

**A STUDY OF THE RELATIONSHIPS BETWEEN  
TEACHER MORALE AND KNOWLEDGE OF THE  
SUMNER COUNTY SCHOOL SYSTEM IN TENNESSEE**

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**LAWRENCE EDWARD MCKENNA**

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A STUDY OF THE RELATIONSHIPS BETWEEN TEACHER MORALE  
AND KNOWLEDGE OF THE SUMNER COUNTY SCHOOL SYSTEM  
IN TENNESSEE

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An Abstract  
Presented to  
the Graduate Council of  
Austin Peay State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in Education

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by  
Lawrence Edward McKenna

August, 1971

## ABSTRACT

It was the purpose of this study to determine the correlation between teachers' morale and their knowledge of their school system. A secondary purpose was to determine if there was a significant difference in morale and knowledge when consideration was given to age, sex, years of teaching experience, and level of teaching.

A review of the literature revealed different definitions and various causes of high and low morale. Evidence of teachers' lack of knowledge of their school system and the type of knowledge needed were discussed. Both areas of literature emphasized the pertinence of further study on morale and knowledge.

Data for this study were collected in December, 1970 and January, 1971 through the cooperation of the Sumner County School System. The study was limited to those characteristics measured by two instruments. The first of these was the Purdue Teacher Opinionaire, designed to measure morale. To test the teachers' knowledge of the school system the author developed the Sumner County School System Questionnaire. The questionnaires were delivered to seventy-five teachers in thirteen schools in Sumner County. Seventy-three teachers responded by completing and returning the questionnaires.

To reveal the correlation between teacher morale and knowledge, the data derived from the Purdue Teacher Opinionaire were correlated

with the data derived from the Sumner County School System questionnaire. For the analysis of the data a correlation coefficient was computed according to the product-moment correlation formula. The chi square formula was used to test for significant differences between the subgroups of age, sex, level of teaching, and years of teaching experience.

It was found from the computation of the data that there was a significant correlation between teacher morale and knowledge of the school system. It was necessary for the correlation coefficient to be significant at the .05 level for this study. The resulting correlation coefficient of .880 was significant at the specified level.

The study of the subgroups indicated that there was a significant difference in the morale of teachers according to sex, age, and years of experience. The chi square computations also revealed extremely high significant differences in knowledge scores according to age and years of experience.

It was the conclusion of this study that for the sample involved, there was sufficient correlation between morale and knowledge to warrant consideration by school administrators, supervisors, and the teachers' organization of Sumner County.

A STUDY OF THE RELATIONSHIPS BETWEEN TEACHER MORALE  
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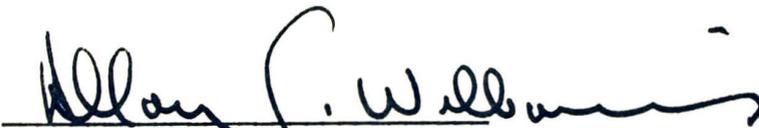
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To the Graduate Council:

I am submitting herewith a Thesis written by Lawrence Edward McKenna entitled "A Study of the Relationships Between Teacher Morale and Knowledge of the Sumner County School System in Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education.

  
Major Professor

We have read this thesis and  
recommend its acceptance:

  
Minor Professor

  
Third Committee Member

Accepted for the Council:

  
Dean of the Graduate School

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## CHAPTER I

### INTRODUCTION

Education in the decades past is not really recollected now as an enterprise hording many complex problems. The problems of the teacher of long ago can be remembered as being characterized by what might now be considered simplicity. The worst fate of the teacher then was marked by such problems as inability to have wood for the fire in the one-room school, a place to board in the community, or the big, overgrown boys who wanted only to be outside hunting or fishing.

Indeed, not much thought was given to the teacher having problems at all. The dedication of the teacher was taken for granted, and his or her mental attitude was not important. In fact, the term "morale" was not initiated into serious consideration for the American people by educators.

It was during World War I that morale became an important factor for Americans as the strain of war on nerve and courage began to despiritualize the troops and the nation. Books and other publications started to come from the pens of writers who were attempting to identify the quality which, even then, was somewhat elusive. One

writer associated it with "the idealism of war" and considered it a "highly practical and specific virtue of war."<sup>1</sup>

It was after World War II that industry became aware of the need to consider the morale of workers. Much time and money were spent on research to validate the position that good morale resulted in better productivity. Of course, production was measured by industry in terms of dollars and cents, making the research worthwhile to them. Resulting from the findings of research were alterations in policy and relationships to cause higher employee morale.<sup>2</sup>

Education began to see the importance of morale after it received so much attention during the two world wars and after industry, hoping to gain monetarily, brought forth the most notable aspects of the concept. As Lambert pointed out in his dissertation on the subject of morale, Education Index from 1929 through 1948 contained ninety-five entries and sixty-three of those were for the period of 1941 through 1948.<sup>3</sup> Since 1948 there have been, up to

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<sup>1</sup>William Ernest Hocking, Morale and Its Enemies (New Haven: Yale University Press, 1918), p. 9.

<sup>2</sup>Frederick L. Redefer, "The School Board and Teacher Morale," The American School Board Journal, CXLV (July, 1962), p. 5.

<sup>3</sup>Donald B. Lambert, "A Study of the Relationships Between Teacher Morale and the School Principal's Leader Behavior" (unpublished Doctor's dissertation, Auburn University, 1968), p. 2.

1971, two hundred-twelve entries. This is approximately the same number of entries per year as for the period of 1941 through 1948. The subject appears to continue to be researched but may never have ascended to one of primary importance in education. Education may still be lagging behind in the investigation of morale and the influence it can have on teachers. Yet there is evidence that attempts are being made to delve into the causes of low and high morale.

#### STATEMENT OF THE PROBLEM

The purpose of this study was to examine the relationship between teacher morale and the teacher's knowledge of the specific facts and policies of his school system. There was considerable evidence that "teacher morale is influenced by many personal and situational factors."<sup>4</sup> Therefore, this study sought to investigate and to determine if one of these factors could be the teacher's knowledge or lack of knowledge of school system policies. More specifically, the major purpose of this study was to compare the relationships of teacher morale to the teacher's knowledge of the Sumner County School System in Tennessee. Using the answers to two questionnaires from seventy-three teachers, selected at random, an attempt was made to determine

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<sup>4</sup>Averno M. Rempel and Ralph R. Bentley, "Teacher Morale: Relationship with Selected Factors," The Journal of Teacher Education, XXI (Winter, 1970), p. 534.

how their morale scores correlated with their scores on the questionnaires seeking specific answers to questions concerning the Sumner County School System.

The following null hypotheses were tested in the study and after all the data had been analyzed were either individually accepted or rejected at the .05 level of significance.

1. There is no significant correlation between teacher morale and knowledge of the school system's educational program and policies.
2. There is no significant difference between the morale scores of males and females.
3. There is no significant difference between the knowledge of males and females.
4. There is no significant difference between the morale scores of the two age groups.
5. There is no significant difference between the knowledge scores of the two age groups.
6. There is no significant difference between the morale scores of teachers teaching on the elementary level and those teaching on the secondary level.
7. There is no significant difference between the knowledge scores of teachers teaching on the elementary level and those teaching on the secondary level.

8. There is no significant difference between morale scores according to years of teaching experience.

9. There is no significant difference in knowledge scores according to years of teaching experience.

## DEFINITIONS OF TERMS

Teacher morale--This term is sometimes ambiguous and is subject to many interpretations of its meaning as will be shown in another part of this paper. However, for the purpose of simplification at this point, teacher morale can quite accurately be described as the teacher's spirited interest and enthusiasm in his job, resulting in a willingness to perform his professional duties to the best of his knowledge and abilities.

For the purpose of this study, teacher morale needs to be further defined according to the factors outlined in the Purdue Teacher Opinionnaire, the instrument for measuring teacher morale used by this researcher. The opinionnaire consisting of one hundred questions, contains the following factors:

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

Factor 2 - "Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor,

the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Factor 3 - "Rapport Among Teachers" pertains to a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

Factor 4 - "Teacher Salary" focuses on the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

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

Factor 6 - "Curriculum Issues" solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7 - "Teacher Status" samples feelings about prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

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

Factor 9 - "School Facilities and Services" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10 - "Community Pressures" gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.<sup>5</sup>

Knowledge of school system--When reference is made to the teacher's "knowledge of the school system," it refers specifically to the following items:

1. The school system is the county-wide system of Sumner County, Tennessee.

2. The knowledge pertains precisely to the information the teacher can correctly give to the Sumner County School System Questionnaire, the instrument used for measurement of knowledge for this study.

Further defined by the thirty-item questionnaire, knowledge will indicate correct answers to the various categories of questions as outlined below:

1. Salaries of professional personnel in the Sumner County School System.

2. Information concerning the local teachers' organization.

3. Information about school board meetings and members.

4. Information about certain school programs--federal milk

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<sup>5</sup>Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionaire (West Lafayette, Indiana: Purdue Research Foundation, 1967), p. 4.

program, kindergarten, and summer school.

5. Facts about the school system's budget.
6. School entrance age and grade levels for administering certain tests.
7. Educational requirements for the employment of teachers in the system and requirements for the continuation of professional growth.
8. Factual numbers concerning teachers, schools, and students in the system.
9. The number of teaching, in-service, and days allowed for sick leave.
10. Legitimate reasons for absences.

Knowledge--At times the word "knowledge" alone will be used. This is synonymous with "knowledge of school system" unless prefixed by an adjective to indicate a different meaning.

S. C. S. S. Q. --These initials will be used for references to the Sumner County School System Questionnaire when needed for the sake of brevity.

P. T. O. --When appropriate in the study these initials will be used to stand for the Purdue Teacher Opinionaire.

### SIGNIFICANCE OF THE STUDY

Change is an inevitable facet in any phase of human life. However, education has been one of the institutions of American life which has

been slow to change. The past decade, however, has been noted by certain movements in education which do indicate change and progression. These same indications of change can be related to both teacher morale and the teacher's knowledge of his school system. Four of the newer trends in education were discussed here: (1) the increasing importance of professionalization of teachers (2) the trend toward teacher participation in policy making (3) the teacher as active citizen, and (4) the teacher as public relations agent in the community.

The teacher's status as a professional must certainly be related to morale. Von Burg noted that "diminution of professional status" was one of the depressing factors which can lead to poor teacher morale.<sup>6</sup> Much has been written about teachers considering themselves members of a profession. There was a wide span of thought which stressed that teachers were not professionals and must attain certain characteristics to reach that status. The very recent upsurging of teachers' organizations, along with their involvement in policy making and trends toward unification of organizations, seemed to indicate further steps toward professionalization.

However, in 1965 one writer strongly doubted that any significant move was being made toward professionalization. Corwin described teaching as "essentially... a submissive vocation whose claims either

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<sup>6</sup>Fred Von Burg, "Faculty Morale Rests with Administrators," Clearing House, XXXX (January, 1966), p. 267.

to professional status or to militant professionalization are debatable at best."<sup>7</sup> He equated professionalization with teacher militancy. It would not be too difficult to conjecture that morale would have either a cause or effect relationship to both militancy and professionalization.

Morale was also greatly affected by the trend in education which allowed teachers to participate in administrative decisions and policy making. Studies conducted in the public schools of New York in the late 1950's and early 1960's indicated that the schools which allowed teachers to feel a sense of participation had higher morale.<sup>8</sup>

Furthermore, knowledge, both regarding specific school systems and subject matter, was important to the development of this new concept. Stinnett and Huggett discussed the responsibility which followed the privilege of the sharing of policy making.<sup>9</sup> They contended that teachers must be prepared for the new venture; they must possess the technical know-how; and they must evidence professional competence, spirit, and devotion. A NEA report in 1959 stated that the sharing of authority would work only if the teachers could be

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<sup>7</sup>Ronald G. Corwin, "Militant Professionalization, Initiative and Compliance in Public Education," Sociology of Education, XXXVIII (Summer, 1965), p. 314.

<sup>8</sup>Frederick L. Redefer, "The School Board and Teacher Morale," p. 6.

<sup>9</sup>T. M. Stinnett and Albert J. Huggett, Professional Problems of Teachers (New York: Macmillan Co., 1963), p. 392.

"considered intelligent, competent, informed, experienced, and therefore, responsible."<sup>10</sup> An additional point for the importance of teacher knowledge was made by Eastmond when he stressed that teacher participation in administration called for more than just interest and willingness.<sup>11</sup> The teacher must also be aware of the organization of the school system, and the rules governing administration with all its responsibilities and authority.

This trend of teacher participation seemed to be one which could conceivably affect morale more than any other. NEA called this new involvement "democracy in administration" and has quite clearly associated it with morale by labeling it as a "benefit to professional staff morale. . . [that is] beyond dispute." This active sense of responsibility according to the NEA report, allows for more effectiveness and enthusiasm in teachers.<sup>12</sup>

Also of considerable importance in education at this time was the need for teachers to involve themselves more actively in citizenship. If teachers move toward more involvement in citizenship they

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<sup>10</sup>Department of Classroom Teachers, NEA, Conditions of Work for Quality Teaching, (Washington, D. C.: National Education Association, 1959), p. 31.

<sup>11</sup>Jefferson N. Eastmond, The Teacher and School Administration (Boston: Houghton Mifflin, 1959), p. 16.

<sup>12</sup>Department of Classroom Teachers, NEA, op. cit., pp. 29-30.

will be improving their profession and, at the same time, exemplify the ability of free people to govern themselves. Their participation will also serve as a model for the young people they teach. These premises were held by Donaldson in an article discussing the fact that teachers were on the move toward more complete citizenship.<sup>13</sup>

Combe admitted that the teacher today was rightfully more concerned with his personal economic improvement, but projected that "at some point in most communities, the teacher, as a resident and taxpayer, must react to public sentiment."<sup>14</sup> To react to public sentiment or current events, especially those pertaining to the educational scene, the teacher needed to be knowledgeable of the facts and policies of his school system. Good morale could easily result from a combination of this knowledge and citizenship participation.

Indeed, it appeared that the teacher was becoming more than the dull, absent-minded professor stereotype. An added responsibility as well as a changed image has projected teachers into a new role as public relations agents. Stinnett and Huggett explained that teachers in the past have exercised good relations with the parents

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<sup>13</sup>Marion G. Donaldson, "Teachers as Active Political Citizens," Childhood Education, XLIV (April, 1968), p. 486.

<sup>14</sup>George W. Combe, Jr., "How to Minimize Teacher vs. Boards Conflicts Over Collective Bargaining," American School Board Journal, CLIII (August, 1966), p. 53.

of children in their classes, with school officials being responsible for community relations.<sup>15</sup> In definite terms Chamberlain and Kindred have pointed out the duties of the teacher in public relations:

Among other things, each institutional representative should have at his finger tips material concerning the cost of education in the community, the amount of money raised by local taxes, the amount of money received from the state, the local budget, the enrollment figures for the school system, the number of noninstructional persons employed, outstanding policies of the school system, curricular organizations, and problems standing in the way of instructional progress.<sup>16</sup>

Eastmond, too, stressed the need for the teacher to possess precise knowledge so that he can act as a liaison between the school and the community.<sup>17</sup> In particular, he believed that knowledge of civil and educational finances were important to the teacher who needed to be able to discuss such matters intelligently with leaders of the community and interested parents.

Morale and knowledge were, indisputably, highly related to these four movements in education: (1) teacher participation in administration, (2) movement toward professionalization, (3) the trend toward status

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<sup>15</sup>Stinnett and Huggett, op. cit., p. 379.

<sup>16</sup>Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization (Englewood Cliffs, New Jersey: Prentice Hall, 1966), p. 395.

<sup>17</sup>Eastmond, op. cit., p. 204.

for the teacher as a more active citizen, and (4) the trend toward the teacher having a role as public relations agent in the community.

Knowledge was necessary for the teacher to participate and reap the rewards of any progressive trend. Good morale can be the result of the improvements in the educational field or, in another viewpoint, could greatly assist in bringing about such improvements.

This study hoped to add some knowledge to the relationship between morale and knowledge. The sample, composed of seventy-five teachers, would be considered only a small segment of the teacher population, but would be, nevertheless, important to school administrators in the school system involved. The degree of morale could hold some significance for those persons involved in the planning of the school program of Sumner County.

#### LIMITATIONS OF THE STUDY

Limiting the study would be the following factors:

1. Only thirteen of the twenty-five schools of Sumner County are involved in the research.
2. Only seventy-three of the five hundred eighty-six teachers in the Sumner County School System participated in the survey.
3. The number of females responding to the questionnaires far outweighed the males which could conceivably influence the results of the study.

4. The Sumner County School System Questionnaire was limited in scope as all questions had to have precise answers. Teachers could have possessed more knowledge on areas not covered by the questionnaire.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

To review the pertinent literature this chapter was divided into three parts. The first part was concerned with morale, and its definitions and implications for the study. Literature relating to knowledge was considered in the second part of the chapter and a final section summarized the chapter.

#### MORALE

##### Definitions

The most notable aspect found in the review of literature on the subject of morale was the great striving of writers to define the term. Many definitions were essentially the same except for the difference in descriptive adjectives used. The elusiveness of morale has caused many differences of opinion among writers and therefore the reader could develop the belief that perhaps it did not even exist.

Two poles of opposite belief are found in regard to ownership of morale. Walker, dealing with morale in the British civil service, wrote that morale can be considered the possession of a single individual or as the property of groups.<sup>1</sup> As examples he related the

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<sup>1</sup>Nigel Walker, Morale in the Civil Service, (Edinburgh, Scotland: Thomas Nelson and Sons, Ltd., 1961), pp. 57-58.

following viewpoints:

1. The term morale refers to a condition of physical and emotional well-being in the individual that makes it possible for him to work and live hopefully and effectively, feeling that he shares the basic purposes of the groups of which he is a member, and that makes it possible for him to perform his tasks with energy, enthusiasm and discipline. . . .

2. Morale is obedience to an internal, personal authority. . . which arises out of an ideal or value common to the group. . . .

3. . . . there is a sense of identification with and interest in the elements of one's job, working conditions, fellow-workers, supervisors, employers, and the company.

Yeager was one of the believers in the personal quality of morale.<sup>2</sup> He associated it with the individual and saw it characterized in the individual in terms of confidence, courage, and the will to accomplish. However, he qualified his belief somewhat by further describing morale as a "vital force which enables one to attain his greatest prowess willingly in a common cause." To Yeager the result of high morale was seen in such characteristics as "a happy nature, personal vigor, working with a will, getting along with people, courage in action, and self-confidence. . . ."

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<sup>2</sup>William A. Yeager, Administration and the Teacher, (New York: Harper and Brothers, 1954), p. 235.

Distinguishing between good morale and poor morale, Harap described good morale as "what makes people secure, unafraid, productive, and loyal" and poor morale as "what makes people unhappy, insecure, and indifferent."<sup>3</sup> Hocking's definition of morale was simple but very illustrative:

What 'condition' is to the athlete's body morale is to the mind. Morale is condition: good morale is good condition of the inner man: it is the state of will in which you can get most from the machinery, deliver blows with the greatest effect, take blows with the least depression, and hold out for the longest time. . . and it is the perpetual ability to come back.<sup>4</sup>

What good morale is not was also stressed by Hocking. According to him the equation between good morale and good spirits or enthusiasm should not be made. Neither did he feel it could be labeled as cheerfulness, optimism, or jubilation; nor did it have a connection with the emotionalism of a crowd.

Redefer considered morale a measurement of voluntary efforts of a group or an individual which resulted in greater steps toward a goal.<sup>5</sup> He further expounded on morale in relation to teaching by

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<sup>3</sup>Henry Harap, "Morale," Nation's Schools, LXIII (June, 1959), p. 55.

<sup>4</sup>William Ernest Hocking, Morale and Its Enemies (New Haven: Yale University Press, 1918), p. 14.

<sup>5</sup>Frederick L. Redefer, "Teacher Morale and Quality of Education," Nation's Schools, LIX (February, 1957), pp. 53-55.

labeling morale as the "teaching rate of teachers." There were certain assumptions, according to Redefer, which needed to be made about morale and teaching. Summarized, they were divided into five factors: (1) A teacher must get a high degree of satisfaction from teaching, (2) High satisfaction in teaching is accompanied by high morale, (3) Morale is composed of many different factors, (4) The degree of morale relies on the manner in which an individual reaches his goal by use of the utmost of his skill, knowledge, and ability, and (5) School administration should work for the welfare of school personnel to maintain good morale.

#### Reasons for Degree of Morale

Gauerke aligned good teacher morale with a response to leadership qualities.<sup>6</sup> He believed good morale was indicated by the teacher's enthusiastic reaction to a principal who was considered a fellow worker. High morale insured a teacher's support of administrative and faculty decisions and policies.

Agreeing with the importance of the role of the principal in teacher morale, Redefer stated that "principals are the cornerstones in faculty morale status." He further saw administrative responsibility in morale as reaching to the heights of the superintendent and

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<sup>6</sup>Warren E. Gauerke, Legal and Ethical Responsibilities of School Personnel, (Englewood Cliffs, New Jersey: Prentice-Hall, 1959), pp. 137-138.

the board of education. The attitudes the teachers held toward either of these could determine if morale was low or high. An intensive personal and professional interest on the part of the board could create a healthy environment for good morale.<sup>7</sup> Harap also held this belief about the board's influence on morale. He indicated that a lack of confidence in a board of education was a "corroding influence on the morale of teachers."<sup>8</sup>

Hedlund and Brown conducted research in 117 schools in New York and gathered some probable causes of low morale.<sup>9</sup> The main factors in low morale which they cited are salaries, poor transportation for teachers without cars, not enough relief from pupil contact, overcrowded classes, poor administration, lack of disciplinary support, and inadequate provisions for advancement.

Two factors of high morale, according to Von Burg, have always been good salaries and satisfaction with leadership.<sup>10</sup> More recent findings, however, have shown that an increasingly important element

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<sup>7</sup>Frederick L. Redefers, "The School Board and Teacher Morale," The American School Board Journal, CXLV (July, 1962), pp. 6-7.

<sup>8</sup>Harap, op. cit., p. 57.

<sup>9</sup>Paul A. Hedlund and Foster S. Brown, "Conditions That Lower Teacher Morale," Nation's Schools, XLVIII (September, 1951), p. 41

<sup>10</sup>Fred Von Burg, "Faculty Morale Rests With the Administrators," The Clearing House, XXXX (January, 1966), pp. 267-268.

to good morale is the teacher's "opportunity to use what knowledge, skills, and abilities one possesses to achieve known and accepted educational objectives which one has actually helped to formulate." Von Burg has listed the causes of low teacher morale as low salaries, lack of professional status, and shortage of materials.

Research reviewed by Blocker and Richardson listed the causes of low morale: lack of leadership, failure to evaluate work, lack of policy, classroom interruptions, and poor faculty meetings.<sup>11</sup> These causes, as in many other cases of research, related to the reliance on administration for good morale.

Blocker and Richardson further noted that Cralle and Burton listed supervising and administrative factors as the major cause of teacher frustration.<sup>12</sup> They particularly cited: no participation in policy decisions, too heavy a work load, unfair criticism, arbitrary reassignments, salary policy, and lack of supervision. These factors all contributed to the low morale of teachers.

These same researchers found that O'Conner gave similar indications of administrative involvement.<sup>13</sup> He "discovered that

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<sup>11</sup> Clyde E. Blocker and Richard C. Richardson, "Twenty-Five Years of Morale Research: A Critical Review," Journal of Educational Sociology, XXXVI (January, 1963), p. 202.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

the way which the teacher felt about his superior showed the most consistent relationship with level of morale." He also noted that the "happier teacher had more free time away from the students during the school day and enjoyed more democratic relationships with supervisors."

The idea of communications can also be influential in morale. Redefer wrote of communication as it related to school boards and teachers.<sup>14</sup> He believed that communication, or lack of it, had an effect on school faculties. As Redefer illustrated, the "low-morale teacher was most likely to say, 'Nobody tells me anything. I just teach here.'"

Some researchers have delved in depth into the relativity of such factors as sex, marital status, age, teaching experience, and salary to morale. Redefer made the generalizations that neither marital status, sex, or age were important factors weighing on the level of morale.<sup>15</sup> His study of 5,000 teachers in twenty-four school systems also showed that salary schedules were not a major determining factor of morale status. Other factors, according to Redefer, not affecting morale were: level of education, and socio-economic status of the school community. The "problem" school did not necessarily cause

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<sup>14</sup>Frederick L. Redefer, "The School Board and Teacher Morale," The American School Board Journal, CXLV (July, 1962), p. 7.

<sup>15</sup>Frederick L. Redefer, "Factors that Affect Teacher Morale," Nation's Schools, LXIII (February, 1959), p. 59.

poor morale either.

A counter opinion in regard to sex and marital status was expressed by Schultz in Blocker and Richardson's review.<sup>16</sup> Schultz reported, from a poll of recent university graduates, that sex and marital status were factors affecting morale and that more males than females evidenced low morale as teachers. However, this could be explained by the fact that beginning male teachers, with a low beginning salary, find the supporting of a family to be a problem.

Schultz also concluded from his study that other factors caused no appreciable difference in morale.<sup>17</sup> The degree held, year of graduation, teaching level, length of time in present positions, and the type of communities in which the subjects taught were not considered factors of primary importance.

According to the research cited, the degree of morale was caused by various factors and conditions. Salary, administrative and supervisory leadership, physical conditions of the school, inadequate supplies, heavy work load, and lack of professional status all seem to weigh on the morale status of teachers. There were disagreements as to the affect of age, sex, marital status, level of teaching, degree held, and experience on morale. It would

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<sup>16</sup>Blocker and Richardson, op. cit., p. 203.

<sup>17</sup>E. S. Schultz, "Keeping up Teacher Morale," Nation's Schools, L (October, 1952), p. 53.

appear that further research might indicate more definite findings on all conditions which might affect morale.

### Relation of High Morale to High Quality Teaching

Does the level of morale of any teacher affect his ability to teach? An answer to this question has not been proven by adequate research at this date, but some opinions have been ventured. The assumption was generally made that high morale was needed; therefore, all research stemmed from this basic assumption. The need for high morale could be questioned, however, as to whom the quality of high morale would benefit most--teachers or students?

Blocker and Richardson noted that Anderson, using a questionnaire which was considered doubtful to some researchers, concluded that teachers in secondary schools of high achievement generally had higher morale scores than those teachers who taught in schools of low achievement.<sup>18</sup>

The study is valuable for it attempted to establish that high morale was important in schools.

Blocker and Richardson, in their review of morale research, concluded their article by indicating that more studies needed to be conducted on the relationship of morale to quality teaching.<sup>19</sup> They commented that although the "assumption has been made that high

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<sup>18</sup>Blocker and Richardson, loc. cit.

<sup>19</sup>Ibid., p. 208.

morale will automatically bring improved performance; this may not necessarily be true."

The conclusion of Hedlund and Brown's research stressed morale's relationship to quality education: "A nation's children will receive the type of instruction they require and deserve only when communities take positive action to provide the occupational climate conducive to good teaching and learning."<sup>20</sup>

Von Burg recalled in his writing on morale that the relationship of morale and high quality labor had been established by industry in years past. He believed that for teachers the quality of morale, likewise, is very evident in education. He illustrated as follows:

. . . after all, teachers are human too. What principal would deny, for instance, that teachers with low morale miss more school than those with high morale? Call it rapport, morale, spirit, enthusiasm, or what you will. It is something easy to overlook and yet it can make a school stand ahead of the rest.<sup>21</sup>

Two generalizations were made by Redefer about teacher morale and its relationship to the quality of education.<sup>22</sup> He found that the morale of individual school faculties was closely related to the quality of education in those schools. The administrator's rating of teachers

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<sup>20</sup>Hedlund and Brown, op. cit., p. 42.

<sup>21</sup>Von Burg, op. cit., p. 267.

<sup>22</sup>Redefer, "Factors that Affect Teacher Morale," p. 59.

coincided with the morale scores of the teachers. Those with high morale scores were considered superior teachers by their principals.

Redefer generalized his attitude on the subject:

The morale status of teachers is related to their efficiency as teachers and to the quality of their teaching. In any school system, the higher morale school has a higher quality of education. In the same school, teacher quality is related to morale. The higher morale teacher tends to be the better teacher.<sup>23</sup>

## KNOWLEDGE

For a definition of "knowledge" and its aspects and emphasis, reference was made to Chapter I. However, reemphasis is made here to the fact that this "knowledge" applied only to specific information held by a teacher concerning his school system.

### Evidence of Lack of Knowledge

It appeared from a review of literature on the subject that the problem of the teacher's lack of knowledge extended back many years in the history of American education. Gould and Yoakam discussed the problem in depth in their book copyrighted in 1947. They described teacher apathy which existed in the 1940's:

The teachers have been censured. . . for their ignorance, not only of the local community, but also

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<sup>23</sup>Redefer, "The School Board and Teacher Morale," p. 6.

of the educational system in which they function. Their energies have been so closely devoted to the immediate problems of instruction within the school-rooms that they have not developed an understanding of the social and economic orientation of the institution of education itself.<sup>24</sup>

According to these two writers this lack of knowledge and understanding became obvious in the 1930's when there was a movement to cut expenditures for education. Politicians were engrossed in their efforts to cut back costs in schools. Teachers and citizens were at a loss to combat the trend. Gould and Yoakam outlined the faults of the teacher: (1) They could not "talk intelligently to the layman about [the] contribution of education to the community"; (2) They had little knowledge of the services of the local school program. . . . (3) The average teacher had virtually no knowledge of the structure of local school finance; and (4) "Not one teacher in a hundred had insight into the general problem of taxation in the U.S." Thus their efforts to point out the fallacy of reducing the expenditure for education were hampered by their inability to know and relate the facts.<sup>25</sup>

Another early report in 1944 stressed the need for the teacher to improve his knowledge of local educational matters. The Commission of Education for Morale, under the direction of the American

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<sup>24</sup>George Gould and Gerald Alan Yoakam, The Teacher and His Work, (New York: The Ronald Press, 1947), p. 278.

<sup>25</sup>Ibid.

Association of School Administrators issued a report which called for more active participation in seeking knowledge as a means of improving teacher morale.<sup>26</sup> Teachers have tended to ignore the significance of political, statutory, and administrative factors in perfecting their knowledge. According to this report on morale, there is a need for teachers to inform themselves of educational conditions so that they might be able to promote effective progress in education.

These two previous reports on teachers' lack of knowledge showed the concern for the subject that was evident a decade ago. Since that time there has been more emphasis placed on teachers improving their knowledge, both in their particular subject area and in educational matters in general. In-service education for teachers has become increasingly important as a means of keeping teachers abreast of changing situations. The philosophy behind the need for teachers to increase their knowledge was well expressed by Wootton:

The professional teacher grows with the school system and is a part of the system's educational growth and change. One of the greatest problems confronting education is that of keeping persons in the field abreast of changing situations. The . . . teacher of today. . . is in a glass bowl with the world peering and pushing in from all sides.<sup>27</sup>

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<sup>26</sup>Commission on Education for Morale, Morale for a Free World, (Washington, D.C.: American Association of School Administrators, 1944), p. 248.

<sup>27</sup>Lutian R. Wootton, "The Professional Teacher Keeps Pace," Peabody Journal of Education, XLIII (March, 1966), p. 299.

Campbell discussed the place of the teacher in society.<sup>28</sup> He described them as "titular leaders of society, having been chosen by a number of selective processes." This title demanded much from the teacher, especially his time and effort to keep abreast of his educational system.

### Specific Knowledge Required

General assumptions can be made as to the facts a teacher should have regarding his school system. Financial status, educational programs offered, salaries, and administrative and supervisory functions represent areas of concern to the teacher. Whatever knowledge was pertinent to better enable him to teach children more effectively was that which should be the goal of the teacher.

In 1933, the Department of Secondary-School Principals cooperated with the Joint Emergency Commission to develop a check list of items the teacher should know about his school system. This was reprinted in full by Gould and Yoakam and is just as relevant today as it was then.<sup>29</sup> The check list is given here with some omissions under each heading for the sake of brevity:

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<sup>28</sup> Clyde M. Campbell, Practical Applications of Democratic Administration, (New York: Harper, 1952), p. 40.

<sup>29</sup> Gould and Yoakam, op. cit., pp. 279-281.

## KNOWING YOUR SCHOOL

### Contributions of the School

- Assumes many duties the home formerly cared for.
- Provides adult educational opportunities.
- Serves as an agency for performing school functions.
- Provides housing and sponsorship for the group activities of youth.

### Economic Values of the School

- Money circulating in community as a result of schools--salaries, expenditures for supplies and equipment.
- Increased earning capacity of the individual due to education in the community.
- Increased demand for and consumption of education.

### Educational Opportunities for Pupils

- Curriculum and extra-curricular offerings.
- Reasons for recent changes in organization, curriculum, or method.
- Standards of buildings and equipment in relation to health of pupils and effectiveness of their work.
- Special opportunities provided for atypical children.
- The length of the school year.
- Per cent of retardation among pupils as a measure of the school's efficiency.
- Extent to which the services of the school have been omitted or curtailed due to reduced financial support.

### School Finance

- Amount of school budget.
- The tax levy for schools; for all other public services such as fire and police protection, roads, and public buildings.

- \_\_\_ Kind of tax furnishing most of school revenue.
- \_\_\_ Amount and proportion of revenue coming from local, state, and national sources.
- \_\_\_ The cost of current expenditures per pupil in average daily attendance.
- \_\_\_ The indebtedness of the school system, both floating and bonded.
- \_\_\_ Reasons for financial policy of school system.
- \_\_\_ Financial ability of local unit to support its schools properly and consideration of whether assistance from a larger unit is needed.
- \_\_\_ Suggestions as to how school finances might be placed upon a sounder basis in the future.

#### Teachers' Salaries and Services

- \_\_\_ The salary schedule.
- \_\_\_ How teachers' salaries compare with those of other individuals of like training.
- \_\_\_ Did teachers' incomes rise along with incomes of other workers in prosperous times?
- \_\_\_ Training and certification requirements.
- \_\_\_ The average teacher load.
- \_\_\_ Number and per cent of teachers attending summer school.
- \_\_\_ Increased responsibilities of teachers.

This check list served as a good example for specific facts which are desirable for teachers to possess. It could be very appropriate for any school system in 1971. The knowledge questionnaire for this study, the S. C. S. S. Q., contained many questions related to the same facts given in the preceding check list.

## SUMMARY

The review of related literature for this study has revealed many of the varied definitions which have been used to describe morale, an elusive term that is yet so powerful. Initiated first by the two World Wars and later by industry, morale research has since become important to education. Studies have been done repeatedly to discover the reasons for high or low morale. As in the case of defining morale, the ability to find concrete basis for the degree of morale is almost as elusive.

But the one assumption on which all research on teacher morale was based was agreed upon by most writers. High morale was related to high quality teaching. Schools and, ultimately, the recipients of educational endeavor, the children, will benefit from teachers' high morale.

Literature concerning teachers' knowledge of the school system was difficult to find. Those articles cited were the only explicit ones found on the subject. No study could be located which directly related teacher morale to knowledge of a school system. This particular study may possibly be the first to attempt to connect the two factors.

## CHAPTER III

### PROCEDURE

#### PROCEDURE FOR SECURING SCHOOL COOPERATION

Prior to the research, consultations were held with Mr. Gene Brown, Superintendent of the Sumner County School System, to secure his consent and cooperation for the study to be completed. Two interviews revealed that this would be the first study of its kind in Sumner County. His permission was given to distribute the questionnaires to the schools involved, and he further agreed to check the answers to the Sumner County School System Questionnaire for accuracy. (See Appendix D.)

All principals of the schools, when contacted in person, gave their permission for the questionnaires to be distributed. To avoid interrupting the classroom work of the teachers, the principals delivered the questionnaires to the teachers. Sufficient explanation of the purpose of the study and instructions for completing the questionnaires were in a cover letter attached to each set of questionnaires.

#### SELECTION OF THE SAMPLE

The Sumner County School System in Tennessee was used for this study. This county-wide system is located in Middle Tennessee with both

suburban and rural residents. At the time of the study, student enrollment in the system was 14,403.

No attempt was made to involve the entire teaching population of the Sumner County School System. Instead, teachers in the two cities of Gallatin and Hendersonville, Tennessee were selected because the greatest concentration of teachers were teaching in the two cities. Seventy-five was the number chosen to be included in the study. To achieve a random sampling, approximately half of the seventy-five was selected from Hendersonville and approximately half from Gallatin. The next step divided the teachers into elementary and secondary teaching levels for both cities. A determination was then made of the total number of schools for each level and the number of teachers determined for each school. Table I illustrates the manner in which the sample was divided to distribute the number of teachers according to geographical area, and level of teaching. All schools from both cities were involved in the study.

TABLE I  
SELECTION OF SAMPLE FOR STUDY

School	Elementary Teacher	Secondary Teacher	Total
Gallatin	19	18	37
Hendersonville	19	19	38
Total teachers in the study			<u>75</u>

As random sampling was necessary for the study, the faculty lists of the schools were used to calculate which teachers would be selected by every fifth teacher being chosen for the sample. One unanticipated result of this random method of sampling was that there were many more females selected than males. This was due to the fact that practically all elementary teachers were females.

#### PROCEDURE FOR COLLECTING DATA

Completed questionnaires were returned to the principal's office of each school. Three days were allowed for the completion of the questionnaires with the teachers given a specific date for their return. It was felt that more teachers would complete them if they were delivered and accepted personally, rather than being handled by mail. The direct involvement of the principals was another method used to achieve a high number of returns.

The questionnaires distributed to the teachers were the Purdue Teacher Opinionaire and the Sumner County School System Questionnaire. From the P. T. O. data were collected concerning the morale of the teachers. The data received from the Sumner County School System Questionnaire indicated the knowledge of the teachers concerning their school system.

## DESCRIPTION OF THE INSTRUMENTS

### Purdue Teacher Opinionaire

The Purdue Teacher Opinionaire was designed to measure teacher morale. As it provides insight into the reasons for problems and tensions among a school faculty, the instrument can be beneficial to school administrators, educational researchers, and school staffs. Particular schools, school systems, grade levels, and subject areas can be studied to provide comparisons among teachers in these different groupings.

Originally the P. T. O. was referred to as the Purdue Teacher Morale Inventory. It was feared by the authors that the term "morale" in the title would cause unnecessary bias. The title, therefore, was changed to eliminate the word "morale."

The approach used in this instrument differs from that found in some other inventories of morale. Some use a scale whereby the teacher measures his own morale. The P. T. O. asks the teacher to "make qualitative judgments and express his feelings about the persons and things in his environment that may be related to his morale."<sup>1</sup> Weights are assigned to the responses so that a total score can be given to each individual. Another characteristic of this particular morale inventory is that it can

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<sup>1</sup> Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionaire, (West LaFayette, Indiana: Purdue Research Foundation, 1970), p. 2.

be given to each individual. Another characteristic of this particular morale inventory is that it can be analyzed by factors (as listed and described in Chapter I). This allows the inventory to be multidimensional instead of unidimensional.

The current form of the P. T. O. has been tested for validity by its administration to sixty Indiana schools and sixteen Oregon schools. A second administration was carried out four weeks later in the same schools. The test-retest data were obtained from a total of 3,023 teachers.<sup>2</sup>

The revised form of the P. T. O. has a copyright date of 1970. However, the first form originated in 1961. Developed by Ralph R. Bentley and Averno M. Rempel, the P. T. O. was sponsored by the Purdue Research Foundation.

### Sumner County School System Questionnaire

This questionnaire was designed by the researcher to obtain data specifically for this study. Thirty questions were asked concerning the Sumner County School System. It was necessary for the questions to have definite answers so that a score could be given each individual. The answers were validated by a check made with the office of the superintendent of schools. The categories of questions fell into ten areas:

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<sup>2</sup>Ibid., p. 5.

(1) Salaries, (2) Local teachers' organization, (3) School board meetings and members, (4) Information about certain school programs--federal milk program, kindergarten, and summer school, (5) School system's budget, (6) School entrance age and grade levels for administering certain tests, (7) Educational requirements for employment and requirements for the continuation of professional growth, (8) Number of teachers, schools, and students in the system, (9) Number of teaching, in-service, and days allowed for sick leave, and (10) Legitimate reasons for absences.

#### TREATMENT OF THE DATA

The scores obtained from the questionnaires were analyzed to test the null hypotheses. Scores from both questionnaires were considered together for the null hypothesis of no significant correlation between teacher morale and knowledge. The null hypotheses regarding the four subgroups (as discussed in Chapter I) were tested by analyzing the scores of each questionnaire separately.

To test the null hypothesis that there would be no significant correlation between teacher morale and knowledge of the school system, the formula for computing correlation coefficient was used.<sup>3</sup> This type of research, referred to as the product-moment coefficient of correlation, seldom shows a reason for the relationship between two

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<sup>3</sup>Janet F. Spence, et al, Elementary Statistics, (New York: Appleton-Century-Crofts, 1968), p. 120.

variables. Instead, its main purpose is to measure the ratio of changes in one variable as they are accompanied by changes in the second variable. In terms of this study, measurements were made to determine if morale and knowledge will vary together. Using the null hypothesis, the research will show that as morale scores increase there is no corresponding increase in knowledge scores.

For the four subgroups of age, sex, years of experience, and level of teaching, a null hypothesis of no significant difference was stated for each subgroup. To test these hypotheses a different research technique was used. The chi square formula was chosen to test the null hypotheses for the subgroups. This research technique required that the mean scores of both the knowledge and the morale tests be determined. The number of teachers falling above and below the mean in each subgroup was then calculated so that the statistical formula could be completed. The completion of the chi square formula for each subgroup, using the mathematical calculations outlined in Spence's Elementary Statistics, resulted in either the acceptance or rejection of the null hypotheses.<sup>4</sup>

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<sup>4</sup>  
Ibid., p. 195.

## CHAPTER IV

### PRESENTATION AND INTERPRETATION OF THE DATA

This chapter was concerned with the presentation and interpretation of the scores of the two questionnaires answered by the selected teachers of Sumner County. The data were analyzed and the implications of the findings will be discussed.

Questionnaires were delivered to seventy-five teachers. Seventy-three teachers in the selected sample completed and returned the questionnaires. While approximately one-half of the sample was chosen from teachers in schools in Gallatin, and one-half in Hendersonville, the two questionnaires not returned diminished the number of returns from the Gallatin area by two.

The highest possible score for the P. T. O. was 400. The S. C. S. S. Q. had a possible score of 30. The P. T. O. was scored by hand according to directions given in the P. T. O. manual.<sup>1</sup> Likewise, scores for the S. C. S. S. Q. were obtained by hand grading, using answers approved by the superintendent of the Sumner County School System (See Appendix D).

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<sup>1</sup>Ralph R. Bentley and Averno M. Rempel, Manual for The Purdue Teacher Opinionnaire, (West Lafayette, Indiana: Purdue Research Foundation, 1970), p. 8.

For purposes of calculations the raw scores of all returns on the P. T. O. were converted to stanines using Table II in the P. T. O. manual as a basis.<sup>2</sup> Table II below shows the raw score to stanine conversion with the number of teachers in this study falling into each stanine group.

TABLE II  
RAW-TO-STANINE CONVERSION TABLE FOR MORALE SCORES  
WITH FREQUENCY DISTRIBUTIONS

Raw Score	Stanine	Number of Teachers
375 - 400	9	5
359 - 374	8	10
343 - 358	7	15
325 - 342	6	8
305 - 324	5	12
284 - 304	4	13
264 - 283	3	7
241 - 263	2	2
100 - 240	1	<u>1</u>
Total		73

The stanine is a simple nine-point scale of standard scores used to group scores or other measures into intervals. With the range from one

<sup>2</sup>Ibid., p. 15.

to nine, the description of each particular stanine is:

1-very low	6-little above average
2-low	7-above average
3-below average	8-high
4-little below average	9-very high
5-average	

The questionnaire testing knowledge of the Sumner County School System was limited by the highest possible score being 30. These scores were converted to stanines using the percentile equivalents as outlined in the P. T. O. manual with the same values being given to the stanine numbers. The resulting figures are shown in Table III.

TABLE III  
RAW-TO-STANINE CONVERSION TABLE FOR KNOWLEDGE SCORES  
WITH FREQUENCY DISTRIBUTIONS

Raw Score	Stanine	Number of Teachers
29 - 30	9	0
25 - 28	8	1
21 - 24	7	6
16 - 20	6	12
11 - 15	5	25
6 - 10	4	22
4 - 5	3	6
2 - 3	2	1
0 - 1	1	0
Total		73

Null hypothesis number one stated that there would be no significant correlation between teacher morale and knowledge of the school system. The analysis of the data was made by the formula outlined in Spence's Elementary Statistics for the computation of the product-moment correlation coefficient.<sup>3</sup> The coefficient thus derived gives a specific numerical value for any given set of paired data. For statistical significance, the correlation coefficient has to, for this research, be above the .05 level of significance. The researcher was aided by a table given in Elementary Statistics which lists the significant values of the coefficient at both the .01 and .05 level.

After computation by the correct formula the correlation coefficient was found to be .880. Since a .05 level of significance required the value to be greater than .232 (according to the mentioned table), the observed coefficient which was calculated as .880 indicated a significant degree of correlation. To be significant at the .01 level, a value of .302 was needed. This revealed that the correlation coefficient of .880 was also significant at the .01 level. Therefore, the stated null hypothesis, that there would be no correlation between teacher morale and knowledge, was rejected. Teacher morale and knowledge of the school system in Sumner County were significantly related as measured by the Purdue Teacher Opinionnaire and the Sumner County School System Questionnaire.

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<sup>3</sup>Janet F. Spence, et al., Elementary Statistics, (New York: Appleton-Century-Crofts, 1968), p. 120.

Statistical analysis of the subgroups was made by the chi square formula which is designed to determine significant difference between two or more discrete categories.<sup>4</sup> For statistical significance the chi square values had to be above the .05 level. According to another table given in Elementary Statistics this significance level required the chi square value to be 3.84 or above for all subgroups. To compute the data for the chi square formula, mean scores for both the morale and knowledge tests had to be determined. A mean score of 326 was determined for the morale test and a mean score of 13 for the knowledge test.

Null hypothesis number two stated that there would be no significant difference between the morale scores of the males and females. A comparison of the number of teachers whose scores fell above and below the mean can be noted in Table IV.

TABLE IV  
OBSERVED FREQUENCY DISTRIBUTION OF TEACHERS ON THE  
BASIS OF MORALE LEVEL AND SEX

	Male	Female	Totals
Above	6	32	38
Below	13	22	35
Totals	19	54	73

<sup>4</sup>Ibid., p. 203.

For this subgroup the value of chi square was computed and found to be 4.39. It was considered significant as the value needed at the .05 level was 3.84. The null hypothesis was rejected. It can be observed from the table that a larger percentage of the female population scored above the mean than did the male population. Thirty-two of fifty-four female teachers had scores above the mean; whereas only six of nineteen males scored above the mean. It appeared that in this study the females had higher morale than the males.

Male and female knowledge scores derived from the S. C. S. S. Q. were also tested to determine if there existed any significant difference between the knowledge of the school system possessed by males and that possessed by females. A mean knowledge score of 13 was used for the chi square computations. The distribution of knowledge scores for males and females, below and above the mean, are shown in Table V.

TABLE V  
OBSERVED FREQUENCY DISTRIBUTION OF TEACHERS ON THE  
BASIS OF KNOWLEDGE LEVEL AND SEX

	Male	Female	Totals
Above	8	28	36
Below	11	26	37
Totals	19	54	73

Statistical computation for this subgroup revealed a score of .5442. This score was too low to indicate a significant difference. The null hypothesis was accepted and it was assumed, for this study, that there was no significant difference in the knowledge possessed by males and females in the Sumner County School System.

Data were analyzed for the second subgroup of teachers according to age. For the purpose of computing by the chi square formula, the teachers were put into age groups of 21-35 and 36-70. Twenty-one was used as a minimum age as it was the lowest age of any teacher in the sample. Thirty-five was used as the dividing point as it was the mean age for the teachers involved in the sample. As seventy is the absolute maximum age at which teachers may continue teaching in Tennessee, it was used as a final figure. Morale scores fell above and below the mean in the two age groups as illustrated by Table VI.

TABLE VI  
OBSERVED FREQUENCY DISTRIBUTION OF TEACHERS ON THE  
BASIS OF MORALE LEVEL AND AGE

Age	21 - 35	36 - 70	Totals
Above	18	20	38
Below	25	10	35
Totals	43	30	73

After computation, the chi square value was found to be 4.35. Significance at the .05 level was thus established and the null hypothesis was rejected. Twenty of the thirty teachers in the older age group scored above the mean, whereas only eighteen of the forty-three teachers in the lower age group scored above the mean. Teachers involved in the study whose age was from 35 to 70 would appear to have higher teaching morale.

Knowledge scores were also analyzed to reveal any significant difference according to age. The distribution of scores fell above and below the mean into the two age groups as illustrated in Table VII.

TABLE VII

OBSERVED FREQUENCY DISTRIBUTION OF TEACHERS ON THE  
BASIS OF KNOWLEDGE LEVEL AND AGE

Age	21 - 35	36 - 70	Totals
Above	11	25	36
Below	32	5	37
Totals	43	30	73

The chi square calculations yielded the figure of 23.6 which was extremely high. This value proved significant at the .01 level as a value of only 6.64 was needed for that level of significance. Knowledge scores, like morale, were higher for the older age teachers. Table VII indicated

that twenty-five of the thirty teachers in this group scored above the mean on the knowledge test. The significance of the relationship of age to knowledge of the school system was judged extremely high and the null hypothesis was rejected.

The third subgrouping of teachers, grouped according to their teaching level, elementary or secondary, was also analyzed for significant difference. Approximately one-half of the population was teaching on the elementary level and the remainder on the secondary level. The morale scores for the two teaching levels fell above and below the mean as illustrated in Table VIII.

TABLE VIII

OBSERVED FREQUENCY DISTRIBUTION OF TEACHERS ON THE  
BASIS OF MORALE LEVEL AND TEACHING LEVEL

	Elementary	Secondary	Totals
Above	25	13	38
Below	17	18	35
Totals	42	31	73

Calculations by the chi square formula showed a result of 2.56. Since the calculated value of 2.56 is less than the value needed to show significance at the .05 level, the null hypothesis of no significant

difference in the relationship of morale and teaching level was accepted.

Scores on the knowledge tests were also analyzed for significant difference by teaching level. Table IX shows the grouping of knowledge scores above and below the mean for the two teaching levels.

TABLE IX  
OBSERVED FREQUENCY DISTRIBUTION OF TEACHERS ON THE  
BASIS OF KNOWLEDGE LEVEL AND TEACHING LEVEL

	Elementary	Secondary	Totals
Above	22	14	36
Below	20	17	37
Totals	42	31	73

Knowledge scores for the two teaching levels were analyzed, and the resulting chi square value was very low at 0.511. As this value was not sufficient to be significant at the .05 level the null hypothesis was accepted. Table IX illustrated that there was very little variance, between elementary and secondary teachers in the percentage of scores which fell above and below the mean. It can be assumed, for this study, that elementary and secondary teachers were about equally informed about their school system.

The number of years of experience a teacher possessed was the fourth subgroup of the study. To compute the data by the chi square formula it was necessary to divide the teachers into two categories of experience. It was decided to use the median as an arbitrary dividing point, and the two categories were established as one through five years and six through forty years. Teachers in each experience category had morale scores which fell above and below the mean as illustrated in Table X.

TABLE X

OBSERVED FREQUENCY DISTRIBUTION OF TEACHERS ON THE BASIS OF MORALE LEVEL AND TEACHING EXPERIENCE

Years	1 - 5	6 - 40	Totals
Above	16	22	38
Below	24	11	35
Totals	40	33	73

The chi square calculation of the morale score distribution of this subgroup resulted in a chi square value of 5.15. This value was sufficient to prove a significant difference in the morale scores of teachers in the two groups by years of experience. Table X showed that in the experience group of six through forty years a high percentage of teachers had scores

above the mean for the morale test; whereas in the experience group of one through five years the majority of teachers had scores below the mean. Those teachers with more teaching experience possessed a higher level of morale. The null hypothesis of no significant difference was rejected.

The knowledge scores of the subgroups by experience were also analyzed. Table XI illustrates the grouping of knowledge scores above and below the mean for the two experience groups.

TABLE XI  
OBSERVED FREQUENCY DISTRIBUTION OF TEACHERS ON THE  
BASIS OF KNOWLEDGE LEVEL AND TEACHING EXPERIENCE

Years	1 - 5	6 - 40	Totals
Above	12	24	36
Below	28	9	37
Totals	40	33	73

Chi square calculations on the knowledge score distribution gave a value of 13.2. This indicated a much more significant relationship between knowledge scores and experience level than that shown between morale scores and experience level. This value was sufficient to be not only significant at the .05 level but also at the .01 level. The null

hypothesis of no significant difference was rejected. An extremely high number of teachers in the higher experience group scored above the mean; but in the lower experience group the majority scored below the mean.

### SUMMARY

The analysis of the data for this study has resulted in the rejection of the hypothesis that there was no significant correlation between teacher morale and the teacher's knowledge of the school system.

The four subgroups considered were categorized by age, sex, level of teaching, and years of experience. The chi square formula was used to test the scores of the subgroups for significant difference in both morale and knowledge. A null hypothesis for each subgroup stated that there would be no significant difference in morale and knowledge according to either age, sex, teaching level, or experience. The results of the chi square calculations for all subgroups are summarized in Table XII.

TABLE XII  
CHI SQUARE CALCULATIONS FOR SUBGROUPS

	Chi Square Value	Value Need For Significance	Null Hypothesis Proof
SEX			
Morale	4.39	3.84	Rejected
Knowledge	.5442	3.84	Accepted

TABLE XII (continued)

	Chi Square Value	Value Need For Significance	Null Hypothesis Proof
<b>AGE</b>			
Morale	4.35	3.84	Rejected
Knowledge	23.6*	3.84	Rejected
<b>LEVEL</b>			
Morale	2.56	3.84	Accepted
Knowledge	0.511	3.84	Accepted
<b>EXPERIENCE</b>			
Morale	5.15	3.84	Rejected
Knowledge	13.2*	3.84	Rejected

\*These chi square values were also significant at the .01 level with a value of 6.64 needed.

It can be noted from Table XII that in all subgroups but one if the null hypothesis was accepted or rejected for morale the same result appeared as to knowledge. This showed more evidence of the significant correlation of morale and knowledge. The subgroup of sex was the one which differed. The null hypothesis for morale in this subgroup was rejected but accepted for knowledge.

It can be noted that three of the null hypotheses for the subgroups were accepted whereas five were rejected. There was, of course, significant difference evident in the subgroups for which the five null hypotheses were rejected. But it can also be noted that there are some

instances where the significant difference was extremely high. Specifically, the area of greatest significant difference was found when the knowledge scores were grouped according to age. The analysis of the subgrouping by age and knowledge (Table VII) also showed that the older teachers had a higher level of knowledge.

The second highest significant difference was determined when the knowledge scores were divided according to years of teaching experience. Table XI illustrated that a high proportion of the teachers having high knowledge scores were in the group with more experience. This group with more experience appeared to possess more knowledge of their school system.

The areas of least significant difference for the subgroup study were in the knowledge scores in the subgroupings by sex and level of teaching. Neither the sex of the teacher nor the level of teaching appeared to affect their knowledge of the school system.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this study was to reveal any significant correlation between teachers' morale and their knowledge of the Sumner County School System in Tennessee. A secondary purpose was to analyze the four subgroups for a significant difference in morale and knowledge. Distribution into subgroups was based on age, sex, years of teaching experience, and level of teaching. Null hypotheses were stated for the primary and secondary purposes.

The population sample used for this study consisted of teachers in Sumner County, Tennessee. Seventy-five were chosen at random with about one-half of the teachers located in schools in Gallatin, Tennessee and about one-half in Hendersonville, Tennessee. These areas represented the greatest concentration of teachers and schools. Further division was made by teaching level as it was desirable for about one-half to be elementary teachers and the other one-half secondary. Seventy-five sets of questionnaires were distributed to the teachers. The return was more than adequate as seventy-three were returned.

The teachers were asked to complete two questionnaires. The Purdue Teacher Opinionaire was used to evaluate the teachers' morale.

Consisting of 100 statements to which four degrees of feeling can be assessed, the P. T. O. measured the morale of the teacher. The raw scores derived from the instrument were converted to stanines for comparative purposes.

A second questionnaire, prepared by the researcher, was entitled the Sumner County School System Questionnaire. This instrument was designed to measure the teacher's knowledge of the school system by asking thirty specific questions concerning the policies and procedures of the Sumner County School System. Raw scores were converted to stanines using the same scale as for the P. T. O.

A correlational analysis was made of the data derived from the two questionnaires to reveal the correlation between morale and knowledge. To test the null hypothesis of no significant relationship between teacher morale and knowledge, the formula (as outlined in Spence's Elementary Statistics) for computing the correlation coefficient was used. The resulting numerical value of .880 was sufficient, at the .05 level, to establish a significant correlation between teacher morale and knowledge. The null hypothesis was rejected.

The analysis of the subgroups was conducted by means of the chi square formula to reveal any significant difference between the two categories of each subgroup. The subgroups considered were sex, age, level of teaching, and years of experience. Conclusions drawn in regard

to significant difference after the chi square computations are given below in items two through nine of "Conclusions."

## CONCLUSIONS

A statistical analysis of the data allowed the following conclusions to be drawn:

1. There was a significant correlation between the morale scores of the teachers and their knowledge scores of the school system.
2. There was a significant difference in the morale scores of males and females.
3. There was no significant difference in the knowledge scores of males and females.
4. There was a significant difference in the morale scores according to age groups.
5. There was a significant difference in the knowledge scores according to age groups.
6. There was no significant difference in the morale scores of elementary and secondary teachers.
7. There was no significant difference in the knowledge scores of elementary and secondary teachers.
8. There was a significant difference in the morale scores according to years of teaching experience.

9. There was a significant difference in the knowledge scores according to years of teaching experience.

The amount of research devoted to the study of teacher morale indicated that much concern is evident about the problem of morale in American education today. Many attempts have been made to establish causes of high and low morale. Review of research has shown that the major part of literature on morale discussed the causes while other topics concerning morale were more isolated. No definite causes have been established as absolute factors which would apply in all situations. This study has not attempted to identify knowledge as a cause but merely to ascertain a significant correlation between morale and knowledge.

### RECOMMENDATIONS

As a result of the analysis of the data in this study, and the reading of related literature, the writer made the following recommendations:

1. That school administrators in Sumner County study in depth literature on teachers' morale and knowledge of the school system. The review of literature such as that included in this thesis could greatly influence their understanding of problems resulting from lack of morale and knowledge.

2. That individual schools make use of instruments such as the Purdue Teacher Opinionaire and the Sumner County School System Questionnaire. School principals could greatly benefit from the

information derived from such questionnaires to reveal the level of morale and knowledge among the faculty.

3. That the Sumner County Education Association conduct studies in the area of both morale and knowledge to improve the welfare of teachers.

4. That both the Sumner County Education Association and the administrative staff of the school system initiate programs to increase the flow of communication between the central office and individual teachers. The primary purpose of such a program would be to increase the knowledge of school system facts and policies among teachers.

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## APPENDIXES

APPENDIX A

Form A

THE PURDUE TEACHER OPINIONAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

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

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

School \_\_\_\_\_ Date \_\_\_\_\_  
Month Day Year  
Age \_\_\_\_\_ Sex \_\_\_\_\_ Highest Degree Completed \_\_\_\_\_

DIRECTIONS FOR RECORDING RESPONSES ON ANSWER SHEET

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

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

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

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

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

1. Details, "red tape," and required reports absorb too much of my time . . A PA PD D
2. The work of individual faculty members is appreciated and commended by our principal . . . . . A PA PD D
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal . . . . . A PA PD D
4. The faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education . . . . . A PA PD D
5. Our principal shows favoritism in his relations with the teachers in our school . . . . . A PA PD D

6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work . . . . . A PA PD D
7. My principal makes a real effort to maintain close contact with the faculty . . . . . A PA PD D
8. Community demands upon the teacher's time are unreasonable . . . . . A PA PD D
9. I am satisfied with the policies under which pay raises are granted . . . . . A PA PD D
10. My teaching load is greater than that of most of the other teachers in our school . . . . . A PA PD D
11. The extra-curricular load of the teachers in our school is unreasonable . . . . . A PA PD D
12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth . . . . . A PA PD D
13. My teaching position gives me the social status in the community that I desire . . . . . A PA PD D
14. The number of hours a teacher must work is unreasonable . . . . . A PA PD D
15. Teaching enables me to enjoy many of the material and cultural things I like . . . . . A PA PD D
16. My school provides me with adequate classroom supplies and equipment . . . . . A PA PD D
17. Our school has a well-balanced curriculum . . . . . A PA PD D
18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers . . . . . A PA PD D
19. Teaching gives me a great deal of personal satisfaction. . . . . A PA PD D

20. The curriculum of our school makes reasonable provision for student individual differences . . . . .	A	PA	PD	D
21. The procedures for obtaining materials and services are well defined and efficient . . . . .	A	PA	PD	D
22. Generally, teachers in our school do not take advantage of one another . . . . .	A	PA	PD	D
23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives . . . . .	A	PA	PD	D
24. Teaching enables me to make my greatest contribution to society . . . . .	A	PA	PD	D
25. The curriculum of our school is in need of major revision . . . . .	A	PA	PD	D
26. I love to teach . . . . .	A	PA	PD	D
27. If I could plan my career again, I would choose teaching. . . . .	A	PA	PD	D
28. Experienced faculty members accept new and younger members as colleagues. . . . .	A	PA	PD	D
29. I would recommend teaching as an occupation to students of high scholastic ability . . . . .	A	PA	PD	D
30. If I could earn as much money in another occupation, I would stop teaching . . . . .	A	PA	PD	D
31. The school schedule places my classes at a disadvantage . . . . .	A	PA	PD	D
32. Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc. . . . .	A	PA	PD	D
33. My principal makes my work easier and more pleasant . . . . .	A	PA	PD	D
34. Keeping up professionally is too much of a burden . . . . .	A	PA	PD	D

35. Our community makes its teachers feel as though they are a real part of the community . . . . .	A	PA	PD	D
36. Salary policies are administered with fairness and justice . . . . .	A	PA	PD	D
37. Teaching affords me the security I want in an occupation . . . . .	A	PA	PD	D
38. My school principal understands and recognizes good teaching procedures. . . . .	A	PA	PD	D
39. Teachers clearly understand the policies governing salary increases . . . . .	A	PA	PD	D
40. My classes are used as a "dumping ground" for problem students . . . . .	A	PA	PD	D
41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained . . . . .	A	PA	PD	D
42. My teaching load in this school is unreasonable . . . . .	A	PA	PD	D
43. My principal shows a real interest in my department . . . . .	A	PA	PD	D
44. Our principal promotes a sense of belonging among the teachers in our school . . . . .	A	PA	PD	D
45. My heavy teaching load unduly restricts my nonprofessional activities . . . . .	A	PA	PD	D
46. I find my contacts with students, for the most part, highly satisfying and rewarding . . . . .	A	PA	PD	D
47. I feel that I am an important part of this school system . . . . .	A	PA	PD	D
48. The competency of the teachers in our school compares favorably with that of teachers in other schools with which I am familiar. . . . .	A	PA	PD	D
49. My school provides the teachers with adequate audiovisual aids and projection equipment . . . . .	A	PA	PD	D
50. I feel successful and competent in my present position . . . . .	A	PA	PD	D

51. I enjoy working with student organizations, clubs, and societies . . . . .	A	PA	PD	D
52. Our teaching staff is congenial to work with . . . . .	A	PA	PD	D
53. My teaching associates are well prepared for their jobs . . . . .	A	PA	PD	D
54. Our school faculty has a tendency to form into cliques . . . . .	A	PA	PD	D
55. The teachers in our school work well together . . . . .	A	PA	PD	D
56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am . . . . .	A	PA	PD	D
57. Our school provides adequate clerical services for the teachers . . . . .	A	PA	PD	D
58. As far as I know, the other teachers think I am a good teacher . . . . .	A	PA	PD	D
59. Library facilities and resources are adequate for the grade or subject area which I teach . . . . .	A	PA	PD	D
60. The "stress and strain" resulting from teaching makes teaching undesirable for me . . . . .	A	PA	PD	D
61. My principal is concerned with the problems of the faculty and handles these problems sympathetically . . . . .	A	PA	PD	D
62. I do not hesitate to discuss any school problem with my principal . . . . .	A	PA	PD	D
63. Teaching gives me the prestige I desire . . . . .	A	PA	PD	D
64. My teaching job enables me to provide a satisfactory standard of living for my family . . . . .	A	PA	PD	D
65. The salary schedule in our school adequately recognizes teacher competency . . . . .	A	PA	PD	D
66. Most of the people in this community understand and appreciate good education . . . . .	A	PA	PD	D

- 67. In my judgment, this community is a good place to  
raise a family . . . . . A PA PD D
- 68. This community respects its teachers and treats them like  
professional persons . . . . . A PA PD D
- 69. My principal acts as though he is interested in me and my problems . . . . . A PA PD D
- 70. My school principal supervises rather than "snoopervises" the  
teachers in our school . . . . . A PA PD D
- 71. It is difficult for teachers to gain acceptance by the people  
in this community . . . . . A PA PD D
- 72. Teachers' meetings as now conducted by our principal waste the time  
and energy of the staff . . . . . A PA PD D
- 73. My principal has a reasonable understanding of the problems  
connected with my teaching assignment . . . . . A PA PD D
- 74. I feel that my work is judged fairly by my principal . . . . . A PA PD D
- 75. Salaries paid in this school system compare favorably with  
salaries in other systems with which I am familiar . . . . . A PA PD D
- 76. Most of the actions of students irritate me . . . . . A PA PD D
- 77. The cooperativeness of teachers in our school helps make my  
work more enjoyable . . . . . A PA PD D
- 78. My students regard me with respect and seem to have confidence  
in my professional ability . . . . . A PA PD D
- 79. The purposes and objectives of the school cannot be achieved by  
the present curriculum . . . . . A PA PD D
- 80. The teachers in our school have a desirable influence on the  
values and attitudes of their students . . . . . A PA PD D

81. This community expects its teachers to meet unreasonable personal standards . . . . .	A	PA	PD	D
82. My students appreciate the help I give them with their school work . . . . .	A	PA	PD	D
83. To me there is no more challenging work than teaching . . . . .	A	PA	PD	D
84. Other teachers in our school are appreciative of my work . . . . .	A	PA	PD	D
85. As a teacher in this community, my nonprofessional activities outside of school are unduly restricted . . . . .	A	PA	PD	D
86. As a teacher, I think I am as competent as most other teachers . . . . .	A	PA	PD	D
87. The teachers with whom I work have high professional ethnics . . . . .	A	PA	PD	D
88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens . . . . .	A	PA	PD	D
89. I really enjoy working with my students . . . . .	A	PA	PD	D
90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments . . . . .	A	PA	PD	D
91. Teachers in our community feel free to discuss controversial issues in their classes . . . . .	A	PA	PD	D
92. My principal tries to make me feel comfortable when he visits my classes . . . . .	A	PA	PD	D
93. My principal makes effective use of the individual teacher's capacity and talent . . . . .	A	PA	PD	D
94. The people in this community, generally, have a sincere and wholehearted interest in the school system . . . . .	A	PA	PD	D
95. Teachers feel free to go to the principal about problems of personal and group welfare . . . . .	A	PA	PD	D
96. This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff . . . . .	A	PA	PD	D

97. This community is willing to support a good program of education . . . . . A PA PD D
98. Our community expects the teachers to participate in too many  
social activities . . . . . A PA PD D
99. Community pressures prevent me from doing my best as a teacher . . . . . A PA PD D
100. I am well satisfied with my present teaching position . . . . . A PA PD D

APPENDIX B

SUMNER COUNTY SCHOOL SYSTEM QUESTIONNAIRE

Age \_\_\_\_\_ Teaching Experience (years) \_\_\_\_\_ Sex \_\_\_\_\_  
Elementary or Secondary \_\_\_\_\_

For the purpose of this questionnaire "knowledge" will mean your ability to give specific answers to questions concerning policies of the Sumner County School System.

Indicate your knowledge by first writing in either "yes" or "no" at the end of each question. If your answer is "yes" to any question, validate your answer by underlining the correct response. PLEASE DO NOT GUESS. Incorrect responses will be counted wrong.

1. Do you know the beginning salary in the Sumner County School System for a teacher with a B.S. Degree and no experience? \_\_\_\_\_

\$4800      \$5300      \$5800      \$6200

2. Do you know the salary for a beginning teacher, with no experience, holding a master's degree? \_\_\_\_\_

\$6320      \$6505      \$6800      \$7000

3. Do you know the specified number of teaching days for the school system? \_\_\_\_\_

165      175      176      180      183

4. Do you know the number of in-service days required in the system? \_\_\_\_\_

6      8      10      12

5. Are there reasons why a teacher may be excused from attending in-service meetings? \_\_\_\_\_

parent conferences      legal appointment      personal business

6. Do you know the minimum prerequisite to employment? \_\_\_\_\_  
 2 years of college      3 years of college      4 years of college  
 degree with certification
7. Do you know in which grade the Metropolitan Readiness test is given? \_\_\_\_\_  
 Grade 1      Grade 3      Grade 6      Grade 8
8. Do you know in which grade the Lorge-Thorndike nonverbal test is given? \_\_\_\_\_  
 Grade 1      Grade 3      Grade 6      Grade 8
9. Do you know the current membership of the Sumner County Educ. Assoc.? \_\_\_\_\_  
 350      480      547      623
10. Do you know the number of sick days you are allowed per school year? \_\_\_\_\_  
 8      10      12      14
11. Do you know the extent of the kindergarten program? \_\_\_\_\_  
 Classes in each elementary school      two classes in county  
 no classes at all      ten classes in county
12. Do you know the number of teachers in the system this year? \_\_\_\_\_  
 485      586      685      785
13. Do you know the total student enrollment for the entire school system? \_\_\_\_\_  
 12,403      13,403      14,403      15,403
14. Do you know the total number of schools operated in the county? \_\_\_\_\_  
 25      30      35      40
15. Do you know the method of electing school board members? \_\_\_\_\_  
 appointed by the superintendent      elected by the people  
 appointed by the city commission      appointed by the county court
16. Do you know the total number of board members? \_\_\_\_\_  
 5      7      10      12

17. Do you know the ratio of faculty members per representative to the Sumner County Education Association from each school? \_\_\_\_\_  
 5      10      15      20
18. Do you know how many quarter hours of college credit are required every three years by the system to qualify for the salary supplement? \_\_\_\_\_  
 3      6      9      12
19. Do you know how many of the above hours can be earned as equivalency hours by the teacher holding a bachelor's degree? \_\_\_\_\_  
 none      1/3      1/2      all
20. Do you know how many of these hours can be earned as equivalency hours by the person holding a master's degree? \_\_\_\_\_  
 none      1/3      1/2      all
21. Do you know the approximate amount your county has allocated for the total school budget this year? \_\_\_\_\_  
 \$2 million      \$4 million      \$6 million      \$8 million
22. Do you know the approximate amount of money your county has approved this year for the building program? \_\_\_\_\_  
 \$1 million      \$2 million      \$3 million      \$4 million
23. Do you know how often each month the representative assembly of the Sumner County Education Association meets? \_\_\_\_\_  
 1      2      3      4
24. Do you know how often each year the entire membership of the Sumner County Education Association meets? \_\_\_\_\_  
 1      2      3      4
25. Do you know the extent of the summer school program? \_\_\_\_\_  
 held in each elementary school  
 held in each high school  
 limited to failures only  
 held only at Hendersonville High

26. Do you know what age children must be to enter the first grade? \_\_\_\_\_  
 6 years of age by Oct. 31      6 years of age by Oct. 1  
 6 years of age by Jan. 1      6 years of age by Sept. 1
27. Do you know the annual salary of the Superintendent of Schools? \_\_\_\_\_  
 \$12,500      \$15,250      \$22,300      \$30,000
28. Do you know the extent of the federal milk program in the  
 schools? \_\_\_\_\_  
 in all schools      only in elementary schools  
 only in secondary schools      in most of the schools
29. Do you know the amount of pay which each school board member  
 receives for each meeting? \_\_\_\_\_  
 \$5.00      \$10.00      \$15.00      \$25.00
30. Do you know how often each month the school board regularly con-  
 venes? \_\_\_\_\_  
 Once      Twice      3 times      4 times

APPENDIX C

Dear Teacher:

I would like to ask your cooperation in the gathering of research data for a thesis leading to my master's degree from Austin Peay State University. Research is being gathered in five secondary schools and eight elementary schools in Gallatin and Hendersonville. Your superintendent has knowledge of this project and has given his consent for the distribution of these questionnaires.

The attached questionnaires should require only about forty-five minutes of your time. Please complete them at once. I will return to your school on \_\_\_\_\_ to collect these questionnaires.

Teachers have been selected at random for this study and the results will in no way be used to identify you or your principal. The questionnaires will not bear your name or any identification. Do not collaborate.

I sincerely appreciate your participation in this project.

Sincerely,

Lawrence E. McKenna

APPENDIX D

403 Cunniff Parkway  
Goodlettsville, Tennessee 37072  
November 24, 1970

Mr. Gene W. Brown, Superintendent  
Sumner County School System  
117 East Winchester Street  
Gallatin, Tennessee 37066

Dear Mr. Brown:

I want to take this opportunity to thank you for the help you have already given me.

In continuing to work on my thesis for the Master of Arts in Education degree at Austin Peay State University, I need your signature to validate information I will use in a questionnaire.

If any of the following statements are incorrect please change them so they will be completely accurate. When you feel the statements meet with your approval please sign this letter in the space indicated at the bottom and return it in the enclosed envelope.

Your immediate attention will be greatly appreciated as I cannot proceed with my thesis until these statements have been validated.

1. The beginning salary in Sumner County for a teacher with a B.S. degree and no experience is \$5800.
2. The beginning salary in the county for a master's without any experience is \$6505.
3. There are 180 actual teaching days specified.
4. There are 10 in-service days designated.
5. A teacher may be excused from in-service education meetings in case of illness or college attendance.
6. A college degree is a prerequisite to employment.
7. The Metropolitan Readiness test is given in the first grade.
8. The Lorge-Thorndike non-verbal test is given in the third grade.
9. The current membership of the Sumner County Education Association is 547.
10. The total number of sick days allowed per year are 10.

November 24, 1970

11. The county does have a kindergarten program.
12. There are 586 teachers in the system.
13. The total student enrollment is 14,403.
14. The total number of schools operated in the county is 25.
15. School board members are elected.
16. There are seven board members.
17. The ratio of faculty members per representative to the Sumner County Education Association is 10.
18. Six quarter hours of college credit are required every three years to qualify for the county salary supplement.
19. Half of the above hours can be earned as equivalency hours by the teacher holding a bachelor's degree.
20. All of the above hours can be earned as equivalency hours by the teacher holding a master's degree.
21. The total school budget this year is approximately \$6 million.
22. The approximate amount of money approved for the building program is \$2 million.
23. The representative assembly of SCEA meets once each month.
24. The entire membership of SCEA meets only twice a year.
25. Sumner County does have a summer school program.
26. Children must be six years old by October 31 of the year they plan to enter the first grade.
27. The annual salary of the superintendent is \$15,250.
28. Most of the county schools are on the federal milk program.
29. School board members receive \$5.00 per meeting.
30. The school board has two regularly scheduled meetings each month.

Sincerely,

*Lawrence E. McKenna*  
 Lawrence E. McKenna

Lawrence E. McKenna has my assurance that the above statements are accurate as they apply to the Sumner County School System.

*Gene W. Brown*  
 Gene W. Brown, Superintendent

APPENDIX E  
PURDUE RESEARCH FOUNDATION  
LAFAYETTE, INDIANA 47907

March 26, 1971

Mr. Lawrence F. McKenna  
403 Cunniff Parkway  
Goodlettsville, Tennessee 37072

Dear Mr. McKenna:

Permission is granted to use a copy of our instrument, "Purdue Teacher Opinionaire" provided it is printed in its exact form and the Copyright notice reproduced. It is assumed that the finished product of your research will not be sold commercially.

We are pleased that our instrument was useful in your research project.

Sincerely,



W. D. Griggs  
Assistant Treasurer

bda