

CHAPTER - 3

CHAPTER III

PLAN AND PROCEDURE (The Research Design)

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Literature Referred to

3.1 INTRODUCTION

The preceding chapter on the review of previous research yielded two important conclusions, viz., the studies of organizational climate, teacher morale and leadership constitute new dimensions of educational research, and Thailand is one of the Asian countries which has yet to initiate its explorations in this innovative field in the secondary school study only by Samrong Pengnu has initiated. This prompted the present researcher to undertake the present study. He is a teacher of a primary school in Bangkok, the capital of Thailand, has chosen to blaze this new trail at primary level at that, too, in the Central Zone where his teaching school is located. He could have used the tools available in the areas of organizational climate, teacher morale and leadership behaviour developed and extensively used in U.S.A. But he felt it more desirable to construct tools that could be more appropriate to educational, social and economic setting in Thailand. It is in such perspective that the design of the present doctoral study is attempted below.

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disputed*

3.2 STATEMENT OF THE PROBLEM

The problem of the present research is worded as under :

In the framing of individual items of all the three tools, he had discussed with his supervisor and some experts in the area of organizational climate, teacher morale and leadership behaviour. After the experimental draft of the three tools were assembled in Baroda, he flew to Bangkok and had extensive opportunity to go through and discuss the three tools again with some primary school principals and had decided to add many items that have concerned (in the present situation) with primary schools and he had benefited much through these discussions in finalising the three tools first in English and then translating them into Thai language.

The scope is limited to urban areas of the Central Zone of Thailand.

3.4 THE IMPORTANCE OF THE STUDY

In previous discussion in both Chapters I and II, the importance of such a study was already hinted. To reiterate, the studies on organizational climate of schools and its correlates are new for Thailand. The conclusions of various researches reviewed in Chapter II are demonstrative of particularly the fact that organizational climate plays a crucial part in improving school standards. If organizational climate of a school can be

identified and if the contribution of various factors or dimensions in weaving the fabric of this climate can be known, insightful administration of the school system and vigilant, democratic mind and interested principals of individual schools can devise ways and means to enrich and strengthen these contributive factors and this advancement can be expected to bring in very good educational results. No administrative improvement in a school or school system is better than the improvement in teacher motivation, teacher job-satisfaction, teacher psychological and social needs satisfaction and improvement in pupils' motivational attitude towards their school.

It is such possibilities in accelerating the pace of improvement of schools, that such researches which show the way to identify school climate, measure staff morale and inquire into the possible influence in these two of the leader's behaviour characteristics have a place in all countries, but particularly in developing countries.

3.5 THE OBJECTIVES OF THE STUDY

In the light of what was stated in the preceding section, the objectives of the present research are clear. They relate to three areas :

(a) Organizational Climate of primary schools of the Central Zone of Thailand,

(b) staff morale in these schools, and

(c) leadership behaviour patterns of the heads of these schools.

The specific objectives will be as under :

(1) To construct tools on climate, morale and leadership behaviour suited to the educational scene in Thailand;

(2) To develop procedures to identify school climate appropriate to the tool on organizational climate;

(3) To identify organizational climate of each of the sampled schools on a continuum with these three focal points, openness on one end, the closedness on the other and an intermediate position between the two extremes;

(4) To measure teacher morale of the sampled schools;

(5) To identify the leadership behaviour patterns of the principals of the sampled school;

(6) To examine some of the results yielded by the present research pertaining to climate, morale and leadership interlocking them with some selected independent variables.

The research design of the present study will be guided by the above objectives.

3.6 HYPOTHESIS

The frame of the present research will be built up from the marrow drawn from the following hypotheses :

Hypothesis I : "Organizational Climate of Primary Schools (Government Schools and Municipal Schools) of the North, South, East and West Regions of Bangkok area would show marked variations".

Hypothesis II : "No true difference will be found among the mean scores on different components of the Thai OCDQ even if the type, size and shift of the school vary".

Hypothesis III : "There are no true differences in the mean scores of all the factors of the Thai OCDQ even if the sex, age, qualification and working experience of school principals of Bangkok area vary".

Hypothesis IV : "The morale of teachers in the sampled schools would be 'average' rather than 'high' or 'low'".

Hypothesis V : "No true difference will be found among the mean scores on different components of the Thai PTO when it is administered to teachers of different regions of the Central Zone".

Hypothesis VI : "No true difference will be found among the mean scores on different components of the Thai

PTO even if the type, size and shift of the school vary".

Hypothesis VII : "There are no true differences in the mean scores of all the factors of the Thai PTO even if the sex, age, qualification and working experience of school principals of Bangkok area vary".

Hypothesis VIII : "More school principals of the sampled schools would exhibit the HH or LL pattern than LH or HL pattern of leadership behaviour, and even between the HH and the LL patterns, the proportion of the LL pattern would be more than the former".

Hypothesis IX : "No true difference occurs in the mean scores of school principals on the two dimensions of the Thai LBDQ irrespective of the region, type, size and shift of the schools to which they belong".

Hypothesis X : "There are no true differences in the mean scores of all the factors of the Thai LBDQ even if the sex, age, qualification and working experience of school principals of Bangkok area vary".

Hypothesis XI : "Schools with HH leadership pattern will have largely Open Climate, schools with LL leadership pattern will have largely Closed Climate and schools with HL and LH pattern of leadership will have Intermediate Climate".

Hypothesis XII : "Schools with Open Climate will have higher mean scores than those with Closed Climate on dimensions Esprit, Intimacy, Thrust, Consideration, Communication, Human Relation and Organization Structure, and on the rest of the dimensions lower mean scores, whereas schools with Closed Climate will have higher mean scores on Disengagement, Hindrance, Aloofness, and Production Emphasis but lower mean scores on the rest of the dimensions".

Hypothesis XIII : "Morale categories of High, Average and Low of teachers are related to the type of climate their school possesses".

Hypothesis XIV : "Organizational Climate, teacher morale and leadership patterns of principals of schools are interrelated".

Basic Assumptions

The study rests on the following assumptions :

- (1) Each school has a personality, otherwise termed as organizational climate.
- (2) The organizational climate can be measured.
- (3) The climate can be determined by the characteristics of the principal as a leader and by the characteristics of the faculty as a group and the existing relationship between the two.

(4) Differences do exist among teachers in morale.

(5) Morale can be measured.

In the next section, the sample to be used in the study will be described.

3.7 SELECTION OF THE SAMPLE

For realising the objectives formulated for the present research and getting materials or data for testing the hypotheses framed, it will be necessary to select a sample. But before, the nature and procedures of the selection are discussed, it will be, perhaps, more helpful to describe Bangkok city very briefly with a view to making the interpretation of the sample more meaningful.

Bangkok is the capital of Thailand, and hence it has all greatness, glory and glamour that go naturally with all State capitals. It is the seat of the regional office of the UNESCO and, therefore, the abode of a number of international experts in education. In bigness of size, it is in company with several big cities of the world. Its population is as large as 5,331,402 millions (male : 2,704,284 and female : 2,627,118 - A.D. 1981), and the municipal area of Bangkok extends over 1,568 square kilometers and the density of population about 3,399 per square kilometer. The city is divided into 24 sub-divisions which

totally make up four regions, called North, South, East and West. In comparison to the primary school teachers of schools in the provinces of Thailand, the primary school teachers in Bangkok came from families with a higher socio-economic status. They have better conditions of work and facilities for more comfortable and culturally richer living. This is what happens in all big cities in all countries. It would, therefore, be not possible to make generalisation about the entire country based upon the results of the responses of teachers of the sampled schools of Thailand. The sample will have urban loading if at all such an expression can be used to suggest the predominant urban influences on the sample.

The sample selected for the study is random and stratified. The stratification layers are type, size, shift and regions of the schools, and sex, age, qualification and working experience of the schools' principals. The total sample consists of 100 primary schools (Government schools 34, and Municipal schools 66) which constitutes 76.34 per cent of the total 131 primary schools are in only 5 sub-divisions (A.D. 1978 24 sub-divisions 459 schools) in the Bangkok area i.e. Bangkok city and round about provinces. The stratified sample is shown in Table 3.1 given on the next page.

Table 3.1 : Number and Percentage of Selected Schools from Each Regions of Bangkok Area

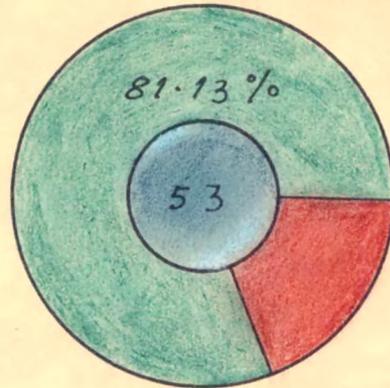
Regions	Sample	Percentage
North	43	81.13
South	29	82.86
East	12	63.16
West	16	66.67
	---	-----
Total	100	76.34
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Table 3.2, 3.3 and 3.4 given below and on the next page indicate three further characteristics of the selected sample, namely, types, sizes and shifts of the schools. In all these a proportion of 70 is kept approximately.

Table 3.2 : The Break-up of the Stratified Sample According to Different Regions and Types of Schools

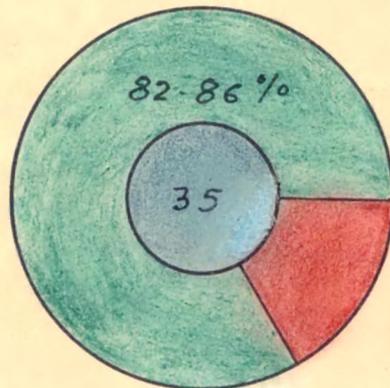
Type of School	North	South	East	West	Total
Government School	13	7	7	7	34
Municipal School	30	22	5	9	66
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Total	43	29	12	16	100
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CHART NO. 9 : SHOWING THE NUMBER AND PERCENTAGE
OF SAMPLED SCHOOLS FROM FOUR
REGIONS OF BANGKOK AREA.



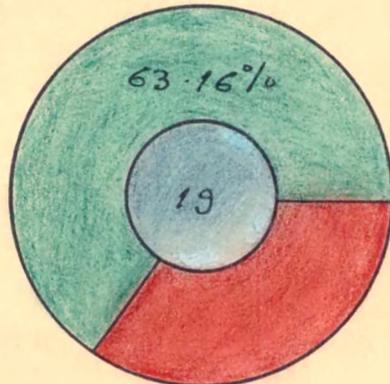
NORTH REGION

SAMPLE : 43 SCHOOLS
(81.13%)



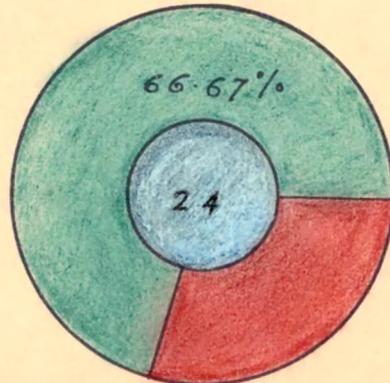
SOUTH REGION

SAMPLE : 29 SCHOOLS
(82.86%)



EAST REGION

SAMPLE : 12 SCHOOLS
(63.16%)



WEST REGION

SAMPLE : 16 SCHOOLS
(66.67%)

Table 3.3 : The Break-up of the Stratified Sample According to Different Sizes of Schools in Different Regions

Size of School	North	South	East	West	Total
Small	18	6	-	5	29
Average	17	12	5	6	40
Big	7	11	7	6	31
Total	42	29	12	17	100

Table 3.4 : The Break-up of the Stratified Sample According to Different Shift of School in Different Regions

Type of School	Shift of School	North	South	East	West	Total
Government School	One Shift	13	7	6	7	33
	Two Shift	-	-	1	-	1
Municipal School	One Shift	12	12	1	9	34
	Two Shift	18	10	4	-	32
Total		43	29	12	16	100

The study is based on a proportionate sample of teachers totally 1,000 because the investigator had distributed his questionnaires to only 10 teachers in each

CHART NO. 10: SHOWING THE NUMBER OF SAMPLED SCHOOLS ACCORDING TO DIFFERENT TYPES OF SCHOOLS.

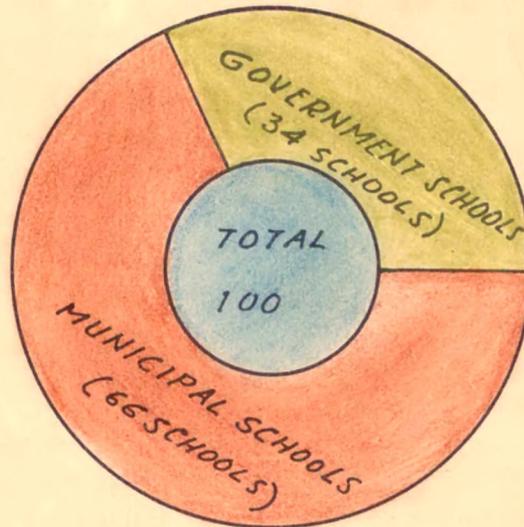
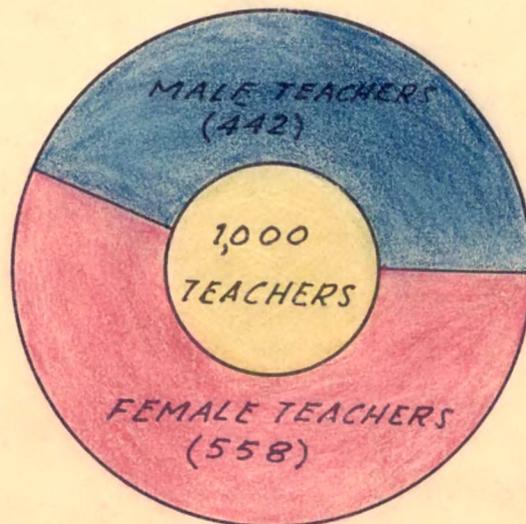


CHART NO. 11: SHOWING THE NUMBER OF TEACHERS SELECTED FOR SAMPLE ACCORDING TO THEIR SEX.



school. The break-up of these sampled teachers on two aspects viz., sex, age, qualification and professional experience is given in Table 3.5, 3.6, 3.7 and 3.8 below and on the next page.

Table 3.5 : The Break-up of the Sampled Respondent Teachers According to their Sex and Different Regions

Sex	North	South	East	West	Total
Male	174	130	59	79	442
Female	246	160	61	91	558
Total	420	290	120	170	1,000

Remarks :

The size of schools is categorized by number of students available in each school as follows :

- (a) Below 500 students considered as 'Small school'.
- (b) Between 500-1,000 students considered as 'Average school'.
- (c) Above 1,000 students considered as 'Big school'.

Table 3.6 : The Break-up of the Sampled Respondent Teachers According to Different Age Groups and Different Regions

Age-Group	North	South	East	West	Total
20-29	101	99	34	51	285
30-39	145	86	32	59	322
40-49	111	54	33	38	236
50-59	63	51	21	22	157
Total	420	290	120	170	1,000

Table 3.7 : The Break-up of the Sampled Respondent Teachers According to Different Qualifications and Different Regions

Qualifications	North	South	East	West	Total
Under-graduate	200	129	51	68	448
Graduate	131	80	44	57	312
Post-graduate	13	7	6	3	29
Others	76	74	19	42	211
Total	420	290	120	170	1,000

Table 3.8 : The Break-up of the Sampled Respondent Teachers According to Different Years of Experiences in Different Regions

Experience (Years)	North	South	East	Nest	Total
0 - 9	142	126	33	69	370
10 - 19	164	87	42	56	349
20 - 29	75	43	28	27	173
30 - 39	39	34	17	18	108
Total	420	290	120	170	1,000 *

Apparently, the number of female-teachers is found approximately one time of the number of male-teachers selected for the present study. This is because the number of female-teachers in primary schools in Thailand, especially in this study only, is found approximately one time of the male-teachers by average. In the case of age and experience of the teachers, the data show that the majority of the primary school teachers in Bangkok Area is found in their ages within 30-39 years but their experiences are only within 0-9 years. For their qualifications, it is shown already in the relevant table that the majority of the primary school teachers in Bangkok Area are undergraduates and qualified for their job. The percentage of

Note : Number of teachers in Government Schools and Municipal Schools in Bangkok Area who have participated in this study.

the teachers selected for this study is 25.08% out of the total primary school teachers from only 5 sub-divisions in Bangkok Area (the total number of teachers in 5 sub-divisions are 3,987).

Thus, the investigator has endeavoured to make his sample adequate in size and proportion and stratified.

3.8 DATA COLLECTION

Due to permission and cooperation of the Director-General of the Education Division, Department of General Education, Ministry of Education, and the Director of Educational Office attached to Bangkok Metropolitan Administrative Bureau, Ministry of Interior, the investigator could visit the various primary school principals in Bangkok city and provinces around Bangkok with his letters for the distribution of the questionnaires for the teachers in their schools. The investigator tried to include at least 30 per cent of the teachers in each school to cooperate in this research study. The respondent teachers were requested to give their frank, honest and fearless responses frankly according to their feeling about the climate in schools and the behaviour of their principals. The method for the selection of the sample of schools for this study was the random sampling method with different types, sizes and shifts of schools from all the four regions

of Bangkok area. After one month of the distribution of the questionnaires, the investigator went himself again to each school to collect all questionnaires straight from the teachers. Any how, there were still some questionnaires remaining blanks because some teachers were very busy during that time. The investigator had to attempt vigourously to collect the questionnaires from those school teachers by going there personally twice or thrice and it took about four months then the data could be collected already from 1,000 respondent teachers from the sampled 100 primary schools in Bangkok area.

3.9 CONSTRUCTION OF THE TOOLS

To collect the necessary data to facilitate the identification of the organizational climate of the sampled schools, measurement of the morale of the teachers of these schools and determining the behaviour patterns of the principals of these schools, it is necessary to have appropriate tools. One alternative before the researcher was to use the OCDQ by Halpin and Croft for Climate, the PTO by Bentley and Rempel for morale and the LBDQ by Halpin and Croft for leadership behaviour. This has been done by most of the researchers, as shown in Chapter II with the exception of a few, who investigated the areas of climate, morale and leadership behaviour.

But the present researcher felt it better to construct these tools a new which would be more valid culturally for schools of Thailand. So that he decided to adapt the institutional administrative behaviour that had belonged to Faculty of Education and Psychology, M.S. University, Baroda, for the identification of climate, viz., (1) Freedom and Democratization, (2) Communication, (3) Human Relation, and (4) Organization Structure. After that the researcher had built up a new framework for construction of items based on each of dimensions or factors decided upon for preparing the tools on climate, morale and leadership behaviour. Then the investigator had prepared the experimental draft from the tools on climate, morale and leadership behaviour.

The table on the next page shows the number of items included in the experimental draft form of each tool.

After finalising the Experimental Draft of the three tools, he flew to Bangkok for (try-out) administration of the three tools. In this try-out only 100 primary school teachers from two Government schools and three Municipal schools, viz., (1) Wat Prayuravong School, (2) Rajavinit Primary School, (3) Wat Prayuravong Municipal School, (4) Wat Kalaya School, and (5) Wat Pichaiyat School had cooperated in this experimental study. Only twenty teachers in each school had participated in this try-out.

Table 3.9 : Number of Items in Each Dimension in Each Tool

Organizational Dimensions	Climate Tool		Teacher Morale Tool		Leadership Behaviour Tool	
	No. of Item	No. of Item	Factors	No. of Item	Dimensions	No. of Item
1. Disengagement	18		1. Teacher Rapport with principal	31	1. Initiating Structure	28
2. Hindrance	14		2. Satisfaction with teaching	17	2. Consideration	32
3. Esprit	17		3. Rapport among teachers	16		
4. Intimacy	15		4. Teacher salary	11		
5. Aloofness	13		5. Teacher load	12		
6. Production Emphasis	17		6. Curriculum issues	11		
7. Thrust	16		7. Teacher status	11		
8. Consideration	14		8. Community support of education	9		
9. Freedom and Democratization	14		9. School facilities and service	15		
10. Communication	13		10. Community pressures	10		
11. Human Relation	20					
12. Organization Structure	24					
Total	195		Total	143	Total	60

For the convenience of the participating teachers, the Experimental Draft of the three tools were printed in Thai language as well as in English language separately.

After collection of the questionnaires from the 100 respondent teachers, the investigator found out the number of a item was given each scale position. This gave the investigator a simple frequency distribution and then a cumulative frequency distribution was prepared. From this frequency distribution the median values were determined. Also Q_1 and Q_3 positions, viz., 25th and 75th percentile points were obtained. These percentiles are useful in determining the ambiguity or otherwise of the items. This is found by following formula $Q = \frac{Q_3 - Q_1}{2}$

Thurstone and Chave (1929) regarded,

"Median value of the distribution for each statement was taken as scale value. The interquartile range Q was calculated, in order to have an idea of the spread of the distribution about the scale value. This Q value is regarded as a measure of ambiguity of a statement, and thus it gave an objective criteria for eliminating unscalable statement. These serve as the criteria for the scale."

Selecting the items for Final Tool study

The data were tabulated for 398 items and after a careful scrutiny, 133 items were rejected. These items

having high Q values and low Q values, indicated that, the items do not carry uniform meaning to all the respondent teachers. Such items were eliminated as they indicated relative disagreement among the respondent teachers. The selected items had the average Q value (the range of the selected items was between Q_1 and Q_2).

The final tools that emerged from such a statistical treatment contained 120 items in the tool on climate, 93 items in the tool on teacher morale and 52 items in the tool on leadership behaviour. These final tools are given in Appendix No. IV(B) along with the Q value measure for each item, and factorwise distribution of each item.

It may be mentioned here that the concept and content of each dimension or factor (or subtest) have been already discussed in Chapter I. Therefore, the repetition of the explanatory exposition is avoided here.

The scoring scheme of the tools is as under :

(a) Tool on Organizational Climate : With each item was used for response a four-point scale which was defined by four categories :

- (1) Rarely occurs
- (2) Sometimes occurs
- (3) Often occurs
- (4) Very frequently occurs

These four categories of responses will be scored by simple assigning to the respective categories the four successive integers, viz., 1, 2, 3, and 4 respectively. Negative item will be scored using a reverse scale.

(b) Tool on Teacher Morale : In this tool the response categories were as under :

- (1) Agree
- (2) Probably agree
- (3) Probably disagree
- (4) Disagree

Scoring of these four categories was done by assigning weights 4, 3, 2 and 1 if "A" or "Agree" is the keyed response and 1, 2, 3 and 4 if "D" or "Disagree" is the keyed response.

(c) Tool on Leadership Behaviour : In this tool, the response categories were as under :

- (1) Always
- (2) Often
- (3) Occasionally
- (4) Seldom
- (5) Never

If the keyed response is "Always", the scoring will be 4 and if the keyed response is "Never", the scoring will be 0. The negative items, the scoring will be reverse order.

3.10 RESEARCH METHODOLOGY

(Procedure of Analysis and Interpretation)

The methodology of research intended to be followed in the analysis and interpretation will be of the Survey Type. The focal points of the analysis will be mainly three :

(a) Identification of organizational climate of each of the 100 sampled schools and classifying them into any one of the three categories, viz., Open, Intermediate and Closed;

(b) Classification of each school in staff morale in any one of the three categories, viz., Low, Average or High; and

(c) Categorizing each school into 'High' or 'Low' in the two dimensions (viz., Initiating Structure and Consideration) of the leadership behaviour and classifying the total number of schools into four leadership behaviour patterns, viz., the HH Pattern, the LL Pattern, the HL Pattern and the LH pattern.

(a) Identification of the Organizational
Climate of the Primary Schools :

Here the first step will be to construct school-profiles based upon the raw scores on the twelve subtests of the Thai OCDQ. The obtained raw scores on the OCDQ

will then be converted into standardized scores by standardizing each score in two ways, normatively and ipsatively. Normative standardization will be done across the sample of 100 primary schools so that each of the 12 subtest scores could be compared on a common scale. Thus, each subtest will be normatively standardized according to the mean and standard deviation of the total sample for that subtest.

Ipsative standardization will be made with respect to the mean and standard deviation of the profile scores for each school. For both standardization procedures, a standard score system based upon a mean of 50 and a standard deviation of 10 will be chosen as suggested by Halpin (1966). These standard scores will indicate two things : first, a score above 50 on a particular subtest would indicate that the given school scored above the mean of the sample on that subtest and second, the score on that subtest was above the mean of the school's other subtest scores.

The next step would be to classify the primary schools with respect to their organizational climate according to the three main climate ranked in respect to Open climate, Intermediate climate and Closed climate. Each school profile score will be arranged from high, average and low group - scores by grouping all school

profile scores into three levels equally. The highest, average, and lowest profile scores are the main ranks of dividing all profile scores into three groups. Each school profile score falling in any group - high, average or low according to the score represent its climate as Open, Intermediate or Closed climate respectively.

In order to discriminate the Organizational Climate of primary schools sampled from Bangkok area for this study, the researcher will analyse the factors and prepare the profile of schools. After that, with the help of the scores, the investigator will categorize the types of organizational climate into 3 types, viz.,

- (1) Open Climate
- (2) Intermediate Climate.
- (3) Closed Climate.

Open Climate : Its distinguishing features will be as follows :

- High esprit
- Low disengagement
- High thrust
- Low aloofness
- High consideration
- Low production emphasis
- High freedom and democratization
- High communication
- High human relation
- Average organization structure

The Open Climate is envisaged to depict a situation where the group members (the school teachers) enjoy

friendly relations with one on other, work well together, have a high sense of duty, obtain considerable job satisfaction, as there is no hindrance from the principal, rather the principal's policies facilitate this accomplishment of their tasks. They are proud to belong to that school.

The principal is genuine in his behaviour; he sets an example by working hard himself; he is flexible in his attitude, controls and directs when necessary; he is also considerate and goes out of the way to help people on occasions; he provides leadership, allows leadership acts to emerge from the teachers as well. In short, this climate is envisaged as characterized by authenticity of behaviour among all the participants.

Intermediate Climate : Its distinguishing features are envisaged as follows :

- Average disengagement
- Average hindrance
- Average esprit
- Average intimacy
- High aloofness
- High production emphasis
- Average thrust
- Low consideration
- Low freedom and democratization

- Average communication
- Average human relation
- High organization structure

This climate is envisaged to be characterized by an average degree of apathy on the part of all the members of the organization. The teachers do their work haphazard. There is a little job satisfaction or social needs satisfaction as the principal is somewhat ineffective in directing their activities and he shows a little interest in their welfare. Actually they are hardly heard of referring to any encouragement they receive from the principal. The principal is aloof, impersonal, and keeping the organizations run by rules and regulations. He has some consideration for others but still low. For freedom, he gives some scope for practice but very limited. The organization is seen stagnant and slowly moving towards its goals.

Closed Climate : Its factor-distinctions are envisaged as follows :

- High disengagement
- High hindrance
- Average intimacy
- Low thrust
- High aloofness
- High production emphasis

- Low consideration
- Low esprit
- Low freedom and democratization
- Low communication
- Low human relation
- Average organization structure

This climate is envisaged to be characterized by a high degree of apathy on the part of all members of the organization. The teachers do not work well together. There is very little job satisfaction or social needs satisfaction as the principal is ineffective in directing their activities, nor does he show any interest in their welfare. Routine duties hinder the teaching job, and all the encouragement they get from the principal is the admonition that they should work harder. The principal is highly aloof, impersonal and tries to control through rules and regulations. He is genuine in his actions, has little consideration for others and though he expects initiative from them, he does not give the freedom to perform any leadership acts by the group members. The organization is seen as most stagnant and not 'moving' towards its goals.

(b) Classification of Schools on the
Basis of Staff Morale :

The tool is intended to measure the morale of the primary school teachers in the areas of the present study.

The raw scores obtained on the 93 items instrument (The Thai PTO) will be classified according to the 10 factors given in the opinionnaire. The opinionnaire does not only yield a total score indicating the general level of a teacher's morale but also provide meaningful sub-scores which break-up morale into its ten dimensions or factors. Thus the factor-scores will be obtained by summing up the factor scores. The school morale score will be computed by finding the average total scores for each of the ten dimensions. The mean of the school total score will give an idea as to what the average morale of the faculty of a particular school is. To interpret the score, i.e. to decide, whether the score is indicative of 'high', 'average' or 'low' morale, the scores will be converted into stanine score i.e. scores which range from 1 (low) to 9 (high) with a mean of 50 and standard deviation of 10.

The stanine score, though crude enough to present a single digit to represent each class, is deemed to be precise enough for a practical and statistical comparison. As the stanines are equally spaced steps in a scale, the level of morale in one school will be easily compared with the level of morale in another school as held by Bentley and Rempel's in their PTO manual, 1970.

(c) Classification of Principals of Schools
on Leadership Behaviour Patterns :

To measure the leadership behaviour of principals of primary schools, the scores on two specific dimensions of the LBDQ i.e. the 'Initiating Structure' and 'Consideration', will be considered. There are 52 items for these two dimensions and for this final questionnaire too. Total score based on the summation of the item scores will be obtained for each individual separately for 'Initiating Structure' and 'Consideration' components of leadership behaviour. Institutions will be labelled as 'high' or 'low' on this basis of their mean score position above or below the grand mean of the respective scores. Thus, four different patterns of leadership viz., HH, HL, LH, and LL will be obtained by combining the levels of 'Initiating Structure' and 'Consideration' factors. These four patterns have specific significance. This will be clear from the following observation by Halpin (1966, Pp. 98-99).

"The leaders described in Quadrant I (i.e. the HH pattern) are evaluated as highly effective, whereas those in Quadrant III (i.e. the LL pattern), whose behaviour is ordinarily accompanied by group chaos, are characterized as most ineffective. The leaders in Quadrant IV (i.e. the HL pattern) are martinets and the 'cold fish' so intent upon getting a job done that they forget they are dealing with human beings, not with

cogs in a machine. The individuals described in Quadrant II (i.e. the LH pattern) are also ineffective leaders. They may ooze with the milk of Human kindness, but this contributes little to effective performance unless their consideration behaviour is accompanied by a necessary minimum of Initiating Structure behaviour."

(1) The total scores of each school principal on LBDQ to be computed by the summation of the item scores on 'Initiating Structure' and 'Consideration'. Each institution is to be labelled as 'High' or 'Low' on the basis of its mean of the respective scores; four different patterns of leadership should be obtained viz., HH, HL, LH and LL.

(2) Correlation Matrix of the 12 dimensions of the OCDQ and 10 factors of the Morale will be computed.

Statistics Applied

In analysing the data yielded by the three research tools, the following statistics will be deployed :

(1) Percentile Norms for all the continuous variables for the total sample of 100 schools. The continuous variables comprise 12 subtests of OCDQ, 10 factors of PTO, and 2 dimensions of LBDQ respectively. The total variable will be 24.

(2) M (Mean), SD (Standard Deviation), and t- test for all 24 continuous variables which making the sub-groups based upon the four-control variables, namely, type, size, shift and region of schools, sex, age, qualification and experience of teachers and principals of schools.

(3) M (Mean), SD (Standard Deviation), and inter-correlation for all the 24 continuous variables for the total sample (N = 100).

(4) Principal component factor analysis and varimax rotation for 12 dimensions of the OCDQ.

(5) Principal component factor analysis and varimax rotation for 24 variables of the Thai OCDQ, the Thai PTO, and the Thai LBDQ.

(6) Relationship of the perceptions of the respondent teachers with the 'sex' variable with -

- (a) Climate categories
- (b) Teacher morale (global), and
- (c) Leadership patterns.

The above three (a), (b) and (c) are to be repeated with the other variables, viz., type, size, shift and region of schools, sex, age, qualification and working experience of the schools' principals.

3.11 CONCLUSION

Such is the research design of the present study.

In developing it, the investigator kept in mind some of the inadequacies revealed by survey of research climate, morale and leadership in the primary schools. An attempt is made to maintain the focus of the research in formulating various hypotheses and selecting procedures and techniques of statistical analysis and interpretation.

The next chapter will be devoted to the analysis of the data yielded by the research tools using a representative sample of 1,000 primary school teachers from 100 primary schools of Bangkok areas in Thailand.

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