CHAPTER I
THE PROBLEM AND ITS RAMIFICATIONS

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1.1 Introduction

The principal in a school holds a key position and is the co-ordinating agency keeping the balance and ensuring the harmonious development of the pupils. He sets tone of the school and is the chief force in moulding the traditions which develop as the time goes on. It is essential therefore he should be a man of confidence - confidence in his vocation, in his pupils, confidence in human nature and above all in his staff.

What kind of man a principal should be? What characteristics he should possess has always been a matter of concern to the authorities. Research into the field dates back to 1913 when Clapp F.L. listed ten qualities as the components of the personality of a School Principal, namely, dress, personal appearance, optimism, reserve, enthusiasm, fairness of mind, sincerity, sympathy, vitality and scholarship.

1.2 Effective and Ineffective Leaders

The National Educational Association (1948) in America declared that a typical head tends to discharge his organizational responsibilities in a more or less perfunctory manner...
and that the supervisory endeavours of heads are not of very high performance. Kimbrough Ralph (1959) also conducted a research on the Behavioural Characteristics of effective educational administrators. But a major breakthrough in this field has been made by the Tennessee University Department of Education who worked for six years in finding out behavioural characteristics differentiation between effective and ineffective School Principal. The Tennessee Project revealed that behavioural characteristics apparently make a difference in the degree of success a person enjoys in educational administration. They prepared a rating guide to measure some areas of behavioural characteristics which are most critical.

1.3 Background of Leadership Behaviour Study

Early research and theory formulation in this area (Gibb 1954) was directed toward a unitary trait theory of leadership. Principle postulates of this theory were:

1. that there exists a 'leadership trait' which is innate or inherent;
2. that leaders alone possess it;
3. that individuals vary in the degree to which they possess it; and
4. the trait, when possessed, functions with equal force in a variety of situations.
The theory implied that the trait could be identified and measured. To date, however, no such trait has been identified.

More recent efforts at research have focused on "leadership behaviour" as differentiated from "leadership" (Halpin, 1959). The focus here is on behaviour rather than presumed underlying capacity. This approach involves describing and measuring behaviour of the leader and emphasizes the how rather than the what of administrative behaviour. This how aspect relates to the interpersonal relationships between a leader and those with whom he is involved in his administrative role.

The Personnel Research Board at Ohio State University had also undertaken a research with a view to finding out dimensions of leadership behaviour and developed an instrument "Leader Behaviour Description Questionnaire (Halpin 1957). Many researchers used this instrument for assessing leadership behaviour in other countries.

1.4 Notion of Leadership

The Inspectors of Schools, Headmasters and Principals of schools have long been regarded to play the role of leadership in education. These persons play a very important role in structuring the total environment conducive to the achievement of school education. Their interaction with the teachers is
one of the most important factors which affects the quality of school education tremendously (Mansour, 1968). Their ways of thinking, styles of working, their strategies and values influence the teacher's ways of working and attitudes to a great extent which, in turn, influence the quality of total education (Truitt, 1974). But many a people in the field of education feel that the educational leaders force unquestioned obedience on teachers, deny them the right of self expression and self realization and that they behave as police inspectors. This attitude has led them to create a wide gulf between the teaching staff and the leadership authorities, culminating into the destruction of the total morale of the staff. The leadership styles of these personnel wield a great influence over the attitudes of the teachers and the teacher morale of the schools.

1.5 Purpose of Leadership in Secondary Education

The general role of leaders has been considered, but what are the purposes to be met by secondary school administrators? It is probably little better than a truism that the basic purpose of any educational administration is to facilitate the teaching-learning process. The important consideration is to discover the specific purposes of educational administration.

The School Community: For the most part, the secondary school principal needs to be a student of the school community.
The extent to which he understands and is understood by his community plays a major role in determining his effectiveness.

Goals and Policies: The first area of administrative leadership is in facilitating the development of goals and policies. The school principal does not develop goals and policies, but he must set the stage so that goals and policies are developed.

Policy Development: Policies usually establish certain guidelines that indicate ways in which goals shall be met. The principal has two tasks in meeting the purposes of policy development. Firstly, he and his staff need to assist the superintendent of schools in developing policy recommendations for the board. Secondly, he needs to facilitate the development of specific policies within the district-wide policy frame work for his school.

Programme Development: The principal is to stimulate the development of programmes for teaching and learning rather than to develop such programmes.

Procurement of Personnel and Material: Once goals and policies have led to development of the programme, the purpose of educational administration is to secure resources human and material to make the programme of teaching and learning work. What kinds of teachers and other professional
personnel do the programme require? What are physical facilities needed to house the programme? What supplies and equipment do teachers and pupils need to make the programme of teaching and learning succeed? What non-teaching personnel are needed, and what supplies and equipment will they need to support the programme? These questions are faced by the principal.

**Teaching and Learning**: The secondary school principal is not administering a factory nor an advertising agency - he is administering a school. All his efforts must somehow be related to the basic purpose of the school teaching and learning.

1.6 Morale and its Relation with Leadership

Morale, as it is conceived of here, assumes first of all, that one's basic needs for economic and physical security are, or will be, relatively well met. It is not rational to think that a high state of morale will exist in a work situation, no matter what the job or interpersonal ingredients are, if a person is hard pressed financially or has high concern about his health and safety. Following these assumption, it is hypothesized that a high state of morale situation will exist where a competent person has reasonable freedom of action, establishes healthy rapport
with his head and among their colleagues, has appropriate teaching load to pursue under well-established security for his service, enjoys his teaching work and above all experiences fair amount of status for his profession.

Any person can work with his hands or feet. But the work is beautiful and creative when he pours his heart in doing the things. Such persons are called craftsmen because they love to work. The craftsmen can be artists if they use their heads in doing things. Teacher's profession belongs to the artist where he has to use his hand, heart and head to be effective. Many a gem in teaching profession come to wither and die only because they cannot find proper environment to work with. The educational environment of the school is made or marred by the leader of the school. He can unfold the potentialities of the members of his staff so that the goals set up by education can be fruitified. This calls for high leadership qualities in a person called principal. He is a fountain head of inspiration. He is not doing the actual job. His only presence is sufficient to direct the activities of the teachers. He is a CATALYTIC AGENT who is responsible for making high state of environment in which teachers and students are carried into the flushing stream of educational activities whole-heartedly. So every thing in a school hinges round the leader and the teacher morale.
1.7 Statement of the Problem

It is because of this hypothesized crucial linkage between the leadership behaviour of the principal and the teacher morale of the school, the investigator felt the need to investigate the impact of the leadership behaviour of principal upon the teacher morale. The problem of the research work undertaken runs as under:

"A study of the Impact of Leadership Behaviour Pattern of the Principals on the Teacher's Morale of Secondary Schools in Eastern Region of Thailand".

1.8 Definition of Terms

The present problem involves the following terms which require clarification:

1.8.1 A Study

Readers' Digest Great Encyclopaedia Dictionary (1970) defines the term 'study' as, (a) devotion of time and thought to acquisition of information of some branch of knowledge, careful examination or observation of subject, question, (b) make a study of, take pains to investigate or acquire knowledge of subject or assure, examine carefully, investigate, apply oneself to study, take pains to do deliberate, intentional, affected.
Good (1973) defines the term 'study' in his Dictionary of Education as: an investigation of a particular subject, or the published findings of such an investigation.

1.8.2 Impact

The American College Dictionary defines the term "impact" as the striking one body against another.

The American Heritage Dictionary of the English language defines the term 'impact' as "The effect of one thing upon another".

David (1979) defines the term 'impact' in his Dictionary as the power of happening, idea to cause changes or strong feeling.

Webster's School Dictionary (1980) defines the term 'impact' as "The force of impression or operation of one thing on another".

1.8.3 The Leader

This term has, if possible, even more definitions than the term "group". Several quoted by Andrews (1955) are here reproduced.

The leader is the man who comes closest to realizing the norms the group values highest; this conformity gives
him his high rank, which attracts people and implies the right
to assume control of the group (Homans, 1950).

The leader is one who succeeds in getting others to
follow him (Cowley, in Hemphill, 1954).

The leader is one who initiates the facilities of
member interaction (Bales and Strodbeck, 1951).

Leadership

Leadership is the exercise of authority and the making
of decisions (Dubin, 1951).

Leadership is the initiation of acts which result in a
consistent pattern of group interaction directed toward the
solution of a mutual problem (Hemphill, 1954).

Leadership is an ability to persuade or direct men
without use of the prestige or power of formal office or
external circumstance (Reuter, 1941).

Leadership is the process of influencing group activi-
ties toward goal setting and goal achievement (Stogdill, 1950).

1.8.4 Teacher

It is used in the study to mean the teacher in the
school, the college or in the institution. In this research
work it means the teachers in secondary schools in Eastern Region of Thailand.

1.8.5 Teacher's Morale

It refers to Bentley and Rampel's concept (1970) which is the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation.

1.8.6 Leadership Behaviour

It is defined as the administrative acts of the principal of secondary school. It denotes the two leader dimensions of initiating structure and consideration as described by Halpin, that refers to the relationship of the leader between himself and the members of the group. The consideration type of behaviour reflects friends, mutual trust, respect and warmth in the relationship between himself and the members of the group.

1.8.7 Thailand

The Reader's Digest Encyclopaedia Dictionary (1970) defines, people of Mongolian stock who migrated southwards from the larger part of population of Siam. The study refers to the term as a democratic country in South-East Asia, bounded by the Socialist Republic of the Union of Burma in
the North and North-West. The people's Democratic Republic of Laos in the North-East, Democratic Republic of Kampuchea in the East and Malaysia in the South.

1.9 Scope and Limitations

The present study was limited to:

1. The study of leadership behaviour and teachers' morale of 40 secondary schools in the Eastern region of Thailand.

2. The purpose of the research was to study the impact of leadership behaviour pattern of the secondary school principal on the teachers' morale.

3. For the present study the tools; Leadership Behaviour Description Questionnaire developed by Halpin and Winer and Purdue Teacher Opinionnaire constructed by Ralph R. Bentley and Averno M. Rampel have been adopted after due consideration regarding their reliability.

1.10 Objectives of the Study

1. To identify and study the leadership behaviour of the principals of secondary schools in Eastern Region of Thailand.

2. To identify and study the morale of teachers in secondary schools in Eastern Region of Thailand.
3. To study the factors affecting the morale of teachers in secondary schools in Eastern Region of Thailand and arrange those factors in order of importance.

4. To study the effect of leadership behaviour styles upon the morale of teachers in secondary schools in Eastern Region of Thailand.

5. To study the morale of teachers in secondary schools with reference to teachers' qualifications, sex, age and salary and the size of the school.

1.11 Scheme of Chapterization

The present study consists of an epilogue and six chapters. The epilogue gives in nutshell the information about Thailand and the role of education for national uplift.

The first chapter contains the introductory part. It deals with need and importance of the study, statement of the problem, definition of terms and objectives of the study.

The second chapter is on theoretical orientation. It deals with the theory, concepts and techniques to measure the teacher's morale and leadership behaviour.

The third chapter deals with the review of the related literature. The studies undertaken in the area of teacher's
morale and leadership behaviour in India and foreign countries have been reviewed.

The fourth chapter is devoted to planning and procedure of the study. The chapter includes hypotheses, procedure of data collection, description of tools and technique of analysis of the data.

The fifth chapter contains three main parts. The first part deals with the identification of teachers' morale and leadership behaviour styles. The second part deals with the relationship of the two crucial variables viz., teacher morale and leadership behaviour. The third part of the chapter deals with the effect of independent variables viz., sex differences, teaching experience, teacher's salary and teachers' qualification to the teachers' morale.

The sixth chapter deals with observations, conclusions and suggestions.

The body of the thesis contains a number of tables and figures wherever necessary. A list of exhaustive bibliography is given at the end of each chapter and at the end of the thesis.

Besides this, appendices consisting of the tools used in the study are also attached.
References


