RESEARCH IN EDUCATIONAL ADMINISTRATION: A SAMPLING OF TOPICS

The range of topics covered by research into educational administration is necessarily wide-ranging. In the Centre for Administrative Studies of the University of New England some hundreds of dissertations relating to the theory and practice of educational administration have been presented in the course of the last sixteen years.

What follows in annotative form is a small selection of these dissertations, a selection which cannot hope to reflect the breadth and depth of the research carried out in one university department, bu which nevertheless gives some indication of topics covered and of some of the countries in which research has been carried out.

It has been the policy of the Centre to encourage students to work in particular areas of inquiry such as organizational climate and leader behaviour. However, studies of interest to individual students are also permitted. It is intended here to sample a small number of studies covering only the areas of Teacher Morale, Higher Education, Pupil Control Ideology, and Culture and Educational Administration.

It must be emphasised that the following examples consist of only a small sampling of the studies carried out in *one* university and that they are not necessarily typical of studies carried out in other universities.

Under each of the above four areas a number of studies will be briefly described. Each description will be preceded by the author's name, country of origin, date of presentation and the title of the dissertation.

Teacher Morale

Each of the following studies represents extensions of the work of K.R. Smith, who developed an instrument for measuring the morale of school teachers. Smith was himself a student of the University of New England and his dissertation, *Morale in a Primary School*,[1] reported on the development and application of his Staff Morale Questionnaire (the S.M.Q.).

The S.M.Q. has subsequently been shown to measure three dimensions of morale — leadership synergy, cohesive pride and personal challenge,[2] and has therefore provided a means for analysing important aspects of educational organization.

P.B. BOTSMAN (Australia)

A Comparative Analysis of Levels of Staff Morale in the Five Technical Schools of Papua New Guinea (1971)

> This was the first study of teacher morale ever to be undertaken in the schools of the then Territory of Papua New Guinea. Moreover, the five technical schools studied were the only such schools in the Territory.
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> The researcher sought to establish the viability of Smith's approach to the study of teacher morale, and to investigate the appropriateness of such an approach in a different cultural setting.
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> The study, in line with these purposes, includes careful and insightful analysis of the data obtained, and recommends modifications to the S.M.Q. for its continued use in the Territory.

J. BRADY (Australia)

A Pilot Study of Teacher Morale in Three English Secondary Schools (1974)

A great deal of research into teacher morale has been carried out in the United States and in Australia, particularly N.S.W. Little, if any, research into teacher morale has been carried out in England and so the researcher, who was visiting the North of England, decided to administer the S.M.Q. to a sample of secondary schools.

The purpose of the investigation was twofold: to demonstrate the practicality of undertaking further research and to decide if the instrument in its present form was sufficiently sensitive to measure the morale of English school teachers. For these reasons, the research had to be considered a pilot study.

L.N. GWEE (Singapore)

Staff Morale in a Secondary School in Singapore (1975)

The cross-cultural validity of the Staff Morale Questionnaire was the main subject of this investigation. In addition the researcher was interested in examining the morale of both indigenous and non-indigenous teachers working in the same school.

The researcher delimited specific elements of the Singaporean context of education which were thought to produce, amongst the teachers in that context, perceptions of the morale concept which differed from those held by their counterparts in western societies.

T.R. HASLETT (New Zealand)

Morale in New Zealand Primary Schools (1974)

Though the Staff Morale Questionnaire was intended to reflect the dynamics of the in-school situation, this study explored the relationship of morale, as measured by the S.M.Q., to teacher rather than school characteristics.

These characteristics included age, qualifications and employment status (bonded or non-bonded) for individual teachers, but the researcher also investigated such system variables as resignation and turnover rates for various teacher groups included in the sample.

N. KUMAR (Fiji)

Leadership and Staff Morale in Eight Government-Aided High Schools in Fiji (1975)

The influence of the school principal on the level of his staff's morale was the main focus of this study, but the researcher also set out to test the assumption that the S.M.Q. would measure, in Fiji, the same three dimensions as reported in Australia.

Eight schools were selected for inclusion in the study, and though analysis focussed on the two hypothesised relationships, other influencing variables were discussed.

S. SINDUWIRYO (Indonesia)

The Application of the Staff Morale Questionnaire in the State Institute for Islamic Studies of Syarif Hidayatullah of Jakarta (1974)

Following general assumptions underlying all morale studies this research had two purposes:

    (a)   To reveal the level of morale of teaching staff of the State Institute for Islamic Studies of Syarif Hidayatullah of Jakarta. Furthermore the study of the morale of different

teacher groups at the Institute would provide a basis upon which attempts to improve morale levels could rest.

(b)   To assess anew the S.M.Q.'s cross-cultural validity, with the view to suggesting neccessary modifications for its continued use in Indonesia.

A.N. THI (Vietnam)

Towards an Understanding of Teacher Morale in South Vietnamese Public General Secondary Schools (1975)

The purpose of this study was to examine the concept of morale as it was found in Western cultures, with a view to identifying some factors which might be related to morale among Vietnamese teachers.

The researcher saw the Staff Morale Questionnaire as providing the necessary conceptual input to the purpose of the study, and interpreted the findings against the cultural and organizational context of Public General Secondary Schools in South Vietnam.

K.M. WILLIAMS (Australia)

School Size and Staff Morale (1974)

This project was concerned with the relationship between staff morale — morale being considered as multi-dimensional and based on the effective harmonization and satisfaction of both individual and group needs — and school size.

While the main thrust of this study was as stated above, the researcher confirmed the tri-dimensionality of the Staff Morale Questionnaire which had been tentatively reported earlier by K.R. Smith.

Higher Education

A growing proportion of students in the Centre for Administrative Studies are focussing their research on the organizational and administrative concerns of institutions of higher education.

P.J. CHINNERY (New Zealand)

The Relationship between Administrative Functions and Administrative Resources in New Zealand Technical Institutes (In Progress)

The recent growth of New Zealand's technical education system has been dramatic, both in the number and size of the institutes and in the complexity of their function.

This growth has brought with it problems of increasing concern to the management and staff of the institutes. The study examines the relationship between the functions which the institutes are required to carry out and the resources available for the execution of those functions.

KAMARUDIN bin Hj. KACHAR (Malaysia)

The Administration of Teacher Education Institutions in West Malaysia: A Comparative Approach (In Progress)

Teacher education in Malaysia is still heavily influenced by British models which are no longer being followed in Britain itself.

The aim of this research is to devise new models for administering institutions of teacher education. Such models will be constructed in the light of the nature of Malaysia's economy and her pluralistic culture.

P. JOHNSON (New Zealand)

The Control and Co-ordination of Continuing Education in New Zealand (1975)

> Though largely focussed on the New Zealand situation, this study covers the literature from Australia, Great Britain, Canada and United States.
> Working from derived theoretical models, the researcher examined:
> (1)   the relationship between the effectiveness and the autonomy of post-secondary institutions and
> (2)   the methods of control and system structure of post-secondary education.

J.A. O'SHEA (Australia)

Governance in Institutions of Higher Education (1975)

> This project involved examination of representative literature in the general field of organizations and organizations concerend with higher education, with the object of suggesting broad principles for the governance of such organizations.
> A consideration of the general purpose of higher education and the profiles of the main actors involved in higher education (teaching staff and students) and their claims for participation, completed a detailed background for examination of models for governing institutions of higher learning.

Teacher Attitudes to Pupil Control

An important role of the principal in all societies is the maintenance of order and discipline in schools. Following the original work of Willower, Eidell and Hoy[3] on the Pupil Control Ideology of teachers, which showed that pupil control problems play a major part in teacher-teacher and teacher-administrator relationships, the studies here reflect the Australian use of the P.C.I. questionnaire — an instrument for measuring the attitudes of school teachers toward pupil control.

V.L. BARTLETT (Australia)

The Influence of Selected Substantive, Behavioural and Environmental Dimensions on Pupil Control Ideology (1975)

> The conceptual basis of pupil control ideology comes from analyses of schools as organizational types. The pupil control ideology of teachers is then a reflection of their role in the organization.
> This study examined other influences on pupil control ideology, specifically teacher control behaviour (as expressed by pupils, socio-economic status of schools, and teacher beliefs about the teaching process).

J.W. OAKLEY (Australia)

Teachers-in-Training: Changes in Pupil Control Ideology during Practice Teaching (1975)

> Every neophyte undergoes some form of socialization upon becoming a member of a group. For trainee teachers the socialization occurs during the training period and the initial years of teaching when the leadership provided by the principal is of crucial importance.
> Attitudes to pupil control are reasoned to be subject to greatest change from the socialization practice teaching provides. This study examined the

link between practice teaching and Pupil Control Ideology, isolating the effects of the supervising teacher, and the sex and grade level taught, of the trainee teacher.

K.J. SOLOMON (Australia)

Pupil Control Ideology, Dogmatism, and the Emerging Role of the Assistant Principal in the Australian Capital Territory (1975)

This study concentrated on determining the effect of organizational role occupancy on personality (dogmatism) and pupil control ideology.

The researcher sampled schools, both at the primary and secondary level, and identified the incumbent assistant principals of the schools. This group was compared, in terms of dogmatism and pupil control ideology scores, with groups occupying different roles within schools, to test the connection between organizational role and personality and pupil control ideology.

C.V. THIEL (Australia)

Pupil Control Ideology of a Sample of Teachers in South Australia (1973)

The purpose of this study was to investigate whether there were significant differences in the pupil control ideology scores of:
(1)   primary and infant trainee teachers and
(2)   primary and infant teachers.

For each of the two samples the researcher examined the variance of P.C.I. scores which was explained by the variables of sex, age and experience of subjects. Comparisons were also made across the two groups, again to reaffirm the existence of the socialization process in educational organizations.

Culture and Educational Administration

Studies included here are examples of work carried out in countries other than Australia, and in research areas not already covered. Unlike the Staff Morale studies above, these studies are not cross-cultural, but rather culture-bound.

I.M. DRAMMEH (The Gambia)

Education in Developing African Societies: Strategies for Change (1972)

The existing education systems in most developing African societies are greatly influenced by Graeco-European and Arabic philosophies, theories and traditions about education.

However, because of the differences in culture and the overall social environment of European societies from those of developing African societies, the adoption of European educational aims and objectives by African societies has led to the creation of a great number of social, economic and political problems.

The author attempts to point to new educational ideas which are more in harmony with the African culture. While making particular reference to The Gambia, the thesis considers educational aims and objectives in the light of African requirements, proposes new aims and objectives, and assesses the potential of African educational systems for achieving those aims and objectives.

R.J.C. FRANCIS (Australia)

Culture Change and Educational Administration in the South Pacific (In Progress)

> This study is concerned with the interface between culture change and educational policy-making.
>
> By way of his theoretical analysis, the researcher examines this interface in various South Pacific contexts which include New Guinea, the Solomon Islands, Fiji and Tonga.

T.K. ROYAL (New Zealand)

Administrative Implementations of Accommodating Maori Language and Maori Culture in Secondary Schools in New Zealand (1975)

> This dissertation analyses the recommendations and commentaries made by formal and informal educational groups and individuals in New Zealand regarding the teaching of Maori language and culture in secondary schools.
>
> The thesis developed from the researcher's concern that school administrators were striving to do the wrong things more efficiently. His purpose was thus to provide an analysis of objectives and then rationally to construct a change strategy for implementation in schools so that the objectives might then be better achieved.

R.C. TAYLOR (New Guinea)

An Assessment of the Stated Aims of Education in Papua and New Guinea (1968)

> The assessment here consists of attempts by the researcher to match the stated aims of education with observed educational practices.
>
> Specific factors are identified as influencing the educational system's ability to achieve stated aims, and each factor identified is analysed in terms of its influence. Culture clash, political pressure and language are major factors considered.

S.M. TUY (Phillippines)

The Promotion of Teachers in the Public School Systems of the Philippines and New South Wales: A Critical Evaluation (1968)

> This investigation traced the career of teachers and followed their movements in the organizational hierarchy of the public school systems of the Republic of the Philippines and the State of New South Wales.
>
> More specifically, the study attempted to determine the promotion route that a teacher travels on his upward ascent in the organization, the bases for his progression from one position to another, and the promotion process itself.

Conclusion

While space has not permitted a more extensive description of the studies included above, it is clear that they point to an accumulating body of knowledge which is both of theoretical and practical importance for administrators.

The cultural perspective is particularly significant for its descriptive and analytical contribution to the international dialogue on educational administration. It provides theoretical and practical guidelines for research conducted within and between cultures.

Finally it mus be re-emphasized that the studies presented here reflect only a small proportion of studies conducted at *one* Australian university. It is hoped, however, that they illustrate the character and scope of research which is practicable in this field of inquiry.

<div align="right">T.J. LANE</div>
<div align="right">University of New England, N.S.W., Australia</div>

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