

**THE RELATIONSHIP BETWEEN TEACHERS’  
PERCEPTIONS ON THE SCHOOL DIRECTOR’S  
LEADERSHIP STYLE AND THE SCHOOL’S  
ORGANIZATIONAL CLIMATE AT ASSUMPTION COLLEGE  
ENGLISH PROGRAM, BANG RAK, AND BANGKOK,  
THAILAND**

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**Abstract:** The purpose of the study was to identify the relationship between teachers’ perceptions on the school director’s leadership style and the school’s organizational climate at Assumption College English Program, Bang Rak, and Bangkok, Thailand. The research objectives of the study were: (1) to identify the teachers’ demographics at Assumption College English Program, Bang Rak, Bangkok, Thailand, (2) to identify the teachers’ perceptions on the school director’s leadership style at Assumption College English Program, Bang Rak, and Bangkok, Thailand. (3) to identify the teachers’ perceptions on the school’s organizational climate at Assumption College English Program, Bang Rak, Bangkok, Thailand. (4) to determine the relationship between teachers’ perception on the school director’s leadership style and the school’s organizational climate at Assumption College English Program, Bang Rak, Bangkok, Thailand.

The study was based on the theoretical support from transformational leadership and school’s organizational climate. There were three parts in the questionnaire. They are teachers’ demographics, school director’s leadership style and school organizational climate survey. 94% of the distributed questionnaire was returned. It was analyzed by percentage, frequency, mean, standard deviation and Pearson’s Product Moment Correlation Coefficient.

The study found that the overall level of school director’s leadership style was high according to the research finding based on five-point Likert scale. Each dimension of the level of school director’s leadership style was High, the level of the school’s organizational climate was High, and there was a significant relationship between the teachers’ perception on the school director’s leadership style and the school’s organizational climate at Assumption College English Program, Bang Rak, Bangkok, Thailand. Both the school director and the departmental heads are recommended to emphasize the development of school organizational climate and transformational leadership style more, because according to the research findings,

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the areas of intelligent stimulation in transformational leadership and milieu in organizational climate were a bit low.

**Keywords:** Teachers' Perceptions, Director's Leadership Style, School's Organizational Climate, Assumption College, English Program at Bang Rak, Bangkok, Thailand.

### **Introduction**

One of the important factors that make big changes in any organization is mainly based on what kind of leadership is applied and how to maintain it. It is often remarked that leadership behaviors are a basic source to affect organizational climate. In other word, the features of an organizational climate are dependent on the policies of its leaders or administrators.

Generally, it is understood that leadership is characterized as the various abilities to encourage and motivate subordinates who need manual, intellectual, and physical assistances. This can be practiced at all levels to lead different kinds of organizations. Leaders were once perceived to control, plan and monitor all the functions running in an organization, yet in nowadays' more service-oriented marketing, the roles of leadership are focused on inspiration, encouragement and motivation towards the subordinates; development of positive thoughts at workplace, stimulation of a sense of contribution and significance among the followers (Hogan et al., 1994).

A school leader and the type of leadership affect the school organizational climate as a whole, in all its different aspects and dimensions. It was firstly understood that the concept of climate was to describe the life of organizational endurance quality. Taguiri (1968) stated that an organizational climate is constituted by exceptional endurance of various components: ecology, milieu, culture and social system (organization) and personality is constructed by special aspect of personal characteristics. Gilmer (1996) argued that organizational climate is the characteristic that differentiates particular organizations from others and has an impact on all the people's intention in organizations. School's organizational climate is perceived as the personality of the school in which individuals' climates are characterized. A school environment has an impact on the interaction of organization. Thus, the school director must have strong positive attitudes, conviction, values and competencies to influence the development of the school's personality.

Nowadays, it can be seen that transformational leadership is practiced in many societies around the world. The basic needs for an effectiveness of a school organizational climate are the components of transformational leadership: providing vision and inspiration, supporting model behaviors, fostering commitment to group goal, individual support, intellectual stimulation and a practice of strategic planning.

It is perceived that only transformational leadership style is able to act for certain goals referring the values and the motivations, the wants and the needs, the aspirations and expectations of leaders and flowers.

Off all the private schools in Thailand, Assumption College in Bang Rak established by Father Emile August Colombet in 1885, which is an old school, is one of the schools attracted to the development of transformational leadership through the current research findings.