



Administrative practices as they relate to teacher morale in class II school districts in Montana  
by Kenneth James Burgett

A thesis submitted in partial fulfillment of the requirements for the degree of DOCTOR OF  
EDUCATION

Montana State University

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Abstract:

The purpose of this study was to: (a) determine teacher perceptions of the level of agreement between school board and superintendent on selected administrative practices; (b) determine whether their perceptions of agreement or disagreement had any effect on teacher morale in ten factors delineated in the Purdue Teacher Opinionnaire; and (c) offer suggestions based on the findings of the study that would assist Montana school districts in improving teacher morale.

The problem was investigated by : (a) a review of literature related to the problems; (b) a survey of 400 class II school district teachers in 96 class II school districts in Montana with written opinionnaires regarding teacher morale and administrative practices; and (c) a tabulation, analysis, and comparison of data gathered.

The results of the study indicated: (a) that teachers in class II school districts in Montana perceived a relatively high level of agreement between school boards and superintendents on selected administrative practices regarding administration in their school districts; (b) that it is possible to predict teacher morale as delineated in ten factors and an aggregate morale score of the Purdue Teacher Opinionnaire by the use of teacher perceptions of the level of agreement between the school board and superintendent on selected administrative practices.

Other related findings revealed: (a) there were three areas of morale that were affected more than others by analyzing individual administrative practices and holding others constant: teacher rapport with the principal, curriculum issues, and community support of education; (b) four areas of morale were relatively unaffected by analyzing individual administrative practices: teacher salary, teacher load, school facilities and services, and the total morale score; (c) four areas of morale were unaffected by analyzing individual administrative practices: satisfaction with teaching, rapport among teachers, teacher status, and community pressures. In general, if teachers perceived a high, level of agreement between school boards and superintendents on significant administrative practices, their morale in regard to the particular morale factor under investigation would tend to decline.

ADMINISTRATIVE PRACTICES AS THEY RELATE TO TEACHER MORALE  
IN CLASS II SCHOOL DISTRICTS IN MONTANA

by

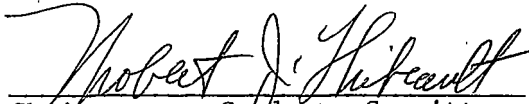
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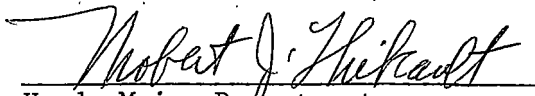
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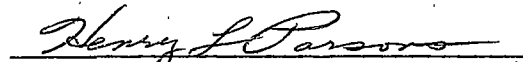
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## ABSTRACT

The purpose of this study was to: (a) determine teacher perceptions of the level of agreement between school board and superintendent on selected administrative practices; (b) determine whether their perceptions of agreement or disagreement had any effect on teacher morale in ten factors delineated in the Purdue Teacher Opinionaire; and (c) offer suggestions based on the findings of the study that would assist Montana school districts in improving teacher morale.

The problem was investigated by : (a) a review of literature related to the problems; (b) a survey of 400 class II school district teachers in 96 class II school districts in Montana with written opinionaires regarding teacher morale and administrative practices; and (c) a tabulation, analysis, and comparison of data gathered.

The results of the study indicated: (a) that teachers in class II school districts in Montana perceived a relatively high level of agreement between school boards and superintendents on selected administrative practices regarding administration in their school districts; (b) that it is possible to predict teacher morale as delineated in ten factors and an aggregate morale score of the Purdue Teacher Opinionaire by the use of teacher perceptions of the level of agreement between the school board and superintendent on selected administrative practices.

Other related findings revealed: (a) there were three areas of morale that were affected more than others by analyzing individual administrative practices and holding others constant: teacher rapport with the principal, curriculum issues, and community support of education; (b) four areas of morale were relatively unaffected by analyzing individual administrative practices: teacher salary, teacher load, school facilities and services, and the total morale score; (c) four areas of morale were unaffected by analyzing individual administrative practices: satisfaction with teaching, rapport among teachers, teacher status, and community pressures. In general, if teachers perceived a high level of agreement between school boards and superintendents on significant administrative practices, their morale in regard to the particular morale factor under investigation would tend to decline.

## Chapter 1

### INTRODUCTION

Administrative practice, as it related to education, might include organizational patterns involving educational materials, personnel, time, money, facilities, and transportation. The result of good administrative practice could include student achievement and mastery of curriculum goals. Superintendents and school boards, ultimately responsible for the outcomes of school districts, may not view the administrative practices influencing effective administration in the same way. Perhaps more importantly, teachers in these school districts may perceive a disagreement between their superintendent and school board over certain administrative practices and procedures, and this might affect their morale and in turn the outcomes of teaching. The fact that emerging research pointed toward the demand for accountability in regard to education suggested that a measure of the perceptions of those directly affected by administrative practices and procedures and a study of their effect on morale might be important.

#### Statement of the Problem

School districts throughout Montana and the nation are finding it increasingly difficult to finance and to provide an adequate educational program. One means of attacking this problem has been through use of the concept of accountability.

Landers and Silverman (1974:46) reported that emerging patterns

of educational accountability left no room for alibis of inadequate funds, poor facilities, overworked staff, or conflicting student needs. Carter (1974:37) brought out the fact that the most logical place to begin accountability was at the executive level of school districts, specifically, with the school board and their executive officer. They set the stage for accountability by initiating policies and procedures which provide the framework necessary for carrying out the school district's ongoing activities, as well as providing the leadership necessary for meeting future needs.

These policies and procedures directly affect the heart of a well functioning efficient school system, the teacher. It would seem apparent that a complex organization such as a school system can only be operated by a well trained staff of individuals. They should be aware of current policies and procedures, and be willing to accept changes that may come about through new methods and innovations.

Should teachers not possess the proper attitudes because of poor morale brought about by real or perceived disagreements between the school board and superintendent, the overall efficiency of the school district may decline. Therefore, there is a need for effective administrative practices as they relate to teacher morale. The problem of this study was to determine how teachers perceived their school board and superintendent agreed or disagreed on selected administrative practices. It was also the problem to determine whether

their perceptions of agreement or disagreement were related to teacher morale in ten factors delineated in the Purdue Teacher Opinionaire.

#### Need for the Study

Cohn and Stephen (1974:23) reported that the majority of studies suggested the characteristics of teachers and other professional support staff were of considerable importance in bringing about positive student achievement. Stogdill (1961:141) reported morale as affecting the successful interaction among individual needs, incentives, and organizational goals. If positive student achievement was a desirable outcome, then a study of what effects selected administrative practices, as perceived by teachers, had on teacher morale, could be important in contributing to the field of educational administration.

#### General Questions to be Answered

The general questions were:

1. What was the morale of the teacher in each of the ten factor areas delineated in the Purdue Teacher Opinionaire? Also, what was the total morale score of the teacher?

2. What were the teachers' perceptions of the degree of agreement or disagreement between the school board and superintendent on twenty selected administrative practices regarding administration of school districts?

3. Was there any significant correlation between the teachers' perceptions regarding the twenty selected administrative practices and their morale in each of the ten factor areas and the aggregate delineated in the Purdue Teacher Opinionaire?

#### General Procedures

This study was developed in the following manner. An extensive review of literature was made to provide a background for the study. From the information elicited in the review of relevant research, a survey questionnaire was developed to gather data concerning teachers' perceptions of how they felt their superintendent and school board would agree or disagree on twenty selected administrative practices and procedures. A second instrument, commercially prepared, the Purdue Teacher Opinionaire, was utilized to determine teacher morale delineated in ten factors.

The instruments were mailed to a random sample of class II school district teachers and the data collected and compiled. The findings were assessed and evaluated to determine if teacher perceptions of their perceived degree of agreement or disagreement between superintendent and school boards had any effect on teacher morale in ten factors delineated in the Purdue Teacher Opinionaire. The researcher drew conclusions and made recommendations for enhancing teacher morale and for further study based on the perceptions of those surveyed.

### Delimitations

1. This study was limited to the academic year 1975-76.
2. The study was constructed to consider only class II school district teachers in Montana.

### Definition of Terms

Administration. All efforts of designated school officials toward providing leadership to teachers and other educational workers for facilitating student learning (Good, 1959).

Administrative practices. Those particular activities or actions which are used to facilitate the smooth functioning of the school district toward the goal of education students (Good, 1959).

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

In the study, morale scores were obtained through administration of the Purdue Teacher Opinionnaire to members of the sample population.

Superintendent. The chief executive officer of a school district.

Class II school districts. Size classification of school districts according to Montana law: Montana Superintendent of Public Instruction (1974:3). Class II districts have a population between

1000 to 6500 residents.

Summary

The major goal of this research was to ascertain whether teacher perceptions of perceived agreement or disagreement between school boards and superintendents had any effect on teacher morale in class II school districts in Montana. The need for the research was based on morale as being one of the significant factors involved in meeting overall organizational goals.

The need for the study was also based on the fact that a rapidly changing society had influenced changes in the educational system. In that changing society the public has been demanding accountability in all areas of school districts' programs.

## Chapter 2

### REVIEW OF LITERATURE

The purpose of the review of literature was to develop, through a critical analysis of the subject, a greater understanding of what is known about the purposes and functions of educational administration at the executive level. This was also done to relate educational administration to the morale of the personnel involved in working under the structure of policies and procedures set forth. To build a base for the problem, a brief review was made of the historical aspects of administrative practices in regard to education. The review also attempted to determine if relationships existed between administrative practices and teacher morale in school districts.

#### Administrative Practices in Education

Accountability in education has been responsible for much current literature regarding administrative practices. Huber (1974:13) reported that education journals and even the general news and information media were producing numerous materials about accountability. The common demoninator of all these discourses on accountability appeared to be the question of who does what to whom, when, where, why, and how well. Even if educators agreed that accountability was a good concept, they did not know where or how to

start with it.

In a paper presented to The National Academy of School Executives, Bernabei and Leles (1971:1) stated, "Instructional accountability is not only a legitimate concern for public support, but it also is indispensable to professional growth in education." Shami, Hershkowitz, and Shami (1974:7) described different levels of accountability and the conflict which arose because of them. They reported that accountability could be implemented at different levels, that is, ". . . from accountability of a lesson plan to accountability in total, to school system accountability, and finally to accountability at the state level."

The authors also reported that lack of distinction between these concentric levels of accountability had resulted in much unnecessary conflict between teachers and other groups. For the most part, however, these conflicts arose due to a misunderstanding of specific responsibilities. For example, teacher accountability might have entailed the individual teacher's responsibility for his instructional performance.

Hamilton and Mort (1966:377), reporting on the roles of Boards of Education and Superintendents, stated that there should be a clear distinction between the functions of the board of education and those of the executive officer employed by the board:

The best practice indicates that boards of education

generally recognize their functions as those of general oversight and control, such as those of a board of directors of a business concern, but not management of the schools themselves. In the discharge of their duties they should employ an executive officer, a superintendent of schools, give him full power and responsibility, and hold him accountable for the successful operation of all departments of the school system. The board must also see that buildings are provided, teachers employed, materials and supplies purchased, and funds made available for the operation of the schools.

The superintendent of schools as the executive officer of the board of education should be responsible for all phases of the school administration. When business administration or any other aspect of administration is carried on by specialized personnel such personnel should be directly responsible to the superintendent.

The School Laws of Montana, 1971, as amended (1975:75-6113), are quite general in regard to the delineation of the duties and responsibilities of the chief district school officer:

Duties of district superintendent or county high school principal. The district superintendent or county high school principal shall be the executive officer of the trustees and subject to the direction and control of the trustees, he shall:

- (1) have general supervision of all schools of the district and the personnel employed by the district;
- (2) implement and administer the policies of the trustees of the district;
- (3) develop and recommend courses of instruction to the trustees for their consideration and approval in accordance with the provision of sections 75-7503 and 75-7504;
- (4) select all textbooks and submit such selections to the trustees for their approval in accordance with the provisions of section 75-7603;
- (5) select all reference and library books and submit such selections to the trustees for their approval in accordance with provisions of section 75-7519;
- (6) have general supervision of all pupils of the district, and shall enforce the compulsory attendance provisions of this Title, and shall have the authority to suspend for good cause any pupil of the district until the trustees may consider such

suspension;

(7) report the cumulative pupil attendance and pupil absence of the district and any other pupil information required by the report form prescribed by the superintendent of public instruction to the county superintendent or county superintendents when reporting for a joint district, immediately after the conclusion of the school instructional year and before the tenth (10th) day of July; and

(8) perform any other duties in connection with the district as the trustees may prescribe.

Some further areas of concern for educators involved with increasing accountability emerged from the legal aspects of public school finance. Wise (1973:20) reported that recent legal challenges to public school finance both on the state and federal level have left legislators and educators with the problem of defining educational output. He stated that there may have been some danger in doing this by legislation, because if a state seriously developed a prescription for minimal educational outputs, it might have well become more involved in the educational enterprise than administratively feasible. For example, if the state legislature defined minimal educational outputs, there would necessarily be established an elaborate monitoring structure to determine if the school district were meeting its obligation.

A means of enhancing administration in education was also discussed by Morphet, Johns, and Reller (1974:20). They reported that the productivity of a school district can be increased by the organization of learning activities and supporting services into

programs specifically directed toward achieving previously defined goals and objectives. The report cautioned, however, that any educational program or procedure (including the stated or implied purposes and goals) tended to be continued or perpetuated even after changes occurred in the society that established the purposes, or after evidence from research had shown the need for modification.

Scanlon and Weinburger (1973:339) reported that three key issues to be resolved in the improvement of administration of school systems were:

1. Decentralization vs. centralization of control.
2. Long term vs. short term financing.
3. Independence vs. political influence.

They further reported that the very concept of administration itself may (if implemented thoughtlessly) alienate teachers and students. However, the report stated that methods of improving administration might include:

1. Spelling out optimization of outcomes as a goal.
2. Redefining the school year.
3. Holding the student accountable for learning outcomes.
4. Designing new staffing patterns.
5. Increasing salaries.

As Cohn and Millman (1972:3) have pointed out, the determination of whether particular schools have produced satisfactory outcomes

in the past was made in two basic ways: (a) the administrator could either look subjectively at the school setting and try to determine whether it appeared to be working well, or (b) he could attempt to make objective judgments about the resources being consumed and the product being put out. The former has clearly been the most commonly used approach and has a long history of evolution. However, the latter method has been the emerging approach and the one with which educators should deal, according to the authors, if they are to justify enrichment of educational programs in the years ahead.

McAfee (1974:1) reported that educational decision-makers are faced with the task of allocating school resources in such a way as to maximize student outcomes. The problem of how best to proceed has been complicated by the question of priorities among the outcomes to be attained and their multiplicity. Also, aside from questions of technical efficiency, decision-makers have been constrained in their choice of plans by limited budgets and by social, political, and legal forces. Thus the goal of maximizing outcomes has been irrevocably placed in the context of planning the best available use of scarce resources. The desire for rational decision-making entails that decision-makers have some empirical notions of how the various inputs into the educational process relate to student outputs.

An analysis by Heim (1972:10) showed the problems affecting the development of a production function for the educational enterprise.

Heim stated:

It is no easy matter to specify a theory of production as it applies to education. One reason is the tradition of defining the responsibility of schools to be that of offering opportunities for education rather than insuring that individuals receive an education. . . . A second factor which has discouraged attempts to develop a theory of production of educational output is the difficulty of isolating unambiguously the school and nonschool influences which together result in the educational product. A third reason for the primitive state of production theory in education has been the lack of agreement as to what the proper output of educational institutions should be . . . . As a result of these and other forces, proportionally less effort has been extended to the question of input-output relationships in the education industry than is typical of industries producing more tangible products.

In discussing the problems and prospects of applying production function or input-output analysis to the educational process, Garner (1971:16) argued that the categories of efficiency and distribution should be dealt with. In attempting to do this, educational production function studies should rely less on large-scale survey data. Instead, they should develop microdata on actual processes by means of experimental identification of production functions. The author further reported that the attempt to identify educational production functions was possible and was essentially an exercise in applied economics.

In reporting on current problems of education, Guthrie (1974:225) stated that information about educational processes was scanty compared to fields such as medicine, electrical engineering, or geology. Due to the present state of knowledge in education,

there were few truths, laws, or principles. Even if we had an educational technology, we were far from society-wide agreement as to the purposes for which it should be used. Lack of agreement about goals and the absence of a sophisticated productive capability made it nearly impossible for a central authority to specify what every child should learn, how he should be taught, and what amount of money was needed to accomplish the objective.

Conrad, Brooks, and Fisher (1974:4) reported that planning for education in the United States had not progressed as far or as fast as it might have and that, ". . . planning in the United States has progressed somewhat faster in private organizations than in public agencies such as schools." This was attributed, to a considerable extent, to opposition to government planning as a result of equating it with the extension of government into private realms.

In an address to a meeting of the Colorado Schoolmasters, Greeley, Colorado, January 30, 1970, Arthur W. Combs (1970:3) stated, "What you think is important sounds like a very simple idea, but it turns out to be absolutely basic to the whole question of what makes a person an effective helper." The application of this reasoning to the field of administration, was perhaps the most outstanding single reason for the failure of administrators to carry out their jobs.

Berelson and Steiner (1964:370), reporting on communication in organizations, indicated that a period of innovation and change affects

an organization by tending to produce a heightened amount of communication among its members. This communication could be oriented both toward the task to be accomplished as well as toward mutual emotional support. The authors also reported that the communications, ". . . down the organizational hierarchy are likely to be critical, and the communication up the hierarchy are likely to be commendatory."

The research also pointed out that in a more rigidly or formally organized hierarchy, there was less upward flow of informal communications. In order to improve the efficiency of a formal organization, the authors recommended tying its own chain of command, decision making, or communication into the informal network of groups within the organization. In this way, the network might be used to support the organization's goals.

Discussing communications in organization, Winchester (1975:1) stated that communications breakdowns often involve inaccurate predictions about how people respond. This might be the difference between prescribed organizational behavior, the behavior expected, and the actual behavior. He also reported that, "formal organizations are devised to increase efficiency by reducing discrepancies in behavior and increasing predictability."

Human relations are as important as procedures and processes. Hicks (1960:9) suggested that a school in which personnel policies respected the rights of individuals and gave members of the staff a

feeling of justice and security provided fertile grounds for wholesome supervisory relationships.

The above statements have been supported by Watman (1972:567). He contended that the supervisory process demanded that supervisors act in a realistic and considerate manner. It was important that the supervisory system provided for continual communication between supervisors and teachers. The whole supervisory system should show acceptance of the individual teacher as a person and show a cooperative effort to improve the teacher's effectiveness. In such a manner, supervision became basically non-threatening.

Lucio and McNeil (1969:173) stated that the supervisor must attempt to understand the forces controlling the needs, interests, and attitudes of others without judging or categorizing them. This would allow the supervisor to place the right or relative value on these behaviors as they were manifested in varying situations.

Neville (1966:636) found that teachers do not see supervisors as focusing on the improvement of instruction. Neither did they see supervision as having a strong human relations base. Teachers did not see supervisors as being prepared to help them in the study of teaching. However, teachers wanted supervision that would help them attack instructional problems.

Kochen and Deutsch (1974:106-113) reported on coordination in respect to the hierarchy of an organization. Coordination or the

harmonious functioning of several actors, could be achieved by the unguided activity of individual servers among themselves. Each server or operator might search for some partner or partners whose skills or resources complemented his own. He might negotiate with each of them to fit together their time schedules and leave him less time for performing his actual work. A hierarchical organization might be able to supply this coordination of persons, operations, and resources at substantially lesser cost. This might be done by coordinating the efforts of the first level workers through a second level of coordinations, and by coordinating the efforts of these coordinators through further levels of coordinators above them.

Increased enrollments, expanded curricular offerings, new and more diversified programs have all combined with school district reorganization to contribute to physical and organizational "bigness" in public schools. According to Estes (1964:29), accompanying this "bigness" was a high degree of specialization with need for increased technical skill among staff members. Pierce (1969:14-17) reported that specialization and differentiation within the school's professional staff lead to a demand by these specialists for a degree of autonomy. These specialists often established their own costs and rewards and did not readily respond to evaluation by officials. Administrative control and coordination often became objectionable as individuals subjected to this control and coordination became more

highly trained and specialized. Through involvement in cooperative effort and planning came recognized mutual interdependence and adjustment. This mutuality of cooperatively determined control and coordination made the entire process more viable.

According to Hayman (1974:60) most people would agree that with regard to education, there is a real need for improved management practices and improved decision making processes. He further stated that, ". . . improvement in education clearly depends on improved management practice, and this in turn depends on more effective information systems." The type of management information system needed in education in the seventies was referred to as a fourth-generation system. This system ". . . focuses on the decision process and is developed in terms of maximum usefulness in management decision and control."

The general trend of management practice for the future, as summarized by McHale and McHale (1973:143), include the following:

- (1) The trend toward pluralism which was an increase in shared and decentralized governance, a growth of the voluntary sector towards more overall social involvement, and an expansion of governance functions to non-political organizations;
- (2) the trend toward social responsiveness which was an increase in the accountability of decision-makers in all institutions, and an increase in environmental pressures on institutions and organizations;
- (3) the trend toward convergence of public and private organizations;
- (4) the trend toward changes in the character and nature of management which was a decrease in hierarchic, authority oriented managerial forms, an increase in the anticipatory role of the external "user" and internal managed groups, a shift in basis of authority from economic coercion to consent of the

managed, and a lessening in the validity of management by experience.

Jacobs and Felix (1972:18) related personal goals to job demands, reporting that all institutions existed to achieve certain implicit or explicit goals. People were guided by their own goals, and people make up institutions. These two were not always compatible. It was most important to achieve a harmony between personal goals and institutional job demands because when the job demands, as seen by the supervisor, came into conflict with personal goals, a problem could arise.

Conrad, Brooks, and Fisher (1973:8) reported that planning required the involvement of many people both inside and outside the organization for which the planning was being done. An effort had to be made to involve citizens and professional educators from both the local and state levels. This involvement took numerous forms. First, an advisory committee of key personnel from the State Superintendent's staff could serve a key role throughout the planning project. This committee might have been asked to appoint state and field advisory committees and to nominate various experts who could be used as consultants in the planning effort. These committees could have been involved in reviews of progress and recommendations sought from them at critical times throughout the project. Several hundred laymen and local educators could have met individually with members of the

project staff during the public forums. Finally, it was anticipated that thousands of local citizens and educators might have participated in town meetings and provided further input to converge the alternative plans into the new plan.

Green and Winstead (1974:34) reported that systematic planning should include:

1. Identification and evaluation of problems and opportunities.
2. Clarification and evaluation of mission, goals and objectives.
3. Determination of priorities.
4. Analysis and evaluation of capabilities.
5. Development and execution of programs of action.
6. Identification and monitoring of future developments that will have a major impact on performance or results.
7. Allocation of essential resources.
8. Acceptance and support of key people who are involved or affected.

Following the above steps should result in benefits to the institution and the participants involved (1974:34). It should allow those involved to:

1. Accomplish optimum results.
2. Minimize surprise.

3. Reach and revise agreement.
4. Plan in such a way that plans can be consolidated with plans of others to support the goals and objectives.
5. Plan better without additional time, effort, and paper-work.
6. Coordinate planning among the various types.
7. Provide reliable information in focus at the times and places it is needed.
8. Gain and maintain acceptance and support of key people.

Conrad, Brooks, and Fisher (1973:6) reported that the procedure used to establish educational goals and practices should involve a modified Delphi technique. The Delphi approach consists of having a number of individuals complete a series of questionnaires interspersed with controlled feedback of the responses of other participants. Studies have shown that the technique had the following advantages over face-to-face discussion in attempting to achieve convergence of opinion:

1. Dominate individuals tend to control the discussion and have greater influence on group opinion than their knowledge necessarily warrants.
2. Too much discussion time is often devoted to irrelevant or biased views of individuals or of the group as a whole.
3. Individual judgement can be distorted in a discussion by

group pressure to conform, lessening the reliability and usefulness of the group response.

4. The Delphi method provides anonymity to participants, thus minimizing the influence of personal and political interests on their decision.

Besides the writings on school administration much has been written of general administrative organization and structure. These general writings hold much of significance for the school administrator.

Complete management domination and profit motivation of the cult of efficiency was espoused by early leaders Frederick W. Taylor (1919) and Henri Fayol, (1965). This school of thought led to much efficiency and productivity and gave birth to mass production methods. However, it reduced individuality, human dignity, and pride in craftsmanship to unbearable minimums. Out of these rudimentary beginnings the science of management and administration evolved to the "humanistic" phase and thence to the "behavioral" approach.

A recent study by the American Association of School Administrators (1971:18) revealed that 48 percent of one hundred eighty-six school districts surveyed reached decisions by joint consultation of central office officials and local school personnel. Another 20 percent of these school districts used joint consultation in reaching some of their decision. Teachers were demanding according

to A.A.S.A. (1968:50) a meaningful voice in everything related to the educational program and professional welfare.

Horvat (1968:55) stated that in response to these demands by teachers many administrators and boards of education quickly claimed that all aspects of decision-making had been shared with teachers. In fact, they claimed that this practice of sharing in decision-making considerably predated current teacher demands. However, such claims did not fully clarify the situation. Most of this sharing of decision-making had been mere lip service. Boards of education and chief school administrators have permissively granted participation while retaining the veto as a zealously guarded management prerogative.

Writing for the School Executive, Cornell reported (1957:83)

Contemporary writings on school administration stress advantages of the democratic process, human relations, leadership, and cooperative effort of the administrative process. All evidence points to a balance of organizational objectives as a way of reconciling our ideas about how people should be related to one another and our administrative obligation to achieve productivity and efficiency. There is still need for the administrator to be at the helm and to call the signals. However, the most outstanding results come from recognizing the rudiments of an ever progressing subject — the optimum organization of human resources.

Sears (1947:154-169) with his concern for source of authority (the public), complexity of the system, organization of the lines of communication and authority, coordination of all facets of the organization, and control of the organization pointed up his deep sensitivity and to an awareness of all individuals within the

organization. Barnard (1964:33) likewise concerned himself with the source of authority when he wrote his "zones of compliance" points of view. His recognition of hearty compliance, indifference, and non-compliance revealed his conviction of the importance of the individual within the organization. Whether the structure is formal or informal, the recognition of non-compliance lent credence to the notion that the individual "withholds" or "gives" the right of authority to the holder of said authority.

The role concepts and normative (societal) vs. ideographic (individual) interests in Guba and Getzels studies (1954:164-175) further indicated concern for all levels of the hierarchical structure. Their concept of "fit" alluded to the condition that existed when man's idea of his role, society's view, and the organizational view coincided.

Bowers and Seashore (1969:516-615), in their review of related research and literature, found four common dimensions of leadership: support, encouraging positive self-concept in others, interaction facilitation, and providing resources which helped achieve goal attainment. These dimensions did not demand that leadership rely on a person's position within a given hierarchy; any group member could supply the support, interaction facilitation, goal emphasis, and work facilitation, depending on his ability at any given time to perform the service.

Teacher Morale

Cornell (1957:83-86) writing in the School Executive reported that teachers wanted input into things they felt concerned them. They wanted to be treated as competent, self-respecting professionals. It was also determined that teacher morale was not necessarily a matter of economics, and a more important consideration was the quest for respect, responsibility, and identity. Studies such as one by Roethlisberger (1941:212) indicated even though morale had been researched in industry, the military and to a lesser degree in schools, the findings were often confusing and of a non-conclusive nature.

Wiles (1955:65) reported that teachers might believe themselves to be at odds with the ideals and philosophy set up by the hierarchy of a school system and that this could effect their morale and teaching effectiveness. More recently morale as reported by Bently and Rempel (1970:1) had been thought of as being within the framework of organizational theory and the problems of maintaining an organization. Two components have usually been involved with this approach: (a) the perceived productivity and progress toward achievement of the tasks of the organization, and (b) the perceived job satisfaction.

It may be seen, therefore, that in terms of theory and practice, morale may be both a perceived and a real result related to the successful interactions among individual needs, incentives, and

organizational goals.

The United States Navy (1971:1.1.1) has long been concerned with morale. The following is an excerpt on the nature of morale:

- A. Nature of morale
  - 1. Definition: The state of mind, or an individual, that has been produced by all the circumstances which make his membership in a group rewarding and satisfying (Wolfe, p. 201) N-196, 1967, #40, 41-8)
  - 2. Complex nature of morale
    - a. Morale as an individual concept
      - 1) The mental and emotional state of the individual resulting from the various attitudes he has toward all things that affect him (Hays and Thomas, p. 308)
    - b. Morale as a group concept
      - 1) The element that distinguishes a group or organization which is productive and efficient in achieving its objectives from a group or organization which is stalled on dead center or is deteriorating
  - 3. Conditions which affect morale
    - a. Background conditions
      - 1) Environmental
      - 2) Personal well-being
      - 3) Family and personal status
    - b. Motivational conditions (HumRRO, p. 196)
      - 1) Definition: Those conditions in the military environment which exert a positive driving effect upon an individual's performance
        - a) Need for status
        - b) Need for affiliation with other people
        - c) Need for recognition by significant people
        - d) Feelings of personal worth

The term morale as it is influenced by involvement might have been readily understood by considering Corwin's research (1965:217). Despite much progress in achievement of professionalism, little has been accomplished by teachers in the matter of autonomy in controlling

their work. Corwin (1965:217) further contends:

A professional must be responsible for the individual welfare of his client and be capable of focusing upon his problems. Therefore, if a problem exists, these conscientious and dedicated professional people should be able to recognize it and take proper action to improve the situation.

The dynamics of group processes have been observed and studied extensively since the 1930's. Lewin, Lippitt, and White (1952) in their classic study with boy scouts led the way in these efforts. Selected boy scout troops were exposed to various types of leadership. Some were under autocratic control; while others were under democratic leadership; and still others were exposed to laissez faire conditions. Those under laissez faire conditions were the most antagonistic and the least productive. Those under autocratic conditions were less antagonistic but only slightly more productive. Those boy scouts following democratic leadership were least antagonistic and most productive. In another study Lewin (1939:43-47) was even more specific in his findings. Five member groups of ten year olds met weekly for a few months. Leaders of these groups alternated between democratic and autocratic methods. There was about thirty times as much hostile domination under the methods of autocracy as under those of democracy.

In another definition Von Zwoil (1964:246) recognized material factors as of secondary importance. Factors such as building, equipment and supplies were important to morale. However, they could

not be compared in importance with human factors which influence morale. The most important single factor in achieving the most effective efforts that an employee had to offer was how he felt about his work, his associates and the school system in which he was employed.

Leighton (1947:4) also defined morale in terms of group involvement. "Morale is the capacity of a group of people to pull together persistently and consistently in pursuit of a common purpose."

Chase (1957:128) studied factors influencing satisfaction in teaching. This 1957 survey included opinions of 1800 teachers and listed eleven factors which they felt contributed to professional satisfaction among teachers. The first five of these factors were quite significant to this discussion. They were:

1. Dynamic and stimulating leadership by the building principal.
2. Dynamic and stimulating leadership by the district superintendent.
3. Regular and active participation of teachers in preparation of salary schedules.
4. Regular and active participation of teachers in making policy for grouping, promotion, and control of students.
5. Regular and active participation of teachers in curriculum making. ✓

A more recent study done by Fantani (1970:43) reported the following:

Despite our knowledge of individual differences, human behavior, etc. we have traditionally placed upon our schools the yoke of a basically 'standard' curriculum. Diversity is the vital ingredient needed to serve a pluralistic society. Decentralization, both administrative and political; is the urgent need. Parents and citizens need to share some decisions with the central board of control; the superintendent of schools likewise must share decisions with teachers and supervisor associations, etc. In large cities a central school authority should share control and decisions with local boards. All of this would lead to compromise in achieving consensus.

The National Education Association (1966:1) claimed that the classroom teacher must become the nucleus of the group of professionals and paraprofessionals who work together in educating children. He must be regarded as a key professional person in the process of utilizing and coordinating the talents and contributions of a supporting staff. Only when these goals are realized will the schools be able to provide all children with the education they must have to become contributing members of society.

Schooling (1965:32) pointed out that involved and interested persons of the school community would work to serve. In so doing they assured cooperative planning which would result in mutual understanding and effective communication. They would work together for a common goal and make specific contributions, thus creating desirable relations.

Schultz (1962:53) studied teacher morale in Illinois in 1962. A survey of graduates of the University of Illinois in teaching

positions showed a close relationships between job satisfaction and administrative practices and procedures, salaries, working conditions, and supplies and equipment. Campbell reported (1962:129) on studies which have also shown that the more effective high school principals initiated and had more communication with staff members than the less effective principal, and that more of it was face to face communication. Chandler (1955:62) has reported that effective teacher participation in policy making was a difficult and complex process. It created conditions favorable to emerging or situational leadership, which produced the vital cohesiveness without which cooperation was impossible. One instrument devised to obtain an indication of teacher morale was constructed by Bently and Rempel (1965:706) in 1961.

The Purdue Teacher Opinionaire provided an over-all measure of morale as well as eight subscores measuring specific factors of teacher satisfaction. This test was widely accepted and much used in measurement of morale. The Purdue Teacher Morale Inventory was revised and became known as the Purdue Teacher Opinionaire. A validation test of the revised instrument involved 570 teachers. The teachers were asked to identify fellow teachers as being in a "high," "middle," or "low" morale bracket. The teachers thus rated by their colleagues were then grouped, classified, and subjected to Purdue Teacher Opinionaire testing. Scores of the groups were calculated. Differences in the scores were in the expected direction and were found

significant beyond the .05 level. A complete copy of the Purdue Teacher Opinionnaire and other references to its validation and reliability may be found in Appendix B.

#### Summary

The review of literature analyzed the aspects of educational administration in regard to administrative and systems theory. The review pointed out that administrators should move toward a systematic approach to administering the public schools. It was brought out, however, that while developing a viable system for operating the public schools the human element should not be overlooked. Communication, empathy, interaction, and input with and from employees was to be of great importance to the operation of a systematized organization. Historically speaking, the review brought to light the fact that public school administration has changed from the autocratic policy making practices of the past to a more democratic oriented approach.

The review also brought out the fact that teacher morale was at least one important factor related to the over-all effective operation of a school system. It was also pointed out that the Purdue Teacher Opinionnaire was a valid and reliable instrument for measuring teacher morale.

## Chapter 3

### PROCEDURES

The problem of this study was to determine: (a) teacher perceptions of the level of agreement between school board and superintendent on selected administrative practices, and (b) whether their perceptions of agreement or disagreement had any effect on teacher morale in ten factors delineated in the Purdue Teacher Opinionnaire. An instrument was prepared and mailed to a sample of teachers in class II school districts in Montana. The instrument contained two parts. The first was designed to gain teacher perceptions as to the degree of agreement or disagreement between school boards and superintendents on selected administrative practices regarding administration in school districts. The second was the Purdue Teacher Opinionnaire, to gain a measure of the teachers' morale.

In this chapter the outline of the study is presented in the following manner:

1. The population is defined and procedures for sampling are examined.
2. The investigation categories are defined.
3. The method of collection of data is discussed.
4. The method of data organization is outlined.
5. The statistical hypotheses are stated.
6. The data analysis is outlined.

7. The precautions taken for accuracy are described.
8. The chapter summary is presented.

#### Population Description and Sampling Procedures

Montana school districts that, according to the Montana Educational Directory, 1975-76, had a designated II classification, made up the population of teachers from which the sample was drawn. There were ninety-six class II school districts in Montana during the 1975-76 school year, and they employed approximately 3600 certified teachers. A random sample of 400 teachers was drawn from the population.

#### Description of Investigative Categories

This study attempted to determine how teachers perceived their school board and superintendents would agree or disagree on twenty selected administrative practices and whether the perceptions of agreement or disagreement had any apparent effect on teacher morale in ten factors delineated in the Purdue Teacher Opinionnaire.

The morale measuring instrument used in this study was the Purdue Teacher Opinionnaire, copyrighted 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 because the validity and reliability of the

instrument had been established by its usage in other studies dealing with teacher morale. (See Appendix A.)

The Purdue Teacher Opinionnaire is 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 is 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, (1970:4):

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 competence 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.

The other investigative categories included teacher perceptions on how they perceived their school board and superintendent would agree or disagree on twenty selected practices regarding administration of school districts.

Administrative practices were chosen from two texts on public school administration Knezevich (1975:344) and Gross, Mason, and McEachern (1958:343-347).

These practices were listed and organized to avoid duplication. A total of twenty-seven administrative practices were obtained from the two sources. A Q-sort was performed on the items by six experts in the area of school administration. The experts included five professors of school administration at Montana State University and one former superintendent of a class II school district in Montana. The six experts were asked to place colored cards (numbered 1-7)

separately in front of them. They were then asked to read an administrative practice and decide how to rate its importance on a scale of 1 to 7 (1 being most important and 7 being least important). The experts then placed the administrative practice card below the colored card which corresponded to their ranking. When they finished this exercise they had seven unequal stacks of administrative practice cards. They were then asked to even out the stacks so that there were a maximum of four administrative practice cards in each stack except for one which would have three administrative practice cards.

Upon completing this exercise the experts were asked to record their results on tabulation sheets. These sheets were combined by the researcher and a raw score for each administrative practice was calculated. These raw scores were organized from lowest to highest and the twenty most important administrative practices were listed for inclusion in the instrument sent to teachers. Twenty administrative practices were chosen to keep the total study from becoming too time consuming on the part of the respondents.

For a complete description of the Q-sort technique used see Appendix E.

These twenty practices in rank order were:

1. School district policy matters are initiated by the superintendent and acted on by the board.
2. The school board has a clear statement of the policies

under which the school system should be operated.

3. The school board always takes full responsibility for its decisions.

4. The superintendent is responsible for keeping the school board informed on all vital matters pertaining to the school system.

5. The superintendent is the chief executive officer of the school board.

6. The superintendent is responsible for carrying out all the policies, rules, and regulations established by the school board.

7. The superintendent has the authority to prepare regulations and to give such instruction to school employees as may be necessary to make the policies of the school board effective.

8. The superintendent recommends all candidates for employment. The school board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent.

9. The superintendent is responsible for drawing up the district budget and submitting it to the school board.

10. The superintendent formulates and recommends personnel policies necessary to the functioning of the school.

11. The superintendent provides professional leadership for the educational program of the schools and is responsible for developing a system of regular reporting to the school board on all aspects

of that program.

12. The superintendent is to be present at all meetings of the school board and its special committees. He may be held responsible for preparing the agendas for school board meetings.

13. The superintendent may delegate responsibilities and assign duties. Such delegation and assignments do not relieve the superintendent of responsibility for actions of subordinates.

14. The superintendent makes recommendations regarding instructional policy in consultation with the school board, and the school board acts on them.

15. The superintendent is responsible for formulating and administering a program for supervision for all schools.

16. Teachers always bring their grievances to the school board through the superintendent.

17. When a new teacher is to be hired the school board acts solely on the nomination of the superintendent.

18. All individuals employed by the school board are responsible directly or indirectly to the superintendent of schools.

19. If a new building is needed the school board expects the superintendent to recommend a specific building program.

20. The superintendent formulates a public relations program in consultation with the school board, and the superintendent administers the program.

### Method of Collecting Data

The researcher designed an instrument to determine how teachers perceived their school board and superintendent would agree or disagree on twenty selected administrative practices concerning the administration of school districts. The instrument was based upon the related literature and research done in the area of identifying effective administrative practices in public school districts. A second instrument, commercially prepared, the Purdue Teacher Opinionaire, was obtained to determine teacher morale delineated in ten factors of morale and a total morale score.

The instruments, along with a cover letter, were mailed to a random sample of class II school district teachers in Montana April 10, 1976. A self addressed stamped envelope was included in which the respondents returned the instruments. A follow-up letter, instruments, and a self addressed stamped envelope were sent April 30, 1976, to all non-responding teachers in the sample.

### Method of Organizing Data

Tables were constructed to answer the questions proposed and to fulfill the purposes of the problem. The tables were constructed to provide information concerning the teachers perceptions of the perceived agreement or disagreement between school boards and superintendents regarding twenty selected administrative practices.

These were correlated with each of the ten areas of teacher morale delineated in the Purdue Teacher Opinionaire as well as the aggregate morale score.

### Statistical Hypothesis

The questions to be answered by this study suggested the following hypotheses which were tested at the 0.05 level of significance.

1. (Ho) There will be no correlation between the factor of teacher rapport with the principal as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

2. (Ho) There will be no correlation between the factor of satisfaction with teaching as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

3. (Ho) There will be no correlation between the factor of rapport among teachers as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

4. (Ho) There will be no correlation between the factor of teacher salary as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

5. (Ho) There will be no correlation between the factor of teacher load as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

6. (Ho) There will be no correlation between the factor of curriculum issues as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

7. (Ho) There will be no correlation between the factor of teacher status as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

8. (Ho) There will be no correlation between the factor of community support as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and

superintendents on twenty selected administrative practices regarding administration in their districts.

9. (Ho) There will be no correlation between the factor of school facilities and services as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

10. (Ho) There will be no correlation between the factor of community pressure as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their districts.

11. (Ho) There will be no correlation between the factor of total morale score as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

#### Analysis of Data

Statistical means and methods were used to test the stated hypotheses. Results from the questionnaire were arranged in tables and the following statistical methods were employed:

1. Numbers and percentages were presented as needed.
2. Frequency of response were indicated where appropriate.

3. Multiple linear regression was used to test the data to determine if a statistically significant correlation existed between the variables.

The five percent level of significance was selected to test the hypotheses.

4. An analysis of the responses of the sample categories were made for the purpose of making inference to class II school districts in Montana.

#### Precautions Taken for Accuracy

The data compiled from the questionnaires was double checked to guard against error. The data was analyzed by computer at Montana State University with an appropriate program to eliminate computational errors.

#### Summary

As indicated by the outline of procedures, this study proposed to determine teacher perceptions of the level of agreement between school board and superintendent on twenty selected administrative practices and whether the perceptions of agreement or disagreement had any effect on teacher morale in ten factors delineated in the Purdue Teacher Opinionnaire.

To accomplish the purpose of the study the Purdue Teacher Opinionnaire and an appropriate instrument designed to obtain teacher

perceptions on twenty selected administrative practices were mailed to a sample of 400 class II school district teachers in Montana. The data was compiled and analyzed to test the stated hypotheses. Multiple linear regression was used to analyze the data at the five percent level of significance. The data was then presented in appropriate tables for drawing conclusions and making recommendations.

## Chapter 4

### ANALYSIS OF DATA

The purpose of this study was to determine: (a) teacher perceptions of the level of agreement between school board and superintendent on selected administrative practices, and (b) whether their perceptions of agreement or disagreement had any effect on teacher morale in ten factors delineated in the Purdue Teacher Opinionaire.

The data and analysis are presented for each of the ten factors delineated in the Purdue Teacher Opinionaire correlated with twenty administrative practices. Tables are presented to analyze each factor of the Purdue Teacher Opinionaire correlated with teacher perceptions of superintendent and school board agreement on twenty selected administrative practices and a total administrative practice score. A listing of the twenty administrative practice variables is presented along with the mean scores on each practice, as well as a total score on all administrative practices, the correlation with the Purdue Teacher Opinionaire's Morale factor, and the partial "r". The t score was obtained to test the significance of each beta weight, and the level of significance of each beta weight, if any, was reported. The tables also contain the multiple R score, the R square, the standard error of estimate, the F value and the level of significance considering all twenty administrative practices as independent variables for predicting teacher morale.

The tables are followed by an analysis of each hypothesis presented in Chapter 3 and a discussion of each administrative practice found to be significant when correlated with a Purdue Teacher Opinionaire morale factor.

Method of Sampling and  
Number Sampled

The sample was drawn from teachers in class II school districts in Montana. A systematic random sample of 400 class II district school teachers was drawn.

Table 1 reveals the number of teachers who were mailed the instruments and the number and percentages who returned them. The table also includes the number and percentages of returns usable for the purpose of this study, as well as the number and percentages of unusable returns. The returns which were unusable indicated either a large number of omitted items or that the respondent filled out only one of the two opinionaires in the study.

Table 1

Number and Percent of Teachers and Instruments  
Involved in the Study

Items	No.	%
Number and % of teachers who were mailed instruments	400	100.00
Number and % of teachers who returned instruments	328	82.00
Number and % of instruments usable for purpose of study	292	73.00
Number and % of instruments unusable	36	10.98

Data Tabulated

The responses of all teachers who completed the Purdue Teacher Opinionnaire were carefully checked and scores for the ten factors and total morale score were tabulated. These individual scores were combined and computed to establish mean scores for the sample of class II school district teachers in Montana. Table 2 reports the means of this study and the scores recorded by Bently and Rempel (1970:6) in their study of sixteen schools in Oregon and sixty schools in Indiana. This much larger and more diversified sample included responses from 3,023 teachers and was studied in the establishment of instrument validity for the Purdue Teacher Opinionnaires. These scores indicate existing levels of morale.

The responses of all teachers who completed the instrument

on selected administrative practices were carefully checked and scores for the twenty administrative practice perceptions and total perception score were tabulated. These individual scores were carefully paired with their corresponding morale factor scores from the Purdue Teacher Opinionaire. The entire set of tabulated scores was analyzed by an appropriate program of multiple regression run at Montana State University's computer center.

Table 2

Purdue Teacher Opinionnaire Scores of Class II School Districts  
In Montana Compared with Purdue Teacher Opinionnaire  
Scores of Indiana-Oregon Area

Factor	Highest Attainable Score	Mean Scores Class II School Districts in Montana*	Mean Scores Indiana-Oregon Areas**
1	80	58.93	62.26
2	80	67.09	69.00
3	56	44.36	41.80
4	28	19.14	18.59
5	44	34.26	34.98
6	20	14.29	14.75
7	32	21.62	23.49
8	20	14.10	14.62
9	20	14.91	13.47
10	20	15.91	16.37
Total			
Morale	400	305.47	312.49

\*N = 99 school districts 292 faculty members

\*\*N = 76 schools 3,023 faculty members

Legend:

- 1 = Teacher/principal rapport
- 2 = Satisfaction with teaching ✓
- 3 = Rapport among teachers
- 4 = Satisfaction with teacher salaries ✓
- 5 = Satisfaction with teacher load ✓
- 6 = Satisfaction with curriculum issues ✓
- 7 = Satisfaction with teacher status ✓
- 8 = Community support of education ✓
- 9 = School facilities and services
- 10 = Community pressures ✓

Uncontrolled Variables

The following variables were not considered in this study. An assumption was made that these factors would be neutralized through the random sampling technique used by the researcher:

1. Age
2. Sex
3. Socio-economic and/or ethnic background
4. Marital status and/or family size
5. Physical or emotional health
6. Professional preparation
7. Occupational stability or mobility
8. Present salary
9. Length of service
10. Subject area or grade level being taught
11. Degree status
12. Tenure status
13. Nature and conditions of working environment (physical plant)
14. Individual class and/or pupil load
15. Accessibility and supply of instructional materials

There is a basic reason for the failure to provide controls for the variables listed above and others that may occur to the reader. An instrument of measurement with such a wide range of built-

in controls would be extremely sophisticated and cumbersome for tabulation and computational purposes. These variables are individualistic factors while the correlations of this study are based upon sample means. The total number of teachers involved in the sample was sufficiently great (292) to assure a degree of heterogeneity. Thus most uncontrolled variables would be compensated for or negated by randomness and sample size.

#### Explanation of Tables

The following tables present the Purdue Teacher Opinionnaire morale factors correlated with the twenty independent administrative practice perceptions, and a total administrative practice perception score. The independent administrative practice perceptions are listed in order as they appear in Chapter 3, page 36.

Listed with each administrative practice perception variable is the mean score, correlation with y, the partial r, the t score and the level of significance, if any. The correlation with y is the correlation coefficient computed by using individual scores for each administrative practice and the individual raw scores for each factor obtained from the Purdue Teacher Opinionnaire. The partial r scores were obtained by using multiple regression analysis. This analysis determines the correlation between the independent variables, (the specific administrative practice being investigated), and the

dependent variables, (the morale score), with all other independent variables being held constant. The t score was obtained by using the following formula  $t = \frac{b_j}{s_b}$ : (Kerlinger and Pedhazur: 167) where  $b_j$  = the beta coefficient for the variable under investigation and  $s_b$  = the standard error of the beta. The level of significance was obtained by examining the critical value of the t for 270 degrees of freedom  $t = 1.96$  at the .05 level and  $t = 2.576$  at the .01 level (Ferguson; <sup>487</sup>450).

The t test is a test of the null hypothesis that y is independent of x: that is that x is of no value in predicting y if a linear approximation is used. A significant t score allows rejection of this null hypothesis (Ostle, 174-176).

The F score is an analysis of variance comparing the variance within all of the administrative practices, and the variance within the morale factor being studied to the variance between the independent and dependent variables. The F score was computed, and compared with the critical value of F. The critical value of F (21,270) .05 is 1.57 and (21,270) .01 is 1.88 (Ferguson, 454).

The standard error of estimate indicates the degree of variation from the predicted score of the actual score received by members of the sample assuming the scores are normally distributed.

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.

Table 3

## Purdue Morale Factor 1. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial rs	t score	Significant
1	4.14	.16	-.0848	-1.40	
2	3.89	.32	.0147	.24	
3	3.64	.26	-.0368	-.60	
4	4.39	.27	-.0656	-1.08	
5	4.02	.18	-.0508	-.84	
6	4.44	.20	-.1199	-1.98	.05
7	4.43	.18	-.0735	-1.21	
8	4.11	.16	-.0706	-1.16	
9	4.61	.21	-.0573	-.94	
10	4.27	.18	-.1487	-2.47	.05
11	3.92	.40	.0631	1.04	
12	4.61	.23	-.0298	-.49	
13	4.27	.30	-.0021	-.03	
14	4.16	.21	-.1108	-1.83	
15	4.19	.27	-.0441	-.73	
16	3.57	.18	-.1143	-1.89	
17	3.77	.07	.1651	-2.75	.05
18	4.51	.24	-.0026	-.04	
19	3.72	.11	-.0989	-1.63	
20	3.83	.23	-.0770	-1.27	
21	82.38	.36	.1159	1.92	

Multiple R = .5002      R Square = .2502      St. Error of Est. 13.17

F = 4.29      Significant at .01

Null Hypothesis 1

There is no correlation between the factor of teacher rapport with the principal as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)

.01 is 1.88

Computed F value 4.29

Decision: Reject the null hypothesis

Teacher Rapport with Principal

There was a significant multiple correlation between the factor of teacher rapport with the principal as measured by the Purdue Teacher Opinionaire and the twenty factors involving teachers perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .01 level. Therefore, morale as measured by the factor relating to teacher rapport with the principals can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

The beta weights of the following administrative practices were found to be significant at the .05 level:

1. The superintendent is responsible for carrying out all the policies, rules and regulations established by the school board. (Administrative Practice #6, Table 3, page 53.)

Teachers perceptions of this practice correlated with the "Teacher Rapport with Principal" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 3, this was a negative partial r. This would indicate when all other factors are held constant, as teachers perceive a high level of agreement between board and superintendent on the administrative practice "the superintendent is responsible for carrying out all the policies, rules and regulations established by the school board," their rapport with the principal would tend to decline.

2. The superintendent formulates and recommends personnel policies necessary to the functioning of the school. (Administrative Practice #10, Table 3, page 53.)

Teachers perceptions of this practice correlated with the "Teacher Rapport with Principal" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 3, this was a negative correlation. This would indicate as teachers perceived a high level of agreement between board and superintendent on the administrative practice "the superintendent formulates and recommends personnel policies necessary to the functioning of the school," their rapport with the principal would tend to

decline.

3. When a new teacher is to be hired the school board acts solely on the nomination of the superintendent. (Administrative Practice #17, Table 3, page 53.)

Teachers perceptions of this practice correlated with the "Teacher Rapport with Principal" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 3, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice "when a new teacher is to be hired the school board acts solely on the nomination of the superintendent," their rapport with the principal would tend to decline.

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.

Table 4

## Purdue Morale 2. Perceptions of Administrative Practices

Variables	Mean Score	Correlation with Y	Partial r's	t score	Significant
1	4.14	.13	.0564	.93	
2	3.89	.17	.0915	1.51	
3	3.64	.11	.0084	.14	
4	4.39	.17	.0809	1.33	
5	4.02	.10	.0289	.48	
6	4.44	.14	.0434	.71	
7	4.43	.09	-.0282	-.46	
8	4.11	.05	-.0330	-.54	
9	4.61	.06	-.0174	-.29	
10	4.27	.12	.0323	.53	
11	3.92	.12	-.0076	-.12	
12	4.61	.00	-.0824	-1.36	
13	4.27	.11	.0516	.85	
14	4.16	.19	.1032	1.70	
15	4.19	.07	-.0542	-.89	
16	3.57	.11	.0509	.84	
17	3.77	.02	-.0090	-.15	
18	4.51	.02	-.0403	-.66	
19	3.72	.15	.1689	1.59	
20	3.83	.13	.0396	.65	
21	82.38	.17	-.0179	-.29	
Multiple R = .3379		R square = .1142		St. Error of Est. 7.75	
F = 1.66		Significant at .05			

Null Hypothesis 2.

There will be no correlation between the factor of satisfaction with teaching as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding

administration in their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)

.01 is 1.88

Computed F value 1.66

Decision: Reject the null hypothesis

### Teacher Satisfaction with Teaching

Although none of the individual administrative practices are significant there was a significant multiple correlation between the factor of teacher satisfaction with teaching as measured by the Purdue Teacher Opinionaire and the twenty factors involving teachers perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .05 level of significance. Therefore, morale as measured by the factor relating to teacher satisfaction can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

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

Table 5

## Purdue Morale 3. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial r's	t score	Significant
1	4.14	.13	.0638	1.05	
2	3.89	.19	.1132	1.87	
3	3.64	.18	.0790	1.30	
4	4.39	.16	.0549	.90	
5	4.02	.08	.0493	.81	
6	4.44	.14	.0549	.90	
7	4.43	.06	-.0481	-.79	
8	4.11	.12	.0780	1.29	
9	4.61	.09	.0183	.30	
10	4.27	.10	-.0013	-.02	
11	3.92	.21	.078	1.61	
12	4.61	.10	.0425	.70	
13	4.27	.14	.0613	1.01	
14	4.16	.17	.0770	1.27	
15	4.19	.13	.0161	.26	
16	3.57	.15	.0741	1.22	
17	3.77	.03	-.0098	-.16	
18	4.51	.11	.0274	.45	
19	3.72	.16	.112	1.84	
20	3.83	.10	.0226	.37	
21	82.38	.21	-.0545	-.90	

Multiple R = .3303      R Square = .1091      St. Error of Est. 7.35

F = 1.57      Significant at .05

### Null Hypothesis 3

There is no correlation between the factor of rapport among teachers as measured by the Purdue Teacher Opinionnaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration.

in their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)

.01 is 1.88

Computed F value 1.57

Decision: Reject the null hypothesis

#### Teacher Rapport Among Teachers

Although none of the individual administrative practices are significant, there was a significant multiple correlation between the factor of teacher rapport among teachers as measured by the Purdue Teacher Opinionaire and the twenty factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .05 level of significance. Therefore, morale as measured by the factor relating to teacher rapport among teachers can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

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?

Table 6

## Purdue Morale 4. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial r's	t score	Significant
1	4.14	.20	.0147	.24	
2	3.89	.38	.1551	2.58	.05
3	3.64	.28	.0519	.85	
4	4.39	.27	.0399	.66	
5	4.02	.11	-.0075	-.12	
6	4.44	.22	-.0148	-.24	
7	4.43	.25	.0396	.65	
8	4.11	.21	.0197	.32	
9	4.61	.13	-.0299	-.49	
10	4.27	.24	.0068	.11	
11	3.92	.34	.0848	1.40	
12	4.61	.13	-.0524	-.86	
13	4.27	.28	.0635	1.05	
14	4.16	.26	.0190	.31	
15	4.19	.26	.0178	.29	
16	3.57	.24	.0487	.80	
17	3.77	.08	-.0693	-1.14	
18	4.51	.15	-.0105	-.17	
19	3.72	.11	.0170	.28	
20	3.83	.20	-.0230	-.38	
21	82.38	.36	-.0041	-.07	

Multiple R = .4799      R Square = .2303      St. Error Est. 4.60

F = 3.85      Significant at .01

#### Null Hypothesis 4

There is no correlation between the factor of teacher salary as measured by the Purdue Teacher Opinionaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in

their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)

.01 is 1.88

Computed F value 3.85

Decision: Reject the null hypothesis

### Teacher Salary



There was a significant multiple correlation between the factor of teacher salary as measured by the Purdue Teacher Opinionaire and the twenty factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .01 level of significance. Therefore, morale as measured by the factor relating to teacher salary can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

The beta weights of the following administrative practices were found to be significant at the .05 level:

1. The school board has a clear statement of the policies under which the school system should be operated. (Administrative Practice #2, Table 6, page 61.)

Teachers' perceptions of this practice correlated with the "Teacher Salary" factor of the Purdue Teacher Opinionaire was

significant at the .05 level. As may be seen in Table 6, this was a positive correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice "the school board has a clear statement of the policies under which the school system should be operated" their attitude toward teachers' salary improves.

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.

Table 7

## Purdue Morale 5. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial r's	t score	Significant
1	4.14	.15	.0796	1.31	
2	3.89	.21	.0765	1.26	
3	3.64	.22	.0887	1.46	
4	4.39	.25	.0667	1.10	
5	4.02	.05	.0111	.18	
6	4.44	.20	.0441	.73	
7	4.43	.12	.0034	.06	
8	4.11	.13	.0701	1.16	
9	4.61	.10	.0187	.31	
10	4.27	.16	.0010	.02	
11	3.92	.29	.1186	1.96	.05
12	4.61	.14	.0192	.32	
13	4.27	.21	.0648	1.07	
14	4.16	.18	.0203	.33	
15	4.19	.22	.0833	1.37	
16	3.57	.15	.0430	.71	
17	3.77	-.05	-.0895	-1.48	
18	4.51	.13	.0606	1.00	
19	3.72	.02	.0026	.04	
20	3.83	.14	.178	.29	
21	82.38	.24	-.0418	-.69	

Multiple R = .4055      R Square = .1644      St. Error of Est. 5.36  
 F = 3.74      Significant at .01

Null Hypothesis 5

There is no correlation between the factor of teacher load as measured by the Purdue Teacher Opinionnaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in

their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)  
.01 is 1.88

Computed F value 3.74

Decision: Reject the null hypothesis

### Teacher Load

There was a significant multiple correlation between the factor of teacher load as measured by the Purdue Teacher Opinionaire and the twenty factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .01 level of significance. Therefore, morale as measured by the factor relating to teacher load can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

The beta weights of the following administrative practice was found to be significant at the .05 level:

1. The superintendent provides professional leadership for the educational program of the schools and is responsible for developing a system of regular reporting to the school board on all aspects of that program. (Administrative Practice #11, Table 7, page 64.)

Teachers' perceptions of this practice correlated with the "Teacher Rapport with Principal" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 7, this was a positive correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "the superintendent provides professional leadership for the educational program of the schools and is responsible for developing a system of regular reporting to the school board on all aspects of the program," their morale toward teacher load would tend to increase.

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.

Table 8

## Purdue Morale 6. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial r's	t score	Significant
1	4.14	.10	-.1585	-2.66	.01
2	3.89	.27	-.0577	-.95	
3	3.64	.33	.0020	.03	
4	4.39	.18	-.1423	-2.36	.05
5	4.02	.12	-.1501	-2.50	.05
6	4.44	.21	-.1156	-1.91	
7	4.43	.20	-.0416	-.68	
8	4.11	.11	-.1446	-2.40	.05
9	4.61	.27	-.0116	-.19	
10	4.27	.15	-.1507	-2.50	.05
11	3.92	.27	-.0591	-.97	
12	4.61	.12	-.1450	-2.41	.05
13	4.27	.20	-.0874	-1.44	
14	4.16	.17	-.1190	-1.97	.05
15	4.19	.18	-.1116	-1.84	
16	3.57	.22	-.1230	-2.04	.05
17	3.77	.12	-.1655	-2.76	.05
18	4.51	.23	-.0501	-.82	
19	3.72	.21	-.0632	-1.04	
20	3.83	.17	-.1133	-1.87	
21	82.38	.33	.1654	2.76	.01

Multiple R = .4747      R Square = .2253      St. Error of Est. 3.35

F = 3.74      Significant at .01

Null Hypothesis 6

There is no correlation between the factor of curriculum issues as measured by the Purdue Teacher Opinionnaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in

their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)

.01 is 1.88

Computed F value 4.29

Decision: Reject the null hypothesis

### Curriculum Issues

There was a significant multiple correlation between the factor of teacher rapport with the principal as measured by the Purdue Teacher Opinionaire and the twenty factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .01 level of significance. Therefore, morale as measured by the factor relating to curriculum issues can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

The beta weights of the following administrative practices were found to be significant at the .05 level:

1. School district policy matters are initiated by the superintendent and acted on by the board. (Administrative Practice #1, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionaire was

significant at the .01 level. As may be seen in Table 8, this was a negative correlation. This would indicate as teachers' perceive a high level of agreement between board and superintendent on the administrative practice "school district policy matters are initiated by the superintendent and acted on by the board," their morale towards curriculum issues would tend to decline.

2. The superintendent is responsible for keeping the school board informed on all vital matters pertaining to the school system. (Administrative Practice #4, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 8, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "the superintendent is responsible for keeping the school board informed on all vital matters pertaining to the school system," their morale toward curriculum issues would tend to decline.

3. The superintendent is the chief executive officer of the school board. (Administrative Practice #5, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 8, this was a

negative correlation. This would indicate as teachers' perceive a high level of agreement between board and superintendents on the administrative practice "the superintendent is responsible for carrying out all the policies, rules and regulations established by the school board," their morale toward curriculum issues would tend to decline.

4. The superintendent recommends all candidates for employment. The school board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent. (Administrative Practice #8, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionnaire was significant at the .05 level. As may be seen in Table 8, this was a negative correlation. This would indicate as teachers perceived a high level of agreement between board and superintendent on the administrative practice. "The superintendent recommends all candidates for employment. The school board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent," their morale toward curriculum issues would tend to decline.

5. The superintendent formulates and recommends personnel policies necessary to the functioning of the school. (Administrative

Practice #10, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionnaire was significant at the .05 level. As may be seen in Table 8, this was a negative correlation. This would indicate as teachers' perceived a high level of agreement between board and superintendent on the administrative practice, "the superintendent formulates and recommends personnel policies necessary to the functioning of the school," their morale toward curriculum issues would tend to decline.

6. The superintendent is to be present at all meetings of the school board and its special committees. He may be held responsible for preparing the agendas for school board meetings. (Administrative Practice #12, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionnaire was significant at the .05 level. As may be seen in Table 8, this was a negative correlation. This would indicate as teachers' perceive a high level of agreement between board and superintendent on the administrative practice "the superintendent is to be present at all meetings of the school board and its special committees. He may be held responsible for preparing the agendas for school board meetings," Their morale toward curriculum issues would tend to decline.

7. The superintendent makes recommendations regarding

instructional policy in consultation with the school board, and the school board acts on them. (Administrative Practice #14, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 8, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "the superintendent makes recommendations regarding instructional policy in consultation with the school board, and the school board acts on them," their morale towards curriculum issues would tend to decline.

8. Teachers always bring their grievances to the school board through the superintendent. (Administrative Practice #16, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 8, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice "teachers always bring their grievances to the school board through the superintendent," their morale toward curriculum issues would tend to decline.

9. When a new teacher is to be hired the school board acts solely on the nomination of the superintendent. (Administrative Practice #17, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 8, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice "when a new teacher is to be hired the school board acts solely on the nomination of the superintendent," their morale toward curriculum issues would tend to decline.

10. Total Administrative Practice. (Administrative Practice #21, Table 8, page 67.)

Teachers' perceptions of this practice correlated with the "Curriculum Issues" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table #8, this was a positive correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "total administrative practice," their morale toward curriculum issues would tend to increase.

The multiple regression analysis indicated a level of significance at the .01 level in the area of predicting morale on curriculum issues, through the use of teacher responses of perceived

agreement between superintendents and school board chairman on twenty administrative practices.

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.

Table 9

## Purdue Morale 7. Perceptions of Administrative Practice

Variables	Mean Score	Correlations With Y	Partial r's	T Score	Significant
1	4.14	.15	-.0284	-.47	
2	3.89	.28	.0789	1.30	
3	3.64	.27	.0559	.92	
4	4.39	.25	.0462	.76	
5	4.02	.15	.0149	.24	
6	4.44	.20	-.0126	-.21	
7	4.43	.20	.0213	.35	
8	4.11	.16	.0048	.08	
9	4.61	.13	-.0130	-.21	
10	4.27	.21	.0307	.50	
11	3.92	.25	.0287	.47	
12	4.61	.06	-.0973	-1.61	
13	4.27	.18	-.0035	-.06	
14	4.16	.21	.0175	.29	
15	4.19	.19	.0009	.02	
16	3.57	.18	.0121	.20	
17	3.77	.04	-.0832	-1.37	
18	4.51	.13	.0045	.07	
19	3.72	.07	-.0150	-.25	
20	3.83	.14	-.0313	-.52	
21	82.38	.29	.0146	.24	

Multiple R = .3978    R Square = .1582    St. Error of Est. 5.02

F = 2.42    Significant at .01

### Null Hypotheses 7

There is no correlation between the factor of teacher status as measured by the Purdue Teacher Opinionnaire and teachers' perceived degree of agreement between school boards and superintendents on

twenty selected administrative practices regarding administration in their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)  
.01 is 1.88

Computed F value 2.42

Decision: Reject the null hypothesis

### Teacher Status

There was a significant multiple correlation between the factor of teacher status as measured by the Purdue Teacher Opinionnaire and the twenty-one factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .01 level of significance. Therefore, morale as measured by the factor relating to teacher status can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

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.

Table 10

## Purdue Morale 8. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial R's	t Score	Significant
1	4.14	.26	-.0830	-1.37	
2	3.89	.37	-.9135	-.22	
3	3.64	.29	-.0571	-.94	
4	4.39	.24	-.0969	-1.60	
5	4.02	.23	-.0780	-1.29	
6	4.44	.19	-.1373	-2.28	.05
7	4.43	.24	-.1322	-2.19	.05
8	4.11	.25	-.1179	-1.96	.05
9	4.61	.16	-.1440	-2.39	.05
10	4.27	.31	-.0582	-.96	
11	3.92	.37	-.0174	-.29	
12	4.61	.17	-.1135	-1.88	
13	4.27	.27	-.0627	-1.03	
14	4.16	.34	-.0112	-.18	
15	4.19	.27	-.1227	-2.03	.05
16	3.57	.20	-.1315	-2.18	.05
17	3.77	.21	-.0818	-1.35	
18	4.51	.20	-.0455	-1.56	
19	3.72	.14	-.1217	-2.02	.05
20	3.83	.26	-.1156	-1.91	
21	82.38	.42	.1520	2.53	.05
Multiple R - .4980		R Square = .2480		St. Error of Est. 3.47	
F = 4.24 . Significant at .01					

Null Hypothesis 8

There will be no correlation between the factor of community support as measured by the Purdue Teacher Opinionnaire and teachers' perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding

administration in their districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)

.01 is 1.88

Computed F value 4.24

Decision: Reject the null hypothesis

#### Community Support for Education

There was a significant multiple correlation between the factor of Community Support for Education as measured by the Purdue Teacher Opinionnaire and the twenty factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .01 level of significance. Therefore, morale as measured by the factor relating to Community Support for Education can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

The beta weights of the following administrative practices were found to be significant at the .05 level:

1. The superintendent is responsible for carrying out all the policies, rules and regulations established by the school board.

(Administrative Practice #6, Table 10, page 77.)

Teachers' perceptions of this practice correlated with the "Community Support of Education" factor of the Purdue Teacher

Opinionnaire was significant at the .05 level. As may be seen in Table 10, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "the superintendent is responsible for carrying out all the policies, rules and regulations established by the school board," their attitudes toward community support for education would tend to decline.

2. The superintendent has the authority to prepare regulations and to give such instruction to school employees as may be necessary to make the policies of the school board effective. (Administrative Practice #7, Table 10, page 77.)

Teachers' perceptions of this practice correlated with the "Community Support of Education" factor of the Purdue Teacher Opinionnaire was significant at the .05 level. As may be seen in Table 10, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "the superintendent has the authority to prepare regulations and to give such instruction to school employees as may be necessary to make the policies of the school board effective," their attitudes toward community support for education would tend to decline.

3. The superintendent recommends all candidates for employment. The school board has the authority to reject specific

candidates recommended personnel finally accepted should be employed only upon the recommendation of the superintendent. (Administrative Practice #8, Table 10, page 77.)

Teachers' perceptions of this practice correlated with the "Community Support of Education" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 10, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "the superintendent recommends all candidates for employment. The school board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent," their attitudes toward community support for education would tend to decline.

4. The superintendent is responsible for formulating and administering a program for supervision for all schools. (Administrative Practice #15, Table 10, page 77.)

Teachers' perceptions of this practice correlated with the "Community Support of Education" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 10, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "the superintendent

is responsible for formulating and administering a program for supervision for all schools," their attitude toward community support for education would tend to decline.

5. Teachers always bring their grievances to the school board through the superintendent. (Administrative Practice #16, Table 10, page 77.)

Teachers' perceptions of this practice correlated with the "Community Support of Education" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 10, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice "teachers always bring their grievances to the school board through the superintendent," their attitude toward community support for education would tend to decline.

6. If a new building is needed the school board expects the superintendent to recommend a specific building program. (Administrative Practice #19, Table 10, page 77.)

Teachers' perceptions of this practice correlated with the "Community Support of Education" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 10, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and

superintendent on the administrative practice, "if a new building is needed the school board expects the superintendent to recommend a specific building program," their attitude toward community support for education would tend to decline.

7. Total administrative practice score. (Administrative Practice #21, Table 10, page 77.)

Teachers' perceptions of this practice correlated with the "Community Support of Education" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 10, this was positive correlation. This would indicate as teachers perceive a higher level of agreement between board and superintendent on the administrative practice, "total administrative practice," their morale would tend to improve.

The multiple regression analysis indicated a level of significance at the .01 level in the area of predicting Teacher Rapport with the Principal through the use of teacher responses of perceived agreement between superintendents and school board chairman on twenty administrative practices. It appears that a greater degree of disagreement between the board and superintendents on most administrative practices as perceived by the teachers improved their morale sector concerning community support of education.

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.

Table 11

## Purdue Morale 9. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial r's	t Score	Significant
1	4.14	.26	-.0269	-.44	
2	3.89	.33	.0392	.64	
3	3.64	.26	-.0300	-.49	
4	4.39	.26	-.0625	-1.03	
5	4.02	.24	-.0196	-.32	
6	4.44	.32	-.0067	-.11	
7	4.43	.28	-.0202	-.33	
8	4.11	.20	-.0521	-.86	
9	4.61	.31	.0363	.60	
10	4.27	.25	-.1247	-2.06	.05
11	3.92	.43	.0726	1.20	
12	4.61	.23	-.0333	-.55	
13	4.27	.29	-.0189	-.31	
14	4.16	.25	-.0670	-1.10	
15	4.19	.30	-.0313	-.52	
16	3.57	.30	-.0122	-.20	
17	3.77	.18	-.0902	-1.49	
18	4.51	.28	-.0140	-.23	
19	3.72	.27	.0126	.21	
20	3.83	.37	0.499	.82	
21	82.38	.47	.0626	1.03	

Multiple R = .5420    R Square = .2937    St. Error of Est. 3.22

F = 5.35    Significant at .01

Null Hypothesis 9

There is no correlation between the factor of school facilities and services as measured by the Purdue Teacher Opinionnaire and

and teachers' perceived degree of agreement between school boards and superintendents perceived degree of agreement between school boards and superintendents on twenty selected administrative practices regarding administration in their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21.270)  
.01 is 1.88

Computed F value 5.35

Decision: Reject the null hypothesis

#### School Facilities and Services

There was a significant multiple correlation between the factor of teacher rapport with the principal as measured by the Purdue Teacher Opinionaire and the twenty-one factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .01 level of significance. Therefore, morale as measured by the factor relating to School Facilities and Services can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

The beta weights of the following administrative practice were found to be significant at the .05 level:

1. The superintendent formulates and recommends personnel

policies necessary to the functioning of the school. (Administrative Practice #10, Table 11, page 83.)

Teachers' perceptions of this practice correlated with the "School Facilities and Services" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 11, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the administrative practice, "the superintendent is responsible for drawing up the district budget and submitting it to the school board," their attitudes toward school facilities and services would tend to decline.

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.

Table 12

## Purdue Morale 10. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial r's	t Score	Significant
1	4.14	.21	-.0172	-.28	
2	3.89	.24	.0074	.12	
3	3.64	.18	-.0291	-.48	
4	4.39	.11	-.1150	-1.90	
5	4.02	.19	-.0194	-.32	
6	4.44	.20	-.0214	-.35	
7	4.43	.23	-.0044	-.07	
8	4.11	.18	-.0455	-.75	
9	4.61	.11	-.0709	-1.17	
10	4.27	.18	-.0803	-1.32	
11	3.92	.24	.0103	.17	
12	4.61	.08	-.0931	-1.54	
13	4.27	.19	-.0239	-.39	
14	4.16	.23	-.0096	-.14	
15	4.19	.22	-.0153	-.25	
16	3.57	.12	-.0766	-1.26	
17	3.77	.09	-.1064	-1.76	
18	4.51	.17	.0010	.02	
19	3.72	.05	-.1025	-1.69	
20	3.83	.14	-.0757	-1.25	
21	82.38	.28	.0780	1.29	

Multiple R - .3737      R Square = 13.97      St. Error of Est. 2.78

F = 2.09      Significant at .01

### Null Hypothesis 10

There is no correlation between the factor of community pressure as measured by the Purdue Teacher Opinionnaire and teachers' perceived degree of agreement between school boards and superinten-

dents on twenty selected administrative practices regarding administration in their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)

.01 is 1.88

Computed F value 2.09

Decision: Reject the null hypothesis

### Community Pressures

Although none of the individual administrative practices are significant there was a significant multiple correlation between the factor of Community Pressures as measured by the Purdue Teacher Opinionnaire and the twenty-one factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationship was significant at the .01 level of significance. Therefore, morale as measured by the factor relating to Community Pressures can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

Factor 11. Total Morale Score

### Null Hypothesis 11

There will be no correlation between the factor of total morale score as measured by the Purdue Teacher Opinionnaire and teachers' perceived degree of agreement between school boards and superintendents

Table 13

## Purdue Morale 11. Perceptions of Administrative Practices

Variables	Mean Score	Correlation With Y	Partial r's	t Score	Significant
1	4.14	.23	-.0196	-.32	
2	3.89	.38	.0824	1.36	
3	3.64	.33	.0227	.37	
4	4.39	.31	-.0113	-.19	
5	4.02	.20	-.0242	-.40	
6	4.44	.27	-.0453	-.74	
7	4.43	.24	-.0510	-.84	
8	4.11	.21	-.0360	-.59	
9	4.61	.21	-.0393	-.65	
10	4.27	.25	-.0749	-1.23	
11	3.92	.41	.0707	1.16	
12	4.61	.19	-.0697	-1.15	
13	4.27	.31	.0211	.35	
14	4.16	.30	-.0120	-.20	
15	4.19	.29	-.356	-.59	
16	3.57	.25	-.0330	-.54	
17	3.77	.09	-.1316	-2.18	.05
18	4.51	.23	-.0097	-.16	
19	3.72	.17	-.0182	-.30	
20	3.83	.26	-.0427	-.70	
21	82.38	.43	.0621	1.02	

Multiple R = .5248    R Square = .2754    St. Error of Est. 37.82

F = 4.89    Significant at .01

on twenty selected administrative practices regarding administration  
in their school districts.

Comparison: Critical value of F (21,270) .05 is 1.57 and (21,270)

.01 is 1.88

Computed F value 4.89

Decision: Reject the null hypothesis

#### Total Morale Score

There is a significant multiple correlation between the factor of Total Morale Score as measured by the Purdue Teacher Opinionaire and the twenty factors involving teachers' perceptions of the level of agreement between school boards and superintendents on administrative practices. The relationships was significant at the .01 level of significance. Therefore, morale as measured by the factor relating total moral score can be predicted by the way teachers perceived the degree of agreement between the board and superintendent on administrative practices.

The beta weights of the following administrative practice were found to be significant at the .05 level:

1. When a new teacher is to be hired the school board acts solely on the nomination of the superintendent. (Administrative Practice #17, Table 13, page 87.)

Teachers' perceptions of this practice correlated with the "Total morale score" factor of the Purdue Teacher Opinionaire was significant at the .05 level. As may be seen in Table 13, this was a negative correlation. This would indicate as teachers perceive a high level of agreement between board and superintendent on the adminis-

trative practice, "when a new teacher is to be hired the school board acts solely on the nomination of the superintendent" their total morale score would tend to decline.

### Summary

The analysis of data pointed out that teachers perceived a relatively high level of agreement between school boards and superintendents in class II school districts in Montana regarding selected administrative practices. This was indicated by high mean scores of above 3.56 on a 5 point scale on the opinionaire. This perceived agreement did have an effect on teacher morale in class II school districts in Montana. There was a significant relationship between the twenty selected administrative practices and each factor of morale as delineated by the Purdue Teacher Opinionaire.

Tables were presented to show a listing of the administrative practice variables, the mean score of each practice, the correlation with the Purdue Teacher Opinionaire morale factor, and the partial "r." The t score which was obtained to test the significance and the level of significance of any was also listed. The tables also contained the multiple R score, the R square, the standard error of estimate, the F value and the level of significance for the whole model.

Each table analyzed twenty administrative practices correlated with a particular Purdue Teacher Opinionaire Morale Factor. The table

was followed by a statement of hypothesis, a comparison and comments. The comments were constrained to the analysis of the over-all model and discussion of any significant administrative practice perception within the model.

Multiple regression analysis indicated that teacher perceptions on twenty administrative practices can be used to predict teacher morale in the areas of: 1) Teacher rapport with the principal; 2) Satisfaction with teaching; 3) Rapport among teachers; 4) Teacher salary; 5) Teacher load; 6) Curriculum issues; 7) Teacher status; 8) Community support of education; 9) School facilities and services; and 10) Community pressures.

Significant beta weights were found in the following areas:

1. When all other factors were held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the superintendent is responsible for carrying out all the policies, rules and regulations established by the school board," their morale concerning teacher rapport with the principal, curriculum issues, and community support of education tended to decline.

2. When all other factors were held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the superintendent formulates and recommends personnel policies necessary to the

functioning of the school," their morale concerning teacher rapport with the principal, curriculum issues, and community support of education tended to decline.

3. When all other factors were held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "teachers always bring their grievances to the school board through the superintendent," their morale concerning curriculum issues, and community support of education tended to decline.

4. When all other factors were held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "when a new teacher is to be hired the school board acts solely on the nomination of the superintendent," their morale concerning teacher rapport with principal, curriculum issues, and school facilities and services tended to decline.

5. When all other factors were held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the superintendent is responsible for carrying out all the policies, rules and regulations established by the school board," their morale concerning teacher rapport with the principal, and community support of education tended to decline.

6. When all other factors were held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the school board has a clear statement of the policies under which the school system should be operated," their morale concerning teacher salaries tended to increase.

7. When all other factors were held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the superintendent recommends all candidates for employment. The school board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent," their morale concerning curriculum issues and community support of education tended to decline.

8. When all other factors were held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the superintendent provides professional leadership for the educational program of the schools and is responsible for developing a system of regular reporting to the school board on all aspects of that program," their morale concerning teacher load tended to increase.

9. Teacher morale concerning curriculum issues tended to decline, when all other factors were held constant, and teachers

perceived a greater degree of agreement between school board and superintendent toward the following administrative practices: a) School district policy matters are initiated by the superintendent and acted on by the board; b) The superintendent is responsible for keeping the school board informed on all vital matters pertaining to the school system; c) The superintendent is to be present at all meetings of the school board and its special committees. He may be held responsible; d) The superintendent makes recommendations regarding instructional policy in consultation with the school board, and the school board acts on them.

10. Teacher morale concerning community support of education tended to decline, when all other factors were held constant, and teachers perceived a greater degree of agreement between school board and superintendent toward the following administrative practices: a) The superintendent has the authority to prepare regulations and to give such instruction to school employees as may be necessary to make the policies of the school board affective; b) The superintendent is responsible for drawing up the district budget and submitting it to the school board; c) The superintendent is responsible for formulating and administering a program for supervision for all schools; and d) If a new building is needed the school board expects the superintendent to recommend a specific building program.

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was an effort to ascertain whether teacher perceptions of perceived agreement or disagreement between school boards and superintendents provides an index of teacher morale in class II school districts in Montana. The need for the research was based on two points: (1) morale is one of the significant factors involved in meeting overall organizational goals, and (2) a rapidly changing society which has influenced changes in the educational system and caused the public to demand accountability in all areas of school districts' programs.

This study was developed in the following manner. An extensive review of literature was made to provide a background for the study. The review of literature analyzed the aspects of educational administration in regard to administrative and systems theory. The review pointed out that administrators should move toward a systematic approach to administering the public schools. It was brought out, however, that while developing a viable system for operating the public schools the human element should not be over looked. Communication, empathy, interaction, and input with and from employees seemed to be of great importance in the operation of a systematized organization. Historically speaking, the review brought to light the fact that public school administration has changed from the

autocratic policy making practices of the past to a more democratic oriented approach.

The review also brought out the fact that teacher morale is at least one important factor related to the overall effective operation of a school system. It was also pointed out that the Purdue Teacher Opinionaire is a valid and reliable instrument for measuring teacher morale as delineated in ten factors and also provides a total morale score.

From the information elicited in the review of relevant research, a survey questionnaire was developed to gather data concerning teachers' perceptions of how they feel their superintendent and school board would agree or disagree on twenty selected administrative practices and procedures. The instrument was based upon the related literature and research done in the area of identifying effective administrative practices in public school districts. Administrative practices were chosen, listed, and a Q sort was performed on the items by six experts in the area of school administration (see Appendix E). The first twenty items were listed in priority order for inclusion in the instrument.

A second instrument, the Purdue Teacher Opinionaire, was utilized to determine teacher morale delineated in ten factors. The Purdue Teacher Opinionaire, was copyrighted in 1967, by the Purdue Research Foundation. It was selected because of its ease of

administration and because the validity and reliability of the instrument was well established. The instruments, along with a cover letter, were mailed to a random sample of class II school district teachers in Montana during the spring of 1976.

The responses of all teachers who completed the Purdue Teacher Opinionnaire were carefully checked and scores for the ten factors and total morale score were tabulated. These individual scores were combined and computed to establish mean scores for the sample of class II school district teachers in Montana.

The responses of all teachers who completed the instrument on selected administrative practices were carefully checked and scores for the twenty administrative practice perceptions and total perception score were tabulated. These individual scores were carefully paired with their corresponding morale factor scores from the Purdue Teacher Opinionnaire. The entire set of tabulated scores was analyzed by an appropriate program of multiple regression run at Montana State University's computer center.

Results from the opinionnaire were arranged in tables and the following statistical methods were employed:

1. Numbers and percentages were presented as needed.
2. Frequency of response were indicated where appropriate.
3. Multiple linear regression was used to test the data to determine if a statistically significant correlation existed between

the variables.

The five percent level of significance was selected to test the hypothesis of the study; if the .01 level of significance was reached this was also reported.

Tables were presented to show a listing of the mean score, the correlation with the Purdue Teacher Opinionnaire morale factor, the partial "r" and t scores, for each administrative practice. The tables also contained the multiple R score, the R square, the standard error of estimate, the F value and the level of significance for the whole model.

Each table analyzed twenty administrative practices correlated with a particular Purdue Teacher Opinionnaire Morale Factor. The table was followed by a statement of hypothesis, a comparison and comments. The comments were constrained to the analysis of the over-all model and discussion of any significant administrative practice perception within the model.

The analysis of data pointed out that there was a relatively high level of perceived agreement, on the part of teachers, between school boards and superintendents in class II school districts in Montana regarding selected administrative practices. This was indicated by high mean scores of above 3.8 on a 5 point scale on the opinionnaire. This perceived agreement did have an effect on teacher morale in class II school districts in Montana.

The multiple regression analysis indicated that teacher perceptions on twenty administrative practices can be used to predict teacher morale in the areas of:

1. Teacher rapport with the principal.
2. Satisfaction with teaching.
3. Rapport among teachers.
4. Teacher salary.
5. Teacher load.
6. Curriculum issues.
7. Teacher status.
8. Community support of education.
9. School facilities and service.
10. Community pressures.

Significant beta weights were found in the following areas:

1. When all other factors are held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the superintendent is responsible for carrying out all the policies, rules and regulations established by the school board," their morale concerning teacher rapport with the principal, curriculum issues, and community support of education tended to decline.

2. When all other factors are held constant, as teachers perceived a greater degree of agreement between the school board and

superintendent toward the administrative practice, "the superintendent formulates and recommends personnel policies necessary to the functioning of the school," their morale concerning teacher rapport with the principal, curriculum issues, and community support of education tended to decline.

3. When all other factors are held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "teachers always bring their grievances to the school board through the superintendent," their morale concerning curriculum issues, and community support of education tended to decline.

4. When all other factors are held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "when a new teacher is to be hired the school board acts solely on the nomination of the superintendent," their morale concerning teacher rapport with principal, curriculum issues, and school facilities and services tended to decline.

5. When all other factors are held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the school board has a clear statement of the policies under which the school system should be operated," their morale concerning teacher salaries tended

to increase.

6. When all other factors are held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the superintendent recommends all candidates for employment. The school board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent," their morale concerning curriculum issues and community support of education tended to decline.

7. When all other factors are held constant, as teachers perceived a greater degree of agreement between the school board and superintendent toward the administrative practice, "the superintendent provides professional leadership for educational program of the schools and is responsible for developing a system of regular reporting to the school board on all aspects of that program," their morale concerning teacher load tended to increase.

8. Teacher morale concerning curriculum issues tended to decline, when all other factors are held constant, and teachers perceived a greater degree of agreement between school board and superintendent toward the following administrative practices:

a. School district policy matters are initiated by the superintendent and acted on by the board.

b. The superintendent is responsible for keeping the

school board informed on all vital matters pertaining to the school system.

d. The superintendent is to be present at all meetings of the school board and its special committees. He may be held responsible for setting up the agenda.

e. The superintendent makes recommendations regarding instructional policy in consultation with the school board, and the school board acts on them.

9. Teacher morale concerning community support of education tended to decline, when all other factors are held constant, and teachers perceive a greater degree of agreement between school board and superintendent toward the following administrative practices:

a. The superintendent has the authority to prepare regulations and to give such instruction to school employees as may be necessary to make the policies of the school board effective.

b. The superintendent is responsible for drawing up the district budget and submitting it to the school board.

c. The superintendent is responsible for formulating and administering a program for supervision for all schools.

d. If a new building is needed the school board expects the superintendent to recommend a specific building program.

e. The superintendent formulates a public relations

program in consultation with the school board, and the superintendent administers the program.

10. When all other factors are held constant, as teachers perceived a greater degree of agreement between the school board and superintendent as indicated by a higher total score acquired through the summing of the responses on all of the administrative practices, their morale concerning teacher rapport with the principal, curriculum issues, and community support of education tended to increase.

#### Conclusions

The review of literature and multiple regression analysis of the data of this study made possible the following conclusions:

1. Morale is a complex set of factors relating to a person's overall satisfaction with life and occupation.

2. It is possible to predict teacher morale in the following areas by utilizing teacher perceptions of twenty administrative practices:

- a. Teacher rapport with the principal.
- b. Satisfaction with teaching.
- c. Rapport among teachers.
- d. Teacher salary.
- e. Teacher load.
- f. Curriculum issues.
- g. Teacher status.

- h. Community support of education.
- i. School facilities and services.
- j. Community pressures.
- k. Total morale score.

3. There seemed to be three areas of teacher morale that were affected more than others by analyzing individual administrative practices and holding others constant. The three areas of morale included teacher rapport with the principal, curriculum issues and community support of education. In general, if the teacher perceived a high level of agreement on the significant administrative practices, their morale in the particular areas stated, tended to decline.

4. There were four areas of teacher morale that were unaffected by analyzing individual administrative practices and holding others constant. The four areas included satisfaction with teaching, rapport among teachers, teacher status, and community pressures.

5. There were four areas of teacher morale that were relatively unaffected by analyzing individual administrative practices and holding others constant. The four areas included teacher salary, teacher load, school facilities and services, and the total morale score. In the areas stated only one administrative practice was significant in each.

Recommendations

In view of the conclusions of this study, the following recommendations are proposed:

1. School administrators and school boards should become more aware of the effects their levels of agreement on certain administrative practices with regard to administration of their school districts has on factors involving teacher morale.

2. Effective channels of communication should be developed which will help to clarify and interpret the ramifications of administrative practices to teachers, administrators, and board members.

3. Further study to determine if school boards and superintendents are actually in as high level of agreement on the selected administrative practices as teachers perceive them to be should be conducted.

4. An investigation should be conducted to determine the extent to which the administrative practices and procedures investigated in this study are used in Montana schools and which are perceived to be good practices by board members and superintendents.

5. Further study should be done to find how principals view the levels of agreement between board members and superintendents on administrative practices and how this affects morale of the principal.

6. Superintendents and school boards should be made aware that teacher morale is an important factor contributing to the over-all operation of their school districts and methods for improving teacher morale should be employed.

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APPENDIXES

APPENDIX A

The Purdue Teacher Opinionnaire

# 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.

## FORM A USE WHEN RECORDING RESPONSES ON OPINIONAIRE

### DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

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 \_\_\_\_\_

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

## FORM B USE WHEN RECORDING RESPONSES ON SEPARATE RESPONSE CARD

### DIRECTIONS FOR RECORDING RESPONSES ON RESPONSE CARD

A separate answer card is furnished for your responses. Fill in the information requested on the answer card. 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.**

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

- If you agree with the statement, blacken the space.....  A  PA  PD  D
- If you are somewhat uncertain, but probably agree with the statement, blacken the space.....  A  PA  PD  D
- If you are somewhat uncertain, but probably disagree with the statement, blacken the space.....  A  PA  PD  D
- If you disagree with the statement, blacken the space.....  A  PA  PD  D

All marks should be heavy and completely fill the answer space. If you change a response, erase the first mark completely. Use No. 2 or special mark - sense pencil. Make no stray marks on the answer card. Please do not mark this booklet.

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 principal .....A PA PD D
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal .....A 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 growth .....A 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 teachers .....A 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 differences .....A 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 community .....A 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 equipment ..... A 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 teach ..... A 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 sympathetically ..... A 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 family ..... A 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 school .....A 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 assignment .....A 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 enjoyable .....A PA PD D
78. My students regard me with respect and seem to have confidence in my professional ability .....A PA PD D
79. The purposes and objectives of the school cannot be achieved by the present curriculum .....A PA PD D
80. The teachers in our school have a desirable influence on the values and attitudes of their students.....A PA PD D
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 assignments .....A 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 welfare .....A 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

APPENDIX B

Scoring Instructions and Scores  
for the Purdue Teacher Opinionnaire

## SCORING INSTRUCTIONS

1. Separate Opinionaire Key into strips by cutting on the vertical lines.
2. Place appropriate strip for a given page alongside response column so that Opinionaire items match with key items.
3. Check response with Key. Then, first write the appropriate response weight to the right of response column. Weights for items are to be assigned as follows:

- a. When "A" agree is the keyed response, the weights are:

A	PA	PD	D
4	3	2	1

- b. When "D" disagree is the keyed response, the weights are:

A	PA	PD	D
1	2	3	4

Second, place a dash to the right of the recorded response weight, then write the appropriate factor number as shown on the Key.

Examples of Scoring

2. The work of individual members is appreciated and commended by our principal . . . . . (A) PA PD D 4-1
19. Teaching gives me a great deal of personal satisfaction . . . . . A (PA) PD D 3-2
14. The number of hours a teacher must work is unreasonable . . . . . A PA PD (D) 4-5
17. Our school has a well balanced curriculum. . . . . A PA (PD) D 2-7
4. To obtain Factor Scores, sum the weights which have been assigned to the items belonging to a given factor, i.e., sum all of the item weights for Factor 1, Factor 2, Factor 3, etc.
5. To obtain total score, sum the factor scores. The following table indicates how the factor and total scores can be recorded.

Purdue Teacher Opinionnaire Scores\*

Factor Number	Number of Items	Factor Score
1. Teacher Rapport with Principal	20	_____
2. Satisfaction with Teaching	20	_____
3. Rapport among Teachers	14	_____
4. Teacher Salary	7	_____
5. Teacher Load	11	_____
6. Curriculum Issues	5	_____
7. Teacher Status	8	_____
8. Community Support of Education	5	_____
9. School Facilities and Services	5	_____
10. Community Pressures	<u>5</u>	_____
Totals	100	

\*Manual for Purdue Teacher Opinionnaire

APPENDIX C

Validity and Reliability

Validity

In addition to the evidence cited from the validity of the first form of the Opinionaire, a further indication of the validity of the revised form is given in Table 7. In a study of teacher morale in Oregon and Indiana schools, the principals were asked to react to the Opinionaire items as they believed the faculty would react. Differences between the median scores for teachers and the median scores for principals were not significant.

Table 7\*\*

## Median Scores by Factors

Factors	Teachers		Principals
	Indiana	Oregon	Indiana and Oregon*
1	65	64	62
2	71	71	67
3	42	43	44
4	19	20	19
5	36	36	34
6	15	15	15
7	24	24	23
8	15	16	16
9	13	15	14
10	17	17	16

\*The principals reacted to the Opinionaire items as they believed their faculty would react

\*\* Manual for Purdue Teacher Opinionaire

Reliability

The revised form was administered to the high school faculties with 20 or more teachers in Indiana and Oregon. The 60 Indiana schools were a stratified random sample and the 16 Oregon schools were selected primarily from the eastern part of the state. Four weeks later the instrument was readministered in all of the schools included previously. Altogether, test-retest data were obtained for 3023 teachers.

The test-retest correlations for total scores and for factor scores are listed in Table 2.

Table 2\*

Test-Retest Correlations for Purdue Teacher Opinionnaire  
Factor and Total Score

Factor (N=3023)	Correlation	Factor (N=3023)	Correlation
1. Teacher rapport with principal	.88	6. Curriculum issues	.76
2. Satisfaction with teaching	.84	7. Teacher status	.81
3. Rapport among teachers	.80	8. Community support of education	.78
4. Teacher salary	.81	9. School facilities and services	.80
5. Teacher load	.77	10. Community pressures	.62
		Total score	.87

In Table 3, a frequency distribution of individual school test-retest correlations for both factor and total scores is shown. It can be seen that the factor correlations are predominantly above the .60 level, and for the total scores about 90 percent of the correlations are .80 or above.

\*Manual for Purdue Teacher Opinionnaire

Table 3\*

Frequency Distribution of Test-Retest Correlations for  
Individual Schools by Factor and Total Scores  
(Seventy-six Secondary Schools)

Correlations	Number of Correlations										Total
	Factors										
	1	2	3	4	5	6	7	8	9	10	
90-99*	25	16	8	4	-	1	5	3	1	2	23
80-89	32	47	26	31	29	21	38	18	21	2	46
70-79	17	5	32	27	33	21	22	24	35	14	4
60-69	1	5	8	12	9	24	11	22	11	24	3
50-59	1	3	1	1	3	7	-	6	8	21	-
40-49	-	-	1	1	2	1	-	1	-	9	-
30-39	-	-	-	-	-	1	-	-	-	2	-
20-29	-	-	-	-	-	-	-	1	-	1	-
10-19	-	-	-	-	-	-	-	1	-	1	-

\*Decimals have been omitted.

\*Manual for Purdue Teacher Opinionaire

APPENDIX D

Opinionnaire on Administrative Practices

OPINIONAIRE ON ADMINISTRATIVE PRACTICES

Directions:

The following twenty statements represent administrative practices in regard to the administration of school districts. As a teacher please indicate the level of agreement that you think exists between your school board and superintendent with regard to the following administrative practices. Circle the appropriate number opposite each statement to which you respond.

If you feel your school board and superintendent would be in strong agreement with the following statement you would circle "1".

Example:

	strong agreement				strong disagreement
	<u>between board and superintendent</u>				
When a community organization wishes to use school property the request is handled at the superintendent's discretion.	①	2	3	4	5

Statements	strong agreement				strong disagreement
	<u>between board and superintendent</u>				
1. School district policy matters are initiated by the superintendent and acted on by the board.	1	2	3	4	5
2. The school board has a clear statement of the policies under which the school system should be operated.	1	2	3	4	5
3. The school board always takes full responsibility for its decisions.	1	2	3	4	5
4. The superintendent is responsible for keeping the school board informed on all vital matters pertaining to the school system.	1	2	3	4	5
5. The superintendent is the chief executive officer of the school board.	1	2	3	4	5
6. The superintendent is responsible for carrying out all the policies, rules and regulations established by the school board.	1	2	3	4	5
7. The superintendent has the authority to prepare regulations and to give such instruction to school employees as may be necessary to make the policies of the school board effective.	1	2	3	4	5
8. The superintendent recommends all candidates for employment. The school board has the authority to reject specific candidates recommended, but personnel finally accepted should be employed only upon the recommendation of the superintendent.	1	2	3	4	5

(please go on to the next page)

Statements	strong agreement between board and superintendent					strong disagreement				
	1	2	3	4	5	1	2	3	4	5
9. The superintendent is responsible for drawing up the district budget and submitting it to the school board.	1	2	3	4	5					
10. The superintendent formulates and recommends personnel policies necessary to the functioning of the school.	1	2	3	4	5					
11. The superintendent provides professional leadership for the educational program of the schools and is responsible for developing a system of regular reporting to the school board on all aspects of that program.	1	2	3	4	5					
12. The superintendent is to be present at all meetings of the school board and its special committees. He may be held responsible for preparing the agendas for school board meetings.	1	2	3	4	5					
13. The superintendent may delegate responsibilities and assign duties. Such delegation and assignments do not relieve the superintendent of responsibility for actions of subordinates.	1	2	3	4	5					
14. The superintendent makes recommendations regarding instructional policy in consultation with the school board, and the school board acts on them.	1	2	3	4	5					
15. The superintendent is responsible for formulating and administering a program for supervision for all schools.	1	2	3	4	5					
16. Teachers always bring their grievances to the school board through the superintendent.	1	2	3	4	5					
17. When a new teacher is to be hired the school board acts solely on the nomination of the superintendent.	1	2	3	4	5					
18. All individuals employed by the school board are responsible directly or indirectly to the superintendent of schools.	1	2	3	4	5					
19. If a new building is needed the school board expects the superintendent to recommend a specific building program.	1	2	3	4	5					
20. The superintendent formulates a public relations program in consultation with the school board, and the superintendent administers the program.	1	2	3	4	5					
If you would like a brief summary of the results of this study please check here.										<input type="checkbox"/>

(please complete the Purdue Teacher Opinionnaire)

APPENDIX E

The Q Sort and Q Sort Results



Q Sort Results:

I.D. Number	"1"	"2"	"3"	"4"	"5"	"6"	"7"
1.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
2.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
3.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
4.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
5.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
6.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
7.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
8.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
9.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
10.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
11.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
12.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
13.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
14.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
15.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
16.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
17.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
18.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
19.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
20.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
21.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
22.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
23.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
24.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
25.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
26.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
27.	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

APPENDIX F

Letters



## DEPARTMENT OF EDUCATIONAL SERVICES

COLLEGE OF EDUCATION MONTANA STATE UNIVERSITY, BOZEMAN 59715

Dear Colleague:

Today educators throughout the nation are interested in improving instruction at the elementary and secondary level. Teacher morale appears to be a significant factor related to teacher job satisfaction and student achievement. A study sponsored by the Department of Educational Services at Montana State University is being conducted to determine teacher perceptions of certain administrative practices and how they may be related to teacher morale. The study will be included in a dissertation under the direction of Dr. Robert J. Thibeault, Chairman of the Graduate School Committee.

Only Montana schools designated in Class II districts are included in the study. In order to get an accurate picture, it is very important that a high percentage of responses from teachers be obtained. Your support and cooperation are asked in helping make this study a success. Having been a teacher and principal for ten years, I realize the demands being made upon your time. However, if you would take time from your busy schedule and answer the enclosed opinionnaires I will be very grateful. Total time involved in responding to the opinionnaires should be 20 to 30 minutes.

I assure you that all responses will be treated in a confidential and professional manner. No attempt will be made to identify or compare the responses of individuals or programs of individual schools. The number appearing on the opinionnaire will be used only in the event that you indicate an interest in obtaining a brief summary of the results, and/or to send you a quick reminder to return your completed opinionnaires.

Please answer both the opinionnaire concerning administrative practices and the Purdue Teacher Opinionnaire. Please omit the information asked for on page one of the Purdue Opinionnaire as it does not pertain to this study. A self-addressed stamped envelope is enclosed for returning your completed opinionnaires within ten days time.

Your assistance will be greatly appreciated. Thank you for your consideration.

Sincerely,

Kenneth J. Burgett



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL SERVICES

MONTANA STATE UNIVERSITY, BOZEMAN 59715

Dear Colleague:

Approximately ten days ago you received opinionaires and a letter inviting you to participate in a study being conducted in the Department of Educational Services at Montana State University. The study is concerned with the possible effect of administrative practices on teacher morale.

I am well aware of the numerous demands being made on your time. However, if you would take 20 to 30 minutes to complete and return the enclosed instruments, I would be very grateful to you.

Sincerely,

Kenneth J. Burgett

PURDUE RESEARCH FOUNDATION

WEST LAFAYETTE, INDIANA 47907

September 22, 1976

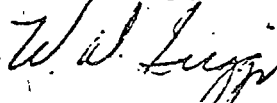
Kenneth J. Burgett  
108A Julia Martin Drive  
Bozeman, Montana 59715

Dear Mr. Burgett,

Permission is hereby granted for the purpose of allowing you to include a copy of the Purdue Teacher Opinionaire in the Appendix of your dissertaion. This permission is based on the condition that the copyright marking must be shown on the copy included in the appendix and that the finished thesis will not be sold commercially.

We are aware that University Microfilms does sell copies of the dissertation but we do not consider this as being sold commercially.

Sincerely,



W. D. Griggs  
Assistant Treasurer

WG/jg



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 teacher morale in class  
 II school districts in  
 Montana

DATE	ISSUED TO
<i>4/27/77</i>	<i>Robert [unclear]</i>
<del>4/27/77</del>	<i>Bot Wen Ed</i>
<i>R</i>	<i>[unclear]</i>
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