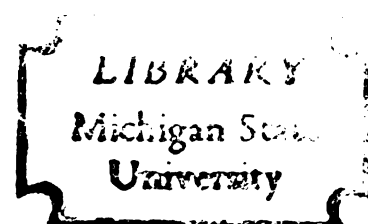TEACHER MORALE AND
EVALUATION OF TEACHERS

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY
C. Jarvis Wotring
1965

This is to certify that the

thesis entitled

TEACHER MORALE AND EVALUATION OF

TEACHERS

presented by

C. Jarvis Wotring

has been accepted towards fulfillment
of the requirements for

__Ed.D.__ degree in __Education__

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ABSTRACT

TEACHER MORALE AND EVALUATION OF TEACHERS

by C. Jarvis Wotring

Statement of the Problem

This research attempted to relate the effectiveness
of teaching to teacher morale. Its significance lay in the
continuing search for the things that contribute to the ef-
fectiveness of teachers.

The Sample

The hypotheses were tested in a population of 188
teachers in nine Michigan public secondary schools. Six
were schools having grades seven through twelve; one was a
ninth through twelfth grade school; one housed grades seven
through nine; and one had grades ten through twelve. The
first seven were in small rural communities under 1,669 in
population and the latter two were in suburban communities
of 75,000 or over. To the extent that 80 percent of Michigan
towns are smaller than 1700 in population, as given by the
1960 census, the schools are representative. To the extent

that no communities of 5,000 to 25,000 are represented and the sample was small, it is not representative.

Instrumentation

The factors of morale were measured by the Teacher Morale Form for which morale was defined operationally as: teachers' satisfactions that their personal needs were being met; teachers' satisfactions with administrative policies and practices; and teachers' satisfactions with the tasks they performed to reach the goals of the institution. It was a 40 item sentence completion test.

Teacher effectiveness was measured by the Evaluation of Teachers tests in which teacher effectiveness was defined as:

1. Knowledge the teacher has of the subject

2. The teacher's ability to explain clearly

3. The teacher's fairness

4. The teacher's discipline

5. The teacher's sympathy and understanding

6. The teacher's ability to be interesting

7. The teacher's efficiency

8. The teacher's ability to get students to think for themselves

9. The teacher's ability to help students to know why they learn certain things

10. The teacher's general teaching ability.

Both tests satisfied the standard criteria for validity and reliability.

Procedures and Testing of Hypotheses

This was an ex-post facto study. Therefore, cause and effect relationships were not explored. The morale of teachers was measured on teacher responses to 40 incomplete sentence items of the TMF. Three teachers from each school judged the teachers' statements and ranked them: 0--highly positive, 1--slightly positive, 2--neutral, 3--slightly negative, and 4--highly negative. A five percent sample check showed agreement among judges' ratings to be significant at the .01 level of confidence.

Evaluations of teachers were made by teachers themselves, one average class of their students, and their principals. Estimates of teacher effectiveness on the ten items were made on a five point rating scale. A mean score was determined for each item of morale for each school and for student evaluations of each teacher on each item.

The first null hypothesis that there would be no difference in the teacher morale of the various schools was done by comparing each school with every other school. The median test was applied to the 40 items for each school in the pair being compared. Significance of Chi-square was accepted at the .05 level of confidence.

The second null hypothesis that evaluations of teachers do not differ with respect to high and low teacher morale was tested by pairing each high morale school with each low morale school and observing the number of high and low evaluations in those schools. Using the median test, Chi-square significance was accepted at the .05 level of confidence.

To test hypothesis three: morale has more than one factor, the mean morale scores for each item were converted to standard scores and a factor analysis conducted.

Hypothesis four was also stated in the null form: there will be no significant difference between high, medium, and low divisions of each of the teacher morale factors and high, medium, and low divisions of each of the items of evaluation. Significance of Chi-square was accepted at the .05 level of confidence.

Students were also asked to list the good qualities of their teachers.

Findings

1. Teacher morale does differ significantly from school to school. Three schools were significantly different from six other schools with respect to teacher morale.

2. Only one high morale school showed principals' evaluations of teachers to be related to teacher morale when

that school was compared with six low teacher morale schools.

3. The factor analysis of the items of the TMF produced three factors: teachers' satisfactions that their personal needs were being met; teachers' satisfactions with administrative policies and practices; and teachers' satisfactions with the tasks they performed to reach the goals of the institution.

4. The most significant relationships were found between teachers' satisfactions with their tasks and principals' estimates of teacher effectiveness in the areas listed:

	Item of Evaluation	Level of Confidence
1.	Knowledge of subject	.01
2.	Ability to explain	.01
3.	Efficiency	.005
4.	Ability to get students to think	.001
5.	Ability to help students to know why they are learning	.02
6.	General teaching ability	.02

5. Students listed the five most important qualities of a good teacher as: sympathy and understanding, sense of humor, good personality, interestingness, and fairness.

Conclusions

Within the limitations of this study the following conclusions are made:

1. Teacher morale does differ significantly among schools. The difference lies in the way teachers feel their personal needs are being met.

2. Dissatisfactions of teachers with faculty meetings, the curriculum, and the opportunity to help make policy indicate the teachers' need for changes, and the blindness of administrators to capitalize on this need to improve the conditions of learning.

3. The function of administration, as it relates to communication with teachers, to communication between teachers and the community, to policy making, and to the satisfaction of teachers' personal needs is the most important ingredient of high teacher morale. This is described as the task-needs integration function.

4. Students have a different concept of the "good" teacher from that of either principals or teachers. While students rank sympathy and understanding, a sense of humor, fairness and interestingness highest on their list of qualities of a "good" teacher, principals and teachers tend to emphasize techniques and methods.

5. Principals by reinforcing the behavior of teachers which emphasizes knowledge, ability to explain, efficiency, ability to get students to think for themselves and to know why they are learning certain things tend to perpetuate the "system" and to continue making students' needs secondary to techniques of teachers.

6. There is no satisfactory evaluating device to fit all purposes. The California teachers reported in <u>Teacher Competence: Its Nature and Its Scope</u>, that teachers wanted to participate in evaluation. This study showed teachers to be dissatisfied with evaluations, except for one high teacher morale school. Since students have a different concept of the "good" teacher than principals have, teachers should seek evaluations by students and bring this information to principals and supervisors for joint evaluation. Administrators would have to set the climate for such action.

7. The factor analysis showed considerable interrelatedness of the teacher morale factors. It is not known how other factors affect the task oriented morale items. To study the effects of "classroom" teacher morale and its effects on students, a new form should be developed specifically for this purpose.

Specific Recommendations

1. The factor analysis, using the TMF, should be repeated with another set of schools at both the elementary and secondary levels.

2. Search for good evaluative measures must go on. Most promise may lie in guides for teachers and principals to evaluate the teachers' work together. Certainly in light of good human relations and tenure laws this procedure has relevance.

3. There is more work to be done in the public schools on student morale and student achievement and the part that teacher morale plays in the learning environment.

4. Morale studies should be used by students, teachers, and principals to explore their feelings about their jobs, school, and community. Such studies would provide motivation for studying the kinds of behavior that produce attitudes which provide the most effective teaching and learning conditions.

Questions for Further Study

1. Are there more than three factors of teacher morale? What are the factors? To what degree are the factors independent? Is there a kind of teacher classroom morale that is directly related to student behavior and achievement?

2.   Do students of teachers who emphasize the importance of sympathy and understanding in their teaching learn more than students of teachers who emphasize techniques?

3.   In how many schools do teachers participate in evaluative procedures? What is the effect on teacher morale?

4.   To what extent do teacher expectations determine the behavior of principals?

5.   How does the community's concept of the "good" teacher affect teachers' morale and their classroom behavior?

6.   What is the effect of principals' evaluations upon teacher morale and teacher effectiveness?

7.   What effect does the social structure of a group of teachers have on morale and classroom behavior of teachers?

TEACHER MORALE AND EVALUATION OF TEACHERS

By

C. Jarvis Wotring

A THESIS

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Special appreciation is expressed to Dr. John H. Suehr who, as committee chairman, gave invaluable assistance and guidance throughout the preparation of this study.

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Special thanks are due to the writer's wife, Violet, and his daughters, Cessily and Rowena, for their patience and understanding during the years this student devoted to the doctoral program.

October, 1965   C. Jarvis Wotring

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CHAPTER I

INTRODUCTION

Teacher Morale and Teacher Effectiveness

The nature of teacher morale has not been dissected and analyzed to the degree that morale of industrial workers has been scrutinized and evaluated since 1914. Morale in industry has dealt with workers' satisfactions with their jobs and their relation to production. But, only during the last decade have a few studies of morale in education attempted to relate teacher morale to the effectiveness of teaching.

This study on that subject is an "after-only" study without controls as described by Barnes.[1] The data are descriptive in nature and only limited attempts are made to infer causation among the variables of teacher morale and teacher effectiveness.

Significance

The greatest significance to be derived from a study of teacher morale and teacher effectiveness is the

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[1]F. P. Barnes, Research for the Practitioner in Education (Washington, D.C.: Department of Elementary School Principals, N.E.A., 1964), p. 65.

identification of the conditions that make for optimal learn-
ing. There is considerable research that the personality of
the teacher and the conditions affecting his teaching be-
havior are determinants of a good learning environment for
students.

Studies of morale in education are not widespread.
Only one study was reported in 1964. Pryor studied 323
teachers in 19 administrative units of three districts to
investigate the relationship between teachers' perceptions
of administrative policies, procedures and practices, and
the morale status of teachers. He found the relationship to
be significant. He used Pearson's product moment coefficient
of correlation. Pryor reported that the strength and level
of the relationship varies among administrative units in the
district, that morale showed a sharper deviation in some in-
stances, that administrative policies affected teacher morale
according to the way the policies were perceived and that
there was no evident difference in morale that could be as-
sociated with the size of the district or salary. Dr. Pryor
concentrated on teacher perceptions of administrative
policy.[2]

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[2]Guy Clark Pryor, "The Relationship Between Teachers'
Perceptions of Administrative Dimensions and the Morale
Status of Teachers in Certain Texas Schools" (unpublished
Doctoral dissertation, North Texas State University, 1964).

Purpose

The purpose of this study is to examine forty areas
of teachers' feelings about the tasks they perform, satis-
faction of their own personal needs, and the possible re-
lationship of morale to their effectiveness as perceived by
themselves, students and principals.

Need for the Study

The importance of research about teacher morale is
readily apparent.

> There is a sense of urgency to identify morale and
> a concern about discovering how to affect it
> positively.[3]

> The importance of morale is such that effective
> personnel administration will be constantly on the
> alert to discover threats to high morale and to pro-
> vide preventive or corrective measures necessary to
> promote conditions of high morale.[4]

Research in industry has been long and conclusive in
this area. Such research shows that high morale is related
to high production.

> Morale is directly and closely related to efficiency.
> Education might learn in this regard from industry,
> which has been spending large sums on devices, tech-
> niques, and benefits to improve morale and thereby in-
> crease production.[5]

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[3] James A. Van Zwoll, School Personnel Administration
(New York: Appleton Century-Crofts, 1964), p. 169.

[4] Ibid., p. 187.

[5] Percy E. Burrup, The Teachers and the Public School
System (New York: Harper and Brothers, 1960), p. 298.

For, when there is a feeling of well being between
employees and management working together toward
common goals, there is a unique condition in which
the ambitions of all concerned are realized.[6]

Search for the effective teacher has been equally long and more fervent than studies of morale in education. Ellsworth Thompkins, Executive Secretary of the National Association of Secondary School Principals, said:

The best evidence is that there is no one set of
practices that add up to good teaching--no one set
of competencies that every teacher must possess.
That conclusion has put some researchers on a new
track--studying the teacher himself more than his
practices.[7]

Teacher effectiveness may be essentially a relationship between teachers, pupils, and other persons concerned with the educational undertaking.

Since 1945 the California Council on Teacher Education, at first working alone, then with the National Commission on Teacher Education and Professional Standards in 1953, and finally having its work reviewed by the American Association of Colleges of Teacher Education, had been developing a definition of the role of the teacher. In 1957, the report, Teacher Competence: Its Nature and Its Scope was published by the National Commission on Teacher Education. Between pages 32 and 42 various aspects of teacher competence were delineated. Of the 116 definitions, 72 or 62 percent

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[6]Carl E. Gregory, "What is Morale," Personnel Administration, Vol. XXX (March, 1959), p. 33.

[7]Ellsworth Thompkins, "Evaluating Teachers," Spotlight, No. 62 (March-April, 1964).

dealt with interpersonal relations with members of the com-

munity, administration, colleagues and students.[8] There is

little doubt that maturity and sensitivity to the needs of

others are the prime criteria in defining the role of the

teacher. Most people would agree with John Gustard's[9] state-

ment that effectiveness is the most important trait or combi-

nation of traits of a teacher.

Statement of the Problem

The theoretical basis for the problem has been in-

ferred but should be clarified. It is not definitely known

what aspects of teacher morale affect the learning environ-

ment of pupils. Anderson found a significant relationship

between teacher morale and student achievement, but Redefer

refers to Anderson's study as showing need for further

research.[10]

A study by Bills and McGhee showed that students

who have more positive attitudes toward psychology perform

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[8]Teacher Competence: Its Nature and Its Scope,
(Burlingame, California: N.E.A. National Commission on
Teacher Education, 1957), pp. 32-42.

[9]John Gustad, "On Improving College Teaching," N.E.A.
Journal (March, 1964), p. 38.

[10]Frederick L. Redefer, "Teacher Morale and Quality of
Education," Nation's Schools, LIX (February, 1957), p. 53.

more effectively in a learning experiment than those who have negative attitudes.[11]

The importance of feelings and attitudes of teachers for their jobs can readily be inferred from French's discussion of behavioral goals. He said that the knowledge of the behavioral sciences gives to modern culture the astonishing power of the choice to set the conditions which mold "an open, adaptive, free-thinking, self-respecting individual" or its opposite. It is the former person who will be able to use the enormous powers of the behavioral sciences with intelligence and sensitivity to human values.[12] Teachers must be open, adaptive, free-thinking, self-respecting individuals if they are to set the stage for students to learn this kind of behavior. These feelings and attitudes are important to high teacher morale and positive conditions of learning.

Wiles said:

> Unless the emotional content of the situation is right, the desired subject-matter learnings will not occur. In any situation boys and girls are striving to feel right about themselves, to feel that they have worth, to feel that they are accepted. Other learnings are secondary and will not receive the full attention of students until these first learnings receive satisfaction.[13]

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[11]R. E. Bills and C. R. McGhee, "The Effect of Attitude Toward Psychology in a Learning Experiment," Journal of Personality, Vol. XXIII (1955), pp. 499-500.

[12]Will French and Associates, Behavioral Goals of General Education in High School (New York: Russel Sage Foundation, 1957), p. 45.

[13]Kimball Wiles, Teaching For Better Schools (Englewood Cliffs: Prentice-Hall, Inc., 1959), p. 47.

What Wiles has said about students and learning might very
well have been said about teachers and teaching.

The problem under investigation was to find out if
teachers in schools where teacher morale was high would be
evaluated highly by students, by teachers themselves, and by
principals in those schools and vice versa. The hypotheses
were:

Null Hypothesis 1: Teacher morale will not differ
significantly from school to school.

Null Hypothesis 2: Estimates of teacher effective-
ness in a school will not be significantly related to
teacher morale in that school.

Hypothesis 3: Teacher morale has more than one
factor.

Null Hypothesis 4: There will be no significant
difference between teacher morale factors and items of evalu-
ation of teachers.

Another aspect of the study was to discover which
factors of morale were most highly related with each of the
ten separate items of the evaluations of teachers. The
original question asked was: What feelings of teachers show
the strongest relationship to high and low morale and items
of teacher evaluations? Therefore it seemed advisable to
study the variables of morale. McNemar[14] had suggested that

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[14]Quinn McNemar, "Opinion Attitude Methodology,"
Psychological Bulletin, Vol. XLIII (July, 1946), pp. 365-367.

certain items of morale tend to form clusters. Bently and Rempl, seeking to validate a teacher morale measuring instrument, divided 157 items into eight categories: (1) self status, (2) relationship with students, (3) relationship with other teachers, (4) factors relating to administration and policies, (5) relationships with community, (6) curriculum factors, (7) working conditions, and (8) economic factors.[15]

A factor analysis divided the items of the Teacher Morale Form into three categories: (1) perceived job satisfaction of individual needs of teachers; (2) satisfactions with administrative policies and practices; and (3) satisfactions teachers have with the tasks they perform. The null hypothesis that there would be no relationship between the factors of morale and selected teacher evaluation items was tested. Chi-square was used to test the significance. The high, medium, and low morale measures of factor one were tested with high, medium, and low scores of each of the items of the evaluations. The same test was applied in the same way for factors two and three with the items of the evaluations.

[15]Ralph R. Bently and Arno M. Rempl, "Peer-Selection vs. Expert Judgement as a Means of Validating a Teacher Morale Measuring Instrument," Journal of Experimental Education, Vol. XXXI, No. 3 (March, 1963), p. 235-240.

Related Assumptions

Several assumptions based on other research were necessary for this study. One, free responses permit the satisfactory assessment of morale. Suehr[16] compared the word association method to the sentence completion tests and found advantages in favor of the latter. In the SCT some disguise is present and freedom of response is greater than rating of items. For this reason this ambiguous type of test is thought to be potentially more valid. (This point will be developed more fully in Chapter III.) The teacher Morale Form used in this study is a sentence completion test.

The TMF has been found satisfactory for distinguishing high teacher morale schools from schools of low teacher morale. It is assumed that it will distinguish levels of teacher morale for the schools in this study.

Two, morale can be effectively studied by the staff itself.[17] Teacher judges have a high interscore reliability when rating the responses on a 0 to 4 scale with 0 being highly positive, 1 slightly positive, 2 neutral, 3 slightly negative and 4 highly negative. The TMF was rated by teachers in each school, and a five percent sample was checked by two members of the Department of Administration and Higher Education at Michigan State University.

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[16]John N. Suehr, "A Study of Morale in Education," (unpublished Doctoral dissertation, University of Colorado, 1962), pp. 80-85.

[17]Ibid., pp. 80-85.

Three, students can evaluate satisfactorily teachers' classroom behavior. McCall and Krause[18] concluded from their study of teacher merit that pupils are "far better" judges of a teacher's merit than professionally trained adults. Remmers, in one of his many comments on this subject, said that pupil judgements of teacher effectiveness measure an important effect of teachers on students just as achievement tests do.[19]

Four, sex, marital status, religion and race, in and of themselves, seem to have little to do with morale of teachers in junior and senior high schools. Redefer suggests an exception to this. He says, " . . . when they form the basis for relations within a faculty (they) may be destructive of morale."[20]

Five, morale, as measured by the Teacher Morale Form, will not vary during the school year. Suehr said:

> . . . that the results of the Incomplete Sentence Form will not vary to any great extent during the school year; some of the other instruments might.[21]

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[18]William H. McCall and Gertrude Krause, "Measurement of Teacher Merit for Salary Purposes," <u>Journal of Educational Research</u>, Vol. LIII, No. 22 (October, 1959), p. 74.

[19]H. H. Remmers and N. L. Gage, <u>Educational Measurement and Evaluation</u> (New York: Harper and Brothers, 1955), p. 493.

[20]Redefer, <u>op. cit</u>., p. 55.

[21]Suehr, <u>op. cit</u>., (thesis), p. 193.

Hypotheses

There were four hypotheses to be tested. Three were stated in the null form and tested by Chi-square measures.

1. Teacher morale will not differ significantly from school to school.

2. There will be no significant difference between evaluations in high teacher morale schools and low teacher morale schools.

3. Teacher morale is composed of more than one factor.

4. There will be no significant difference between teacher morale factors and items of teacher evaluation.

Interest in this problem was generated by discussions of administrative purpose. Certainly the goal of administrators and teachers is quality education. But what contributes to it? This researcher sought an answer in the possible relationships between teacher effectiveness, as judged by teachers themselves, their students, and their principals.

Definition of Terms

Definitions of morale vary considerably. It has been described as an emotion, a feeling, an attitude, and a group of attitudes. It has been considered as a single entity and a group of factors or clusters. To some, morale has independent factors; to others the factors are quite dependent.

All definitions, however, are expressed in terms of job satisfactions and interpersonnel relations.

Gregory thinks morale is an emotional reaction and adjustment of people to their environment. People are strongly influenced, pleasantly and unpleasantly, humanly and physically, in their own unique way when they respond emotionally with co-workers, supervisors, and management policies. Constant pampering with new and varied programs is necessary to maintain and raise morale.[22]

Whitehill[23] explains that morale must be explained in a complex of reactions. The dualism of individual attitudes or state of mind as opposed to a group phenomenon is one of these complexities. An individual influences group attitudes and in turn his own feelings are shpaed by the "organizational state of mind." If the sources of satisfaction outweigh those of dissatisfaction and unrest, morale is high and vice versa.

D. E. Anthony sees morale as a total set of attitudes toward one's job, management, and the company.[24]

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[22]Carl E. Gregory, "What Is Morale?" _Personnel_, Vol. XXXVI (March, 1959), p. 31.

[23]Arthur Whitehill, Jr., _Personnel Relations_ (New York: McGraw-Hill Book Company, Inc., 1955), p. 329.

[24]D. E. Anthony, "New Trends in Morale Development," _Personnel Journal_, Vol. XLIII (May, 1964), pp. 265-266.

Quinn McNemar[25] believes that the entities of morale are dependent and form clusters, which are conceivably independent.

Bently and Rempel[26] see morale as the "professional interest and enthusiasm that a teacher displays toward the achievement of individual and group goals in a given school situation." Theirs was an operational definition in peer selection versus expert judgement as a means of validating a teacher morale measuring instrument.

Lonsdale suggests a way out of this definitional problem.

> By this view, morale is a feeling of participants in an organization stemming from a combination of (a) perceived productivity or progress toward the achievement of tasks of the organization, and (b) perceived job satisfaction of individual needs through interaction of the participant in his role within the work group and the total organization. Further, high morale is the participant's perception of a successful task-needs integration. Since task-needs integration is the ultimate purpose of administration, it follows that high morale is the participant's perception of the consummation of administrative purpose. As Walker put it, the key questions about any new practice or policy are these: "How will it affect individual or collective efficiency?" and "How will it affect the employees' enjoyment of their jobs?"[27]

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[25]Quinn McNemar, "Opinion Attitude Methodology," Psychological Bulletin, Vol. XLIII (July, 1946), pp. 365-367.

[26]Ralph R. Bently and Arno M. Rempel, "Peer Selection vs. Expert Judgement is a Means of Validating a Teacher Morale Measuring Instrument," Journal of Experimental Education, Vol. XXXI, No. 5 (March, 1963), pp. 235-240.

[27]Richard C. Lonsdale, "Maintaining the Organization in Dynamic Equilibrium," Chapter VII in Behavioral Science and Educational Administration, the Sixty-third Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1964), pp. 164-165.

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Lonsdale's definition was chosen as one operational definition for this study. The virtue of this conceptualization is that it not only concerns itself with teachers' satisfactions with the tasks they perform and with their feelings about their personal needs, but also with the administration's responsibility for welding the two.

Definitions of teacher effectiveness have been as elusive as those of teacher morale. The California Teachers Association and the N.E.A. Commission on Teacher Education spent twelve years in defining teacher competence. Sixty-two percent of the items mentioned dealt with interpersonal relations.[28] More specifically, Barr found teachers picked 200 items from a list of 6,939 in designating qualities that are prerequisite to success in teaching. The first ten in order of importance are:

1. Instructional skill
2. Personal fitness for teaching
3. Scholarship and professional preparation
4. Ability to cooperate
5. Appearance
6. Classroom management
7. Interest on work, pupils and subject
8. Considerateness
9. Leadership
10. Health[29]

Ryans discovered the three most important areas to be:

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[28]Op. cit.

[29]A. S. Barr and Lester M. Emans, "What Qualities Are Prerequisite to Success in Teaching," Nations Schools, Vol. VI, No. 3 (September, 1930), pp. 60-64.

1. Understanding, friendly teacher behavior vs.
   aloof egocentric behavior.
2. Systematic, responsible, businesslike behavior
   vs. evading, unplanned slipshod behavior.
3. Stimulating, imaginative behavior vs. routine
   dull behavior.[30]

Nelson and others found disciplinary control, teacher-pupil relations, and instructional excellence.[31] Interpersonal relationships and instructional excellence stand out in all considerations of the effective teacher.

Teacher effectiveness for this study was defined as the teacher's behavior exhibited in the following areas:
1. Knowledge of subject
2. Ability to explain
3. Fairness
4. Discipline
5. Sympathetic understanding
6. Interestingness
7. Efficiency
8. Ability to provoke thought
9. Ability to help students know why they learn certain things
10. General teaching ability[32]

It was felt that the teachers who were evaluated high on these qualities could be identified as good teachers.

To further the operational definitions, the terms high and low morale and high and low evaluations needed attention.

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[30]_____, Who's A Good Teacher (Washington, D.C.: American Association of School Administrators, Department of Classroom Teachers, National School Boards Association, 1961), pp. 33-34.

[31]Ibid., pp. 30-34.

[32]_____, Western Michigan University Continuous Study of Student-Reaction Reports (Kalamazoo, Michigan: Western Michigan University, 1964).

High Teacher Morale Schools and Low Teacher Morale
Schools were those determined to be significantly different
by the median test; Chi-square test of independence was ac-
cepted at the .05 level of confidence. High and low morale
was measured by the number of mean scores of the forty
Teacher Morale Form items which were above the median or at
or below the median.

When the morale factors were compared with the se-
lected items from the evaluation forms, high, medium and low
scores were arbitrarily determined by dividing them into
thirds.

Morale Factors were defined as the combination of
Teacher Morale Form items that were categorized by factor
analysis into three factors of morale: expressions of indi-
vidual needs satisfaction from teaching, satisfaction with
administrative policies and practices, and teacher satis-
factions with the tasks they perform in relation to the
goals of the institution.

All definitions were stated to be used operationally
in this research.

Limitations of the Study

The limitations of this study must be recognized.
Since it is an "ex-post facto" study, it is impossible to
cite cause and effect relationship. However, Barnes,[33] said

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[33]Op. cit., pp. 65-67.

that studies of this type have a larger scope and can "range more freely than experimental studies with control groups." One of the main purposes is to suggest problem areas for controlled studies.

The Teacher Morale Forms were administered at different times between November and February. The author of the TMF believes that measures of morale will vary little during the year when this incomplete sentence form is used.[34]

The question, "Do all of the items contribute the same amount to mean morale scores?" was raised. Kendall's coefficient of concordance for the three factors of teacher morale showed W^1 significant by the F test at the .01 level. These will be discussed later in Chapter V. Thirty-three of the forty items of the TMF discriminated at the .01 level, and six others at the .05 level indicating internal consistency. Some interaction among the variables showed up in the factor analysis and will be reported in Chapter IV. One fact cannot really be reconciled. In a school of fifteen teachers each teacher's responses contribute one-fifteenth of the score and in a school of thirty-eight teachers responding each teacher contributes only one-thirty-eighth of the score. However, size of school did not appear to be

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[34]Suehr, op. cit., p. 193.

related to morale. Dennerlein,[35] Cohen,[36] and Pryor[37] be-
lieved from their work that size of the school, the district
or the socio-economic level of the community played only a
small part in the morale of the school.

Do the TMF and the teacher evaluation instrument
measure different things or is there only a semantic differ-
ence? Because the interpersonal relations aspect of this
study is so strong, the question is a very real one. The re-
searcher's response to the question was that the instruments
did in fact measure teachers' feelings about their tasks and
satisfaction of their own needs. Principals, teachers and
students, on the other hand, were asked for their judgements
of the effectiveness of the teacher's performance of his
role.

It must be recognized that generalizations for all
Michigan schools cannot be made from this sample. The schools
tend to be small: three schools, twelve to fifteen teachers;
three schools, eighteen to twenty teachers; two are twenty-
eight and twenty-nine teachers; and one, thirty-eight
teachers. Because homogeniety could not be assumed,

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[35]Gerald Dennerlein, "Factors Related to the Measure-
ment of Teacher Morale" (unpublished Doctoral dissertation,
University of Southern California, 1958).

[36]Gloria J. Cohen, "A Study of the Socio-Economic
Status of the School Community and the Morale of Teaching
Personnel in New York City (unpublished Doctoral dissertation,
New York University, 1959).

[37]Pryor, op. cit.

non-parametric measures were used to study the over-all
sample of 188 teachers.

Limitations of this study do not keep the research
from being important to further studies.

Organization

To discuss the organization of this research study,
the reader must be reminded of the two aspects: teacher
morale and teacher effectiveness. In the final analysis
these will be discussed in the light of administrative
behavior.

Reviewing briefly, the reader will recall that the
morale of teachers was studied by the Teacher Morale Form be-
tween November and February of the school year. Evaluations
of teachers by the teachers themselves, by students and by
principals was accomplished during the month of May. The
advantages of evaluations at this time of year are obvious.
Teachers could analyze their success and failures. Students
and principals had a full school year to look back at the
teacher's behavior and evaluate the skills and attitudes
which he brought to the teaching situation.

Of the eighteen principals who agreed to have their
junior and senior high schools participate, 10 submitted suf-
ficient data, and nine were used in the study. During July
the results were analyzed and are presented here in the fol-
lowing chapters:

II. Related Ideas and Literature

III. Procedures Used

IV. Analysis of Results

V. Summary, Conclusions and Implications

Summary

To this point the discussion has indicated the direction of the study. It has indicated that there is a need for studies of morale; that the problem under study is based on the theory that high morale of teachers is conducive to the aims of education; that the problem was to discover whether or not a relationship exists between teacher morale and teacher effectiveness, as perceived by teachers themselves, students and principals; and that there are limitations to the study which prevent showing cause and effect relations, but which permit theory development and basis for further research.

Related ideas and literature will be discussed in Chapter II.

CHAPTER II

RELATED IDEAS AND LITERATURE

Because the findings of this research have certain
implications for administration, the first portion of this
chapter will be devoted to an underlying philosophy of teach-
ing and learning and administration upon which the impli-
cations rest. A discussion of recent studies in teacher
morale followed by references to important studies of teacher
effectiveness completes the chapter.

Teaching and Learning

The ferment in student activities, such as those at
Berkley, was overt testimony of the desire of youth to
actively participate in the building of American society.
It was not enough to make acquisition of knowledge identical
with education. Hart viewed that kind of education as dis-
integrating to society and made a strong plea for knowledge
to be integrated with the human processes of living.[38]

Perhaps this generation will give real meaning to
education in a free society. Will French pointed out that

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[38]Joseph K. Hart, Education in the Humane Community
(New York: Harper and Brothers, 1951), p. 29.

educators have an astonishing power of choice to mold youth
into submissive unsure individuals or to create the con-
ditions which will develop open, adaptive, independent, free-
thinking, self-respecting individuals.[39]

These are qualities necessary to living in a rapidly
changing society. The submissive and unsure prefer security.
About security and movement, Kelley and Rasey had this to say:

> . . . when human beings are able to get control of
> the process and movement, they will stop seeking se-
> curity in the unchanging and begin to live in a
> changing world, where their security actually lies.[40]

Kelley and Rasey believe that to achieve such a goal
the teacher's role should be that of the stage manager and
scene shifter who provides a suitable situation which facili-
tates growth in attitudes, habits, and knowledge.[41] Getting
the teacher off his pedestal, which tends to erect barriers
to learning, is part of their proposal to encourage learning
and increase communication.[42] This philosophy recognizes
the individual's responsibility for his own learning and pro-
vides the freedom for him to pursue it. This philosophy
provides the learner with the opportunity to creatively

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[39]Will French and Associates, Behavioral Goals of
General Education in High School (New York: Russel Sage
Foundation, 1957), p. 45.

[40]Earl C. Kelley and Marie Rasey, Education and the
Nature of Man (New York: Harper and Brothers, 1952), p. 21.

[41]Ibid., pp. 75-77.

[42]Ibid., pp. 83-84.

participate in the learning process. He is not primarily re-
sponsible for regurgitation of facts, but he is responsible
for integrating his knowledge so that it is useful in solving
the problems of living in a complex society.

Kimball Wiles said:

> When the first edition of Teaching for Better
> Schools was published, I was convinced by evidence
> from research in human relations, group development,
> psychiatry and psychotherapy, counseling, communi-
> cation, leadership, and the learning process that
> the role of the teacher is to assist in the creation
> of the environment in which learning occurs and to
> relate to the learner in such a way that he will use
> the help the teacher can give. I am still convinced.[43]

Evelyn Wenzel discussed the creative teacher in
terms of one who had developed a sensitivity to students:
understanding their behavior as well as their words and
recognizing that learning can take place only if the learners
are members of an interacting group.[44]

Administration

What is true of the relationship between teachers
and pupils is also true of the relationships between ad-
ministrators and teachers. The human element is the basic
factor to be considered if the school is to achieve its
goals. Elsbree and Reutter, discussing morale, considered

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[43]Kimball Wiles, Teaching for Better Schools (Engle-
wood, Cliffs, N.J.: Prentice Hall, Inc., 1959), p. v.

[44]Evelyn Wenzel, "What Is A Creative Teacher,"
National Education Association Journal, Vol. LIII, No. 6
(September, 1964), pp. 8-10.

the first task of school administrators as that of convincing
themselves that high morale " . . . is directly related to
certain well defined personnel policies and procedures that
have their roots in a philosophy of human relations."[45]

Eugene Kim saw the principle of human relations as
basic in all types of human organization but especially so
in an educational institution:

> First, the major process operating in an edu-
> cational organization is a human one, and the final
> products of this "service oriented" organization are
> human beings, not material goods, Second, the quality
> of personnel who produce the human product constitute
> the core which invariably influences the total edu-
> cational achievement. These two factors bear more
> directly upon personnel administration in education
> than is generally true in other areas.[46]

He discussed in this article five important aspects: recog-
nition of interpersonnel needs; scientific investigation on
interpersonnel relations; provision for social and psychic
space; executive leadership and a human relations skill; and
change in evaluating educational products. He noted that
lack of satisfaction of biological needs impairs the well
being of the organism and likens this to the interpersonnel
needs of an organization; that there is need for release from
arbitrary authority, for self-expression, for greater freedom,

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[45]Willard S. Elsbree and E. Edmund Reutter, Jr., Staff
Personnel in the Public Schools (New York: Prentice Hall,
Inc., 1954), p. 265.

[46]Eugene C. Kim, "Five Realities Important to Faculty
Human Relations in School Administration," The Bulletin of
the National Association of Secondary School Principals
(Washington, D.C., April, 1962), Vol. XLVI, No. 273, pp. 121.

and for self-development; that further research is needed on executive leadership; and that there is need for instruments of evaluation that take into account the socio-psychological aspects of performance.[47]

Related Studies of Morale

The current philosophy of educational administration seems to be that the administrator's most important task is "to release the creative capacities of the teachers on his faculty." This thought expressed by Griffiths has also been discussed in the preceding paragraphs, but Griffiths stated further that administrators, for this reason, must pay more and more attention to factors of morale.[48]

He made it clear that "groups must be worked with and not on," and that "change comes from the inside."[49] Such statements were made with the belief that high morale promotes high production and low morale begets low production.

These beliefs have developed over a fifty year span of time. Suehr points out in his comprehensive review of the literature that morale studies in education have been borrowed from industry and the military. The literature

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[47]Ibid., pp. 121-124.

[48]Daniel E. Griffiths, Human Relations in School Administration (New York: Appleton Century-Crofts, Inc., 1956), p. 145.

[49]Ibid., p. 147.

increased in amount during war years. High three year
periods were: 1941-44; 1950-53 and 1957-1959.[50]

Two examples of important research, one from the
military and one from industry, discussed in the chapter:
"Research and Theory" of the book, Research Methods in Social
Relations, indicates the importance of research in these two
areas.

The first report is credited to "Stouffer (in Merton
and Lazersfeld, 1950)," The concept of "relative deprivation"
is described as a conclusion made by Stouffer from his
studies of the American soldier. He reports that Research
Branch I was stumped when it discovered:

> . . . Northern Negroes in Southern camps, in spite of
> the fact that they said they wanted to be stationed
> in the North and that they resented discrimination in
> Southern police, showed as favorable or more favorable
> responses to items reflecting personal adjustment in
> the Army than did those in Northern camps. . . .
> When, eventually, it was suggested that the Northern
> Negro soldier in the South had very great advantages
> over Negro civilians in the South and that advantages
> over Negro civilians in the North were much less, a
> clue to the paradox appeared.[51]

Out of this paradox came a somewhat new theory which was
called "relative deprivation."

The concept of "relative deprivation" has relevance
to this research in that it points up the importance of the

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[50]John H. Suehr, "A Study of Morale in Education" (un-
published Doctoral dissertation, University of Colorado,
1961).

[51]Claire Sellitz, Marie Jahoda, Morton Deutsch, and
Stewart W. Cook, Research Methods in Social Relations (New
York: Henry Holt and Co., Inc., 1959), p. 496.

satisfaction of personal needs as a factor of teacher morale.

Another germane example, this time from industry, may be cited. The well known "Hawthorne Studies" by Roethlisberger and Dickson in 1939 discovered the importance of social and attitudinal factors to production. No matter whether physical conditions of work were improved or made poorer, production increased. The workers in the experimental group knew they were being set apart to study changes in working conditions and a group cohesiveness developed among them. Someone had shown an interest in them. The researchers concluded that output is influenced by social and attitudinal factors within the work situation.[52] Such research reinforces the importance of satisfaction of personal needs as a morale factor.

Boris Blai, Jr., searching for a job satisfaction predictor, used six multiple choice questions in connection with job satisfaction and needs satisfaction. His subjects were 470 persons employed in Philadelphia by the federal government in three very large and occupationally diverse organizations. The questionnaire was designed to measure two variables: (1) degrees of need satisfaction among fourteen pre-selected psychological needs, and (2) the individual's self-evaluated degree of job satisfaction. The need statements were randomized among fourteen possible

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[52]Ibid., p. 497.

forced choices in each of five of the six questions. Respondents selected from the fourteen needs, three they considered most desirable, satisfying or most important and ranked them in order of importance.

In the sixth question, the subjects were asked to indicate their satisfaction with their present jobs on a seven point scale with one being negative and seven positive. His hypothesis was: "Job satisfaction varies with the strength of human needs satisfaction." The hypothesis was true and he listed the strongest needs by occupations as Table 2.1 illustrates.[53]

Table 2.1. Percentage of persons in five occupational groups expressing important personal needs.

	Professional	Managerial	Clerical	Service	Trades-Manual
Self-actualization	70	58	36		
Interesting Duties	70	54	60	34	
Advancement	39	33			
Job Security			53	70	71
Independence				41	
Esteem					36
Congeniality					34

[53]Boris Blai, Jr., "A Job Satisfaction Predictor," Personnel Journal, Vol. XLII, No. 9 (October, 1963), p. 453.

The foregoing examples serve the purpose of showing how the study of morale in education is related to research in business and industry. For instance, it appears from the studies of morale in education that all six of the items mentioned by Blai in Table 2.1 are important to teacher morale. Though the six names above, and the terms, "relative deprivation" and "social and attitudinal factors" will not appear, similarities can be noted in the literature concerning studies of morale in education. Three factors: satisfaction of teachers' personal needs, teacher satisfaction with administrative policies and practices, and teachers' satisfactions with their tasks will receive considerable attention.

Researchers of conditions of morale in education only recently got on the band wagon. The studies reported here are general in nature because few studies have attempted to relate teacher morale to the evaluation of teachers. The importance of administrative policies and practices to morale in the educational organizations stands out just as inter-personnel relationships have been reported important to other organizations.

Studies of Morale in Education

Many things have been rediscovered from time to time about morale in education. They have been reported as main

studies or tangentially to the issues being researched. In

1954 Elsbree and Reutter wrote:

> The quality of morale, like the efficiency of a
> teacher, is somewhat elusive; but students of the
> morale problem have now reached rather general
> agreement as to what morale is and have identified a
> number of common factors which seem to condition the
> attitude of workers in every sphere of life.[54]

Their chapter on "Morale" emphasizes the responsibility of

the administration for high morale of the staff and non-

certified employees. They relate high morale directly to

"well-defined personnel policies and procedures that have

their roots in a philosophy of human relations."[55] Personnel

policies in and of themselves, like the socio-economic nature

of the community, wages, tenure, and sick leave, are no

substitute for teachers' satisfactions with their tasks and

of their personal needs. Every teacher needs to feel that

he has worth and can make a contribution with his colleagues

and the administration toward the goals of the school organi-

zation. This emphasizes the need for good two-way

communications.

These and other research results will be presented

in chronological order in the following discussion. General-

ly speaking, the studies referred to will have been completed

during the last fifteen years.

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[54]William S. Elsbree and E. Edmund Reutter, Jr.,
Staff Personnel in the Public Schools (New York: Prentice
Hall, Inc., 1954), p. 262.

[55]Ibid., p. 265.

Anderson's attempts to relate student achievement to teacher morale are referred to several times in the literature. He found that the achievement of students of low morale teachers is less than that of students of high morale teachers. Anderson studied twenty Iowa schools selected on the basis of the Iowa Tests of Educational Development. Ten of the schools were above the 75th percentile and 10 were below the 30th percentile. The teachers were interviewed and tested on morale.[56] Of this study, Suehr stated:

> While more work needs to be done in this area in order to determine how morale affects achievement of students in relation to their ability, this study alone should stimulate action.[57]

In 1957 Redefer said that Dr. Anderson had left many questions unanswered and that studies suggested by Anderson had not been forthcoming.[58]

Monford's thesis in 1956 on factors influencing the work of teachers found the most important factors to be:

> . . . helpful, cooperative, understanding principals and supervisors: freedom allowed teachers to plan and teach as they think best and good human relations among teachers within the school. Elementary teachers are hindered most by excessive clerical work and lack of time away from pupils;

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[56]Reported by Daniel E. Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts, Inc., 1956), p. 145.

[57]John H. Suehr, "A Study of Morale in Education" (unpublished Doctoral dissertation, University of Colorado, 1961), p. 23.

[58]Frederick L. Redefer, "Teacher Morale and Quality Education," Nations Schools, Vol. LIX (February, 1957), p. 53.

secondary teachers are hindered most by interruptions
during their teaching and by removal of pupils from
the classroom for other activities.[59]

The theory of "relative deprivation" as applied in "Studies

of the American Soldier"[60] appears operant here. Elementary

teachers compare themselves with secondary teachers most of

whom have a planning period and easily conclude that they

have less free time away from students. High school teachers

conclude that they have more extra curricular activities than

elementary teachers. The attitudes of both groups might be

classified as "relative deprivation" which affects their

morale.

Sometimes dissatisfactions are as prevalent in high

morale schools as in low morale schools. Making this con-

clusion, Roth also found dissatisfaction with working con-

ditions to be more prevalent among high school teachers. He

also noted that low morale teachers made more use of the

free response line available on his measuring instrument.[61]

It should be noted that freedom of response to the

Teacher Morale Form used in this study of "Teacher Morale

and Evaluation of Teachers" is one of the attributes of the

TMF.

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[59]Ida Bell Monford, "Factors Influencing the Work of
Teachers in Fairfax County Virginia" (unpublished Doctoral
dissertation, Ohio State University, 1956).

[60]Op. cit.

[61]James Lester Roth, "A Technique for Determining the
Sources of Job Dissatisfactions" (unpublished Doctoral
dissertation, Stanford University, 1956).

Two years later in the central New York area, O'Connor examined sixteen general questions included in an extensive questionnaire administered to 303 public school teachers. Ninety-nine percent returned the questionnaire. His inquiry attempted to (1) measure the overall level of satisfaction or dissatisfaction with the conditions of work found in different schools, and (2) to find out what factors in the school situation might be associated with high or low morale. He does say that no school could be identified as a high or low morale school, and that independent judges asked to diagnose morale were wrong two out of three times when designating high and low morale schools. When the upper quartile, seventy-seven high morale teachers was compared with the lower quartile, he found:

1. Teachers perceived own morale to be higher than their co-workers.

2. The most consistent relationship with the overall level of morale was the way in which the teacher felt about his administrator or supervisor.

3. Sex of supervisor, salary, size of class, and extra duties did not appear as important as number two.

4. High morale teachers estimated co-workers to be cooperative and well disposed toward each other.

5. Low morale teachers had poor relations with supervisors, fellow teachers, pupils and the community.

6. Happier teachers had more free time away from children each day, were supervised more often, and had more democratic relations with supervisors.

7. High morale teachers were over 35, home owners, and active church members.[62]

Cohen determined that attitudes toward morale areas, such as personnel practices, curriculum, and teacher-supervisor relationships, exist independently of the socio-economic nature of the community. Comparing privileged and underprivileged schools she reported that there were high and low morale teachers in both, but that autocratic practices of administrators contributed to low morale.[63]

Administrative behavior will undoubtedly come under scrutiny again and again as one of the contributing factors to high and low morale of teachers and non-certified personnel. Wagoner made such a study in order to determine which tests would discriminate between principals whose staffs have high or low morale. Principals were divided into two groups on the basis of total scores on the "Faculty Morale Rating Scale" and on the basis of the "Rating Scale of Hostile Behavior." He determined significant differences between high and low morale groups by using the "t" test of the standard error of the difference between the means of small independent samples. He reported:

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[62]William Francis O'Connor, Jr., "A Study of Some Selected Factors Related to Teacher Morale" (unpublished Doctoral dissertation, Cornell University, 1958).

[63]Reported by Clyde E. Bocker and Richard C. Richardson in "Twenty-Five Years of Morale Research: A Critical Review," Journal of Educational Sociology, Vol. XXXVI, No. 5 (January, 1963), p. 201.

1. With principals divided into high and low morale
   groups by the RSNB the most effective tests in
   discriminating between groups of low morale and
   high morale were: the Public Opinion Questionnaire,
   and the Edwards Personal Preference Schedule on
   three variables: affiliation, heterosexuality, and
   consistency.

2. With the principals divided into high and low morale
   groups on the basis of the FMRS, . . . the Minnesota
   Teacher Attitude Inventory and the EPPS discrimi-
   nated between the means.

His conclusion was that the EPPS, the POQ and the MTAI may

be helpful in discriminating between principals whose staffs

have high or low morale.[64]

It seems to the writer that it would be much more

profitable to measure teacher morale directly. Studying

principals' morale undoubtedly has value, but Waggoner's con-

clusion hardly seems valid or efficient.

Ross used a battery of seven measuring instruments

to secure data from approximately 100 rural teachers in two

school systems in order to compare the morale status of rural

and suburban schools. The first instrument of 108 items

measured the high and low morale tendencies of teachers. The

next three instruments provided information by which to

interpret the morale and the last three were used to validate

the original test. One of Ross' findings was that rural

teachers of low morale tend to view their social status as

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[64]Glen Hastings Waggoner, "Administrators' Scores on
Selected Standardized Tests and His Administrative Per-
formance as Reported by Classroom Teachers" (unpublished
Doctoral dissertation, Stanford University, 1959).

being lower than that of non-teachers, and to consider the cultural level of the community as inferior.[65] Cohen, on the other hand, had reported that morale was independent of the socio-economic nature of the community.[66] Herein lie some apparent differences. He also concluded that, in general, the social origin of the teacher is not the determinant, per se, of the morale status of the teacher.[67] Suehr reported the opposite. He found that high morale teachers come from upper or upper middle class homes more often than low morale teachers.[68]

There is general agreement with other conclusions made by Ross.

1. Staff morale is a function of personnel policies and practices which are characteristic, innately of each staff group.

2. Married females tend to have higher morale than married males.

3. The factor of desirability of community residence is not related significantly to the morale status of rural teachers.

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[65]Walter E. Ross, "A Study of Personnel Factors Affecting the Morale Status of Teachers of Two Rural School Systems in New York State and Including Comparisons of Findings With Those of a Similar Study Completed for a New Jersey Suburban School System" (unpublished Doctoral dissertation, New York University, 1960).

[66]Blocker and Richardson, op. cit., p. 201.

[67]Ibid., p. 201.

[68]John H. Suehr, "A Study of Morale in Education Utilizing Incomplete Sentences," Journal of Educational Research, Vol. LVI, No. 2 (October, 1962), p. 78.

4. Comparatively, rural and suburban teachers tend to react similarly, with but minor variations to personnel factors affecting morale status.[69]

Suehr, interested in the personality factors that might cause high or low morale in teachers, devised an incomplete sentence blank test which he called the Teacher Morale Form. It was patterned after the semi-structured projective technique used by Rotter and Rafferty.[70] It is assumed, they say, that the subject reflects his own wishes, desires, fears and attitudes in the sentences he completes when the first word or words are supplied. Its advantages are:

1. Freedom of response is provided.
2. Some disguise is present.
3. Group administration is relatively efficient.
4. No special training is necessary for administration, and interpretation can be done with a minimum of clinical experience.
5. It lends itself easily to objective scoring.
6. The time of administration tends to be shorter.
7. . . . new sentence beginnings can be "tailor made" to fit a variety of situations.

Its disadvantages are that it cannot be machine scored, not as much disguise as in other projective techniques is present and insufficient material is obtained in some cases.[71]

Using this information Suehr developed a forty item form which was highly discriminating. It is described in detail in Chapter III of this study. With it he measured the

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[69] Op. cit.

[70] Julian B. Rotter and Janet E. Rafferty, The Incomplete Sentences Blank: College Form (New York: The Psychological Corporation, 1950), p. 3.

[71] Ibid., pp. 3 and 4.

morale of teachers in the public schools of Boulder, Colorado and related psychological, sociological and biological factors of teachers to their morale.

Suehr found twenty-six factors affected the personality of the teacher and were significantly related to morale at the five percent level. Quoted here are a few of those items not generally reported in the literature:

1. Teachers indicating that an opposite sexed parent had the most influence on them were more apt to be low morale teachers.

2. Being the youngest in the childhood family was a factor in low morale.

3. Low morale teachers feel that they are more stubborn in their personality make-up.

4. High morale teachers are more apt to go to bed early and get up early.

5. High morale teachers were more apt to rate themselves as bing slightly introverted, and low morale teachers were more often found in the slightly extroverted category.

6. High morale teachers more often feel that their childhood family was very close.[72]

He also administered the Incomplete Sentence Blank to principals to determine their personal adjustment and relate it to teacher morale. No principal was poorly adjusted and no significant relationship was found between teacher morale and the adjustment of principals.

A postcard questionnaire asked parents about their degree of satisfaction with the job the school was doing for

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[72]Op. cit.

their child. A five percent sample showed that parent satis-

factions were less when teacher morale was low. Parent

satisfaction was significantly related to morale of teachers

but not to educational level or socio-economic factors of

parents.

Some of Suehr's conclusions not reported by others

are:

1. The childhood background of teachers is highly important to their morale as adult teachers. High morale teachers have an advantage from the beginning by more often being born into higher socio-economic status.

2. As among students, personality differences exist among teachers.

3. Cause and effect relationships are evident in the area of morale. Parents sending their children to schools in which teacher morale is low show a corresponding doubt of that school.

4. The incomplete sentences method is the best method yet devised for determining teacher morale. . . .

5. Much is known about pupil motivation, but little is known about what motivates teachers. . . .

6. Teaching is not adequately recognized as a de- sirable profession for a man; consequently the type of man entering teaching might possibly be different from the man entering medicine, law, or business.

His other conclusions corroborate other research. They in-

clude the importance of good communication, good human re-

lations, consideration of the whole personality of the

teacher, and good mental health when considering teacher morale.[73]

Quinn McNemar, in 1946, had suggested that morale is "not an entity," that there are many "morales," and that they could be reliably measured by scale techniques. He further hypothesized:

> It seems more reasonable, however, to believe that these "little things are not entirely independent, either statistically or functionally, that certain of them tend to go together, or form clusters, and that such clusters are conceivably independent of each other.[74]

The concept of clusters of morale was used by Bently and Rempl of Purdue to study "Peer Selection vs. Expert Judgement as a Means of Validating a Teacher Morale Measuring Instrument." Of 169 items judged they retained 157 to sample eight clusters:

1. self status
2. relationship with students
3. relationships with other teachers
4. factors relating to administration and policies
5. relationships with the community
6. curriculum factors
7. working conditions
8. economic factors

Their sample included 570 teachers in twenty-two Indiana high schools. Kuder-Richardson reliability coefficient for total scores using the hold-out sample was .96. Coefficients

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[73]John H. Suehr, "A Study of Morale in Education" (unpublished Doctoral dissertation, University of Colorado, 1961).

[74]Quinn McNemar, "Opinion Attitude Methodology," Psychological Bulletin, Vol. XLIII (July, 1946), pp. 365-367.

of reliability using cluster scores ranged from .79 for economic factors to .98 for factors relating to administration and policies. They found that a large majority of the items in the teacher morale measuring instrument showed low discriminating power between "high" and "low" morale teachers as identified by peers. They noted two dangers: (1) teachers may be judged likeable or non-likeable, and (2) the marked differences in the morale among schools could be explained as only a relative difference since peers judged morale in terms of a particular school, i.e., low morale teachers might be at a high morlae level in another school. Using a scoring key based on expert judgements, they found nearly all items discriminated between teachers with "high" and "low" total scores.[75] Reporting the research by Bently and Rempl has most relevance for this study in the use of clusters of morale, as will be seen later in Chapters III and IV.

Three different pieces of research reviewed by Blocker and Richardson have general relevance for this study. They report: (1) Garrison using the McCluskey and Strayer Test concluded that "nearly every aspect of the teacher's environment is involved in adjustment to the job";[76]

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[75]Ralph R. Bently and Arno M. Rempl, "Peer Selection vs. Expert Judgement as a Means of Validating a Teacher Morale Measuring Instrument," Journal of Experimental Education, Vol. XXXI, No. 3 (March, 1963), pp. 235-240.

[76]Clyde E. Blocker and Richard C. Richardson, "Twenty-five Years of Morale Research: A Critical Review," Journal of Educational Sociology, Vol. XXXVI, No. 5 (January, 1963), p. 201.

(2) Knox using a modified McCluskey Test attempted to relate sixty-five aspects of the teacher's environment to teaching success. He discovered that a positive relationship existed "between teacher efficiency and the sort of people that make up the community";[77] (3) Bidwell, they say, in a study that was well done reported:

> . . . teachers who perceive administrative behavior as being consistent with their expectations will tend to be satisfied with the teaching situation; teachers whose perceptions are not consistent with expectations will tend to be dissatisfied, and the level of teaching satisfaction depends on the expectation and whether or not it is fulfilled. It does not depend on the nature of the expectation.

Blocker and Richardson concluded that this research tended to refute the position that democratic administration is best for all situations.[78] In summary, they felt that the most important items of morale were those dealing with personality and human relations, and that the principal may be "the strongest morale producing factor."[79]

Pryor's research was about this strongest morale producing factor. He studied 323 teachers in nineteen administrative units and three districts. The instrument, developed by the Industrial Relations Center of the University of Chicago, dealt with teachers' perceptions of 105 different descriptive items of policies and practices as they existed

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[77]Ibid.

[78]Ibid., p. 202.

[79]Ibid., p. 203.

in the administrative units. Teachers evaluated, by means
of a five point scale, how each of the 105 dimensions as it
existed in their school unit affected their morale status.
The responses were dichotomized into favorable and unfavorable
responses and the morale tendency scores. These were tested
by the Pearson Product Moment Coefficient of Correlation.
The two most important of eight conclusions were:

1. The relationship between teachers' perceptions
    of administrative policy, procedures and
    practices, and morale status of teachers is
    significant.

2. The administrative policies, procedures and
    practices have their only important existence
    in the way the teachers perceive them in oper-
    ation in their school system.[80]

Summary of Morale Research

Two articles by Frederick L. Redefer will be borrowed
from extensively for the following summary of morale research
for two reasons:

1. Any discussion of morale in education without refer-
ence to this New York University professor would be remiss.

2. The findings of fifty graduate student researchers
under his direction over a period of seven years resulted
in twenty doctoral dissertations, the results of which rein-
force the research previously discussed here.

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[80]Guy Clark Pryor, "The Relationship Between Teachers'
Perceptions of Administrative Dimensions and the Morale
Status of Teachers in Certain Texas Schools" (unpublished
Doctoral dissertation, North Texas State University, 1964).

All the research in more than fifty school systems and in-
volving 10,000 teachers was conducted in the New York metro-
politan area.

In consulting industrial researchers, his students
found that school personnel differ from factory personnel,
but the principles were very much alike.

"Personnel policies and practices rather than salary
levels are the key to high and low teacher morale,"[81] stated
Dr. Redefer. Studies by Monford,[82] Cohen,[83] O'Connor,[84]
Bidwell,[85] and Pryor[86] all reported the importance of ad-
ministrative policies and behavior to teacher morale.
"Several studies," reported the N.Y.U. professor, "noted
that commendation for good work done by teachers is frequent-
ly overlooked by administrators."[87] The morale of teachers
in low socio-economic areas was found to depend on many
factors. His students found that: "Democratic adminis-
tration by the school principal can counter-balance

[81]Frederick L. Redefer, "Studies of Teacher Morale,"
School and Society, Vol. XCII (February 22, 1964), pp. 63-64.

[82]Op. cit.

[83]Blocker and Richardson, op. cit.

[84]Op. cit.

[85]Blocker and Richardson, op. cit.

[86]Op. cit.

[87]Redefer, op. cit.

unfavorable community factors."[88]   This was the work of Gloria

Cohen[89] reported earlier.

Another area was freedom to plan and teach: this in-

volves being able to choose books and discuss controversial

issues with students.[90]   Monford also reported that freedom

to plan and teach was essential to the teachers of Fairfax

County Virginia.[91]

> Morale exists to the degree that teachers freely
> and consciously released and focused the skills,
> knowledge, and abilities they possess, to achieve
> known and accepted educational objectives which they
> have actively participated in formulating.[92]

Teachers reported, he said, that the principal's

most important job is to understand them as persons. When

principals complain that faculties don't read communications,

teachers may be blocking out the message because no one

listens to them. Redefer emphasized, "Only two way communi-

cation will solve the problem."[93]   The level on which

teachers communicate and receive communications has much to

do with the morale of individual teachers.

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[88]Ibid.

[89]Gloria J. Cohen, "A Study of the Socio-Economic
Status of the School Community and the Morale of Teaching
Personnel in New York City" (unpublished Doctoral disser-
tation, New York University, 1959).

[90]Redefer, op. cit.

[91]Monford, op. cit.

[92]Frederick L. Redefer, "A Teacher Teaches Better,"
N.E.A. Journal, LIII (April, 1964), pp. 8-10.

[93]Ibid.

Commenting on the undesirability of reducing interpretations of group morale to averages and standard deviations he added:

> Yet, since a faculty is a group of individual teachers, it is possible in the study of schools to obtain insights into teachers as individual personalities.[94]

This was a basic assumption of most of the research reported here and of this research on "Teacher Morale and Teacher Evaluation."

Now that the recent research on morale and education has been reviewed, the pertinent research on teacher evaluation will be discussed in the second half of this chapter.

Evaluating Teachers

The amount of research devoted to identification of good teachers has been long and varied without very much agreement on the best methods of evaluating. Some of the methods are: observing teacher behavior and noting methods and pupil-teacher interaction; teacher self-ratings; pupils ratings of teachers; and supervisors' or administrators' rating of teachers. All have their particular places and purposes and studies of teacher effectiveness have been numerous.

A few evaluations of teachers studies were completed between 1896 and 1912; then there was a sharp rise to about

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[94]Ibid.

sixty studies by 1917 followed by a leveling off for the next decade. Between 1927 and 1932 the number of studies reached 250. A sharp decline followed to about 150 in 1937. With the advent of Gestalt psychology the number of studies based on objective data decreased.[95]

The search for the good teacher continues. A forty-eight page book, Who's A Good Teacher, discusses the importance of knowing what good teaching is; what is meant by evaluation, and the purpose and effects of it. It considers the three ways of measuring teacher effectiveness--pupil growth, teacher behavior and teacher effectiveness--and problems connected with each one. The first method has proved rather inconclusive but the other two show some promise.[96] Redefer's comment on the Anderson study casts some doubt on the method of using student achievement alone to measure teacher effectiveness.[97]

This would seem to infer that teacher effectiveness should be measured by other means than the achievement of their pupils.

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[95]Who's A Good Teacher (Washington, D.C.: American Association of School Administrators, Department of Classroom Teachers of the N.E.A., and National School Boards Association, 1961), p. 12.

[96]Robert B. Howsam, Who's A Good Teacher: Problems and Progress in Teacher Evaluation. Prepared for the Joint Committee on Personnel Procedures of the California School Boards Association and the California Teachers Association.

[97]Redefer, Nations Schools, op. cit., p. 53.

The nature of this study lends itself to the more subjective approach and the use of a rating scale. The literature examined will be limited to discussions of the use of rating scales, teacher self-evaluations, student evaluations of teachers and principals' or supervisors' evaluations of teachers.

Use of Rating Scales. H. H. Remmers, in his chapter, "Rating Methods in Research on Teaching," says:

> It is likely that no approach to the measurement of variables in research on teaching has been used more often than the rating method. . . . Since 1950 the use of rating methods has not diminished in importance or frequency.[98]

He describes this type of research as widespread and basic and notes that the measuring device is not the form but the rater. The ratings he points out have certain limitations:

> . . . characteristics of the human rater--his inevitably selective perception, memory, and forgetting, his lack of sensitivity to what may be psychologically and socially important, his inaccuracies of observation and in the case of self ratings the well established tendency to put his best foot forward, to perceive himself in a more favorable perspective than others do.[99]

In the following discussion the attempt will be made to show how various researchers have met these problems.

Teacher Self Evaluations. In 1954, Elsbree and Reutter said: "There are no valid self-rating scales by

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[98] N. L. Gage (ed.), Handbook of Research on Teaching (Chicago: Rand McNally and Co., 1963), p. 329.

[99] Ibid.

which a teacher can rate his efficiency."[100] Indeed, this
appears to be true, but six years later, A. S. Barr described
a self-rating scale based on the idea that teacher effective-
ness is determined, at least in part, by the teacher's
personality. In Part A, the teacher ranks himself, and ad-
ministrators and teachers he knows on fifteen qualities. In
Part B, the teacher compares himself with these adminis-
trators and teachers. In Part C, he notes the amount of
qualities he thinks they have and he has. Barr believes the
scale to be discriminating and objective but that further
research is needed.[101]

Also in 1960, Simpson found the use of self-evaluation
instruments to be widespread and have many successful
users.[102] However, there appears to be no conclusive re-
search on the subject.

Student Evaluations of Teachers. The importance of
pupil ratings of teachers is reported by Remmers who is re-
sponsible for the Purdue Rating Scales. Such measures are
valid and reliable. Reliability of ratings of teachers by
twenty-five or more students is as good or better than most

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[100]Op. cit., p. 247.

[101]A. S. Barr, "The Assessment of the Teacher's Person-
ality," School Review, Vol. LXVIII (Winter, 1960), pp. 400-
408.

[102]Ray H. Simpson, "Use of Self Evaluative Tools for
the Improvement of Instruction," AACTE Bulletin, Vol. VIII
(American Association of Colleges of Teacher Education,
December, 1960), pp. 1-9.

educational or mental tests available. They are affected only slightly or not at all by age, sex of students or teachers, popularity, grades given by the teacher, or difficulty of the courses.[103]

Gage's conclusions were reported in 1963. Earlier, in 1937, Bryan, in a study of secondary school teachers, stated that his purposes were:

1. To determine the effect of such factors as intelligence, school marks, and sex on ratings.

2. To determine the degree of correlation of pupils' ratings of teachers.

3. To determine the degree of agreement between pupils' and administrators' ratings of teachers.

4. To determine what items in the rating instrument have the most weight in determining general teaching ability.[104]

He studied 900 eighth and ninth graders, 600 tenth and eleventh graders, and administrators' ratings. Each pupil on unsigned forms rated four teachers. Chance half correlations were .90 and internal consistency of the tests, shown by comparing general teaching ability with the other ten items, was .995 and .997 for the junior and senior high groups, respectively. Significant correlations of .68 and .69 were shown for ratings by students and administrators

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[103]Gage, op. cit., p. 368.

[104]Roy C. Bryan, Pupil Ratings of Secondary School Teachers, New York: Teachers College, Columbia University, 1937), p. 7.

for junior and senior high groups, respectively.[105] His

findings, arranged in the same order as the purposes, were:

1. There is no significant difference between ratings
   of pupils and high or low intelligence.

2. There was some significant difference between
   ratings of boys and girls of men and women
   teachers. Nineteen percent of the total number
   of differences were considered significantly
   different.

3. There was a slight tendency for pupils with high
   marks to rate teachers higher than pupils with
   lower marks, but there were many exceptions.

4. The ratings of 40 pupils gave correlations of
   .90 or above.

5. Self consistency of pupils was nearly perfect.

6. Pupils ratings are highly reliable.[106]

Determining who are effective teachers increased in

importance with interest in merit pay. McCall and Krause

report:

Generally speaking, the means of evaluating
teachers for merit pay, which are commonly used such
as: hours of credit, activity in the community, pro-
fessional knowledge, I.Q., years of service, knowledge
of subject matter, were shown to be invalid measures
of teacher effectiveness.

Of all the measures used, the one which proved to
have the highest correlation with teacher merit was
the McCall-Herring Personality Measure, when used as
a rating-by-pupils device. The scale consists of
five items: is clean, has good manners, keeps temper,
is kind, and is a good citizen. Correlation ranged
from .22 to .39. A comparison of these results with
the results obtained from ratings of teachers by
peers, principals, and supervisors indicates quite

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[105]Ibid.

[106]Ibid.

clearly that a teacher's pupils are far better
judges of a teacher's merit than are professionally
trained adults.[107]

General agreement has even been reached on the criteria to
be used.

Investigators have been able to classify teacher be-
havior into a relatively small number of areas. Ryans
(1960) found three patterns:

1. Understanding, friendly teacher behavior vs.
   aloof, egocentric behavior.

2. Systematic, responsible, businesslike behavior
   vs. evading, unplanned, slipshod behavior.

3. Stimulating, imaginative behavior vs. routine
   dull behavior.[108]

Nelson and others (1956) found almost identical
areas, i.e., disciplinary control, teacher pupil relations,
and instructional excellence.[109]

Gupta discovered five factors when sixth grade
pupils' ratings of 130 teachers were analyzed. A 96 item
scale combining the Leeds forty-eight item My Teacher inven-
tory with a forty-eight item Teacher Description Inventory
developed by Gage and Weitman was used. These factors were:

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[107]William A. McCall and Gertrude R. Krause, "Measure-
ment of Teacher Merit For Salary Purposes," Journal of Edu-
cational Research, Vol. LIII, No. 2 (October, 1959), p. 74.

[108]Who's A Good Teacher (Washington, D.C.: American
Association of School Administrators, Department of Class-
room Teachers of the N.E.A., and National School Boards
Association, 1961), p. 12.

[109]Ibid.

1. Affective Merit

2. Cognitive Merit in Motivating Learning

3. Cognitive Merit in Promoting Comprehension (Negative Items)

4. Cognitive Merit in Promoting Comprehension (Positive Items)

5. Disciplinary Ability[110]

Factors prerequisite to success in teaching were discussed by Barr and Emans. In an attempt to improve rating scales they selected from 6,939 items those most frequently mentioned as important. The top ten items and their frequencies were:

1.	Instructional Skill	371
2.	Personal Fitness for Teaching	369
3.	Scholarship and Professional Preparation	301
4.	Ability to Cooperate with Others	235
5.	Appearance	213
6.	Classroom Management	205
7.	Interest in Work, Pupils and Subject	172
8.	Considerateness	145
9.	Leadership	131
10.	Health	106[111]

Bryan takes note of the fact that surveys concerning traits of the ideal teacher list: sincerity, fairness, appreciativeness, friendliness, industry, good judgment and ability to explain clearly.[112]

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[110] Promila Gupta, "A Study of Cognitive Merit of Teachers" (unpublished Doctoral dissertation, University of Illinois, 1960), reported in Gage, op. cit., p. 368.

[111] A. S. Barr and Lester M. Emans, "What Qualities are Prerequisite to Success in Teaching?" Nations Schools, Vol. VI, No. 3 (September, 1930), pp. 60-64.

[112] Roy Coulter Bryan, Pupil Rating of Secondary School Teaching (New York: Bureau of Publications, Teachers College, Columbia, 1937), p. 2.

Western Michigan University's Student Reaction

Center developed a "Student-Opinion Questionnaire" for evalu-

ating teachers. Teachers subscribe for the service and are

sent any number of forms requested. Usually the teacher has

someone else administer the tests for him so that the stu-

dents can respond freely. They do not sign the opinionnaires

which are mailed to WMU Student Reaction Center. The Center

analyzes the results and sends the teacher a composite re-

port. The reliability coefficients for the different scaled

questions using fifty teachers--one class per teacher--range

from .86 to .92. This test used in this research is dis-

cussed in Chapter III. However, it is mentioned here so

that the similarity of its items to those mentioned above

may be noted.

1. Knowledge of the subject
2. Ability to explain clearly
3. Fairness
4. Discipline
5. Sympathetic understanding
6. Ability to make classes lively and interesting
7. Efficiency
8. Skill in getting students to think for themselves
9. Ability to help students know why they are learn-
   ing certain things
10. General teaching ability.[113]

H. H. Remmers' comments that student ratings are

valid in-as-much as there is no other way to know how stu-

dents feel about their teachers than to ask for their

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[113]*Western Michigan University Continuous Study of Stu-
dent Reaction Reports* (Kalamazoo, Michigan: Western Michigan
University, 1962).

judgements. A fitting summary to the subject of student evaluations is his statement that:

> Just as achievement tests in the usual sense are used to evaluate one group of effects of the teacher on pupils, so pupils' ratings of teachers may be used to evaluate another equally important group of effects.[114]

Attention is called to the fact that the items used in the Western Michigan University studies are the ones most often named as qualities of an effective teacher.

Supervisors' Evaluations of Teachers. The reader will recall that McCall and Krause reported that principals and supervisors are poorer judges of teacher effectiveness than students.[115]

Peck[116] and Bryan[117] discovered the opposite. Attempting to predict principals' ratings from independent analysis of personality data of teachers, he found that principals' judgements are stable and valid, at least where they have a chance for first hand observation.

Can principals exclude their own personality characteristics when they rate teachers? Andrews and Brown asked

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[114]H. H. Remmers and N. L. Gage, Educational Measurement and Evaluation (New York: Harper and Brothers, 1955), p. 493.

[115]Op. cit.

[116]Robert F. Peck, "Principals' Ratings of Teacher Performance from Personality Data," Journal of Educational Psychology, Vol. L (April, 1959), pp. 70-74.

[117]Bryan, Pupil Ratings of Secondary Teachers, op. cit.

this question in a study designed to discover if similarity
in personality traits affected principals' ratings of
teachers. Six hundred and eight principals and teachers
were studied by means of the Edwards Personal Preference
Schedule, the Allport-Vernon-Lindzey "Study of Values" and
the Minnesota Teacher Attitude Inventory. He found no sig-
nificant relationship.[118]

Nelson, Bicknell and Hedlund developed three
measures, one of disciplinary control, one on teacher-pupil
relations and one on instructional excellence. Their raters
were pupils, supervisors or pincipals, and trained observers
from college staffs. Inter-rater correlations were .55 for
observers and .68 for pupils and there was greater agreement
between the supervisors and the pupils. They pointed out
that this did not imply lack of ability on the part of the
observers but that the one-half day spent with each teacher
assigned to them was insufficient.[119]

Summary of Teacher Evaluations

It is very apparent that measuring teaching effective-
ness is extremely difficult and that no general device has

[118]John H. M. Andrews and Alan F. Brown, "Can Princi-
pals Exclude Their Own Personality Characteristics When They
Rate Their Teachers?" Educational Administration and Super-
vision, Vol. XLV (July, 1959), pp. 234-242.

[119]Kenneth G. Nelson, John E. Bicknell and Paul A.
Hedlund, Development and Refinement of Measures of Teaching
Effectiveness, First Report of the Cooperative Study to Pre-
dict Effectiveness in Secondary School Teaching (Albany:
The University of the State of New York and the State Edu-
cation Department, 1956), p. 17.

been developed for doing it. Also it is clear that the
personality of the teacher, elusive as it is to measure, is
of paramount importance. Ellsworth Thompkins says that this
has "put some researchers on a new track--studying the teacher
himself more than his practices.[120]

The research generally reports: that pupils' ratings
of teachers are valid and reliable; that principals and
supervisors can evaluate objectively if they take the time
to observe and can agree on the criteria; and that teachers
self-ratings are valuable but reliable measures have not
been established.

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[120]Ellsworth Thompkins, "Evaluating Teachers," Spot-
light (March-April, 1964).

CHAPTER III

PROCEDURES USED

The Sample

The hypotheses were tested in a population of 188 teachers in nine Michigan public secondary schools. Six were schools having grades seven through twelve; one was a ninth through twelfth grade school; one housed grades seven through nine; and one had grades ten through twelve. The first seven were in small rural communities under 1,669 in population and the latter two were in suburban communities of 75,000 or over. To the extent that 80 percent of Michigan towns are smaller than 1700 in population, as given by the 1960 census the schools are representative. To the extent that no communities of 5,000 - 25,000 are represented and the sample was small, it is not representative.

The rural schools were consolidated and within fifty miles of cities of 18,000 or more. They could be described as lower-middle and middle class communities, respectively. Seven schools housed grades seven through twelve; one had nine to twelve; one was a junior high with grades seven through nine; and one was a senior high with grades ten through twelve. Scattered around the lower peninsula, the

schools can almost be said to be representative. The 1960 census shows 80 percent of Michigan cities to be under 1,700 persons. Cities in the 5,000 to 20,000 population category were not represented.

Size of schools varied. Small schools ranged from twelve teachers to twenty-nine teachers and from 210 students to 663 students. The junior high had thirty-six teachers and 950 students. There were thirty-eight teachers and 1,350 students in the senior high.

All principals held master's degrees in administration except two: one MA in biology and one MA in English. All were participants in Michigan State University's Extern Program for school administrators.

Instrumentation: Teacher Morale Form

Developed by Dr. John H. Suehr of Michigan State University, the Teacher Morale Form was the instrument used to measure group teacher morale. The TMF is an incomplete sentence blank of the type developed by Rotter and Rafferty.[121]

Suehr selected 100 items from the most often repeated thoughts of teachers on other morale forms and tested them

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

on seventy teachers. From the sixty-seven usable responses, he selected the forty most important items.[122]

These he gave a "dry run" in the Denver elementary schools. Sixty percent were returned and no changes were necessary.[123] Criteria for construct validity were given by Suehr as:

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.
3. Evidence of internal consistency is shown by the interscorer reliability figures in Chapter III (given on page 111 as .97).
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."[124]

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[122]See Teacher Morale Form on the next page.

[123]Suehr, op. cit. (unpublished Doctoral dissertation), p. 99.

[124]Ibid., p. 177.

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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_____
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_____

Table 3.1. This rank order correlation shows how well teachers rated the teacher morale in their schools compared with the total morale in that school.

	Schools Ranked by Means of All Items		Schools Ranked by the Mean of Item 4: Teacher Morale in this School	d	d^2
1	1.30	1	.75	0	0
3	1.86	2.5	1.70	5.5	30.25
4	1.86	2.5	1.15	.5	.25
5	1.94	4	1.25	1.0	1.
6	2.07	5	1.40	.5	.25
7	2.08	6	1.40	.5	.25
8	2.58	10	3.09	0	0
9	2.085	7	2.06	2.0	4
10	2.15	9	1.31	5.0	25
11	2.13	8	1.65	1.0	1
				16.0	62.00

$$R = 1 - \frac{6\Sigma d^2}{N(N^2-1)} = 1 - \frac{6(62)}{10(99)} = 1 - \frac{372}{990} = 1 - .376 = .62$$

$$\text{Reliability Coefficient} = \frac{2r_{xx}}{1+r_{xx}} = \frac{2(.62)}{1+.62} = \frac{1.24}{1.62} = .76$$

Fisher and Yates' table on page 470 of Walker and Lev's _Statistical Inference_ gives r = .52 significant at .95 for Product Moment Correlation.

Walker and Lev report: "How to deal with samples larger than 8 and smaller than 25 is still a problem," on page 282. They also say that rank order correlations must be considerably higher than product moment. Since R = .62 is greater than r = .55, the student felt that R = .62 was significant. The item analysis referred to in number seven showed that only six items failed to discriminate at the one percent level and only one of the six, "My Class Size" failed to discriminate at the .05 level.[125]

Scoring the TMF

Instructions for scoring are given on the next page. A panel of three teacher judges in each school scored the unsigned morale forms. Anonymity was guaranteed to obtain as true responses as possible. Each judge ranked each statement as he evaluated it: 0-highly positive; 1-slightly positive; 2-neutral; 3-slightly negative; and 4-highly negative. The mean of the judges' ranks was assigned to each item for that school. The same procedure was followed in all schools.

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[125]John H. Suehr, "A Study of Morale in Education Utilizing Incomplete Sentences," _Journal of Educational Research_, Vol. LVI, No. 2 (October, 1962), p. 76.

INSTRUCTIONS FOR SCORING THE

TEACHER MORALE FORM

1. Read each statement over carefully.

2. Assign each statement a point value based on the scale below.

> 0 - High positive statements--
>   denoting high morale
>
> 1 - Slightly positive statements
>
> 2 - Neutral statements
>
> 3 - Slightly negative statements
>
> 4 - Highly negative statements--
>   denoting low morale

3. If a statement is both positive and negative, weigh the two, and decide if one is stronger than the other. If one does not predominate, score the statement as neutral.

4. Score blanks as neutral.[126]

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[126]John Suehr, op. cit., p. 76.

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For example:

Table 3.2.   Teacher judges' ranks of teacher responses to TMF.

Item	Judge 1	Judge 2	Judge 3	Mean
1	0	0	1	.33
2	3	4	3	3.33
40	1	2	0	3.00

To test the reliability of such judgements, eighteen items, a five percent sample of the responses from the TMF's from various schools, were judged by two members of the Michigan State University staff in the field of administration. The product moment coefficient of correlation was .80. When the "t" test was applied, "t" was significant at .995. Computations are in Appendix A.

To test the agreement among all judges, the mean of teacher judges scores for each item were ranked, the judgements of judge X were ranked, and the determinations of judge Y were ranked. That there was considerable agreement among the ranks was shown by Kendall's coefficient of concordance.[127] The coefficient was .939; using the F test, significance was .99. $\bar{R}$, the correlation coefficient

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[127]Helen M. Walker and Joseph Lev, Statistical Inference (New York: Henry Holt and Co., 1953), pp. 284-285.

determined from W, the coefficient of concordance, was .904, also significant at .99. (See Appendix B for computations.)

Instrumentation: Teacher Evaluation Forms

The evaluation forms served three purposes: teachers' self-evaluations, student evaluations of teachers, and principals' evaluations of teachers. These forms were adapted with the approval of the Student Reaction Center of Western Michigan University. The student evaluation of teachers form is included on the next page. Instructions to principals and other forms are Appendices C. The principal's evaluation of teachers form was identical except for the heading and directions. Students and principals were asked for their opinions regarding the ten items and teachers were asked: How do you rate on the following:

1. Your knowledge of the subject taught.
   (Have you a thorough knowledge and under-
   standing of your field?)   1 2 3 4 5

Wording the question in the second person was the adaptation.

The information which the Student Reaction Center of Western Michigan University sends to teachers says:

> . . . if the responses of a chance-half of the stu-
> dents in a class of 30 produces an average of 85
> (3.5) on a given question, the average of the re-
> sponses of the other 15 students in the same class
> will usually be 85 or close to that number. The
> fact that there is a difference of opinion within
> chance-half groups does not mean that there is not
> close agreement between the halves. One chance-
> half group of fair size will usually contain about
> the same number of dissenters from majority opinion

as the other. The reliability coefficients for the different scaled questions, using 50 teachers--one class per teacher--range from .86 to .92.[128]

STUDENT ESTIMATE OF TEACHING ABILITY

Please answer the following questions honestly and frankly. Do not give your name. Neither your teacher nor anyone else at your school will ever see your answers.

The person who is temporarily in charge of your class will, during this period, collect all reports and seal them in an envelope addressed to Michigan State University.

After completing this report, sit quietly or study until all students have completed their reports. There should be no talking.

Circle the appropriate number at the right of each of the ten questions. 1 - Below average; 2- Average; 3 - Good; 4 - Very good; 5 - The very best.

Teacher's Name_____ School_____

WHAT IS YOUR OPINION CONCERNING:

1. The knowledge this teacher has of the subject taught? (Has he a thorough knowledge and understanding of his teaching field?)   1 2 3 4 5

2. The ability of this teacher to explain clearly? (Are assignments and explanations clear and definite?)   1 2 3 4 5

3. This teacher's fairness in dealing with students? (Is he fair and impartial in treatment of all students?)   1 2 3 4 5

4. The ability of this teacher to maintain good discipline? (Does he keep good control of the class without being harsh? Is he firm but fair?)   1 2 3 4 5

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[128]Western Michigan University Continuous Study of Student-Reaction Reports (Kalamazoo, Michigan: Western Michigan University, 1962).

5. The sympathetic understanding shown by this
    teacher? (Is he patient, friendly, con-
    siderate, and helpful?)   1 2 3 4 5

6. The ability this teacher has to make
    classes lively and interesting? (Does he
    show enthusiasm and a sense of humor? Does
    he vary teaching procedures?)   1 2 3 4 5

7. The ability of this teacher to get things
    done in an efficient and businesslike manner?
    (Are plans well made? Is little time
    wasted?)   1 2 3 4 5

8. The skill this teacher has to get students
    to think for themselves? (Are students'
    ideas and opinions worth something in this
    class? Do they get at the real reasons why
    certain things happen?)   1 2 3 4 5

9. The ability of this teacher to help students
    know why they are learning certain things?
    (Are there good reasons for studying the
    topics in this course? Do you see the
    value and importance of the things you
    study?)   1 2 3 4 5

10. The General (All-Around) teaching ability
    of this teacher? (All factors considered,
    how close does this teacher come to your
    ideal?)   1 2 3 4 5

11. On the reverse side, name one or two things
    you like about this teacher.

Since the items of this form are those generally con-
sidered by educational researchers to be important to the
evaluating of the effectiveness of teachers, they are con-
sidered to have face validity. Reliability coefficients for
this form when used in the WMU studies ranged from .86 to
.92.

Concerning the "halo" effect which might result from the estimates of teacher effectiveness, Bryan reported that it has "less influence on students' than administrators' opinions of teachers" and that reactions of students in his study were "reasonably free from the 'halo' effect."[129] Whether there was the tendency of teachers, rating themselves, to put their best foot forward or be more self critical is not known. One of the limitations of rating devices is always the bias of the rater.

Reliability coefficients of student evaluations in this study ranged from .40 to .95. These were determined by choosing blindly one class from each school and comparing chance-half groups. See Appendix D.

Principals distributed the evaluation forms for the teacher self-evaluation and student evaluations in a faculty meeting in their schools. Teachers filled out the self-evaluation and selected one of their members to mail them to the researcher. The principal evaluated each of his teachers and sent his entire set to the researcher. Each teacher asked one average class of students to evaluate him, which the students did while the teacher was absent from the room. A responsible student or other teacher in charge of the class sealed all of the student evaluations of the teacher into an envelope addressed to the researcher and took it to

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[129] Roy C. Bryan, Reactions to Teachers by Students, Parents, and Administrators (Kalamazoo: Western Michigan University, 1963), pp. 18, 19, and 37.

the office for mailing. In this way, student comments could not be identified by the teacher.

Scoring the Evaluation Forms

The ratings were simplified for the evaluators and for scoring. All they were required to do was read the category, such as: Knowledge this teacher has of the subject, and rate him: 1 - Below average, 2 - Average, 3 - Good, 4 - Very good, 5 - The very best, by circling one of the five numbers at the right of the question to indicate his opinion of that teacher on that particular item. Evaluators rated teachers on ten items. Teacher and principal evaluations were single numbers circled for each item. Student ratings used in this study were means of the judgements on an item for the entire class, determined as follows:

Table 3.3. Manner of determining item mean scores of student evaluations.

Item					
		Ratings			
1	1	2	3	4	5
Number of judgements	3	5	16	3	1
	3	10	48	12	5 = 78÷28 = 2.789

Three students rated the teacher 1, five rated him 2, sixteen rated him 3, three rated him 4 and one rated him 5. The

mean score was that teacher's rating on item 1. The same procedure was followed for all items for all teachers.

Preparing for Computer Analysis

Coding the data was done in an arrangement to test the hypotheses stated in the next section. For the morale form, forty mean scores of variables (items of morale) were written down for each school. For the evaluations of teachers, thirty items for each teacher were tabulated. These constituted ten teacher self-evaluation scores, ten student evaluations of teachers scores, and ten principals' evaluations of teachers scores. Since the principal of school 8 did not evaluate his teachers, these scores were not available.

Hypotheses

The study of high and low morale of teachers and high and low evaluations of teachers was approached with four hypotheses. The first hypothesis was stated in null form: teacher morale will not differ significantly from school to school. The median test was applied to the items of morale and two schools compared at a time. The matrix, Table 3.5, explains the comparisons. X's appear in the cells of schools compared.

Table 3.4. Matrix Table showing schools compared on teacher morale.

School	Schools by Number							
	4	5	6	7	8	9	10	11
3	x	x	x	x	x	x	x	x
4		x	x	x	x	x	x	x
5			x	x	x	x	x	x
6				x	x	x	x	x
7					x	x	x	x
8						x	x	x
9							x	x
10								x

On the advice of a research consultant morale scores were converted to standard scores: mean of 50 and standard deviation of 10. These were arranged in order from high morale items to low morale items one column for each school and the median test applied.[*]

The contingency table comparing the schools under the null hypothesis: there will be no difference in the teacher morale of schools, was as shown in Table 3.5.

The null hypothesis was rejected. The schools were different. This procedure was followed for all schools. Any null hypothesis was to be rejected at the .05 level of confidence.

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[*]Actually raw scores distinguished just as well as standard scores.

Table 3.5. Median test to distinguish high from low morale
           schools.

	School 3	School 6	Totals
Number of items above the median	28	12	40
Number of items at or below the median	12	28	40
	40	40	80

Chi-Square   = 12.8
Chi-Square .995 with 1 df (degree of freedom = 10.8)

Similarly, the mean scores of the evaluations of
teachers were arranged from high to low for each set of
evaluations: teacher-self, student, and principal, for each
school. Schools of high teacher morale were compared with
schools of low teacher morale under the second null hypothe-
sis: there will be no significant difference between evalu-
ations in high teacher morale schools and low teacher morale
schools. For example:

Table 3.6. Comparison of evaluations in high and low morale
           schools.

	High Morale School 3	Low Morale School 6	
Number of Evaluations above the median	8	6	14
Number of Evaluations at or below the median	12	5	17
	20	11	31

Chi-Square   = .56
Chi-Square .95 with 1 df = 3.8

The null hypothesis could not be rejected; there was no significant difference between student evaluations of teachers in high teacher morale school three and low teacher morale school six. This same procedure was followed for student evaluations of teachers, teachers' self-evaluations, and principals' evaluations of teachers.

The Morale Factors. It was not originally hypothesized that the morale of teachers was composed of more than two factors or clusters defined as (1) the teacher's satisfactions of personal needs and (2) satisfactions with the tasks he performed related to goals of the organization welded together by the administration. Under the hypothesis that morale would have more than one factor, a factor analysis was performed. This showed administrative policies and practices to be a definite third cluster. Clusters were identified for the study as: Factor 1: the teacher's satisfaction that his personal needs were met; Factor 2: satisfaction of the teacher with administrative policies and practices, and Factor 3: satisfaction of the teacher with the tasks he performed. Teacher feelings were thus categorized into three factors.

Kerlinger says, "Factor analysis serves the cause of scientific parsimony." It is expressed in two questions: How many underlying variables or factors are there? What are the factors? He adds:

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p. 6

The factors are presumed to be the underlying
unities behind test performances. They are re-
flected in correlation coefficients. If two or more
tests are substantially correlated, then the tests
share variance. They are measuring something in
common (communality).[130]

He urgently points out that factor names are only tentative

hypotheses to be tested by further research. One of the re-

sults of factor analysis is a table of coefficients, called

a factor matrix, that expresses the relations between the

tests and the factors. Such coefficients are factor load-

ings.[131] Communalities are also discussed:

Communalities are the sums of squares of the factor
loadings. The communality of a test or variable is
its common factor variance.[132]

This is also expressed as the degree of association. For the

forty variables of the Teacher Morale Form responses only

one, children today, was .43. All others were above .56.

With communalities that high and factor loadings all

above .56 except professional standards .5003, the clusters

of items were considered to be a relatively true picture of

the factors of teacher morale in this study (See Chapter IV,

Table 4.6).

To determine the number of factors, the factor load-

ings were rotated twice to obtain three factors which

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[130]Fred N. Kerlinger, Foundations of Behavioral Re-
search (New York: Holt, Reinhart and Winston, Inc., 1964),
p. 650.

[131]Ibid.

[132]Ibid.

appeared to be those already named. Rotating the factor loadings a third time brought out only two items which might be classed in another factor. These were teacher satisfactions with teaching materials and custodians. Teaching materials maintained a strong factor loading in Factor 2, .56, while custodians came out distinctly .90. All others continued to maintain similar loadings to those of the second rotation. The researcher was satisfied with three factors.

Then the high, medium and low teacher morale of each factor for each school was studied. This was done my multiplying the standard score of each item by the factor loading for that item and finding the total of all factor loaded items for each school. Agreement among the ranks of the factors was tested by the coefficient of concordance corrected for continuity because N and m (number of factors) were small. W^1 was .559 significant at F.95. See Appendix E for computations.

Chi-square was used to test the third null hypothesis that there would be no difference among high, medium, and low teacher morale factor values (Table 3.7) and high, medium, and low evaluations by items of evaluation. First, high, medium, and low teacher morale factor scores were divided into thirds from high to low. Second, the evaluation scores were divided into high, medium, and low scores given in Table 3.7.

Table 3.7. Numbers indicate each third of morale factors and evaluations.

Morale Factors	Low Third	Middle Third	High Third
1	635-612	611-538	537-513
2	572-499	498-414	413-345
3	546-444	593-401	400-378
Teacher and Principal Evaluations	1-2	3-3	4-5
Student Evaluation	100-347	348-389	350-500

Table 3.8. Example of Chi-square test contingency table for comparing factor 1 with teacher self-evaluation on knowledge.

	Teacher Self-Evaluation Knowledge of Subject		
F-1	Low	Medium	High
Low	5	12	50
Medium	1	17	42
High	2	13	46

Chi-square = 4.425 df = 4
Chi-square .75 = 5.4

The hypothesis of no differences cannot be rejected. In this case more teachers were evaluated high on knowledge of subject matter in schools with low morale of teachers on Factor 1.

This procedure was followed for all three factors of teacher morale and each item of teacher evaluations made by

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teachers themselves, students and principals: thirty evaluation variables and three factors. A total of ninety tests were required.

Summary

In this chapter the sample, the measuring devices, their validity and reliability, the hypotheses and the procedures for testing them have been discussed. Since eighty percent of the cities in Michigan are under 1,700 in population, the schools in this study could be said to be almost a representative sample. Seventy-eight percent or seven of nine schools used in studying the relationship of teacher morale to evaluation of teachers were schools in towns of that size. However, no claim on representative sampling, nor homogeneity of populations was made. The statistics used were chosen with this limitation in mind.

The measures have reliability. The rank order correlation of teacher satisfaction with the teacher morale in their schools as related to the actual morale scores for the schools was .62 with a reliability coefficient of .76. Kendall's coefficient of concordance showed agreement among the judgements made of school morale, significant at F .999, and among the three factors of morale, significant at F .95. Evaluation of teachers by students' measurements showed substantial reliability ranging from .40 to .94. Both forms met the standard criteria for validity.

Procedures for relating evaluations of teachers to teacher morale were discussed. High and low teacher morale schools were distinguished by applying the median test to forty items of morale for each school. Comparing the number of high and low teacher evaluations by themselves, their students and their principals, in the high and low teacher morale schools by the median test, tested the null hypothesis that there would be no difference in the number of teachers evaluated highly in high morale schools and low in low morale schools.

It was shown here, too, that the relationship between items of morale would be studied by intercorrelations. Three factors of teacher morale: 1. The satisfaction teachers have of their personal needs; 2. Teacher satisfactions with administrative policies and practices; and 3. Teacher satisfactions with the tasks they perform related to the goals of the organization, were determined by factor analysis.

Finally, it was pointed out that the null hypothesis: there is no difference among high, medium and low evaluations and high, medium, and low values of the teacher morale factors would be tested by Chi-square.

Thus, the plan for analysis of the data is laid.

CHAPTER IV

ANALYSIS OF RESULTS

The hypotheses to be tested were:

<u>Null Hypothesis 1</u>: Teacher morale will not differ significantly from school to school.

<u>Null Hypothesis 2</u>: Estimates of teacher effectiveness in a school will not be significantly related to teacher morale in that school.

<u>Hypothesis 3</u>: Teacher morale has more than one factor.

<u>Null Hypothesis 4</u>: There will be no significant difference between teacher morale factors and items of evaluation of teachers.

Null hypotheses one and two were tested by the median test and significance of Chi-square accepted at the .05 level of confidence. Hypothesis three was tested by factor analysis. Null hypothesis four was subjected to a Chi-square test with factors and items of evaluation divided into high, medium, and low categories.

The reader will recall that raw morale scores of teachers were transformed to standard scores with a mean of fifty and a standard deviation of ten. These standard

scores were arranged from high teacher morale scores to low teacher morale scores for each school and the median test applied with acceptance of the Chi-square statistic at the .05 level of confidence.   It is worth noting that raw morale scores served the purpose just as well as standard scores for this purpose in a previous trial run.

Hypothesis One

No. 1: Teacher morale does not differ from school to school.

Table 4.1.   Schools different from each other and their level of significance.

Legend: NS = not significantly different
          Y = Yates correction applied
Significance was accepted at .05 level of confidence.

Schools	6	7	8*	9	10	11
3	.001	.005	.001	.19	.001	.01
4	.005	.025	.001	.19	.005	.05Y
5	.005	.05Y	.001	NS	.01	.19
6		.19	.001	.05Y	.19	.19
7			.001	NS	NS	NS
8			X	.001	.001	.001
9					NS	NS
10						NS

*School 8's low teacher morale made it significantly different from all other schools.

Schools 3, 4 and 5 were nearly alike and were significantly different from all except 9.

Appendix F gives the computations.

Table 4.1 gives the pertinent data showing that the null hypothesis was rejected. Conversely, schools do differ in teacher morale. Schools three, four and five were high teacher morale schools; their mean morale raw scores were: 1.86, 1.86 and 1.94 as judged by teacher judges. All other mean scores of teacher morale were above 2.00 on the scale 0 to 4 with 0 being positive and 4 negative.

Schools 6, 7, 9, 10 and 11 were nearly alike. Their mean teacher morale scores were: 2.07, 2.08, 2.085, 2.14, and 2.13, respectively. School 8 had a teacher morale score of 2.58. Nothing this prevented one from making the judgement that the nine schools above should be divided into high, medium and low morale schools. Placed along a continuum thus,
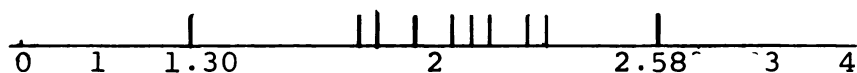
it appeared that all were medium teacher morale schools. But the fact remained that schools 3, 4 and 5 had teachers whose morale as measured by responses to items of the Teacher Morale Form were, statistically speaking, different from the others, except for school 9.

Though school 9 had a teacher morale score of 2.085, the reasons for its not being significantly different from the other eight schools were interesting. Six of the 19 items on which the school was high were in Factor 1: the

teachers perceptions that his personal needs were being satisfied. These were teacher satisfactions with their future in teaching, faculty meetings, teacher evaluations, professional standards, teaching assignments and school administration. Teachers in this school were also well satisfied with their principal, the superintendent, the board of education, the opportunity to help make policy, and other teachers, items in Factors two and three.

The feelings pulling down morale were in Factors 1 and 2. Those in Factor 1 were adverse feelings of satisfaction with people of the community, the PTA, in-service education and fringe benefits. These four indicated teachers were dissatisfied with things affecting their individual needs. The others fell in Factor 2: those items related to administrative policies and practices. They were: my working environment, channels of communication, this school and the curriculum. Ten of the nineteen items discussed in the above two paragraphs were related to the personal needs satisfaction for teachers; five were in the area of administrative policies and four in Factor 3; teacher satisfaction with tasks they perform.

What was the other "maverick" school like? How did it differ in teaching morale to the extreme?

Table 4.2. Factors producing low morale in school 8: the extreme low morale school.

Teacher Dissatisfactions With:

Factor 1 Personal Needs	Factor 2 Administrative Practices	Factor 3 Related to Tasks
My salary	Morale of teachers	School board
Faculty meetings	Teamwork among	Opportunity to
People of this	teachers	help make policy
community	Channels of Com-	Superintendent
Parents	munication	Teacher opinions
PTA	My principal	Discipline
Fringe benefits	Administrative	Pupils
In-service education	policies	
Teacher welfare	Curriculum	

Except for morale of teachers, teamwork among teachers, their prinicpal and the superintendent, teachers of other schools were also dissatisfied, as school 8 was. However, school 8 was extreme. The point is that those four items were related to leadership and it was very apparent from teachers' comments about the principal that he was lacking in that quality. Their comments ran: My principal is a nice guy, . . . a good poker player, . . . fun to be with, . . . lacking in leadership, . . . should have stayed in the classroom, . . . is a poor disciplinarian, . . . is weak.

Later, a more detailed discussion will treat teacher morale factors and the relationships of items of morale to each other and to evaluation in answering question three. Hypothesis two is next.

Hypothesis Two

No. 2: Evaluations of teachers do not differ with re-
spect to high and low teacher morale.

For clarity's sake, the converse of this null hy-
pothesis was that evaluations of teachers would vary with re-
spect to morale of teachers. It was expected that: when
teacher morale was high, evaluations of teachers would also
be high, and in schools where teacher morale was low, evalu-
ations of teachers would also be low.

A quick look at Table 4.3 might lead one to believe
that the null hypothesis was false. In fact, it was true for
student evaluations of teachers and teacher self-evaluations.
In no high morale school was a larger proportion of teachers
evaluated high by these two groups than in the schools of
low teacher morale. Two pairs of schools, 3 and 10 and 5
and 10, were actually reversed and the Chi-squares were sig-
nificant at the .05 level (computations are in Appendix G).
A larger proportion of teachers were evaluated high in the
low teacher morale schools than in the high morale schools.

With the principals' evaluations of teachers it was
a slightly different story. In the comparisons of high
teacher morale schools 3 and 5 with the low teacher morale
schools 6, 7, 9, 10 and 11 the same pattern prevailed: the
null hypothesis of no difference had to be accepted. But,
the comparisons of principal's evaluations of teachers in
high teacher morale school 4 and the low teacher morale

Table 4.3. A comparison of the mean scores of evaluations of teachers by themselves, their students and their principals and mean morale scores.

Evaluation Ratings		Mean Morale Scores
High		High
4.0		
3.9		1.60
3.8		1.70
3.7		1.80
3.6		1.90
3.5		2.00
3.4		2.10
3.3		2.20
3.2		2.30
3.1		2.40
3.0		2.50
2.9		2.60
Low	3 4 5 6 7 8 9 10 11	Low
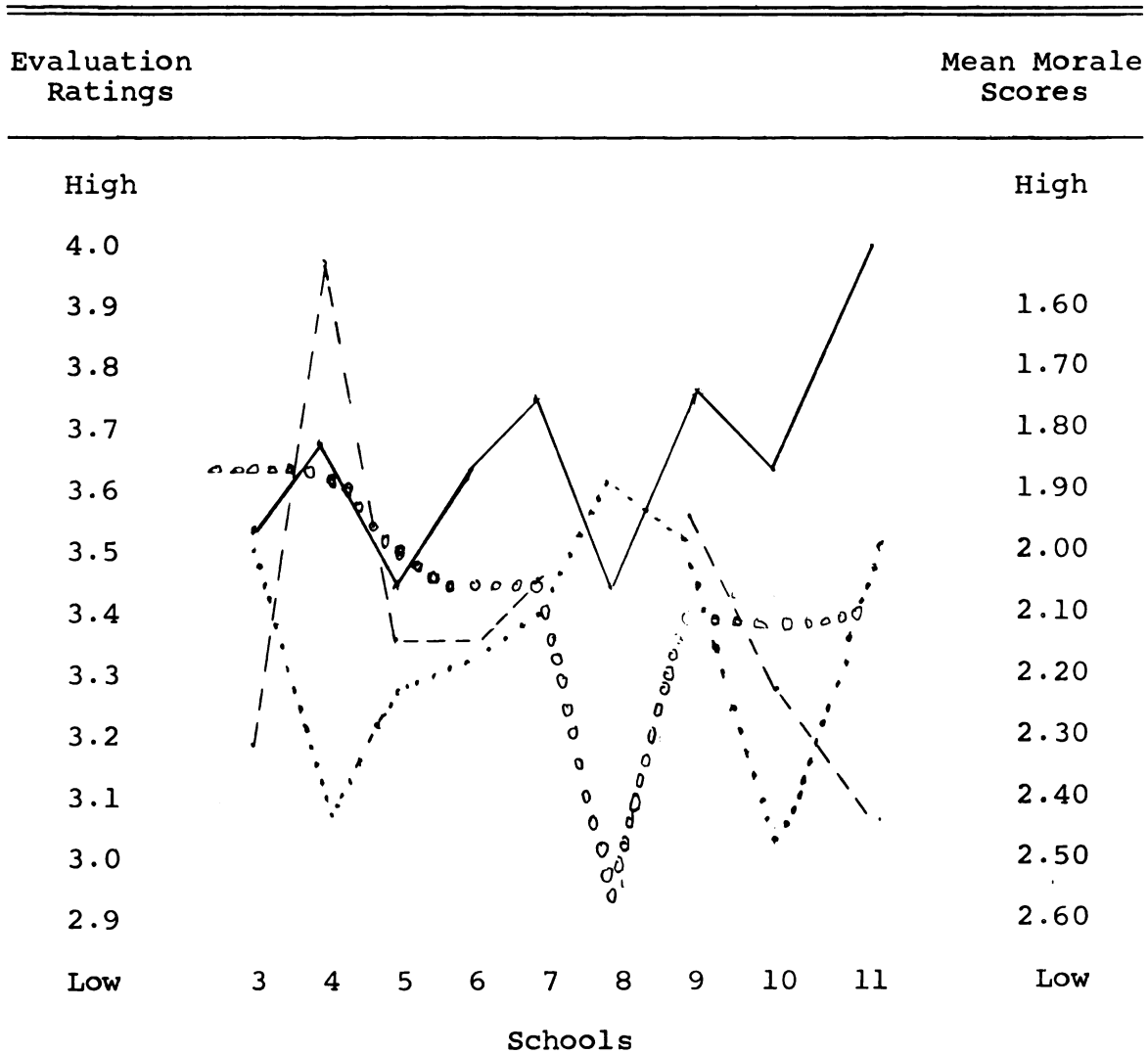
Schools

Legend: _____ Students' Evaluations
        ---- Principals' Evaluations
        ....Teachers' Self-Evaluations
        ooooMorale Scores

schools were significantly different in every case. Computations may be found in Appendix H, but Table 4.4 summarizes the results.

Table 4.4. Principals' evaluations and their relation to high and low teacher morale schools.

Schools	Chi-Square	Level of Rejection of Null Hypothesis of No Difference
4 and 6	4.196	.05
4 and 7	7.5	.01
4 and 9	3.99	.05
4 and 10	7.30	.01
4 and 11	7.91	.005

Principal of school 8 returned no evaluations.

Principals' evaluations of teachers in schools of high teacher morale were high when evaluations were low in low morale schools.

One asks the question, why? It couldn't be attributed to size. Schools 4, 5 and 6 were about the same with 13, 12 and 11 teachers, respectively. Principals' evaluations in schools 5 and 6 were not significantly different. Schools 3 and 11 were the same size, 20 and 19 teachers respectively and the evaluations were not significantly different. No principal had reason to think his evaluations would be reported to teachers. So, the assumption that principals would be honest seemed valid. Did this principal in

school 4 know his teachers better? What kind of interpersonal relations existed in this school? Responses to the TMF indicate good interpersonal relations.

The means of morale form items indicate that teachers were more satisfied with items related to administrative policies and practices. Their scores were the best of any school for the items: morale of teachers in this school, my working environment, teachers, my principal, clerical help, teaching materials and supplies, personnel policies, school administrators, this school, teacher welfare and the curriculum. Eight of the ten items were in morale Factor 2: those practices for which the administration was responsible.

This study would agree with Pryor's.[133] School morale is related to teachers perceptions of administrative policies and practices.

However, this is not the place for conclusions, morale factors and their relationship to evaluation must be discussed first.

Hypothesis Three

This portion of the study required a study of morale items and a hypothesis about the factors of morale. This portion will be discussed by looking first at the means and standard deviations for all items for all schools, and second, by studying the factors of morale. Though the

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[133]Pryor, op. cit.

factors of teacher morale have been mentioned several times,
the discussion of them has been reserved for the last of
this chapter. So that the reader will be ready for the dis-
cussion of factors, Table 4.5 will be organized by factors.

The means are really the means of nine schools in
which varying numbers of teachers--eleven to forty-six--
responded to the morale form. Therefore, the standard
deviations are not as meaningful as they would have been if
all schools were the same size or each individual teacher's
scores had been available. 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.[134] Ross concluded
that rural and suburban teachers tend to react similarly,
with but minor variations, to personnel factors affecting
morale status.[135] Dennerlein reported that size of school
played a small part.[136]

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[134]Pryor, op. cit.

[135]Walter E. Ross, "A Study of Personnel Factors Af-
fecting the Morale Status of Teachers of Two Rural School
Systems in New York and Including Comparisons and Findings
with those of a Similar Study Completed for a New Jersey
Suburban School System" (unpublished Doctoral dissertation,
New York University, 1960).

[136]Gerald Dennerlein, "Factors Related to the Measure-
ment of Teacher Morale" (unpublished Doctoral dissertation,
University of Southern California, 1958).

Table 4.5. Means and standard deviations of forty items of
          teacher morale arranged according to factors.

Item	Mean	Standard Deviation

Factor 1: Teachers' Perceptions of Satisfactions of Personal
           Needs

2.	My salary	2.65	.46
3.	My future in teaching	1.66	.22
5.	Faculty meetings	2.40	.62
6.	People of this community	2.22	.58
12.	Parents	2.59	.58
13.	Fringe benefits	2.74	.45
18.	Professional organizations	2.32	.33
19.	Evaluation of my work	1.96	.23
20.	American education	2.22	.29
22.	The PTA	2.94	.63
23.	Professional standards	2.06	.34
27.	This community	2.16	.53
30.	Teaching assignments	1.96	.53
32.	School administrators	1.85	.53
35.	In-service education	2.76	.49
36.	Teacher welfare	2.28	.43

Note: All but 4 of these mean scores indicate contributions
       to poor morale.

*In-service education had the same factor loading for
 Factor 2. Arbitrarily it was included in Factor 1.

Factor 2: Teachers' Satisfactions with Administrative
           Policies and Practices

4.	Morale of teachers in this school	1.57	.60
7.	My work environment	1.40	.53
9.	My principal	1.35	.63
10.	Teamwork among teachers	1.66	.47
14.	Channels of communication	2.46	.54
15.	Clerical help	1.82	.43
17.	Administrative policies	2.24	.42
23.	Teaching materials	1.86	.58
31.	Personnel policies	2.09	.35
33.	This school	1.84	.62
34.	My class size	1.81	.28
37.	The curriculum	2.46	.46

Note: Only four of these contribute to poor morale.

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Table 4.6. Percentage of men and women in high and low morale schools.

	Men	Percentage	Women	Percentage
High Morale				
3	14	70	6	30
4	5	38	8	62
5	7	58	5	42
Average percent		55.3		47.6
Low Morale				
6	7	64	4	36
7	17	58	12	42
8	27	71	11	29
9	19	65	9	35
10	8	44	10	56
11	6	31	13	69
Average percent		55.5		44.5

Areas of satisfaction and dissatisfaction were clear. Teachers were satisfied with tasks and task oriented things, namely:

Teaching school	My class size
My future in teaching	This school
My teaching ability	Teachers
Teaching again	Teamwork among teachers
Evaluation of my work	Discipline
Teaching assignments	Custodians
My work environment	Clerical help
Teaching materials	Their pupils

Though teachers were satisfied with their pupils, they were generally dissatisfied with children today. Another contrast presented itself in that teachers felt good about school administrators, their principals and the superintendent, but felt adversely toward channels of communication, teacher opinions, personnel policies, administrative policies, the school board, and the opportunity to help make policy. They

were discontented with salary, fringe benefits and teacher welfare. Faculty meetings, in-service education, professional organizations and standards, American education and the curriculum felt the lash. Parents, the community, and the PTA were criticized.

Ross indicated that rural teachers of low morale tend to consider the community cultural level to be inferior to their own.[137] Only two schools of nine expressed satisfaction with the community and none felt good about parents and the PTA. Seven of the nine were rural in nature.

In brief summary five points stood out: 1. Teachers were dissatisfied with the community and the PTA. 2. They were dissatisfied with policies. 3. They showed the most dissatisfaction in that their personal needs were not being met. 4. For the most part, they were satisfied with administrators. 5. Teachers were satisfied with their tasks and task oriented things.

Teacher Morale Factors

> H 3: Teacher morale is composed of several factors; it is not a single entity.

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[137]
Ross, op. cit.

By Lonsdale's definition, morale was expected to have at least two factors:

   (a) perceived job satisfaction or the satisfaction of <u>individual needs</u> through the interaction of the participant in his role within the work group and the total organization.

   (b) perceived productivity or progress toward the achievement of the <u>tasks</u> of the organization. Further, high morale is the participant's perception of a successful <u>task-needs integration</u>. Since task-needs integration is the ultimate purpose of administration, it follows that high morale is the participant's perception of the consumation of administrative purposes.[138]

As was seen in Table 4.5 the first two factors could be labled as (a) and (b) of the definition, and the third factor turned out to be administrative policies and practices. To use Lonsdale's terms, it was the teachers' perceptions of the "task-needs integration" provided by the administration.

Turning to Table 4.5 the reader might raise a series of questions. 1. Why did teacher satisfactions place the school board, the superintendent and opportunity to help make policy in Factor 3, task oriented satisfactions, rather than in Factor 2, administrative policies and practices? It must be remembered that teacher perceptions were being measured. The schools were small and in most instances the superintendent and board of education were probably close to the base of operations. Their interaction with teachers was probably good and teachers felt that their tasks depended on relations with the superintendent and board.

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[138]Lonsdale, <u>op. cit</u>.

Why did the item, teacher satisfactions with school administrators, place it in Factor 1, perceptions of satisfaction of the individual needs of teachers? It is a rather well accepted principle that the purpose of school administrators is to serve the needs of teachers. Why did satisfactions with working environment, morale of teachers and teamwork among teachers appear in Factor 2, administrative policies and practices? These are things perceived by teachers to be responsibilities of the administration.

But, this is rationalization and conjecture, no matter how much the operational definition supports the logic. In another set of schools the picture could be different.

At this point, one might ask: Was there a significant relation within the factors? The answer is that this is the basis of factor analysis: the variables share variance. However, there were three notable exceptions. In nine of fifteen correlations in Factor 1, the item, teaching assignments was not significant at the 95th percentile. Four of eleven times satisfactions with teaching materials in Factor 2 failed to be significant. Attitudes toward custodians were negatively correlated ten of eleven times in Factor 3.

Did these items belong with these factors? In Chapter III it was pointed out that the third rotation of factor loadings kept all but satisfactions with custodians within the original factors.

Another consideration, it will be remembered from Chapter III, was whether the factors contributed equally to the total morale. The coefficient of concordance, Appendix C, showed W^1 significant by the F test at .95. The question was answered affirmatively.

Earlier some unsatisfactory rationalizations were made for maintaining variables within certain factors. Some degree of association was found. A look at factor loadings above .40 indicates common factor variance. Table 4.7 shows the shared variance. Rarely did it occur in more than two factors.

Referring to Table 4.7 again, some interrelations appeared plausible. For instance, My future in teaching, has an important factor loading in Factor 3, items related to tasks as well as the satisfaction of personal needs, Factor 1. Other examples can be more readily examined in the chart than explained here in words.

Parsimony of teacher morale into factors made it possible to examine the factors and their relationship to items of evaluations of teachers. The null hypothesis was:

Ho 4: There will be no difference between high, medium, and low divisions of each of the teacher morale factors and high, medium and low designations of each of the items of evaluations by teachers themselves, by students and by principals.

Tables 4.8, 4.9 and 4.10 record the Chi-squares and the acceptance or rejection of the null hypothesis at the .05 level of confidence.

Table 4.7. Rotated factor loadings of morale items.*

Morale Item	F2	F2	F3
1. Teaching school			-.8377
2. My salary	.8122		
3. My future in teaching	.5832		-.4689
4. Morale of teachers		-.7302	-.6136
5. Faculty meetings	.7140		
6. People of the community	.5636		
7. My work environment		-.9425	
8. Teachers			-.6468
9. My principal		-.6145	-.4510
10. Teamwork among teachers		-.6724	-.4693
11. Children today			-.6499
12. Parents	.8672		
13. Fringe benefits	.6977	-.4181	
14. Channels of communication		-.7531	
15. Clerical help		-.7493	
16. The school board			-.7999
17. Administrative policy		-.5863	-.5462
18. Professional organizations	.7943		
19. Evaluation of my work	.7579		
20. American education	.6359		
21. Opportunity to help make policy	.5205		-.7675
22. The PTA	.8725		
23. Teaching materials	.5068	-.7183	
24. Custodians**	.4567		-.5744
25. Professional standards	.5003	-.4958	
26. My pupils	.5010		-.6986
27. This community	.7309	-.5728	
28. The superintendent			-.7781
29. Discipline		-.4991	-.6376
30. Teaching assignments	.7416		
31. Personnel policies	.5133	-.7732	
32. School administrators	.6882	-.4202	-.5458
33. This school		-.9406	
34. My class size	.5998	-.6303	
35. In-service education	.5771	-.5771	
36. Teacher welfare	.6230	-.5043	-.4683
37. The curriculum	.5899	-.6717	
38. Teacher opinions			-.6688
39. My teaching ability	.5963		
40. Teaching again		-.5491	-.6207

*Factor loadings under .40 are not listed.
**In the next rotation custodians appeared a fourth
factor: .9043.

Note: Proportions of variance: F1= .2759; F2= .2433;
F3= .2249. These account for .7441 percent of the
variance.

Table 4.8. Chi-square test of independence between teacher
morale Factor 1, teachers' perceived satis-
factions of individual needs, and items of evalu-
ations by teachers themselves, their students
and their principals. High, medium and low
morale is compared with high, medium and low
evaluations. There are four degrees of freedom.

Evaluation Item	TSE Chi-Square	SE Chi-Square	PE Chi-Square
1. Knowledge	4.425	2.029	11.372
Ho rejected	No	No	.025
2. Ability to explain	1.368	.934	3.795
Ho rejected	No	No	No
3. Fairness	1.826	3.214	2.968
Ho rejected	No	No	No
4. Discipline	2.760	3.506	2.993
Ho rejected	No	No	No
5. Sympathy and Under-standing	5.530	4.246	2.806
Ho rejected	No	No	No
6. Interestingness	5.835	2.932	7.186
Ho rejected	No	No	No
7. Efficiency	3.400	4.358	4.607
Ho rejected	No	No	No
8. Gets students to think	3.862	3.055	3.202
Ho rejected	No	No	No
9. Helps students to know why	9.622	2.371	7.426
Ho rejected	.05	No	No
10. General ability	2.029	3.331	9.049
Ho. rejected	No	No (9.5=.05)	No

Legend: TSE - Teachers' Self-Evaluations
SE - Students' Evaluations of Teachers
PE - Principals' Evaluations of Teachers
Ho - Null hypothesis level of rejection = .05

Table 4.9. Chi-square test of independence between teacher morale Factor 2, teachers' perceived satisfactions with administrative policies and practices, and items of evaluation by teachers themselves, their students, and their principals. High, medium and low morale is compared with high, medium and low evaluations. There are four degrees of freedom.

Evaluation Item	TSE Chi-Square	SE Chi-Square	PE Chi-Square
1. Knowledge	2.062	2.111	8.770
Ho rejected	No	No	No*
2. Ability to explain	6.387	6.847	4.431
Ho rejected	No	No	No
3. Fairness	1.610	7.967	1.651
Ho rejected	No	No	No
4. Discipline	3.187	5.975	8.503
Ho rejected	No	No	No*
5. Sympathy and under-standing	.999	6.967	4.915
Ho rejected	No	No	No
6. Interestingness	8.169	2.223	6.794
Ho rejected	No*	No	No
7. Efficiency	4.100	3.686	7.413
Ho rejected	No	No	No
8. Gets students to think	2.313	5.961	3.072
Ho rejected	No	No	No
9. Helps students to know why	8.049*	4.222	4.569
Ho rejected	No	No	No
10. General ability	1.623	13.298	6.161
Ho rejected	No	.01	No

*Chi-square 7.8 significant at level .10
Chi-square 9.5 significant at level .05

Legend: TSE - Teachers' Self-Evaluations
SE - Students' Evaluations of Teachers
PE - Principals' evaluations of Teachers
Ho - Null hypothesis level of rejection = .05

Table 4.10. Chi-square test of independence between teacher
morale Factor 3, teachers' perceived satis-
factions with tasks, and evaluations of teachers
by themselves, their students and their princi-
pals. High, medium and low morale is compared
with high, medium and low evaluations. There
are four degrees of freedom.

Evaluation Item	TSE Chi-Square	SE Chi-Square	PE Chi-Square
1. Knowledge	.705	1.763	13.539
Ho rejected	No	No	.01
2. Ability to explain	3.102	5.293	13.555
Ho rejected	No	No	.01
3. Fairness	1.380	3.313	5.614
Ho rejected	No	No	No
4. Discipline	2.646	4.680	5.092
Ho rejected	No	No	No
5. Sympathy and under-standing	7.781	4.581	3.730
Ho rejected	No	No	No
6. Interestingness	.603	4.990	8.861
Ho rejected	No	No	No
7. Efficiency	2.544	2.911	16.846
Ho rejected	No	No	.005
8. Gets students to think	3.915	10.483	22.681
Ho rejected	No	.05	.001
9. Helps students to know why	2.136	15.700	12.491
Ho rejected	No	.005	.02
10. General ability	1.949	3.014	12.323
Ho rejected	No	No	.02

Legend: TSE — Teachers' Self-Evaluation
        SE — Students' Evaluations of Teachers
        PE — Principals' Evaluations of Teacher
        Ho — Null hypothesis level of rejection = .05

Accepting the null hypothesis means that high teacher perceived satisfactions with individual needs was not generally related to high evaluations of teachers. Only twice was a Chi-square significant: principals' perceptions of teachers' knowledge of subject matter was significantly related to teachers satisfactions of their personal needs, and teachers' self-evaluations of helping students to know why they were learning certain things was also significantly related to teacher morale Factor 1. Principals' evaluation of general teaching ability and teacher morale Factor 1 was significant at .075, not enough to reject the null hypothesis.

About the same picture was presented by Factor 2: perceived teacher satisfactions with administrative policies and practices. Relationships between teacher morale Factor 2 and the evaluations were almost nil. The relation between students' evaluations of teachers general ability and Factor 2 was significant at the .01 level. Deserving mention were: principals' evaluations of knowledge - .07 level and of discipline - .08 level; and teacher self evaluations of interestingness - .09 level, and helping students to know why they were learning - .10 level.

In eight of the thirty tests of the null hypothesis that there were no differences between Factor 3, teachers' perceived satisfactions with the tasks they perform and evaluations of teachers, it was rejected. A significant relationship existed between student judgements of teachers'

ability to get students to think, and to know why they were
learning with teacher morale Factor 3 at the .05 and .005
levels, respectively. Most agreement of any of the factors
was found with Factor 3 and principals' evaluations. When
teachers felt good or bad about the tasks they performed,
principals evaluated them correspondingly on six of ten
items. A seventh almost reached significance. See Table
4.11.

Table 4.11. Significance of Factor 3 and principals'
evaluations.

Knowledge,	.01 level
Ability to explain,	.01 level
Efficiency,	.005 level
Getting students to think,	.001 level
Helping students know why,	.02 level
General ability, and	.02 level
Interestingness,	.07 level

not enough to reject the null hypothesis.

The null hypothesis at the .05 level of confidence was
rejected.

Absent from this list were: fairness, discipline,
and sympathy and understanding. When students were asked to
name two things they liked best about their teachers during
the evaluation period, sympathy and understanding ranked
first, fairness ranked fifth and discipline twelfth of
thirteen important qualities mentioned. There was a dis-
crepancy among the perceptions of students and principals
and teachers about what makes a good teacher. But, more of
this later.

The graph of Table 4.12 shows the manner in which teachers rated themselves, students and principals rated teachers and all ten items. When these means were ranked, they were not highly correlated. (See Appendix I for computations.)

Table 4.12. Comparison of teachers', students', and principals evaluations by mean scores on all items.


```
4.1
4.0
3.9
3.8
3.7  Mean of Students' Item Means        Students'
                                          Evaluation
3.6                                       of Teachers
3.5  Means of Teachers' Item Means       Teachers'
     -----------------------------        Self-Evaluations
3.4                                       Principals'
     Means of Principals' Item Means      Evaluations
3.3                                       of Teachers'
3.2
       K   E   F   D   SU   I   EF   T   W   GA
```
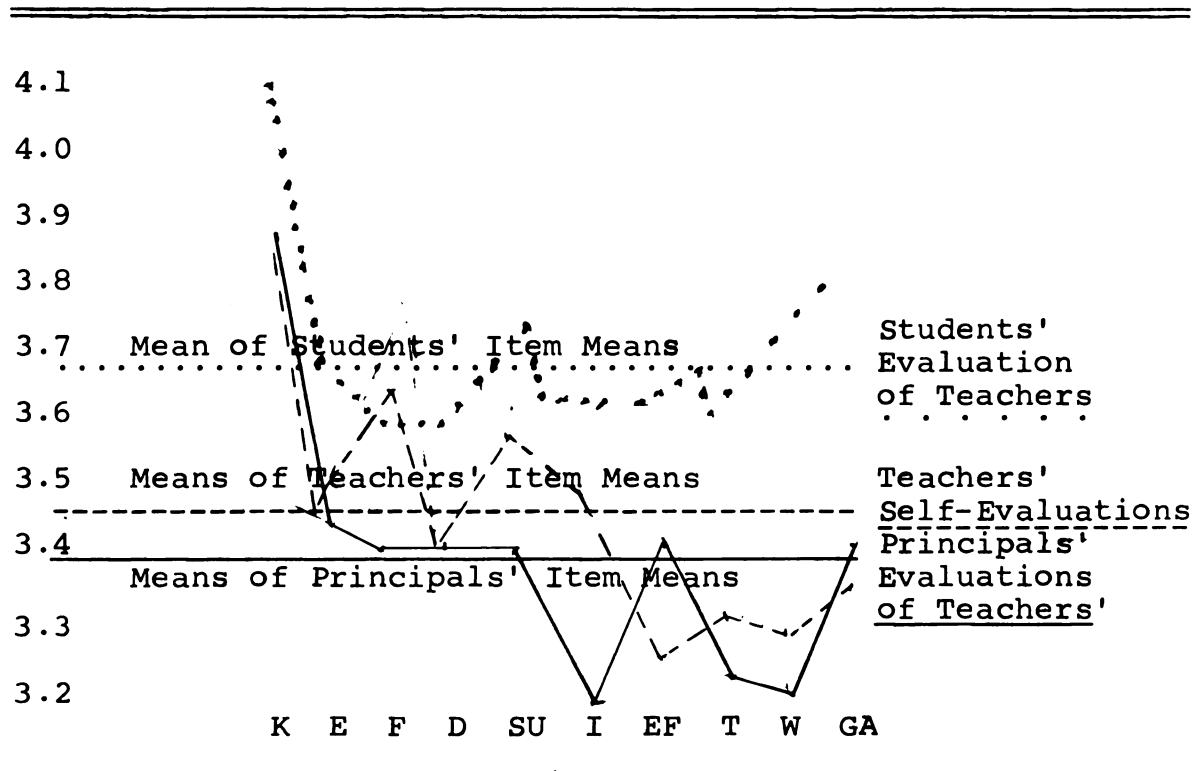
K - Knowledge
E - Ability to explain
F - Fairness
D - Discipline
SU- Sympathy and understanding
I - Interestingness
EF- Efficiency
T - Getting students to think
W - Helping students to know why
GA- General ability

Table 4.13. Correlations between ranked mean scores of evaluations of teachers by themselves, students and principals.

Teachers and Students	R = .28
Teachers and Principals	R = .45
Students and Principals	R = .09

None are significant

Student Comments on Evaluations

Student comments about the qualities they like in their teachers were mentioned in anticipation of this discussion. They do have significance from the standpoint of evaluations of teachers. More than 4,000 students were asked to evaluate 188 teachers. At the end of each evaluation each student was asked to write two qualities he liked about his teacher. Though negative comments weren't solicited, some were written. No negative comments were recorded because they were opposites of the good qualities. In summary form Table 4.14 presents the results.

Among the students in grades seven through twelve the order of importance of the qualities was about the same. Students from suburban junior and senior high schools held the same opinions as students from rural areas.

Judging from the comments and the appearance of the graphs of Table 4.12, there is considerable disagreement about the qualities of a good teacher.

Table 4.14. Qualities students liked about teachers.

Qualities	Number of Times Mentioned
1. Sympathy and understanding	668
2. Sense of humor	642
3. Good personality	540
4. Interestingness	538
5. Fairness	517
6. Is helpful and kind	513
7. Explains well	504
8. Knows the subject well	431
9. Good teacher	308
10. Good methods	271
11. Friendly (not generally related to classes)	248
12. Is efficient and businesslike	215
13. Has good discipline	210
14. Keeps temper-doesn't speak harshly	80
15. Has patience	61

Miscellaneous: has enthusiasm, respects students, is well dressed, has a good voice, and is honest and frank.

Summary of the Findings

At the outset three questions were asked: (1) Could high teacher morale schools be distinguished from low teacher morale schools? (2) Would evaluations of teachers be high when teacher morale was high and low when teacher morale was low? and (3) What items and factors of teacher morale would be strongly related to other aspects of teacher morale and items of evaluations? The null hypotheses for these questions were tested by the Chi-square statistic with rejection of the null hypothesis at the confidence level of .05. The median test was used.

The null hypothesis that there would be no difference in teacher morale of the various schools was rejected. Three schools were significantly different from five others. Neither size of school nor community seemed to have much effect on teacher morale. It was decided that because the schools were significantly different the results would be valid.

Null hypothesis two was: evaluations of teachers do not differ with respect to high and low teacher morale. For the most part this hypothesis had to be accepted. Student evaluations of teachers, and teachers self-evaluations did not vary with teacher morale. In the case of principals' evaluations of teachers only one high teacher morale school had a larger percentage of high evaluations when the low morale schools had high percentages of low evaluations. The median test was used.

A factor analysis of teacher morale showed three important factors of morale as measured by the Teacher Morale Form. Factor 1 was designated: teachers' perceptions of satisfactions of personal needs. Factor 2 was labeled: teachers' satisfactions with administrative policies and practices. Factor 3 was titled: teachers' satisfactions with tasks performed to attain the goals of the organization.

Dissatisfactions predominated in Factor 1, but Factors 2 and 3 tended toward high morale. Teachers were satisfied with administrators and teaching but not with administrative

policies, personnel policies, and the opportunity to help make policy. Channels of communication were criticized. Dissatisfaction with items: the PTA, in-service education, fringe benefits, salary, parents, faculty meetings, professional organizations, people of this community, this community, American education, and professional standards brought teacher morale scores down in Factor 1.

Except for dissatisfactions with channels of communication, the curriculum, administrative policies and personnel policies in Factor 2, feelings of satisfactions about the task-needs function of the administration produced high morale. Factor 3 was similar. Except for feelings of dissatisfaction with the school board, opportunity to help make policy, and teacher opinions, satisfaction with teaching tasks resulted in high morale.

When the null hypothesis: there will be no significant difference between evaluations was tested, little agreement was found. Most significant relationships existed between principals' evaluations and teacher morale. When teacher morale was high, medium or low on Factor 3, teacher satisfactions with tasks, principals rated teachers correspondingly high, medium, and low on knowledge of the subject, ability to explain, efficiency, ability to get students to think, ability to help students know why they were learning and general teaching ability at .02 level of confidence or better. Also, on Factor 3, students correspondingly rated

teachers high, medium or low on ability to get students to think and ability to help students know why they were learning, at levels of confidence .05 and .005 respectively.

Three other relationships were important. Teachers' self-evaluations corresponded to teacher morale in Factor 1: Satisfaction of personal needs, with the item helping students to know why, at the .05 level. Again in relation to Factor 1, principals evaluations of teachers' knowledge showed a significant relationship at the .025 level. Factor 2, teacher satisfactions with administrative policies and practices, were high, medium and low when student evaluations of general ability were high in high teacher morale schools and low in low teacher morale schools.

Out of ninety possible relationships tested, ten were significant.

In the final analysis it appeared from student comments that students may have a different concept of the "good" teacher than either principals or teachers.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

In the beginning, it was hypothesized that teacher effectiveness as evaluated by teachers themselves, their students and their principals would be related to teacher morale. The findings showed principals' estimates of teacher effectiveness in the areas of teachers' knowledge of subject matter, ability to explain, efficiency, ability to get students to think for themselves, ability to help students know why they were learning certain things and general teaching ability were significantly related to teachers' satisfactions with their tasks. Teachers' self evaluations and student evaluations of teachers were not generally related to the factors of teacher morale.

Conclusions

Within the limitations of this study the following conclusions are made:

1. Teacher morale does differ significantly among schools. The difference lies in the way teachers feel their personal needs are being met.

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2. Dissatisfactions of teachers with faculty meetings,
    the curriculum, and the opportunity to help make
    policy indicate the teachers' need for changes, and
    the blindness of administrators to capitalize on
    this need to improve the conditions of learning.

3. The function of administration, as it relates to com-
    munication with teachers, to communication between
    teachers and the community, to policy making, and to
    the satisfaction of teachers' personal needs is the
    most important ingredient of high teacher morale.
    This is described as the task-needs integration
    function.

4. Students have a different concept of the "good"
    teacher from that of either principals or teachers.
    While students rank sympathy and understanding, a
    sense of honor, fairness and interestingness highest
    on their list of qualities of a "good" teacher,
    principals and teachers tend to emphasize techniques
    and methods.

5. Principals by reinforcing the behavior of teachers
    which emphasizes knowledge, ability to explain, ef-
    ficiency, ability to get students to think for them-
    selves and to know why they are learning certain
    things tend to perpetuate the "system" and to con-
    tinue making a students' needs secondary to tech-
    niques of teachers.

6. There is no satisfactory evaluating device to fit
   all purposes. The California teachers reported in
   Teacher Competence: Its Nature and Its Scope, that
   teachers wanted to participate in evaluation. This
   study showed teachers to be dissatisfied with evalu-
   ations, except for one high teacher morale school.
   Since students have a different concept of the "good"
   teacher than principals have, teachers should seek
   evaluations by students and bring this information
   to principals and supervisors for joint evaluation.
   Administrators would have to set the climate for
   such action.

7. The factor analysis showed considerable inter-
   relatedness of the teacher morale factors. It is
   not known how other factors affect the task oriented
   morale items. To study the effects of "classroom"
   teacher morale and its effects on students, a new
   form should be developed specifically for this
   purpose.

Implications

1. Teachers and principals who ignore the importance of
   the conditions of learning as perceived by students
   are contributing to the disintegration of the learn-
   ing environment. Teachers faced with the dilemma of
   the necessity to behave in ways to be evaluated

highly by the principal and giving attention to the
needs of students are likely to choose the former be-
havior. Principals and supervisors should reevaluate
their administrative roles and reinforce that kind
of teacher behavior which is more consistent with
the current knowledge of the science of human
behavior.

2. General dissatisfaction of teachers with faculty
meetings, in-service education, American education,
curriculum, policies, and the opportunity to help
make policy indicates that teachers feel the need
for changes. Sensitive administrative leadership is
needed to listen to what teachers are saying and use
their dissatisfactions as motivation for teachers to
participate in the processes of improvement.

3. Another related aspect is suspected at this point,
and it is noticed in teachers' dissatisfactions with
the community and the people of the community, items
related to satisfaction of the personal needs of
teachers. During the past century the secularization
of cities has taken place at a very rapid pace.
Teachers may be aware of the passing of the double
standard of the American way of life. Today there
is a rejection of the old standards in which the
Puritan ethic held sway in favor of a freedom to
make one's own decisions. This is inevitable in an

educated society. Society is disrupted by this
cataclysm of change and middle class teachers are
especially uncomfortable in it. A slogan like "free-
dom to teach," the emphasis on dealing with contro-
versial issues, and the inability of many middle
class teachers to understand disadvantaged children,
are examples of the discomfort teachers are under-
going in this process of change. Colleges of edu-
cation and administrators in the schools have an im-
portant responsibility to help future teachers and
teachers become free and responsible, if they are
going to foster this kind of behavior in youth.

4. General dissatisfaction with the community, parents,
   and the PTA may indicate that teachers in these com-
   munities feel superior to the rest of the community.
   The question, "Why?" is important. Is this feeling
   a kind of compensating satisfaction for the feeling
   of dissatisfaction with salaries and fringe benefits
   and the cultural level of the community? Or is this
   an indication that the communication lines are down
   between school and community? In either case, satis-
   faction of these needs of teachers to be more a part
   of the community is important to high teacher morale.

5. If poor morale is a quality of the personality of
   the teacher, then this compounds the job of the ad-
   ministrators who hope to effect change. It implies

that teacher personalities provoking poor morale must be worked with by administrators competent in psychology and human understanding. The human relations aspect reaches paramount proportions when changes in people and interpersonnel relations are sought.

6. For the kind of changes required, a democratic administration is a necessity. People become more important than routine directives. They take on added importance in the functioning of the organization: There is a greater chance for free and open discussion; communication flows in two directions; democracy is taken off a verbal level and put to work. This is the atmosphere in which teachers must work with colleagues if they are to practice open, free, and responsible behavior in the classroom. Conditions of learning for students will be improved by such practices.

That high teacher morale is important to the satisfactory functioning of the school organization is undeniable. It deserves further research, especially with designs having control of as many variables as possible.

Perhaps the most significant part of this research was the identification of the three factors of teacher morale and the suggestion that there might be such a thing as a

teacher's classroom morale, which directly affects the con-
ditions of learning.

Specific Recommendations

1. The factor analysis, using the TMF, should be
repeated with another set of schools at both the elementary
and secondary levels.

2. Search for good evaluative measures must go on.
Most promise may lie in guides for teachers and principals
to evaluate the teachers work together. Certainly in light
of good human relations and tenure laws this procedure has
relevance.

3. There is more work to be done in the public
schools on student morale and student achievement and the
part that teacher morale plays in the learning environment.

4. Morale studies should be used by students,
teachers, and principals to explore their feelings about
their jobs, school and community. Such studies would pro-
vide motivation for studying the kinds of behavior that pro-
duce attitudes which provide the most effective teaching
and learning conditions.

Questions for Further Study

1. Are there more than three factors of teacher
morale? What are the factors? To what degree are the

factors independent? Is there a kind of teacher classroom morale that is directly related to student behavior and achievement?

2. Do students of teachers who emphasize the importance of sympathy and understanding in their teaching learn more than students of teachers who emphasize techniques?

3. In how many schools do teachers participate in evaluative procedures? What is the effect on teacher morale?

4. To what extent do teacher expectations determine the behavior of principals?

5. How does the community's concept of the "good" teacher affect teachers' morale and their classroom behavior?

6. What is the effect of principals' evaluations upon teacher morale and teacher effectiveness?

7. What effect does the social structure of a group of teachers have on morale and classroom behavior of teachers?

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APPENDICES

Reliability of Judgements of TMF Responses
Five Percent Sample Check
by Two Judges

Scorer X

		0	1	2	3	4	Totals
	4	0	0	0	13	31	44
	3	1	2	8	87	55	153
Scorer Y	2	3	12	32	19	4	70
	1	11	42	13	12	2	80
	0	27	14	2	2	1	46
		42	70	55	133	93	= 393

fx	x^1	fxX^1	$fx(X^1)^2$	ΣY^1	$X^1\Sigma Y^1$	fy	fy^1	fyY^1	$fy(Y^1)^2$	ΣX^1	$Y^1\Sigma X^1$
42	0	0	0	20	0	44	4	176	704	163	652
70	1	70	70	72	72	153	3	459	1377	499	1497
55	2	110	720	102	202	70	2	140	280	149	298
133	3	399	1197	363	1089	80	1	80	80	112	112
93	4	372	1488	299	1196	46	0	0	0	28	0
393		951	2975	855	2559	393		855	2441	951	2559
		C	E	A	D			A	B	C	D

$$N\Sigma XY = (ND-AC) = 192{,}582$$
$$N\Sigma X^2 = (NE-C^2) = 254{,}774$$
$$N\Sigma Y^2 = (NB-A^2) = 228{,}288*$$

$$r = \sqrt{\frac{192{,}582}{(254{,}774)\,(228{,}288)}} = .798$$

$$t = \frac{\sqrt{N-2}}{\sqrt{1-r^2}} = .80 \quad \frac{\sqrt{391}}{\sqrt{1-.064}} = \frac{.80\,(19.92)}{.967} = \frac{15.936}{.967} = 16.48$$

$$df = 391 \quad t_{.995} = 3.291**$$

*Walker and Lev, Statistical Inference, p. 238.

**Ibid., p. 241.

Coefficient of Concordance* Among Ranks of Judgements of Teacher Morale Items
(Five Percent Sample)

Items	School Judges	Judge X	Judge Y	Sum of Ranks (Read L to R)	Sum of Ranks Squared
1	1	1	1	3	9
2	18	18	18	54	2916
3	6	6	2	14	196
4	2	7	4	13	169
5	3	3	6	12	144
6	16	16	14	46	2116
7	4	2	3	9	81
8	5	5	5	15	225
9	15	11	8	34	1156
10	12	13	13	38	1444
11	9	12	12	33	1089
12	14	15	17	46	2116
13	17	17	16	50	2500
14	10	10	10	30	900
15	7	4	9	20	400
16	13	14	15	42	1764
17	8	8	7	23	529
18	11	9	11	31	961
			Sum of Ranks	513	18,715

m = Number of judges
R = Ranks
W = Coefficient of Concordance
$\bar{R}$ = Correlation Coefficient

$$S = \Sigma R^2 - \frac{(\Sigma R)^2}{N}$$

$$W = \frac{128}{m^2 N(N^2-1)},$$

$$\bar{R} = \frac{mW-1}{m-1} \qquad F = \frac{(m-1)W}{1-W}$$

$$df = n_1 = N-1-\frac{2}{m}$$

$$df = n_2 = (m-1)\left(N=1-\frac{2}{m}\right)$$

$$S = 18,715 - \frac{263,169}{18} = 4094.5$$

$$W = \frac{12\ (4094.5)}{3.18\ (323)} = \frac{49134}{52,326} = .939$$

$$\bar{R} = \frac{3\ (.939)-1}{3-1} = \frac{1.817}{2} = .904$$

$$F = \frac{(3-1)\ .939}{1-.939} = \frac{1.878}{.071} = 26.45$$

Significance of F = .01 level

*Walker and Lev, Statistical Inference, pp. 284-285.

Instructions to Principals for
Teacher Evaluating Procedures

Each principal should have the following materials:

One "Principal's Estimate of Teaching Ability" for EACH OF HIS TEACHERS.

One "Teacher Self-evaluation for EACH TEACHER.

Enough copies of "Student Estimate of Teaching Ability" so that EACH teacher may be evaluated by ONE AVERAGE CLASS. If there are 20 teachers, this would be approximately 600 forms.

In a faculty meeting, after explaining the purposes of evaluation, ask the faculty to fill out the "Teacher Self-evaluation." It should take about ten minutes.

Ask one highly respected staff member to collect the evaluations, put them into an envelope provided, and have the office secretary mail it.

Then ask each teacher to have one average class evaluate him. Another teacher or responsible student may be put in charge of the class so that students can respond freely. Seal the responses in an envelope and mail or take to Higgins Lake, whichever is permissable to your staff. A report of the estimates made by the students will be given to each teacher who requests it. No principal will be given a report of the student evaluations.

Each principal is asked to evaluate his staff. Put all the evaluations into one envelope and mail or take to Higgins Lake in May.

The results of these evaluations will be used in a doctoral dissertation, so your help is greatly appreciated. Your staff has two things to gain: 1. Self-evaluation is an important part of the teacher's role, and the items on these forms are the ones generally agreed upon as being important to good teaching. 2. The majority of teachers who have had reports on the student evaluations have improved their teaching.

Thank you very much for your interest and assistance.

Jarvis Wotring

PRINCIPAL'S ESTIMATE OF TEACHING ABILITY

Please answer the following questions honestly and frankly.
Your replies will be compared with those of the teachers' self-
appraisal on the same questions.

Circle the appropriate number at the right of each of the
questions. 1 - Below average; 2 - Average; 3 - Good; 4 - Very
good; 5 - The very best.

Teacher's Name_____ School_____

1. The knowledge this teacher has of the subject
   taught? (Has he a thorough knowledge and under-1 2 3 4 5
   standing of his teaching field?)

2. The ability of this teacher to explain clearly?
   Are assignments and explanations clear and   1 2 3 4 5
   definite?

3. This teacher's fairness in dealing with students?
   (Is he fair and impartial in treatment of all   1 2 3 4 5
   students?)

4. The ability of this teacher to maintain good
   discipline? (Does he keep control of the class 1 2 3 4 5
   without being harsh? Is he firm but fair?)

5. The sympathetic understanding shown by this
   teacher? (is he patient, friendly, considerate 1 2 3 4 5
   and helpful?)

6. The ability this teacher has to make classes
   lively and interesting? (Does he show enthusi- 1 2 3 4 5
   asm and a sense of humor? Does he vary teach-
   ing procedures?)

7. The ability of this teacher to get things done
   in an efficient and businesslike manner? (Are   1 2 3 4 5
   plans well made? Is little time wasted?)

8. The skill this teacher has to get students to
   think for themselves? (Are students' ideas and 1 2 3 4 5
   opinions worth something in this class? Do they
   get at the real reasons why certain things happen?)

9. The ability of this teacher to help students know
   why they are learning certain things? (Are   1 2 3 4 5
   there good reasons for studying the topics in
   this course? Do students see the value and im-
   portance of things they study?)

10. The general (all-round) teaching ability of this
    teacher? (All factors considered, how close   1 2 3 4 5
    does this teacher come to the ideal?)

TEACHER SELF-EVALUATION

Name_____ School_____

Please answer the following questions as objectively as possible. Circle the appropriate number at the right of each of the ten areas. 1 - Below average; 2 - Average; 3 - Good; 4 - Very good; 5 - The very best.

HOW DO YOU RATE ON THE FOLLOWING:

1. Your knowledge of the subject taught. (Have you a thorough knowledge and understanding of your field?)   1 2 3 4 5

2. Your ability to explain clearly. (Are assignments and explanations clear and definite?)   1 2 3 4 5

3. Your fairness in dealing with students. (Are you fair and impartial in treatment of all students?)   1 2 3 4 5

4. Your ability to maintain good discipline. (Do you keep good control of the class without being harsh? Are you firm but fair?)   1 2 3 4 5

5. Your sympathy and understanding. (Are you patient, friendly and considerate and helpful?) 1 2 3 4 5

6. Your ability to make classes lively and interesting. (Do you show enthusiasm and a sense of humor? Do you vary teaching procedures?)   1 2 3 4 5

7. Your ability to get things done in an efficient and businesslike manner. (Are plans well made? Is little time wasted?) 1 2 3 4 5

8. Your skill to get students to think for themselves. (Are students' ideas and opinions worth something in this class? Do they get at the real reasons why certain things happen?)   1 2 3 4 5

9. Your ability to help students know why they are learning certain things. (Do your students understand the value and importance of things studied?)   1 2 3 4 5

10. Your general teaching ability. (All factors considered how close do you come to being the best teacher you know how to be?)   1 2 3 4 5

STUDENT ESTIMATE OF TEACHING ABILITY

Please answer the following questions honestly and frankly.
Do not give your name. Neither your teacher nor anyone else
at your school will ever see your answers.

The person who is temporarily in charge of your class will,
during this period, collect all reports and seal them in an
envelope addressed to Michigan State University.

After completing this report, sit quietly or study until all
students have completed their reports. There should be no
talking.

Circle the appropriate number at the right of each of the ten
questions. 1 - Below average; 2 - Average; 3 - Good; 4 - Very
good; 5 - The very best.

Teacher's Name_____ School_____

WHAT IS YOUR OPINION CONCERNING:

1. The knowledge this teacher has of the subject
   taught? (Has he a thorough knowledge and under   1 2 3 4 5
   standing of his teaching field?)

2. The ability of this teacher to explain clearly?
   (Are assignments and explanations clear and   1 2 3 4 5
   definite?)

3. This teacher's fairness in dealing with students?
   (Is he fair and impartial in treatment of all   1 2 3 4 5
   students?)

4. The ability of this teacher to maintain good
   discipline? (Does he keep good control of the   1 2 3 4 5
   class without being harsh? Is he firm but fair?)

5. The sympathetic understanding shown by this
   teacher? (Is he patient, friendly, considerate,   1 2 3 4 5
   and helpful?)

6. The ability this teacher has to make classes
   lively and interesting? (Does he show enthusi-   1 2 3 4 5
   asm and a sense of humor? Does he vary teaching
   procedures?)

7. The ability of this teacher to get things done in
   an efficient and businesslike manner? (Are plans   1 2 3 4 5
   well made? Is little time wasted?)

8. The skill this teacher has to get students to
   think for themselves? (Are students' ideas and   1 2 3 4 5
   opinions worth something in this class? Do they
   get at the real reasons why certain things happen?)

9. The ability of this teacher to help students know
   why they are learning certain things? (Are there   1 2 3 4 5
   good reasons for studying the topics in this
   course? Do you see the value and importance of
   the things you study?)

10. The general (All-round) teaching ability of this
    teacher? (All factors considered, how close   1 2 3 4 5
    does this teacher come to your ideal?)

11. On the reverse side, name one or two things you like about
    this teacher.

APPENDIX D

Reliability of Student Evaluations

Split-half correlations of student evaluations drawn blindly - one class from each school.

School	Rank Order Correlation	Reliability Coefficient
3	.83	.90
4	.89	.94
5	.54	.73
6	.35	.52
7	.24	.40
8	.72	.84
9	.90	.95
10	.85	.92
11	.39	.57

Formula for reliability = $2r_{xx} = \dfrac{2\,(r_{xx})}{1 + r_{xx}}$

Quinn McNemar, _Psychological Statistics_ (New York: John Wiley and Sons, Inc., 1955), p. 157.

APPENDIX E

Coefficient of Concordance
Among Rankings of Three Factors
of Teacher Morale

(W^1 - corrected for continuity because N and m are small.)

$$W^1 = \frac{12(S-1)}{m^2 \ N(N^2-1)+24}*$$ S = Sum of ranks squared

Schools Ranked (L to R)

	3	4	5	6	7	8	9	10	11	
F1	1	2	4	9	6	8	3	7	5	
F2	3	1	2	7	4	9	8	6	5	
F3	4	7	1V	3	8	9	2	6	5	
	8	10	7	19	18	26	13	19	15	= 135
Mean of Sum of Ranks	$\frac{15}{}$	$\frac{15}{}$	$\frac{15}{}$	$\frac{15}{}$	$\frac{15}{}$	$\frac{15}{}$	$\frac{15}{}$	$\frac{15}{}$	$\frac{15}{}$	

d^2 $7^2 = 5^2 + 8^2 + 4^2 + 3^2 + 11^2 + 2^2 + 4^2 + 0 = 304$

$$\frac{12(303}{3^2 9 \ (81-1) \ +24} = \frac{3636}{6504} = .559$$

$$F = \frac{3W^1}{1-W} \quad \frac{1.677}{.441} = 3.8$$

df = n_1 = N-1-2/3 = 9-1-2/3 = 7 1/3 = 7

   n_2 = m-1 (N-1-2/m) = 2 (8-2/3) = 14 2/3 = 15

F.95 = 2.70 F.99 = 4.14 W^1 significant F .95

Helen M. Walker and Joseph Lev, <u>Statistical Inference</u> (New York: Henry Holt and Co., 1953), pp. 285-287.

APPENDIX F

Computation of the Chi-square Statistics
of the Median Test Applied to Teacher Morale Items

Legend: Md - median; O - observed frequency; E - expected frequency; df - degrees of freedom is one for all computations

Formula: Chi-square = sum of $\dfrac{(O-E)^2}{E}$

Rejecting the null hypothesis at .95 indicates that teacher morale is significantly different.

	O	E	O-E	$(O-E)^2$	$\dfrac{O-E^2}{E}$	Null hypothesis accepted or rejected
School 3 School 4						
Above Md 20 20	20	20	0	0	0	
At or below						
Md 20 20	20	20	0	0	0	
	20	20	0	0	0	
*Equally non-independent	20	20	0	0	0	
are schools 7 and 10					0	accepted
School 3 School 5						
Above Md 22 18	22	20	2	4	.2	
At or below						
Md 18 22	18	20	2	4	.2	
	18	20	2	4	.2	
*Equally non-independent	22	20	2	4	.2	
are schools 7 and 9; 9					.8	accepted
and 10; 10 and 11						
School 3 School 6						
Above Md 28 12	28	20	8	64	3.2	
At or below						
Md 12 28	12	20	8	64	3.2	
	12	20	8	64	3.2	
	28	20	8	64	3.2	
					12.8	rejected

Chi-square percentile .999 = 10.8

*Equally independent are schools
3 and 10

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		O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	Null hypothesis accepted or rejected
School 3	**School 7**						
Above Md 27	13	27	20	7	49	2.45	
At or below							
Md 13	27	13	20	7	49	2.45	
		13	20	7	49	2.45	
		20	20	7	49	2.45	
						9.80	rejected

Chi-square percentile .995 = 7.9

*Equally independent are schools
4 and 6; 5 and 6; 4 and 10

		O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	
School 3	**School 8**						
Above Md 34	6	34	20	14	196	9.2	
At or below							
Md 6	34	6	20	14	196	9.2	
		6	20	14	196	9.2	
		34	20	14	196	9.2	
						36.8	rejected

Chi-square percentile .999 = 10.8

		O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	
School 3	**School 9**						
Above Md 23	17	23	20	3	9	.45	
At or below							
Md 17	23	17	20	3	9	.45	
		17	20	3	9	.45	
		23	20	3	9	.45	
						1.80	accepted

Chi-square percentile .90 = 2.7

*Equally non-independent are schools
4 and 9; 5 and 11; 6 and 7; 6 and 10;
6 and 11

		O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	
School 4	**School 7**						
Above Md 25	15	25	20	5	25	1.25	
At or below							
Md 15	25	15	20	5	25	1.25	
		15	20	5	25	1.25	
		25	20	5	25	1.25	
						5.0	rejected

Chi-square percentile .975 = 5.0

		O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	
School 4	**School 8**						
Above Md 33	7	33	20	13	169	8.45	
At or below							
Md 7	33	7	20	13	169	8.45	
		7	20	13	169	8.45	
		33	20	13	169	8.45	
						33.80	rejected

Chi-square percentile .999 = 10.8
*Equally independent are schools
5 and 8

	O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	Null hypothesis accepted or rejected

School 5   School 7

	O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	
Above Md	24	16	24.5*20	4.5	20.25	1.0125
At or below Md	16	24	15.5 20	4.5	20.25	1.0125
			15.5 20	4.5	20.25	1.0125
			24.5 20	4.5	20.25	1.0125
					4.0500	rejected

Chi-square percentile .95 = 3.8

Equally independent are schools 4 and 11;
6 and 9

*Walker and Lev, p. 106: If the significance level obtained
from Chi-square is smaller than the predetermined significance
level, the Yates correction should be computed.

School 5   School 9

	O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	
Above Md	21	21	21 20	1	1	.05
At or below Md	19	19	19 20	1	1	.05
			19 20	1	1	.05
			21 20	1	1	.05
					.20	accepted

Chi-square percentile .50 = .46

Equally lacking independence are schools
7 and 11; 9 and 11

School 5   School 10

	O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	
Above Md	26	14	26 20	6	36	1.8
At or below Md	14	26	14 20	6	36	1.8
			14 20	6	36	1.8
			26 20	6	36	1.8
					7.2	rejected

Chi-square percentile .99 = 6.6
*Equally independent are schools 3 and 11

School 6   School 8

	O	E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$	
Above Md	29	11	29 20	9	81	4.05
At or below Md	11	29	11 20	9	81	4.05
			11 20	9	81	4.05
			29 20	9	81	4.05
					16.20	rejected

Chi-square percentile .999 = 10.8

	School 7	School 8	O	E	O-E	$(O-E)^2$	$\dfrac{O-E^2}{E}$	Null hypothesis accepted or rejected
Above Md	32	8	32	20	12	144	7.2	
At or below Md	8	32	8	20	12	144	7.2	
			8	20	12	144	7.2	
			32	20	12	144	7.2	
							28.8	rejected

Chi-square percentile .999 = 10.8

*Equally independent are schools 9 and 8;
10 and 8; 11 and 8. Nine, 10 and 11 are
the higher morale schools.

Schools 3, 4, 5 are clearly distinguishable with higher
teacher morale than 6, 7, 8, 10 and 11. School 8 is clearly
lower morale than all others.

APPENDIX G

Computations of Important Median Tests
of Student Evaluations of Teachers
in High and Low Morale Schools

Numbers of high teacher morale schools: 3, 4, 5
Numbers of low teacher morale schools: 6, 7, 8, 9, 10, 11

			O	E	O-E	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
	School 3	School 10					
Above Md	6	13	14	10	4	16	1.6
At or below Md	14	5	6	10	4	16	1.6
			13	9	4	16	1.78
			5	9	4	16	1.78
						Chi-square =	6.76

Chi-square .99 = 6.6   df - 1

The null hypothesis of no difference could be rejected, but -
in reverse. More low evaluations were found in high morale
school 3 and more high evaluations in low morale school 10.
This strange phenomenon occurred between schools 5 and 10.

			O	E	O-E	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
	School 5	School 10					
Above Md	3	12	3	6	3	9	1.5
At or below Md	9	6	9	6	3	9	1.5
			12	9	3	9	1.0
			6	9	3	9	1.0
						Chi-square =	4.5

Chi-square .95 = 3.8   df - 1

Null hypothesis could be rejected, .05 level, but, high
evaluations here found in low morale schools and vice versa.

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Computations of <u>Important</u> Median Tests
of Principals' Evaluations of Teachers in
High and Low Morale Schools

Numbers of high teacher morale schools: 3, 4, 5
Numbers of low teacher morale schools: 6, 7, 8, 9, 10, 11

			O	E	O-E	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
	School 4	School 6					
Above Md	9	3	9	6.5	2.5	6.25	.962
At or below Md	4	8	4	6.5	2.5	6.25	.962
			3	5.5	2.5	6.25	1.136
			8	5.5	2.5	6.25	1.136

Chi-square .95 = 3.8   Chi-square = 4.196

Null hypothesis of no difference was rejected, .05 level.

	School 4	School 7	O	E	O-E	$(O-E)^2$	
Above Md	9	7	9	5	4	16	3.20
At or below Md	4	22	4	8	4	16	2.00
			7	11	4	16	1.45
			22	18	4	16	.85

Chi-square .99 = 6.6   Chi-square =   7.50

Null hypothesis of no difference was rejected, .01 level.

	School 4	School 9	O	E	O-E	$(O-E)^2$	
Above Md	9	10	9	6.02	2.98	8.8824	1.48
At or below Md	4	18	4	6.98	2.98	8.8824	1.27
			10	13.98	2.98	8.8824	.64
			18	15.02	2.98	8.8824	.59

Chi-square .95 = 3.8   Chi-square =   3.98

Null hypothesis of no difference was rejected. Principals'
evaluations of the teachers in these schools were significantly
different at the .05 level and yet school 9 was different from
4 at the .19 level of significance.

			O	E	O-E	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
	School 4	School 10					
Above Md	10	5	10	6.29	3.71	13.764	2.05
At or below Md	3	13	3	6.71	3.71	13.764	2.19
			5	9.29	3.71	13.764	1.48
			13	8.71	3.71	13.764	1.58
					Chi-square =		7.30

Chi-square .99 = 6.6

Null hypothesis was rejected at .01 level.

			O	E	O-E	$(O-E)^2$	$\dfrac{(O-E)^2}{E}$
	School 4	School 11					
Above Md	10	5	10	6.1	3.9	15.21	2.49
At or below Md	3	14	3	6.9	3.9	15.21	2.20
			5	8.9	3.9	15.21	1.71
			14	10.1	3.9	15.21	1.51
					Chi-square =		7.91

Chi-square .995 = 7.9

Null hypothesis was rejected at .005 level.

APPENDIX I

Mean Scores Ranked and Correlated for Items of Teacher Self-
Evaluations, Student Evaluations of Teachers, and Principals
Evaluations of Teachers

	TSE's				SE's				PE's		
	Mean	SD	Rank		Mean	SD	Rank		Mean	SE	Rank
K	3.81	.742	1		4.06	.502	1		3.81	.795	1
E	3.45	.786	5		3.65	.623	5		3.49	.763	2
F	3.61	.891	2		3.589	.666	10		3.41	.933	3
D	3.41	1.020	6		3.592	.745	9		3.41	1.109	5
SV	3.57	.895	3		3.74	.614	2		3.395	.952	7
S	3.47	.883	4		3.643	.758	6		3.22	.945	10
EF	3.30	.942	9		3.637	.607	7		3.41	1.069	4
T	3.31	.835	8		3.68	.515	4		3.25	.884	8
W	3.27	.817	10		3.62	.550	8		3.23	.834	9
GA	3.38	.794	7		3.72	.624	3		3.40	.797	6

R of TSE & SE			R of TSE's & PE			R of SE's & PE's	
d	d^2		d	d^2		d	d^2
0	0		0	0		0	0
0	0		3	9		3	9
8	64		1	1		7	49
3	9		1	1		4	16
1	1		4	16		5	25
1	1		6	36		4	16
2	4		5	25		3	9
4	16		0	0		4	16
2	4		1	1		1	1
4	16		1	1		3	9
	118			90			150

$$R = 1 - \frac{708}{10(10^2-1)} \qquad R = 1 - \frac{540}{990} \qquad R = 1 - \frac{900}{990}$$

$$R = 1 - .72 \qquad R = 1 - .545 \qquad R = 1 - .909$$

$$R = .28 \qquad R = .45 \qquad R = .09$$