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, but 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, 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, 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.

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.

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 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