

# **The Impact of Director's Leadership Style and Gender on Secondary School Climate in Bangkok Metropolis, Thailand**

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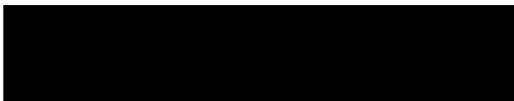
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# Declaration

I, Witsarut Lohwithee, declare that the EdD thesis entitled *The Impact of Director's Leadership Style and Gender on Secondary School Climate in Bangkok Metropolis, Thailand* is no more than 60,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

A solid black rectangular box used to redact the author's signature.

Signed

Monday, 23 August 2010

Date

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## Abstract

The purpose of this research was to examine task-oriented and socially-oriented leadership patterns in public secondary school directors in Bangkok Metropolis, Thailand. This analysis was conducted to determine if leadership orientation as well as gender-based leadership behaviours was related to school climate. Surveys, questionnaires and interviews were used to obtain data from directors and teachers. Utilisation of cross case study research analysis and qualitative data indicated that gender based leadership traits, rather than administrator gender, appeared to be associated with school climate.

This research suggests that an effective instructional leader, at the secondary level, is fundamental to the teaching and learning process. Quality educational leadership promotes positive school climates for teacher satisfaction and student achievement. Research studies have focused upon possible determinants for school climates.

Additionally, a needs assessment analysis was conducted. Socially-oriented directors tended to have more effective administrative skills than did task-oriented directors. Feminine qualities of leadership were more appreciated by faculty members than were masculine qualities of leadership. The gender of the administrator did not appear to be an important determinant for positive school climates. The inclusion of administrative internship programs that focus on quality leadership skills was an overwhelming recommendation for preparation programs. This study was not designed or implemented to focus on stereotypical sexual behaviours of males and females. It was developed to look at gender based leadership qualities.

# CHAPTER 1

## Introduction to the Study

### Introduction

The need for professional development in recent school reform initiatives has received a great deal of attention in the past several years. In virtually every provinces in the country, reform efforts are dramatically raising expectations for students, and consequently for teachers and administrators. Nearly all provinces are involved in the movement to raise academic standards and shift from a behaviourist learning approach to a constructive of knowledge. These higher academic standards require far-reaching and difficult changes for schools. One of the critical changes is in the area of instructional leadership of school administrators. Current educational reform is requiring a shift in decision-making authority from the educational service area office to the school building level. Teachers and building level administrators must develop new skills and knowledge to be effective in these new varied and complex roles. To insure that teachers and administrators are adequately prepared to work successfully in the schools envisioned by reformers, policy-makers have begun to emphasize the significant role professional development has on educational practice.

In Thailand, secondary education is divided into three years of lower secondary and three years of upper secondary education. To expand educational opportunities in remote rural areas, the Office of Basic Education

Commission (OBEC) has established extensive lower and upper secondary programs around the country.

Upper secondary education is divided into two basic tracks: general academic and vocational. Of those in upper secondary, 57 percent take the general academic track and 43 percent the vocational. In both lower and upper secondary, students study for a total of 1,400 hours per year. The curriculum of both lower and upper secondary have four basic elements, Core subjects such as Thai, mathematics, science, and English which must be taken by all students; prescribed elective subjects which differ according to local conditions and needs; free elective subjects depending on the interests of learners; and activities.

These school administrators, both male and female, have been appointed by examination and training programs. However, Thailand's relatively weak human resource base has been pinpointed as one of the underlying factors in the cause of the economic and political crisis that has hit the country.

## **Background to the Study**

The population in Bangkok Metropolis consists of people from many different areas of Thailand as well as from other countries. Each region in Bangkok Metropolis has some characteristics that describe most of the people living in that region. For example, people in the central region are expected to have higher socioeconomic status (SES), higher educational and occupational family background, while those in the outer region of Bangkok Metropolis are more likely to have lower SES and educational and occupational family background.

To accommodate these differences, as well as new educational and economic reforms that have taken place in Thailand (ONEC, 1999) will involve two reforms:

- **Learning reform** – that is, attaching highest importance to the learner. ONEC has conducted extensive research into development of learner-oriented education which allows the students to develop at their own pace and within their individual potential. The results of pilot projects have been disseminated for application on a nationwide basis.
- **Administrative reform** – adjustment of the administrative structure includes upgrading the teaching profession by reorganizing systems for teacher, faculty staff and educational personnel; and increasing efficiency in the utilization of resources and investment for educational purposes. The Education Reform Office will be established to make proposals, including those regarding the drafting of necessary legislation, to ensure implementation of these activities.

At the local level, quality schools are required to deliver relevant and appropriate programs that will assist the nation to build its social capital. Recent research suggests that to meet emerging social and political changes, a school requires a ‘healthy climate’.

A healthy school implies a healthy climate that leads to a healthy and effective delivery system of the curriculum. Both the business and the education sectors indicate a growing interest in organisational climate. Thus, educational research has been conducted to search and unearth more gold mines of wisdom on school climate. It is indeed crucial for school leaders to boost the school climate by considering some of its key variables such as leadership style and gender.

## **School Climate and Morale**

Teaching is a stressful occupation. Teachers need support from the principal and other teachers to experience positive school climate and high teacher morale (Sergiovanni, Burlingame, Coombs, & Thurston, 1980; Blasé &

Blasé, 2000). Studies in Thailand indicate that low teacher morale and low teacher motivation for teaching are the problems that affect student achievement (ONEC, 2000). It may be logical to note that favourable school climate is linked with high teacher morale and high teacher motivation.

A healthy school climate tends to increase the positive motivation for students to learn and for teachers to teach successfully. A number of educational researchers conclude that school climate plays a significant role in the effectiveness of schools.

Research shows that a relationship exists between the characteristics of school climate such as teacher's morale, teacher's job satisfaction and students' achievement (Brookover & Schneider, 1975; Rutter, Maughan, Mortimer, Quston, & Smith, 1979; Johnson, 1998; Daresh, 2002).

Furthermore, school climate can be viewed as the social atmosphere of a setting or learning environment in which students have varying experiences, depending upon the protocols established by teachers and administrators. These social environments can be divided into three distinct categories. The first category is that of relationship, which includes involvement, affiliation with others in the classroom, and teacher support. The second is personal growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment. The third category is system maintenance and system change, which includes the orderliness of the environment, the clarity of the rules, and the consistency of the teacher in enforcing the rules. Although the specific types of educational environments needed depend in part on the types of people in the workplace and on the outcomes desired, it is important to focus on relationships, personal growth, system maintenance and change as dimensions in describing, comparing, evaluating, and changing educational settings (Bolman & Deal, 1991; Halpin & Croft, 1962; Sergiovanni, 1996).

## **Educational change in Thailand**

Being confronted by the rapid changes in the world of advanced technologies, especially information technology, education in Thailand is facing a challenging developmental role in preparing Thai people to cope with globalisation. Despite great efforts to improve the provision of educational services in terms of both quantitative and qualitative aspects, there remain weaknesses in the educational system preventing significant development of education and training in Thailand. In accordance with the provisions of the National Education Act (ONEC, 1999), various steps will be taken to implement the reform in educational administrative structures on the principle of decentralisation of authority to educational service offices, educational institutions, and local administrative organisations.

## **Leadership style**

Leadership styles are important components in determining the school climate. The literature on educational administration contains a lively discussion regarding leadership styles and their effectiveness relative to gender issues (Book, 2000; Helgesen, 1990; Mintzberg, 1993). Some of these appear to be in the aspect of social-orientation promoted by female leaders as compared to a task-orientation promoted by male leaders (Enomoto, 2000; Hawk, 1995; Moore & Butter, 1997). Much of the literature that focuses on leadership from the female perspective views the specific qualities/skills that women leaders bring to an organisation since those social-orientation skills are fundamental to effective school leadership (Astin & Leland, 1991; Coflesh, 1997; Feuer, 1988).

The leadership style of a principal influences the school climate. Research in the United States has found that the principal has a major effect on the school's climate (Norton, 1984; Ubben & Hughes, 1992; Rubio, 1999). Creswell & Fisher (1996) assert that principals with critical or uncertain styles negatively affect teachers, implying that the principals do not trust the teachers. As Clark et al. (1980, 468) point out, 'the behaviour of the principal

is crucial in determining school success'. Furthermore, Wong & Evers (2001) support this view in their observation that the leadership role of the principal is one of the main elements of school effectiveness. Principals who provide effective leadership styles help their schools reach their major goals.

### **Teacher-principal relationships**

It is essential that principals understand the nature of teacher-principal relationships and their impact on teachers' perceptions of school climate. Schools in Thailand today have a greater need for effective directors or principals who promote more open school climates by developing better working relationships with the teachers. Effective directors or principals also need to organise the tasks of the school. These two director or principal skills – relationship building and task management – are the foundations of healthy learning climates. Low school climate can hinder learning and make the teaching profession less satisfying. Studies have agreed that directors or principals who appropriately use these two dimensions (relationship-oriented behaviours and task-oriented behaviours) have a positive impact on school climate (Tamthong, 1995).

An effective principal who supports the teachers by creating respectful relationships with them and encouraging their participation in decision making and problem solving tends to provide a healthy learning atmosphere (Anderson, Belzer, & Smith, 1991; Blasé & Blasé, 1999). Moreover, an effective principal creates an open school climate by building strong relationships with teachers and making sure that the tasks of the school are completed. An open school climate makes learning and teaching more successful and more rewarding (Figure, 2001; Sergiovanni, 2001). The developing Thai educational system can improve its teaching and learning by encouraging principals' commitment to open school climates that support and encourage teachers. Thai teachers are challenged at present with some poor school buildings and facilities that make their jobs more difficult. Principals can help teachers overcome some of these limitations by providing

an open climate that supports positive relationships and promotes effectiveness in task accomplishment.

### **Instructional leadership**

Instructional leadership of the director or principal has been found to have a positive effect on student achievement (Smith & Andrews, 1989; Bamburg & Andrews, 1990). Research has clearly expressed the importance of the role of the school principal in the academic achievement of students, successful school reform, and the overall school improvement process (Mace & Ralston, 1999; Hart & Breeds, 1996; Gelding & Rallies, 1993; Haling & Heck, 1996; Levine & Lezotte, 1990; Andrews & Soda, 1987; Smith & Andrews, 1989; Edmonds, 1979). Research has also indicated that administrative preparation programs, whether they are utilising new approaches or not, do not help adequately prepare a principal to take on all the demands of the position (Murphy, 1992; Rallis & Highsmith, 1987).

### **Classroom size**

Aside from good leadership, classroom size is another important variable that may affect teachers' perceptions of school climate or their perceptions of principal leadership style. Teachers in the schools with lower enrolments have reported more control in their classroom management experiences (Gold, Rotter, Holmes, & Motes, 1999). Schools with small numbers of teachers tend to help foster strong relationships and collegiality among their teachers. Schools with large numbers of teachers tend to have fewer interactions among their teachers. In these schools, teachers seem to create more factions or small groups of friends who relate mostly to each other. The director's leadership style may also be related to the size of the school. Directors or principals, who deal with small numbers of teachers, can readily build a team of teachers who work with more consideration for each other.

### **School climate studies in Thailand**

While school climate has been the subject of many educational discussions for a number of years, there has not been any substantial application of its significance in Thailand. Educators tend to view school climate in terms of their own satisfaction in the classroom and from the evaluations of their former and current students. Parents tend to discuss school climate in terms of their own personal experiences as well as their children's experiences. Taxpayers tend to discuss school climate with regard to the support of their community's educational system. What then exactly is 'school climate' and what effect does it have upon educators, parents, and the community? How do leadership style and gender impact school climate?

Thailand government has invested time, attention, and financial resources in education in an effort to develop a technologically sophisticated country involved in a changing global economy. Extending education to every citizen has been seriously pursued and accomplished in the past few decades. The paramount challenge of Thai schools today is to increase the quality level of teaching and learning. The school director who uses a leadership style that fits with the local situation is seen by most educational researchers as the key to a more effective school with an open climate.

### **Gender in Thai Education**

In the field dominated almost exclusively by men, successful women administrators in public schools can provide a rich source of information concerning the advantages and disadvantages of being a 'female executive'.

Accurately estimating the number of female school administrators is difficult, because most state departments of education do not collect or report such data. These women are school directors and deputy directors in Bangkok Metropolis and various provinces in Thailand.

The findings are that several districts types (urban, suburban, city, and rural) in the country clearly showed gains in status and representation of

women school administrators since 1977. Women are making steady, more spectacular progress in particular with schools for girls.

The researcher's finding is that there are no differences between male school administrators and female school administrators. Most female school administrators had a mentor at some time and prefer a situational leadership style. Pluses included sensitivity to others' needs, serving as role models for other women, and being well-organized and using intuition on the job. Common problems included difficulty in gaining male respect and acceptance.

## **Purpose of the Study**

The purpose of this study was to examine how leadership style and gender impact on school climate. In order for schools to function as quality educational environments the school climate must be positive. The students, and their teachers and parents, deserve no less. This study concentrated on an in-depth examination of directors and teachers in eight secondary schools located in Bangkok Metropolis, Thailand. The schools selected were those that were identified as having directors who had best promoted positive school climate. This study employed quantitative and qualitative research techniques. A preliminary survey of leadership style using, the *Least Preferred Co-Worker Scale* (LPCS), (Fiedler, 1967; Berkowis, 1978; Kennedy, Houston et al., 1987; Forsyth, 1990), was administered to 25 secondary school principals as the focus group of study. A collective case study was also conducted involving eight secondary schools; comprising of four female directors or principals and four male directors or principals. These eight directors or principals were selected from the preliminary group as determined by their scores identifying them as either task-oriented leaders or socially-oriented leaders. There were two male and two female directors or principals in each group. Questionnaires and open-ended interviews were administered to each of the eight directors or principals and four teachers

(two males and two females) from each school. The questionnaires provided data on school climate, gender, leadership style, analysis of orientation (i.e. task versus social), and the administrative training program attended. The questionnaire distributed was the *Organisational Climate Description Questionnaire-Revised Edition (OCDQ-RE)*, (Halpin & Croft, 1962; Hoy & Clovers, 1986), (Appendix D).

The researcher then collected, organised, synthesized, analysed and presented its findings. The intention of these interviews and questionnaires was to collect the data to be used for analysing the following concerns, such as:

1. How do the school administrators view their leadership style as compared to their faculty's perceptions?
2. What themes of leadership style are predominant among the principals?
3. What orientation to the administration do principals have as compared to their faculty's perceptions?
4. What relationships exist in regard to the level of positive school climate when leadership style is analysed?
5. What are the implications of school climate and leadership style issues for the in-service and pre-service leadership training of principals? What then is the value and importance of this current research work?

## **Research Questions**

The purpose of this research is to develop an information base for analysing the following research questions:

- **RQ 1** What is the leadership style of directors in a sample of 25 schools in Thailand? What themes of leadership style are predominant among the involved principals?

- **RQ 2** What is the school climate in a selected group of eight schools in Thailand?
- **RQ 3** What is the relationship between teacher gender, climate and perceptions of leadership style?
- **RQ 4** What are the implications of the relationship between leadership style and school climate for preparation programs for directors?
  - Are there significant relationships between the director's gender and leadership style as well as director's gender and school climate?
  - Are there significant differences between the perceptions of directors and teachers on leadership style, school climate, and gender?
- **RQ5** With the above research questions, what theoretical perspectives best provide a foundation for this current research?

To answer these questions, the researcher employed a mixed methods research approach, using studies of organisational climate that emphasised, in particular, the place of gender in school leadership. The theoretical background to the study is addressed in Chapter 2.

## **Importance of the Study**

Contemporary educational goals in Thai educational system focus more on increasing the quality of teaching and improving student achievement. This suggests that there is a need to have more effective schools and more effective directors or principals. This study emphasizes the importance of creating a good organisational climate in the school as well as the impact of leadership style and gender on the school climate.

The findings of this study will lead to a heightened awareness of the essential knowledge that may help school administrators and trustees as well as the Ministry of Education in redefining the role, skills, and influence of the school director or principal. Moreover, it is important to realise that communication and relationship-oriented behaviours and their contributions toward improved school climate can shift the focus of the director or principal's role in Thailand.

Furthermore, the findings of this current work may help the educational service area supervisors to be more effective in the aspects of:

1. Consulting with the principals;
2. Advising directors' or principals' leadership styles, and
3. Providing support behaviours for directors or principals that positively affect school climate.

The school directors or principals could also benefit directly from this research. Not only could they benefit from the possible changes that the Ministry of Education and district levels may introduce in the future through the influence of the present findings, but more so the principals could use the information to relate to their teachers in ways that may support their job satisfaction and school climate. The teachers will also benefit from the results of this study in a few ways such as: more and more principals may be encouraged to strive building positive school climate. Positive school climate in turn will tend to impact on teacher morale and performance. Those teachers who sense a poor school climate may also use some substantive points of this study to have an open communication with their principals about their concerns and express their request for help and support.

This study investigates some of the issues regarding secondary school leadership in Bangkok Metropolis, Thailand. A primary concern of this work is to identify some of the factors that are important in the creation of a positive school climate. There is a need to determine what a school climate is and how it can be developed and maintained by a school leader. In addition,

the particular attributes of effective leadership styles need to be examined and analysed. This needs assessment may facilitate any appropriate changes in educational leadership curriculum towards the educational reform in Thailand. These changes may not only be relevant for secondary schools in Bangkok Metropolis, but they may also be applicable for other schools in Thailand generally with similar setting.

In addition, it is hoped that this study will provide basic information useful to the decision makers in the Ministry of Education, the school districts, the directors or principals, and the teachers who would like to create high/open climates in their schools. Consequently, an improved relationship climate in the schools can help Thai directors achieve their goals for educational improvements.

Nevertheless, the implications of this study could provide an understanding for the many educational stakeholders such as the Ministry of Education and the Office of National Education Commission in formulating policies and in setting certain patterns for the development of administrators for secondary schools in Thailand generally.

## **Definition of Key Terms**

In this research, some key terms are defined such as: school climate, school leadership, leadership style, administrator, and educational leadership program in order to clarify these concepts.

- ***School Climate*** – refers to the openness and/or closedness of relationship between the principal/director and the teachers as measured by the Organisational Climate Description Questionnaire (OCDQ). This is operationalised from the participants score on a forty-item questionnaire with a 4-point Likert scale from ‘Rarely Occurs’ to ‘Very Frequently Occurs’.
- ***School leadership/ Leadership style*** – refers to the orientation of the principal/director as either socially-oriented or task-oriented

as measured by the Least Preferred Co-worker Scale. This is operationalised from the participants' score on an eighteen-item questionnaire of paired words with opposite meanings (example: pleasant and unpleasant). The questionnaire had an 8-point Likert scale.

- *Administrator* – refers to either the principal or the director of the school.
- *Educational Leadership Training Program* – refers to the type of training program offered by the university where the director studied during their undergraduate and graduate studies.

## **Organization of the Study**

This study is divided into seven chapters:

- **Chapter 1** outlines some of the key issues facing secondary education in Thailand today, with an emphasis on the relationship between director leadership style, gender, and school climate. It includes an introduction and background to the study, issues affecting school climate and morale in Thai schools, the impact of gender in Thai education, the purpose and importance of the study, the seven research questions to be considered in the study, and the definition of key terms.
- **Chapter 2** provides a review of the research literature related to director or principal leadership, and school climate, as well as the interaction between director leadership style, and school climate. Individual leadership theories reviewed include the behavioural theories. The last section in chapter 2 discusses the studies from different countries that have examined the relationship between director leadership style and school climate.

- **Chapter 3** discusses the methodology used in this study. It includes the process of choosing the sample and the instruments that are used, the *Least Preferred Co-Worker Scale (LPC)* and the *Organisational Climate Description Questionnaire-Revised Edition (OCDQ-RE)*.
- **Chapter 4** presents the task and socially-oriented directors – a limited quantitative study, analysis of data, including a demographic description of the participants (teachers and directors) in the 25 secondary schools, as well as the characteristics of their schools. The second part of this chapter examines the results for drawing the conclusions about the problem statement in this study.
- **Chapter 5** provides qualitative findings – the demographic descriptions: directors and schools, leadership styles of directors, the five emerging sub-themes, administrative training program, gender and related attachment.
- **Chapter 6** presents the synthesis of findings- directors professing a socially-oriented leadership style, director displaying a task-oriented leadership style, description of the respondents and instruments and synthesis of the results.
- **Chapter 7** provides conclusions and recommendations – limitations of the study, implications of the study, recommendations for future research and reflection on this research.

# **CHAPTER 2**

## **Review of Related Literature**

### **Introduction**

The main focus of this chapter is to present a review of some related literature as regards the principal constructs for this study such as: school climate, leadership style, and gender. These concepts were viewed from basically two disciplines: education and business. Other relevant aspects were also covered. The literature research included unpublished theses and dissertations, abstracts from CD-ROM databases, the internet, and other library resources. To understand better the purposes and methodology of this present work, Chapter 2 pursues the constructs by discussing the following headings: School Climate Concepts; Leadership Styles; The Relationship between Leadership Style and School Climate; Gender, Leadership and School Climate; The School Director or Principal. The chapter concludes with a critical discussion and a summary

### **School Climate Concepts**

The concept of school climate is multidimensional and complex. It has been defined and used in many different ways. Some authors define school climate by the variables they identify as important, the methods and the units of the measurement for those variables (Pallas, 1988). It was Freiberg (1999, 13) who noted that:

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Hoy and Forsyth (1986), on the other hand, viewed school climate in terms of professional interactions (open-closed), pupil-control orientation (humanistic-custodial), and managerial systems (exploitive-participative) that enhance classroom performance. Furthermore, openness according to them is the degree to which the principal, supervisors, and faculty are authentic in their behaviour with one another. However, openness is not a guarantee to effective teaching and learning but merely sets the stage for effective development in the process of education.

Johnson (1998, 1) further argued that the concept of school climate is very broad and reflects many aspects of the educational process. He wrote, perceptively, the following:

School climate may include anything from environment aspects of the school (such as building maintenance and equipment) to the personalities of the students and educators involved in the school, as well as academic performance, levels of physical activity, and the processes and materials used throughout instructional procedures.

Hoy & Miskel (2000, 189) defined school climate as

teachers' perception of the general work environment of the school and it has four components namely: the formal organisation, informal organisation, personalities of participants, and organisational leadership influence.

The importance of school climate had been noted earlier, but real interest and research in 'climate began in the 1950s in the area of business and industry' and not in the line of education (Rubio, 1999). Researchers found out that school climate variables are responsible for much of the variability in students' achievement from one school to another (Brookover et al., 1979).

During early research, the quality of school climate was measured by structural characteristics like size, resources, and teacher-student ratios. Later on, it was extended to social and cultural aspects. But recently, most researchers shifted their attention to social interaction variables such as the relationship between teachers and principals (Johnson, 1998: Rubio, 1999).

To further quantify and measure this social interaction, Halpin & Croft (1962) crafted an instrument which was named as the *Organisational Climate Description Questionnaire* (OCDQ). Various parameters of school

climate are measured. This instrument has six dimensions of behaviour to be measured namely: the supportive principal behaviour, directive principal behaviour, restrictive principal behaviour, collegial teacher behaviour, intimate teacher behaviour, and the disengaged behaviour. This instrument developed by Halpin & Croft later on was revised by Hoy & Clover (1986) to address some of the criticisms about the original instrument. This time, they renamed it as the *Organisational Climate Descriptive Questionnaire-Revised Edition*.

More recently, there has been continuing interest in investigating organization climate as a source of difference between public schools that have similar structures and processes as a result of their being administered by a centralized administration. Thomas (1976, 441) reports on the application of the OCDQ 'in at least eight countries'. He reflects on the 'phenomenon', thus:

During the late sixties and early seventies the OCDQ achieved something of bandwagon status in research projects in the field of educational administration. Although much of the "enthusiasm" for the study of school climate seems to have subsided and the use of the OCDQ is on a much smaller scale, investigations are continuing. The phenomenon is too important to abandon.

Since then, this instrument has been useful in this kind of endeavour. On top of the six dimensions of behaviour expected from the principal, Hart & Bredson (1996) suggested more on how an educational institution will improve its school climate. The school should put in effort to measure the extent as to how the principal is communicating the school goals. The high expectations must be communicated. Discussion on instructional issues must be encouraged. Student and school academic successes have to be recognised. The community has to be informed about student academic achievement. It must be ensured that the faculty morale is high. The establishment of a safe, orderly, disciplined learning environment is of paramount importance.

These tasks should then generate the role of the administrator who should remain focused as the instructional leader of the school. According to Heck et al. (1990), the instructional leadership role of the principal was the key

element in determining the student achievement and teacher satisfaction in a social context. The instructional leadership role is a multi-dimensional construct. How the principal and teachers are able to organise and coordinate the work life of the school shapes not only the learning experiences and achievement of students but also the environment in which the work is carried out. The same authors identified the instructional leadership behaviours of the principal that were directly associated with school achievement outcomes. These behaviours served therefore as the bases for developing the criteria to evaluate the effectiveness of principal's performance.

Twenty five years on, in the light of changes in the leadership and management of schools in Thailand (ONEC, 1999), the importance of the OCDQ can be related to the 'enthusiasm' for the process that was evident in the seventies, eighties and nineties.

The next sub-section will deal with the international and local related literature on leadership styles.

## **Leadership Styles**

### **International research on leadership and leadership styles**

Various classifications of leadership styles and the pattern of leadership behaviours have been used in so many researches. The autocratic and democratic nature of decision-making (also called directive versus participative, or job-centered versus employee-centered leadership) was introduced by Lewin & Lippitt in 1938. The dimension autocratic to democratic leadership ranges from the point the leader does not allow participation by their subordinates in decision making, to the point the leader is behaving more democratically by inviting subordinates to participate in the decision making. The dimension autocratic versus democratic leadership is considered to be a single bipolar dimension, i.e., a continuum. When a leader

acts democratically, he excludes being autocratic at the same time, but leaders may use both styles depending on the particular situational contingency of both the task structure and subordinate characteristics (e.g. Vroom & Yetton, 1973; Hersey & Blanchard, 1974). Sometimes another style, such as *laissez-faire*, is also added representing an avoidance of work behaviour on the part of the leader (e.g., White & Lippitt, 1960).

With such broad concepts on the leadership spectrum, a review of the concept of leadership is necessary before leadership styles could be truly understood. Bennis (1989) saw leadership as revolving around vision, ideas, direction, and having more to do with inspiring people as to direction and goals than with day-to-day implementation. He stated that leadership is first being, and then doing. For Bennis, the chief object of leadership is the creation of a human community held together by the work bond for a common purpose.

Leadership within the school is a critical element in the formation of school climate. Some authors, e.g., Patrick (1995), identify the principal as a major factor in determining the climate of the school. Other equally important elements of school climate that were discussed by Schweiker-Marra (1995) as well as Winter & Sweeny (1994) are the following: the ability of the leader to promote or facilitate change, support faculty and staff, recognise achievement, encourage, and administer rules fairly. School climate in this concept is referred to as the working relationship between the teachers and the principal.

Janice E. Garrett-Booker (2003) further examined teachers' and principals' perception of leadership styles; namely: transformational, transactional, and *laissez-faire*; and the relationship of these leadership styles with the school climate. There were 36 principals and 1080 middle school teachers from the south-western and middle regions of the state of Tennessee who participated in this study. The results of the data revealed that there were five predominant relationships noted in the studies, as follows:

1. principal-directed behaviour;

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2. openness of principal behaviour;
3. teacher-collegial behaviour;
4. teacher-committed behaviour; and
5. openness of teacher behaviour.

Janie D. Herndon (2002) undertook a study of gender differences in high school principals' leadership styles. She found that while female principals were generally reported to have lower scores than their male counterparts on the five leadership practices, there were no statistical significant differences between the two groups on the aspects of *challenging, enabling, and encouraging*. But on both *inspiring* and *modelling*, the scores of female principals were higher than with those of male principals. The number of years working as a principal, the number of schools served as a principal and the five leadership practices were all analysed and studied. There was no correlation existing among them. On the other hand, the aspects of challenging and inspiring were significantly correlated with number of years served as a teacher.

Schools of thought about leadership styles are commonly categorised as: autocratic, transactional, and transformational. First is the autocratic style of leadership. This style of leadership is bureaucratic and top-down. Kaiser (1985, 19) described an autocratic style as one which is

characterised by close supervision, task-orientation, criticism, and punishment for poor performance.

Some of the essential elements of autocratic leadership styles are: division of labour, standardisation of tasks, and unity of command. It was Frederick Taylor (Hoy & Miskel, 1996) who developed the model of scientific management. Furthermore, he also mentioned that roles and responsibilities are clearly defined in this style and it has a hierarchical structure. The assumption is that subordinates are incapable of making decisions and should therefore focus only on their duties of their position.

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The second one is the transactional style of leadership which is based on the belief that employees must be given incentives, financial or other forms of compensation, in order for the employees to be motivated enough to complete the task. Daft & Marcic (1998, 437), point out that:

Transactional leaders usually clarify the role and task requirements of their subordinates, initiate structure, provide appropriate rewards, and try to be considerate to and meet the social needs of subordinates.

However, this type of leadership does not include the employees in decision making or encourage employees to take on a leadership role either. Unlike the autocratic leader, the transactional leader is concerned with the employee's needs only to the extent that he will take to get the job completed. Transactional leaders do not believe that they share a common goal with the employee. Transactional leaders believe that negotiating is necessary to produce or extract the expertise and talents that are required to achieve the organisation's goal; such a leader does not believe that employees will produce for intrinsic reasons. Transactional leadership, like autocratic leadership, functions best in environments that are stable, predictable, task-oriented and highly structured (Johnston, 1996). The aim of the transactional leader is not to foster change in the employee's attitudes and values, nor is it to encourage the growth and development of employees. Transactional leadership tends to view the employee as a tool or object necessary to complete the task instead of a mechanical part. In this case, it is the individual's knowledge, abilities, and or skills that are a part of the 'machine' (Kanungo & Mendonca, 1996) or the organisation in this study. Transactional leaders are interested in promoting some change but are mainly concerned with preserving the status quo.

Transformational leadership on the other hand is broader in its scope. It focuses primarily on the person's holistic development and full potential in relation to the work. Shafritz et al.(1998, 78) defined leadership style as an

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imprecise term that refers to the blending of a person's knowledge of leadership theory and skills, with his or her own personality and values, and under different organisational circumstances to yield a style of leadership behaviour.

Hoy & Forsyth (1986) state that the basic dimensions of leadership are concern for the task and concern for the individuals and relationships. As leaders, they will have to confront two sets of problems. The first is how to accomplish the goals and the second is how to satisfy the needs of individual followers so that they would continue to cooperate. Moreover, Hoy & Forsyth mention four kinds of leaders in connection to the basic dimensions of leadership. The first are the task leaders who spend most of their time stressing the mission or job and its technical aspects of work. The next is the social leaders who are primarily concerned with the human relation aspect of the job, which is the satisfaction of personal needs and interests of individuals. The third one is the integrated leaders who perform both the task and social leadership roles. The last one is the passive leaders who perform neither role. Task-oriented leaders are motivated by successful task accomplishment while relationship oriented leaders were motivated by successful interpersonal relations.

Fiedler (1967) researched the relationship of task-oriented and relationship oriented leadership styles. He said that in favourable situations, task-oriented leaders are more effective than relationship-oriented leaders. But in moderately favourable situations, relationship-oriented leaders are more effective than task-oriented leaders. In unfavourable situations however, he noted that task-oriented leaders are more effective than relationship-oriented leaders.

In developing a theory about leadership Fiedler (1967) assumed that leaders have, as a priority, a view that emphasises either a task-focus or a people-focus. Regardless of the emphasis, Fiedler believed that an effective leadership style depends on the relationships that are developed with the school members, the appropriate use of power and the way in which tasks are structured. Fiedler identified three factors:

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- *Leader-Member Relations*: The extent to which the leader has the support and loyalties of followers; relations with followers are friendly and cooperative.
- *Task structure*: The extent to which tasks are standardised, documented and controlled.
- *Leader's Position-power*: The extent to which the leader has authority to assess follower performance and give reward or punishment.

The best LPC approach depends on a combination of these three. Generally, a high LPC approach is best when leader-member relations are poor, except when the task is unstructured and the leader is weak, in which a low LPC style is better.

Thus, in considering the impact of leadership style on school climate some attention needs to be given to whether the leader is task- or relationship-oriented. Once the leader's primary orientation is identified, then conclusions can be drawn about the contingent behaviours that are most appropriate to deal with least preferred and most preferred co-workers. High LPC leaders tend to have close and positive relationships and act in a supportive and positive way — friendly, cheerful — and often prioritising the relationship before the task. Low LPC leaders put the task first, behaving in a negative way — unfriendly, unhelpful, gloomy — and only turning to relationships when they are satisfied with how the work is going.

Currently, in Thailand, recent educational reform has been focused on a shift from a strongly centralised system to that of a self-managing schools (ONEC, 1999). With this shift has come greater interest in improving school leadership with a focus on climate generally, and the development of leadership styles that are likely to create a positive climate in schools, and the relationship between directors and teachers, and the impact of gender on school leadership. It is for this reason that Fiedler's Least Preferred Co-Worker Scale (LCPS) is seen to be particularly useful in this study.

While task and relationship orientations as important dimensions of leadership were discussed by Shafritz et al. (1998), Blanchard (1999)

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proposed an alternative view. He viewed leadership in terms of the leader's development of those with whom he or she is working with. He advocated the idea that the key in developing people is to catch them doing something right. This provides satisfaction and motivates good performance. Motivated performance allows desired results to be obtained. This, according to Blanchard, should be a priority for any person in a leadership position. By developing a group goal and striving to achieve it creates productive and powerful teams in the organisation. Blanchard (1999, 14) promoted this group think idea in the phrase 'none of us is as smart as all of us' for the business culture, which is translated to the concept of collaborative vision in the educational arena. He postulated that the teaching profession should ensure success by using performance planning, day to day coaching and performance evaluation. Leaders, Blanchard (1999, 80-1) suggests, must have a strong vision and positive beliefs that support that vision. 'If they don't, their people will not only lose; they'll be lost'. Further, he felt that when difficulties arise, their minds would not be equal to the challenge.

All great teams have a visionary leader at the helm, who is always pointing at the kind of organisation they're going to be. People have a need to follow this type of leader. It inspires them and keeps them on track when difficulties arise..

Blanchard further states that a leader must be committed to the continuous improvement of themselves and their employees. He felt that the only true job security is a commitment to continuous personal improvement. Blanchard (1999, 140) concluded, 'Leadership is not something you do to people. It's something you do with people'.

Maxwell (1999) delineated 21 important qualities in the promotion of a positive work environment. These are the character, charisma, commitment, communication, competence, courage, discernment, focus, initiative, listening, passion, positive attitude, problem solving, relationships, responsibility, security, self-discipline, servant hood, teachability, and vision. De Pree (1992) on the other hand, viewed leadership as a position of servant hood. Two of the qualities that De Pree mentioned which are not noted by

Maxwell are a sense of humour and the ability to anticipate a contingency situation.

### **Thai research on leadership and leadership styles**

Pongsri Tamthong (1995) studied the effect of leadership style of school administrators on the job satisfaction of secondary school teachers in schools under the Department of General Education in Kanchanaburi Province of Thailand. The sample comprised of 29 secondary school administrators and 281 secondary school teachers. The instruments used for collecting the data were leadership style and job satisfaction questionnaires. The leadership styles questionnaires were developed from the Reddins Management Style Diagnosis Test (MSDT). The job satisfaction was the five-point-rating-scale questionnaire developed from Herzberg's Two-Factors Theory by the researcher. The main findings of the research were:

1. The leadership styles of the secondary school administrators were: Firstly; the Developer. Secondly, The Bureaucrat and Thirdly, the Missionary. They were observed to be the most common styles respectively. The Deserter, the Autocrat, and the Compromiser were absolutely ignored.
2. The job satisfaction of the secondary school teachers was related to organisations' relationship and responsibility at a higher level, while the association with policy and administration, supervision techniques, salary, benefits, achievement, recognition and advancement was at an average level.
3. The leadership style and its effects on job satisfaction of the secondary school teachers showed that the leadership style affected job satisfaction at the .05 level of significance in administration, supervision techniques and organisation relationship.

Somchai Pulsri (1993) studied Fiedler's leadership style affecting the effectiveness of the organisation. It was a case study of region 1 secondary

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school administration. The study showed that the style of leadership of secondary school administrators in Thailand was more work oriented than relationship oriented. The favourableness of situation control in school and the effectiveness of organisation were in the high levels. The dominant factor affecting high organisational effectiveness was the favourableness of situation control especially in task structure and leader-member relationship.

Songchai Jarupoom (1994) studied the opinions of administrators and teachers concerning leadership behaviour of administrators in demonstration secondary schools under the Jurisdiction of the Ministry of University Affairs, Bangkok Metropolis, of Thailand. The study revealed that opinions of administrators and teachers had statistically significant differences at the level of 0 .05 in two dimensions namely: the leader as a recogniser and the leader as a helper. There were seven dimensions of their opinions which were not statistically different: the leader as an initiator, the leader as an improver, the leader as a coordinator, the leader as a social person, the leader as an agent of change, the leader as an effective speaker and the leader as one who sets standards of behaviour for others.

Jumrieng Kompong (2000) investigated the leadership styles and administrative behaviours of outstanding administrators of the secondary schools under the jurisdiction of the department of general education in Nakorn Phanom Province. The research design used was qualitative in its approach. The social phenomena were studied according to the 7 aspects of secondary schools, as proposed by Department of General Education. The study took place in two secondary schools; The That Phanom School in Thai Phanom District, and the Thammakom Wittayanukool School in Kadae District, Nakorn Phanom Province. The research methodologies used were document analysis and field study. In gathering the data several techniques were employed namely: participant observation and non-participant observation; formal and non-formal individual and focus group interviews. The key informants were two school administrators, 24 teachers, 48 students in both schools and 24 parents. Both secondary schools were under the

Jurisdiction of Department of General Education. The sizes of the schools were different and they were located in different districts. The That Phanom School is a large school located in That Phanom Municipality with a long good reputation in history. The Thammakorn Wittayanukool School is a small school located in Pumkae Sub District Organisation. It is a rapidly developing school. Both schools' administrators possessed three leadership dimensions: task-oriented dimension, people oriented dimension, and effectiveness dimension. Each leadership dimension was implemented with varying degrees according to each administrative task. Both school administrators based their administrative styles on power and responsibility leadership style. The democratic leadership was a major style in administration. The autocratic leadership style was used when necessary, especially during the time of limited tasks. Both school administrators possessed unique characteristics which were well accepted by colleagues, students, and parents. The characteristics were: good personality, devotion to improve the academic tasks, attaining moral virtue, and good human relationships.

The next sub-section will explore some related literature on the relationship between leadership style and school climate.

### **Transactional and Transformational Leadership**

The volume of informational theorizing the concept of leadership is formidable and unwieldy. Issues cited earlier, such as the relationship between leaders and followers, the notion that leaders are born not developed, the personalities of leaders, the situational nature of leadership, the maturity level of followers, and historical perspectives, have all been subject to study and scrutiny. This review is limited in scope to the two leadership concepts known as transactional and transformational. Reference will be made to a concept known as the full range of leadership (Bass, Avolio, & Atwater.

1993). Also included in this range or continuum is the concept of laissez-faire leadership, which by definition means *non-leadership*.

In *Leadership*, a landmark work, Burns (1978), developed for the first time a definition of substance for the terms transactional and transforming leadership. Basic to his theory is the idea that political leadership is inseparable from followership and is dependent upon the interactions between leaders and followers, interactions which manifest themselves as either transactional or transforming. Burns hypothesized that a leader-follower interaction in nature has the leader offering a reward for the expected value response of the follower. Beyond the achievement of their related goals, both leader and follower experience no enduring relationship. By contrast, transforming leadership moves to a level of morality in that both leaders and followers so engage with one another that they raise each other to a greater sense of purpose and to aspirations that are noble and transcending. To illustrate, Burns cites Gandhi as a transforming leader.

## **Leadership in Educational Settings**

The impact of both transactional and transformational leadership in industry, the corporate world, and the military has generated inquiry about these leadership styles and their influence in the field of education. In *Value-Added Leadership* (1990), Sergiovanni applies Burns's concepts of transactional and transformational leadership to the notion of school improvement. Sergiovanni identifies four stages of leadership for school improvement and bartering, building, bonding and banking. He equates "leadership by bartering" with transactional behaviors because the leader offers a reward for the resources or motivations of school personnel. Examples of such rewards are merit pay, promotions, and special recognition. Simply put, leaders and followers strike a bargain in exchange for a value. By contrast, transforming leadership moves from a posture of building to

bonding and ultimately to banking the energies ignited in the process. Whereas the objectives of both leaders and followers are separate but compatible in a transactional leadership style, the goals of both groups are the same for transformational leadership. Thus, the rewards of a bartering or transactional model fulfill extrinsic needs while the outcomes of a transformational model satisfy intrinsic and higher-order desires such as shared commitment, a sense of purpose, and the shaping of a meaningful school culture. Sergiovanni's theory assumes that the paradigm of leadership is transformational in nature. Early research, such as that of Tannenbaum (1968), gave direction to Sergiovanni in the formulation of this theory. Tannenbaum claimed that leaders lead better when they relinquish control and that shared power has the capacity to expand. Furthermore, he found that shared power across an organization was a better predictor of successful performance and satisfaction than power of control exerted by any one of an organization's constituencies. It is upon theories such as this that Sergiovanni created the model of this four B's.

Subsequent to the research related to transactional and transformational leadership in non-educational settings, research related to the impact of these styles of leadership in schools has begun to emerge. This work has been focused primarily on the areas of school improvement outcomes (Silins, 1994), teacher centered school development (Sagor, 1991; Leithwood, et al., 1991), collaborative school culture (Reed, 1995; Leithwood & Jantzi, 1990), teacher efficacy (Hipp & Bredeson, 1995; Hipp, 1997), secondary teachers' commitment to change (Leithwood, et al., 1993), improving group problem solving (Leithwood & Steinbach, 1991), and school restructuring (Leithwood, 1993),

### **Transformational Leadership and Secondary Teachers' commitment to Change**

A study by Smylie (1991) revealed that the role of teachers in decision-making, creating a school's climate, the level of parental involvement, and

leadership, all contributed positively to teachers' commitment to change. Subsequently, Leithwood, Jantzi and Fernandez (1993) examined transformational forms of leadership and their influence on secondary teachers' commitment to change. While acknowledging the findings of an earlier study by Kushman (1992) that age, gender, and length of experience are inalterable, they focused on the characteristics of transformational leadership. They utilized a path analysis format to judge the effects of out-of-school conditions, in-school conditions, and transformational leadership practices on teachers' commitment to change. Teachers (n=168) from nine secondary schools undergoing change efforts in a single urban location completed a 217 item survey which measured out-of-school processes and conditions, perceived leadership practices, in-school processes and conditions, and teacher commitment. The two leadership behaviors identified as strongly influential in a teacher's option to change were vision-crating and goal consensus-building practices. Leithwood and colleagues concluded: "In sum, the dimensions of leadership practice contributing most to teachers' commitment to change were those which helped give direction, purpose and meaning to teachers' work" (p. 23). By the researchers' own admission, the study is limited by a small sample size, heavily skewed by age and length of experience.

Overall, transformational leadership practices were most influential in secondary teachers' commitment to change in their school settings. Creating vision and developing consensus goals were two of the seven characteristics used in this study to define transformational, and to some limited extent, transactional leaders. The others include providing models, individualized support, high performance expectations, intellectual stimulation, and contingent reward. These characteristics, based on the work of Podsakoff et al. (1990), were often used in later research as standards for measuring transformational leadership. In 1994, Leithwood redefined this type of leadership by streamlining it into four dimensions: models behaviour, inspires group purpose, holds high performance expectations, and provides support.

## **The Relationship between Leadership Style and School Climate**

Several studies (see, for example, Wiggins, 1972; Vice, 1976) have been conducted to find out whether a principal's leadership style affects school climate. A few of these studies exploring principal's leadership behaviour and its influence on school climate had been done in Thailand. There is, however, a line of research that has explored the effects of principal's leadership style on concepts that some researchers believe have relation to school climate – teacher morale and teacher motivation. The following paragraphs present a historical view of studies from Thailand, the United States, Australia, and several other countries.

Wiggins (1972) first conducted a comparative study on the influence of leadership on school climate. The sampling data included 715 teachers and principals from the school districts in southern California. The school climate was measured via the OCDQ instrument, while leaders' behaviour was measured by means of (a) the *Fundamental Interpersonal Relationship Orientation-Behaviour* (FIRO-B) instrument, (b) the *Orientation Inventory* (ORI), and (c) the *Survey of Interpersonal Values* (SIV). This study found significant correlations between principal behaviour as measured by the FIRO-B and the school climate as measured by OCDQ.

Vice (1976), on the other hand, made a comparative study similar to that of Wiggins but this time he studied the relationship between principals and the teachers. He collected his data from 700 teachers and 50 principals in 50 different schools in San Bernardino Country, California. He found that the principals who were concerned about teachers were associated with high scores on school climate. They had high scores in the management style variables of 'problem solving' such as discipline, scheduling, and curriculum which were all statistically significant with scores on (open) school climate. Vice (1976, 23) concluded that:

Overall, it was determined that those schools with high scores in management style were also those with high climate scores. If teachers perceived their principals to

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have a high teacher-centered management style, they also perceived their schools to have high (open) climate scores.

Cheong pursued similar research but this time the emphasis was on the leadership styles and the organisational processes. The sampling data that were gathered totalled 627 teachers from 64 Hong Kong secondary schools, Cheong (1991) investigated the relationship between leadership style and the organisational process. He used the LBDQ (*Leader Behaviour Description Questionnaire*) developed by Halpin (1957) to measure leadership style and the OCDQ (*Organisational Climate Description Questionnaire*) developed by Halpin (1957) to describe the aspects of interaction processes in the organisation. In addition to these instruments, the researcher used the Index of Organisational Effectiveness (IOE) to give a subjective evaluation of an organisation's productivity, adaptability, and flexibility. The results of this study revealed that principal leadership styles of high relationship (people consideration) and high initiating structure were more related to a positive teacher-teacher interaction. Also, the high relationship, high initiating structure principal leadership style was related to principal-teacher interaction. Cheong (1991, 33-34) concluded:

It was suggested that if a principal emphasized both on task achievement and human relations in leading a school, he or she would set a hard-working example to move the organisation and give the teachers more consideration. Thus teachers would show high working morale and enjoy friendly social relations

Complementing the study of Cheong, Elbert (1993) made a parallel study examining the relationship between teachers' perception of principal leadership and teachers' perception of school climate. The sampling data of his study included 640 teachers from 64 Catholic elementary schools in the state of Louisiana. The respondents were asked to complete the Profile of a School Questionnaire. The findings disclosed that the teachers' perception of administrative performance was related to their perception of a school climate. A composite of all independent variables such as teacher's age,

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gender, educational degree, and years of experience had significant correlations with teachers' perception of administrative leadership.

Supplementing the study of Elbert, Warner (1993) considered the effects of leadership styles as perceived by teachers on their perceptions of school climate. The sample of teachers was chosen from 10 randomly selected schools in the Atlantic region of the United States. Teachers were asked to complete the Educational Administrative Style Diagnosis Test Modified as well as the School-Level Environmental Questionnaire. The data generally confirmed that leadership styles influenced a school climate.

To further investigate the effects of principal leadership style on a school climate and student achievement, Bulach (1994) used three kinds of instruments: the Leadership Behavioural Matrix, the Tennessee School Climate Inventory, and the Group Openness and Trust Scale. Twenty principals and 506 teachers in 20 Kentucky elementary schools participated in this study. The researcher found that there was no statistically significant relationship between the two concepts. They also reported no significant differences in school climate scores as a result of people or task-orientation of the principals.

Patrick's (1995) findings are noteworthy. He investigated the relationship between principal leadership style and school climate in a study of 30 different Chicago State University graduate students. The sample completed the Teachers' Principal Evaluation Survey that measured teachers' attitudes toward the effectiveness of the principal. The findings revealed significant relationships between school climate and administrative style, gender of the principal, teacher experience, and teacher position. Patrick's findings suggested that principal leadership research should consider the impact of principal behaviour on the school atmosphere, not just look for one 'best' style of leadership. Patrick (1995, 12) emphasised the following:

There is no one best way for leaders to behave. But how they behave has a direct impact on the school climate and a well-run school.

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Similar to Patrick's studies, Creswel & Fisher (1996) did some research with 850 teachers and 50 principals from secondary schools in Australia regarding the correlation between principals' interpersonal behaviour with teachers and school climate. They found a positive correlation between a principal's leadership behaviour and teachers' perceptions of school environment. Teachers were positively affected by the principal's positive leadership. However, principals with critical or uncertain styles negatively affected the teachers, implying that the principal did not trust the teacher. Creswell & Fisher (1996, 17) observed as follows:

The results of this study also showed that dissatisfied interpersonal behaviour by the principal was one of the biggest influences on the teachers' perception of the school environment. It is linked to the teachers' desire to be trusted to carry out their tasks. Principals who continually express dissatisfaction with teachers give the message that they cannot trust the teachers.

Evans (1996) conducted a study focusing on the correlation between principals' use of a supportive transformational leadership style and school organisation. The organisational factors included are: the shared goals, teacher collaboration, teacher learning, teacher certainty, and teacher commitment. Eighteen elementary principals and 214 teachers from southwestern Michigan schools participated in the study. The Multifactor Leadership Questionnaire and the School Organisational Factors Questionnaire were used. The results showed a significant correlation between teachers' perceptions of principals' supportive transformational leadership and their schools' positive social-organisation. The result asserted that principals with high supportive transformational leadership were related to high positive social-organisation. The result also revealed that principals' years of service with their current schools and school size were predictors of principals' supportive transformational leadership.

In New Jersey, Stringham (1999) analysed the preferred leadership style of principals in eight schools that were awarded the United States Department of Education's Blue Ribbon as successful public high schools. Researchers used two instruments, the OCDQ-RS and the Leadership

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Assessment Inventory (LAI). The results suggested a positive relationship between school climate, transformational leadership, and successful public high schools.

Margaret W. Fisher (2003), in a study similar to Warner's, has added a dimension on the effects of principal leadership to school climate and student achievement. Her study examined the relationship between principal leadership style, climate, and student achievement in selected Idaho elementary schools. A stratified random sample of 36 elementary schools, with a total of 640 teachers, participated in this study. Research questions explored teachers' perceptions of principals' leadership style and perceptions of climate. The analysis was applied to determine if a relationship existed between leadership and climate; leadership and student achievement; and between climate and student achievement. The student achievement was also compared to the Socio-Economic Status (SES) for correlation. The findings indicated that transformational leadership was positively related to Principal Openness but had no relationship with Teacher Openness. On the other hand, transformational leadership was negatively related to Teacher Openness. Moreover, laissez-faire leadership was also negatively correlated to both Principal and Teacher Openness. No statistical significant relationship was found between leadership style and student achievement. Teacher Openness was the only climate measure related to student achievement, specifically third grade in reading. No relationship was both found between SES and reading achievement.

In the schools whose principals were well supported by their teachers, a task-oriented style of leadership was significantly associated with group effectiveness. In the schools whose principals were less well supported, the relationship-oriented style was associated with school effectiveness. This supported the general proposition that one type of leadership behaviour was not sufficient for all secondary schools. The school performance will most likely improved by matching the leadership style with the individual school situation. (Fisher, 2003)

The motivational needs of the leader and the effectiveness of the group in accomplishing its task are connected with the leadership style. Motivation is thus a function of the relationship between leadership style and favourableness of the situation. Effective group performance is contingent upon the leader's motivations and the leader's ability to exert influence in the group (Fiedler, 1967).

At this juncture, three variables will be dealt with in more detail, namely, gender, leadership, and school climate.

## **Gender, Leadership and School Climate**

### **Gender and leadership**

Do both men and women perform different leadership? This question has always been surrounded with much controversy. Two opposing positions are generally taken in this debate. The position that men and women differ fundamentally in how they lead others is most prominent in popular management literature, i.e., Helgesen, 1990; Loden, 1985; Rosener, 1990). Some scholars who subscribe to this different positions claim that women have a different, 'female voice' (Gilligan, 1982) that has been overlooked by mainstream theory and research (e.g., Hare, 1996; Kibbe Reed, 1996; Perrault, 1996). On the other hand, a considerable portion of the social science literature favours a similarity position, claiming that all things considered (or controlled for), men and women lead in similar ways (e.g., Dobbins & Platz, 1986; Klenke, 1993).

A meta-analysis of 50 studies was conducted by Alice Eagly (1992). It focused on gender and leadership style among school principals. In this study, females scored higher than men on task-oriented style. However, on internally oriented style both scored almost the same. When compared to males, females generally adopted a more democratic or participative style than men. Griffin (1992) researched on the effects of leadership styles and gender. A significant interaction was revealed through ANOVA between

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manger gender and leadership styles. On the ten personality characteristics, males were rated more positively when they were authoritative while females were rated more positively when they were participative.

In a study on gender-related differences in leadership behaviour, Green (1987) found out that male leaders used a more social style than female leaders. However, both used language that indicated task-oriented approach. James Patrick (1995) conducted a study on administrative style and school climate. The findings showed significant correlations. One most significant result was the correlation existing between perceptions of school climate and gender of the principal. The over-all data showed a correlation between administrative style and school climate. Mike Boone (1997) also noted statistically significant differences between male and female superintendents in terms of their perceptions of their leadership practices. The female superintendents were perceived to be more consistently engaging leadership behaviours such as ‘challenging the process’ and ‘modelling the way’

Belinda S. Black (2003) studied women leaders in a state education agency. Her educational leadership study was based on the lives of five women who held the post of director or higher in a US State Education Agency. Black wrote that while much has been written about women in school and district administration, less is known of women who fill the top posts in administration at the state level. This study examined five such women leaders’ lives and careers in detail. This study explored their perceptions of gender, race, and class, and how each influenced their lives and careers. Each woman provided her input in defining feminine leadership style. The study was conducted from a feminist point of view, using a life history approach. The women who participated in this study shared stories of their children and upbringing: they described their early schooling experiences, and they talked about the significant relationships in their lives. They spoke of obstacles and opportunities, and of pivotal events that shaped them. The research resonated with their voices and focuses on the role of gender, diversity and gender equity in educational leadership. The findings

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revealed the values, perspectives, goals, and behaviours of a group of women who range in age from 45 to 60.

In 1990, Eagly & Johnson published a meta-analysis on gender differences of both men and women in leadership styles based on studies published between 1961 and 1987. Its major conclusion was that, in organisational studies, male and female leaders did not differ in interpersonally oriented style and task-oriented style. In other studies, using laboratory and assessment studies, men were found to be more task-oriented while women were more interpersonally oriented. Also, women tended to adopt a more democratic or participative style and a less autocratic style than men in all three types of studies.

In some other aspects, Connie (2001) investigated that gender related leadership often focuses on feminine principles of leading, rather than discrimination between themes that exist, which could possibly be gender based. Although it may be helpful to think in terms of specific qualities women bring to an organisation, focus on those traits and tendencies common to both male and female leaders must not be ignored

Among the evidence available, there was little reference to the gender variable presented in the studies of school effectiveness and leadership theory. The models on which the characteristics of effective leaders were focused seemed to be stereotyped and androcentric. Leadership was consistently associated with so-called 'masculine' attributes and behaviours such as competitiveness, dynamism, power and aggressiveness.

Apfelbaum & Hadly (1986, 215) undertook their first study on women. It was based on interviews of fifteen leading women in France and in the USA. These women said that they did not use a style similar to what their male colleagues did. They described themselves as down-to-earth, result-minded, participatory and aware of personal values of subordinates, good listeners, and resulting at times in a maternal 'Momma-leadership' style. Stanford et al. (1995), triggered by their publicity, interviewed twelve women who were selected because they appeared in the newspapers. These women who

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facilitated communication, were team builders, used reward power, inspired, motivated, and fostered mutual trust and respect. Willemsen et al.(1993), in a somewhat similar study with Apfelbaum & Hadly, concluded from a survey among 273 female readers of a Dutch glossy magazine 'Women and Business' that women preferred a consulting leadership style. Similarly, Helgesen's (1990) observation complemented that of Apfelbaum & Hadly. He concluded from the diary studies of four female leaders that their leadership style was participative, consensus building and empowering, leading to 'a web of inclusion' rather than men's hierarchical leadership. However, reactions from male managers stating that they – although being men – recognised their own experience in the leadership style as described by Helgesen, necessitated an adjustment of the conclusions. Therefore, in 1995, Helgesen stated that the 'web of inclusion' was not strictly reserved to women.

Schein (1994) keenly observed and aptly identified that one of the most important hurdles for women in management in all countries was the persistent stereotype that associated management with being male. Hall (1996) also expressed the same concern at the constant association of management with masculinity.

A study of the accounts of eight secondary heads by Mortimore & Mortimore (1991) led to the conclusion that the traditional image of a white middle class headmaster is still widely held, despite the increasing numbers of highly effective head-teachers who are women. It would appear that the traditional image of being the head-teacher is still somewhat masculine being described as strong, dynamic, and in-charge with power.

Shakeshaft (1989), supplementing the work of Mortimore, described the characteristics of women leaders. She noted that the profile is notably different from the traditional image of male leaders. However, it corresponded to many of the more recent images of effective school leaders. She argued that management studies in education have been gender blind, dismissing the claims of the comprehensive field of study as merely a study

of male educational leadership. Blackmore (1989) went further, by arguing for a feminist reconstruction of the concept of an educational leader to go against the renewed push towards more masculinist notions of leadership which are embedded in corporate managerialism.

The question is raised as to whether there is a need to reconsider leadership in terms of gender specific differences. Kruger (1996) in an empirical comparative study made among school heads in secondary schools in Netherlands reported that the results showed that the gender variable had significant effects on leadership performance.

Meanwhile, Coleman (1994) drew attention to the under representation of women in the management of education and emphasised the need to ensure that the changing demographics of schools and society are appropriately reflected in the leadership of the schools. There also appears the recognition that the wide variation in school and their increasing complexity require a greater differentiation in management responsibilities and a wider repertoire of leadership styles and strategies.

Gray (1993), taking a more democratic view, identified a feminine 'nurturing' paradigm and a masculine 'defensive/aggressive' paradigm to describe the different styles, but also added that neither is mutually exclusive and that leaders may possess characteristics from either paradigm irrespective of their gender. Similarly, Beare et al. (1993) in their summary of generalisations emerging from studies of leadership in 'excellent' schools concluded that both masculine and feminine stereotype qualities are important to leadership, regardless of gender.

From the aforementioned observations, it seems clear that men and women have different styles and approaches to management and leadership and this is well-documented. Women are identified as being much more caring, consultative, collaborative, collegial, and communicative than men in similar positions of authority. Women's leadership style is seen as transforming and empowering as opposed to merely exercising power. Men are also shown to be more competitive than women. Kruger (1996) claimed

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her research showed some evidence that men compete more often than women in their endeavors to solve conflicts, whereas women more often use adaptation and that women also try to avoid conflict more often.

Paula Young (2004), from another distinct view, investigated leadership and gender in higher education in a case study. She discovered that some literature concerning leadership styles in higher education (HE) provided no distinct view on whether style relates to gender. Transformational styles were regarded by some as particularly suited at times of changes, and likely to be adopted by women; but others argued such styles were unsuited to HE. In a study of leadership within an institute of higher education undergoing change, transformational and transactional leadership behaviours were identified in all senior managers, male and female. However, when official communications were plotted over time, transformational attitudes were superseded by transactional. Women managers apparently identified more with male gender paradigms and displayed male-type leadership behaviours, while men showed female paradigm identification and female-type leadership. Additionally, managers indicated that the past experience of 'poor' management and their subject training had greatly influenced their leadership approaches.

Collard (2001) reported a study of leadership and gender from an Australian perspective. It was a broad-scale study in the field of leadership and gender. The research was based on some selected 400 male and female principals in Victoria, Australia, between 1996 and 1999. While confirming previous claims that there were significant differences in the perceptions and beliefs of male and female leaders, the study further acknowledged the importance of 'organisational cultures and values' systems. Collard argued for a sophisticated research lens which would comprehend the complex interactions between principals and the contexts in which they worked. Findings with regard to students, teachers and parents were explored. And also they considered some references to variables such as level and size of schools, values, and student gender. These linked to an argument that male

and female leadership in Australian schools took multiple forms and that differences within gender types could be as important as differences between them.

Consequently, Moore & Buttner (1997) discovered that the lack of congruence between personal and organisational values as a key reason why women leave the organisations. However, they also found some things that individuals and organisations could do to bring personal and organisational values, success and fulfilment more in line with each other. They determined that individuals could clarify what is most important in life, look for passion in their work, and be proactive about getting what they want. Organisations could broaden their definitions of success, rethink development and create a climate for self-realisation. Their study focused on 61 selected female managers and executives between the ages of 26 and 58.

Most of the women had multifaceted definitions of success, but they thought their organisations defined success in a much narrower way. A key ingredient of their feeling successful was effectiveness at work, which for them entailed accomplishing organisational goals, getting raises and promotions, and also included the satisfaction of doing something well. Strong relationships with their extended families, having a strong network of friends and being a devoted spouse or partner, as well as being a good parent and co-worker, were also important for success. For women, making a significant contribution both at work and in society as a whole was very important for them.

Hill & Ragland (1995) found and observed, in a review of studies related to feminine leadership, that there is considerable research evidence that focuses specifically on female leadership in education. They documented that women lead in ways different from their male counterparts. A hierarchical relationship of the 'all powerful principal' and subservient teachers was frequently associated with male administrators. The authors found that female administrators tended to have enlightened schools where they were no longer considering how to handle their teachers but rather on ways how to

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empower them. They utilised a type of decision making within the educational setting that was not directive but rather collaborative.

Hagberg (1984) discussed the advantage that women had in being naturally socialised with skills complementing the leadership maturity necessary to move to the enlightened power stage. Hagberg reviewed the studies of women managers that confirmed their ability to be less conventional in problem solving and more at ease with creative innovation. In the mid 1990s, women comprised half of the workforce. Thirteen per cent were in management positions, while only seven per cent were in the executive level. It was documented that women were significantly better managers and leaders than were men. From the co-worker feedback, women scored better than men. The management style of females centered more on communication and positive working relationships. Women were seen as having better social skills, better ability to use influencing skills rather than authority, better team playing skills, better management skills with a diverse workforce, less traditional values, greater tolerance of differences, less influence from social traditions, better ability to motivate others, more readily display appreciation for the efforts of others, more expressive of thoughts and feelings, more enthusiasm, had the ability to create and articulate a vision, encourage high standards of performance, and more assumption of responsibility.

Their co-workers also noted some negative traits from female leaders as compared to male leaders. These included being more blunt, more forthright, more transparent, less objective, less flexible, lower in emotional control, less action oriented, less reluctant to take risks, and being easily mired in details in an attempt to make sure everything is handled correctly.

Chliwniak (1997), in reviewing the different leadership styles of men and women in higher education, found that values grounded in community and service to constituents were the underlying themes to gender related leadership. She suggested the development of an organisational consensus to combat the institutionalised structures and norms that excluded women from

leadership positions. Style differences that characterised feminine concerns, focused more on the process and persons as compared to those attributed to masculine styles which focused more on the tasks and outcomes. Chliwniak postulated that social norms and issues of gender-role ascription created differences between women and men. Women leaders placed more emphasis on relationships, sharing, and process, while male leaders focused on completing tasks, achieving goals, hoarding information, and winning.

Judith Rosener (1990) conducted a business management study of male and female executives with similar backgrounds and concluded that women tended to manage in different ways than men do. For example, female executives were found to be more interested in transforming people's self interest into organisational goals by encouraging feelings of individual self-worth, active participation, and sharing of power and information. She further found that men tended to lead through a series of what she identified as transactions, defined as concrete exchanges which involved rewarding employees for a job well done and punishing them for an inadequate job performance.

In the context of issues and trends that shaped the women's movement, Astin & Leland (1991) looked at leadership development as a process of empowerment. Their analysis, based on interviews with 75 women representing three generations, found women leaders demonstrating passionate commitment, believed in involving others in the leadership process, and possessed keen self-awareness and interpersonal communication skills.

The research suggests, therefore, that there are many possible sources of gender difference associated with leadership in schools. Women's roles in leadership appear to differ from those of men. This is reflected in the following: the issue of the 'female voice' missing from research (Gilligan, 1982); women being more task-oriented (Green, 1987); being less autocratic than men, and more participative (Apfelbaum & Hadly, 1986; Hegelsen, 1990); that women were more inclusive (Hegelsen, 1995); management

studies in education being ‘gender blind’ (Shakeshaft, 1989). On the other hand, there is meta-research that suggests that, organisationally, there are few gender differences between women and men (Eagly & Johnson, 1990). The debate on gender differences in leadership, as represented by this US literature, is inconclusive; it is therefore reasonable for me to undertake research relating to gender differences in leadership in Thailand in the hope that it clarifies the issue in this country.

### **Barriers in women’s leadership**

A number of theories had been put forward to explain the continued under representation of women in leadership positions and their apparent reluctance to apply for such positions.

The first theory to explain the under- representation of women is the effect of the socialisation and the stereotyping of women, whereby women are seen as victims who need to be ‘re-socialised’ in order that they may fit in the male’s world (Shakeshaft, 1989). These theories have largely been dismissed as being too simplistic. Objections are also raised as to the notion of men as ‘the norm’ and women as deviations from the norm. Gold (1996) drew the attention of social scientists to the literature that places women in a deficit model by taking for granted that the management skills that many of them appeared to have developed would not fit them to manage the education system in which they work.

The perception that women are reluctant to undertake positions of headship is also being questioned. A survey by the National Union of Teachers (1980) based on over 2,800 returns concluded that female teachers, both married and single, showed a high degree of career orientation and would welcome the challenge and opportunity of promotion. Shakeshaft (1989) highlighted the need to re-define the headship paradigm if women’s promotion orientation is accurately to reflect women’s experiences. It is observed that women have a different view rather than labelling them to have a lower orientation to promotion. She holds the view that women do aspire,

but in a different way, and to a different posts, from men. She also suggests that organisational and societal barriers prevent women from acknowledging or acting on their aspirations, so that at the end, it appears that they lack aspiration.

There is an observation that women's attitudes to promotion into a management position are influenced by the association they make between management and being 'masculine'. Coleman (1994) described this on-going practice as antipathy to the 'male' concept of management, making it unappealing to women who would not wish to become part of the culture which they see as fostering.

A second theory to further explain the under-representation of women in school leadership is overt and covert sex discrimination. Men appear to be reluctant to release their hold on power and therefore, consciously or unconsciously, continue to undervalue women's contributions and qualities. Hall (1996) voiced a concern that selection for appointments to positions of headship may still be reliant on what is described as 'unfriendly myths' about women teachers.

The third theory being proposed to explain women's apparent under achievement in the management of schools, is the consideration of internal barriers such as low self-image and the lack of confidence resulting from men's position of power and privilege over women within the organisation. Acker & Feuerverger (1996) contended that women's sense of marginality and vulnerability is not a feeling that can easily be shed. They concluded from their research that the anxiety that resulted from this struggle for a truly egalitarian co-existence appeared not to be individually but socially produced. Other barriers to women's advancement identified in these studies were:

1. the tendency among women to avoid situations where they risk facing criticism or risk of receiving feedback;
2. the fear of failure and hence reluctant to voice out their opinions,
3. excess of responsibilities and fear of conflict and loneliness;

4. lack of sponsorship;
5. stereotyping;
6. different (feminine) style of management.'

The assertion is that while men may manage differently from women, their style of management is not necessarily better than that of the women. Hall (1996) described the women heads enacting strong leadership within a collaborative framework, and argued for organisations that would allow women to enter the educational management discourse while retaining their values and principles.

Anne Jones (1980) indicated in her study that the female Heads were more aware of their need for training in relating to the local environment than men. They were also more concerned than were men about training for management of change and for managing interrelationships. They put greater value on the qualities of humour, stamina and creativity in Headship than men did. These indications showed that women Heads were more aware than men of their need to relate their schools to the local context and to take on the management of change in a creative way.

If this indication is accurate, it has some significance for the future choice of the schools' leaders. The male Heads, on the other hand, should recognise a greater need for training in self-management, in evaluating and in maintaining staff morale, for motivating staff and for delegating, and for training in written skills. Men appear to be more aware of the need for qualities of toughness and quick thinking.

### **Thai research on women's leadership**

Rekha Rattanaprasert (1993) studied the leadership behaviour of women secondary school administrators in Thailand. The 3-D Theory of William J. Reddin was used as the theoretical concept of the study. Reddin's 3-D Theory classifies administrative leadership into three dimensions: task-orientation, relationships orientation and effectiveness. According to the theory, the leadership behaviour styles in order to become more effective

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styles should include bureaucrat, developer, benevolent autocrat and executive. The less effective styles must consist of deserter, missionary, autocrat and compromiser. It was found that majority of the women in the secondary school administrators under the Jurisdiction of the Department of General Education, Ministry of Education, were the developer type. With regard to the level of effectiveness of the leadership behaviour, 88.60 percent of the women in the secondary school administrators were the effective type and the other 11.40 percent were the less effective type.

Following Rekha Rattaprasert's proposition of three classes of administrative leadership, Srithana Suwansamrith (1994) also studied leadership style but this time on Thai female executive officials. She ascertained the following facts about the general characteristics of female executives which were: (1) division heads of position; (2) 51-55 years of age; (3) BA and MA educational levels, 93 and 90 respectively; (4) 22-30 years working experience; (5) marital status: 121 married and 60 singles; and (6) aspirations; 123 persons expecting to be upgraded to a higher positions. The study noted that age, education, working experience, and marital status were not directly related to leadership status and styles. It was identified that aspirations (job opportunities) were correlated with leadership status in the following manners: (1) policy making, (2) decision-making, (3) responsibility, (4) intellectualisation, and (5) creativity. Generally, 133 female officials administered in a moderately democratic style while 62 women managed in a highly democratic style. The study found no instances of autocratic leadership style. According to the results of this study, the majority of Thai female executive officials can be described as good leaders, so they ought to be given a chance to rise to higher executive positions, according to their knowledge, and ability. Susawansamrith's study of the leadership styles of Thai female executives suggested the need for Thailand to formulate the policy and plans to develop and encourage the roles of women and to give them a chance to develop the country. There should also

be a campaign to make the society more aware about the increased acceptance of women in the leadership positions.

Inspired by the findings of Srithana Suwansamrith, Charin Phakpraphai (2000) investigated a study on leadership styles of Thai working women through a case study in Phetchaburi Province of Thailand. Her study showed that working women in Phetchaburi used more than one leadership style. They modified their leadership styles to fit different environmental and situational factors. Leadership style also varied by age, education, work period and position. The leadership styles of the lower manager and the middle manager were similar in their use of an achievement-oriented style and a directive style. The top managers used directive and the participative styles. Thai women organisational leaders in Phetchaburi had more skills in operational than in managerial terms. The study recommended that they re-defined their work practices to focus more on managerial skills which is the core mission of a real leader.

Kobkeaw Dulchamnonng (1998) studied the leadership styles of women executives in a case study of Rangsit University. In her study, she used a survey research method and collected the data from the executives, faculty members, and personnel of Rangsit University. The study's main purposes were to describe the sample's opinions on leadership styles of the women executives and to analyse the relationships of those opinions and relate to some selected variables. The findings were as follows:

1. Most of the women executives (65.22%) agreed that their leadership style was democratic in contrast to most faculty members and personnel (56.60%) who identified that the women executives were autocratic.
2. There was no significant relationship at the 0 .05 level between the opinions and each of the studied variables, i.e., position, age, family income, educational level, experience, marital status, and satisfaction of promotion prospect.

Discontented with Kobkeaw's study, Sarawut Sriprayak (1998) investigated a study of women leadership style in an electronics factory in Pathum Thani Province of Thailand. The purpose of the study was to learn about the leadership style of women in the electronic industry in Pathum Thani. The *Management Style Diagnostic Tests* (MSDT) developed by Reddin was administered to 247 women who were in the production line leaders working in the factories in Pathum Thani. Descriptive statistics were used to analyse the data. The findings were as follows:

1. There task-dominant relation was prevalent and their efficiency dominance dominant was at the average level.
2. The main dominant styles with emphasis in efficiency were benevolent autocratic style followed by the developer style.
3. The supporting style model groups were benevolent autocrat style followed by the developer style.
4. The synthesis styles with emphasis on efficiency were bureaucrat and deserter style.

It is of crucial importance that any effort expended must bring practical benefits to the target group. In this study, it is fitting to allocate some discussions on the School Director or Principal as regards the role as the instructional leader, the professional development, and the potential administrative training program. Such a discussion is conducted in the next section.

## **The School Director or Principal**

### **The director or principal as an instructional leader**

To gain an understanding of the important role of directors or principals in school reform efforts, it is essential to review the research that has focused on the instructional leadership responsibility of principals. There is no universal

definition of 'instructional leadership' apart from that provided by Bullard & Taylor (1993). Because of the ambiguity in the definition of instructional leadership, a review was undertaken of the varied sources of both leadership qualities and responsibilities as they relate to student achievement. The findings related to the research of effective schools more thoroughly identified the role of director or principal as instructional leader.

The research relating to effective schools provides compelling evidence that directors or principals do have an impact on student achievement. They confirm that when a director or principal demonstrates instructional leadership he or she becomes the catalyst for building-level school reform. The research findings about effective schools conducted by Levine & LaMotte (1990) identified the correlations of an effective school and the director's or principal's role that had changed over the past twenty years. The director or principal must have a clear vision for the school, effectively communicate the school's mission, manage the instructional program, and apply the characteristics of instructional effectiveness.

The importance of instructional leadership in relation to an effective school is well defined in the literature. Findings related to the specific characteristics and qualities of an instructional leader are significantly noted in many additional studies. These additional studies focus more specifically on what type of principal would be characterised as an instructional leader. The work in this area has identified the type of personal qualities crucial for instructional leaders, determined job priorities associated with outstanding principals, defined attributes associated with instructional leadership, and identified the strategic interactions (organisational goals, task specialisation, hierarchical authority, and organisational design) between instructional leaders and teachers.

### **Professional development for directors or principals**

Directors or Principals, as instructional leaders in effective schools, were active participants in the professional development process for teachers

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(Smith & Andrews, 1989; Levine & LaMotte, 1990). The key to school improvements, according to Fielding & Schalock (1985, 14) was the director or principal's willingness to

participate in and to ensure staff development opportunities were provided that would help them after the professional practice, beliefs, and understandings of school personnel toward an articulated end.

This research clearly articulated the need for directors or principals' involvement in teacher's professional development activities. Further, it was apparent that professional development for directors or principals should go beyond this type of participation.

In the following, some information will be presented according to historical account and also from what is currently happening in the area of professional development for principals. A definition on how administrative in-service should be included as components of adult learning theory. The principles of effective staff development and some aspects of professional learning needs of principals must also be dealt with squarely. Furthermore, the application of the five principles will be added such as: the theoretical underpinnings of the specific learning needs of professional, the school principal provide direction for developing, evaluating effective professional development activities for principals, real-life learning, and reflection practices. This application of effective staff development and information needs to be related to principal learning.

Olivero (1982, 341) stated that a greater attention must be given to professional development for principals. He stated that:

of all educators, principals had the greater needs for renewal than anyone else. For better or for ill, the bulk of educational improvements rest on the shoulders of the principal, the very person who has been neglected for so long.

In addition to Olivero's observation, Snyder and Johnson (1984) assessed the perceived training needs of 337 principals. In seven key areas related to the job of a present day administrator, principals at all levels felt that they were unprepared for their job. The key areas referred to items such as:

changing principals, creative problem solving, planning for school growth, staff development, long-range planning, personal awareness, and school as an ecological system. The study concluded that principals needed assistance in these areas, with staff development and creative problem solving as the top two areas of need.

To facilitate this development, John Mauriel (1987) indicated that there is a body of knowledge and skills that good leaders should possess. These can be facilitated through professional development experiences when integrated with other development devices such as mentoring, coaching, and on-the-job activities. Applying the suggestion of Mauriel et al. (1998) four areas of principals' activity perceived as the most significant for staff development: understanding and applying technology, improving staff performance, school improvement planning, and improving student performance.

Several types of professional development are becoming available for principals to help provide for their unique learning needs. Many of these professional developmental actions reflect what researchers have determined as effective components for staff development and aspects of professional learning needs for principals.

Recognising the need for professional development for principals, a review of related literature for some various types of professional development for principals will be presented. This literature review includes the following components: in-service, principal centres, peer-assisted partnerships, case study, institutes, academies, and networks.

### **Educational administrative training programs**

Most of the literature available for directors or principal preparation programs is designed to provide a sound base of knowledge about school administration (Ash & Persell, 2000; Barth, 1990; Caldwell, 1993). These too often fall short, however, in translating such knowledge into action in the schools (Bolman & Deal, 1991). Principals need to be equipped with those skills that assist them in creating outstanding leadership potential. The trends

toward school-based management, shared decision making, and a more intense focus on student performance have emerged and have been supported by much of the literature and research associated with effective schooling (Barth, 1990; Caldwell, 1993). Principals need leadership behaviours that strongly emphasize the changing relationships and collaboration necessary in a school. However, an emphasis is also needed on the principal's role in assuring equity and excellence in curriculum and instruction in order to meet the diverse needs of all students. Most important is the commitment to educational equity and excellence-the belief that all children could learn. Changes in the way principals are recruited, prepared and supported have not kept pace with the changes expected for the most difficult job.

Recognising the importance of educational equity, Prasit Kheowsri (2001) studied a proposed model for leadership development of school administrators in school-based management (SBM) schools. Leadership traits in the context of SBM schools were analysed and synthesized from academic evidence. The components of the set of leadership traits were then evaluated by 25 experts using two rounds of a modified Delphi technique. The results of this stage were categorised into 5 areas comprising 109 leadership traits. The five areas of leadership traits consisted of knowledge, skills, attitudes, ethics and personalities. The methods were then evaluated by 22 experts using a close-ended questionnaire. The results of this stage were adapted as 24 leadership developmental methods.

Model components were analysed and synthesized from academic evidences. Leadership traits, development methods, and model components were synthesized into a leadership developmental model in the context of SBM schools. The proposed model developed from this study consisted of principles, objectives, trait development method, development implementation, and post-developmental evaluation, working at the school site and conducting action research, action research finding presentation and re-evaluation and follow-up.

## *Review of Related Literature*

Prasit Kheoswri et al. (2000) recognised that successful schools were organised around student learning, and that the instructional leadership ability of the principal was the key in creating this sort of systematic change. They developed an administrative program for professional development. The goal of the program was to help the principals become well-prepared instructional leaders who understand teaching and learning, curriculum and assessment, and have the ability to engage in the shared leadership and decision-making processes necessary for schools of the 21st century. Persell viewed the traditional leadership mindset as centring on control and top down management. Administrators often owned the important knowledge and rationed it out only when the situation demanded. This approach impeded school improvement and created an apprehensive and static environment. Thus, it would be detrimental to school development.

Caldwell (1993) proposed another approach and promoted principal preparation programs that follow the Collaborative School Management Model. This was an integrated cyclical approach to goal setting and needs identification, policy making, priority setting, program planning, program budgeting, implementation, evaluation, and clearly defined leadership roles. Preceding Caldwell, Bolman & Deal (1991) advocated preparation programs that combined training, mentoring, open communication and outside consultation. They felt that the principals needed training that allowed for clarity, predictability, and security.

Knowing the principal leadership existence, Barth (1990) felt that principals do not need to survive only but also flourish, and principals need to communicate and discuss promising school practices without fear of violating a taboo. He promoted the development of an arena where school administrators could learn to share their problems without worrying about appearing inadequate. The establishment of Principal Centres, Principal Academies, and Principal Institutes were necessary requirements for professional development in this kind of leadership. These forums had a number of common purposes. The first purpose was to provide helpful

## *Review of Related Literature*

assistance to principals and other school leaders that would enable them to become more successful in fulfilling their goals and providing leadership to their school. Secondly, the goal was to help principals cope with the changing realities of school administration, including increased time demands, collective bargaining, declining resources, and new state and federal guidelines. Additionally, they strived to bring together principals from across districts to share experiences, ideas, concerns, and successes. The fourth purpose was to identify promising school practices and arrange for principals who wished to engage in similar practices to visit one another's schools. These forums encouraged the formation of networks among principals, school districts, state departments, private foundations, professional associations, and universities. They aimed to provide a mechanism for practitioners to take responsibility for promoting their own professional growth. Another purpose was to provide assistance to principals in sharing leadership with teachers, parents, and students within their schools. They provided a national forum for discussion of school leadership and professional training. They attempted to bring to its attention the relationship of principals' professional development to good schools. Lastly, they could be utilised to explore some new conceptions of school leadership.

The review of the related literature regarding school climate, gender related leadership, leadership style and educational administrative training programs has served as the foundation for this research.

De Pree (1989) saw the first responsibility of the leader as being able to define reality. And the last responsibility was to say thank you. In between the two, the leader should become a servant and a debtor. That sums up the progress of what he defined as an artful leader. Leadership is a concept of owing certain things to the institution. Moreover, leaders should be able to leave behind them assets and a legacy. Consequently, leaders need to be concerned with the institutional value system, which leads to the principles and standards that guide the practices of the people in the institution. Furthermore, effective leaders encourage contrary opinions. Leaders owe

## *Review of Related Literature*

people space in the sense of freedom. At times, leaders are obligated to provide and maintain momentum. And lastly, leaders are seen as being responsible for effectiveness, and need to take a role in developing, expressing and defending civility and values.

School leaders have a responsibility for promoting faculty morale. Andrew, Parks and Nelson (1985) identified critical leadership behaviours that were associated with good morale. These included being open and having good self morale, communication skills in many levels, involving others in setting objectives, planning and decision making, setting planning priorities, involving others in task completion, knowing the values and needs of the community, the students and the staff, holding high expectations for staff while recognising the responsibility to help them meet those expectations. These traits had to be implemented while recognising those employees who were advancing the objectives of the school, and providing resources needed to obtain and achieve the school's objectives.

Situational leadership theory notes the leader's effectiveness as dependent upon the appropriate matching of the leader's behaviour with the maturity of the group or individual. It is concerned with the behaviour, rather than the personality of the leader. The variable of analysis used to determine situational leadership style is maturity. Maturity is viewed as the capacity to set high but attainable goals, the willingness and ability to take responsibility, and the experiences of an individual or group. Nonetheless, effectiveness becomes a function of productivity and performance. It is seen as a condition of the human resources, and the extent to which both long and short term goals are attained. Effectiveness could also be promoted by matching leader behaviour with the appropriate situation (Hoy & Miskel, 1996).

Meanwhile, institutional leadership is also a basic function of the principal. It is an attempt to infuse the school with values beyond the technical requirements of teaching. The principal becomes responsible for building a strong school culture. The principal's central leadership

responsibility is building around the culture and providing an atmosphere in which the faculty could grow and develop (Sergiovanni, 1996).

## **Summary**

The review of the related literature in this chapter was divided into four sections. The first section discussed school climate as a broad, multidimensional concept. And more recent research on school climate has focused on defining the social system of school and teacher-director relationships. This relates, directly and indirectly, to all of the research questions spelt out in Chapter 1.

The second section reviewed the individual approaches in applying their varied leadership styles. Literature in this specific area revealed the development of leadership theories, including the behavioural theories, and more recently the situational theories. This relates to and informs the following research questions:

- **RQ 1**      What is the leadership style of directors in a sample of 25 schools in Thailand? What themes of leadership style are predominant among the involved principals?
- **RQ 2**      What is the school climate in a selected group of eight schools in Thailand?

The third section of this chapter addressed the organisational theories such as functional and institutional perceptions of the interaction between leadership style, gender, and school climate. This relates to the following research questions:

- **RQ 3**      What is the relationship between teacher gender, climate and perceptions of leadership style?
- **RQ 4**      What are the implications of the relationship between leadership style and school climate for preparation programs for directors?

## *Review of Related Literature*

- Are there significant relationships between the director's gender and leadership style as well as director's gender and school climate?
- Are there significant differences between the perceptions of directors and teachers on leadership style, school climate, and gender?

The last section in this chapter discussed the studies from different countries that have examined the relationship between the director leadership style, gender, and school climate. Most of the studies discussed in this chapter revealed that directors perform a major role in shaping school climate. This current study examined the correlations between teachers' perceptions of director leadership style and school climate in Bangkok Metropolis, the capital of Thailand. The impact of gender on becoming and being a principal or director, is a question that is rarely explored in studies of leadership in Thai education, where gender tends to be a background factor.

By putting gender in the foreground rather than the background it is a clear indicator that there had been an advance in equity, but that even in societies which pride themselves on equal opportunities, there appears to be overt and covert preference for men in leadership. Stereotypes about women and men as teachers tend to emphasize the unsuitability of women for leadership, but the stereotypes are shown to be in contradiction to the ways that the women and men principals or directors perceived themselves. This relates to the following research questions:

- **RQ5** With the above research questions, what theoretical perspectives best provide a foundation for this current research?

The methodology chosen to address each of these questions is outlined in Chapter 3.

# CHAPTER 3

## Methodology

### Introduction to the Study

Quality educational environments are characterised by a positive school climate. The purpose of this study was to examine the parameters of school climate as they relate to gender-based leadership styles. This study concentrates on an in-depth examination of school climate and gender-based leadership styles as perceived by eight school faculties and through this, how we can determine those attributes that were fundamental to an effective, positive school climate. Additionally, the results of needs assessment regarding components of administrative training programs that promote assistance in the promotion of positive school climates were also investigated.

Research on the characteristics of effective schools has consistently stressed the importance of the quality of the school's leadership. Outstanding leadership has been clearly identified as a key characteristic of outstanding schools (Beare et al, 1993).

A major study of secondary schools in the study carried out by ONEC, (2006) identified the purposeful leadership of the staff by the administrator as one of 12 key factors that they believe contribute to effective schooling. Other studies on school improvement stress the necessity for clear and sensitive leadership by the administrator.

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A report from the Office of National Education Commission (2006) draws attention to the importance of the administrator as a professional leader, supporting the work of others who suggest that included in the factors associated with effective schools must be the notion of professional leadership.

ONEC (2006) places the onus for maintaining school effectiveness firmly on the heads stating that it is administrators who are responsible for the quality of teaching in their schools and that heads ought to see their roles as above all else, one of monitoring and raising standards.

One of the major influences on the theory and practice of administration during the past decade has been the increased attention paid to its leadership. Instead of focusing solely upon the analytical and technical aspects of the administrators' role and relying upon control through the power of positional authority, the importance of using leadership as a non-coercive influence to create smooth, responsive working relationships as gained broader recognition. The administrator is often idealized as empowering, with behaviours that motivate followers and create sustained change through the collaborative implementation of a shared vision (Bennis, 1990).

A second influence, affecting both the study of leadership and the practice of administration, has been the controversial proposition that men and women bring systematic differences to their leadership styles. It has been argued that, because of their early socialization process, women have developed values and characteristics that result in leadership behaviours that are different from the traditional aggressive, competitive, controlling leadership behaviours of men (Helgesin, 1990). The findings concluded such as these contend that women typically bring to administrative positions an approach to leadership that is consistent with developmental, collaborative, relationship-oriented behaviours. These behaviours are seen as more compatible than traditional male behaviours with the idealized view of leadership. Consequently, it is anticipated that women will be more effective administrators than men.

## *Methodology*

The contemporary educational goals of the Thai educational system are currently focused on increasing the quality of teaching and improving student achievement. While it is showing areas of strength, Thai schooling now seeks to develop more effective school climates and more effective directors or principals. This study emphasised the importance of creating a good organisational climate in the school by explaining the impact of the relationship between the teachers and directors or principals.

This study will help the Ministry of Education in redefining the role, skills, and influence of the school director or principal. The extensive information dissemination about communication and relationship-oriented behaviours and their contributions toward an improved school climate can shift the focus of the director or principal's role in Thailand from one of his responsibilities like management tasks, to leadership responsibility that is crucial in building the relationship atmosphere of the school.

These findings will also help the educational service areas' supervisors to become more effective in terms of:

- Consulting with the directors,
- Advising the directors on leadership styles, and
- Building support behaviours to the directors that positively affect school climate.

The school Directors or Principals will also benefit directly from this research. Not only will they benefit from the changes at the Ministry of Education and educational area levels, but directors may also use this information to relate to the teachers in ways that can support their job satisfaction and the enhancement of school climate. Teachers will also profit from the results of this study in several ways. Dissatisfied teachers or those who perceive a poor school climate may use this study to have an open communication with their directors about their concerns and request for help and support.

## Research Stages

The researcher undertook this research in four stages, as follows:

- **Stage 1: Selection of eight directors from an initial group of 25 secondary schools according to scores received on Fiedler's *Least Preferred Co-Worker Scale*.**
- **Stage 2: Determination of the degree of openness of the faculty and the directors in the eight schools according to the standardised scores on two dimensions ranged from high to low in the school climate questionnaire- the *Organisational Climate Description Questionnaire-Revised Edition (OCDQ-RE)*.**
- **Stage 3: Interviewing the director and 4 teachers in each of the 8 schools on their perceptions of director effectiveness in orientation and related to gender-based leadership style.**
- **Stage 4: Analysis of the data and triangulation of results of the results in order to answer the research questions for this study.**

## The Specific Research Tools

A number of commercially available research tools were used in the research. Each reflected a different research technique detail. The following subsections detail the key statements and questions contained in the research tools that the researcher chose to use.

### The Least Preferred Co-Worker (LPC) Scale

The *Least Preferred Co-worker (LPC) Scale* (see Appendix A) is a bipolar 8-point scale bounded by descriptive personality adjectives. The scale (Fred Fiedler, 1967) measured the propensity of a leader to use a particular leadership style. In the questionnaire, leaders were asked to rate their least preferred co-worker on scales with opposite adjectives at each end. For example, some of the sets of terms used were: distant/close,

friendly/unfriendly, and pleasant/unpleasant. Leaders who ranked their least preferred co-worker in accepting or favourable ways (high LPC scores), Fiedler terms relationship-motivated leaders as people-oriented, and tended to be non-directive, supportive, and understanding of subordinates. Conversely, leaders who ranked their least preferred co-worker in critical terms (low LPC scores) were categorised, by Fiedler as task motivated leaders who usually stressed demands, controls, and outcomes. Fiedler's work assisted in dispelling those myths that say there is one best leadership style and that leaders were born and not made. In addition, Fiedler's work supported the notion that almost every manager in an organisation could be successful if placed in a situation that was appropriate for their leadership style. An assumption here was that there was someone in the organisation with the ability to assess the characteristics of the organisation's leaders and the variables of the organisation and then to match the two accordingly. Responses by the directors to Fiedler's questionnaire determined if their leadership style was task-oriented or socially-oriented.

The study involved the use of simple statistical research and qualitative techniques. A preliminary survey of leadership style, the *Least Preferred Co-Worker (LPC) Scale*, (Berkowis, 1978; Fiedler, 1967; Forsyth, 1990; Kennedy, Houston, Korsgaard & Gallo, 1987) (see Appendix A), was administered to 25 secondary school principals in the study's focus group. The 25 schools were selected using a stratified random sampling from the 5 Bangkok school districts. The directors of the 25 schools were administered the LPC Scale.

A total of 25 preliminary surveys of leadership style, the *Least Preferred Co-Worker (LPC) Scale*, were distributed to the schools in Bangkok Metropolis. They were returned for a 100 per cent response rate. From those returned surveys, were selected 8 sampled schools (teachers and directors) with scores identifying them as directors of either task-oriented leaders or socially-oriented leaders. Four task-oriented and four socially-oriented

directors were selected for participation in the next stages of the research, with two male and two female directors in each category.

### **The Organizational Climate Description Questionnaire – Revised Edition (OCDQ-RE)**

A school climate questionnaire then was administered to all principals and faculties from the eight schools selected in this study. The questionnaire that was distributed to the eight school faculties was the *Organisational Climate Description Questionnaire-Revised Edition (OCDQ-RE)*, developed by Halpin and Croft (1962) and revised by Hoy and Clover (1992). This instrument was designed to determine the school climate. There were six dimensions in the *Organisational Climate Description Questionnaire-Revised-Edition (OCDQ-RE)*. These included Supportive Director Behaviour, Directive Director Behaviour, Restrictive Director Behaviour, Collegial Teacher Behaviour, Intimate Teacher Behaviour, and Disengaged Teacher Behaviour. Supportive director behaviour reflected a basic concern for teachers. For example, it included statements such as:

- The director listened and was open to some teachers' suggestions.
- Praise and recognition was given genuinely and frequently, and criticism was handled constructively.
- The competence of the faculty was respected, and the director exhibited both a personal and professional interest in teachers.
- Directive director behaviour was rigid with close supervision.
- The director maintained constant monitoring and control over all teacher and school activities, down to the smallest detail.
- Restrictive director behaviour hindered rather than facilitated the teacher's work.

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- The director burdened the teachers with paper work, committee requirements, routine duties, and other demands that interfered with their teaching responsibilities.
- Collegial teacher behaviour supported the open and professional interactions among teachers.
- Teachers were proud of their school, enjoyed working with their colleagues, and were enthusiastic, accepting, and mutually respectful of their colleagues.
- Intimate teacher behaviour was cohesive and has a strong social relationship among teachers.
- Teachers knew each other well, were close personal friends, socialised together regularly, and provided strong social support for each other.
- Disengaged teacher behaviour signified a lack of meaning and focus to professional activities.
- Teachers were simply putting in time in non-productive group efforts; they had no common goals. In fact, their behaviour was often negative and critical of their colleagues and the school.

Each of these dimensions was measured by as a subset of the OCDQ-RE (See Appendix A). Responses to the 30 specific items – for both directors and staff – were made on a 5-point Likert-type scale with ‘Not at all’ scored as 1 and ‘Always’ as 5. Each set of items is listed below:

### **Directors’ Version**

1. Do you play an assertive instructional role in your school?
2. Are you both goal and task-oriented?
3. Are you well-organised?
4. Do you convey high expectations for the students and the staff?
5. Do you have well-defined and well-communicated policies?
6. Do you make frequent classroom visits?
7. Are you highly visible and available to students and staff?
8. Do you give strong support to the teaching staff?
9. Are you adept at parent and community relations?

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10. Do you have an inclusive leadership style?
11. Do you develop strategic goals with the faculty?
12. Do you have a strong caring ethic that values faculty inclusion?
13. Do you value competence and trust-worthiness over loyalty with your faculty?
14. Are you able to integrate the personal and professional aspects of my life?
15. Do you view your role as director as being the centre of a non-hierarchical Organisation?
16. Do you use effective communication for conflict resolution?
17. Do you have a collaborative and participatory style of leadership?
18. Do you view your school as being a place where learning can occur readily?
19. Do you view your school as fulfilling basic human needs?
20. Do you value continuous academic and social growth?
21. Are you concerned with establishing good interpersonal relations with the faculty and staff rather than accomplishing a task?
22. Are you concerned with successful accomplishment of a task rather than establishing interpersonal relations?
23. Do you think cooperation and respect are important factors among faculty and students?
24. Do you communicate high expectations regarding instructional goals?
25. Do you encourage discussion of instructional issues?
26. Do you recognise student and school academic success?
27. Do you inform the community about student academic achievement?
28. Do you work to keep faculty morale high?
29. Do you establish a safe, orderly, disciplined learning environment?
30. Do you facilitate school improvement?

## Effectiveness

### **WHICH STATEMENT BEST IDENTIFIES YOUR ROLE AS A SCHOOL DIRECTOR (Please choose either "A" or "B")**

1. A. You work at an unrelenting pace, with few breaks during the day.  
B. You work at a steady pace, with small breaks scheduled during the day.
2. A. You view unscheduled tasks and encounters as interruptions.  
B. You do not view unscheduled tasks and encounters as interruptions.
3. A. During the day, You do not have time for activities not directly related to your work.  
B. During the day, you make time for activities not directly related to your work.
4. A. You have a preference for face to face work encounters, rather than telephone calls and mail.  
B. You prefer face to face work encounters, but do not mind dealing with telephone calls and mail.
5. A. You have a complex network of relationships with people involved in your job.  
B. You have a complex network of relationships with people outside your organization.
6. A. You have very little opportunity during the day for reflection.  
B. You make time each day for reflection.
7. A. You identify yourself with your job.  
B. You view your identity as multifaceted and complex.
8. A. You have difficulty sharing information.  
B. You schedule time for sharing information.

## Leadership style

**PLEASE RATE YOUR ABILITIES AS A SCHOOL DIRECTOR USING THE FOLLOWING SCALE:**

- |     | <b>High</b> | <b>Above Average</b> | <b>Average</b> | <b>Below Average</b> | <b>Low</b> |
|-----|-------------|----------------------|----------------|----------------------|------------|
| 1.  |             |                      |                |                      |            |
| 2.  |             |                      |                |                      |            |
| 3.  |             |                      |                |                      |            |
| 4.  |             |                      |                |                      |            |
| 5.  |             |                      |                |                      |            |
| 6.  |             |                      |                |                      |            |
| 7.  |             |                      |                |                      |            |
| 8.  |             |                      |                |                      |            |
| 9.  |             |                      |                |                      |            |
| 10. |             |                      |                |                      |            |
| 11. |             |                      |                |                      |            |
| 12. |             |                      |                |                      |            |
| 13. |             |                      |                |                      |            |
| 14. |             |                      |                |                      |            |
| 15. |             |                      |                |                      |            |
| 16. |             |                      |                |                      |            |
| 17. |             |                      |                |                      |            |
| 18. |             |                      |                |                      |            |
| 19. |             |                      |                |                      |            |
| 20. |             |                      |                |                      |            |

## ADMINISTRATIVE TRAINING PROGRAM

**My administrative training program:**

**PLEASE ANSWER THE FOLLOWING STATEMENTS ONLY YES OR NO.**

1. Synthesized learning to solve problems and create new knowledge.
2. Analyzed educational problems using theoretical frameworks.
3. Required me to demonstrate effective leadership skills.
4. Required me to articulate, justify and protect a core set of organizational values that support achievement of equity and excellence.
5. Exposed me to school-based management and shared decision making as a focus for student performance.
6. Focused on education equity and excellence-the belief that all children can learn.
7. Emphasised the importance of teaching, learning, curriculum and assessment.
8. Advocated a cyclical approach to goal setting and identification, policy making, opportunities for priority setting, program planning, program budgeting, implementation, evaluation, and clearly defined leadership roles.
9. Provided opportunities for training, mentoring, open communication and outside consultation.
10. Provided exposure to and/or participation in 'Director Centers', 'Director Academy', or 'Director Institutes'.

## Teachers' Version

1. Does your director play an assertive instructional role in your school?
2. Is your director both goal and task-oriented?
3. Is your director well-organised?
4. Does your director convey high expectations for the students and the staff?
5. Has your director well-defined and well-communicated policies?
6. Does your director make frequent classroom visits?
7. Is your director highly visible and available to students and staff?
8. Does your director give strong support to the teaching staff?
9. Is your director adept at parent and community relations?
10. Has your director an inclusive leadership style?
11. Does your director develop strategic goals with your faculty?
12. Has your director a strong caring ethic that values faculty inclusion?
13. Does your director value competence and trustworthiness over loyalty your faculty?
14. Is your director able to integrate the personal and professional aspects of your life?
15. Does your director view his/her role as being the centre of a non-hierarchical organisation?
16. Does your director use effective communication for conflict resolution?
17. Has your director a collaborative and participatory style of leadership?
18. Does your director view your school as being a place where learning can occur readily?
19. Does your director view your school as fulfilling basic human needs?
20. Does your director value continuous academic and social growth?
21. Is your director concerned with establishing good interpersonal relations with the faculty and staff rather than accomplishing a task?
22. Is your director concerned with successful accomplishment of a task rather than establishing interpersonal relations?
23. Does your director think cooperation and respect are important factors among faculty and students?
24. Does your director communicate high expectations regarding instructional goals?
25. Does your director encourage discussion of instructional issues?
26. Does your director recognise student and school academic success?
27. Does your director inform the community about student academic achievement?
28. Does your director work to keep faculty morale high?
29. Does your director establish a safe, orderly, disciplined learning environment?
30. Does your director facilitate school improvement?

## Effectiveness

### THE STATEMENT WHICH BEST IDENTIFIES YOUR SCHOOL DIRECTOR (Please choose either "A" or "B")

1. A. Your director works at an unrelenting pace, with few breaks during the day.  
B. Your director works at a steady pace, with small breaks scheduled during the Day.
2. A. Your director views unscheduled tasks and encounters as interruptions.  
B. Your director does not view unscheduled tasks and encounters as interruptions.
3. A. During the day, your director does not have time for activities not directly related to your work.  
B. During the day, your director does make time for activities not directly related to your work.

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4. A. Your director has a preference for face to face work encounters, rather than telephone calls and mail.  
B. Your director prefers face to face work encounters, but does not mind dealing with telephone calls and mail.
5. A. Your director has a complex network of relationships with people involved in your job.  
B. Your director has a complex network of relationships with people outside your organization.
6. A. Your director has very little opportunity during the day for reflection.  
B. Your director makes time each day for reflection.
7. A. Your director identifies him/herself with their job.  
B. Your director views his/her identity as multifaceted and complex.
8. A. Your director has difficulty sharing information.  
B. Your director schedules time for sharing information.

## Leadership style

**PLEASE RATE YOUR SCHOOL DIRECTORS' ABILITIES BY USING THE FOLLOWING SCALE;**

- | <b>High</b> | <b>Above Average</b> | <b>Average</b> | <b>Below Average</b> | <b>Low</b> |
|-------------|----------------------|----------------|----------------------|------------|
| 1.          |                      |                |                      |            |
| 2.          |                      |                |                      |            |
| 3.          |                      |                |                      |            |
| 4.          |                      |                |                      |            |
| 5.          |                      |                |                      |            |
| 6.          |                      |                |                      |            |
| 7.          |                      |                |                      |            |
| 8.          |                      |                |                      |            |
| 9.          |                      |                |                      |            |
| 10.         |                      |                |                      |            |
| 11.         |                      |                |                      |            |
| 12.         |                      |                |                      |            |
| 13.         |                      |                |                      |            |
| 14.         |                      |                |                      |            |
| 15.         |                      |                |                      |            |
| 16.         |                      |                |                      |            |
| 17.         |                      |                |                      |            |
| 18.         |                      |                |                      |            |
| 19.         |                      |                |                      |            |
| 20.         |                      |                |                      |            |

The researcher developed the items contained on the Open-Ended Interview: Director Version and Open-Ended Interview: Teacher Version to assist the researcher in determining themes and trends regarding leadership style, school climate, gender-based leadership and administrative training programs. A comparison of the responses on the *Least Preferred Co-worker (LPC) Scale*, the open-ended interview questions, and responses on the

*Organisational Climate Descriptive Questionnaire-Revised Edition (OCDQ-RE)* was conducted to determine if any relationships existed between school climate, leadership style, gender-based leadership and administrative preparation programs. The questionnaires developed for this study had face and content validity, but no psychometric validation was undertaken. Their use was based on the literature review supporting their inclusion.

### **The open-ended interviews**

Most of the questions listed in the directors' version were reflected in the teachers' version; however, there were some questions that were unique to each class. The variations in questions came about only when it was not possible to generate related items. The two sets of interview questions are listed below:

#### **Directors' version**

1. How long have you been an administrator?
2. The director has many different roles such as: instructional leader, human resource director, financial manager, curriculum coordinator and disciplinarian. Of these roles, which one is of primary importance to you? Why? you communicate with your staff?
3. What is the greatest value of faculty meetings to you? How often do you schedule them?
4. How would you describe your administrative training program? What suggestions do you have for improvement?
5. What was the greatest strength of your administrative training program?
6. What was the weakest aspect of your administrative training program? What suggestions do you have for improvement?
7. What advantages do you perceive you realise as a director because of your gender? Can you relate any particular situations that justify this?
8. What disadvantages do you feel exist for you as a director because of your gender? Can you relate any particular situations that justify this?
9. Do you see yourself as a task-oriented leader or a socially-oriented leader?

#### **Teachers' Version**

1. How long have you been teaching?
2. The director has many different roles such as: instructional leader, human resource director, financial manager, curriculum coordinator and disciplinarian. Of these roles, which one is of primary importance to you? Why?
3. Communication is an important skill of the director. What are the most common ways your director communicates with the staff?
4. What is the greatest value of faculty meetings to you? How often do you have faculty meetings?

5. What quality of your director do you most appreciate?
6. What is one recommendation for improvement that you would make for your director?
7. What is the toughest problem your director has helped you with this year? What solution did you develop with the director?
8. Do you have a desire to become a school administrator? What suggestion would you make for an administrative training program?
9. Do you prefer working for a male or a female director?
10. Do you see your director as a task-oriented leader or a socially-oriented leader?

### **Translation of the instruments and responses**

The translation of the *Least Preferred Co-worker (LPC) Scale* into Thai was adapted from a research study conducted in Thai by the researcher. After the LPC Scale was translated, it was revised and edited by the Thai Professors of the Faculty of Education at Burapha University, Thailand. The researcher discussed the clarity of the questionnaire with some directors and teachers before the formal distribution, and they indicated to the researcher that the Thai translation was clear and easy to understand.

The researcher also translated The *Organisational Climate Descriptive Questionnaire-Revised Edition (OCDQ-RE)*. This translation takes into account the Thai setting, which required a minor change in some of the items. To achieve better understanding for the respondents in the Thai version, a panel of experts that included Thai teachers and school administrators were asked to review the translated form of the OCDQ-RE. Revisions were made, as required, for understanding the instrument better.

### **Selection of Participants**

The population for this study was a group of male and female directors and teachers in secondary schools in Bangkok Metropolis, Thailand. This study used a stratified random choice process to select the initial group of 25 schools who participated in the initial Least Preferred Co-Worker survey. First, the schools in Bangkok Metropolis were divided into five groups on the basis of their geographic locations (north, south, east, west, and central). Second, the secondary schools in each region in Bangkok Metropolis were

divided into two sub-groups on the basis of their having male and female school directors. These data are contained in Table 3.1.

Eight directors, four male and four female, were selected from the study's focus group. The eight directors were selected based on high and low scores on the LPC Scale that identified them as either strongly task-oriented or strongly socially-oriented leaders. There were two male and two female directors in each group. Having identified the research schools and directors, the researcher approached the teaching faculties in the schools and invited them to participate in the study. The participants (n=40) were teachers and directors, ranging from age 25-58, employed by a public school system in Bangkok Metropolis, Thailand. The subjects were selected based on their leadership style. The identity of the subjects was not revealed. Confidentiality was guaranteed and insured for all participants. Participant identities were concealed by the use of colour-coded response forms. Schools were identified by random letter assignments. Consent forms were received from each school director in the target group. The researcher administered the questionnaire through a series of individual open-ended interviews. Effort was taken to insure the confidentiality of all informants and schools collected data participating in the study. Tape recordings of interviews and narrative transcripts were utilised to ensure the accuracy of information.

**TABLE 3.1 POPULATION AND SAMPLE OF SECONDARY SCHOOLS IN BANGKOK METROPOLIS**

<b>LOCATION OF PUBLIC SCHOOLS</b>	<b>POPULATION N</b>	<b>SAMPLE n</b>
<b>North</b>	16	3
<b>South</b>	13	3
<b>Central</b>	35	7
<b>East</b>	23	5
<b>West</b>	27	6
<b>TOTAL</b>	<b>114</b>	<b>25</b>

## **Data Collection Procedure**

Upon selection of the eight directors, the OCDQ-RE questionnaires and standardised open-ended interviews were administered to the directors with the two male and two female teachers from each of the eight participating schools during on-site visits. The items contained in the interview questions and the questionnaire statements represent themes that occurred in the review of the literature. A copy of the open-ended interviews and questionnaires for the administrators and the teachers is included in Appendices C&D, E&F. The purpose of the interviews and questionnaires was to determine the school climate, leadership style, gender-based leadership and recommended administrative preparation program components. Prior to any data collection, approval for the study was requested and obtained from the Faculty of Education, at Burapha University.

On-site visits of approximately four hours duration were made to each of the eight schools by the researcher. Prior to school visits, the OCDQ-RE had been distributed to the directors and faculties (n=40) and administered during faculty the meetings in which the director was not present. During each site visit, individual the meetings were held with the director and the four teachers (n=40). Individual the meetings were conducted for an average of forty-five minutes to one hour. Narrative transcripts and tape recordings were made of each interview and analysed.

## **Data Analysis**

The eight secondary directors were selected from an initial group of 25 secondary directors in a public school system in Bangkok Metropolis, Thailand. These directors were selected according to the scores received on Fiedler's Least Preferred Co-worker Scale. This bipolar 8-point scale was bounded by descriptive personality adjectives. It measured the propensity of a leader to use a particular leadership style. The purpose of the Least Preferred Co-worker Scale was to determine the task-oriented or socially-

## *Methodology*

oriented leadership styles. In addition, two male and two female teachers were selected from each of the eight schools to participate in questionnaire surveys and open ended interviews.

Data from the questionnaire surveys were analysed in the following ways:

1. Directors' and teachers' responses on director openness and teacher openness were compared with paired sample t test to identify any significant difference.
2. To answer research question 3, correlations by point biserial of leadership styles on director and teacher openness were done.
3. To answer research question 5, correlations by phi coefficient and by point biserial of director/teacher gender and leadership styles were done.
4. Lastly, directors' and teachers' responses on six behaviour dimensions (supportive, directive, and restrictive director and collegial, intimate, and disengaged teacher) were analysed with t test for identifying differences and Pearson's product moment correlation coefficient for identifying relationships.

The researcher developed the open-ended interviews based upon the trends and themes contained within the review of literature. They focused on the qualities of an effective director, gender-based leadership styles, positive and negative traits of feminine leadership styles. Some were concerned with the documented qualities of an effective director.

The directors and teachers were involved the open-ended interviews and questionnaire. Appendix C is the Open Ended Interview-Director Version and Appendix D is the Open Ended Interview-Teacher Version, Appendix E is the Questionnaire-Director Version and Appendix F is the Questionnaire-Teacher Version. Although a five-point Likert-type scale was used, there were only a few respondents who chose 'Not at all' or 'Always'. Upon analysis of data the five scales were collapsed to three. The questionnaire

(Item 1-30) on the Questionnaire – Directors’ and Teachers’ versions – focused on the qualities of an effective director. Key concepts were arrived at by using a process of inductive data reduction: in principle, the interview data is analysed by coding it, identifying multiple-related categories, and reducing these categories to broader concepts. In this research, this involved coding the key ideas that the researcher identified as being related to a particular issue in a Microsoft Excel spreadsheet containing all the comments made by directors, and sorting these ideas. The researcher then coded each of these according to their focus, and further coded these to create a key concept.

## **Summary**

Chapter 3 described the methodology used in this study. The parameters of school climate as related to gender-based leadership styles were explained in this Section 3.3.2 which described the conceptual framework. Directors in the study were represented by individuals who were selected based on high scores in the Least Preferred Co-worker LPC Scale that identified them as either strongly task- or socially-oriented leaders were selected. Four male and four female directors including teachers, ranging from age 25-58, employed by a public school system in Bangkok Metropolis. Data were collected using qualitative and quantitative method. Through examination of the collective data revealed several interesting points that assisted in answering the research questions. Information gathered from all evaluated data indicated several prominent themes. The mixed design approach allowed for data collected through the Organisational Climate Description Questionnaire-Revised Edition (OCDQ-RE) and semi-structured interviews. Other issues discussed in this chapter include the methods used to operationalise variables, and data collection procedures.

The following chapter presents an analysis of the quantitative data provided by the directors’ and teachers’ responses to the OCED-RE survey.

# CHAPTER 4

## Quantitative Findings

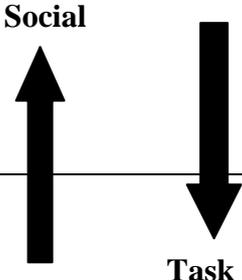
### Introduction

This chapter presents, interprets, and analyses the data collected in this study, and was designed to inquire if the leadership style of the director, task-orientation or social-orientation, and administrator's gender affected school climate. The information collected from the questionnaires was analysed to determine themes relative to leadership style, school climate, gender-based leadership and administrative training programs.

### Identifying the Task and Socially-oriented Directors

Fiedler's *Least Preferred Co-worker Scale* (LPCS) identifies two leadership styles of directors, namely: task-oriented and socially-oriented. This bipolar eight-point scale is bounded by descriptive personality adjectives. It means the propensity of a leader to use a particular leadership style. The purpose of the LPCS is to identify task-oriented or socially-oriented leadership styles. Scores on the LPCS enable determination of whether leadership is task- or socially-oriented. According to Fiedler, high scores are interpreted as showing social-orientation, whereas, low scores indicate task-orientation. The scores on these two dimensions range from high to low according to the conversion scales shown in Table 4.1 (after Fiedler, 1966).

**TABLE 4.1 TABLE OF RANKS BY SCORES**

Scores	Ranks	Orientation
89 and above	Very High	
81 – 88	High	
73 – 80	Above Average	
65 – 72	Average	
64 and below	Below Average	

**Leadership styles of directors**

This section deals with Research Question (RQ) 1: **What are the leadership styles of directors in a sample of 25 schools in Thailand? What themes of leadership style are predominant among the involved principals?**

Twenty-five secondary school directors of public school system in Bangkok Metropolis were given the Least Preferred Co-worker questionnaire. Table 4.2 shows the scores obtained by each director on this LPC Scale (LCPS). Three had very high scores and one had high score, so only four directors could be classified as revealing social orientation. Twenty one directors scored average and below average scores on the LPCS. Interestingly not one fell in the ‘average’ category. In this sample, a small minority (36 per cent) of directors from the 25 sample schools were socially orientated whereas the great majority (64 per cent) were task-oriented.

Eight secondary school directors were selected from this initial group of 25 directors of public school system in Bangkok Metropolis, Thailand, according to the scores received on Fiedler’s LPCS (Fiedler, 1966). The researcher selected the participants in this study, by choosing the schools with the four highest-scoring directors (2 males and 2 females) and the four

**TABLE 4.2 SCORES OBTAINED ON THE LEAST PREFERRED CO-WORKER (LPC) SCALE**

Score	Rank	School	Style	Gender
137	Very High	H	S	M
123	Very High	Q	S	F
122	Very High	G	S	F
117	Very High	J	S	M
110	Very High	W	T	F
107	Very High	S	T	M
94	Very High	T	T	M
90	Very High	I	T	M
85	High	X	T	F
71	Average	M	T	F
70	Average	R	T	F
69	Average	C	T	F
69	Average	L	T	M
68	Average	B	T	F
68	Average	E	T	M
67	Average	A	T	F
64	Below Average	O	T	M
64	Below Average	U	T	M
63	Below Average	N	T	M
63	Below Average	P	T	F
63	Below Average	Y	T	M
63	Below Average	F	T	F
63	Below Average	D	T	M
62	Below Average	K	T	M
61	Below Average	V	T	M

lowest-scoring directors (2 males and 2 females) on the LPCS survey. At the same time, four teachers – two female, two male – from each school completed the LPCS and provided details of their experience. In the selected group of eight schools in Thailand, the leadership styles were divided, clearly, into two quite clear-cut groups – very high or below average on the LPC; none was in-between: four were clearly socially-oriented and four task-oriented. **Thus, of the 25 schools randomly chosen within the Bangkok metropolis, a great majority (more than four-fifths) had directors who were classified as task-oriented.**

Table 4.3 lists the eight directors according to whether their scores were high or low. High and very high scores corresponded to social-orientation (S) whereas, average and below average scores corresponded to task-orientation (T).

**TABLE 4.3 SCORES OF SELECTED DIRECTORS**

Score	Rank	School	Style/ S/T	Gender M/F
137	Very High	H	S	M
123	Very High	Q	S	F
122	Very High	G	S	F
117	Very High	J	S	M
63	Below Average	F	T	F
63	Below Average	P	T	F
62	Below Average	K	T	M
61	Below Average	V	T	M

**Key:** S = social-orientation   
 T = task-orientation 

The eight selected directors were asked to complete a demographic questionnaire about themselves and provide information about their teaching qualifications and experience. During visits, the teachers in the study were asked to provide details of their teaching experience. Table 4.4 contains a summary of directors' and teachers' years of experience as educational professionals in various schools including the school in which they are presently employed. Nearly two-thirds of the directors had ten or more years of experience; the male directors were much more experienced than the female directors. By comparison, nearly two-thirds of the female teachers and just over one-third of male teachers had ten or more years of experience; the female teachers were more experienced than their male counterparts.

**TABLE 4.4 TEACHING EXPERIENCE OF DIRECTORS**

School	Director Details				Teachers' Experience/ yrs			
	Score	Style	Gender	Experience/ years	Male		Female	
					1	2	1	2
<b>H</b>	137	S	M	20	6	15	5	23
<b>Q</b>	123	S	F	7	2	9	21	16
<b>G</b>	122	S	F	15	10	9	20	2
<b>J</b>	117	S	M	10	28	5	10	15
<b>P</b>	63	T	F	5	27	21	9	8
<b>F</b>	63	T	F	8	4	24	6	5
<b>K</b>	62	T	M	17	4	7	19	18
<b>V</b>	61	T	M	10	3	2	13	15

**Key:** S = social-orientation  
T = task-orientation



Table 4.5 contains demographic details of the eight school directors' in relation to their educational qualifications: two of the directors had a bachelor's degree, five had masters' degrees, and one had a post-graduate diploma.

**TABLE 4.5 SUMMARY OF DIRECTORS' QUALIFICATIONS**

Degree/Diploma	Male	Female	Frequency	Percentage/ %
<b>Bachelor's degree</b>	1	1	2	<b>25</b>
<b>Post graduate diploma</b>		1	1	<b>12.5</b>
<b>Master's degree</b>	3	2	5	<b>62.5</b>
<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>100</b>

**TABLE 4.6 DIRECTORS' AGE GROUPS**

<b>Age Groups/ yrs</b>	<b>Male</b>	<b>Female</b>	<b>Frequency</b>	<b>Percentage/ %</b>
<b>40-45</b>		1	1	<b>12.5</b>
<b>46-50</b>	1		1	<b>12.5</b>
<b>51-55</b>	2	3	5	<b>62.5</b>
<b>&gt;56</b>	1		1	<b>12.5</b>
<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>100</b>

**Directors' ages**

The age groupings of the directors are contained in Table 4.6. A majority of the directors fell into the 46-55 years-old group category, one director was less than 46 years old, and one director was more than 55 years old.

**Directors' administrative experience**

The directors' years of experience in administration are contained in Table 4.7. Three-quarters of the directors had served as administrators for between 6 and 15 years; one had less than 5 years' experience; one had more than 15 years' experience. Overall, this was an experienced group of administrators.

**TABLE 4.7 DIRECTORS' ADMINISTRATIVE EXPERIENCE**

<b>Experience/ yrs</b>	<b>Male</b>	<b>Female</b>	<b>Frequency</b>	<b>Percentage/ %</b>
<b>1-5</b>	0	1	1	<b>12.5</b>
<b>6-10</b>	1	1	2	<b>25</b>
<b>11-15</b>	2	2	4	<b>50</b>
<b>&gt;15</b>	1	0	1	<b>12.5</b>
<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>100</b>

**TABLE 4.8 DIRECTORS' EXPERIENCE IN CURRENT SCHOOL**

Experience/yrs	Male	Female	Frequency	Percent
1-5	4	4	8	100
6-10	0	0	0	0
Total	4	4	8	100

All eight directors had served in their current schools between one and five years. This is an indication that all but one director had had administrative experience in more than one school prior to this survey. This is also consistent with a new policy from the Ministry of Education that requires directors to transfer to another school after four years of working in their current school. These data are displayed in Table 4.8.

**Sample schools: details**

The characteristics of the sampled schools, which were chosen from all five regions in Bangkok Metropolis, are shown in Table 4.9. The total number of secondary schools sampled in the main component of this study was 8. As shown in Table 4.10, five of the sampled schools had a population between 2,501 and 3,000 students; these can be regarded as medium-sized schools. Four schools had more than 3,000 or more students; these can be regarded as large schools. No accounting for school size was undertaken in the research.

**TABLE 4.9 SCHOOL LOCATIONS IN BANGKOK METROPOLIS**

Region	North	South	Central	West	East	Total
Number of Schools	2	1	2	1	2	8

**TABLE 4.10 STUDENT POPULATION IN EIGHT SCHOOLS**

School size	2000-2500	2501-3000	3001-3500	3501-4000	4001-4500	Total
Number of Schools	3	1	2	1	1	8

In summary, for the secondary school directors in this sample of eight schools, years of teaching, qualifications, age, administrative experience, and the location and size of their school did not impact on the style of leadership, regardless of whether the director's leadership style was task- or socially-oriented.

## **Organizational Climate Description Questionnaire - Revised Edition**

This section relates directly to **RQ 2. What is the school climate in a selected group of eight schools in Thailand?**

The school climate was measured by the *Organisation Climate Description Questionnaire-Revised Edition* (OCDQ-RE) developed by Halpin & Croft (1962) and revised by Hoy & Clover (1992). A copy of the questionnaire is attached as Appendix 4.1. Upon the selection of the eight directors, the OCDQ-RE was administered to each of the directors and two male and two female teachers from each of the eight schools during on-site visits. There were 40 items in the questionnaire representing the themes that occur in the review of the literature. The purpose of the questionnaire was to determine the school climate as measured by director and teacher behaviour. The questionnaire surveys were translated from English into Thai and adapted to the context of Thai society. Each item on the questionnaire had a rating of 1 to 4 where a score of 1 was assigned for 'rarely occurs', 2 was for 'sometime occurs', 3 was for 'often occurs', and 4 was for 'very frequently occurs'. There were six dimensions in the (OCDO-RE) as follows:

1. Supportive Director Behaviour,
2. Directive Director Behaviour,
3. Restrictive Director Behaviour,
4. Collegial Teacher Behaviour,
5. Intimate Teacher Behaviour, and
6. Disengaged Teacher Behaviour.

**Supportive director behaviour** indicates meeting the basic needs of teachers. It is reflected in statements such as: ‘the director uses constructive criticism’ (item No. 9), ‘the director compliments teachers’ (item No. 27), and ‘the director listens to and accepts teachers’ suggestions’ (item No. 15). The items that measured supportive director behaviour were numbers 4, 9, 15, 21, 22, 27, 28, 30, and 40.

**Directive director behaviour** indicates the director’s involvement in the detailed activities of the school. It is reflected in statements such as: ‘the director monitors everything teachers do’ (item No. 39), ‘the director rules with an iron fist’ (item No. 5), and ‘the director checks lesson plans’ (item No. 33). The items that measured directive director behaviour were numbers 5, 10, 14, 16, 23, 29, 32, 33, 37, and 39.

**Restrictive director behaviour** is displayed when the director expects teachers to work to such an extent that they are restricted from doing any other thing. It is reflected in statements such as: ‘teachers are burdened with busywork’ (item No. 34), ‘routine duties interfere with the job of teaching’ (item No. 11), and ‘teachers have too many committee requirements’ (item No. 17). The items that measured restrictive director behaviour were 11, 17, 24, and 34.

**Collegial teacher behaviour** is evident when teachers show concern for their peers in matters of the school. It is reflected in statements such as: ‘teachers help and support each other’ (item No. 18), ‘teachers respect the professional competence of their colleagues’ (item No. 38), and ‘teachers accomplish their work with vim, vigour, and pleasure’ (item No. 1). The items that measured collegial teacher behaviour were 1, 12, 18, 25, 36, and 38.

**Intimate teacher behaviour** is described as teachers being very close to their peers especially in personal matters not related to their school work. It is reflected in statements such as: ‘teachers socialise with each other’ (item No. 31), ‘teachers’ closest friends are other faculty the members at this school’ (item No. 2), and ‘teachers have parties for each other’ (item No. 26). The

items that measured intimate teacher behaviour were 2, 7, 13, 19, 26, 31, and 35.

Finally, **disengaged teacher behaviour** occurs when teachers maintain a minimum involvement in school activities. It is reflected in statements such as: ‘the faculty the meetings are useless’ (item No. 3), ‘there is a minority group of teachers who always oppose the majority’ (item No. 8), and ‘teachers ramble when they talk at faculty meetings’ (item No. 20). The items that measured disengaged teacher behaviour were 3, 6, 8, and 20.

The director behavioural categories – supportive, directive, and restrictive – together gave a score of *director openness* (DO) using the formula:

$$\mathbf{DO} = \mathbf{S} - [\mathbf{D} + \mathbf{R}],$$

where **S** was the total score on *supportive* behaviour items, **D** the total score on *directive* behaviour items and **R** the total score on *restrictive* behaviour items.

Similarly teacher behavioural categories – collegial, intimate, and disengaged – gave a score of *teacher openness* (TO), using the formula:

$$\mathbf{TO} = [\mathbf{C} + \mathbf{I}] - \mathbf{D},$$

where **C** was the total score on *collegial* behaviour items, **I** the total score on *intimate* behaviour items and **D** the total score on *disengaged* behaviour items.

### **Director and teacher openness**

Using the formulas given above, a score for director openness and teacher openness was computed for each director and the teachers in their schools.

The mean scores of the four teachers in each of the eight schools and their corresponding director’s score on director openness and teacher openness are shown in Table 4.11. These scores on the OCD-RE determined the degree of openness of the faculty (teachers) and the director.

A paired-sample t-test was used to compare the means of directors and teachers on director openness. It was found that the mean scores

**TABLE 4.11 SCORES OBTAINED ON THE OCDQ-REVISED EDITION**

School	Style	Director's Gender	Director Openness		Teacher Openness	
			Director	Teacher	Director	Teacher
H	S	M	-3	-9.5	31	31
Q	S	F	-6	-9.25	33	35.25
G	S	F	-4	-10	28	30.5
J	S	M	-10	-10.5	31	31
P	T	F	-7	-9.75	29	32.5
F	T	F	-6	-11.25	28	34
K	T	M	-11	-8.25	32	31.5
V	T	M	-6	-10.25	31	31.5

**Key:** S = social-orientation   
 T = task-orientation 

of directors (-6.63) and teachers (-9.84) differed by 3.22. This mean difference corresponding to a t value of 2.94 was significant ( $\alpha = .02$ ). These data are contained in Table 4.12.

**TABLE 4.12 COMPARISON OF MEANS: DIRECTORS AND TEACHERS ON DIRECTOR OPENNESS**

Position in School	N	Mean	Std. Deviation	Mean Difference	t	Significance
Director	8	-6.63	2.72	3.22	2.94	.02
Teacher	8 groups	-9.84	.90			

**Key:** Significant agreement 

Teachers rated their directors as being less supportive than the directors indicated they felt about themselves. The minimum and maximum possible scores on director openness were -47 and 22 respectively. Both directors' and teachers' mean scores are higher than the mid-score of -12.5. Directors have rated themselves as being very supportive to the teachers but the teachers disagree with that. While teachers indicated that their directors were

**TABLE 4.13 COMPARISON OF MEANS: DIRECTORS AND TEACHERS ON TEACHER OPENNESS**

Position in School	N	Mean	Standard Deviation	Mean Difference	t	Significance
Director	8	30.38	1.85	1.78	2.26	.06
Teacher	8 groups	32.16	1.66			

supportive, the results indicate that teachers believe that directors were ‘not very supportive’. **In summary, both directors and teachers felt that there was a level of director openness prevailing in the eight schools surveyed in this study, but that the director openness was much less than the directors personally perceived.**

Similarly a paired-sample t-test was used to compare the means of directors and teachers on teacher openness, and the results are shown in Table 4.13. Directors had a mean of 30.38 with a standard deviation of 1.85 whereas the teachers had a mean of 32.16 with a standard deviation of 1.66. The difference in their means (1.78) with t value of 2.26 was not significant ( $\alpha = .06$ ). No doubt the teachers have expressed about themselves as being more open than the directors, but this difference in their perceptions is not significant. The minimum and maximum possible scores on teacher openness were -3 and 48 respectively with the mid-score being 22.5. **In summary, both directors and teachers felt that there was a high amount of teacher openness in the eight schools surveyed in this study.**

### School climate and director leadership

- **This section relates directly to RQ 3: What is the relationship between teacher gender, climate and perceptions of leadership style?**

**TABLE 4.14 CORRELATIONS OF LEADERSHIP STYLE AND DIRECTOR/TEACHER OPENNESS**

Social & Task-oriented	N	Point Biserial Correlation ( $r_{pb}$ )	t	Critical t for $\alpha = .05$
Director Openness	8	.34	.90	2.37
Teacher Openness	8	.22	.54	2.37

### Perceptions of directors

First the researcher analysed the perceptions of the directors (see Table 4.14). To study the influence of secondary school directors' leadership style on the school climate, a point biserial correlation coefficient was computed between the director's leadership style and school climate (as measured by director openness and teacher openness).

The correlation coefficient between leadership style and director openness was .34. Since the observed t value (.90) is smaller than the critical t value (2.37) for  $\alpha = .05$ , this relationship was not significant. The correlation coefficient of leadership style and teacher openness is .22 with a t value of .54. Here also the observed t value is less than the critical value so the relationship is not significant. **In summary, there was no significant relationship between directors' leadership style and school climate.**

A paired sample t test (see Table 4.15) was used to compare the means of socially-oriented directors and task-oriented directors on school climate. Again, it was found that, regardless of whether the directors were task- or socially-oriented there was no significant difference in

- directors' perception of their own openness;
- their response on teacher openness.

**It can be concluded that the climate of a school as measured by the openness of its director and the teachers in the school is *not* dependent on the leadership style of the director.**

**TABLE 4.15 SIGNIFICANCE OF DIRECTORS' RESPONSES ON SCHOOL CLIMATE BY LEADERSHIP STYLE**

School Climate	Leadership Style	N	Mean	Standard Deviation	Mean Difference	t	Significance level
Director Openness	S	4	-5.75	3.10	1.75	.90	.41
	T	4	-7.50	2.38			
Teacher Openness	S	4	30.75	2.06	.75	.55	.61
	T	4	30.00	1.83			

**Key:** S = social-orientation   
T= task-orientation 

**Perceptions of teachers**

Similar correlation analyses were conducted with the perceptions of teachers. The data in Table 4.16 show that the point biserial correlation coefficient for leadership style and director openness was .33 with an observed t value of 1.80. The critical t value for  $\alpha = .05$  is 2.05. Since the observed t value was smaller than the critical value, this relationship is not significant. Observing the correlation of leadership style on teacher openness, the correlation coefficient is .08. The observed t value (.42) is smaller than the critical value (2.05) for  $\alpha = .05$ , and similarly this relationship is also not significant. **In summary, there was no significant relationship between leadership style and teacher openness as a measure of climate as perceived by the teachers of the eight schools surveyed in this study.**

**TABLE 4.16 CORRELATIONS OF LEADERSHIP STYLE AND DIRECTOR/TEACHER OPENNESS**

Social & Task-oriented	N	Point Biserial Correlation ( $r_{pb}$ )	t	Critical t for $\alpha = .05$
Director Openness	28	.33	1.80	2.05
Teacher Openness	28	.08	.42	2.05

**TABLE 4.17 SIGNIFICANCE OF TEACHERS' PERCEPTIONS OF SCHOOL CLIMATE BY LEADERSHIP STYLE**

School Climate	Leadership Style	N	Mean	Standard Deviation	Mean Difference	t	Significance level
Director Openness	S	9	-10.89	2.71	1.84	1.84	.08
	T	19	-9.05	2.34			
Teacher Openness	S	9	32.56	2.96	.45	.41	.68
	T	19	32.11	2.58			

**Key:** S = social-orientation   
 T= task-orientation

**Socially- and task-oriented directors**

A comparison of teachers’ perception (see Table 4.17) was made for socially-oriented directors and task-oriented directors. Nine teachers indicated that their directors were socially-oriented and 19 that their directors were task-oriented. There was a difference in the means of 1.84 resulting in a t value of 1.84. This t value was not significant ( $\alpha = .08$ ). Therefore, the researcher concluded that there was no significant difference in director openness. Similarly on teacher openness the mean difference between social and task leadership style was .45 with a t value of .41. This was also not significant ( $\alpha = .68$ ). Therefore, there was no significant difference between social and task-oriented directors on teacher openness as perceived by teachers. **The overwhelming conclusion is that there was no significant relationship between secondary school directors’ leadership style on the school climate as perceived by director openness and teacher openness.**

**Gender, leadership and climate**

This section relates directly to **RQ 3: What is the relationship between teacher gender, climate and perceptions of leadership style?**

**TABLE 4.18 CORRELATION OF TEACHER GENDER AND LEADERSHIP STYLE**

Orientation	Male Teachers	Female Teachers	Total	Phi Coefficient	Z value
Social-orientation	2	7	9	.38	2.02
Task-orientation	12	7	19		
Total	14	14	28		

Key: Significant difference

### Gender and leadership style

In order to study the relationship between directors' gender and leadership, four female and four male directors were selected to participate in this study. The selection of the eight directors was made in such a way that there were two males who were socially-oriented and two were task-oriented. Similarly, of the four females, two were socially-oriented and two were task-oriented. As a result, in preparing a contingency table for gender and leadership style of directors, all cells had an equal number of cases: two. The small sample size prevented a phi coefficient correlation analysis on directors' responses.

When analysing the teachers' responses, however, it was seen that of the fourteen male teachers, two identified their director as being socially-oriented while twelve classified them as task-oriented: a heavy predominance of task-oriented perceptions. Of the fourteen female teachers, seven identified their directors as socially-oriented; seven identified them as task-oriented. Four teachers made no classification. A summary of responses is shown in Table 4.18.

A phi coefficient was computed to study the relationship between teacher gender and leadership style. This value of .38 corresponded to a z value of 2.02. For  $\alpha = .05$  the critical z value is 1.96. The computed value of z being greater than the critical value, the researcher concluded that there was a significant relationship between teacher gender and leadership style. **In**

**summary, male teachers have a strong tendency to view their directors as task-oriented; female teachers take a more balanced view.**

**Gender and school climate**

In the next step, analyses were done to study the relationship between gender and school climate as measured by director and teacher openness.

Directors' gender and openness

First, the researcher considered the results from the responses of the eight directors. Table 4.19 contains details of the point biserial correlation. The correlation coefficient was .34 with a t value of .90, whereas the critical t for  $\alpha = .05$  with  $df = 7$  is 2.37. Since the observed t value was smaller than the critical value, this correlation was not significant. In other words, there is no significant relationship between directors' gender and director openness. Observing the teacher openness as responded by directors, the correlation coefficient was .51 and the t value was 1.44. Here also the observed t value was smaller than the critical value, therefore, there was no significant relationship between director gender and teacher openness.

**TABLE 4.19 COMPARISON OF DIRECTORS' RESPONSES ON GENDER AND SCHOOL CLIMATE**

School Climate	Gender	N	Mean	Standard Deviation	Mean Difference	t	Significance level
Director Openness	Male	4	-7.50	3.70	1.75	.90	.41
	Female	4	-5.75	1.26			
Teacher Openness	Male	4	31.25	.50	1.75	1.44	.20
	Female	4	29.50	2.38			

**TABLE 4.20 CORRELATIONS OF TEACHERS' PERCEPTIONS ON GENDER AND SCHOOL CLIMATE**

Male & Female Directors	N	Point Biserial Correlation ( $r_{pb}$ )	t	Critical t for $\alpha = .05$
Director Openness	8	.26	.66	2.37
Teacher Openness	8	.58	1.75	2.37

The male and female directors' responses on school climate (director openness and teacher openness) are shown in Table 4.20. For director openness there was a mean difference of .66 but this difference was not significant ( $\alpha = .405$ ). In teacher openness also there was a mean difference of 1.75; this difference was not significant ( $\alpha = .200$ ). **There was no statistical difference between teachers' perceptions of male and female directors with regard to director and teacher openness.**

Teachers and school climate

Teachers' responses were analysed in two different ways. First, responses were grouped by schools to study the relationship of the directors' gender on school climate. A point biserial correlation coefficient was computed for male and female directors with the school climate. These data are shown in Table 4.21. On director openness the correlation coefficient was .26 corresponding to a t value of .66. This t value being less than the critical t

**TABLE 4.21 COMPARISON OF TEACHERS' RESPONSES ON GENDER AND SCHOOL CLIMATE**

School Climate	Gender	N	Mean	Standard Deviation	Mean Difference	t	Significance level
Director Openness	Male	4	-9.63	1.01	.44	.66	.53
	Female	4	-10.06	.85			
Teacher Openness	Male	4	31.25	.29	1.81	1.76	.13
	Female	4	33.06	2.05			

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value (2.37) for  $\alpha = .05$ , the correlation was not significant. Therefore, there was no significant correlation between male and female directors on director openness as responded by the teachers. As the t value was smaller than the critical t value (2.37) for  $\alpha = .05$ , the correlation was not significant; also, there was no significant correlation between male and female directors on teacher openness as perceived by the teachers. **In summary, there was no statistical difference between teachers' perceptions of male and female teachers with regard to director and teacher openness.**

In a second approach, teachers' responses were analysed to identify any relationship between teachers' gender and school climate. Correlation analysis of teacher gender and school climate was undertaken (director openness and teacher openness) (see Table 4.22). In director openness the point biserial correlation coefficient was .47 with a t value of 2.92. This t value being greater than the critical t value (2.04) for  $\alpha = .05$ , the relationship was significant. The correlation coefficient between teacher gender and teacher openness was .11 with a t value of .60. This t value being smaller than the critical value (2.04), the relationship was not significant. **In summary, there was a link between teacher gender and director openness as a measure of climate, but no similar link to teacher openness; thus teachers' gender is a contributing factor in determining perceptions of director openness.**

**TABLE 4.22 CORRELATIONS OF TEACHERS' GENDER AND SCHOOL CLIMATE**

Male & Female Teachers	N	Point Biserial Correlation ( $r_{pb}$ )	t	Critical t for $\alpha = .05$
Director Openness	32	.47	2.92	2.04
Teacher Openness	32	.11	.60	2.04

Key: Significant difference 

**TABLE 4.23 TEACHERS' RESPONSES ON SCHOOL CLIMATE BY GENDER**

School Climate	Gender	N	Mean	Standard Deviation	Mean Difference	t	Significance level
Director Openness	Male	16	-8.63	2.19	2.44	2.93	.01
	Female	16	-11.06	2.52			
Teacher Openness	Male	16	32.44	2.76	.56	.60	.55
	Female	16	31.88	2.55			

Key: Significant difference

On comparing the teachers' responses by gender on school climate (see Table 4.23), it was found that on director openness, male and female teachers differed by 2.44 with a t value of 2.93. This difference was significant ( $\alpha = .01$ ). It can be inferred that female teachers rated their directors as being less supportive (see p. 84) than did their male counterparts. With respect to teacher openness, the male and female directors differed by .56 with a t value of .60, but this difference was not significant ( $\alpha = .55$ ). Female teachers, only, see their directors as being less open, and this influences the climate of the school: overall, female teachers see their director as being less supportive than as perceived by male teachers. **In summary, there was a link between female teachers and director openness as a measure of climate: female teachers perceive a lack of support on the part of their directors and this impacts on the climate of the school; no such link exists for male teachers.**

Comparison of directors' and teachers' responses

Additional analyses were undertaken on the directors' and teachers' responses, focusing on the six behaviour dimensions namely: supportive director, directive director, restrictive director, collegial teacher, intimate teacher, and disengaged teacher. Each of the six behaviours was measured by three items from the OCDQ survey.

**TABLE 4.24 DIRECTORS' AND TEACHERS' RESPONSES ON SIX BEHAVIOUR DIMENSIONS**

Behaviour	Position in School	N	Mean	Standard Deviation	Mean Difference	t	Significance level
Supportive Director	Director	8	9.75	.71	.12	.34	.74
	Teacher	32	9.63	.98			
Directive Director	Director	8	7.63	.74	.66	1.80	.08
	Teacher	32	8.28	.96			
Restrictive Director	Director	8	4.88	.99	2.37	5.41	.01
	Teacher	32	7.25	1.14			
Collegial Teacher	Director	8	10.50	.76	.59	1.94	.059
	Teacher	32	9.91	.78			
Intimate Teacher	Director	8	9.38	.52	.47	1.72	.094
	Teacher	32	9.84	.72			
Disengaged Teacher	Director	8	5.63	.74	1.40	3.72	.01
	Teacher	32	7.03	1.00			

Key:      Significant agreement   
             Significant difference 

*Director's perceptions*

Comparing the responses of the directors and teachers for each of the behaviours (see Table 4.24), it was found that there was significant difference at .01 level for restrictive director behaviour and disengaged teacher behaviour. In restrictive director behaviour, teachers have a higher mean (7.25) than the directors (4.88) and a mean difference of 2.37 with  $t = 5.41$ . This was highly significant at the .01 level. This indicates that directors feel that they are low in exercising restrictive behaviour while teachers feel that their directors are high on restrictive behaviour; conversely, and highly significantly, teachers feel much more disengaged than is the perception held by directors.

Of the other two director behaviours, directive behaviour has shown some difference but it was not significant at the .05 level. Only in supportive director behaviour, have teachers and directors shown agreement.

Collegial and intimate teacher behaviours have also shown some difference in teachers' and directors' views although none was significant at the .05 level. **In summary, there was a serious disconnect between directors and teachers: between directors seeing themselves as much less**

**restrictive than do teachers; between teachers seeing themselves as much more disengaged than do directors.**

*Director correlations*

Directors' responses on the six behaviour dimensions were correlated using Pearson's correlation coefficient. For each pair of behaviours, the correlation coefficient ( $r$ ) along with the level of significance ( $\alpha$ ) is shown in Table 4.25. There was a very high correlation ( $r = .97$ ,  $\alpha = .00$ ) between directors' restrictive and supportive behaviours. This coefficient being positive, the researcher concludes that directors who rated themselves high on restrictive behaviour are also high on supportive behaviour. This indicates that directors may be both restrictive and supportive in their behaviour. On the other hand, directors' means on supportive and restrictive behaviours were 9.75 and 4.88, respectively, indicating that directors claim that they are much more supportive than restrictive in their behaviour.

**TABLE 4.25 CORRELATIONS OF THE SIX BEHAVIOUR DIMENSIONS AS REVEALED BY DIRECTORS**

	<b>Supportive Director Behaviour</b>	<b>Restrictive Director Behaviour</b>	<b>Collegial Teacher Behaviour</b>	<b>Intimate Teacher Behaviour</b>	<b>Disengaged Teacher Behaviour</b>
<b>Directive Director Behaviour</b>	$r = -.48$ $\alpha = .23$	$r = -.27$ $\alpha = .52$	$r = .13$ $\alpha = .76$	$r = -.70$ $\alpha = .06$	$r = -.29$ $\alpha = .49$
<b>Supportive Director Behaviour</b>		$r = .97$ $\alpha = .00$	$r = .27$ $\alpha = .52$	$r = .29$ $\alpha = .48$	$r = .88$ $\alpha = .004$
<b>Restrictive Director Behaviour</b>			$r = -.39$ $\alpha = .49$	$r = .10$ $\alpha = .81$	$r = .90$ $\alpha = .003$
<b>Collegial Teacher Behaviour</b>				$r = .18$ $\alpha = .67$	$r = -.13$ $\alpha = .76$
<b>Intimate Teacher Behaviour</b>					$r = .42$ $\alpha = .30$

Key:      Significant agreement   
             Significant difference 

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Secondly, the eight directors indicated a very high correlation ( $r = .88$ ,  $\alpha = .004$ ) between directors' supportive behaviour and teachers' disengaged behaviour. This correlation coefficient being positive signifies that those directors who have rated themselves as high on supportive behaviour have also expressed that the teachers show high disengaged behaviour. Once again referring to Table 4.23, directors' means on supportive and disengaged behaviours were 9.75 and 5.63 respectively. This indicates that directors are more concerned with their own supportive behaviour than they are with teachers' disengaged behaviour.

Thirdly, there was a very high correlation ( $r = .90$ ,  $\alpha = .003$ ) between directors' restrictive behaviour and their views on teachers' disengaged behaviour. This means that directors who are high on restrictive behaviour have expressed high means for teachers' disengaged behaviour and vice versa. Referring to Table 4.23, directors' means on their restrictive and teachers' disengaged behaviours were 4.88 and 5.63 respectively: directors have given a lower rating to their own restrictive behaviour and a higher rating to their teachers disengaged behaviour. **In summary, principals are likely to:**

- **be quite restrictive in their behaviour, even though they think they are being supportive;**
- **bring about disengaged behaviour among teachers despite feeling that they are being supportive;**
- **misjudge the level of their restrictive behaviour (higher than they judge it to be) with the result that teachers show a higher level of disengaged behaviour.**

Finally, the researcher compared the male and female directors' responses on the six behaviour dimensions. These details are shown in Table 4.26.

**TABLE 4.26 MALE AND FEMALE DIRECTORS' RESPONSES ON SIX BEHAVIOUR DIMENSIONS**

Behaviour	Gender	N	Mean	Standard Deviation	Mean Difference	t	Significance level
Supportive Director	Male	4	9.50	1.00	.50	1.00	.36
	Female	4	10.00	.00			
Directive Director	Male	4	8.25	.50	1.25	5.00	.002
	Female	4	7.00	.00			
Restrictive Director	Male	4	4.75	1.50	.25	.33	.75
	Female	4	5.00	.00			
Collegial Teacher	Male	4	10.50	.58	.00	.00	1.00
	Female	4	10.50	1.00			
Intimate Teacher	Male	4	9.00	.00	.75	3.00	.024
	Female	4	9.75	.50			
Disengaged Teacher	Male	4	9.75	.50	.25	.48	.67
	Female	4	5.50	1.00			

Key: Significant difference

In comparing the directors' responses by gender on the six behaviour dimensions, the researcher has found significant difference in two behaviours. The male directors and female directors differ significantly in directive behaviour. Male directors have a mean of 8.25 whereas female directors have a mean of 7.00. Their mean difference of 1.25 with  $t = 5.00$  is highly significant ( $\alpha = .002$ ). Male directors have shown a greater degree of directive behaviour than female directors.

Secondly, in rating their teachers, male and female directors have shown significant difference for intimate teacher behaviour. Male directors have a mean of 9.00 but female directors have 9.75. Their mean difference of .75 with  $t = 3.00$  was significant ( $\alpha = .02$ ). Female directors have expressed a higher mean of teachers' intimate behaviour than male directors. **In summary, male directors see their teachers as being more directive, i.e., they are more closely involved in the detailed activities occurring in their**

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**schools; female directors see their teachers as being more intimate, i.e., they are closer to their peers especially in personal matters not related to their school work.**

### *Male and female teachers*

The researcher considered male and female teachers' views on the six behavioural dimensions. These data are shown in Table 4.27. In all of the director behaviours and in two of the teacher behaviours, there was no significant difference between the views of male and female teachers. In the disengaged teacher behaviour, however, female teachers recorded a higher mean (7.5) than male teachers (6.56). The mean difference of .94 with  $t = 2.96$  was significant at the .01 level. **In summary, female teachers see themselves as being more disengaged in their school than do male teachers.**

**TABLE 4.27 MALE AND FEMALE TEACHERS' RESPONSES ON SIX BEHAVIOUR DIMENSIONS**

Behaviour	Gender	N	Mean	Standard Deviation	Mean Difference	t	Significance level
<b>Supportive Director</b>	Male	16	9.75	1.24	.25	.72	.48
	Female	16	9.50	.63			
<b>Directive Director</b>	Male	16	8.06	1.00	.44	1.31	.20
	Female	16	8.50	.89			
<b>Restrictive Director</b>	Male	16	6.94	1.29	.63	1.59	.12
	Female	16	7.56	.89			
<b>Collegial Teacher</b>	Male	16	9.75	.86	.31	1.14	.26
	Female	16	10.06	.68			
<b>Intimate Teacher</b>	Male	16	9.88	.72	.07	.24	.81
	Female	16	9.81	.75			
<b>Disengaged Teacher</b>	Male	16	6.56	.89	.94	2.96	.01
	Female	16	7.50	.89			

Key: Significant difference 

**TABLE 4.28 CORRELATIONS OF THE SIX BEHAVIOUR DIMENSIONS AS REVEALED BY TEACHERS**

	Supportive Director Behaviour	Restrictive Director Behaviour	Collegial Teacher Behaviour	Intimate Teacher Behaviour	Disengaged Teacher Behaviour
Directive Director Behaviour	r = -.06 $\alpha$ =.76	r = -.04 $\alpha$ =.84	r =.30 $\alpha$ =.10	r =.16 $\alpha$ =.39	r =.06 $\alpha$ =.75
Supportive Director Behaviour		r =.32 $\alpha$ =.07	r = -.13 $\alpha$ =.47	r =.14 $\alpha$ =.44	r =.15 $\alpha$ =.43
Restrictive Director Behaviour			r = -.16 $\alpha$ =.40	r = -.07 $\alpha$ =.71	r =.22 $\alpha$ =.23
Collegial Teacher Behaviour				r =.26 $\alpha$ =.15	r = -.04 $\alpha$ =.84
Intimate Teacher Behaviour					r = -.48 $\alpha$ =.01

Key: Significant agreement   
 Significant difference 

Teachers' responses on the six behaviour dimensions were correlated using Pearson's correlation coefficient,  $r$ . For each pair of behaviours, the correlation coefficient ( $r$ ), along with the level of significance ( $\alpha$ ), is shown in Table 4.28. The only paired behaviour that has shown significant correlation ( $r = -.48$ ,  $\alpha =.01$ ) is intimate teacher behaviour and disengaged teacher behaviour. Since the correlation coefficient ( $r$ ) was negative, it revealed, not surprisingly, that teachers who are high on intimate teacher behaviour display low disengaged behaviour and those who show high disengaged behaviour have low intimate teacher behaviour. **In summary, highly intimate teacher behaviour supports a low level of disengaged behaviour.**

The researcher also wishes to comment on one other pair of director behaviours (restrictive and supportive) because the significance level ( $\alpha =.07$ ) is close to .05. Restrictive director behaviour has shown a positive correlation ( $r =.32$ ) with supportive director behaviour. Teachers have indicated that those directors who display strong restrictive behaviour also show supportive behaviour. This is a contradictory finding, for it suggests that directors expect

teachers to work to such an extent that they are restricted from doing any other thing (restrictive director behaviour) while meeting the basic needs of teachers (supportive director behaviour). What might be significant here is that, as suggested earlier, directors exaggerate the level of their supportive behaviour: it is, in fact, that they are more restrictive than supportive. If that is the case, there is no case for correlating the two behaviours: they are one and the same thing.

## **Summary**

This chapter presents the quantitative findings of this study: an analysis of data related to the impact of director leadership style and gender on secondary school climate in Bangkok Metropolis, Thailand.

Anonymous responses from the participants (teachers and directors) in the eight secondary schools, as well as characteristics of their schools, are reported. The variables describing teachers include educational qualifications, age, and years of experience in educational administration in current school. School characteristics include geographic location and school size based on number of students.

Of the two leadership styles – socially- and task-oriented leadership – 64 per cent of the directors of secondary schools in the sample were task-oriented and only 36 per cent were socially-oriented. In this study, four task-oriented leaders and four socially-oriented leaders were selected on the basis of the Least Preferred Co-worker scores (LPCS). High LPCS identified socially-oriented directors whereas low LPCS identified task-oriented directors. Of the four socially-oriented directors, two were male and two female and of the four task-oriented directors, two were male and two female.

### **Findings**

A set of findings, related to Research Questions 1, 2 and 3, is listed below:

- 1. What are the leadership styles of directors in a sample of 25 schools in Thailand?**
  - Of the 25 schools randomly chosen within the Bangkok metropolis, a strong majority (more than four-fifths) had directors who were classified as task-oriented.
  - For the secondary school directors in a sample of eight schools, years of teaching, qualifications, age, administrative experience, and the location and size of their school did not impact on the style of leadership, regardless of whether the director's leadership style was task- or socially-oriented.
  
- 2. With respect to the school climate in a selected group of eight schools in Thailand (RQ 2):**
  - Both directors and teachers felt that there was a level of director openness prevailing in the eight schools surveyed in this study, but that the director openness was much less than the directors personally perceived.
  - There was no significant relationship between directors' leadership style and school climate.
  - The climate of a school as measured by the openness of its director and the teachers in the school is *not* dependent on the leadership style of the director.
  - There was no significant relationship between leadership style and teacher openness as a measure of climate as perceived by the teachers of the eight schools surveyed in this study.
  - The overwhelming conclusion is that there was no significant relationship between secondary school directors' leadership style

**on the school climate as perceived by director openness and teacher openness.**

**3. With respect to the relationship between directors' gender and leadership style as well as between gender and climate (RQ 3)**

- **Male teachers have a strong tendency to view their directors as task-oriented; female teachers take a more balanced view.**
- **There was no statistical difference between teachers' perceptions of male and female directors with regard to director and teacher openness.**
- **There was a link between teacher gender and director openness as a measure of climate, but no similar link to teacher openness; thus teachers' gender is a contributing factor in determining director openness.**
- **There was a link between female teachers and director openness as a measure of climate: female teachers perceive a lack of support on the part of their directors and this impacts on the climate of the school; no such link exists for male teachers.**
- **There was a serious disconnect between directors and teachers: between directors seeing themselves as much less restrictive than do teachers; between teachers seeing themselves as much more disengaged than do directors.**
- **Directors are likely to:**
  - **be quite restrictive in their behaviour, even though they think they are being supportive;**
  - **bring about disengaged behaviour among teachers despite feeling that they are being supportive;**
  - **misjudge the level of their restrictive behaviour (higher than they judge it to be) with the result that teachers show a higher level of disengaged behaviour.**

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- **Male directors see their teachers as being more directive, i.e., they are more closely involved in the detailed activities occurring in their schools; female directors see their teachers as being more intimate, i.e., they are closer to their peers especially in personal matters not related to their school work.**
- **Female teachers see themselves as being more disengaged in their school than do male teachers.**
- **Highly intimate teacher behaviour supports a low level of disengaged behaviour.**

While these quantitative data led to a set of findings that related to ‘what’ issues – determined by the statistical treatment and interpretation of quantitative data – associated with school climate, gender and leadership style, a set of findings related to ‘why’ issues – determined by the inductive data reduction of qualitative data – associated with the same elements (school climate, gender and leadership style) is addressed in the next chapter.

# CHAPTER 5

## Qualitative Findings

### Overview

In contrast to Chapter Four which deals with quantitative data using a statistical approach, in this chapter the researcher deals with qualitative data that enables him to explore the contextual matters that emerged from semi-structured interviews with the eight directors and a sample of their teachers. The interview questions that the researcher posed to both the directors and the teachers are contained in Figures 5.1 and 5.2, respectively, below.

Five sub-themes themes arose from the interview questions, as follows:

1. Roles of directors;
2. Communication;
3. Faculty meeting;
4. Administrative training program; and
5. Gender.

In order to summarise the results and findings of this study effectively, it was necessary to examine each director and school individually and then to synthesize the data. Results from individual schools as well as collective data were then examined to determine trends and to make recommendations. In order to provide a frame for reporting these results, the responses were directed to the specific research questions listed in Chapter 1.

**FIGURE 5.1 INTERVIEW QUESTIONS: DIRECTOR VERSION**

1. How long have you been a director?
2. The director has many different roles such as: instructional leader, human resource director, financial manager, curriculum coordinator and disciplinarian. Of these roles, which one is of primary importance to you? Why?
3. Communication is an important skill of the director. What are the most common ways you communicate with your staff?
4. What is the greatest value of faculty the meetings to you? How often do you schedule them?
5. How would you describe your administrative training program?
6. What was the greatest strength of your administrative training program?
7. What was the weakest aspect of your administrative training program? What suggestions do you have for improvement?
8. What advantages do you perceive you realise as a director because of your gender? Can you relate any particular situations that justify this?
9. What disadvantages do you feel exist for you as a director because of your gender? Can you relate any particular situations that justify this?
10. Do you see yourself as a task-oriented leader or a socially-oriented leader?

**FIGURE 5.2 INTERVIEW QUESTIONS: TEACHER VERSION**

1. How long have you been teaching?
2. The director has many different roles such as: instructional leader, human resource director, financial manager, curriculum coordinator and disciplinarian. Of these roles, which one is of primary importance to you? Why?
3. Communication is an important skill of the director. What are the most common ways your director communicates with the staff?
4. What is the greatest value of faculty the meetings to you? How often do you have faculty meetings?
5. What quality of your director do you most appreciate?
6. What is one recommendation for improvement that you would make for your director?
7. What is the toughest problem your director has helped you with this year? What solution did you develop with the director?
8. Do you have a desire to become a school administrator? What suggestion would you make for an administrative training program?
9. Do you prefer working for a male or a female director?
10. Do you see your director as a task-oriented leader or a socially-oriented leader?

## *Qualitative Findings*

In the first instance, a summary of the demographics of each school, the Least Preferred Co-worker (LPC) data for each director, and the leadership style as perceived by the director and by the four the members of the school staff who were interviewed – is provided. An early distinction on perception of leadership style, made on the basis of gender, between director and teachers is presented. In the subsequent sections, results of inductive data reduction of the transcripts of the interviews of both directors and teachers are presented and discussed in terms of the specific research questions, as discussed earlier in this chapter.

### **Demographic Descriptions: Directors and Schools**

LPC scores for directors, details of background and size of school, and the perception of the director and the four teachers interviewed in terms of leadership style, are provided in the following sub-sections.

#### **School F (Female Director)**

The Director of School F was one of the two highest scoring task-oriented females with a score of 63. The other one was the director of School P (see Table 4.2). Director F had eleven years administrative experience and served 3,860 students in Mattayomsuksa 1-6 (Grade 7-12). She perceived herself as task-oriented as did the two male and two female teachers in her school. Scores of ‘very high’ were received for both Director Openness and Teacher Openness on the OCDQ-RE survey: these scores were the highest obtained in each area for this study. A self-rating of 3.90 and a teacher rating of 4.60 were obtained for director effectiveness. Director F’s leadership style score was 4.65 and the teachers’ mean score was 4.62.

#### **School G (Female Director)**

School G is a secondary school serving students in Mattayomsuksa 1 to 6 (Grade 7 to 12). There were 4,300 students in this school. The director was a

## *Qualitative Findings*

female with 15 years administrative experience, the most highly experienced of all the female directors in this study. She rated as the highest socially-oriented female on the LPC Scale. This director, as well as the four teachers interviewed perceived a social-orientation to leadership style. The school climate scores, using the OCDQ-RE survey, were 524 ('slightly above average') for Director Openness and 493 ('average') for Teacher Openness. This director had a self-rating of 3.8 for director effectiveness, a teachers' rating mean of 4.27, a self rating of 3.8 and a teacher rating of 4.0 for leadership style.

### **School H (Male Director)**

The director at School H served 2,261 students in Mattayomsuksa 1 to 6 (Grade 7-12) and he had twenty years of administrative experience. He scored as the highest socially-oriented male administrator on the LPC Scale. He viewed his orientation as being socially-oriented, yet all four teachers interviewed perceived him as being task-oriented. On the OCDQ-RE, his scores were 517 ('slightly above average' for Director Openness) and 499 ('average' for Teacher Openness). His self rating director effectiveness score was 3.83; this was matched by the teacher's mean of 3.82; the self rating leadership style score was 3.65; the teachers' mean score was 3.82.

### **School J (Male Director)**

The Director of School J was the other socially-oriented male in this study. He was responsible for 3,432 students in Mattayomsuksa 1 to 6 (Grade 7-12). He had ten years of administrative experience. He viewed himself as having a social-orientation as did both male teachers. One female viewed him as task-oriented and the other female saw him as having both orientations. School climate scores were 535 ('above average' for Director Openness) and 491 ('average' for Teacher Openness). The director self rated his leadership style at 4.20 while the teachers' mean score was 3.26.

**School K (Male Director)**

The Director of School K served 2,365 students in Mattayomsuksa 1-6 (Grade 7-12). He had 8 years administrative experience. He was the highest task-oriented male administrator. He viewed himself as task-oriented, as did all teachers interviewed. On the OCDQ-RE survey, his scores were 596 ('high' for Director Openness) and 579 ('high' for Teacher Openness). His self-score for director effectiveness was 4.00; the teacher mean score was 4.26. A self-score of 3.75 and a teacher mean score of 4.70 were obtained for effective leadership style, suggesting a dichotomy – a personal perception that he had feminine leadership traits, while the staff saw more masculine traits.

**School P (Female Director)**

The Director of School P had 5 years administrative experience. Her school served 2,083 students in Mattayomsuksa 1-6 (Grade 7-12). She ranked as the second highest task-oriented female on the LPCS survey; similarly, she viewed herself as being task-oriented, as did all the teachers who were interviewed. On the OCDQ-RE, her scores were 492 'average' for Director Openness and 529 ('above average' for Teacher Openness). A self-score of 4.50 and a teacher mean score of 4.51 was obtained for director effectiveness. Director P; a self-score of 4 .05 and a teacher mean score of 4.39 was obtained for leadership style.

**School Q (Female Director)**

The other socially-oriented female director was the administrator at School Q. This director had seven years of administrative experience. Her school served students in Mattayomsuksa 1 through 6 (Grade 7-12). There were 2,244 students in this school. This director scored as the second highest socially-oriented female administrator on the LPC Scale. This director and three of the four teachers interviewed perceived her as having a social-orientation to leadership. The scores for school climate, on the OCDQ-RE survey were 512

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(‘slightly above average’) for Director Openness and 507 (‘average’) for Teacher Openness. A self-score of 3.50 and a teacher mean of 4.67 was obtained for director effectiveness; in respect of leadership style she had a self-rated score of 3.35, while the teachers’ mean score was 4.38.

### **School V (Male Director)**

The Director of *School V* had ten years administrative experience. His school served 3,472 students in Mattayomsuksa 1–6 (Grade 7-12). He viewed himself as task-oriented, as did the male teachers and one of the female teachers interviewed. The other female teacher felt he was more socially-oriented. His total OCDQ-RE scores was 538, (‘above average’ for Director Openness), and 507 (‘average’ for Teacher Openness). His self-score for director effectiveness was 3.83 while the teacher mean score was 4.42. His self-rating for leadership style was 3.7; the teachers’ mean score for Director V’s leadership style was 4.74.

## **Leadership Styles of Directors**

The findings contained in this section refer to **RQ 1: What is the leadership style of directors in a sample of 25 schools in Thailand? What themes of leadership style are predominant among the involved principals?**

### **Task- versus socially-oriented directors**

The data revealing the themes and sub-themes in relation to the task-oriented leaders and the socially-oriented leaders were obtained from the interviews of the directors and the teachers.

The question relating to leadership interviews was item 10:

**For directors:** *‘Do you see yourself as a task-oriented leader or a socially-oriented leader?’*

**For teachers:** *‘Do you see your director as a task-oriented leader or a socially-oriented leader?’*

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A summary of the responses to these two items is contained in Table 5.1. Of the eight directors, four identified their leadership style as task-oriented while the other four indicated their leadership style as socially-oriented. These views were consistent with the findings from the LPCS (see Table 4.2).

When individual responses are considered, these data reveal two key points.

1. There was agreement between the Directors' self-ratings and the ratings derived from the LPC survey.
2. There were, however, discrepancies between the identified leadership styles of directors and the perceptions of the teachers in three of the schools (V, J and Q).
  - in School V, a female teacher rated the male director as being socially-oriented when all other indicators (including the LPC rating) were that he was task-oriented;

**TABLE 5.1 COMPARISON OF RATINGS OF DIRECTORS**

School	Director's self-rating	LPC rating	Discrepancy	Teachers rating of Director				Teacher discrepancy: Director's rating?	
				Task Oriented		Socially-oriented		M	F
				M	F	M	F		
<b>K</b>	Task (Male)	Task	No	2	2	0	0	No	No
<b>V</b>	Task (Male)	Task	No	2	1	0	1	No	Yes
<b>F</b>	Task (Female)	Task	No	2	2	0	0	No	No
<b>P</b>	Task (Female)	Task	No	2	2	0	0	No	No
<b>H</b>	Social (Male)	Social	No	0	0	2	2	No	No
<b>J</b>	Social (Male)	Social	No	0	0.5	2	1.5	No	Yes
<b>G</b>	Social (Female)	Social	No	0	0	2	2	No	No
<b>Q</b>	Social (Female)	Social	No	0.5	1	0.5	2	Yes	No

**Key:** Socially -oriented discrepancy   
 Task-oriented discrepancy 

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- in School Q, a male teacher saw the female director as being partly task-oriented and partly socially-oriented, when all other indicators were that she was task-oriented; similarly, in School J, a male teacher rated the female director as partly task-oriented and partly socially-oriented, when all other indicators were that she was socially-oriented.

The ambivalent discrepancies are likely to be irrelevant: a male and female teacher suggesting that their directors showed both task- and socially-oriented orientations is a reasonable situation without any task-or gender bias showing. **In summary, all of the directors agreed with the LPC rating of their leadership orientation; for the teachers, there were minor differences in their perceptions with no evident patterns emerging.**

### Task-oriented directors

The self-declared task-oriented directors came from the schools F (female), P (female), K (male), and V (male). The comments of these directors are summarised in Table 5.2.

**TABLE 5.2 TASK-ORIENTED DIRECTORS: DIRECTORS' COMMENTS**

Comment	School	Focus	Key concept
I've made it very clear with my teachers that they must strictly comply with all policies and be highly productive.	P	Compliance & Productivity	Compliance with policy
I remind my teachers from time to time that I have high expectations of them. Further, that the curriculum must be delivered by all means available.	F	Curriculum delivery	
I want students to learn and hence all teachers must always be serious on high engagement.	V	High expectations	
I believe that it's a part of my personality not to close my eyes on the teachers' performance. Many can be trusted but some can't, if I let them go, nothing happens.	K	Supervision	
I want students to learn and hence all teachers must always be serious on high engagement. I can be nasty sometimes for student learning.	V	Student learning	Student outcomes focused
I believe that it's a part of my personality not to close my eyes on the teachers' performance. Many can be trusted but some can't, if I let them go, nothing happens.	K	Teacher performance	

### **From the Directors**

Two key concepts emerged from the comments of the directors who were task-oriented: compliance with policy and being focused on student outcomes. These key concepts were arrived at by using a process of inductive data reduction. This involved coding comments that the researcher identified as being task-oriented in a spreadsheet containing all the comments made by directors, and sorting out these comments. The researcher then coded each of these comments according to their focus, and further coded these to create key concepts. The completed coding is contained in Table 5.2.

Compliance with policy and focusing on student outcomes

#### *Directors*

All four of the task-oriented directors indicated that they were concerned with policy compliance; this was seen as the major focus of task-oriented directors. Director F had a specific focus that involved a high expectation that staff would there would be a very strong focus on curriculum delivery. Directors K and V emphasized the importance of supervision to ensure that policies are implemented.

As a subsidiary focus, supporting compliance with policy, two directors commented on the importance of maintaining a focus on student outcomes: Director K focused on teacher performance; Director V was concerned that teachers maintained a high engagement with student learning.

#### *Teachers*

The coding for this section is contained in Table 5.3. Teachers from the four 'task-oriented' schools agreed that their directors were concerned with policy compliance. Teachers from schools F, P and V pointed out that the their directors had high expectations regarding this. A teacher noted Director V's power focus in relation to control over staff and students; this director, arguably, was the most task-oriented of the four directors. The other three

**TABLE 5.3 TASK-ORIENTED DIRECTORS: TEACHERS' COMMENTS**

Comment	School	Focus	Key concept
I think the director is policy and task-oriented.	K	Compliance	<b>Compliance with policy</b>
This director strictly expects teachers to be well-informed and high contributors to the goals of the school.	F	<b>High expectations</b>	
She communicates high expectations regarding instructional goals.	F		
I feel that the director always puts the teachers on high involvement and hard work.	P		
He has a high standard of performance.	V		
However, it is observed that there is a lack of maintenance and custodial knowledge in this school.	F	<b>Leadership lacking</b>	<b>Leadership</b>
He makes time each day for reflection.	K	<b>Reflective practitioner</b>	
She works at a steady pace, with small breaks scheduled during the day.	P	<b>Self-disciplined</b>	
Our director has the tendency to over-emphasize discipline and high work ethic on the part of the students and teachers.	V	<b>Control over staff and students</b>	<b>Power focus</b>
... giving premium on community relations and care for the students.	K	<b>Community oriented</b>	<b>Social-orientation</b>
But at the same time, the director shows understanding and concern.	P	<b>Compassionate</b>	

### **Socially-oriented directors**

The socially-oriented leaders came from the schools H (male), J (male), G (female), and Q (female).

### **From the directors**

The comments of these directors were reduced using the inductive data reduction method described, above; the coding is summarised in Table 5.4. directors appear to be less strongly focused: Directors K and P provide personal leadership by being reflective and self-disciplined, respectively. Director F's leadership capacity is questioned because of serious omissions at the management level. Directors K and P show that they also have a social orientation in that they are described as being community oriented and compassionate.

**TABLE 5.4 SOCIALLY-ORIENTED DIRECTORS: DIRECTORS' COMMENTS**

Comment	School	Focus	Key concept
I feel that part of my job is to trust my teachers and be considerate towards them.	G	Trust and consideration	Relationships
While I expect my teachers to do their level best, I always tend to be nice and friendly with them.	H	Friendliness	
I have the tendency to put more emphasis on building relationship. Moreover, I'm very supportive of my teachers.	Q	Supportive relationship	
I think and it's my belief that harmony and pleasantness are crucial components for the success of my school.	J	Harmony	
I think and it's my belief that harmony and pleasantness are crucial components for the success of my school.	J	Success	Positive outcomes
While I expect my teachers to do their level best, I always tend to be nice and friendly with them.	H	Productivity	

**In summary, policy compliance was the key leadership concept to be noted by all directors and their teachers. To achieve compliance, directors placed emphasis on supervision and staff having high expectations for successful curriculum delivery. The teachers noted that, as a consequence, there were individual variations in leadership style, indicating that a social-orientation was adopted when and as required.**

Relationships and positive outcomes

All of the socially-oriented directors indicated that they were concerned with the building of relationships. By creating a climate that was harmonious and friendly (Director J), by demonstrating trust and consideration (Director G), and by supporting teachers (Director Q), these directors demonstrated their support for their teachers; in doing so they guaranteed the success of their schools (Director J). The responses suggest that having a success orientation that focuses on productivity will lead to positive outcomes for students (Directors J and H).

**TABLE 5.5 SOCIALLY-ORIENTED DIRECTORS: TEACHERS' COMMENTS**

Comment	School	Focus	Key concept
My director is considerate. He/she puts a very high value on people. Teachers are real assets in the teaching and learning process.	G	Values teachers as an 'asset': respect:	<b>Positive relationships</b>
Our director is warm and friendly. Suggestions are being accepted and considered. The climate is more relaxed and warm.	H	Friendly, warm, considerate: positive climate	
This director tends to support her teachers and gives them a lot of freedom. She has expertise in goal setting and learning motivation as well as with policies.	Q	Expert, empowering: supportive	
I think the director has demonstrated high respect and loyalty to the teachers. Whenever there are discipline or behaviour problems, he/she gives support to the teachers.	J	Loyal, respectful: supportive	

### From the teachers

#### Positive relationships

According to the responses of teachers in each of these four schools (see coding in Table 5.5), all of the socially-oriented directors are concerned with building positive relationships with their staff. They do this in a number of ways:

1. Showing that they respect their staff by valuing them as an asset (School G).
2. Creating a positive climate by being friendly, warm and considerate (School H).
3. Being supportive by using expertise that empowers the staff (School Q); being supportive by demonstrating loyalty and showing respect to the staff (School J)

The teachers in the four schools led by socially-oriented directors indicated that their directors created a climate that was warm and positive, and which resulted in the establishment of positive relationships. These views agree

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with the directors' intentions to build strong relationships that result in positive outcomes. These findings are also congruent with the quantitative findings. **In summary, the universal perception obtained from the interviews was that this group of directors was definitely socially-oriented with the firm intention of building positive relationships between themselves and their staff.**

### **Summary**

Whether they are task-oriented or socially-oriented in their leadership style, the directors of all eight schools, ultimately placed emphasis on positive outcomes related to success for the students in their schools. The different approaches to staff – a focus on compliance from the task-oriented directors, and a focus on developing positive relationships from socially-oriented directors – should, the researcher suggests, be reflected in different management 'climates' in the two groups of schools. This proposition will be explored more closely in the next section.

### **The Roles of Directors**

This section is directly related to the open-ended interview question number 2, in which both directors and teachers were asked the following question:

**IQ2: The director has many different roles such as: instructional leader, human resource director, financial manager, curriculum coordinator and disciplinarian. Of these roles, which one is of primary importance to you? Why?**

In this section, the five sub-themes identified as a result of the LPC ratings for the task-oriented and socially-oriented directors – the primary role of the director; communication, faculty meeting, administrative training program, and gender will be examined for task– are related to the outcomes of the semi-structured interviews with directors and the four teachers in each of their schools.

**TABLE 5.6 THE SCHOOL DIRECTORS' ROLES: TEACHER INTERVIEW OUTCOMES**

Style	School	M/ F	Role	Male Teachers		Female Teachers	
				1	2	1	2
<b>Task-oriented</b>	<b>F</b>	F	Human resource director	Instructional leader	Integrating all the roles	Human resource director	Instructional leader
	<b>P</b>	F	Human resource director	Human resource director	Human resource director	Human resource director	Instructional leader
	<b>K</b>	M	Human resource director	Human resource director	Human resource director	Human resource director	Integrating all the roles
	<b>V</b>	M	Curriculum coordinator	Human resource director	Instructional leader	Human resource director	Human resource director
<b>Socially-oriented</b>	<b>G</b>	F	Instructional leader	Human resource director	Integrating all the roles	Instructional leader	Integrating all the roles
	<b>Q</b>	F	Instructional leader	Curriculum coordinator	Human resource director	Instructional leader.	Instructional leader
	<b>H</b>	M	Instructional leader	Human resource director	Human resource director	Curriculum coordinator	Human resource director
	<b>J</b>	M	Curriculum coordinator	Human resource director	Human resource director	Human resource director	Disciplinarian

### The primary role of the director

In this section the individual school findings, the responses of the task- and socially-oriented directors are considered. A summary of the results is contained in Table 5.6.

### Individual school findings

Task-oriented directors

#### *School F*

The task-oriented director of School F saw herself as a human resource director; only one teacher, a female, viewed the director, primarily, as a human resource director. One male saw her as integrating all roles. The other

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two teachers saw her as an instructional leader. The male teacher said this was ‘...because of her ability to set school goals and motivate learning’.

### *School P*

The task-oriented director of the *School P* saw herself as human resource director because she deals with many people daily. Three of her teachers saw her as human resource director because of her ability to ‘manage’ people. Another female teacher saw her as an instructional leader because of her skill in ‘teaching teachers’.

### *School K*

The task-oriented director of the *School K* viewed his primary role as a human resource director because of the importance he placed on teacher and student morale. Three of his teachers saw him as a human resource director for his ability to ‘deal with the community’, ‘facilitate school instructional activities’, and ‘the ability to motivate people’. One female teacher saw her director as one who integrates all the roles.

### *School V*

The task-oriented director of the *School V* saw himself as a curriculum coordinator because of the importance he placed ‘on the scope and sequence of skill acquisition’. A male teacher agreed with him regarding this role because of the importance ‘he places on teachers’. The two female teachers saw him as human resource director because of his ability to ‘put people first’ and his ‘constant striving to find ways to improve the school’. Another male teacher saw the director as an instructional leader because of the value he ‘places on curriculum’.

## Socially-oriented directors

### *School G*

The socially-oriented director of *School G* viewed herself as an instructional leader because ‘that is what drives a school’. Another female teacher viewed her primary role as an instructional leader because of the importance she

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placed on the curriculum. A male teacher and a female teacher saw her in all the roles, and one male teacher saw her as a human resource director because she has to deal with a large number of people on a daily basis.

### *School Q*

The socially-oriented director of the *School Q* saw herself as an instructional leader because that 'should be the priority of any school director'. Three of her teachers agreed with her being an instructional leader because of her ability to guide the faculty with curriculum strategies. Another male teacher saw her as curriculum coordinator because of her 'organisational skills'.

### *School H*

The socially-oriented director of the *School H* saw himself as an instructional leader for the same reason as Director F. Three of his teachers viewed him as human resource director because of his ability to deal with the 'public'. A female teacher viewed him as a curriculum coordinator because of the importance he 'places on instruction'.

### *School J*

The socially-oriented director of the *School J* saw himself as a curriculum coordinator because that was 'the foundation of his job description'. Two of his male teachers and one female teacher saw his primary role as human resource director because he dealt with different people on a daily basis. A female teacher viewed him as a disciplinarian because of the large number of student discipline referrals.

## **Comparison of role perceptions**

A compilation of directors' and their teacher's responses for each school, together with reasons, where provided, is contained in Table 5.6.

### Task-oriented directors

Among the four task-oriented directors in this study, three identified human resource director as the role that was of primary importance to them. One

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director noted instructional leader as the main role; one indicated curriculum coordinator as the primary role. Of the 16 respondent teachers, ten indicated that the primary role of the director is that of a human resource director while four noted instructional leader. Two teachers pointed out that the primary role of the school director is integrating all of the roles.

Thus, three quarters of the directors indicated that their main role was that of human resource director; in close agreement, nearly two-thirds of the teachers saw their leader as a human resource director.

### **Socially-oriented directors**

The predominant role amongst this group of directors was that of instructional leader: this was the response of three leaders; the fourth, a male, saw himself as a curriculum coordinator. This suggests a focus on teaching and learning. Half of the teachers working with socially-oriented directors saw the role of their leader as a human resource director. Apart from two teachers who saw their directors as integrating all of the roles discussed, the remainder indicated that either the instructional leader or curriculum coordinator was their perception of the role.

Thus, three-quarters of the directors indicated their main role to be an instructional leader; their teachers were equally divided between instructional leader and human resource director. As for the task-oriented group, two teachers saw the directors in an integrating role. **In summary, two roles emerged as predominating in all of the sample schools. In order, these were as follows: human resource director, instructional leader/curriculum coordinator. There was a clear distinction between the role perception of the task-oriented and socially-oriented directors, and a split view of the teachers in socially-oriented schools.**

### **Directors as human resource directors: teachers' view**

The teacher responses revealed that more than half of the teachers saw the role of human resource director as being the prime role of the directors in the

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eight schools studied; however, only three of the eight directors agreed with this perception.

Teachers in task-oriented schools mentioned a number of reasons why human resource director is the primary role of the director. One group of teachers underscored the idea by saying that their ‘director tends to deal with the personnel’. Another group agreed, noting that the director has human resource director as the prime role ‘due to their ability to manage a large number of people’. Still another group of teachers supported the human resource director role as ‘command responsibility’ of a leader:

He has to deal with a large number of people. Whatever happens, he has the command responsibility and the leading of the teachers under him.’

Two of the directors in these schools saw their main role as being a human resource director (HRD):

... because I deal with many people daily. While it’s true that some responsibilities are delegated, those coordinators and supervisors still consult me and even give me the final say.

... it’s the priority job of the director. Most of the personnel problems are brought to me by my fellow officers and from the academic supervisors.’

In the socially-oriented schools, where none of the directors saw HRD as their primary role, half of the teachers nominated the primary importance of the HRD role, emphasising the importance of the teachers in their schools, and ‘putting people first’ – teachers, students and the community. A sample of comments emphasise this point:

It is because of the importance the director places on teachers and students.

Because of the expected ability or skill to put the people first.

... the enormous amount of knowledge involved in dealing with the school community.

The extra sense that must be developed in dealing with the public is a very challenging and demanding task of the director.

**TABLE 5.7 ALL TEACHERS MATCHING WITH ‘HRD DIRECTORS’**

School	Director’s perception			Teachers’ perceptions		Matched perception		
	Role	M	F	Role	Sex	M	F	Total
<b>F</b>	HRD		1	HRD	F	0	1	1
<b>P</b>	HRD		1	HRD	M	2	1	3
				HRD	M			
				HRD	F			
<b>K</b>	HRD	1		HRD	M	2	1	3
				HRD	M			
				HRD	F			
<b>Q</b>	HRD		1	HRD	M	1	0	1
<b>Totals</b>		<b>1</b>	<b>3</b>	<b>Totals</b>		<b>5</b>	<b>3</b>	<b>8</b>

The directors noted that while they did not see HRD as being their basic role, supporting their teachers was very important. Two quotes reflect this importance:

It’s because I put a lot of man hours for people and I place value and importance on teachers and students.

It’s all because I take care of all the personnel as well as I try my very best to recruit the best and excellent personnel.

The socially-oriented directors, individually, placed a greater importance on their role as instructional leader/curriculum coordinator. **In summary, more task-oriented directors saw HRD as their prime role, a view shared by the teachers in their schools. Socially-oriented directors did not see HRD as their prime role; however, half of their teachers perceived HRD as the prime role.**

To explore these differences further; the researcher undertook a matching of the responses of directors and those of the teachers in their school. These data are contained in Table 5.7. Likewise, the researcher assembled the set of teacher responses that did *not* match the responses of their director. These data are contained in Table 5.8.

**TABLE 5.8 DISCREPANCIES BETWEEN PERCEPTIONS**

School	Director's perception			Teachers' perceptions		Discrepancy perception		
	Role	M	F	Role	Sex	M	F	Total
F	HRD	1		IL	M	2	1	3
				ALL	M			
				IL	F			
P	HRD	1		IL	F		1	1
K	HRD	1		ALL	F		1	1
Q	HRD	1		1L	M	2	1	3
				1L	M			
				1L	F			
<b>Totals</b>		<b>4</b>	<b>0</b>	<b>Totals</b>		<b>4</b>	<b>4</b>	<b>8</b>

The researcher undertook a frequency count of the discrepancies between perceptions was made for the director and their staff, separately, in each school. The researcher made a judgement on the total level of discrepancy, on the basis of an arbitrary standard, as follows:

<b>High = 3 or 4 discrepancies</b>
<b>Medium = 2 discrepancies</b>
<b>Low = 0 or 1 discrepancy</b>

These data are contained in Table 5.9.

**TABLE 5.9 DISCREPANCIES: 'NON-HRD DIRECTORS' AND 'HRD TEACHERS'**

School	Director's perception		Teachers' perceptions		Discrepancy			
	Role	Sex	Role	Sex	M	F	Total	Judgement
V	CC	M	HRD	M	2	1	3	<b>High, mixed</b>
			HRD	F				
			HRD	F				
G	IL	F	HRD	M	1		1	<b>Low, male</b>
H	IL	M	HRD	M	2		2	<b>Medium, male</b>
			HRD	M				
J	CC	M	HRD	M	2	2	4	<b>High, mixed</b>
			HRD	M				
			HRD	F				
<b>Totals</b>					<b>8</b>	<b>3</b>	<b>11</b>	

**Three points arise from this analysis:**

- 1. Task-oriented directors see that they have a human resource director role. This distinction appears to be related to leadership style and is independent of gender.**
- 2. Teachers working in task-oriented schools tend to agree with the role perception of their director. This perception is independent of gender.**
- 3. High discrepancies in these perceptions occurred in only two cases: one, in a task-oriented school (V), where a male director saw his role as that of a curriculum coordinator, while a large majority of the teachers saw his role to be that of human resource director; one in socially-oriented school (J), where a male director similarly saw his role as curriculum coordinator while, again, a large majority of the teachers saw his role to be that of human resource director. These discrepancies appear to be gender-based: male directors and teachers had a higher level of discrepancy than did their female colleagues.**

### **Directors as instructional leaders/curriculum coordinators**

A similar analysis to the previous section was undertaken, but is reported in summary form, only. A concluding statement is included at the end of the summary.

#### **Task-oriented directors**

A single task-oriented director gave this reason for considering his main role to be that of a curriculum coordinator:

because it is the foundation of the job description. Remove the curriculum and the whole thing in a school collapses.

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One teacher replied that the director's role of importance to teachers is more of a curriculum coordinator 'because of the ability expected to guide the Organisation'.

### **Socially-oriented directors**

A majority of the socially-oriented directors saw their role as that of an instructional leader. One teacher supported this perception:

It is due to the ability of the director to set school goals and motivate learning.'

Another suggested:

That's the top priority job. In a school setting if the director abandons the aspect of instruction, then the school is doomed to fail.

A lone director supported the role of curriculum coordinator, noting:

think the main thing should be the curriculum coordinator due to the emphasis that places on scope and sequence, as well as skill acquisition.

The researcher sees these views as being closely related and so treated them as a single role: what is taught, and how it is taught.

### **Three points arise from this analysis:**

- 1. Socially-oriented directors see that they have an instructional/curriculum role. With the exception of Director V, this distinction appears to be related to leadership style and is independent of gender.**
- 2. Teachers working in task-oriented schools are split 50:50 as to whether or not they agree with the role perception of their director. This perception is independent of gender.**
- 3. A high level of discrepancy in these perceptions occurred in three of the five schools where the director nominated as being socially-oriented cases (V, a task-oriented school; H and J). Where discrepancies occurred, all but one was due to**

**teacher perception that directors behaved as human resource directors. These discrepancies are not teacher gender-based; it is likely that the directors of School V and J, both males, are more task-oriented than they prefer to admit.**

**Directors’ means of communication**

This section is directly related to open-ended interview question number 3, as follows:

**3rd Question (for director): ‘Communication is an important skill of the director. What are the most common ways you communicate with your staff?’ (for teacher): ‘Communication is an important skill of the director. What are the most common ways your director communicates with the staff?’**

In this section, the responses of directors and their staff to this question are reported – first on the basis of all schools, listed alphabetically. A compilation of these responses is contained in Table 5.10. The researcher

**TABLE 5.10 COMPILATION OF COMMUNICATION PERCEPTIONS**

School	Director’s self-rating	Director’s perception			Teachers’ perceptions		
		Role	Sex	Comms	No.	Sex	Comms
F	Task	HRD	F	ILL	1	F	ILL
					1	F	MN
					2	M	MN
G	Social	IL	F	FFC/ MN	2	F	MN
					1	M	FFC
					1	M	MN
H	Social	IL	M	MN	3	F/M	MN
					1	M	ILL
J	Social	CC	M	MN	2	M	FFC
					2	F	I
K	Task	HRD	M	M	2	M	FFC
					1	F	ILL
					1	F	MN
P	Task	HRD	F	MN	2	M	FFC
					2	F	

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School	Director's self-rating	Director's perception			Teachers' perceptions		
		Role	Sex	Comms	No.	Sex	Comms
Q	Social	IL	F	FFC	1	M	FFC
					2	F	MN
					1	M	MN
V	Task	CC	M	FFC	2	F	FFC
					1	M	I
					1	M	MN

used the following key for the types of communication that were identified:

Type	Symbol
Face-to-face communication	FFC
Integrated/look/listening	ILL
Intercom	I
Meeting	M
Memos/newsletters	MN

The most common ways of communication are summarised in Table 5.11; a summary of the ways is contained in Table 5.12.

**TABLE 5.11 MOST COMMON WAYS OF COMMUNICATION**

Role	School	Gender	Directors		Teachers	
			Comment	Frequency	Male	Female
Task-oriented	F	F	Memos & written communication	As needed	<ul style="list-style-type: none"> <li>face-to-face communication</li> <li>her look that says it all</li> </ul>	<ul style="list-style-type: none"> <li>face-to-face communication</li> </ul>
	P	F	Memos and written communication	Daily	<ul style="list-style-type: none"> <li>verbal/oral communication</li> </ul>	<ul style="list-style-type: none"> <li>verbal/oral communication</li> </ul>
	K	M	Grade level meeting	Weekly	<ul style="list-style-type: none"> <li>face-to-face communication</li> </ul>	<ul style="list-style-type: none"> <li>listening skills</li> <li>newsletter</li> </ul>
	V	M	Face-to-face	As needed	<ul style="list-style-type: none"> <li>face-to-face</li> <li>intercom announcement</li> <li>weekly the memos)</li> </ul>	<ul style="list-style-type: none"> <li>face-to-face</li> <li>intercom announcement</li> <li>weekly the memos)</li> </ul>
Socially-oriented	G	F	Face-to-face & written	As needed	<ul style="list-style-type: none"> <li>daily the memos</li> <li>oral communication (daily)</li> </ul>	<ul style="list-style-type: none"> <li>daily the memos</li> </ul>
	Q	F	Face to face & written	As needed	<ul style="list-style-type: none"> <li>face-to-face communication</li> <li>memos &amp; newsletters</li> </ul>	<ul style="list-style-type: none"> <li>memos &amp; newsletters</li> </ul>

*Qualitative Findings*

Role	School	Gender	Directors		Teachers	
			Comment	Frequency	Male	Female
	H	M	Written & the memos	Daily	<ul style="list-style-type: none"> <li>written com &amp; the memos</li> <li>all integrated</li> </ul>	<ul style="list-style-type: none"> <li>written com &amp; the memos</li> </ul>
	J	M	Memos & written	Daily	<ul style="list-style-type: none"> <li>face to face</li> <li>intercom announcements</li> </ul>	<ul style="list-style-type: none"> <li>face to face</li> <li>intercom announcements</li> </ul>

**Detailed responses: All schools**

The director of *School F* said she most commonly used memos and newsletter communication. The teachers disagreed: the all said that face-to-face communication was used most commonly; one male teacher said 'her look says it all'.

The director of *School P* viewed the daily memos as the most common. All of her four teachers stated that her verbal communication was the most common.

The director of the *School K* viewed grade level meetings as his most common means of communication. The male teachers observed that face-to-face communication were the most common means; one female teacher thought his listening skills were the most common and the other female teacher thought that the newsletters were most common.

The director of the *School V* viewed face-to-face as being his most common method of communication. The teachers partly agreed; they pointed out that intercom communications and weekly memos were also used effectively.

The director of *School G* viewed her face-to-face communication as being the most common. Three of his teachers disagreed; they thought that daily the memos were more common; the other male teacher thought his verbal skills were more common.

The director of the *School Q* viewed the memos and face-to-face meetings as her most common means of communication. The teachers agreed; one female teacher stated she has this look that says it all'.

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The director of the School H viewed written communication as his most common way of communicating. The teachers agreed; one male added that the director's 'thank you notes' were used regularly.

The director of the *School J* thought his face-to-face communication was the most effective. The teachers agreed; one female teacher added that he communicated with 'smiles and hugs'; the other female teacher admired the director's listening skills.

The summary of methods of communication, in Table 5.12, reveals that, for directors, the major ways of communicating were through the use of memos and newsletters, and by face-to-face communication. Only one director indicated that the meetings were the main method of communicating. The teachers saw this differently: the majority indicated the use of face-to-face communication, supported by written memos and newsletters; three also noted the use of the intercom; a third group three indicated an integrated approach to communication, including the use of body language.

### Task-oriented schools

Of the four task-oriented directors identified, three indicated that the most common way they communicated to the staff is via daily the memos and written communication. Only one director pointed out face-to-face communication. Furthermore, as far as the purpose of communication is

**TABLE 5.12 SUMMARY OF WAYS OF COMMUNICATION**

Method of communication	Symbol	No. of Directors	No. of Teachers	Total (40)
		M+F	M+F	
Face-to-face communication	FFC	3	15	18
Integrated/look/listening	ILL	0	3	3
Intercom	I	0	3	3
Meeting	M	1	0	1
Memos/newsletters	MN	4	11	15

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concerned, all the task-oriented directors appear to be in harmony with the teachers responses. They are all saying that the 'purpose is essentially to give the right information to the teachers for decision making'. 'It's to allow everyone to have the opportunity to know the same the message and more as one'. Another director implied that the purpose is to bring all the members of the team to the same level of understanding about the programs and priorities of the school'.

Among the teacher respondents, ten identified oral or face-to-face communication to be the most common way used by the task-oriented directors in their communication. Generally, it may appear as more or less verbal and informal communication. Three groups of teachers showed similar responses on the main purpose of the director's communication. One noted: 'The purpose is to allow all the teachers and staff to hear the same thing at the same time'. Another group underscored the communication purpose as 'giving opportunity for the organisation to arrive at a consensus'. The third group explained that 'Basically the intention of the director's communication is to put everyone on the same page'. The last group said the purpose of the director's communication is 'to provide information to the rank and file'.

A small number of teacher respondents noted that their task-oriented directors communicate using weekly the memos and newsletter. This suggests that the task-oriented directors appear to put more emphasis on speed and results. Moreover, efficiency also appears to be given more value by the task-oriented directors.

### **Socially-oriented schools**

As far as the most common way of communication used by the socially-oriented directors, two directors noted both face-to-face and written communications while the other two indicated only written. It appears that for the socially-oriented directors, the written communication is the most commonly used. This seems to be a more formal way of communication

Among the teachers, nine perceived that the socially-oriented directors' most commonly used written communication. The remainder made frequent reference to the use of face-to-face, oral communication. Intercom announcements were mentioned by two staff members. **In summary, task-oriented directors' most common means of communication were written and verbal interaction, while, socially-oriented directors utilised more personal means such as notes, small group meetings, active listening and physical displays of support. There was no gender preference noted in these responses.**

### **Faculty meetings**

This section directly relates to the open-ended question number 4, which was:

**4th Question (for directors & teachers): 'What is the greatest value of faculty the meetings to you? How often do you have faculty meetings?'**

The fourth question dealt with the frequency and value of faculty meetings. Half the schools had faculty meetings once a month, while a quarter of them had them twice a month. One school had a weekly meeting, while one had the meetings only as needed. These data are summarised in Table 5.13. The various purposes of these the meetings are summarised in Table 5.14.

**TABLE 5.13 FREQUENCY OF THE MEETINGS**

Answer	No. of Directors	No. of Teachers
Once a week	1	4
Once a month	4	16
Twice a month	2	8
Only as needed	1	4

**TABLE 5.14 PURPOSE OF MEETINGS**

Answer	No. of Directors	No. of Teachers	Total (40)
To provide information	3	8	11
To allow consensus	2	12	14
To be on the same page	1	8	9
To ensure all hear the same thing at the same time	2	4	6

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The value of faculty meetings, as noted by both directors and teachers, was that they provided a commonality of experience: to ‘provide information’, ‘allow consensus’, ‘put everyone on the same page’ and ‘allow everyone to hear the same thing at the same time’. These data are summarised in Table 5.15.

For task-oriented directors, the greatest value of faculty meetings was to provide information that ‘put everyone on the same page: they allow every teacher to hear the same thing at the same time: they have a transmission function. With regard to this point, all task-oriented directors and their teachers were unified in their perceptions.

**TABLE 5.15 THE VALUE OF FACULTY MEETINGS**

Role	School	Gender	Directors		Teachers	
			Value	Frequency	Male	Female
Task-oriented	F	F	Put everyone on the same page	Once a month	Put everyone on the same page (every month)	Put everyone on the same page (every month)
	P	F	Provide information	Once a month	Allow consensus (once a month)	Allow consensus (once a month)
	K	M	Provide information	Once a month	Provide information (once a month)	Provide information (once a month)
	V	M	Allow everyone to hear the same thing at the same time	Once a week	Allow all to hear the same thing at the same time (once a week)	Allow all to hear the same thing at the same time (once a week)
Socially-oriented	G	F	Provide information	Twice a month	Provide information (twice a month)	Provide information (twice a month)
	Q	F	Allow consensus	Twice a month	Allow consensus (twice a month)	Allow consensus (twice a month)
	H	M	Allow consensus	Once a month	consensus (once a month)	Consensus (once a month)
	J	M	Allow everyone to hear the same info at the same time	Only as needed	Allow all to be on the same page (only as needed)	Allow all to be on the same page (only as needed)

## *Qualitative Findings*

For the socially-oriented directors, achieving consensus was the main value of staff meetings. There was, however, an understanding that they provided the opportunity for everyone to hear the same information at the same time. The teachers indicated almost an identical response with the directors. Director H used staff the meetings to gain consensus amongst the staff, noting that:

The faculty meeting will enable healthy exchanges on some relevant issues affecting teachers and the school. This will build more consensus and support so that the implementation will be easier.

A second director noted that ‘faculty meeting will clarify some hidden aspects of the issue to the key players or implementers’. **In summary, task-oriented directors were more likely to use staff meetings to transmit information; socially-oriented directors were more likely to use the meetings to achieve consensus. There was no gender preference noted.**

### **Directors’ administrative style: Needs and perceptions**

In order to gather an understanding of the directors’ style – both individually and as a group – the researcher had to pose a different set of questions to the directors compared with those asked of the teachers. For the directors, the questions were related to an overall perception of the administrative training program, and to its strengths and to its weaknesses. For the teachers, the questions were related to their overall perceptions of their director, to improvements that would improve the director’s style, and to the director’s problem solving skills. A final question related to the teachers’ ambition to become a school director, and the suggestions that they would make for an administrative training program. The two groups of questions, originally formulated in Figure 5.1, are listed in Figure 5.3.

**FIGURE 5.3 THE TWO SETS OF QUESTIONS**

Directors	Teachers
<b>5th Question:</b> How would you describe your administrative training program?	<b>5th Question:</b> What quality of your director do you most appreciate?
<b>6th Question:</b> What was the greatest strength of your administrative training program?	<b>6th Question:</b> What is one recommendation for improvement that you would make for your director?
<b>7th Question:</b> What was the weakest aspect of your administrative training program? What suggestions do you have for improvement?	<b>7th Question:</b> What is the toughest problem your director has helped you with this year? What solution did you develop with the director?
	<b>8th Question:</b> Do you have a desire to become a school administrator? What suggestion would you make for an administrative training program?

Aspects of responses to these questions will be discussed in the following sub-sections.

#### **Directors' perceptions of needs as reflected in their training programs**

Of the eight directors, three rated the administrative training program as 'great', while three rated it as 'poor'. Two directors gave the training program an average rating.

##### The greatest strengths

The directors identified the possibilities of developing a wide variety of administrative skills as being the greatest strength of the administrative training program, as shown in Table 5.16. The wide variety of responses suggests a widely different set of training needs. Aspects of these needs emerged in the individual interviews.

**TABLE 5.16 ADMINISTRATIVE TRAINING PROGRAM: DIRECTOR PERCEPTIONS OF STRENGTH**

Role	School	Gender	Directors
			Greatest strength of training program: Development of
Task-oriented	F	F	Leadership skills.
	P	F	A synthesized learning approach.
	K	M	Educational problem solving skills.
	V	M	A diagnostic-prescriptive teaching approach.
Socially-oriented	G	F	Educational equity in the system.
	Q	F	Improved school based management.
	H	M	A synthesized learning approach.
	J	M	A cyclical approach to administration.

*Task-oriented directors*

The task-oriented directors had graduated from state operated, public universities. Three of them rated their administrative training program as poor while one rated it as great.

Accounts of the greatest strength of the administrative training program varied among the four task-oriented directors; the key aspects were synthesised learning, leadership skills, educational problem solving, and diagnostic-prescriptive teaching approach. One director obtained his training at the institution of administrator development, Ministry of Education, which he described as good, and one director obtained his training at a third in-state university, which he described as great. Both of these directors cited the faculty as the strength of the program. The in-state program utilised ‘visiting faculty’ that was in the higher level educational supervisors such as school superintendents.

One director highly praised the training program:

My administrative program has given the researcher sufficient grounding in leadership skills. Without these, I would have been out of my job a long time ago.

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Another director pointed out that it was the decision making and educational problem solving strategies he had learned that had made the difference in his career:

I've felt all the way the greatest contribution of my administrative training program is the skill I acquired on educational problem solving. This skill makes a lot of difference in wrestling with delicate and critical issues in administration.

The weakest aspects

The directors identified two major weaknesses: an inexperienced faculty who lacked practical experience, resulting in coursework that was lacking in relevance. The responses are summarised in Table 5.17.

### *Task-oriented directors*

One of the task-oriented directors described the program as poor because there was no variety of instructors: a single instructor had taught all the core classes. Two directors, attached to a different university, were disappointed by the lack of realism in the course requirements. They saw little relevance between coursework and actual administrative requirements; they were critical of irrelevant elements such as financial planning and supervisory parameters which, they suggested 'had no practical application'.

**TABLE 5.17 ADMINISTRATIVE TRAINING PROGRAM: DIRECTOR PERCEPTIONS OF WEAKNESSES**

Role	School	Gender	Directors
			Weakest aspect
Task-oriented	F	F	Instructors lacked practical experience.
	P	F	Faculty were inexperienced.
	K	M	Lacking practical experiences.
	V	M	Less practical than needed.
Socially-oriented	G	F	Faculty inexperienced.
	Q	F	Faculty were inexperienced.
	H	M	Coursework was not sufficiently relevant.
	J	M	Faculty was inexperienced.

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### *Socially-oriented directors*

The socially-oriented directors indicated that they all graduated from a public university. Two of them rated their administrative training program as great while the other two rated it as average only. Three of them suggested improvement through an open door policy emphasis and one suggested the need for quick responses to problems.

The weakest aspect of the administrative training as perceived by both task- and socially-oriented directors was that inexperienced faculty members taught the course, plus the inclusion of less practical aspects in the program. A solution offered by two task-oriented directors was that institutions should hire more experienced faculty staff members, and that there should be greater concentration on the more practical aspects of administrative training program. One director said:

There is a need for those who teach in the graduate school to have had wide practical experiences in the field in which they are teaching.

Another director pointed out that:

there is a great need for future administrators to have exposure to practical realities under some experts in the real educational world.

### Summary

The strength of the training programs received lay in their emphasis on school-based management, educational equity, a cyclical approach to administration and synthesised learning. The most frequent deficiencies identified in the administrative training program were that the faculty were inexperienced, and that they assigned irrelevant coursework.

Suggestions for improving administrative training programs included engaging more experienced faculty, making the coursework more relevant and including internship/practicum experiences in the program. A more international and multicultural faculty would offer broader, richer, and more insightful international exposure for graduate students.

### **Teachers' responses**

To gain an appreciation of director style, from the viewpoint of teachers, the researcher had to be less direct. Hence, he explored the qualities that were most appreciated by the staff, recommendations for improvement that might be made to the respective directors, and an analysis of the way the director worked, directly, with staff. Findings for the individual schools were as follows:

#### **Task-oriented schools**

- **School F:** Teachers appreciated the director's fairness, people orientation and sensitivity to the personal needs of the faculty. They had no recommendations for her improvement.
- **School P:** Teachers appreciated the ability of the director to be understanding and supportive. They recommended that she 'clone herself', laugh more and be more flexible.
- **School K:** Teachers appreciated their director's honesty, faith in the faculty, and enthusiasm. The one recommendation for improvement they suggested was to spend more time in the classrooms.
- **School V:** Teachers appreciated the director's ability to be fair, open-minded and to display his Buddhist attitudes. The male teachers saw no areas for improvement, while the two female teachers recommended stronger discipline skills.

#### **Socially-oriented schools**

- **School G:** Teachers appreciated the director's honesty, knowledge, and assistance. They all recommended that she would leave her work at school and would pay more attention to her home life.
- **School Q:** Teachers appreciated the director's support, leadership skills and trust. They recommended that she develops stronger discipline, give more attention to the details and spend more time in the classrooms.

**TABLE 5.18 DIRECTORS' QUALITY MOST APPRECIATED**

Answer	No. of Teachers
Naturalness/Character	12
Open door policy	12
Quick response to problems & parent relations	8

- **School H:** Teachers appreciated the director's ability to let them be 'autonomous' and do their job. They recommended improvement of his student discipline skills.
- **School J:** Teachers appreciated the directors' easy nature, open door policy, quick reaction to problems and parental relations. They recommended more consistency and improved communication.

Following this analysis, the teachers' recommendations regarding future administrative training programs are addressed. Finally, teachers' reflected on the solution of a problem that they had shared with their director.

#### Appreciation of director qualities

Two qualities most frequently mentioned by staff emerged: the character of the director and their naturalness, and the active application of an open-door policy. A third quality related to the director's ability quickly to respond to problems, thus maintaining strong relationships with parents. A frequency count of these characteristics having been mentioned is contained in Table 5.18.

A summary of the issues raised and the teacher responses, in relation to directors' perceived needs for improvement and the qualities most admired, is contained in the next two sub-sections.

#### *Need for improvement*

Teachers identified two areas of need. The first is summed up in the statement:

I want our director to have more improved communication;

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the second, that:

The director needs to maintain a high level of consistency.

The teachers, regardless of whether they were in a task- or socially-oriented school, were in agreement so far as these recommendations were concerned: they saw the need for better communication and greater consistency on the part of their directors. A frequency count of these responses is contained in Table 5.19.

### Quality Most Admired

The teachers of the task-oriented directors identified the qualities that they most appreciated in their directors as follows: quick response to problems, good parental relations, and being so natural in their character. One teacher noted:

The director is very natural and responsive to the teachers' problems.

Another teacher commented:

Our director tends to be very quick in responding to problems plus the excellent parental relations.'

### Suggestions to Improve the Administrative Training Program

There was some variation in the suggestions to improve the administrative training program. One teacher recommended that:

there must be an inclusion of a solid internship program. This must be well-thought of and be involving of successful practitioners.

**TABLE 5.19 RECOMMENDATIONS FOR DIRECTOR IMPROVEMENT**

<b>Answer</b>	<b>No. of Teachers</b>
Better communication	24
Greater consistency	8

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Another suggested that

an administrative training program must have a strong emphasis on how to gain the support and relationship of the parents. They are the school customers.

A third recommended that

the director must have a very well-rounded grounding on how to handle discipline problems. This skill is a must especially in some contextual situations.

Finally, it was suggested that:

the director must have the knowledge of the various skills in all grade level.'

While diverse, these suggestions refer to elements critical to the administration of the curriculum in a school, what Schwab (1983) calls the 'commonplaces': students, teachers, subjects taught and the community.

Teachers as school administrators

The findings in this sub-section relate to the **8th Question** (for teachers): '**Do you have a desire to become a school administrator? What suggestion would you make for an administrative training program?**' Every teacher expressed a desire to become a school administrator. Within each school there was a predominant suggestion for administrative training programs, regardless of whether the director was task- or socially-oriented. Surprisingly, the dominant suggestions, summarised in Table 5.20, were all different; none showed any special link to the orientation of the director of the school, nor did they suggest a specific task- or socially-oriented preference. This suggests that directors' task- or socially-oriented preferences emerge once they are in the position and not prior: this must remain a hypothesis, only, at this stage, as the idea was not pursued further in this research.

**TABLE 5.20 TEACHERS' SUGGESTION FOR ADMINISTRATIVE TRAINING PROGRAMS**

<b>Role</b>	<b>School</b>	<b>Suggestion for administrative training programs</b>
<b>Task-oriented</b>	<b>F</b>	Providing parent relationship experiences
	<b>P</b>	Inclusion of an internship program
	<b>K</b>	Providing discipline skill experiences
	<b>V</b>	Developing knowledge of all grade level skills
<b>Socially-oriented</b>	<b>G</b>	Training in being consistent
	<b>Q</b>	Developing knowledge of special education laws and policies
	<b>H</b>	Validating teachers' transition to being an administrator
	<b>J</b>	Developing delegation of authority & skills

Joint solution of problems

Teachers were asked to describe the toughest problem they had faced with their director and to outline the subsequent solution(s). The problem situations were wide-ranging: custody battles, special education referrals, inappropriate student behaviour, bus safety, parent conferences, discipline concerns, challenging parental issues, family problems, scheduling, and funding. The solutions all revolved around the director's use of support, understanding and guidance. A summary of these problems, and of the support given is contained in Table 5.21

Specific situations cited included directors meeting with teachers and parents to facilitate conferences regarding sensitive issues. Some of these issues included were the initial determination of special education eligibility, inappropriate behaviour of students, parental disagreement with teachers' grading and discipline policies. All the teachers realised that the director was working with them to develop solutions for the benefit of the students. This was apparent in all instances. The teachers expressed appreciation of the

**TABLE 5.21 SHARED PROBLEMS & SUPPPORT**

<b>Toughest problem</b>	<b>No. of Teachers /N=32</b>
Family problem	8
Inappropriate student behaviour	8
Discipline concern	4
Special education referrals	4
Custody	4
Bus safety	4
<b>Support given</b>	<b>No. of Teachers /N=32</b>
Understanding/ guidance	20
Support	12

directors’ qualities such as: their open door policy, their naturalness, being prompt to respond to problems, and to be closely focused on positive relationships with parents.

As a consequence of these examples, the researcher identified a list of suggestions of issues that need to be addressed in future administrative training courses. These are shown in Table 5.22. Most important was a focus on special education; then, of equal importance were issues associated with pedagogy, control and management skills, human and community relations, professional development and transition planning, and delegation of leadership and management.

**The training needs for future directors, identified in this phase of the research, were as follows:**

- **to maintain a strong emphasis on school-based management that focused on both administration and on integrated learning;**
- **from the directors’ perspective: a training program that is delivered by an experienced, national and international**
- **faculty; that consists of relevant coursework; and that includes internship and practicum experiences;**

**TABLE 5.22 ISSUES FOR FUTURE ADMINISTRATIVE TRAINING COURSES**

<b>Teacher suggestion</b>	<b>Frequency</b>
Knowledge of special educations & laws	4
Emphasis on consistency	2
Knowledge of all grade levels	2
Internship program	2
Validation of teachers' transition to administration	3
Parental relationship	2
Discipline skills	2
Delegation of authority & skills	2

- **from the teachers' perspective:**
  - **practical programs that led to improved leading, management and communication skills;**
  - **an internship program that focuses on curriculum leadership and management at the broadest level: accounting for the 'commonplaces' of the curriculum – students, teachers, subjects taught and the community.**

## **Gender**

Under this general heading, the researcher addressed the advantages and disadvantages in relation to gender – as perceived by both directors and teachers.

### **Advantages in relation to gender**

This section directly relates to the open-ended interview question number 8 that was directed to directors, only. **8th Question: 'What advantages do**

**TABLE 5.23 DIRECTORS' ADVANTAGE DUE TO GENDER**

Role	School	Gender	Directors' advantage due to gender
<b>Task-oriented</b>	<b>F</b>	F	Better understanding of teachers
	<b>P</b>	F	Better understanding of teachers
	<b>K</b>	M	Understanding students and community relations
	<b>V</b>	M	Community relations
<b>Socially-oriented</b>	<b>G</b>	F	Ability to work with female teachers
	<b>Q</b>	F	Staff relations
	<b>H</b>	M	Better understanding of teachers
	<b>J</b>	M	Staff relations

**you perceive you realise as a director because of your gender? Can you relate any particular situations that justify this?’** The responses are summarised in Table 5.23.

The advantages that the female directors perceived were a better understanding of all teachers, but especially female staff. The advantages that the male directors perceived were better staff and community relations. These data are summarised in Table 5.24. Overall, staff and community relations were the dominant concerns: female directors were better able to handle the former; male directors better able to handle the latter.

**TABLE 5.24 ADVANTAGES OF THE DIRECTORS' GENDER**

Answer	No. of Directors		Total (8)
	Male	Female	
Better understanding of teachers	0	2	2
Community relations	2	0	2
Staff relations	2	1	3
Ability to work with female teachers	0	1	1

**TABLE 5.25 DISADVANTAGES IN RELATION TO GENDER**

Disadvantages	No. of Directors		Total (8)
	Male	Female	
Handling community relations	0	2	2
Lack of maintenance & custodial knowledge	0	2	2
Lack of male colleagues	4	0	4

### Disadvantages

This section directly relates to the open-ended interview question number 9 that was directed to both directors and teachers: **9th Question (for directors): ‘What disadvantages do you feel exist for you as a director because of your gender? (for teachers): ‘Do you prefer working for a male or a female director?’**

Three key disadvantages were identified: for female directors, handling community relations, lack of maintenance and custodial skills; for male directors, the lack of male colleagues at secondary level. These disadvantages are summarised in Table 5.25.

The question asked of teachers, **‘Do you prefer working for a male or a female director?’** received a range of responses that are summarised in Table 5.26.

When asked to identify their gender preference for a director, 11 males and 8 female teachers indicated that they had no preference. Two male teachers indicated their preference for female directors, and three male teachers indicated their preference for male directors. Six female teachers indicated their preference to work with a female director while two female teachers indicated their preference to work with a male director.

One male teacher expressed the view that

communication is easier with male administrators, but females explain things better.

One female teacher described female directors as ‘more open’.

TABLE 5.26 DIRECTOR GENDER PREFERENCE

	No preference	Male	Female	Total
Male	11	3	2	16
Female	8	2	6	16

The gender advantages and disadvantages, as seen by directors and teachers, were as follows:

*Advantages:*

- male directors: their ability better to handle community relations;
- female directors: their ability better to work with teachers

*Disadvantages:*

- male directors: their lack of male colleagues at secondary level;
- female directors: their lack of community management knowledge, lack of maintenance and custodial skills

Of the teachers in the study, a majority of males and half the females indicated no gender preference for their director. A significant minority of females, however, showed a preference for a female director. The leadership style of the director did not emerge in the discussion of gender.

In summary, policy compliance was the key leadership concept noted by all directors and their teachers. To achieve compliance, directors placed emphasis on supervision and staff having high expectations for successful curriculum delivery. The teachers noted that, as a consequence, there were individual variations in leadership style, indicating that a social-orientation was adopted when and as required.

## **Descriptive Findings**

In this section the researcher considers a compilation of the descriptive findings in this chapter.

### **Director leadership and school climate**

Quality secondary schools are involved in a dynamic process of teaching for learning. Teacher satisfaction, student achievement, active community involvement and orderly learning environments are fundamental to this process. School administrators must function as instructional leaders, curriculum coordinators, human resource directors, financial managers and disciplinarians to facilitate the attainment of this educational goal.

The creation of a positive school climate is the foundation for dynamic teaching and learning opportunities. Directors must receive proper training in their administrative training programs to create positive climates.

The findings of this study delineate key components for strong, authentic, quality administrative training programs. The directors and teachers that participated have outlined strengths and weaknesses that exist in current training programs. The inclusion of administrative internship programs appeared to be critical to successful preparation and appreciated by directors and teachers. Current preparation programs should examine the recommendations made as a result of this data analysis.

### **Gender related leadership**

The findings of this study further outline the leadership traits that generate positive school climates. These traits and themes emerged as being gender-based with a positive emphasis on feminine leadership qualities. The gender of the administrator did not seem to determine effective leadership, yet feminine leadership traits were those qualities most appreciated by teachers. Secondary school administrators should examine these qualities and incorporate those traits that assist them in the creation of a positive school climate that reflects director and teacher openness. It is the utilisation of

these findings, along with other leadership and motivational recommendations that can assist in facilitation of continuous administrative improvement at the secondary school level.

## **Summary**

The qualitative component of this research involved a cross-case study analysis of the data collected to determine an information base for responses to the research questions of this study. The key outcomes from an analysis of the responses of both directors and teachers, as they relate to the interview questions (IQ), are listed below:

**IQ2: The director has many different roles such as: instructional leader, human resource director, financial manager, curriculum coordinator and disciplinarian. Of these roles, which one is of primary importance to you? Why?**

- **Two roles, in order of frequency, emerged as predominating in all of the sample schools: human resource director, instructional leader/curriculum coordinator. There was a clear distinction between the role perception of the task-oriented and socially-oriented directors, and a split-view of the teachers in socially-oriented schools.**
- **More task-oriented directors saw HRD as their prime role, a view shared by the teachers in their schools. Socially-oriented directors did not see HRD as their prime role; however, half of their teachers perceived HRD as the prime role.**
- **Task-oriented directors saw that they have a human resource director role. This distinction appears to be related to leadership style and is independent of gender.**
- **Teachers working in task-oriented schools tended to agree with the role perception of their director. This perception was independent of gender.**

- **Discrepancies in director role-perceptions occurred in only two cases: one, in a task-oriented school, where a male director saw his role as that of a curriculum coordinator, while a large majority of the teachers saw his role to be that of human resource director; the second, in socially-oriented school, where a male director similarly saw his role as curriculum coordinator while, again, a large majority of the teachers saw his role to be that of human resource director. These discrepancies appear to be gender-based: male directors and teachers had a higher level of discrepancy than did their female colleagues.**
- **Socially-oriented directors saw themselves in an instructional/curriculum role. With one exception, this distinction appears to be related to leadership style and is independent of gender.**
- **Teachers working in task-oriented schools are split 50:50 as to whether or not they agree with the role perception of their director. This perception is independent of gender.**
- **A high level of discrepancy in these perceptions occurred in three of the five schools where the director nominated as being socially-oriented cases (one which was a task-oriented school). Where discrepancies occurred, all but one was due to teacher perception that directors behaved as human resource directors. These discrepancies are not teacher gender-based; it is likely that the directors, both males, were more task-oriented than they preferred to admit.**

**Finally, two themes relating to director leadership style emerged:**

- **All of the directors agreed with the LPC rating of their own leadership orientation; for the teachers, there were minor**

**differences in their perceptions of their director's orientation, with no evident patterns emerging.**

- **Socially-oriented directors had the firm intention of building positive relationships between themselves and their staff.**

**IQ3 (for directors): 'Communication is an important skill of the director. What are the most common ways you communicate with your staff?' (for teachers): 'Communication is an important skill of the director. What are the most common ways your director communicates with the staff?'**

- **Task-oriented directors' most common means of communication were written and verbal interaction, while, socially-oriented directors utilised more personal means such as notes, small group meetings, active listening and physical displays of support. There was no gender preference noted in these responses.**

**IQ 4 (for directors & teachers): 'What is the greatest value of faculty the meetings to you?'**

- **Task-oriented directors were more likely to use staff the meetings to transmit information; socially-oriented directors were more likely to use the meetings to achieve consensus. There was no gender preference noted.**

**IQ 5-7 (directors): How would you describe your administrative training program? What was the greatest strength of your administrative training program? What was the weakest aspect of your administrative training program? What suggestions do you have for improvement?; (teachers): What quality of your director do you most appreciate? What is one recommendation for improvement that you would make for your director? What is the toughest problem your director has helped you with this year? What solution did you develop with the director?**

**These elements were reduced to identify key training needs for future directors**

- **The training needs for future directors, identified in this phase of the research, were as follows:**
  - **to maintain a strong emphasis on school-based management that is focused on both administration and on integrated learning;**
  - **from the directors' perspective: a training program that is delivered by an experienced, national and international faculty; that consists of relevant coursework; and that includes internship and practicum experiences;**
- **from the teachers' perspective:**
  - **practical programs that led to improved leading, management and communication skills;**
  - **an internship program that focuses on curriculum leadership and management at the broadest level: accounting for the 'commonplaces' of the curriculum – students, teachers, subjects taught and the community.**

**IQ 8-9 (directors) What advantages do you perceive you realise as a director because of your gender? Can you relate any particular situations that justify this? What disadvantages do you feel exist for you as a director because of your gender? Can you relate any particular situations that justify this?;**

**(teachers) Do you have a desire to become a school administrator? What suggestion would you make for an administrative training program? Do you prefer working for a male or a female director?**

**The gender advantages and disadvantages, as seen by directors and teachers, were as follows:**

***Advantages:***

- **male directors: their ability better to handle community relations;**
- **female directors: their ability better to work with teachers**

***Disadvantages:***

- **male directors: their lack of male colleagues at secondary level;**
- **female directors: their lack of community management knowledge, lack of maintenance and custodial skills**

**Of the teachers in the study, all of whom had a desire to become school directors. A majority of males and half the females indicated no gender preference for their director. A significant minority of females, however, showed a preference for a female director. The leadership style of the director did not emerge in the discussion of gender.**

**Policy compliance was the key leadership concept that was noted by all directors and their teachers. To achieve compliance, directors placed emphasis on supervision and staff having high expectations for successful curriculum delivery. The teachers noted that, as a consequence, there were individual variations in leadership style, indicating that a social-orientation was adopted when and as required by task-oriented directors.**

**IQ 10. Do you see yourself/your director as a task-oriented leader or a socially-oriented leader?**

- **All of the directors agreed with the LPC rating of their leadership orientation; there were minor differences, with no evident pattern, in the perception of teachers**

**A synthesis of these outcomes and the quantitative findings presented in Chapter 4 is considered in Chapter 6.**

# CHAPTER 6

## Synthesis of Findings

### Introduction

In order to synthesize the results and findings of this study effectively, it was necessary to consider individually each director, and the groups of teachers surveyed and interviewed within their school. Results from individual schools as well as collective data were then examined to determine trends and recommendations. Thus, the findings of the research arise from a triangulation of quantitative (as reported in Chapter 4, on pages 100-102) and qualitative findings (as reported in Chapter 5, on pages 148-152) relating to task-oriented and socially-oriented directors, a consideration of the perceptions of a sample of male and female teachers regarding their director's leadership orientation, with the whole being viewed through the prism of gender.

Summaries of schools with task-oriented leaders are presented first; then follows the summaries of those schools with socially-oriented directors.

### **Directors identified with a Task-oriented Leadership P reference**

As reported in Table 4.2, of the 25 school directors surveyed using Fiedler's (1967) *Least-Preferred Co-worker Score* (LPCS), the results showed that all but four directors had a preference for task-oriented leadership. Of this

majority of 21 directors, the four (two males and two females) who showed the strongest preference for task-oriented leadership were selected.

### **Male task-oriented leaders**

These two directors were the leaders of Schools V and K, respectively

#### **School V**

The Director of *School V* had ten years administrative experience. His school served 3,472 students in Mattayomsuksa 1–6 (Grade 7-12). The LPCS survey identified him as task-oriented. He, the male teacher, and one female teacher agreed with this; however, one female teacher felt he was more socially-oriented. He self-rated as moderately strong on effective leadership and leadership style; the teachers, however, rated him highly on both measures.

The director viewed his primary role as that of curriculum coordinator. One male teacher agreed. One male saw him as instructional leader, while both females perceived his primary role as human resource director. The qualities most appreciated represented the feminine traits of fairness, open mindedness, and empathy. The female teachers saw the need for stronger discipline, which was a masculine trait; the male teachers had no recommendations for improvement. This director perceived no advantages or disadvantages due to his gender.

This case presents a contradictory set of results. His LPCS result, suggests that Director V should have been the most task-oriented of all the directors in the study. This is not borne out by the findings arising from the OCDQ-RE survey of the director and teachers in School V, where he was above average and average, respectively, in the mean of openness. There were ambiguities, too, in both his self-perception (Director V saw himself as quite strongly socially-oriented and gender based in his leadership; the staff less so) and in staff perceptions of his role. The two male teachers disagreed on what they saw as his primary role; both females shared a third perception. The teachers appreciated his feminine traits: the teachers as a group; the

females saw a need for stronger discipline; the director saw neither gender advantages nor disadvantages. The LPCS survey result seems to be at odds both with the OCDQ-RE survey and with the results of the interviews with the director and the teaching staff. It would seem that Director V does not match the leadership and behavioural stereotypes contained in the LPCS and OCDQ-RE surveys at the personal and interpersonal level. Nor does he appear to match gender stereotypes.

### **School K**

The Director of *School K* served 2,365 students in Mattayomsuksa 1-6 (Grade 7-12). He had 8 years administrative experience. He was the highest task-oriented male director. He viewed himself as task-oriented, as did all teachers interviewed. He and his staff recognised his strong effective leadership; he, however, perceived his leadership style to be moderate while the teachers rated the highest of all directors in the study.

The director and all four teachers saw his primary role as human resource director because of the emphasis he placed on morale, motivation and communication. The qualities most appreciated were honesty and enthusiasm, which are both masculine traits. One male teacher in recommending that the director spend more time in the classrooms, displayed a masculine trait, while the others saw no need for improvement. The director viewed the ability to relate to faculty as the members of a family as an advantage, while community perceptions of him were considered as being negative. He considered his training program 'average' stating that the school law class was a significant strength.

This set of results is consistent with the LPCS and OCDQ-RE surveys: the perceptions of Director K as being task-oriented are borne out at both personal and interpersonal levels. He is strongly masculine, and the matching traits of honesty and enthusiasm are admired by his staff. His main focus is the human relations aspect of his school; his involvement in the outside community is seen as being less of a priority. The two surveys and the

teacher interviews appear to be in agreement with a leader who applies a strong gender orientation to his task-oriented leadership style.

### **Female task-oriented leaders**

These two directors were the leaders of Schools P and F, respectively

#### **School F**

The Director of *School F* had 5 years administrative experience. Her school served 3,860 students in Mattayomsuksa 1-6 (Grade 7-12). She ranked as the second highest task-oriented female on the LPCS survey; similarly, she viewed herself as being task-oriented, as did all the teachers who were interviewed. Director F self-rated her leadership effectiveness as moderately high, while the teachers rated it as high; both she and her staff recorded very high scores for her leadership style.

The director viewed her primary role as human resource director. One female interviewed agreed while one male saw her fitting all roles. The other two teachers perceived her as an instructional leader. There is a level of uncertainty revealed here. The qualities most appreciated were understanding and support, which represent feminine traits. The recommendation that she should be less rigid and show more humour, were masculine traits. This director viewed empathy for students as a gender advantage and lack of maintenance knowledge of custodial concerns as a disadvantage. She described her training program as 'great' because of the small class sizes.

Director F's rigidity and the lack of a sense of humour suggest that she has stronger masculine traits than she might like to admit. Further experience in the role (she has only had five years in the position) might lead to more relaxation of a 'masculine veneer' currently displayed. The expression of empathy for students is perhaps an indication that this is happening. Her suggestion for 'meaningful field experiences' in administrative leadership training is further indication that a more social-orientation of leadership is emerging.

### **School P**

The second task-oriented female director was the administrator at *School P*. She had eight years of administrative experience. Her school served students in Mattayomsuksa 1 through 6 (Grade 7-12). There were 2,083 students in this school. Director P rated as the equal highest (with Director F) task-oriented female administrator on the LPCS survey. This director and three of the four teachers interviewed perceived her as having a task-orientation to leadership. She self-rated her leadership effectiveness as high, and the teachers agreed; she rated her personal leadership style as moderately high, but the teachers rated it as high.

Teachers interviewed perceived the director's role as either an instructional leader or curriculum coordinator. The director perceived her role as instructional leader because that was considered her first priority for students and teachers. This may be regarded as a general agreement on the role. The qualities most appreciated by the teachers were her support, leadership, faith and trust; these may be considered feminine leadership traits. The recommendations made were stronger discipline, more time in classrooms and increased attention to detail; as such, they represent masculine leadership qualities. The director saw her ability to communicate as a gender advantage while community relations were considered a disadvantage. She observed that her school community appeared to resent a female director; she appears to have failed to realise that her staff rate her much more highly for her task orientation and her feminine gender traits than she does herself. This suggests that she is striving to show masculine leadership traits in the belief that these are required – when, in fact, her feminine leadership traits are very well-received.

In this case, there was complete agreement between Director F's view and that of her staff: she is totally task-oriented. This, however, has not affected appreciation of her strong feminine leadership traits: support, leadership, faith and trust. Nevertheless, there is a strong masculine emphasis on control, focused work and attention to detail. She is sensitive to a gender

divide between her school and the community – perhaps this explains a masculine perception in the way she manages curriculum leadership in the school. This could, too, be reflected in her recommendation that more authentic administrative experiences be offered in future administration preparation programs. Overall, she may not be true to her own gender; her leadership might be more authentic if she built on her feminine traits.

### **Directors identified with a Socially-oriented Leadership Preference**

Of the 25 school directors surveyed using the LPCS survey, the results, as reported in Chapter 4, indicated 21 had a preference for task-oriented leadership. The only four directors out of 25 – two males and two females – directors who showed the greatest socially-oriented leadership traits are considered in this section.

#### **Male socially-oriented leaders**

These two directors were the leaders of Schools H and J, respectively

##### **School H**

The director at *School H* served 2,261 students in Mattayomsuksa 1 to 6 (Grade 7-12) and he had twenty years of administrative experience. He was the highest scoring socially-oriented male director on the LPCS survey; similarly, he agreed with this orientation. All four teachers interviewed similarly perceived him as being socially-oriented. He self-rated as moderate on both effective leadership and leadership style; the teachers rated him similarly on effective leadership, but high on leadership style.

The director viewed his role as instructional leader and that was his priority for the school. Three of the four interviewed teachers viewed him in the role of human resource director because of the larger diversity of people he deals with each day. One female teacher viewed him as curriculum coordinator because of the importance he places on instruction; this could be

seen as being comparable to the director's self-view. The qualities the teachers appreciated were his trust, flexibility, and ability to allow teacher autonomy. These represent feminine leadership traits. Two teachers recommended stronger discipline, which is considered a masculine trait, while the other two saw no need for improvement. The director viewed his ability to communicate with the wide diversity of this community as a gender advantage. He perceived the lack of male teaching staff in the school as a disadvantage. He described his administrative training program as 'great' because of excellent instructors. His recommendation for preparation programs would be the inclusion of public relation skills.

Director H viewed himself as a socially-oriented administrator; this was confirmed by the LPCS survey and by all of the teachers in his school who were interviewed. These teachers, generally, appreciated his feminine leadership traits; the only divergence from this was that two teachers would like him to exert stronger discipline, a masculine trait. Director H is effective and open – both with most of his staff and with the school's community – which suggests that he combines masculine and feminine leadership traits effectively.

### **School J**

The Director of *School J* was the other socially-oriented male in this study. He was responsible for 3,432 students in Mattayomsuksa 1 to 6 (Grade 7-12). He had ten years of administrative experience. He viewed himself as having a social-orientation as did both male teachers. One female viewed him as task-oriented and the other female saw him as having both orientations. He self-rated as moderate on effective leadership high on leadership style; his teachers rated him as moderate on both elements.

Director J viewed his role as that of a curriculum coordinator; he makes this the primary focus of his job. Three teachers viewed him as human resource director because of the large diversity of people dealt with daily, while one teacher saw him as a disciplinarian based upon the large number of

office intervention referrals. The qualities most appreciated by the teachers were his open door policy, parental relation skills, quick action and flexibility. The only masculine trait noted was his quick action. Staff recommendations for improvement included greater consistency, better communication and gaining more experience.

Director J viewed himself as a socially-oriented administrator; the evidence suggests that he is not as confirmed in this as was Director H. One female teacher saw a balance between a task- and socially-oriented administrator. There would also appear to be some gender ambivalence for Director J: he is stronger in feminine leadership than masculine traits. The perception is that he needs to strengthen his masculine leadership qualities while retaining those which are feminine.

### **Female socially-oriented leaders**

These two directors were the leaders of Schools Q and G, respectively.

#### **School Q**

The Director of *School Q* was a high scoring socially-oriented female. She had ten years administrative experience and served 2,244 students in Mattayomsuksa 1-6 (Grade 7-12). She perceived herself as socially-oriented as did one male and one female teacher. The second female teacher saw her as having a task-orientation; the other male teacher saw her as having both orientations. Director Q self-rated as moderate on both effective leadership and leadership style, while the teachers rated her very highly on the former and high on the latter.

The director perceived the role of human resource director as her primary role. She stated that ‘...if you hire good people, everything else takes care of itself’. One male teacher agreed with this role perception; the other three teachers saw her primary role as that of instructional leader. Qualities most appreciated by the teacher were the masculine ones of fairness and understanding of family needs. No teachers saw any need for improvement

recommendations. Director Q saw the key advantage of her being female that males work more efficiently for a woman, while the disadvantage was the lack of other female directors.

Director Q shows strong feminine leadership qualities, balanced by appropriate male qualities. Her staff see her as more of an instructional leader than a human resource director. Apart from that distinction, staff seem very content with her leadership. Director Q would appear to be the director most settled with her gender and her role; thus she could be regarded as the most effective leader of the group of eight.

### **School G**

*School G* is a secondary school serving students in Mattayomsuksa 1 to 6 (Grade 7 to 12). There were 4,300 students in this school. The director was a female with 15 years administrative experience, which represents the most of all female directors in this study. She scored as the highest socially-oriented female on the LPCS survey. Director G, as well as the four teachers interviewed perceived a social-orientation to leadership style. She self-rated as high on effective leadership and moderate on leadership style; the teachers rated her as moderate on both elements.

The teachers viewed Director G's role as either human resource director or instructional leader because of her focus on curriculum and ability to deal with people. The director viewed her primary role as that of instructional leader because of the emphasis she placed on student achievement. The qualities most appreciated in this director were her honesty, knowledge and assistance, which were considered to be feminine traits of leadership. The recommendation for improvement was that the director 'leave her job at school' which was considered a masculine trait. The director saw empathy as a positive advantage to being a female director and perceived no disadvantages.

Director G appears to be comfortable in her style and role. While the teachers see her role slightly differently, these differences appear

unimportant: they all concur with the perception of role and appreciate her feminine traits of leadership that she displays – the highest of the eight directors. Director G provides a fine example of socially-oriented feminine leadership.

### **Reflection**

The collective data revealed several interesting points that assisted in answering the research questions. Firstly, the style of leadership nominated by all eight directors matched the LPCS survey outcome. Teachers in five of the schools (K, F, P, H, and G) agreed with this perception. Two teachers (one female, one male from Schools J and Q, respectively) perceived both task- and social-orientations on the part of their directors. Only one teacher (female), from School V, saw her male director as being socially-oriented rather than task-oriented, thus disagreeing with all other respondents and the LPCS outcome. This strong agreement with the LPCS ratings suggests that there is high reliability in using this instrument to determine director orientation.

According to teacher ratings, schools with socially-oriented directors scored higher on the Director Openness component of school climate. Male administrators scored higher on Director Openness. Schools with socially-oriented directors scored higher on the Teacher Openness component of school climate. No difference was noted regarding gender on this aspect. Socially-oriented directors scored higher on director effectiveness ratings than did task-oriented directors. Female directors scored higher than did the male directors on teacher ratings, but lower on self-ratings. Task-oriented directors scored higher on gender-based leadership ratings than socially-oriented directors. Male directors scored slightly higher on self-ratings than did female directors. Socially-oriented directors scored higher on feminine leadership traits than task-oriented directors. Female directors scored higher than did male directors. Teacher ratings indicated higher scores for females than males regarding feminine leadership.

## Climate, Style and Gendered Characteristics

This study focused on school climate (as measured by the ‘openness’ of directors and teachers) in a sample of eight secondary schools in Bangkok Metropolis, Thailand, to determine possible links between administrative leadership style and gendered characteristics. The relevant quantitative data are contained in Table 6.1: data from the *Least Preferred Co-worker Scale* (LPCS) (low score = task-oriented; high score = socially-oriented, maximum score = 700; derived scores for director and teacher openness obtained from the *Organisational Climate Description Questionnaire – Revised Edition* (OCDQ-RE); director and teacher ratings of directors’ leadership effectiveness and leadership style, each on a scale of 1 (low) to 5 (high). These questionnaire elements are included in the relevant sections of Appendix D (for directors) and Appendix E (for teachers)

**TABLE 6.1 LEADERSHIP EFFECTIVENESS AND STYLE IN THE SCHOOLS**

School	M/F	LPCS	Orientation	OCDQ_RE Director openness	OCDQ_RE Teacher openness	Leadership effectiveness - director	Leadership effectiveness - teachers	Leadership style - director	Leadership style - teachers
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
J	M	117	Social	535	491	3.90	3.44	4.20	3.26
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
H	M	137	Social	492	529	3.83	3.82	4.05	4.39

Key: Task-oriented   
Socially-oriented 

The researcher used these data to compare perceptions of school climate, style and gendered characteristics for clusters of schools according to director and teacher openness, style, and director and teacher measures of leadership style. This was done by ranking the schools (highest to lowest) according to openness, leadership effectiveness and leadership style scores on the measures recorded in Table 6.1. These ranks were then compared according to openness, leadership effectiveness and leadership style (as indicated by both directors and teachers) of the eight directors. Finally, two or three of the highest and lowest scores (depending on the range observed) were highlighted for the director and teacher ratings and compared with gender and leadership orientation. The outcomes for openness are summarised in Table 6.2.1, for effectiveness in Table 6.2.2, and for leadership style in Table 6.2.3.

### **Openness**

The school climate, measured by the level of openness as determined by the OCDQ-RE scores (see Table 6.2.1), revealed that the three most open schools – on both director and teacher measures – were Schools F, K and P; the directors of these schools (two females and one male) were all task-oriented. The two least open schools, according to director measures were Schools H and G (socially-oriented directors); according to teacher measures, they were G, and J (socially-oriented directors). School V, with a male director was in the middle of the range; J and Q were in the middle of the range for the directors; Schools V, H and Q were in the middle range for teachers. With these distinctions in mind, and using both director and teacher ratings for the eight schools, there were one male and two female directors in the top group; one male clearly in the middle group; one female clearly in the lower group, and three males and two females who were rated either in the middle or the lower group.

**TABLE 6.2.1 GENDER, CLIMATE, EFFECTIVENESS AND STYLE: OPENNESS**

School	M/F	LPCS	Orientation	OCDO_RE	OCDO_RE	Leadership effectiveness	Leadership effectiveness	Leadership style	Leadership style
				Director openness	Teacher openness	- director	- teachers	- director	- teachers
<b>Leadership orientation: Task/Social on LPCS scale</b>									
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
J	M	117	Social	535	491	3.90	3.44	4.20	3.26
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
<b>Director openness rank</b>									
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
J	M	117	Social	535	491	3.90	3.44	4.20	3.26
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
<b>Teacher openness rank</b>									
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
J	M	117	Social	535	491	3.90	3.44	4.20	3.26

**Key:** Male   
 Female 

**TABLE 6.2.2 GENDER, CLIMATE, EFFECTIVENESS AND STYLE: EFFECTIVENESS**

School	M/F	LPCS	Orientation	OCDQ_RE	OCDQ_RE	Leadership effectiveness	Leadership effectiveness	Leadership style	Leadership style
				Director openness	Teacher openness	- director	- teachers	- director	- teachers
<b>Leadership orientation: Task/Social on LPCS scale</b>									
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
J	M	117	Social	535	491	3.90	3.44	4.20	3.26
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
<b>Director effectiveness - directors</b>									
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
J	M	117	Social	535	491	3.90	3.44	4.20	3.26
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
<b>Director effectiveness - teachers</b>									
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
J	M	117	Social	535	491	3.90	3.44	4.20	3.26

Key: Male   
 Female 

**TABLE 6.2.3 GENDER, CLIMATE, EFFECTIVENESS AND STYLE: LEADERSHIP STYLE**

School	M/F	LPCS	Orientation	OCDO_RE	OCDO_RE	Leadership effectiveness	Leadership effectiveness	Leadership style	Leadership style
				Director openness	Teacher openness	- director	- teachers	- director	- teachers
<b>Leadership orientation: Task/Social on LPCS scale</b>									
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
J	M	117	Social	535	491	3.90	3.44	4.20	3.26
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
<b>Director leadership style – directors</b>									
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
J	M	117	Social	535	491	3.90	3.44	4.20	3.26
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
<b>Director leadership style - teachers</b>									
V	M	61	Task	538	507	3.83	4.42	3.70	4.74
K	M	62	Task	596	579	4.00	4.26	3.75	4.70
F	F	63	Task	643	611	3.90	4.60	4.65	4.62
P	F	63	Task	596	579	4.50	4.51	4.05	4.39
H	M	137	Social	492	529	3.83	3.82	4.05	4.39
Q	F	123	Social	512	507	3.50	4.67	3.35	4.38
G	F	122	Social	424	493	4.27	3.80	3.80	4.00
J	M	117	Social	535	491	3.90	3.44	4.20	3.26

**Key:** Male   
 Female 

Allowing for the rating differences for Schools J and H, and for School V, the researcher deduces that task-oriented schools are more open than socially-oriented schools; the gender of the directors, however, does not influence this openness. **On these results, climate as measured by director and teacher openness, is dependent on the leadership orientation of the director, but independent of gender: task-oriented directors, whether male or female, have schools with a more open, and therefore, positive climate.**

### **Leadership effectiveness**

A similar analysis of the results for director effectiveness as rated separately by director and teachers, revealed a quite different pattern (see Table 6.2.2). Taking only the highest and the lowest grouping of both the director and teacher ratings, there was a clear gender-based orientation. The highest rating for both groups was for female directors; for the lowest rating, four males and two female directors were identified. The leadership orientation included a mix of task- and socially-oriented directors: an even ratio of directors in the higher group; a one to four task to socially-oriented directors in the lower group. **On these results, leadership effectiveness as measured by directors and teachers, is strongly related to feminine gender characteristics and is moderately associated with task-oriented leadership.**

### **Leadership style**

Once again taking only the highest and lowest groupings, a third pattern emerged (see Table 6.2.3). The highest rating for director leadership style by directors included a female task-oriented and a male socially-oriented director; for the teachers, two males and female, both task-oriented directors comprised this grouping. Both directors and teachers included a male and female director both of whom were from different schools; for the directors, the male was task-oriented and the female was socially-oriented; for the

teachers, both were socially-oriented. In this case, the middle group consisted of an even spread of male and female, task- and socially-oriented directors.

On these results, leadership style as measured by the directors, is balanced in terms of both gender and leadership orientation; for the teachers, it is biased towards males who are task-oriented at the highest level. Overall, the teachers awarded task-oriented directors the highest rating for leadership style and socially-oriented directors the lowest rating. **Thus, directors do not see director leadership style as having a gender or orientation bias; on the other hand, teachers have a stronger orientation towards male directors who are task-oriented.**

### **Summary**

On the basis of the highest ratings for all three climate elements, female directors who are task-oriented display the most gendered characteristics and thus are more likely to create a more positive climate.

## **Synthesis of the Results**

Examination of the individual data as well as collective information gathered from the triangulation of the results assisted in evaluating the research questions for this study. Each research question was analysed regarding leadership style, the themes, and the research questions:

### **Research Question 1**

**What is the leadership style of directors in a sample of 25 schools in Thailand? What themes of leadership style are predominant among the involved principals?**

Items (1-30) on the questionnaires were the primary source of data for this question. These items focused on effective careful analysis of the scores of directors and teachers indicate the following:

- **Openness** was not a gender-based characteristic; on the other hand, it is dependent on the leadership orientation of the director.
- **Leadership effectiveness** is strongly related to feminine gender characteristics and is moderately associated with task-oriented leadership.
- **Leadership style** is problematic. While directors do not see director leadership style as having gender or orientation characteristics, teachers have a stronger orientation towards male directors who are task-oriented.

On the basis of this research, female directors who are task-oriented are most likely to create a positive climate in schools than other possible groupings.

## **Research Question 2**

**What is the influence of the director's gender on school climate, as perceived by directors and classroom teachers?**

School climate was determined by scores on the Director and Teacher Openness scores. Director Openness was determined by scores obtained on the supportive, directive and restrictive subsets of the Organisational Climate Descriptive Questionnaire-Revised Edition. Supportive behaviour has a feminine basis while directive and restrictive behaviours have a masculine foundation. Teacher Openness was determined by scores obtained on the collegial, intimate and disengaged subtests of the Organisational Climate Descriptive Questionnaire-Revised Edition. Collegial and intimate behaviours are interpreted to be feminine based while disengaged behaviour has a more masculine basis. Task-oriented directors had a mean score of 567 relative to Director Openness, while socially-oriented directors had a mean score of 522. Male directors obtained a mean score of 558, whereas female directors scored a mean of 531.

Directors of *Schools V, K, P and V* obtained higher scores on Director Openness. All of these were task-oriented directors; two were males and two were females. The lower Director Openness scores were obtained by females and socially-oriented administrators. This corresponds with the result that task-oriented directors scored higher on gender-based leadership ratings than did socially-oriented directors. According to the mean scores, male directors scored slightly higher on gender-based leadership traits than did female directors.

Directors of *Schools F, K, P and H* obtained the higher scores on the Teacher Openness components. Three directors were task-oriented; one, a male, was socially-oriented; again, two were male and two were female. The lower Teacher Openness scores were obtained mainly by socially-oriented administrators; one, a male, was task-oriented; again there was an equal gender mix. This difference is confirmed by noting that the director qualities appreciated by teachers in the task-oriented schools represented collegial and intimate behaviours.

The quantitative and qualitative observations, considered together, confirm the earlier conclusion: **The climate in these schools is dependent on the leadership orientation of the director but is independent of gender characteristics.**

### **Research Question 3**

**What is the relationship between teacher gender, climate and perceptions of leadership style?**

There was very little correlation between gender and perception of director leadership style. As previously mentioned, only one director perceived himself or herself as having a task-orientation to leadership. Of the interviewed female teachers, 56 per cent agreed with their director's leadership perception. Of the interviewed male teachers, 43 per cent agreed

with their director's leadership perception. There was no practically significant difference in director orientation and teacher perception.

There was 75 per cent agreement between teachers and directors regarding perception of the primary leadership roles. The teachers and directors of socially-oriented schools agreed totally on the primary leadership role being that of either human resource director or curriculum coordinator. There was only 50 per cent agreement among teachers and directors of task-oriented schools regarding leadership role perception. The role of instructional leader was the only aspect of correlation in this area.

#### **Research Question 4**

What are the implications of the relationship between leadership style and school climate for preparation programs for directors?

- **Are there significant relationships between the director's gender and leadership style as well as director's gender and school climate?**
- **Are there significant differences between the perceptions of directors and teachers on leadership style, school climate, and gender?**

Conclusions drawn in Chapter 5 lead to two implications that are related to RQ 4; these are discussed in the next sub-sections.

#### **Leadership style and the six behaviour dimensions**

The directors' leadership style (openness, as defined by three behavioural categories – supportive, directive and restrictive) was reflected in the first two categories of openness, but not in the third category. As perceived by both directors and teachers, all directors were most likely to be supportive towards teachers, sometimes directive, but rarely restrictive. Both directors perceived that their teachers' behaviour (openness as defined by three behavioural categories – collegial, intimate and disengaged) was frequently

collegial and intimate but rarely disengaged. Neither leadership orientation, nor gender of directors influenced directors' views on these six behaviour dimensions.

Since this research confirms that director leadership style is related to positive elements of openness (supportive behaviour for directors; collegial and intimate behaviour for teachers), **all preparation programs for the development of directors, whether they are task- or socially-oriented, male or female, should focus on the development of a climate that is supportive, collegial and intimate.**

### **Leadership style and openness**

There was no significant difference in the perceptions of director openness just because they are task- or socially-oriented. Neither was there any significant difference in their response on teacher openness just because they are task- or socially-oriented.

**Thus, in director preparation programs, all participants should be exposed to exercises that stress the positive impact of the elements of director and teacher openness (supportive; collegial and intimate behaviours) that engender a positive climate in schools.**

### **Teachers' perspectives and directors' restrictive behaviour**

According to the teachers' perspectives revealed in this study, directors' leadership style did influence teacher behaviour and this affected the climate of the school. Socially-oriented directors showed greater restrictive behaviour than those directors who were task-oriented. This behaviour is likely to be socio-cultural in origin: in Thailand, the power distance between 'boss' and the 'subordinate' is wide. As a result of their higher social status, socially-oriented directors are likely to give little thought to the consequences of their assigning paperwork or extra social activities to teachers. On the other hand, This working in a subordinate position accept tasks without

questioning the superior for fear of being disrespectful when, in fact, they are resentful of this power relationship.

**Thus, in director preparation programs, any participants who indicate a socially-oriented style of leadership should be introduced – through specific role-plays or ‘empty-chair’ activities with their task-oriented colleagues – to socio-cultural elements such as restrictive behaviour that are likely to adversely affect the climate in their schools.**

### **Research Question 5**

**What theoretical perspectives best provide a foundation for this current research?**

A synthesis of the research findings suggests that of the three key elements discussed in this research (climate, gender and leadership style) two elements were closely linked: climate and gender. Leadership styles, whether task- or socially-oriented – appeared not to be linked to either of these two elements. In order to identify a set of theoretical foundations for these findings, each element will be considered separately, points of commonality will be highlighted, and theoretical foundations will be posited. These steps are considered in the following sub-sections.

#### **Climate perspectives**

The findings from Chapters 4 and 5 relating to climate perspectives identified in the schools in this research are summarised in the first column of Table 6.3.

The openness, that is consistent with a healthy climate, is consistent with a theoretical perspective extending over two decades (see, for example, Hoy & Forsyth, 1986; Johnson, 1998, Hoy & Miskel, 2000), that affirms that openness implies authentic behaviours between director and teachers. This research is consistent with both the quantitative and qualitative findings in

**TABLE 6.3 CLIMATE ELEMENTS REVEALED**

Climate elements	Theoretical Perspectives	Conclusion
<b>RQ 2: With respect to the school climate in a selected group of eight schools in Thailand (Chapter 4)</b>		
Both directors and teachers felt that there was a level of director openness prevailing in the eight schools surveyed in this study, but that the director openness was much less than the directors personally perceived.	Hoy & Forsyth (1986), Johnson (1998), Hoy & Miskel (2000): openness implies authentic behaviours between director and teachers.	<b>Authentic relationships contribute to a positive climate in Thai schools.</b>
There was no significant relationship between directors' leadership style and school climate.	Herndon (2002) found that there was no significant difference in 'challenging, enabling and encouraging'; however, females scored higher on 'inspiring and modelling'.	
There was no significant relationship between leadership style and teacher openness as a measure of climate as perceived by the teachers of the eight schools surveyed in this study.	Fisher (2003) found that in schools whose principals were well supported by their teachers, a task-oriented style of leadership was significantly associated with group effectiveness. In the schools whose principals were less well supported, the relationship-oriented style was associated with school effectiveness.	<b>The climate of Thai schools is not dependent on the leadership style of the director.</b>
The overwhelming conclusion is that there was no significant relationship between secondary school directors' leadership style on the school climate as perceived by director openness and teacher openness.		
The climate of a school as measured by the openness of its director and the teachers in the school is not dependent on the leadership style of the director.	Herndon (2002) found that aspects of challenging and inspiring were significantly correlated with number of years served as a teacher.	<b>Leaders in Thai schools develop a level of openness over time that leads to a positive school climate in their schools.</b>

this research: the relationships between the directors and their staffs were, indeed, authentic, rather than contrived: **authentic relationships contribute to a positive climate in the Thai schools investigated in this research.**

The finding of no significant relationship between leadership style and director and teacher openness is consistent with the similar findings of Fisher (2003). She noted, however, that group effectiveness was associated with task-oriented directors; that school effectiveness was associated with relationship-oriented directors. Group and school effectiveness, however, were not explored as part of this research. The only reliable conclusion to be drawn is that **the climate of Thai schools in this research is not dependent on the leadership style of the director.**

The observation that the climate of the schools in this study was independent of the leadership style, as measured on the OCDQ-RE, is consistent with the finding of Hendon (2002): that there was no significant difference amongst leaders in ‘challenging, enabling and encouraging’ – all elements of openness. Hendon, also, found a relationship between openness and the number of years served as a teacher; while this relationship was not directly explored in this research, half of the directors had more than ten-years experience in that role; a quarter had between six and ten years; an eighth of the directors had more 15 years experience in that role; only an eighth of directors had less than six years experience. Thus, it can be concluded that **leaders in Thai schools, such as those investigated in this research, develop a level of openness over time that leads to a positive school climate in their schools.**

### **Gender perspectives**

The findings from Chapters 4 and 5 relating to gender perspectives identified in the schools in this research are summarised in Table 6.4.

The study of climate, gender and leadership styles originated with Halpin (1957) and has continued for more than 40 years. The initial focus, using Halpin’s OCDQ, was the identifying, using quantitative methods, of the interaction processes in organisations; the emphasis was heavily gender-biased towards males who dominated leadership roles at that time. The ground-breaking work of Gilligan (1982) in attempting to hear a ‘different, female voice’ in organisation leadership broadened the approach to include gender. The application of modifications of Halpin’s OCDQ to involve a mixed-methods research approach, such as that applied in this research, has been extensively reported (see Table 6.4). In educational research, as with this research, the findings have been consistent: **In Thailand, as evidenced by this research, male teachers tend to view their directors as task-oriented; females take a more balanced view – they have a ‘different voice’.**

**TABLE 6.4 GENDER ELEMENTS REVEALED**

Gender	Theoretical Perspectives	Conclusion
<b>RQ3: With respect to the relationship between directors' gender and leadership style as well as between gender and climate (Chapter 4)</b>		
Male teachers have a strong tendency to view their directors as task-oriented; female teachers take a more balanced view.	Halpin (1957) and associates (see, for example, Cheong, 1991; Elbert, 1993; Warner, 1993; Bulack, 1994; Patrick, 1995) have used the OCDQ and derivatives: to describe the interaction processes in an organisation. Supports Gilligan's (1982) view that women have a different, female voice.	<b>In Thailand, research using the OCDQ-RE, research revealed that male teachers tend to view their directors as task-oriented; females take a more balanced view – they have a 'different voice'.</b>
There was no statistical difference between teachers' perceptions of male and female directors with regard to director and teacher openness.	Supports the 'similarity position' of Dobbins & Platz (1986); Klenke (1993).	<b>In Thailand, female teachers experience gender-based difficulties with male directors; male teachers do not share these difficulties with female directors.</b>
There was a link between teacher gender and director openness as a measure of climate, but no similar link to teacher openness; thus teachers' gender is a contributing factor in determining director openness.	Eagly & Johnson (1990) found men more task-oriented while women were more interpersonally oriented.	
There was a link between female teachers and director openness as a measure of climate: female teachers perceive a lack of support on the part of their directors and this impacts on the climate of the school; no such link exists for male teachers.	Eagly & Johnson (1990) also found that gender related leadership often focuses on feminine principles of leading (...) rather than 'discrimination between themes that exist' that 'could possibly be gender based.	
Directors are likely to: <ul style="list-style-type: none"> <li>• be quite restrictive in their behaviour, even though they think they are being supportive;</li> <li>• bring about disengaged behaviour among teachers despite feeling that they are being supportive;</li> <li>• misjudge the level of their restrictive behaviour (higher than they judge it to be) with the result that teachers show a higher level of disengaged behaviour.</li> </ul>	Loosely linked to Beare et al. (1993) who regard 'masculine and feminine stereotype qualities' as being important to leadership, regardless of gender.	<b>Restrictive director and disengaged teacher behaviour are closely related, but are not gender-based in Thai schools. Directive teacher behaviour is perceived more regularly by male directors; intimate teacher behaviour is perceived more regularly by female directors. These behaviours may relate to masculine and female stereotypes of leadership, but are not necessarily related to the gender of the teachers concerned.</b>
There was a serious disconnect between directors and teachers: between directors seeing themselves as much less restrictive than do teachers; between teachers seeing themselves as much more disengaged than do directors.	There is meta-research that suggests, organisationally, there are few gender differences between women and men (Eagly & Johnson, 1990).	
Male directors see their teachers as being more directive, i.e., they are more closely involved in the detailed activities occurring in their schools; female directors see their teachers as being more intimate, i.e., they are closer to their peers especially in personal matters not related to their school work.		

Gender	Theoretical Perspectives	Conclusion
Female teachers see themselves as being more disengaged in their school than do male teachers.	This is reflected in the following: the issue of the 'female voice' missing from research (Gilligan, 1982); women being more task-oriented (Green, 1987); being less autocratic than men, and more participative (Apfelbaum & Hadly, 1986; Hegelsen, 1990); that women were more inclusive (Hegelsen, 1995); management studies in education being 'gender blind' (Shakeshaft, 1989).	<b>There is scope in Thailand for further gender research using the approaches initiated by Gilligan and Shakeshaft in the US.</b>
Highly intimate teacher behaviour supports a low level of disengaged behaviour.	Beare et al. (1993) supported by Gray (1993) who suggests that there is a nurturing paradigm and a 'defensive/aggressive paradigm' that are independent of gender.	<b>In Thailand, there is evidence of intimate behaviour that leads to a positive climate in schools.</b>

There was no statistical difference between the teachers' perceptions of male or female directors regarding their leadership style. This supports the 'similarity position' of Dobbins & Platz (1986) and Klenke (1993). There was, however, a link between teacher gender and director openness as a measure of climate, but no similar link between teacher gender and teacher openness; thus teachers' gender is a contributing factor in determining director openness. This is supported by the research of Eagly & Johnson (1990) who found that male teachers were more task-oriented while females were more interpersonally oriented. Thus, as in this research, male teachers were happy to work with either male or female directors whereas female teachers were less comfortable with male directors and more comfortable with female directors. Eagly & Johnson (1990) also found that gender-related leadership often focused on feminine principles of leading rather than 'discrimination between themes that exist' that 'could possibly be gender based'. This is consistent with the findings in this research that female teachers perceived a lack of support on the part of their directors and this impacted on the climate of the school; no such link existed for male teachers. Thus, this research shows that **in Thailand, as evidenced by this research, female teachers experience gender-based difficulties with male directors; male teachers do not share these difficulties with female directors.**

There is a loose link in the findings on gender in this study with the conclusion of Beare et al. (1993) who regard 'masculine and feminine stereotype qualities' as being important to leadership, regardless of gender. Directors and teachers, separately, had different views on restrictive, disengaged and directive behaviours but these behaviours did not represent significant gender differences. Thus, **restrictive director and disengaged teacher behaviour are closely related, but are not gender-based in the Thai schools included in this research.** There was, however, a significant link between male directors seeing their teachers (male and female) as more directive and female directors seeing their teachers (again male and female) as being more intimate. **Directive teacher behaviour is perceived more regularly by male directors; intimate teacher behaviour is perceived more regularly by female directors. These behaviours may relate to masculine and female stereotypes of leadership, but are not necessarily related to the gender of the teachers concerned.**

Overall, these findings above are closer to the meta-research findings of Eagly & Johnson (1990) that suggests, organisationally, there are few gender differences between women and men. There was, however, a significant indication that female teachers saw themselves as being more disengaged in their school than are male teachers. This sense of disengagement resonates with the research, led by Gilligan (1982) and Shakeshaft (1989), that the 'female voice' is missing in educational research, and that management studies in education are 'gender blind'. Others (see, for example, Green, 1987; Apfelbaum & Hadly, 1986; Hegelsen, 1990, 1995) have found women to be less autocratic than men; task-oriented, more participative; more inclusive. All of the research referred to above was US-based; **on the basis of this limited investigation, there is scope in Thailand for further gender research using the approaches initiated by Gilligan and Shakeshaft in the US.**

Finally, this research, which found that non-gender-based intimate teacher behaviour supports a low level of disengaged behaviour, aligns with

the findings of Beare et al. (1993) and Gray (1993) who found that nurturing and supportive paradigms create a positive climate. The conclusion is that **in Thailand, there is evidence of intimate behaviour that leads to a positive climate in schools.**

### Leadership style perspectives

The findings from Chapters 4 and 5 relating to leadership style perspectives identified in the schools in this research are summarised in Table 6.5.

**TABLE 6.5 LEADERSHIP STYLE PERSPECTIVES REVEALED**

Leadership Styles	Theoretical Perspective	Conclusions
<p><b>IQ2: The director has many different roles such as: instructional leader, human resource director, financial manager, curriculum coordinator and disciplinarian. Of these roles, which one is of primary importance to you? Why? (Chapter 5)</b></p>		
<p>Two themes relating to director leadership style emerged:</p> <ul style="list-style-type: none"> <li>All of the directors agreed with the LPC rating of their leadership orientation; for the teachers, there were minor differences in their perceptions of their director's orientation, with no evident patterns emerging.</li> <li>Socially-oriented directors had the firm intention of building positive relationships between themselves and their staff.</li> </ul>	<p>Consistent with use of the <i>Least Preferred Co-Worker Scale</i> (LPC Scale), (Fiedler, 1997; Berkowis, 1978; Kennedy, Houston et al., 1987; Forsyth, 1990).</p>	<p><b>The LPC scale may be reliably applied in Thailand: there was a direct link revealed between socially-oriented directors and building positive relationships with teachers in the schools in this study.</b></p>
<p><b>IQ3: (for directors): ‘Communication is an important skill of the director. What are the most common ways you communicate with your staff?’ (for teachers): ‘Communication is an important skill of the director. What are the most common ways your director communicates with the staff?’</b>  <b>(for directors): ‘Communication is an important skill of the director. What are the most common ways you communicate with your staff?’ (for teachers): ‘Communication is an important skill of the director. What are the most common ways your director communicates with the staff?’</b></p>		
<p>Task-oriented directors' most common means of communication were written and verbal interaction, while, socially-oriented directors utilised more personal means such as notes, small group meetings, active listening and physical displays of support. There was no gender preference noted in these responses.</p>	<p>This is consistent with Schweiker-Marra (1995) and Winter &amp; Sweeney (1994) that school climate refers to the ‘working relationship between the teachers and the [director]’.</p> <p>According to Young (2004), with communications plotted over time, transformational attitudes were superseded by transactional. Women managers apparently identified more with male gender paradigms and displayed male-type leadership behaviours, while men showed female paradigm identification and female-type leadership.</p>	<p><b>In this study, Thai women directors identified with male gender paradigms and displayed male-type leadership behaviours, while men showed female paradigm identification and female-type leadership.</b></p> <p><b>Further research, in the Thai context, into transactional and transformational leadership is suggested by these indeterminate findings.</b></p>

Leadership Styles	Theoretical Perspective	Conclusions
<b>IQ 4: (for directors &amp; teachers): ‘What is the greatest value of faculty the meetings to you?’</b>		
<p>Task-oriented directors were more likely to use staff meetings to transmit information; socially-oriented directors were more likely to use their the meetings to achieve consensus. There was no gender preference noted.</p>	<p>The suggestion here is that task-oriented directors have a ‘transactional’ style of leadership, as opposed to an ‘autocratic’ style of leadership, as spelt out by Daft &amp; Marcic (1998, 437): Transactional leaders usually clarify the role and task requirements of their subordinates, initiate structure, provide appropriate rewards, and try to be considerate to and met the social needs of subordinates’.</p>	<p><b>Further research, in the Thai context, into transactional and transformational leadership is suggested by these incomplete findings.</b></p>
<b>IQ 5-7 (directors): How would you describe your administrative training program? What was the greatest strength of your administrative training program? What was the weakest aspect of your administrative training program? What suggestions do you have for improvement?; (teachers): What quality of your director do you most appreciate? What is one recommendation for improvement that you would make for your director? What is the toughest problem your director has helped you with this year? What solution did you develop with the director?</b>		
<p>The training needs for future directors, identified in this phase of the research, were as follows:</p> <ul style="list-style-type: none"> <li>• to maintain a strong emphasis on school-based management that is focused on both administration and on integrated learning;</li> <li>• from the directors’ perspective: a training program that is delivered by an experienced, national and international faculty; that consists of relevant coursework; and that includes internship and practicum experiences;</li> </ul> <p>From the teachers’ perspective:</p> <ul style="list-style-type: none"> <li>• practical programs that led to improved leading, management and communication skills;</li> <li>• an internship program that focuses on curriculum leadership and management at the broadest level: accounting for the ‘commonplaces’ of the curriculum – students, teachers, subjects taught and the community.</li> </ul>	<p>At a very general level, Stringham (1999) found a link between transformational leadership, school success and school climate; Fisher (2003) found similarly with transformational leadership, but that director openness was not related to teacher openness.</p>	<p><b>In Thailand, training programs for directors should emphasise the elements of transactional and transformational leadership, point out the advantages and disadvantages of both, and give trainees the opportunity to experience both types in their training programs.</b></p>

Leadership Styles	Theoretical Perspective	Conclusions
<p><b>IQ 8-9: (directors) What advantages do you perceive as a director because of your gender? Can you relate any particular situations that justify this? What disadvantages do you feel exist for you as a director because of your gender? Can you relate any particular situations that justify this?;</b></p> <p><b>(teachers) Do you have a desire to become a school administrator? What suggestion would you make for an administrative training program? Do you prefer working for a male or a female director?</b></p>		
<p><b>The gender advantages and disadvantages, as seen by directors and teachers, were as follows:</b></p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• male directors: their ability better to handle community relations;</li> <li>• female directors: their ability better to work with teachers</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• male directors: their lack of male colleagues at secondary level;</li> <li>• female directors: their lack of community management knowledge, lack of maintenance and custodial skills</li> </ul>	<p>Chliwniak (1997), in reviewing the different leadership styles of men and women in higher education, found that values grounded in community and service to constituents were the underlying themes to gender related leadership. Style differences that characterised feminine concerns, focused more on the process and persons as compared to those attributed to masculine styles which focused more on the tasks and outcomes. Women leaders placed more emphasis on relationships, sharing, and process, while male leaders focused on completing tasks, achieving goals, hoarding information, and winning.</p>	<p><b>Directors in Thai schools, whether male or female, task-or socially-oriented, should be encouraged to explore the advantages of masculine and feminine leadership styles in both their training programs and in on-going professional development programs involving them and their staff in their schools.</b></p>
<p>Of the teachers in the study, all of whom had a desire to become school directors. a majority of males and half the females indicated no gender preference for their director. A significant minority of females, however, showed a preference for a female director. The leadership style of the director did not emerge in the discussion of gender.</p>	<p>The research suggests, that there are many possible sources of gender difference associated with leadership in schools that disadvantage women.</p> <p>This is reflected in the following: the issue of the ‘female voice’ missing from research (Gilligan, 1982); women being more task-oriented (Green, 1987); being less autocratic than men, and more participative (Apfelbaum &amp; Hadly, 1986; Hegelsen, 1990); that women were more inclusive (Hegelsen, 1995); management studies in education being ‘gender blind’ (Shakeshaft, 1989).</p> <p>On the other hand, there is meta-research that suggests that, organisationally, there are few gender differences between women and men (Eagly &amp; Johnson, 1990).</p>	<p><b>Women’s leadership issues need to be addressed in both directors’ training programs and in on-going professional development programs involving directors and the staff in their schools.</b></p>
<p>Policy compliance was the key leadership concept that was noted by all directors and their teachers. To achieve compliance, directors placed emphasis on supervision and staff having high expectations for successful curriculum delivery. The teachers noted that, as a consequence, there were individual variations in leadership style, indicating that a social-orientation was adopted when and as required by task-oriented directors.</p>	<p>This is consistent with the switch, over time, from autocratic to transactional leadership – which matches with the dominance of task-oriented leadership displayed by the majority of the original 25 directors engaged in the study.</p>	<p><b>For a major educational reform to occur in schools in Thailand very close attention needs to be given to adjusting to leadership styles that encourage transformation, freeing up of the culture, and creating a climate of independence in Thai schools.</b></p>

Leadership Styles	Theoretical Perspective	Conclusions
<b>IQ 10. Do you see yourself/your director as a task-oriented leader or a socially-oriented leader?</b>		
All of the directors agreed with the LPC rating of their leadership orientation; there were minor differences, with no evident pattern, in the perception of teachers	<ul style="list-style-type: none"> <li>A dominance of task-oriented leaders – regardless of gender, years of experience.</li> </ul>	<b>Fiedler’s (1967) LPC scale has outlasted its usefulness in the determination of leadership style</b>

Role of primary importance

In terms of leadership style, the directors’ perceptions agreed with their LPC rating; in the main, the teachers agreed with these ratings. This is consistent with the findings of the earliest, and subsequent users of the LPC scale (see Fiedler, 1997; Berkowis, 1978; Kennedy, Houston et al., 1987; Forsyth, 1990). The key distinction was that socially-oriented directors focused on building positive relationships between themselves and their staff. From this, it is possible to conclude that **the LPC scale may be reliably applied in Thailand: there was a direct link revealed between socially-oriented directors and building positive relationships with teachers in the schools in this study.**

Communication issues

Task-oriented directors, all of whom had the highest level of openness, and hence created the most positive climate, were more likely to use staff meetings to transmit information; both directors and teachers valued these opportunities. On the other hand, socially-oriented directors used staff meetings to achieve consensus. In this sense, task-oriented directors are more likely to be transactional leaders, as spelt out by Bennis (1989) and Daft & Marcic (1998): clarifying the role and task requirements of their subordinates, initiating structures, providing appropriate rewards, and trying to be considerate to and meeting the social needs of subordinates. According to Young (2004), with communications plotted over time, transactional attitudes prevailed over transformational attitudes. Within these attitudes, women managers identified more with male gender paradigms and displayed male-

type leadership behaviours, while men showed female paradigm identification and female-type leadership. These apparent gender-role reversals were noted in this research. Thus, a similar conclusion may be drawn: in this study, **Thai women directors identified with male gender paradigms and displayed male-type leadership behaviours, while men showed female paradigm identification and female-type leadership.**

It is likely that socially-oriented leaders are more likely to be transformational leaders, but the research did not confirm this: it might have caused the female teachers to be more disengaged than were male teachers. **Further research, in the Thai context, into transactional and transformational leadership is suggested by this research in socially- and task-oriented leadership.**

#### Director training programs

In considering director training needs, the issue of school-based management was evident at all levels: a focus on both administration and integrated learning and a broadening of learning experiences that is transformational for directors; improved leading, management and communications skills, and a focus on curriculum leadership management from the perspective of teachers. These findings concur with Stringham's (1999) findings that linked transformational leadership, school success and school climate. Fisher (2003) found similarly a similar relationship with transformational leadership; however, as with this research, he found that director openness was not related to teacher openness. This suggests that the Thai leadership context has similarity with that in the US; as a consequence, **in Thailand, training programs for directors should emphasise the elements of transactional and transformational leadership, point out the advantages and disadvantages of both, and give trainees the opportunity to experience both types in their training programs.**

Gender advantages for directors

This research revealed advantages and disadvantages of gender on the part of all directors and teachers involved. The advantages for directors were the ability to better handle community relations (males) and the ability better to work with teachers. The disadvantages were the lack of male colleagues at secondary level (males), and the lack of community management knowledge and lack of maintenance and custodial skills (females). This is consistent with the findings of Chliwniak (1997) who, in reviewing the different leadership styles of men and women in higher education, found that values grounded in community and service to constituents were the underlying themes to gender-related leadership. This was related to both masculine and feminine concerns, and to the different emphases that men and women placed on their leadership work. Thus, **the Directors in Thai schools, whether male or female, task- or socially-oriented, should be encouraged to explore the advantages of masculine and feminine leadership styles in both their training programs and in on-going professional development programs involving them and their staff in their schools.**

Teachers and gender of school administrators

This research reveals that all the males and half the females in the study who desired to become a school director had no gendered preference for their director. While the leadership style of the director did not emerge in the discussion of gender, a significant minority of females, however, showed a preference for a female director.

This observation is consistent with the literature that suggests there are many possible sources of gender difference associated with leadership in schools that disadvantage women. This is reflected in the following:

- the issue of the 'female voice' missing from research (Gilligan, 1982);
- women being more task-oriented (Green, 1987);
- being less autocratic than men, and more participative (Apfelbaum & Hadly, 1986; Hegelsen, 1990);
- that women are more inclusive (Hegelsen, 1995);

- management studies in education being ‘gender blind’ (Shakeshaft, 1989).

On the other hand, there is meta-research suggesting that, organisationally, there are few gender differences between women and men (Eagly & Johnson, 1990).

While this research confirms, for the most part, Eagly & Johnson’s finding concerning gender differences, the preference shown by significant minority (more than 30 per cent) of female teachers for a female director is indicative of a women’s issue existing in the leadership of schools in Thailand: **women’s leadership issues need to be addressed in both directors’ training programs and in on-going professional development programs involving directors and the staff in their schools.**

#### Policy compliance

Policy compliance was the key leadership concept that was noted by all directors and their teachers. To achieve compliance, directors placed emphasis on supervision and staff having high expectations for successful curriculum delivery. The teachers noted that, as a consequence, there were individual variations in leadership style, indicating that a social-orientation was adopted when and as required by task-oriented directors.

This is consistent with the switch, over time, from autocratic to transactional leadership – which matches with the dominance of task-oriented leadership displayed by the majority of the original 25 directors engaged in the study. It is also consistent with the bureaucratic structure of the Thai Ministry of Education, and with the hierarchical nature of Thai society that is modelled on Taylor’s ‘scientific management’ (Hoy & Miskel, 1996). Thus, policy compliance is consistent with the prevailing educational culture in Thailand; however, should there be a movement towards transformational leadership and school-based management as was proposed – but never instituted – following the National Education Act of BE 2542 (1999) (ONEC, 1999) – and which is current in Tertiary Education in Thailand, then there will need to be a significant change in educational

leadership style, culture and climate in Thai schools. **For a major educational reform to occur in schools in Thailand very close attention needs to be given to adjusting to leadership styles that encourage transformation, freeing up of the culture, and creating a climate of independence in Thai schools.**

Task- or socially-oriented?

Finally, when directors were asked about their personal perception of their leadership style there was total agreement with their LPC rating of their leadership style. When the teachers were asked the same question about their current director, there were only minor deviations from the LPC rating and there was no pattern in the differences. This suggests that the LPC scale performed its task reliably and accurately.

With regard to the ‘bigger picture’ – that out of the pool of 24 directors, only four could be found who were socially-oriented – the suggestion is that Fiedler’s (1967) LPC scale has outlasted its usefulness in the determination of leadership style.

## **Summary**

In this chapter, the quantitative and qualitative findings reported in Chapters 4 and 5 have been synthesised in terms of the following:

- a discussion of the meaning of the statistical and qualitative data in terms of leadership style, school climate and gender;
- the extent to which the director’s leadership style displays gendered characteristics and appears to be related to school climate;
- a critical discussion of the school reports;
- relating the findings to the key literature associated with this study.

A reflection on the findings, comments on the methodology, limitations of the study, recommendations for future research, and a reflection on the whole process will be considered in the final chapter.

# CHAPTER 7

## Conclusions

### Introduction

In this section the researcher will reflect on the findings, will comment and reflect on the methodology and the process of data analysis, the limitations of this research study, and directions for future research.

### General Findings

The general findings are considered in relation to the Research Questions associated with this study, sub-divided further in to the elements of gender, climate and leadership style.

### Gender, climate and leadership style findings

To assist in this **analysis** of an investigation into a limited sample of secondary schools in Bangkok, Thailand, each of the gender, climate and leadership style findings identified in the previous chapters are grouped in Figures 7.1, 7.2 and 7.3, respectively.

### Answering the research questions

The gender climate and leadership style findings were then grouped according to each of the five research questions listed in Chapter 1:

**FIGURE 7.1 GENDER**

- Male teachers tend to view their directors as task-oriented; females take a more balanced view – they have a ‘different voice’.
- Female teachers experience gender-based difficulties with male directors; male teachers do not share these difficulties with female directors.
- Restrictive director and disengaged teacher behaviour are closely related, but are not gender-based in Thai schools.
- Directive teacher behaviour is perceived more regularly by male directors; intimate teacher behaviour is perceived more regularly by female directors. These behaviours may relate to masculine and female stereotypes of leadership, but are not necessarily related to the gender of the teachers concerned.
- There is scope in Thailand for further gender research using the approaches initiated by Gilligan and Shakeshaft in the US.
- There is evidence of intimate behaviour that leads to a positive climate in schools.
- The Directors in Thai schools, whether male or female, task- or socially-oriented, should be encouraged to explore the advantages of masculine and feminine leadership styles in both their training programs and in on-going professional development programs involving them and their staff in their schools.
- Women’s leadership issues need to be addressed in both directors’ training programs and in on-going professional development programs involving directors and the staff in their schools.
- Thai women directors identified with male gender paradigms and displayed male-type leadership behaviours, while men showed female paradigm identification and female-type leadership.
- In analysing the statistical data, there was no direct correlation between teacher gender, climate, and perceptions of leadership style.
- Further research, in the Thai context, into transactional and transformational leadership is suggested by this research into socially- and task-oriented leadership.

**FIGURE 7.2 CLIMATE**

- Climate, as measured by director and teacher openness, is dependent on the leadership orientation of the director, but independent of gender: task-oriented directors, whether male or female, have schools with a more open, and therefore, positive climate.
- In director preparation programs, any participants who indicate a socially-oriented style of leadership should be introduced – through specific role-plays or ‘empty-chair’ activities with their task-oriented colleagues – to socio-cultural elements such as restrictive behaviour that are likely to adversely affect the climate in their schools.
- Authentic relationships contribute to a positive climate in Thai schools.
- The climate of Thai schools is not dependent on the leadership style of the director.
- The climate in these schools is dependent on the leadership orientation of the director but is independent of gender.
- Leaders in Thai schools develop a level of openness over time that leads to a positive school climate in their schools.

**FIGURE 7.3 LEADERSHIP STYLE**

<ul style="list-style-type: none"> <li>• On the basis of this research, female directors who are task-oriented are most likely to create a positive climate in schools than any other possible grouping.</li> </ul>
<ul style="list-style-type: none"> <li>• Leadership effectiveness, as measured by directors and teachers, is strongly directed by female gender and is moderately strongly directed by task-oriented leadership.</li> </ul>
<ul style="list-style-type: none"> <li>• Directors do not see director leadership style as having a gender or orientation bias; on the other hand, teachers have a stronger orientation towards male directors who are task-oriented.</li> </ul>
<ul style="list-style-type: none"> <li>• On the basis of the highest ratings for all three climate elements, female directors who are task-oriented display the most gendered characteristics and thus are more likely to create a more positive climate.</li> </ul>
<ul style="list-style-type: none"> <li>• All preparation programs for the development of directors, whether they are task- or socially-oriented, male or female, should focus on the development of a climate that is supportive, collegial and intimate.</li> </ul>
<ul style="list-style-type: none"> <li>• In director preparation programs, all participants should be exposed to exercises that stress the positive impact of the elements of director and teacher openness (supportive; collegial and intimate behaviours) that engender a positive climate in schools.</li> </ul>
<ul style="list-style-type: none"> <li>• In director preparation programs, any participants who indicate a socially-oriented style of leadership should be introduced – through specific role-plays or ‘empty-chair’ activities with their task-oriented colleagues – to socio-cultural elements such as restrictive behaviour that are likely to adversely affect the climate in their schools</li> </ul>
<ul style="list-style-type: none"> <li>• The LPC scale may be reliably applied in Thailand: there was a direct link revealed between socially-oriented directors and building positive relationships with teachers in the schools in this study.</li> </ul>
<ul style="list-style-type: none"> <li>• Training programs for directors should emphasise the elements of transactional and transformational leadership, point out the advantages and disadvantages of both, and give trainees the opportunity to experience both types in their training programs.</li> </ul>
<ul style="list-style-type: none"> <li>• For a major educational reform to occur in schools in Thailand very close attention needs to be given to adjusting to leadership styles that encourage transformation, freeing up of the culture, and creating a climate of independence in Thai schools.</li> </ul>
<ul style="list-style-type: none"> <li>• The LPC scale performed its task reliably and accurately; however, the LPC scale has outlasted its usefulness in the determination of leadership style.</li> </ul>

- **RQ 1** What is the leadership style of directors in a sample of 25 schools in Thailand? What themes of leadership style are predominant among the involved principals?
- **RQ 2** What is the school climate in a selected group of eight schools in Thailand?
- **RQ 3** What is the relationship between teacher gender, climate and perceptions of leadership style?

## Conclusions

- **RQ 4** What are the implications of the relationship between leadership style and school climate for preparation programs for directors?
  - Are there significant relationships between the director's gender and leadership style as well as director's gender and school climate?
  - Are there significant differences between the perceptions of directors and teachers on leadership style, school climate, and gender?
- **RQ5** With the above research questions, what theoretical perspectives best provide a foundation for this current research?

Finally, the findings were grouped according to the three key issues under discussion in this research – a climate, gender and leadership style – and a concluding comment was derived. These findings, issues and comments are contained in Table 7.1.

**TABLE 7.1 RESEARCH QUESTIONS, ISSUES AND COMMENTS**

Research Questions	Issue	Comment
<b>RQ1</b> What is the leadership style of directors in a sample of 25 schools in Thailand? What themes of leadership style are predominant among the involved principals?		
<ul style="list-style-type: none"> <li>• Male teachers tend to view their directors as task-oriented; females take a more balanced view – they have a 'different voice'.</li> </ul>	<b>Gender</b>	<ul style="list-style-type: none"> <li>• Male teachers view their directors as being task-oriented;</li> <li>• Female teachers see their directors as combining both task- and socially-oriented leadership styles;</li> </ul>
<ul style="list-style-type: none"> <li>• Leadership effectiveness, as measured by directors and teachers, is strongly directed by female gender and is moderately strongly directed by task-oriented leadership.</li> </ul>	<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>• Female directors, who are more likely to be task-oriented than males, are more likely to be effective leaders in Thai schools.</li> </ul>
<b>RQ2</b> What is the school climate in a selected group of eight schools in Thailand?		
<ul style="list-style-type: none"> <li>• Restrictive director and disengaged teacher behaviour are closely related, but are not gender-based in Thai schools.</li> </ul>	<b>Climate</b>	<ul style="list-style-type: none"> <li>• A positive climate is evident in Thai schools where staff display intimate teacher behaviour.</li> </ul>

## Conclusions

Research Questions	Issue	Comment
<ul style="list-style-type: none"> <li>There is evidence of intimate behaviour that leads to a positive climate in schools.</li> </ul>		<ul style="list-style-type: none"> <li>A negative climate is evident in Thai schools where restrictive director behaviour and disengaged teacher behaviour is exhibited.</li> </ul>
<p><b>RQ3 What is the relationship between teacher gender, climate and perceptions of leadership style?</b></p>		
<ul style="list-style-type: none"> <li>Climate, as measured by director and teacher openness, is dependent on the leadership orientation of the director, but independent of gender: Task-oriented directors, whether male or female, have schools with a more open, and therefore, positive climate.</li> </ul>	Climate	<ul style="list-style-type: none"> <li>Task-oriented directors in Thailand are more likely to have schools with a more positive climate.</li> <li>Experienced directors in Thai schools are more likely to have a positive climate in their schools.</li> </ul>
<ul style="list-style-type: none"> <li>Leaders in Thai schools develop a level of openness over time that leads to a positive school climate in their schools.</li> </ul>		
<ul style="list-style-type: none"> <li>Female teachers experience gender-based difficulties with male directors; male teachers do not share these difficulties with female directors.</li> </ul>	Gender	<ul style="list-style-type: none"> <li>When Thai directors judge teacher behaviour, masculine and feminine stereotypes of behaviour are more powerful than gender-based perceptions.</li> <li>In Thai schools, female teachers are likely to have difficulties with male directors; male teachers do not have difficulties with female directors.</li> </ul>
<ul style="list-style-type: none"> <li>Directive teacher behaviour is perceived more regularly by male directors; intimate teacher behaviour is perceived more regularly by female directors. These behaviours may relate to masculine and female stereotypes of leadership, but are not necessarily related to the gender of the teachers concerned.</li> </ul>		
<ul style="list-style-type: none"> <li>In analysing the statistical data, there was no direct correlation between teacher gender, climate, and perceptions of leadership style.</li> </ul>		
<ul style="list-style-type: none"> <li>On the basis of this research, female directors who are task-oriented are more likely to create a positive climate in schools than any other possible grouping.</li> </ul>	Leadership Style	<ul style="list-style-type: none"> <li>In Thai schools, task-oriented female directors are more likely to have schools with a more positive climate.</li> <li>In Thailand, teachers are likely to have stronger orientation towards task-oriented male directors than to any other style/gender combination.</li> </ul>
<ul style="list-style-type: none"> <li>Directors do not see director leadership style as having a gender or orientation bias; on the other hand, teachers have a stronger orientation towards male directors who are task-oriented.</li> </ul>		
<ul style="list-style-type: none"> <li>On the basis of the highest ratings for all three climate elements, female directors who are task-oriented display the most gendered characteristics and thus are more likely to create a more positive climate.</li> </ul>		

## Conclusions

Research Questions	Issue	Comment
<b>RQ4 What are the implications of the relationship between leadership style and school climate for preparation programs for directors?</b>		
<ul style="list-style-type: none"> <li>In director preparation programs, any participants who indicate a socially-oriented style of leadership should be introduced – through specific role-plays or ‘empty-chair’ activities with their task-oriented colleagues – to socio-cultural elements such as restrictive behaviour that are likely to adversely affect the climate in their schools.</li> </ul>	<b>Climate</b>	<ul style="list-style-type: none"> <li>Current director training programs in Thailand should be directed to encouraging task-oriented behaviours.</li> </ul>
<ul style="list-style-type: none"> <li>For a major educational reform to occur in schools in Thailand very close attention needs to be given to adjusting to leadership styles that encourage transformation, freeing up of the culture, and creating a climate of independence in Thai schools.</li> </ul>	<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>To facilitate future reforms in Thai schools, director training programs should be focused on transformational leadership.</li> </ul>
<b>RQ4.1 Are there significant relationships between the director’s gender and leadership style as well as director’s gender and school climate?</b>		
<ul style="list-style-type: none"> <li>Authentic relationships contribute to a positive climate in Thai schools.</li> </ul>	<b>Climate</b>	<ul style="list-style-type: none"> <li>Director training programs in Thailand should encourage development of authentic relationships between directors and teachers in order to create a positive climate in schools.</li> </ul>
<ul style="list-style-type: none"> <li>The climate of Thai schools is not dependent on the leadership style of the director.</li> </ul>		
<ul style="list-style-type: none"> <li>The Directors in Thai schools, whether male or female, task- or socially-oriented, should be encouraged to explore the advantages of masculine and feminine leadership styles in both their training programs and in on-going professional development programs involving them and their staff in their schools.</li> </ul>	<b>Gender</b>	<ul style="list-style-type: none"> <li>Director training and director and teacher professional development programs in Thailand should include a focus on the development of masculine and feminine leadership styles in order to improve school climate.</li> </ul>
<ul style="list-style-type: none"> <li>All preparation programs for the development of directors, whether they are task- or socially-oriented, male or female, should focus on the development of a climate that is supportive, collegial and intimate.</li> </ul>	<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>In all director training programs in Thailand, interactive exercises that highlight the advantage of supportive, collegial and intimate behaviours should be introduced in order to engender a positive climate in schools.</li> </ul>
<ul style="list-style-type: none"> <li>In director preparation programs, all participants should be exposed to exercises that stress the positive impact of the elements of director and teacher openness (supportive; collegial and intimate behaviours) that engender a positive climate in schools.</li> </ul>		

## Conclusions

Research Questions	Issue	Comment
<b>RQ4.2 Are there significant differences between the perceptions of directors and teachers on leadership style, school climate, and gender?</b>		
<ul style="list-style-type: none"> <li>The climate in these schools is dependent on the leadership orientation of the director but is independent of gender.</li> </ul>	<b>Climate</b>	<ul style="list-style-type: none"> <li>Whether male or female, director training and professional development programs in Thailand should focus on developing leadership styles that support a positive school climate.</li> </ul>
<ul style="list-style-type: none"> <li>Women's leadership issues need to be addressed in both directors' training programs and in on-going professional development programs involving directors and the staff in their schools.</li> <li>Thai women directors identified with male gender paradigms and displayed male-type leadership behaviours, while men showed female paradigm identification and female-type leadership.</li> </ul>	<b>Gender</b>	<ul style="list-style-type: none"> <li>Director training and professional development programs in Thailand should focus on men and women's leadership issues that include both male and female paradigms and leadership behaviours.</li> </ul>
<ul style="list-style-type: none"> <li>In director preparation programs, any participants who indicate a socially-oriented style of leadership should be introduced – through specific role-plays or 'empty-chair' activities with their task-oriented colleagues – to socio-cultural elements such as restrictive behaviour that are likely to adversely affect the climate in their schools</li> </ul>	<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>Specific practical exercises should be introduced in Thai director training and professional development programs to enable the positive and negative effects of different behaviours to be identified and modified.</li> </ul>
<b>RQ5 With the above research questions, what theoretical perspectives best provide a foundation for this current research?</b>		
<ul style="list-style-type: none"> <li>In Thailand, research using the OCDQ-RE, revealed male teachers tend to view their directors as task-oriented; females take a more balanced view – they have a 'different voice'.</li> <li>There is scope in Thailand for further gender research using the approaches initiated by Gilligan and Shakeshaft in the US.</li> <li>Further research, in the Thai context, into transactional and transformational leadership is suggested by this research into socially- and task-oriented leadership.</li> </ul>	<b>Gender</b>	<ul style="list-style-type: none"> <li>The Organisational Climate Description Questionnaire – Revised Edition (OCDQ-RE) worked effectively in this study in revealing positive and negative aspects of aspects of directors and teachers' behaviour that contribute to organisational climate in Thai schools.</li> <li>Original research, and current developments, should be incorporated into future research in Thai schools into <ul style="list-style-type: none"> <li>women's leadership issues; and</li> <li>transactional and transformational leadership.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>The LPC scale may be reliably applied in Thailand: there was a direct link revealed between socially-oriented directors and building positive relationships with teachers in the schools in this study.</li> </ul>	<b>Leadership Style</b>	<ul style="list-style-type: none"> <li>While the Least Preferred Colleague (LPC) Scale was reliably and accurately applied in this research, task- and social-orientation are not particularly useful discriminators in identifying leadership styles in Thai schools: the majority of</li> </ul>

## Conclusions

Research Questions	Issue	Comment
<ul style="list-style-type: none"> <li>• Training programs for directors should emphasise the elements of transactional and transformational leadership, point out the advantages and disadvantages of both, and give trainees the opportunity to experience both types in their training programs.</li> </ul>		<p>directors are task-oriented.</p> <ul style="list-style-type: none"> <li>• Future research would be better served by addressing original and current research into transactional and transformational leadership styles.</li> </ul>
<ul style="list-style-type: none"> <li>• The LPC scale performed its task reliably and accurately; however, the LPC scale has outlasted its usefulness in the determination of leadership style.</li> </ul>		

### Synthesis of comments

The comments contained in Table 7.1 are brought together in this section.

#### Research Question 1

**What is the leadership style of directors in a sample of 25 schools in Thailand? What themes of leadership style are predominant among the involved principals?**

The following conclusions relate to the eight schools included in this research. Issues related to gender and leadership style emerged from this question:

#### Gender

- Male teachers view their directors as being task-oriented;
- Female teachers see their directors as combining both task- and socially-oriented leadership styles.

Male and female teachers had a different perception of the leadership style of their directors, regardless of whether or not the latter were men or women.

#### Leadership Style

- Female directors, who are more likely to be task-oriented than males, are more likely to be effective leaders in Thai schools.

## *Conclusions*

The teachers in the study, both male and female, had a different perception of the leadership style and effectiveness of their directors: female directors, who were seen to be more task-oriented than males in the LPC Survey, were also seen to be more effective than any other grouping.

### **Research Question 2**

#### **What is the school climate in a selected group of eight schools in Thailand?**

##### Climate

- A positive climate is evident in Thai schools where staff display intimate teacher behaviour.
- A negative climate is evident in Thai schools where restrictive director behaviour and disengaged teacher behaviour is exhibited.

Two indicators of climate emerged from the study: where staff display intimate teacher behaviour (e.g., teachers socialise with each other or have parties with each other) the school climate is more likely to be positive; where restrictive director behaviour is evident (e.g., teachers are burdened with busy work, or have too many committee requirements) a negative climate is evident.

### **Research Question 3**

#### **What is the relationship between teacher gender, climate and perceptions of leadership style?**

##### Climate

- Task-oriented directors in Thailand are more likely to have schools with a more positive climate.
- Experienced directors in Thai schools are more likely to have a positive climate in their schools.

## *Conclusions*

In the study, more than 64 per cent of the directors in the initial survey were identified as being task-oriented. In the eight schools chosen for the study, schools with task-oriented directors had a more positive climate. Thus, it is reasonable to assume that, generally, Thai schools are more likely to have a positive than a negative climate, regardless of the gender of the director. A majority of directors in the study had more than five years experience; the findings showed that more experienced directors were likely to have schools with a positive climate. Thus, ensuring a pool of experienced directors in schools was one specific way of maintaining a positive school climate.

### Gender

- When Thai directors judge teacher behaviour, masculine and feminine stereotypes of behaviour are more powerful than gender-based perceptions.
- In Thai schools, female teachers are likely to have difficulties with male directors; male teachers do not have difficulties with female directors.

Masculine and feminine behavioural attributes were displayed by both male and female directors; there was no obvious gender linkage between the two. If anything, the male directors showed more feminine attributes while the female directors were more masculine. This suggests that there are supposed advantages seen by female directors to be more masculine in their behaviour: they try harder to meet socio-cultural expectations. Male directors do not experience this expectation – although they would prefer to have more male teachers in their schools than currently is the case. Amongst teachers in Thai schools, where the numbers of both female directors and teachers is higher than for males, female teachers experience more difficulties with male directors than with females. Males do not experience this difference.

## *Conclusions*

### Leadership Style

- In Thai schools, task-oriented female directors are most likely to have schools with a more positive climate.
- In Thailand, teachers are likely to have stronger orientation towards task-oriented male directors than to any other style/gender combination.

The indication is that task-oriented female directors will preside over schools that have a more positive climate; and, from the RQ1, these schools will be more effective. On the other hand, teachers in Thailand, regardless of gender, would prefer a task-oriented male director. Perhaps more males need to be drafted as directors of Thai schools, but be encouraged to demonstrate more masculine behaviours.

### **Research Question 4**

#### **What are the implications of the relationship between leadership style and school climate for preparation programs for directors?**

Climate and leadership style, only were considered in first part of this research question.

### Climate

- Current director training programs in Thailand should be directed to encouraging task-oriented behaviours.

### Leadership Style

- To facilitate future reforms in Thai schools, director training programs should be focused on transformational leadership.

The evidence from this research strongly encourages development of task-oriented behaviours on the part of both males and females; however, to meet future needs occasioned by global reforms in education, there needs to be greater emphasis on transformational leadership.

**Research Question 4.1 Are there significant relationships between the director's gender and leadership style as well as director's gender and school climate?**

Climate

- Director training programs in Thailand should encourage development of authentic relationships between directors and teachers in order to create a positive climate in schools.

This research revealed that, regardless of gender or leadership style, authentic relationships – revealed in all aspects of management of the organisation – were crucial if there is to be a positive climate in Thai schools.

Gender

- Director training and director and teacher professional development programs in Thailand should include a focus on the development of masculine and feminine leadership styles in order to improve school climate.

Director training, and professional development of both directors and teachers in their schools, should address the advantages and disadvantages of both masculine and feminine leadership traits, regardless of the gender of participants.

Leadership Style

- In all director training programs in Thailand, interactive exercises that highlight the advantage of supportive, collegial and intimate behaviours should be introduced in order to engender a positive climate in schools.

The characteristics that contribute most to a positive climate in schools – directors being supportive; teachers being collegial and intimate – should be emphasised through the application of interactive exercises in all professional development in Thai schools.

**Research Question 4.2 Are there significant differences between the perceptions of directors and teachers on leadership style, school climate, and gender?**

Climate

- Whether male or female, director training and professional development programs in Thailand should focus on developing leadership styles that support a positive school climate.

It is clear from this research that supporting a positive school climate in all aspects of director training and in professional development programs in Thai schools will make Thai schools more effective.

Gender

- Director training and professional development programs in Thailand should focus on men and women's leadership issues that include both male and female paradigms and leadership behaviours.

Addressing gender issues, of a variety of kinds, will improve the leadership of schools in Thailand, with the ultimate benefit of improving the effectiveness of Thai schools.

Leadership Style

- Specific practical exercises should be introduced in Thai director training and professional development programs to enable the positive and negative effects of different behaviours to be identified and modified.

Specific teaching of leadership and management techniques should be undertaken in leadership training programs so that, through simulated experiences, different behaviours may be identified and modified prior to their being implemented in schools in Thailand.

### **Research Question 5**

**With the above research questions, what theoretical perspectives best provide a foundation for this current research?**

From this research, gender and leadership style emerged as the areas that provide the most appropriate foundation for this current research that will impact on future change in the leading and managing of schools in Thailand. This follows an international trend that indicates that a focus on climate is too narrow and that a broader focus is required if schools are to be more effective.

#### Gender

- The Organisational Climate Description Questionnaire – Revised Edition (OCDQ-RE) worked effectively in this study in revealing positive and negative aspects of aspects of directors and teachers' behaviour that contribute to organisational climate in Thai schools.
- Original research, and current developments, should be incorporated into future research in Thai schools into
  - women's leadership issues; and
  - transactional and transformational leadership.

While the OCDQ-RE provided a useful theoretical base for this study, future research on leading and managing Thai schools will better be served by focusing on women's leadership issues and on the relative benefits of transactional and transformation leadership that are current in the first decade of the twenty-first century.

#### Leadership Style

- While the Least Preferred Colleague (LPC) Scale was reliably and accurately applied in this research, task- and social-orientation are not particularly useful discriminators in identifying leadership styles in Thai schools: the majority of directors are task-oriented.

## *Conclusions*

- Future research would be better served by addressing original and current research into transactional and transformational leadership styles.

This study confirms that Thai school directors are predominantly task-oriented, and that this orientation is not gender-based. Thus, it will be more beneficial if, in future research on the leading and managing of Thai schools, the emphasis on school effectiveness shifts away from climate studies and task-oriented leadership. Instead, the relative merits of making Thai schools more effective through the judicious use of transactional and transformative leadership, building on the experience of school leadership in the US, the UK and in Australia, should be explored.

## **Limitations of the Study**

There were several limitations inherent in this study. The most obvious limitation was the size of the sample group. It is obvious that the findings of eight secondary school directors cannot be generalised to the total population of secondary directors in Thailand. That was not the intent of this study. The intent was to determine if correlations and issues exist between gender and leadership style on school climate.

Another limitation was the singular focus of the study group being directed toward secondary directors. Inclusion of vocational directors and teachers would have provided different findings and results. There seems to be an inherent nurturing quality present in secondary teachers and administrators that may not be present at the vocational level.

One additional limitation was the lack of standardised instruments to utilise in the measurement of director effectiveness, gender-based leadership and feminine leadership traits. The researcher-developed instruments were based on a review of the available literature. Norm referenced instruments could have provided standardised scores which may have facilitated more

## *Conclusions*

accuracy in data correlation analysis. The researcher-designed instruments had face and content validity but no psychometric evidence for reliability or validity was presented. On the other hand, this lack was counter-balanced by the triangulation, via separate surveys and interviews with director and teachers. The combining of the three sets of outcomes provides a new way of addressing a complex socio-cultural issue in Thai education.

## **Implications of the Study**

Quality secondary schools are involved in a dynamic process of teaching for learning. Teacher satisfaction, student achievement, active community involvement and orderly learning environments are fundamental to this process. School administrators must function as instructional leaders, curriculum coordinators, human resource directors, financial managers and disciplinarians to facilitate the attainment of this educational goal. They must also manage and lead.

The creation of a positive school climate provides a foundation for dynamic teaching and learning opportunities. Directors must receive proper training in their administrative training programs to create positive climates. Whether this, alone, is sufficient in the face of modern organisation theory and practice is questioned in this research: a move away from climate in order address more complex socio-cultural issues in education is suggested by this study.

The significant impacts found in this study suggest several implications. Director leadership style, gender and school climate are related, but not directly: effective directors increase the effectiveness of their schools. Teacher-director relationships are central to both good leadership and healthy, open school climate. Task dimensions are more important for director effectiveness than are social dimensions. Other impacts with director leadership style, gender or school climate were significant in a few cases: teacher experience, director age and experience, and school size.

## *Conclusions*

The data from this Thai study was similar to findings from other Thai studies and research from other countries, suggesting the concepts on climate, gender and leadership style can be generalised across cultures. People in any organisation, regardless of their culture, respond best to leadership that is considerate of relationships with them, without neglecting the tasks of the organisation: the leadership needs, at all time, to be authentic. Such a style leads to a climate of mutual trust and productivity.

The data particularly emphasised the role of the director and their style in affecting school climate. Directors with appropriate training and experience, and choices to influence schools for the better, can overcome many disadvantages and problems. The director fulfils an important leadership role by increasing school effectiveness. The director and teachers can work together to create a better learning environment. Directors should engage teachers in all aspects of school management, including making decisions, to help create an open, cooperative atmosphere of trust and respect.

Directors can increase teacher motivation in a number of ways. They can promote strategies that treat teachers as professional educators, get them involved in decision making, and determine what is best for their schools and students. In fact, commitment to education is as important factor for meeting educational goals. Effective directors can create high levels of teacher commitment by encouraging each teacher to use their strengths to contribute to the success of the school.

The implications of the findings of this study respond to neo-institutional theory that considers leadership as a mutual relationship between leader and followers. Leadership enhances the likelihood of an organisation's survival by affecting the organisation's structures. Leaders, through creating relationships with organisational members, can influence others to enact their roles successfully.

The exploration of the relationship between director style and school climate concluded that it is important for directors to focus on consideration of the teacher without neglecting the tasks to be done. When teachers had

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positive perceptions of their relationships with the director, they tended to view the school environment as one that supported them and encouraged their engagement in their jobs as teachers.

Thailand, Australia, and other countries have many cultural differences. Educational research from one country cannot be assumed to be valid in another country. However, the research results of this study support the similarity of findings about the relationship between director leadership style and school climate across cultures. This conclusion suggests there are universal aspects of leadership behaviour styles, concern for relationship, and concern for task and social achievement.

Since directors are responsible for creating an open school climate, from this research the researcher contends that the Thai Ministry of Education, the regional areas, and the school directors should be aware of the following issues.

First, the Ministry of Education should understand that, by increasing directors' decision-making and encouraging directors to engage teachers in local school decisions, a supportive, cooperative atmosphere could be created. While the findings do not indicate directly that school size is an important factor that affects leadership style and school climate, the Ministry of Education should nevertheless consider school size and work toward lowering the number of students in each school. Small schools do some things better than larger schools: if nothing else, they support the positive climate elements of collegiality and intimacy.

Second, it is necessary for colleges and universities to offer programs that teach about leadership styles and help school directors understand and utilise effective leadership styles in appropriate situations. If leadership style is as powerful as the data suggest, it should be used by directors to make schools better. This is particularly the case if institutions are to be changed by means of transformational leadership.

Third, school areas should offer interactive workshops that focus on effective director leadership style and its influence on opening up school

## *Conclusions*

climate issues. Such workshops could help directors improve that knowledge and skills. School areas should then monitor and evaluate directors' leadership styles to encourage more effective directors. Principal evaluations should include teachers' perceptions of the leadership style of the director and school climate. Directors should continue to evaluate teachers, but teachers also should be involved in the principal evaluation process. At the same time, professional development for teachers as leaders and managers should incorporate similar principles.

The comments made on the administrative courses for directors pointed out deficiencies in these programs – in particular, the poor standard of teaching should be noted and acted upon. As well as improving the delivery methods, the content of these courses needs review. In particular, a focus on key director qualities such as a focus on having an open door policy, encouraging naturalness, being prompt in responding to problems and building parent relations should be given careful consideration. With the growing challenges in the next decade, an appreciation of these directors' qualities and taking action to develop them will be timely.

Within school areas there needs to be an encouragement of supportive interaction between teachers and directors in the schools. School areas should evaluate schools using the OCDQ-RE survey instruments to identify schools that have high measure of school climate, and use them as benchmark institutions for school effectiveness, setting up these schools as role models for other schools to follow. Significantly, in any evaluation, evaluators should listen to the teachers! Areas should focus on directors' abilities to deal effectively with teacher relationships and educational tasks when matching a director with a school.

Directors should be aware of their influence in creating an open climate and they should work toward achieving an appropriate learning atmosphere in their schools by seeking their own professional and personal growth. Directors should realise the importance of supporting and cooperating with teachers. As time passes, they should explore the relative benefits of

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transactional and transformation leadership – preferably, with their staff – in a managed approach to change.

The findings of this study delineate key components for strong, authentic, quality administrative training programs. The directors and teachers that participated have outlined strengths and weaknesses that exist in current training programs. The inclusion of administrative internship programs appeared to be critical to successful preparation and appreciated by directors and teachers. Current preparation programs should examine the recommendations made as a result of this study.

## **Recommendations for Future Research**

Future research that analyses emerging leadership models and gender-based research should be expanded to include larger sample groups and vocational directors. Leadership differs significantly from management and should be thoroughly examined. This analysis can provide leadership traits that promote quality results for teachers, students and parents.

As mentioned above, public school students deserve no less than the very best education that can be provided. School administrators should embrace those leadership traits, gender based or not, that encourage positive school climates. Schools with positive climates are documented as having higher student achievement gains: the schools simply are more effective. Administrators are responsible for the utilisation of leadership techniques to facilitate this lofty goal. Future research should focus on additional opportunities for educational leaders to develop these skills and/or styles. A comparison of present preparation program graduates would facilitate this goal. The inclusion of vocational directors and teachers may allow for a difference relative to style and gender as secondary directors and teachers appear to have more of a nurturing nature relative to the age of the student population.

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# Appendices

**APPENDIX A Least Preferred Co-workers Scale (English-Thai version)**

**Years of experience:**..... **Male**..... **Female**.....

Think of all the people with whom you have ever worked. Next, think of the one person in your life with whom you could work least well. This individual may or may not be the person you also dislike most. It must be the one person with whom you had the most difficulty getting a job done, the one single individual with whom you would least want to work. This person is your LPC (Least Preferred Co-worker). On the following scale, describe this person by placing a circle around the appropriate number. The scale consists of pairs of words which are opposite in meaning. Between each pair of words are eight numbers. Before you mark the numbers, look at the words at both ends of the line. There are no right or wrong answers. Work rapidly; your first answer is likely to be the best. Do not omit any items, and mark each item only once.

**Thai Summary:** ให้พิจารณาถึงบุคคลที่ท่านร่วมปฏิบัติงานว่า ท่านมีความพึงพอใจ /ไม่พึงพอใจ ระดับใด ขอความกรุณาท่าน ได้เขียนวงกลมรอบหมายเลขที่แสดงความรู้สึกของท่านในแต่ละคู่ ซึ่งมี 8 ระดับหมายเลข ดังนั้น ก่อนที่ท่านจะเขียนวงกลม โปรดพิจารณาคำทั้งสองคำก่อน ขอเรียนว่าไม่มีผิด/ถูก แต่อย่างไร

Pleasant (พอใจ) (ไม่พอใจ)	8	7	6	5	4	3	2	1	Unpleasant
Friendly (เป็นมิตร) (ไม่เป็นมิตร)	8	7	6	5	4	3	2	1	Unfriendly
Rejecting (ปฏิเสธ) (ยอมรับ)	1	2	3	4	5	6	7	8	Accepting
Tense (ตึง)	1	2	3	4	5	6	7	8	Relaxed (ผ่อนคลาย)
Distant (ห่าง)	1	2	3	4	5	6	7	8	Close (ใกล้ชิด)
Cold (เย็นชา) (อบอุ่น)	1	2	3	4	5	6	7	8	Warm
Supportive (เอื้อเฟื้อ) (ไม่เอื้อเฟื้อ)	8	7	6	5	4	3	2	1	Unsupportive

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Boring (น่าเบื่อ) (น่าสนใจ)	1	2	3	4	5	6	7	8	Interesting
Quarrelsome Harmonious (โต้แย้ง) (สอดคล้อง)	1	2	3	4	5	6	7	8	
Gloomy (เศร้าหมอง)	1	2	3	4	5	6	7	8	Cheerful (ร่าเริง)
Open (เปิดเผย) (ซ่อนเร้น)	8	7	6	5	4	3	2	1	Guarded
Backbiting (ลอบกัด) (นินทา)	1	2	3	4	5	6	7	8	Loyal
Untrustworthy Trustworthy (ไม่น่าเชื่อถือ) (น่าเชื่อถือ)	1	2	3	4	5	6	7	8	
Considerate Inconsiderate (ช่างพินิจพิจารณา) (ไม่พินิจพิจารณา)	8	7	6	5	4	3	2	1	
Nasty (ไม่ยินดี) (ยินดี)	1	2	3	4	5	6	7	8	Nice
Agreeable (เห็นด้วย) (ไม่เห็นด้วย)	8	7	6	5	4	3	2	1	Disagreeable
Insincere (ไม่จริงใจ) (จริงใจ)	1	2	3	4	5	6	7	8	Sincere
Kind (ใจดี)	8	7	6	5	4	3	2	1	Unkind (ใจร้าย)
<b>Total Score.....</b>									

**APPENDIX B Organisational Climate Descriptive Questionnaire-Revised Edition  
(English-Thai version)**

Years of experience: ..... Male.....Female.....

Position in school: Director..... Teacher.....

**ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE-  
REVISED EDITION-OCDQ-RE**

**DIRECTIONS: THE FOLLOWING ARE STATEMENTS ABOUT YOUR SCHOOL.  
PLEASE INDICATE THE EXTENT TO WHICH EACH STATEMENT  
CHARACTERIZES YOUR SCHOOL BY CIRCLING THE APPROPRIATE  
RESPONSE.**

**Thai Summary:**โปรดเขียนวงกลมคำตอบที่เหมาะสมกับข้อความที่แสดงลักษณะโรงเรียนของท่าน

**RO = RARELY OCCURS SO = SOMETIMES OCCURS**

(แทบจะไม่เกิดขึ้น)

(เกิดขึ้นบางครั้ง)

**O = OFTEN OCCURS VFO = VERY FREQUENTLY OCCURS**

(เกิดขึ้นบ่อย)

(เกิดขึ้นบ่อยมาก)

1. The teachers accomplish their work with vigor and pleasure.  
(ครูทำงานสำเร็จด้วยความเข้มแข็ง และยินดี)  
**RO SO O VFO**
2. Teachers' closest friends are faculty members at this school.  
(เพื่อนสนิทของครูคือครู-อาจารย์ในโรงเรียน)  
**RO SO O VFO**
3. Faculty meetings are useless.  
(การประชุมครูไม่มีประโยชน์)  
**RO SO O VFO**
4. The director goes out of his/her way to help teachers.  
(ผู้บริหารช่วยเหลือครูด้วยวิธีการของตน)  
**RO SO O VFO**
5. The director rules with an iron fist.  
(ผู้บริหารปกครองครูด้วยเผด็จการ)  
**RO SO O VFO**
6. Teachers leave school immediately after school is over.  
(ครูออกจากโรงเรียนหลังจากโรงเรียนเลิก)  
**RO SO O VFO**
7. Teachers invite faculty members to visit them at home.  
(ครูเชิญเพื่อนร่วมงานไปเยี่ยมบ้าน)  
**RO SO O VFO**
8. There is a minority group of teachers who always oppose the majority.  
(มีครูส่วนน้อยที่ต่อต้านครูส่วนใหญ่)  
**RO SO O VFO**
9. The director uses constructive criticism.  
(ผู้บริหารใช้การวิจารณ์เชิงสร้างสรรค์)  
**RO SO O VFO**

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10. The director checks the sign-in sheet every morning.  
(ผู้บริหารตรวจการเซ็นชื่อปฏิบัติราชการทุกเช้า)  
**RO SO O VFO**
11. Routine duties interfere with the job of teaching.  
(งานหน้าที่ประจำเป็นอุปสรรคกับงานสอน)  
**RO SO O VFO**
12. Most of the teachers here accept the faults of their colleagues.  
(ครูส่วนมากยอมรับความผิดพลาดของเพื่อนร่วมงาน)  
**RO SO O VFO**
13. Teachers know the family background of other faculty members.  
(ครูรู้จักพื้นฐานครอบครัวของเพื่อนร่วมงาน)  
**RO SO O VFO**
14. The director explains his/her reasons for criticism to teachers.  
(ผู้บริหารอธิบายเหตุผลในการวิจารณ์ครู-อาจารย์)  
**RO SO O VFO**
15. The director listens to and accepts teachers' suggestions.  
(ผู้บริหารยอมรับฟังคำแนะนำของครู)  
**RO SO O VFO**
16. The director schedules the work for the teachers.  
(ผู้บริหารกำหนดตารางการทำงานของครู)  
**RO SO O VFO**
17. Teachers have too many committee requirements.  
(ครูต้องแสดงความต้องการผ่านคณะกรรมการ)  
**RO SO O VFO**
18. Teachers help and support each other.  
(ครูให้การช่วยเหลือและสนับสนุนซึ่งกันและกัน)  
**RO SO O VFO**
19. Teachers have fun socializing together during school time.  
(ครูมีความสุขสนุกสนานในงานสังสรรค์ร่วมกันที่โรงเรียน)  
**RO SO O VFO**
20. Teachers ramble when they talk at faculty meetings.  
(ครูยืมยั่มเมื่อได้มีโอกาสพูดคุยในที่ประชุม)  
**RO SO O VFO**
21. The director looks out for the personal welfare of teachers.  
(ผู้บริหารเอาใจใส่งานสวัสดิการของครู)  
**RO SO O VFO**
22. The director treats teachers as equals.  
(ผู้บริหารให้การดูแลครูอย่างเท่าเทียมกัน)  
**RO SO O VFO**

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23. The director corrects teachers' mistakes.  
(ผู้บริหารแก้ไขข้อผิดพลาดของครู)  
**RO SO O VFO**
24. Administrative paperwork is burdensome at this school.  
(งานเอกสารการบริหารเป็นอุปสรรคต่อการทำงานที่โรงเรียน)  
**RO SO O VFO**
25. Teachers are proud of their school.  
(ครูมีความภาคภูมิใจในสถานภาพของโรงเรียน)  
**RO SO O VFO**
26. Teachers have parties for each other.  
(ครูมีการจัดงานเลี้ยงสังสรรค์ระหว่างกัน)  
**RO SO O VFO**
27. The director compliments teachers.  
(ผู้บริหารชื่นชมยินดีครูเสมอ)  
**RO SO O VFO**
28. The director is easy to understand.  
(ผู้บริหารมีความเข้าใจสิ่งต่าง ๆ ได้ง่าย รวดเร็ว)  
**RO SO O VFO**
29. The director closely checks classroom (teacher) activities.  
(ผู้บริหารตรวจการสอนของครูอย่างใกล้ชิด)  
**RO SO O VFO**
30. Clerical support reduces teachers' paperwork.  
(การสนับสนุนด้านเจ้าหน้าที่เอกสารทำให้ลดงานเอกสารของครู)  
**RO SO O VFO**
31. Teachers socialize with each other on a routine basis.  
(ครูมีการพบปะซึ่งกันและกันในช่วงที่มีปฏิบัติงานประจำ)  
**RO SO O VFO**
32. The director supervises teachers closely.  
(ผู้บริหารนิเทศครูอย่างใกล้ชิด)  
**RO SO O VFO**
33. The director checks lesson plans.  
(ผู้บริหารตรวจแผนการสอนเสมอ)  
**RO SO O VFO**
34. Teachers are burdened with busy work.  
(ครูมักไม่ว่างงาน ถือเป็นอุปสรรคสำคัญ)  
**RO SO O VFO**
35. Teachers socialize in small, select groups.  
(ครูชอบพบปะ พูดคุยเป็นกลุ่มเล็ก ๆ)  
**RO SO O VFO**
36. Teachers provide strong social support for colleagues.  
(ครูชอบช่วยเหลือสังคมแก่เพื่อนร่วมงานอย่างเข้มแข็ง)  
**RO SO O VFO**

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37. The director is autocratic.  
(ผู้บริหารเป็นเผด็จการ)  
**RO SO O VFO**
38. Teachers respect the professional competence of their colleagues.  
(ครูเคารพความสามารถทางอาชีพของเพื่อนร่วมงาน)  
**RO SO O VFO**
39. The director monitors everything teachers do.  
(ผู้บริหารกำกับดูแลทุกสิ่งทุกอย่างที่ครูปฏิบัติ)  
**RO SO O VFO**
40. The director goes out of his/her way to show appreciation to teachers.  
(ผู้บริหารมีความซาบซึ้งและเห็นคุณค่าผลงานของครู)  
**RO SO O VFO**

**APPENDIX C            Open-ended Interview: Director Version**

1. How long have you been an administrator?
2. The director has many different roles such as: instructional leader, human resource director. Financial manager, curriculum coordinator and disciplinarian. Of these roles, which one is of primary importance to you? Why?
3. Communication is an important skill of the director. What are the most common ways you communicate with your faculty and staff?
4. What is the greatest value of faculty meetings to you? How often do you schedule them?
5. How would you describe your administrative training program? Where did you receive your administrative training?
6. What was the greatest strength of your administrative training program?
7. What was the weakest aspect of your administrative training program? What suggestions do you have for improvement?
8. What advantages do you perceive you realize as a director because of your gender? Can you relate any particular situations that justify this?
9. What disadvantages do you feel exist for you as a director because of your gender? Can you relate any particular situations that justify this?
10. Do you see yourself as a task- oriented leader of a socially-oriented leader?

**APPENDIX D                    Open-ended Interview: Teacher version**

1. How long have you been teaching?
2. The director has many different roles such as: instructional leader, human resource director, financial manger, curriculum coordinator and disciplinarian. What one do you most associate with your director? Why?
3. Communication is as important skill of the director. What is your director's most effective means of communication?
4. What do you perceive to be the greatest value of faculty meetings? How often does your director conduct faculty meetings?
5. What quality of your director do you most appreciate?
6. What is one recommendation for improvement that you would make for your director?
7. What is the toughest problem your director has helped you with this year? What solution did you develop with the director?
8. Do you have a desire to become a school administrator? What suggestions would you make for an administrative training program?
9. Do you prefer working for a male or a female administrator?
10. Do you see your director as being a task or a socially-oriented leader?

.....

**APPENDIX E Researcher Questionnaire-Director version**

Years Administrative Experience: .....

Male: .....

Female: .....

**USE THE FOLLOWING SCALE TO RESPOND TO THE FOLLOWING STATEMENTS:**

Thai Summary: โปรดเขียนวงกลม ตรงกับระดับความคิดของท่าน ที่มีต่อข้อความแต่ละข้อต่อไปนี้

Not at all (ไม่มีเลย)	Rarely (ค่อนข้างยาก)	Most of the time (ส่วนมาก)	Frequently (บ่อยครั้ง)	Always (สม่ำเสมอ)
1. Do you play an assertive instructional role in my school? (ข้าพเจ้าแสดงบทบาทเชิงวิชาการที่โรงเรียน)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
2. Are you both goal and task oriented? (ข้าพเจ้ามุ่งที่เป้าหมายและงาน)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
3. Are you well-organized? (ข้าพเจ้าจัดองค์การเป็นอย่างดี)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
4. Do you convey high expectations for the students and the staff? (ข้าพเจ้ามีความคาดหวังสูงเกี่ยวกับนักเรียนและทีมงาน)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
5. Do you have well-defined and well-communicated policies? (ข้าพเจ้ากำหนดนโยบายและมีการสื่อสารชัดเจน)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
6. Do you make frequent classroom visits? (ข้าพเจ้าเยี่ยมชมห้องเรียนบ่อย)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
7. Are you highly visible and available to students and staff? (ข้าพเจ้าให้โอกาสนักเรียนและครู-อาจารย์ พบปะ พูดคุยได้เสมอ)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
8. Do you give strong support to the teaching staff? (ข้าพเจ้าให้การสนับสนุนครู-อาจารย์ อย่างจริงจัง)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
9. Are you adept at parent and community relations? (ข้าพเจ้ามีความสัมพันธ์กับผู้ปกครองและชุมชนเป็นอย่างดี)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always
10. Do you have an inclusive leadership style? (ข้าพเจ้ามีภาวะผู้นำเฉพาะตัว)				
1 Not at all	2 Rarely	3 Most of the time	4 Frequently	5 Always

11. Do you develop strategic goals with the faculty?  
(ข้าพเจ้าพัฒนาเป้าหมายทางยุทธศาสตร์ให้เหมาะสมกับครู-อาจารย์)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
12. Do you have a strong caring ethic that values faculty inclusion?  
(ข้าพเจ้ามีจรรยาบรรณและค่านิยมอย่างจริงจัง)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
13. Do you value competence and trust-worthiness over loyalty with my faculty?  
(ข้าพเจ้ามีค่านิยมเกี่ยวกับความสามารถและความเชื่อมั่นสูงกว่าการได้รับความเคารพจากครู-อาจารย์)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
14. Are you able to integrate the personal and professional aspects of my life?  
(ข้าพเจ้าสามารถบูรณาการแนวคิดส่วนตัวกับวิชาชีพได้)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
15. Do you view my role as director as being the center of a non-hierarchical organization?  
(ข้าพเจ้ามีความคิดในการใช้บทบาทของผู้บริหารองค์กร มิใช่ระบบเจ้าขุนมูลนาย)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
16. Do you use effective communication for conflict resolution?  
(ข้าพเจ้ามีการสื่อสารที่ดีในการแก้ปัญหาความขัดแย้ง)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
17. Do you have a collaborative and participatory style of leadership?  
(ข้าพเจ้ามีภาวะผู้นำในเชิงการทำงานร่วมกัน และการมีส่วนร่วม)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
18. Do you view my school as being a place where learning can occur readily?  
(ข้าพเจ้ามีแนวคิดว่าโรงเรียนเป็นสถานที่ที่ก่อให้เกิดการเรียนรู้อย่างพร้อมมูล)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
19. Do you view my school as fulfilling basic human needs?  
(ข้าพเจ้ามีแนวคิดว่าโรงเรียนเป็นความต้องการขั้นพื้นฐานของมนุษย์ที่นำพาความสุขโดยสมบูรณ์)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
20. Do you value continuous academic and social growth?  
(ข้าพเจ้ามีแนวคิดด้านวิชาการที่ต่อเนื่องกับความเจริญงอกงามทางสังคม)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
21. Are you concerned with establishing good interpersonal relations with the faculty and staff rather than accomplishing a task?  
(ข้าพเจ้าตระหนักถึงความสัมพันธ์ระหว่างครู-อาจารย์และภารกิจที่เสร็จสมบูรณ์ว่าเป็นสิ่งสำคัญ)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
22. Are you concerned with successful accomplishment of a task rather than establishing interpersonal relations?  
(ข้าพเจ้าตระหนักถึงความสำเร็จของงานมากกว่าความสัมพันธ์ระหว่างบุคคล)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
23. Do you think cooperation and respect are important factors among faculty and students?  
(ข้าพเจ้าคิดว่าความร่วมมือและความเคารพนับถือเป็นองค์ประกอบสำคัญในหมู่ครู-อาจารย์ และนักเรียน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
24. Do you communicate high expectations regarding instructional goals?  
(ข้าพเจ้ามีความคาดหวังในการติดต่อด้วยเป้าหมายเชิงวิชาการอย่างยิ่ง)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
25. Do you encourage discussion of instructional issues?  
(ข้าพเจ้าส่งเสริมการแสดงความคิดเห็นทางวิชาการ)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always

## Appendices

26. Do you recognize student and school academic success?  
(ข้าพเจ้ารู้จักนักเรียนและความสำเร็จทางวิชาการของโรงเรียน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
27. Do you inform the community about student academic achievement?  
(ข้าพเจ้ารายงานชุมชนเกี่ยวกับความสำเร็จทางวิชาการของนักเรียน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
28. Do you work to keep faculty morale high?  
(ข้าพเจ้าทำงานเพื่อให้ขวัญกำลังใจแก่ครู-อาจารย์อย่างยิ่ง)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
29. Do you establish a safe, orderly, disciplined learning environment?  
(ข้าพเจ้าให้ความสำคัญเกี่ยวกับความปลอดภัย ความเป็นระเบียบและสิ่งแวดล้อมแห่งวินัยและการเรียนรู้)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
30. Do you facilitate school improvement?  
(ข้าพเจ้าเร่งรัดการปรับปรุงโรงเรียน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always

### Effectiveness

#### WHICH STATEMENT BEST IDENTIFIES YOUR ROLE AS A SCHOOL DIRECTOR (Please choose either "A" or "B")

**Thai Summary:** ข้อความใดที่แสดงบทบาทของผู้บริหารในโรงเรียนของท่าน โปรดเลือก

#### ข้อ A หรือ B

- A. You work at an unrelenting pace, with few breaks during the day.  
(ข้าพเจ้าทำงานตลอดเวลา และพักผ่อนเล็กน้อยในแต่ละวัน)

B. You work at a steady pace, with small breaks scheduled during the day.  
(ข้าพเจ้าทำงานอย่างจริงจัง และพักผ่อนบ้างตามตารางในแต่ละวัน)
- A. You view unscheduled tasks and encounters as interruptions.  
(ข้าพเจ้าคิดว่างานที่ไม่เป็นไปตามตารางและการประชุมโดยไม่กำหนดล่วงหน้าเป็นการทำลายบรรยากาศการทำงานโดยจงใจ)

B. You do not view unscheduled tasks and encounters as interruptions.  
(ข้าพเจ้าไม่คิดว่างานที่ไม่เป็นไปตามตารางและการประชุมโดยไม่กำหนดล่วงหน้าเป็นการทำลายบรรยากาศการทำงานโดยจงใจ)

3. A. During the day, You do not have time for activities not directly related to your work. (ในแต่ละวัน ข้าพเจ้าไม่มีเวลาสำหรับกิจกรรมที่ไม่เกี่ยวข้องกับงานโดยตรง)  
B. During the day, you make time for activities not directly related to your work. (ในแต่ละวัน ข้าพเจ้าใช้เวลาเพื่อกิจกรรมที่ไม่เกี่ยวข้องกับงานโดยตรง)
4. A. You have a preference for face to face work encounters, rather than telephone calls and mail.  
(ข้าพเจ้าชอบพบปะ พูดคุยกับเพื่อนร่วมงานมากกว่าโทรศัพท์และการส่งจดหมาย)  
B. You prefer face to face work encounters, but do not mind dealing with telephone calls and mail.  
(ข้าพเจ้าชอบพบปะ พูดคุยกับเพื่อนร่วมงาน แต่ไม่รังเกียจการติดต่อทางโทรศัพท์และการส่งจดหมาย)
5. A. You have a complex network of relationships with people involved in your job. (ข้าพเจ้ามีเครือข่ายอันซับซ้อนกับบุคคลที่เกี่ยวข้องกับงาน)  
B. You have a complex network of relationships with people outside your organization. (ข้าพเจ้ามีเครือข่ายอันซับซ้อนกับบุคคลนอกองค์กร)
6. A. You have very little opportunity during the day for reflection.  
(ข้าพเจ้ามีโอกาสน้อยในแต่ละวัน ที่จะคิดถึงงานอย่างรอบคอบ)  
B. You make time each day for reflection.  
(ข้าพเจ้ามีเวลามาก ที่จะคิดถึงงานอย่างรอบคอบ)
7. A. You identify yourself with your job.  
(ข้าพเจ้าแสดงเอกลักษณ์ตนเองด้วยการทำงาน)  
B. You view your identity as multifaceted and complex.  
(ข้าพเจ้าคิดว่าการแสดงเอกลักษณ์เสมือนสิ่งที่มีมองเห็นและความซับซ้อน)
9. A. You have difficulty sharing information.  
(ข้าพเจ้ามีส่วนร่วมในข้อมูลด้วยความยากยิ่ง)  
B. You schedule time for sharing information.  
(ข้าพเจ้ามีตารางเวลาสำหรับการมีส่วนร่วมเกี่ยวกับข้อมูล)

## Leadership style

PLEASE RATE YOUR ABILITIES AS A SCHOOL DIRECTOR USING THE FOLLOWING SCALE:

**Thai Summary:** โปรดเลือกระดับที่ท่านใช้ศักยภาพในฐานะผู้บริหารโรงเรียน

**High**   **Above Average**   **Average**   **Below Average**   **Low**  
(สูง)   (ค่อนข้างสูง)   (ปานกลาง)   (ค่อนข้างต่ำ)   (ต่ำ)

1. Social Skills (ทักษะทางสังคม)
2. Keeping people informal (รายงานสาธารณชน)
3. Putting the success of the team first (นำความสำเร็จของทีมงานเป็นอันดับแรก)
4. Using influence skills rather than authority (ใช้ทักษะทางอิทธิพลมากกว่าอำนาจหน้าที่)
5. Team working skills (ทักษะการทำงานเป็นทีม)
6. Management skills with a diverse workforce (ทักษะการจัดการกับเพื่อนร่วมงานที่หลากหลายรูปแบบ)
7. Maintaining traditional values (ทางขนบธรรมเนียมรักษาค่านิยม)
8. Tolerance of differences (มีความอดทน)
9. Ability to motivate (มีความสามารถในการกระตุ้นการทำงาน)
10. Display of appreciation and effort (แสดงถึงความซาบซึ้งในคุณค่าและความพยายาม)
11. Expression of thoughts and feelings (การแสดงออกถึงความคิดและความรู้สึก)
12. Enthusiasm (ความกระตือรือร้น)
13. Ability to create and articulate vision (ความสามารถในการสร้างวิสัยทัศน์อย่างแจ่มชัด)
14. Having a high standard of performance (มีมาตรฐานในการปฏิบัติหน้าที่สูง)
15. Assumption of responsibility (ยึดถือความรับผิดชอบ)

16. Bluntness (ตรงไปตรงมา)
17. Objectivity (ความยุติธรรม)
18. Flexibility (ความยืดหยุ่น)
19. Exercise of emotional control (ฝึกการควบคุมอารมณ์ได้)
20. Risk taking (มีโอกาสรื้อเสี่ยง)

#### ADMINISTRATIVE TRAINING PROGRAM

**My administrative training program:**

**PLEASE ANSWER THE FOLLOWING STATEMENTS ONLY YES OR NO.**

**Thai Summary:** โปรดตอบข้อความ โครงการอบรมเชิงบริหารของตนเอง โดยตอบเพียง ใช่ หรือ ไม่ใช่ เท่านั้น

1. Synthesized learning to solve problems and create new knowledge.  
(การสร้างศิลปะการเรียนรู้เพื่อแก้ปัญหา และสร้างองค์ความรู้ใหม่) YES NO
2. Analyzed educational problems using theoretical frameworks.  
(การวิเคราะห์ปัญหาทางการศึกษา โดยใช้กรอบทฤษฎีเป็นหลัก) YES NO
3. Required me to demonstrate effective leadership skills.  
(การสาธิตทักษะภาวะผู้นำอย่างมีประสิทธิภาพ) YES NO
4. Required me to articulate, justify and protect a core set of organizational values that support achievement of equity and excellence.  
(การมีความชัดเจน ความยุติธรรม และการปกป้องค่านิยมขององค์กร เพื่อสนับสนุนความเท่าเทียมกันและความยอดเยี่ยมแห่งความสำเร็จ) YES NO
5. Exposed me to school-based management and shared decision making as a focus for student performance.  
(แนะนำการบริหารโดยใช้โรงเรียนเป็นฐาน และการมีส่วนร่วมกับการตัดสินใจที่มุ่งเน้นผลงานนักเรียน)  
YES NO

6. Focused on education equity and excellence-the belief that all children can learn.  
(การมุ่งเน้นความเท่าเทียมกันและความยอดเยี่ยมทางการศึกษาถือเป็นความเชื่อที่นักเรียนสามารถเรียนรู้ได้)  
**YES NO**
7. Emphasised the importance of teaching, learning, curriculum and assessment.  
(การมุ่งเน้นความสำคัญของการสอน การเรียนรู้ หลักสูตร และการประเมินผล)
8. Advocated a cyclical approach to goal setting and identification, policy making, opportunities for priority setting, program planning, program budgeting, implementation, evaluation, and clearly defined leadership roles.  
(การแนะนำเกี่ยวกับการกำหนดเป้าหมาย การแสดงตน การกำหนดนโยบายการจัดลำดับความสำคัญการวางแผน การจัดสรรงบประมาณ วิธีการ การวัดผล และบทบาทภาวะผู้นำที่ชัดเจน) **YES NO**
9. Provided opportunities for training, mentoring, open communication and outside consultation.  
(โอกาสเพื่อการอบรม การกำกับดูแล การติดต่ออย่างเปิดเผย และการปรึกษาหารือภายนอก)  
**YES NO**
10. Provided exposure to and/or participation in “Director Centers”, “Director Academy”, or “Director Institutes”.  
(การเตรียมพร้อมเพื่อให้เป็นที่สนใจแก่สาธารณชน และ/หรือการมีส่วนร่วมในศูนย์รวมผู้บริหารสถาบันทางวิชาการของผู้บริหาร หรือสถาบันผู้บริหาร) **YES NO**



11. Does your director develop strategic goals with our faculty?  
(ผู้บริหารมีการพัฒนาเป้าหมายเชิงยุทธศาสตร์กับเพื่อนร่วมงาน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
12. Has your director a strong caring ethic that values faculty inclusion?  
(ผู้บริหารมีความเอาใจใส่เกี่ยวกับจรรยามากกว่าค่านิยมของครู-อาจารย์)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
13. Does your director value competence and trustworthiness over loyalty with your Faculty?  
(ผู้บริหารมีค่านิยมเกี่ยวกับความสามารถและความซื่อสัตย์มากกว่าการเคารพศักดิ์กับครู-อาจารย์)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
14. Is your director able to integrate the personal and professional aspects of my life?  
(ผู้บริหารสามารถบูรณาการพฤติกรรมส่วนบุคคลและวิชาชีพได้)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
15. Does your director view his/her role as being the center of a non-hierarchical organization?  
(ผู้บริหารมีแนวคิดเกี่ยวกับบทบาทในฐานะเป็นศูนย์กลางขององค์กรที่ไม่ใช่เจ้าขุนมูลนาย)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
16. Does your director use effective communication for conflict resolution?  
(ผู้บริหารใช้การติดต่อสื่อสารสำหรับการแก้ปัญหาความขัดแย้งอย่างมีประสิทธิภาพ)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
17. Has your director a collaborative and participatory style of leadership?  
(ผู้บริหารมีรูปแบบภาวะผู้นำความร่วมมือและการมีส่วนร่วม)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
18. Does your director view my school as being a place where learning can occur readily?  
(ผู้บริหารมีแนวคิดเกี่ยวกับโรงเรียนในฐานะเป็นสถานที่ที่มีการเรียนรู้พร้อมมูล)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
19. Does your director view our school as fulfilling basic human needs?  
(ผู้บริหารมีแนวคิดเกี่ยวกับโรงเรียนในฐานะที่เป็นความต้องการขั้นพื้นฐานของมนุษย์ที่ครบวงจร)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
20. Does your director value continuous academic and social growth?  
(ผู้บริหารมีค่านิยมเกี่ยวกับวิชาการอย่างต่อเนื่อง และมีความเจริญทางสังคม)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always

21. Is your director concerned with establishing good interpersonal relations with the faculty and staff rather than accomplishing a task?  
(ผู้บริหารตระหนักถึงความสัมพันธ์ระหว่างบุคคลในหมู่เพื่อนร่วมงานมากกว่าความสำเร็จของงาน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
22. Is your director concerned with successful accomplishment of a task rather than establishing interpersonal relations?  
(ผู้บริหารตระหนักถึงความสำเร็จของงานมากกว่าความสัมพันธ์ระหว่างบุคคล)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
23. Does your director think cooperation and respect are important factors among faculty and students?  
(ผู้บริหารคำนึงถึงความร่วมมือและการยอมรับในองค์ประกอบสำคัญระหว่างครู-อาจารย์และนักเรียน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
24. Does your director communicate high expectations regarding instructional goals?  
(ผู้บริหารมีการติดต่อสื่อสารด้วยความคาดหวังสูงเกี่ยวกับเป้าหมายทางวิชาการ)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
25. Does your director encourage discussion of instructional issues?  
(ผู้บริหารสนับสนุนการแสดงความคิดเห็นเกี่ยวกับการเรียนการสอน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
26. Does your director recognize student and school academic success?  
(ผู้บริหารรู้จักนักเรียนและความสำเร็จด้านวิชาการของโรงเรียน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
27. Does your director inform the community about student academic achievement?  
(ผู้บริหารรายงานชุมชนเกี่ยวกับความสำเร็จด้านวิชาการของนักเรียน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
28. Does your director work to keep faculty morale high?  
(ผู้บริหารทำงานโดยการให้ขวัญกำลังใจแก่ครู-อาจารย์)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
29. Does your director establish a safe, orderly, disciplined learning environment?  
(ผู้บริหารคุ้มครองความปลอดภัย ความเป็นระเบียบ และวินัยของสิ่งแวดล้อมทางการเรียนรู้)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always
30. Does your director facilitate school improvement?  
(ผู้บริหารอำนวยความสะดวกเกี่ยวกับการปรับปรุงโรงเรียน)  
1 Not at all 2 Rarely 3 Most of the time 4 Frequently 5 Always

## Effectiveness

THE STATEMENT WHICH BEST IDENTIFIES YOUR SCHOOL DIRECTOR (Please choose either “A” or “B”)

Thai Summary: โปรดเขียนวงกลมหน้าข้อความ A หรือ B ที่แสดงพฤติกรรมของผู้บริหารโรงเรียน

1. **A. Your director works at an unrelenting pace, with few breaks during the day.**  
(ผู้บริหารทำงานตลอดเวลา พักผ่อนเพียงเล็กน้อยวัน ๆ หนึ่ง)  
**B. Your director works at a steady pace, with small breaks scheduled during the day.**  
(ผู้บริหารทำงานอย่างจริงจัง และพักผ่อนตามตารางในแต่ละวัน)
2. **A. Your director views unscheduled tasks and encounters as interruptions.**  
(ผู้บริหารมีแนวคิดเกี่ยวกับการทำงานที่ไม่กำหนดในตาราง และการประชุมโดยมิได้นัดหมายมาก่อน เป็น การทำให้บรรยากาศการทำงานไม่ดี)  
**B. Your director does not view unscheduled tasks and encounters as interruptions.**  
(ผู้บริหารไม่มีแนวคิดเกี่ยวกับการทำงานที่ไม่กำหนดในตาราง และการประชุมโดยมิได้นัดหมายมาก่อนเป็น การทำให้บรรยากาศการทำงานไม่ดี)
3. **A. During the day, your director does not have time for activities not directly related to your work.**  
(ในแต่ละวัน ผู้บริหารไม่มีเวลาทำกิจกรรมที่ไม่เกี่ยวข้องกับงานโดยตรง)  
**B. During the day, your director does make time for activities not directly related to your work.**  
(ในแต่ละวัน ผู้บริหารใช้เวลามากในกิจกรรมที่ไม่เกี่ยวข้องกับงานเลย)
4. **A. Your director has a preference for face to face work encounters, rather than telephone calls and mail.**  
(ผู้บริหารชอบกำหนดการประชุมโดยมิได้นัดหมายมากกว่าการโทรศัพท์ และส่งจดหมาย)  
**B. Your director prefers face to face work encounters, but does not mind dealing with telephone calls and mail.**  
(ผู้บริหารชอบกำหนดการประชุมโดยมิได้นัดหมาย แต่ไม่รังเกียจในการใช้โทรศัพท์ และส่งจดหมาย)
5. **A. Your director has a complex network of relationships with people involved in your job.**  
(ผู้บริหารมีเครือข่ายอันซับซ้อนในการสร้างความสัมพันธ์กับบุคคลที่เกี่ยวข้องกับงาน)  
**B. Your director has a complex network of relationships with people outside your organization.**  
(ผู้บริหารมีเครือข่ายอันซับซ้อนในการสร้างความสัมพันธ์กับบุคคลนอกองค์กร)

6. A. Your director has very little opportunity during the day for reflection.  
(ผู้บริหารมีโอกาสน้อยมากในแต่ละวัน ที่จะคิดงานอย่างรอบคอบ)
- B. Your director makes time each day for reflection.  
(ผู้บริหารมีเวลามากในแต่ละวันที่จะคิดงานอย่างรอบคอบ)
7. A. Your director identifies him/herself with their job.  
(ผู้บริหารรู้จักตนเองกับงานที่ครู-อาจารย์ทำ)
- B. Your director views his/her identity as multifaceted and complex.  
(ผู้บริหารมีแนวคิดเกี่ยวกับการรู้จักตนเองในฐานะที่มีบุคลิกหลากหลายและความซับซ้อนของงาน)
8. A. Your director has difficulty sharing information.  
(ผู้บริหารมีความยากลำบากในการเก็บข้อมูลข่าวสาร)
- B. Your director schedules time for sharing information.  
(ผู้บริหารมีตารางเวลาในการเก็บข้อมูลข่าวสาร)

## Leadership style

PLEASE RATE YOUR SCHOOL DIRECTORS' ABILITIES BY USING THE FOLLOWING SCALE;

**Thai Summary:** โปรดเขียนวงกลม ค่า/ข้อความที่แสดงระดับความสามารถของผู้บริหาร

**High      Above Average      Average      Below Average      Low**

1. Social skills (ทักษะทางสังคม)
2. Keeping people informed (รายงานสาธารณชน)
3. Putting the success of the team first (นำความสำเร็จของทีมงานเป็นลำดับแรก)
4. Using influence skills rather than authority (ใช้ทักษะทางอิทธิพลมากกว่าอำนาจหน้าที่)
5. Team working skills (ทักษะการทำงานเป็นทีม)
6. Management skills with a diverse workforce (ทักษะการบริหารกับเพื่อนร่วมงานที่หลากหลาย)
7. Maintaining traditional values (รักษาค่านิยม ขนบธรรมเนียม)
8. Tolerance of differences (ความอดทน)
9. Ability to motivate (ความสามารถในการกระตุ้นการทำงาน)
10. Display of appreciation and effort (แสดงความซาบซึ้งในคุณค่าและความพยายาม)

## *Appendices*

11. Expression of thoughts and **feelings** (การแสดงความคิดและความรู้สึก)
12. Enthusiasm (ความกระตือรือร้น)
13. Ability to create and articulate vision (ความสามารถในการสร้างสรรค์ และวิสัยทัศน์ที่ชัดเจน)
14. Having a high standard of performance (มีมาตรฐานการทำงานสูง)
15. Assumption of responsibility (ยึดถือความรับผิดชอบ)
16. Bluntness (ตรงไปตรงมา)
17. Objectivity (ความยุติธรรม)
18. Flexibility (ความยืดหยุ่น)
19. Exercise of emotional control (ฝึกการควบคุมอารมณ์)
20. Risk taking (โอกาสเสี่ยง)

**APPENDIX G          Letter of Permission, Bangkok Metropolis 2**

**LETTER OF PERMISSION FROM THE OFFICE OF BASIC  
EDUCATION SERVICE AREA OF BANGKOK METROPOLIS 2  
(MINISTRY OF EDUCATION) (ENGLISH VERSION)**

No MOE 224/2003          Office of Basic Education Service Area of  
Bangkok Metropolis 2  
1128 Lardprao Road, Huay-Kwang, Bangkok 10320

12    June    2003

Subject: Ask permission to conduct the research

Dear School Administrator,

Due to Mr Witsarut Lohwithee, Deputy Director of Nawamintarachutit Bangkok School, would like to seek my permission to conduct the research with selected schools in Bangkok. The focus of his dissertation is the impact that director leadership styles and gender has on school climate in Bangkok Metropolis, Thailand. There will be complete confidentiality assured to each participant and school involved.

The research will be three-fold with regard to data collection. The first portion would involve a survey completed by all secondary school directors. The Least Preferred Co-worker Scale will identify two male and two female task-oriented directors as well as two male and two female socially-oriented directors. The schools represented by these eight directors would become the focal point for research.

The second portion of data collection would be distribution of the Organizational Climate Description Questionnaire-Revised Version to each faculty member of the eight schools. This instrument can be completed in approximately ten minutes and determines the degree of director and teacher

*Appendices*

openness relative to positive school climate. The questionnaire will be distributed to schools via the courier mail and self administered by faculty member. No time would be taken from instructional responsibilities.

The third aspect of data collection would be interviewed by each director as well as two male and two female teachers at each school. These would also be conducted after schools so as not to interfere with the instructional responsibilities of the teachers or administrative duties of the director.

I would appreciate your approval of the research, as I believe it will provide valuable information for developing the basic education in Bangkok and our Nation as a whole.

Thank you for your kind cooperation in this matter.

Sincerely yours,

(Mr. Preecha Chitsing)

Director, Office of Basic Education Service Area of Bangkok Metropolis 2

LETTER OF PERMISSION FROM THE OFFICE OF BASIC EDUCATION SERVICE  
AREA OF BANGKOK METROPOLIS 2 (MINISTRY OF EDUCATION)  
(THAI VERSION)



ที่ ศธ 224 /2546 สำนักงานเขตพื้นที่การศึกษากรุงเทพมหานคร เขต 2  
1128 ถนนลาดพร้าว เขตห้วยขวาง กรุงเทพฯ 10320  
12 มิถุนายน 2546

เรื่อง ขอความร่วมมือการวิจัย

เรียน ผู้บริหารโรงเรียน

ด้วยนายวิสูตร เลาะวิถี รองผู้อำนวยการโรงเรียนนวมินทราชูทิศ กรุงเทพมหานคร มีความประสงค์จะทำวิจัยเรื่อง “รูปแบบการบริหารของผู้ผู้อำนวยการโรงเรียนและเพศที่มีผลกระทบต่อการสร้างบรรยากาศในโรงเรียนมัธยมศึกษา กรุงเทพมหานคร - The Impact of Director Leadership Style and Gender on Secondary School Climate in Bangkok Metropolis, Thailand” ซึ่งเป็นส่วนหนึ่งของการศึกษาระดับปริญญาเอกทางการศึกษา โดยผู้วิจัยขอความร่วมมือท่าน และบุคลากรในโรงเรียนของท่าน ได้โปรดให้ข้อมูลที่เกี่ยวข้อง โดยคาดว่า ผลการวิจัยจะเป็นประโยชน์ต่อการพัฒนาการศึกษาของกรุงเทพมหานคร และประเทศชาติโดยรวม ทั้งนี้ ผู้วิจัยได้ประสานงานกับท่าน และบุคลากรของโรงเรียนในโอกาสต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(นายปรีชา จิตรสิงห์)

ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษากรุงเทพมหานคร เขต 2 กลุ่มผู้อำนวยการ

โทร. 0-2930-4491-2