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THE RELATIONSHIP BETWEEN TEACHER MORALE AND PERCEIVED LEADER BEHAVIOR IN THE JUNIOR HIGH SCHOOLS OF A SELECTED METROPOLITAN DISTRICT IN OKLAHOMA

The University of Oklahoma PH.D. 1980

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE RELATIONSHIP BETWEEN TEACHER MORALE AND PERCEIVED LEADER BEHAVIOR IN THE JUNIOR HIGH SCHOOLS OF A SELECTED METROPOLITAN DISTRICT IN OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

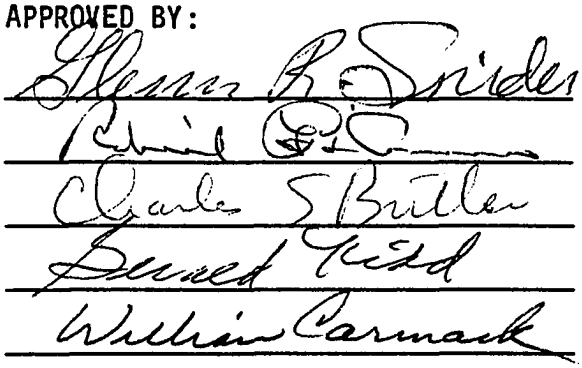
MARY ELIZABETH PERRY

Norman, Oklahoma

1980

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APPROVED BY:



DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

I would like to acknowledge Dr. Glenn Snider for his inspiration, patience, and personal interest in me as a student. His wise counsel and friendship is something I will always cherish. Appreciation is also expressed to the other members of the doctoral committee--Dr. Robert Bibens, Dr. Charles Butler, Dr. William Carmack, and Dr. Gerald Kidd--for their cooperation, guidance, and time.

To the people in the Mid-Del Public Schools, I express my sincere appreciation. With their cooperation and willingness to give of their time, the study was made possible.

I would also like to thank Dr. Omer Rupiper for his statistical assistance on this project.

To the typist, Mrs. Marilyn Moore, I wish to express my sincere thanks.

A special expression of gratitude is extended to my husband, Richard, to relatives, and to friends who gave me encouragement and help.

It is to Beth and Ryan Perry that these pages are dedicated.

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THE RELATIONSHIP BETWEEN TEACHER MORALE AND PERCEIVED LEADER BEHAVIOR IN THE JUNIOR HIGH SCHOOLS OF A SELECTED METROPOLITAN DISTRICT IN OKLAHOMA

CHAPTER I

INTRODUCTION

> Some teachers describe public school teaching as a rewarding experience, an opportunity to help children in creative ways in a supportive atmosphere. Others describe public school teaching as a lonely, frustrating experience, a series of disheartening conflicts and disappointments.[1]

Is the difference in the way teachers perceive their jobs a result of differences in the teachers themselves? Are the different teachers' attitudes a result of different school characteristics? Or do the differences in teacher perceptions and attitudes reflect significant differences in the leadership behaviors of principals?

Selden, in his study of teacher workload and teacher dropout, stated that,

> Teaching does not seem like a hard job. To nine-to-five office or production workers the hours look good and those summer vacations and winter and spring holidays are the best anywhere. Yet hundreds

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[1]Richard J. Murnane and Barbara R. Phillips. The School as a Workplace: What Matters to Teachers (Bethesda, Md.: ERIC Document Reproduction Service, ED 137 285, 1977), p. 2.

> of thousands of teachers are drained and exhausted at the end of the day and every year many are driven from the classroom.[1]

What drives many teachers to leave a job that a lot of non-teachers imagine to be easy?

Every effort should be made to discover the factors which cause teachers to become dissatisfied with their jobs and thus adversely affect the educational opportunities of the children. A study in Dearborn, Michigan, of twelve secondary public schools compared the morale of teachers with their students' achievement. It was found that student achievement increased under teachers with high morale and decreased under teachers with low morale.[2]

A number of reasons contribute to teachers' suffering low morale and can cause them to feel exhausted, frustrated, worn-out, or troubled. Magoon and Linkous reported that some teachers feel intimidated, overworked, and exhausted due to:

1. Lack of input in solving both daily and long-range educational problems about which they have first-hand knowledge and concern;
2. The rising tide of violence and vandalism in the school (and society);
3. Supervisors, counselors, principals, and superintendents who are unsupporting authoritarians primarily concerned with their own domain and their own political survival;
4. Uncaring and unconcerned parents who want to lay down the blame for all things and events on the teacher's doorstep without entering into a sharing relationship;
5. Being overwhelmed with administrative reports, forms and trivia which substantially detract from their instructional time;

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[1]David Selden, Teacher Workload and Teacher Dropout, ed. T. M. Stinnett, Vol. 1: The Teacher Dropout, (Itasca, Ill.: F. E. Peacock Publishers, Inc., 1970), p. 61.

[2]Hussein Soliman Koura, "An Experimental Study of Students' Achievement in Relation to the Morale of Selected Secondary School Teachers," Dissertation Abstracts International 24 (1963):645-A.

6. Being asked to be accountable for high production while working with 30 or more students in a room with a seating capacity for 25;
7. Attending inservice sessions which are boring, lacking in relevance, and where the time could have been better spent on lesson preparation and curriculum planning;
8. The lack of teacher aides/assistants to help with problem students and large classes;
9. Lack of acceptance as full-fledged partners in the learning process by administrators, parents, and students;
10. Their continuing struggle to cope with those students who need intensive, individual assistance to change their attitude toward school and remediate their basic, school-related skills if they are to avoid dropping out.[1]

Of the ten factors just quoted, five are directly related to the role of the administrator in the school. At least three of the remaining five indicate the importance of the administrator's role. Therefore, it is important to consider the role of the administrator in influencing teacher morale.

"Traditional roles in educational governance are being redefined, and traditional relationships are being readjusted."[2] "The traditional bureaucratic structure with the principal as evaluator of teachers, determiner of staff policies, and the player of a generally paternalistic role is over."[3] To the extent that the traditional leadership roles are maintained by school authorities, the school is likely to be in difficulty, with ever-deepening conflict between the administration and the faculty.[4] The challenge for today's leadership is to release the

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[1]Robert A. Magoon and Saundra W. Linkous, "The Principal and Effective Staff Morale," NASSP Bulletin 63 (May 1979):21.

[2]Peter J. Cistone, "Education's New Politics--Getting to Know Your Bedfellows," NASSP Bulletin 60 (January 1976):7.

[3]William D. Hedges, "Being a Leader," NASSP Bulletin 57 (November 1973):29.

[4]Ibid., p. 30.

creative energies of all within the institution to achieve previously selected goals.[1] Therefore, the administrator should be evaluated to determine his role in contributing to the morale of teachers, for only through such an evaluation can accomplishment of the institution's goals can be assessed.

The administrator's role in contributing to morale was succinctly described by Van Zwoll:

> . . . Morale cannot be created, ordered, delivered or guaranteed. The most that can be done is to do all that is possible to create the conditions which favor high morale and to correct the conditions which threaten high morale.[2]

The question that follows this logic, therefore, is what factors, elements, and conditions contribute to the morale of teachers?

Need for the Study

> By the end of the sixties the mood for the American people and their leaders was beginning to shift. The high aspirations projected for education as an instrument for solving societal problems had been visibly shaken. Skepticism about the power of education increased as aspirations declined. In addition, marked changes in the patterns of economic and population growth began to develop. The seeds of adversity for educational and other societal leaders, which were sown in the previous decade, were beginning to bear fruit. New conditions for education and its leadership were the results.[3]

With such changing times the principal needs to examine his leadership behavior to see if he is creating the conditions which promote high morale. For as Byrne, Hines, and McCleary noted:

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[1]Stephen J. Knezevich, Administration of Public Education (New York: Harper & Row Publishers, 1962), p. 98.

[2]James A. Van Zwoll, School Personnel Administration (New York: Meredith Publishing Company, 1964), p. 173.

[3]Jack Culbertson, "Educational Leadership: The Uses of Adversity," Theory Into Practice 15 (October 1976):253.

> . . . The emergence of professional negotiations, of court decisions on student affairs, on desegration, and the constantly shifting priorities of the public for schools presaged a different principalship in the late 1970's than existed in the mid-1960's.[1]

Learning more about the factors which affect teacher morale was viewed as important for several reasons. Studies show that teachers who are not satisfied have higher absenteeism, tardiness, and turnover rates.[2] Teacher transfers and resignations, especially during the school year, contribute to lowered student achievement and additional expenditures for interviewing, hiring, and assigning replacements. Third, school districts which teachers find unattractive must pay higher salaries to attract teachers. Fourth, teacher apathy, unrest, and strikes often adversely affect public relations with the community.[3] Finally, as teachers and students spend many hours together at school, schools should be places where teachers and students can enjoy their time together.

Therefore, this study was needed to assess the level of teacher morale in order to provide school administrators with a rationale for making decisions to improve district conditions. Although limited in

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[1]David R. Byrne, Susan A. Hines, and Lloyd E. McCleary, The Senior High School Principalship Volume I The National Survey (Reston, Virginia: National Association of Secondary School Principals, 1978), p. VII.

[2]Kimball Wiles, Supervision for Better Schools--The Role of the Official Leader in Program Development (New York: Prentice-Hall, Inc., 1950), p. 58; Donald P. Schwab, "Conflicting Impacts of Pay on Employee Motivation and Satisfaction," Personnel Journal 53 (March 1974):199.

[3]Anthony F. Gregorc and David F. Hendrix, "One Man's Opinion," School Management 17 (March 1973):8

scope to one district, the results of this study can be easily adapted to any school district.

Statement of the Problem

The problem of this study was to determine and analyze the relationship between teacher morale and perceived leader behavior in the five junior high schools of a selected metropolitan district. More specifically, the study attempted to answer the following questions:

1. Was there a difference in morale level among the five junior high schools?
2. Was there a difference in the perceived leader behavior among the five junior high schools?
3. What relationship existed between measured teacher morale and the perceived principal's behavior on System-Oriented factors with each school?
4. What relationship existed between measured teacher morale and the perceived principal's behavior on Person-Oriented factors with each school?
5. What relationship existed between the perceived leader behavior subscale scores within each junior high?
6. What relationship existed between total perceived leader behavior and total teacher morale within each junior high school?

Null Hypotheses

$H_0 1$: There is no statistically significant difference in the teacher morale level among the five junior high schools.

$H_0 2$: There is no statistically significant difference in the perceived leader behavior among the five junior high schools.

$H_0 3$: There is no statistically significant difference in the relationship between the measured teacher morale and the perceived principal's leader behavior on System-Oriented factors within each junior high school.

$H_0 4$: There is no statistically significant difference in the relationship between the measured teacher morale and the perceived principal's leader behavior on Person-Oriented factors within each junior high school.

$H_0 5$: There is no statistically significant difference in the relationship between the teachers' perceptions of the principal's leader behavior as measured by the twelve subscales of the Leader Behavior Description Questionnaire-Form XII and teacher morale as measured by the ten subscales of the Purdue Teacher Opinionaire within each junior high school.

$H_0 6$: There is no statistically significant difference in the relationship between the total perceived leader behavior and total teacher morale.

Definition of Terms

Junior High School: The junior high school was defined in the study as a school having grades 7, 8, and 9.

LBDQ: The abbreviation LBDQ was used in the study to describe the Leader Behavior Description Questionnaire-Form XII.

Person-Oriented Leadership: Person-Oriented Leadership refers to a "behavior that responds to the idiosyncratic personal and professional needs of fellow human beings on staff."[1]

Principal: In this study, the principal was defined as the administrative head or designated leader of a junior high school.

PTO: The abbreviation PTO was used in the study for the Purdue Teacher Opinionaire.

System-Oriented Leadership: System-Oriented Leadership refers to a "behavior that responds to the needs of the school as the personalized system with its own goals, themes, and institutional existence."[2]

Teacher: For this study, a teacher was defined as any nonadministrative professional staff member employed as a full-time classroom instructor.

Teacher Morale: Teacher morale was defined in this study as the general level or tone of the feelings and attitudes of a teacher with respect to his/her work.

Limitations of the Study

The study was limited to the five junior high schools of the Midwest City-Del City public school district in the state of Oklahoma. Further, the teachers surveyed were limited to those teaching in a full-time capacity in the junior high schools of the district during the 1979-1980 school term. Four percent of the teachers were members of a

---

[1]Alan F. Brown, "Reactions to Leadership," Educational Administration Quarterly 3 (Winter 1967):69.

[2]Ibid.

minority race and all of the principals of the five junior high schools were white males.

Methodology and Procedures

An extensive search of the literature disclosed two instruments--the Purdue Teacher Opinionaire and the Leader Behavior Description Questionnaire-Form XII--which were selected for use in gathering the data for the study. Each instrument had established levels of validity and reliability. The reliabilities of the PTO and the LBDQ were determined by test-retest correlations[1] and by using a modified Kuder-Richardson formula.[2]

Both instruments were selected in order to measure the interaction between the leader behavior of the principal in each junior high school and the level of the teachers' morale. No single instrument was found to measure such an interaction. However, because each of these questionnaires had been previously validated, and the two were compatible for statistical testing, the decision was made to use proven instruments. Permission to utilize the instruments was obtained from the two universities owning the copyrights. These letters of permission are in the Appendix A.

The questionnaire method was selected over other methods for several reasons. The nature of the information sought was such that an

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[1]Averno Rempel and Ralph R. Bentley, Manual for the Purdue Teacher Opinionaire (West Lafayette, Indiana: University Book Store, 1970), p. 8.

[2]Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire-Form XII (Columbus: The Ohio State University, Bureau of Business Research, 1963), p. 5.

anonymous method of data collection was needed to elicit candid responses. And because of the time of the year--April, it was felt that teachers might have been more willing to respond to a written questionnaire. Finally, the questionnaire was perceived as the least objectionable way to survey a large group of people in a limited geographic area.

Permission to conduct the study during the Spring semester of the 1979-1980 school year was obtained from Dr. Lewis Eubanks, the superintendent of the Mid-Del Public Schools. One hundred seventy-two teachers in the five junior high schools of the district comprised the total population for the body. The teachers were asked to complete the PTO, an instrument designed to identify the level of teacher morale.[1] The PTO measures ten dimensions of faculty morale: 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.

One-fifth of the 172 teachers were also asked to complete an additional questionnaire, the LBDQ, an instrument designed to identify a principal's leadership behavior.[2] The LBDQ measures twelve leadership dimensions: representation, demand, reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation.

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[1]Rempel and Bentley, Manual for the PTO, p. 1.

[2]Stogdill, Manual for the LBDQ, p. 1.

A meeting was held with the Director of Secondary Education, the principals of four of the junior high schools, and the vice-principal of one junior high school. At this meeting, the study was described, and the questionnaires were given to the school administrators to distribute to the teachers in their buildings. A cover letter was attached to each form explaining the purposes and procedures to be used in the study.

To insure confidentiality, each teacher was asked not to place any personal identification on the forms. The teachers were asked to complete and return the questionnaires within five working days to a designated box placed in the teachers' workroom (lounge).

As the study was designed to identify the factors and conditions which affect the level of teacher morale, descriptive statistics were utilized to process and analyze the data. The statistical treatment provided for the data included calculation of the mean scores, the Pearson product-moment coefficient of correlation, the coefficient of determination, and the t score. For each statistical computation, the .05 level of significance was used as the criterion, for accepting or rejecting each of the hypotheses.

Organization of the Study

The study is divided into five chapters. Chapter I includes the introduction, the need for the study, statement of the problem, null hypotheses, definition of terms, limitations, and the methodology and procedures.

Chapter II provides a review of related literature.

Details of the design and procedures of the study are reported in Chapter III.

The analysis of the data is provided in Chapter IV.

Chapter V contains a summary of the study, conclusions based on the data, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A rationale for studying morale was offered by Unruh and Turner: "No one knows just how great the educational waste is when boys and girls are exposed daily to teachers whose morale is low."[1] Another reason for a study of morale, given by Anderson, indicated that pupil achievement is definitely affected by the morale of the teacher.[2]

If it is therefore acknowledged that the teacher is the key person in influencing the student's achievement, then the events in a teacher's work day become important. As Lawler stated:

> What happens to people during the work day has profound effects both on the individual employee's life and on the society as a whole, and thus these events cannot be ignored if the quality of life in a society is to be high.[3]

Wiles also contended that "High morale is not obtained easily, but is the foundation of a good school program. The supervisor must constantly demonstrate that teacher morale is one of his major concerns."[4] Lacy

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[1]Adolph Unruh and Harold E. Turner, Supervision for Change and Innovation (Boston: Houghton Mifflin Co., 1970), p. 52.

[2]Lester W. Anderson, "Teacher Morale and Student Achievement," Journal of Educational Research 46 (May 1953):693-698.

[3]E. E. Lawler, Motivation in Work Organizations (Monterey, California: Brooks/Cole, 1973), p. 63.

[4]Wiles, Supervision, p. 58.

offered yet another rationale for studying the factors affecting teacher morale:

> Teacher education institutions can use the factors as a guide in planning undergraduate teacher preparation, school administration can use the factors to provide a school environment that is conducive to job satisfaction, and teachers can use the factors as a guide to evaluate jobs for which they are making application.[1]

A final rationale for a study of teacher morale was found in the following statement by Van Zwoll:

> The development and maintenance of employee self-confidence, discipline and contentment is so much a part of the whole cloth of personnel administration that virtually every principle of personnel administration has morale implications.[2]

If indeed, as implied or stated in the literature, administrators play an important role in contributing to teacher self-confidence, personal and group discipline, and contentment, it is, therefore, appropriate to study the relationship between the leader's behavior and teacher morale.

The review of related literature was organized into the following sections:

1. Aspects of teacher morale
2. Factors in determining morale
3. Facets of the leader's behavior
4. Theories of leadership
5. Leadership studies
6. Relationship of teacher morale and the leader's bahavior
7. Summary of related literature.

---

[1]Annell Lacy, "Teacher Job Satisfaction: Factors and Implications," Delta Pi Epsilon Journal 15 (August 1973):24.

[2]Van Zwoll, p. 172.

Aspects of Teacher Morale

Prior to Harold C. Goddard's study in 1918 entitled Morale,[1] no book or periodical was found on the subject of morale. "World War II marked the beginning of systematic inquiry into the subject of morale and produced some findings which have since become fundamental in industrial management."[2] Further, it should be noted that morale has been studied extensively in industrial and military settings but to a much lesser degree in educational settings.[3] In spite of the large quantity of publications concerning morale, only a few could be classified as research studies on the subject.

Although many definitions of morale can be found in the literature, the word remains a vague and elusive term. A few are reviewed here to give an indication of the complexity of the problem. Morale has been variously described as "the enthusiasm that workers have for their work;"[4] "a sense of common purpose and dedication to a common task;"[5] "the collective feelings and attitudes of teacher groups as related to their duties, responsibilities, goals, supervisors, and

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[1]Morale, cited by Ellsworth Tompkins and Galen Jones, "The Genesis of Morale," School Review 58 (March 1950):516.

[2]Daniel E. Griffiths, Human Relations in School Administration, (New York: Appleton Century Crofts, 1956), p. 144.

[3]C. F. Blocker and R. C. Richardson, "Twenty-five Years of Morale Research: A Critical Review," Journal of Educational Sociology 36 (January 1963):200.

[4]Ronald G. Corwin, A Sociology of Education, (New York: Meredith Publishing Company, 1965), p. 294.

[5]Webster's Third New International Dictionary, Vol. 2, (Chicago: Encyclopedia Britannica, 1966), p. 1469.

fellow workers;"[1] or "an atmosphere of enthusiasm, confidence, hope, warmth of emotion, inspiration, stimulation and recognition of success."[2] Morale was also expressed as "the individual's state of mind or attitude conditioned by what he perceives to be the difference between his goals and his present situation (achievement, performance, or status.)"[3]

French referred to morale as:

> The condition of a group where there are clear and fixed group goals (purpose) that are felt to be important and integrated with individual goals; where there is confidence in the attainment of these goals, and subordinately, confidence in the means of attainment, in the leaders, associates, and finally in oneself; and where aggression and hospitality are expressed against the forces frustrating the group rather than toward other individuals within the group.[4]

Nash expressed some of the spirit of the word when he wrote:

> Morale wins wars, wins games on the athletic field, conquers the wilderness, carries us over the crises, and gives nations vitality to face and solve problems. It is essential to the life existence of any group and to the maximum achievement of any individual.[5]

And Griffiths offered a functional definition of morale:

> If it can be shown that groups which achieve their goals efficiently exhibit a high degree of cohesiveness, think well of their leaders, do not fight much among themselves, agree on their objectives, have confidence in their equipment, and so on, then these

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[1]Carter V. Good, ed., Dictionary of Education, 3rd ed., (New York: McGraw-Hill, 1973), p. 373.

[2]Harley Lautenschlager, "The Role of the Principal As a Morale Builder," Peabody Journal of Education 34 (March 1957):258.

[3]Unruh and Turner, p. 46.

[4]John R. P. French, Jr., "The Disruption and Cohesion of Groups," Journal of Abnormal and Social Psychology 36 (July 1941):376.

[5]Jay B. Nash, Building Morale (New York: A. S. Barnes and Company, 1943), p. 5.

> manifestations represent high morale, but only if a relationship to goal achievement can be shown.[1]

According to Knezevich:

> Morale is difficult to define and even more difficult to measure. It is a state of being more easily felt than described and verified. Morale is not necessarily an end in itself. It is a means of promoting a smoothly functioning and productive institution.[2]

Rampel and Bentley pointed out that morale is a phenomenon that is discussed frequently, is little understood, is a powerful force, is difficult to define in precise and unequivocal terms, and is a vital ingredient in the success of any human enterprise.[3]

Carroll noted that many authorities use the terms "job satisfaction," "attitudes," and "morale" interchangeably, whereas other authors establish differences among the terms.[4] Viteles' definition of morale was one that illustrated this point. He stated: "Morale is an attitude of satisfaction with, desire to continue in and willingness to strive for the goals of a particular group or organization."[5]

Most of the above definitions--which are not at all exhaustive--perceive morale as an effect related to the successful interaction among

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[1]Griffiths, p. 161.

[2]Stephen F. Knezevich, Administration of Public Education, 3rd ed., (New York: Harper and Row, 1975), p. 455.

[3]Averno M. Rempel and Ralph R. Bentley, "Teacher Morale: Relationship with Selected Factors," Journal of Teacher Education 21 (Winter 1970):354.

[4]Bonnie Carroll, Job Satisfaction: A Review of the Literature: Key Issues Series #3, Revised and updated by Mary W. Blumen, (Ithaca: Cornell University, 1973), pp. 1-2.

[5]M. S. Viteles, Motivation and Morale in Industry, (New York: W. W. Norton, 1953), p. 12.

individual needs, incentives, and organizational goals. The following two conceptual frameworks also support the theory that morale is an effect related to expectations, group operations, and individual needs.

Using the nomothetic-idiographic framework, Getzels and Guba suggested three dimensions of morale which arise from the congruence in the relationships among needs-dispositions, role expectations, and institutional goals. The morale of the individual depends on how well he can integrate the goals of the institution with his own needs (identification); how much he can anticipate satisfying role-expectations and personal needs-dispositions simultaneously (belongingness); how clearly he perceives logical appropriateness of his role expectations with the goals of the institution (rationality.)[1] Figure 1 illustrates Getzels and Guba's dimensions of morale.[2]

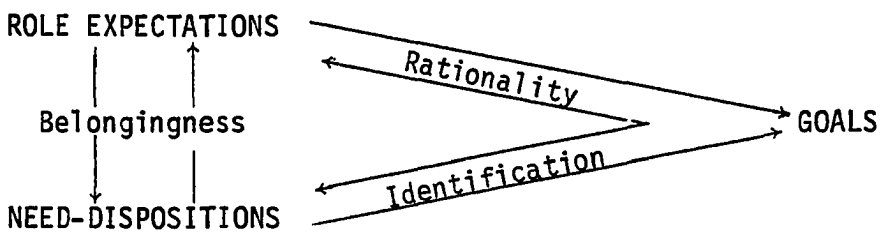


Figure 1. Getzels and Guba's dimensions of morale.

Stogdill described morale as the degree of freedom from restraint exhibited by a group working toward a goal objective. The motivation of the individual or group provides the potential for

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[1]J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review 65 (Winter 1957):439.

[2]Ibid.

morale. However, the level of morale will be dependent both upon the strength of the motivation and the freedom to act.[1]

Additional theoretical frameworks concerning morale were proposed by Herzberg,[2] Maslow,[3] and Mayo.[4]

If motivation is regarded as something internal to the individual,[5] and morale is dependent on motivation, then it follows that about all one can do to improve morale is to create and arrange conditions and circumstances by which to bring out an awakening of those inner factors that do motivate one to action.

Although Van Zwoll gave no specific directions on how to measure the level of morale, he offered principals and other administrators several indicators of morale which could be observed and evaluated:

1. The quantitive and qualitative level of employee performance to the degree that performance can be measured.
2. The spirit in which tasks are performed.
3. The topics of free conversation.
4. The gripe level.
5. The use, or abuse, of leave privileges.
6. The amount of illness, particularly when ascribable to psychosomatic cases.
7. Turnover-leaving a school or the school district's employ.[6]

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[1]Daniel E. Griffiths, "Administration As Decision-Making," in Organizations and Human Behavior: Focus on Schools, ed. Fred D. Carver and Thomas J. Sergiovanni (New York: McGraw-Hill, Inc., 1969), pp. 175-176.

[2]Frederick Herzberg, Bernard Mausner, and Barbara Snyderman, The Motivation to Work (New York: John Wiley and Sons, 1959), pp. 113-9.

[3]Abraham H. Maslow, Motivation and Personality (New York: Harper and Row Publishers, 1954), pp. 52-92

[4]Elton Mayo, The Human Problems of an Industrial Civilization (New York: Macmillan Co., 1933), pp. 99-121.

[5]Good, p. 375.

[6]Van Zwoll, p. 186.

Strauss also proposed that the unhappy worker "may become a chronic griper and even express his feelings by striking, being absent from work, or quitting his job."[1] And Schwab declared: "the effect of high teacher turnover upon those who regard themselves as more or less permanently committed can hardly be other than demoralizing."[2]

Factors in Determining Morale

A study conducted by Suehr sought to identify certain biological, sociological, and psychological factors related to morale. He concluded that: high morale teachers more often were female, had taught longer, felt they fulfilled their parents expectation of them, grew up in an urban society, went to bed early and got up early, came from upper or middle class homes, indicated that both of their parents were happy in their respective occupations, felt their childhood family was very close, felt they had more close friends, rated their personality as slightly introverted, and indicated a stout or plump body type.

Suehr also found: low morale teachers more often knew or estimated their IQ to be higher, taught in schools where parent dissatisfaction was greater, felt that in teaching they were not realizing their full potential, felt they were stubborn in their personality make-up, worried, missed school, felt they repressed their true feelings, considered themselves more or less gregarious than average, indicated an opposite-sexed parent had influenced them more, considered their

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[1]George Strauss, "Worker Dissatisfaction: A Look at the Causes," Vocational Guidance Quarterly 24 (December 1975):151.

[2]Schwab, p. 199.

self-confidence to be greater, considered themselves to be above or below average in degree of perseverance, were the youngest child, felt their personal appearnace to be above average, rated their degree of ambition to be greater, and indicated more consumption of alcoholic beverages.[1]

To say, however, that a tacher possesses high or low morale because of his/her sex or the time he/she goes to bed is hardly definitive or concrete. Yet, "in order to evaluate teacher morale meaningfully, comparison should be based on the components that make up morale."[2] The issue raised, therefore, is what factors are believed to contribute to morale?

A review of nineteen studies on the factors influencing morale identified the following conditions and circumstances which several researchers believed most often have a tendency to raise teacher morale:

1. recognition;[3]
2. fair compensation;[4]

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[1]John Hartwig Suehr, "A Study of Morale in Education," Dissertation Abstracts International 22 (1961):3500-A.

[2]Rempel and Bentley, p. 539.

[3]Antoinette Miller, "Teachers Say Better Salaries Boost Morale," Texas Outlook 43 (May 1959):14-16; Eldon D. Johnson, "An Analysis of Factors Related to Teacher Satisfaction-Dissatisfaction," Dissertation Abstracts International 27 (1967):4076-A; Edward A. Holdaway, Satisfaction of Teachers in Alberta With Their Work and Working Conditions (Bethesda, Md.: ERIC Document Reproduction Service, ED 151 948), p. 99; Herzberg, Mausner, and Snyderman, pp. 197-199; Thomas Sergiovanni, Factors Which Affect Satisfaction and Dissatisfaction of Teachers ed. by Robert G. Owens Organizational Behavior (New York: Harper Brothers, 1970), p. 296; Van Zwoll, p. 171; Wiles, p. 40.

[4]Peter Shilland, "A Teacher Morale Survey," Educational Forum 13 (1949):479-486; Hanry Harap, "Many Factors Affect Morale," Nations Schools 63 (June 1959):55-57; Alan H. Robinson and Ralph P. Connors,

3. physical plant, supplies, and equipment more conductive to instruction;[1]
4. courteous and respectful pupil attitudes;[2]
5. helpful, approachable, cooperative, considerate, and supportive administrators;[3]
6. well organized school with formulated and adequate policies for sick leave, retirement, absentism and tenure;[4]
7. sense of achievement and growth;[5]
8. cooperative and helpful co-workers;[6]
9. responsibility;[7]

"Jobs Satisfaction Researches of 1961," Personnel and Guidance Journal 41 (November 1962):240; Miller, pp. 14-16; Thomas G. Napier, "Teacher Morale," Dissertation Abstracts International 27 (1966):1228-A; Van Zwoll, p. 171; Wiles, p. 40.

[1]Van Zwoll, p. 171; Shilland, p. 479-486; Miller, pp. 14-16; Napier, 1228-A; Wiles, p. 40; Benjamin F. Strickland, "A Study of Factors Affecting Teachers' Morale in Selected Administrative Units of North Carolina," Dissertation Abstracts International 23 (1962):4598-A.

[2]Strickland, 4598-A; Holdaway, p. 99; Frederick L. Redefer, "Factors That Affect Teacher Morale," The Nations Schools 63 (February 1959): 60; Herzberg, Mausner, and Snyderman, pp. 197-199; Sergiovanni, p. 296; Van Zwoll, p. 171.

[3]Shilland, pp. 479-486; Strickland, 4598-A; Napier, 1228-A; Redefer, p. 60; Van Zwoll, p. 171.

[4]Strickland, p. 4598-A; Holdaway, p. 99; Redefer, p. 60; Herzberg, Mausner, and Snyderman, pp. 197-199; Sergiovanni, p. 296; Van Zwoll, p. 171.

[5]Johnson, 4076-A; Holdaway, p. 99; Herzberg, Mausner, and Snyderman, pp. 197-199; Sergiovanni, p. 296.

[6]Strickland, p. 4598-A; Holdaway, p. 99; Redefer, p. 60; Van Zwoll, p. 171.

[7]Johnson, 4076-A; Holdaway, p. 99; Herzberg, Mausner, and Snyderman, pp. 197-199; Sergiovanni, p. 296.

10. appreciative and cooperative parental attitudes;[1]
11. fair and equitable distribution of teaching load and extracurricular assignments;[2] and
12. job security.[3]

Conversely, the studies indicated that the conditions and circumstances which most often have a tendency to lower teacher morale are:

1. ineffective leadership which included lack of communication, goals and aims not clearly defined, lack of recognition to teachers, lack of cooperation and support, and lack of teachers' role in decision making;[4]
2. overload on the job included too much extracurricular duty, too much clerical duty, insufficient time to plan and prepare adequately, and large class size;[5]
3. inadequate salary;[6]

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[1]Strickland, 4598-A; Redefer, p. 60; Van Zwoll, p. 171.

[2]Harap, pp. 55-57; Napier, 1228-A; Van Zwoll, p. 171.

[3]Shilland, pp. 479-486; Napier, 1228-A; Wiles, p. 40.

[4]Unruh and Turner, pp. 59-61; Harap, pp. 55-57; Robert H. Nelson and Michael L. Thompson, "Why Teachers Quit," The Clearing House 37 (April 1963):469-470; E. Reinhardt and E. K. Lawson, "Experienced Teachers View Their Schools," Educational Administration and Supervision 45 (February 1959):147-152; Strickland, 4598-A; Johnson, 4076-A; Holdaway, p. 99; NEA Research Bulletin, Published by the Research Division of NEA, 46 (May 1968), pp. 40-41; Herzberg, Mausner, and Snyderman, pp. 197-199.

[5]Harap, pp. 55-57; Strickland, 4598-A; Holdaway, p. 99; Shelden, p. 62; Van Zwoll, p. 183; Unruh and Turner, pp. 59-61; Nelson and Thompson, pp. 469-470; Redefer, p. 61.

[6]Unruh and Turner, pp. 59-61; Robinson and Connors, p. 240; Nelson and Thompson, pp. 469-470; Strickland, 4598-A; Holdaway, p. 99; Herzberg, Mausner, and Snyderman, pp. 197-199; Sheldon, p. 62.

4. physical plant, materials, and facilities inadequate;[1]
5. problems with student's actions and attitudes;[2]
6. frustration and lack of status;[3]
7. sick leave, retirement program, and personal leave policies unsatisfactory;[4]
8. lack of staff cooperation; and[5]
9. unequitable promotions or advancements.[6]

As the most often cited criterion for lowering teacher morale was leadership behavior, the necessity for investigating leader behavior was at once apparent.

Facets of the Leader's Behavior

According to Van Zwoll, "It has become common to designate leadership as the primary function of the principal. This concept of the role of the principal has developed progressively since 1918."[7]

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[1]Johnson, 4076-A; Stricland, 4598-A; Harap, pp. 55-57; Unruh and Turner, pp. 59-61.

[2]Nelson and Thompson, pp. 469-470; Strickland, 4598-A; Holdaway, p. 99; Redefer, p. 61.

[3]Johnson, 4076-A; Holdaway, p. 99; Herzberg, Mausner, and Snyderman, pp. 197-199; Shelden, p. 62.

[4]Reinhardt and Lawson, pp. 147-152; Unruh and Turner, pp. 59-61; Redefer, p. 61; Shelden, p. 62.

[5]Herzberg, Mausner, and Snyderman, pp. 197-199; Holdaway, p. 99; Strickland, 4598-A.

[6]Unruh and Turner, pp. 59-61; Reinhardt and Lawson, pp. 147-152; Herzberg, Mausner and Snyderman, pp. 197-199.

[7]Van Zwoll, p. 227.

Snider indicated that ". . . within the individual secondary schools of the district, the principal must play the major leadership role."[1] Although other authors might be found who would agree with these remarks, many might not be in agreement as to what constitutes the leadership being discussed. This lack of agreement as to the meaning of the concept is at once apparent through a brief review of some of the definitions of leadership.

Cooley looked at leadership as a focus of group processes. He maintained that "the leader is always the nucleus of a tendency, and, on the other hand, all social movements, closely examined, will be found to consist of tendencies having such nuclei."[2] Bingham defined a leader as a person who possesses the greatest number of desirable traits of personality and character.[3] Koontz and O'Donnell regarded leadership as the activity of persuading people to cooperate in the achievement of a common objective.[4] Janda viewed "leadership as a particular type of power relationship characterized by a group member's perception that another group member has the right to prescribe behavior

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[1]Glenn R. Snider, "Educational Leadership," NASSP Bulletin 49 (April 1965):82.

[2]C. H. Cooley, Human Nature and the Social Order (New York: Scribners, 1902), p. 123.

[3]W. V. Bingham, "Leadership," in The Psychological Foundations of Management, ed. H. C. Metcalf (New York: Shaw, 1927), p. 63.

[4]Harold Koontz and Cyril O'Donnell, Principles of Management, 2nd ed. (New York: McGraw-Hill, 1959), p. 437.

pattern for the former regarding his activity as a member of a particular group."[1]

Knezevich stated:

> Leadership is, in essence, concerned with human energy in organized groups. It is a force which can initiate action among people, guide activities in a given direction, maintain such activities, and unify efforts toward common goals.[2]

And Fiedler proposed:

> By leadership behavior we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members. This may involve such acts as structuring the work relations, praising or criticizing group members, and showing consideration for their welfare and feelings.[3]

Stodgill saw leadership as, "a process of influencing the activities of an organized group in goal setting and goal achieving."[4]

Obviously, therefore, definitions of leadership are many, as are the descriptions of the leader's behavior. For example, leaders and their behaviors have often been described in polarized terms such as: "idiographic - nonothetic,"[5] "Theory X - Theory Y,"[6]

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[1]Kenneth F. Janda, "Towards the Explication of the Concept of Leadership in Terms of the Concept of Power," Human Relations 13 (November 1960):346.

[2]Stephen J. Knezevich, Administration of Public Education (New York: Harper & Row, 1962), p. 88.

[3]Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill, 1967), p. 36.

[4]Ralph M. Stogdill, Leadership, Membership, and Organization, ed. C. G. Browne and T. S. Cohn, The Study of Leadership (Dansville, Ill.: Interstate Printers & Publishers, 1958), p. 38.

[5]Jacob W. Getzels, James M. Lipham, and Ronald F. Campbell, Educational Administration as a Social Process (New York: Harper and Row, 1968), pp. 56-77.

[6]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960), p. 84.

"Consideration - Initiating Structure,"[1] "concern for people - concern for production,"[2] "Particularism - universalism,"[3] "authoritarian - laissez-faire,"[4] "person oriented - system oriented,"[5] "organization - individual,"[6] "dominative - integrative, employer-centered - employee-centered, teacher-centered - learner-centered, therapist-centered - client-centered, supervisory - participatory, or directive - nondirective."[7]

Theories of Leadership

Stogdill provided an excellent review of the myraid of leadership theories which have applicability for educational leadership.[8] Six major movements in theories of leadership and their main protagonists are presented below:

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[1]Andrew W. Halpin, The Leadership Behavior of School Superintendents (Chicago: Midwest Administration Center, University of Chicago, 1959), p. 4.

[2]Robert R. Blake and Jane S. Mouton, The Managerial Grid (Houston: Gulf Publishing Co., 1964), pp. 8-9.

[3]Talcott Parsons and Edward A. Shils, eds., Toward a General Theory of Action, (Cambridge, Mass.: Harvard University Press, 1951), p. 117.

[4]Kurt Lewin, Ronald Lippitt, and Ralph K. White, "Patterns of Aggressive Behavior in Experimentally Created Social Climates," Journal of Social Psychology 10 (May 1939):273.

[5]Brown, p. 69.

[6]Chris Argyris, Personality and Organization (New York: Harper & Row, 1957), p. 66.

[7]Richard C. Anderson, "Learning in Discussions: A Resume of Authoritarian-Democratic Studies," Harvard Educational Review 29 (Summer 1959):201.

[8]Ralph M. Stogdill, Handbook of Leadership: A Survey of Theory and Research (New York: The Free Press, 1974), pp. 17-23.

1. Great Man Theories: Galton's study of the hereditary background of great men influenced several early theorists to attempt to explain leadership on the basis of inheritance. This assumption that the leader is endowed with superior qualities that differentiate him from his followers gave rise to the trait theories of leadership. Kilbourne, Tead, Bingham, and Bernard explained leadership in terms of personality and character.
2. Environmental Theories: Mumford, Person, and others advanced the view that the emergence of a great leader is a result of time, place, and circumstances.
3. Personal - Situational Theories: Westburgh, Case, and Gerth and Mills viewed leadership as including traits and motives of the leader as well as specific conditions under which the individual operates. Gibb and Stogdill and Shartle perceived leadership in terms of a relationship between persons rather than as characteristic of the isolated individual.
4. Interaction - Expectation Theories: According to Hemphill's and Stogdill's theories, leadership potential is the extent to which any given member initiates and maintains structure in interaction and expectation. Evans proposed a path-goal theory of leadership, while House developed a motivational theory of leadership. Fiedler's contingency theory of leadership was based upon his assumption that the effectiveness of a given pattern of leader behavior is contingent upon the demands imposed by the situation.
5. Humanistic Theories: McGregor's Theory X and Theory Y; Argyris' theory of conflict between the organization and the individual; Likert's theory of relative leadership; and Blake and Mouton's

theory of a managerial grid are all concerned with development of effective and cohesive organizations based upon the interaction of the leader and those within the organization.

6. Exchange Theories: The theories of Homans, March and Simon, Thibaut and Kelly, and Gergen were based on the assumption that group members make contributions at a cost to themselves and in exchange receive returns at a cost to the group or other members. Jacobs' social exchange theory was that the group provides status and esteem satisfactions to the leader in exchange for his unique contributions to goal attainment.[1]

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[1]Stogdill in The Handbook of Leadership cited the following: F. Galton, Hereditary Genius (New York: Appleton, 1870); C. E. Kilbourne, "The Elements of Leadership," Journal of Coast Artillery 78 (1935):437-439; Ordway Tead, "The Technique of Creative Leadership," in Human Nature and Management (New York: McGraw-Hill, 1929); Bingham L. L. Bernard, An Introduction to Social Psychology (New York: Holt, 1926); E. Mumford, The Origins of Leadership (Chicago: University of Chicago Press, 1909); H. S. Person "Leadership as a Response to Environment," Education Record Supplement No. 6 9 (1928):10-21; E. M. Westburgh, "A Point of View: Studies in Leadership," Journal of Abnormal Social Psychology 25 (1931):418-423; C. M. Case, "Leadership and Conjuncture," Sociology and Social Research 17 (1933):510-513; H. Gerth and C. W. Mills, "A Sociological Note on Leadership," in Problems in Social Psychology, ed. J. E. Hulett and R. Stagner (Urbana: University of Illinois Press, 1952); C. A. Gibb, "Leadership," in Handbook of Social Psychology, ed. G. Lindzey (Cambridge, Mass,: Addison-Wesley, 1954); R. M. Stogdill and C. L. Shartle, Methods in the Study of Administrative Leadership (Columbus: Ohio State University, Bureau of Business Research, 1955); J. K. Hemphill, A Proposed Theory of Leadership in Small Groups (Columbus: Ohio State University, Personnel Research Board, Technical report, 1954), unpublished; R. M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959); M. G. Evans, "The Effects of Supervisory Behavior on the Path-Goal Relationship," Organizational Behavior and Human Performance 5 (1970):277-298; R. J. House, "Leadership Training: Some Dysfunctional Consequences," Administrative Science Quarterly 16 (1971): 321-338; Fiedler, D. McGregor, Leadership and Motivation (Cambridge, Mass.: MIT Press, 1966); D. McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960); C. Argyris, Personality and Organization (New York: Harper & Row, 1957); C. Argyris, Interpersonal Competence and Organizational Effectiveness (Homewood, Ill.: Irwin-Dorsey,

In spite of the disagreement among proponents of leadership theories, there appears to be agreement that there have been marked changes in the past two decades in economics, population growth, politics, and teacher militancy which have effected our educational institutions. For as Robinson reported: "In a changing world, people and organizations must adjust to changing conditions."[1] Cistone also declared:

> The rules of the game of education have changed. No longer can educators afford to be naive about the forces vying for advantage in a battle where the stakes are high. Roles are being redefined, and the principal must be alert to what's happening.[2]

Culbertson echoed this theme:

> New conditions inevitably pose new leadership challenges. An immediate leadership challenge is the attainment of better understanding of the sources of education's adversities and of their implications for change.[3]

1962); C. Argyris, Integrating the Individual and the Organization (New York: Wiley, 1964); R. Likert, The Human Organization (New York: McGraw-Hill, 1967); R. R. Blake and Jane S. Mouton, The Managerial Grid (New York: Gulf, 1964); R. R. Blake and Jane S. Mouton, "A 9.9 Approach for Increasing Organizational Productivity," in Personal and Organizational Change Through Group Methods, ed. E. H. Schein and W. G. Bennis (New York: Wiley, 1965); G. C. Homans, "Social Behavior as Exchange," American Journal of Sociology 63 (1958):597-606; J. G. March and H. A. Simon, Organizations (New York: Wiley, 1958); J. W. Thibaut and H. H. Kelley, The Social Psychology of Groups (New York: Wiley, 1959); K. J. Gergen, The Psychology of Behavior Exchange (Reading, Mass.: Addison-Wesley, 1960); T. O. Jacobs, Leadership and Exchange in Formal Organizations (Alexandria, Va.: Human Resources Research Organization, 1971).

[1]Phil Clayton Robinson, "What Skills Are Needed by Today's School Leaders?" Educational Leadership 35 (October 1977):15.

[2]Cistone, p. 4.

[3]Culbertson, p. 253.

Pipes stated that "administrators are generally the key determiners of meaningful change."[1] Stimbert proposed a pertinent question: "With evidence of change in these relationships all around us, do we still have too large a segment of our profession following traditional patterns of dealing with people?"[2] Davis and Nickerson stated a similar concern: "The critical nature of the problem facing American education requires abandonment of many traditional practices in school personnel administration."[3]

Brandt commented: "To be effective the administrator must have a good self-concept, must be fully aware of his assets and liabilities, and must be flexible in his search for new and better ways to bring about improvement."[4] And as Owens proposed:

> Style is of great importance to the administrator, and the extent to which he can vary his leadership style--both deliberately and consistently--to suit (1) the situation, (2) the faculty group, and (3) his own personality will determine his success.[5]

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[1]Lana Pipes, Administrator Style Effect on Teacher Behavior and Morale (Bethesda, Md.: ERIC Document Reproduction Service, ED 137 221, 1977), p. 17.

[2]E. C. Stimbert, "The Effect of Personnel Policies on the Holding Power of Teachers," ed. T. M. Stinnett in The Teacher Dropout (Itasca, Ill.: F. E. Peacock Publishers, 1970), p. 79.

[3]Donald E. Davis and Neal C. Nickerson, Critical Issues in School Personnel Administration (Chicago: Rand McNally, 1968), p. Foreward.

[4]Robert G. Brandt, "Administrator Attitudes for Success," NASSP Bulletin 57 (November 1973):39.

[5]Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, New Jersey: Prentice-Hall, 1970), p. 135.

Leadership Studies

Acknowledging the importance of leadership style, extensive studies have been conducted over the past twenty-five years at Ohio State University. The studies have not focused solely on leader traits or group characteristics, but rather have centered on identifying specific individual behaviors which satisfy common group needs. The Leader Behavior Description Questionnaire-Form XII, used in this study, was only one of several research instruments produced from the Ohio State studies. The LBDQ-XII is described in detail in Chapter III.

In 1967, Brown used the LBDQ-XII to obtain descriptions of principals in some Canadian schools.[1] From the intercorrelation matrix, a factor solution was performed. Brown found that the subscales of the LBDQ-XII neatly fell into two categories. Factor I, an institutional factor, called System-Oriented Leadership, consisted of these subscales: representation, persuasiveness, initiating structure, role assumption, production emphasis, and superior orientation. Factor II, an interpersonal factor, called Person-Oriented Leadership, consisted of these subscales: demand reconciliation, tolerance of uncertainty, tolerance of freedom, consideration, predictive accuracy, and integration.[2] Stogdill, Goode, and Day[3] also produced similar results in a plot of factor loading of the LBDQ-XII.

According to Brown,[4] the System-Oriented Leadership and Person-Oriented Leadership factors which he identified corresponded to,

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[1]Brown, pp. 62-73. [2]Ibid., pp. 68-69.

[3]Amitai Etzioni, "Human Beings Are Not Very Easy to Change After All," Saturday Review (June 1972):47.

[4]Brown, p. 69.

Getzels' nonothetic and idiographic dimensions, Barnard's effective and inefficient employee behavior, Cartwright and Zander's group locomotion and group maintenance, Schachter's induction and cohesiveness, and Halpin's initiating structure and consideration factors of leader behavior.[1] Brown concluded, "how the leader really behaves is less important than how the teachers perceive that he behaves; it is their perception of his behavior--if anything--that influences their own actions and thus determines what we call leadership."[2]

Halpin's theory of initiating structure and consideration[3] to describe leader behavior is illustrated in Figure 2.

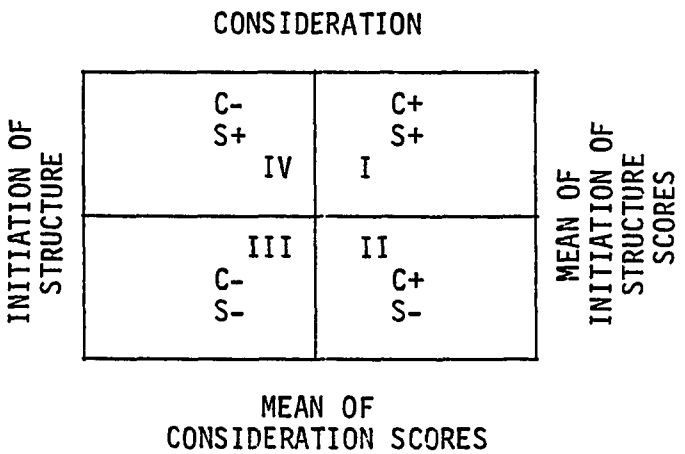


Figure 2. Halpin's quadrant scheme for describing leader behavior.

There are four possible combinations in the quadrant scheme. The leader behavior scores that are above the mean are given a plus (+) sign, or if below the mean, a negative (-) sign. The leaders whose

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[1]Ibid. [2]Ibid., p.67.

[3]Andrew W. Halpin, Theory and Research in Administration (New York: Macmillan, 1966), p. 99.

scores are in Quadrant I are characterized as being highly effective. The leaders in Quadrant II are described as being nice to people, but are classified as ineffective administrators because of their inability to clearly define their role and to acquaint subordinates with what is expected of them. The least effective administrator, whose behavior is ordinarily accompanied by group chaos, is found in Quadrant III. This person is characterized as unwilling or unable to assume the leader role in dealing with subordinates. The leaders in Quadrant IV are the type whose only concern is in getting the job done. In Quadrant IV, the leaders have no qualms about taking advantage of subordinates or exploiting their talents just as long as they reach the principal's own objectives.[1]

Baehr and Renck further illustrated the significance of the perception of behavior by saying: "the employee's attitude toward his immediate supervisor is critically important in the development or maintenance of morale."[2] And finally, as Snider commented:

> Unfortunate indeed is the lot of the school forced to function under the substantial handicap of predominately negative leadership. The net result of such leadership is often a demoralized professional staff. . ."[3]

Relationship of Teacher Morale and the Leader's Behavior

Although maintaining high morale and the role of the principal as affecting staff morale have been shown to be important, according

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[1]Ibid.

[2]M. E. Baehr and Richard Renck, "The Definition and Measurement of Employee Morale, " Administrative Science Quarterly 3 (September 1958):157.

[3]Snider, p. 84.

to Washington and Watson, "teacher morale is too often placed at the bottom of the list of administrative priorities."[1] Ellenburg's advice to principals is: morale "is something easy to overlook and yet it can make a school stand ahead of the rest."[2]

Washington and Watson also stated that before a principal can be

> effective in developing, nurturing, and maintaining a high level of morale among teachers, he must himself possess high morale, he must exhibit courage, self-discipline, enthusiasm, and a willingness to share.[3]

Magoon and Linkous declared:

> The teacher's self-image is constantly reinforced, positively or negatively, by the principal's behavior - or the teacher's perception of the principal's behavior. Morale tends to be higher in situations where the principal encourages and supports the development of self-improvement. . . More has to be done to help teachers develop and maintain feelings of personal worth and professional satisfaction.[4]

According to Chussil, the perceptual differences among administrators and teachers are not being resolved but are actually becoming more pronounced. Too often, circumstances which teachers perceive as important, administrators may consider insignificant; and vice versa. Teacher morale cannot be at its highest level until these differences in perceptions are resolved.[5]

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[1]Roosevelt Washington, Jr. and Hoyt F. Watson, "Positive Teacher Morale - The Principal's Responsibility," NASSP Bulletin 60 (April 1976):4.

[2]F. C. Ellenburg, "Factors Affecting Teacher Morale - Meaning for Principals," NASSP Bulletin 56 (December 1972):38.

[3]Washington and Watson, p. 5. [4]Magoon and Linkous, p. 23.

[5]Yale Chussil, "Teacher - Administrator Relations: A Continuing Hiatus," The Clearing House 45 (March 1971):390.

Many authors have indicated that the leader is the key person in setting the climate for morale.[1] Several of these were studies that

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[1]Arthur Blumberg and Wilford A. Weber, "Teacher Morale as a Function of Perceived Supervisor Behavioral Style," The Journal of Educational Research 76 (November 1968):109; Carol Moss Perry, "The Relationship Between Teacher Morale and the Principal's Attempts to Improve Teaching Performance," Dissertation Abstracts International 37 (1977):2948-A; Raymond E. Schultz, "Keeping Up Teacher Morale," The Nations Schools 50 (October 1952):53; W. L. Gragg, "Teacher Morale: Ithaca Survey Finds Teachers Agree More on Causes of High Morale Than of Low Morale," Clearing House 29 (April 1955):494; Martin Silverman, "Principal - What Are You Doing to Teacher Morale?" Educational Administration and Supervision 43 (April 1957):70; Evans Carrol Hood, "Study of Congruence of Perceptions Concerning Factors Which Affect Teacher Morale," Dissertation Abstracts International 27 (1965):1589; H. C. Zimmer, The Principal and Staff Morale, Curriculum Bulletin No. 254 quoted in Robert Laird and Joseph F. Luetkemeyer, "The Relationship Between the Leader Behavior of Principals and Teacher Morale in the Vocational Centers of Maryland," Journal of Industrial Teacher Education 13 (Spring 1976):74; Donald Burton Lambert, "A Study of the Relationships Between Teacher Morale and the School Principal's Leader Behavior" (Ed. D. Dissertation, Auburn University, 1968), p. 133; William Kirtley Pennebaker, "The Correlation of Teachers' and Principals' Perceptions of Principals' Behavior, and Its Effect on Teacher Morale, Dissertation Abstracts International 30 (1970):3696-A; Alex Bavelas, "Morale and the Training of Leaders," in Civilian Morale, ed. Goodwin Watson (New York: Houghton Mifflin, 1942), pp. 143-165; Lewin, Lippitt, and White, p. 298; Ronald Lippitt and R. K. White, "The 'Social Climate' of Children's Groups," Child Behavior and Development, ed. Roger Barker, Jacob Kounin, and Herbert Wright (New York: McGraw-Hill, 1943), pp. 485-508; Leland P. Bradford and Ronald Lippitt, "Types of Group Leadership," Human Relations and Curriculum Change, ed. Kenneth D. Benne and Bozidar Muntyan (New York: Dryden, 1951), pp. 118-132; French, Jr., p. 376; F. J. Roethlisberger, Management and Morale (Cambridge, Mass.: Harvard University Press, 1941), p. 192; Joe Louis Galloway, "A Study of Relationships Between Leader Behavior of Mississippi Public Elementary School Principals and Teacher Morale," (Ed. D. Dissertation, Mississippi State University, 1975), p. 79; Robert Edwin Laird, "The Relationship of the Leader Behavior of Principals and Teacher Morale in the Vocational Centers of Maryland," (Ed. D. Dissertation, University of Maryland, 1974), pp. 72-73; Steve Kokovich, Jr., "A Study of the Relationship Between Perceptions of Leader Behavior and Certain Dimensions of Teacher Morale," Dissertation Abstracts International 25 (1964):2319-A; Guy Clark Pryor, "The Relationship Between Teacher's Perception of Administrative Dimensions and the Morale Status of Teachers in Certain Texas Schools," Dissertation Abstracts International 25 (1964):4506-A; Sandra Tillman Lowery, "Teacher Morale and the Principal's Reinforcing Behavior of Selected School Districts," (Ed. D. Dissertation, Baylor University, 1978), pp. 60-61; Joseph P. Sweat, "Authoritarian - Democratic Personality

utilized the Leader Behavior Description Questionnaire-Form XII, the Purdue Teacher Opinionaire, or a combination of the two.[1]

According to Ziolkowski:

> When a leader establishes a climate of satisfying and productive work groups, there is confidence and trust among the members of the group and a great sense of involvement. In this situation, the principal treats teachers as persons, and assumes that each is motivated to high performance standards.[2]

As Magoon and Linkous stated: "Good human relations are a significant and necessary ingredient in promoting positive morale."[3] Prewett, in agreement with Magoon and Linkous concluded that many of the obstacles to teacher morale and efficiency could be easily negated by a principal who possessed skill in human relations.[4] In a study, McClain found that teachers perceived the principal's concern for human relations in performance of his supervisory role as being more significant than his supervisory performance on some of the more technical and general routine aspects of the supervisory program.[5] Redefer suggested

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Traits of High School Principals and Teacher Morale," Dissertation Abstracts International 24 (1963):5155-A; James Gordon Walker, "A Study to Determine the Relationship Between Leader Behavior and Teacher Morale," (Ed. D. Dissertation, University of Southern Mississippi, 1975), pp. 51-53.

[1]Lowery; Galloway; Walker; Laird; Kodovich; Lambert; Pennebaker; Perry; Blumberg and Weber.

[2]E. Ziolkowski, "Practices in the Supervision of Instruction," Canadian Administrator (October 1965):1-4.

[3]Magoon and Linkous, p. 24.

[4]Clinton R. Prewett, "Let's Remove the Barriers to Good Teaching," The School Executive 75 (May 1956):85.

[5]John Henry McClain, "A Study of Supervisory Behavior Pattern of the Supervising Elementary School Principal in Selected Elementary Schools in Jefferson County, Alabama," Dissertation Abstracts International 24 (1963):2338-A.

that school principals be selected for their skill in human relations and knowledge of teaching rather than on their administrative efficiency and good housekeeping.[1] In regard to the importance of human relations, Beck declared:

> The most important single aspect of school administration is human relations. The successful administrator must first understand and relate well to others.[2]

One of the ways of relating well to others is through open communication channels. Wood, Nicholson, and Findley illustrated the importance of communication when they stated:

> The school principal, as the center of the communication network within a school is in a position to facilitate communication which leads to understanding and concerted effort on the part of members of the organization. Communication is considered by many writers to be the essence of the administrative process.[3]

Beck advised principals to "become sensitive to the expectations of teachers and to improve their attempts to communication."[4] And Henderson concluded in his study that not only are good human relations important to promoting high morale but also teachers' participation in decision making aids morale.[5] Hermann also found a positive correlation between

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[1]Frederick L. Redefer, "The School Board and Teacher Morale," American School Board Journal 145 (July 1962):7.

[2]William R. Beck, "The Teachers and the Principal," in Perspectives on the Changing Role of the Principal, ed. Richard Saxe (Springfield, Ill.: Charles C. Thomas, 1968), p. 79.

[3]Charles L. Wood, Everett W. Nicholson, and Dale S. Findley, The Secondary School Principal: Manager and Supervisor (Boston: Allyn & Bacon, 1979), p. 67.

[4]Beck, p. 88.

[5]Lester F. Henderson, "Elementary Teacher Satisfaction and Morale and Perceived Participation in Decision Making," Dissertation Abstracts International 37 (1976):2535-A.

teacher morale and teacher involvement in school policy determination.[1] And as Leiman pointed out in his study on the relationship of teacher morale and participation in decision making:

1. Teachers who participated in school administration had higher morale than teachers who did not participate in school administration.

2. Teachers who participated in school administration had more positive attitudes toward their principals, colleagues, and pupils.

3. Teachers who participated in administration had a higher regard for themselves and for the teaching profession.[2]

The importance of sharing decision making was summarized by Wiles and Lovell when they stated:

> The simple process of sharing decisions is the most powerful tool a leader has. It is the key to the securing of leadership, the assumption of responsibility, the acceptance of assignments, and the development of high morale.[3]

Summary of Related Literature

Since educational quality is a primary goal within the public schools, it is appropriate to study the relationship of teacher morale and the leader's behavior, because as it has been shown teacher morale affects pupil achievement, and the principal's behavior influences teacher morale.

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[1]William M. Herrmann, "Relationship of Faculty Involvement in School Policy Determination in Selected Counties of Mercer and Mahoney Counties," Dissertation Abstracts International 32 (1971):2950-A.

[2]Harold I. Leiman, "A Study of Teacher Attitudes and Morale as Related to Participation in Administration," Dissertation Abstracts International 23 (1961):509-A.

[3]Kimball Wiles and John T. Lovell, Supervision for Better Schools 4th ed. (Englewood Cliffs, N.J.: Prentice Hall, 1975), p. 276.

Most authors do not agree on a definition of morale but do agree that high morale is desirable and that it assists in the accomplishment of organizational goals. Getzels and Guba's model provided a framework for understanding the dimensions of morale and the interaction of Person-Oriented and System-Oriented dimensions of leader behavior.

Teacher morale has been related to such things as: turn-over rate, absenteeism, student achievement, strikes, job retention, gripe level, degree of ambition, sex, physical appearance, and consumption of alcoholoc beverages. Many researchers indicated that morale may be influenced by one or more of these factors: recognition; fair compensation; physical plant, supplies, and equipment; pupil actions and attitudes; policies for sick leave, absenteeism, retirement, and tenure; co-workers; responsibility; parental attitudes; teaching load; job security; promotions; class size; preparatory time; clerical duties; extracurricular duties; status and leader behavior. As Kokovich said, ". . .the behavior of the principal does have a strong relationship to morale status, but it is not the sole determinant of morale status."[1]

Morale may be affected or enhanced according to administrative policies, procedures, and methods in decision making, communication, and human relations. As the principal is "in a position to affect attitude, social climate, morale, progress, cooperation, and direction of effort in the secondary school,"[2] he or she can generally be the key director of meaningful change or many segments of American education will be

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[1]Kokovich, p. 969-A.

[2]John E. Corbally, Jr. and W. Frederick Staut, Educational Administration: The Secondary School (Boston: Allyn & Bacon, 1961), p. 114.

doomed to continue to bear the burden of "inadequate, unimaginative, non-stimulative, and even offensively authoritarian leadership from the top administrative position."[1]

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[1]Snider, p. 83.

CHAPTER III

METHODOLOGY

Design of the Study

This study was designed to identify the factors, elements, and conditions which affect the level of teacher morale. The decision to study teacher morale was made for four reasons: 1. to provide an assessment of teachers' perceptions about their jobs; 2. to determine the significance of the role of the principal in affecting the level of teacher morale; 3. to analyze an area where only a few studies had been done since the significant social changes of the past twenty years; and 4. to conduct such an analysis which, to date, had not been undertaken in the state of Oklahoma.

Population and Sample

The population of the study was limited to the 172 classroom teachers serving in the five junior high schools of the Mid-Del public school system, Midwest City, Oklahoma, during the 1979-1980 school term.

The reasons for selection of the Mid-Del district were many. Mid-Del schools were viewed as being reasonably representative of school districts in Oklahoma of similar size. With a low turn over rate among administrators, a faculty and student body of approximately 90 percent white and 10 percent minority, a preponderance of male

administrators at the secondary level, and a sufficient number of junior high schools to avoid having a sample of one or two, Mid-Del was a logical choice for the study. Further, the community consisted of a cross-section of socio-economic groups and had a history of strong support of its schools, as evidenced by the continued passage of school bond proposals. Finally, the administration of Mid-Del schools was receptive toward such a study being conducted within the school system.

Each of the 172 teachers was asked to complete and return the Purdue Teacher Opinionaire and one-fifth of the total number was asked also to complete and return the Leader Behavior Description Questionnaire-Form XII. Participation in the study was on a voluntary basis and, therefore, not all of the teachers returned the instruments. The final sample was comprised of 108 teachers who elected to participate by completing and returning the questionnaires. The original number of questionnaires submitted to the faculty members in each school is shown in Table 1 on page 44.

Instrumentation

After extensive research concerning measures of teacher morale and the impact of the leader, the decision was made to utilize two existing instruments--Purdue Teacher Opinionaire and the Leader Behavior Description Questionnaire-Form XII. The PTO was chosen for its proven predictability and high reliability in determining the level of teacher morale. As the study was also concerned with the principal's role in teacher morale, the LBDQ was chosen for its proven use in determining the impact of the leader's behavior on the group. The two instruments

TABLE 1

ORIGINAL NUMBER OF QUESTIONNAIRES SUBMITTED IN THE STUDY

	PTO	LBDQ
School A	33	6
School B	34	6
School C	33	6
School D	41	8
School E	31	6
Total	172	38

were selected for use together, as such an analysis as needed for this study was possible from the design of the instruments.

Purdue Teacher Opinionaire

In 1961, the first form of the PTO was developed. The fourth revision, the present form, of the 100 question instrument was revised by Rempel and Bentley in 1964. The PTO is designed to provide a measure of morale. Not only does the opinionaire yield a total score indicating the general level of teacher morale, but it also provides meaningful sub-scores which measure some of the dimensions of morale.[1]

The following is a brief description of the ten morale subscales with the number of test questions per subscale:

> Factor 1 - 'Teacher Rapport with Principal' deals with the teacher's feelings about the principal--his professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations. (20 items)

[1]Bentley and Rempel, Manual for the PTO, p. 1.

Factor 2 - 'Satisfaction with Teaching' pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation. (20 items)

Factor 3 - 'Rapport Among Teachers' focuses on a teacher's relationship with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers. (14 items)

Factor 4 - 'Teacher Salary' pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies? (7 items)

Factor 5 - 'Teacher Load' deals with such matters as record-keeping, clerical work, 'red tape,' community demands on teacher time, extra-curricular load, and keeping up to date professionally. (11 items)

Factor 6 - 'Curriculum Issues' solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship. (5 items)

Factor 7 - 'Teacher Status' samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community. (8 items)

Factor 8 - 'Community Support of Education' deals with the extent to which the community understands and is willing to support a sound educational program. (5 items)

Factor 9 - 'School Facilities and Services' has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services. (5 items)

Factor 10 - 'Community Pressures' gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom. (5 items)[1]

The respondent was asked to respond by circling one of the four potential responses on the instrument. The potential responses were

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[1] Ibid., p. 4.

A-Agree, PA-Probably Agree, PD-Probably Disagree, or D-Disagree. The seventy-four positive items were scored: A-4, PA-3, PD-2, or D-1. The twenty-six negative items were scored: A-1, PA-2, PD-3, or D-4.[1]

A copy of the Purdue Teacher Opinionaire is presented in Appendix B.

Leader Behavior Description Questionnaire-Form XII

The LBDQ can be used to describe the behavior of the leader, or leaders, in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group.[2]

Hemphill initiated the work of the LBDQ.[3] It was further developed by the staff of the Ohio State Leadership Studies and described by Hemphill and Coons.[4]

The theoretical considerations underlying the descriptive method were outlined by Shartle.[5] He observed that "when the Ohio State Leadership Studies were initiated in 1945, no satisfactory theory or definition of leadership was available."[6] It was subsequently found in empirical research that a large number of hypothesized dimensions of

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[1]Ibid., pp. 8-9.

[2]Stogdill, Manual for the LBDQ, p. 1.

[3]Ibid.

[4]Ibid.

[5]Caroll L. Shartle, "Introduction," in Leader Behavior: Its Description and Measurement, ed. Ralph M. Stogdill and Alvin E. Coons, (Columbus: The Ohio State University, Bureau of Business Research, 1957), pp. 1-5.

[6]Ibid., p. 1.

leader bahavior could be reduced to two strongly defined factors, Consideration and Initiation of Structure.[1] In 1963, Stogdill[2] revised and expanded this instrument to account for a broad spectrum of perceived leader behaviors. This 100 question revised edition of the LBDQ with its twelve subscales was the instrument used in the present study.

A brief description of the leadership subscale dimensions and the number of questions per subscale are listed below:

1. Representation - speaks and acts as the representative of the group. (5 items)

2. Demand Reconciliation - reconciles conflicting demands and reduces disorder to system. (5 items)

3. Tolerance of Uncertainty - is able to tolerate uncertainty and postponement without anxiety or upset. (10 items)

4. Persuasiveness - uses persuasion and argument effectively; exhibits strong convictions. (10 items)

5. Initiation of Structure - clearly defines own role, and lets followers know what is expected. (10 items)

6. Tolerance of Freedom - allows followers scope for initiative, decision, and action. (10 items)

7. Role Assumption - actively exercises the leadership role rather than surrendering leadership to others. (10 items)

8. Consideration - regards to comfort, well being, status, and contributions of followers. (10 items)

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[1]Andrew W. Halpin and B. James Winer, A Factorial Study of the Leader Behavior Descriptions," in Leader Behavior: Its Description and Measurement, ed. Ralph M. Stogdill and Alvin E. Coons, (Columbus: The Ohio State University, Bureau of Business Research, 1957), pp. 39-51; and Edwin A. Fleishman, A Leader Behavior Description for Industry," in Leader Behavior: Its Description and Measurement, ed. Ralph M. Stogdill and Alvin E. Coons, (Columbus: The Ohio State University, Bureau of Business Research, 1957), pp. 103-118.

[2]Ralph M. Stogdill, Managers, Employees, Organizations (Columbus: The Ohio State University, Bureau of Business Research, 1965).

9. Production Emphasis - applies pressure for productive output. (10 items)

10. Predictive Accuracy - exhibits foresight and ability to predict outcomes accurately. (5 items)

11. Integration - maintains a closely knit organization; resolves intermember conflicts. (5 items)

12. Superior Orientation - maintains cordial relations with superiors; has influence with them; is striving for higher status. (10 items)[1]

The respondents were asked to describe the behavior of the building principal by circling one of the five potential responses on the instrument. The potential responses were A-Always, B-Often, C-Occasionally, D-Seldom, or E-Never. The eighty positive items were scored: A-5, B-4, C-3, D-2, or E-1. The twenty negative items were scored: A-1, B-2, C-3, D-4, or E-5.[2]

A copy of the Leader Behavior Description Questionnaire-Form XII is presented in Appendix B.

The twelve leadership factors identified by the LBDQ were summarized into two categories, System Orientation and Person Orientation.[3] These factors are presented in Table 2 on page 49.

Evaluation of the Instruments

Purdue Teacher Opinionaire

The reliability of the PTO was determined by test-retest correlations for factor scores and for total scores. The test-retest data

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[1]Stogdill, Manual for the LBDQ, p. 3.

[2]Ibid., p. 4.

[3]Brown, p. 69.

TABLE 2

LOADINGS OF LBDQ-XII SUBSCALES ON TWO VARIMAX FACTORS (N=170)[1]

	Subscale	Factor I "System" Orientation	Factor II "Person" Orientation	Identifying Factor
1.	Representation	.78	.17	I
2.	Demand Reconciliation	.51	.73	II
3.	Tolerance of Uncertainty	-.11	.86	II
4.	Persuasiveness	.73	.42	I
5.	Initiating Structure	.89	.10	I
6.	Tolerance Freedom	.09	.85	II
7.	Role Assumption	.77	.41	I
8.	Consideration	.29	.86	II
9.	Production Emphasis	.87	-.14	I
10.	Predictive Accuracy	.62	.63	II
11.	Integration	.62	.68	II
12.	Superior Orientation	.57	.50	I
	Percent Total Variance	40	36	

were obtained for 3023 teachers in Indiana and Oregon.[2] The reliability coefficients for the total scores and for factor scores are listed in Table 3 on page 50.

The validity of the PTO was tested by the principals in the Indiana and Oregon schools reacting to the PTO as they believed their faculty would react. Differences between the median scores for teachers and the median scores for principals were not significant.[3]

The norms were produced from a stratified random sample of secondary schools in Indiana and Oregon. The norms were based on school

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[1]Ibid., p. 68.

[2]Bentley and Rempel, Manual for the PTO, p. 5.

[3]Ibid., p. 7.

TABLE 3

TEST-RETEST CORRELATIONS FOR PTO FACTOR AND TOTAL SCORES[1]

	Factor	Correlation
1.	Teacher Rapport with Principal	.88
2.	Satisfaction with Teaching	.84
3.	Rapport Among Teachers	.80
4.	Teacher Salary	.81
5.	Teacher Load	.77
6.	Curriculum Issues	.76
7.	Teacher Status	.81
8.	Community Support of Education	.78
9.	School Facilities and Services	.80
10.	Community Pressures	.62
	Total Score	.87

faculty medians instead of individual leader scores. This procedure enabled a school to compare its faculty's morale with that of other faculties instead of with teachers generally.[2]

The Seventh Mental Measurements Yearbook listed, described, and reviewed the PTO. In the review, Rosner regarded the PTO to be "a carefully constructed research instrument designed to estimate individual, school or system-wide teacher morale.[3]

Leader Behavior Description Questionnaire-Form XII

The reliability of the subscales of the LBDQ was determined by a modified Kuder-Richardson formula. The modification consisted of

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[1]Ibid., p. 5.

[2]Ibid., p. 10.

[3]Benjamin Rosner, in The Seventh Mental Measurements Yearbook ed. Oscar Krisen Buros 2 Vols. (Highland Park, New Jersey: Gryphon Press, 1972), p. 973.

the fact that each item was correlated with the remainder of the items in its subscale rather than with the subscale score including the item. A conservative estimate of subscale reliability was produced by this procedure.[1] The reliability coefficients are presented in Table 4 on page 52.

The lowest reliability was .54, while the highest was .91. Coefficients were not available for all groups on all subscales, as the respective subscales had not been developed at the time that some of the groups were tested.[2]

According to the LBDQ manual there are no norms for the LBDQ. The LBDQ was designed for use as a research device and is not recommended for use in selection, assignment, or assessment purposes.[3]

Dipboye in The Eighth Mental Measurements Yearbook reported that the LBDQ is more content valid than some other scales tending to measure dimensions of leadership.[4] The LBDQ "possess reasonable good internal consistency, across all the twelve scales, high inter-rater agreement for some of the scales, and moderately high stability on the consideration and structure scales.[5]

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[1]Stogdill, Manual for the LBDQ, p. 8.

[2]Ibid.

[3]Ibid.

[4]Robert L. Dipboye, in The Eighth Mental Measurements Yearbook, ed. Oscar Krisen Buros, 2 Vols. (Highland Park, New Jersey: Gryphon Press, 1978), p. 1175.

[5]Ibid., 1176.

TABLE 4

RELIABILITY COEFFICIENTS (MODIFIED KUDER-RICHARDSON)

	Subscale	Aircraft Executives	Ministers	Community Leaders	Corporation Presidents	Labor Presidents	College Presidents	Senators
1.	Representation	.74	.55	.59	.54	.70	.66	.80
2.	Demand Reconciliation	.73	.77	.58	.59	.81		.81
3.	Tolerance Uncertainty	.82	.84	.85	.79	.82	.80	.83
4.	Persuasiveness	.84	.77	.79	.69	.80	.76	.82
5.	Initiating Structure	.78	.70	.72	.77	.78	.80	.72
6.	Tolerance Freedom	.96	.75	.86	.84	.58	.73	.64
7.	Role Assumption	.84	.75	.83	.57	.86	.75	.65
8.	Consideration	.84	.85	.77	.78	.83	.76	.85
9.	Production Emphasis	.79	.59	.79	.71	.65	.74	.38
10.	Predictive Accuracy	.91	.83	.62	.84	.87		
11.	Integration							
12.	Superior Orientation	.81			.66		.60	

Data Collection Procedures

The collection of the data was conducted in the Spring semester of the 1979-1980 school year. The instruments for the collection of the data for this study were the Purdue Teacher Opinionaire and the Leader Behavior Description Questionnaire-Form XII.

A cover letter explaining the purpose of the study and soliciting the teacher's participation was attached to each Purdue Teacher Opinionaire. Attached to every fifth Purdue Teacher Opinionaire and cover letter was the Leader Behavior Description Questionnaire-Form XII.

In the letter, each teacher in the junior high schools was asked to respond to the PTO and one-fifth of these same teachers was also asked to respond to the LBDQ. It was not deemed necessary for all the teachers to respond to the LBDQ, since Halpin stated that "a minimum of four respondents per leader is desirable, and additional respondents beyond ten do not increase significantly the stability of the index scores."[1]

The instruments were given to the junior high administrators on April 9, 1980, at an orientation meeting attended by the Director of Secondary Education, four junior high principals, one junior high assistant principal, and the writer at the Mid-Del Board of Education. The forms were distributed to their teachers at a faculty meeting that day or the following day, after reading the letter to the faculty members shown in Appendix A. In order to obtain valid and reliable data.

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[1]Andrew W. Halpin, Manual for the Leader Behavior Description Questionnaire, 1957, quoted in Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire-Form XII (Columbus, Ohio: Bureau of Business Research, 1963), p. 12.

and to insure confidentiality, there was no place on either questionnaire asking for the teacher's name or other forms of identification. The questionnaires were not numbered, but the number of questionnaires given to each school was recorded.

The administrators were instructed to explain to the teachers that the completion of the forms was voluntary; there was no way to trace who did or did not complete the questionnaires. The teachers were asked to complete and return the questionnaire(s) to the designated box in the teachers' workroom before Thursday, April 17, 1980.

The principals were contacted on April 15, 1980, to remind their faculty members to respond to the questionnaires. On April 18, 1980, the boxes containing the questionnaires were picked up from each school. Of the 172 teachers, 121 (70.3%) elected to return the questionnaires. Of this number, five persons returned the questionnaires with their refusals to participate in the study. Eight forms were incomplete so as to render them unusable. During the following week, each school was called in an attempt to secure additional completed questionnaires, but as no more were returned, the final usable number of PTO questionnaires received was 108 and the final usable number of LBDQ questionnaires received was 26.

The final number of questionnaires returned by the participants in each school can be found in Table 5 on page 55.

Procedure for Data Analysis

After obtaining the questionnaires from the different junior high schools, the data were processed and analyzed. In order to test the hypotheses stated in Chapter I, the data were compiled and coded.

TABLE 5

FINAL SAMPLE BY SCHOOL

	PTO returned	PTO usable	LBDQ returned	LBDQ usable
School A	24	24	6	6
School B	26	24	6	6
School C	26	25	6	6
School D	22	16	5	4
School E	23	19	4	4
Total	121	108	27	26

The sample data were kept separated by schools for statistical treatment of the hypotheses. The statistical treatment of the data included calculating both the mean and raw scores for all of the components of the PTO and the LBDQ. These were utilized by: 1. computing the "t for Testing Hypotheses about the Difference between Two Means"[1] in analyzation of the total morale level of teachers and the total perceived leader behavior; 2. calculating the correlation coefficient according to the "Pearson product-moment correlation"[2] formula for seeing the relationship between the level of teacher morale and the leader behavior of the principal; and 3. figuring r^2, the coefficient of determination, which was used because "r^2 gives the proportion of Y variance that is associated with changes in X."[3]

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[1]Edward W. Minium, Statistical Reasoning in Psychology and Education, 2nd ed. (New York: John Wiley & Sons, 1978), p. 337.

[2]Ibid., p. 146.

[3]Ibid., p. 211.

For the statistical treatments, the .05 level of confidence was selected as the criterion of significance for accepting or rejecting each hypothesis.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Introduction

This investigation was designed to determine the morale level of junior high teachers in a selected metropolitan school district as measured by the Purdue Teacher Opinionaire. Further, the study was also designed to analyze the relationship of teacher morale measured by the PTO and the perceived leader behavior measured by the Leader Behavior Description Questionnaire-Form XII.

This chapter contains the presentation, analysis, and interpretation of the data, testing of the hypotheses which were stated in Chapter I, and a discussion section.

Analyses and Test of the Hypotheses

$H_0 1$: There is no statistically significant difference in the teacher morale level among the five junior high schools.

Each questionnaire was scored as prescribed in the Purdue Teacher Opinionaire manual for the ten subscales identified and sampled by the PTO. Means were then computed, and the t test was applied for each of the five schools. The values obtained for the means were listed in Table 6 shown on page 58. The means associated with

significant scores obtained from the t test were also indicated in the table. It should be noted that the degrees of freedom, computed from the number of respondents, varied for each set of comparisons and determined the significance in the t value.

TABLE 6

MEANS FROM THE PURDUE TEACHER OPINIONAIRE FOR EACH SCHOOL

	Subscale	School A	School B	School C	School D	School E
1.	Rapport with Principal	65.8*	52.5*	57.3*	62.5	41.8*
2.	Satisfaction	64.6*	64.0	64.0	69.4*	60.4*
3.	Rapport among Teachers	49.3*	47.5	46.9*	46.9	42.6*
4.	Teacher Salary	18.3*	12.6*	15.4*	13.9*	16.6*
5.	Teacher Load	35.5*	32.8	32.8*	32.9	34.3
6.	Curriculum Issues	17.5*	13.1*	15.3*	13.3*	15.0*
7.	Teacher Status	21.7*	18.2*	17.6*	20.9	18.8*
8.	Community Support	14.7*	13.3*	12.9*	15.2*	14.4
9.	Facilities & Services	16.6	12.1*	14.8*	13.7*	12.7
10.	Community Pressures	15.8	16.5*	15.8	16.8*	16.1*

*shows where a significant difference was found by t test

Each school was then ranked according to the total teacher morale score. The rankings are shown in Table 7 on page 59.

A summary of Table 6, a comparison of the PTO subscale factors of the junior high schools and Table 7, a ranking of the schools according to teacher morale, follows.

TABLE 7

SCORES AND RANKING OF SCHOOLS
ON TOTAL TEACHER MORALE

	Score	Ranking
School A	319.8	1
School B	282.6	4
School C	292.8	3
School D	305.5	2
School E	272.7	5

The teachers of School A scored above the mean on all ten PTO subscale factors and also ranked first among the schools in total teacher morale.

The teachers of School B scored below the mean on eight of the ten subscale factors. The two factors above the mean were rapport among teachers and community pressure. Furthermore, School B ranked fourth in total teacher morale.

The teachers of School C scored above the mean on one half of the subscales. Those subscales above the mean were: teacher rapport with principal, rapport among teachers, teacher salary, curriculum issues, and school facilities and services. School C was the median school in total teacher morale.

The factors for which the teachers of School D scored above the mean were: rapport with principal, satisfaction with teaching, rapport among teachers, teacher status, curriculum issues, and community support

of education. This school was second in the ranking of schools by total teacher morale.

The teachers of School E scored above the mean on only four subscales--teacher salary, teacher load, curriculum issues, and facilities and services. Furthermore, School E ranked last among the schools in total teacher morale.

Table 6 shows the comparison of schools by t test. The subscales that most often exceeded the criterion value were curriculum issues and teacher salary. But, all subscale factors exceeded the criterion value at least once. Therefore, the first hypothesis was rejected.

$H_0 2$: There is no statistically significant difference in the perceived leader behavior among the five junior high schools.

Scores were calculated for each questionnaire as prescribed in the Leader Behavior Description Questionnaire manual for the twelve subscales identified and sampled by the LBDQ. In order to compare the means of the subscales, the scores of the four subscales of the LBDQ containing five items were doubled. In each school, the Person-Oriented and System-Oriented factors were calculated from the twelve subscale scores of the LBDQ as prescribed by Brown. The means of the twelve subscales for each school are presented in Table 8 on page 61.

The principal of each school was ranked on total leader behavior, Person-Orientation, and System-Orientation as measured by the LBDQ. The ranking of each of the principals on these factors are presented in Table 9 on page 62.

TABLE 8

MEANS FROM THE LEADER BEHAVIOR QUESTIONNAIRE-
FORM XII FOR EACH SCHOOL

	Subscales	School A	School B	School C	School D	School E
1.	Representation	42.7*	38.3*	38.7	38.5	36.0
2.	Demand Recognition	43.3*	34.7*	32.7*	35.5*	26.0*
3.	Tolerance Uncertainty	40.2*	35.0*	28.0*	31.3*	21.0*
4.	Persuasiveness	41.5*	31.8*	33.8*	34.8*	24.0*
5.	Initiating Structure	43.5*	37.3*	38.2	37.3*	32.0*
6.	Tolerance Freedom	41.5*	32.2*	37.8*	37.5*	25.3*
7.	Role Assumption	44.3*	34.3	35.5*	37.5*	36.0*
8.	Consideration	42.0*	34.5*	34.8*	35.5*	22.3*
9.	Production Emphasis	34.5*	31.5	31.3	31.8	29.5*
10.	Predictive Accuracy	40.7*	34.3	31.0*	32.5*	26.5*
11.	Integration	43.7*	34.0*	33.0*	36.5*	26.0*
12.	Superior Orientation	40.8*	32.5*	33.2*	33.0*	31.3*

*shows where a significant difference was found by t test

Incorporating Halpin's quadrant scheme for describing leader behavior with Brown's theory of leader behavior provided another way to analyze the data in this study. According to Halpin's scheme, which was described and illustrated on pages 33 and 34, the scores of the principals were plotted in the quadrants based upon the position of their scores above or below the mean on the two factors. Figure 3 was used to illustrate the placement of the scores.

TABLE 9

SCORES AND RANKING OF PRINCIPALS ON SYSTEM-ORIENTED LEADERSHIP, PERSON-ORIENTED LEADERSHIP, AND TOTAL LEADERSHIP

Principal of	System Score	System Rank	Person Score	Person Rank	Total Score	Total Rank
School A	41.2	1	41.9	1	498.7	1
School B	34.3	4	35.0	2	415.4	3
School C	35.1	3	32.9	3	408.0	4
School D	35.3	2	34.8	4	420.7	2
School E	31.5	5	24.5	5	335.9	5

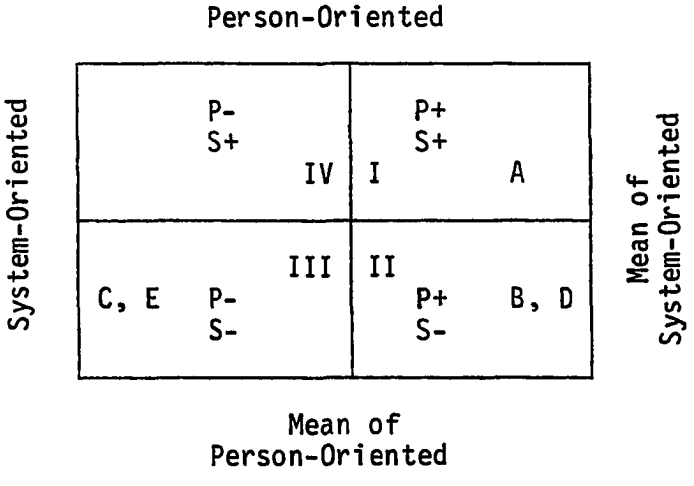


Figure 3. Quadrant analysis of the five principals' perceived leader behavior on the Person-Oriented and System-Oriented dimensions of leader behavior.

A summary of Table 8, a comparison of LBDQ subscale factors, Table 9, a ranking of school principals, and Figure 3, an analysis of perceived leader behavior follows.

The score of the principal of School A was above the mean on System-Orientation, Person-Orientation, total leadership, and on all twelve LBDQ subscale factors. His rank was the highest in System-Orientation, Person-Orientation, and total leadership. By Halpin's scheme, the principal of School A would be described as being highly effective.

The score of the principal of School B was above the mean on Person-Orientation, total leadership, and on three LBDQ subscales. His rank was second in Person-Orientation, third in total leadership, and fourth in System-Orientation. The principal of School B would be classified in Quadrant II.

The score of the principal of School C was below the mean on Person-Orientation, System-Orientation, total leadership, and on eight of the twelve subscale factors. His rank was third for both Person and System orientation, fourth in total leadership, and in Quadrant III by Halpin's scheme.

The score of the principal of School D was above the mean on total leadership, Person-Orientation, and on five of the twelve LBDQ subscales. His rank was second for total leadership and System-Orientation and fourth for Person-Orientation. By Halpin's scheme, he was placed in Quadrant II.

The score of the principal of School E was below the mean on every subscale factor, total leadership, System-Orientation, and Person-Orientation. His rank was the lowest of all the principals in total leadership, System-Orientation, and Person-Orientation, which placed him in Quadrant III of Halpin's scheme.

Table 8 shows the comparison of schools by t test. Of the 120 t tests for the subscales of the LBDQ among the junior high schools, forty-seven were found to exceed the criterion value for acceptance. Therefore, the second hypothesis was rejected.

For Hypotheses $H_0 3$, $H_0 4$, $H_0 5$, and $H_0 6$, the Pearson product-moment coefficient of correlation, and r^2, the coefficient of determination, were used to determine the existence of significance. The value of r^2 indicated the proportion of variance of the morale factors which were associated with a change in the leader behavior. For example, when r^2 equaled .15 the interpretation was that 15 percent of teacher morale variance was associated with changes in leader behavior and 85 percent was not. When a two-tailed test at the .05 level was conducted for each r, statistically significant results were found for several of the factors. For simplicity, only r^2 values were listed in Tables 10-16, but those factors which had significant values for r were indicated in each table.

The summary of the data used to test hypotheses 3 and 4 and the results of the Pearson product-moment coefficient of correlation for significance are presented in Table 10 on page 65.

$H_0 3$: There is no statistically significant difference in the relationship between the measured teacher morale and the perceived principal's leader behavior on System-Oriented factors within each junior high school. The coefficient of correlation performed on the data from the various groups revealed that System-Oriented factors at one junior high school were significant at the .05 level. Therefore, the hypothesis was rejected.

TABLE 10

SYSTEM-ORIENTATION AND PERSON-ORIENTATION WITH TOTAL TEACHER MORALE COEFFICIENTS OF DETERMINATION FOR EACH SCHOOL

Morale for	System-Orientation	Person-Orientation
School A	.00	.15
School B	.05	.01
School C	.53	.44
School D	.88	.76
School E	.99*	.25

*shows where a significant difference was found at the .05 level

$H_0 4$: There is no statistically significant difference in the relationship between the measured teacher morale and the perceived principal's leader behavior on Person-Oriented factors within each junior high school. As no statistically significant results were found at the .05 level for any of the schools, the hypothesis was accepted.

$H_0 5$: There is no statistically significant difference in the relationships between the teachers' perceptions of the principal's leader behavior as measured by the twelve subscales of the Leader Behavior Description Questionnaire-Form XII and teacher morale as measured by the ten subscales of the Purdue Teacher Opinionaire within each junior high school.

The comparison of the LBDQ subscales and the PTO subscales for each schol is presented in Tables 11, 12, 13, 14, and 15.

TABLE 11

LBDQ AND PTO SUBSCALE COEFFICIENTS
OF DETERMINATION FOR SCHOOL A

LBDQ	PTO 1. Rapport with Principal	2. Satisfaction	3. Rapport among Teachers	4. Teacher Salary	5. Teacher Load	6. Curriculum Issues	7. Teacher Status	8. Community Support	9. Facilities & Service	10. Community Pressures
1. Representation	.15	.06	.11	.03	.06	.49	.00	.02	.08	.30
2. Demand Recognition	.49	.00	.10	.14	.08	.22	.04	.26	.00	.18
3. Tolerance Uncert.	.76*	.05	.67*	.01	.46	.50	.16	.37	.24	.04
4. Persuasiveness	.03	.07	.03	.14	.09	.02	.41	.04	.12	.55
5. Initiating Struct.	.30	.03	.04	.03	.02	.18	.10	.16	.01	.12
6. Tolerance Freedom	.42	.03	.08	.01	.03	.14	.06	.06	.01	.56
7. Role Assumption	.69*	.07	.36	.18	.32	.58	.02	.48	.15	.08
8. Consideration	.62	.03	.17	.10	.10	.13	.01	.20	.02	.32
9. Production Emph.	.07	.32	.38	.10	.42	.06	.81*	.14	.50	.19
10. Predictive Acc.	.18	.00	.10	.14	.02	.27	.02	.00	.01	.37
11. Integration	.34	.02	.05	.05	.04	.26	.07	.11	.01	.37
12. Superior Orient.	.05	.08	.00	.18	.05	.04	.31	.02	.09	.48

*shows where a significant difference was found at the .05 level

TABLE 12

LBDQ AND PTO SUBSCALE COEFFICIENTS
OF DETERMINATION FOR SCHOOL B

LBDQ	PTO 1. Rapport with Principal	2. Satisfaction	3. Rapport among Teachers	4. Teacher Salary	5. Teacher Load	6. Curriculum Issues	7. Teacher Status	8. Community Support	9. Facilities & Service	10. Community Pressures
1. Representation	.05	.00	.11	.61	.49	.13	.76*	.09	.01	.22
2. Demand Recognition	.37	.04	.08	.40	.12	.26	.52	.00	.26	.62
3. Tolerance Uncert.	.46	.01	.03	.38	.02	.01	.50	.00	.34	.81*
4. Persuasiveness	.38	.02	.00	.58	.13	.00	.48	.00	.16	.61
5. Initiating Struct.	.12	.04	.00	.72*	.36	.04	.56	.00	.01	.28
6. Tolerance Freedom	.18	.06	.19	.19	.09	.04	.74*	.04	.29	.55
7. Role Assumption	.42	.02	.01	.81*	.13	.00	.27	.00	.05	.50
8. Consideration	.62	.02	.00	.53	.02	.01	.30	.01	.29	.81*
9. Production Emph.	.03	.04	.05	.90*	.55	.16	.45	.12	.04	.11
10. Predictive Acc.	.13	.00	.04	.32	.48	.03	.50	.02	.00	.25
11. Integration	.48	.00	.00	.52	.10	.01	.40	.03	.24	.66
12. Superior Orient.	.31	.49	.14	.18	.06	.00	.18	.04	.27	.61

*shows where a significant difference was found at the .05 level

TABLE 13

LBDQ AND PTO SUBSCALE COEFFICIENTS
OF DETERMINATION FOR SCHOOL C

LBDQ	PTO 1. Rapport with Principal	2. Satisfaction	3. Rapport among Teachers	4. Teacher Salary	5. Teacher Load	6. Curriculum Issues	7. Teacher Status	8. Community Support	9. Facilities & Service	10. Community Pressures
1. Representation	.37	.85*	.12	.10	.14	.81*	.07	.42	.32	.00
2. Demand Recognition	.21	.46	.06	.01	.05	.34	.09	.44	.00	.40
3. Tolerance Uncert.	.21	.35	.00	.00	.43	.71*	.32	.37	.24	.14
4. Persuasiveness	.32	.69*	.05	.02	.12	.67*	.09	.46	.11	.26
5. Initiating Struct.	.52	.94*	.23	.25	.34	.77*	.31	.76*	.26	.00
6. Tolerance Freedom	.49	.81*	.05	.07	.29	.90*	.18	.56	.34	.08
7. Role Assumption	.35	.58	.18	.14	.17	.34	.28	.69*	.01	.18
8. Consideration	.42	.61	.00	.00	.14	.81*	.03	.31	.30	.27
9. Production Emph.	.86*	.64	.24	.14	.09	.31	.20	.66	.00	.15
10. Prodictive Acc.	.23	.36	.00	.01	.15	.55	.10	.31	.09	.50
11. Integraion	.67*	.81*	.03	.12	.30	.92*	.12	.49	.50	.04
12. Superior Orient.	.05	.04	.28	.18	.17	.52	.00	.00	.42	.16

*shows where a significant difference was found at the .05 level

TABLE 14

LBDQ AND PTO SUBSCALE COEFFICIENTS
OF DETERMINATION FOR SCHOOL D

LBDQ	PTO 1. Rapport with Principal	2. Satisfaction	3. Rapport among Teachers	4. Teacher Salary	5. Teacher Load	6. Curriculum Issues	7. Teacher Status	8. Community Support	9. Facilities & Service	10. Community Pressures
1. Representation	.25	.05	.56	.01	.45	1.00*	.26	.09	.03	.09
2. Demand Recognition	.66	.06	.78	.25	.90*	.56	.00	.67	.15	.20
3. Tolerance Uncert.	.31	.00	.66	.00	.36	.96*	.20	.08	.02	.16
4. Persuasiveness	.37	.00	.71	.00	.24	.90*	.15	.07	.01	.25
5. Initiating Struct.	.32	.00	.67	.00	.32	.96*	.18	.08	.01	.19
6. Tolerance Freedom	.67	.00	.92*	.10	.50	.77	.01	.37	.06	.42
7. Role Assumption	.19	.00	.53	.04	.18	.92*	.28	.01	.06	.12
8. Consideration	.37	.04	.72	.00	.17	.81	.10	.06	.00	.32
9. Production Emph.	.04	.00	.02	.56	.03	.40	.66	.31	.56	.01
10. Predictive Acc.	.02	.04	.05	.50	.01	.61	.81	.17	.56	.03
11. Integration	.14	.00	.46	.07	.13	.88	.34	.00	.10	.10
12. Superior Orient.	.05	.01	.02	.58	.04	.36	.64	.35	.56	.01

*shows where a significant difference was found at the .05 level

TABLE 15

LBDQ AND PTO SUBSCALE COEFFICIENTS
OF DETERMINATION FOR SCHOOL E

LBDQ	PTO 1. Rapport with Principal	2. Satisfaction	3. Rapport among Teachers	4. Teacher Salary	5. Teacher Load	6. Curriculum Issues	7. Teacher Status	8. Community Support	9. Facilities & Service	10. Community Pressures
1. Representation	.48	.12	.18	.19	.16	.79	.04	.14	.29	.14
2. Demand Recognition	.81	.14	.07	.03	.09	.52	.00	.03	.14	.03
3. Tolerance Uncert.	.00	.64	.98*	.92*	.94*	.56	.94*	1.00*	.96*	1.00*
4. Persuasiveness	.49	.83	.58	.27	.64	.58	.21	.44	.53	.44
5. Initiating Struct.	.03	.14	.01	.03	.03	.25	.01	.00	.00	.00
6. Tolerance Freedom	.13	.98*	.85	.49	.92*	.46	.55	.72	.77	.72
7. Role Assumption	.42	.13	.17	.12	.17	.06	.35	.20	.08	.20
8. Consideration	.18	.43	.74	.72	.69	.16	.94*	.81	.64	.81
9. Production Emph.	.28	.35	.58	.55	.55	.05	.81	.66	.46	.66
10. Predictive Acc.	.74	.25	.18	.10	.19	.67	.01	.11	.26	.11
11. Integraion	.32	.19	.32	.38	.30	.94*	.14	.30	.48	.31
12. Superior Orient.	.66	.69	.41	.15	.49	.53	.10	.27	.42	.27

*shows where a significant difference was found at the .05 level

As each of the five schools had several correlation values which exceeded the .05 criterion on one or more of the morale or leader behavior subscales, the hypothesis was rejected.

$H_0 6$: There is no statistically significant difference in the relationship between the total perceived leader behavior and total teacher morale.

The summary of the data used to test this hypothesis and the results of the Pearson product-moment correlation for significance are presented in Table 16.

A correlation coefficient of .39 or greater was required to establish a statistically significant relationship between teacher morale and leader behavior. As a .46 coefficient of correlation was computed from the data analyses, the hypothesis was rejected.

Discussion

The focus of this study was on two concepts--teacher morale and leader behavior, and the relationship between them. The results tended to support previous studies which concluded that there is a definite relationship between morale of teachers and the perceived leader behavior of the principal.

Attitudes of some of the teachers who returned the questionnaires was clearly evident in the negative comments describing their perceptions of the behavior of their principal. The majority of these negative perceptions came from the teachers from School E and some from School D. This kind of reaction was not made by respondents from the other three schools. These negative comments came from persons in the low morale schools.

TABLE 16

LBDQ AND PTO SUBSCALE COEFFICIENTS OF DETERMINATION FOR THE FIVE SCHOOLS OF THE DISTRICT

LBDQ	PTO 1. Rapport with Principal	2. Satisfaction	3. Rapport among Teachers	4. Teacher Salary	5. Teacher Load	6. Curriculum Issues	7. Teacher Status	8. Community Support	9. Facilities & Service	10. Community Pressures
1. Representation	.03	.01	.00	.02	.00	.06	.01	.01	.01	.01
2. Demand Recognition	.42*	.06	.03	.04	.04	.25*	.01	.10	.01	.07
3. Tolerance Uncert.	.34*	.04	.01	.02	.01	.19*	.05	.05	.01	.05
4. Persuasiveness	.36*	.05	.02	.02	.00	.19*	.00	.01	.02	.04
5. Initiating Struct.	.38*	.18*	.07	.10	.05	.22*	.07	.11	.05	.03
6. Tolerance Freedom	.41*	.06	.00	.02	.00	.13	.00	.04	.01	.03
7. Role Assumption	.23*	.08	.07	.12	.09	.20*	.11	.13	.04	.03
8. Consideration	.55*	.10	.02	.03	.00	.24*	.01	.05	.02	.05
9. Production Emph.	.01	.14	.01	.01	.01	.01	.00	.00	.02	.08
10. Predictive Acc.	.22*	.03	.01	.02	.04	.14	.02	.02	.04	.18
11. Integration	.52*	.10	.03	.08	.02	.25	.03	.08	.04	.04
12. Superior Orient.	.11	.00	.00	.05	.00	.13	.00	.00	.04	.14

*shows where a significant difference was found at the .05 level

The data obtained from the questionnaires revealed disparities among the areas sampled within each school. No one school, including both the highest morale and the lowest, had means, correlations, or coefficients of determination totally uniform for every factor. The key to this apparent paradox seemed to be in the interaction of all the factors of morale with the behavior of the principal. As can be seen in the tables, the principal's behavior for any one factor on the LBDQ at times had little or no impact on the morale. However, it was noted that an r^2 of .05, for example, required a correlation coefficient of .71, and that although causation cannot be implied a definite relationship did exist between the two factors.

Summary of the Data Analyses

From the results of the 220 t tests, the 731 correlation of coefficients, and the 731 coefficients of determination the following responses were made to each of the hypotheses:

$H_0$1: There is no statistically significant difference in the teacher morale level among the five junior high schools. This hypothesis was rejected.

$H_0$2: There is no statistically significant difference in the perceived leader behavior among the five junior high schools. This hypothesis was rejected.

$H_0$3: There is no statistically significant difference in the relationship between the measured teacher morale and the perceived principal's leader behavior on System-Oriented factors within each junior high school. This hypothesis was rejected.

$H_0$4: There is no statistically significant difference in the relationship between the measured teacher morale and the perceived principal's leader behavior on Person-Oriented factors within each junior high school. This hypothesis was accepted. However, it should be noted that the data for this hypothesis nearly met the statistically significant difference criterion for rejection.

$H_0$5: There is no statistically significant difference in the relationship between the teachers' perceptions of the prinicpal's leader behavior as measured by the twelve subscales of the Leader Behavior Description Questionnaire-Form XII and teacher morale as measured by the ten subscales of the Purdue Teacher Opinionaire within each junior high school. This hypothesis was rejected.

$H_0$6: There is no statistically significant difference in the relationship between the total perceived leader behavior and total teacher morale. This hypothesis was rejected.

Statistically significant differences were found to exist among the five junior high schools for perceived leader behavior, and for teacher morale. Within each school and as a district statistically significant differences were found among the subscale factors of the LBDQ and the PTO. Also, a statistically significant difference was found to exist for the relationship between total perceived leader behavior and total teacher morale.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to determine and analyze the factors which affect teacher morale in the junior high schools of a selected metropolitan district. Hypotheses to be tested were:

$H_0 1$: There is no statistically significant difference in the teacher morale level among the five junior high schools.

$H_0 2$: There is no statistically significant difference in the perceived leader behavior among the five junior high schools.

$H_0 3$: There is no statistically significant difference in the relationship between the measured teacher morale and the perceived principal's leader behavior on System-Oriented factors within each junior high school.

$H_0 4$: There is no statistically significant difference in the relationship between the measured teacher morale and the perceived principal's leader behavior on Person-Oriented factors within each junior high school.

$H_0 5$: There is no statistically significant difference in the relationship between the teachers' perceptions of the principal's leader behavior measured by the twelve subscales of the Leader Behavior

Description Questionnaire-Form XII and teacher morale as measured by the ten subscales of the Purdue Teacher Opinionaire within each junior high school.

$H_0 6$: There is no statistically significant difference in the relationship between the total perceived leader behavior and total teacher morale.

The data for the study were collected by utilizing the Purdue Teacher Opinionaire and the Leader Behavior Description Questionnaire-Form XII. Both of these instruments had been validated by their developers and had established reliability indexes. Permission to utilize the instruments was obtained from the Purdue Research Foundation for the PTO and from the Ohio State University for the LBDQ.

The total population of the study was comprised of the 172 junior high teachers in the selected district. Each of the 172 teachers was asked in a faculty meeting to complete the PTO, an instrument designed to identify the level of teacher morale, and one-fifth of the 172 teachers were asked to complete an additional questionnaire, the LBDQ, an instrument designed to identify a principal's leadership behavior. Of the 172 teachers, 121 elected to return the questionnaires.

The statistical treatments applied to the data obtained from the questionnaires included determining the means, the Pearson product-moment coefficient of correlation, the coefficient of determination, and the t score. The .05 level of significance was the criterion used for accepting or rejecting each hypothesis based on the result of the statistical tests.

Five hypotheses--$H_0 1$, $H_0 2$, $H_0 3$, $H_0 5$, and $H_0 6$--were rejected based on the values obtained from the mathematical computation results of the t tests or Pearson r for each set of comparisons. Each of these hypotheses was determined to have had a statistically significant difference found between teacher morale and leader behavior.

The results of the Pearson product-moment coefficient of correlation led to the acceptance of $H_0 4$. No statistically significant difference was found to exist between the Person-Oriented factor and teacher morale within each junior high.

Major Findings

Statistically significant differences existed between the teachers' perceptions of the principal's behavior as measured by the twelve subscales of the LBDQ and teacher morale as measured by the ten subscales of the PTO. Also, a statistically significant difference was found to exist between total teacher morale and total leader behavior. Teacher morale was affected by the leader behavior of the principal. Generally, the higher the teachers rated their principal's leader behavior, the higher the teachers' morale. This was illustrated by the results from School A and School E. School A had the highest teacher morale, and the principal was determined to be highly effective; while School E had the lowest teacher morale, and the principal was determined to be least effective.

Teachers in the high morale school more often

1. had a highly effective principal
2. were more readily inclined to participate in a research study
3. had a principal who was willing to be evaluated by the faculty

4. perceived their principal as setting a good example by working hard himself.

Teachers in a low morale school more often

1. had an ineffective principal
2. were less readily inclined to participate in a research study
3. were more willing to evaluate and criticize the principal's behavior
4. had a principal who became upset with uncertainty and postponement.

The subscale with the most significant difference within the junior high schools was teacher rapport with principal. This supported previous studies which concluded that teacher morale was related to the leader bahavior of the principal. Teacher salary was one of the subscales that most often exceeded the criterion value among the junior high schools. This also supported the previous studies which concluded that teacher morale was raised by fair compensation.

The general level of teacher morale for a junior high faculty was directly affected by the perceived leadership style of the principal. Furthermore, teacher morale improved as the perceived leader behavior of the principal approximated the desired principal behavior. System-Orientation, and not Person-Orientation, was more likely to be associated with statistically significant differences in the comparison of morale factors. Higher mean morale scores were associated with perceptions of high levels of Person-Orientation and System-Orientation.

Conclusions

The following conclusions were reached after analyzing the data:

1. It is a responsibility of the chief administrator of the district to be deeply concerned about the level of teacher morale within the various schools of the district on a regular basis. Low morale must be recognized as a critical and detrimental condition which needs immediate attention if the school climate is to be positive and constructive for both students and teachers.
2. Superintendents of schools must develop ways of discovering the level of teacher morale in the schools and the perceptions of teachers regarding the level and quality of leadership they are receiving from their principal. In this way, the quality of leadership by the principal can be evaluated.
3. The building principal should seek suggestions and help from teachers on ways to make their jobs more satisfying. These staff reactions may also give the principal clues regarding actions and procedures that are producing fear, confusion, dissatisfaction, and insecurity.
4. Principals who are concerned about improving teacher morale should give much attention to fair monetary compensation, curriculum issues, and their rapport with teachers.
5. Since teacher perceptions of leader behavior are important in determining teacher morale, principals should develop procedures for teacher evaluation of principal effectiveness as a basis for future alteration of principal behaviors in a positive direction.
6. The evaluation of the leader behavior of principals is certainly no less important than the evaluation of teacher performance.

7. Since teacher morale affects student achievement and teacher perceptions of the principal behavior affects teacher morale, principals must be concerned with appraising and improving their leader behavior.

Recommendations

Upon completion of this study, several areas for additional research were identified. These included:

1. replicating this study in other selected districts;
2. developing and testing an in-service education program for teachers and principals to raise awareness of the factors influencing morale;
3. comparing the morale level of teachers in the public schools of Oklahoma with that of teachers in private schools in Oklahoma;
4. comparing morale levels between junior and senior high school teachers in the same district;
5. developing the most effective approaches for improving administrator behavior by administrator preparatory institutions.

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APPENDIXES

APPENDIX A

CORRESPONDENCE RELATED TO THE STUDY

4012 N. W. 22nd Street
Oklahoma City, Oklahoma 73107
March 22, 1980

University Book Store
360 State Street
West Lafayette, Indiana 47906

Dear Sirs:

I am presently a student at the University of Oklahoma working on my doctoral dissertation. I am writing to request permission to use the Purdue Teacher Opinionaires in an investigation I am contemplating.

Sincerely,

Mary Perry

Mary Perry

PURDUE RESEARCH FOUNDATION

BUSINESS OFFICE
HOVDE HALL
WEST LAFAYETTE, INDIANA 47907

April 8, 1980

Ms. Mary Perry
4012 N. W. 22
Oklahoma City, Oklahoma 73107

Dear Ms. Perry:

Permission is hereby granted for your use of the Purdue Teacher Opinionaire in your dissertation study on the following basis:

1. Proper credit to Purdue Research Foundation must be given. Copyright marking plus reprinted with permission must be shown on each instrument reproduced.

2. It is our understanding that this instrument will not be sold commercially.

3. A copy or abstract of the completed study would be appreciated.

If you are in agreement with the foregoing, please sign and return the copy of this letter.

Sincerely,

W. D. Griggs
Assistant Treasurer

Accepted:
By Mary C. Perry

WDG:sad

4012 N. W. 22nd Street
Oklahoma City, Oklahoma 73107
November 24, 1979

Bureau of Business Research
Ohio State University
Columbus, Ohio 43210

Dear Sirs:

I am presently a student at the University of Oklahoma working on my doctoral dissertation. I would like to use the Leader Behavior Description Questionnaire-Form XII. Please send me information concerning the cost involved, scoring manual, and any other pertinent material.

There will be approximately 225 participants in the study.

Sincerely,

Mary Perry

Mary Perry

12/3/79
Enclosed: LBDQ (Form 12)
Manual
Policy Statement
Order Form

4012 N. W. 22nd Street
Oklahoma City, Oklahoma 73107
January 25, 1980

Bureau of Business Research
Ohio State University
Columbus, Ohio 43210

Dear Sirs:

I am presently a student at the University of Oklahoma working on my doctoral dissertation. I am writing to request permission to use the Leader Behavior Description Questionnaire-Form XII in an investigation I am contemplating.

Sincerely,

Mary Perry

Mary Perry

2/5/80

Permission is hereby granted.

April 9, 1980

TO: Faculty Members

FROM: Mary Elizabeth Perry
Doctoral Candidate
University of Oklahoma

SUBJECT: Study of Morale in the Mid-Del Junior High Schools

With the permission of Dr. Lewis Eubanks, I am conducting a study to determine and analyze the factors which affect teacher morale and to see the influence of the principal's leadership behavior on teacher morale.

Having been a teacher for eight years, I am personally aware of the many demands placed on your time and energy, but I would appreciate your assistance with this study. By taking a few minutes of your time to complete the questionnaire(s), you will provide the information necessary for the study.

All of you are being asked to complete the attached Purdue Teacher Opinionaire. Additionally, every fifth person will be asked to complete the attached Leadership Behavior Description Questionnaire. Do not put your name on the questionnaire(s). Circle only one response per question on the form(s). Please return the questionnaire(s) to the designated cardboard box in the teachers' workroom before Thursday, April 17, 1980.

You have my sincere thanks for your cooperation and best wishes for a productive and satisfying spring semester.

ATTACHMENT(S)

APPENDIX B

QUESTIONNAIRES

PLEASE NOTE:

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101-112.

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