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A STUDY OF THE RELATIONSHIP BETWEEN
ELEMENTARY PRINCIPAL LEADERSHIP
BEHAVIOR AND TEACHER MORALE

presented by

Laraine Gagliano Zbikowski

has been accepted towards fulfillment
of the requirements for

__Ph.D.__ degree in Educational Admin.

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Major professor

Date March 5, 1992

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A STUDY OF THE RELATIONSHIP BETWEEN

ELEMENTARY PRINCIPAL LEADERSHIP

BEHAVIOR AND TEACHER MORALE


By

Laraine Gagliano Zbikowski


A DISSERTATION


Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

ABSTRACT

A STUDY OF THE RELATIONSHIP BETWEEN ELEMENTARY PRINCIPAL
LEADERSHIP BEHAVIOR AND TEACHER MORALE

By

Laraine Gagliano Zbikowski


The purpose of this study was to analyze the relationship
between elementary principal leadership behavior and teacher
morale, as perceived by the teachers in Kent County, Michigan.
The investigation was designed to identify the leader-behavior
characteristics of the principal which were associated with
better staff morale.  Both leadership behavior and teacher morale
were analyzed as single constructs and in terms of individual
dimensions or factors.

Using a systematic sampling technique, twenty-five percent
of the teachers in seventeen Kent County, Michigan elementary
schools were asked to complete the Purdue Teacher Opinionnaire
and the Leader Behavior Description Questionnaire.  The principal
of each of the schools was also asked to complete the latter
survey.

Four hypotheses were formulated, each centering on the
premise that there would be no significant difference between
elementary principal leadership behavior scores and staff morale
scores.  The Pearson Product-Moment correlation coefficient and

the t-test of independence were utilized to analyze the data. The .05 level of significance was used as the acceptance level for each hypothesis.

Major findings included significant relationships between elementary principal leadership behavior and each of the ten dimensions of teacher morale.  There were also significant relationships between teacher morale and all but one (i.e. production emphasis) dimension of leadership behavior.  It was further found that in each of the leadership behavior dimensions, the principals rated themselves significantly higher than the teachers rated their respective principal.

# ACKNOWLEDGMENTS

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CHAPTER 1

STATEMENT OF THE PROBLEM

Introduction

The phrase "school climate" has been used loosely by educators to describe everything from interpersonal relationships to hot classrooms without air conditioning. In actuality, however, the term was created by the public who needed a way to define such situations as poor discipline, lack of communication, and lack of educator interest. This generic usage even included a host of contemporary public educational problems, such as gender equality, integration or funding. (B. Howell and B. Grahlman, pg. 1)

Tagiuri defines the climate of an organization as "the relatively enduring quality of the total environment that is experienced by the occupants, influences their behavior, and can be described in terms of the values of a particular set of characteristics or attributes of the environment." (Tagiuri, pg. 32)

Any educational environment has a distinct climate which may contain both enhancing and impeding patterns and practices. Virtually every aspect of the educational

environment represents a potentially important part of the overall learning climate, which can be felt in differing school environments. As teachers or administrators move from one school to another, they are struck by the differences they encounter in organizational climates. As Halpin and Croft have explained, "You don't have to be in a school very long before you feel the atmosphere of a place." (Halpin and Croft, pg. 3) The interaction between teachers and the students, between the principal and the staff, or among the staff members--all of these interactions help to compose the atmosphere and create the school climate.

One of the most important elements in determining school climate is staff morale. High staff morale is an extremely desirable school trait by any administrator, who becomes very pleased when the members of the work group get along well together as individuals and seem to enjoy being members of that group. It is important to note, however, that the ease with which staff members get along is not the primary criterion for selection to the group, but rather professional competencies relative to teaching. High group morale is merely a desired by-product, which administrators consciously or unconsciously seek to establish, because "it gives the vitality to face and solve problems and is essential to the life existence of any group." (J. Nash, pg. v.)

Morale must be defined in terms of the whole environment of the individual and not merely as it relates to work productivity, since this latter relationship is dubious at best. (A. Halpin, pg. 34.) Seeing morale in this very broad sense, Bentley and Rempel (pg. 1) have stated that...

> "Morale is the extent to which an individual's needs are satisfied, and the extent to which the individual perceives satisfaction as stemming from the total job situation."

These authors further believe that high morale is evident when there is interest in and enthusiasm for the job and that what is important in morale is what the person believes and feels, rather than the conditions that may exist as perceived by others. (R. Bentley and A. Rempel, pg. 1)

If morale is a vital ingredient in the success of any human enterprise, then it is important to determine the personal and/or situational factors by which it is influenced. Past research indicates that there are many. These include participation in decision making, working conditions, monetary compensation, professional freedom, and the quality of professional leadership. (F. Chase, pg. 129) It is this latter factor, the principal's leadership style, and the teacher's perception of it as it relates to morale, which is of particular interest and which will be addressed in this study.

The quality of leader-subordinate relationships is an important determinant of morale and other goals seen as desirable by organizations. (J. Spotts, pg. 134) The leader who shows consideration of the needs of followers, while insisting on discipline and emphasizing task achievement, is most successful in achieving superior performance and high morale. (C. Gibb, pg. 71) If this is true in business and industry, does this statement also stand for school administrators?

## Purpose of the Study

The researcher's purpose in this study is to determine whether or not the teacher morale in suburban elementary schools is significantly related to the teachers' perceptions of the principal's leadership style.

In 1981, a study was conducted in Virginia to examine the relationship between principal leadership styles and teacher morale in the secondary schools. (J. Devault, Pg. 10) The results indicated a significant relationship between these two factors, wherein principals who received high scores on any one of twelve leadership styles also tended to have high teacher morale in their school. (J. Devault, Pg. 177)

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The intent of the study at hand is to extend Devault's study to the suburban elementary school to determine if the above relationship stands in educational atmospheres outside the urban setting and in Kindergarten-6th grade environments.

The following questions are being asked in this study:

1. What is the relationship between the leadership style of suburban elementary principals and teacher morale, as perceived by teachers in Kent County, Michigan?

2. What is the relationship between the leadership style of suburban elementary principals and each of the dimensions of teacher morale, as perceived by teachers in Kent Count, Michigan?

3. Which teacher-perceived characteristics of leadership style are associated with better teacher morale?

4. Is the degree of congruency of principal and teacher perceptions of principal's leader behavior related to staff morale?

## Hypotheses

The primary purpose of this study is to determine whether or not there is a significant relationship between elementary principal leadership behavior and staff morale. The following null hypotheses will, therefore, need to be tested:

Hypothesis 1: There is no significant difference between the total principal leadership behavior scores

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and the total teacher morale scores in elementary schools in Kent County, Michigan.

Hypothesis 2: There is no significant difference between the total principal leadership behavior scores and any of the ten factors of teacher morale.

Hypothesis 3: There is no significant difference between the total teacher morale scores and any of the twelve leader behavior dimensions.

Hypothesis 4: There is no significant difference between the total teacher scores and the total principal scores on the Leader Behavior Description Questionnaire.


## Assumptions


Underlying the research questions of this study are the following important assumptions:

1. The principals and teachers responding are representative of the elementary educators in Kent County, Michigan.

2. Principal leadership styles relate to teacher morale in either a positive or negative manner.

3. The responses on the questionnaires used are valid indicators of leadership behavior and morale.

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## Limitations and Delimitations

The major limitation of this study is that it is based on a sample of 25 of a total of 121 public elementary schools in Kent County, Michigan. Therefore, the findings may not necessarily be applicable to other geographical locations. This is further limited by the fact that principal leader behavior and teacher morale are based on perceptions of the respondents as reported on the Leader Behavior Description Questionnaire and the Purdue Teacher Opinionnaire. Other limitations and delimitations of the study are as follows:

1. The breadth of this study is limited to those schools whose principals would agree to participate. The results, therefore, may or may not reflect the feelings of all suburban school districts.

2. A limiting factor in every such study is the utilization of opinion-type instruments to collect data. Research is continually finding more information to support the validity of such instruments as the LBDQ and the Purdue Teacher Opinionnaire.

3. The motivation and honesty of the respondents may influence the results obtained.

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4. Teacher morale may be dependent on factors not measured by the test instrument.

5. Leadership styles may be dependent on factors not measured by the test instrument.

## Definition of Terms

The following terms are being defined to reflect their specific use in this particular study.

Climate -- A set of attributes and expectancies which describe the educational organization in terms of both static characteristics (such as degree of autonomy) and behavior (John P. Campbell, pp. 390-391).

LBDQ -- The Leadership Behavior Description Questionnaire; Used to assess teacher perceptions of the principal's leadership behavior.

Leader Behavior-- The observed behavior of principals as perceived by their teachers and as measured by the Leader Behavior Description Questionnaire.

Leadership Style-- "The underlying need-structure of the individual which motivates behavior in various leadership situations." (F.E. Fiedler, pg. 16) The interactive characteristics of the leader's personality which form a relationship with the followers.
(E. Hollander, pg. 2)

Morale-- "The extent to which an individual's needs are satisfied, and the extent to which the individual perceives satisfation as stemming from the total job situation." (R. Bentley and A. Remple, pg. 1)

Organizational Climate-- "The state of the organization which results from the interaction that takes place between working members as they fulfull their prescribed roles in task-achievement while satisfying their individual needs." (R.C. Londale, pg. 34)

PTO -- Purdue Teacher Opinionnaire; Used to assess teacher perceptions of morale.

Suburban Elementary School -- A school unit in which grade levels can range from Kindergarten through Sixth and which is located in a school district of 7000 or less students.

Teacher-- A professional educator, holding a minimum of a Bachelor's degree, responsible for teaching a classroom of at least 15 students in the public schools. Teaching responsibilities may include grades Kdg. through grade six.

Teacher Perception-- The individual's interpretation of environmental happenings; The teachers' views as to the

principal's effectiveness as measured by the Leadership Behavior Description Questionnaire and to the perceptions of morale as measured by the Purdue Teacher Opinionnaire.

## Summary and Overview

Investigating the relationship between the principal's leader behavior and teacher morale needs primary attention in educational research since leader behavior is a definite factor influencing organizational climate, and more specifically, staff morale. (F. Chase, pg. 129)

The concentration of this study is at the elementary level and is an extension of Devault's secondary study regarding the relationship between principal leadership styles and teacher morale. (J. Devault, pg. 10) Although the breadth of the study is limited by those principals who agree to participate and by the opinion-type instruments utilized, this study may help to identify those behaviors which positively affect elementary teacher morale.

This dissertation is divided into five chapters. Chapter I consisted of an introduction, a description of the purpose of the study, the limitations and delimitations, and definitions of important terms.

In Chapter II, pertinent literature is reviewed. The focus is teacher morale, leader behavior of administrators

and the use of the Leader Behavior Description Questionnaire to assess leader behavior.

Chapter III is a discussion of the methods, materials, and procedures used in the study. This includes the sampling, data collection, instrumentation, and method of analysis.

Chapter IV presents the findings of the study.

Chapter V includes a summary of the study, a summary of the results, discussion of the implications, the conclusions, and recommendations for further research.

CHAPTER 2

REVIEW OF THE LITERATURE

## Overview

The purpose of this chapter is to present a review of the literature and to develop a rationale for the use of leader behavior in assessing teacher morale. This necessitates the examination of literature and related information concerning teacher morale and leader behavior, particularly of school principals. This will also include a rationale for using the Leader Behavior Description Questionnaire to assess leadership behavior in education.

Chapter 2 is organized into three sections. Section one focuses on the nature of leader behavior, factors affecting leader behavior, and the Leader Behavior Description Questionnaire. Section two includes a review of the theories related to teacher morale and an explanation of the Purdue Teacher Opinionnaire. Section three presents the studies which pertain to leadership behavior as it affects teacher morale.

## Leader Behavior

> Principal behavior within the conceptual framework
> of the social system is that which results as the
> principal delegate attempts to cope with an
> environment made up of expectations for behavior
> (roles) in ways consistent with the principal's own
> individual pattern of needs (personality). (T. Wiggins,
> pg. 57.)

### The Nature of Leader Behavior

An organizational leader is a member of a group which operates within a structured framework in a dynamic social environment. (R. Owens, pg. 5)  It is with this concept that an understanding of the roles and relationships involved in organizational leadership emerges.

In 1952, Corell and Inabnit described the nature of the organization as a social structure carried on with a formal framework of operations and interactions which require coordination.  Describing leadership as organizing the smaller groups within the organization, six phases of the role structure are listed:  (1) the formal work structure, (2) the authority structure, (3) the communication structure, (4) the power structure, (5) the status and privilege structure, and (6) the informal and clique structure. (E. Bevne, pg. 176)  Pursuing leadership from the standpoint of the tasks involved, Conrad (1952) proposed three distinct leadership activities as a means of defining the role:  (1) recognizing and responding to the standards,

groups, structures, backgrounds, and occupations of organized and unorganized groups both inside and outside the school; (2) becoming aware of group conflicts; and (3) maintaining a balance between organizational necessities and the human aspirations of organizational members. (R. Owens, pg. 63)

Bowers and Seashore, in their review of related research and literature, found four common dimensions of leadership:  support, encouraging group members to develop close relationships, stimulating enthusiasm for a goal achievement, and providing resources which help achieve goal attainment. (D. Bowers and S. Seashore, pg. 525)  These dimensions do not demand that leadership rely on a person's position within a given hierarchy.  Any group member may supply the support, interaction facilitation, goal emphasis, and resources depending on her/his ability at any given time to perform the service.

Today's concept of leadership began to evolve in the late 1950's and early 1960's with the formation of the behavioral approach to leadership.  This approach views leadership as being neither an innate individual trait nor a function of the group situation, but rather a product of both personal traits and the situation at hand. (S. Henchly, L. McCleary, and J. McGrath, pg. 112)

Behavioral researchers focus on the observed behavior of the individual as seen in various specific situations.

Foundations for this approach may be traced to studies regarding leader behavior originating in 1945 at Ohio State University. (S. Henchly, et. al., pg. 114) Conducted by Coons, Shartle, Halpin, Hemphill and Stogdill, this research viewed leader behavior as a concrete concept capable of objective observation and measurement. This emphasis on behavior rather than leadership concepts, traits and styles helped to enable the distinction between the description of leadership and the evaluation of leadership. (J. Lipham and J. A. Hoeh, pg. 182)

Perhaps the best known information regarding leadership definition and role comes from the studies of Halpin and Wiser as they define leadership dimensions on a continuum between two major roles of behavior --- consideration and initating structure. The consideration dimension included such behavior as treating subordinates as equals, being friendly and approachable, and explaining actions. Initiating structure, on the other hand, consisted of asking subordinates to follow instructions, maintain definite standards of performance, and make supervisor attitudes clear to subordinates. (A. Halpin and B. Winer, pg. 45) This research pointed to the conclusion that groups with leaders who scored high on both dimensions scored higher in overall effectiveness. For a leader to increase in the consideration dimension would result in a corresponding decrease in initiation of structure. (R. Stogdill and

A. Coons, pg. 214)

For the purpose of this study involving leader behavior, Halpin's definition of leader behavior will be used. Leader behavior "focuses upon observed behavior rather than upon a posited capacity inferred from this behavior." (A. Halpin and B. Winer, pg. 39) This observable behavior of the leader is perceived as the leader engages in influencing organizational activities. In this study, leader behavior is the observed behavior of the suburban elementary school principal as perceived by the teacher.

## Factors Affecting Leader Behavior

Upon examination of the relationship of personality factors to leadership, some of the research shows that the characteristics of successful leaders are determined by the demands of the situation. (R. Stogdill, pg. 35) Stogdill found that the average leader exhibits a greater degree of ten characteristics than the average group member or subordinate. These characteristics include: sociability, initiative, persistence, knowing how to get things done, self-confidence, alertness to and insight into situations, cooperativeness, popularity, adaptability, and verbal facility. (R. Stogdill, pg. 63) He therefore concluded that "a person does not become a leader by virtue of the possession of some combination of traits, but by the pattern

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of personal characteristics, activities, and goals of the followers. Thus, leadership must be conceived in terms of the interactions of variables which are in constant flux and change." (R. Stogdill, pg. 64)

The trait theory was also studied by Yuki, who summarized some 22 traits and skills which are most frequently found in leaders. (G. Yuki, pg. 70) Shortly thereafter, Stogdill, who analyzed 124 research studies in an effort to determine the characteristics of leaders, reported contradictory findings and concluded that leaders are superior to non-leaders in only a few fields, including intelligence, scholarship, dependability, social participation, and socio-economic status. (R. Stogdill, pg. 63)

The major problem with the trait theory is that it carries a strong implication that leaders are born, not made, and that leadership skills cannot be learned. This then becomes a recognition of the elite, "relegating all others in the population to the status of 'have nots'." (D. Hampton, C. Summer, and R. Webber, pg. 556)

Gouldner presented five other important criticisms of the trait approach to leadership:

1. There is no discrimination between the most important and least important traits.

2. Personal qualities or traits are not mutually exclusive.

3. Studies lack evidence that traits are essential to ascend to leadership roles or to maintain leadership roles once they are obtained.

4. The traits assigned to leadership have been in terms of traits of particular leaders.

5. None of the research is able to present conclusive proof as to whether the traits are inherent in the individual, or acquired. (A. Gouldner, pg. 23)

Although the trait theory was once widely accepted, the results obtained by modern researchers have tended to dispute this theory as an adequate explanation of leadership. Its primary significance lies in the fact that it was the first attempt to study leadership from a systematic perspective.

The trait theory was followed by several other lines of thinking, encompassing the span from the late 1950's through the 1970s. The first of these was the interaction theory. Homans developed this theory of the leadership role using three basic variables: action, interaction, and sentiments. (G. Homans, pg. 597) It was assumed that an increase in the frequency of interaction and participation in common activities was associated with an increase in sentiments of mutual liking. This led to a greater number of interactions by the leader and greater conformity by the group. (G. Homans, pg. 603)

In 1959, Stogdill developed an expectancy-reinforcement theory of role attainment. As group members interact and

engage in mutual task performance, they reinforce the fact that each will continue to act and interact as in previous performances.  Thus, the individual's role is defined by mutually confirmed expectations relative to the performances and interactions the person will be permitted to contribute to the group.  There is a potential, therefore, for any member of the group to rise to the position of leader depending on the extent to which s/he initiates and maintains structure in the interactions. (R. Stogdill, pg. 215)

Fiedler developed the contingency theory of leadership in 1967.  This theory expounds upon the effectiveness of a given pattern of leader behavior and how this is contingent upon the demands imposed by the situation.  The work-oriented leader who tends to be socially distant is more effective in very easy and very difficult situations, whereas the highly sociable, interaction-oriented leader tends to be more effective in situations of more moderate leadership demands. (D. Hampton; C. Summer, and R. Webber, pg. 567)

The path-goal theory of leadership was developed by Evans in 1970.  It was believed that the degree to which the leader exhibits consideration tends to determine the follower's perception of the abundance of rewards available to her/him. The degree to which the leader initiates structure determines the follower's paths (behaviors)

through which rewards may be attained. (D. Hampton; C. Summer, and R. Webber, pg. 571)

As part of this theory, two expectancies for followers are defined. Expectancy one: The belief or expectancy that a given action will produce a certain reward. Expectancy two: The prediction as to whether the action will be successful. The leader's job, then, is two-fold: to provide rewards that are valued by subordinates and help them gain the confidence to perform the job well enough to get the reward. (To help the workers to see the "path" and to provide the "goal"--thus the name path-goal theory)

This line of thinking was followed by research in leadership which leaned toward the situational theory. Here researchers believed that leaders must perceive, study and prepare for leadership by recognizing the organizational situation. (J. Gibb, pg. 59) Davis hypothesized the "law of the situation" in which effective leadership depends upon the executive's ability to face the facts in the situation, interpret these facts properly, and follow the course of action which the facts then dictate. (R. Davis, pg. 87)

Situational theorists believe that there is no ideal leader and that one style of leadership may be effective in one situation but not effective in another situation. (F. Fiedler, pg. 118) The shortcoming of this theory, however, is that predictability is very difficult since leadership is

socially and situationally determined, with leaders varying
from situation to situation.

### The Leadership Behavior Description Questionnaire

Early studies regarding educational leadership
concentrated on either the traits or motivations of the
leader or the situation in which leaders function.  The Ohio
State University Personnel Research Board believed that
research on any variable alone was inadequate.  A series of
leadership studies, known as the Ohio State Leadership
Studies, were therefore conducted. (A. Halpin, pg. 86)   It
was suggested that the behaviors of leaders should be
studied because of two important advantages:

1.  Observable phenomena can be directly dealt with,
    and,

2.  It is possible to differentiate between the
    description of how leaders behave and the
    evaluation of the effectiveness of their
    behavior with respect to specified performance
    criteria. (A. Halpin, pg. 86)

By observing the behavior of leaders in a wide variety
of situations, the Ohio State Leadership studies classified
most of the activities of leaders into two distinct and
different behavioral categories or dimensions: "Initiating

Structure" (task behavior) and "Consideration" (relationship behavior). (K. Blanchard and P. Hersey, pg. 8)  These two dimensions are defined as follows:

> Task Behavior:  that which the leader does to put more structure into the work environment by setting goals, establishing deadlines, clarifying job descriptions and monitoring a control system.

> Relationship behavior:  that which the leader uses to motivate people such as praise, criticism, strokes and two-way communication.  (G. Cawelti, pg. 8)

It was found that leader behavior varied considerably. Some behavior was characterized by task accomplishment, whereas other leaders concentrated on providing social-emotional support in terms of interpersonal relationships.  Others had combinations of relationship and task behavior, and still others provided little of either. (G. Cawelti, pg. 9)

The instrument which emerged from the Ohio State studies is known as the Leader Behavior Description Questionnaire (LBDQ), an assessment model which attempts to identify an individual's mode of behavior in leadership roles.  The original version of the LBDQ was constructed by Hemphill and Coons in 1950, but it was Halpin's 1955 study of school superintendents in which the two dimensions of Initiation Structure and Consideration were defined. (Halpin, pg. 4)

Initiation of Structure: "the leader's behavior
in delineating the relationship between her/
himself and members of the work group and in
endeavoring to establish well-defined patterns
of organization, channels of communication and
methods of procedure."

Consideration: "behavior indicative of friendship,
mutual trust, respect and warmth in the relationship
between the leader and member of her/his staff."

Figure 1 depicts the two dimensions of leadership with
each quadrant representing one leadership style. Quadrant 1
represents leaders who emphasize both initiating structure
and consideration. This is the most effective leadership
style. Quadrant 2 leaders tend to emphasize initating
structure rather than consideration. These leaders place
more emphasis on the task and getting the job done. The
leaders who use this style are effective when the work is
routine and for short periods of time. However, treating
people in mechanical ways has a negative effect on the
organization over extended periods of time. Quadrant 3 shows
leaders who emphasize consideration of members at the
expense of initating structure. This dimension alone does
not seem to be sufficient since it falls short of job
production. Quadrant 4 leaders have neither initiating
structure or consideration. This results in the least
effective leadership style. (Halpin, pp. 89-90)

Initiating Structure

high

```
                          ┌────────────┬────────────┐
                          │ IS+        │        IS+  │
Consideration             │ C-         │        C+   │
                          │       (2)  │ (1)         │
                    low   ├────────────┼────────────┤ high
                          │       (4)  │ (3)         │
                          │ IS-        │        IS-  │
                          │ C-         │        C+   │
                          └────────────┴────────────┘
```

low

Fig. 1    Halpin's Two Dimensions of Leadership


The original forms of the LBDQ were devised to measure
leader behavior in small face-to-face work groups.  Items
described the kinds of behavior which a leader would
undertake in direct, personal interaction with members of
the immediate group and not the organization as a whole.
(Halpin, pg. 167.)

As research regarding leader behavior expanded,
researchers questioned if two factors alone could account
for all the variance in leader behavior.  In 1959, Stogdill
suggested that several identifiable patterns of behavior
operate to enable a member to achieve leadership status.
(Stogdill, Handbook, pg. 143)  Thus, he postulated that the
following twelve patterns of behavior are involved in
leadership, though not equally important in all situations.

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Representation--speaks and acts as representative of the group.

Demand reconciliation--reconciles conflicting organizational demands and reduces disorder to system.

Tolerance of uncertainty--able to tolerate uncertainty and postponement without anxiety or upset.

Persuasiveness--uses persuasion and argement effectively; exhibits strong convictions.

Initiation of structure--clearly defines own role, and lets followers know what is expected.

Tolerance of freedom--allows followers scope for initiative, decision, and action.

Role retention--actively exercises leadership role rather than surrendering leadership to others.

Consideration--regards the comfort, well-being, status, and contributions of followers.

Production emphasis--applies pressure for productive output.

Predictive accuracy--exhibits foresight and ability to predict outcomes accurately.

Integration--maintains a closely knit organization; resolves intermember conflicts.

Influence with superiors--maintains cordial relations with superiors; has influence with them; is striving for higher status. (Stogdill, Handbook, pg. 143)


The expanded LBDQ, using the above twelve dimensions of leader behavior, became the Leader Behavior Description Questionnaire, form XII, used for multi-factoral behavioral approaches.

## Teacher Morale

The study of morale has been greatly influenced by the works of Douglas McGregor, who defined "needs psychology" by viewing man as having needs which fall into two categories. The first category includes basic needs, such as thirst, hunger, and sex. The second category, labelled acquired needs, is composed of needs of a social nature, such as companionship, power, and status. (McGregor, pg. 41) Based on McGregor's work, Allport concluded that a successful leader must have an exceptional perception of the needs of the individuals within his/her organization. (Allport, pg. 253) As the leader assists in satisfying the worker's basic and acquired needs, the worker's morale is advanced and s/he is more receptive to the goals of the group.

Maslow's "hierarchy of needs" has also had a great impact on the study of morale. In this theory, five levels of need are defined: physiological, safety, love, esteem, and self-actualization. (Hampton, pg. 6) Maslow contended that as the lower needs are satisfied, successively higher needs acquire power to motivate the individual until these needs are met. The individual moves upward in the hierarchy to eventually become self-actualized. (See Figure 2)

```
                    Self-Actualization

                       Self-Esteem

                     Love/Belonging

                     Safety/Security

                      Physiological
```

Fig. 2.  Maslow's Hierarchy of Needs


Maslow's theory has important consequences for the
motivation of people in the workplace.  As lower-level needs
are relatively satisfied, they are less directly involved as
motivation for behavior.  A person is motivated mainly by
the next level of unsatisfied needs.  It is the function of
the leader, therefore, to decide on which level of
motivation the worker is and offer the work reinforcements
at the next level of unsatisfied needs.

Frederick Herzberg's theory of "satisfiers-
dissatisfiers" also has an impact on the study of morale.
Using all sorts of occupations in diverse cultures, Herzberg
found that when workers talked about the good times they
linked them to what they did, and when they spoke of the bad
times, they talked about the circumstances in which they
worked. (F. Herzberg, pg. 211)  Herzberg labelled the

factors linked with the good times "satisfiers" and "motivators" since they were associated with increased desire to improve job performance. These motivators included achievement, recognition, work itself, responsibility, advancement, and growth.

The factors linked with the bad times were labelled "dissatisfiers" and included company policy, supervision, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status, and security.

The implication of this study for good leadership is that motivation, and thus morale, must be cultivated by designing the work to yield the "satisfiers", i.e. feelings of recognition, responsibility, achievement, advancement, and growth. (D. Hampton, C. Summer, and R. Webber, pg. 10)

Eldon Johnson attempted to apply Herzberg's theory to the educational field. The purpose of his study was to determine which factors affected teacher satisfaction or dissatisfaction with their jobs. Obtaining results similar to Herzberg, Johnson concluded that achievement, recognition, the work itself, and responsibility are related to job satisfaction in teachers. On the other hand, working conditions, policy and administration, and personal life each related directly to teacher dissatisfaction. (E. Johnson, pg. 135-38)

Affiliation, expectancy, and equity have also been
linked with worker morale. In studying the affiliation
motive, Schachter demonstrated that people tend to seek out
others to gain confirmation for their own beliefs, to
relieve stress, and to improve feelings about the workplace.
(S. Schachter, pg. 13) It would be the leader's job, then,
to help integrate diverse points of view and to mediate
conflicts in order to improve morale.

In Hampton's Expectancy Theory, workers hold beliefs as
to which actions will lead to which results and how much
effort will be required. If these expectancies hold true to
form, then motivation and satisfaction on the job is
increased. (R. Hampton, pg. 69) It is important therefore
that the leader maintain excellent relationships with the
staff to know how their perceptions and thoughts play a role
in determining the motivation in the level of effort at
work.

The Equity Theory also speaks to what motivates and
satisfies people on the job. This is the belief that
fairness in treatment and reward is right (J. Adams, pg.
422) and that inequity yields dissatifaction and greater
worker turnover. (C. Telly, W. French, and W. Scott, pg.
169) Leaders need to know, then, that employees compare
their rewards relative to others. Perceived unfairness
leads to disharmony and reduction of contributions.
Rewards, therefore, must be managed with a norm of equity.

Getzels and Guba viewed morale as resulting from the interaction of the factors of belongingness, rationality, and identification, with these terms being defined as follows:

> Belongingness:  the individual's anticipation that s/he will achieve satisfaction within the institutional framework that will permit her/him to meet institutional expectations and to serve her/his personal needs.
>
> Rationality:  the individual sees the relationship between the role expectation and the goal as being logically appropriate and is willing to work for the goal.
>
> Identification:  the degree to which the individual is able to integrate the goals and actions of the institution into his own structure of needs and values. (J. Getzels and E. Guba, pg. 439)

According to Getzels and Guba, morale cannot be high if one of these three variables is zero.  Morale reaches an acceptable level if all three variables are maintained to some degree.  The task of the administrator, in order to develop high morale, is to maintain reasonable levels of belonging, expectation-goal relationship, and integration between goals and actions.  (J. Getzels and E. Guba, pg. 440)

It may be said, therefore, that morale has been approached from various theoretical bases -- needs, satisfiers, affiliation, expectancies, equity, and relationships.  Most of these thoughts underlying the study

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of morale may be summarized using the words of Bentley and
Rempel:

"Morale is still an imprecise although highly important
term. Some authorities consider morale to be the
emotional and mental reaction of a person to his job.
It may best be conceived of as a continuous variable.
The level of morale is then determined by the extent to
which an individual's needs are satisfied, and the
extent to which the individual perceives satisfaction
as stemming from the total job situation. High morale
is evident when there is interest in and enthusiasm for
the job. What is important in morale is what the
person believes and feels, rather than the conditions
that may exist as perceived by others". (R. Bentley
and A. Rempel, pg. 1)

It is the Purdue Teacher Opinionnaire which measures
morale using the teacher's perceptions as described above.
This approach consists of asking the individual to make
qualitative judgments and express her/his feelings about the
persons and factors in the work enviroment which may be
related to morale. (R. Bentley and A. Rempel, pg. 2)

## Morale and the Principal

"The administrator appears in study after study as the
key person with respect to morale. With virtually the same
environmental factors operating, high or low morale can be
induced depending on the behavior pattern of the chief
administrator." C. Blocker and R. Richardson, pg. 208)

This was the conclusion of Blocker and Richardson following a twenty-five year study of morale research. A similar conclusion was reached by Silverman who administered an eighty-one item questionnaire dealing with administrative behavior to a group of teachers. He found that 85 percent of the items directly affected teacher morale and concluded that the principal's personality and human relation contacts were the most powerful of all morale factors. (M. Silverman, pg. 209.

Schultz used a group of 776 teacher graduates from the University of Illinois and studied the 48 most and least satisfied teachers. He determined that the practices and procedures of the administrator were of primary importance to the morale of the teachers. (R. Schultz, pg. 56)

In a study with elementary supervisors, Lowe found that teachers want their supervisor's sympathetic understanding of professional and personal problems more than anything else. (J. Lowe, pg. 54) This was confirmed by Morford in a study of over 800 teachers. "Helpful, cooperative, and understanding principals" was found to be one of the most important factors contributing to high teacher morale. (I. Morford, pg. 1407) This conclusion was also replicated in the context of the Catholic schools. (M. Hartson, pg. 112)

Lowe's and Morford's research was also substantiated by Prewett, who found that in a study of 400 teachers, the many obstacles to staff morale could be negated by a principal

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who possessed skill in human relations.   (C. Prewett, pg. 85)   Redefer, in agreement with Prewett, goes so far as to suggest that school principals be selected for their skill in human relations and knowledge of teaching rather than their administrative efficiency and good housekeeping.   (F. Redefer, pg. 7)

One of the most comprehensive studies was accomplished by Holmstedt, who isolated five factors contributing to high teacher morale.   These include:

1. Absence of fear and insecurity regarding critical attitudes on the part of school executives and the public

2. Good working conditions

3. Democratic administrative practices

4. Professional readiness

5. Praise and recognition of good work
   (R. Holmstedt, pg. 148)

It is interesting to note that four of the five of these factors relate directly to administrative leadership behavior.

All of the research related to leadership behavior affecting morale may be summarized by the words of Washington and Watson:

> When teachers feel that the administrators respect and value what they are doing, and when they have a sense of confidence in the administrative leadership, then and only then can loyalty, high respect and good morale be developed. (R. Washington and J. Watson, pg.6)

## Summary

The literature has been examined in three major areas, those of leader behavior, teacher morale, and the relationship between these two concepts. Theories attempting to explain leader behavior have included those involving traits of the leader, motivations, and situations. However, the research clearly reveals that although there are numerous dimensions by which to define leadership, it is the leader's behavior which can and should be observed and quantified.

Two dimensions of leader behavior have been isolated and applied to operationally define leader behavior. These factors, Initiating Structure and Consideration, have been qualified by the Leadership Behavior Description Questionnaire.

The study of teacher morale has encompassed theories regarding physical and psychological needs of teachers and feelings of belonging, expectancy and equal treatment by superiors. The most important variable, however, in all of the studies is that the level of morale is contingent upon the teacher's own perceptions.

The research regarding the relationship between leader behavior and teacher morale indicates conclusively that the practices and procedures of the administrator are of primary importance to school morale. This supports the purpose of

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this research project which is to study the relationship

between these two variables, i.e. the dimensions of the

Leader Behavior Description Questionnaire and the perceived

morale factors as measured by the Purdue Teacher

Opinionnaire.

CHAPTER 3

DESIGN OF THE STUDY

## Introduction

Chapter three focuses on a description of the methods, materials, and procedures used in the study. This includes a description of the population and sample, an account of the methods used to obtain the sample, as well as the data collection procedures. The reliability and validity of the survey questionnaires are explored. This is followed by a formulation of the testable hypotheses using the research questions. The statistical procedures used to analyze the data will also be explained.

## Population and Sample

The population of this study included all suburban public elementary schools in Kent County, Michigan. For these purposes, suburban is defined as all communities having a population of 50,000 or less. Using this definition, the number of schools to be considered totalled 121. The list of schools meeting the criteria for the study

was compiled using the 1990-91 Kent Intermediate School District Directory of Schools.

The Kent County schools are divided into four regions, numbered from one to four. Regions I, II, and III are the suburban regions, whereas region IV contains the Grand Rapids city schools. Therefore, the first three regions comprised the population for this study.

Since surveying the entire population was not practical or feasible, a cluster sampling technique was used to select one of the three regions. Cluster sampling is typically used to randomly select a cluster, or group of members, from a larger population when the selection of individual members of that large population is impractical. (D. Hinkle, W. Wiersma, S. Jurs, pg. 124.) Using this method, Region II was selected as the sample population.

Region II of the Kent Intermediate School District contains six suburban school districts: Caledonia, East Grand Rapids, Forest Hills, Kentwood, Lowell and Thornapple Kellogg. The total number of elementary schools in this region is 25. Each of these schools was examined for inclusion in the study.

Using the classroom teacher list from each of these schools, and applying a systematic sampling technique, every 4th member on each list was chosen to be part of the sample. Thus, approximately 25% of each teacher population was utilized.

The systematic sampling technique is more convenient than simple random sampling when a listing of the population members is available.  It also provides sampling throughout the population by spacing the selections over the entire population list. (D. Hinkle, W. Wiersma, S. Jurs, pg. 123.)

It might also be noted that only those teachers who had taught in a school with the same principal for a period longer than one year were included on the list of eligible teachers.

## Data Collection

Five of the twenty-five schools were eliminated due to having first year principals.  Using personal appointments with each of the principals of the remaining twenty schools, fourteen principals agreed to participate and the teacher lists were secured.  After the particular teachers were selected, the principal then received a letter of instructions (See Appendix A) along with personalized folders for each of the participating teachers.  These folders contained a request letter (See Appendix B), the two surveys to be completed and a pre-addressed, stamped envelope for return purposes.  The principal also received a copy of the Leader Behavior Description Questionnaire to be completed and returned in the same manner.

Each of the 14 schools was assigned a number from 1 through 14.  The survey forms sent to a particular school had that school's code recorded in the upper right hand corner of each of the forms.  This simple technique ensured accuracy in compiling massive data arriving simultaneously.

Two full weeks were allowed from the date of delivery to the date of anticipated return.  Telephone calls were then placed to those schools which had not as yet responded, and a second two-week period was allocated.  Subsequent phone calls to the building principals were helpful in securing the remainder of the surveys.

## Instrumentation

Two instruments were required to provide an assessment of the leader behavior of the suburban elementary principal and staff morale.  These were the Leader Behavior Description Questionnaire-XII (LBDQ) (see Appendix C) and the Purdue Teacher Opinionnaire (see Appendix D), respectively.  A description of these two instruments is provided in this section.

### Leader Behavior Description Questionnaire-XII:

The Leader Behavior Description Questionnaire (LBDQ)

was developed by the staff of the Personnel Research Board at Ohio State University as one project of the Ohio State Leadership Studies directed by Dr. Carroll L. Shartle. (A. Halpin, Manual, pg. 1) The original work on the questionnaire was done by Hemphill beginning in 1945 (R. Stogdill and A. Coons, pg. 12) and revised in 1957 and again in 1969. (A. Halpin, Manual, pg. 1)

The LBDQ is designed to measure the observable variance in leader behavior. Factor analyses have yielded two strongly defined factors identified as Consideration and Initiation of Structure. (A. Halpin, Manual, pg. 1) Items on the Consideration scale describe the subvariables or subscales of Reconciliation, Tolerance of Uncertainty, Tolerance of Freedom, Consideration, Predictive Accuracy and Integration. Items in the Initiation of Structure scale describe the subvariables or subscales of Representation, Persuasion, Initiation of Structure, Role Assumption, Production Emphasis and Superior Orientation.

Initiating Structure refers to the leader's behavior in delineating the relationship between her/himself and the members of the work group and in endeavoring to establish well-defined patterns of organization, channels of communication and ways of getting a job done. (R. Stogdill and A. Coons, pg. 9)

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Consideration refers to behavior that reflects friendship, mutual trust, respect and warmth in the relationship between the leader and group members. (R. Stogdill and A. Coons, pg. 9)

The test questions (See Appendix C) can be grouped into twelve subscales. Each subscale is composed of either five or ten items. Definitions of the subscales are as follows:

Representation--speaks and acts as representative of the group.

Demand reconciliation--reconciles conflicting organizational demands and reduces disorder to system.

Tolerance of uncertainty--is able to tolerate uncertainty and postponement without anxiety or upset.

Persuasiveness--uses persuasion and argument effectively; exhibits strong convictions.

Initiation of structure--clearly defines own role, and lets followers know what is expected.

Tolerance of freedom--allows followers scope for initiative, decision, and action.

Role retention--actively exercises leadership role rather than surrendering leadership to others.

Consideration--regards the comfort, well-being, status, and contributions of followers.

Production emphasis--applies pressure for productive output.

Predictive accuracy--exhibits foresight and ability to predict outcomes accurately.

Integration--maintains a closely knit organization; resolves intermember conflicts.

Influence with superiors--maintains cordial relations with superiors; has influence with them; is striving for higher status. (Stogdill, Handbook, pg. 143)

To establish estimates of the reliability of each of the twelve subscales on the LBDQ, a modified Kuder-Richardson formula was used. The average reliability co-efficient for the twelve subscales was .75. (R. Stogdill, Manual, pg. 8) The reliability was also examined by Keith Punch in a study of the bureaucratic structure of schools in 1967. Here, the reliability co-efficients for the subscales ranged from .55 to .89. (K. Punch, pg. 124)

The validity of the LBDQ was established in 1969 in a study by Stogdill. In this study, a movie was made with actors demonstrating behaviors described in the subscales of the LBDQ. Different groups were asked to view the movie and describe the behavior. The scores of the observers were then analyzed to determine if the leader (actor) was described significantly higher on the subscale depicted in the movie than on the other subscales. (R. Stogdill, pg. 154) The results indicated significant agreement in the behavior presented by the items of the questionnaire, the behavior portrayed and the behavior reported by observers. (R. Stogdill, pg. 156) In Stogdill's words, "Since each role was designed to portray the behaviors represented by the items in its respective subscale and since the same items were viewed by observers to describe the enactment of the role, it can be concluded that the scales measure what they are proposed to measure." (R. Stogdill, Handbook, pg. 17)

Based on the reliability and validity described above, it may be concluded that the <u>Leader Behavior Description Questionnaire</u> is "an instrument of considerable potential usefulness in the study of educational administration." (F. Kerlinger, pg. 520)

<u>Purdue Teacher Opinionnaire</u>:

The Purdue Teacher Opinionnaire was developed to provide a measure of teacher morale. Not only does this opinionnaire yield a total score indicating the general level of a teacher's morale, but it also provides meaningful sub-scores which factor morale into some of its dimensions. The following ten factors are included:

1. Teacher morale with principal - deals with the teacher's feelings about the principal--professional competency, interest in teachers and their work, ability to communicate, and skill in human relations.

2. Satisfaction with teaching - pertains to teacher relationships with students and feelings of satisfaction with teaching.

3. Rapport among teachers - focuses on a teacher's relationships with other teachers; the cooperation, preparation, ethics, influence, interests, and competency of peers.

4. Teacher salary - pertains primarily to the teacher's feelings about salaries and salary policies.

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

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.

7. Teacher status - samples feelings about the prestige, security, and benefits afforded by teaching; the extent to which the teacher feels like an accepted member of the community.

8. Community support of education - deals with the extent to which the community understands and is willing to support a sound educational program.

9. School facilities and services - the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

10. Community pressures - deals with community expectations with respect to the teacher's personal standards, participation in outside school activities, and freedom to discuss controversial issues in the classroom. (R. Bentley, A. Rempel, pg. 4)

The survey approach of the Purdue consists of asking the individual to make qualitative judgments about the persons and things in her/his environment that may be related to morale. The responses to 100 items are appropriately weighted and quantified so that a total score or index can be assigned.

Reliability of the Purdue was established by test-retest correlations involving 3,023 teachers in Indiana and Oregon. The overall reliability was .87, with a range in factors from .62 to .88. (R. Bentley and A. Rempel, pg. 5) The results of these correlations are presented in Table 3.1.

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Table 3.1.  Test-Retest Correlations for the Purdue Teacher
            Opinionnaire - Factor and Total Scores

| Factor   (N=3,023) | Correlation |
|---|---|
| Teacher Rapport with Principal | .88 |
| Satisfaction with Teaching | .84 |
| Rapport among Teachers | .80 |
| Teacher Salary | .81 |
| Teacher Load | .77 |
| Curriculum Issues | .76 |
| Teacher Status | .81 |
| Community Support of Education | .78 |
| School Facilities and Services | .80 |
| Community Pressures | .62 |
| Total Score | .87 |

The validity of the Purdue Teacher Opinionnaire was
established by having principals in Indiana and Oregon
respond to the opinionnaire as they thought their faculties
would respond.  No significant differences were found
between the median scores for the two teacher groups and the
median scores for the principals.  (See Table 3.2)
(R. Bentley and A. Rempel, pg. 7)

Table 3.2.  Purdue Teacher Opinionnaire - Median Scores by
           Factor for Teachers and Principals in Indiana
           and Oregon

| 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 |

In a review of the Purdue Teacher Opinionnaire, Oscar
Buros stated that:

   1.  Test-retest data submitted by Bentley and Rempel
are reported and the conclusion is made that the total score
reliability coefficient of .87 is evidence of relative
stability of both the total score and separate factor scores
with the exception of the community pressures score.

   2.  The PTO is clearly adequate for research purposes
and equally suitable for large group assessment.

   3.  A median interfactor correlation of .38 is said to
support the argument of Bentley and Rempel that the ten
factors are relatively independent of one another.
(O. Buros, pg. 591)

Buros concluded that the PTO is "a thoughtfully constructed instrument designed to measure teacher morale" and that "its principal utility at this point is as a research tool." (O. Buros, pg. 591) It is as a research tool that the PTO is used in the present study.


## Testable Hypotheses


The following four hypotheses were identified for examination in this study:


Null Hypothesis 1: There is no significant difference between the total principal leadership behavior scores and the total teacher morale scores in elementary schools in Kent County, Michigan.

Symbolically: $H_1 : X_1 = Y_1$

Legend: $X_1$: Total principal leadership behavior scores as measured by the LBDQ

$Y_1$: Total teacher morale scores as measured by the PTO


Null Hypothesis 2: There is no significant difference between the total principal leadership behavior scores and any of the ten factors of teacher morale.

Symbolically: $H_2$: $X_2 = Y_{1-10}$

Legend: $X_2$ : Total principal leadership behavior scores as measured by the LBDQ

$Y_{1-10}$: The following ten factors of teacher morale as measured by the PTO

$Y_1$ : Teacher Rapport with Principal

$Y_2$ : Satisfaction with Teaching

$Y_3$ : Rapport among Teachers

$Y_4$ : Teaching Salary

$Y_5$ : Teaching Load

$Y_6$ : Curriculum Issues

$Y_7$ : Teacher Status

$Y_8$ : Community Support of Education

$Y_9$ : School Facilities and Services

$Y_{10}$ : Community Pressures


Null Hypothesis 3: There is no significant difference between the total teacher morale scores and any of the twelve leader behavior dimensions.

Symbolically: $H_3$ : $Y_3$ = $X_{1-12}$

Legend: $Y_3$ : Total teacher morale scores as measured by the PTO

$X_{1-12}$ : The following twelve dimensions of principal leadership behavior as measured by the LBDQ

$X_1$ : Representation

$X_2$ : Demand Reconciliation

$X_3$ : Tolerance of Uncertainty

$X_4$ : Persuasiveness

$X_5$ : Initiation of Structure

$X_6$ : Tolerance of Freedom

$X_7$ : Role Assumption

$X_8$ : Consideration

$X_9$ : Production Emphasis

$X_{10}$ : Predictive Accuracy

$X_{11}$ : Integration

$X_{12}$ : Superior Orientation

Null Hypothesis 4: There is no significant difference between the total principal scores and the total teacher scores on the Leader Behavior Description Questionnaire.

Symbolically: $H_4$ : $X_4 = Y_4$

Legend: $X_4$ : Total principal leadership behavior scores as measured by the LBDQ

$Y_4$ : Total teacher scores as measured by the LBDQ

## Analysis of the Data

Hypotheses one, two and three were analyzed using the Pearson Product-Moment correlation coefficient. This method provides the researcher with a measurement of the linear relationship between two variables and produces a single statistic which describes the strength of the association. (D. Hinkle, W. Wiersma, and S. Jurs, pg. 70)

Correlation coefficients range from +1.0 to -1.0 inclusively, with a coefficient of +1.0 representing a perfect positive correlation and a coefficient of -1.0 representing a perfect negative correlation between the two

variables. (D. Hinkle, et.al, pg. 71.)   Table 3.3 depicts

the guidelines for interpreting the size of the correlation.


Table 3.3.    Interpreting the Size of a Correlation
               Coefficient

| | |
|---|---|
| .90 to   1.00 | Very high positive correlation |
| .70 to    .90 | High positive correlation |
| .50 to    .70 | Moderate positive correlation |
| .30 to    .50 | Low positive correlation |
| .00 to +-.30 | Little if any correlation |
| -.30 to   -.50 | Low negative correlation |
| -.50 to   -.70 | Moderate negative correlation |
| -.70 to   -.90 | High negative correlation |
| -.90 to  -1.00 | Very high negative correlation |

                          (D. Hinkle, et.al., pg. 85)


     Hypothesis four was tested using the t test of

independence, which is a method of comparing the mean scores

of two samples to determine whether they are significantly

different from each other.   The .05 level of significance

was used as the acceptance level for this hypothesis.

(D. Hinkle, et.al, pg. 182)

## Summary

Using a combination of cluster sampling and systematic sampling, twenty-five suburban elementary schools in Kent County, Michigan were selected to participate in this study. Five of these elementary schools were eliminated due to having first year principals and six principals declined participation. Approximately twenty-five percent of the teachers in the remaining fourteen schools was asked to complete the Purdue Teacher Opinionnaire as well as the Leader Behavior Description Questionnaire. The principal of each of the schools was also asked to complete the latter survey.

Four hypotheses exploring the relationship between elementary principal leadership behavior and staff morale were formulated. The first three were tested using the Pearson Product-Moment Correlation Coefficient and the fourth was tested using the t-test of independence. Data analysis techniques were performed using the procedures contained in the Statistical Package for the Social Sciences. (Norman Nie and others.) A discussion of the results is presented in Chapter 4.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

## Introduction

This chapter contains an explanation of the data analyses in accordance with the research design outlined in Chapter 3. For each of the four hypotheses, a statement of the statistical tests applied to the data are included along with the analysis of the data.

On the following pages, each hypothesis is restated, followed by the results for that hypothesis.

## Statistical Data

The hypotheses formulated in response to the research questions posed in this study were restated in the null form for purposes of statistical analysis. To test empirically the data collected for the study, the Pearson Product-Moment correlation coefficient and Student's t test were utilized. In those instances where the significance extended beyond the .05 level of confidence to the .01 level, the significance was stated at the .01 level of confidence.

Hypothesis 1 - <u>Principal Leadership Behavior and Teacher</u>
<u>Morale</u>:

There is no significant difference between the total
principal leadership behavior scores and the total
teacher morale scores.

Hypothesis 1 was tested using the Pearson Product-
Moment correlation coefficient. This test yielded a Pearson
r of .6814 which was significant at the .01 level of
confidence. Therefore, the null hypothesis was rejected and
there is a statistically significant difference between the
two means. A Pearson r of .68 indicates a moderate positive
relationship between elementary principal leadership
behavior and teacher morale in Kent County, Michigan. The
specific inference here is that elementary teachers who
perceived their principals as having high leadership
behavior scores, as measured by the <u>Leader Behavior</u>
<u>Description Questionnaire</u>, also had high teacher morale
scores. This finding is consistent with the Devault study
at the secondary level with respect to the relationship
between leadership style and teacher morale. (J.A. Devault,
pg. 127)

In Chapter 2, the review of the teacher morale
literature indicated that the practices and procedures of
the administrator are of primary importance to school
morale. As several theorists have suggested, high or low
morale can be induced depending on the behavior patterns of
the administrator. (M. Silverman, pg. 209) (C. Blocker and

R. Richardson, pg. 208)  The finding in Hypothesis 1

supports this literature.  Because of the high correlation

that existed between leadership behavior total scores and

teacher morale total scores, it is concluded that the

leadership behavior of the building principal is an

important component of teacher morale.


Hypothesis 2 -  Principal Leadership Behavior and the
                Dimensions of Teacher Morale:

    There is no significant difference between the total
    principal leadership behavior scores and each of the
    following ten factors of teacher morale:

        2.1   Teacher Rapport with Principal
        2.2   Satisfaction with Teaching
        2.3   Rapport among Teachers
        2.4   Teaching Salary
        2.5   Teaching Load
        2.6   Curriculum Issues
        2.7   Teacher Status
        2.8   Community Support of Education
        2.9   School Facilities and Services
        2.10  Community Pressures


    Hypothesis 2 was treated using the Pearson

Product-Moment correlation coefficient.  Table 4.1 presents

a summary of the results.

    As noted in Table 4.1, all correlations ranged from .34

to .66, and are significant at the .01 level of confidence.

Therefore, null hypotheses 2.1 through 2.10 were rejected

and there is a positive relationship between elementary

principal leadership behavior and each of the ten dimensions

of teacher morale.


Table 4.1.   Correlations between Total Scores on the <u>Leader</u>
             <u>Behavior Description Questionnaire</u> and the
             Dimensions of Teacher Morale on the <u>Purdue</u>
             <u>Teacher Opinionnaire</u> [*]

---

| | |
|---|---|
| Teacher Rapport with Principal | .6630 |
| Satisfaction with Teaching | .5696 |
| Rapport among Teachers | .6288 |
| Teaching Salary | .4146 |
| Teaching Load | .4360 |
| Curriculum Issues | .4635 |
| Teacher Status | .4543 |
| Community Support for Education | .4175 |
| School Facilities and Services | .3552 |
| Community Pressures | .3441 |

*All coefficients are significant at the p. is less than
or equal to the .01 level of significance.

---

The highest correlation coefficients were found to be

at the moderate positive level (.50 to .70, See Table 4.2)

between leadership behavior and the following teacher morale

dimensions:

Teacher Rapport with Principal:   .6630

Rapport among Teachers:           .6288

Satisfaction with Teaching:       .5696


Each of the other seven teacher morale dimensions fell
at the low positive correlation level, .30 to .50.  (See
Table 4.2).  In order of correlation strength, these
included:  curriculum issues, teacher status, teaching load,
community support for education, teaching salary, school
facilities and services, and community pressures.


Table 4.2.  Interpreting the Size of a Correlation
            Coefficient
_____

 .90 to   1.00      Very high positive correlation
 .70 to    .90      High positive correlation
 .50 to    .70      Moderate positive correlation
 .30 to    .50      Low positive correlation
 .00 to  +-.30      Little if any correlation
-.30 to   -.50      Low negative correlation
-.50 to   -.70      Moderate negative correlation
-.70 to   -.90      High negative correlation
-.90 to  -1.00      Very high negative correlation
_____
                                (D. Hinkle, et.al., pg. 85)

It may be said, then, that there were significant
relationships between scores for each teacher morale factor
and the total leadership behavior score.  Therefore, the
total leadership behavior score for a principal tended to be
higher in those schools in which teachers gained a high
score in individual morale factors than in those schools in
which teachers earned a low score in individual morale

factors. It was also found that elementary principals, who are seen to have high scores in leadership behavior, also maintain favorable rapport with and among their teachers and have teachers who are satisfied with teaching, i.e. foster good interpersonal relationships with their teachers. Furthermore, these same principals, to a less positive degree, have teachers who:

-are confident in the school's academic program.

-feel like accepted members of the community.

-are not overwhelmed by clerical work or extra-curricular load.

-see the immediate community as supporting education.

-are comfortable with the salary structure.

-feel that there are adequate supplies and equipment.

-are secure with the level of community expectations.

## Hypothesis 3 - Teacher Morale and the Dimensions of Leadership Behavior:

There is no significant difference between the total teacher morale scores and each of the following twelve leader behavior dimensions:

3.1  Representation
3.2  Demand Reconciliation
3.3  Tolerance of Uncertainty
3.4  Persuasiveness
3.5  Initiation of Structure
3.6  Tolerance of Freedom
3.7  Role Assumption
3.8  Consideration
3.9  Production Emphasis
3.10 Predictive Accuracy
3.11 Integration
3.12 Superior Orientation

Hypothesis 3 was tested using the Pearson Product-Moment correlation coefficient. Table 4.3 presents a summary of the results.

As presented in Table 4.3, the correlations between teacher morale and the twelve dimensions of leadership behavior range from .23 to .77 and all but one are significant at the .01 level of confidence. The dimension of Production Emphasis is the only principal leadership behavior factor which is not significant at either the .05 or the .01 level of confidence. Therefore, null hypothesis 3.9 was accepted, i.e. there is no significant relationship between the total teacher morale scores and the Production Emphasis dimension of leadership behavior. Therefore, a weak relationship existed between teacher morale and the leadership dimension which relates to pressure from the principal for productive output.

The other eleven hypotheses under Hypothesis 3 were rejected, i.e. there is a significant difference between the total teacher morale scores and the following leader behavior dimensions: representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role assumption, consideration, predictive accuracy, integration, and superior orientation.

Table 4.3.  Correlations between Total Scores on the <u>Purdue</u>
<u>Teacher Opinionnaire</u> and the Dimensions of
Elementary Principal Leadership Behavior on the
<u>Leader Behavior Description Questionnaire</u> *

| | |
|---|---|
| Representation | .4918 |
| Demand Reconciliation | .5410 |
| Tolerance of Uncertainty | .5248 |
| Persuasiveness | .5501 |
| Initiation of Structure | .5963 |
| Tolerance of Freedom | .7477 |
| Role Assumption | .4606 |
| Consideration | .7746 |
| Production Emphasis | .2319 ** |
| Predictive Accuracy | .4852 |
| Integration | .7609 |
| Superior Orientation | .4109 |

*All coefficients except Production Emphasis are significant
at the .01 level of significance.

**Not significant at either the .05 or the .01 level of
significance.

Some leadership dimensions were more highly correlated with teacher morale than were others. The highest correlation coefficients were found to be at the high positive level (.70 to .90, See Table 4.2) between teacher morale and the following principal leadership behavior dimensions:

Consideration:          .7746

Integration:            .7609

Tolerance of Freedom:   .7477

As defined by Stogdill in his <u>Manual for the Leader Behavior Description Questionnaire</u>, a principal who scored high in consideration regarded the comfort, well-being, status, and contributions of teachers as being very important. (R.M. Stogdill, pg. 3) The findings here show that this type of principal also tends to have high staff morale in her/his building. Principals who maintain a closely knit organization, are able to resolve intermember conflicts (Integration), and/or who allow teachers to take initiative and make decisions (Tolerance of Freedom) also tend to have high staff morale.

The following correlations between total teacher morale score and the principal leadership behavior dimensions fell at the moderate positive level (.50 to .70 in Table 4.2):

61

```
Initiation of Structure:      .5963

Persuasiveness:               .5501

Demand Reconciliation:        .5410

Tolerance of Uncertainty:     .5248
```

Therefore, a moderate relationship exists between teacher morale and the elementary principal who:

- -lets the teacher know what is expected.
- -exhibits strong convictions and uses persuasion effectively.
- -reconciles conflicting demands.
- -is not upset by uncertainty.

The remaining four leadership dimensions which displayed a significant correlation fell at the low positive correlation level (.30 to .50 in Table 4.2). These include representation, predictive accuracy, role assumption, and superior orientation. Principals exhibiting these traits tend, to a low positive degree, to foster high staff morale. As defined by Stogdill, these characteristics are evident in principals who speak as the representative of the group, predict outcomes accurately, assume a strong leadership role, and have influence with superiors. (R.M. Stogdill, pg. 3)

<u>Hypothesis 4</u> - <u>Comparison of Principal and Teacher Scores</u>
<u>on the LBDQ</u>:

There is no significant difference between the total
principal scores and the total teacher scores on the
<u>Leader Behavior Description Questionnaire</u>.

Hypothesis 4 was tested using Student's t-test for
independent samples. Table 4.4 presents a summary of the
results.


Table 4.4. Comparison of differences between principal and
teacher scores on the <u>Leader Behavior Descrip-</u>
<u>tion Questionnaire</u>

|  | Mean | Standard Deviation | Standard Error | Degrees of Freedom | t-Value | Prob. |
|---|---|---|---|---|---|---|
| Princ. | 394.0 | 22.23 | 5.941 |  |  |  |
|  |  |  |  | 61.80 | 2.61 | .011 |
| Teach. | 366.6 | 65.11 | 8.624 |  |  |  |


As indicated in Table 4.4, a t-value of 2.61 was

obtained with a significantly higher mean score for the

principals than for the teachers. This t value is

significant at the .05 level of significance. Therefore the

null hypothesis was rejected and there is a statistically

significant difference between the total principal scores

and the total teacher scores on the <u>Leader Behavior</u>

<u>Description Questionnaire</u>. Since the mean score for the

principals is significantly higher than the mean score for

the teachers ( 394.0 compared to 366.6 respectively), it may be said that the principals rate themselves higher in leadership behavior as compared to the teachers' rating of the principal's leadership behavior.  There is a distinct difference, therefore, between how the principal views her/his patterns of concrete and observable behaviors and how the teachers perceive these same traits.

## Summary

The basic premise of this study was that there is a significant relationship between the leadership behavior of the elementary principal and teacher morale.  Chapter 4 presented the statistical analysis of the data with respect to this relationship.  The difference between teachers' perceptions and principals' perceptions of principal leadership behavior was also investigated.

A statistically significant relationship was found to exist between elementary principal leadership behavior and teacher morale in Kent County, Michigan.  In addition, significant relationships were demonstrated between leadership behavior and each of the teacher morale dimensions and between teacher morale and each of the leadership behavior dimensions except for the Production Emphasis dimension.  It was also found that the teachers'

perceptions of their principal's leadership behavior differed significantly from the principal's perception of her/his own leadership behavior.

In total, twenty-four hypotheses were statistically examined. Only one of these hypotheses was accepted: Hypothesis 3.9:  There is no significant difference between the total teacher morale scores and the Production Emphasis dimension of leadership behavior. The remaining twenty-three hypotheses were rejected.  These included the relationships between:

1.  Total principal leadership behavior scores and total teacher morale scores.

2.  Total principal leadership behavior scores and each of the ten factors of teacher morale.

3.  Total teacher morale scores and eleven of the leader behavior dimensions.

4.  Total principal scores and total teacher scores on the <u>Leader Behavior Description Questionnaire</u>.

The accepted level of confidence was .05 with all except Hypothesis 4 extending to the .01 level.

A summary of the study, discussion, implications for educators and recommendations for future research are presented in Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND

SUGGESTIONS FOR FURTHER STUDY


## Introduction

The major purpose of this chapter is to present the conclusions of the data and the implications for further study. Through a better understanding of the correlations between leadership behavior of principals and staff morale, elementary school principals should be better prepared to influence the morale in the school.

The fifth chapter is organized into five sections considered to be suitable for reporting the detailed summary and conclusions. The first section contains a brief summary of the purposes and procedures of the study. In the second section, the findings relative to the hypotheses are reviewed. The conclusions resulting from the project are presented is section three, recommendations in section four, and the suggestions for further study are contained in section five. These recommendations should be helpful as the correlation between leadership behavior and staff morale is explored in future research.

## Summary

The intent of this study was to examine the relationship between teachers' perceptions of suburban-elementary principal leadership behavior and staff morale. This investigation was designed to identify the leader-behavior characteristics of the principal, which were associated with better staff morale, as perceived by the teachers. Leadership behavior was analyzed as a single construct and also in terms of twelve individual leadership behavior dimensions. Staff morale, likewise, was treated as both a single construct and in terms of the ten individual dimensions.

The study was designed to answer the following questions:

1. What is the relationship between the leadership style of suburban elementary principals and teacher morale, as perceived by teachers in Kent County, Michigan?

2. Which teacher-perceived characteristics of leadership style are associated with better teacher morale?

3. What is the degree of congruency of principal and teacher perceptions of principal's leader behavior?

To implement the study, twenty-five percent of the teachers in seventeen Kent County, Michigan elementary schools were asked to complete the Purdue Teacher

Opinionnaire as well as the Leader Behavior Description

Questionnaire. The principal of each of the schools was

also asked to complete the latter survey.

Teachers in the participating schools were selected

using a systematic sampling technique. Only those teachers

who had served under a particular principal for at least one

academic year were eligible for selection.

## Findings Relative to the Hypotheses

The findings of the study, based on the analyses of the

data presented in Chapter 4, are summarized in this section.

The results are presented with reference to each hypothesis.

### Hypothesis 1 - Principal Leadership Behavior and Teacher Morale:

There is no significant difference between the total
principal leadership behavior scores and the total
teacher morale scores.

Null hypothesis 1 was rejected. Within the limits of

this study, teacher morale and the elementary principal

leadership behavior as perceived by the teachers were found

to have a significant positive relationship. A correlation

coefficient of .68, significant at the .01 level of

confidence, was obtained. Teachers who perceived their

principals as having high leadership behavior scores also

had high teacher morale scores.

Hypothesis 2 - <u>Principal Leadership Behavior and the</u>
<u>Dimensions of Teacher Morale</u>:

There is no significant difference between the total
principal leadership behavior scores and each of the
following ten factors of teacher morale:

    2.1   Teacher Rapport with Principal
    2.2   Satisfaction with Teaching
    2.3   Rapport among Teachers
    2.4   Teaching Salary
    2.5   Teaching Load
    2.6   Curriculum Issues
    2.7   Teacher Status
    2.8   Community Support of Education
    2.9   School Facilities and Services
    2.10  Community Pressures

Null hypotheses 2.1 - 2.10 were rejected.  There were

statistically significant relationships between the total

principal leadership behavior scores and each of the teacher

morale dimensions.  Correlations ranged from .34 to .66.

Therefore, the total leadership behavior score for a

principal tended to be higher in those schools in which

teachers gained a high score in individual morale factors

than in those schools in which teachers earned a low score

in individual morale factors.

Hypothesis 3 - <u>Teacher Morale and the Dimensions of</u>
<u>Leadership Behavior</u>:

There is no significant difference between the total
teacher morale scores and each of the following twelve
leader behavior dimensions:

    3.1   Representation
    3.2   Demand Reconciliation
    3.3   Tolerance of Uncertainty
    3.4   Persuasiveness

```
3.5   Initiation of Structure
3.6   Tolerance of Freedom
3.7   Role Assumption
3.8   Consideration
3.9   Production Emphasis
3.10  Predictive Accuracy
3.11  Integration
3.12  Superior Orientation
```

Null hypotheses 3.1 - 3.12 were rejected at the .01 level of confidence, except for null hypothesis 3.9, which was not significant at either the .01 or the .05 level of confidence.  The dimension of Production Emphasis was the only principal leadership behavior factor which was not shown to have a significant relationship with total teacher morale scores.  There were statistically significant relationships between scores for each of the other leadership dimensions and the total teacher morale scores.  Therefore, teacher morale total scores in a school in which the principal received a high score in a specific leadership behavior dimension, except Production Emphasis, tended to be higher than in those schools in which the principal obtained a low score in that specific dimension.

Hypothesis 4 - Comparison of Principal and Teacher Scores on the LBDQ:

There is no significant difference between the total principal scores and the total teacher scores on the Leader Behavior Description Questionnaire.

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Using Student's t-test for independent samples, null hypothesis was rejected at the .05 level of significance. There was, therefore, a significant difference between the total principal scores and the total teacher scores on the Leader Behavior Description Questionnaire. It was found that in each leadership behavior dimension, the principals tend to rate themselves significantly higher than the teachers do.

## Conclusions

As public education becomes more complex and demanding, there is a need for management approaches which will help principals increase their effectiveness as leaders. This effectiveness may help to determine the attitudes of the staff and, more specifically, staff morale. As seen in this study, teachers' perceptions of leadership behavior is not only important in determining total staff morale, but also the individual dimensions of staff morale.

This study provided current data on elementary principal leader behavior as leader behavior affects staff morale. The findings revealed the particular leader behavior characteristics which can affect positive teacher morale. The most important of these are: Consideration, Integration and Tolerance of Freedom. Elementary principals

who demonstrate these three traits have a strong tendence to have high staff morale. As perceived by the teachers, it is very important to morale for the principals to be considerate of the staff's feelings, maintain unity within the total group, and empower the group with decision making ability and initiative.

As a result of the examination of the dimensions of staff morale, three were found to be highly related to positive leadership behavior. These included Teacher Rapport with Principal, Rapport among Teachers, and Satisfaction with Teaching. At the elementary level, therefore, principals who display positive leadership behavior tend to have teachers who feel that they have excellent rapport with their principal and fellow teachers, and who are content with teaching as their chosen profession.

When comparing the teachers' view of the principal's leadership behavior with the principal's assessment of her/his own leadership behavior, the principals rate themselves significantly higher. The question then remains: Is the principal's view inflated or is the teacher's view deflated? Since it is the teacher's morale which is of importance here, the teacher's perception of the leader's behavior is the significant view and the principal needs to be aware of this assessment. If the leader is operating under the false perception of strong leadership behavior,

the result may be operational discord between the principal and the teaching staff.

This study was an extension of Devault's 1981 study of urban secondary schools (J. Devault, Pg. 10) to the suburban elementary school. Devault's significant relationships between leader behavior and staff morale were upheld at the elementary level and in the suburban setting except for the following noteable exceptions.

1. Devault found a significant relationship between staff morale and the secondary principal leader dimension of Production Emphasis. This relationship was not seen at the elementary level. The emphasis on productive output, therefore, is much more important to the secondary teacher than this same leadership characteristic is to the elementary teacher. Perhaps this is due to the "total child" orientation of the elementary instructor as opposed to the "teaching to the subject" approach of the secondary teacher.

2. In the present study, at the elementary level, Satisfaction with Teaching was much more highly correlated with total principal behavior scores (.57) than at the secondary level (.19) For the elementary teacher, therefore, strong leader behavior seems to be related to a high level of contentment with teaching. Elementary

teachers who are happy with their positions tend to see their principals as having desirable leadership behavior. However, for the secondary teacher, this is a much less significant relationship.

It is extremely interesting that the highest two secondary level correlates in Devault's study, the leader dimensions of Consideration and Integration, remained the highest two correlates at the elementary level. It may be concluded that, at all levels of educational instruction, teachers' morale is extremely influenced by a principal who is considerate of their feelings, well-being, and contributions, and who maintains a closely knit organization and is able to resolve intermember conflicts.

## Recommendations

Based on the above conclusions derived from the findings of this study, the following recommendations are presented for consideration.

1. It is recommended that school districts consider inservice training programs for administrators in the area of leadership behavior and the effects on staff morale. These workshops should focus on an analysis of the individual participant's behavior style and information

dissemination regarding how the different styles could, and probably would, affect the morale of the teachers.

2. It is recommended that Educational Administration programs of higher educational institutions contain required classes on human behavior and, in particular, the variety of leadership behavior dimensions and their effects in the workplace. Colleges and universities must pay sufficient attention to the role of the principal as a positive force in facilitating and generating positive climate. Training helps principals understand the impact their personal behavior has on the performance and morale of staff members. This type of education has great importance for professionals concerned with bringing about change in the public school system.

3. It is recommended that personnel involved in administrative hiring practices pay attention to attitudinal and behavioral indicators and that principals be hired, in part, on the basis of those behavioral leadership traits which enhance positive staff morale. Such behaviors may be observed during principal internships or revealed through past job performance inquiries.

4. It is recommended that principals be required to have their teachers complete a principal evaluation form

annually. This would provide the principal valuable feedback regarding the teachers' perceptions of administrative leadership behavior, thus preventing principals from having high yet false opinions of their leadership style. Of greater benefit would be the baseline for growth and development which these evaluations would afford.

## Suggestions for Further Study

In view of the findings of this study, the following suggestions for further study appeared to be pertinent:

1. It is recommended that additional studies based on expanded samples in more diverse areas be used to replicate this study. This should include states other than Michigan to view the results in other suburban-school settings.

2. It is recommended that the levels surveyed be expanded to include high school groups.

3. It is recommended that to verify these findings, further research be conducted utilizing instruments other than those used in this study.

4. It is recommended that further research be conducted to examine the influence of other factors on the

correlation between principal leadership behavior and staff morale. These may include:

> -principal's or teacher's age or gender
>
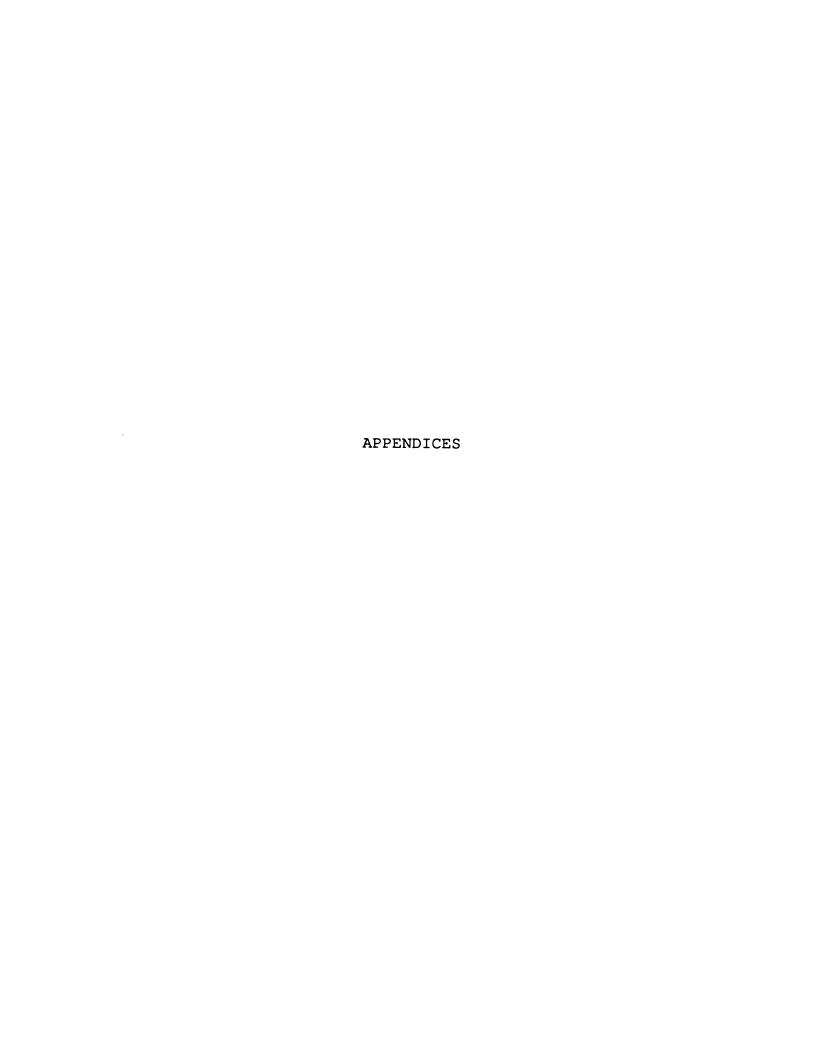> -principal's or teacher's years of experience
>
> -principal's or teacher's professional degrees
>
> -socio-economic level of the school
>
> -student enrollment of the school

5. It is recommended that future researchers concentrate on the effects of teacher morale and/or principal leadership behavior on student achievement at each of the elementary, middle, and high school levels.

6. It is recommended that observations of secondary students regarding teacher morale be examined.

7. It is recommended that a study of the changes in leadership behavior be examined by surveying principals before and after inservice training regarding leadership skills.

These recommendations were made with the desire that the knowledge base for the fields of leadership behavior and staff morale might be expanded and that current and future data might aid educational leaders in enhancing the organizational climate for their teachers.

APPENDICES

APPENDIX A

LETTER OF REQUEST TO ELEMENTARY PRINCIPALS

May 15, 1991


Dear Elementary Principal,

As explained during my appointment with you, I am a
doctoral student in educational administration and am
seeking your assistance in obtaining information necessary
for the completion of my doctoral dissertation.  This
research project is being conducted under the general
guidance of Dr. Louis Romano and the Department of Education
at Michigan State University.  The project deals with the
relationship between elementary principal leadership style
and teacher morale.

Each suburban elementary school in Region II of Kent
County is being asked to participate.  Your part will take
approximately 20 minutes and consists of distributing the
instrument packets to the teachers whose assigned letter
appears on the folders.  They will then complete the two
surveys and return the answer keys directly to me in the
pre-addressed stamped envelope provided in the packet.
There is also a copy of a survey for your completion.
Please return this to me in the envelope enclosed.

Please be assured that participation in this study is
totally voluntary and that all results will be treated with
strict confidence.

Your willingness to take part in this study is greatly
appreciated.


Sincerely yours,



Lori Zbikowski



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APPENDIX B

LETTER OF REQUEST TO ELEMENTARY TEACHERS

May 15, 1991


Dear Elementary Teacher,

     Your school has been chosen to participate in my doctoral study involving the relationship between elementary principal leadership style and teacher morale.  I am seeking your assistance in obtaining information necessary for the completion of my dissertation.  This project is being conducted under the general guidance of Dr. Louis Romano and the Department of Education at Michigan State University.

     Randomly selected teachers in each suburban elementary school in Region II of Kent County are being asked to participate.  Your part will take approximately 30 minutes and consists of completing the two attached survey forms and returning the answer keys directly to me in the pre-addressed stamped envelope provided in the packet.

     Please be assured that participation in this study is totally voluntary, that all results will be treated with strict confidence, and that all subjects will remain anonymous.  Should you have any questions or concerns regarding participation in this study, please call me.  My phone number is available through your principal.

     Your willingness to take part in this study is greatly appreciated.


              Sincerely yours,



              Lori Zbikowski

APPENDIX C

THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

# LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Directions: Please complete this survey anonymously and
            confidentially.

    a. Read each item carefully.
    b. Think about how frequently **the principal** engages in
       the behavior described by the item.
    c. Decide whether s/he (A) always, (B) often,
       (C) occasionally, (D) seldom or (E) never acts as
       described by the item.
    d. Using a **#2 pencil**, mark the appropriate response on the
       attached answer sheet.
    e. Do NOT fold the answer sheet.

        A = Always
        B = Often
        C = Occasionally
        D = Seldom
        E = Never

1. Acts as the spokesperson of the group

2. Waits patiently for the results of a decision

3. Makes pep talks to stimulate the group

4. Lets group members know what is expected of them

5. Allows the members complete freedom in their work

6. Readily takes initiative in the group

7. Is friendly and approachable

8. Encourages overtime work

9. Makes accurate decisions

10. Gets along well with the people above her/him

11. Publicizes the activities of the group

12. Does NOT become anxious when having difficulty finding out what is
    coming next

13. His/her arguments are convincing

14. Encourages the use of uniform procedures

15. Permits the members to use their own judgment in solving problems

16. Takes necessary action

17. Does little things to make it pleasant to be a member of the group

18. Stresses being ahead of competing groups

19. Keeps the group working together as a team

20. Keeps the group in good standing with higher authority

21. Speaks as the representative of the group

22. Accepts defeat in stride

23. Argues persuasively for her/his point of view

24. Tries out his/her ideas in the group

25. Encourages initiative in the group members

26. Does not let group members take away his/her leadership

27. Puts suggestions made by the group into operation

28. Needles members for greater effort

29. Seems able to predict what is coming next

30. Is working hard for a promotion

31. Speaks for the group when visitors are present

32. Accepts delays without becoming upset

33. Is a very persuasive talker

34. Makes his/her attitudes clear to the group

35. Lets the members do their work the way they think best

36. Does not let members take advantage of him/her

37. Treats all group members as her/his equals

38. Keeps the work moving at a rapid pace

39. Settles conflicts when they occur in the group

40. His/her superiors act favorably on most of his/her suggestions

41. Represents the group at outside meetings

42. Remains calm when waiting for new developments

43. Is very skillful in an argument

44. Decides what shall be done and how it shall be done

45. Assigns a task, then lets the members handle it

46. Is the leader of the group in more than name only

47. Gives advance notice of changes

48. Pushes for increased production

49. Things usually turn out as s/he predicts

50. Enjoys the privileges of his/her position

51. Handles complex problems efficiently

52. Is able to tolerate postponement and uncertainty

53. Is a very convincing talker

54. Assigns group members to particular tasks

55. Turns the members loose on a job, and lets them go to it

56. Stands firm when s/he needs to

57. Does not keep to him/herself

58. Asks the members to work harder

59. Is accurate in predicting the trend of events

60. Gets her/his superiors to act for the welfare of the group

61. Handles details well

62. Is patient; does not blow up

63. Speaks from a strong inner conviction

64. Makes sure that his/her part in the group is understood by the group members

65. Allows members freedom of action

66. Does not give members authority that s/he should keep

67. Looks out for the personal welfare of group members

68. Does not permit members to take it easy in their work

69. Sees to it that the work of the group is coordinated

70. Her/his word carries weight with superiors

71. Does not get things all tangled up

72. Remains calm when uncertain about coming events

73. Is an inspiring talker

74. Schedules the work to be done

75. Allows the group a high degree of initiative

76. Takes full charge when emergencies arise

77. Is willing to make changes

78. Drives hard when there is a job to be done

79. Helps group members settle their differences

80. Gets what s/he asks for from her/his superiors

81. Can reduce a madhouse to system and order

82. Is able to delay action until the proper time occurs

83. Persuades others that his/her ideas are to their advantage

84. Maintains definite standards of performance

85. Trusts members to exercise good judgment

86. Overcomes attempts made to challenge her/his leadership

87. Explains his/her actions

88. Urges the group to beat its previous record

89. Anticipates problems and plans for them

90. Is working her/his way to the top

91. Does not get confused when many demands are made

92. Does not worry about the outcome of new procedures

93. Can inspire enthusiasm for a project

94. Asks that group members follow standard rules and regulations

95. Permits the group to set its own pace

96. Is easily recognized as the leader of the group

97. Does not act without consulting the group

98. Keeps the group working up to capacity

99. Maintains a closely knit group

100. Maintains cordial relations with superiors

_____

Do NOT fold the answer sheet.

When you have completed the survey(s), please place all materials in the manila folder provided and return the folder to the person who distributed the forms.

Thank you for participating.

APPENDIX D

THE PURDUE TEACHER OPINIONNAIRE

# THE PURDUE TEACHER OPINIONNAIRE

Directions:   Please complete this survey anonymously
and confidentially.

    a. Read each item carefully.
    b. Decide whether you (A) agree, (B) probably agree,
       (C) probably disagree, or (D) disagree.
    c. Using a **#2 pencil**, mark the appropriate response
       on the attached answer sheet.
    d. Do NOT use column E on the answer sheet.
    e. Do NOT fold the answer sheet.

A = Agree
B = Probably Agree
C = Probably Disagree
D = Disagree

1. Details, "red tape," and required reports take the right amount of my time.

2. The work of individual faculty members is appreciated and commended by our principal.

3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal.

4. The faculty feels that their salary suggestions are adequately transmitted by the administration to the school board.

5. My principal does not show favoritism when dealing with the teachers in our school.

6. Teachers in this school are expected to do a reasonable amount of record-keeping and clerical work.

7. My principal makes a real effort to maintain close contact with the faculty.

8. Community demands upon a teacher's time are reasonable.

9. I am satisfied with the policies under which pay raises are granted.

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10. My teaching load is no greater than that of most of the other teachers in our school.

11. The extra-curricular load of the teachers in our school is reasonable.

12. My principal's leadership in faculty meetings challenges and stimulates our professional growth.

13. My teaching position gives me the social status in the community that I desire.

14. The number of hours a teacher must work is reasonable.

15. Teaching enables me to enjoy many of the material and cultural things I like.

16. My school provides me with adequate classroom supplies and equipment.

17. Our school has a well-balanced curriculum.

18. There is not much griping, arguing, taking sides, and feuding among our teachers.

19. Teaching gives me a great deal of personal satisfaction.

20. The curriculum of our school makes reasonable provision for student individual differences.

21. The procedures for obtaining materials and services are well defined and efficient.

22. Generally, teachers in our school do not take advantage of one another.

23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.

24. Teaching enables me to make my greatest contribution to society.

25. The curriculum of our school is not in need of major revisions.

26. I love to teach.

27. If I could plan my career again, I would choose teaching.

28. Experienced faculty members accept new and younger members as colleagues.

29. I would recommend teaching as an occupation to students of high scholastic ability.

30. Even if I could earn as much money in another occupation, I would not stop teaching.

31. My classes were scheduled well by the school schedule.

32. The school tries to follow a generous policy regarding fringe benefits, professional travel, and professional study.

33. My principal makes my work easier and more pleasant.

34. Keeping up professionally is not a burden.

35. Our community makes its teachers feel as though they are part of the community.

36. Salary policies are administered with fairness and justice.

37. Teaching affords me the security I want in a position.

38. My school principal understands and recognizes good teaching procedures.

39. Teachers clearly understand the policies governing salary increases.

40. My classes are not used as a "dumping ground" for problem students.

41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained.

42. My teaching load in this school is reasonable.

43. My principal shows a real interest in my grade level.

44. My principal promotes a sense of belonging among the teachers in our school.

45. My teaching load does not restrict my nonprofessional activities.

46. For the most part, I find my contacts with students highly satisfying and rewarding.

47. I feel that I am an important part of this school system.

48. The competency of teachers in our school compares favorably with that of teachers in other schools that I know.

49. My school provides the teachers with adequate audio-visual aids and projection equipment.

50. I feel successful and competent in my present position.

51. I enjoy working with student organizations, clubs, and societies.

52. Our teaching staff is congenial to work with.

53. My teaching associates are well prepared for their jobs.

54. Our school faculty does not form into cliques.

55. The teachers in our school work well together.

56. I am professionally prepared to teach as well as other teachers.

57. My school provides adequate clerical services for the teachers.

58. As far as I know, the other teachers think I am a good teacher.

59. Library facilities and resources are adequate for the grade which I teach.

60. The "stress and strain" resulting from teaching is minimal.

61. My principal is concerned with the problems of the faculty and handles these problems sympathetically.

62. I do not hesitate to discuss any school problem with my principal.

63. Teaching gives me the prestige I desire.

64. My teaching job enables me to provide a satisfactory standard of living for my family.

65. The salary schedule in our school adequately recognizes teacher competency.

66. Most of the people in this community understand and appreciate good education.

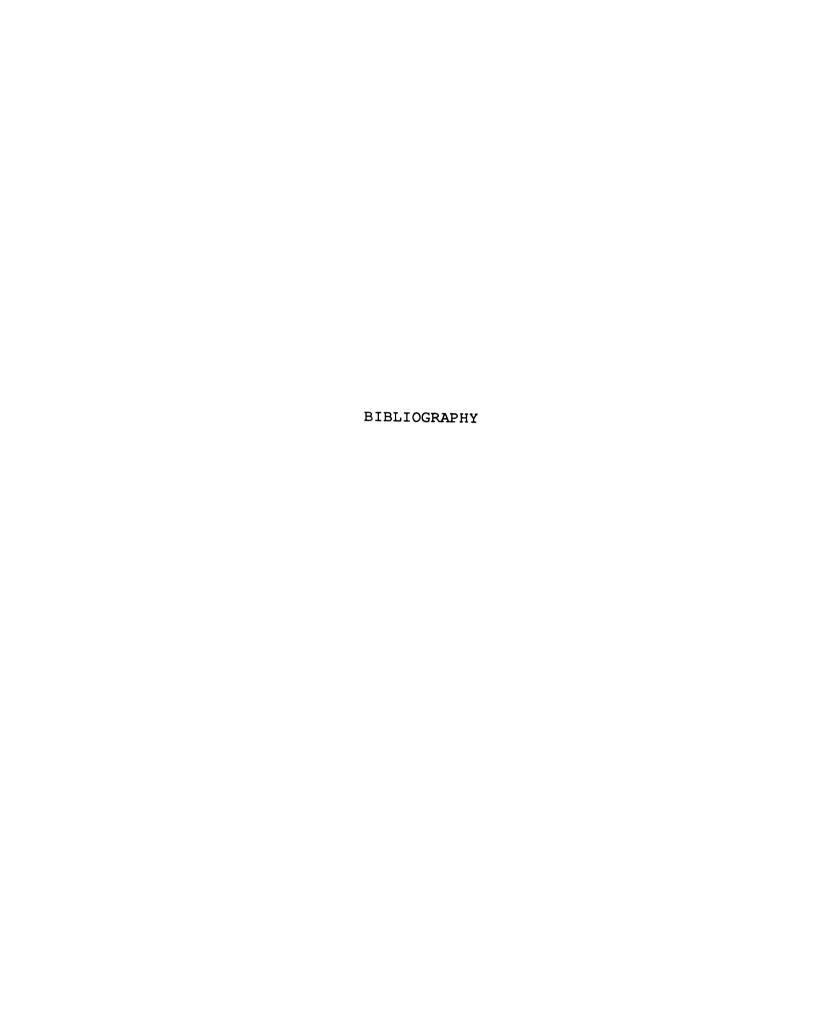67. In my judgment, this community is a good place to raise a family.

68. This community respects its teachers and treats them like professional people.

69. My principal acts as though s/he is interested in me and my problems.

70. My principal supervises rather than "snoopervises" the teachers in our school.

71. It is not difficult for teachers to gain acceptance by the people in this community.

72. Teachers' meetings as now conducted by our principal are productive.

73. My principal has a reasonable understanding of the problems connected with my teaching assignment.

74. I feel that my work is judged fairly by my principal.

75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar.

76. Most of the actions of students do not irritate me.

77. The cooperation of teachers in our school helps make my work more enjoyable.

78. My students regard me with respect and seem to have confidence in my professional ability.

79. The purposes and objectives of the school can be achieved by the present curriculum.

80. The teachers in our school have a desirable influence on the values and attitudes of their students.

81. This community expects its teachers to meet reasonable personal standards.

82. My students appreciate the help I give them with their school work.

83. To me there is no more challenging work than teaching.

84. Other teachers in our school are appreciative of my work.

85. As a teacher in this community, my nonprofessional activities outside of school are not restricted.

86. As a teacher, I think I am as competent as most other teachers.

87. The teachers with whom I work have high professional ethics.

88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens.

89. I really enjoy working with my students.

90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments.

91. Teachers in our community feel free to discuss controversial issues in their classes.

92. My principal tries to make me feel comfortable when s/he visits my class.

93. My principal makes effective use of the individual teacher's capacity and talent.

94. Generally, the people in this community have a sincere and wholehearted interest in the school system.

95. Teachers feel free to go to the principal about problems of personal and group welfare.

96. This community supports ethical procedures regarding the appointment and reappointment of the teaching staff.

97. This community is willing to support a good program of education.

98. Our community expects the teachers to participate in a reasonable number of social activities.

99. Community pressures do not prevent me from doing my best as a teacher.

100. I am well satisfied with my present teaching position.

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Do NOT fold the answer sheet.

When you have completed both surveys, please place all materials in the manila folder provided and return the folder to the person who distributed the forms.

Thank you for participating.

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