

THE RELATIONSHIP BETWEEN DOGMATISM
OF PRINCIPALS AND TEACHERS AND
TEACHERS' MORALE IN TWELVE SELECTED
SECONDARY SCHOOLS IN MICHIGAN

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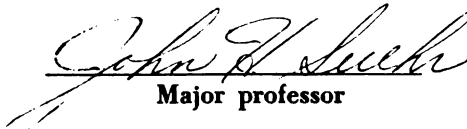
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ABSTRACT

THE RELATIONSHIP BETWEEN DOGMATISM OF PRINCIPALS AND TEACHERS AND TEACHERS' MORALE IN TWELVE SELECTED SECONDARY SCHOOLS IN MICHIGAN

by J. Ed^g Green^{ie}

Statement of the Problem

This research attempted to determine if dogmatism of teachers and principals was related to teachers' morale and principals' perceptive ability.

The Sample

The six most closed-minded and the six most open-minded principals participating in the 1965-66 Extern Program offered by Michigan State University, who had been in their present positions one or more years and their teaching staffs were selected for study. There were 381 teachers, 206 male and 175 female, involved in the study. And 208 were open-minded, the others were closed-minded.

Instrumentation

Principals' and teachers' dogmatism were measured by Rokeach's Dogmatism Scale: open-minded teachers

received a score less than 139 and closed-minded a score exceeding 139. Teachers' morale was measured by Suehr's Teacher Morale Form: high morale teachers received a score less than 1.90 and low a score exceeding 1.90. Principals' perceptive ability was measured by the Leader Behavior Description Questionnaire which was developed at Ohio State University. Principals whose score showed like discrepancy when compared with their teachers' were considered perceptive. All three tests met the standard criteria for validity and reliability.

Hypotheses and Findings

Six major hypotheses stated in the null form were tested. Two-way analysis of variance was used to test hypotheses one, two, and three. And Chi-square Contingency Tables were used to test four, five, and six. Alpha, the level of significance was set at .05.

H_{O_1} : There is no difference between open- and closed-minded teachers' level of morale.
The hypothesis was rejected.

Open-minded teachers had higher morale.

H_{O_2} : Regardless of teachers' dogmatism, teachers with open-minded principals do not have

higher morale than teachers with closed-minded principals. The hypothesis was accepted.

Principals' dogmatism was not related to their teachers' morale.

H_{O_3} : Teachers whose dogmatism is like their principals do not have higher morale than teachers whose dogmatism is different than their principals. The hypothesis was accepted.

Open-minded teachers with open-minded principals did not have higher morale than open-minded teachers with closed-minded principals. And closed-minded teachers with closed-minded principals did not have higher morale than closed-minded teachers with open-minded principals.

H_{O_4} : Teachers' dogmatism is not related to their principals' dogmatism. The hypothesis was accepted.

Open-minded principals did not have more open- than closed-minded teachers on their staffs. And closed-minded principals did not have more closed- than open-minded teachers on their faculties.

H_{o5} : There is no difference in how high and low morale teachers rate their principals on leader behavior. The hypothesis was rejected.

High morale teachers rated their principals higher on leader behavior.

H_{o6} : There is no difference between open- and closed-minded principals estimates of their leader behavior as they believe it to be perceived by their teachers. The hypothesis was accepted.

Open-minded principals were not more accurate than closed-minded principals in estimating their leader behavior as they believed it to be perceived by their teachers.

Conclusions

Within its limitations, this study warrants the following conclusion based on findings of the hypotheses tested and the replication part of Suehr's study:

1. Dogmatism, part of a person's personality which intimately affects how he views the world and others around him, is related to a teacher's

level of morale: open-minded teachers have higher morale than closed-minded.

2. What teachers think of their principal as a leader is important to morale: teachers with high morale tend to rate their principals' leadership ability higher than low morale teachers.
3. Principals' open- or closed-mindedness was independent of teachers' level of morale.
4. Open-minded principals did not have more open-minded than closed-minded teachers on their staffs. And closed-minded principals did not have more closed-minded teachers.
5. Principals' degree of dogmatism had no effect on their ability to estimate how their teachers perceived their leader behavior.
6. Teacher morale varies with sex, experience in teaching, stubbornness, self-confidence, and sensitivity to criticism: the teachers with the highest morale are female, a beginning teacher or one with six or more years experience, not stubborn; she received adequate love and attention in childhood, is not too self-confident, and is not as sensitive to criticism as the low morale teacher.

7. Teacher morale is related to teachers realization of fullest potential in teaching and feeling of fatigue at the end of the school day: low morale teachers not only feel more tired at the end of the day's work, they feel they are not realizing their fullest potential in teaching.
8. Dissatisfaction of teachers with parents, children, faculty meetings and channels of communication indicate that human relation is a central determiner of morale.

Recommendations for Further Study

1. Morale studies need to be conducted evaluating student morale under open- and closed-minded teachers.
2. Studies should be designed to examine how teachers' and students' morale and open- or closed-mindedness affect students' academic achievement and behavior.
3. Since open-minded teachers are more likely to have higher morale than closed-minded teachers, studies should be conducted to determine the methods whereby closed-minded teachers' morale can be improved.

4. Open- and closed-minded principals of recognized innovative or conservative schools should be identified, and morale studies conducted to see if the principals open- or closed-mindedness is related to their teachers' morale.
5. Studies need to be designed to determine why male teachers have lower morale than female teachers. This issue needs careful exploration to determine honesty of reporting because it may well be that male teachers are less prone to faking their responses.
6. Future studies might seek to determine the implications of what teachers are really saying when they indicate they are not realizing their "fullest potential" in teaching.
7. Studies should be conducted of other professionals to determine what percentage of the members of a given profession feel they are realizing their fullest potential in that profession. And the results compared with those of teachers.

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SELECTED SECONDARY SCHOOLS IN MICHIGAN

By

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Chapter I

INTRODUCTION

Each academic year, Michigan State University conducts an Extern Program for school administrators in Michigan. Monthly week-end meetings at Gull Lake, Higgins Lake, or St. Mary's Lake provide an informal setting to discuss educational problems. The program aims to help practicing administrators effectively and efficiently perform their tasks. In this descriptive study, utilizing the secondary school principals participating in the 1965-66 Extern Program and their teachers, the relationship between dogmatism of principals and teachers and teachers' morale was determined. And hopefully, the findings will help the staff members of Michigan State plan further Extern Programs.

The Problem

Few would deny that morale is related to job effectiveness. Industry spends millions of dollars annually to positively stimulate employee morale, while colleges and universities preparing people for supervisory positions increasingly attempt to develop skills in human relations. So if high morale is essential to an effective organization,

factors that affect morale should be identified. According to Rokeach¹, a single aspect of personality, dogmatism, determines how a person views the world and others around him. And we may assume, of course, that a person's view of others and of the external world will influence his morale. So this study is designed to determine whether dogmatism of principals and teachers is related to teacher morale.

Statement of the Problem

Is teacher morale related to the dogmatism of teachers and/or principals? And does a principal's dogmatism affect his accuracy in perceiving how his teachers evaluate his leadership? To clarify theoretical bases for the problem, though already implied, several studies^{2,3,4,5}

¹Milton Rokeach, The Open and Closed Mind, (New York: Basic Books, 1960), pp. 29-97.

²Howard Ehrlick, "Dogmatism and Learning," Journal of Abnormal and Social Psychology, Vol. 62, (1961), pp. 148-49.

³C. Gratton Kemp, "Changes in Patterns of Personal Values in Relation to Open-Closed Belief Systems," (unpublished Doctoral Dissertation, Michigan State University, 1957).

⁴C. Gratton Kemp, "Influence of Dogmatism on the Training of Counselors," Journal of Counseling Psychology, Vol. 9 (1962), pp. 155-57.

⁵F. A. Powell, "Open and Closed-Mindedness and the Ability to Differentiate Source and Message," Journal of Abnormal and Social Psychology, (1962).

observing how open- and closed-minded individuals function in specific situations agree that open-minded people in general perceive their surroundings more accurately.

Purpose of the Study

The specific purpose of this study is to determine the relationship between dogmatism of secondary school principals and their teachers and teachers' morale. And how dogmatism affects principals' perceptive ability. Since the Michigan State University Extern Program was designed to help practicing school administrators become more effective in their jobs⁶, the results of this study might suggest future programs.

From another perspective, in this study it will be determined whether responses by teachers on a ten-item questionnaire (see Appendix A) taken from Suehr's forty-item correlation form,⁷ tend to validate his findings. The teacher responses to the forty items on Suehr's⁸

⁶William J. Early, "An Evaluation and Analysis of the Extern Program in Educational Administration at Michigan State University," (Unpublished Doctoral Dissertation, Michigan State University, 1961), pp. 171-76.

⁷John H. Suehr, "A Study of Morale in Education," (Unpublished Doctoral Dissertation, University of Colorado, 1961), pp. 135-181.

⁸Ibid., pp. 206-208.

Teacher Morale Form (see Appendix B) will be compared as well with the factor analysis results obtained by Jarvis Wotring.⁹

Finally, it is hoped that the results will stimulate further research. Of course, it can no more than substantiate earlier evidence that ways should be developed to help closed-minded individuals become more open-minded.

Scope and Limitations

The sample was limited in that only those principals participating in the 1965-66 Extern Program who had been in their present positions at least one year were considered. And of these, only twelve principals were chosen, the six most open-minded and the six most closed-minded as determined by the principals' scores on Rokeach's Dogmatism Scale (see Appendix C).

The study is further limited because the principals and teachers studied came from schools which are not representative of public secondary schools in Michigan; e.g., three schools have 1100 or more students, seven have 450-1099 students, and one has 250-449 students. Inferences may be drawn from these results only to the population studied.

⁹Jarvis C. Wotring, "Teacher Morale and Evaluation of Teachers," (Unpublished Doctoral Dissertation, Michigan State University, 1965), pp. 90-91.

Assumptions

The following assumptions are made in this study:

1) teacher morale is important; 2) free responses, specifically Suehr's¹⁰ Teacher Morale Form, can satisfactorily assess morale; and 3) the Rokeach Dogmatism Scale, yielding a continuum of scores ranging between open- and closed-mindedness, accurately measures the rigidity of a person's belief-disbelief structure.

Definitions

The following definitions are presented to clarify and limit the pertinent terms of this study:

Teacher Morale -- Feelings and attitudes a teacher has toward satisfaction of personal needs, administrative policies and practices, and satisfaction with tasks performed to attain the goals of the organization. And morale can be measured by Suehr's Teacher Morale Form, scores may range from .00 to 4.00, from high to low morale.

High Morale Teacher -- The teacher whose mean raw score on the Teacher Morale Form

¹⁰Suehr, op. cit., pp. 206-208.

is less than the mean for all teachers, 190.

Low Morale Teacher -- The teacher whose mean raw score on the Teacher Morale Form exceeds the mean for all teachers, 190.

Dogmatism -- An authoritarian outlook on life, a resistance to new ideas, an intolerance toward those with opposing beliefs, a rigidity in the belief-disbelief system.

Open-minded Teacher -- The teacher whose raw score on the Dogmatism Scale was less than 139.

Closed-minded Teacher -- The teacher whose raw score on the Dogmatism Scale exceeded 139.

Leader Behavior (see Appendix D) -- Description of the leader on two dimensions of the Leader Behavior Description Questionnaire: Initiating Structure and Consideration.

- a) Initiating Structure -- The leader's success in delineating the relationship between himself and members of the work group, and in defining clear patterns of organization, and procedural methods.

- b) Consideration -- The leader's ability to encourage friendship, mutual trust, respect, and warmth in his relationship with his staff.

Principal's Perceptive Ability - The principal's accuracy in estimating how his teachers perceive him on two dimensions of the Leader Behavior Description Questionnaire, Initiating Structure and Consideration.

Extern Program -- A series of monthly seminars offered to practicing administrators by Michigan State University; the meetings are held in informal settings at Higgins Lake, Gull Lake, St. Mary's Lake, and the Michigan State University campus.

Sensitivity Training -- A method for studying group processes, where individual problems are freely discussed in the group so that each participant may examine and diagnose his ideas and feelings about himself and others. And if necessary, to adjust his behavior accordingly.

Hypotheses

Six major hypotheses related to dogmatism, teacher morale, principals' perceptive ability, and teachers' perceptions of their principals' leader behavior were tested within the study.

Hypothesis I: Open-minded teachers have a higher level of morale than closed-minded teachers.

Hypothesis II: Teachers with open-minded principals have a higher level of morale than teachers with closed-minded principals.

Hypothesis III: Open-minded teachers with open-minded principals have a higher level of morale than closed-minded teachers with closed-minded principals.

Hypothesis IV: Teachers' dogmatism will be significantly related to their principals' dogmatism.

Hypothesis V: High morale teachers rate their principals higher on leader behavior.

Hypothesis VI: Open-minded principals' estimates of their leader behavior as they believe it to be perceived by their teachers will be more accurate than closed-minded principals' estimates.

All hypotheses are restated in the null testable form in Chapter IV.

Overview

This study is organized into five chapters. Following this introductory chapter, a review of the relevant literature is presented in Chapter Two, including theoretical statements and constructs concerning morale and dogmatism. In Chapter Three, the design, the sample, the instruments, and the procedure are presented. Analyzed and discussed in Chapter Four is how the differences between open-minded and closed-minded teachers and principals, as well as the variables of teachers' perceptions of principals and sex of teachers, relate to teacher morale. And in Chapter Four, the findings in the ten-item questionnaire are compared and related to those in Suehr's study. Also, how the factor analysis results of the Teacher Morale Form relate to Wotring's study are discussed. And in Chapter Five, an over-all summary of conclusions with implications and recommendations for further research are given.

Chapter II

RELATED IDEAS AND LITERATURE

Studies of morale stand at variance on several scores. They differ over vocabulary -- what some call morale, others call solidarity, esprit de corps, integration, cohesion, cohesiveness, adjustment, we-feeling, task satisfaction, group identification, absence of conflict, feeling of happiness, ego-involvement, or zeal in performance of work. These studies also vary in describing the content and logical form of morale: to some, it is the ability of a group to stick together under adverse circumstances; to others it is the internalization of a personal or group goal; and to still others, it is a measure of the satisfaction or need-reduction individuals experience in a social relationship. Some picture morale as an individual's state of mind, while others believe it is a group phenomenon. And from an administrative point of view, some look to morale to balance the organization's requirements with the needs of the individual.

Some Definitions of Morale

Stagner defines morale as an individual-group relationship. He writes:

High morale exists when the individual perceives himself as a member of the group, and perceives a high probability of achieving both individual and group goals through a course of action. ¹

Katz and Lehner define morale as the capacity and willingness to carry out a task with determined, loyal cooperation, while at the same time experiencing a sense of personal satisfaction and well being.² In French's study of group relations, morale is defined as:

The conditions of a group where there are clear and fixed group goals that are felt to be important and integrated with individual goals; where there is confidence in the attainment of these goals, and subordinately, confidence in the means of attainment, in the leaders, associates, and finally in oneself, where group actions are integrated and cooperative, and aggression and hostility are expressed against the forces frustrating the group rather than toward other individuals within the group. ³

Roethlisberger, discussing morale within a business organization, imagines it is a state of health:

It is our thesis that what physical health is to a physical organism, morale is to a cooperative system. Lack of morale,

¹Ross Stagner, "Motivational Aspects of Industrial Morale," Personnel, Vol. II, (Spring, 1958), pp. 64-65.

²B. Katz and G. F. Lehner, Mental Hygiene in Modern Living, (New York: The Ronald Press, 1953), pp. 263-74.

³John French, Jr., "The Disruption and Cohesion of Groups," Journal of Abnormal and Social Psychology, Vol. 36, (July, 1941), p. 376.

like lack of health, cannot be reduced to some one simple cause. Just as problems relating to health require a simple and useful way of thinking about the physical organism as a physico-chemical system, so an understanding of problems relating to morale requires a simple and useful way of thinking about human beings in their associations with one another as a social system. 4

But H. W. Holmes, looking at morale somewhat differently, equates it with moral courage:

Morale is more than hope and eagerness for victory or achievement; it may be grim; it means commitment . . . but morale as I think of it, is exactly what I should mean by moral courage. 5

Harap indicates that good morale is what makes people secure, unafraid, productive, and loyal.⁶ So in general, some put an individual and even organic emphasis on morale as a condition of mental and physical well-being, while others link it with behavior in a group.

Some Factors Affecting Morale

Morale went practically unrecognized prior to World

⁴F. J. Roethlisberger, Management and Morale, (Massachusetts: Harvard University Press, 1962), p. 192.

⁵Henry W. Holmes, The Road to Courage: Sources of Morale in Men and Nations, (New York: Alfred A. Knopf, 1943), p. 250.

⁶Henry Harap, "Morale Isn't Always a Question of Salaries or Class Load," Nation's Schools, Vol. 63, (June, 1959), p. 55.

War I. And it was after World War II that educators began to give it much attention; even in 1952, Oppenheimer and Britton⁷ could report that educators paid morale less attention than deserved. In 1957, Redefer⁸ criticized the available morale research in education, citing industrial research as a desirable example to follow. And yet, during the last two decades much has been written about morale, particularly how to improve it. The factors as identified by these studies, which influence teacher morale, include freedom of the teacher to plan his own work, salary, quality of professional leadership, opportunity to participate in educational planning and policy-making, good retirement and pension plans, emergency leave policies, and the adequacy of physical facilities. In this chapter, the following five general factors influencing teacher morale are discussed: 1) Communication, 2) Participation and Recognition, 3) Economic Rewards, 4) Leadership, and 5) Human Relations.

Communication

Most studies in this area agree that good communication

⁷J. J. Oppenheimer and Joseph H. Britton, "Faculty Morale," Journal of Higher Education, Vol. 23, (October, 1952), p. 386.

⁸Fredrick L. Redefer, "Factors That Affect Teacher Morale," Nation's Schools, Vol. 63, (Feb., 1959), pp.59-62.

is vital to both developing and maintaining high morale. But studies defining this process of conveying information, explaining the tie between symbol and thing symbolized, diverge widely. Of course the symbol never equalized the symbolized -- the map is not the territory -- and nothing but confusion comes of dealing with words as if they were things. Communication generally implies transmission of material, reception and comprehension, and acceptance or rejection. Beyond the nature of the material transmitted, the emotional climate, the attitudes, loyalties, and feelings of support which accompany the transmission of cognitive material affect how another person perceives it. Good morale, then, depends partly upon good communication: we must communicate in order to project goals, to establish paths toward them, and to evaluate our progress. At least three features of communication help us to better understand morale. First, communication may be non-verbal as well as verbal; e.g., actions speak louder than words.⁹ And the administrator whose "door is always open" may yet discourage teachers' communications by impatience or aloofness. Second, communication must be

⁹Donald E. Tope, "Equipping the School Administrator for his Task," The Social Sciences View School Administration, Don Cooper, editor, (Englewood Cliffs, N.J.: Prentice-Hall, 1965), p. 25.

reciprocal. Roethlisberger¹⁰ suggests that while most communication originating with the administrator concerns tangible matters, communications to the administrator from employees are usually concerned more with intangible matters: feelings, sentiments, and personal problems. Such intangibles can be heard but not seen; and when they have been heard and elicit no response, barriers arise. Clearly, then, two-way communication between administrators and teachers about teachers' feelings and attitudes is necessary if teachers are to develop desirable attitudes. Third, communication directly implicates the individual's past experiences, his needs, values, motives, fears, and expectations. An administrator should allow teachers to "come alive" in communicating with him so his perceptions of them will be more nearly accurate.¹¹ As Shapiro¹² found, morale is high when principals' perceptions of teachers conform generally with teachers' perceptions of themselves, and when a principal misunderstands teachers'

¹⁰Roethlisberger, op. cit., pp. 178-206.

¹¹W. C. Trom, "Group Processes," Encyclopedia of Educational Research, C. W. Harris, editor, (New York: MacMillan, 1960), pp. 602-611.

¹²David N. Shapiro, "A Comparative Study of Principals' Perception of Teachers and Teachers' Perceptions of Themselves as Revealed in a Teacher Morale Inquiry," (unpublished Doctoral Dissertation Abstract, New York University, 1962), 22:4275.

feelings, morale deteriorates.

Participation and Recognition

Faulk¹³ pointed out that one of the best ways to boost morale is to involve the whole faculty in solving common problems. And most other studies support what Faulk determined about teacher involvement. Lippitt and White¹⁴ demonstrate experimentally that participation in policy-making correlates positively with high morale. Likewise, Cock and French's¹⁵ study of resistance to industrial change indicated that when workers helped plan the change their morale was higher.

Apparently all humans want to be recognized and respected. Studies of employee-employer relations in industry and business have repeatedly emphasized that employees in all positions, whatever their salary, must receive the recognition and respect they feel they deserve to achieve full satisfaction in their work and consequently their maximum production output. Probably more than

¹³Harry R. Faulk, "Improving Staff Morale," Educational Executive Overview, Vol. 3 (February, 1962), p. 62.

¹⁴R. Lippitt and R. White, "An Experimental Study of Leadership and Group Life," Reading in Social Psychology, T. Newcomb and E. Hartley, editors, (New York: Holt, 1952), pp. 340-354.

¹⁵L. Cock and J. French, Jr., "Overcoming Resistance to Change," Human Relations, Vol. 1, No. 4, pp. 512-32, 1948.

industrial workers, teachers need recognition and satisfaction in carrying out their responsibilities. The very nature of a teacher's work denies him clear, indisputable proof of his effectiveness: he deals with intangible human qualities. Many a teacher's frustrations might be traced back to this fundamental problem. Snow¹⁶ says: "In effect the teacher is steering a ship in semi-darkness with a compass he can scarcely see." This unavoidable frustration certainly affects a teacher's attitudes and self-concept. Teachers live in a society valuing achievement, but, they have few opportunities to verify their achievements. Even though a physician never claims full credit for his patient's recovery, he at least has the gratification of patients voluntarily continuing to seek his services, ready to pay for them. On the other hand, a teacher can seldom enjoy the knowledge that his clients come to him freely: repeat visits signify failure. But teachers and administrators may be able to move from dealing with the intangible to the tangible aspects of human qualities by building a "feedback" system into the organization which allows each person an opportunity to assess his contributions and alter his actions accordingly.

¹⁶Robert H. Snow, "Anxieties and Discontents in Teaching," Phi Delta Kappan, Vol. 44 (April, 1963), p.318.

Economic Reward

Studies of how salary affects morale disagree. For example, Redefer¹⁷, studying five thousand teachers, and Lowe¹⁸, studying factory production, place less stress on the importance of salary to morale than studies conducted by Harap¹⁹ and Chase²⁰. Disagreements of this nature throw reasonable suspicion on the assumption that economic reward is the sole determiner of morale as some have thought. Elsbree and Reutter point out that:

One of the lessons which modern industry has learned is that off-the-job satisfactions, such as wages, vacations, and pensions, are no substitute for on-the-job consideration. Teachers, principals, . . . must find genuine pleasure in their everyday experiences at school as well as out of school or morale will be low despite generous economic rewards. 21

After all, money is a symbol; and whether it represents recognition, respect, and security makes the difference.

¹⁷Fredrick L. Redefer, "Teacher Morale and the Quality of Education," Nation's Schools, Vol. 59 (February, 1957), pp. 53-55.

¹⁸Joe Lowe, "Five Steps to Higher Morale," The School Executive, Vol. 74, (September, 1954), pp. 54-55.

¹⁹Henry Harap, "Many Factors Affect Teacher Morale," Nation's Schools, Vol. 63 (June, 1959), pp. 55-57.

²⁰Francis Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, Vol. 33 (November, 1951), pp. 127-132.

²¹Willard S. Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools, (Englewood Cliffs, N.J.: Prentice-Hall, 1954), p. 265.

Leadership

Practically all studies reviewed agree that administrative leadership is the creative and directive force which sets the climate for morale. Teacher morale surveys have demonstrated the importance of an ego-building, self-enhancing atmosphere in which people feel valued and respected, in which mutual confidence and trust can grow. Gaze²² and Silverman²³ independently determined that a principal's personality and accessibility have considerable influence on teacher morale. And Harap²⁴, surveying twenty school systems, found that low teacher morale is correlated with rigid, unsympathetic administrators, while Schultz²⁵ found teachers identifying their relationship with administrators as the factor most crucial to happiness.

Human Relations

We might best focus on interpersonal relations in

²²Khalil I. Gaze, "The Principal's Role in Developing Staff Morale," High School Journal, Vol. 42 (December, 1962), pp. 87-91.

²³Martin Silverman, "Principals -- What are You Doing to Teachers' Morale?" Educational Administration and Supervision, Vol. 43, (April, 1957), pp. 204-210.

²⁴Harap, "Many Factors Affect Teacher Morale," op. cit., pp. 55-57.

²⁵Raymond E. Schultz, "Keeping Up Teacher Morale," Nation's Schools, Vol. 50 (October, 1952), pp. 53-56.

trying to build high morale. Because of his socialization any person brings to every situation a complex of wishes, frustrations, aggressions, fears, values, expectations. Greenwald²⁶ studied how morale relates to interpersonal and intrapsychic factors, finding that many feelings and attitudes seemingly unrelated to the job situation significantly affect morale. And Suehr's²⁷ study, conducted prior to Greenwald's, found that childhood environment, especially relations with parents, influenced the adult morale of teachers. The differing personal, social, and psychological backgrounds of teachers and administrators produce differing expectations, which in turn affect attitudes. After all, attitudes depend upon how well experiences meet expectations.

Beyond the individual's expectations, there are the expectations the situation imposes on the individual. One of an administrator's most difficult challenges remains how to best order individual efforts to achieve administrative objectives and simultaneously meet staff needs. Getzels and Guba²⁸ describe this conflict as challenging

²⁶Albert Greenwald, "A Study of the Relationship of Teacher Morale to Selected Interpersonal and Intrapsychic Factors," (Unpublished Doctoral Dissertation Abstract, New York University, 1964), 24:2810.

²⁷Suehr, op. cit., pp. 134-181.

²⁸J. W. Getzels and E. J. Guba, "Social Behavior and the Administrative Process," The School Review, Vol. 65, (Winter, 1957), pp. 423-436.

any equilibrium between nomothetic (organizational) and ideographic (individual) needs within a situation. In a group, a person's satisfactions or disappointments relate to the demands he brings to the situation and the demands the situation makes on him. To maintain his equilibrium, he must resolve these two sets of pressures. So a constant adjusting of what a situation asks of the individual against what that individual wants from the situation provides a simple framework for how to handle people in a business organization.²⁹ Here lies the dynamics of morale: a process of helping each person to fulfill his own needs to the greatest degree that will still achieve the aims of the organization, of helping individuals themselves reach out and touch the chords of their higher reality. Melby³⁰ suggested what high morale could achieve: "People must come alive . . . as individual human beings." He concludes³¹, "most glorious of all is the individual's opportunity to become all that he is capable of becoming."

²⁹Roethlisberger, op. cit.

³⁰Ernest Melby, Education for Renewed Faith in Freedom, (Columbus, Ohio: The Ohio State University Press, 1959), pp. 21-24.

³¹Ibid., p. 81.

Dogmatism

Rokeach³² and others^{33,34,35,36} have indicated that closed-minded individuals may distort situations to satisfy their cognitive and emotional needs. They may avoid synthesizing ideas from various sources if these ideas at all endanger their belief-system. Often such people make a judgment and then look for evidence to support it; they accept conclusions which are not threatening, before those which encompass all the facts; in fact, they may simply accept without questions anything presented in the name of some authority. But the open-minded person is oriented to reality. His ability to work with all the ideas presented him strengthens his judgments and evaluations. Since new experiences do not threaten him, he can better appreciate the gravity of what a disturbed employee may reveal, and is less inclined to reject or distort such revelations

³²Rokeach, op. cit., pp. 29-97

³³Ehrlick, op. cit., pp. 148-49.

³⁴Kemp, "Changes in Patterns of Personal Values in Relation to Open-Closed Belief Systems," op. cit.

³⁵Kemp, "Influences of Dogmatism on the Training of Counselors," op. cit., pp. 155-57.

³⁶Treva B. Kirk, "Behavior of Teachers New to a Building in Relation to the Climate of the School and the Dogmatism of the Teacher," (Unpublished Doctoral Dissertation, Michigan State University, 1965).

through his own anxiety. Less threatened by authority, he has no exaggerated need to deceive and conform and can more ably discover what he thinks and feels about important issues in life. He is in closer touch with reality, so, his associates will likely have confidence in him and feel he is willing to discuss matters of importance with them.

Theoretical Framework of Perception

Norman³⁷ showed that when one knows his own personal characteristics he makes fewer errors in perceiving others. And Rokeach³⁸ describes the opposite:

Conversely, the more closed the belief system, the more difficult should it be to distinguish between information received about the world and information received about the source.

He goes on to describe the open-minded person as unencumbered by irrelevant factors, whether from within or outside:

Examples of irrelevant internal measures that interfere with the realistic reception of information are unrelated habits, beliefs, and perceptual cues, irrational ego motives, power needs, and the need for self-aggrandizement, the need to allay anxiety, and so forth. By irrelevant external pressures we have in

³⁷ Ralph D. Norman, "The Interrelationships Among Acceptance-Rejection, Self-Other Identity, Insight Into Self, and Realistic Perception of Others," Journal of Social Psychology, Vol. 37, (1953), pp. 205-235.

³⁸ Rokeach, op. cit., p. 58.

mind most particularly the pressures of reward and punishment arising from the external authority; for example, as exerted by parents, peers, other authority figures, reference groups, social and institutional norms, and cultural norms.³⁹

So, in general, the open-minded person can evaluate and adjust to the distortions of closed minds.

Apparently, then, open-minded principals should be able to accurately judge how others perceive them. And similarly, open-minded teachers should be able to judge how both the principal and other teachers view them. So in schools with open-minded principals and teachers, the relations among teachers and principal should affect the atmosphere of the school, probably even teacher morale. And in schools where either the principal or the teachers, or both, are closed-minded, such psychological defense mechanisms as projecting one's own undesirable personality characteristics on to other people will certainly undermine the relationship. Sears⁴⁰ has demonstrated that people who themselves rate high on stinginess, obstinacy, and disorderliness tend to rate others much higher in these traits than those who rate low in the undesirable characteristics. This tendency to project, he found, was particularly acute among subjects with the least insight

³⁹Ibid., p. 57.

⁴⁰Robert R. Sears, "Experimental Studies of Projection: I. Attribution of Traits," Journal of Social Psychology, Vol. 7 (1963), pp. 151-163.

into their own personalities. So closed-minded teachers or principals who distort more, also project their own undesirable qualities on to others in the school situation, which certainly should affect the morale of teachers in the school.

Summary

One can find as many definitions for morale as writers defining it. Most appear to say that any environment conducive to equal opportunity -- in a context of freedom, of respect for human personality and dignity -- contributes to that releasing of potential which brings both economic and psychological security, building high morale. This may not require eliminating physical obstacles, but only cultivating one's competencies and the freedom to exercise them effectively against all obstacles, physical and psychological. Dogmatism may well limit how well principals and teachers will interact. And the degree of interaction along with how it is perceived by the participants, may well be the limiting factor to teacher morale.

In Chapter Three, the design, instruments, sample, and procedure will be discussed.

Chapter III

DESIGN OF THE STUDY

This study was designed to determine the relationship between dogmatism of principals and teachers and teachers' morale. It was also designed to measure how dogmatism of principals and teachers affected principals' perceptive ability. And to compare findings with those of Suehr's study as well with those of Wotring's study.

The Sample

Twelve secondary school principals in Michigan who have held their present positions at least one year, and who participated in the 1965-66 Extern Program offered by Michigan State University, along with their teachers, form the subjects of this study.

1. Selecting the Sample and Administering the Instruments

At the first Extern meeting, September 25, 1965, all sixty secondary school principals were administered Rokeach's Dogmatism Scale (see Appendix C). The six principals with lowest scores constituted the open-minded group, and the six with the highest scores, the closed-minded group. At the second

Extern meeting, October 30-31, the twelve principals were given the Leader Behavior Description Questionnaire (see Appendix D) to score. This questionnaire was adapted to measure how principals estimated their leader behavior as they believed it was perceived by their teachers (see Appendix E).

At the conclusion of the second meeting, the principals participating in the study were given packets containing, in an envelope for each teacher, the Dogmatism Scale, the Leader Behavior Description Questionnaire, Suehr's Teacher Morale Form, a ten-item questionnaire, and a letter (see Appendix F) explaining the purpose of the study. Principals were asked to call faculty meetings during the first week in November to administer the instruments. Each principal was to explain his participation in the Extern Program and report that their school was one of twelve selected for this study. He was to ask for their cooperation in completing the instruments, and then for them to select a staff member who would distribute the envelopes and collect the completed instruments. Teachers were to place the instruments they scored in their envelopes, seal them, and give them to their teacher representative, who

placed them in the large packet and, after sealing it, gave it to the principal to return at the December Extern meeting.

2. Population Involved

This study involved 436 teachers and 12 principals. And the twelve schools represented were organized as follows:

- (1) One school included kindergarten through twelfth grade, with 30 teachers and 675 students;
- (2) four schools included grades seven through twelve, one with 26 teachers and 466 students, another with 34 teachers and 704 students, a third with 28 teachers and 650 students, and a fourth with 30 teachers and 715 students;
- (3) six schools included grades nine through twelve, one with 30 teachers and 610 students, a second with 29 teachers and 650 students, a third with 36 teachers and 735 students, a fourth with 61 teachers and 1162 students, a fifth with 53 teachers and 1130 students, a sixth with 47 teachers and 1175 students; and
- (4) one school included grades ten through twelve, with 31 teachers and 720 students.

Eighty seven percent, or 381 of the 436 teacher sample returned completed instruments (206 males and 175 females).

Because eighty percent of Michigan towns have populations smaller than 1700 (1960 Census), the twelve public schools selected are scarcely representative. Inferences from this study will thus be directed to the research population, although many of these conclusions may be valid for the general population in Michigan, as in America.

Instruments

1. Dogmatism Scale

Rokeach¹ of Michigan State University developed this measure of individual differences in openness and closedness of belief-system. He checked the Dogmatism Scale against the F Scale (authoritarian) and he concluded that the F Scale measured essentially fascistic authoritarianism to the right, not to the left. And so the Dogmatism Scale was developed to measure general authoritarianism as a pattern of thinking, whether to the right or to the left. It is useful as a measure of individual differences in the personality structure, regardless of political leanings.

¹Milton Rokeach, "Political and Religious Dogmatism: An Alternative to the Authoritarian Personality," (Psychological Bulletin, No. 425, No. 118, 1956).

The Dogmatism Scale attained split-half reliability of .85 for an Ohio State University student sample, also test-retest reliabilities of .71 after a five to six month period between tests. In establishing the validity and reliability of the Dogmatism Scale, Rokeach showed means of six tests as ranging from a low of 141.3 to a high of 143.8, with the standard deviation range being a low of 22.1 to a high of 28.2.² For the present population, the mean is 138.7 with a standard deviation of 23.5, and these compare favorably with the means and standard deviations obtained by Rokeach. Also, many studies in education have been conducted with the Dogmatism Scale being one of the instruments used.

Scoring the Dogmatism Scale

The Dogmatism Scale (see Appendix C) contains forty items which are scored by the individual who indicates disagreement with a -3, -2, or -1, or agreement with a +3, +2, +1. To determine an individual's Dogmatism Scale score, a constant of +4 is added to each item score and these scores are then totaled. So the score for each

²Rokeach, The Open and Closed Mind, op. cit., p. 90.

item can range between 1 and 7, and the total test can range between 40 and 280, with a high score identifying a dogmatic or closed-minded person (There are 208 open- and 173 closed-minded teachers identified in this study).

2. Leader Behavior Description Questionnaire

The Leader Behavior Description Questionnaire (see Appendix D) was developed by the staff of the Personnel Research Board at Ohio State University in one of the series of Ohio State Leadership Studies directed by Carroll L. Shartle. Hemphill and Coons³ constructed the original form of the questionnaire, and Halpin⁴ adapted the questionnaire for use in schools. A factor analysis of the intercorrelation among eight hypothesized dimensions of leader behavior resulted in the emergence of four factors. And they were identified as consideration, initiating structure, production emphasis, and social awareness. Two

³John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire," in Ralph M. Stogdill and Alvin E. Coons, editors, Leader Behavior: Its Description and Measurement, (Columbus, Ohio: The Ohio State University, 1957), Bureau of Business Research Monograph, No. 88.

⁴Andrew W. Halpin, "The Observed Leader Behavior and Ideal Leader Behavior of Aircraft Commanders and School Superintendents," in Ralph M. Stogdill and Alvin E. Coons, editors, Leader Behavior: Its Description and Measurement, (Columbus, Ohio: The Ohio State University, 1957), Bureau of Business Research Monograph, No. 88, pp. 65-68.

factors, consideration and initiating structure, accounted for 83 percent of the total variance. Initiating structure is defined as the leader's success in delineating the relationship between himself and members of the work group, and in defining clear patterns of organization, and procedural methods. And consideration is defined as the leader's ability to encourage friendship, mutual trust, respect, and warmth in his relationship with his staff.

Scoring the Leader Behavior Description Questionnaire

Only 30 of the 40 items of the Leader Behavior Description Questionnaire (see Appendix D) are scored, 15 for each of the two dimensions: for initiating structure, items 2, 4, 7, 9, 11, 14, 16, 17, 22, 24, 27, 29, 32, 35, and 39 are scored; and for consideration, items 1, 3, 6, 8, 12, 13, 18, 20, 21, 23, 26, 28, 31, 34, and 38. The rater may choose from five responses, scored as shown in parentheses: always (4), often (3), occasionally (2), seldom (1), and never (0). But three of the items, 12, 18, and 20, are scored negatively: e.g., always = 0, often = 1, occasionally = 2, seldom = 3, and never = 4. The

ten items which are not scored are called "buffer items," they are included to keep the rater alert. All instruments were scored, both teachers rating their principals and principals rating how they thought their teachers perceived them: scores were totaled and divided by 30 to give a mean rating for each teacher and principal.

3. Teacher Morale Form

Suehr⁵ of Michigan State University developed the Teacher Morale Form (see Appendix B), an incomplete sentence blank form of the type pioneered by Rotter and Rafferty⁶. He indicates his instrument is quite satisfactory for measuring teacher morale: an item analysis found all but six items discriminating between high and low morale at the one percent level of confidence, and only one item failed to discriminate at the five percent level.⁷ Suehr said:

Construct validity, the type necessary for the Incomplete Sentence Form, is

⁵Suehr, op. cit.

⁶Julian B. Rotter and Janet E. Rafferty, Manual for the Rotter Incomplete Sentence Blank, (New York: The Psychological Corporation, 1950).

⁷Suehr, op. cit., p. 184.

evaluated by investigating what psychological qualities a test measures; for example, demonstrating that certain explanatory constructs account to some degree for performances on the test. To examine construct validity requires both logical and empirical attack. The validation procedure involves two steps:

1. The investigator inquires: From this theory what predictions would we make regarding the variation of scores from person to person or occasion to occasion?
2. He gathers data to confirm these predictions.

For purposes of demonstrating the validity of the Incomplete Sentence Form, the following are offered as criteria for construct validity:

1. A study of the chapter on analysis of data gives evidence of maladjustment among the low morale teachers.
2. The teachers were motivated strongly in their acceptance of the test. It was about them and their problems.
3. Evidence of internal consistency is shown by the interscorer reliability figures in Chapter III.
4. Psychological attributes which might account for variance in test scores are included in the correlation form. Most all of these are adequate indicators of causal factors affecting morale.
5. Low-morale teachers did miss more school than high-morale teachers. This is often referred to as validating morale indicators used in industry.
6. An administrator familiar with all the schools in the system was able to select schools in the extreme areas of morale.

7. An item analysis of the Incomplete Sentence Form demonstrated its aptitude in discriminating between teachers.
8. Item four of the ISF gives a picture of how well teachers can tell if morale is high or low in a specific building. The validity coefficient as a result of ranking schools by the ISF and teacher opinion by item four was .532 which is considered by most experts as being "substantial." ⁸

For the sample studied, Tables 3.1 (Interscorer Correlations) and 3.2 (Rank Order Correlation of Item 4 and Total Morale), are presented to compare the internal consistency of the test and the validity of the test with those of Suehr's. Kendall's ⁹ coefficient of concordance was used to test agreement of judges in scoring the Teacher Morale Form and the Spearman ¹⁰ rank order correlation was used to test how well teachers rated the teacher morale in their schools with the total morale in that school.

Scoring the Teacher Morale Form

The Teacher Morale Form (see Appendix B) contains forty incomplete sentence stems to be completed by the individual teacher who expresses his own

⁸Ibid., p. 177.

⁹William L. Hays, Statistics for Psychologists, (Chicago: Holt, Rinehart and Winston, 1963), pp. 656-57.

¹⁰Ibid., pp. 642-45.

Table 3.1 - Kendall's Coefficient of Concordance Among Ranks of Judgments of Teacher Morale Items (Seven Percent Sample)

Items	Judge A	Judge B	Judge C	Sum of Ranks	Sum of Ranks Squared
1	3	4	1.5	8.5	72.25
2	10	9	13.5	32.5	1056.25
3	10	11	11	32	1024.00
4	10	6.5	9	25.5	650.25
5	16	16.5	15	47.5	2256.25
6	4	3	4	11	121.00
7	1	1	1.5	3.5	12.25
8	7	6.5	5	18.5	342.25
9	5	5	9	19	361.00
10	6	10	6	22	484.00
11	20	19	20	59	3481.00
12	19	20	19	58	3364.00
13	19	16.5	17	51.5	2652.25
14	16	18	18	52	2704.00
15	13.5	12	13.5	39	1521.00
16	2	2	3	7	49.00
17	12	13	12	37	1369.00
18	16	14.5	16	46.5	2162.25
19	13.5	14.5	7	35	1296.00
20	8	8	9	27	729.00

$\Sigma R = 695$ $\Sigma R^2 = 25,707.00$

M = Number Judges

R = Ranks

W = Coefficient of Concordance

N = Number of items

W = $\frac{\text{Variance of rank sums}}{\text{Maximum possible variance of rank sums.}}$

W = $\frac{(\frac{12 \Sigma R^2}{M^2 N(N^2-1)}) - \frac{3(N+1)}{N-1}}{1}$

$$W = \frac{(\frac{12 \times 25,707.00}{(9)(20)(399)}) - \frac{3(21)}{19}}{1}$$

$$= 4.29 - 3.32 = .97$$

There is apparently a high degree of "concordance" among the judges, since the variance of the rank sums is 97 percent of the maximum possible. And compares favorably with Suehr's results.¹¹

11) Suehr, op. cit., pg. 112.

Table 3.2 - This rank order correlation shows how well teachers rated the teacher morale in their schools (Item 4 on the Teacher Morale Form) with the total morale in that school.

Schools	Mean Score Teacher Morale	Schools Ranked by Means	Mean Score Item 4, TMF	Schools Ranked Means of Item 4	d	d ²
1	1.89	5	1.24	4	1	1
2	1.80	2	1.70	10	-8	64
3	2.02	10	2.54	12	-2	4
4	1.84	4	1.30	5	-1	1
5	1.83	3	1.00	3	0	0
6	2.09	12	1.48	8	4	16
7	2.03	11	2.29	11	0	0
8	1.93	8	1.49	9	-1	1
9	1.94	9	1.33	6	3	9
10	1.92	7	.99	2	5	25
11	1.70	1	.89	1	0	0
12	1.90	6	1.46	7	-1	1
					$\Sigma d^2 = 122$	

r_2 = Correlation between ranks over individuals

$$r_s = 1 - \frac{6(\Sigma_i d_i^2)}{N(N^2 - 1)}$$

d_i = w the difference between ranks associated with the particular individual i.

N = number of individuals observed.

$$r_s = 1 - \frac{6 \times 122}{12 \times 143} = 1 - \frac{732}{1716} = 1 - .43 = .57$$

$$\text{Reliability Coefficient} = \frac{2 r_{xx}}{1 + r_{xx}} = \frac{2 \times .57}{1 + .57} = \frac{1.14}{1.57} = .73$$

These results compare favorably with those obtained by Suehr¹² and Wotring.¹³

12) Ibid., pg. 177.

13) Wotring, op. cit., pg. 78.

feelings by making a complete sentence of the individual stem. The researcher evaluates each of the forty sentences on the morale forms according to the following scale: 1) 0 = highly positive; 2) 1 = slightly positive; 3) 2 = neutral; 4) 3 = slightly negative; and 5) 4 = highly negative. The forty scores thus obtained are totaled, then divided by forty. So the mean raw score for each Teacher Morale Form represents the level of morale, high, average, or low, for that particular teacher. Suehr suggested guidelines for scoring the Teacher Morale Forms (see Appendix G).

4. Ten-Item Questionnaire

Ten items from a forty-item Correlation Form developed by Suehr¹⁴ (see Appendix A) were chosen to present to teachers in this study. And teachers' responses were compared with the findings in Suehr's study.

Chi-square Contingency Tables were developed to observe the differences in how high and low morale teachers responded and male and female teachers scored the items.

¹⁴Suehr, op. cit., p. 215.

Preparing for Computer Analysis

The data was coded according to an arrangement which would test the hypotheses of this study by using the Michigan State University 3600 Computer Package Programs.

Summary

Presented in this chapter was a description of the sample, of the instruments used and how they were administered and scored. And it was explained how the data were arranged for testing hypotheses.

In the next chapter, the hypotheses from Chapter One are restated, tested, analyzed, findings discussed, and results obtained are summarized.

Chapter IV

ANALYSIS OF RESULTS

For this study, the Michigan State University Computer Laboratory, CDC 3600 Computer Package Programs were used to test the hypotheses. The Analysis of Variance for Factorial with Replicates Design Program was used to test hypotheses one, two, and three. To satisfy the condition of equal subjects in each cell, 320 teachers were randomly selected from the 381, 80 for each cell. The design was as follows:

	Open-minded Teachers	Closed-minded Teachers
Open-minded Principals	Teacher Morale (80) Scores	(80)
Closed-minded Principals	(80)	(80)

To test hypotheses four, five, and six, and to determine what relationship existed between the variables, teachers' morale and teachers' sex, with the items on the Ten-item Correlation Form, the Analysis of Contingency Tables was used. And the 3600 Fortran Factor Analysis Package Program was used to factor analyze the items on the Teacher Morale Form.

The research hypotheses from Chapter One are restated

in the null testable form. Alpha, the level of significance, is set at .05.

Findings of the Study

A. Hypotheses Tested and Results

H_{o_1} : There is no difference between open- and closed-minded teachers' level of morale. The null hypothesis of no difference in teachers' level of morale was rejected.

Open-minded teachers have higher morale (see Appendix H-1).

H_{o_2} : Regardless of teachers' dogmatism, teachers with open-minded principals do not have higher morale than teachers with closed-minded principals. The null hypothesis of no difference was accepted.

Principals' dogmatism was not related to their teachers morale (see Appendix H-1).

H_{o_3} : Teachers whose dogmatism is like their principals do not have higher morale than teachers whose dogmatism is different than their principals. The null hypothesis of no difference was accepted.

Open-minded teachers with open-minded principals did not have higher morale than

open-minded teachers with closed-minded principals. And closed-minded teachers with closed-minded principals did not have higher morale than closed-minded teachers with open-minded principals (see Appendix H-1).

H_{O_4} : Teachers' dogmatism is not related to their principals' dogmatism. The null hypothesis of no difference was accepted.

Open-minded principals did not have a larger number of open-minded teachers on their faculties. And closed-minded principals did not have a larger number of closed-minded teachers on their faculties (see Appendix H-2).

H_{O_5} : There is no difference in how high and low morale teachers rate their principals on leader behavior. The null hypothesis of no difference was rejected.

High morale teachers rated their principals higher on leader behavior (see Appendix H-3).

H_{O_6} : There is no difference between open- and closed-minded principals estimates of their leader behavior as they believe it to be perceived by their teachers. The null hypothesis of no difference was accepted.

Open-minded principals were not more accurate than closed-minded principals in estimating their leader behavior as they believed it to be perceived by their teachers (see Appendix H-4).

B. Correlation Items (see Appendix H-5 to H-23)

1. Variable: teachers' morale

- a. Teachers' level of morale with teachers' sex: obtained chi-square = 12.368, $df = 2$, $p < .01$.

Female teachers have a higher level of morale than male.

- b. Teachers' level of morale with teachers' realization of their fullest potential in teaching: obtained chi-square = 34.185, $df = 2$, $p < .01$.

High morale teachers more fully realize their teaching potential than low morale teachers.

- c. Teachers' level of morale with teachers' feeling of fatigue at the end of the school day: obtained chi-square = 14.098, $df = 3$, $p < .01$.

Low morale teachers are more fatigued at

the end of the school day than high morale teachers.

- d. Teachers' level of morale with teachers' experiences in teaching: obtained chi-square = 11.076, df = 6, $p < .10$ but $> .05$.

First year teachers and teachers with six or more years of experience have higher morale than second, third, fourth, or fifth year teachers.

- e. Teachers' level of morale with teachers' degree of stubbornness: obtained chi-square = 11.195, df = 3, $p < .01$.

Low morale teachers feel they are more stubborn than the average.

- f. Teachers' level of morale with teachers' feeling of inferiority or superiority relative to others: obtained chi-square = 1.573, df = 2, $p < .50$ but $> .30$.

No difference between high and low morale teachers' feelings relative to inferiority or superiority to others.

- g. Teachers' level of morale with teachers' amount of love and attention received in childhood: obtained chi-square = 1.630, df = 2, $p < .30$ but $> .20$.

No difference between high and low morale teachers' feelings about the amount of love and attention received in childhood.

- h. Teachers' level of morale with teachers' degree of self-confidence: obtained chi-square = 2.582, df = 3, $p < .50$ but $> .30$.

No difference between high and low morale teachers' feelings relative to their degree of self-confidence.

- i. Teachers' level of morale with teachers' sensitivity to criticism: obtained chi-square = 8.424, df = 3, $p < .05$ but $> .02$.

Low morale teachers are more sensitive to criticism than high morale teachers.

- j. Teachers' morale with teachers' reaction to failure: obtained chi-square = .877, df = 4, $p < .90$ but $> .80$.

No difference between high and low morale teachers' feelings relative to their reaction to failure.

2. Variable: Teachers' Sex

- a. Teachers' sex with teachers' realization of their fullest potential in teaching:

obtained chi-square = 381.933, $df = 4$,
 $p < .01$.

Female teachers more than male teachers
are realizing their fullest potential in
teaching.

- b. Teachers' sex with teachers' degree of
fatigue at the end of the school day:
obtained chi-square = 388.265, $df = 6$,
 $p < .01$.

Male teachers thought their degree of
fatigue to be greater than other teachers,
and female teachers rated their degree of
fatigue as the same as or less than other
teachers.

- c. Teachers' sex with teachers' degree of
stubbornness: obtained chi-square =
383.246, $df = 6$, $p < .01$.

Male teachers thought themselves more
stubborn than the average, and female
teachers average or less than average.

- d. Teachers' sex with teachers' feeling of
inferiority or superiority: obtained chi-
square = 383.488, $df = 4$, $p < .01$.

Male teachers had feelings of superiority, and female teachers indicated feelings of inferiority.

- e. Teachers' sex with teachers' sensitivity to criticism: obtained chi-square = 384.291, $df = 6$, $p < .01$.

Female teachers more sensitive to criticism than male teachers.

- f. Teachers' sex with teachers' amount of love and attention received in childhood: obtained chi-square = 381.002, $df = 4$, $p < .01$.

No difference between teachers' sex and the amount of love and attention received in childhood.

- g. Teachers' sex with teachers' degree of self-confidence: obtained chi-square = 387.401, $df = 6$, $p < .01$.

Male teachers say they are more confident than the average person, female teachers say they are less confident than average.

h. Teachers' sex with teachers' reaction to failure: obtained chi-square = 191.894, $df = 8$, $p < .01$.

No difference between teachers' sex and their reaction to failure.

C. Morale Factors

The correlation matrix was extracted on the forty items and inspected. All of the correlations were low, the highest being only .45. The same computer program did the factor analysis and yielded, as expected, a weak factor structure. When rotation was stopped, using the Wrigley-Keel criteria, seven factors were identified. And the seven factors accounted for only 42 percent of the variance, with the first factor accounting for only 8.6 percent; however, the weak factors that did result seemed to have meaning. They are identified as follows:

Factor one: Teachers' satisfaction with communications and interpersonal relations with administrators and colleagues

4 - Morale of teachers in this school

8 - Teachers

14 - Channels of communication

15 - Clerical help

- 17 - Administrative policies
- 19 - Evaluation of my work
- 25 - Professional standards
- 29 - Discipline
- 31 - Personnel policies
- 32 - School administrators
- 37 - The curriculum
- 38 - Teacher opinions

Factor two: Teachers' satisfaction with their career

- 1 - Teaching school
- 3 - My future in teaching
- 39 - My teaching ability
- 40 - Teaching again

Factor three: Teachers' satisfaction with their home and work environment

- 6 - The people of this community
- 7 - My working environment
- 16 - The school board
- 23 - Teaching materials and supplies
- 27 - This community
- 30 - Teaching assignments
- 33 - This school
- 34 - My class size

Factor four: Teachers' satisfaction with the
amount of recognition received

- 2 - My salary
- 5 - Faculty meetings
- 9 - My principal
- 13 - Fringe benefits in teaching
- 22 - The PTA
- 26 - My pupils

Factor five: Teachers' feelings about learning,
people-centered versus content-
centered

- 11 - Children today
- 12 - Parents
- 20 - American education

Factor six: Teachers' satisfaction of personal
needs being met in fulfilling goals
of the organization

- 21 - Opportunity to help make policy
- 24 - Custodians
- 28 - The superintendent
- 35 - The in-service program
- 36 - Teacher welfare

Factor seven: Teachers' perceptions of the
cohesiveness of the group

- 10 - Teamwork among teachers
- 18 - Professional organizations

These seven factors differ from Wotring's¹ findings.

According to the feelings expressed by 381 teachers in twelve secondary schools to the following items -- 12-Parents; 13-Fringe benefits in teaching; 2-My salary; 14-Channels of communication; 35-The in-service program; 22-The PTA; 18-Professional organizations; 11-Children today; and 5-Faculty meetings -- it was revealed that the scores of these items contributed more than scores from any others to lowering teacher morale.

Discussion of the Findings

Two of the six research hypotheses tested in this study were supported by the data. The first hypothesis stated there would be a relationship between dogmatism in teachers and teacher morale; and the evidence showed that for the population studied, open-minded teachers have a higher level of morale than closed-minded teachers. The findings, then, substantiate this statement from Deutsch:

'Openness' is the ability to increase the sensitivity in the range of our channels of intake, the ability to interact and to receive, to learn more about the universe around us and from the human beings around us . . . is perhaps one of the most critical

¹Wotring, op. cit., pp. 90-92.

and most precious qualities of any system of communication. 2

On the other hand, in Human Relations in Business, Davis said: "Except for age and health, there is little evidence that personal characteristics affect morale."³

So the responses of teachers in this study disagree with Davis' theory. And it may be said "dogmatism does affect teachers' morale."

The fifth research hypothesis was also supported: high morale teachers rate their principals higher on leader behavior than low morale teachers. Although this finding is scarcely novel, it augments the evidence of previous studies linking leadership qualities in the principal with teachers' morale. Silverman, for example, who listed sixty-nine items which he found influenced morale, stressed those items dealing with personality and human relations and implied that the principal may be most directly responsible for his teachers' morale.⁴

Blocker and Richardson verified the importance of personality and human relations, and significance of the

²Karl W. Deutsch, "What Do Our Computers Tell Us About the Way Our Children Grow?", Child Study, (Spring, 1959), p. 25.

³Keith Davis, Human Relations in Business, (New York: McGraw-Hill Book Company, 1957), p. 447.

⁴Martin Silverman, "Principals -- What are You Doing to Teachers' Morale?", Educational Administration and Supervision, Vol. 43 (April, 1957), p. 203.

principal to teacher morale.⁵

Research hypothesis five has been supported. But does this demonstrate that open-minded teachers more accurately perceive what their principal is like than closed-minded teachers? Do principals reveal themselves to their open-minded teachers, behaving differently with closed-minded teachers? Or does this finding suggest that open-minded teachers, more accepting of themselves, can therefore better accept others? Though further research may answer these questions, this study indicates that open-minded teachers have a higher regard for their principals than do closed-minded teachers.

The second null hypothesis, regardless of teachers' dogmatism, teachers with open-minded principals do not have a significantly higher level of morale than teachers with closed-minded principals, was accepted. Although the open-mindedness of a principal may be a desirable characteristic for him to possess, it apparently has no influence on teachers' morale.

Although testing the third null hypothesis affirmed no significant difference in the level of morale of teachers whose dogmatism is like their principals' and teachers

⁵Clyde E. Blocker and Richard C. Richardson, "Twenty-five Years of Morale Research: A Critical Review," Journal of Educational Sociology, Vol. 36, No. 5 (January, 1963), p. 203.

whose dogmatism is different than their principals', open-mindedness of both teachers and principals appears to be the ideal situation for building high morale. This statement is in accord with Norman's⁶ conclusion that when one knows his own personal characteristics he makes fewer errors in perceiving others: in schools with open-minded principals and teachers, then, more realistic relations among teachers and principals could promote teacher morale.

The fourth null hypothesis tested was accepted, teachers' dogmatism was not significantly related to their principals' dogmatism. It was originally believed that principals would tend to surround themselves with like-minded teachers, but this was not the case. Since the principals had only been in their present positions for an average of three years, it could well be that they haven't had sufficient time to bring about the change in composition of staff.

The sixth null hypothesis tested was accepted, showing no discrepancy between open- and closed-minded principals' ability to estimate their leader behavior. The research hypothesis was based on the assumption that personality structures would affect perceptual congruence.

⁶ Norman, op. cit., pp. 205-235.

It might well be, for example, that open-minded principals most accurately perceive what their open-minded teachers think, and perhaps even that closed-minded principals most accurately perceive how their closed-minded teachers are feeling. But the fourth research hypothesis was not supported, that is, open-minded principals were not found to have predominately open-minded faculties and vice versa. So even if principals perceive like-minded teachers more clearly than un-like minded, the sixth hypothesis would still show no difference in perceptive ability between open- and closed-minded principals. And regardless of the explanation, this finding substantially duplicates that of Croft's⁷ study.

One part of this study aimed to verify Suehr's findings. A chi-square statistic, measuring whether teachers' morale was related to items listed on the correlation form Suehr used revealed that: 1) high morale teachers indicated they are realizing their teaching potential more fully than low morale teachers; 2) female teachers have higher morale than male; 3) high morale teachers believe they are less fatigued at the end of the school day than low morale teachers; 4) first year teachers and teachers

⁷John C. Croft, "Open and Closed Mindedness and Perception of Leader Behavior," Pennsylvania State University, Cooperative Research Project No. S-045, (1964), pp. 59-60.

with six or more years' experience have higher morale than second, third, fourth, or fifth year teachers; 5) high morale teachers tend to think themselves less stubborn than low morale teachers; and 6) low morale teachers say they are sensitive to criticism more often than high morale teachers. All findings agree with those listed in Suehr's⁸ study.

Other findings of the present study further support the results of Suehr's and earlier morale studies in education: 1) female teachers believe they are realizing their fullest potential in teaching more than male; 2) female teachers think they are less fatigued at the end of the school day than male, while male teachers rate their degree of fatigue as greater than female; 3) female teachers think they are as or less stubborn than average, while male teachers rated themselves more stubborn than average; 4) female teachers feel inferior and male teachers superior; and 5) female teachers feel less confident than average, while male teachers say they are more confident than average.

With the population studied, two variables, dogmatism and perception of principal, are significantly related to

⁸Suehr, op. cit., pp. 133-181.

teacher morale: open-minded teachers have a higher level of morale than closed-minded, and teachers who rate their principals' leadership high have higher morale. These findings differ from a conclusion reported by Davis⁹ that age and health are the only personal characteristics of an individual that affect morale; for dogmatism certainly emerges as an important determiner of morale.

Several studies have already noted how teachers' perceptions of the principal affect morale. Pryor¹⁰ reported that how the principal acts may not be as important as how he is perceived to be acting. Morale was higher when teachers thought the principal's behavior was consistent with their expectations. And Blocker and Richardson¹¹ summarizing twenty-five years of morale research, described how Bidwell found that teachers who believe administrative behavior agrees with their expectations tend to be satisfied with their jobs.

A third variable, sex, was also very closely related to teacher morale. Certainly a number of previous studies have likewise concluded that female teachers have higher

⁹Davis, op. cit., p. 447.

¹⁰Guy Clark Pryor, "The Relationship Between Teachers' Perceptions of Administrative Dimensions and the Morale Status of Teachers in Certain Texas Schools," (Unpublished Doctoral Dissertation Abstract, North Texas State University, 1964), 65:1147.

¹¹Blocker and Richardson, op. cit., p. 202.

morale than male. But what does this mean? And what significance should it have for teacher training institutions or for administrators? Very likely this finding reflects sociological variables in the sample population which this study was equipped neither to measure nor to evaluate. It runs counter, for example, to what Redefer¹² concluded from a study of over five thousand teachers in twenty-four cities: that sex and age do not significantly determine morale. Perhaps future research, which analyzes the effect of local community attitudes, for example, can properly estimate why male teachers seem to be more rebellious and less satisfied than females.

Teacher responses on the forty items of the Teacher Morale Form were factor analyzed for comparison with Wotring's findings. The results of this present analysis were listed earlier in this chapter. But Wotring's three major factors did not appear in this data. Differences of both number and strength of factors might be explained by the fact that the schools in Wotring's study were generally much smaller than those here studied. In Wotring's study, there were three schools with 12 to 15 teachers, three with 18 to 20 teachers, two had 28 and 29 teachers, and one had 35 teachers. While in this study, only two schools had less than

¹²Redefer, "Factors that Affect Teacher Morale," op. cit., p. 59.

30 teachers, one 26 and the other 29, seven schools had 30 or more teachers, and the remaining three schools had 47, 53, and 61 teachers respectively. But Wotring would deny that size of school made any differences. He said:

On the other hand, Pryor found that teachers' perceptions of administrative policies and practices and their relationship to teacher morale were not associated with the size of the school. Ross concluded that rural and suburban teachers tend to react similarly, with but minor variation, to personal factors affecting morale status. Dennerlein reported that size of school played a small part. ¹³

Although school size by itself can explain only small differences, there remains another difference between Wotring's and the present study. Whereas the twelve schools here studied clustered clearly together in mean Teacher Morale Form scores (see Table 3.2), the mean scores of two schools in Wotring's sample varied widely, from 1.30 to 2.58. And yet, both studies ended with nearly identical rankings of items contributing to low morale.

Teachers are more generally satisfied with their pupils; although, dissatisfied with children today, an obvious inconsistency. Similarly, when teachers feel good about their principal and superintendent, they may feel negatively toward channels of communication, the in-service program, and faculty meetings. Other major dissatisfactions teachers

¹³Wotring, op. cit., pp. 90-91.

listed included fringe benefits, salary, parents, the PTA, and professional organizations.

Summary of the Results

Twelve Michigan secondary school principals, six open-minded and six closed-minded, along with their teachers, took part in this study. Results show a significant relationship between the dogmatism of teachers and teachers' level of morale: open-minded teachers have a higher level of morale than closed-minded teachers. But no significant relationships appear between principals' dogmatism and teachers' dogmatism or between the morale of teachers with open- or closed-minded principals. High and low morale teachers do perceive their principals quite differently: high see in their principals more nearly ideal leader behavior than do low morale teachers. But open- and closed-minded principals did not differ significantly in their ability to estimate how teachers perceive their leader behavior.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

At the start, this study hypothesized that teacher morale would be related to the dogmatism of teachers and principals. In the population studied, teacher morale was affected by teachers' dogmatism: open-minded teachers had a higher level of morale than closed-minded, dogmatic teachers. And though the hypothesis that principals' dogmatism would be related to teacher morale was not supported, open-mindedness in both principals and teachers would appear to be a desirable characteristic to possess. A principal's dogmatism had no significant effect on his ability to estimate how teachers perceived him on two dimensions of leader behavior -- initiating structure and consideration. Nor was there any significant relationship between principals' and teachers' dogmatism: i.e., open-minded principals did not have a significantly larger number of open-minded teachers on their staff than closed-minded principals. But there was a relationship between teachers' morale and how they perceived their principal's leader behavior: high morale teachers rated their principal higher than low morale teachers.

As one subsidiary purpose, this study set out to test and, if possible, to verify Suehr's findings. Its results support these conclusions of Suehr's study:

- 1) female teachers tend to have higher morale than male;
- 2) high morale teachers more fully realize their teaching potential than low morale teachers; 3) low morale teachers are more fatigued at the end of the school day than high morale teachers; 4) second, third, fourth, and fifth year teachers have lower morale than first year teachers and teachers with six or more years' experience;
- 5) low morale teachers feel they are more stubborn than the average; and 6) low morale teachers more than high morale teachers think they are sensitive to criticism.

As another secondary purpose, the factor analysis of the forty items on the Teacher Morale Form paralleled Wotring's, seeking to verify his findings. He reported communalities on his three factors of .56 or above for all except one, but when the present data had been rotated to yield seven factors, only five of the communalities had exceeded .50 and none were above .55.

Although no major factors were revealed in this study, the findings as well as those of Wotring's study agree substantially about what items, when scored, in what order contribute most to lowering teachers' morale scores. They are:

- 1) Parents
- 2) Fringe benefits
- 3) Salary
- 4) Channels of communication
- 5) The in-service program
- 6) The PTA
- 7) Professional organizations
- 8) Children today
- 9) Faculty meetings

Conclusions

Within its limitations, then, this study warrants the following conclusions:

1. Dogmatism, part of a person's personality which intimately affects how he views the world and others around him, is related to a teacher's level of morale: open-minded teachers have higher morale than closed-minded.
2. What teachers think of their principal as a leader is important to morale: teachers with high morale tend to rate their principal's leadership ability higher than low morale teachers.
3. Principals' open- or closed-mindedness was independent of teachers' level of morale.
4. Open-minded teachers with open-minded principals did not have a higher level of morale than open-

minded teachers with closed-minded principals.

And closed-minded teachers with closed-minded principals did not have higher morale than closed-minded teachers with open-minded principals.

5. Open-minded principals did not have more open-minded than closed-minded teachers on their staffs. And closed-minded principals did not have more closed-minded teachers on their faculties.
6. Principals' degree of dogmatism had no affect on their ability to estimate how their teachers perceived their leader behavior. Closed-minded principals were as accurate as open-minded principals.
7. Teacher morale varies with sex, experience in teaching, stubbornness, self-confidence, and sensitivity to criticism: The teachers with the highest morale are female, a beginning teacher or one with six or more years teaching experience, not stubborn; she received adequate love and attention in childhood, is not too self-confident, and is not as sensitive to criticism as the low morale teacher.
8. Teacher morale influences teachers' realization of fullest potential in teaching and feeling of fatigue at the end of the school day: low morale

teachers not only feel more tired at the end of the day's work, they feel they are not realizing their full potential in teaching.

9. Dissatisfaction of teachers with salary and fringe benefits in teaching reinforces the theory that economic rewards should represent recognition and respect as well as financial security.
10. Dissatisfaction of teachers with parents, children today, faculty meetings and channels of communication indicate that human relations is a central determiner of morale.

Recommendations

In a morale study such as this one, more questions are raised than answered. And a number of these questions point to a need for further investigation of Morale in Education.

A. Implications from hypotheses tested:

1. Open-minded teachers are more likely to have higher morale than closed-minded teachers as measured by Rokeach's Dogmatism Scale.
2. Secondary school principals' open- or closed-mindedness appears to be independent of teachers' level of morale. This finding could mean that principals are not interacting with their

teachers in a meaningful way. It could imply that the educational climate is not determined by personality traits of top administrators; or, it could be that administrators need to be in their positions for a certain period of time before they can have a significant influence on teachers' behavior.

3. Teachers' morale may well be improved as teachers are able to perceive their principals as displaying "ideal" leader behavior. For as was found in the study, high morale teachers see their principals as displaying more of an "ideal" leader behavior than low morale teachers. And apparently both open- and closed-minded principals are able to project such an image.

B. Recommendations for Further Study

1. Morale studies need to be conducted evaluating student morale under open- and closed-minded teachers.
2. Studies should be designed to examine how teachers' and students' morale and open-closed-mindedness affect students' academic achievement and behavior.
3. Since open-minded teachers are more likely to have higher morale than closed-minded teachers,

studies should be conducted to determine the methods whereby closed-minded teachers' morale can be improved. However, such a study possesses some intriguing speculations, for it may well be that doing those things which will improve the morale of closed-minded teachers will lower morale of the open-minded. But, on the other hand, closed-minded teachers may just generally have a less enthusiastic view of life but still be effective in their work. The question would finally resolve to this late issue which was not assessed within the confines of this study; that is, how morale affects job performance of the teacher.

4. Open- and closed-minded principals of recognized innovative or conservative schools should be identified, and morale studies conducted to see if the principals open- or closed-mindedness is related to their teachers' morale.
5. Studies need to be designed to determine why male teachers have lower morale than female teachers. This issue needs careful exploration to determine honesty of reporting because it may well be that male teachers are less prone to faking their responses.

6. Future studies might seek to determine the implications of what teachers are really saying when they indicate they are not realizing their "fullest potential" in teaching. For some it may mean they are satisfied with teaching as a career but realize that few people ever achieve their full potential. And for others it may mean that they are not satisfied with a teaching career and feel they could come closer to realizing their potential in some other occupation.
 7. Studies should be conducted of other professionals to determine what percentage of the members of a given profession feel they are realizing their fullest potential in that profession. And the results compared with those of teachers.
- C. Recommendations for Administrators based on the findings from the replication part of Suehr's study and from impressions gained from scoring approximately 800 Teacher Morale Forms.
1. Administrators should design in-service programs to help teachers identify reasons they feel negative about: parents; fringe benefits; channels of communication; the in-service programs; the PTA; professional organizations; children today; and faculty meetings. And when

causes have been identified, if possible, action should be taken which will promote constructive feelings.

2. Administrators should help teachers understand their inconsistent feelings about young people, e.g., teachers indicate positive feelings for their students but hold negative feelings about children in general (this could be developed into a research project).
3. To assess faculty morale, administrators should conduct morale surveys using instruments such as Suehr's Teacher Morale Form. This type of instrument is useful in identifying specific concerns of teachers.
4. Administrators and teachers need to cooperate in developing feed-back systems for receiving, analyzing and disseminating data that allows for each person connected with the schools the opportunity to be heard.
5. Administrators need to work with teachers to help more realize their potential either in teaching or some other profession. For the results of this study show that 163 of a total of 381 teachers indicated they were not realizing their fullest potential in teaching and 105 of the 163 were low morale teachers.

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APPENDICES

APPENDIX A

TEN - ITEM CORRELATION FORM QUESTIONNAIRE

Check the appropriate space, or make a short answer.
Personal comments for clarification are welcome.

1. Are you male____ or female____?
2. Do you feel that in being a teacher you are realizing your fullest potential? ____yes ____no
3. In comparison to other teachers, how would you rate your degree of fatigue at the end of the school day?
____more ____less ____same
4. How many years have you been teaching? ____
5. Where would you rank yourself in comparison to the average population in degree of stubbornness?
____more ____less ____average
6. Would you classify yourself as leaning more toward an inferiority complex or superiority complex in your personality makeup?
____superior ____inferior
7. Do you feel that you were given adequate love and attention in childhood?
____yes ____no
8. How would you rate your degree of self-confidence?
____more than average
____average
____less than average
9. How would you rate your sensitivity to criticism?
____more sensitive than average
____less sensitive than average
____average
10. How would you rate your reaction to failure?
____it bothers me considerably
____it bothers me but I soon recover
____I don't let it bother me
____it doesn't bother me

APPENDIX B
TEACHER MORALE FORM

Complete the following in order to make each, one complete sentence. Take your time and show your true feelings about your situation. Make complete sentences. Try to do every one. All responses will be confidential.

1. Teaching school_____.
2. My salary_____.
3. My future in teaching_____.
4. Morale of teachers in this school_____.
5. Faculty meetings_____.
6. The people of this community_____.
7. My working environment_____.
8. Teachers_____.
9. My principal_____.
10. Teamwork among teachers_____.
11. Children today_____.
12. Parents_____.
13. Fringe benefits in teaching_____.
14. Channels of communication_____.
15. Clerical help_____.
16. The school board_____.
17. Administrative policies_____.
18. Professional organizations_____.

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19. Evaluation of my work_____.
20. American education_____.
21. Opportunity to help make policy_____.
22. The PTA_____.
23. Teaching materials and supplies_____.
24. Custodians_____.
25. Professional standards_____.
26. My pupils_____.
27. This community_____.
28. The superintendent_____.
29. Discipline_____.
30. Teaching assignments_____.
31. Personnel policies_____.
32. School administrators_____.
33. This school_____.
34. My class size_____.
35. The in-service program_____.
36. Teacher welfare_____.
37. The curriculum_____.
38. Teacher opinions_____.
39. My teaching ability_____.
40. Teaching again_____.

APPENDIX C
DOGMATISM SCALE

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1	I AGREE A LITTLE	-1	I DISAGREE A LITTLE
+2	I AGREE ON THE WHOLE	-2	I DISAGREE ON THE WHOLE
+3	I AGREE VERY MUCH	-3	I DISAGREE VERY MUCH

- _____ 1. The United States and Russia have just about nothing in common.
- _____ 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
- _____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
- _____ 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
- _____ 5. Man on his own is a helpless and miserable creature.

- ___ 6. Fundamentally, the world we live in is a pretty lonesome place.
- ___ 7. Most people just don't give a "damn" for others.
- ___ 8. I'd like it if I could find someone who would tell me how to solve my personal problems.
- ___ 9. It is only natural for a person to be rather fearful of the future.
- ___ 10. There is so much to be done and so little time to do it in.
- ___ 11. Once I get wound up in a heated discussion I just can't stop.
- ___ 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
- ___ 13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.
- ___ 14. It is better to be a dead hero than to be a live coward.
- ___ 15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.
- ___ 16. The main thing in life is for a person to want to do something important.
- ___ 17. If given the chance I would do something of great benefit to the world.
- ___ 18. In the history of mankind there have probably been just a handful of really great thinkers.
- ___ 19. There are a number of people I have come to hate because of the things they stand for.
- ___ 20. A man who does not believe in some great cause has not really lived.
- ___ 21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
- ___ 22. Of all the different philosophies which exist in this world there is probably only one which is correct.

- ____23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.
- ____24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
- ____25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
- ____26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
- ____27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.
- ____28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
- ____29. A group which tolerates too much differences of opinion among its own members cannot exist for long.
- ____30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
- ____31. My blood boils whenever a person stubbornly refuses to admit he's wrong.
- ____32. A person who thinks primarily of his own happiness is beneath contempt.
- ____33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
- ____34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
- ____35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

- ____36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
- ____37. The present is all too often full of unhappiness. It is only the future that counts.
- ____38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."
- ____39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
- ____40. Most people just don't know what's good for them.

APPENDIX D

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Developed by staff members of
The Ohio State Leadership Studies

Name of Leader Being Described _____

Name of Group Which He Leads _____

Your Name _____

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term "group" as employed in the following items refers to a department, division, or other unit or organization which is supervised by the person being described.

The term "members" refers to all the people in the unit or organization which is supervised by the person being described.

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APPENDIX D (cont.)

DIRECTIONS:

- a. READ each item carefully
- b. THINK about how frequently the leader engages in the behavior described by the item
- c. DECIDE whether he always, often, occasionally, seldom or never acts as described by the item
- d. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected

A - Always

B - Often

C - Occasionally

D - Seldom

E - Never

- | | |
|---|-----------|
| 1. He does personal favors for group members. | A B C D E |
| 2. He makes his attitudes clear to the group. | A B C D E |
| 3. He does little things to make it pleasant to be a member of the group. | A B C D E |
| 4. He tries out his new ideas with the group. | A B C D E |
| 5. He acts as the real leader of the group. | A B C D E |
| 6. He is easy to understand. | A B C D E |
| 7. He rules with an iron hand. | A B C D E |
| 8. He finds time to listen to group members | A B C D E |

- | | |
|---|-----------|
| 9. He criticizes poor work. | A B C D E |
| 10. He gives advance notice of changes. | A B C D E |
| 11. He speaks in a manner not to be questioned. | A B C D E |
| 12. He keeps to himself. | A B C D E |
| 13. He looks out for the personal welfare of individual group members. | A B C D E |
| 14. He assigns group members to particular tasks. | A B C D E |
| 15. He is the spokesman of the group. | A B C D E |
| 16. He schedules the work to be done. | A B C D E |
| 17. He maintains definite standards of performance. | A B C D E |
| 18. He refuses to explain his actions. | A B C D E |
| 19. He keeps the group informed. | A B C D E |
| 20. He acts without consulting the group. | A B C D E |
| 21. He backs up the members in their actions. | A B C D E |
| 22. He emphasizes the meeting of deadlines. | A B C D E |
| 23. He treats all group members as his equals. | A B C D E |
| 24. He encourages the use of uniform procedures. | A B C D E |
| 25. He gets what he asks for from his superiors. | A B C D E |
| 26. He is willing to make changes. | A B C D E |
| 27. He makes sure that his part in the organization is understood by group members. | A B C D E |
| 28. He is friendly and approachable. | A B C D E |

- | | |
|--|-----------|
| 29. He asks that group members follow standard rules and regulations. | A B C D E |
| 30. He fails to take necessary action. | A B C D E |
| 31. He makes group members feel at ease when talking with them. | A B C D E |
| 32. He lets good members know what is expected of them. | A B C D E |
| 33. He speaks as the representative of the group. | A B C D E |
| 34. He puts suggestions made by the group into operation. | A B C D E |
| 35. He sees to it that group members are working up to capacity. | A B C D E |
| 36. He lets other people take away his leadership in the group. | A B C D E |
| 37. He gets his superiors to act for the welfare of the group members. | A B C D E |
| 38. He gets group approval in important matters before going ahead. | A B C D E |
| 39. He sees to it that the work of group members is coordinated. | A B C D E |
| 40. He keeps the group working together as a team. | A B C D E |

APPENDIX E

INSTRUCTIONS FOR PRINCIPALS IN
FILLING OUT THE LBDQ

1. Be sure to write your name in the space "Your Name."
2. On the following pages is a list of items that may be used to describe your behavior as perceived by your teachers. Describe as accurately as you can your behavior, as you believe it to be perceived by your teachers.
3. Place the completed questionnaire in the envelope provided, seal the envelope and return it to the person administering the LBDQ.

For Questionnaire see Appendix D

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

APPENDIX F

Dear Teacher:

The forms which you have are part of a study which is searching for answers to many questions facing school administrators and teachers. We seek your cooperation.

There are no right or wrong answers. Please answer each question so that you are expressing your true feelings. You are asked not to put your name on any of the forms. And, when you are through, place the questionnaire back in the envelope, seal it, and give it to your staff member who was chosen to mail them to Michigan State University.

The result of this study could benefit classroom teachers by making principals aware of your needs and thus enable you to make the greatest possible contribution to your students.

I am well aware of the demands made on your time, and I deeply appreciate your help.

Sincerely,

James E. Green

JEG:ew

APPENDIX G
GUIDELINES FOR SCORING TEACHER MORALE FORM

1. Teaching school . . .

- (4) thwarts ambition; conscientiously is physically impossible; is not a democratic situation; is often trying due to outside influences
- (3) causes tensions; needs improvement; is a far more difficult job than most people realize; becomes more time consuming and requires more effort each year
- (2) is simultaneously the most frustrating and rewarding experience I have known; a job, with good insurance value; has its ups and downs; is a full time career
- (1) has offered me more satisfactions than frustrations; can be rewarding; can be a great challenge; has its rewards; is usually a rewarding experience
- (0) is rewarding; is interesting and enjoyable; makes life more meaningful; is enjoyable and stimulating; is a satisfying and worth-while profession; is the only way I consider spending my life

2. My salary . . .

- (4) is inadequate; is too low to compensate for time and effort; is too low; is too depressing to talk about; is inadequate for a man raising a family
- (3) could be better; is not as high as I would like it, but I'll get by; while improving, is not adequate for responsibilities; could be better; is moderate and needs outside assistance
- (2) is \$4480; is above \$5000; is \$5000 annually; is needed to help our financial situation
- (1) has been more adequate in recent years; has improved; is improving; is sufficient at this time; affords me a comfortable income but there is always room for improvement

- (0) is good; is very satisfactory; is very good;
is fine; is quite adequate; is a good salary;
is more than I've earned in other work

3. My future in teaching . . .

- (4) --no future; is not as good as in other occupations; stretches ahead for many years and is depressing because teaching is subject to more pressures every year
- (3) is uncertain; is insecure unless I get an advanced degree; will become more difficult; is limited; is fine for a few years but not forever; will depend on ability to pay my bills
- (2) depends upon the powers that be; depends upon how much of my life I am willing to devote to teaching; is dependent upon the demands of my family; depends on the job I do
- (1) --would like to on another level; is not bad; probably will go on; is good except for the economic aspects; is assured since I am on tenure; appears to look good
- (0) is promising; is what I look forward to as a very important part of my life; is to be a long time; offers steady employment because I intend to stay a good teacher; looks good

4. Morale of teachers in this school . . .

- (4) is very low; is low; is terrible; has deteriorated in last two years; is lower than in any of the other schools; is weak; is very low most of the time
- (3) could be improved; is typical of most schools this size, but is better this year; should be higher; is not as high as it should be; is not as high as it was; could be higher
- (2) regarding teaching is high, regarding building is low; --I am not closely acquainted enough to know their true feelings; is mixed; seems average; is up and down

- (1) is fairly high; is good considering; seems good; is generally good; is higher than average; is fair to good with exception of a few; is good except for the many duties which are not actual teaching
- (0) is good; seems high; is good this year; is good except for a few exceptions who wouldn't be pleased in heaven; seems good most of the time; is good as far as I can determine; is quite good considering some of their difficulties

5. Faculty meetings . . .

- (4) aren't as effective or as frequent as they should be; have been a waste of time; don't accomplish much; are poor; never change - bla - bla; in general take time and accomplish little
- (3) should be better; for the most part could be handled in bulletins; need better organization; are often longer than necessary; are a mixed blessing; could be more to the point
- (2) are like most faculty meetings; should be well-planned; are held weekly; are half loving and half interesting; should be short; are relatively new to me; could be informative; are infrequent; should be held only when necessary
- (1) are OK if they have a purpose; are sometimes necessary; have improved; --enough; are not too frequent to be a burden; are business-like; are extremely worth-while if properly conducted; are fair to good
- (0) this year are a great improvement; are few and held only when there is a purpose; are well conducted and not too frequent; here, are efficiently run and never concerned with trivia; on the whole are very helpful

6. The people of this community . . .

- (4) do not appreciate the work of public school teachers; are often biased and ridiculous in their demands; don't show enough interest in the schools; have little time for school; are too interested in running the school

- (3) are not overly friendly; know very little about the learning process; are most divided intellectually than most -- hence we have problems; do not always support the public schools
- (2) are average people; back the school but are critical; differ greatly; I suppose are like people of most communities; vary a great deal in attitudes, standards, etc.; are both kinds; --varied
- (1) are becoming quite a mixture of liberals and conservatives -- good community nevertheless; are average in some ways, but above in intelligence; are fairly interested in schools; are fine except for a few jerks
- (0) are interested in teacher welfare; are in support of a good school; seem to have a great deal of respect both for the schools and teachers; are pleasant to work with; are interested in school problems and the education of their children

7. My working environment . . .

- (4) is poor; is not adequate; is not good; needs a quiet place to eat and work; is not ideal -- much to be desired; is physically poor; is lacking in modern equipment
- (3) could be improved to cut fatigue; could be improved for convenience and pleasing affect; at times leaves something to be desired; is not too good; needs improvement in use of free time, lunch, toilets, phone
- (2) is what I make of it; is all right, but one person is very undesirable to work with; is variable; is too noisy but congenial
- (1) is relatively good; is satisfactory; is fair; is better since I have a classroom in which to work; is all right; is fair -- I like to work with some teachers; could be improved only slightly; is better than average

- (0) is very good; is enjoyable; is pleasant; is very fine; is very desirable; is excellent; is marvelous; is tops; --I've never had it so good; is great; is excellent because I am in a new school; is relaxing; is adequate and pleasant for an old school

8. Teachers . . .

- (4) in my estimation, are the most apathetic, semi-literate, group of professionals in our society; are lazy, unrealistic, and timid; myself included, are often very petty and selfish; in most cases are a sorry lot
- (3) could improve their profession; should be more careful to observe the ethics of professionalism; do not always work together; should concentrate on big issues instead of making "mountains out of molehills;" need to raise professional standards
- (2) and students should have mutual respect; can be guided by the spirit of the faculty toward better or poorer teaching; must be very different for different fields; are made up of men and women; are of as many personality types as there are in the general populace
- (1) are less dull here than most places; generally are sincere individuals; are reasonably pleasant; are often maligned but generally thought of in a good light by the public; are friendly but tremendously busy
- (0) are dedicated and interesting people; are swell people; are a good group of people; on the whole are a very nice and friendly lot; should be the happiest people in the world

9. My principal . . .

- (4) is not as positive a force as he should be; is not an administrator; is a yes man; is a "pussy-foot" administration climber; insists that his teachers solve all problems

- (3) tries but has a lot to learn; should at all times adopt an attitude of impartiality; is well-meaning but has lost contact with the problems in teaching; is limited by general policy from above; should handle more of discipline problems
- (2) is new; is a woman; is dedicated and at times narrow-minded
- (1) is great but he tries to please too many people; is very kind at times; is fair; is doing his job; is new and untried but seems to be good; is usually cheerful and encouraging but doesn't seem to be in good health
- (0) does a very fine job -- fair, firm, and honest in his dealings; is a good man; is fair and dedicated; is understanding; is sincere, honest, and compassionate; is unique; he knows what it is to be a teacher; is an excellent administrator and a fine man

10. Teamwork among teachers . . .

- (4) is lacking; is non-existent; is subject to petty differences; is very difficult in this situation--some have been considered leaders for many years and others' viewpoints are not very graciously accepted
- (3) could be improved; could be greater in this school; may be an impossibility; is not conspicuous; is not accomplished to its fullest possibilities
- (2) seems fine in some departments and doubtful in others; should be voluntary; --good with some, not with others; is to be desired; is essential
- (1) is fine--so far as it goes; is acceptable here; is fair to good; is fairly good when given the chance; seems very good except for a few who give all they meet a bad time
- (0) is good; is outstanding in most cases; has helped me to get settled in my situation; is fine at all times; is necessary and effective in this school; is high

11. Children today . . .

- (4) respond to a challenge by running the other way; have no manners at all; are too coddled and want something for nothing
- (3) are being pressured by counselors if of potential; do not read enough; need more physical training; need to realize the importance of education
- (2) are no better nor worse than children in the past; are a diverse lot; are typically children; are typical; are parents of tomorrow
- (1) are more up and coming, perhaps a little harder to control--still very interesting; are restless but eager to learn; watch too much TV, but otherwise seem to be learning more
- (0) are like they were in 1940, 1920, 1900, alert, anxious, to grow up individuals; have a wider scope of experiences, are more mature than ever before; are ahead in many respects

12. Parents . . .

- (4) are too busy in this day and age to care for children; spoil their children, give them too much, don't teach them to be independent but expect them to succeed in school
- (3) need to stay at home with children; expect children to grow up too soon; could give a little more training in the home; are often unaware of their influence upon their children
- (2) are cooperative as a rule, but many are not interested; are the same everywhere, some are interested, and some not; have the children
- (1) are fairly cooperative; don't interfere
- (0) are cooperative; are fine; are most understanding; can be very helpful; are good; are nice here in Boulder; are interested in education

13. Fringe benefits in teaching . . .

- (4) are nil; are not very helpful; are inadequate--teachers should come under social security--nation should be under tenure; are ridiculous compared to those of organized, skilled labor; are not enough to make it appealing to talented
- (3) should be increased to compare with those in industry; need improvement; need clarification; are not as good as more salary; are not too numerous; are few but better than a decade ago; should be increased along with salaries
- (2) are not tangible; I don't know; are both pro and con; are necessary for career teachers; do not concern me; --free summer if one can afford it; are a way to improve a teacher's lot on the sly
- (1) are improving; are getting better; are average and above; OK; gives one a certain bit of prestige in the community; are already present if one looks; appear good but could be strengthened; can be good
- (0) are considerable; are good; are a source of security to me; make it a desirable profession; --never dull or routine; good hours, good pay for a woman, summers to travel and study; are adequate

14. Channels of communication . . .

- (4) are poor and the teacher usually is the last to know of changes if told at all; should be improved greatly; are poor; have always been the weakest part of this system
- (3) can always be improved; get clogged occasionally; could be more direct; can be a problem; are becoming too long as the school size increases; sometimes break down -- the Christmas confusion
- (2) could operate through a building representative; depend on rapport between teachers; are sometimes adequate, other times not; to whom?

- (1) are good; are well handled; nearly always excellent; are fine here; are open and make a new teacher realize that help is available; are excellent

15. Clerical help . . .

- (4) is badly needed by me and others; is too often provided by teachers; is almost non-existent; is inadequate--not enough personnel to do the job
- (3) could be improved; needs to be properly oriented in school work; could be increased; should be offered in more areas; seems to need better direction
- (2) is improving but still more needed; can do much to alleviate the teachers' burdens; is essential in a school; could use more but grateful for what we have
- (1) can be had if one is respectful and courteous; is satisfactory; has improved; is good-looking; is adequate; is excellent but overworked
- (0) has been good; it outstanding; is excellent in this school; is a great help; is terrific; is the best; is very good here; is always pleasant and helpful

16. The school board . . .

- (4) is weak and not at all fair; needs replacing with one that has broadened vision; does not consult teachers enough; was duped by a minority
- (3) should pay salaries, build buildings and let trained people deal with educational problems; should get acquainted with their teachers; needs to study problems more thoroughly before making decisions
- (2) has a tough job in these times; will be new next year; is on its way out; I do not know; will be changed this month; I haven't had much contact with

- (1) seems conscientious but a little unrealistic; is the most intelligent I have worked under but needs direct communication with teachers; would do a better job if the community would let them
- (0) is conscientiously trying to understand and help to solve our problems; seems excellent in spite of it all; has courage; is doing a good job

17. Administrative policies . . .

- (4) gets too complex and binding; are made to help administrators and usually cause us inconveniences; too often hinder the educational process
- (3) need occasional revamping; are mostly based on theories; are many times formed without teacher participation; consume time
- (2) can only be carried out when fully understood by intelligent people; are average; are necessary for communications; should be formed by teachers and administrators
- (1) seem to be fair; are probably good but not followed by all; are fine as long as there aren't any more -- ample exist; are not unreasonable
- (0) seem to be fair for all concerned; in general are liberal and fair; are generally wise and beneficial; are clear and fair; are usually well explained in advance

18. Professional organizations . . .

- (4) do very little for the classroom teacher; are not functional; do not exist in teaching; leave much to be desired in Boulder
- (3) could be more effective; need more teacher participation; are well-meaning but unable to solve the basic problems of teachers; should work harder for better salaries and working conditions

- (2) are necessary, but should not be a prerequisite; should be strong and work actively; are as good as people make them; and their success depends on the work of their members
- (1) are necessary and in general are serving their basic purposes; generally work for the welfare of teachers; are necessary; are good but too numerous
- (0) are the best means for improving one's teaching; have elevated our profession; are helpful; give needed help and support in professional problems

19. Evaluation of my work . . .

- (4) is a farce; has not been satisfactorily carried out; is entirely too much a matter of heresay; is impossible under the present set-up; must have been done according to the color of my eyes
- (3) should be handled by all people in my department; is not based on a broad consideration of the various aspects of teaching; could be done more often
- (2) should be done frequently; should be done by someone who knows you; must be subjective; is difficult for most administrators; is something I wish to reserve for myself
- (1) is of some help to me; is good but could always improve; --the best that time allows; seems fair; is welcome; might help improve it
- (0) is very beneficial; has been very fair and courteous; is a worthwhile and necessary motivating device that leads to better teaching; --generally very good

20. American education . . .

- (4) reflects our ease and love of tranquilizers; is bogged down by too many kids who do not desire it; should improve in all areas if we are to exist as a nation

- (3) needs more emphasis on humanities; is trying to do too much; stresses efficiency, not character; is excellent in concept but below in practice; needs something
- (2) is neither as bad as Mr. Bestor would hope nor as good as the NEA feels; has, after all, the masses to consider; should never be compared with European
- (1) on the whole is fine but it must get better; has done much but has a long way to go; is good for the intelligent; is trying to improve
- (0) is the best for the most and that's as it should be; is generally good; is the best in the world; serves the purpose for which it is intended; is a wonderful system

21. Opportunity to help make policy . . .

- (4) is too seldom given to those closest to the problem; has not been extended to me because of personal conflict in my department
- (3) should be increased; is more heard than done; is fine if decisions are implemented; is actually limited; is not as frequent as it should be
- (2) should be shared; would be democratic; would mean nothing to me; should be done by those interested in the welfare of all concerned
- (1) is fine up to a point; is fairly good; is good on some things; is sometimes available to teachers; is given to selected committees for the approval of all
- (0) is present and appreciated; is very strong; is good; is excellent here; is very good in Boulder; has been good; is excellent in this school

22. The PTA . . .

- (4) is a poor organization; is not much; is a farce; should be eliminated since teacher-parent conferences serve its purpose; does not help the school

- (3) needs to require more consistent members; could be better organized; should have better parent attendance; is a necessary but so irksome meeting
- (2) should be thoroughly studied; should be a strong liaison between home and school; is helpful in some schools, in others it is a nuisance
- (1) seems to be an active enough group; is worthwhile but could be better planned; is OK in many areas; does excellent work but those who would profit most do not attend
- (0) is very worthwhile; is a very helpful organization; has done a good job; is a good active group; is important and helpful; is a good place to meet parents informally

23. Teaching materials and supplies . . .

- (4) are hard to get; are limited in use because of their cost and the set-up for ordering ahead of time; are difficult to obtain--too much red tape; come too slow
- (3) are a dime a dozen except for books--the greatest essential; should take a larger portion of the budget; --in time we do get a few supplies; are not always available
- (2) should be furnished by the school; should be provided in adequate amounts; are very necessary for good instruction; are essential
- (1) are up to standard in most cases; are satisfactory; are better than they used to be; are, as a rule, adequate; for my teaching are good enough
- (0) are plentiful; are adequate and good; are just fine; are handled well; are at hand; are very adequate; are always sufficient

24. Custodians . . .

- (4) are not responsible and do not do a good job; are reluctant to really clean a dirty room; are lazy as a rule; do a very poor job but make as much as teachers

- (3) merely sweep the floor; don't seem to have good morale; need better equipment and more help; don't seem to be adequately trained for their work; need better orientation
- (2) are people; are here to stay; vary too much for generalizations; must be able to get along with people; have a pronounced effect on morale
- (1) are all right; can be more cooperative than teachers; are usually good; --ours does the best he can; could do dusting but otherwise is adequate and helpful
- (0) do a very fine job; are doing a good job; at present are the salt of the earth; are pleasant and helpful; can be a big help; are very cooperative and friendly

25. Professional standards . . .

- (4) could be a bit higher; are too low and too flexible; are low because of college preparation standards and salaries; are getting lower all the time
- (3) should be increased; need scrutiny; need re-emphasis and clarification; need attention; need to be raised even more
- (2) should be high; are necessary; are a must; depend on individual standards; are a measure of a teacher's efficiency
- (1) are slowly raising; will improve; are basically good; are high but could be higher; are improving; are fair; are fairly high
- (0) are high here; seem to be adequate as excellent personnel enter this system; are very good in Boulder; are highly maintained

26. My pupils . . .

- (4) do not put forth their best efforts and complain loudly and literally of outside assignments; are noisy; don't really know how to dig in and work

- (3) don't produce to potential; create quite a discipline problem but it is a challenge to teach them; require more individual guidance than I have time to give
- (2) are an average group of junior high people; are capable of learning; are human beings; represent all degrees of personal adjustment
- (1) are lovable and lazy; appreciate school but are below average; are enthusiastic, lovable, intelligent children lacking somewhat in self-control
- (0) are interesting, eager, and anxious to learn; are better educationally prepared than I was at their age; seem to enjoy their work; are the best in the school

27. This community . . .

- (4) is being slowly dragged into the 20th century; is already much too large; is not as good as it thinks it is; acts too high and mighty for the standards they actually have
- (3) is sometimes wrong although they don't think so; has more potential than it uses; needs to seriously evaluate curriculum development; has some peculiar attitudes
- (2) is conservative in nature; is progressive in some areas but reactionary in others; is changing; has all kinds of peoples; is growing
- (1) is above average; is a good one in general but has too many vocal minorities that get their way; is fair; is beautiful and I would never want to move from it, but there are strange factions here
- (0) is a delightful place to live; is great; is a good one in which to teach; has great potential; is one of the finest of its size to live in and offers many advantages

28. The superintendent . . .

- (4) is a fence rider; is too much interested in community relations to be concerned with teachers; was duped by a clever minority and therefore supported de-emphasis of Christmas
- (3) is nice, but we need character and principle in our administration; should delegate more of the smaller details; should visit all schools regularly
- (2) has to be a sounding board for all complaints directed at the school system; is Natt B. Burbank; has a full-time job; has a big job
- (1) is conscientious and tries but lacks self-understanding; seems to be an excellent one, though somewhat pompous personally; is way above average in competence although he seems a little distant at times
- (0) is a reasonable man; has done a good job; is very good; is personable, fair, and thoughtful; is a fine man in all respects; is superior to most

29. Discipline . . .

- (4) leaves much to be desired; is weak; is not sufficient in education; is something we have to spend too much classroom time coping with
- (3) is not as good as it should be; could be improved; needs to be improved in the home; is a problem in any school
- (2) is necessary to effective teaching; must be maintained by the classroom teacher; is an individual matter; is needed
- (1) has not been, so far, a large problem in this area; is better than it used to be; is less a problem here than the system in which I taught last year
- (0) is never a problem for me; is good; offers no problems; is good and the administration backs one up; is fine; is easy to manage in this school

30. Teaching assignments . . .

- (4) are not well distributed; are made too often at the convenience of administrators rather than on the wishes and abilities of the teacher; are not made fairly
- (3) are unequal in spite of all attempts; need more departmental influence; need to be equalized; are sometimes too heavy to allow time for superior teaching
- (2) should be given according to training in a specific field; should be fair and consider the load; should take into consideration what the teacher is able to teach
- (1) are fair -- almost; are generally geared to the teacher's training; are not excessive; aren't too far out of line; are satisfactory
- (0) are fair and commensurate with ability; are fair and equal; have been made according to my ability and interest; have taken my preference into consideration

31. Personnel policies . . .

- (4) are heavy for me; seem to be inconsistent; lack foresight; are often too arbitrary and impersonal; are non-existent; --what personnel policies?
- (3) are not always followed; need better controls; need improvement; need improving in education; should consider needs rather than specific rules
- (2) should be made by the people involved; vary; seem to largely depend on quality of administration; are in the handbook
- (1) are OK; are satisfactory; are in line; are generally well handled, though somewhat restrictive; are usually fair
- (0) are good; are the best; are very satisfactory; are fair and open-minded; have been just; are carefully considered; are excellent

32. School administrators . . .

- (4) operate on the premise that teachers must meet deadlines for their convenience while their purpose should be to help us; are much less important to education than they would have us believe
- (3) could have a more flexible view toward every phase of the educational program; should get into the classroom more to feel the real pulse of the school
- (2) should work for the teacher; I do not yet know much about; have varied jobs and varying degrees of success; are needed I suppose
- (1) are, on the whole, doing good work; have difficult positions; are usually only fair to good; on the whole are good, but some aren't working for improvement of their schools
- (0) are the best; are helpful; are generally pretty fine; work very hard; here -- my own -- are fine; are fair and try to consider each individual

33. This school . . .

- (4) is too college oriented; is very much in need of new facilities; has low morale; leaves much to be desired in many areas
- (3) like most others, has room for improvement; could improve its standards; is becoming too large; has an informal power structure
- (2) is in a period of transition; is composed of a very heterogeneous mixture of teachers and students; is average in types of students; is like most schools
- (1) is a good one that could be improved; is a nice place to work except for the poor ventilation; is adequate; is good in comparison with others like it, but of course could always be improved
- (0) has warmly welcomed me as a new teacher; is excellent; is above average in many ways; is a good place to teach; does a good job for its pupils

34. My class size . . .

- (4) is overloaded; is too big; is often too large; is too large for the size of the room; is far too big; is year by year making me blind; is too large for a seventh grade class
- (3) is a little large; is sometimes too large; should be twenty students as a maximum; could be smaller; is 31 which is 6 or 7 too many
- (2) is 30; averages 25; is average; varies; in science was usually capacity; is approximately thirty per class; is thirty which is normal
- (1) is satisfactory; is fair to good; is reaching manageable size; is not unreasonable; is below the average; is about the right number to work with
- (0) is quite satisfactory; is good; is very favorable; is good for my subject; is perfect; is just right; couldn't be better; is small and easier to handle

35. The in-service program . . .

- (4) does not do its job; is a waste of time; is lousy -- needs more teacher participation in planning; is inefficient since most of the time devoted to this comes at the end of a full day
- (3) could stand improvement; needs to be started; should feature more work under degree programs; is not too well defined
- (2) is worthwhile if, and only if, it doesn't put the faculty in too much of a bind; is unfamiliar to me; is carried out; helps, but some spent on things like testing committee is poorly organized
- (1) is a good idea sometimes; is reasonable but should be broadened; is acceptable; is all right; offers several possibilities; is pretty good; is improving; is OK

- (0) is good; is very good in our school; in this system is a good one; is very helpful; is a fine opportunity for teachers; offers terrific opportunities for personal advancement

36. Teacher welfare . . .

- (4) doesn't seem to concern anyone; is not a major interest of concern to the school system; is not adequately accounted for, especially mental health
- (3) is not always taken into consideration; could be improved; doesn't seem to worry too many people except teachers; is open to improvement in some respects
- (2) is something I know little about; is necessary for good work on the job; will fall into place if policy is favorable; --I am not sure
- (1) is getting better; is satisfactory; is fair; is usually considered by the administration; is in line with others; --haven't had occasion to need it, but have seen it in action for others
- (0) is fine; is particularly good in the policy of time allowed for illness; in our school is very good; is the best; is excellent; is ample; is often first thought of

37. The curriculum . . .

- (4) is poor because of so many changes this year; is too heavy; is too restricted by schedule makers; is too segmented; is too free and easy-- lacks coordination
- (3) could stand some improvement; is almost too broad; should be more definite in some areas; needs bringing up to date; needs changes
- (2) is adequate for the college bound, but not so good for the average; needs constant revision; must be kept in balance; is not as good as it should be but much time is being spent to improve it

- (1) is being improved; is adequate; is excellent but crowded; is flexible and a subject for continued study; is OK; is pretty well planned
- (0) is very good; offers more than most and is well-advanced in its set-up; is well balanced; is varied and has depth; gives wide experiences to students

38. Teacher opinions . . .

- (4) are not openly expressed where they would do some good; carry too little weight with the administration; are not generally observed or heeded; are not considered very important
- (3) are sometimes quite radical; don't amount to much unless they can be substantiated; are opinionated but meek; are often expressed but don't mean much
- (2) center on their own area of endeavor; are only as valid as the teachers that give them; are diverse; some worthless, some excellent; could be very helpful if teachers would express them
- (1) can be a help; are usually, not always, given careful consideration; when sincere and objective, are respected; do mean something to be thought about
- (0) are usually very realistic; are respected; are respected and evaluated; are sensible; are made use of; are always listened to, judged, and considered by a faculty group

39. My teaching ability . . .

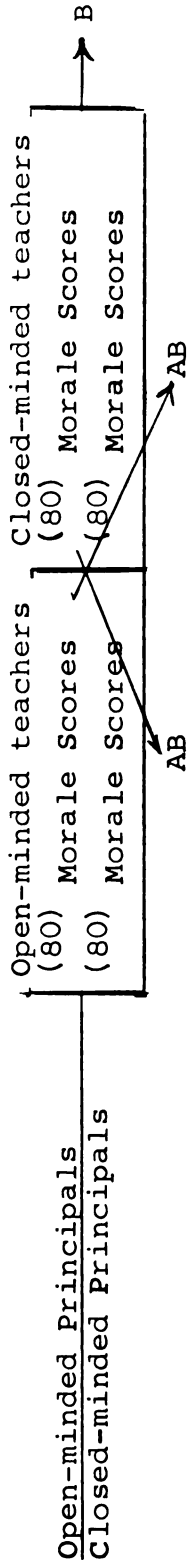
- (4) worries me; is hampered by too heavy a work load; deteriorates in some classes because I have too many; is hampered by tradition
- (3) could stand improvement; isn't improving as fast as I would like; is less than my intelligence; has been a ground for self-criticism for many years

- (2) depends very much on patience with the type of student I have; depends to a considerable extent on morale; is average; lacks a lot of experience but will improve
 - (1) is adequate -- better in some areas than others; is OK; is fair; is getting better; is slightly above average; is OK when I try; is adequate on a comparative basis
 - (0) is good; is high; I think is much above average; improves each year; is very good; satisfies me; I hope is good; is exceptional
40. If I were to choose my life's work over again . . .
- (4) I would not be a teacher; --not teaching as it goes today; I would go into medicine; I would do something in the arts; I would go into electronics
 - (3) I would look over the field with more care; I'd probably make the same mistake; I would start voice training earlier; I would have to think long and hard before I would go back into teaching
 - (2) I would certainly wish to be a mother and a housewife once again; teaching is not my life's work -- being a housewife and mother is; I would take everything at the time into consideration
 - (1) I'd teach, I think; it would be teaching, possibly in a private school where the intellect is honored; I'd probably still be a teacher; I'd teach, I think -- though not in the same field
 - (0) I would be a teacher; I would do the same; it would be teaching I am sure; I would prefer to choose teaching; I would again choose the teaching profession

APPENDIX H

ANALYSIS OF VARIANCE AND CHI-SQUARE CONTINGENCY TABLES

ANALYSIS OF VARIANCE DESIGN



Sub-Effect Table for Factorial with Replicator Design. Dependent Variable is Teacher Morale

Sum	Freq.	Mean	Mean Increment	Sum Squares	S.D.	S. S. Deviation from the Means
60,995.00	320	190.60		11,957,939.00	32.25	331,720.17
29,880.00	160	186.75	-3.86	5,732,842.00	31.00	152,752.00
31,115.00	160	194.47	3.86	6,225,097.00	33.10	174,201.84
30,629.00	160	191.43	.82	6,019,027.00	31.29	155,679.24
30,366.00	160	189.79	-.82	5,938,912.00	33.25	175,824.78

Analysis of Variance Table for Factorial with Replicates Design

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-Statistic	Prob.
A	4,766.33	1	4,766.33	4.63	0.03
B	216.15	1	216.15	0.21	0.65
AB	1,415.40	1	1,415.40	1.37	0.24
Remaining Error	325,322.29	316	1,029.50		
Total	331,720.17	319			

Remaining Error is Replication Effect Plus all Interaction Between Replications and Other Effects.

H-2

Distribution of Open- and Closed-minded Teachers in Respect to Their Principals' Dogmatism

Teachers	Principals		Total
	Open-minded	Closed-minded	
Open-minded	104	80	184
Closed-minded	105	92	197
Total	209	172	381
Chi-Square = .399 df = 1 p = .60			

H-3

Distribution of High and Low Morale Teachers in Respect to Rating Given Their Principals on Leader Behavior

Teachers	Ratings				Totals
	0	1	2	3	
High morale	.00	6.00	112.00	83.00	201
Low morale	1.00	28.00	124.00	27.00	180
Totals	1.00	34.00	236.00	110.00	381
Chi-Square = 43.329 df = 3 p = < .01					

H-4

Distribution of Open- and Closed-Minded Principals Estimates of Their Leader Behavior As They Believe It to Be Perceived by Their Teachers (0 - most accurate, 2 - least accurate)

Principals	Estimates			Totals
	0	1	2	
Open-minded	83	40	85	208
Closed-minded	59	29	84	172
Totals	142	69	169	380
Chi-Square = 2.427 df = 2 p = .25				

H-5

Distribution of High and Low Morale Teachers in Respect to Sex

Teachers	Sex		Total
	Male	Female	
High morale	92	108	200
Low morale	114	66	180
Total	206	174	380

Chi-Square = 12.368 df = 2 p = < .01

H-6

Distribution of High and Low Morale Teachers in Respect to Teachers Realizing Their Fullest Potential in Teaching

Teachers	Yes	No	Total
High morale	142	58	200
Low morale	75	105	180
Total	217	163	380

Chi-Square = 34.185 df = 2 p = < .01

H-7

Distribution of High and Low Morale Teachers in Respect to Their Degree of Fatigue at End of Day Compared to Other Teachers

Teachers	More	Same	Less	Total
High morale	24	131	45	200
Low morale	46	108	26	180
Totals	70	239	71	380

Chi-Square = 14.098 df = 3 p = < .01

H-8

Distribution of High and Low Morale Teachers in Respect to Number of Years Teaching Experience

Teachers	1	2	3	4	5	6 or more	Total
High morale	36	18	15	9	11	111	200
Low morale	26	21	21	11	21	80	180
Totals	62	39	36	20	32	191	380

Chi-Square = 11.076 df = 6 p = < .10 but > .05

H-9

Distribution of High and Low Morale Teachers in Respect to Teachers Feelings About Their Degree of Stubbornness Compared with the Average Population

Teachers	More	Same	Less	Total
High morale	25	129	46	200
Low morale	45	104	31	180
Totals	70	233	77	380

Chi-Square = 11.195 df = 3 p = < .01

H-10

Distribution of High and Low Morale Teachers in Respect to Feelings of Superiority or Inferiority Complex

Teachers	Superiority	Inferiority	Total
High morale	89	110	199
Low morale	73	107	180
Totals	162	217	379

Chi-Square = 1.573 df = 2 p = < .50 but > .30

H-11

Distribution of High and Low Morale Teachers in Respect to Their Feelings of Having Received Adequate Love and Attention in Childhood

Teachers	Yes	No	Total
High morale	182	18	200
Low morale	159	21	180
Totals	341	39	380

Chi-Square = 1.630 df = 2 p = < .30 but > .20

H-12

Distribution of High and Low Morale Teachers in Respect to Their Degree of Self-Confidence

Teachers	More than Average	Average	Less than Average	Total
High morale	70	116	14	200
Low morale	54	116	10	180
Totals	124	232	24	380

Chi-Square = 2.582 df = 3 p = < .50 but > .30

H-13

Distribution of High and Low Morale Teachers in Respect to Their Sensitivity to Criticism

Teachers	More than Average	Average	Less than Average	Total
High morale	54	130	16	200
Low morale	68	92	20	180
Totals	122	222	36	

Chi-Square = 8.424 df = 3 p = < .05 but > .02

H-14

Distribution of High and Low Morale Teachers in Respect to Their Reaction to Failure

Teachers	Bothers Consider-ably	Bothers Soon Recovers	Don't Let Bother	Doesn't Bother	Totals
High morale	56	127	5	2	200
Low morale	55	120	3	1	180
Totals	121	247	8	3	380

Chi-Square = .877 df = 4 p = < .90 but > .80

H-15

Distribution of Teachers According to Sex in Respect to Teachers Realizing Their Fullest Potential in Teaching

Teachers	Yes	No	Total
Male	113	93	206
Female	104	70	174
Totals	217	163	380

Chi-Square = 381.933 df = 4 p = < .01

H-16

Distribution of Teachers According to Sex in Respect to Teachers Degree of Fatigue at the End of School Day Compared with Other Teachers

Teachers	More	Same	Less	Total
Male	45	117	44	206
Female	25	122	27	174
Total	70	239		380

Chi-Square = 388.265 df = 6 p = < .01

H-17

Distribution of Teachers According to Sex in Respect to Number of Years Teaching Experience

Teachers	1	2	3	4	5	6 or more	Total
Male	26	16	21	12	25	106	206
Female	36	23	15	8	7	85	174
Total	62	39	36	20	32	191	380

Chi-Square = 395.550 df = 12 p = < .01

H-18

Distribution of Teachers According to Sex in Respect to Teachers Feelings About Their Degree of Stubbornness as Compared with the Average Population

Teachers	More	Same	Less	Total
Male	43	120	43	206
Female	27	113	34	174
Totals	70	233	77	380

Chi-Square = 383.246 df = 6 p = < .01

H-19

Distribution of Teachers According to Sex in Respect to Their Feelings of Having a Superiority or Inferiority Complex

Teachers	Superiority	Inferiority	Totals
Male	97	109	206
Female	65	108	173
Totals	162	217	379

Chi-Square = 383.488 df = 4 p = < .01

H-20

Distribution of Teachers According to Sex in Respect to Their Feelings of Having Received Adequate Love and Attention in Childhood

Teachers	Yes	No	Totals
Male	185	21	206
Female	156	18	174
Totals	341	39	380

Chi-Square = 381.002 df = 4 p = < .01

H-21

Distribution of Teachers According to Sex in Respect to Their Degree of Self-Confidence

Teachers	More than Average	Average	Less than Average	Totals
Male	77	120	9	206
Female	47	112	15	174
Totals	124	232	24	380

Chi-Square = 387.401 df = 6 p = < .01

H-22

Distribution of Teachers According to Sex in Respect to Their Sensitivity to Criticism

Teachers	More than Average	Average	Less than Average	Totals
Male	59	124	23	206
Female	63	98	13	174
Totals	122	222	36	380

Chi-Square = 384.291 df = 6 p = < .01

H-23

Distribution of Teachers According to Sex in Respect to
Their Reaction to Failure

Teachers	Bothers Consider- ably	Bothers Soon Recovers	Don't Let Bother	Doesn't Bother	Total
Male	63	137	3	2	206
Female	58	110	5	1	174
Totals	121	247	8	3	380
Chi-Square = 191.874 df = 8 p = < .01					

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