SELECTED VARIABLES AND THEIR EFFECT ON THE MORALE OF THE JUNIOR HIGH SCHOOL TEACHER

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SELECTED VARIABLES AND THEIR EFFECT ON THE MORALE OF THE JUNIOR HIGH SCHOOL TEACHER

An Abstract

Presented to

the Committee on Graduate Studies

Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in Education

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by

Harvey Nelson Morley

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This study presented a survey and analysis of the morale level of the junior high school teacher and how it was affected by their age, sex, years of teaching experience, and academic degree held. Two additional discriminatory variables dealing with the nature of the teaching assignment were grade level and type of course taught.

The Purdue Teacher Opinionaire, a nationally recognized standardized test of morale, was used to secure a total morale score as well as ten additional morale subscores. The data was analyzed using the Brown-Mood Multi-Sample Median Test. Medians were established for each variable and distribution of scores was made into a double entry table. A chi-square value was then obtained for the variable under study. The null hypothesis was rejected when the relationship found was at the .05 level of significance or higher.

The population studied was the teaching staff at New Providence Junior High School. The staff consisted of fifty-three teachers distributed through seven departments. The staff had an average age of thirty-three years and an average teaching experience of five and one-half years. Sixty-three percent of the staff responded to the questionnaire.

The study revealed that there were variables which might influence the morale level of teachers and subsequently their quality of work with students. Statistical analysis established the variable of age as having the most

significant relationship with the morale of teachers. Further analysis of the data established that the variable of age had a significant relationship to two of the ten factors in the Purdue Teacher Opinionaire, Teacher Relations with Principal and Rapport Among Teachers. An analysis of the teachers' morale scores, as determined by the two factors mentioned, revealed that the younger teachers were higher in their morale scores than were the older teachers. Since the two factors dealt primarily with communication, the writer believed that the younger teachers' higher degree of rapport with their principals and colleagues was the result of their communicating well with their co-workers.

It was the opinion of the researcher that further investigation was needed to determine the role of communication in affecting morale. It was also felt necessary to determine the effect school administrators have on morale. The writer would feel reassured if a larger population was studied using the same variables and techniques to determine if his findings would be substantiated.

SELECTED VARIABLES AND THEIR EFFECT ON THE MORALE OF THE JUNIOR HIGH SCHOOL TEACHER

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July 1970

July 22, 1970

To the Graduate Council:

I am submitting herewith a thesis written by Harvey Nelson Morley entitled "Selected Variables and Their Effect on the Morale of the Junior High School Teacher." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in School Administration and Supervision.

Fred A. Bunger
Major Professor

We have read this thesis and recommend its acceptance:

Donald B. Lambert
Minor Professor

Dale Anson
Third Committee Member

Accepted for the Council:

Wayne E. Stamps
Director of Graduate Studies

ACKNOWLEDGMENTS

Sincere gratitude is expressed by the author to Dr. Fred A. Bunger, major professor, for his guidance, encouragement, and patience. Appreciation is also extended to Dr. Garland Blair, Dr. Donald Lambert, and Dr. Allan Williams for their encouragement and help.

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INTRODUCTION

Until the beginning of the Second World War, morale, as a factor involved in teaching, received little if any attention by educators.[1] Since that time planners in the fields of education have come to realize the importance of morale as a factor contributing to the success of the teacher as he relates to his pupils.

The level of education from generation to generation has constantly been on the upswing. This trend is not, by any means, accidental. It is due to the increasing technology and demands placed on the schools of the day. The aforementioned conditions are also placing a heavier responsibility on the school. Educators are increasingly being asked to create new curriculums to meet the demands of society. Many educators seem to believe that only an environment in which staff morale is high is the type which is conducive to maximum learning.

Glen F. Ovard, in his chapter on Implementing Effective Instruction, states that:

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[1]Clyde E. Blocker and Richard C. Richardson, "Twenty-five Years of Morale Research: A Critical Review," The Journal of Educational Sociology, XXXVI (Jan., 1963), 200.

> . . . However there have been enough educational studies to show that teacher morale and educational achievement are related. Where morale is high, teaching and student relationships are good.[2]

Indications are that several factors might influence the morale of teachers. Among the ones listed most frequently during an extended investigation of this problem were: security and a comfortable living, pleasant working conditions, a sense of belonging, fair treatment, a sense of achievement and growth, recognition of contributions, participation in deciding policy, and an opportunity to maintain self-respect.[3]

This study was motivated by a concern to ascertain if the variables affecting morale were vague and ambiguous or specific in nature. It was in this regard that the idea that personal variables such as teaching level (grade), subject taught (academic or non-academic), degree held, age, sex, and length of years in the teaching profession might be factors that influenced morale.

The Problem

Since morale has been shown to have a direct effect upon the level of teaching competence of an individual, what factors have an effect upon morale and where is this

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[2]Glen F. Ovard, Administration of the Changing Secondary School (New York: The Macmillan Company, 1966), 215.

[3]Kimball Wiles, Supervision for Better Schools (New Jersey: Prentice-Hall, Inc., 1967), 229.

effect most apt to show? It was assumed in this study that the morale of the teacher is affected by specific variables.

Objectives of the Study

The purpose of the study was to determine if the morale levels of the individuals which made up the population were affected by selected variables. Should there be the rejection of any of the null hypotheses, further investigation will be undertaken to establish the significance of each morale factor in the Purdue Teacher Opinionaire as it relates to the particular variable.[4]

Hypotheses Tested

The null hypotheses to be tested were:

1. There is no significant difference in the morale of teachers at different grade levels.
2. There is no significant difference in the morale level of teachers of academic and non-academic classes.
3. There is no significant difference in the morale level of teachers as judged by sex.
4. There is no significant difference in the morale level of teachers as affected by years of teaching experience.
5. There is no significant difference in the morale level of teachers holding different academic credentials.

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[4]The ten morale factors within the Purdue Teacher Opinionaire are: Teaching Rapport with Principal, Satisfaction with Teaching, Rapport Among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressure.

6. There is no significant difference in the morale level of teachers of various ages.

Importance of the Study

In the process of administering a school, the principal's prime responsibility is the education of students. While morale of the staff has been shown to be a factor influencing the quality of education, it is not clear whether there are variables which influence the teachers' morale.

This study provided evidence to show that there were variables which might influence the morale level of teachers and subsequently their quality of work with students.

Limitations of the Study

While the validity of the testing instrument may be, at times, a limiting factor of a study, the Purdue Teacher Opinionaire is accepted as a nationally recognized, valid, and reliable instrument for data collection.[5]

It was recognized, however, that there were other factors which would limit the usefulness of the study. While precautions were taken to guarantee the anonymity of the teachers that responded to the questionnaire, factors

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[5]Oscar Krisen Buros, "Purdue Teacher Opinionaire," Sixth Yearbook of Mental Measurements (Highland Park, N. J.: Gryphon Press, 1965), 709.

such as not responding according to their true feelings at the moment, an argument with the administration before answering the questionnaire, discussion with colleagues while responding to the items, and the size of the population studied, all tended to limit the usefulness of the results.

While there was no claim that conclusions drawn from this study would fit all schools, the author felt that findings from this study would be the same as the results of other investigations made under similar conditions.

Definition of Terms

Terms which have specific relevancy to this study were as follows:

1. Population. The term "population" means all of the teachers who completed and returned the Purdue Teacher Opinionaire. The population for this study was 32.

2. The Purdue Teacher Opinionaire. The Purdue Teacher Opinionaire was prepared by Ralph R. Bentley and Averno M. Rempel. The instrument is the one hundred-item revised form of the Purdue Teacher Morale Inventory, and was used in this study to measure teacher morale. The opinionaire was copyrighted in 1964 by the Purdue Research Foundation.

3. Brown-Mood Multi-Sample Median Test. The Brown-Mood Multi-Sample Median Test is a mathematical test based upon multivariate hypogeometric distributions and is used to establish the frequency distribution of specific characteristics.

4. Variables. The term "variable" identifies six items which influence the morale of teachers.

5. Age. "Age" in this study is the chronological age of the individual broken into categories, 20 to 39, and 40 and over.

6. Grade levels. "Grade levels" refer to the grade taught most of the time by each of the teachers participating in the study. Grade levels were seventh, eighth, and ninth.

7. Academic and Non-Academic. "Academic and non-academic" refers to the type of class taught most of the time by each teacher participating in the study. Academic classes were defined as English, history, mathematics, and sciences. Classes not falling into the aforementioned category were considered non-academic.

8. Years in the Teaching Profession. "Years in the teaching profession" refers to the number of years the teacher has taught. Years were broken into two groups, zero to fifteen, and sixteen and over.

9. Academic Credentials. "Academic credentials" refers to the type of degree held by an individual in the population studied. Credentials were broken into two areas, B.A. and below, and M.A. and above.

10. Factor. "Factor" refers to one of the ten sub-tests which form the Purdue Teacher Opinionaire.

Procedure

The Purdue Teacher Opinionaire, reusable Form B, a nationally standardized test for measuring teacher morale, was administered to the teaching faculty of New Providence Junior High School by Mr. Clint Daniel, principal.

The test was administered in the faculty lounge. Teachers were provided with a booklet containing the survey questions and an answer sheet. Since the test was to be hand scored, the answer sheet could be marked in either pen or pencil. In addition to the spaces provided, the answer sheet contained six additional questions which were used to determine respondent groupings for the discriminatory variables. These variables were used to establish the null

hypotheses. Data processing took the following form: (1) After the opinionaire was hand scored according to directions on page eight of the manual for the Purdue Teacher Opinionaire, ten factor scores were obtained, as well as a composite morale score for each teacher; (2) The total morale score was then divided into two groups, those above the median and those below the median; and (3) Each variable was compared to the total factor scores and the results were placed in a two by two table as illustrated in Table I.

TABLE I

ILLUSTRATIVE TWO BY TWO TABLE

NUMBER OF OBSERVATIONS	VARIABLE$_1$	VARIABLE$_2$	TOTAL
Below the median	b_1	b_2	x
Above the median	n_1-b_1	n_2-b_2	y
Total	n_1	n_2	n

In Table I, the term variable indicates any of the variables in the study. The subscripts (1 and 2) show that portion of the variable used in each column. For example, V_1 could be male and V_2 could be female. The letter "b" represents the number of responses below the median, "n-b" represents the responses above the median. The letter "n" represents

the total number of responses minus those on the median. The letters "x" and "y" represent the raw totals below and above the median, respectively. (4) The resulting numerical values were then analyzed in accordance to the Brown-Mood Multi-Sample Median Test. The null hypothesis was rejected if the statistics determined by chi-square were at the .05 level of significance, or higher.

Chapter II

REVIEW OF LITERATURE

Morale is an elusive and abstract concept, difficult to quantify, hard to define, and impossible to understand fully. While the importance of morale has been understood for quite a while, it was only in recent times that school officials have shown a broad interest in its relationship to the productivity of the teaching staff. Morale studies in the military, in business, and in industry have promoted an increasing interest in teacher morale on the part of the school administration.[1] Enough evidence has been amassed to support the idea that "good morale is one of the most important ingredients in the success of any group enterprise over an extended period of time."[2]

P. D. Shilland in "A Teacher Morale Survey" indicated that morale was "a series of attitudes that influences one toward a given situation."[3]

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[1]Eugene W. Bowman, "A Comparison of Teachers' and Administrators' Opinions on Personnel Administration Practices," Journal of Educational Research, XLIX (November, 1955), 229.

[2]Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Miflin Co., 1963), 330.

[3]P. D. Shilland, "A Teacher Morale Survey," Educational Forum, XIII (May, 1949), 479.

E. C. Hunter in "Attitudes and Professional Relationships of Teachers: A Study of Morale" stated that

> . . . the capacity of a group to pull together persistently and consistently in pursuit of a common purpose or the capacity or courage to carry on a task with determination, loyalty, co-operation, and a sense of personal satisfaction and wellbeing is what morale is.[4]

Stogdill saw morale as "the degree of freedom from restraint exhibited by a group in working toward a goal objective."[5] He considered morale as the first of three group outputs. The second output was productivity which was related to those outcomes that satisfy the expectations of the group as a whole. Productivity was the measure of value produced by the individuals for the group; and was acquired at a cost to the members, while the satisfaction of the values of individual group members represented a cost to the group. The third output was integration. This represented the degree to which the operations of the group were capable of being sustained under stress. The force of individual and group goals, self-satisfaction with the group and the individual's role, a common liking among members, support of group leadership, and a feeling of belonging, all contributed to group integration.

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[4]E. C. Hunter, "Attitudes and Professional Relationships of Teachers: A Study of Morale," Journal of Experimental Education, XXIII (June, 1955), 345.

[5]Jack A. Culbertson and Stephen P. Hendey, Educational Research: New Prospectives (Danville: Interstate Printers & Publishers, Inc., 1963), 220.

Redefer maintained that the studies noted in Studies of Teacher Morale by William W. Brickman indicated "the quality of the educational program is a reflection of the morale of the staff."[6]

Teacher performance and efficiency were generally considered to be closely related to teacher morale. An individual's attitude toward his work was significant, and interest in his work builds morale. Effective education cannot be attained if the teachers and the school administrators have low morale, no matter the reason for the attitude.[7]

In a study by C. E. Bidwell, indications were that satisfaction of individual needs was one of the chief motivations of individuals in a group situation. He considered administrators and teachers as participants in a scheme of reciprocal role-expectations. One major source of low morale was the disenchantment the teachers had with respect to administrative behavior which was not defined by the role-expectations. Bidwell stated that

> . . . if teachers are unable to predict accurately the behavior of their administrators in a certain situation and are unable to act effectively toward them they will then attempt to exert negative sanctions against them.[8]

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[6]William W. Brickman, "Studies of Teacher Morale," School and Society, XCII (February, 1964), 64.

[7]Frederick L. Redefer, "The School Board and Teacher Morale," The American School Board Journal, CXLIV (July, 1962), 5-7.

[8]Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, XXIX (September, 1955), 41.

O'Connor conducted a research study on teacher morale in New York. A questionnaire was administered to 303 public school teachers in the New York area. There were sixteen general questions designed to measure the level of satisfaction or dissatisfaction with the school situation. Personal data were collected from each teacher in order to find relationships between variables such as age, marital status, and years of teaching experience. The most important finding from the study was the way the teacher felt about the administrator. The low-morale teachers indicated poorer relations with their principals, fellow teachers, students, and community groups than high-morale teachers.[9]

R. E. Schultz found in his study that sex and marital status related to morale. Men were more dissatisfied than women. Of the 48 least satisfied teachers in his study, thirty-six were men. The majority of dissatisfied teachers were married. It was worthwhile to note that these results led Schultz to believe that increased family and financial responsibility resulted in teacher dissatisfaction.[10]

In a study by Williard J. Morgan, it was found that the older the teacher, the higher the morale. Teachers

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[9]William Francis O'Connor, "A Study of Some Selected Factors Related to Teacher Morale," Dissertation Abstracts, 19:1277, June, 1958.

[10]R. E. Schultz, "Keeping Up Teacher Morale," The Nations Schools, L (October, 1952), 53.

fifty-one years of age and over had the highest mean morale score; while teachers in the age range from thirty-one to forty years had the lowest mean morale. The study concluded that the more experience a teacher had, the higher the morale.[11]

In research promoted by the University of Michigan it was found that group togetherness and ego needs, rather than reward systems, were responsible for superior efforts and productivity. Morale and efficiency were mainly dependent upon the amount of understanding that was present among all the members of the group. Communication, which builds understanding, was the initial step toward establishing, maintaining, and improving morale. It was the leader who had the most influence over the structure, morale, and efficiency of the group. Promotion of communication between the leader and the group was considered an important activity of the leader. It was concluded that "when we consider that attitudes and characteristics exhibited by teachers can be positively correlated with pupil behavior, the morale and efficiency of teacher groups begin to take on a new dimension of importance far beyond the personal happiness of the individual teachers concerned."[12]

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[11]Williard J. Morgan, "Improving Teacher Morale," School Community, LII (November, 1965), 28.

[12]Henry A. Crooke, "The Supervisor and Staff Morale," The National Association of Secondary School Principals Bulletin, XXXIX (October, 1965), 86-96.

A morale study by John H. Suehr differed considerably from many studies in both emphasis and the method of research which was used. He conducted the study in several Michigan junior high schools and high schools. The instrument was a sentence completion form which used forty sentence stems centering around accepted morale factors. The purpose of Suehr's study was to devise an instrument that would provide evidence of the respondent's personality and would provide insight concerning the environmental factors affecting morale. In setting up the instrument, one hundred sentence stems were listed as probable items to measure morale, and sixty-seven teachers from different areas of the country chose the items that they felt were most suitable for measuring morale. There were forty items chosen to comprise the instrument, which was submitted to a pilot population and was found satisfactory for measuring morale. A questionnaire was used to obtain information about psychological, sociological, and biological factors that might be related to morale. There was also a questionnaire provided for the principal concerning personal adjustment. A post card was mailed to parents on which they indicated their satisfaction with the school. The three sets of tests were compared. It was found that when parents were satisfied, the teachers tended to have higher morale, but the personal adjustment of the principal

was not related to the morale of the teacher.[13]

E. C. Hunter, in his morale study, suggested that

> . . . the major task of any organization seems to be the creation and continuance of a favorable social and emotional climate that will capitalize on the potentialities, ie; individual differences, and provide the basic satisfactions that people want.[14]

If this climate was not maintained, low morale developed. This was indicated by loafing, arguing, dissatisfaction, absenteeism, high mobility, inefficiency, and low production.

Several generalizations were made as a result of this study. Teachers' satisfaction or disillusionment with their work was closely related to their feelings on personal factors. Married men were the least satisfied teachers. Over seventy-five percent of the teachers indicated favorable attitudes toward questions dealing with personal adjustment to teaching, confidence in the contribution of education, increasing teacher competence, and the interpersonal relations of pupils, teachers, and parents. There were fifty to seventy-five percent of the respondents who indicated favorable responses dealing with such items as job security, retirement, and the freedom to teach and speak out on issues, and be a part of the decision making process. The main destroyer of morale was the lack of

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[13]John H. Suehr, "A Study of Morale in Education Utilizing Incomplete Sentences," The Journal of Educational Research, LVI (October, 1962), 75-81.

[14]E. C. Hunter, op. cit., 342-352.

taking individual differences into consideration. It was suggested that everyone should be made a part of the decision making process for the total school program.[15]

Summary

The importance of morale toward the successful operation of any group was stressed in the related literature. Morale must, of necessity, be high in order to achieve an effective educational program. Effort must be made on the part of the administration to understand individual differences in their faculty and, by doing so, strive to build and maintain a high level of morale.

The literature revealed that it was not one but a multitude of problems that led to discontentment and low morale. Many of the studies suggested improvements that should lead to a generally higher morale level among teachers.

Several studies pointed to the importance attached to good school administration, and it was suggested that this factor alone would do much to improving morale. It was maintained that the principal must assume the responsibility of promoting good morale among his staff members. It was also suggested that smaller classes, a superior educational program, and good buildings would alleviate some discontentment among teachers.

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[15]Ibid., 345.

Most studies were in agreement concerning the personal variables. Female teachers had considerably higher morale. Single personnel had a higher level of morale than married personnel, and married teachers had higher morale than divorced teachers. The older teachers appeared to be more satisfied than the younger teachers, and the more experienced teacher had the higher level of morale.

The more recent literature related morale to individual and personal needs and to personal relationships. These variables were believed more important to morale than were teacher benefits. Communication was considered to be a vital aspect of morale.

Chapter III

INTERPRETATION OF DATA

The central problem in this study was to determine the relationship, if any, between personal variables and the morale of teachers. The research was designed for the purpose of discerning if sex, age, academic degree held, grade level taught, and subject taught had any relationship to the overall morale level of the teacher. If any of the null hypotheses were rejected, additional analysis would be made to determine the relationship between each of the ten factors in the Purdue Teacher Opinionaire and the rejected hypothesis.

The ten factors measured by the Purdue Teacher Opinionaire were:

Factor I	Teacher Rapport with Principal
Factor II	Satisfaction with Teaching
Factor III	Rapport Among Teachers
Factor IV	Teacher Salary
Factor V	Teacher Load
Factor VI	Curriculum Issues
Factor VII	Teacher Status
Factor VIII	Community Support of Education
Factor IX	School Facilities and Services
Factor X	Community Pressures

The remainder of this chapter was arranged into five parts devoted to a discussion of the methods used in collecting and analyzing the data to test the hypotheses in question.

Population of the Study

The total teaching population of New Providence Junior High School was used for the study. The school was selected due to the willingness of the principal, Mr. Clint Daniel, to assist in this project, the school's closeness to Austin Peay State University, and because it was an exemplary school sponsored in part by Mid-Tenn, a federally sponsored Title III project. The organizational pattern of the school was of the open-area type with grade levels seven, eight, and nine.

Total response to the questionnaire was 63.79 percent or thirty-two of a teaching staff of fifty-three. Twenty-three respondents were thirty-nine or under, nine were forty or over. Sixteen responses were from females, sixteen from males. Eighty-two and one half percent, or twenty-six teachers, had less than fifteen years of teaching experience and twenty-two of these had no higher than a B.A. degree. Less than a third of the respondents had more than a B.A. degree. Respondents teaching in the eighth grade outnumbered those from either of the other grade levels by almost two to one while those who taught academic subjects had the same ratio with the teachers of non-academic subjects.

The New Providence Junior High staff had an average age of thirty-three years and an average teaching experience of five and one-half years.

TABLE II

POPULATION DATA FOR NEW PROVIDENCE JUNIOR HIGH SCHOOL

VARIABLE	RESPONSE		PERCENTAGE OF TOTAL RESPONSE
AGE	Under 39	23	71.89
	Over 40	9	28.11
SEX	Male	16	50
	Female	16	50
YEARS IN TEACHING	Under 15	26	82.25
	Over 16	6	18.75
DEGREE HELD	B.S. and Below	22	68.75
	Above B.S.	10	31.25
GRADE TAUGHT	Seventh	9	28.12
	Eighth	15	46.77
	Ninth	8	25.00
SUBJECT TAUGHT	Academic	21	65.62
	Non Academic	11	34.38

This modal respondent held no higher than a B.A. degree, and taught academic subject matter at the eighth grade level Table III illustrates the population data for the school in study.

TABLE III

DEPARTMENTAL DATA FOR NEW PROVIDENCE JUNIOR HIGH SCHOOL

DEPARTMENT	STAFF SIZE	RESPONSE	% OF RESPONSE
English*	13	9	69
History	9	4	44
Mathematics	9	8	88
Science	9	7	77
P. E.	7	2	28
Vocational	6	3	50
Total	53	32	

*Includes foreign languages

Table IV shows the age distribution of the teaching staff at New Providence Junior High School in three year intervals.

TABLE IV

AGE DISTRIBUTION OF TEACHING STAFF AT NEW PROVIDENCE JUNIOR HIGH SCHOOL

AGE OF STAFF IN THREE YEAR INTERVALS	NUMBER	PERCENT
20-22	2	3.77
23-25	15	28.30
26-28	9	16.98
29-31	4	7.54
32-34	2	3.77
35-37	5	9.43
38-40	2	3.77
41-43	1	1.88
44-46	5	9.43
47-49	4	7.54
50-52	0	0
53-55	2	3.77
56-58	1	1.88
59-61	0	0
62-64	1	1.88
Total	53	99.94

Ages of the teaching staff at New Providence Junior High School ranged from twenty-two to sixty-four years. Twenty-eight percent of the staff was between the ages of twenty-three and twenty-five. The median age of the staff was twenty-nine and the mean age was thirty-three.

Table V shows the distribution of teachers on the basis of years of teaching experience.

TABLE V

DISTRIBUTION OF YEARS OF TEACHING EXPERIENCE OF STAFF MEMBERS AT NEW PROVIDENCE JUNIOR HIGH SCHOOL

YEARS OF TEACHING EXPERIENCE	NUMBER	PERCENT
1	12	22.64
2	6	11.32
3	8	15.09
4	4	7.54
5	4	7.54
6	1	1.88
7	4	7.54
8	0	0
9	1	1.88
10	1	1.88
11	2	3.77
12	0	0
13	1	1.88
14	1	1.88
15	0	0
16	0	0
17	1	1.88
18	3	5.62
19	0	0
20	0	0
21	1	1.88
22	1	1.88
23	1	1.88
--	-	----
--	-	----
33	1	1.88
Total	53	99.87

Twenty-two percent of the teaching staff at New Providence Junior High School had only one year of teaching experience. Forty-nine percent of the teaching staff had three years or less of teaching experience. The median was four years of teaching experience and the mean was six years.

The statistics on the previous three pages were for the entire teaching faculty. The researcher believed that the average indicated for the total group would be similar for the responding group.

Method of Obtaining Data

The Purdue Teacher Opinionaire was used to collect the necessary data pertaining to morale for this study. A modified answer sheet was used in order to obtain additional personal data.

In order to secure permission to implement the study, the acting superintendent of the Clarksville-Montgomery County School District, Mr. Turley Oakley, was contacted by telephone and a personal appointment was arranged. During the appointment, the researcher explained the purpose and design of the study and discussed the importance of the outcome. After receiving permission from Mr. Oakley, the researcher was introduced to Mr. Clint Daniel, principal of New Providence Junior High School. Mr. Daniel then suggested a meeting date whereby the researcher and he could discuss the study. On the date set for the meeting, the study and its implications were discussed and arrangements

were made for administering the Purdue Teacher Opinionaire to the faculty.

Materials for the study, opinionaires and answer sheets, were delivered to the principal the following day. As a convenience factor and to aid in staff cooperation, the questionnaire was completed in the faculty lounge during the staff's preparation period. The data were collected during a one-week period.

Description of Data Collecting Instruments

The Purdue Teacher Opinionaire, copyrighted in 1964, was a revised form of the Purdue Teacher Morale Inventory. It consisted of one hundred items which were subdivided into ten subtests or factors.

The respondents to this instrument were asked to record whether they agreed, probably agreed, probably disagreed, or disagreed with each test item. The responses were weighted on a 4-3-2-1 score with the four given to the one indicating the highest level of morale. Ten factor scores were obtained by adding the weights of the items assigned to each factor. A total score was obtained by adding the ten factor scores.

Each of the factors had at least five items and no factor has more than twenty items to define it. Table VI indicates the number of items from the opinionaire included in each factor.

TABLE VI

FACTORS AND FACTOR ITEMS FROM THE PURDUE TEACHER OPINIONAIRE

FACTOR	ITEM NUMBER	NUMBER OF ITEMS
Teacher rapport with principal	2, 3, 5, 7, 12, 33, 38, 41, 43, 44, 61, 62, 69, 70, 72, 73, 74, 92, 93, 95	20
Satisfaction with teaching	19, 24, 26, 27, 29, 30, 46, 47, 50, 51, 56, 58, 60, 76, 82, 83, 86, 89, 100	20
Rapport among teachers	18, 22, 23, 28, 48, 52, 53, 54, 55, 77, 80, 84, 87, 90	14
Teacher salary	4, 9, 32, 36, 39, 65, 75	7
Teacher load	1, 6, 8, 10, 11, 14, 31, 34, 40, 42, 45	11
Curriculum issues	17, 20, 25, 79, 88	5
Teacher status	13, 15, 35, 37, 63, 64, 68, 71	8
Cummunity support of education	66, 67, 94, 96, 97	5
School facilities and services	16, 21, 49, 57, 59	5
Community pressures	81, 85, 91, 98, 99	5
Total		100

The following paragraphs describe each of the factors.

Factor I Teacher Rapport with Principal: This factor deals with the teacher's relationship with the building principal. The principal's professional competency, interest in the teachers and their work, ability to communicate, and skill in human relations are studied.

Factor II Satisfaction with Teaching: This factor concerns the teacher's relationships with students and their feelings of satisfaction with teaching. According to this factor, the high morale teacher enjoys teaching, feels competent in the job, enjoys students, and believes in the future of teaching as an occupation.

Factor III Rapport Among Teachers: This concentrates on a teacher's relationships with other teachers. The items in this factor seek the teacher's opinions regarding the cooperation, interests, and competency of fellow teachers.

Factor IV Teacher Salary: This pertains primarily to the teacher's feelings about salaries and salary policy. This factor indicates whether the teacher feels there is adequate representation to the board of education on salary matters, and whether local teacher salaries compare favorably with salaries of teachers in other systems.

Factor V Teacher Load: The items in this factor concern themselves with items such as outside demands on the teacher's time, record keeping, clerical work, and "red tape." It is concerned with the question of whether

duties outside the classroom have an effect upon teacher morale.

Factor VI Curriculum Issues: Items in this factor concern the well-balanced curriculum program. These items question the adequacy of the school program in meeting pupil needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor VII Teacher Status: This factor samples feelings about prestige, security, and benefits afforded by teaching. Several items deal directly with community relations as seen by the teacher.

Factor VIII Community Support of Education: The teacher's feelings about the extent to which the community supports the educational program of the school are related to this factor. The support the community is willing to extend is of vast importance in this question.

Factor IX School Facilities and Services: This factor deals with the teacher's opinions about those material resources, provided by the school system, which make for better teaching and happier teachers. The item deals with teaching materials and the ease with which they may be obtained.

Factor X Community Pressures: The items in this factor focus upon the community's expectations in relationship to the teacher's personal standards. Some items refer to parental interference in the classroom, and the freedom to discuss controversial issues in the classroom. This

item gives special attention to the relationship of the teacher's personal standards and his classroom conduct.

Technique Used in Data Analysis

The statistics used in this study were chosen for their appropriateness in testing the data collected. The primary objective was to analyze the data with the following in mind:

A. To determine the relationship that each variable has to the total morale score of each individual.

B. In the event of the rejection of one of the null hypotheses, to determine the effect the variables have on each factor in the opinionaire.

The method of analysis chosen was the Brown-Mood Multi-Sample Median Test. Medians were established for each variable. Distribution of the scores was then made into a double entry table. Following the process of distribution directed by the Brown-Mood Multi-Sample Median Test, all scores on the median were discarded and not used in the tabulation process.

The formula for the Brown-Mood Multi-Sample Median Test, to establish chi-square was:

$$X^2_{c-1} = \frac{4(n-1)}{n} \sum_{i-1}^{c_i} \frac{(b_i - \frac{n_i}{2})^2}{n_i}$$

where "n" is equal to the total in each column, "b" is equal to that number of responses above the median.

A .05 level of significance was used in determining whether a null hypothesis was to be accepted or rejected.

Acceptance of a null hypothesis indicated that the chi-square value obtained was below the .05 level of significance with one degree of freedom. Rejection of a null hypothesis indicated the chi-square value obtained was on or above the .05 level of significance with one degree of freedom.[1]

Data Concerning Staff Morale

Table VII compares faculty scores with norms developed by the authors of the opinionaire.

TABLE VII

FREQUENCY DISTRIBUTION OF TOTAL MORALE SCORES OF RESPONDENTS ON THE PURDUE TEACHER OPINIONAIRE

MORALE LEVEL	RAW SCORE RANGE	STAFF FREQUENCY DISTRIBUTION
HIGH	375-400	2
	359-374	4
	343-358	6
AVERAGE	325-342	10
	305-324	8
	284-304	0
LOW	264-283	2
	241-263	0
	100-240	0
Total		32

[1] In variable number one, grade, two degrees of freedom were used because of the number of possible answers that could be obtained. This set the level of significance at 3.841 instead of 5.991 as for all other variables.

Eighteen of the thirty-two respondents were in the average range which was represented by values 284 through 342. Twelve respondents were in the high morale range above 343 and two were in the low morale range below 264. The scores indicated that the overall faculty morale was average to slightly above average.

Tables VIII and IX were included because they were the only analyses that indicated a relationship with any variable at the .05 level of significance. Tables X and XI were included because they were typical of the remaining eight tables for which the relationship was found to be nonsignificant at the .05 level.

Table VIII shows the frequency distribution achieved by the respondents for Teacher Rapport with Principal.

TABLE VIII

FREQUENCY DISTRIBUTION OF RESPONDENTS TO TEACHER RAPPORT WITH PRINCIPAL

MORALE LEVEL	RAW SCORE RANGE	STAFF FREQUENCY DISTRIBUTION
HIGH	80	5
	77-79	8
	74-76	7
AVERAGE	69-73	7
	62-68	2
	54-61	1
LOW	45-53	2
	35-44	0
	20-34	0
Total		32

Twenty of the thirty-two respondents has high morale as measured by rapport with the principal. Ten achieved an average level and two were below average. The scores indicated that faculty morale, as it related to Rapport with Principal, was high.

Table IX shows the frequency distribution achieved by the respondents for Rapport Among Teachers.

TABLE IX

FREQUENCY DISTRIBUTION OF RESPONDENTS FOR RAPPORT AMONG TEACHERS

MORALE LEVEL	RAW SCORE RANGE	STAFF FREQUENCY DISTRIBUTION
HIGH	55-56	5
	53-54	2
	51-52	4
AVERAGE	47-50	8
	44-46	10
	41-43	3
LOW	37-40	0
	31-36	0
	14-31	0
Total		32

In Table IX all of the respondents indicated either average or high morale. Scores indicated that this factor contributed greatly to the total level of staff morale. It may be noted that both this factor and the previous one dealt with the vital aspect of communication.

It is significant to note that Calvin Grieder in his text, Public School Administration, stresses that

"various studies suggest that morale of members of an organization is improved with adequate communication."[2]

Table X shows the frequency distribution achieved by the respondents for Community Support of Education.

TABLE X

FREQUENCY DISTRIBUTION OF RESPONDENTS TO COMMUNITY SUPPORT OF EDUCATION

MORALE LEVEL	RAW SCORE RANGE	STAFF FREQUENCY DISTRIBUTION
HIGH	20	0
	20	1
	18-19	2
AVERAGE	16-17	7
	15	5
	13-14	4
LOW	10-12	9
	8-9	3
	5-7	1
Total		32

As was expected by the researcher, community support of education was a factor which lowered the morale level. Forty percent of the respondents indicated a low level of morale associated with this factor.

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[2]Calvin Grieder, Public School Administration (New York: The Ronald Press Company, 1969), 112.

Table XI shows the frequency distribution achieved by the respondents to Community Pressures.

TABLE XI

FREQUENCY DISTRIBUTION OF RESPONDENTS TO COMMUNITY PRESSURES

MORALE LEVEL	RAW SCORE RANGE	STAFF FREQUENCY DISTRIBUTION
HIGH	20	0
	20	2
	19	3
AVERAGE	18	5
	16-17	9
	15	3
LOW	14	7
	12-13	3
	5-11	0
Total		32

The morale levels indicated on the factors of Community Support of Education and Community Pressure were low-average to low. The ratings were, however, not as low as the writer expected them to be. One-third of the respondents did feel that community pressure was a negative influence and, as such, tended to lower morale.

Morale at the New Providence Junior High School was slightly above average. Fifty-six percent of the respondents showed average morale, thirty-eight percent were above average, and six percent were below average when total morale scores were analyzed. Rapport among Teachers and Teacher

Rapport with Principal were factors which indicated an above-average morale level while Community Support of Education and Community Pressures indicated a lower morale level, which was typical of the remaining eight factors.

Chapter IV

STATISTICAL TREATMENT OF DATA

Of prime importance in this study was the analysis of each variable's relationship to the total morale level scores achieved on the Purdue Teacher Opinionaire.

Table XII shows the distribution of total morale scores on the basis of grade level taught.

TABLE XII

OBSERVED FREQUENCY DISTRIBUTION OF TOTAL MORALE SCORES ON THE BASIS OF GRADE LEVEL TAUGHT

NUMBER OF OBSERVATIONS	GRADE 7	GRADE 8	GRADE 9	TOTAL
BELOW MEDIAN	1	7	5	13
ABOVE MEDIAN	7	7	2	16
Total	8	14	7	29

Table XII had a chi-square value of 5.491 indicating that there was no relationship at the .05 level of significance with two degrees of freedom allowed.[1]

[1]Two degrees of freedom were used in this variable only due to the probability of three possible answers being obtained.

The reader may care to observe that since the chi-square value obtained was within eight percent of the acceptable level of chi-square at the .05 level (5.991) an additional 2.6 responses in any grade cell above the median would have led to the rejection of the first null hypothesis. The inability to obtain this rejection could be attributed to the size of the sample or the number of similar scores at the median. The median scores were discarded from the statistical analysis.

Table XIII shows the distribution of the total morale score on the basis of the subject taught, that is, academic or non-academic.

TABLE XIII

OBSERVED FREQUENCY DISTRIBUTION OF TOTAL MORALE SCORES ON THE BASIS OF SUBJECT MATTER TAUGHT (ACADEMIC AND NON-ACADEMIC)

NUMBER OF OBSERVATIONS	SUBJECT MATTER		TOTAL
	ACADEMIC	NON-ACADEMIC	
BELOW MEDIAN	8	5	13
ABOVE MEDIAN	10	6	16
Total	18	11	29

Table XIII had a chi-square value of .171 indicating that there was no relationship at the .05 level of significance with one degree of freedom allowed, between subject matter taught and the total morale score.

Table XIV shows the distribution of the total morale score on the basis of the number of years a teacher has been teaching. Years of teaching experience were broken into two age categories, zero to fifteen years of teaching experience and sixteen years and over.

TABLE XIV

OBSERVED DISTRIBUTION OF TOTAL MORALE SCORES ON THE BASIS OF YEARS OF TEACHING EXPERIENCE

NUMBER OF OBSERVATIONS	YEARS OF TEACHING EXPERIENCE 0-15	16 and over	TOTAL
BELOW MEDIAN	9	4	13
ABOVE MEDIAN	16	1	17
Total	25	5	30

Table XIV had a chi-square value of 3.572 indicating that there was no relationship at the .05 level of significance with one degree of freedom allowed.

Table XV shows the distribution of total morale scores on the basis of sex.

TABLE XV

OBSERVED FREQUENCY DISTRIBUTION OF TOTAL MORALE SCORES ON THE BASIS OF SEX

NUMBER OF OBSERVATIONS	MALE	FEMALE	TOTAL
BELOW MEDIAN	7	6	13
ABOVE MEDIAN	7	9	16
Total	14	15	29

Table XV had a chi-square value of .19 indicating that there was no significant relationship between the variable of sex and the total morale score. The chi-square value obtained supported the acceptance of null hypothesis four.

Table XVI shows the distribution of total morale scores on the basis of the age of the teacher, age being divided into two groups, twenty to thirty-nine years and forty years and over.

TABLE XVI

OBSERVED FREQUENCY DISTRIBUTION OF TOTAL MORALE SCORES ON THE BASIS OF AGE

NUMBER OF OBSERVATIONS	AGE LEVELS		TOTAL
	20-39	40 AND OVER	
BELOW MEDIAN	7	6	13
ABOVE MEDIAN	15	1	16
Total	22	7	29

Table XVI had a chi-square value of 6.156 indicating that the probability of a relationship between age and the total morale score achieved on the Purdue Teacher Opinionaire was significant at the .05 level. The relationship this variable had to the ten areas of morale explored by the Opinionaire will be explored later in this chapter.

Table XVII shows the distribution of total morale scores on the basis of the degree held by the teacher. Categories were B.S. and below and M.A. and above.

TABLE XVII

OBSERVED FREQUENCY DISTRIBUTION OF TOTAL MORALE SCORES ON THE BASIS OF ACADEMIC DEGREE HELD BY THE RESPONDENT

NUMBER OF OBSERVATIONS	DEGREE HELD		TOTAL
	B.S. AND BELOW	M.A. AND ABOVE	
BELOW MEDIAN	11	3	14
ABOVE MEDIAN	10	5	15
Total	21	8	29

Table XVII had a chi-square value of .1369 indicating that the probability of a relationship between academic degree held and the total morale score was not significant at the .05 level.

Since the variable of age was significant at the .05 level, further study was undertaken to establish if it had any effect upon the ten factors within the Purdue Teacher Opinionaire.

Table XVIII shows the distribution of age levels for factor one, Teacher Rapport with Principal.

TABLE XVIII

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "TEACHER RAPPORT WITH PRINCIPAL"

NUMBER OF OBSERVATIONS	AGE LEVELS		TOTAL
	20-39	40 AND OVER	
BELOW MEDIAN	7	4	11
ABOVE MEDIAN	16	2	18
Total	23	6	29

Table XVIII had a chi-square value of 6.333, showing the probability of a relationship at the .05 level of significance.

Table XIX shows the distribution of age levels for factor two, Satisfaction with Teaching.

TABLE XIX

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "SATISFACTION WITH TEACHING"

NUMBER OF OBSERVATIONS	AGE LEVELS 20-39	40 AND OVER	TOTAL
BELOW MEDIAN	11	2	13
ABOVE MEDIAN	13	3	16
Total	24	5	29

Table XIX had a chi-square value of .348, showing that there was no significant relationship between Satisfaction with Teaching and age at the .05 level of significance.

Table XX shows the distribution of age levels for factor three, Rapport Among Teachers.

TABLE XX

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "RAPPORT WITH TEACHERS"

NUMBER OF OBSERVATIONS	AGE LEVELS 20-39	40 AND OVER	TOTAL
BELOW MEDIAN	13	2	15
ABOVE MEDIAN	13	4	17
Total	26	6	32

Table XX had a chi-square value of 6.333, showing the probability of a relationship at the .05 level of

significance.

Since both factors one and three deal with communication, and a clear relationship has been determined between both of the factors and age, the researcher felt that the following conclusion was valid. The process of communication was of prime importance in affecting the morale of an individual. The more efficient the level of communication, the higher the level of morale of the people involved.

Table XXI shows the distribution of age levels for factor four, Teacher Salary.

TABLE XXI

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "TEACHER SALARY"

NUMBER OF OBSERVATIONS	AGE LEVELS		TOTAL
	20-39	40 AND OVER	
BELOW MEDIAN	13	3	16
ABOVE MEDIAN	11	3	14
Total	24	6	30

Table XXI had a chi-square value of .158, showing that there was no significant relationship between age and the factor of Teacher Salary at the .05 level of significance.

Table XXII shows the distribution of age levels for factor five, Teacher Load.

TABLE XXII

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "TEACHER LOAD"

NUMBER OF OBSERVATIONS	AGE LEVELS 20-39	40 AND OVER	TOTAL
BELOW MEDIAN	9	3	12
ABOVE MEDIAN	11	4	15
Total	20	7	27

Table XXII had a chi-square value of .95, showing that there was no significant relationship between age and the factor of Teacher Load at the .05 level of significance.

Table XXIII shows the distribution of age levels for factor six, Curriculum Issues.

TABLE XXIII

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "CURRICULUM ISSUES"

NUMBER OF OBSERVATIONS	AGE LEVELS 20-39	40 AND OVER	TOTAL
BELOW MEDIAN	13	1	14
ABOVE MEDIAN	10	2	12
Total	23	3	26

Table XXIII had a chi-square value of .692, showing that there was no significant relationship between age and the factor of Curriculum Issues at the .05 level of

significance.

Table XXIV shows the distribution of age levels for factor seven, Teacher Status.

TABLE XXIV

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "TEACHER STATUS"

NUMBER OF OBSERVATIONS	AGE LEVELS 20-39	40 AND OVER	TOTAL
BELOW MEDIAN	12	3	15
ABOVE MEDIAN	10	2	12
Total	22	5	27

Table XXIV had a chi-square value of .365, showing that there was no significant relationship between age and the factor of Teacher Status at the .05 level of significance.

Table XXV shows the distribution of age levels for factor eight, Community Support of Education.

TABLE XXV

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "COMMUNITY SUPPORT OF EDUCATION"

NUMBER OF OBSERVATIONS	AGE LEVELS 20-39	40 AND OVER	TOTAL
BELOW MEDIAN	12	2	14
ABOVE MEDIAN	12	3	15
Total	24	5	29

Table XXV had a chi-square value of .19, showing that there was no significant relationship between age and the factor of Community Support of Education at the .05 level of significance.

Table XXVI shows the distribution of age levels for factor nine, School Facilities and Services.

TABLE XXVI

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "SCHOOL FACILITIES AND SERVICES"

NUMBER OF OBSERVATIONS	AGE LEVELS		TOTAL
	20-39	40 AND OVER	
BELOW MEDIAN	10	2	12
ABOVE MEDIAN	14	1	15
Total	24	3	27

Table XXVI had a chi-square value of .96, showing that there was no significant relationship between age and the factor of School Facilities and Services at the .05 level of significance.

Table XXVII shows the distribution of age levels for factor ten, Community Pressure.

TABLE XXVII

OBSERVED FREQUENCY DISTRIBUTION OF AGE LEVELS ABOVE AND BELOW THE MEDIAN IN RELATION TO "COMMUNITY PRESSURE"

NUMBER OF OBSERVATIONS	AGE LEVELS 20-39	40 AND OVER	TOTAL
BELOW MEDIAN	11	1	12
ABOVE MEDIAN	10	5	15
Total	21	6	27

Table XXVII had a chi-square value of 2.5, showing that there was no significant relationship between age and the factor of Community Pressure at the .05 level of significance.

Expected significant relationships between the discriminatory variables and the total morale scores achieved by the respondents did not occur. The only variable that was significant was that of age. When the relation of this variable to each of the ten factors on the Purdue Teacher Opinionaire was analyzed significance was established in two instances, both of which dealt with the vital aspect of communication among two individuals.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was an attempt to establish if personal variables had any effect on the morale of a teacher as measured by the Purdue Teacher Opinionaire.

The instrument used to measure the morale level of the population studied was the Purdue Teacher Opinionaire. The opinionaire established both a total morale score and ten individual subscores termed factors. This study related the total morale score with each of the six variables that were established prior to the test. In the event that a significant relationship was proven between any of the variables and the morale score obtained, further study was conducted to determine if that variable had any effect upon any of the individual factors contained within the opinionaire.

The significance of the probability or a relationship was tested by using the Brown-Mood Multi-Sample Median Test for Multivariate Hypogeometric Distribution. This test provided the researcher with a chi-square value which in turn indicated the significance of the relationship being studied. An attempt was made to establish significance at least at the .05 level.

When the six variables were tested against the total morale scores, only the variable of age was found to be significant. Further statistical analysis of the data established that the variable of age had a significant relationship to two of the ten factors in the opinionaire, Teacher Rapport with Principal and Rapport Among Teachers. Since the aforementioned factors both dealth with communication, the following conclusions were drawn. The process of communication was vital to high morale. Second, the better the level of communication, the higher the level of morale.

Seventy percent of the younger teachers, those between the ages of twenty-one and thirty-nine, had high rapport with their principal. Only thirty-three percent of the older teachers, those between the ages of forty and sixty-four, had high rapport. Younger teachers also had better rapport with their colleagues. Since it is the opinion of the researcher that the two factors of Rapport with Principal and Rapport with Teachers dealt with the ability to communicate, the following conclusion was made. Younger teachers are more apt to communicate well with their superiors and colleagues.

Recommendations

On the basis of the findings of this study, the following recommendations for further research are offered:

1. There should be further study on a larger population to determine the relation of each variable to morale.

2. A further study should be made to determine if principals and assistant principals have any effect upon the morale of their teachers and, if so, in what areas.

3. A further study should be made to determine the role that communication plays in increasing or decreasing the level of faculty morale.

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