

DIFFERENCES IN MORALE BETWEEN STANDARD AND
CAREER EXPATRIATE TEACHERS IN THE
DEPARTMENT OF DEFENSE SCHOOLS
IN THE PHILIPPINES

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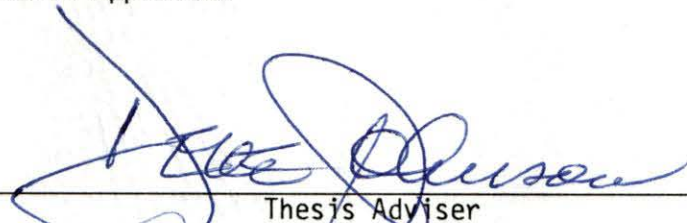
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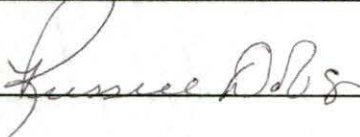
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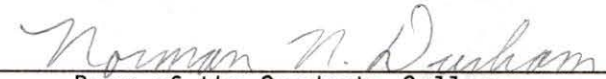
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CHAPTER I

INTRODUCTION

The Department of Defense Dependents School System

The Department of Defense Dependents Schools (DoDDS) is the federal system of schools that the United States maintains abroad to educate the dependents of military and civilian personnel who are stationed in foreign countries. The system consists of 273 schools in 20 countries, serving almost 140,000 students.

School facilities and curricula are very much like those in the United States, since the mission of DoDDS is to provide an education as similar as possible to that which the children would receive in the United States. The goal is to provide high quality educational opportunities comparable to the better systems in the United States (Comptroller General of the U.S., 1974). It may seem that the role of the teacher in this copied school setting would also be much like that of their stateside counterparts, but differences do exist. Teachers must adapt their activities not only to the circumstances of their jobs, but also to the expectations and needs of supervisors, colleagues, and members of the community. The personalities and needs of these groups are quite different from those that the same groups would have in an American setting.

Teachers in the DoDDS are a special breed. Overseas teachers and administrators are likely to possess some special characteristics (Walling,

1985). The type of people who leave family behind and move willingly into an unknown situation are likely to possess a high degree of initiative and independence.

The role of the teacher in any system includes interaction with the community. The DoDDS teacher has to deal not only with an American environment, but also with a third culture, a military culture, and a host country culture. All of these groups make demands on the teacher's personal and professional time. The third culture, a subgroup who has lived overseas for an extended period of time, is likely to be unaware of innovations that are becoming accepted in the United States, while the base community in general is demanding these changes. The host country culture varies in each country, but the teacher must constantly be aware that his professional actions and reactions reflect American policy to the local nationals with whom he comes into contact. Another experience is in store for those teachers who have not had previous dealing with the military. The language and methods of operation are often more foreign than the local national culture. This military culture shock is compounded by the fact that the teacher expects foreigners to think and act differently than Americans commonly do. However, the teacher does not expect Americans in the military with whom he has to work to think in such a different manner, one which may--in the teacher's perspective--defy logic and seem basically undemocratic. The ultimate goal of DoDDS and its teachers is to provide to its students an education comparable to that of the American public schools.

The Expatriate Condition

An expatriate can be defined as an American who relocates from the United States to work in an overseas location for a contracted period of

time, usually in excess of one year. Expatriates can be further classified into two groups: standard and career. The standard expatriate is one who remains overseas for a shorter period of time, usually up to two years. The career expatriate is one who is overseas for several years with few ties to the United States and little or no desire to return to the country of origin or to move on to another location. Most career expatriates become transcultural because of their long immersion in the host culture. "Transcultural" refers to the experience of an individual who crosses the "frontier" between his own and the host culture (Textor, 1966). The term often implies that the individual has learned to function more or less effectively in the host culture whether or not he internalizes many of its values.

Statement of the Problem

The ultimate goal of DoDDS is to provide a good American education to the students. It is accepted that the most important factor in an educational setting is the teacher, and that the morale, attitudes, and values of the teacher are important. The school setting is an attempt to recreate a setting from the United States. However, in most cases teachers are required to live in off-base housing in a host culture quite different from their own or that of the school's. These teachers become strangers who find themselves in a situation in which their subjective world is threatened by a lack of external confirmation. To the extent which they require such confirmation, they will become uncertain and anxious about themselves and their behavior (Nash, 1970). In order to adapt effectively to their home environment, these teachers will have to include in their attitudes and values less compatible or consistent foreign elements, many of which

offer direct challenges to the Americans' preferred conception of the world and their place in it (Nash, 1970).

Along with these attitudinal adaptations, a phenomena known as "cultural fatigue" usually occurs. Cultural fatigue is the physical and emotional exhaustion that almost invariably results from the infinite series of minute adjustments required for long-term survival in an alien culture. Living and working overseas generally requires that one must suspend his automatic evaluations and judgments; that he must supply new interpretations to seemingly familiar behavior; and that he must demand of himself constant alterations in the style and content of his activity. Whether this process is conscious or unconscious, successful or unsuccessful, it consumes an enormous amount of energy, leaving the individual decidedly fatigued (Szanton, 1966). The circumstances of the career expatriate may impact on the morale of teachers who spend an extended period of time overseas.

The Problem

The experience of living overseas for an extended period of time may change the morale of the career expatriate teachers in the Philippines to an extent that their attitudes differ from that of standard expatriate teachers.

Purpose of the Study

The purpose of this study was to determine the level of morale of career and standard expatriate teachers and to determine the nature and extent of any differences.

Need for the Study

The career expatriate teacher problem is concerned with representatives of a culture who must retain their primary identification with the home society if they are to perform their missions adequately (Nash, 1970). It is very possible that a DoDDS teacher who becomes transcultural has enough change in attitudes, values, and personality to affect morale, and he or she is no longer capable of providing the mandated psychological environment of an American classroom.

It may be thought that the anxiety of being foreigners would tend to generate group cohesiveness among the DoDDS teachers. However, a study by Nash (1970) disconfirmed this hypothesis, and in practice the career expatriate teachers seem to be a fragmented group. The successfully adapted career expatriate teacher, by having created a new self in the foreign milieu, almost guarantees an alienation for himself in the American environment (Nash, 1970). This alienation, which extends to the school, is a major problem for DoDDS. The sense of alienation does not stop with those people who are career expatriates. As can be observed in a school, peer pressure among teachers has a significant impact on behavior (Hoy and Miskel, 1978). Since the career expatriate teachers are an integral part of the teacher peer group, their differing attitudes and values may impact on the behavior of the teachers who are standard expatriates. As all these differences may negatively affect the attainment of the ultimate goal of the school, the differences in morale of the career expatriate teachers need to be studied.

Statement of the Hypotheses

In order to accomplish the purposes of this study, the following

hypotheses were set forth:

H₁. There is no statistically significant difference in overall morale between career expatriate teachers and standard expatriate teachers.

H₂ to H₁₁. There is no statistically significant difference in each of the 10 morale factors listed below between career expatriate teachers and standard expatriate teachers. The 10 factors of morale of the Purdue Teacher Opinionnaire are: Teacher Rapport With Principal, Satisfaction With Teaching, Rapport Among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures.

Assumptions

For the purposes of this study, it was assumed that the attitudes expressed by the teachers were honest expressions of their opinions.

Scope and Limitations of the Study

The study was limited to the DoDDS teachers in the Philippines. The findings of this study may or may not be applicable to conditions prevalent in other regions of the DoDDS or other expatriate schools.

Definition of Terms

Terms used in this study are defined as follows:

Expatriate: "An American who relocates from the United States to work in an overseas location for a contracted period of time, usually in excess of one year" (Frith, 1981, p. 1).

Standard Expatriate: An American who relocates from the United States to work up to two years (Frith, 1981).

Career Expatriate: An American who is overseas for several years (Frith, 1981).

DoDDS: The Department of Defense Dependents Schools.

Morale: "The professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation" (Bentley and Rempel, 1980, p. 3).

Teacher Morale: "The collective feelings and attitudes of a teacher group as related to the duties, responsibilities, goals, supervisors, and fellow workers" (Good, 1973, pp. 373-374).

Stateside: Located in or from the United States.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to review the literature associated with the subject of the study. The major divisions of literature for the study are: (1) Morale, (2) The Expatriate Condition, and (3) Related Literature in Education.

Morale

Morale as a factor in social organizations was not given serious consideration until the writings of Mary Parker Follett, the philosopher, who had a significant impact on the thinking of many professors during the 1920's and 1930's. She argued that organizations need not be frustrating or debasing to workers to ensure productivity (Trusty, 1971).

Psychologists then began to study morale and productivity and attempted to identify the factors necessary for high morale. Barnard (1938) found that satisfaction with the organization is maximized when the behavior of the employee results in fulfillment, both of bureaucratic expectations and of individual needs and motives. Wiles (1950) saw morale as the emotional and mental reaction of an individual that influenced the amount of work done. Other researchers showed that a factor in morale, pride in the work group, had a distinct relationship to productivity (Katz, Mac-coby and Morse, 1953). In a project of her own, Morse (1953) found an

interactive relationship between morale, tension, and worker productivity. Within the next few years, other researchers found consideration behavior as an aspect of leadership style clearly demonstrated its effect on morale (Shartle, 1956; Halpin, 1966), and that high morale can be related to extra efforts to achieve group goals (Getzels and Guba, 1957).

Most studies show a positive association between the morale of workers and their productivity, but the relationship in some of these studies is weak, and a few studies even suggest a negative association (Adorno et al., 1950). Jacobson, Logsdon, and Wiegman (1973) found that although no clear-cut evidence positively stated that a teacher's morale and his performance were related, it seemed logical that some kind of direct relationship existed.

The Expatriate Condition

Although millions of Americans have been and are expatriates, little research has been done on their overseas existence and experience. Most articles and books written on the subject are based on opinion and experience. In the 1940's and 1950's, the bulk of literature on expatriates was on the development of internationalistic attitudes (Iisager, 1949; Queener, 1949; Lentz, 1950). Smith (1955) did find statistically significant changes in attitudes of expatriates after two months of being an expatriate.

With the best seller, The Ugly American by Lederer and Burdick (1958), a book written as fiction (based on fact) but taken as fact by the American public, new emphasis was placed on the expatriate condition. However, most of this emphasis was negative. A documentary epilogue warned that the efforts of the two million Americans working overseas were misguided and resulted in antagonism toward the United States. The term

"culture shock," used to describe adaptation stages of expatriates, proved interesting to the public, and descriptive articles were written on the phenomena (Osberg, 1960). Positive interest in the expatriate condition was revived in the 1960's with public interest in the Peace Corps. Literature described various problems and accomplishments of the Corps and partially dispelled the myth of the "ugly American" (Szanton, 1966; Textor, 1966).

True research into the special psychological problems of persons working overseas was called for by the Group for the Advancement of Psychiatry in 1966. In "Determinants of Expatriate Effectiveness: A Theoretical and Empirical Vacuum," it was recommended that a moratorium be placed on reports on expatriate effectiveness in anecdotal form and that research be based on the variables that affect the process (Newman, Bhatt, Gutteridge, 1978). However, anecdotal literature on the expatriate condition and on education overseas continued in the 1970's with articles on the development of an international perspective (Bochner, Lin, and McLeod, 1979; Hicks, 1979). Much of the remainder of expatriate literature in the 1970's was written with the business community in mind, with topics such as developing overseas managers (Franko, 1979; Johnson and Carter, 1972), overseas research and development (Mansfield, 1979), and repatriation (Cagney, 1975). Very little empirical study was a part of any of this literature.

In the 1980's, some empirical research began to be published. Lee and Larwood (1983) found in a research study that American expatriates in Korea had been resocialized by their experiences. Hayes and Keabey (1981) related adaptation to effectiveness on overseas assignments and found a positive relationship, and Howard (1980) found evidence that the expatriate condition could contribute to mental and physical illness. Harris (1979),

an organizational psychologist, found that the early return of some expatriates in the business community was preceded by declines in work performance.

Related Literature in Education

Very little literature has been written on the expatriate teacher, and no empirically based research has been done until recently. In 1983, teachers were included in a study of volunteer workers overseas in which a high percentage (88%) reported attitudinal changes due to their expatriate existence (Cooney, 1983). Four case studies of teachers in American schools abroad found that negative aspects arise when discussing a cross-cultural experience. These aspects included frustration, anxiety, and external locus of control (Evers, 1983). In 1984, six factors related to morale deemed important by overseas teachers were compared to factors deemed important by teachers in selected stateside schools, and it was found that overseas teachers ranked community factors very high, while stateside teachers ranked community factors lowest (Marshall, 1984). In a hearing before Congress, Mary Rose Oaker, a member of the House of Representatives from Ohio, reported that she was seeking changes in DoDDS which would raise the morale of teachers working overseas which would, in turn, result in an improved educational program for dependents (U.S. Congress, 1984).

Summary

The major purpose of this chapter was to review literature in the following areas: (1) Morale, (2) The Expatriate Condition, and (3) Related Literature in Education. From the amount of literature gathered, there are indications that morale has a direct relationship to effectiveness and that

in the next decade, research techniques will be applied to identify the factors in the morale of expatriates which most affect achievement of the goals of overseas organizations.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

This section of the dissertation deals with the procedures followed in the: (1) Population for the Study, (2) Type of Study, (3) Selection and Administration of the Questionnaire, (4) Collection of Data, and (5) Analysis of Data.

Population for the Study

The population for the study was American teachers employed by the DoDDS. At present, there are over 7,000 teachers from the United States employed overseas which formed the target population for the study.

The DoDDS schools in the Philippines are divided into two administrative areas. As of May, 1986, each area had a coordinating principal. In the Clark area, there were six schools which employed 235 stateside teachers; at Subic, there were four schools which employed 99 such teachers. These two areas provided the total potential sample for the survey of 334 teachers.

Type of Study

This interrelationship study is ex post facto descriptive research in which the independent variable, the length of time teaching in the Philippines, could not be manipulated by the researcher. A cross-sectional

technique was employed, since a longitudinal study was not only limited by time available to the researcher, but also by the mortality of overseas teachers as a group.

The decision to use the teachers in the Philippines as a sample and to employ statistics rather than parameters was based on several considerations, including the geographical distances between DoDDS facilities and restrictions imposed by the Department of Defense regulations. A parameter value is known or stipulated before data is gathered, whereas data was gathered to compute the value of the statistics in this study (Weinberg and Schumaker, 1962). True and exact means of a population are examples of its parameters. The true means of the population were not discovered in this study, nor was this attempted in the study. Judgment sampling, a sampling process whereby an expert selects a representative sample according to expert subjective judgment, was employed (Yamane, 1967). The group of teachers who were employed by the DoDDS for assignment to the Philippines were not selected for the geographic assignment by any specific characteristic and may be considered representative of DoDDS teachers for most variables. As in any sample, all units in the population of DoDDS teachers had an equal chance of being selected for the subset.

Selection and Administration of the Questionnaire

The Purdue Teacher Opinionnaire (Appendix A) was selected as the appropriate instrument to measure the morale of expatriate teachers because of its availability, objectivity, and reliability. The opinionnaire is designed to provide a total score indicating the general level of a teacher's morale and subscores which break morale down into some of its dimensions. The 10 categories included are: (1) Teacher Rapport, (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. The instrument is useful to researchers who desire an objective index of teacher morale in particular school systems, and comparisons can be made among teacher groups when grouped by specific factors. The approach consists of asking the individual to make judgments and to express his feelings about the persons and things in his environment that may be related to his morale. These responses are appropriately weighted and quantified so that a score can be assigned.

There is no relevant criterion on which to judge the validity of an instrument of this nature (Bentley and Rempel, 1980). To the extent that teachers agree with one another, are self-consistent in their ratings, and content validity is exhibited, at least adequate validity may be assumed.

Reliability of the Purdue Teacher Opinionnaire was established by test-retest data for 3,023 teachers. The correlation for total morale score was .87. The factor correlations were predominantly above the .60 level, and 90% of the correlations were .80 or above. No significant differences were found between the means and standard deviations for either total or factor scores for the test and retest administration.

The directions for completing the Purdue Teacher Opinionnaire are given on the sheet and are self-explanatory. An additional sheet of seven questions posed by the researcher on the subjects of experience and stateside ties were added (Appendix B). No time limit for completing the instrument was imposed; however, most teachers completed both sheets in 20 minutes. In order to obtain valid and reliable data, all responses were strictly confidential.

To achieve maximum return of the questionnaires, it was necessary to solicit permission from DoDDS-Pacific. A detailed description of the

study, personal data sheets, and an application form, along with a cover letter from the researcher, submitted in October, 1985, obtained the necessary permission to conduct a survey in April, 1986. It was also necessary to solicit the help of principals to distribute the survey, since no mailing list could be released. A cover letter to the principal was enclosed in each packet of questionnaires (Appendix C). A cover letter to each teacher was enclosed explaining the importance and value of the study (Appendix D). A self-addressed, return-addressed, stamped envelope and a prefolded questionnaire encouraged a prompt response. The packets were sent to principals in April, 1986. Since no follow-up letter was allowed by DoDDS regulations, the 218 (65.28%) returns from the teachers was considered complete in June, 1986.

Analysis of Data

The raw data of the dependent variable, morale, was classified as interval in nature. Attitudinal scores are at least ordinal in nature and, as Kerlinger (1964, p. 427) stated, "The best procedure would seem to be to treat ordinal measurements as though they were interval measurements, but to be constantly alert to the possibility of gross inequality of intervals." The independent variable, the categories of either career or standard expatriate, was nominal in nature.

The data was analyzed using a statistics program on the microcomputer. The total morale scores and the subscores of factors in morale of the two groups of expatriates were compared using the independent groups, equal variances formula t-test. The variances for the total morale scores for the two groups in the study were determined to be equal for the purposes of the t-test by use of a calculated F value. Most of the research regarding the demographics of age, experience, and level of training found that

these were not significant in determining levels of teacher morale (Marshall, 1984). In a 1983 study dealing with teacher morale in DoDDS in Europe, Bamberger found that the demographic factor of age had no effect on morale. Comparison of simple graphs plotting age and years of experience against the total morale scores of the two groups of expatriates in this study gave no indication of a pattern. Therefore, no control of the potentially confounding variables of age and years of experience was necessary.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The analysis of data will be presented and discussed in Chapter IV. The analysis of the data collected from the two groups of expatriates, standard and career expatriate teachers, was centered around the 11 hypotheses set forth in Chapter I. The stated hypotheses are as follows:

H₁. There is no statistically significant difference in overall morale between career expatriate teachers and standard expatriate teacher.

H₂ to H₁₁. There is no statistically significant difference in each of the 10 morale factors listed below between career expatriate teachers and standard expatriate teachers. The 10 factors of morale of the Purdue Teacher Opinionnaire are: Teacher Rapport With Principal, Satisfaction With Teaching, Rapport Among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures.

The statistical measure used to determine the relationships between the morale scores and subscores and the expatriate condition was the t-test for independent groups with equal variances. The data were processed using Elzey's (1983) Introductory Statistics: A Microcomputer Approach computer program.

In this chapter, the presentation and analysis of the data will be reported as related to each of the hypotheses. The researcher failed to

reject the hypotheses when the results of the statistical comparison were supported at or below the .05 level of significance.

Analysis of Data Related to Hypotheses

Hypothesis One

H₁. There is no statistically significant difference in overall morale between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the total morale scale on the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table I). The t-value was not statistically significant ($t = -.885$, $df 169$), indicating that the mean score for career expatriate teachers (288.27) did not differ significantly from the mean score for standard expatriate teachers (294.37) at the .05 level. Therefore, the null hypothesis was not rejected.

Hypothesis Two

H₂. There is no statistically significant difference in teacher rapport with principals between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the subscore on the Teacher Rapport With Principal factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table II). The t-value was not statistically significant ($t = -.201$, $df 169$), indicating that the mean score for career expatriate teachers (55.95) did not differ significantly from the mean score for standard expatriate teachers (56.44) at the .05 level. Therefore, the null hypothesis was not rejected.

TABLE I

TOTAL MORALE SCORE FOR CAREER EXPATRIATE
TEACHERS COMPARED TO TOTAL MORALE SCORE
FOR STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|--------------------|--------|-----------------------|
| Career | 103 | 288.27 | 44.252 |
| Standard | 68 | 294.37 | 43.833 |

| <u>t-Test Results</u> | | | |
|-----------------------|-----------------------|---------------------|-------------------------|
| t-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| -.885 | 169 | 1.960 | .999 |

TABLE II

TEACHER RAPPOR T WITH PRINCIPALS FOR CAREER
EXPATRIATE TEACHERS COMPARED TO TEACHER
RAPPOR T WITH PRINCIPALS FOR STANDARD
EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|--------------------|-------|-----------------------|
| Career | 103 | 55.95 | 14.540 |
| Standard | 68 | 56.44 | 17.042 |

| <u>t-Test Results</u> | | | |
|-----------------------|-----------------------|---------------------|-------------------------|
| t-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| -.201 | 169 | 1.960 | .999 |

Hypothesis Three

H₃. There is no statistically significant difference in satisfaction with teaching between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the Teacher Salary factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table III). The t-value was statistically significant ($t = -2.7333$, $df = 169$), indicating that the mean score for career expatriate teachers (61.89) did differ significantly from the mean score for standard expatriate teachers (65.90) at the .05 level. Therefore, the null hypothesis was rejected. The satisfaction with teaching was lower for the career expatriate teacher.

Hypothesis Four

H₄. There is no statistically significant difference in rapport among teachers between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the subscore on the Rapport Among Teachers factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table IV). The t-value was statistically significant ($t = 2.430$, $df = 169$), indicating that the mean score for career expatriate teachers (43.66) did differ significantly from the mean score for standard expatriate teachers (40.57) at the .05 level. Therefore, the null hypothesis was rejected. The Rapport Among Teachers factor rating was higher for the career expatriate condition.

TABLE III
 SATISFACTION WITH TEACHING FOR CAREER EXPATRIATE
 TEACHERS COMPARED TO SATISFACTION WITH TEACHING
 FOR STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|--------------------|-------|-----------------------|
| Career | 103 | 61.89 | 9.889 |
| Standard | 68 | 65.90 | 8.533 |

| <u>t-Test Results</u> | | | |
|-----------------------|----------------------|---------------------|-------------------------|
| t-Value | Degree of Freedom | Critical t-Value | Two-Tail Probability |
| -2.733 | 169 | 1.960 | < .01 |

TABLE IV
 RAPPOR AMONG TEACHERS FOR CAREER EXPATRIATE
 TEACHERS COMPARED TO RAPPOR AMONG TEACHERS
 FOR STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|--------------------|-------|-----------------------|
| Career | 103 | 43.66 | 7.798 |
| Standard | 68 | 40.57 | 8.606 |

| <u>t-Test Results</u> | | | |
|-----------------------|-----------------------|---------------------|-------------------------|
| t-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| 2.430 | 169 | 1.960 | .03 |

Hypothesis Five

H₅. There is no statistically significant difference in opinions on teacher salaries between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the Teacher Salary factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table V). The t-value was statistically significant ($t = 2.078$, $df 169$), indicating that the mean score for career expatriate teachers (17.36) did differ significantly from the mean score for standard expatriate teachers (18.85) at the .05 level. Therefore, the null hypothesis was rejected. The opinion of teacher salaries was lower for the career expatriate teacher.

Hypothesis Six

H₆. There is no statistically significant difference in opinions on teacher load between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the subscore on the Teacher Load factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table VI). The t-value was not statistically significant ($t = -1.632$, $df 169$), indicating that the mean score for career expatriate teachers (32.30) did not differ significantly from the mean score for standard expatriate teachers (33.81) at the .05 level. Therefore, the null hypothesis was not rejected.

TABLE V
 OPINIONS ON TEACHER SALARIES FOR CAREER EXPATRIATE TEACHERS COMPARED TO OPINIONS ON TEACHER SALARIES FOR STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|-----------------|-------|--------------------|
| Career | 203 | 17.36 | 4.919 |
| Standard | 68 | 18.85 | 4.071 |

| <u>t-Test Results</u> | | | |
|-----------------------|--------------------|------------------|----------------------|
| T-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| -2.078 | 169 | 1.960 | .074 |

TABLE VI
 OPINIONS ON TEACHER LOAD FOR CAREER EXPATRIATE TEACHERS COMPARED TO OPINIONS ON TEACHER LOAD FOR STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|-----------------|-------|--------------------|
| Career | 203 | 17.36 | 4.919 |
| Standard | 68 | 18.85 | 4.071 |

| <u>t-Test Results</u> | | | |
|-----------------------|--------------------|------------------|----------------------|
| t-Value | Degrees of Freedom | Critical T-Value | Two-Tail Probability |
| -1.632 | 169 | 1.960 | .202 |

Hypothesis Seven

H7. There is no statistically significant difference in opinions on curriculum issues between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the subscore on the Curriculum Issues factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table VII). The t-value was not statistically significant ($t = .812$, $df = 169$), indicating that the mean score for career expatriate teachers (15.47) did not differ significantly from the mean score for standard expatriate teachers (15.06) at the .05 level. Therefore, the null hypothesis was not rejected.

Hypothesis Eight

H8. There is no statistically significant difference in opinions on teacher status between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the Teacher Status factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table VIII). The t-value was statistically significant ($t = -3.119$, $df = 169$), indicating that the mean score for career expatriate teachers (18.74) did differ significantly from the mean score for standard expatriate teachers (21.47) at the .05 level. Therefore, the null hypothesis was rejected. The opinion of teacher status was lower for the career expatriate teacher.

TABLE VII
 OPINIONS ON CURRICULUM ISSUES FOR CAREER
 EXPATRIATE TEACHERS COMPARED TO OPIN-
 IONS ON CURRICULUM ISSUES FOR
 STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------------------|-----------------------|---------------------|-------------------------|
| Career | 103 | 15.47 | 3.137 |
| Standard | 68 | 15.06 | 3.318 |
| <u>t-Test Results</u> | | | |
| t-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| .812 | 169 | 1.960 | .999 |

TABLE VIII
 OPINIONS ON TEACHER STATUS FOR CAREER EXPATRIATE
 TEACHERS COMPARED TO OPINIONS ON TEACHER
 STATUS FOR STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------------------|-----------------------|---------------------|-------------------------|
| Career | 103 | 18.74 | 5.721 |
| Standard | 68 | 21.74 | 5.432 |
| <u>t-Test Results</u> | | | |
| t-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| -3.119 | 1.960 | 1.960 | < .01 |

Hypothesis Nine

H₉. There is no statistically significant difference in opinions on Community Support of Education between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the Community Support factor of the Purdue Teacher Questionnaire for the career expatriate condition with that for the standard expatriate condition (Table IX). The t-value was not statistically significant ($t = -.083$, $df = 169$), indicating that the mean score for career expatriate teachers (12.61) did not differ significantly from the mean score for standard expatriate teachers (12.66) at the .05 level. Therefore, the null hypothesis was not rejected.

Hypothesis Ten

H₁₀. There is no statistically significant difference in opinions on school facilities and services between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the School Facilities and Services factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition (Table X). The t-value was not statistically significant ($t = -.187$, $df = 169$), indicating that the mean score for career expatriate teachers (14.15) did not differ significantly from the mean score for standard expatriate teachers (14.25) at the .05 level. Therefore, the null hypothesis was not rejected.

Hypothesis Eleven

H₁₁. There is no statistically significant difference in opinions on

TABLE IX

OPINIONS ON COMMUNITY SUPPORT FOR CAREER EXPATRIATE TEACHERS COMPARED TO OPINIONS ON COMMUNITY SUPPORT FOR STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|-----------------|-------|--------------------|
| Career | 103 | 12.61 | 3.794 |
| Standard | 68 | 12.66 | 3.942 |

| <u>t-Test Results</u> | | | |
|-----------------------|--------------------|------------------|----------------------|
| t-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| -.083 | 169 | 1.960 | .999 |

TABLE X

OPINIONS ON SCHOOL FACILITIES AND SERVICES FOR CAREER EXPATRIATE TEACHERS COMPARED TO OPINIONS ON SCHOOL FACILITIES AND SERVICES FOR STANDARD EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|-----------------|-------|--------------------|
| Career | 103 | 14.15 | 3.727 |
| Standard | 68 | 14.25 | 3.343 |

| <u>t-Test Results</u> | | | |
|-----------------------|--------------------|------------------|----------------------|
| t-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| -.187 | 169 | 1.960 | .999 |

community pressures between career expatriate teachers and standard expatriate teachers.

A t-test was performed comparing the mean of the Community Pressures factor of the Purdue Teacher Opinionnaire for the career expatriate condition with that for the standard expatriate condition. The t-value was not statistically significant ($t = -.737$, $df = 169$), indicating that the mean score for career expatriate teachers (16.22) did not differ significantly from the mean score for standard expatriate teachers (16.53) at the .05 level. Therefore, the null hypothesis was not rejected.

TABLE XI
OPINIONS ON COMMUNITY PRESSURES FOR CAREER
EXPATRIATE TEACHERS COMPARED TO OPINIONS
ON COMMUNITY PRESSURES FOR STANDARD
EXPATRIATE TEACHERS

| Condition | Number of Cases | Mean | Standard Deviation |
|-----------|--------------------|-------|-----------------------|
| Career | 103 | 16.22 | 2.839 |
| Standard | 68 | 16.53 | 2.353 |

| <u>t-Test Results</u> | | | |
|-----------------------|-----------------------|---------------------|-------------------------|
| T-Value | Degrees of Freedom | Critical t-Value | Two-Tail Probability |
| .737 | 169 | 1.960 | .999 |

Additional Analysis of Data

The medians of the factor subscores for the career expatriate teacher, the standard expatriate teacher, and the entire sample group of expatriate teachers were determined using a microcomputer. These medians were compared to a norm group of the faculties of 412 elementary schools and 174 junior and senior high schools. These norms are representative of a sizable population of teachers in the United States that have wide geographical and faculty size distributions (Bentley and Rempel, 1980). The medians for the factors of the Purdue Teacher Opinionnaire are presented in Table XII.

The percentile rank for each median was computed based on the norm group of representative school faculties. The value of the percentile rank represents the percentage of the group of schools that obtained either the same or a lower median rating than did the expatriate group on that factor. The percentile rank for career expatriate teachers ranged from 5 to 55, with 5 of the 10 factors at 21 or below. The percentile rank for standard expatriate teachers ranged from 10 to 65, with 5 of the 10 factors at 34 or below. The percentile rank for the entire sample of expatriate teachers ranged from 12 to 57, with 5 of the 10 factors at 23 or below. The percentile rank of the expatriate teacher groups on the factors of the Purdue Teacher Opinionnaire are presented in Table XIII.

The percentile norm profile charts for the three groups of expatriates represent median values for the 10 factors of the Purdue Teacher Opinionnaire (Figures 1, 2, and 3). High values (to the right of the figures) may indicate the presence of the quality represented by the factor, whereas low values (to the left of the figures) may suggest lower morale concerning the factor when compared to the other schools included in the norm group.

TABLE XII
 MEDIANS FOR FACTORS OF THE PURDUE
 TEACHER OPINIONAIRE

| Factor | Median Rating | | |
|--------------------------------|----------------------|------------------------|----------------------|
| | Career Expatriate | Standard Expatriate | Expatriate Sample |
| Teacher Rapport With Principal | 2.95 | 3.05 | 2.99 |
| Satisfaction With Teaching | 3.32 | 3.60 | 3.45 |
| Rapport Among Teachers | 3.20 | 3.04 | 3.13 |
| Teacher Salary | 2.68 | 2.86 | 2.76 |
| Teacher Load | 3.19 | 3.29 | 3.23 |
| Curriculum Issues | 3.12 | 3.11 | 3.12 |
| Teacher Status | 2.40 | 2.84 | 2.61 |
| Community Support | 2.61 | 2.69 | 2.64 |
| School Facilities and Services | 2.98 | 2.99 | 2.98 |
| Community Pressures | 3.43 | 3.53 | 3.47 |

TABLE XIII
 PERCENTILE RANK ON FACTORS OF THE PURDUE
 TEACHER OPINIONAIRE

| Factor | Percentile Rank (Based on Representative Stateside Norms) | | |
|--------------------------------|--|------------------------|----------------------|
| | Career Expatriate | Standard Expatriate | Expatriate Sample |
| Teacher Rapport With Principal | 21 | 28 | 24 |
| Satisfaction With Teaching | 5 | 37 | 15 |
| Rapport Among Teachers | 27 | 10 | 17 |
| Teacher Salary | 47 | 65 | 57 |
| Teacher Load | 20 | 28 | 23 |
| Curriculum Issues | 55 | 54 | 55 |
| Teacher Status | 6 | 34 | 12 |
| Community Support | 20 | 25 | 22 |
| School Facilities and Services | 47 | 47 | 47 |
| Community Pressures | 38 | 52 | 43 |

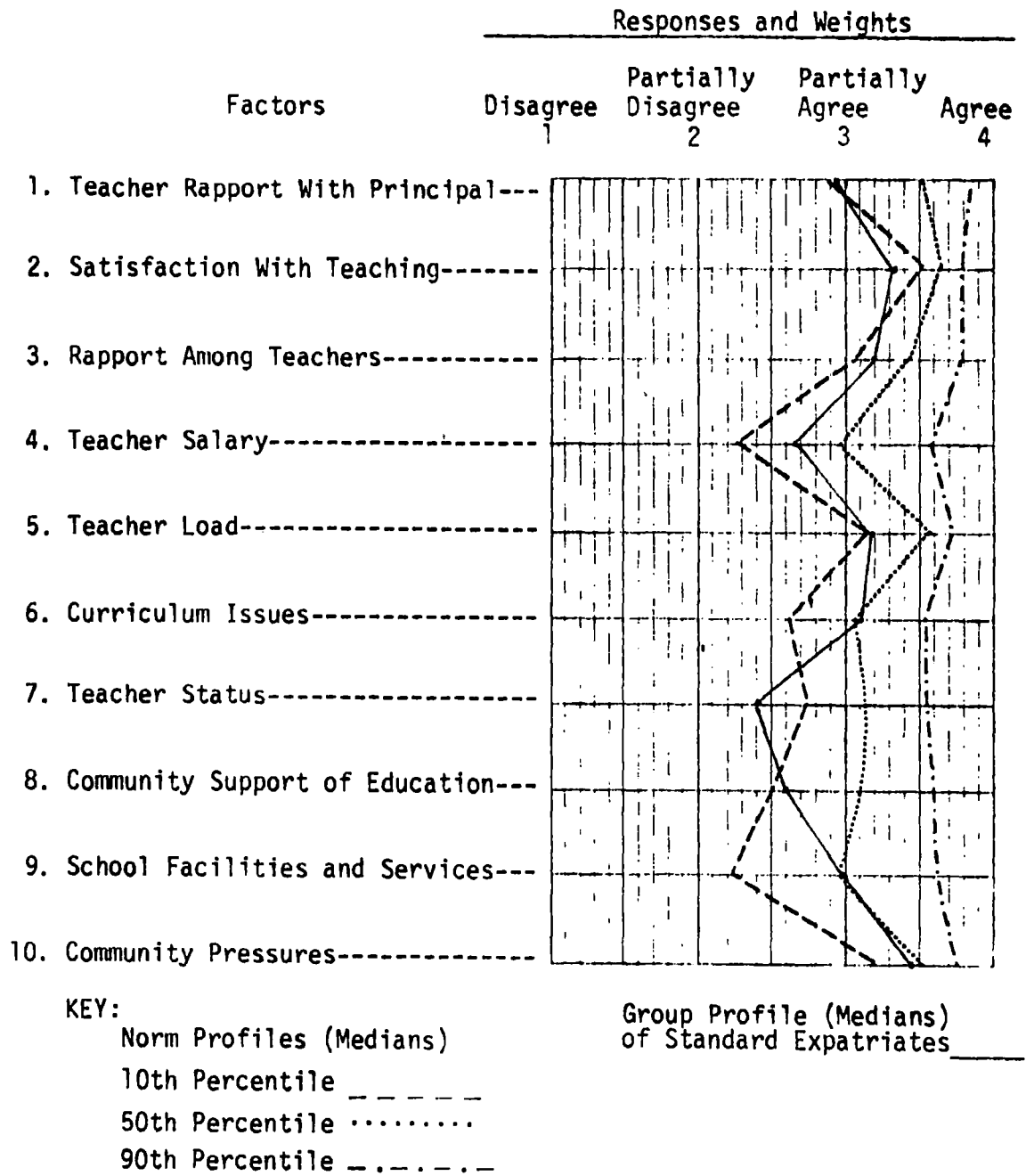
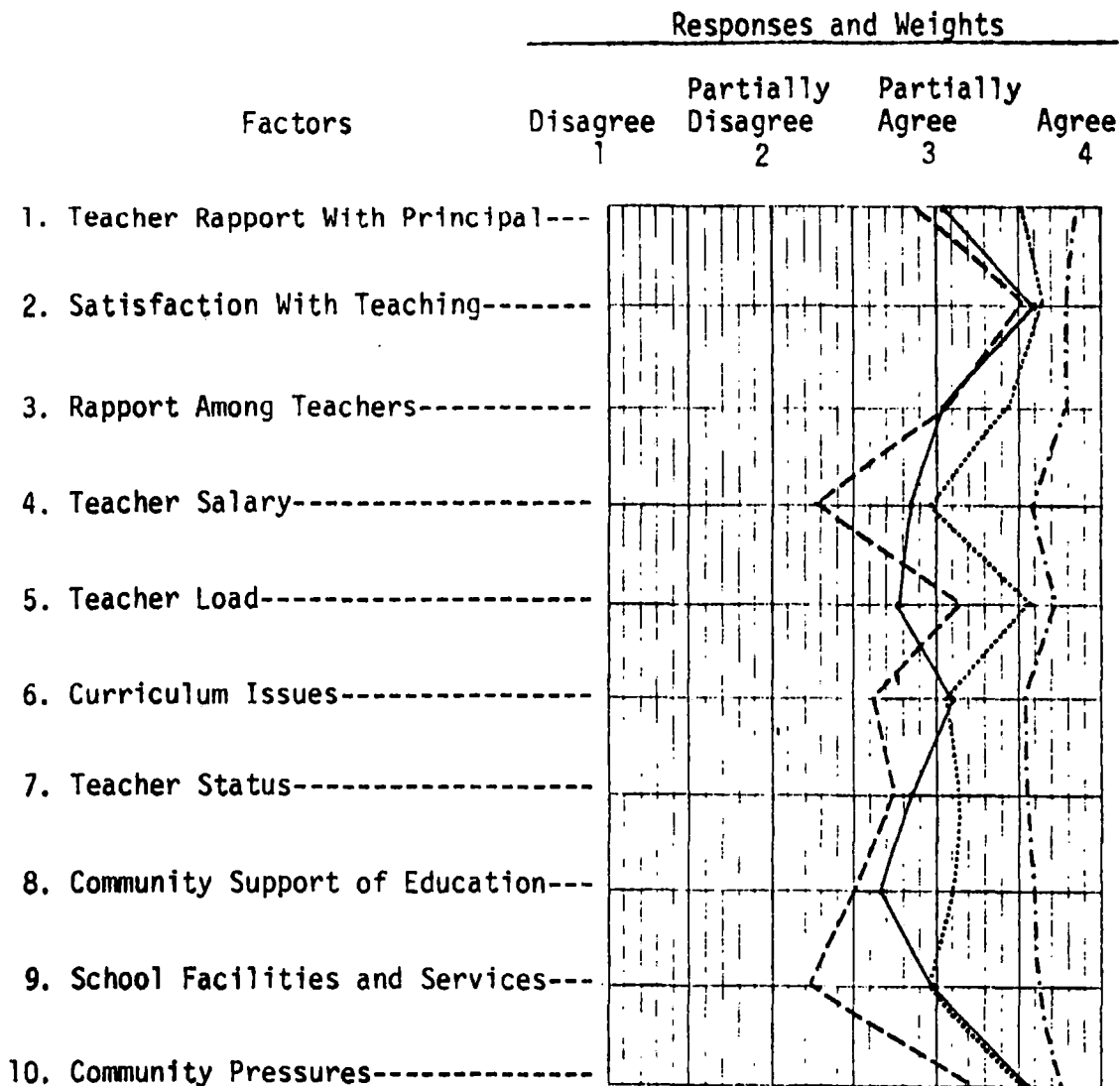


Figure 1. Stateside Norm Median Profiles Compared to Career Expatriate Group Median Profile



KEY:

Norm Profiles (Medians)

10th Percentile -----

50th Percentile
 90th Percentile -.-.-.-

Group Profile (Medians)
 of Standard Expatriates _____

Figure 2. Stateside Norm Median Profiles Compared to Standard Expatriate Group Median Profile

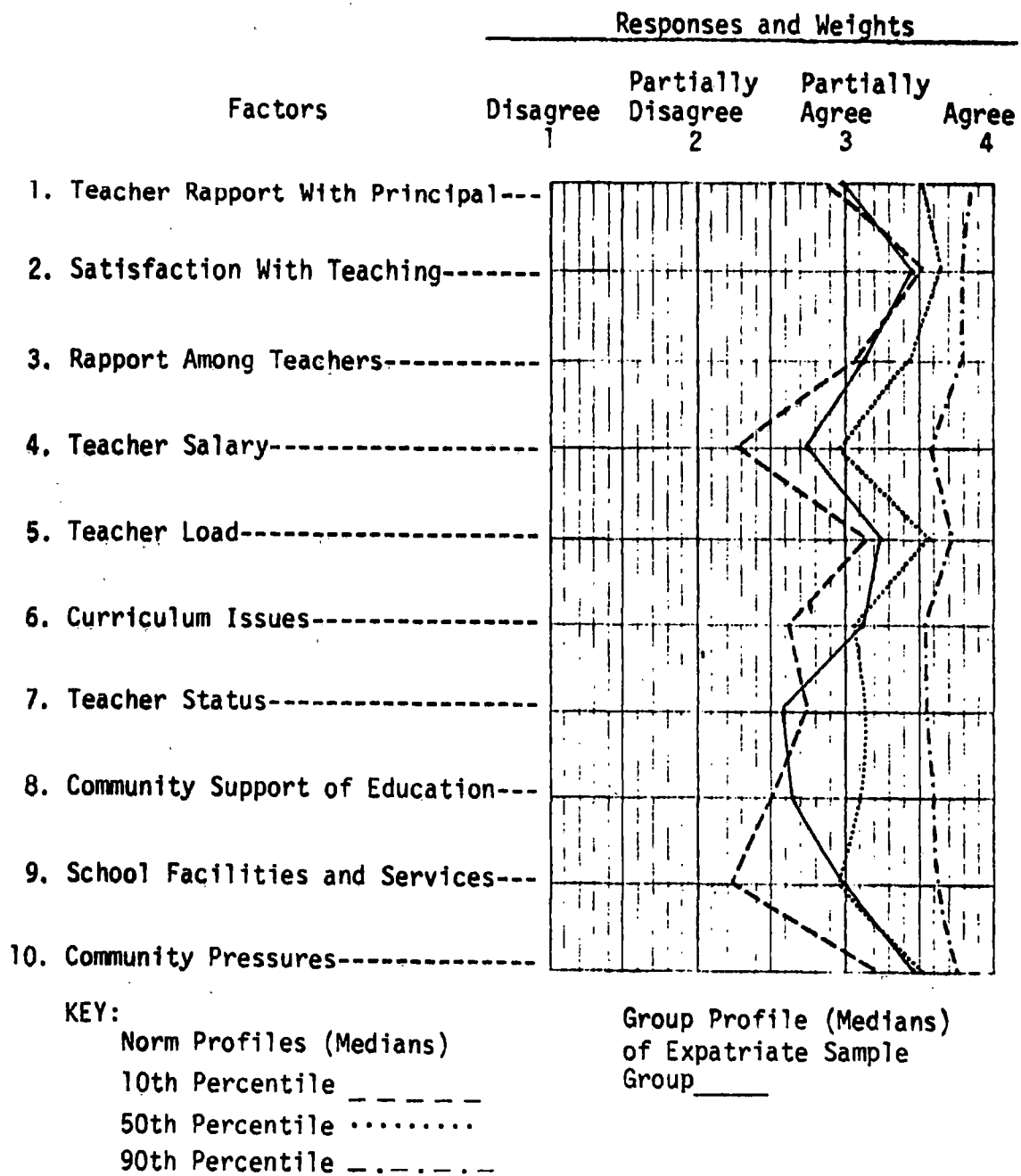


Figure 3. Stateside Norm Median Profiles Compared to Expatriate Sample Group Median Profile

Summary

The findings of this study were presented in Chapter IV. The third, fourth, fifth, and eighth hypotheses were supported at the .05 level of significance. The remainder of the total of 11 hypotheses were rejected at the .05 level of significance. Additional comparisons of medians of expatriate teachers and stateside teachers were presented.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present a summary review of the purpose, methodology, and major findings of the study. Also presented are conclusions and recommendations resulting from analysis and interpretation of the data.

Summary

The primary purpose of this study was to determine the level of morale of career and standard expatriate teachers and to determine the nature and extent of any differences. A sample of 334 teachers in the DoDDS in the Philippines were selected from the total population of teachers in the DoDDS. The Purdue Teacher Opinionnaire was administered to gather data related to the level of morale and factors in morale for the career expatriate teachers and the standard expatriate teachers. The data were tested statistically to determine differences between the two groups of expatriates. Additional analysis of data revealed medians of the subscores on factors in morale for career expatriate teachers, standard expatriate teachers, and the total group of expatriate teachers. These medians were compared by percentile ranks and norm profiles to representative stateside norm medians.

The 11 hypotheses relating to differences in morale between career and standard expatriate teachers were tested by applying the t-test for independent groups with equal variances to the data (Table XIV).

TABLE XIV

SUMMARY OF RESULTS OF t-TESTS COMPARING MEAN SCORES OF
CAREER AND STANDARD EXPATRIATE TEACHERS ON THE
PURDUE TEACHER OPINIONAIRE

| | Mean Score of Career Expatri- ate Teachers | Mean Score of Standard Expatri- ate Teachers | Calculated t-Test | Critical t-Value at .05 Level | Statistically Significant Difference |
|--------------------------------|--|--|----------------------|-------------------------------------|--|
| Overall Morale | 288.27 | 294.37 | -.885 | 1.960 | No |
| Teacher Rapport With Principal | 55.95 | 56.44 | -.201 | 1.960 | No |
| Satisfaction With Teaching | 61.89 | 65.90 | -2.733 | 1.960 | Yes |
| Rapport Among Teachers | 43.66 | 40.57 | 2.430 | 1.960 | Yes |
| Teacher Salary | 17.36 | 18.85 | -2.078 | 1.960 | Yes |
| Teacher Load | 32.30 | 33.81 | -1.632 | 1.960 | No |
| Curriculum Issues | 15.47 | 15.06 | .812 | 1.960 | No |
| Teacher Status | 18.74 | 21.47 | -3.119 | 1.960 | Yes |
| Community Support of Education | 12.61 | 12.66 | -.083 | 1.960 | No |
| School Facilities and Services | 14.15 | 14.25 | -.186 | 1.960 | No |
| Community Pressures | 16.22 | 16.53 | .737 | 1.960 | No |

Hypothesis One

Hypothesis one stated that there is no statistically significant difference in overall morale between career expatriate teachers and standard expatriate teachers.

There was no statistically significant difference in the mean scores of career and standard expatriate teachers, so the results of testing supported the hypothesis.

Hypothesis Two

Hypothesis two stated that there is no statistically significant difference in teacher rapport with principals between career expatriate teachers and standard expatriate teachers.

There was no statistically significant difference in the mean scores of career and standard expatriate teachers, so the results of testing supported the hypothesis.

Hypothesis Three

Hypothesis three stated that there is no statistically significant difference in satisfaction with teaching between career expatriate teachers and standard expatriate teachers.

There was a statistically significant difference in the mean scores of career and standard expatriate teachers, so the null hypothesis was rejected.

Hypothesis Four

Hypothesis four stated that there is no statistically significant

difference in rapport among teachers between career expatriate teachers and standard expatriate teachers.

There was a statistically significant difference in the mean scores of career and standard expatriate teachers, so the null hypothesis was rejected.

Hypothesis Five

Hypothesis five stated that there is no statistically significant difference in opinions on teacher salaries between career expatriate teachers and standard expatriate teachers.

There was a statistically significant difference in the mean scores of career and standard expatriate teachers, so the null hypothesis was rejected.

Hypothesis Six

Hypothesis six stated that there is no statistically significant difference in opinions on teacher load between career expatriate teachers and standard expatriate teachers.

There was no statistically significant difference in the mean scores of career and standard expatriate teachers, so the results of testing supported the hypothesis.

Hypothesis Seven

Hypothesis seven stated that there is no statistically significant difference in opinions on curriculum issues between career expatriate teachers and standard expatriate teachers.

There was no statistically significant difference in the mean scores of career and standard expatriate teachers, so the results of testing supported the hypothesis.

Hypothesis Eight

Hypothesis eight stated that there is no statistically significant difference in opinions on teacher status between career expatriate teachers and standard expatriate teachers.

There was a statistically significant difference in the mean scores of career and standard expatriate teachers, so the null hypothesis was rejected.

Hypothesis Nine

Hypothesis nine stated that there is no statistically significant difference in opinions on community support of education between career expatriate teachers and standard expatriate teachers.

There was no statistically significant difference in the mean scores of career and standard expatriate teachers, so the results of testing supported the hypothesis.

Hypothesis Ten

Hypothesis ten stated that there is no statistically significant difference in opinions on school facilities and services between career expatriate teachers and standard expatriate teachers.

There was no statistically significant difference in the mean scores of career and standard expatriate teachers, so the results of testing supported the hypothesis.

Hypothesis Eleven

Hypothesis eleven stated that there is no statistically significant difference in opinions on community pressures between career expatriate teachers and standard expatriate teachers.

There was no statistically significant difference in the mean scores of career and standard expatriate teachers, so the results of testing supported the hypothesis.

During additional analysis of data it was determined that the median subscores on factors of morale for career expatriate teachers, standard expatriate teachers, and the sample of expatriate teachers differed from representative norm medians. A majority (83.3%) of medians for the subscores on factors of morale of the three groups indicated a percentile rank of 50 or less.

In summary, it was found that there were significant differences between career and standard expatriate teachers in satisfaction with teaching and opinions on rapport among teachers, teacher salaries, and teacher status. No significant differences were found to exist between career and standard expatriate teachers in overall morale; teacher rapport with principal; and opinions on teacher load, curriculum issues, community support of education, school facilities and services, and community pressures. Furthermore, differences in morale were found between expatriate groups and stateside norms.

Conclusions

Interpretation of the findings of this study prompted the following conclusions:

1. It seems to be appropriate to conclude that morale of career

expatriate teachers who have lived in the Philippines for an extended period of time differ from those of standard expatriate teachers. This difference was not evident in the overall morale score on the Purdue Teacher Opinionnaire, but statistically significant positive and negative differences in certain factors of morale did exist.

2. It was found that satisfaction with teaching was significantly lower for the career expatriate. This factor pertains not only to feelings about teaching, but also to teacher relationships with students. It seems appropriate to conclude that the career expatriate teacher is less satisfied with teaching and his or her relationship with students.

3. It was found that career expatriates have significantly higher rapport with other teachers. This finding is in conflict with the findings of Nash (1970), who reported less group cohesiveness among groups of long-time expatriates. It seems appropriate to conclude that there is less fragmentation and more group cohesiveness among DoDDS expatriate teachers than Nash found among other groups of expatriates.

4. The career expatriate respondents indicated more negative feelings about salaries and salary policies. It seems appropriate to conclude that the career expatriate is less satisfied with DoDDS salaries.

5. The career expatriate teachers indicated the greatest amount of negative difference from standard expatriate teachers on the factor of teacher status. Since the factor of teacher status covers feelings about prestige and security, this finding supports the idea that the career expatriate condition is one of feelings of insecurity and loss of prestige, integral parts of the phenomena known as cultural fatigue (Szanton, 1966).

6. The career expatriate teachers indicated very little difference from standard expatriate teachers in teacher rapport with principals. It

seems appropriate to conclude that years of teaching for DoDDS in the Philippines does not impact negatively on teacher-principal relations.

7. The career expatriate teachers indicated very little difference from standard expatriate teachers on their opinions on teacher load, curriculum issues, community support of education, school facilities and services, and community pressures. It seems appropriate to conclude that years of teaching for DoDDS in the Philippines does not negatively affect these opinions.

8. Although differences in teacher rapport with principals were not found between the two groups of expatriate teachers, percentile ranks of this factor were low for both groups in comparison with stateside norms. This was also evident in opinions on teacher load and community support. It seems reasonable to conclude that lack of differences in morale in a negative direction do not preclude the presence of a morale problem in DoDDS schools in the Philippines.

9. A difference in rapport among teachers was found between the two groups of expatriate teachers. Although the percentile rank of the career expatriate teachers (27) differed positively from the percentile rank of the standard expatriate teachers (10), a percentile of 27 is a relatively low morale ranking. This finding would support the conclusion that differences in morale in a positive direction do not preclude the presence of a morale problem in the DoDDS schools in the Philippines.

10. The percentile norm profile charts for career expatriate teachers, standard expatriate teachers, and the expatriate teacher sample group are all composed of relatively low values. It seems reasonable to conclude that DoDDS teachers in the Philippines have lower morale than the faculties of comparable stateside schools that are included in the representative norm group.

Implications

The following implications were based on the findings of this study and the conclusions that were reached:

1. Although the overall morale mean score of the career expatriate teachers on the Purdue Teacher Opinionnaire was not significantly different from that of the standard expatriate teachers, there were three statistically significant negative differences in morale factor subscores compared to only one positive difference in a morale factor subscore. This implies that the morale of the teachers is related to the amount of time that the teachers have lived in the Philippines. This is borne out by the findings that the career expatriate teachers are less satisfied with teaching, with relationships with students, with salaries, and with their status. It is reasonable to assume that the lower morale of the career expatriate teachers, compared to the morale of the standard expatriate teachers, will negatively impact on their performances, which will, in turn, affect the achievement of the goals of the DoDDS.

2. Even though differences in teacher rapport with principals, opinions on teacher load, and community support were not found between the two groups in this study, the low percentile ranks of both groups in comparison with stateside norms imply that there is low morale in these areas in DoDDS in the Philippines. Although the factor of rapport among teachers had a positive value when comparing the career expatriate teachers to the standard expatriate teachers, the low percentile ranks of both groups in comparison with stateside norms imply that there is also low morale in this area. In fact, the scores below the percentile rank of 50 on the majority (80%) of the factor medians of the Purdue Teacher Opinionnaire for the expatriate teacher sample group indicate that overall morale is well below

stateside norms. An implication of the relatively low morale of the DoDDS teachers in the Philippines is that the DoDDS system will deprive the students of educational opportunities of a high quality which is supposed to be comparable to the better systems in the United States. This goal seems difficult to accomplish with a group of teachers who exhibit low morale.

Recommendations

The following recommendations were based on the findings of this study and the conclusions that were reached:

1. The findings of this study should be communicated to the administration of the schools located in the Philippines, regional offices and national offices of DoDDS so that the results of this study may serve as a guide for improving morale within the school system.

2. The administration of DoDDS should commit time, energy, and money to development of positive morale for all members of the faculties of the schools in the Philippines. Special emphasis should be placed on the morale of career expatriate teachers to ensure that the already low morale of the standard expatriate teacher does not deteriorate even further. Although factors of teacher salary, curriculum issues, school facilities, and community pressures are relatively higher in percentile rank, no less emphasis should be placed on these issues, since even these ranks would not be considered indicative of high morale.

3. The findings of this study should be communicated to those U.S. senators and representatives who serve on Senate and House committees charged with the responsibility to establish compensation and employee benefits so that the results of this study could be considered in their legislative decisions. The establishment of a viable transfer system so

that standard expatriate teachers do not become unwilling career expatriates should be financed.

4. The findings of this study should be communicated to the officers of the Overseas Education Association so that these results can be used to build an empirical base for demands for improving teacher status within the DoDDS organization and the military facilities, for compensation more in line with other Civil Service employees, and for conditions conducive to teacher satisfaction. The reported increase in rapport among career expatriate teachers should be built upon and used to further the goals of the organization.

5. The findings of this study on teacher status, community support, and community pressures should be made available to the U.S. command of the military bases on which the DoDDS schools are located. Teacher status had the lowest percentile rank of any of the 10 factors of morale for the expatriate teacher sample. This factor is, in many cases, under direct control of the commanding officer of the base. This may help to ensure that more consideration is given to DoDDS personnel in decisions affecting privileges, housing, identification cards, and logistics.

6. This study should be made available to the DoDDS teachers in the Philippines. Several teachers wrote and voiced comments that although they had taken part in several studies, they had not been informed of the results of the studies and had never been allowed to read the actual documents. This reinforcement may not only facilitate further study of DoDDS teachers in the Philippines, but may also give the teachers an impetus to examine and improve their own morale.

Recommendations for Further Study

Further study which could provide helpful insight into related aspects

of this research include:

1. Further research to determine the relationship of morale to the effectiveness of the teacher is needed to support the general findings that higher morale is related to effective teaching and therefore to the achievement of the goals of the organization.

2. Further study should be done on the factors which make up morale and the relationship of these factors to teacher effectiveness and achievement of organizational goals.

3. Empirically-based research on the expatriate condition should be instituted. The prevalent anecdotal form of study is not sufficient evidence upon which to make decisions involving millions of expatriates.

4. Research specifically designed for expatriate education should be undertaken. The DoDDS makes up only a small part of the expatriates of many nations who are involved in the education of home country children in host country nations.

5. The DoDDS personnel should do empirically-based research of their own school systems. Descriptive studies are not numerous, but make up almost all literature on the subject. The few descriptive studies done do not provide a solid base on which to make administrative decisions.

6. Further study should be done on the reasons for low subscores on the factors of the Purdue Teacher Opinionnaire. This study should be done so that appropriate measures can be undertaken to increase overall morale of the DoDDS expatriate teachers in the Philippines.

7. A longitudinal study to determine changes in attitudes as the teacher progresses from the standard expatriate to the career expatriate condition would reinforce the findings of this study.

8. Since the number of DoDDS teachers involved in this study was small and the study was confined to the Philippines, a study larger in

scope would have a higher degree of generalizability. The study could involve sampling of DoDDS regionally or worldwide.

9. The possible source of another dissertation was discovered when analyzing the data for this study. Although the morale of the career expatriate teacher was found to be lower than that of the standard expatriate teacher, it would be useful to determine if the morale of the standard expatriate teacher was low before deciding to leave the United States, or if morale deteriorated during the first two years of being an expatriate. Perhaps this would lead to findings about the factors that prompt teachers to seek overseas employment.

10. An interesting study using the opinionaires filled out by the respondents in this study could be made relating the ability of teachers to follow directions on a standardized form to the demographics of age, sex, and highest degree completed.

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APPENDIXES

APPENDIX A

PURDUE TEACHER OPINIONAIRE

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIR

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

- If you agree with the statement, completely fill in circle "A"
- If you are somewhat uncertain, but probably agree with the statement, completely fill in circle "PA"
- If you are somewhat uncertain, but probably disagree with the statement, completely fill in circle "PD"
- If you disagree with the statement, completely fill in circle "D"

- PA PD D
- A PU D
- A PA U
- A PA PU D

USE A NO. 2 PENCIL ONLY

| | | | | | | | | | |
|---|---|----|----|---|--|---|----|----|---|
| 51. I enjoy working with student organizations, clubs, and societies | A | PA | PD | D | 76. Most of the actions of students irritate me | A | PA | PD | D |
| 52. Our teaching staff is congenial to work with | A | PA | PD | D | 77. The cooperativeness of teachers in our school helps make my work more enjoyable | A | PA | PD | D |
| 53. My teaching associates are well prepared for their jobs | A | PA | PD | D | 78. My students regard me with respect and seem to have confidence in my professional ability | A | PA | PD | D |
| 54. Our school faculty has a tendency to form into cliques | A | PA | PD | D | 79. The purposes and objectives of the school cannot be achieved by the present curriculum | A | PA | PD | D |
| 55. The teachers in our school work well together | A | PA | PD | D | 80. The teachers in our school have a desirable influence on the values and attitudes of their students | A | PA | PD | D |
| 56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am | A | PA | PD | D | 81. This community expects its teachers to meet unreasonable personal standards | A | PA | PD | D |
| 57. Our school provides adequate clerical services for the teachers | A | PA | PD | D | 82. My students appreciate the help I give them with their school work | A | PA | PD | D |
| 58. As far as I know, the other teachers think I am a good teacher | A | PA | PD | D | 83. To me there is no more challenging work than teaching | A | PA | PD | D |
| 59. Library facilities and resources are adequate for the grade or subject area which I teach | A | PA | PD | D | 84. Other teachers in our school are appreciative of my work | A | PA | PD | D |
| 60. The "stress and strain" resulting from teaching makes teaching undesirable for me | A | PA | PD | D | 85. As a teacher in this community my nonprofessional activities outside of school are unduly restricted | A | PA | PD | D |
| 61. My principal is concerned with the problems of the faculty and handles these problems sympathetically | A | PA | PD | D | 86. As a teacher, I think I am as competent as most other teachers | A | PA | PD | D |
| 62. I do not hesitate to discuss any school problem with my principal | A | PA | PD | D | 87. The teachers with whom I work have high professional ethics | A | PA | PD | D |
| 63. Teaching gives me the prestige I desire | A | PA | PD | D | 88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens | A | PA | PD | D |
| 64. My teaching job enables me to provide a satisfactory standard of living for my family | A | PA | PD | D | 89. I really enjoy working with my students | A | PA | PD | D |
| 65. The salary schedule in our school adequately recognizes teacher competency | A | PA | PD | D | 90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments | A | PA | PD | D |
| 66. Most of the people in this community understand and appreciate good education | A | PA | PD | D | 91. Teachers in our community feel free to discuss controversial issues in their classes | A | PA | PD | D |
| 67. In my judgment, this community is a good place to raise a family | A | PA | PD | D | 92. My principal tries to make me feel comfortable when he visits my classes | A | PA | PD | D |
| 68. This community respects its teachers and treats them like professional persons | A | PA | PD | D | 93. My principal makes effective use of the individual teacher's capacity and talent | A | PA | PD | D |
| 69. My principal acts as though he is interested in me and my problems | A | PA | PD | D | 94. The people in this community, generally, have a sincere and wholehearted interest in the school system | A | PA | PD | D |
| 70. My school principal supervises rather than "snoopervises" the teachers in our school | A | PA | PD | D | 95. Teachers feel free to go to the principal about problems of personal and group welfare | A | PA | PD | D |
| 71. It is difficult for teachers to gain acceptance by the people in this community | A | PA | PD | D | 96. This community supports ethical procedures regarding the appointment and reappointment of the teaching staff | A | PA | PD | D |
| 72. Teachers' meetings as now conducted by our principal waste the time and energy of the staff | A | PA | PD | D | 97. This community is willing to support a good program of education | A | PA | PD | D |
| 73. My principal has a reasonable understanding of the problems connected with my teaching assignment | A | PA | PD | D | 98. Our community expects the teachers to participate in too many social activities | A | PA | PD | D |
| 74. I feel that my work is judged fairly by my principal | A | PA | PD | D | 99. Community pressures prevent me from doing my best as a teacher | A | PA | PD | D |
| 75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar | A | PA | PD | D | 100. I am well satisfied with my present teaching position | A | PA | PD | D |

APPENDIX B

ADDITIONAL SURVEY QUESTIONS

Number of years teaching experience _____

Number of years teaching for DoDDS _____

Number of years teaching in the Philippines _____

If longer than 1 year, have you applied for transfer
since coming to the Philippines? _____

Do you own property in the U.S.? _____

Do you average at least one month per year (two months every
two years) in the U.S.? _____

Do you plan to return to the U.S. to reside permanently at
some point in your life? _____

Yes
or
No

APPENDIX C

OPINIONAIRE PACKET LETTER TO PRINCIPALS

4-10-86

Dear :

I have received permission from DoDDS Pacific to distribute the following survey for research purposes to DoDDS teachers in the Philippines. I would greatly appreciate it if you would ensure that each teacher on your staff receives a copy of the enclosed materials. I feel strongly that this research project will be interesting to many and useful to DoDDS.

Thank you for your consideration.

Shirley S. Minor
Binictican Elementary
School
Subic

APPENDIX D

OPINIONAIRE COVER LETTER TO RESPONDENTS

4-10-86

Dear Fellow Teachers:

I have received permission from DoDDS Pacific to distribute the attached survey for research purposes to DoDDS teachers in the Philippines. I am attempting to ascertain if the experience of DoDDS teaching in the Philippines causes a significant change in attitude on several factors. This may help justify the need for a viable transfer program.

I know that filling out a survey of this type requires time and thought, but I will ensure that each of you receives the results of this research and know that you will find it interesting. In addition, I think it will prove useful to DoDDS.

I cannot do valid research unless most of the recipients of these forms are professional enough to aid me. I will be leaving for Oklahoma State University shortly before the end of the school year to complete my research project and would greatly appreciate your answer as soon as possible.

Thank you for your time and consideration,

Shirley S. Minor

Shirley S. Minor
Binictican Elementary School
Subic Bay

PLEASE RETURN COMPLETED FORMS
IN THE SELF ADDRESSED ENVELOPE PROVIDED.

VITA

Shirley Scott Minor

Candidate for the Degree of

Doctor of Education

Thesis: DIFFERENCES IN MORALE BETWEEN STANDARD AND CAREER EXPATRIATE TEACHERS IN THE DEPARTMENT OF DEFENSE SCHOOLS IN THE PHILIPPINES

Major Field: Educational Administration

Biographical:

Personal Data: Born in Blackwell, Oklahoma, September 22, 1942, the daughter of Lloyd and Bernice Frazier Scott.

Education: Graduated from Blackwell High School, Blackwell, Oklahoma, in May, 1960; received Bachelor of Science degree in Education in May, 1966; received Master of Education degree (summa cum laude) in July, 1972; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1986.

Professional Experience: Teacher, Edmond Public Schools, Edmond, Oklahoma, 1966-70; Teacher, U.S. Department of Health, Education, and Welfare, Roosevelt Road Naval Station, Puerto Rico, 1970-76; Teacher, U.S. Department of Defense, Yokohama Naval Base, Japan, 1976-80; Subic Bay Naval Station, Philippines, 1980-84; Teaching Assistant, Oklahoma State University, Stillwater, Oklahoma, 1984-85; Teacher, Subic Bay Naval Station, Philippines, 1985-86.

Professional Organizations: Southeast Asian Education Association, Overseas Education Association, National Education Association, Phi Delta Kappa, Phi Kappa Phi.