

A COMPARATIVE STUDY OF PRINCIPAL'S LEADERSHIP BEHAVIOR IN
RELATION TO ORGANIZATIONAL CLIMATE AND TEACHERS' JOB
SATISFACTION IN A PUBLIC SCHOOL AND AN INTERNATIONAL
SCHOOL IN BANGKOK

Ms. Shubhada Suhas More

A Thesis Study Submitted in Partial Fulfillment of the
Requirements for the degree of
MASTER OF EDUCATION
In Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND

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มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

**Graduate School of Education
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Thesis Examination Approval

The Thesis Examination Committee considered the thesis entitled:

“A Comparative Study of Principal’s Leadership Behavior in Relation to Orgauizational Climate and Teachers’ Job Satisfaction in a Public School and an International School in Bangkok”

presented by

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in partial fulfillment of the requirements for a Master of Education Degree in:

Educational Administration

The result is:

- ☒ **Excellent**
- ☐ **Good**
- ☐ **Pass**
- ☐ **Fail**

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ABSTRACT

Thesis Title : A comparative Study of Principal's Leadership Behavior in Relation to Organizational Climate and Teachers' Job Satisfaction in a Public School and an International School in Bangkok.

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Thesis Major Advisor : Dr Sangob Laksana

Level of Study : Master of Education

Program of Study : Educational Administration

Faculty : Education

Year : 2009

This study was conducted mainly to investigate the relationships among the principal's leadership behavior, school's organizational climate and teachers' job satisfaction. Further a comparison was done between the two types of schools namely, International School and a public school in Bangkok.

The purpose of this study is (1) to examine the Principal's leadership behavior, organizational climate, and teachers' job satisfaction as perceived by teachers in public school and international school in Bangkok, (2) to compare the organizational climate between public school and international school as perceived by teachers in the respective schools, (3) to compare degree of teachers' job satisfaction between teachers in the public school and international school, (4) to ascertain the relationship of principal's leadership behavior, organizational climate and teachers' job satisfaction.

A set of questionnaire was given to the teachers in the public school:

Nawaminthrachinuthit Bodindecha School (100 teachers) and an international school: Modern International School of Bangkok (20 teachers). The questionnaires measured teachers' perception of principal's leadership behavior, school's organizational climate and self reported job satisfaction of the teachers.

The study shows that the principal's leadership behavior in two types of schools is different. Leadership behavior in the international school shows more consideration dimension as well as initiating structure dimension than that in the public school. This study also ascertains the relationship between the teachers' job satisfaction and the principal's leadership behavior.



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I take this opportunity to thank all the teachers from Nawaminthrachinuthit Bodindecha School and Modern International School of Bangkok for participating in the survey and returning the questionnaires promptly. *

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~Shubhada,
Bangkok,
30/3/2009

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Chapter 1

Introduction

Background of Study:

Modern education, schooling in particular, aims at imparting knowledge, skills and attitudes required by the young ones to become functional in their respective societies. Schools are therefore intended to serve as agents for developing individual citizens within a country. In essence, schools are institutions where children are groomed to appreciate what the society in which they live stands for and are equipped in order for them to contribute to its advancement.

It is the task of stakeholders particularly of the principal, to create and sustain an environment which would be conducive for learning so as to improve pupils' academic and behavior standards. To a large extent, the principal, as an individual occupying the highest official position in the school, determines how the school is run. His/her expectations, values, beliefs, relationships with teachers and the examples he/she sets for the whole school shape the organizational climate in the school. The principal can promote or inhibit a positive and open organizational climate through his/her leadership behavior. Thus, principal's leadership behavior is significant in creating and sustaining an open organizational climate in the school.

The demand for school restructuring to improve the quality of teaching and to improve student learning is loud, clear and pervasive across the globe. All social domains, including educators, scholars, researchers, and politicians, recognize the importance of developing successful, productive citizens (Wu & Short, 1996). The attempt to improve the quality of education has placed the focus on teachers and factors that influence teachers' work conditions. The basis for this focus is the belief that teachers' job satisfaction, could lead to more effective schools.

This study has been undertaken to examine the connectedness between principal's leadership behavior, teachers' job satisfaction and organizational climate in the school. Further, this study was conducted as a comparison between a public school and an international school in Bangkok.

Research Problem:

This research aimed to find out the relationship among the principal's leadership behavior, teachers' job satisfaction and the school's organizational climate. The focus was also on the comparison between principal's leadership behavior in a public school and an international school.

Research Questions:

1. Which leadership behavior (as a result of the two dimensional model based on Consideration and Initiating Structure styles) is dominant in the principals of public School and international School?
2. Does the principal's leadership behavior influence the organizational climate that exists in their schools?
3. Does principal's leadership behavior have an effect on teachers' job satisfaction?
4. Is there a relation between teachers' job satisfaction and the school's organizational climate?

Objectives of the Study:

The study is designed to achieve the following objectives:-

1. To examine the Principal's leadership behavior, organizational climate, and teachers' job satisfaction as perceived by teachers in public school and

international school in Bangkok.

2. To compare the organizational climate between public school and international school as perceived by teachers in the respective schools.
3. To compare level of teachers' job satisfaction between teachers in the public school and international school.
4. To ascertain the relationship of dimensions of principal's leadership behavior, organizational climate and teachers' job satisfaction.

Significance of the Study:

The findings of this study will contribute to knowledge, which might justify stakeholders' expectations of the principals. The researcher believes that the starting point to improve the performance of both the teachers and the pupils is to improve the school climate. Thus, this study will help some principals who for one reason or the other have not been effective in carrying out their responsibilities and therefore work with more effectiveness and efficiency using appropriate leadership behavior to improve school climate. The most important stake holder of the school society is the student and then the teacher. The students and the teachers are integral part of the school climate and these two factors are influenced directly by their leader... the school principal.

The findings will reveal ways the principals could adjust their leadership behavior to create or enhance an open school climate. It is assumed that an open school climate enhances effective teaching; therefore better academic performance by the pupils. Also, job satisfaction greatly influences teaching. If teachers do not like their job, the school culture is negatively affected, resulting in a poor performance by the pupils. The reverse is true too.

The results of this research will contribute to those studies, which have been carried out, in the quest for broadening and understanding the roles of principals with regard to school climate and teachers' job satisfaction.

Theoretical Framework:

Ramsey (1999) contends that, in an organization like the school, students and staff tend to live up to the image of the principal; because no school is high performing without an effective and efficient principal; he is the gospel that his/her staff and pupils read, a model of behavior and work attitude to be copied by all. It implies that the principal is therefore expected to accept responsibility for whatever pupils and staff do and lead, both by word and action, creating a school climate that facilitates effective teaching and learning.

Wilmore (2002) states that principals play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. According to Hargreaves and Fink (2003), the principals' tasks are divided into two major types: instructional role and the leadership role. The instructional role focuses on the training and education of children by creating motivating and challenging activities that aid children grow to become productive citizens. These scholars opine that the leadership role complements the functional role. The former aims at successful implementation of the later. The leadership role largely comprises personnel management (both students and teachers) and decision- making.

Principals differ in the styles they use to carry out all these tasks. Mazarella and Smith (1989) state that some leaders employ an autocratic leadership style; some use a democratic style, while others use the *laissez-faire* leadership style.

Ramsey (1999) believes that leadership styles are as many as personality types that exist. According to him, some styles are open, some are closed, and some are flexible while others are rigid. Some leaders use a style that is manipulative; others use more participatory styles. Some styles are driven by product whereas others are driven by process.

In the educational institutions, the principal as the leader plays an important role. The principal is responsible for exercising the expertise in the true management and leadership of school affairs. Leadership is a matter of character. Leaders communicate their vision to those around them in ways that emotionally enroll others to turn this vision into reality. This interaction between the principal and the teachers has been described as a “sweeping back and forth of energy”. Through this process, unity is achieved – a team is built.

Leadership has been broadly defined as “influence process affecting the interpretation of events for the [school] to motivate [teachers and students] to achieve the objectives and the maintenance of cooperative relationships and team work.” (Yukl, 1994).

Ohio State Leadership Studies has suggested a two dimensional leadership model. The two dimensions described in the study are as follows:

Leadership behavior dimension 1: Initiating Structure:

It refers to the extent to which a leader (principal) focuses directly on organizational performance goals (school mission and goals), organizes and defines tasks, assigns work, establishes channels of communication, delineates relationships with subordinates (teachers), and evaluates work performance.

Principals who initiate structure assign staff members especially teachers to particular tasks, maintain definite standards of performance, emphasize

meeting deadlines, encourage the use of uniform procedures, let teachers know what is expected of them, and see to it that they are working up to capacity.

Leadership behavior dimension 2: Consideration:

It refers to the extent to which a leader (principal) exhibits trust, respect, warmth, support, and concern for the welfare of subordinates (teachers). Principals, who manifest consideration listen to staff members' (teachers') ideas, are friendly and approachable, treat all staff members as equals, and frequently use their ideas.

Based on these two dimensions, the study suggests a leadership grid giving four types of leadership behaviors as explained below:

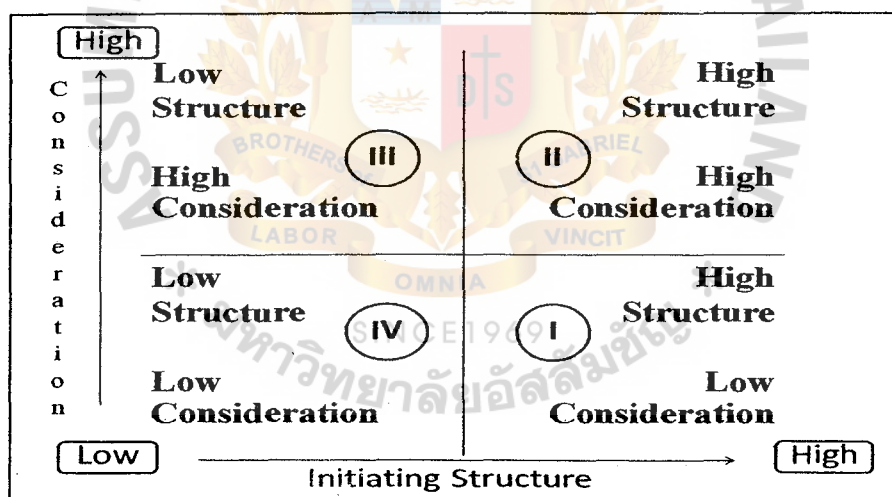


Figure 1 Ohio State Leadership grid

Considering the importance of the principal's tasks, his/her leadership behavior is one of the major factors determining the school climate in his/her school. Parsons (1967) contends that the creation of any school climate starts with the principal, and it is reflected in the relationships among teachers, between teachers and students, among the student body, commitment of teachers to the achievement of

school goals and objectives, ethos of the school, etc. In other words, the principal is in the position to initiate and maintain the kind of atmosphere he/she wants through his/her behavior. Taylor (2002) affirms this claim by saying that the principal deliberately models a positive climate in school. She explains further that the existence of quality relationships between the principal and teachers, among the teachers, and between the teachers and students and among students reflects a positive school climate.

Lunenberg and Ornstein say that organizational climate can be expressed by such adjectives as open, bustling, warm, easy going, informal, cold, impersonal, rigid, and closed. Theorists refer to organizational culture and climate as overlapping concepts. In the light of the above, it can be assumed that the principal's leadership behavior principally determines the kind of climate that prevails in the school. Ordinarily, the main task of the principal is to help create a healthy working environment in which pupils are happy and prepared to learn and teachers identify with the school's mission and goals. The term Organizational Climate has been variously understood in many ways such as "the feel", 'the atmosphere', 'the environment', 'the zeal', 'the condition prevailing', the organizational climate and 'the tune of the institution'. Halpin (1963) viewed it as 'general flow of behavior and feeling within a group'.

This study focuses on three dimensions of school climate:

1. Relationship dimension which is influenced by student support and affiliation.
2. Personal development of the teachers.
3. System maintenance and system change dimension which is influenced by the leadership style of the principal particularly, participatory decision making process.

The destiny of the world is being shaped in classrooms, in which the teachers play a significant role. A number of external and internal forces act upon a teacher to influence his/her behavior in the school. There is a dire need to identify the conditions necessary to influence the teachers in their working situation. Human interaction gives personal touch in the educational process. The human interaction that takes place plays an important role. As the school is a web of interactions among people who live and work together in a particular way, this interactive environment of the institution leads to an Organizational Climate.

Closed School Climate: It is observed if

- The school leadership displays low degrees of both the initiating structure and consideration.
- The teachers' behavior is frustrated and teachers' job satisfaction is low.
- The inter-personal relations within the school boundaries are not intimate.

Open School Climate: It is observed if

- The school leadership is participative and shows high degrees of consideration and initiating structure.
- The teachers are satisfied with their job.
- The teachers enjoy working and have pride in what they do.
- The inter-personal relations are very good within the school boundaries.

The Job Satisfaction of teachers is as important as the Organizational Climate of any educational institution. The focal importance of a teacher is not new to educational thinking. Job Satisfaction refers to the way one feels about the events,

people and things in his/her working situation. Job satisfaction is a pleasant and positive attitude possessed by an employee towards his job as well as his life.

Therefore the need arises to ascertain the relationship of principal's leadership behavior with teachers' job satisfaction and organizational climate in the public and international schools, specifically in Bangkok. Hence the investigator undertook to conduct following study:-

“A comparative study of principal's leadership behavior in relation to organizational climate and teachers' job satisfaction in public school and an international school in Bangkok”

Conceptual Framework:

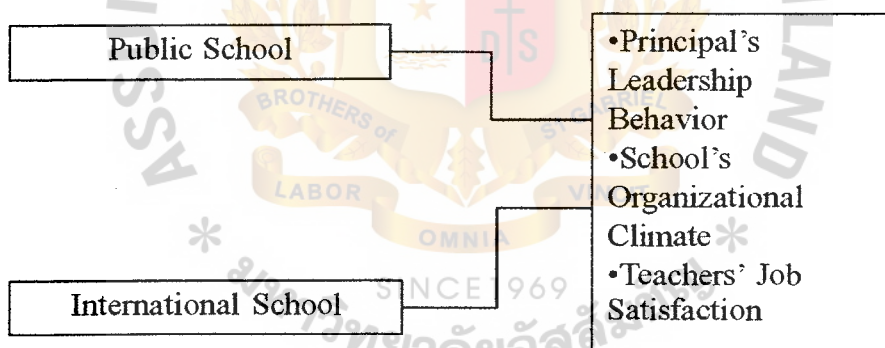


Figure 2 Conceptual framework

Scope and Limitations of the Study:

This study has been conducted as the comparison between two schools namely a government school and an international school in Bangkok. These two schools are selected by purposive sampling method. Principal's leadership behavior, school's organizational climate and teachers' job satisfaction are measured

solely from the point of view of teachers working in those schools. The other stakeholders namely, students, parents and staff members are not included in the study. Further, the international school under study has students from kindergarten to grade 12, whereas the public school under study is secondary school having students from grade 7 to grade 12.

Following are the limitations of the study:

1. The international school refers to the Modern International School of Bangkok.
2. The public school refers to the Nawaminthrachinuthit Bodindecha School in Bangkok.
3. This study is limited only to the full time teachers who are teaching to the secondary level students in the schools in the sample. But the findings are subject to be inferred to all other schools of the same characteristics as schools in the sample.
4. Principal's leadership behavior, school's organizational climate and teachers' job satisfaction are measured in terms of teachers' perception of their feelings toward their principal, school and work.

Terms Definition:

The following terms are defined to convey the sense in which they are used in this study:

Bangkok: Bangkok Metropolitan Area, Thailand.

Public School: It is the school funded by the Royal Thai Government and runs state curriculum in the school. Majority of the teachers are Thai nationals and rarely there are foreign students in the school.

Nawaminthrachinuthit Bodindecha School: It is a public school under study located at Ladprao Soi 69, Wangthonglang District, Bangkok.

International School: It is the school which is privately owned and runs foreign curriculum. This school is approved by the Ministry of Education, Thailand. Most of the teachers are foreign nationals, and at least 50 % of the students are foreigners.

Modern International School of Bangkok: It is the international school under study located at Sukumvit Soi 39, Wattana District, Bangkok.

Dimensions of Principal's leadership behavior: Based on Ohio State Leadership Study, the present study takes into account 2 types of leadership dimensions:

1. Consideration: It is measured as the mean of the total score obtained for each participant for the Consideration Scale Questions in the Leadership Behavior Description Questionnaire.

2. Initiating Structure: It is measured as the mean of the total score obtained for each participant for the Consideration Scale Questions in the Leadership Behavior Description Questionnaire.

Principal's Leadership Behavior: It is a manner in which the principal of the school leads. Based on Ohio State Two Dimensional Leadership Model, four leadership behaviors are defined for the study. The mean score for each dimension ranges from 0 to 60 for the chosen questionnaire.

So the Ohio State Leadership Grid can be modified as follows:

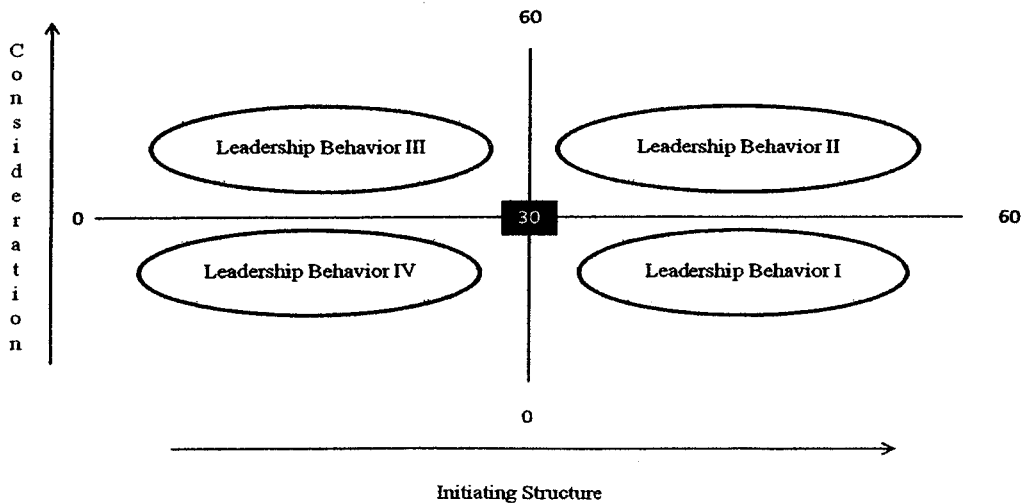


Figure 3 Definition of four leadership behaviors

Leadership Behavior I: It has high structure and low consideration-

$30 \leq \text{Initiating Structure-Mean Score} \leq 60,$

$0 \leq \text{Consideration Mean Score} < 30$

Leadership Behavior II: It has high structure and high consideration.

$30 \leq \text{Structure Mean Score} \leq 60,$

$30 \leq \text{Consideration Mean Score} \leq 60$

Leadership Behavior III: It has low structure and high consideration.

$0 \leq \text{Structure Mean Score} < 30,$

$30 \leq \text{Consideration-Mean Score} \leq 60$

Leadership Behavior IV: It has low structure and low consideration:

$0 \leq \text{Structure Mean Score} < 30,$

$0 \leq \text{Consideration Mean Score} < 30.$

School Climate:

The term School Climate in this study is used to portray the atmosphere in the school which is mainly influenced by the principal's leadership style and how teachers perceive their school and affects their values and attitudes

toward school and job respectively.

For this study, the school climate is assumed to be a continuum from Closed School to Open School Climate on the scale from 0 to 5.

Principal:

A principal in this study is defined as an individual who occupies a leading position in the school and directs the affairs of the school therefore; he/she is accountable for the success or failure of the whole institution.

Teacher's Job Satisfaction:

It is the extent of teacher's perception and value of the characteristics of the work situation in relation to

- Work itself
- Work group
- Working conditions
- Supervision



Chapter II

Review of the Related Literature

What is leadership?

For more than half a century the term *leadership* has been a topic of discussion and research especially in the field of management and organizational development. Leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. Therefore, leadership has been defined from different points of view and some of the definitions are discussed below.

The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation. In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment. By implication, the leader's focus is on what he/she wants from people therefore, followers' input is not encouraged with regard to what it is to be done. However, Maxwell (1999) is of different opinion, he argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promote and increase productivity in the organization.

As the focus shifts from bureaucracy (in which the leader tends to direct others and make decision for others to implement) to non-bureaucracy, the perception of leadership appears to emphasize motivation, inclusion and empowerment of followers. For example, Jaques and Clement (1991) define leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and full commitment.

Therefore, leadership is a responsibility characterized by commitment and competence; and it takes place in a role relationship within a social structure. In essence, a leader functions by interacting with other people within a social structure.

Sergiovanni (1999) perceives leadership as a personal thing comprising one's heart, head and hand. He says that the heart of leadership deals with one's beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader's values, vision, experiences, personality and ability to use past experiences to tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organization.

In the contemporary context, Dubrin (1998) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is the leader's responsibility to communicate the picture of what the organization should be, convince followers and channel all activities toward accomplishing it.

Sashkin and Sashkin's (2003) and Hoy and Miskel's (2001) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organization with the aim of improving the organization. Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that

followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity. This approach's emphasis is on transformation that brings positive change in the organization, groups, interpersonal relationships and the environment.

In conclusion, the issue of change and empowerment is the main focus of the new perspective on leadership. The leader is expected to continually generate new ideas for increasing effectiveness and productivity within the organization. She/he is required to provide needed strategies for executing the ideas/vision and motivate the employers to accomplish the vision by using their own initiatives to improve their inter-group relations in and the outside school.

What is leadership behavior?

Leadership development can follow many courses, including the acquisition of knowledge, skills and abilities that makes a person the most effective leader. There are things we think of as leadership traits, and there are also many things that effective leaders do, which we consider as leadership behavior. Some researchers have made an effort to look at the different behaviors of leaders and create models to aid in our understanding of these behaviors. These models are often referred to as leadership behaviors.

There are several ideas about leadership behaviors that have been presented over the years, but most theories center on a key idea that leaders display two types of behaviors. One type involves a group of **task-oriented behaviors**, in which the leader helps subordinates figure out what is expected of them and manages the daily activities of a group toward accomplishing a task. In some

behavioral patterns, this is referred to as transactional leadership, or management (as a contrast to leadership). The other set of behaviors is referred to as **people-oriented style**, where the leader provides a more supportive role in providing a positive work environment in which the workers can maximize their productivity. This is sometimes referred to as participative leadership, and is also more closely related to transformational leadership theories.

Leadership Competency Model developed by Central Michigan University provides a detailed description of leadership traits. This model describes five dimensions of leadership competency.

- Self Management
- Leading Others
- Task Management
- Innovation
- Social Responsibility

Although there are many things that leaders are expected to do, these five dimensions capture the primary categories that are considered the most important for leadership success. Each of the dimensions includes several core competencies that are considered valuable skills, abilities, behaviors, attitudes and knowledge areas in which leaders are expected to excel.

Two Dimensions: Consideration and Initiating Structure

Early research at the Ohio State University identified two patterns of leadership behavior that include consideration and initiating structure. These are closely linked to the ideas of people-oriented and task-oriented behaviors.

Consideration:

It is defined as the degree to which a leader shows concern and respect for followers, looks out for their welfare, and expresses appreciation and support. This is a people-oriented leadership style.

Bass (1990) says:

“This factor describes the extent to which a leader exhibits concern for the welfare of the other members of the group. The considerate leader expresses appreciation for good work, stresses the importance of job satisfaction, maintains and strengthens the self-esteem of subordinates by treating them as equals, makes special efforts to help subordinates feel at ease, is easy to approach, puts subordinates’ suggestions into operation, and obtains subordinates’ approval on important matters before going ahead. The support provided by considerate leaders finds them oriented towards relationships, friendship, mutual trust, and interpersonal warmth.”

Some behaviors of leaders who are strong in consideration style include:

- Being friendly and approachable.
- Doing little things to make it pleasant to be a member of a group.
- Putting suggestions made by the group into operation.
- Treating all group members as his/her equals.
- Giving advance notice of changes.
- Making him/her accessible to group members.
- Looking out for the personal welfare of group members.
- Willingness to make changes.
- Explaining actions.

- Consulting the group when making changes.

Those competencies which relate to the leadership behavior of consideration can mostly be found in the “Leading Others” dimension of the Leadership Competency Model, including:

- Communicating with Coworkers
- Active Listening
- Facilitating Discussion
- Social Orientation
- Social Perceptiveness
- Nurturing Relationships
- Reinforcing Success
- Developing and Building Teams
- Assessing Others
- Coaching, Developing, Instructing
- Cooperating
- Persuading
- Resolving Conflicts/Negotiating
- Empowering
- Inspiring

Initiating structure:

It is a task-oriented leadership style and is the degree to which a leader defines and organizes his role and the roles of followers, is oriented toward goal attainment, and establishes well-defined patterns and channels of communication (Judge, T.A., Piccolo, 1989).

“This factor shows the extent to which a leader initiates activity in the

group, organizes it, and defines the way work is to be done. The initiating structure includes such leadership behavior as insisting on maintaining standards and meeting deadlines and deciding in detail that will be done and how it should be done. Clear channels of communication and clear patterns of work organization are established. Orientation is toward the task. The leader acts directly without consulting the group. Particularly relevant is defining and structuring the leader's own role and those of the subordinates toward attaining goals" (Bass 1990).

Some behaviors of leaders who are strong in Initiating Structure include:

- Letting group members know what is expected out of them.
- Encouraging the use of uniform procedures.
- Trying out ideas in a group.
- Making his/ her attitudes clear to the group.
- Deciding what shall be done and how it shall be done.
- Assigning group members to particular tasks.
- Making sure that his/ her part in the group is understood by group members.
- Scheduling the work to be done.
- Maintaining definite standards of performance.
- Asking that group members follow standard rules and regulations.

Initiating structure is related to many of the competencies in the "Task Management" dimension of the Leadership Competency Model along with some from the "Leading Others" dimension. This includes:

From Task Management Dimension:

- Coordinating Work Activities
- Attention to Detail
- Decision Making
- Designing Work Systems
- Managing Materials and Facilities
- Managing Information Resources
- Performing Administrative Activities
- Maintaining Quality
- Personnel Decision Making
- Maintaining Safety
- Eliminating Barriers to Performance
- Strategic Task Management
- **From Leading Others Dimension:**
- Taking Charge
- Orienting Others
- Setting Goals for Others
- Interpreting the Meaning of Information for Others

The major contribution of the Ohio State leadership studies is their classification of two independent leadership behavior dimensions—Initiating structure and Consideration. Initiating structure concerns the task aspect of leadership, while Consideration concerns the interpersonal aspect of leadership. Initiating structure is the degree to which a leader defines his role and the roles of subordinates, in order to achieve the organizational goal. Consideration is the degree to which a leader acts in a friendly and supportive manner and shows respect to

employees' ideas and their feelings (Yukl 1994).

Task consideration and relationship consideration function as two essential elements in the research of leadership behavior. The Initiating structure - Consideration model has dominated the research on the classification of leadership behavior in the Western literature (e.g., Bass 1990; Fleishman and Hunt 1973; Schriesheim and Ralph 1975; Yukl 1994).

Which leadership behavior is better?

“Leadership is one of the most observed and least understood phenomena on the earth.” (Burns 1978). Much research on leadership has been done because it is universally accepted that leadership plays an essential role in organizational dynamics and determines the effectiveness or ineffectiveness of organizations.

Although not all leadership behavior theories suggest that it is important to have a command of all styles, there is growing evidence that BOTH initiating structure and consideration are important for successfully leading teams. Without initiating structure behaviors, subordinates would not know what is expected, how to coordinate their work with others, or how their work relates to any group or organizational goals. This leads to frustration among workers and ultimately influences their productivity. Likewise, lack of consideration behaviors from the leader may leave employees feeling unsupported, unrecognized, or confused as they try to navigate conflicts and issues in their roles without any sense of feedback about how they are doing.

What is School Climate?

The field of education lacks a clear and consistent definition of *school climate*. Deal and Peterson (1990) offer the simplest definition of school climate as an "inner reality". Robbins and Alvy (1995) expand the definition by stating that "This inner reality reflects what organizational members care about, what they are willing to spend time doing, what and how they celebrate, and what they talk about." The concept of climate came to education from the corporate workplace with the notion that it would provide direction for a more efficient and stable learning environment. Gary Phillips (2003) characterizes school climate as the, "beliefs, attitudes, and behaviors that characterize a school in terms of:

- How people treat and feel about each other;
- The extent to which people feel included and appreciated; and
- Rituals and traditions reflecting collaboration and collegiality."

In this context, climate includes a composite of the values, rituals, and beliefs shared and demonstrated by participants within the organization.

Wagner (2000) conceptualizes school climate as shared experiences both in school and out of school (traditions and celebrations), a sense of community, of family and team. Staff stability and common goals permeate the school. Common agreement on curricular and instructional components, as well as order and discipline are established through consensus. Open and honest communication is encouraged and there is an abundance of humor and trust. Tangible support from leadership at the school is the most important component of the school climate.

Scholars have argued about the meaning of *climate* for centuries. Noted anthropologist Clifford Geertz (1973) has made a large contribution to our current understanding of the term. For Geertz, climate represents a "historically

transmitted pattern of meaning." Those patterns of meaning are expressed both (explicitly) through symbols and (implicitly) in our taken-for-granted beliefs.

A review of the literature on school climate reveals much of Geertz's perspective. Terrence E. Deal and Kent D. Peterson (1990) note that the definition of climate includes "deep patterns of values, beliefs, and traditions that have been formed over the course of [the school's] history." Paul E. Heckman (1993) reminds us that school climate lies in "the commonly held beliefs of teachers, students, and principals." These definitions go beyond the business of creating an efficient learning environment. They focus more on the core values necessary to teach and influence young minds.

Thus, *school climate* can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community (Stolp and Smith 1994). This system of meaning often shapes what people think and how they act.

Importance of Conducive School Climate

Researchers have compiled some impressive evidence on school climate. Healthy and sound school climates are open and correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction.

Leslie J. Fyans, Jr. and Martin L. Maehr (1990) looked at the effects of five dimensions of school climate: academic challenges, comparative achievement, and recognition for achievement, school community, and perception of school goals. In a survey of 16,310 fourth, sixth, eighth, and tenth-grade students

from 820 public schools in Illinois, they found support for the proposition that students are more motivated to learn in schools with strong open climates.

School climate also correlates with teachers' attitudes toward their work. In a study that profiled effective and ineffective organizational climates, Yin Cheong Cheng (1993) found open school climates had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity.

What Is the Principal's Role?

The most effective change in school climate happens when principals, teachers and students model the values and beliefs important to the institution. The actions of the principal are noticed and interpreted by others as "what is important." A principal who acts with care and concern for others is more likely to develop a school climate with similar values. Likewise, the principal who has little time for others places an implicit stamp of approval on selfish behaviors and attitudes.

More practical advice comes from Jane Arkes, a principal interviewed by Stolp and Smith: "Work on team-building; put your agenda second; know that you don't have all the answers--everyone has limitations; learn from students and staff; put people before paper."

Finally and most important, principals must nurture the traditions, ceremonies, rituals, and symbols that already express and reinforce more open school climate.

Job Satisfaction:

Job satisfaction is the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirement, demands and expectations of employees. It expresses the extent of match between employees, expectation of the job and the reward that the job provides. The factors of physical conditions and social nature affect job satisfaction and productivity. Job satisfaction is defined as an effective or emotional response towards various facts of one's job (Kreitner & Kinicki, 1998).

Workers at every level form impressions regarding whether they are valued and respected from important cues that emanate from their environment, especially those that come from the leaders directly above them (Gmelch & Miskin, 1993; Fryer & Lovas, 1991). These impressions are translated into feelings, either positive or negative, that become the principal component of a worker's morale. Morale is a key factor in determining an employee's commitment to work and the degree of job satisfaction to which he or she professes (Fryer & Lovas, 1991).

In the field of education, teacher morale and job satisfaction, based on Fryer and Lovas' (1991) contentions, results from perceptions teachers hold regarding their value to the school leadership. Teachers will be motivated when given a chance to feel intellectually and emotionally challenged by their work, when perceiving opportunities for personal and professional growth, when afforded the opportunity to participate in decisions affecting their own development, when encouraged to feel they are part of an important ongoing enterprise, and when they know that they make a difference and are given recognition and visibility (Lucas, 1994).

These motivational needs of faculty, addressed through the

interactions with their principal, are believed to contribute to teachers' personal growth and development, job satisfaction and willingness to change (Kearney & Hays, 1994).

In 1978, Teachers' job satisfaction has been studied as an overall construct and as a facet construct. In his research, Holdaway found that overall satisfaction was closely related to "working with students, societal attitudes, and status of teachers, recognition, and achievement". Zigarreli (1996) refers to teachers' job satisfaction as a single, general measure that is a statistically significant predictor of effective schools. Evans (1997), who addresses problems of the conceptualization and construct validity of teachers' job satisfaction, claims that the concept is ambiguous. She argues that the source of the ambiguity is the lack of a clear distinction between "satisfactory" and "satisfying", which results in problems of construct validity. Evans suggests re-conceptualizing "job satisfaction" in terms of its two constituents: job fulfillment (related with achievement) and job comfort (related with working conditions). The former refers to one's evaluation of how well the job is performed, and is based on the assumption that achievements enhance both job-related and achievement-related satisfaction. The latter relates to what degree is satisfied with the conditions of the job.

The study conducted by Paul A. Leary, Michael E. Sullivan (Marshall University Graduate College) and Debra Ray McCartney- Simon (Glenville State College) on West Virginia Deans and Department Chairs and the Departmental Faculty Members reveals a strong relationship between overall job satisfaction and both dimensions of leadership styles. The results indicated that the more evident the characteristics of the Consideration dimension or the Initiating Structure dimension of leadership behaviors, the greater the degree of self-reported job satisfaction.

Research conducted at SELF Research Centre, University of Western Sydney, Australia by Alan M. Barnett, Herbert W. Marsh, and Rhonda G. Craven indicates that individualized consideration (by the Principal) demonstrate a strong, positive, statistically significant relation with teachers' perceptions of global (job) satisfaction (with leadership). This result suggests that teachers' perceptions of job satisfaction are significantly related to the leadership style as exercised by their principals.

The Significance of Teachers' Job Satisfaction:

Several studies focused on the relationship between job satisfaction and extra-role behavior towards individuals inside and outside the organization. It is also important to study job satisfaction because of its effects on teacher retention and continuous development. Hall, Pearson, and Carroll (1992) found that teachers who were planning to leave the profession reported less satisfaction and a more negative attitude toward teaching as a career. Job satisfaction was also found to be associated with teacher quality, organizational commitment and organizational performance in reference to the following school areas:

- academic achievement,
- student behavior,
- student satisfaction,
- teacher turnover, and
- administrative performance

Study conducted in China by East China Normal University proved that teachers' job satisfaction is affected by school climate and School climate effectively promotes teachers' professional commitment.

The Dimensions of Teachers' Job Satisfaction:

A 1951 study made use of a seventy-item satisfaction inventory that was administered to employees of a tractor company; the following interpretable factors emerged:

- satisfaction with immediate supervisor,
- intrinsic and status factors in the job itself,
- organization as a system, and
- in-direct satisfaction with mobility and potential wages now and in the future.

The 1961 study produced the following eight factors:

- opportunity to advance and accomplish,
- working conditions,
- non-economic stability and security,
- personal relations with immediate supervisor,
- compensation,
- communications with top management,
- working with relations with other in-plant groups, and
- in-plant standard of operation.

A 1957 review of the literature on job satisfaction by Herzberg, Mausner, Peterson, and Capwell concluded that:

Factor analytic studies have indicated the presence of six relatively independent factors:

- general satisfaction and moral,
- attitudes toward the company and its policies,
- satisfaction with intrinsic aspects of the job,
- attitudes toward the immediate supervisor,

- attitudes toward satisfaction of aspirations,
- satisfaction with conditions of present job.

In the present study, the researcher lays emphasis upon the relation between teacher job satisfaction with two of the important variables, organizational climate and school leadership.

The Influencing Factors on Teachers' Job Satisfaction

Chase reported in a study in the early 1950s that freedom in planning work, adequacy of salary, feelings about quality leadership, and participation in educational and personnel policy planning affected satisfaction.

Two major theoretical approaches are often cited in literature across disciplines:

1. Herzberg's dual-factor theory (1959) and
2. Quarstein *et al.*'s situational occurrences theory (1992).

Herzberg distinguishes between motivator and hygiene factors as mutually exclusive. Environmental factors (or job context-related) such as policy, salary and physical working conditions are identified as "dissatisfiers", which are separated from satisfiers (or job content-related factors) such as achievement, responsibility, and intrinsic challenges.

On the other hand, Quarstein's composite function of job satisfaction is not as strict on the dichotomy. Quarstein *et al.* believe that job satisfaction is a function of both situational occurrences, such as being recognized and situational characteristics, such as pay, and that together these provide a better prediction of job satisfaction than either one alone.

In 1997, the National Center for Education Statistics (1997) (NCES)

in the US published a report on job satisfaction among American teachers. The report was based on a large and comprehensive database of over 40,000 teachers in a complex and random sample of schools. The sample was stratified by state, sector, and school level. It encompassed elementary and secondary, private and public schools throughout the United States. It analyzed the 1993–1994 Schools and Staffing Survey (SASS) data collected by the NCES that examined a wide range of schools, teachers and work characteristics. The second section of this three-part study compared characteristics of the most satisfied and the least satisfied teachers. The most salient finding of the study was that workplace conditions constitute a distinguishing factor between the most satisfied and the least satisfied teachers:

“The most satisfied teachers worked in a more supportive, safe, autonomous environment than the least satisfied teachers.”

The interrelationships of the concepts of job satisfaction and organizational climate have been studied in a variety of organizations (Repetti and Cosmas, 1991; Sheinfeld and Zalkind, 1987), with a frequently implied assumption that organizational climate is a causal factor in job satisfaction (Sharma and Sharma, 1989; Kumara and Kiochi, 1989).

In one study done in Israel by Neuman, Reichel and Saad (1988) on the teachers working in the elementary school about the nature of their satisfaction with the job, perception of organizational climate, and their interaction shows that job satisfaction measured by twenty-three items, resulting in two major factors: task issues and interaction with other people. Organizational climate includes fifty-four items, condensed into two factors: principal-teachers relations, and negative feelings about the school's atmosphere. The effect of climate on satisfaction was examined in two separate regression models, one where the dependent variable is the task aspect

of satisfaction, and the other is the human relations aspect. Climate factors were found to have a strong and meaningful explanatory power only in the former satisfaction model. The latter had an overall weak explanatory value. Throughout the analyses, the role of principal-teachers relations appeared to be dominant.

After reviewing the literature about the principal's leadership behavior, school's organizational climate and teachers' job satisfaction, researcher will explain the research design and the data analysis techniques used in the next chapter.



Chapter III

Research Design and Methodology

This research has been done as a comparison. A survey was conducted amongst selected groups of teachers. Statistical analysis was done using SPSS Statistic 17. This chapter elaborates on the research methodology used for this study.

Population and sample:

Number of public schools under Bangkok Metropolitan Administrative area is 435 (source: UNESCO- Handbooks for supporting school library services and the development of librarians in schools supervised by the Bangkok Metropolitan Administration 2006.)

Number of international schools under Bangkok Metropolitan Administrative area is 75 according to International Schools Association of Thailand (ISAT).

Since this study is to be conducted as a comparison the researcher is proposing to use two target schools one from each target population. The selection of the schools is based on the purposive sampling technique. Researcher works in the public school- Nawaminthrachinuthit Bodindecha School (NMRBD) located at 5/23, Ladprao Road, Wangthonglang, Bangkok. Modern International School of Bangkok (MISB) located at Sukumvit Road Soi 39, Bangkok is a school which can be compared as at par for the socio-economic status of the students with Nawaminthrachinuthit Bodindecha School.

NMRBD is a secondary school (Grade 7 to Grade 12), whereas MISB has grades from kindergarten to Grade 12. For the consistency of the results, researcher has included only those teachers who teach to secondary level in MISB.

Table 1 Population

	School	Population of Teachers
1	International School	20
2	Public School	100
	Total	120

Researcher proposes to conduct the study for whole of the population.

Instrumentation:

Names and types of instruments:

Data was collected on principal's leadership behavior, teachers' job satisfaction and school climate. Quantitative questionnaires was administered on the teachers of the two schools. The survey consisted of 3 questionnaires:

Questionnaire I: Measurement of principal's leadership behavior. - The Leader Behavior Description Questionnaire (LBDQ).

Questionnaire II: Measurement of organizational climate of the school: School Level Environment Questionnaire (SLEQ).

Questionnaire III: Measurement of teachers' job satisfaction: The Teacher Job Satisfaction Questionnaire (TJSQ).

Table 2 Instruments used for the study

	Variable to be Measured	Name of Instrument	Type	Source
1	Leadership Behavior Style	The Leader Behavior Description Questionnaire (LBDQ)	Questionnaire	Staff members of the Ohio State Leadership Studies, Ohio State University
2	Organizational Climate in the School	School Level Environment Questionnaire (SLEQ)	Questionnaire	Fisher and Fraser (1990): "Validity and Use of the School-Level Environment Questionnaire"
3	Job Satisfaction of Teachers	The Teacher Job Satisfaction Questionnaire (TJSQ)	Questionnaire	Paula Lester (1984): Educational and Psychological Measurement: Vol. 47, 1

Information to be collected is as follows:

- Theoretical information on leadership behavior styles, school climate and job satisfaction of the teachers.
- Empirical data on leadership behavior styles, school climate and teachers' job satisfaction.

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- Empirical data on leadership behavior styles, school climate and teachers' job satisfaction.

Structure of the Instruments:

Table 3 Structure of the instruments

No	Instrument	Variable	Item Number
1	Instrument for assessing dimension of Principal's leadership style: Leader Behavior Description Questionnaire.	I Initiating Structure	2,4,6,8,9,12,13,14,18, 20,22,24,26,28,30
		Consideration	1,3,5,7,10,11,15,16,17,19, 21,23,25,27,29
2	Instrument for assessing Organizational Climate in the school: School Level Environment Questionnaire.	Factors	Item number
		Relationship Dimension	1, 9, 17, 25, 33, 41, 49 : (-) 2, 10, 18, 26, 34, 42, 50 : (+)
		Personal Development Dimension	3, 11, 19, 27, 35, 43, 51 : (+)
		System Maintenance and System Change	4, 12, 20, 28, 36, 44,52 : (-) 5, 13, 21, 29, 37, 45,53 : (+) 6, 14, 22, 30, 38, 46, 54: (+) 7, 15, 23, 31, 39, 47,55 : (-) 8, 16, 24, 32, 40, 48,56 : (-)
3	Instrument for assessing Teachers' job satisfaction: Teachers' Job Satisfaction Questionnaire	Work itself	1, 4, 7, 13, 17, 30, 31, 35
		Work Group	9, 14, 22, 25, 28, 33, 37
		Working Conditions	5, 12, 15, 18, 20, 23, 24, 26, 38
		Supervision	2, 3, 6, 8, 10, 11,16, 19, 21, 27, 29, 32, 34, 36, 39, 40

Questionnaire I: The Leader Behavior Description Questionnaire

(LBDQ) provides a technique whereby group members may describe the leader behavior of designated leaders in formal organizations. The LBDQ contains items, each of which describes a specific way in which a leader may behave. The respondent indicates the frequency with which he perceives the leader to engage in each type of behavior by marking one of five adverbs: **Always, often, occasionally, seldom, never**. These responses are obtained from the members of the leader's work-group, and are scored on two dimensions of leader behavior: Initiating Structure

Behavior and Consideration Behavior. For each dimension, the scores from the several group members are then averaged to yield an index of the leader's behavior in respect to that dimension.

Originally there are total 40 items in the questionnaire. For this study, only 30 items are adapted; 15 for each of the two dimensions. The items for each of the two dimension keys are listed in the table below.

Table 4 Structure of Leadership Behavior Development Questionnaire

	Variable	Item number
1	Consideration Scale	1,3,5,7,10,11,15,16,17,19,21,23,25,27,29
2	Initiating structure Scale	2,4,6,8,9,12,13,14,18,20,22,24,26,28,30

Table 5 Meaning of the response for Leadership Behavior Development Questionnaire

Response	Score
Always	4
Often	3
Occasionally	2
Seldom	1
Never	0

The items 10, 15, and 16 are marked in the reverse order. (always: 0, often: 1, occasionally: 2, seldom: 3, never: 4). The score for each dimension is the sum of the scores assigned to responses marked on each of the 15 items in the dimension. The possible range of scores on each dimension is 0 to 60.

Questionnaire II:

The SLEQ measures teachers' perception of the various dimensions of the school environment. The SLEQ consists of 56 questions; each scored on a 5 point scale and grouped in 3 major dimensions. These dimensions are further divided into 8 scales:

- **Relationship Dimension: Student Support and Affiliation:**

Student Support measured by items 1, 9, 17, 25, 33, 41 and 49. (-)

Affiliation measured by items 2, 10, 18, 26, 34, 42, and 50. (+)

- **Personal Development dimension: Professional Interest Staff Freedom:**

Professional Interest measured by items 3, 11, 19, 27, 35, 43, and 51. (+)

- **System Maintenance and System Change Dimension: Participatory Decision Making:**

Staff freedom measured by items 4, 12, 20, 28, 36, 44 and 52. (-)

Participatory decision making measured by items 5, 13, 21, 29, 37, 45 and 53. (+)

Innovation measured by items 6, 14, 22, 30, 38, 46, and 54. (+)

Resource Adequacy measured by items 7, 15, 23, 31, 39, 47 and 55. (-)

Work Pressure measured by items 8, 16, 24, 32, 40, 48 and 56. (-)

Table 6 Structure of School Level Environment Questionnaire

	Variable	Factors	Item number
1	Organizational Culture in the school	Relationship Dimension	1, 9, 17, 25, 33, 41, 49 : (-) 2, 10, 18, 26, 34, 42, 50 : (+)
		Personal Development Dimension	3, 11, 19, 27, 35, 43, 51 : (+)
		System Maintenance and System Change	4, 12, 20, 28, 36, 44, 52 : (-) 5, 13, 21, 29, 37, 45, 53 : (+) 6, 14, 22, 30, 38, 46, 54 : (+) 7, 15, 23, 31, 39, 47, 55 : (-) 8, 16, 24, 32, 40, 48, 56 : (-)

Items designated (+) are scored by allocating 5,4,3,2, and 1 respectively, for

the responses Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree. Items designated (-) are scored in the reverse manner. Omitted or invalid responses are given a score of 3.

Questionnaire III: The Teacher Job Satisfaction Questionnaire (TJSQ) was developed by Paula Lester (1984).

The TJSQ originally included 120 items which were factor analyzed into the 77 items that make up the present day questionnaire. The TJSQ adapted here contains 40 self-report items on a five point likert scale.

This questionnaire takes about 15 minutes to complete and explores 4 factors that the author found to be significant to teacher job satisfaction:

- Work itself (8 items) (items 1,4,7,13,17,30,31,35)
- Work Group (7 items) (Items 9,14,22,25,28,33,37)
- Working Conditions (9 items) (5,12,15,18,20,23,24,26,38)
- Supervision (16 items) (2,3,6,8,10,11,16,19,21,27,29,32,34,36,39,40)

Table 7 Structure of Teachers' Job Satisfaction Questionnaire

	Variable	Dimension	Item number
1	Teacher Job satisfaction	Work itself	1,4,7,13,17,30,31,35
		Work Group	9,14,22,25,28,33,37
		Working Conditions	5,12,15,18,20,23,24,26,38
		Supervision	2,3,6,8,10,11,16,19,21,27,29,32,34,36,39,40

Development of Instruments:

The Leader Behavior Description Questionnaire (LBDQ)

The Leader Behavior Description Questionnaire (LBDQ) was developed by the staff of the Personnel Research Board, The Ohio State University,

as one project of the Ohio State Leadership Studies, directed by Dr. Carroll L. Shartle. The LBDQ provides a technique whereby group members may describe the behavior of the leader, or leaders, in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group.

The researcher has adapted the original 1957 LBDQ published by Fisher College of Business, The Ohio State University, Columbus, for her studies.

The LBDQ is one of the most famous of all the questionnaires that seek to capture the dimensions of leadership. J. Hemphill and A Coons developed the original LBDQ in the 1950s. It was modified into several different versions that added both complexity and items to it during the days of the Ohio State research studies in leadership. During the post WWII years there was a great deal of interest in leadership but no satisfactory theory or definition of the factors that constituted leadership. The LBDQ is famous for introducing two dimensions of leadership (consideration and initiation of structure or task orientation) that have remained very much a constant in leadership studies.

School Level Environment Questionnaire: (SLEQ)

The SLEQ measures teachers' perception of the various dimensions of the school environment. This is evolved from Moo's Work Environment Scale (1981). A careful review of existing instruments was undertaken and SLEQ was written to ensure that it provided coverage of Moo's three general categories of dimensions namely, relationship, personal development and system maintenance and system change dimension. (Fraser 1983).

Teacher Job Satisfaction Questionnaire: (TJSQ)

TJSQ designed by Paula Lester to measure teacher job satisfaction

was developed using randomly selected elementary, junior high school, and senior high school teachers. Factor analysis was undertaken as an exploratory technique to help discover underlying factors and as a psychometric procedure for the development and refinement of the instrument.

Content Validity:

Leader Behavior Description Questionnaire (LBDQ):

Content validity of the LBDQ was developed through factor-analytic procedures and through the use of item analysis procedures in order to achieve homogeneity of the two scales. Fleishman also provides results from 14 studies in diverse organizations as evidence of criterion-related validity. Significant correlations were obtained between the two scales of the LBDQ and a number of different outcome criteria of leadership effectiveness. Based on a sample of over 5,700, Fleishman reports a median correlation of -0.06 between the scales, which is offered as evidence that social desirability and hollow tendencies do not affect the independence of the dimensions.

School Level Environment Questionnaire (SLEQ):

Validation data are available for the SLEQ through Fisher and Fraser paper (1990). The results indicate satisfactory discriminant validity and suggest that the SLEQ measures distinct although somewhat overlapping aspects of school environment.

Another desirable characteristic of the school environment instrument is that it is capable of differentiating between the perceptions of teachers in different school. That is, teachers within the same school should perceive it relatively similarly, while mean within- school perceptions should vary from school to school.

Teachers' Job Satisfaction Questionnaire (TJSQ):

The validity of the TJSQ is high and was performed through a panel of judges. From the original 120 items, any item with less than 80% agreement was rewritten or taken out. Also, half of the 77 statements in the final questionnaire are written in the positive form, while the other half are written in the negative form to avoid response bias.

Tryout of the instrument and reliability:

Leader Behavior Description Questionnaire (LBDQ):

The LBDQ has been used for research purpose in industrial, military, and educational settings. Fleishman and Fleishman, Harris and Burt have used the LBDQ for use in their studies of factory foreman and have found the two leader behavior dimensions useful in evaluating the results of the supervisory training program. Hemphill in a study of 22 departments in a liberal arts college found that the departments with the best campus "reputation" for being well administered were those whose leaders were described as above the average on both dimensions of leader behavior. This instrument was not directly tried in Thailand.

The estimated reliability by the split-half method is .83 for the Initiating Structure scores, and .92 for the Consideration scores, when corrected for attenuation. This reliability was measured for the original questionnaire.

School Level Environment Questionnaire (SLEQ):

Fisher and Fraser (1990) reported that one way ANOVA was performed for each scale. It was found that each scale of SLEQ differentiated significantly between schools ($p < 0.001$)

Teachers Job Satisfaction Questionnaire (TJSQ):

The reliability coefficients of each factor were significant; .92 supervision, .82 Work Group, .82 work itself, .83 working conditions (Paula Lester, 1984). This was done for the original questionnaire.

Criteria of interpretation:

Leader Behavior Description Questionnaire (LBDQ):

Each LBDQ answer sheet is scored on each of the two dimensions by the participants. The scores are added for each participant separately by dimension (initiating structure and consideration). So a score will be obtained for both dimensions as perceived by each participant. The average scores may be designated as the leader's Initiating Structure and Consideration dimension scores. So each leader will have two scores for the two dimensions of Leadership behavior. The possible range of scores for each dimension is 0 to 60. This will be plotted in the Ohio State Leadership Grid to determine the leadership behavior style of the principal.

School Level Environment Questionnaire (SLEQ):

When each SLEQ answer sheet has been scored then the mean score represents the degree of openness in the organizational climate of the school.

Teachers Job Satisfaction Questionnaire (TJSQ):

When each TJSQ answer sheet has been scored then the mean score would give the degree of job satisfaction for each respondent.

Data Analysis:

Data analysis for the 1st research objective, “To examine the Principal’s leadership behavior, organizational climate, and teachers’ job satisfaction as perceived by teachers in public school and international school in Bangkok”

When each LBDQ answer sheet has been scored on each of the two dimensions, and the scores secured from the several respondents have been added separately by dimension, then the average scores calculated for each school was designated as the leader’s Initiating Structure and Consideration dimension scores. Then these scores were plotted on the Ohio State Leadership Grid to determine the leadership behavior of the principal.

When each SLEQ answer sheet has been scored and scores secured from several respondents have been averaged collectively, then the average score was attributed as the degree of openness of the school’s organizational climate.

When TJSQ answer sheet has been scored and scores secured from several respondents have been averaged then the average score was attributed as the degree of job satisfaction for the particular group (school).

Data analysis for the 2nd research objective, “To compare the organizational climate between public school and international school as perceived by teachers in the respective schools”

Once degree of openness of the school’s organizational climate was obtained for both the schools under study, then the comparison between these two independent groups was done by applying t-test.

Data analysis for the 3rd research objective, “To compare teachers’ job satisfaction between teachers in the public school and international school”

The comparison between the two independent groups was done by applying t-test.

Data analysis for the 4th research objective, “To ascertain the relationship of principal’s leadership behavior dimension, organizational climate and teachers’ job satisfaction”

There are 3 aspects of this objective:

1. Relationship between principal’s leadership behavior dimension and the job satisfaction of the teachers:
2. Relationship between principal’s leadership behavior dimension and the organizational climate of the school:
3. Relationship between organizational climate of the school and the job satisfaction of the teachers:

All these three relationships are determined by using Pearson Product Moment Correlation.

Table 8 Summary of research design

Research Objective	Source of data:	Instrument	Data Analysis
<p>To examine the Principal's leadership behavior relative to the school type.</p> <p>To determine organizational Climate in the school.</p> <p>To determine teachers' job satisfaction relative to the school type</p>	Teachers from 2 schools under study Population: (20+100=120)	<p>Leader Behavior Description Questionnaire</p> <p>School Level Environment Questionnaire</p> <p>Teachers Job Satisfaction Questionnaire</p>	<p>Mean of the total score for each type of style plotted in the predetermined Grid.</p> <p>Mean of the average score for each respondent as the degree of openness for two schools.</p> <p>Mean of the average score for each respondent as the degree of satisfaction for two schools.</p>
To compare the organizational climate in Public and International school	As above	School Level Environment Questionnaire	Apply t-test to compare the degree of openness for the two schools.
To compare the job satisfaction of teachers in the Government and International school	As above	Teacher Job Satisfaction Questionnaire	Apply t-test to compare the degree of teachers' job satisfaction in two schools.
To ascertain the relationship between leadership style of the principals, organizational climate in the school and teachers' job satisfaction.	As above	Results from above instruments	Pearson Product Moment Correlation.

Chapter 4

Presentation, Analysis and Interpretation of Data

This chapter presents the analyses and interpretation of the data derived from 120 respondents. The population of this study consisted of full-time teachers at Modern International School of Bangkok (20) and Nawaminthrachinuthit Bodindecha School (100). The population for this study consisted of 120 members. The study was conducted for the whole population and the response was 100%.

The objectives of the study were:

1. To examine the Principal's leadership behavior, organizational climate, and teachers' job satisfaction as perceived by teachers in public school and international school in Bangkok.
2. To compare the organizational climate between public school and international school as perceived by teachers in the respective schools.
3. To compare teachers' job satisfaction between teachers in the public school and international school.
4. To ascertain the relationship of principal's leadership behavior dimension, organizational climate and teachers' job satisfaction.

Data analysis and the interpretation reports information that gives answer to above research objectives. The findings are illustrated and presented in 6 parts as follows:

1. Determining principal's leadership behaviour as perceived by the teachers in accordance to the Ohio State Leadership Grid as discussed in the theoretical framework and the term definitions. The leadership dimension score for Initiating Structure and Consideration are plotted for two schools.

2. Determining the degree of openness of the school's organizational climate as perceived by the teachers for two schools.
3. Determining the degree of self reported job satisfaction of teachers in the public school and international school under study..
4. Comparison of the organizational climate between public School and International School as perceived by the respective teachers.
5. Comparison of the teachers' job satisfaction between public school and international school as perceived by the respective teachers.
6. To ascertain the relationship of principal's leadership behaviour, school's organizational climate and teachers' job satisfaction.

To examine the Principal's leadership behavior, organizational climate, and teachers' job satisfaction as perceived by teachers in public school and international school in Bangkok.

Part 1:

Determining principal's leadership behaviour as perceived by the teachers in accordance to the Ohio State Leadership Grid as discussed in the theoretical framework and the term definitions.

Descriptive analysis that shows the mean score for the two dimensions – initiating structure and consideration- of leadership behaviour of the principals of the two schools under study is presented in table 9. Based on this analysis these scores are further plotted in the Ohio State Leadership Dimension Grid. Figure 4 shows the graphical representation of the scores.

Table 9 Mean score for the initiating structure dimension and consideration dimension of leadership behaviour of principals of two schools under study

<u>School</u>	<u>Statistic</u>	<u>Initiating Structure</u>	<u>Consideration</u>
Public School	N	100	100
	Mean	29.22	31.80
	Std. Deviation	16.40	16.08
International School	N	20	20
	Mean	35.80	33.60
	Std. Deviation	6.17	4.45
Combined	N	120	120
	Mean	30.32	32.10
	Std. Deviation	15.36	14.80

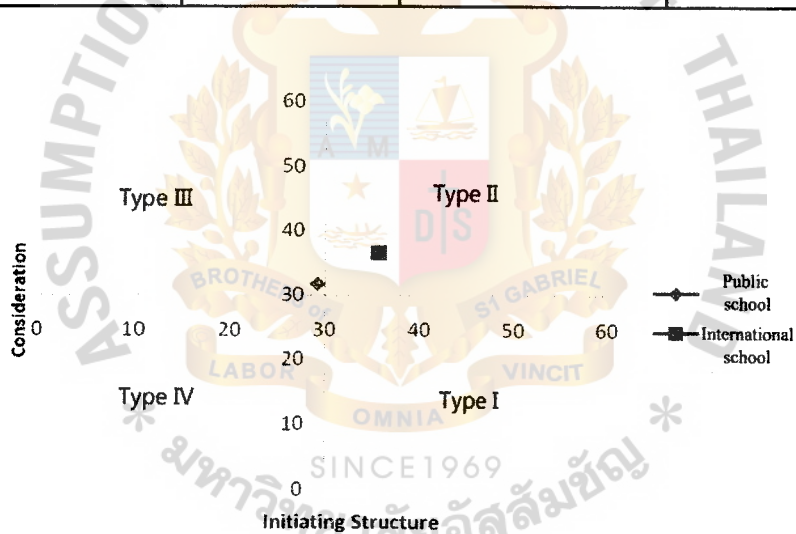


Figure 4 Principal’s leadership behavior score in Ohio State Leadership Dimension Grid

Table 9 shows that the mean initiating structure score for the principal of public school is 29.22 with standard deviation of 16.40 and that for the principal of international school is 35.80 with standard deviation of 6.17. It also shows that the mean consideration score for the principal of public school is 31.80 with standard deviation of 16.08 and that for the principal of international school is 33.60 with

standard deviation of 4.45. The combined mean score for both the schools for initiating structure is 30.32 with standard deviation of 15.36 and that for the consideration is 32.10 with standard deviation of 14.80.

Figure 4 illustrates that the principal of public school demonstrates Leadership Behavior III. Leadership behavior II has high consideration dimension and low initiating structure dimension. The principal of international school demonstrates Leadership Behavior II. Leadership Behavior II has high consideration dimension and high initiating structure dimension.

Part II

Determining the degree of openness of the school's organizational climate as perceived by the teachers for two schools namely.

The descriptive analysis that shows the mean score for the school's organizational climate for the two schools under study is presented in table 10 below. This mean score is the degree of openness of the school's organizational climate.

Table 10 Mean score of the school's organizational climate as perceived by the teachers

<u>School</u>	<u>Statistic</u>	<u>School's Organizational Climate</u>
Public School	N	100
	Mean	2.60
	Std. Deviation	0.34
International School	N	20
	Mean	3.03
	Std. Deviation	0.13
Combined	N	120
	Mean	2.67
	Std. Deviation	0.35

Degree of openness of the organizational climate as perceived by the teachers for public school is 2.60 with the standard deviation of 0.34 (rounded off to two decimal points). Degree of openness of the organizational climate as perceived by the teachers for international school is 3.03 with the standard deviation of 0.13 (rounded to two decimal points). The combined mean as the degree of openness of schools' organizational climate for both the schools is 2.67 with standard deviation of 0.35. School's organizational climate is measured in terms of degree of openness on the continuum from Closed Climate with score 0 to Open Climate with score 5.

Part III

Determining the degree teachers' job satisfaction as perceived by teachers in public school and international school.

The descriptive analysis that shows the mean score for the self perceived teachers' job satisfaction for the two schools under study is presented in table 11 below. This mean score is the degree of teachers' job satisfaction.

Table 11 Mean score of the teachers' job satisfaction as perceived by the teachers

<u>School</u>	<u>Statistic</u>	<u>Teachers' job satisfaction</u>
Public School	N	100
	Mean	3.11
	Std. Deviation	0.21
International School	N	20
	Mean	2.81
	Std. Deviation	0.20
Combined	N	120
	Mean	3.06
	Std. Deviation	0.23

Degree of job satisfaction as perceived by the teachers for public school is 3.11 with the standard deviation of 0.20 (rounded off to two decimal points). Degree of job satisfaction as perceived by the teachers for international school is 2.81 with the standard deviation of 0.20 (rounded to two decimal points). Combined mean as the degree of job satisfaction for both the schools is 3.06 with standard deviation of 0.23. Teachers' job satisfaction is measured in terms of degree of job satisfaction on the continuum from 0 to 5.

To compare the organizational climate between public school and international school as perceived by teachers in the respective schools.

Part IV:

Comparison of the organizational climate between public school and international school as perceived by the respective teachers.

Table 12 represents the results of Independent Samples t-Test that compares the degree of openness of school's organizational climate as perceived by the teachers in

the two schools under study.

Table 12 Comparison between the degree of openness of school's organizational climate for two schools under study

School	Mean	SD	t	Significance
Public School	2.60	0.34	-5.623	0.000
International School	3.03	0.13		

The analysis from table 12 indicates that the probability significance of 0.000 for the degree of openness of school's organizational climate is less than 0.05. It means that there is significant difference between the degrees of openness of school's organizational climate in the public school and international school. The mean score indicates that the organizational climate in the international school is more open than that in the public school.

To compare teachers' job satisfaction between teachers in the public school and international school.

Part V:

Comparison of the teachers' job satisfaction between the public school and international school as perceived by the respective teachers.

Table 13 represents the results of Independent Samples t-Test that compares the degree of self reported teachers' job satisfaction in the two schools under study.

Table 13 Comparison between the degree of self reported teachers' job satisfaction for two schools under study

School	Mean	SD	t	Significance Probability
Public School	3.11	0.21	6.184	0.000
International School	2.81	0.20		

The analysis from table 13 indicates that the probability significance of 0.000 for the degree of self reported teachers' job satisfaction is less than 0.05. It means that there is significant difference between the degrees of self reported teachers' job satisfaction in the public school and international school. The mean score indicates that the teachers in public school are more satisfied with their jobs than those in international school.

To ascertain the relationship of principal's leadership behavior dimension, organizational climate and teachers' job satisfaction.

Part VI:

To ascertain the relationship of principal's leadership behaviour, school's organizational climate and teachers' job satisfaction.

This part has 5 aspects to be considered. Those are:

- i. To ascertain the relationship between principal's initiating structure dimension of leadership behaviour and degree of openness of school's organizational climate.
- ii. To ascertain the relationship between principal's consideration dimension of leadership behaviour and degree of openness of school's organizational climate.

- iii. To ascertain the relationship between principal's initiating structure dimension of leadership behaviour and degree self reported job satisfaction of teachers.
- iv. To ascertain the relationship between principal's consideration dimension of leadership behaviour and degree self reported job satisfaction of teachers.
- v. To ascertain the relationship between the school's organizational climate and self reported job satisfaction of teachers.

All these relationships are examined for the combined results of two schools under consideration.

Descriptive analysis of the data for the combined population of two schools is represented in table 14.

Table 14: Mean score for initiating structure leadership dimension, consideration leadership dimension, organizational climate and teachers' job satisfaction

	Mean	SD	N
Initiating Structure leadership Dimension	30.32	15.36	120
Consideration Dimension of leadership behavior	32.10	14.79	120
Degree of openness of school's organizational climate	2.67	0.35	120
Degree of self reported job satisfaction of teachers	3.06	0.23	120

- i. Table 15 represents the results of Pearson Product Moment Correlation Test that examines relationship between principal's initiating structure dimension of leadership behaviour and degree of openness of school's organizational climate.

Table 15: Results of Pearson Product Moment Correlation Test for principal's initiating structure dimension of leadership behaviour and degree of openness of school's organizational climate.

<u>N</u>	<u>Pearson Correlation</u>	<u>Significance Probability (2-tailed)</u>
120	-0.272	0.003
<u>Correlation is significant at the 0.01 level</u>		

The correlation between the principal's initiating structure dimension of leadership behaviour and degree of openness of school's organizational climate is significant at the 0.01 level (2-tailed). Also there is a negative correlation between these two variables.

ii. Table 16 represents the results of Pearson Product Moment Correlation Test that examines relationship between principal's consideration dimension of leadership behaviour and degree of openness of school's organizational climate.

Table 16: Results of Pearson Product Moment Correlation Test for principal's consideration dimension of leadership behaviour and degree of openness of school's organizational climate.

<u>N</u>	<u>Pearson Correlation</u>	<u>Significance Probability (2-tailed)</u>
120	-0.576	0.000
<u>Correlation is significant at the 0.01 level</u>		

The correlation between the principal's consideration dimension of leadership behaviour and degree of openness of school's organizational climate is significant at the 0.01 level (2-tailed). Also there is a negative correlation between these two variables.

iii. Table 17 represents the results of Pearson Product Moment Correlation Test that examines relationship between principal's initiating structure dimension of leadership behaviour and degree of self reported job satisfaction of teachers.

Table 17: Results of Pearson Product Moment Correlation Test for principal's initiating structure dimension of leadership behaviour and degree self reported job satisfaction of the teachers.

<u>N</u>	<u>Pearson Correlation</u>	<u>Significance Probability (2-tailed)</u>
120	0.290	0.001
Correlation is significant at the 0.01 level		

The correlation between the principal's initiating structure dimension of leadership behaviour and degree self reported job satisfaction of the teachers is significant at the 0.01 level (2-tailed). Also there is a positive correlation between these two variables.

Table 18 represents the results of Pearson Product Moment Correlation Test that examines relationship between principal's consideration dimension of leadership behaviour and degree of self reported job satisfaction of teachers.

Table 18: Results of Pearson Product Moment Correlation Test for principal's consideration dimension of leadership behaviour and degree self reported job satisfaction of the teachers.

<u>N</u>	<u>Pearson Correlation</u>	<u>Significance Probability (2-tailed)</u>
120	0.197	0.031
Correlation is significant at the 0.05 level		

The correlation between the principal’s consideration dimension of leadership behaviour and degree self reported job satisfaction of the teachers is significant at the 0.05 level (2-tailed). Also there is a positive correlation between these two variables.

v. Table 19 represents the results of Pearson Product Moment Correlation Test that examines relationship between degree of self reported job satisfaction of teachers and degree of openness of school’s organizational climate.

Table 19: Results of Pearson Product Moment Correlation Test for degree of openness of school’s organizational climate and degree self reported job satisfaction of the teachers.

<u>N</u>	<u>Pearson Correlation</u>	<u>Significance Probability (2-tailed)</u>
120	-0.069	0.451

There is no significant correlation between the degree of openness of school’s organizational climate and degree self reported job satisfaction of the teachers.

Chapter 5

Findings, Conclusions, Discussion and Recommendations

This chapter consists of four sections. The first one is the summary of the findings that answers each of the objectives formulated in the study. The second section displays the conclusions of the study. The third section contains the discussions based on the findings. Lastly, the final section is composed of the recommendations as well as suggestions for further study.

Summary of findings:

This research has been done to examine the connectedness of principal's leadership behavior, school's organizational climate and teachers' job satisfaction as perceived by the teachers. Further this study was conducted as a comparison between two types of schools namely, international school and public school. Based on the research conducted under this study, the findings are reported below according to each research objective.

Research objective 1:

To examine the Principal's leadership behavior, organizational climate, and teachers' job satisfaction as perceived by teachers in public school and international school in Bangkok.

The inferences from the data analysis and evaluation are as follows:

1. The leadership behavior of the principal of the public school- is of type III. It shows low structure and high consideration. The leadership behavior of the principal of the international school is of type II. It shows high structure and

high consideration.

2. The degree of openness of the organizational climate in the public school is 2.60, the maximum possible being 5.
3. The degree of openness of the organizational climate in the international school is 3.03, the maximum possible being 5.
4. The degree of self reported job satisfaction of teachers in the public school - is 3.11, the maximum possible being 5.
5. The degree of self reported job satisfaction of teachers in the international school is 2.81 the maximum possible being 5.

Research objective 2:

To compare the organizational climate between public school and international school as perceived by teachers in the respective schools.

The organizational climate as perceived by the teachers in the public school is less open than that in the international school.

Research objective 3:

To compare level of teachers' job satisfaction between teachers in the public school and international school.

Teachers in the public school are more satisfied with their jobs than those in the international school.

Research objective 4:

To ascertain the relationship of principal's leadership behavior dimension, organizational climate and teachers' job satisfaction as perceived by the

teachers.

This objective has 5 sub-parts. The findings are as follows:

1. There is significant positive correlation between principal's initiating structure dimension of leadership behavior and self reported job satisfaction of teachers.
2. There is significant positive correlation between principal's consideration dimension of leadership behavior and self reported job satisfaction of the teachers.
3. There is significant negative correlation between principal's initiating structure dimension of leadership behavior and school's organizational climate.
4. There is significant negative correlation between principal's consideration dimension of leadership behavior and school's organizational climate.
5. There is no significant correlation between the school's organizational climate and self reported job satisfaction of the teachers.

Conclusion and discussion:

The Leadership Style of Principals, job satisfaction of Teachers and Organizational Climate differ from school to school. As expected, principal's leadership behavior as perceived by the teachers in the international school exhibited high initiating structure and high consideration as compared to that in the public school. The organizational climate as perceived by the teachers in the international school was more open than that in the public school. The self reported job satisfaction of the teachers in the public school is more than that in the international school.

The Leadership in the international school has not been found very influential

as far as the Job satisfaction of the teachers is concerned. Teachers of public school are found to be more satisfied than the international school. The factors like less pressure of work, low supervision and high job security may be held responsible for this.

The results of the study endorse that there is a significant positive correlation between each dimension of the leadership (namely, initiating structure and consideration) and the job satisfaction of the teachers. This is in accordance with Bass (1990): "Consideration describes the extent to which a leader exhibits concern for the welfare of the other members of the group. The considerate leader expresses appreciation for good work, stresses the importance of job satisfaction, maintains and strengthens the self esteem of subordinates by treating them as equals, makes special efforts to help subordinates feel at ease, is easy to approach, puts subordinates into operation, and obtains subordinates' approval on important matters before going ahead." . This finding is in accordance to Maslow's Hierarchy of Needs theory. Also this results confirms Herzberg's dual factor theory of motivator and hygiene factors. Consideration dimension of leadership behavior addresses more of the hygiene factors consisting of physical working conditions and environmental factors. Hence the findings of the present study necessitate that the educational administrators should ensure that more autonomy and consideration along with the structure should be provided to the teachers in public as well as international schools which may enhance the level of Job Satisfaction among the teachers.

The study confirms a positive correlation between the Initiating structure dimension of leadership behavior and the teachers job satisfaction. This also endorses Herzberg's dual factor theory addressing motivational needs– satisfiers– such as achievements, responsibility and intrinsic challenges. Structure dimension of the leadership

behavior expects teachers to follow a well planned structure so as to attain a common organizational goal.

Surprisingly, the study reveals that there is a significant negative correlation between initiating structure leadership dimension and the school's organizational climate. The same result is obtained for the consideration leadership dimension and the organizational climate. These findings call for further exploration of the interdependence of the leadership behavior and the organizational climate in the schools in Bangkok. One of the limitations of the present study is that the organizational climate is taken as perceived by the teachers. Other stake holders of the school system are not taken into account for this study.

Another unexpected and unanticipated result of the study was that no significant relation was found between teachers' job satisfaction and school's organizational climate. This finding directly contradicts the literature reviewed for the study such as Yin Cheong Cheng's study (1993). This necessitates widening the scope of the study to more schools in Bangkok with additional demographic variables like gender, qualification and nationality of the teachers.

The principals of the present decade have been working under the administrative and managerial pressures. Thus the findings of the present study pose a serious threat to the leadership styles of principals who are not able to influence the present generation teachers. The teachers and the principals should be provided in service training in human relations to achieve a good school climate and a higher Job Satisfaction among teachers. Although a new vision of the schools principal as leader is emerging, the new goals required of them in the changing educational environment needs to be addressed.

The present situation of education, especially in some secondary

schools, calls for attention. Management and administration of education at the school level needs improvement to ensure higher learning and achievement. One of the ways to address the situation is to create a more open organizational climate. Performance of many teachers in schools can be improved if they are more satisfied with their jobs. Principals need to adjust their leadership behavior as demanded by the situation. This adjustment will make the teachers more committed to their job, and consequently, academic achievement of the students will be improved.

Recommendations for the future studies:

The current study has examined the connectedness of principal's leadership behavior, school's organizational climate and teachers' job satisfaction as perceived by the teachers. A comparison was made between a public school and an international school to analyze the difference between two types of schools in Bangkok. The study was conducted as a survey consisting of self reporting questionnaires given to the teachers. However, demographic data like, gender, age, length of service, nationality, qualification and benefits provided by school/ state were not considered. Length of service in the school may have effect on teachers' perception of leadership behavior. The nationality and qualification can have an effect on teachers' job satisfaction. Also age, nationality and gender can influence teachers' perception of school's organizational climate.

Because of the limitations of this study, this thesis may not be able to provide satisfying answers to all the questions related to the connectedness of principal's leadership behavior, school's organizational climate and teachers' job satisfaction. For example, this study suggests that teachers' job satisfaction and school's organizational climate are correlated with each other, however, the result of the study do

not confirm this belief.

Further detailed research which will account for the demographic data of the teachers and then interpret the results is recommended.



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Profile

Compassionate, dedicated and patient educator with the ability to inspire trust and confidence in the students as well as teachers

I aspire to become a part of an educational system where education is a cooperative endeavor among teachers, students, parents and the society.

Work Experience

Administrator:

June, 2006- Present.

Nawaminthrachinuthit Bodindecha School,
Ladprao, Bangkok, Thailand.

Project Consultant:

October 2001- Sept. 2002

MSL Software

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Account Manager:

May 1996- Dec. 1997

Topworth Investments (HK) Ltd.

Mumbai, India.

Executive:

October 1994- April 1996

Stock Holding Corporation of India Ltd., Mumbai, India.

Qualification:**Masters in Education:**

Nov. 2003- , Assumption University, Bangkok

Major: Educational Administration.

Thesis focus: Relationship between the leadership behavior of the principal, job satisfaction of the teachers and the school culture.

Diploma in Business Management:

Jul 1993- Aug 1994, N.M.I.M.S., Mumbai, India.

Masters in Science:

June 1991 – May 1993, Mumbai University, Mumbai, India.

Major: Physics

Skills:

Microsoft Windows- Proficient

Microsoft Office- Word, Excel, Publisher-Proficient, Access-Intermediate

Movie-Maker

Photoshop

HTML

Java, SQL

Training in Yoga

Professional Development:

- Solid and sound academic background to choose education as the career.
- Enrolment into M.Ed. course, November, 2003.
- Attended various conferences, workshops, and seminars as a part of the M.Ed. program.
 - 25th Congress of PAPE: Total Development of Human Person through Education. (2003)
 - International Education in Thailand: Trends and Issues- Professional conference organized by Assumption University, Bangkok. (2004)
 - Regional Seminar on Human Resource Management for Global Competitiveness. (2004)
 - Knowledge Based Education at Tertiary Level: Seminar organized by Assumption University, Bangkok. (2005)
- Organized International Conference on Educational Leadership as a part of M.Ed. Program. (2005)
- Study tour to Australia- Melbourne. (2005)- to study the Australian Education System.
- Participation in various community-works personally and through the M.Ed. program.
 - Active involvement in organizing and collecting help for Baan Kru Noi,

Rat Burana.

- Assisting the Faculty of Education in various research projects data as a part of scholarship activity.
- On-going self-development while in the job by keeping updated with the latest in the field of education.



Appendices

Appendix A: Leadership Behavior of the Principal

On the next page is a list of items that may be used to describe the behavior of your principal. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you to describe, as accurately as you can, the behavior of your Principal.

DIRECTIONS:

- a READ each item carefully.
- b THINK about how frequently the leader engages in the behavior described by the item.
- c DECIDE whether he/she (A) Always (B) Often, (C) Occasionally, (D) Seldom or (E) Never act as described by the item.
- d DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you selected.

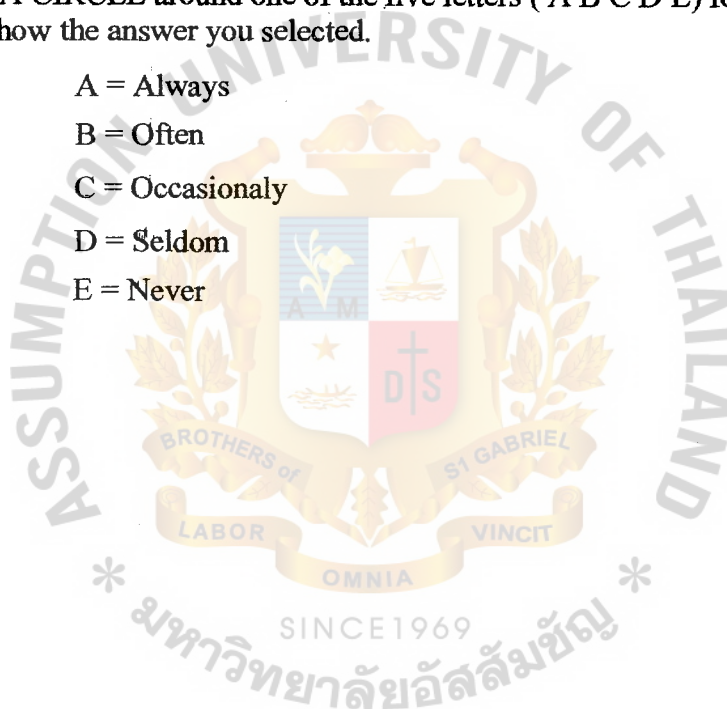
A = Always

B = Often

C = Occasionally

D = Seldom

E = Never



N O	Item	Choices
1	Does personal favors for group members.	A B C D E
2	Makes his/her attitudes clear to the group	A B C D E
3	Does little things to make it pleasant to be a member of the group.	A B C D E
4	Tries out his/her new ideas with the group.	A B C D E
5	Is easy to understand.	A B C D E
6	Rules with an iron hand.	A B C D E
7	Finds time to listen to group members.	A B C D E
8	Criticizes poor work.	A B C D E
9	Speaks in a manner not to be questioned.	A B C D E
10	Keeps to himself/herself.	A B C D E
11	Looks out for the personal welfare of individual group members.	A B C D E
12	Assigns group members to particular tasks.	A B C D E
13	Schedules the work to be done.	A B C D E
14	Maintains definite standards of performance.	A B C D E
15	Refuses to explain his/her action.	A B C D E
16	Acts without consulting the group.	A B C D E
17	Backs up the members in their actions.	A B C D E
18	Emphasizes the meeting of deadlines.	A B C D E
19	Treats all group members as his/her equals	A B C D E
20	Encourages the use of uniform procedures.	A B C D E
21	Is willing to make changes.	A B C D E
22	Makes sure that his/her part in the organization is understood by group members	A B C D E
23	Is friendly and approachable.	A B C D E
24	Asks that group members follow standard rules and regulations.	A B C D E
25	Makes group members feel at ease when talking with them.	A B C D E
26	Lets group members know what is expected of them.	A B C D E
27	Puts suggestions made by the group into operation.	A B C D E
28	Sees to it that group members are working up to capacity.	A B C D E
29	Gets group approval in important matters before going ahead.	A B C D E
30	Sees to it that the work of group members is coordinated.	A B C D E

Appendix B: School Level Environment Questionnaire (SLEQ)

There are 56 items in this questionnaire. They are statements about the school in which you work and your working environment.

Think about how well the statements describe your school environment.

Indicate your answer by circling:

- SD** if you **STRONGLY DISAGREE** with the statement
D if you **DISAGREE** with the statement.
N if you **neither agree nor disagree** with the statement or are not sure.
A if you **AGREE** with the statement
SA if you **STRONGLY AGREE** with the statement.

1	There are many disruptive, difficult students in the school	SA	A	N	D	SD
2	I seldom get encouragement from colleagues	SA	A	N	D	SD
3	Teachers frequently discuss teaching methods and strategies with each other.	SA	A	N	D	SD
4	I am often supervised to ensure that I follow directions correctly.	SA	A	N	D	SD
5	Decisions about the running of the school are usually made by the principal or a small group of teachers.	SA	A	N	D	SD
6	It is very difficult to change anything in this school	SA	A	N	D	SD
7	The school or department library includes an adequate selection of books and periodicals.	SA	A	N	D	SD
8	There is constant pressure to keep working.	SA	A	N	D	SD
9	Most students are helpful and co-operative to teachers.	SA	A	N	D	SD
10	I feel accepted by other teachers.	SA	A	N	D	SD
11	Teachers avoid talking with each other about teaching and learning.	SA	A	N	D	SD
12	I am expected to conform to a particular teaching style.	SA	A	N	D	SD
13	I have to refer even small matters to a senior member of staff for a final answer.	SA	A	N	D	SD
14	Teachers are encouraged to be innovative in this school	SA	A	N	D	SD
15	The supply of equipment and resources is inadequate.	SA	A	N	D	SD

16	Teachers have to work long hours to complete all their work.	SA	A	N	D	SD
17	Most students are pleasant and friendly to teachers.	SA	A	N	D	SD
18	I am ignored by other teachers.	SA	A	N	D	SD
19	Professional matters are seldom discussed during staff meetings.	SA	A	N	D	SD
20	It is considered very important that I closely follow syllabuses and lesson plans.	SA	A	N	D	SD
21	Action can usually be taken without gaining the approval of the subject department head or a senior member of staff.	SA	A	N	D	SD
22	There is a great deal of resistance to proposals for curriculum change.	SA	A	N	D	SD
23	Audio-Video equipments, CDs and DVDs are readily available and accessible.	SA	A	N	D	SD
24	Teachers don't have to work very hard in this school.	SA	A	N	D	SD
25	There are many noisy, badly- behaved students.	SA	A	N	D	SD
26	I feel that I could rely on my colleagues for assistance if I should need it.	SA	A	N	D	SD
27	Many teachers attend in-service and other professional development courses.	SA	A	N	D	SD
28	There are few rules and regulations that I am expected to follow.	SA	A	N	D	SD
29	Teachers are frequently asked to participate in decisions concerning administrative policies and procedures.	SA	A	N	D	SD
30	Most teachers like the idea of change.	SA	A	N	D	SD
31	Adequate duplicating facilities and services are available to teachers.	SA	A	N	D	SD
32	There is no time for teachers to relax.	SA	A	N	D	SD

33	Students get along well with teachers.	SA	A	N	D	SD
34	My colleagues seldom take notice of my professional views and opinions.	SA	A	N	D	SD
35	Teachers show little interest in what is happening in other schools.	SA	A	N	D	SD
36	I am allowed to do almost as I please in the classroom.	SA	A	N	D	SD
37	I am encouraged to make decisions without reference to a senior member of staff.	SA	A	N	D	SD
38	New courses or curriculum materials are available when needed.	SA	A	N	D	SD
39	CD players and CDs are seldom available when needed.	SA	A	N	D	SD
40	You can take it easy and still get the work done.	SA	A	N	D	SD
41	Most students are well mannered and respectful to the school staff.	SA	A	N	D	SD
42	I feel that I have many friends among my colleagues at this school.	SA	A	N	D	SD
43	Teachers are keen to learn from their colleagues.	SA	A	N	D	SD
44	My classes are expected to use prescribed textbooks and prescribed resource materials.	SA	A	N	D	SD
45	I must ask my subject department head or senior member of staff before I do most things.	SA	A	N	D	SD
46	There is much experimentation with different teaching approaches.	SA	A	N	D	SD
47	Facilities are inadequate for catering for a variety of class-room activities and learning groups of different sizes.	SA	A	N	D	SD
48	Seldom are there deadlines to be met.	SA	A	N	D	SD
49	Very strict discipline is needed to control many of the students.	SA	A	N	D	SD
50	I often feel lonely and left out of things in the staffroom.	SA	A	N	D	SD

51	Teachers show considerable interest in the professional activities of their colleagues.	SA	A	N	D	SD
52	I am expected to maintain very strict control in the class-room.	SA	A	N	D	SD
53	I have very little say in the running of the school.	SA	A	N	D	SD
54	New and different ideas are always being tried out in this school.	SA	A	N	D	SD
55	Audio- visual equipments and materials are available when needed.	SA	A	N	D	SD
56	It is hard to keep up with your work load.	SA	A	N	D	SD



Appendix C: TEACHER JOB SATISFACTION QUESTIONNAIRE (TJSQ)

Directions:

The following statements refer to factors that may influence the way a teacher feels about his/her job. These factors are related to teaching and to the individual's perception of the ob situation. When answering the following statements, circle the numeral which represents the degree to which you agree or disagree with the statements.

Key:

1 2 3 4 5
Strongly Disagree Disagree Neutral Agree Strongly agree (neither
agree Nor disagree)

1. Teaching in this school provides an opportunity to use a variety of skills. 1 2 3 4 5
2. Principal turns one teacher against another. 1 2 3 4 5
3. No one tells me that I am a good teacher. 1 2 3 4 5
4. The work of a teacher in this school consists of routine activities. 1 2 3 4 5
5. Working conditions in my school can be improved. 1 2 3 4 5
6. I receive recognition from my Principal. 1 2 3 4 5
7. I do not have the freedom to make my own decisions regarding teaching. 1 2 3 4 5
8. Principal offers suggestions to improve my teaching. 1 2 3 4 5
9. I get along well with my colleagues. 1 2 3 4 5
10. The administration in my school does not clearly define its policies. 1 2 3 4 5
11. Principal gives me assistance when I need help. 1 2 3 4 5
12. Working conditions in my school are comfortable. 1 2 3 4 5
13. Teaching provides me the opportunity to help my students learn. 1 2 3 4 5
14. I like the people with whom I work. 1 2 3 4 5
15. My students respect me as a teacher. 1 2 3 4 5
16. Principal does not back me up. 1 2 3 4 5
17. Teaching is very interesting work. 1 2 3 4 5
18. Working conditions in my school could not be worse. 1 2 3 4 5
19. The administration in my school communicates its policies well. 1 2 3 4 5

20. Teaching does not provide me the chance to develop new methods. 1 2 3 4 5
21. Principal treats every teacher equitably. 1 2 3 4 5
22. My colleagues stimulate me to do better work. 1 2 3 4 5
23. I am responsible for planning my daily lessons. 1 2 3 4 5
24. Physical surroundings in my school are unpleasant. 1 2 3 4 5
25. My colleagues are highly critical of one another. 1 2 3 4 5
26. I do have responsibility for my teaching. 1 2 3 4 5
27. Principal provides assistance for improving instruction. 1 2 3 4 5
28. I do not get cooperation from the people I work with. 1 2 3 4 5
29. Principal is not willing to listen to suggestions. 1 2 3 4 5
30. I am indifferent toward teaching. 1 2 3 4 5
31. The work of a teacher is very pleasant. 1 2 3 4 5
32. I receive too many meaningless instructions from Principal. 1 2 3 4 5
33. I dislike the people with whom I work. 1 2 3 4 5
34. I receive too little recognition. 1 2 3 4 5
35. I am not responsible for my actions. 1 2 3 4 5
36. Principal makes available the material I need to do my best. 1 2 3 4 5
37. I have made lasting friendships among my colleagues. 1 2 3 4 5
38. Working conditions in my school are good. 1 2 3 4 5
39. Principal makes me feel uncomfortable. 1 2 3 4 5
40. Principal explains what is expected of me. 1 2 3 4 5

Appendix D: Letter to the Teachers (participants)

From: Shubhada Suhas More,
2202, Casa Viva, Ekamai Soi 12,
Sukumvit Road,
Bangkok.

Dear Teacher,

I am currently pursuing Master's degree in Education at Assumption University, Bangkok. As a part of Master's Thesis, I am doing a survey to understand the relationship among principal's leadership behavior, organizational climate of the school and teachers' job satisfaction. For this I require a feed back from you about your school, your principal and your job satisfaction.

I would like to request you to take some time from your busy schedule to complete this survey. I sincerely appreciate your help in this regard. Your name will not be disclosed in any form. The purpose of this survey is purely academic.

If you have any query about this questionnaire, please write to me on the mail address given below.

Thanking you,

Shubhada Suhas More.

shubhadasuhas@gmail.com
(087 512 8319)

