only 18.75 per cent (3 schools) and 0.0 per cent

respectively.

Looking at the table 4.23 again, it will be found
that the percentages of the school principals manifesting
the HH patterns of leadership behaviour in the North
region and the West region (48.84 per cent and 68.75
per cent) are lower and higher than the percentages of
the school principals manifesting the LL patterns of
leadership behaviour in the South region and East region
(62.07 per cent and 58.33 per cent) respectively. On
the other hand, it can be said that the school principals
of the West region of Bangkok area only, by and large,
can be considered to be effective in their leadership
acts. In the same way, looking at the percentages of
the school principals possessing the HH patterns and LL
patterns of leadership behaviour in the South region and
the East region again, the table shows clearly that the
percentages of principals manifesting the HH patterns
of leadership behaviour in the South region and the East
region (20.69 per cent and 33.33 per cent) are lower than
the percentages of the school principals manifesting the
LL patterns of leadership behaviour in the same regions
(62.07 per cent and 58.33 per cent) respectively. From
this point of view, it can be said that the school
principals of the South region and the East region of
Bangkok area, by and large, cannot be considered to be
effective in their leadership acts. But in the HL

pattern and LH pattern, the performance of the school
principals is comparatively on a lower plane. The
range of percentages is 0.0 per cent in the East and the
West region to 10.34 per cent (South region) and 11.63
per cent (North region). This is meaning that these
school principals may be oozing "with the milk of human
kindness, but this contributes little to effective
performance unless their Consideration behaviour is
accompanied by a necessary minimum of Initiating
Structure behaviour" (Halpin, 1966, P.99). Thus, the
results of this analysis also rather sustains Hypothesis
VIII.

4.7   VARIATIONS IN MEAN SCORES ON THE
        TWO DIMENSIONS OF THE THAI LBDQ
        IN REGARD TO CERTAIN FACTORS

        As stated earlier the leadership behaviour pattern
of school principals is conceived in this study as being
contributed by two factors, viz., Initiating Structure
and Consideration. It will be interesting to study how
the sampled school principals performed on these two
dimensions. It will be still more interesting to study
whether variations as regions, sizes, types of the
schools, and its shift bearing any relationship with the
high or low scores of the schools on these two dimen-
sions. The following Hypothesis is formulated to study
how different independent variables affect the mean

leadership dimension scores of the schools sampled for study.

Hypothesis IX :   "No true difference occurs in the mean scores of school principals on the two dimensions of the Thai LBDQ irrespective of the region, size, type and shift of the schools to which they belong".

This hypothesis stipulates that mean scores of school principals on the two components of leadership behaviour would remain unchanged, that is to say, that such facts the region of their school, size, type and shift of school will have practically no effect on them.

The table 4.24 presents the comparison between different pairs of regions in relation to the performance of their principals on the two dimensions of the leader-ship behaviour patterns.

Table 4.24 :   Comparison of Dimension-wise Leadership Behaviour of school principals according to different Regions of schools (North, South, East and West Regions) of Bangkok area.   (t- value)

Comparison between (pairs)	Initiating Structure	Consideration
N - S	+ 2.58**	+ 2.17*
N - E	+ 1.34	+ 2.22*
N - W	- 0.87	- 0.48
S - E	- 0.38	+ 0.39
S - W	- 3.29**	- 3.13**
E - W	- 1.95	- 2.93**

*Significant at .05 level   **Significant at .01 level
Note: In each pair the symbol "+" means "higher mean" of the first region than that of the second and the symbol "-" means "higher mean" of the second region than that of the first.

From the table, on the prepage, it shows that the comparison the mean principals' scores on "Initiating Structure", it is found that the school principals of the North region have higher mean scores than those of the school principals of the South region, the school principals of the North region have higher mean scores than those of the East region, the school principals of the West region have higher mean scores than those of the North region, the school principals of the East region have higher mean scores than those of the South region, the school principals of the West region have higher mean scores than those of the South region, and the school principals of the West region have higher mean scores than those of the East region respectively.

In the similar analysis the comparison of the mean scores of the principals on "Consideration", it is seen that the school principals of the North region have higher mean scores than those of the school principals of the South region, the school principals of the North region have higher mean scores than those of the school principals of the East region, the school principals of the West region have higher mean scores than those of the North region, the school principals of the South region have higher mean scores than those of the East region, the school principals of the West region have higher mean scores than those of the South region, and the school principals of the West region have higher

mean scores than those of the East region respectively.

Looking at the table 4.24 again, in the comparison the mean scores of the principals on "Initiating Structure", only two factors are significant at .01 level but the mean scores of the principals on "Consideration", there are four factors that are significant at .05 level and at .01 level respectively. The significance at .01 level on "Initiating Structure" is to be found in regard to the comparison of the mean scores of the principals between the North region and the South region, and the South region and the West region. On the other hand, the significance at .05 level and at .01 level on "Consideration" is to be found in regard to the comparison to the mean scores of the principals between the North region and the South region, the North region and the East region, the South region and the West region, and the East region and the West region, and the other factors are not found to be significant at any level. This clearly shows that school principals of different regions do not have the same pattern performance on "Initiating Structure" as well as "Consideration". Thus, so far as the variable "region-wise location" is concerned the null hypothesis fails.

The second focal point – variables is the size of the schools. The table 4.25 given on the next page shows the comparison among the different size of schools in

respect of their t- value on both the dimensions of
leadership behaviour.

Table 4.25 : Comparison of Dimension-wise
Leadership Behaviour of school
principals according to different
sizes of schools (small, average
and big schools) of Bangkok area.
(t- value)

Comparison between (pairs)	Initiating Structure	Consideration
Small - Average	- 1.16	+ 0.58
Small - Big	- 2.15*	+ 0.22
Average - Big	- 1.02	- 0.37

*Significant at .05 level

Note : In each pair the symbol "+" means "higher mean"
of the first size than that of the second and
the symbol "-" means "higher mean" of the second
size than that of the first.

Looking at the comparison between the small schools
and the average schools in the table 4.25, it is seen
that small schools have lower mean scores of the leader-
ship dimension on "Initiating Structure" in comparison
to the mean scores of the principals to average schools,
and on the other hand, the small schools have higher
mean scores of the leadership dimension on "Considera-
tion" in comparison to the mean scores of the principals
to average schools. In this case, it is found that the
average schools have higher mean scores of the leadership
dimension when it is compared with small schools on

"Initiating Structure" dimension.

In the comparison between the small schools and
the big schools, the result also shows that the leader-
ship scores of the big schools are higher than those of
the small schools on "Initiating Structure" dimension
and the mean scores on "Initiating Structure" is signi-
ficant at .05 level in the case of big schools but the
small schools have higher mean scores of the leadership
dimension on "Consideration" in comparison to the mean
scores of the principals to big schools. In this
comparison, it would imply that the principals of big
schools have more effective leadership than those of
the small schools.

The comparison between the average schools and
the big schools shows leadership of the big schools
having higher mean scores on both the leadership
dimensions than those of the average schools. This is
also imply that the principals of big schools have more
effective leadership than those of the average schools.

On the whole, it can be seen that the big school
principals have the most effective leadership in both
the dimensions when compared with the small schools and
the average schools. The principals of the small
schools when compared with the average schools show
marked variation on both the leadership components. The

small school principals have lower scores on "Initiating
Structure" but higher scores on "Consideration", while
the average school principals have higher scores on
"Initiating Structure" but lower scores on "Consideration".
Thus, in regard to the variable of size of the schools,
the null hypothesis is not sustained by the analysed
data.

The general effective concept about this account is
that the leader in any organization to be really effective
should maintain balance between "Initiating Structure" and
"Consideration" sufficiently at a high level. High
"Initiating Structure" combined with high "Consideration"
is associated with favourable group attitudes and with
favourable changes in group attitudes. The persons
occupying the leadership position should be specially
careful about how the group perceives their behaviour
in the organization and should make necessary changes in
their behaviour to bring out effectiveness potent in
the group. This indicates very clearly that the beha-
viour of leaders is a key factor in maintaining high
level of group efficiency and healthy and inspiring
climate in the institution in which the group functions.

The third variable used for comparison is the
type of the sampled schools.

Table 4.26 : Comparison of Dimension-wise
Leadership Behaviour of School
principals according to different
types of schools (Government
Schools and Municipal Schools)
of Bangkok Area. (Mean-value)

Comparison between (pairs)	Initiating Structure	Consideration
Government Schools	+ 66.15	- 70.00
Municipal Schools	- 64.39	+ 71.80
(t- value)	1.32	0.96

Note : In each pair the symbol '+' means 'higher mean' of the first Type than that of the second and the symbol '-' means 'higher mean' of the second Type than that of the first.

Looking at the above table, the comparison of the component wise leadership behaviour of school principals between Government schools and Municipal schools shows marked variation. The mean scores of the principals of the leadership dimension on "Initiating Structure" of the Government schools are higher than the mean scores of the principals of the leadership behaviour of the school principals of the Municipal schools. But the comparison of the component wise leadership behaviour of school principals on "Consideration" dimension, it is found that the mean scores of the principals of the leadership behaviour of the school principals of the Municipal schools are higher than the mean scores of the principals of the leadership behaviour of the school

principals of the Government schools.

On the whole, it appears that the Government school principals have the most effective leadership behaviour on "Initiating Structure" dimension but cannot considered to be effective in their leadership on "Consideration" dimension. In the same way, the Municipal school principals have the most effective leadership behaviour on "Consideration" dimension but cannot consider to be effective in their leadership on "Initiating Structure" dimension. On the other hand, in the comparison the mean scores of the principals of the leadership behaviour of school principals between the Government schools and the Municipal schools, it is found that there is not any component that considered to be significant at any level. Thus, so far as the third variable (the type of schools) is concerned, the null hypothesis also fails to be substantiated.

The fourth variable used for comparison is the shift of the sampled schools.

Table 4.27 : Comparison of Dimension-wise
Leadership Behaviour of school
principals according to different
Shift of schools (one shift and
two shift schools) of Bangkok
Area. (mean-value)

Comparison between (pairs)	Initiating Structure	Consideration
One shift schools	+ 65.60	+ 71.61
Two shift schools	- 63.76	- 70.33
(t- value)	1.37	0.67

Note : In each pair the symbol "+" means "higher mean"
of the first shift than that of the second and
the symbol "-" means "higher mean" of the
second shift than that of the first.

From the above table, the comparison between

different shift of schools (one shift and two shift

schools) it is seen that the mean scores of the

principals of the leadership behaviour of the school

principals of one shift schools have higher mean scores

on both the leadership dimensions (Initiating Structure

and Consideration) than those of two shift schools.

This would imply that the principals of one shift

schools have more effective leadership behaviour than

those of two shift schools, and in the comparison the

mean scores of the principals of the leadership beha-

viour of the school principals of one shift and two

shift schools, it is said that there is not any

component that considered to be significant at any

level. Thus, so far as the fourth variable (the shift

of schools) is concerned, the null hypothesis also fails

to be substantiated.

Hypothesis X : "There are no true differences

in the mean scores of all the factors of the Thai LBDQ

even if the sex, age, qualification and working expe-

rience of school principals of Bangkok Area vary".

Table 4.28 : Comparison of Dimension-wise
Leadership Behaviour of school
principals according to diffe-
rent Sex (Headmaster or Head-
mistress - unmarried or married)
of Bangkok Area. (t- value)

Comparison between (pairs)	Initiating Structure	Consideration
$S_1 - S_2$	- 1.69	- 0.82
$S_1 - S_3$	+ 0.13	- 0.46
$S_2 - S_3$	+ 1.85	+ 0.41

S_1 = Headmaster, S_2 = Headmistress (Unmarried),

S_3 = Headmistress (married)

Note : In each pair the symbol "+" means "higher mean"
of the first sex than that of the second and
the symbol "-" means "higher mean" of the
second sex than that of the first.

From the table 4.28, it is seen that the comparison

between the mean principals scores of the leadership

behaviour of school principals (S_1) and (S_2), it is found

that the mean scores of the principals (S_2) have higher

mean scores on both the leadership dimensions (Initiating Structure and Consideration) than those of the mean scores of the principals (S_1). But in comparison the mean scores of the principals of the leadership behaviour of school principals (S_1) and (S_3), and (S_2) and (S_3), the table shows clearly that the mean scores of the principals (S_1) on "Initiating Structure" are higher than the mean scores of the principals (S_3), on the other hand, the mean scores of the principals (S_3) on "Consideration" are higher than the mean scores of the principals (S_1). In the same way, it will be seen that the comparison of the mean scores of the principals (S_2) and (S_3), the leadership scores of the principals (S_2) are higher than the leadership scores of the principals (S_3) on both leadership dimensions. Thus, in this analysis, it is found that the head-mistress who are not married, in the leadership behaviour of primary schools in Thailand have more effective leadership than those of the headmasters or the headmistresses who were married on both of leadership dimensions viz., Initiating Structure and Consideration. But the headmaster or the headmistress who were married, it is found that their effectiveness in the leadership behaviour of the school principals are equal.

Table 4.29 : Comparison of Dimension-wise
Leadership Behaviour of school
principals according to diffe-
rent Age of Bangkok Area.
(t- value)

Comparison between (pairs)	Initiating Structure	Consideration
$A_1 - A_2$	+ 0.26	+ 0.11
$A_1 - A_3$	+ 0.36	+ 0.43
$A_2 - A_3$	+ 0.24	+ 0.51

$A_1 = 30-39$; $A_2 = 40-49$; $A_3 = 50-59$

Note : In each pair the symbol "+" means "higher mean"
of the first Age than that of the second and
the symbol "-" means "higher mean" of the
second Age than that of the first.

From the above table, it is clear that the mean

scores of the principals of the age of school principals

(A_1) on both dimensions viz., Initiating Structure and

Consideration are higher than those of the mean scores

of the principals of the age of school principals (A_2).

In the similar analysis, in the comparison between the

mean scores of the principals of the age of the school

principals (A_1) and (A_3), it is also found that the

mean scores of the principals of the age of the school

principals (A_1) are higher than the mean scores of the

principals of the age of school principals (A_3) on both

dimensions. On the other hand, the comparison between

the mean scores of the principals of the age of school

principals (A_2) and (A_3), the same table shows clearly
that the mean scores of the principals of the age of
school principals (A_2) are higher than those of the mean
scores of the principals of the age of school principals
on both dimensions also. Thus, according to this
analysis the different age of the school principals in
primary schools, it shows that the age of the school
principals that is effective in leadership behaviour on
"Initiating Structure" and "Consideration" should stand
between 30 to 39 or 40 to 49 years old only but all the
principals who are older than 49 years, in this study
only, found that they are not effective in leadership
behaviour of school principals in Thailand.

Table 4.30 : Comparison of Dimension-wise Leadership Behaviour of school principals according to different Qualification of Bangakok Area. (t- value)

Comparison between (pairs)	Initiating Structure	Consideration
$Q_1 - Q_2$	+ 0.44	− 0.45
$Q_1 - Q_3$	− 1.09	+ 0.23
$Q_1 - Q_4$	+ 0.85	+ 0.23
$Q_2 - Q_3$	− 1.41	+ 0.48
$Q_2 - Q_4$	+ 0.62	+ 0.48
$Q_3 - Q_4$	+ 1.44	− 0.01

Q_1 = Dip. in Edu., Q_2 = Bachelor degree, Q_3 = Master degree
Q_4 = School certificate

Note : In each pair the symbol "+" means "higher mean" of the first qualification that that of the second and symbol "−" means "higher mean" of the second qualification than that of the first.

From the above table, it is seen that the
comparison of the mean scores of the leadership
behaviour of the school principals according to
different qualification, it is found that the mean
scores of the principals belong to (Q_1) are higher than
those of the mean scores of the principals belong to
(Q_2) on "Initiating Structure" dimension, but in the
same way, the mean scores of the principals of the
qualification of school principals belong to (Q_2) are
higher than those of the mean scores of the principals
of the qualification of school principals belong to
(Q_1) on "Consideration" dimension. In the same way,
the comparison of the mean scores of the principals
on the qualification of school principals belong to
(Q_1) and (Q_3), it is found that the mean scores of the
principals on the qualification belong to (Q_3) on
"Initiating Structure" are higher than those of the
mean scores of the principals on the qualification
belong to (Q_1). On the other hand, it is seen that the
mean scores of the principals on the qualification of
school principals belong to (Q_1) on "Consideration"
dimension are higher than those of the mean scores of
the principals on the qualification of school principals
belong to (Q_3). The table shows clearly that the
comparison of the mean scores on the qualification of
the principals between (Q_1) and (Q_4), it is seen that

the mean scores of the principals on the qualification
of school principals belong to (Q_1) are higher than
those of the mean scores of the principals on the
qualification of school principals belong to (Q_4) on
both dimension. In the comparison of the mean scores
of the principals on the qualification of school
principals between (Q_2) and (Q_3), the mean scores of
the principals on the qualification of the school
principals belong to (Q_3) are higher than those of the
mean scores of the principals belong to (Q_2) on
"Initiating Structure" while the mean scores of the
qualification of school principals belong to (Q_2) are
higher than those of the mean scores of the qualifica-
tion of school principals belong to (Q_3) on "Considera-
tion" dimension. In the similar analysis, it is found
that the comparison between the mean scores of the
qualification of school principals belong to (Q_2) and
(Q_4), the table shows clearly that the mean scores of
the qualification of school principals belong to (Q_2)
are higher than those of the mean scores of the school
principals belong to (Q_4) on both dimensions. But in
the comparison of the mean scores of the qualification
of school principals between (Q_3) and (Q_4), it is also
clear that the mean scores of the qualification of
school principals belong to (Q_3) are higher than those
of the mean scores of the qualification of school
principals belong to (Q_4) on "Initiating Structure"

dimension but in the same way, the mean scores of the
qualification of school principals belong to (Q_4) are
higher than those of the mean scores of the qualification
of school principals belong to (Q_3) on "Consideration"
dimension.

On the whole, it appears that the principals who
are successful in their leadership behaviour in
primary schools system, all of them have got the
Certificate of Diploma in Education or Bachelor degree
only. But the principals who have got qualification
in education, such as the School Certificate or Master
degree in Education, it is found that they did not get
success in the leadership behaviour of school princi-
pals.

So, the comparison of different qualification of
school principals, it is found that there are so many
differences in the mean scores of the qualification of
school principals, although, the null hypothesis also
fails to be substantiated.

Table 4.31 : Comparison of Dimension-wise Leadership Behaviour of school principals according to different Working experience of Bangkok Area. (t- value)

Comparison between (pairs)	Intiating Structure	Consideration
$W_1 - W_2$	- 0.90	- 1.47
$W_1 - W_3$	- 0.35	+ 0.23
$W_1 - W_4$	- 0.33	- 0.59
$W_2 - W_3$	+ 0.56	+ 1.82
$W_2 - W_4$	+ 0.58	+ 0.76
$W_3 - W_4$	- 0.02	- 0.85

$W_1 = 0 - 9$; $W_2 = 10 - 19$; $W_3 = 20 - 29$; $W_4 = 30 - 39$.

Note : In each pair the symbol "+" means "higher mean" of the first working experience than that of the second and the symbol "-" means "higher mean" of the second working experience than that of the first.

From the table 4.31, it is seen that the comparison of the mean scores of the leadership behaviour of school principals according to different working experience between (W_1) and (W_2), the mean scores of the working experience of school principals belong to (W_2) are higher than those of the mean scores of the working experience of school principals belong to (W_1) on both dimensions. In the comparison the mean scores of the working experience of school principals belong to (W_1) and (W_3), it is found that the mean scores of the

working experience of school principals belong to (W_3) on "Initiating Structure" are higher than those of the mean scores of the working experience of school principal belong to (W_1), on the other hand, the mean scores of the working experience of school principals belong to (W_1) are higher than those of the mean scores of the working experience of school principals belong to (W_3) on "Consideration" dimension. In the comparison between the mean scores of the working experience of school principals belong to (W_1) and (W_4), it is found that the mean scores of the working experience of school principals belong to (W_4) are higher than those of the mean scores of the working experience of school principals belong to (W_1) on both dimensions, in the same way, the comparison between the mean scores of the working experience of school principals belong to (W_2) and (W_3), it shows clearly that the mean scores of the working experience of school principals belong to (W_2) are higher than those of the mean scores of the working experience of school principals belong to (W_3) on both dimensions. In the similar analysis, the comparison between the mean scores of the working experience of school principals belong to (W_2) and (W_4), it is found that the mean scores of the working experience of school principals belong to (W_2) are higher than those of the mean scores of the working experience of school principals belong to (W_4) on both

dimensions. On the other hand, the comparison between the mean scores of the working experience of school principals belong to (W_3) and (W_4), it is also seen that the mean scores of the working experience of school principals belong to (W_4) are higher than those of the mean scores of the working experience of school principals belong to (W_3) on both dimensions.

On the whole, it appears that the school principals in the primary schools in Thailand who were most effective in their working experiences should have working between ten years to nineteen years according to this study only. But the school principals who have not got success in leadership behaviour as the school principals, they were working for not more than nine years.

4.8 LEADERSHIP BEHAVIOUR PATTERNS AND SCHOOL CLIMATE OF CATEGORIES

The data analysed and interpreted so far in the previous section have provided some illuminating facts that about the climate type, staff morale quality and leadership behaviour patterns of primary schools of the Central Zone of Thailand. It is interesting and instructive to know about school climate, staff morale and school leadership behaviour patterns. However, it would be more fruitful to know whether any relationship exists among the three vital facts of school administra-

tion. This would be really useful in planning qualitative improvement in school system.

In this section, the relationship between leadership behaviour patterns and school climate categories are examined. The Hypothesis formulated in this regard is stated below :
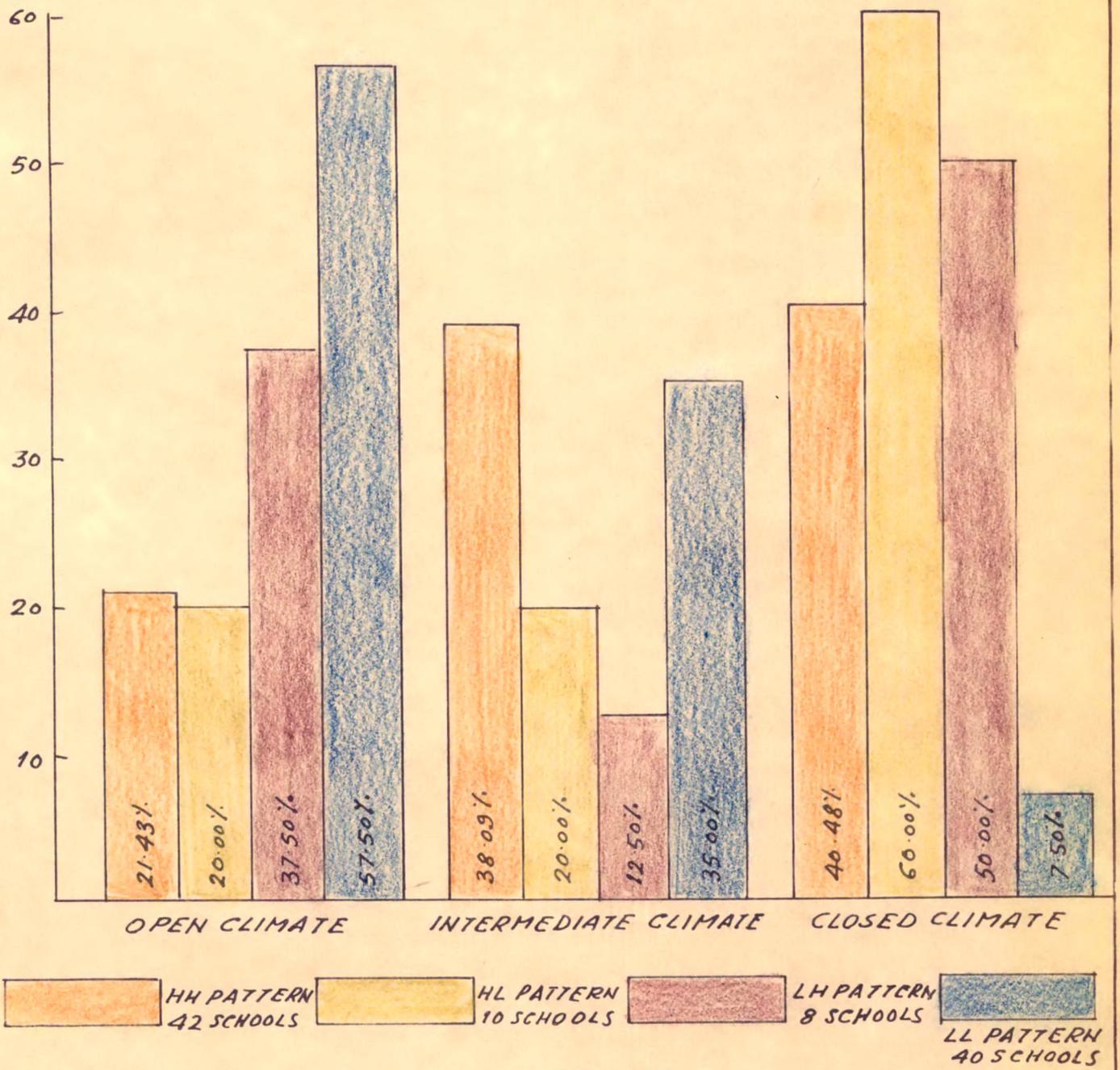
Hypothesis XI :   "School with HH leadership pattern will have largely Open Climate, schools with LL leadership pattern will have largely Closed Climate and schools with HL and LH pattern of leadership will have Intermediate Climate".

Table 4.32 : Percentage-wise Distribution of schools following in all climate types according to the Four Patterns of Leadership Behaviour of sampled schools.

	Climate Types			Total (schools)
	Open	Intermediate	Closed	
HH	21.43 (9)	38.09 (16)	40.48 (17)	100 (42)
HL	20.00 (2)	20.00 (2)	60.00 (6)	100 (10)
LH	37.50 (3)	12.50 (1)	50.00 (4)	100 (8)
LL	57.50 (23)	35.00 (14)	7.50 (3)	100 (40)
Total (schools)	37	33	30	100

Note : Figures in parentheses indicate number of schools.

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CHART NO. 17: SHOWING PERCENTAGE DISTRIBUTIONS OF LEADERSHIP BEHAVIOUR PATTERN OF SCHOOL PRINCIPALS ACCORDING TO THE ORGANIZATIONAL CLIMATE OF THE SAMPLED SCHOOLS.

OPEN CLIMATE
- 21·43%
- 20·00%
- 37·50%
- 57·50%

INTERMEDIATE CLIMATE
- 38·09%
- 20·00%
- 12·50%
- 35·00%

CLOSED CLIMATE
- 40·48%
- 60·00%
- 50·00%
- 7·50%

HH PATTERN 42 SCHOOLS
HL PATTERN 10 SCHOOLS
LH PATTERN 8 SCHOOLS
LL PATTERN 40 SCHOOLS

A glance of the table 4.32 shows that there are
21.43 per cent of school (9 schools) with HH leadership
pattern having Open Climate, and 38.09 per cent (16
schools) having Intermediate Climate and 40.48 per cent
(17 schools) having Closed Climate respectively. This
shows that the first part of Hypothesis is not strictly
supported by the results because from the table, it is
seen that the largest percentage (40.48) falls under the
Closed Climate and not under the Open Climate category
as stipulated in the Hypothesis.

Now, viewing the LL pattern of leadership against
climate types in the fourth row of the table 4.32, it
is found that the largest percentage (57.50) falls under
the climate category Open and not under the Closed
Climate category as stipulated in the Hypothesis.
Therefore, this part of the Hypothesis is not supported
by the results.

A further examination of table 4.32 shows that
the two leadership behaviour patterns - the HL and LH
are manifested most prominently (the HL pattern 60.00
per cent and the LH pattern 50.00 per cent) by schools
having Closed Climate. Therefore, this part of the
Hypothesis is not strictly supported by the results
because according to the Hypothesis schools with HL and
LH pattern of leadership will have Intermediate Climate
only, not having Closed Climate. It may, therefore,

be observed that so far as the present study is
concerned, school principals manifesting the HH pattern
of leadership are likely to help their/in becoming Open
Climate schools, principals manifesting HL or LH pattern
of leadership could at least hope to improve the climate
of their schools so that they acquire the overtones of
Intermediate Category. School principals possessing
the LL pattern of leadership behaviour may change their
schools to acquire Intermediate Climate or Closed
Climate.

The implications of this Hypothesis is that school
climate is very intimately related to leadership beha-
vious patterns. If the school principals are strong
and stand high on both the "Initiating Structure" and
"Consideration" dimensions, their schools are more
likely to develop the personality of Open Climate. If
they are strong on either of the two dimensions, their
school climate is likely to be intermediate between the
Open Climate and Closed Climate. If they are weak in
both the dimensions, they would turn their school either
Intermediate Climate type or Closed Climate type. Most
of the Indian researches referred to in Chapter II on
Organizational Climate have, however, born out a close
relationship between the LL pattern of leadership
behaviour and Closed School Climate. The findings of
Indian researches and researches in the U.S.A., Canada

and Australia are in harmony with the results of the
present research to the effect that Openness of school
climate is the function of the HH type of school leader-
ship behaviour of pattern.

4.9 FUNCTIONING OF DIMENSIONS IN CREATING
OPEN AND CLOSED CLIMATE FOR SCHOOLS

After having identified the sampled schools on
climate categories, an attempt needs to be made to
determine which of the twelve dimensions of Organiza-
tional Climate of schools contribute significantly to
creating different school climates. In this section,
the inquiry will be directed towards the contributions
of different dimensions in developing the Open type of
Organizational Climate of schools.

Actually, the Open Climate school is considered
as the effective school when the group members enjoy
friendly relations with one another, work well together,
have a high sense of duty, obtain considerable job
satisfaction as there is no hindrance from the principal
rather — the principal's policies facilitate this accomp-
lishment of their tasks, and they are proud to belong
to that school. In the case of Closed Climate type of
the schools, the situation is different. There is
more disengagement on the part of teachers, low esprit
and low intimacy among them, more aloofness, and production

emphasis mentality, less thrust, less consideration and human relation, and less freedom and democracy. The Hypothesis is formulated as under :

Hypothesis XII : "Schools with Open Climate will have higher mean scores than those with Closed Climate on dimensions Esprit, Intimacy, Thrust, Consideration, Communication, Human Relations, and Organization Structure, and on the rest of the dimensions lower mean scores, whereas schools which Closed Climate will have higher mean scores on Disengagement Hindrance, Aloofness, and Production Emphasis but lower mean scores on the rest of the dimensions".

The data in respect of these two climates of the sampled schools against the means and SD of each of the total twelve dimensions are present in table 4.33 on the next page.

The table shows that in comparison between the mean scores of Open Climate Schools and Closed Climate Schools, the mean scores of the former on dimensions Esprit, Intimacy, Production Emphasis, Thrust, Consideration, Freedom and Democratization, Communication, Human Relation, and Organization Structure are higher than the mean scores of the corresponding dimensions in the case of Closed Climate Schools. To this extent the Hypothesis is sustained. But on the

Table 4.33 : Mean—Scores of the Organizational Climate Dimensions compared between the "Open Climate" and the "Closed Climate".

Organizational Climate	Disengagement	Hindrance	Esprit	Intimacy	Aloofness	Production Emphasis	Thrust	Consideration	Freedom and Democratization	Communication	Human Relation	Organization Structure
	1	2	3	4	5	6	7	8	9	10	11	12
Open												
Mean	+30.00	−30.95	+34.67	+27.08	−27.17	+26.03	+27.57	+27.53	+28.31	+22.44	+21.62	+35.17
SD	2.73	1.43	1.58	1.62	1.67	1.08	2.14	2.29	1.89	1.26	1.50	1.85
Closed												
Mean	−29.86	+32.63	−32.42	−24.06	+28.57	−25.58	−23.34	−25.73	−25.61	−19.69	−18.07	−32.55
SD	1.58	1.20	2.35	1.38	1.23	0.97	2.18	3.80	1.39	1.35	1.54	1.69

Note : In each pair the symbol "+" means "higher mean" of the first than that of the second and the symbol "−" means "higher mean" of the second than that of the first.

dimensions of Disengagement, and Production Emphasis,
the mean scores 30.00 and 26.03 of the Open Climate
schools are higher than those of the Closed Climate
schools (29.86 and 25.58) respectively. On these
dimensions, the hypothesis does not stand. Actually the
mean scores of both the Open Climate schools and Closed
Climate schools are higher than 50. This phenomenon
can only be explained on the basis that the recent
trend in the administration of the Thai schools is
towards freedom and decentralization owing to the
recent strong movements of the student community against
authority and too much of control.

The functioning of the dimensions in terms of
higher mean score is different in the case of Closed
Climate schools. The table shows that the mean scores
of Closed Climate schools are higher than those of Open
Climate schools on dimensions Hindrance and Aloofness
only and lower on the rest of the dimensions.

The schools with Closed Climate are considered
as the ineffective schools with a high degree of apathy
on the part of all members of the organizations. The
teachers do not work well together, and there is very
little job satisfaction or social needs satisfaction
as the principals are ineffective in directing their
activities and nor do they show any interest in their
welfare. The principals are highly aloof, impersonal

and try to control through rules and regulations. The school with Closed Climate is seen as the most stagnent not 'moving' towards its goals.

It should be noted that the difference between Open Climate schools and Closed Climate schools on dimensions of Hindrance (1.68), Intimacy (3.02), and Aloofness (1.40) is not very much.

Therefore, at the best it can be said that in the present study, the mean scores of the Open Climate schools are meaningfully higher on the dimensions of Esprit, Thrust, Consideration, Communication, and Human Relation, and meaningfully lower on the dimensions of Hindrance and Aloofness only because another two dimensions viz., Disengagement and Production Emphasis having lower mean scores of the Closed Climate schools than those of the Open Climate schools.

Thus, the hypothesis can, therefore, be held to be partially substantiated by the results of the present study.

4.10   RELATIONSHIP BETWEEN SCHOOL CLIMATE AND TEACHER MORALE

In an earlier section, an attempt was made to examine the possible relationship between school climate and leadership behaviour patterns of school principals.

Previously researches reviewed on Chapter II have also shown close relationship between school climate and teacher morale. Therefore, it would be pertinent to inquire whether similar relationship can be discovered in the present research between these two facets of school administration in Thailand.

In this connection, the following Hypothesis is formulated :

Hypothesis XIII : "Morale categories of High, Average and Low of teachers are related to the type of climate their school possesses".

The two facets in this study are "Organizational Climate" and "Teacher Morale" in the primary schools of Bangkok area. Here, the climate indicates as clarified earlier, the functioning pattern of an organization while the morale gives the index of the esprit-de-corps of the group in that organization. One obviously approach to the domain of organizational climate is the attempt to encapsulate everything important to be said about the climate within the single global concept of morale. With this approach the best that can be hoped is to estimate how high or how low the morale of a given organization is (Halpin, 1966).

Table 4.34 : Frequency of Morale Scores of
Primary Schools Grouping into
Stanine.

Morale Score Groups	Frequency (schools)	Stanine
286 - 291	2	9
279 - 285	9	8
272 - 278	7	7
265 - 271	16	6
258 - 264	27	5
251 - 257	19	4
244 - 250	12	3
237 - 243	5	2
230 - 236	3	1

It may be recalled here that the sampled 100 primary schools revealed the following climate types. The table 4.34 (see table 4.36 also) shows that 16.00 per cent (16 schools) of the total sampled schools fall in the category of Open Climate, 49.00 per cent (49 schools) fall in the Intermediate Climate, and 35.00 per cent (35 schools) fall in Closed Climate category. It is obviously seen that out of 100 primary schools of Bangkok area studied, more primary schools have an organizational climate with an intermediate climate rather than Open or Closed. This fact was also previously underscored.

The teacher morale was measured by developing the Thai Purdue Teacher Opinionnaire (P.T.O.) and the results were presented in table 4.13, 4.14 and 4.15. The table 4.34 throws further light on the performance of the primary schools on the morale measurement tool.

The table 4.35, on the next page, is compared for the purpose of indicating the number of schools which can be classified into stanine levels. The interval of scores grouped in the table is 5. The maximum frequencies of scores are found to be falling between stanine 3 and 6 respectively.

This table indicates that the spread of the frequencies of teacher morale on the stanine is clustered towards the middle of the continuum ranged from "little above agerage" to "below average".

This morale scores distribution on the stanine ranging from "very high" to "very low" into nine classification gives a micro classification of the morale categories. However, table 4.35 gives a clear, simple and comprehensive picture of morale.

Table 4.35 : Frequency Distribution of Primary Schools into Morale Categories on the Stanine.

Stanine	Very high	high	above average	little above average	average	little below average	below average	low	very low
School – Frequency	2	9	7	16	27	19	12	5	3

It is expected from the Hypothesis that the morale of the teachers will tend to be high in case of the Open Climate schools, and it will tend to be low in the case of the Closed Climate schools. The following table 4.36 shows the distribution of the primary schools in Bangkok area studied according to morale and climate.

Table 4.36 :   Organizational Climate
Vs Teacher Morale

(Figures in percentage)

| Morale | Climate | | | Total |
	Open	Intermediate	Closed	(schools)
High	12.50 (2)	14.29 (7)	37.14 (13)	(22)
Average	37.50 (6)	38.77 (19)	48.57 (17)	(42)
Low	50.00 (8)	46.94 (23)	14.29 (5)	(36)
Total	100.00 (16)	100.00 (49)	100.00 (35)	(100)

Note :   Figures in parentheses indicate the number of schools falling in particular climate.

From the above table, it is seen that (a) around 37.14 per cent of schools with high level of morale have Closed Climate, (b) around 48.57 per cent of schools with average level of morale have Closed Climate

and (c) around 50.00 per cent of schools with low level
of morale have Open Climate. Thus, with increase in
the level of morale, the percentages of schools with
Closed Climate also increase. In case of Intermediate
Climate, the percentages of high, average and low morale
are 14.29, 38.77 and 46.94 respectively. Thus, as one
moves from Open to Intermediate Climate, the percentage
of schools having high morale increases. Similarly,
the percentages of high, average and low morale schools
with Open Climate are around 12.50, 37.50 and 50.00
respectively. That is to say, in Open Climate schools,
the high morale scores is the lowest, the low morale
scores is the highest and the average morale scores
occupying the intermediate position. It is observed
that climate shows variation according to morale. Thus,
there appears to be significant relationship between
teacher morale and organizational climate of schools.

One can only say at present that the primary
schools of Bangkok area belong to all climate and morale
types. The number of schools falling in Intermediate
Climate having also "average" morale is meaningfully.
At the same time, the number of schools falling in
Closed Climate having "low" morale is also meaningful.

The result of the analysis shown in the table
4.36, it indicates that schools having Closed Climate

will apparently have "low" teacher morale; reversely,
schools having Intermediate Climate will apparently
have "average" morale but schools having Open Climate
will apparently have "high" morale respectively. There-
fore, the result shown in the table 4.36 supports the
Hypothesis effectively.

The next step will be devoted the discussion on
the relationship of the organizational climate, teacher
morale and leadership patterns of the primary schools
of Bangkok area.

4.11   INTER-RELATIONSHIP AMONG SCHOOL CLIMATE,
       STAFF MORALE AND SCHOOL PRINCIPAL
       LEADERSHIP BEHAVIOUR.

In previous sections, relationships were disco-
vered to be existing between leadership behaviour
patterns of school principals and their school climate
and their teacher morale. This raises the possibility
of inter-relationship existing among school climate,
staff morale and school leadership behaviour patterns.
Previously researches, both western and India, have
yielded such results. It would be interesting to
attempt to find out whether a similar inter-relationship
could be discovered to be existing among these three
facets of school governance in regard to primary schools
of Thailand.

The Hypothesis formulated in this respect is as under :

Hypothesis XIV : "Organizational climate, teacher morale and leadership patterns of principals of schools are interrelated".

According to the above Hypothesis, there must be close relationship between the organizational climate, teacher morale, and leadership behaviour patterns of the 100 primary schools of Central Zone of Thailand. This would mean that in schools with Open Climate, principals should manifest the HH pattern of leadership and the morale of teachers should be "high". In schools with Closed Climate the principals should be possessing the LL pattern of leadership and the morale of teachers should be "low". For the school with Intermediate Climate, the principals should possess the HL or LH pattern of the leadership behaviour and the teacher morale should be average.

The table 4.37, on the next page, presents the relevant data on these aspects of the Hypothesis.

Looking at the table, it is clearly seen that in schools with Open Climate, the majority of the principals possess the LL pattern of leadership (57.50 per cent), and also the morale of the teachers is "low" (50.00 per cent). In schools with Closed Climate, all principals

Table 4.37 : Inter-Relationship among Organizational Climate, Teacher Morale and Leadership Behaviour of Primary Schools in Bangkok Area in percentage obtained.

Climate	Leadership Patterns				Morale Patterns			Total (schools)
	HH	HL	LH	LL	High	Average	Low	
Open	21.43 (9)	20.00 (2)	37.50 (3)	57.50 (23)	12.50 (2)	37.50 (6)	50.00 (8)	100.00 (16)
Intermediate	38.09 (16)	20.00 (2)	12.50 (1)	35.00 (14)	14.29 (7)	38.77 (19)	46.94 (23)	100.00 (49)
Closed	40.48 (17)	60.00 (6)	50.00 (4)	7.50 (3)	37.14 (13)	48.57 (17)	14.29 (5)	100.00 (35)
Total	(42)	(10)	(8)	(40)	(22)	(42)	(36)	(100)

Note : Figures in parentheses indicate the number of schools.

manifest the HL pattern of leadership (60.00 per cent)
and the morale of the teachers is "average" (48.57 per
cent). Therefore, it can be observed that in Bangkok,
Thailand, where the schools have Closed Climate, the
leadership behaviour of the principals possess the LL
pattern and the morale of the teachers in these schools
is also "average". The converse is also true. There
is no principal of the school with Open Climate getting
the LL pattern of leadership and the percentage of
teachers having "high morale" is also "low".

If this Hypothesis is really true, then in
schools with Intermediate Climate, the majority of
school principals would have manifested either the
LH or HL pattern of the leadership behaviour and the
morale of the teachers in these schools would have
turned out to be average. But the actual results
believe this expectation. Most of the principals
(38.09 per cent) of this category of organizational
climate manifest the HH pattern of leadership behaviour,
but in case of teacher morale the expectation is borne
out - most of the teachers (46.94 per cent) have low
morale. This would mean that the Hypothesis is sub-
stantiated so far as the inter-relationship among the
Open Climate and Closed Climate, the HH pattern and
the LL pattern of leadership behaviour and the High
Morale and Low Morale is concerned. But it is not sub-

stantiated when this relationship between the Inter-
mediate Climate and the LH or HL pattern of leadership
behaviour is considered. The relationship between
Intermediate Climate and Average Teacher Morale, however,
is sustained. Therefore, it may be said that the
Hypothesis is verified in most respects but not in
respect of Intermediate Climate and the LH or HL
leadership behaviour pattern relationship. In the
primary schools of Central Zone of Thailand, possessing
the Intermediate Organizational Climate (that is, they
have been already shown in table 4.2 - classification
of 100 primary schools of all the four regions of
Bangkok area, and in table 4.3 - percentage distribution
of three climate type schools), more than one-fourth of
the school principals have the LL pattern of leadership
behaviour, less than one-fourth the HL pattern and more
than one-fourth the HH pattern respectively.

4.12 CONCLUSION

The present study constitutes the first attempt
to investigate the school climate, teacher morale and
leadership behaviour of school principals in primary
schools of Thailand. It has also yielded some crucial
data on primary schools of Bangkok area.

The result of this study has manifested all the three climate categories on the climate continuum - the highest percentage (49.00) of the primary schools having Intermediate Climate, and the lowest percentage (16.00) of schools having Open Climate. There are 35.00 per cent of primary schools having Closed Climate.

On the morale scores, the result shows that the standing of the primary school teachers is largely in the "average" category (average morale, 62.00 per cent). There are only 18.00 per cent of teachers having "high" morale and 20.00 per cent of primary schools having Closed Climate.

From this result, it is observed that the levels of morale of the primary school teachers of Bangkok area were markedly very much different, especially the differences between the percentage of school teachers having "high" morale and "average" morale, and "low" morale and "average" morale respectively. But the percentage of the school teachers between the "high" morale and the "low" morale is very less. The result also shows that a majority of primary school teachers of Bangkok area have "average" morale. Therefore, it can be broadly observed that the primary school teachers of Bangkok area, Thailand, have rather fairly good job - satisfaction.

On the leadership behaviour scores, it is
discovered that the leadership behaviour patterns of
the primary school principals is distributed on all
the four patterns in the following order, the HH
pattern 42.00 per cent, the LL pattern 40.00 per cent,
the HL pattern 10.00 per cent, and the LH pattern
only 8.00 per cent respectively. The result of this
investigation reveals that the majority of the primary
school principals in Bangkok area stand on high level
on both "Initiating Structure" and "Consideration".
This means that the majority of principals are effec-
tive and tend to be progressive or are open minded.

There are some other significant facts on the
relationship between the climate of the primary schools
and the morale of the teachers manifested in this study.
For instance, it is found that the primary schools with
"Open Climate" have a high percentage of teachers and
their staff having "high" morale, and in schools with
"Closed Climate", the teachers also tend to have "low"
morale.

On the leadership behaviour, it is found that the
schools with "Open Climate" almost have the principals
with HH pattern, and the schools with "Closed Climate"
have their principals with the LL pattern. It is also
found that in the schools with "Intermediate Climate",

the majority of the principals still possess the HL or LH pattern of leadership behaviour. This is why the majority of the primary school principals of Bangkok area tend to manifest the HH pattern which means effective leadership.

In the next Chapter, a brief presentation will be made of the Factor Analysis pertaining to tools used in the present study.

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