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Date

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ABSTRACT

In general, the word "morale" has become a cogent term and is applicable to any individual or organized group. Commerce and industry have taken the term seriously, both in its meaning and consequences, because the effects can be measured in dollars and cents. Educators sometimes neglect to utilize the importance of morale in its application to teaching personnel. Too often it has been regarded as an undefined abstraction which develops by itself. Rather, morale is an objective result of conditions and reactions as seen by an individual. It is controllable and needs to be maintained. In a school environment, the responsibility for high morale belongs to the administration.

Morale may influence, and be influenced by, almost every facet of administrative design. It may appear either as a cause or a consequence. It may indicate a positive attitude or state of mind and it may even change from day to day in an individual. The roots of morale may go deep into school procedure and policy; a condition which may be in need of treatment.

Moreover, the state of morale will vary and, thus, will require analysis in each individual case. However, there are certain aspects of morale that are commonly accepted by many, these being the factors mentioned in the Opinionnaire used in this study to sample the morale of Montana teachers.

Many of the factors seem to indicate a positive correlation between board training programs and teachers morale. Some areas do not indicate as high a relationship, but nevertheless the data demonstrate that the possibility of such cause-effect conditions could exist in these seemingly unaffected areas. The study did bring out clearly the need for additional research on this subject that has been, for so long, taken for granted.

Chapter 1

INTRODUCTION

The local school board has played an important part in the development of the American educational system but recently has witnessed increasing criticism of board members individually and collectively. The modern complexities of public education increase the need for competent school board members and make it increasingly difficult for a lay person on a part-time, non-paid basis to develop and maintain competency. A brief review of the functions of local boards further has indicated the need for orientation and in-service training of members. Rather than concentrating too much on the mechanical aspects of specific board problems and how to deal with them, considerable attention should be given to developing appropriate attitudes, abilities, and skills.

The specific problems of school operation are numberless, but the application of a few well-developed competencies will enable school board members to cope with all types of situations which may arise in the future.

STATEMENT OF THE PROBLEM

The problem of this study was to determine whether preparational programs and in-service training of school board members had a relationship to teacher morale in their respective schools.

PURPOSE OF THE STUDY

This is important because to be successful in their relationships and to minimize conflict, boards of education and teachers must have at least five basic understandings:

1. Mutual commitment to the best possible education of children.
2. Mutual respect for each other.
3. Mutual willingness to abide by a process of reason in attempting to reach agreement.
4. Mutual rejection of the use of power or force during the process of professional negotiations.
5. Mutual understanding that concessions may need to be made by the parties concerned.

It is only with high morale in the teaching staff that such areas of understanding can hope to be reached. At first glance, this would seem to be a rather remote relationship to be studying. Morale seems to be a somewhat nebulous concept which is difficult to define and thorny to categorize into definite subheadings.

GENERAL QUESTIONS TO BE ANSWERED

The general questions were:

1. Does the district provide or not provide a school board training program?

2. If the district does provide a training program, was this program of training available to all members of the board on a continuing basis or was it specifically oriented toward new in-coming members?

3. What is the morale of the teacher in each of the ten factor areas of morale configuration? Also, what is the morale of the teacher as taken from an aggregate standpoint?

GENERAL PROCEDURE

The procedure employed by this researcher was to distribute questionnaires to all school districts in Montana to determine if this particular district did or did not have such a training program for its board members. The questionnaire was sent to the chairman of the school board of every district in Montana. Also, the extent of any such program was determined. Teachers were then chosen by selective sampling from those districts answering; and another questionnaire, The Purdue Teacher Opinionnaire, was directed to the teacher selected in the sample to test their attitudes and feelings about their school. An equal number of school boards with training and without training programs was chosen from districts in Montana. The data was then processed to see if there were any relationships between school board training (or lack of same) and teacher morale.

Current literature was also researched to seek out any other information that might be valuable and cast light upon the problem.

LIMITATIONS

The survey was limited to school districts in Montana; however, districts of all sizes were considered. No limitation was placed on the teachers in regard to their teaching level, whether this level was in the primary or secondary areas. There were also no limitations pertaining to professional preparation.

DEFINITION

Teacher morale. "The collective feelings and attitudes of a teacher group as related to their duties, responsibilities, goals, supervisors, and fellow workers." (Good, 1959)

SUMMARY

The major goal of this paper was to ascertain whether any in-service training a school district may have for its board members had any effect on the morale of the teachers employed by the district. The need for research for the purpose of identifying any measurable differences in teacher morale between the two board groupings is readily apparent. Without good teacher morale, the educational atmosphere of the school will be unsatisfactory. Morale is generally considered to be multi-dimensioned in the various factors that affect morale.

Chapter 2

REVIEW OF LITERATURE

The method of organization of the related literature of this study will provide a setting by showing what basic concepts and theories morale is based upon while joining the teaching situation with the board of education's annual problem of training new members. Without this union, there can be no continuity for the study to follow. Subsequently, in chapter five, the findings which relate board training to teacher morale will be made.

TEACHERS AND BOARD POLICY

Teachers have a legitimate concern with the conditions of professional service in the state and, in particular, to their school districts. Whether the process is called democracy in school administration, professional participation, school policies development, teacher-school board relations procedures, or professional practices makes little difference. Teachers are seeking more than the privilege of presenting self-centered requests to their boards of education.

Most local associations have had the "right to be heard" for many years. The extent to which their views are considered in decision-making varies widely. What teachers seek are recognition of their professional status, respect for their professional views and serious consideration of these professional views in making final decisions

affecting school policy.

It may well be that no one pattern of relationships and procedures will be adaptable to all of the varied conditions which exist in Montana. Most difficulties could be avoided, and many disruptive situations could be resolved, if boards of education and their professional staffs cooperated in the development of a statement of philosophy and policies that clearly delineates the roles of the board, the teaching staff, and the superintendent. This philosophy could also establish the procedures which will guarantee the right of the teaching staff to participate professionally in the formulation of policies that will affect their employment before it is finally adopted and becomes legally binding.

In spite of preachment, clinics, and all other available resources, school boards have not put their policy house in order. Results of an informal 1968 opinion survey (American School Board Journal, 1969) taken of state school boards associations and state education department officials suggests that upwards of 60 per cent of the nation's local school boards do not maintain a well developed system for keeping written policies up to date.

TEACHER MORALE

That teacher morale is a matter of economics is not necessarily true. Usually monetary reward does serve as a pivotal point for

increasing or decreasing dissatisfaction. More important is the quest for respect, responsibility, and identity. Teachers want their say about things that concern them, they want to be treated as competent, self-respecting professionals. Teachers seem to have a one-dimensional professionalism: responsibility without authority. (The School Executive, 1951)

One primary function of the school board is to find a way to permit and encourage teachers to be different, to depart from the norm, to try out new plans, and to use their own imagination in meeting the always different needs of the children and the areas they serve. All of this largely affects the morale of the teacher.

Morale is one of those phenomena that is greatly discussed and little understood. Even though morale has been researched in industry and the military, and to a lesser degree in the schools, the findings are often confusing and inconclusive (Roethlisberger, 1941). It seems that wide disagreements exist as to how morale should be defined, as to the factors affecting morale and the ways in which morale can be changed.

The importance of morale in the teaching-administration relationship has long been recognized. Although the evidence is somewhat scattered, there is a growing body of theory and research that points to the importance of morale in bringing about teacher rapport and achievement. The professional interest and enthusiasm that a teacher

displays in the classroom has a significant effect on the attitudes of the student to that teacher and the student's receptivity for learning. Thus, the maintenance and improvement of teacher morale must be of primary concern to those who have leadership responsibilities in the schools.

MORALE THEORY

Some authorities (Otto and Sanders, 1964) consider morale to be the emotional and mental reaction of a person to his job. It may be thought of as a continuous variable. The level of morale is then determined by the extent to which an individual's needs are satisfied and the extent to which the individual perceives satisfactions as coming from the total job situation. High morale is evident when there is interest in and enthusiasm for the job. What is important in morale is what the person believes he feels rather than the conditions that exist as perceived by others.

Recently (Bentley and Rempel, 1970) morale has been thought of as having been within the framework of organizational theory and the problems of maintaining the organization. In this approach, two components are usually involved: (1) perceived productivity and progress toward the achievement of the tasks of the organization, and (2) perceived job satisfaction or the satisfaction of individual needs through the interaction of the participant in his role within the work group

and the total organization.

Morale can be thought of as the relationship between these two components. Morale is the interaction and relationships among role expectations, needs dispositions, and instructional goals. The morale of the individual depends on how well he can integrate the goals of the institution with his own needs; how much he can anticipate satisfying role-expectations and personal needs-dispositions simultaneously; how clearly he perceives logical appropriateness of his role expectations with the goals of the institution (Anderson, 1956). Morale could also be thought of as the degree of freedom from restraint exhibited by a group working toward a goal objective. The motivation of the individual and the group provides the potential for morale. However, the level of morale will be dependent both upon the strength of the motivation and the freedom to act.

Stogdill (1961) sees morale as only one of three group outputs, the other two being group productivity and group integration. Productivity refers to the outcomes that are designed to satisfy the expectations and values of the group as a whole. Productivity may have to be achieved at a cost to the satisfaction of individual values. Group satisfaction and integration represents the extent to which the group can maintain its structure and its operation under stress. The congruence of individual and group goals, a clearly differential role situation, and support of group leadership are the elements that contribute

to group integration.

It can be seen that in terms of both theories, morale is conceived of as effect related to the successful interaction among individual needs and incentives and organizational goals.

It is also apparent that an important relationship exists between teacher morale and teacher mental health (Strang, 1960). Mentally healthy individuals are those who can pursue reasonable and purposeful objectives and can make fruitful use of talents and abilities (Hodgkinson, 1967). This well adjusted individual has a sense of belonging and of being respected and has learned to accept, respect, and love others. He has a sense of self-respect, self-reliance, and of achievement and knows that he is liked and wanted. He has a sense of security and is reasonably at peace with himself and his environment.

Some research has been done in exploring the effectiveness of different procedures for changing attitudes, perceptions, and relationships among individuals in business and industrial organizations without changing the personnel of the units. A summary of these findings and the implications is given by Mann (1963). These findings which have a bearing on this study include:

1. Organizations with interlocking roles and rights and privileges, reciprocal expectations, and shared frames of reference contain tremendous forces for stability or change in the behavior of individuals or subgroups.

2. Expectations of his superiors are more important forces for creating change in the individual than the expectations of this subordinates.

3. Involvement and participation in the planning, collecting, analysis, and interpretation of information initiate powerful forces of change.

4. Information about the functioning of a system may introduce a need for a change. This is especially true when new data are seen as objectives and at variance with common perceptions and expectations.

5. Objectives and information on direction and magnitude of change, knowledge of results facilitates further improvement.

Perhaps it is because of the intangible nature of educational outcomes and the flexibility of teaching techniques that many teachers testify to discouraging influences within the schools themselves. Among the most frequently cited conflicts are those between teachers and the administration of the school. Teachers engrossed in work feel themselves hampered by the dictates of supervisors, principals, and superintendents, not to mention overseeing board members. They believe themselves to be at odds with the ideals and philosophy set up tacitly or otherwise in the school or school system by those in administrative positions (Wiles, 1965). Administrators seem to find themselves caught up in a complication of restrictions placed upon them by school board members, legislators, and taxpayer groups. Teachers fall into the habit of keeping an attractive external front supposed to please administration, and administrators spend their time devising methods of getting on with the groups representing their clientele instead of uniting all forces to study and provide for educational needs of the students (American School Board Journal, 1955). Under this external effort to

please it appears to the author that there is often a negative form of morale which may become active resistance but is more likely to descend to the level of whispering discontent, which is destructive to progress.

Several causes (American School Board Journal, 1960) for this discontent are easily found. One is the remnant of a caste system which gives recognition and acclaim to administrative positions and regulates teaching to a subordinate status. Another is the matter of salary differential between teachers and administrators. Teachers are dependent upon the good will of administrators, still to a large degree even with bargaining and other means available, and they in turn on the boards of education in many places for salary increments. The effect of these conditions of caste and status seem to make both teachers and administrators timid about effecting a constructive program of mutual understanding and a united effort.

It is in this area that the well oriented school board staffed by properly trained personnel can do much to increase the rapport between themselves, the administration, and the teaching staff. Since boards of education are constantly in a state of change because of elections each year, there are some actions that if taken will increase the effectiveness of a newly appointed board member or members.

ORIENTING AND TRAINING NEW BOARD MEMBERS

The superintendent will set aside a time to devote to new

school board members as soon as possible after their induction into office. A new member is encouraged to ask questions and to seek the advice of the more experienced board members. The conference should provide ample time for a review of board procedures, policies, and problems (American School Board Journal, 1971). A tour of the various school plants may be in order. The written materials which may be useful to the new member typically include copies of the minutes of past meetings, copies of the written school board policies, governing rules of the school, and student handbooks. Also included should be literature on board operations as books, pamphlets, and other releases from school board associations, universities, and other agencies (American School Board Journal, 1970).

An essential part of the board member's orientation is the development of an understanding of the functions of the superintendent and the board members. The difference between the policy-making or legislative function of the superintendent is explained, and the new member is encouraged to direct questions of executive concern to the superintendent.

Many matters of orientation are given more tactfully to the new board member by holdover board members than by anyone else. In particular, the relationship between the administrator and the board can be explained more gracefully by another board member than by the superintendent. Holdover members should be encouraged to make a planned effort

to devote extra time to new board members as they take office. Some boards start the orientation program with a formal induction program. The new board member then is presented with preliminary materials and asked to participate in the program of planning and consultation with various board members and the superintendent.

Experienced board members can warn new members of the pitfalls which they must foresee. One of these is the necessity of avoiding commitments to individuals who approach them in the street or in private sessions. Since a board member has status only when the board is in session, embarrassment can be avoided if comment on policy questions is deferred until full discussion by the board member occurs during a scheduled board meeting.

Incumbent board members from other areas and officers of state school boards associations could assist local boards by (American School Board Journal, 1959):

1. Dissemination of handbooks and orientation manuals.
2. Provisions for workshops for new and experienced board members.
3. Publication of newsletters and journals which carry information of interest to board members and authoritative items on school board problems in concise readable language.
4. Notification of regional and state meetings in which there is ample opportunity for participants to discuss their problems with other board members who have met similar situations.
5. Provide consultative services to school boards where special problems arise.

6. Maintain film libraries, slides, filmstrips, and other lending services to local boards.

7. Obtain involvement of local boards in state-wide educational problems.

To be an experienced school board member takes about one to two years to learn the job. One handicap is that there is little or no pre-service training. This is common to many areas of public service. Generally, men and women elected to serve on governmental boards, including those pertaining to education, have to devote quite a bit of time and energy to learning the fundamentals during the early part of their service. A potentially good board member must possess or develop a willingness to learn, and an attitude favorable to surrendering whatever beforehand opinions he may have in the light of new information and new conditions. Schools and school systems everywhere are different from those which school board members themselves attended as children. Problems and procedures of today are different from those of a generation ago.

All this does not mean that a school board member should not possess convictions about public school policies and procedures. It does mean that he should be able to change his mind if the evidence warrants it and not disregard conditions which may be changing due to innovations and new ideas. It is not easy for anyone to accept new understandings. It is also not easy for the new board member to free himself from hardened concepts about schools and their administration.

The effective school board member certainly must be a person who is interested in the schools. He will be one who is willing and able to give the time and put forth the effort necessary to learn the job on the job; and the board member will have an open mind on development of policies and practices for meeting educational needs.

Fortunately, there are many opportunities available to new board members to help them master their new job. In districts which employ superintendents of schools, much of the responsibility for the orientation of new board members rests with the superintendent along with the president of the board.

SUMMARY

The teacher is the heart of a well functioning efficient school system. As in any project requiring teamwork, morale plays a very vital part. Many of the policies which govern the teacher and the administrator originate at the school board level. It is obvious that a complex system as a school can only be operated by a well trained staff of individuals that are aware of current policies and broad-minded enough to accept the challenge of change that may come about through new methods in innovation.

The mission of the school is to communicate with the children. The first line of this communication is directly through and with the teacher. Should the teacher not possess the proper attitudes because

of poor morale brought about by untimely board and administrative decisions, the overall efficiency of the school will decline and cease to be a help to anyone.

Chapter 3

METHODS AND PROCEDURES

The statement of the problem is as follows: What differences in morale, if any, exist between teachers employed by school districts offering school board member training programs and those school districts that do not offer such a program. Morale is not independent of outside factors, such as the effect of peer group or administrative pressure.

Only when a measuring instrument has been tried and tested to the satisfaction of professionals in the field can it be used with any degree of confidence. If there is any value in testing and the use of other research instruments, it is in the stability of the measure and the fact that other researchers using the same instrument can observe the results under the same or varied conditions.

POPULATION DESCRIPTION AND SAMPLING PROCEDURE

In order to keep the sample representative of the parent population and yet small enough to be considered a valid yardstick of the population while maintaining a sample size that is practical to work with the population was defined as those certified teachers in Montana currently teaching in Montana schools. No distinction was made as to level of teaching, age, sex, or educational background and experience. It has been suggested that differences in morale are actually influenced

by variations of the aforesaid factors but with a random selection of individuals it was assumed that such differences would not materially affect the findings of this investigation. It was the intent of this study to directly measure the morale of each individual teacher as it pertained to each of the ten morale factors listed on the Purdue Teacher Opinionnaire and also to seek an average of the individual teacher's morale as seen as an aggregate composed of all of these factors.

This process is known as sampling. The validity of the results obtained depends upon the fairness and unbiasedness of the sample and the technique employed in studying that sample.

The requirements for a representative sample can be summed up into (Arkin and Colton, 1966):

1. The sample must be selected without bias or prejudice.
2. The components of the sample must be completely independent of one another.
3. There should be no underlying differences between areas from which the data are selected.
4. Conditions must be the same for all items in the sample.

From a listing of all the teachers employed by those districts in Montana that either had a board training program or did not have a board training program responding to the questionnaire sent to the board chairman, a sample of 200 was chosen by using the systematic sampling

technique. Inasmuch as 1,063 teachers were employed by these boards, the writer felt that a sample of 200, or 14.3 per cent, of this population was sufficiently large enough to make this study meaningful. This sample was broken into two groups, those chosen from districts having an in-service program and those not having such a program. These groups were determined by the responses of school board chairmen to a questionnaire mailed to them probing this point. The two groups were of equal size. By using the systematic sampling method, it was hoped that the amount of time necessary to obtain a sample would be reduced and this method also provided a sample covering a representative area of the population.

DEFINITION OF CATEGORIES

The morale measuring instrument that was used in this study was the Purdue Teacher Opinionnaire, copywrited in 1967 by the Purdue Research Foundation. Ralph Bentley and Averno Rempel of Purdue University developed the instrument. It was selected because of its ease of administration and the validity and reliability of the instrument already having been established by its usage in other studies dealing with teacher morale.

Validity is a term that means different methods of testing indicate some degree to which a specific test correlates with other accepted values in the field outside of the test itself. The main

difference between reliability and validity is that reliability shows the similarity of a test with itself whereas validity is concerned with relating to outer criterion.

The Purdue Teacher Opinionnaire was designed to provide teachers with the opportunity to express their opinions about their work and the various school problems in a particular school system. The Opinionnaire has ten factors and a total morale score. The total morale score was determined by adding together the scores recorded in the ten factor areas.

Bentley and Rempel's interpretation of each of the various factors is presented in the following paragraphs (Bentley and Rempel, 1967):

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.

Factor 2. "Satisfaction with Teaching" pertains to teacher relationships with students and the 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.

Factor 3. "Rapport Among Teachers" focuses on a teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

Factor 4. "Teacher Salary" pertains primarily to the teacher's feelings about his salary 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?

Factor 5. "Teacher Load" deals with such matters as record-keeping, clerical work, "red tape", community demands on teacher time, extracurricular load and keeping up to date professionally.

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.

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.

Factor 8. "Community Support of Education" deals with the extent to which the community understands and is willing to support a sound educationally beneficial program.

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.

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.

METHOD OF COLLECTING DATA

Usually, the approach to the measurement of teacher morale consists of asking the individual to make qualitative judgments and express his feelings about the persons and things in the environment that may be related to his morale. These responses are weighed and quantified so that a total score or index can be obtained.

Initially, a list of the chairman of the board of each school district was obtained from the Montana School Board Association, and a very brief questionnaire was then sent to each chairman to ascertain as

to whether or not there actually was an in-service training program available to the members of the board of that particular district. An addressed stamped envelope was provided in each case for the reply. Once these replies were returned, the districts they represented were subclassed into two groups: (1) those districts that offered an in-service program, and (2) those districts that did not offer an in-service program for board members.

Two of the most often cited arguments against the questionnaire method of data collection are: (1) respondents might fail to understand the directions and instructions and consequently invalidate the questionnaire, and (2) the respondents might fail to give the proper consideration and time to each item. The researcher made every effort to be certain the directions for completing the instrument were simple and easy to understand. The respondents marked directly on the Opinionnaire itself, thus eliminating any errors originating in the transfer of responses from the Opinionnaire to a separate answer sheet.

Bentley and Rempel's development of the Purdue Teacher Opinionnaire is as follows (Bentley and Rempel, 1967):

Perhaps the most promising approach to the problem of measuring teacher morale, at the present time, involves the use of factor analysis methods. This approach involves placing what is believed to measure morale into a correlational matrix and then using appropriate factorial methods to identify various factors or dimensions. Item factor loadings may be considered approximators of construct validity. Although there have been a number of studies of morale in industry and in the military using factor analysis, such studies are practically non-existent in the teacher morale area.

It is this factor analysis that makes the Purdue Teacher Opinionnaire differ from other instruments used to measure teacher morale. Originally developed in 1961 (Morale Inventory), the questionnaire contained 145 items selected and grouped to sample eight categories pertaining to the teacher and his school environment. These were as follows: (1) teaching as an occupation, (2) relationships with students, (3) relationships with other teachers, (4) administration policies and procedures, (5) relationships with the community, (6) curriculum factors, (7) working conditions, and (8) economic factors. The development of the instrument utilized an experimental form and was administered to 570 teachers in 22 Indiana high schools. The final choice of items for the Teacher Opinionnaire was based on internal consistency item analysis techniques.

Efforts were also made to determine the validity of the instrument against a criterion of peer judgments made by fellow teachers. Mean scores for "high", "middle", and "low" morale groups were statistically significant.

The Opinionnaire was then revised with respect to the total teacher sample and also with respect to the three groups mentioned. These studies made it possible to define the dimensions of morale more clearly and to reduce the number of items from 145 to 100. The following morale categories were identified by the analysis: (1) teacher rapport with principal, (2) satisfaction with teaching, (3) rapport

among teachers, (4) teacher salary, (5) teacher load, (6) curriculum issues, (7) teacher status, (8) community support, (9) school facilities and services, and (10) community pressures.

METHOD OF ORGANIZING DATA

The method that was used to organize the data obtained from the return of the questionnaires sent to the board chairmen and the Purdue Teacher Opinionaire was to use a chart showing the overall morale as well as the morale of each of the factors for each teacher respondent as scored by the Opinionaire and whether or not the teacher was employed by a district providing a board member training program.

STATISTICAL HYPOTHESIS

The purpose of this investigation was to find whether any differences do exist in the morale of teachers employed by boards having or not having an in-service program for their members. The investigation did assume that no differences existed between those teachers employed by boards with or without any in-service training programs.

ANALYSIS OF DATA

The analysis of the data was accomplished by the use of the t-test. Level of confidence was held at .1 alpha. This level was chosen because it provided ample security against committing a type-I or a type-

II error. Scoring of the Opinionnaire are accomplished by hand. Individual totals were found by using a desk calculator and the final calculations for the t-test were done on the computer at Montana State University's Computer Center.

SUMMARY

Redsfer made a study of school systems and found that from a sample of 5,000 teachers' suggestions for improving teacher morale included making improvements in the following major areas: (1) board of education and administrative relations, (2) personnel practices and policies, (3) school equipment and supplies, and (4) educational leadership of the school system. It is quite apparent from the above four areas that the board of education for a particular district will exercise a considerable influence on these area factors. Untimely decisions and unproven policies brought about by unfamiliarity well may affect the morale of the teacher to a large degree.

Chapter 4

ANALYSIS OF DATA

In order to determine whether or not a significant difference existed between the two sample means, the t-test for independent samples was used to test the null hypotheses. All hypotheses were tested at alpha equal to .05, one tail. The .05 level was chosen as it provides a reasonable compromise between the probability of making either a type I or a type II error.

Table 1, page 28, depicts the results of the tests of the hypothesis that no difference existed between those schools having board training programs and those schools not having board training programs. The following results were attained with the one-tailed t-test. All calculations were performed by the Montana State University Computer Center. The first value listed under the "N" column is the population for schools having board training programs, while the second value is for those schools not having board training programs.

Referring to Table 1, it can be seen that there was a significant difference between those schools with a board training program and those schools without such a program in the following factors at the .05 level of significance:

1. Factor 4, Teacher Salary
2. Factor 5, Teacher Load
3. Factor 7, Teacher Status

Table 1

Data From Teachers From Schools With and
Without Board Training Programs

102 degrees of freedom						
Factor	N	Mean	Sigma	Variance	t-Value	
1 with	51	64.96077	11.87771	141.07999	.21154	
	without	53	65.50943	14.39772		
2 with	51	69.45097	7.89517	62.33374	.42078	
	without	53	70.09433	7.69693		
3 with	51	46.66666	7.43690	55.30750	1.05015	
	without	53	48.07547	6.21064		
4 with	51	21.35294	3.43411	11.79312	1.43690	
	without	53	20.07547	5.38106		
5 with	51	35.82352	4.64206	21.54874	2.44342	
	without	53	38.32074	5.70362		
6 with	51	15.41176	2.57820	6.64711	.40657	
	without	53	15.64151	3.14457		
7 with	51	24.54901	5.65445	31.97281	1.62345	
	without	53	26.13206	4.21100		
8 with	51	16.35294	3.19265	10.19305	1.43112	
	without	53	17.13206	2.30420		
9 with	51	14.76471	3.59772	12.94359	2.60889	
	without	53	16.35849	2.56527		
10 with	51	16.72548	3.02710	9.16336	1.32044	
	without	53	17.43396	2.42195		
TOTAL						
11 with	51	326.11743	33.67937	1134.29980	1.43843	
	without	53	334.73584	27.19339		

Critical value of t, alpha = .05, one tail is 1.2899.

4. Factor 8, Community Support of Education
5. Factor 9, School Facilities and Services
6. Factor 10, Community Pressure
7. Factor 11, Aggregate Score

The factors which seemed least affected by board training programs were:

1. Factor 1, Teacher Rapport with Principal
2. Factor 2, Satisfaction with Teaching
3. Factor 3, Rapport Among Teachers
4. Factor 6, Curriculum Issues

SUMMARY

The data obtained from the Purdue Teacher Opinionnaire was gathered and analyzed by the writer with the assistance of the Computer Center at Montana State University. The .05 level of significance was chosen as the writer felt it offered sufficient protection from committing either a type I or a type II error.

Comparing the results obtained from the data analysis, it is evident that a significant difference does exist between the two sample means, that of districts having board training programs and those districts not providing training programs for their board members.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Morale is not a tangible commodity; it cannot be seen or isolated. It is possible to determine the quality of morale by observations of the way people act. Studies by industry and the military bear this out. Low morale produces absenteeism, tardiness, and loafing. Constant griping and malingering are sure signs of a low or a falling level of morale. Morale affects the amount of work a person does. Low morale cuts down on production, high morale does the opposite. If morale is low, teachers will not live up to their potential ability, and the school will operate at far less than its maximum efficiency. High morale is built by making sure that the job provides the satisfaction an individual wants from life.

During a four-year investigation of what teachers want from their jobs (Wiles, 1965), one thousand members of twenty-five discussion groups of graduate students studying supervision listed most frequently the following job satisfactions as the ones they wanted as teachers: security and a comfortable living; pleasant working conditions; a sense of belonging; fair treatment; a sense of achievement and growth; recognition of contribution; participation in deciding policy; and opportunity to maintain self-respect.

When a break does occur between the staff and the leaders of the school, much of the blame could be placed and charged to the official leadership. In some school districts, boards have conceived their functions as helping to keep the cost of school operation low. So low, possibly, that the morale and well being of the staff could be threatened. The problems with which leadership must deal are both group and personal in nature. If the board is asked for assistance by a teacher or a teacher group and the request is ignored, morale will suffer. Inactions, such as this, should be remedied at once. Misdirected actions should be guarded against recurrence by those individuals immediately affected; committees should be formed to make recommendations to the board to insure proper handling of the problem in the future.

CONCLUSIONS

Reflection upon the areas of the rejected null hypothesis seem to indicate a definite pattern. The two fields present in the rejected hypothesis center around the teacher as he sees himself in his job and the community as it sees itself joined to the school. Of the three factors pertaining to the teacher as an individual--salary, load, and status--the school board does exercise considerable control over two of these factors, namely that of teacher salary and teacher load; and, undoubtedly, more than a passing relationship exists to the third, that

of teacher status.

Since board members are drawn from the lay public, it is no surprise to find that Factor 8, Community Support, and Factor 10, Community Pressures, show a high degree of significance. Community Support of Education deals with the degree to which the community understands and is willing to support an adequate educational program. Community Pressures is concerned primarily with the teacher's personal standards, items such as town-group participation and the degree of freedom to which the individual teacher feels he has in order to discuss controversial matters in his particular school.

Closely aligned with the factors dealing with the community is Factor 7, Teacher Status. This factor deals with the teacher's feelings about prestige with his position, the security and benefits afforded him by being a teacher, and how the teacher views himself as a member of the community.

Because the school board controls the purse strings of a district, it obviously also controls to a very large degree the facilities and services provided to the school. Factor 9 deals with teacher's opinions pertaining to the adequacy of facilities, supplies, and equipment and the efficiency of the methods for procuring materials and services. Factor 4, Teacher Salary, will also be included here as this area falls within the financial workings of the district. Considerations in the area of salaries includes the board's policies dealing with

salary schedules, recognition of teacher competency when determining specific salary increases, and if teachers are permitted an opportunity to participate in the formulation of new salary policies.

The data also brings into focus the fact that the personal attitudes teachers have toward the administration and to their peers is not so decidedly sensitive when it comes to board training programs or the lack of same. The one factor that failed to show a significant difference but that rated highest of this group was Factor 3, Rapport Among Teachers. This factor deals with the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers. A possible explanation for this strong showing could be akin to the "caste system" mentioned earlier in this paper but, in this case referring to the salary differential paid teachers according to experience, educational level achieved, and extracurricular activities being supervised. Here is an area of discrimination that certainly could be a source of agitation among a staff.

Also statistically significant was Factor 5, Teacher Load. This factor deals with matters of record-keeping, clerical work, and community demands of the teacher's time. Extracurricular duties and keeping up to date professionally are included in this factor.

Teachers want to be treated fairly. They will resent being asked to carry more than their fair share of the load. Through ignorance of the board's past administrative policies, which could possibly

be avoided by a training program, unfair loading practices may be in effect in a school. A board member not having knowledge of fair proportionment would possibly favor such a situation.

The school board is the only lay group dealing directly with the school's problems and the school's staff. Through these people, the feeling of importance or indifference can be built in the school and the staff. One reason why people, including teachers, work is to achieve recognition and the desire to feel important. This recognition can come from many sides, including the superintendent, the school board, and the community, as well as from within the teaching ranks of the school. A board can make a task seem more valuable by recognizing good work when it appears and by keeping the entire community informed of good teaching taking place in the system.

Without some type of training program, it could be possible for a board, after a period of time, to become stagnant and inefficient. They may play at their roles rather than in their roles; become just a check-signing body that places full power in the superintendent and administration. Only through education can the pitfalls of a system be brought into true perspective. A board that for years did very little may soon come to feel that that is what is required and expected of the position.

RECOMMENDATIONS

Some of the factors failed to produce findings that were statistically significant at the chosen level of significance. This does not necessarily imply that there is not a relation between board training programs and teacher morale in these areas. The factors "Rapport Among Teachers" and "Rapport with Principal" could very possibly show significance if probed deeper or viewed from a different point. The researcher feels this field of study has barely been tapped. Differences may become apparent if the board training programs were more rigorously defined. However, the data presented in this paper does demonstrate that there is more than just a casual relationship between greater than 60 per cent of the morale factors tested. Some other factors fell short of the chosen significance level by only small amounts which further seems to indicate the need for additional study in this area.

APPENDICES

APPENDIX A
LETTER TO BOARD CHAIRMEN

Box 294
Melstone, Montana 59054

Dear

A study is being conducted to determine whether or not pre-induction and in-service training for school board members in Montana affects the morale of teachers working within the state.

In order for this study to be as meaningful as possible, the Purdue Teacher Opinionnaire will be sent to selected teachers in various districts in the state that do have and do not have school board training programs.

Would you please answer the following questions by placing a circle around the reply that applies to the program in your district:

yes Does your school district provide a program for indoctrination
no for newly elected board members?

yes Does your school district provide any additional training for
no incumbent school board members? This would not include trips to conventions.

yes Does your school district require that school board members attend
no state and national meetings, conferences, or conventions?

yes Does your school district encourage that school board members
no attend state and national school board meetings, conferences, or conventions?

Your reply will be held in strictest confidence and no mention will be made as to any particular school district in the final report.

Please reply as soon as possible and use the stamped, self-addressed envelope provided for your convenience.

Thanking you in advance for your consideration, I am

Very truly yours,

Donald Hills

APPENDIX B

LETTER TO TEACHERS

Box 294
Melstone, Montana 59054
1 January 1972

Dear

A study is being conducted to determine whether or not pre-induction and in-service training for school board members in Montana affects the morale of teachers working within the state.

In order for this study to be as meaningful as possible, the Purdue Teacher Opinionaire was chosen as the instrument to measure morale. The Opinionaire has proven to be an accurate device for measuring morale, and you will find responding to the questions very easy.

The directions for responding to the questions are provided on page one of the Opinionaire. There is no time limit for completing the test, although from 20 to 30 minutes is considered average. Please omit the information asked for on page one of the Opinionaire as it does not pertain to this study.

Your reply will be held in strictest confidence, there will be no mention as to your identity, the school in which you teach or to the level on which you are teaching. These items are all immaterial to the purpose of the study.

Please respond within ten days time and use the stamped, self-addressed envelope provided for your convenience.

Your assistance will greatly be appreciated. Thanking you in advance for your consideration, I am

Very truly yours,

Donald Hills

THE PURDUE TEACHER OPINIONAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Fill in the information below. You will notice that there is no place for your name. Please **do not** record your name. All responses will be strictly confidential and results will be reported by groups only. **DO NOT OMIT ANY ITEMS.**

School _____ Date _____
month day year

Age _____ Sex _____ Highest Degree Completed _____

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

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

If you **agree** with the statement, circle "A" ☒ A PA PD D

If you are somewhat uncertain, but **probably agree** with the statement, circle "PA" A ☒ PA PD D

If you are somewhat uncertain, but **probably disagree** with the statement, circle "PD" A PA ☒ PD D

If you **disagree** with the statement, circle "D" A PA PD ☒ D

1. Details, "red tape," and required reports absorb too much of my time.....A PA PD D
2. The work of individual faculty members is appreciated and commended by our principalA PA PD D
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principalA PA PD D
4. The faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education.....A PA PD D
5. Our principal shows favoritism in his relations with the teachers in our school.....A PA PD D
6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work.....A PA PD D
7. My principal makes a real effort to maintain close contact with the faculty.....A PA PD D
8. Community demands upon the teacher's time are unreasonable.....A PA PD D
9. I am satisfied with the policies under which pay raises are granted.....A PA PD D
10. My teaching load is greater than that of most of the other teachers in our school....A PA PD D
11. The extra-curricular load of the teachers in our school is unreasonable.....A PA PD D
12. Our principal's leadership in faculty meetings challenges and stimulates our professional growthA PA PD D
13. My teaching position gives me the social status in the community that I desire.....A PA PD D
14. The number of hours a teacher must work is unreasonable.....A PA PD D
15. Teaching enables me to enjoy many of the material and cultural things I like.....A PA PD D
16. My school provides me with adequate classroom supplies and equipment.....A PA PD D
17. Our school has a well-balanced curriculum.....A PA PD D
18. There is a great deal of griping, arguing, taking sides, and feuding among our teachersA PA PD D
19. Teaching gives me a great deal of personal satisfaction.....A PA PD D
20. The curriculum of our school makes reasonable provision for student individual differencesA PA PD D
21. The procedures for obtaining materials and services are well defined and efficient....A PA PD D
22. Generally, teachers in our school do not take advantage of one another.....A PA PD D
23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.....A PA PD D

Continue with item 24 on next page

24. Teaching enables me to make my greatest contribution to society.....A PA PD D
25. The curriculum of our school is in need of major revisions.....A PA PD D
26. I love to teach.....A PA PD D
27. If I could plan my career again, I would choose teaching.....A PA PD D
28. Experienced faculty members accept new and younger members as colleagues.....A PA PD D
29. I would recommend teaching as an occupation to students of high scholastic ability....A PA PD D
30. If I could earn as much money in another occupation, I would stop teaching.....A PA PD D
31. The school schedule places my classes at a disadvantage.....A PA PD D
32. Within the limits of financial resources, the school tries to follow a generous
policy regarding fringe benefits, professional travel, professional study, etc.....A PA PD D
33. My principal makes my work easier and more pleasant.....A PA PD D
34. Keeping up professionally is too much of a burden.....A PA PD D
35. Our community makes its teachers feel as though they are a real part of the
communityA PA PD D
36. Salary policies are administered with fairness and justice.....A PA PD D
37. Teaching affords me the security I want in an occupation.....A PA PD D
38. My school principal understands and recognizes good teaching procedures.....A PA PD D
39. Teachers clearly understand the policies governing salary increases.....A PA PD D
40. My classes are used as a "dumping ground" for problem students.....A PA PD D
41. The lines and methods of communication between teachers and the principal in
our school are well developed and maintained.....A PA PD D
42. My teaching load in this school is unreasonable.....A PA PD D
43. My principal shows a real interest in my department.....A PA PD D
44. Our principal promotes a sense of belonging among the teachers in our school.....A PA PD D
45. My heavy teaching load unduly restricts my nonprofessional activities.....A PA PD D
46. I find my contacts with students, for the most part, highly satisfying and rewarding....A PA PD D
47. I feel that I am an important part of this school system.....A PA PD D
48. The competency of the teachers in our school compares favorably with that of
teachers in other schools with which I am familiar.....A PA PD D

Continue with item 49 on next page

49. My school provides the teachers with adequate audio-visual aids and projection equipmentA PA PD D
50. I feel successful and competent in my present position.....A PA PD D
51. I enjoy working with student organizations, clubs, and societies.....A PA PD D
52. Our teaching staff is congenial to work with.....A PA PD D
53. My teaching associates are well prepared for their jobs.....A PA PD D
54. Our school faculty has a tendency to form into cliques.....A PA PD D
55. The teachers in our school work well together.....A PA PD D
56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am.....A PA PD D
57. Our school provides adequate clerical services for the teachers.....A PA PD D
58. As far as I know, the other teachers think I am a good teacher.....A PA PD D
59. Library facilities and resources are adequate for the grade or subject area which I teachA PA PD D
60. The "stress and strain" resulting from teaching makes teaching undesirable for me....A PA PD D
61. My principal is concerned with the problems of the faculty and handles these problems sympatheticallyA PA PD D
62. I do not hesitate to discuss any school problem with my principal.....A PA PD D
63. Teaching gives me the prestige I desire.....A PA PD D
64. My teaching job enables me to provide a satisfactory standard of living for my familyA PA PD D
65. The salary schedule in our school adequately recognizes teacher competency.....A PA PD D
66. Most of the people in this community understand and appreciate good education.....A PA PD D
67. In my judgment, this community is a good place to raise a family.....A PA PD D
68. This community respects its teachers and treats them like professional persons.....A PA PD D
69. My principal acts as though he is interested in me and my problems.....A PA PD D
70. My school principal supervises rather than "snoopervises" the teachers in our schoolA PA PD D
71. It is difficult for teachers to gain acceptance by the people in this community.....A PA PD D
72. Teachers' meetings as now conducted by our principal waste the time and energy of the staff.....A PA PD D

Continue with item 73 on next page

73. My principal has a reasonable understanding of the problems connected with my teaching assignmentA PA PD D
74. I feel that my work is judged fairly by my principal.....A PA PD D
75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar.....A PA PD D
76. Most of the actions of students irritate me.....A PA PD D
77. The cooperativeness of teachers in our school helps make my work more enjoyableA PA PD D
78. My students regard me with respect and seem to have confidence in my professional abilityA PA PD D
79. The purposes and objectives of the school cannot be achieved by the present curriculumA PA PD D
80. The teachers in our school have a desirable influence on the values and attitudes of their students.....A PA PD D
81. This community expects its teachers to meet unreasonable personal standards.....A PA PD D
82. My students appreciate the help I give them with their school work.....A PA PD D
83. To me there is no more challenging work than teaching.....A PA PD D
84. Other teachers in our school are appreciative of my work.....A PA PD D
85. As a teacher in this community, my nonprofessional activities outside of school are unduly restricted.....A PA PD D
86. As a teacher, I think I am as competent as most other teachers.....A PA PD D
87. The teachers with whom I work have high professional ethics.....A PA PD D
88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens.....A PA PD D
89. I really enjoy working with my students.....A PA PD D
90. The teachers in our school show a great deal of initiative and creativity in their teaching assignmentsA PA PD D
91. Teachers in our community feel free to discuss controversial issues in their classes....A PA PD D
92. My principal tries to make me feel comfortable when he visits my classes.....A PA PD D
93. My principal makes effective use of the individual teacher's capacity and talent.....A PA PD D
94. The people in this community, generally, have a sincere and wholehearted interest in the school system.....A PA PD D

Continue with item 95 on next page

95. Teachers feel free to go to the principal about problems of personal and group welfareA PA PD D
96. This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff.....A PA PD D
97. This community is willing to support a good program of education.....A PA PD D
98. Our community expects the teachers to participate in too many social activities.....A PA PD D
99. Community pressures prevent me from doing my best as a teacher.....A PA PD D
100. I am well satisfied with my present teaching position.....A PA PD D

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