

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

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

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

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

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

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

### **Introduction**

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

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

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

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

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

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

### **Research Objectives**

There are four objectives for the research:

1. To identify the teachers' demographics at Assumption College English Program, Bang Rak, Bangkok, Thailand.
2. To identify the teachers' perceptions on the school director's leadership style at Assumption College English Program, Bang Rak, Bangkok, Thailand.
3. To identify the teachers' perceptions on the school's organizational climate at Assumption College English Program, Bang Rak, Bangkok, Thailand.
4. To determine any significant relationship between teachers' perceptions on the school director's leadership style and the school's organizational climate at Assumption College English Program, Bang Rak, Bangkok, Thailand.

### **Theoretical framework**

This study was developed based on two different types of theoretical aspects: transformational leadership and Renato Taguiri's organizational climate. Transformational leadership is comprised of five components and organizational climate is composed of four components.

The person who initiated the concept of the transformational leadership, Burns (1978), viewed it in a way that both leaders and subordinates work together to obtain the highest of inspiration and ethics. With their strong personal traits and values, the transformational leaders are to motivate their followers to move forward their dynamic vision and common goals. Northouse (2001), viewed transformational leadership as a process in which every single one engages one another and develops the relationship between the leaders and the subordinates so as to improve the range of ethics and motivation. Yukl (1998) stated that the transformational leaders construct their strong dedication to the goals of organizations and energize their subordinates to achieve the objectives. Kuhnert & Lewis (1987) mentioned that the spring of transformational leadership is based on the leaders' distinctive abilities, values and philosophies, so that they effectively organize the subordinates and conduct their convictions and objectives by boosting up the higher level of operation rather than formally done.

According to Bass's observation (1985), the transformational leadership is viewed as leaders energize the subordinates to see their job from new dimensions, gear up to be conscious of the organization's goals and objectives, evolve co-workers and subordinates to get the higher levels of personalities and capabilities, and scaffold the subordinate groups to look beyond their self-benefits and self-interest toward the potentials beneficial to the societies. Bass's description of transformational leadership components is called four I's: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration.

Transformational leadership can develop in the family such as good parents supports productiveness and skills. Avolio (1994) argued that having the sense of contentment at home and school were great import in self-examination. Transformational leadership can be trained and brought up by having good nurturing at home and earlier experiences. Most of the educational schools and business institutes regarding management skill are utilizing transformational leadership as a

role model for the growth of leadership competence in school life (Pounder, 2003). Many business institutes also provide the educational programs, which enhance the competence of leaders based on transformational leadership comprising of constructive evaluation, counselor and good instruction in order to develop the factors applied by the effective transformational leaders such as self-regard, self-comprehension, self-esteem, awareness, self-actualization and appreciation.

Avolio (1999) said that the requirements of individual adherence and commitment are made to become the development of effective leaders. According to Judge's and Bono's finding (2000), transformational leaders are inventive, innovative, visionary, having strong desire for changes and able to adapt to others' outlooks. The main essence of transformational leadership is to develop the subordinates with the fullness of their strengths through the effective empowerment of the leaders. Empowerment is the fruit of individualized consideration and a component of intellectual stimulation. Playing role of empowerment is also contributing to the transformational leadership, which has an impact on the collective effectiveness. The empowering leaders may promote the subordinates' feelings of friendliness and welcoming and they also exhibit inspirational motivation through identifying the significance of a task, good attitudes towards to their colleagues, the good qualities of their co-workers and the way how to praise their good performance among their groups.

Tagiuri identified the model comprising of four dimensions of school climate as *Ecology* (the physical and materials and all the aspects of school body), *Milieu* (human bodies- students, teachers, faculty members and all staff), *Culture* (norms, beliefs, standards, values and philosophies of the individuals within the school), and *Social System* (the models of the people's relationship in the school).

It can be identified that this kind of environment increases teachers' and students' moralities. School director's leadership style is the main factor that creates the whole climate of the school's organization, which has an impact on the learners' social environment, action, and social and learning organizational process, positive relationship can happen.

Organizational Climate is composed of inner aspects such as beliefs, norms, attitudes, actions, and emotional sensation. School climate can also be seen as "the heart and soul of a school" (Freiberg & Stein, 1999). According to Anderson (1982), there are four dimensions of organizational climate features: *Milieu*- constitution of people in a school, *Ecology*- grouping of material and physical features of a school, *Culture*- construction of beliefs, norms and values, and *Social System*- forming of the relationship among people of the school. According to Creemers and Reezigt (1999), climate factors can be identified as school features, social system, norms, beliefs, school sizes, class sizes and individuals' hopes.

Stringer (2002) argued that the aspect of organizational climate is the way individuals see where they work has a dynamic effect on the way they work and how hard they try. Climate identifies the organization's operation and the outlook of organizational climate as the way the personnel of the organization discerned and categorized their environs in an intrinsic and value-based behavior has been verified to be an imperative and effective feature of contentment and retention, organizational

productiveness and achievements in higher education (Denison, 1996; Moran and Volkwein, 1992; Verbeke, Volgering, and Hessels, 1998).

According to Senge (1990), Achievement is under the guidance of individuals in the system and organizations acquire knowledge only through every single one who learns. The rest aspect of a successful organizational climate is a *vision*. Senge argued about setting up a shared vision, if people have an authentic vision, they accelerate and catch up what they want, not because they are asked to do, but because their intrinsic motivation drives them to do (Senge, 1990).

### Conceptual Framework

The conceptual framework of this research is shown as followed:



**Figure 1: Conceptual Framework of The Study**

### Method

#### *Participants*

The main targeted population of this research was the teachers from the school's English Program (EP) at Assumption College in Bang Rak, Bangkok, Thailand. There were 54 teachers, who participated in this research in the academic year 2015. The reason of choosing this program was the first time of doing the research on English Program affiliated with Thai program.

#### *Instrumentation*

The research instrument carried out in this study had a questionnaire with 40 questions developed from the different respective fields. The first part was to identify the teachers' demographics. The second part of this tool was adapted from the study of Amoroso (2002) on "The impact of principals' transformational leadership behaviors on teachers' commitment and teacher job satisfaction" at Seton Hall University, New Jersey, United States. And, the third part was adapted from Khantapreecha (2003) on "Teachers' perceptions regarding the impact of school administrator transfers on the organizational climate of Saint Gabriel foundation

school in Thailand". Some items were changed and left out to meet the current research objectives.

Part one identified the teachers' demographic variables- *Gender, Age, Nationality, Education and Work Experience*. Part two identified the transformational leadership of the school's director based on the objective two. The second section of the questionnaire was to identify the teachers' perception regarding the school director's leadership style in the school with 15 questions developed from previous research. The questions were divided into five groups: *Provides Inspiration, Models Behavior, Fosters Commitment on Group Goal, Provides Individual Support and Provides Intellectual Stimulation*.

The validity of this instrument was conducted by the study of Amoroso (2002) with the help of three experts: Daniel Gudmore, Ph.D., Elaine Walker, Ph.D, and Paul Semendinger Ed.D. Furthermore, its reliability was attested by the previous authors (Leithwood and Jantzi 1996). It was at .668 of Cronbach's Alpha Coefficient.

Part three illustrated the School's Organizational Climate based on the third objective, which was to identify the teachers' perception on the school's organizational climate with 20 questionnaires developed from previous research.

The validity of this tool was conducted by the researcher, Khantapreecha (2003). Furthermore, its reliability, through the use of Cronbach's Alpha Coefficient was .9589. For the fourth objective *-to determine the relationship between the school director's leadership style and the school's organizational climate*. Pearson product-moment correlation coefficient was used. The research instrument described the extent of the teachers' perception on the leadership style of the school's director, their school organizational climate and the relationship between the teachers' perceptions on the leadership style of the school's director and the school organizational climate.

## **Procedure**

First of all, the researcher asked the permission from the director of Assumption College English Program, Bang Rak, Bangkok, Thailand to conduct this study. Then the researcher informed and distributed the survey questionnaires to the teachers through the departmental head of the English Program. The researcher collected the surveys from 14 to 22 January 2015. Out of 54 teachers, 51 respondents were returned (94%)

## **Findings**

This study described all the research findings on four objectives: research objective one, which is teachers' demographics; research objective two, which is teachers' perceptions on the school director's leadership style; and research objective three, which is teachers' perceptions on the school's organizational climate by descriptive statistics and the research objective four, which is the relationship between teachers' perceptions on the school director's leadership style and the school's organizational climate by Pearson Correlation Coefficient.

According to Table 1, there were two groups of gender among teachers namely male and female. The percentage for male showed 66.7 % while the percentage for female was 33.3%. Regarding the age groups of teachers, the top highest percentage was 43.1% in 26-35 years group and it is followed by (35.3%) 36-50 years old group. The percentage

of 51 years and above group was the lowest (7.8%). In 25 years and under group, the percentage was the second lowest (13.7%). According to two groups of nationality: Non-Thai and Thai teachers. The Non-Thai showed 84.3% and Thai showed 15.7%. The finding of the groups of the teachers' education described that 86.3 percent of Education was Bachelor's Degree, while the Master's Degree was 13.7%. And regarding the research finding of the teachers' work experience, of 51 teachers, who have less than 5 years of work experience, was 35.3%. The percentage between 5-10 years of experience was 27.5%. This was followed by those between 11 to 20 years of work experience was 13.7%. The last group was those whose age was 21 years and above at 23.5%.

**Table 1: Number and Percentages of Demographic Profiles of Respondents**

Demographics	Descriptions	Number	Percentage
Gender	Male	34	66.70
	Female	17	33.30
	Total	51	100.00
Age	25 years and under	7	13.70
	26-35 years	22	43.10
	36-50 years	18	35.30
	51 years and above	4	7.80
	Total	51	99.90
Nationality	Non-Thai	43	84.30
	Thai	8	15.70
	Total	51	100.00
Education	Bachelor's Degree	44	86.30
	Master's Degree	7	13.70
	Total	51	100.00
Work Experience	Less than 5 years	18	35.30
	5 to 10 years	14	27.50
	11-20 years	7	13.70
	21 years and above	12	23.50
	Total	51	100.00
Total		51	99.98

**Table 2: Teachers' Perceptions on The School Director's Leadership Style**

No.	Clusters	Number	Mean	St. Deviation	Interpretation
1.	Provides Vision or Inspiration	51	3.68	.99	High
2.	Models Behavior	51	3.77	1.10	High
3.	Fosters Commitment to Group Goal	51	3.84	.88	High
4.	Provides Individual Support	51	3.82	.87	High
5.	Provides Intellectual Stimulation	51	3.57	1.04	High
	Total	51	3.73	.62	High

Regarding Table 2, the overall mean score of the teachers' perceptions on the school director's leadership style based on five dimensions was 3.73. It was in the

range of 3.51- 4.50. According to the interpretation criteria, the teachers' perceptions on the school director's leadership style of transformational leadership were considered as "high".

There were total five dimensions of transformational leadership and the research findings showed each of their total mean scores. The mean score of Providing Vision or Inspiration was 3.68, the mean score of Models Behavior was 3.77, the mean score of Fosters Commitment to Group Goal was 3.84, the mean score of Individual Support 3.82 and the mean score of Provides Intellectual Stimulation was 3.57. All these five components were in the range of 3.51- 4.50. Based on the interpretation criteria, it is identified that teachers' perceptions on the school director's leadership style of transformational leadership with five components of Provides Vision or Inspiration, Models Behavior, Fosters Commitment to Group Goal, Provides Individual Support and Provides Intellectual Stimulation at English Program were proved as a high level. It showed that the school director is functioning well with transformational leadership style.

Of all five components, the mean scores of the school director's transformational leadership style on Fosters Commitment to Group Goal were 3.84, which was considered as a high level showing that the school director focused on fostering commitment to group goal through encouraging teachers to work together the same goals, using problem solving with staff members to generate school goals and encouraging them regularly to evaluate their progress toward the achievement of school goals.

On the other hand, the mean score on the school director's transformational leadership style of Intellectual Stimulation were 3.57. It showed that the director's leadership style on this domain proved low or weak at English Program.

**Table 3: Teachers' Perceptions on The school's Organizational Climate**

No	Clusters	Number	Mean	St. Deviation	Interpretation
1	Ecology	51	3.70	.97	High
2	Milieu	51	3.52	1.05	High
3	Culture	51	3.81	.94	High
4	Organization (Social System)	51	3.62	1.11	High
	Total	51	3.66	.65	High

Table 3 indicated that the overall results of the teachers' perceptions on the school organizational climate were at the mean score of 3.66 and it was considered as high level of mean score. In addition, Table 4.7 showed teachers' perceptions on each component: Ecology (3.70), Milieu (3.52), Culture (3.81) and Organization (3.62).

The research finding of the hypothesis testing in Table 4 showed the relationship between the teachers' perceptions on the school director's leadership style and the school's organizational climate, the correlation was .134 and Significant value was .000, which is smaller than .05 Significant level. Therefore, the research hypothesis was accepted that there was a significant relationship between the teachers'

perceptions on the school director's leadership style and the school's organizational climate at Assumption College English Program, Bang Rak, Bangkok, Thailand.

**Table 4: Correlation between The School Director's Leadership Style and The School's Organizational Climate**

Leadership Style	School Organizational Climate
Leadership Style Pearson Correlation	.134**
Sig. (2-tailed)	.000
N	51

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed)

### Discussion

According to the study research findings, the two highest score of the teachers' perceptions on the school director's leadership style were Fosters Commitment to Group Goal and Individual Support (3.84, 3.82) respectively. As claimed by Burns (1978), transformational leadership pays attention to the subordinates' needs and motivates the higher level of their maturity.

However, some individual teachers' perceptions on the school director's leadership style were very low in percentage. In general, the overall percentage of the teachers' perceptions was at high (3.73), the teachers' perceptions on "Fosters Commitment to Group Goal" was the most highest in percentage and "Intellectual Stimulation" was the least highest in percentage (0.26%).

The previous research done by Amoroso in 2002 found about the two dimensions - Fosters Commitment to Group Goal and Individual Support. The results of both dimensions were high as Fosters Commitment to Group was 30.40% and Individual Support was 21.66%.

The finding of this study showed that the result of teachers' perceptions on the school director's leadership style based on five main dimensions of transformational leadership was shown positively high because the teachers believed that a school director or a leader who practices the criteria of the transformational leadership could meet both the learners' and the school's achievements

The researcher discovered that both current study and the previous research done by Amoroso (2002) showed that two dimensions of Fosters Commitment to Group Goal and Provides Individual Support were high.

Regarding the teachers' perceptions on the school's organizational climate at Assumption College English Program, the search findings showed that their perceptions on the school's organizational climate related to the four dimensions were High at the mean score of 3.66.

Of all the four main components of the organizational climate, Culture was the highest component of teachers' perception and it contained five items. Among them, the item number 12 "*The management of religious ceremonies at school*" had high mean score of 3.80 meaning the process of religious rituals was functioning well under the current school director's administration.

Ouchi (1981:14) mentioned organizational culture as "emblems, rituals and legends that articulate the endured beliefs and values of the society toward its people"

(p.176). The research findings showed that the teacher's perceptions from English Program highly valued the school's director performance that kept on the sustainability of the religious ceremony.

Regarding Ecology aspect, the research studies of (Weber, 1971, McDill and Rigsby, 1973, Rutter et al., 1979) mentioned that the school and class size influence the students' success. According to researching findings, teachers' perception on Ecology was at the mean score of 3.70 and it was in the range of 3.51-4.50. So, it was interpreted as high meaning the classroom settings, facilities and equipment in EP program were in the good condition that contributed to the students' learning process.

Regarding Organization (Social System), it had five question items (number 16,17,18,19 and 20). Among the items, the two highest levels of the teachers' perceptions were the item number 16 and 17 "Setting up clear school goals" (3.69), and "The development of planning process of the school" (3.67).

Hoy and Miskel (2005) mentioned that healthy organization is positively associated to humanism, teacher involvements in making decisions, a positive school culture and different measures of school achievements. It can be said that English Program's setting, planning, teaching methods, interrelationship and decision makings were well operated with the clear school's goals and effective performance under the school's director supervision.

In general, when mentioning organizational climate, it mainly depends on four dimensions- Ecology, Milieu, Culture and Organization (Social System). Based on Taguri's (1968) four dimensions, the levels of the teachers' perceptions were identified.

Concerning research hypothesis, the finding showed that the significance of the relationship between the school director's leadership style and the school's organizational climate was Sig .000, which is less than .05 (even .01). Therefore, the research hypothesis was that there was a significant relationship between teachers' perception on the school director's leadership style and the school's organizational climate at Assumption College English Program, Bang Rak, Bangkok, Thailand.

Previous research done by Robert (2005) found that statistically there was a positive relationship between teachers' perceptions of their principals' effectiveness scores and all six climate scores of the organization. A previous research done by Kempka (2011) showed the result that there was a significant relationship between the organizational culture and administrators' leadership style.

What the researcher identified was the connection between the previous study done by Kempka (2011) and the current study done. In Kempka's study, there was a significant relationship between the organizational culture and administrators' leadership style. In the researcher's study, there was also a significant relationship between the school director's leadership style and the school organizational climate at Assumption College English Program, Bang Rak, Bangkok, Thailand. Although there were gapped years in doing the research on almost the same topic, the teachers' perceptions on the leadership styles and the school climate were not so different.

## **Recommendations**

According to the findings about five dimensions of the leadership style, the overall teachers' perception on the dimension of Intellectual Stimulation was lower than the

other dimensions. So, the school director should pay more attention to the aspect of improving “Intellectual Stimulation”. Besides, the school director should heed to the area of providing or Inspiration because it needs to be more improved.

On the other aspect of the school’s organizational climate, its level was a bit lower than that of the director’s leadership style. So, the school director should pay more attention to Organization (Social System) for the better improvement. Especially, the amendment of the quality of administrative work in school should be more attentive. The director should also pay more time for building and supporting teamwork among the teachers and giving importance to the social right and freedom of teachers.

Based on the findings of the school’s organizational climate, for the improvements of the school organizational climate, both the school director and the teachers are responsible. Regarding the construction of the four main dimensions of the school: Ecology, Milieu, Culture and Organization (Social System), the current school director, departmental heads and teachers are recommended to make more improvements of the four components because according to the research finding, the teachers’ aspects on the areas of milieu and organization didn’t seem so high.

The study, the school director’s leadership style and the school organizational climate, openly offers all the findings for the future researchers who might be fascinated to study about the school director’s leadership style and school organizational climate.

Future researchers may be able to obtain other extra factors providing school director’s different leadership styles, school climate, culture and organizational climate and culture. All these factors are related to a school organizational climate, where education develops, so do the organizational structure, teaching and learning, administrative practices, and producing educators. Such implications could be more explored by the future researchers.

The overall findings of the study can be useful for a great opportunity for other future researchers who want to attempt in such of area: school director’s leadership style and organizational climate. Regarding research finding, the level of the teachers’ perceptions on the school director’s leadership style and the school’s organizational climate was High. Therefore, these findings from this research will be a great help for all the future researchers.

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