# CHAPTER 1
## INTRODUCTION

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1.1 PREFACE

The students are aimed to develop and change but, they need direction. The development and change without direction is movement, not progress. Education, as the main instrument of development and change has been emphasized by the Ministry of Education (2006). It is clear that through this instrument, the teachers have the great role to bring about the desired development and change in their students. Teachers are the largest professional body in a school, have the most contact with students throughout the day, and influence the environment of the school greatly. (Keith, A. Rowland, 2008) Teachers are the persons who impart knowledge and skills to the students. Although students now are becoming more independent of their teachers and gaining knowledge on their own, a teacher is yet very essential to a student in the capacity of a guide, or the one who can inspire a student, so that they can explore into the realm of the knowledge. The teacher can effectively play his role by setting objectives before his pupils so that, the potentialities of the students unfold in the right direction with the proper guidance of the teacher. But, in order to guide and inspire students, the teacher must have high teacher morale. High teacher morale oriented teacher can make a great difference by bringing up bright, dynamic and hopeful students, whereas a teacher with low teacher morale will only bring up the dissatisfied and immature students. When teachers feel positively about their position, feelings referred to as teacher morale, they have tremendous positive influence on the students and the school. The reverse is also true; when teachers have negative feelings about the school, they may negatively influence the students and the school. Teachers have the power as a group and as individuals to greatly influence a school’s environment. It is very important for educational leaders to be aware of factors that affect teacher morale and how they may affect student achievement. (Young, 1998)

The teachers with high teacher morale can make their students more cultured by defining their understanding of the life and giving them insight into their nature. They can
develop the personality of the students, inspire the students to seek a good life and prepare students for a good change in society.

The importance of the teachers in the field of education was never underestimated. Even today, teachers are still the pivot around whom the students’ achievement is centered. The teachers now have a more different and important role to play, certainly different than that of teachers twenty years ago. But, they have the same duty of guiding the students. A teacher with high morale will not be satisfied in producing the ordinary students. They will always work better, and will never be satisfied with poor work either from themselves or from their students. (Kaye Jones, 2011)⁴

If the reshaping is taking place in the classroom for the future generation, the teachers must have the right perception of the future needs, and present potential, so that they can concentrate on the present potential of the students to promote their talents by providing them with scope and nourishing environment.

The role of teacher, therefore, is the important role in classroom situation for the development of achievement motivation of students. Teachers have to act as the model, the motivator, the initiator, the contributor, the harmonizers, the evaluator and the adapter. Teachers with all such required skills and abilities have an important task to perform i.e. generating a climate which is necessary for achieving the goals of learning in the class. The skills and behaviour of the teacher and the classroom climate will effect the learning and motivational aspects of the students. Teacher’s task is to plan, to guide and to evaluate the progress of each individual student. (Alex Saez, 2011)⁵

To enable the teacher to play his key role in the use of education, as an instrument of the national development, it is absolutely necessary to study the morale of teachers. In order for the teachers to have high morale, the administrators should have high leader’s behaviour.

Leaders have the power to influence the teachers’ morale in their school. (Lester, 1990)⁶ Leaders who consciously practice transformational leadership behaviors have a positive impact on the morale and productivity of their teachers. Halpin, A.W. (1997)⁷ stated
that the leader’s behaviour will show about his ability to lead his group for performing various activities towards the specified target and for solving problem as well as maintaining teachers’ morale.

The present study aims to explore the soundness of the hypotheses and provide data for leaders who strive to develop leaders’ behaviour that will empower and improve the teachers’ morale. Therefore, the main purpose of the present study is to study the teacher morale in relation to leader’s behaviour of their institutions, so that appropriate educational implications can be suggested according to the obtained results.

1.2 STATEMENT OF THE PROBLEM

The present research was studies under the problem:

“A STUDY OF TEACHERS’ MORALE IN RELATION TO LEADERS’ BEHAVIOUR OF THEIR INSTITUTIONS”

1.3 DEFINITION OF THE IMPORTANT TERMS

In order to avoid the misunderstanding regarding the key words, it is obligatory on the part of the researcher to define the terms which are as follows:

1.3.1 Teachers’ morale

Teachers’ morale refers to the state of the mind and spirits or physical and mental well being of individual teacher or group of teachers as shown in the willingness, satisfaction and motivation which represent the professional interest and enthusiasm in students’ achievement and growth of teaching profession or achieving mission success. Teachers’ morale is conceived as an effect related to the successful interaction among teachers’ needs, incentives and organizational goals. Teachers’ morale is a great barometer of a school’s effectiveness. If teachers’ morale is high, then it shows the sign of school achievement. If teachers’ morale is low, then it is hardly to work successfully for organizational goals.

Operational definition: Teachers’ morale in this study is the scores obtained by physical education teachers from the scale which constructed and standardized by the investigator. In the present study, ten factors of teachers’ morale given by Bentley and Rempel (1980) were used to be the theoretical framework of the study. These ten factors of teachers’ morale are as follows:
(1) Teacher’s rapport with leader (director of the physical education institute)

(2) Teaching satisfaction

(3) Rapport among teachers

(4) Teacher’s salary

(5) Teacher’s load

(6) Curriculum issues

(7) Teacher’s status

(8) Community support for education

(9) Facilities, services and welfare

(10) Community pressures

1.3.2 Leaders’ behaviour

Leader is a person who has influence over other people’s behaviour, attitude and beliefs. The function of leader is to guide his followers to have their individual goals and interest set by themselves in such a way that they do not conflict with the organizational objectives.

Leadership is defined as the process by which one individual influences other people to work willingly towards the achievement and attainment of organizational goals and objectives.

Operational definition: Leaders’ behaviour is the scores obtained by physical education teachers from the scale which constructed and standardized by the investigator. Leaders’ behaviour is shown about the ability to lead their group for performing various activities towards the achievement of specified organizational goals and objectives. Three aspects of leaders’ behaviour were used to be the theoretical framework of the present study i.e. (1) Leaders’ traits, (2) Leadership style, and (3) Situational leadership behaviour.

1.3.3 Institution

Institution is defined as an established organization or foundation, especially one dedicated to education, public service, or culture. (The free Dictionary, 2011)¹²

In the present study, institutions refer to the physical education institutes in Thailand.
1.4 OBJECTIVES OF THE STUDY

The present research intends to study about teachers’ morale in relation to leaders’ behaviour. Likert rating scales were used to measure teachers’ morale and leaders’ behaviour and the relation between teachers’ morale and leaders’ behaviour was to be analyzed. In order to arrive the results of the study, the objectives are determined as follows:

1.4.1 To construct and standardize the scale which measure the leaders’ behaviour
1.4.2 To construct and standardize the scale which measure the teachers’ morale
1.4.3 To study the level of leaders’ behaviour of physical education institute rated by physical education teachers
1.4.4 To study the level of teachers’ morale of physical education institute rated by physical education teachers
1.4.5 To compare the mean scores of teachers’ morale of physical education institute rated by physical education teachers belonging to different groups of leaders’ behaviour of their institutions i.e. high, moderate, and low

1.5 VARIABLES OF THE STUDY

Research scientists manipulate variables in order to test their hypotheses and learn more about the factors or conditions that are changeable during the course of an investigation. There are two types of variables in this study: independent variable and dependent variable. The independent variable is the variable that is varied or manipulated by the researcher. The dependent variable is a variable that changes as the result of changing the independent variable. The details of these two variables in this study are as follows:

1.5.1 Independent variable

Leaders’ behaviour was the independent variable of the study which was divided into five levels as follows:

(1) Very frequently
(2) Frequently
(3) Occasionally
(4) Rarely
(5) Very rarely
1.5.2 Dependent variable

Teachers’ morale was the dependent variable of the study.

1.6. RESEARCH QUESTIONS

Research question is one of the first methodological steps the investigator has to take when undertaking research. The significance of research questions is to generate the idea and topic of a research project individually. The research question must be accurately and clearly defined. Choosing a research question is the central element of both quantitative and qualitative research and in some cases it may precede construction of the conceptual framework of study. In this study, there were two research questions to be answered.

1.6.1 What is the level of leaders’ behaviour of the physical education institutions rated by physical education teachers?

1.6.2 What is the level of teachers’ morale of physical education teachers in physical education institutes?

1.7 HYPOTHESES OF THE STUDY

Hypothesis testing is an important activity of empirical research. A well worked up hypothesis is half the answer to the research questions. Hypothesis supports the research to find and answer to a problem. A well-thought-out and focused research questions usually leads directly into the hypotheses of the research. Strong hypotheses give insight into a research question and give a hint on what the researcher will find the answers of the research question. A hypothesis gives a priori answer to the research question and predicts the answer of the research questions. Base on the objectives of the study and the research questions, there were 11 hypotheses in the study.

1.7.1 There will be no significant difference between mean scores of teachers’ morale of physical education teachers belonging to different groups of level of leader’s behaviour of their institutions.

1.7.2 There will be no significant difference between mean scores of teachers’ morale (teacher rapport with leader) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.
1.7.3 There will be no significant difference between mean scores of teachers’ morale (teaching satisfaction) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.

1.7.4 There will be no significant difference between mean scores of teachers’ morale (rapport among teachers) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.

1.7.5 There will be no significant difference between mean scores of teachers’ morale (teacher salary) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.

1.7.6 There will be no significant difference between mean scores of teachers’ morale (teacher load) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.

1.7.7 There will be no significant difference between mean scores of teachers’ morale (curriculum issues) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.

1.7.8 There will be no significant difference between mean scores of teachers’ morale (teacher status) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.

1.7.9 There will be no significant difference between mean scores of teachers’ morale (community support for education) of physical education teachers belonging to different groups of level of leader’s behaviour of their institutions.

1.7.10 There will be no significant difference between mean scores of teachers’ morale (facilities, services and welfare) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.

1.7.11 There will be no significant difference between mean scores of teachers’ morale (community pressures) of physical education teachers belonging to different groups of level of leaders’ behaviour of their institutions.
8. LIMITATIONS OF THE STUDY

Limitations are those characteristics that limit the scope and define the boundaries of the study. It provides an opportunity to demonstrate or restrict of the thought critically related to the research problem. The limitations of this study are as follows.

1.8.1 The present study was limited to the ten factors of teachers’ morale on the basic assumption given by Bentley and Rampel (1980) and three leadership theories i.e. (a) Leaders’ traits theory (Hackman and Johnson (2000)), (b) Two-Dimension leadership style of Ohio State University (Halpin, A. W., and Winer, B. J. (1957)) and (c) Path-Goal situational leadership behaviour (Robert House, 1971).

1.8.2 The study is further limited to the data which was collected in academic year 2010 - 2011.

1.8.3 The institutions which propose to be the sample of the study were limited to the physical education institutes in Thailand.

1.8.4 The sample of the study was limited to the teachers in the physical education institutes in Thailand.

9. SIGNIFICANCE OF THE STUDY

The present study is very much significant to the field of education in that it builds upon the available of knowledge relating teachers’ morale and leaders’ behaviour. This study focuses on morale of teachers belonging to different groups of leaders’ behaviour. The study also focuses on the teachers’ morale and leaders’ behaviour in physical education institutes of Thailand. The results of the present study can be employed for the improvement of teachers’ morale and leaders’ behaviour in order to meet the students’ achievement and school effectiveness.

The study can lead to improve the training programmes for increasing level of teachers’ morale and effective leaders. This study hopes to support the school leaders in implementing the educational reforms by identifying specific leaders’ behaviour and technique that will increase the high level of teachers’ morale and have a positive influence on their teaching performance.
10. CHAPTERIZATION

The scheme of chapterization for next chapters are as follows.

Chapter 1: The first chapter dealt with introductory aspect of the study, statement of the problem, objectives of the study, definition of the important terms, variables of the study, questions to be answered, hypotheses of the study, limitation of the study, importance of the study, and chapterization.

Chapter 2: The second chapter concerned to theoretical orientation of teachers’ morale and leaders’ behaviour.

Chapter 3: The third chapter discussed about review of the past researches done in Thailand and the researches done in foreign countries concerning to teachers’ morale in relations to leaders’ behaviour.

Chapter 4: The fourth chapter discussed about plan and procedure i.e. the research method, population and sample, sampling technique, tools, techniques of data collection and method of data analysis.

Chapter 5: The fifth chapter described about the construction of the tools, judges’ agreement, selection of the sample for the pilot study, administration of the tools, scoring of the pilot study, item analysis and the final selection of the items.

Chapter 6: The sixth chapter concerned to the analysis of data and interpretation of the results in tabulated form with inferences related to the teachers’ morale rated by physical education teachers belonging to different groups of leaders’ behaviour. This chapter was divided into three parts. The analysis of the level of leaders’ behaviour was the part one. Part two concerned to the teachers’ morale in total score and in different aspects. Part three described the relationship between the mean scores of teachers’ morale rated by physical education teachers belonging to different groups of leaders’ behaviour i.e. high, moderate, and low.

Chapter 7: The last chapter gave the summary, major findings, conclusions, suggestions and recommendation for further study.
References


