CHAPTER 3
REVIEW OF THE PAST RESEARCHES

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CHAPTER 3
REVIEW OF THE PAST RESEARCHES

3.1 INTRODUCTION

Literature review is the important part of the research study where the researcher can compare the previous work done in the same area. Researchers usually summarize relevant literature which provides readers with a background for understanding current knowledge on a topic and illuminates the significance for the new study. The review of the past studies is a link between the research proposed and the past researches. It tells the researcher about various aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research. (Boote, David N. and Penny Beile., 2005)

3.2 IMPORTANCE OF REVIEW OF THE PAST STUDIES

Conducting a literature review is a means of demonstrating a researcher about a particular field of study, including theories and methods. It provides the background and justification for the research undertaken. Bourner, T. (1996) states that review of the past studies identify the gaps in the literature, information and ideas that may be relevant to research project in the same researcher’s area. It helps the researcher to avoid the same mistakes as others has done previously and at the same time increase the breadth of knowledge of researcher’s subject area. Review of the past studies also helps to provide the intellectual context for researcher’s work and put the work into perspective.

University of North Carolina – Chapel Hill (2005) states about the importance of literature review that a literature review provides an overview and a critical evaluation of literature relating to a research topic or a research problem. It helps to analyze literature in order to classify it by themes or categories, rather than simply discussing individual works one after another. A literature review presents the research and ideas of the field rather than each individual work or author by itself and often forms part of a larger research project.

A literature review accomplishes several goals i.e.:

• provides background for the topic used in previous research;
• shows the familiar previous or relevant research;
• evaluates the depth and breadth of the research in regards to topic; and
• determines remaining questions or aspects of topic in need of research.

It can be said that review of literature is a very important part of research studies. It provides ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the problem, to locate comparative data useful in the interpretation of results and to contribute to the general scholarship of the researcher. Review of literature is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their conclusions and differences by different authors. The past studies help the research to make sure that the researchers are not repeating the work that someone has already done earlier. It provides an option of modifying the work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. (Kumar, V., 2009)

3.3 PAST RESEARCHES RELATED TO TEACHERS’ MORALE AND LEADERS’ BEHAVIOUR

This chapter presents 10 past researches related to teachers’ morale and leaders’ behaviour which was already done in Thailand and in different countries as follow:

STUDY 1: A Study of the Relationship between Principal Leadership Style and Teachers’ Morale (Smith M. Richardson: 2003)

Objective of the study: The objective of this study was to examine the relationship between principal leadership style and teachers’ morale.

Tools used in the study: Two instruments were employed for the study.

(1) The Hersey and Blanchard’s model of situational leadership was used to determine principal leadership style. This model of situational leadership combines the task and the relationship behaviour into four different styles of leadership which correspond with the different levels of readiness i.e. telling, selling, participating, and delegating.

(2) The Perdue Teacher Opinionnaire (PTO) was used to determine the teachers’ morale. This PTO was divided into ten factors i.e. (1) Teacher’s rapport with

Sample of the study: Sample of this study consisted of 251 teachers from 30 elementary schools in Columbia city.

Technique of analysis of data: The Pearson’s Product Moment Correlation Coefficient was employed for the analysis of the data.

Major Findings: The study found that the leadership style, telling, tends to have the relationship with teachers’ morale in the area of curriculum issues and school facilities, service and welfare. Selling tends to have the relationship with teachers’ morale in the area of teacher’s salary, teacher’s load and teacher’s status. Participating tends to have the relationship with teachers’ morale in the area of teacher rapport with leaders, rapport among teachers, community support for education and community pressure. Delegating tends to have the relationship with teachers’ morale in the area of teaching satisfaction. In overall, there was significant positive relationship between the scores of principal leadership and teachers’ morale.

STUDY 2: A Study of the Relationship between Teachers’ Morale and leaders’ behaviour of Private School in Thailand (Boonsawat Maneewan: 2004) 

Objectives of the study: The objectives of this study were:

(1) to study the teacher’s morale according to eight aspects: students support, affiliation, professional interest, mission, empowerment, innovation, adequate resources, and work pressure;

(2) to study the leaders’ behaviour of the private schools in Thailand according to seven aspects: policy and administration; relation to the director; relation to colleagues; working environment and atmosphere; stability and progress of the career; salary and welfare; and acceptation and respect form others; and

(3) to study the relationship between teachers’ morale and leaders’ behaviour.

Tools used in the study: Two instruments were employed for the study.

(1) The scale which measure teachers’ morale, consisted of eight aspects
i.e. students support, affiliation, professional interest, mission, empowerment, innovation, 
adequate resources, and work pressure.

(2) The scale which measure leaders’ behaviour consisted of seven 
aspects: policy and administration; relation to the director; relation to colleagues; working 
environment and atmosphere; stability and progress of the career; salary and welfare; and 
acceptation and respect form others.

**Sample of the study:** Sample of this study consisted of 254 private school 
teachers. They are categorized into two groups: (1) teachers with under-ten-year working 
experience and those with at least ten-year working experience; (2) teachers with bachelor 
degree and those with master degree.

**Technique of analysis of data:** The survey research method was used for the 
study. The percentage, mean, standard deviation, and Pearson’s Product Moment Correlation 
Coefficient were employed for the analysis of the data.

**Major Findings:** The results of the research were as follow:

(1) Morale of private school teachers was generally at moderate level. If 
consideration is taken on each aspect, it was found that the aspects of students support, 
affiliation, mission, empowerment, innovation, adequate resources, and work pressure were 
at moderate level whereas the aspect of professional interest was at high level.

(2) The teachers with under-ten-year working experience obtained the mean 
score of teachers’ morale at moderate level whereas teachers with at least ten-year working 
experience obtained the mean score of teachers’ morale at high level.

(3) Teachers with bachelor degree obtained the mean score of teachers’ 
morale at moderate level whereas teachers with master degree obtained the mean score of 
teachers’ morale at high level.

(4) Leaders’ behaviour rated by private school teachers was generally on 
moderate level. If consideration is taken on each aspect, it was found out that the aspects of 
policy and administration; the relation to the director; the relation to colleagues; working 
environment and atmosphere; job stability and progress of the career, and the acceptation 
and respect were at moderate level whereas the aspects of salary and welfare are at low 
level.
(5) The teachers with under-ten-year working experience obtained the mean score of leaders’ behaviour at moderate level whereas teachers with at least ten-year working experience obtained the mean score of leaders’ behaviour at high level.

(6) Teachers with bachelor degree rated the mean score of leaders’ behaviour at moderate level whereas teachers with master degree rated the mean score of leaders’ behaviour at high level.

(7) There was the significant positive relationship between the scores of teachers’ morale and leaders’ behaviour.

STUDY 3: A Study of the Principal leadership, Teachers’ Morale and Student Achievement in Seven Schools in Mitchell County, North Carolina (Houchard Morgan: 2005)

Objectives of the study: The objectives of this study were to measure principal leadership practices and teacher morale as it relates to student achievement in Mitchell County at two elementary schools, four middle schools, and one high school.

Tools used in the study: There were three tools used in the study.

(1) The Purdue Teacher Opinionaire (PTO) was used to measure factors contributing to teacher morale.

(2) The Leadership Practices Inventory (LPI) was chosen to measure leadership practices. The Leadership Practice Inventory (LPI) was developed by Kouzes and Posner (2003), consisted of 30 questions answered on a ten-point scale. The LPI contained questions pertaining to five categories i.e. : Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

(3) The North Carolina End-Of-Grade/End-Of-Course tests were used to measure student achievement.

Sample of the study: Sample of this study consisted of 270 teachers from seven schools in Mitchell County, North Carolina (two elementary schools, four middle schools, and one high school) in the private schools.

Technique of analysis of data: For the analysis of this quantitative research method, the mean, standard deviation, and Pearson’s Product Moment Correlation Coefficient were employed.
Major Findings: Overall results for Mitchell County Schools showed that:

(1) There was a moderately high level of teacher morale. Satisfaction with teaching led the way in contributing to higher morale whereas the issue of teacher salary was found to lower morale.

(2) There was a significant relationship existed between: the perceived leadership practices of enabling others to act and encouraging the heart with rapport with principals; inspiring a shared vision and enabling others to act with satisfaction with teachings; enabling others to act and encouraging the heart with the morale factor of rapport among teachers; the leadership practices of inspiring a shared vision and enabling others to act with the morale factor of teacher load and; between the leadership practice of inspiring a shared vision and enabling others to act with the teacher morale factor of school facilities and services.

(3) All factors of teacher morale as measured by the Purdue Teacher Opinionnaire had a positive correlation with the End-Of-Grade / End-Of-Course test scores.


Objective of the study: This study was to determine the relationship between the leadership behaviours of rural elementary principals and teachers’ morale and to determine the specific leadership characteristics teachers respond to most positively and/or negatively.

Tools used in the study: Two questionnaires (Excellent Principal Inventory (EPI) and Purdue Teacher Opinionnaire) were used in the study.

(1) The Perdue Teacher Opinionnaire (PTO) was developed to provide a comprehensive measure of teacher morale. The instrument not only yields a total score indicating teacher morale, but it also provides ten sub-scores which break morale into ten corresponding dimensions. (Bentley & Rempel, 1980)

(2) The Excellent Principal Inventory (EPI) was developed by Gerald Bogen (1988). Three forms of the inventory were assessed the principal’s behaviour: (1) the “self” version, to be completed by the principal; (2) the “other” version, to be completed by professional colleagues; and (3) the “classroom teacher” version, to be completed by the
teachers supervised by the principal. All three versions contain the same questions. The third version is the one to be used in this research project. The EPI contains questionnaire items reflecting the behaviors that constitute the values of effective leadership embodied in five commitments that characterize the “excellent principal.” These commitments and their 13 corresponding subcomponents are as follows:

i. Commitment to Student Success consisted of two aspects: A. Demonstrating Respect for Students and B. Pursuing All-Around Excellence.

ii. Commitment to Teaching and Learning consisted of two aspects: A. Promoting Teaching and Learning and B. Supporting Continuous Learning as a Lifetime Goal.

iii. Commitment to the School Staff consisted of three aspects: A. Demonstrating Respect for the School Staff, B. Helping Individuals to Improve, and C. Building a Collegial Staff.

iv. Commitment to Innovation consisted of two aspects: A. Supporting Creativity and B. Supporting Upward Communication.

v. Commitment to Leadership consisted of four aspects: A. Demonstrating Integrity, B. Presenting Ideas, C. Taking Responsibility, and D. Relating to External Constituencies.

Sample of the study: The sample of this study consisted of the elementary school teachers at four elementary schools in the Happy Valley County School System. Each of the elementary schools had at least 40-88 certified staff members. To be eligible for participation, the teachers should have at least one year of experience. The general education teachers were defined as all classroom instructors of general education students enrolled in kindergarten through fifth grade. All participating teachers must have been employed at their assigned school for a minimum of five months and must have worked under the direct supervision of the principal during this five month tenure. This stipulation ensured that the teachers had adequate opportunity to interact and become acquainted with the principal, to interact with their colleagues, and to formulate general impressions of the school environment.

Technique of analysis of data: An ex post facto research design was applied for the study. The data were collected from the tabulated results of the questionnaires. Tests were conducted to determine the significant correlation between leadership behaviour and
teacher morale using the Pearson Product-Moment Correlation. The Statistical Package for the Social Sciences (SPSS) was used to analyze the collected data.

**Major Findings:** The results of the research were as follow:

1. There was a positive relationship between the leadership behaviours of principals and teacher morale. As principals’ leadership behaviours increase and are more positive, the morale of teachers also increases. The reverse is also true. When the leadership behaviours are more negative, the spirit and drive to teach also decrease.

2. The leadership activities maintained “high visibility, personal connections with the staff and students, positional influence and holding staff accountability” It clearly revealed through the research that only 20% of teachers fall at the other end of the spectrum, exhibiting high morale. Factors 1: Teacher’s rapport with principal, Factor 3: Rapport among teachers, Factor 7: Teacher’s status, and Factor 9: School and facilities and services all contributed to low teacher morale as it relates to Factor 2: Satisfaction with teaching. No behaviors were found “satisfying” by the respondents; the most positive leadership behaviors were Demonstrating Respect for Students and Promoting Teaching and Learning. It should be noted that, from the teachers’ perspective, the most positive overall commitment lies in Student Success. The data clearly indicates that teachers are not feeling that they are supported by their principals and that there is a partial disconnection between the principals and their staff.

3. It was found that in order to promote positive teacher morale, the leader must exhibit many different leadership behaviours; there is no set list of behaviours that a principal must exhibit, but a collection of behaviours, including empowering others and sharing leadership, are the most important. Above all, the teachers must feel that their feelings and opinions matter.

The findings of this study support that teacher morale can be predicted on the basis of the leadership style asserted by the principal. Principals who use a participatory style of leadership are more likely to have more satisfied and productive teachers than principals who use an autocratic style of leadership.
STUDY 5: The Relationship of Principal Leadership Behaviours and Teacher Morale  
(Keith, A. Rowland: 2008)\(^{12}\)

**Objective of the study:** The objective of this study was to examine the relationship between principal’s leadership practices and the morale of the school teachers.

**Tools used in the study:** Two instruments were employed for the study: (1) The Perdue Teacher Opinionaire (PTO), and (2) The Leadership Practice Inventory (LPI).

(1) The Perdue Teacher Opinionaire (PTO) was developed by Bentley & Rempel (1980)\(^{13}\), consists of 100 questions ranked on a 4 point Likert scale. The 100 items related with teacher’s morale in ten areas i.e. (1) Teacher’s rapport with principal, (2) Satisfaction with teaching, (3) Rapport among teachers, (4) Teacher’s salary, (5) Teacher’s load, (6) Curriculum issues, (7) Teacher’s status, (8) Community support of education, (9) School facilities and services, and (10) Community pressures were constructed.

(2) The Leadership Practice Inventory (LPI) was developed by Kouzes and Posner (2003)\(^{14}\), consisted of 30 questions answered on a ten-point scale. The LPI contained questions pertaining to five categories i.e.: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. These questions were pertaining to the leader being an active member of the organization.

**Sample of the study:** The sample of this study consisted of 471 teachers in the middle school. These teachers have an average of 9.6 years of experience in education. Eleven percent of the teachers are in their first year of teaching, 54% have 1 to 10 years experience, 23% have 11 to 20 years experience, and 12% have more than 20 years of experience. Twenty percent of the middle school teachers are male and 80% are female. The ethnicity of the population is as follows: 93% white, 5% black, and 2% other. Fifty-four percent of the middle school teachers have a bachelor’s degree as their highest degree, 37% have obtained a master’s degree, and 9% have a specialist or doctoral degree.

**Technique of analysis of data:** The survey research method was used for the study. For testing the hypotheses of the study and evaluate the research questions, descriptive statistics were calculated for the data. Pearson Product Moment Correlation Coefficient (Pearson r) was used to calculate correlation coefficients for the cumulative scores on both surveys, the cumulative of each survey compared with each category of the
other, and the comparison of each category of the two surveys. The Pearson r correlation coefficients were then evaluated to determine if the results were statistically significant for each of the relationships evaluated by the hypotheses.

In order to evaluate the other research questions and test their hypotheses, Analysis of Variance (ANOVA) tests were used to determine if there were significant differences in the means of the surveys between middle schools. Then, to determine which schools exhibited the significant differences, Least Significant Differences (LSD) tests were used.

**Major Findings:** The results of the study indicated that there was a significant positive correlation between the measurement of principal leadership and teacher morale. The leadership practice of Enable Others to Act had the strongest positive correlation to teacher morale. It indicates that as principals’ leadership behaviours increase and are more positive, the morale of teachers also increases. In the reverse, if the principals’ leadership behaviours decrease, the morale of teachers also decreases. These results imply that a principal’s daily behaviour plays a vital role on the teachers’ morale.

**STUDY 6: Teacher Morale and Leadership Behaviour of Rural Schools** (Sirirat Phimthong: 2009)

**Objective of the study:** The objective of this study was to examine the relationship between teacher morale and leadership behaviour of rural schools in Thailand.

**Tools used in the study:** Two instruments were employed for the study.

1. The Leader Behaviour Description Questionnaire (LBDQ) developed by the staff of the Personnel Research Board, Ohio State University was used to determine leadership behaviour of rural schools. The Leadership Behaviour Description Questionnaire (LBDQ) was divided into two dimensions: (a) Initiative structure refers to leadership behaviour which emphasizes on product and achievement goals, and (b) Consideration refers to leadership behaviour which emphasizes on relationship among the staff members.

2. The Teacher Morale Inventory (TMI) developed by Marsh, C.R. (2003) which based on the basic assumption of Moos (1974) was used to determine the teachers’ morale of rural school teachers. The Teacher Morale Inventory (TMI) was divided into eight factors i.e. (1) Student support (good rapport between teachers and students, and students
behave in a responsible self-discipline manner), (2) Affiliation (assistance, advice and encouragement made by leaders and colleagues), (3) Professional growth (growth of teachers on their career path and further professional development), (4) Mission Consensus (consensus exists within the staff or the school members about the school goals), (5) Empowerment (empowerment and encouragement involving in decision making processes which is given to teachers), (6) Innovation (school is in favour of planned change and experimentation, and foster classroom openness and individualization), (7) Adequate support of facilities, finance, equipment and resources, and (8) Work condition (working environment and all existing circumstances which affected teachers' work place).

Sample of the study: Sample of this study consisted of 322 rural school teachers from 34 rural schools in the Northern part of Thailand.

Technique of analysis of data: The survey research method was used for the study. The Pearson’s Product Moment Correlation Coefficient was employed for the analyses of the data.

Major Findings: The study found that there was the significant relationship between teacher morale and leadership behaviour of rural schools in Thailand. It was further found that there was positive correlation between the scores of leadership behaviour and teachers’ morale on four factors i.e. professional growth (growth of teachers on their career path and further professional development), innovation (school is in favour of planned change and experimentation, and foster classroom openness and individualization), adequate support of facilities, finance, equipment and resources, and (8) work condition (working environment and all existing circumstances which affected teachers' work place).

STUDY 7: A Study on the Relationship between Leadership Behaviour of the Principal and Teacher Morale in Elementary School (Li-Hsin Wang, 2010)

Objectives of the study: The objectives of this study were:

(1) To determine the level of leadership behaviour of principal and teacher morale in elementary schools

(2) To compare the mean scores of leadership behaviour of the principal rated by teachers belonging to different groups of gender, age, teaching seniority, current position, school size, and location of service place.
(3) To study the relationship between the leadership behaviour of principal and teacher morale in elementary schools

**Tools used in the study:** The methodology of this study used was survey. There were two tools used in the study: (1) The Leadership Behaviour Inventory (LBI), and (2) The Perdue Teacher Opinionaire (PTO).

(1) The Leadership Behaviour Inventory (LBI) was used to assess the leadership behaviour which consisted of 11 aspects i.e. leaders’ version, consistency, emotional stability, self-confidence, communication skills, conflict management skills, decision-making, supervision, positive feedback, critical thinking and creativity.

(2) The Perdue Teacher Opinionaire (PTO) (Bentley & Rempel, 1980) was used to assess the teachers’ morale, consists of 100 questions ranked on a 4 point Likert scale. The 100 items related with teacher’s morale in ten areas i.e. (1) Teacher’s rapport with principal, (2) Satisfaction with teaching, (3) Rapport among teachers, (4) Teacher’s salary, (5) Teacher’s load, (6) Curriculum issues, (7) Teacher’s status, (8) Community support of education, (9) School facilities and services, and (10) Community pressures were constructed.

**Sample of the study:** Sample of this study consisted of 812 elementary school teachers in seven cities of Southern Taiwan which was chosen by stratified random sampling method.

**Technique of analysis of data:** The survey research method was used for the study. The mean, standard deviation, t-test (independent), F-test and Pearson’s Product Moment Correlation Coefficient were employed for the analysis of the data.

**Major Findings:** The results of the study were found as follow:

(1) Principals displayed the moderate level of leadership behaviour while teachers had also obtained moderate level of morale.

(2) There were significant differences of the response on the leadership of principal rated by teachers with different demographic variables of teacher’s gender, age, length of service, current position, school size and location of school.

(3) Teachers with different gender, age, teaching seniority, current position, school size, and location of service place displayed different levels of leadership behaviour.
(4) There was high correlation between the teachers’ morale and the leadership of principal which displayed supervision and feedback towards the teachers.

(5) There was moderate correlation between the teachers’ morale and leadership of principal which displayed leaders’ version, consistency, emotional stability, self-confidence, communication skills, conflict management skills, decision-making, critical thinking and creativity.

(6) In all there was significant positive relationship between the score of leadership behaviour of principal and teacher morale in elementary schools.

STUDY 8: A Rational Study of Elementary Principals’ Leadership Traits, Teacher Morale, and School Performance (Carla Jean Rains Evers: 2011)<sup>20</sup>

**Objectives of the study:** The objectives of the study were:

1. To determine the significant relationship between elementary principals’ leadership traits and teacher morale.

2. To identify the impact of the principal-teacher relationship on school achievement as it relates to student performance on state standards as outlined in the Mississippi state academic frameworks and as measured using the Quality of the Distribution Index (QDI) on the Mississippi state end-of-grade test, Mississippi Curriculum Test, Second Edition (MCT2). The end-of-year assessments, collectively known as MCT2: Reading-Language Arts and Mathematics, administered to students in grades 3 through 8 in the spring of each school year, provided additional quantitative data for the study.

**Tools used in the study:** A quantitative survey-design method was used to conduct the study. Three tools were used in the study:

1. The Leadership Practices Inventory (LPI) was used to measure the principals’ leadership traits.

2. The Purdue Teacher Opinionnaire (PTO) was used to measure teacher morale.

3. The School performance was measured by the end-of-grade assessment for Mississippi (Quality of the Distribution Index (QDI) on the Mississippi state end-of-grade test, Mississippi Curriculum Test, Second Edition (MCT2).
Sample of the study: Sample of this study consisted of 220 elementary school teachers in the Southern region of Mississippi.

Technique of analysis of data: The survey research method was used for the study. The Pearson’s Product Moment Correlation Coefficient was employed for the analysis of the data.

Major Findings: The study found that:

1. There was the significant positive relationship between elementary principals’ leadership traits and teacher morale.

2. The principal-teacher relationship indicated the impact on student performance measured by the state standards as outlined in the Mississippi state academic frameworks and as measured using the Quality of the Distribution Index (QDI) on the Mississippi state end-of-grade test, Mississippi Curriculum Test.


Objectives of the study: The objective of this study was to determine the relationship between principals’ leadership and teacher morale in secondary schools.

Tools used in the study: A quantitative survey-design method was used to conduct the study. Two tools were applied in the study:

1. My Principals’ Leadership Capacities (MPLC) to measure the leadership capacities of principals. The MPLC was divided into two parts: (1) The questionnaire which measure the leadership capacities of principals included twenty seven items classified into six dimensions of school vision, instructional leadership, organizational leadership, community leadership, moral dimensions and political concept. The first three dimensions (school vision, instructional leadership, organizational leadership) are considered as School based potentials while the last three (community leadership, moral dimensions and political concept) as out of school potentials; (2) The questionnaire which measure the Leadership Qualities of My Principal comprised of six dimensions i.e. communication skills, comfort, empathy, decision making, influence, self management, time management and commitment

2. The questionnaire which measure teacher morale given by Hart, P. M. (1994)22 was used to determine the morale of teachers in secondary schools. This tool
consisted of seven factors of teacher morale needed for the school effectiveness. They are: feedback to teachers' work performance, professional interaction, supportive leadership, goal congruence (similar to mission consensus), professional development (similar to professional interest but indicates how the school provides opportunities for personal development), participative decision-making (similar to empowerment), and role clarity.

Sample of the study: Sample of this study consisted of 365 secondary school teachers selected from 40 secondary schools in the Kuala Lumpur.

Technique of analysis of data: The survey research method was used for the study. The Pearson's Product Moment Correlation Coefficient was employed for the analysis of the data.

Major Findings: The study found that:

(1) There was the significant positive relationship between principals’ leadership and teacher morale rated by secondary school teachers.

(2) It was found that the score obtained from My Principals’ Leadership Capacities (MPLC) questionnaire was correlated with the score obtained from the questionnaire which measure the teacher morale in secondary schools.

(3) There was also found the significant relationship between Leadership Qualities of My Principal and teacher morale rated by secondary school teachers.

STUDY 10: The Relationship between Leadership Behaviours of the Principal and the Morale of the Teaching Staff (Robin Denise Koslo, 2011)

Objectives of the study: The objective of this study was to investigate the relationship between leadership behaviours of the principal and the morale of the teaching staff.

Tools used in the study: The methodology of this study was the survey research method. The recorded observation and the interviews of teachers about the leadership behaviour of principal were used for data collection. The questions included in the observation and interview were concerned to the positive feedback and encouragement, concern for the school's success, visibility, dedication toward the achievement of success of the school, involving teachers in decision-making, good communication, consistency, pleasantness, honesty, consideration, and strength of character.
The questionnaires which measure the morale of teaching staff was used to collect data regarding the teaching staff's morale consisted of six factors i.e. teachers’ satisfaction, teachers’ work environment, teacher status, staff relations, salary and school community.

**Sample of the study:** Sample of this study consisted of 278 secondary school teachers selected from 28 secondary schools in Pennsylvania.

**Technique of analysis of data:** The survey research method was used for the study. The Pearson's Product Moment Correlation Coefficient was employed for the analysis of the data.

**Major Findings:** The study found that:

1. There was the significant positive relationship between leadership behaviours of the principal and the morale of the teaching staff.

2. The school whose teachers have high level of morale was the school whose teachers perceived the high level of leadership behaviour of school principal.

3. The principal who has the character of positive feedback and encouragement, dedication toward the achievement of success of the school, involving teachers in decision-making, good communication, consistency, pleasantness, honesty, and consideration indicated the relationship with morale of the teaching staff at excellence level.

### 3.4 SUMMARY

There are 10 past studies presented in this chapter. All of these ten past researches to examine the relationship between leaders' behaviour and teachers' morale.

Various tools were applied for measurement of leaders’ behaviour i.e.

1. The Hersey and Blanchard's model of situational leadership which combined the task and the relationship behaviour into four different styles of leadership which correspond with the different levels of readiness i.e. telling, selling, participating, and delegating.

2. The Leadership Practices Inventory (LPI) which contained questions pertaining to five categories i.e. : Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.
(3) The Excellent Principal Inventory (EPI) which consisted of three forms of principal's behaviour: (1) the "self" version, (2) the "other" version, and (3) the "classroom teacher" version.

(4) The Leader Behaviour Description Questionnaire (LBDQ) which was divided into two dimensions: (a) Initiative structure refers to leadership behaviour which emphasizes on product and achievement goals, and (b) Consideration refers to leadership behaviour which emphasizes on relationship among the staff members.

(5) The Leadership Behaviour Inventory (LBI) which consisted of 11 aspects i.e. leaders’ version, consistency, emotional stability, self-confidence, communication skills, conflict management skills, decision-making, supervision, positive feedback, critical thinking and creativity.

(6) My Principals’ Leadership Capacities (MPLC) which was divided into two parts: (1) The questionnaire which measure the leadership capacities of principals classified into six dimensions of school vision, instructional leadership, organizational leadership, community leadership, moral dimensions and political concept. (2) The questionnaire which measure the Leadership Qualities of My Principal comprised of six dimensions i.e. communication skills, comfort, empathy, decision making, influence, self management, time management and commitment.

(7) The recorded observation and the interviews about the leadership behaviour of principal which concerned to the positive feedback and encouragement, school's success, visibility, dedication toward the achievement of school success, involving teachers in decision-making, good communication, consistency, pleasantness, honesty, consideration, and strength of character.

(8) The scale which measure teachers' morale, consisted of eight aspects i.e. students support, affiliation, professional interest, mission, empowerment, innovation, adequate resources, and work pressure.

Many tools were used for measurement of teachers' morale i.e.

(1) The Perdue Teacher Opinionnaire (PTO) which contained ten factors of teachers’ morale i.e. (1) Teacher rapport with principal, (2) Satisfaction with teaching, (3) Rapport among teachers, (4) Teacher Salary, (5) Teacher Load, (6) Curriculum issues,
(7) Teacher status, (8) Community support of education, (9) School facilities and services, and (10) Community pressures.

(2) The Teacher Morale Inventory (TMI) divided into eight factors i.e. (1) Student support, (2) Affiliation, (3) Professional growth, (4) Mission Consensus, (5) Empowerment, (6) Innovation, (7) Adequate support of facilities, finance, equipment and resources, and (8) Work condition.

(3) The questionnaire which measure teacher morale consisted of seven factors i.e. feedback to teachers’ work performance, professional interaction, supportive leadership, goal congruence, professional development, participative decision-making, and role clarity.

(4) The questionnaires which measure the morale of teaching staff consisted of six factors i.e. teachers’ satisfaction, teachers’ work environment, teacher status, staff relations, salary and school community.

(5) The scale which measure leaders’ behaviour consisted of seven aspects: policy and administration; relation to the director; relation to colleagues; working environment and atmosphere; stability and progress of the career; salary and welfare; and acceptation and respect form others.

Independent variable of the study was not appearing in most researches. Only one research displayed demographic independent variables i.e. teacher’s gender, age, length of service, current position, school size and location of school.

It can be seen that all of ten past studies were to examine the relationship between leadership behaviour of leaders and teachers’ morale. The Pearson’s Product Moment Correlation Coefficient was employed for the analysis of the data of all the studies.

Sample of the studies were the elementary and secondary school teachers.

Regarding to the present study, the tool which measures the leaders’ behaviour was constructed by the researcher. The tool was prepared in the form of five points rating scale consisted of 84 statements based on three aspects of leaders’ behaviour i.e. (1) Leaders’ traits, (2) Two-Dimension leadership style of Ohio State University, and (3) Path-Goal situational leadership behaviour.
The tool which measures teachers’ morale was constructed by the researcher. The tool was prepared in the form of five points rating scale consisted of 84 statements based on ten factors which was given by Bentley & Rempel, (1980)\textsuperscript{24}.

The leaders’ behaviour was the independent variable for the present study whereas teachers’ morale was the dependent variable. In order to study the teachers’ morale in relation to leaders’ behaviour; mean, standard deviation and analysis of variance (F-test) or ANOVA was applied.

As mentioned above, one can say that this research is a unique research or only one research which investigates the teachers’ morale in relation to leaders’ behaviour in their institutions.

### 3.5 UNIQUENESS OF THE PRESENT STUDY

After the review of ten past researches related to teachers’ morale and leaders’ behaviour, it can be seen the uniqueness of the present study as follow:

1. In the past researches, teachers’ morale and leaders’ behaviour were analyzed for their relationship. Pearson’s Product Moment Correlation Coefficient was employed for the analysis of data. In the present research, leaders’ behaviour was used to be the independent variable of the study, which is not appearing in any research. Therefore, this research is a unique research or only one research which indicates the difference between mean scores of teachers’ morale rated by teachers belonging to different groups of leaders’ behaviour. Mean, standard deviation and ANOVA were employed for the analysis of the data.

2. In the past researches, several tools were used to measure leaders’ behaviour i.e.

   (a) Scale which measures leaders’ behaviour consisted of seven aspects: policy and administration; relation to the director; relation to colleagues; working environment and atmosphere; stability and progress of the career; salary and welfare; acceptation and respect form others.

   (b) The Leadership Practices Inventory (LPI) which was developed by Kouzes and Posner, consisted of 30 questions answered on a ten-point scale. The LPI
contained questions pertaining to five categories i.e.: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

(c) Excellent Principal Inventory (EPI) which was developed by Gerald Bogen. Three forms of the inventory were assessed the principal’s behaviour: (1) the “self” version, to be completed by the principal; (2) the “other” version, to be completed by professional colleagues; and (3) the “classroom teacher” version, to be completed by the teachers supervised by the principal.

(d) Leader Behaviour Description Questionnaire (LBDQ) which was developed by the staff of the Personnel Research Board, Ohio State University was used to determine leadership behaviour of rural schools. The Leadership Behaviour Description Questionnaire (LBDQ) was divided into two dimensions: (a) Initiative structure refers to leadership behaviour which emphasizes on product and achievement goals, and (b) Consideration refers to leadership behaviour which emphasizes on relationship among the staff members.

(e) Leadership Behaviour Inventory (LBI) which was divided into 11 aspects i.e. leaders’ version, consistency, emotional stability, self-confidence, communication skills, conflict management skills, decision-making, supervision, positive feedback, critical thinking and creativity.

(f) My Principals’ Leadership Capacities (MPLC) which was divided into two parts: (1) The questionnaire which measure the leadership capacities of principals included twenty seven items classified into six dimensions of school vision, instructional leadership, organizational leadership, community leadership, moral dimensions and political concept. (2) The questionnaire which measure the Leadership Qualities of My Principal comprised of six dimensions i.e. communication skills, comfort, empathy, decision making, influence, self management, time management and commitment.

In the present study, scale which measures leaders’ behaviour was constructed and standardized by the researcher. It consisted of 84 statements in the form of Likert scale. There were three parts in the scale i.e. Leaders’ traits, Leadership style and Situation leadership behaviour.
Leaders’ traits refers to three traits of effective leaders which suggested by Hackman and Johnson. These three traits of leaders are interpersonal factors, cognitive factors and administrative factors.

Leadership style refers to the Two-Dimension leadership style of Ohio State University. The Ohio State University studies utilized the Leader Behaviour Description Questionnaire (LBDQ) to describe leaders’ behaviour i.e. initiating structure (task oriented) and consideration people oriented). (Halpin, A. W., and Winer, B. J.,)

Situational leadership behaviour refers to the Path-Goal situational leadership behaviour. There are four propositions of the Path-Goal situation leadership behaviour: (a) Directive Path-Goal Clarifying Leadership Behaviour, (b) Supportive Leadership Behaviour, (c) Participative Leadership Behaviour, and (d) Achievement – Oriented Leadership Behaviour.

After viewing the tools used in past and present research, one can says that the tool used in present research is a unique tool which is not appearing in any research.

(3) In the past researches, several tools were used to measure teachers’ morale i.e.

(a) Perdue Teacher Opinionnaire (PTO) which was divided into ten factors i.e. (1) Teacher’s rapport with principal, (2) Satisfaction with teaching, (3) Rapport among teachers, (4) Teacher’s salary, (5) Teacher’s load, (6) Curriculum issues, (7) Teacher’s status, (8) Community support of education, (9) School facilities and services, and (10) Community pressures.

(b) Scale which measure teachers’ morale, consisted of eight aspects i.e. students support, affiliation, professional interest, mission, empowerment, innovation, adequate resources, and work pressure.

(c) Teacher Morale Inventory (TMI) was developed by Marsh, C.R. and divided into eight factors i.e. (1) Student support, (2) Affiliation, (3) Professional growth, (4) Mission Consensus, (5) Empowerment, (6) Innovation, (7) Adequate support of facilities, finance, equipment and resources, and (8) Work condition.

(d) Questionnaire which measures teacher morale given by Hart, P. M. consisted of seven factors of teacher morale i.e. feedback to teachers’ work performance,
professional interaction, supportive leadership, goal congruence, professional
development, participative decision-making and role clarity.

In the present research, ten factors of teachers’ morale given by Bentley and Rempel were modified and used for data collection. There are 84 statements in the scale which were differed from the past scale. Each statement has five levels of agreement i.e. “strongly agree”, “agree”, “uncertain”, “disagree”, and “strongly agree”. This scale was constructed and standardized by the researcher. It was a unique tool which is not appearing in any research.

(4) The tools used in the present study was constructed and standardized by the researcher. It was established for the item analysis (i.e. validity, discrimination, reliability).

Construct validity was used for establishment of validity of the scale. Item-Test Correlation was applied to the data obtained from 100 physical education teachers. The Pearson Product Moment was calculated for the \( r_{xy} \) value from the total scores and the score of each item.

For establishment of discrimination of the scales, the Phi-Coefficient correlation (\( \phi \)), Chi-square (\( \chi^2 \)) and t-test value was applied.

In order to establish the reliability of the scale, test-retest method, split-half method, Rulon formula, and Flanagan formula was applied.

It can be said that this tool is the first construction and standardization. It cannot be seen these two tools in the market before.

(5) Sample of the past research was the primary and secondary school teachers but the sample of the present research was the physical education teachers. This is also the uniqueness of the present study.
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