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Teacher perceptions of morale in selected desegregated elementary schools.

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TEACHER PERCEPTIONS OF MORALE IN SELECTED DESEGREGATED
ELEMENTARY SCHOOLS

A Dissertation Presented

By

GWYNN C. BROWN

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1981

Education

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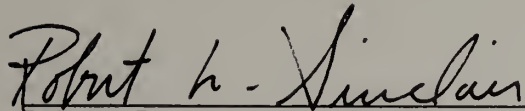
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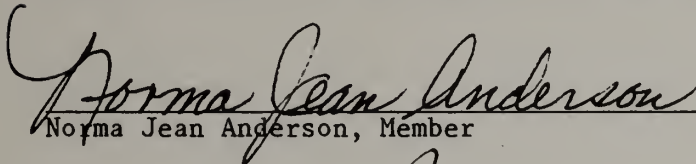
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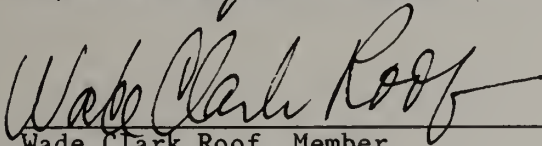
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Robert L. Sinclair, Chairperson of Committee



Norma Jean Anderson, Member



Wade Clark Roof, Member



Mario D. Fantini, Dean
School of Education

DEDICATION

In loving memory to my mother Ruby Gwynn Brown
and my grandmother Claudia B. Baskin. Their teachings,
guidance, and love provided models for my life and my
work.

ACKNOWLEDGMENTS

I would like to thank my advisor and friend, Dr. Robert L. Sinclair, for his support and guidance throughout my doctoral studies. I offer special thanks to Ann, Bruce and Kent Sinclair for opening their home to me and making me a part of their family. Because of their hospitality the quality of my life in Amherst was greatly enriched.

To Dean Norma Jean Anderson and Dr. Wade Clark Roof I offer my thanks and gratitude for their time, support, and guidance while serving as members of my dissertation committee.

This dissertation could not have been completed without the aid and support of my family and friends. To my dad, Thomas C. Brown, a special thanks with love for *everything*. Also, special thanks with love goes to my "sister" Barbara L. Brown who has lived this experience with me from beginning to end. I wish to thank "Uncle" Nathaniel Johnson and Larry Lockhart for aiding me in obtaining the sample schools and Barbara Garner and Michael Kip Koech for assisting in the collection of data.

I would like to thank Paul Williamson for his help with statistics and Gayle Lauradunn for her editing. I thank also my typist Patricia Milne and graphic artist Jeff Johnson for a job well done. Finally, for their love and support I would like to thank Sharon, Bill and Kendra Warren (my extended family),

Thomas Brown, Jr., Barbara Winters, "Puddin" Barker Griffin,
Hope Pulde, Dorothy Molnar, Roberta White, Alberta Watkins,
Elaine and Kevin Smith, and Louise Dunphy.

ABSTRACT

Teacher Perceptions of Morale in Selected Desegregated
Elementary Schools

February 1981

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The purpose of this study is to determine the nature of morale in selected desegregated elementary schools. Further, similarities and differences in morale as perceived by black teachers and white teachers are described. Finally, factors in the school environment that contribute to teacher perceptions of morale are identified.

Four research questions give direction to this study:

- What are the teacher perceptions of morale in selected desegregated elementary schools?
- What are the similarities and differences in the perceptions of morale between black teachers and white teachers?
- What are the factors in the school environment, as measured by the Purdue Teacher Opinionaire, that contribute positively or negatively to black teacher and white teacher perceptions of morale?
- What is the relationship between black teacher and white teacher perceptions toward morale and selected demographic variables?

In order to answer these four research questions, the Purdue Teacher Opinionaire (PTO) was administered to 275 teachers in fifteen

desegregated elementary schools in two urban and three suburban communities. The PTO consists of one hundred items selected and arbitrarily grouped to sample ten factors of morale: 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 pressures. The PTO was administered at the schools by the researcher. Included with the PTO was a face sheet and a principal questionnaire which requested demographic information: numbers of minority teachers; number of years school was desegregated; and whether schools desegregated by court order or voluntarily. Data resulting from the administration of these instruments are grouped and analyzed according to the four research questions.

The first question indicates teacher morale in the sample schools as "a little below average" or lower. School facilities and services and curriculum issues are the two factors with the highest morale scores. Teacher status and teacher load are the two factors with the lowest morale scores. The second question suggests teacher salary and community support of education as two factors showing a significant difference between black teacher and white teacher morale scores. The third question shows satisfaction with teaching and rapport with principal as factors that contribute positively to black teacher morale while teacher salary contributes to low morale among black teachers. Satisfaction with teaching and teacher status contribute to high morale among white teachers while rapport among teachers and

rapport with principal contribute to low morale for white teachers. The fourth question indicates that having more than ten black teachers within the schools influences morale positively for all teachers and for white teachers regarding rapport with principal, school facilities and services, and teacher salary. Sample schools desegregated six years or more have a positive effect on morale when considering the factors of rapport among teachers and community support of education. Community support of education is the only factor which shows significantly higher morale scores in sample schools voluntarily desegregated. All other incidences of significance appear in schools desegregated by court order.

This study offers several recommendations for future research about school desegregation and morale. The cause and effect relationship between teacher morale and teacher behavior must be examined. Then, there is need for additional research to examine the relationship between teacher morale and student learning. There is also a need to inquire into the variables within desegregated schools which inhibit low morale and foster high morale.

This study provides information about teacher morale in fifteen selected elementary schools. These data are important because they are a key that can begin to unlock doors to more effective educational environments in schools undergoing desegregation. Higher morale and more effective instruction should lead to improved student learning in settings that have moved beyond desegregation to more closely resemble integration.

TABLE OF CONTENTS

| | |
|---|------|
| ACKNOWLEDGMENTS | v |
| ABSTRACT | vii |
| LIST OF TABLES | xiii |
| LIST OF FIGURES | xiv |
| Chapter | |
| I. INTRODUCTION | 1 |
| Statement of the Problem | 1 |
| Purpose of the Study | 3 |
| Definition of Terms | 4 |
| Significance of the Study | 6 |
| Delimitations of the Study | 7 |
| Review of Literature | 9 |
| Design of the Study | 9 |
| Analysis of Data | 11 |
| II. REVIEW OF LITERATURE | 13 |
| Definitions of morale | 13 |
| Perception | 22 |
| Importance of teacher morale | 26 |
| III. DESIGN OF THE STUDY | 31 |
| School Sample | 31 |
| Teacher Sample | 32 |
| Data Collection | 34 |
| Instrumentation | 36 |
| Validity | 37 |
| Reliability | 40 |
| Scoring | 40 |
| Teacher and school demographic information | 42 |

| | |
|---|----|
| IV. DATA ANALYSIS | 44 |
| First Question | 44 |
| Each school on all factors | 44 |
| Stanine Graph for School 001 | 45 |
| Stanine Graph for School 002 | 45 |
| Stanine Graph for School 003 | 61 |
| Stanine Graph for School 004 | 61 |
| Stanine Graph for School 005 | 61 |
| Stanine Graph for School 006 | 62 |
| Stanine Graph for School 007 | 62 |
| Stanine Graph for School 008 | 62 |
| Stanine Graph for School 009 | 63 |
| Stanine Graph for School 0010 | 63 |
| Stanine Graph for School 0011 | 64 |
| Stanine Graph for School 0012 | 64 |
| Stanine Graph for School 0013 | 64 |
| Stanine Graph for School 0014 | 64 |
| Stanine Graph for School 0015 | 65 |
| School 001 | 66 |
| School 002 | 82 |
| School 003 | 82 |
| School 004 | 82 |
| School 005 | 72 |
| School 006 | 83 |
| School 007 | 83 |
| School 008 | 83 |
| School 009 | 84 |
| School 0010 | 84 |
| School 0011 | 84 |
| School 0012 | 85 |
| School 0013 | 85 |
| School 0014 | 86 |
| School 0015 | 86 |
| All schools on each factor | 86 |
| Stanine - Factor 1. Rapport with Principal | 97 |
| Stanine - Factor 2. Satisfaction with Teaching | 97 |
| Stanine - Factor 3. Rapport among Teachers | 97 |
| Stanine Factor - 4. Teacher Salary | 98 |
| Stanine Factor - 5. Teacher Load | 98 |
| Stanine Factor - 6. Curriculum Issues | 98 |
| Stanine Factor - 7. Teacher Status | 98 |
| Stanine Factor - 8. Community Support of Education | 99 |

| | |
|--|-----|
| Stanine Factor - 9. School Facilities and Services | 99 |
| Stanine Factor - 10. Community Pressures | 99 |
| Teacher Rapport with Principal - Factor 1 | 110 |
| Satisfaction with Teaching - Factor 2 | 110 |
| Rapport among Teachers - Factor 3 | 110 |
| Teacher Salary - Factor 4 | 110 |
| Teacher Load - Factor 5 | 111 |
| Curriculum Issues - Factor 6 | 111 |
| Teacher Status - Factor 7 | 111 |
| Community Support of Education - Factor 8 | 111 |
| School Facilities and Services - Factor 9 | 112 |
| Community Pressures - Factor 10 | 112 |
| All schools on all factors | 113 |
| Second Question | 116 |
| Black and white comparisons-- median scores | 117 |
| Third Question | 128 |
| Fourth Question | 133 |
| Summary | 143 |
| V. SUMMARY AND RECOMMENDATIONS | 147 |
| Summary | 147 |
| Improvement of the Present Study | 150 |
| Future Research about School Desegregation and Morale | 151 |
| Improving Teacher Morale in Desegregated Elementary Schools | 152 |
| FOOTNOTES | 155 |
| BIBLIOGRAPHY | 157 |
| APPENDICES | |
| A. Letter of Inquiry | 160 |
| B. Follow-Up Letter | 163 |
| C. <u>Purdue Teacher Opinionaire</u> | 166 |
| D. Face Sheet | 173 |
| E. Principal Interview | 175 |
| F. and G. Raw to Stanine Conversion Information | 177 |
| H. Steps in Kendall Rank Correlation Coefficient | 180 |

LIST OF TABLES

Table

| | |
|---|-----|
| 1. Description of Sample Schools | 33 |
| 2. Median Score by Factor | 39 |
| 3. Test-Retest Correlations for <u>PTO</u> Factor and Total Scores | 41 |
| 4. Differences between Black Teacher and White Teacher Responses on the Ten Factors of the PTO. Mann-Whitney U Test | 121 |
| 5. Statements on which Black and White Agreement Differs by More than 10% | 124 |
| 6. Kendall Tau Correlation of <u>PTO</u> Factors with Total Morale | 130 |
| 7. Effect of Percentage of Black Faculty | 135 |
| 8. Effect of Years of Desegregation | 138 |
| 9. Effect of Method of Desegregation | 141 |

LIST OF FIGURES

| | | |
|--------|---|-----|
| Figure | | |
| 1-15 | Stanines--Schools 001 to 0015 | 46 |
| 16-30 | Norm Profile Charts--Schools 001 to 0015 | 67 |
| 31-40 | <u>Stanines--PTO</u> Factors 1 to 10 | 87 |
| 41-50 | <u>Norm Profile Charts--PTO</u> Factors 1 to 10 | 100 |
| 51 | Stanines--All Schools | 114 |
| 52 | Norm Profile Chart--All Schools | 115 |
| 53 | Black and White Comparison of Median Score-- All Schools | 118 |

C H A P T E R I

INTRODUCTION

Statement of the Problem

Anyone even remotely connected with the schooling process knows that it is effective people not complex programs, smooth systems, or attractive materials, that make the real difference (Robert, p. 4).

One factor contributing to the effectiveness of school personnel is that of morale. The nature of the morale in a given school situation directly affects the teacher's feelings of personal worth and professional satisfaction. These feelings are then reflected in behaviors that may have a positive or negative effect on the environment of the school, the quality of instruction, and, eventually, the learning of the students.

The elementary grades are usually the first contact children have with teachers. First impressions are often lasting ones. How a child perceives his/her first teacher can determine the frame of reference by which all other teachers will be judged. The quality of instruction received by children during these early years affects the quality of skills and knowledge they obtain through the schooling process. Bloom (1964) states that the early environment provided children is important for three reasons. "The first is based on the very rapid growth of selected characteristics in the early years and

conceives of the variations in the early environment as so important because they shape these characteristics in their most rapid period of formation" (p. 215). The second reason points out that each human development characteristic is ". . . built on a base of that same characteristic at an earlier time or on the base of other characteristics which precede it in development" (p. 215). Finally, "it is much easier to learn something new than it is to stamp out one set of learned behaviors and replace them by a new set" (pp. 215-216). Providing children with a positive environment early in the schooling process aids in insuring quality instruction and quality learning experiences; teachers are central to creating this positive environment.

Given the importance of the morale factor in teacher effectiveness, there appears to be a lack of attention paid to determining the morale of teachers in school and to improving morale when necessary. ". . . little is being done to help teachers and administrators develop and maintain feelings of personal worth and professional satisfaction because the problem of morale is related to conditions and emotions that people with status and authority do not seem able to deal with" (Robert, p. 4). These conditions and emotions such as fear, inadequacy and guilt, helplessness, hopelessness, insecurity, and frustration often appear unsurmountable to both administrators and teachers. Others in authority have not determined a need to deal with the morale issue at all. "Morale problem?" "What morale problem?" "We have no morale problem."

One important consideration associated with teacher morale that is a concern of the present study is school desegregation. Many schools have experienced the desegregation process either on a voluntary basis or through court action. While desegregation, in itself, is deemed desirable, the results may often create mutual problems (conflict, frustration, and isolation) for both black and white teachers, to say nothing of the possible problems for children. Consideration needs to be given to determining the importance of teacher morale in elementary schools experiencing the desegregation process and to determining if both black and white teachers perceive the morale in their schools in the same way.

It is necessary to understand the nature of teacher morale in elementary schools in order to better facilitate the desegregation process in these schools. The present study centers on investigating teacher morale in desegregated elementary schools.

Purpose of the Study

The purpose of this study was to determine the nature of morale in selected desegregated elementary schools. Further, similarities and differences in morale as perceived by black teachers and white teachers are described. Finally, factors in the school environment that contribute to teacher perceptions of morale are identified. Specifically, four research questions give direction to this study:

- What are the teacher perceptions of morale in selected desegregated elementary schools?
- What are the similarities and differences in the perceptions of morale between black teachers and white teachers?
- What are the factors in the school environment, as measured by the Purdue Teacher Opinionaire, that contribute positively or negatively to black teacher and white teacher perceptions toward morale?
- What is the relationship between black teacher and white teacher perceptions toward morale and selected demographic variables?

Definition of Terms

For the purpose of this study four terms are defined. They are: morale, perception, desegregated schools, and integrated schools. The term "integrated schools" is discussed to assist the reader in distinguishing between a desegregated school and an integrated school. It is important to differentiate between these two terms because they are often used interchangeably. However, they are not the same. Both terms deal with the same societal problem of discrimination, yet they differ in the depth and scope by which they attempt to rectify the problem.

Morale: "Morale is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his [sic] total job situation" (Guion, p. 62).¹ Guion further states that this definition contains five attributes which are essential to an adequate concept of morale:

1. It recognizes the dynamic complexity of morale.

2. It considers morale as basically an attribute of the individual. Groups can be described in terms of morale, but such description takes as its point of departure the perceived satisfaction of the individuals within the group.
3. It states that morale exists with reference to the job.
4. It recognizes the role of the motivational process in morale. It implies that an individual may have many needs, and that these can be satisfied either objectively or within the perceptions of the individual by her/his job.
5. It applies to employees at any job level or in any job classification.

Perception: The process by which people receive stimuli from the environment. We act on stimuli as we receive them. ". . . a need or an emotion may determine the direction of attention and markedly influence the perception and apperception (interpretation) of external occurrences" (Murray, pp. 65-66). As we receive a stimulus, we transform it into a sense impression. What we perceive, the sense impression, has been filtered through our senses and may or may not be an exact replica of the stimuli.

Desegregated Schools: Schools where ". . . children of different ethnic backgrounds are placed together within a common physical space" (Gerard, p. 302). Schools whose population contains both black and white students. For the purpose of this study, it was intended that the student population of each school be no less than five percent of the minority racial group (5% black or 5% white) to be considered desegregated. It was also intended that the schools possess a desegregated faculty with no less than three percent of the minority group (3% black or 3% white).

Integrated Schools: Schools in which there is a true acceptance of cultural diversity. Integrated schools may include curriculum modifications, changes in the school organization, and a redistribution of decision-making roles in order for students of all races, colors, religions, social, and economic backgrounds to share a mutually positive educational experience. At their most idealistic level, integrated schools provide a ". . . multiracial and multicultural environment--where different groups are allowed to mix or separate as they wish in expressing their lifestyles, but where no one suffers negative consequences because of his or her individual or collective choice" (Sedlack and Brooks, p. 125).

Significance of the Study

This study is significant in that it provides a rationale for including morale as a viable factor in determining teacher effectiveness. It provides information which will aid in diagnosing the nature of teacher morale within elementary schools. It also provides information which, according to Rempel and Bentley, ". . . can be used as a basis for cooperative efforts to improve existing conditions which affect morale and to develop in-service procedures that will upgrade the environment in which students, teachers, and administrators work" (1964, p. 641).

This study is also important because it suggests that the utilization of teacher perceptions is a viable way to determine teacher morale. The study uses teacher perceptions as a possible

way to better determine the link between what teachers perceive and how they behave. It examines the transactional relationship between the views teachers have toward morale and their behavior that can help us better understand what can be done in schools to change conditions that produce negative morale and build conditions that foster positive morale.

Finally, the study provides valuable insight into the factors influencing teacher morale in the desegregation process. It points out which factors contribute to both positive and negative morale in desegregated elementary school settings. It also suggests recommendations that will aid in facilitating a better, smoother transition for teacher participation in the desegregation process.

Delimitations of the Study

The following seven delimitations should be kept in mind when reading this study. First, because the researcher used teachers in the elementary grades, the resulting data is not generalizable to teachers in secondary schools or on other grade levels.

Secondly, the population of schools used was selected from those which responded positively to the researcher's request for permission to administer the questionnaire. Therefore, it does not represent a random sample of desegregated elementary schools.

The third delimitation also involves the school sample. All schools within the sample used for this study do not meet the researcher's definition of "desegregated." Although all schools

do meet the qualifications of desegregation for the student population, some schools have less than 3 percent minority faculty. These schools with less than 3 percent minority faculty remained in the study because they responded positively to the researcher's request for permission to administer the questionnaire.

The fourth delimitation is indicated because some schools involved in the study have moved from being desegregated toward being integrated. It can be assumed that the closer a school moves toward integration, the higher the morale. Also, in an integrated school setting there might be a closer similarity between the morale of black teachers and the morale of white teachers.

The fifth delimitation involves the administration of the questionnaire. In situations where principals administered the questionnaire, the teachers' responses may have been affected in that they may see the principal as an authority figure. The administration of the questionnaire by an authority figure may have prohibited the teachers from answering freely.

The sixth delimitation also involves the questionnaire. The Purdue Teacher Opinionaire was not designed for desegregated schools but for sampling teacher morale in general. Therefore, there are no statements which directly address student or teacher involvement within a desegregated setting. Of the few instruments available for sampling teacher morale, the PTO appeared to be the most complete. Also the PTO has been standardized which allows for comparison with a norm population.

Finally, the number of variables affecting morale in any school situation as well as in the desegregation process are too numerous to insure the inclusion of all possibilities within this study.

Review of Literature

The purpose of the review of literature is to establish a conceptual platform for conducting the present study. The review of literature consists of three parts. The first part examines various definitions of morale and delineates a definition to be used in the present study. The second section considers perceptions as a viable way to determine morale. Finally, the last part explores the importance of teacher morale in desegregated elementary schools.

Design of the Study

The design of this study consists of the sample, the data collection procedures, and the instrumentation. The data analysis is discussed under a separate heading.

The school sample consists of fifteen desegregated elementary schools from urban and suburban communities in New Jersey and Connecticut. Within these schools an attempt was made to sample the total universe of teachers (430); however, only 276 teachers completed and returned the questionnaire. Of those 276 teachers, 34 are black and 235 are white.

Data was collected through the administration of the Purdue Teacher Opinionaire by the researcher and two graduate student

assistants at teachers' meetings held in the sample schools. In several schools, teachers' meetings proved impossible to arrange, therefore, the researcher delivered the questionnaire to the principals or contact persons and explained the directions for its administration. Teachers completed the questionnaire, sealed their responses in individual envelopes to insure confidentiality, and returned the responses to the principal or contact person. The data were then returned to the researcher by mail.

The Purdue Teacher Opinionnaire was the instrument used in this study. This questionnaire consists of one hundred items selected and arbitrarily grouped to sample ten factors of morale: (1) rapport with principal; (2) satisfaction with teaching; (3) rapport among teachers; (4) teacher salary; (5) teacher load; (6) curriculum issues; (7) teacher status; (8) community support of education; (9) school facilities and services; and (10) community pressures. A face sheet accompanies the Purdue Teacher Opinionnaire which gives the rationale for the study and explains the procedure used during the administration of the questionnaire. This face sheet also requests that each teacher state his or her race.

Certain demographic information was collected by the researcher either by interview, direct observation, or questionnaire directed toward the school principal or other contact persons. This information includes: size of school populations (numbers of black students, numbers of white students, numbers of black teachers, numbers of white teachers), how long the school had been desegregated, and the method of school desegregation (voluntary or court ordered).

Analysis of Data

Data are grouped and analyzed according to each research question. The first question (What are the teacher perceptions of morale in the selected desegregated elementary schools?) used descriptive statistics to analyze and report perceptions of teacher morale. Norm profiles for each school were calculated by establishing the median scores for the ten factors on the Purdue Teacher Opinionnaire (PTO). Mean scores were converted, using a raw-to-stanine conversion table, in order to provide a basis for comparing the level of morale of teachers in a particular school within the study with the norm population of teachers. Data from question one are reported in several ways. First, data are presented by each school on all ten factors as well as by each school on the total of all ten factors. Then, data are presented across all schools as seen by all teachers in the sample on all ten factors and on the total of all ten factors.

On the second question (What are the similarities and differences in the perception of morale between black teachers and white teachers?) the median scores on all ten factors for all black teachers are compared with the median scores for all white teachers within the sample desegregated elementary schools. Then, the Mann-Whitney U test was used to analyze the differences between black teacher and white teacher responses on all ten factors of the PTO. Finally, the PTO statements on which sample black teachers' and sample white teachers' agreement differs by more than ten percent were delineated.

On the third question (What are the factors in the school environment, as measured by the Purdue Teacher Opionaire, that contribute positively or negatively to black teacher and white teacher perceptions toward morale?) data were analyzed using the Kendall Rank Correlation Coefficient (TAU). These data are reported across all schools on each of the ten PTO factors.

Finally, on the fourth question (What is the relationship between black teacher and white teacher perceptions toward morale and selected demographic variables?) the Mann-Whitney U test was used to compare the similarities and differences between black teacher and white teacher morale scores across all sample schools and selected demographic variables. These variables include: the size of the teacher population in each sample school (numbers of black teachers, numbers of white teachers); the length of time the school has been desegregated; and the method of desegregation (voluntary or court ordered). Data are reported according to these three demographic variables.

The organization of the chapters to follow includes the review of relevant literature in chapter 2 and a description of the sample population, the research procedures, and instruments used in the study in chapter 3. Chapter 4 contains the statistical analysis of the data generated by the sample while chapter 5 summarizes the study and offers recommendations.

CHAPTER I I

REVIEW OF LITERATURE

The purpose of this chapter is to establish a conceptual platform for conducting the present study. The review of literature consists of three parts: the first part examines various definitions of morale and delineates a definition to be used in the present study; the second part considers perceptions as a viable way to determine morale; finally, the last part explores the importance of teacher morale in desegregated elementary schools.

Definitions of Morale. Morale is a concept which presents great difficulty to those attempting to define it. Rempel and Bently, authors of the Purdue Teacher Opinionnaire state:

Morale is a phenomenon that is greatly discussed and little understood. Although it is recognized as a powerful force, it is difficult to define in precise and unequivocal terms. Nevertheless, there is general agreement that morale is a vital ingredient in the success of any human enterprise (1970, p. 534).

Claude Mathis also reiterates the difficulty in defining morale: "Despite the generosity of research, morale still remains a variable which is difficult to define, although there is no doubt that the phenomena is [sic] real and does account for variations in behavior" (p. 275). Guion, at a symposium on industrial morale, stated, "I felt that I could perhaps contribute to the terminological confusion already surrounding the word 'morale.' In

the interest of time, I'll center my sights on this word and not worry much about the overall verbal chaos in which we find related words like 'job satisfaction,' 'attitudes,' and the like" (p. 59).

Early attempts to define morale looked to the business world and were equated with these same terms "job satisfaction" and "work attitudes." In defining morale, Mathis states that, "Morale should be reflected in the attitudes a person has about himself [sic] and about persons and things in his behavioral field" (p. 276).¹

Blum views morale as a global concept, embracing the individual's work attitudes and job satisfaction but not reducible to either of them. According to Blum, work attitudes contribute to job satisfaction, and job satisfaction to morale. Viteles regards morale as the "we-feeling" or cohesiveness of a group, while Porter, Lawler and Herzberg declare that morale is "ego involvement in one's job."²

Students in a seminar conducted by Guion offered as other definitions of morale "the absence of conflict," "a feeling of happiness," "good personal adjustment," "a collection of job related attitudes," and "the personal acceptance of the goals of the group."

Ross Stagner expounds further on this last definition:

Morale, I think, must always be defined in terms of an individual-group relationship, it is an index of the extent to which the individual perceives a probability of satisfying his own motives through cooperation with the group. Obviously, then, there is no such phenomenon as morale in general, the state of an individual's morale must be gauged relative to some specific group, such as his company, his informal work group or his union" (p. 64).

Raymond Katzell (1958) states that morale is, "in its current status, a hypothetical construct rather than an empirically observed variable" (p. 72), as it involves words not wholly reducible to empirical laws. Katzell further states "the validity of the empirical laws is not a sufficient condition for the truth of the concept, in as much as it contains surplus meaning, and the quantitative form of the concept is not obtainable simply by grouping empirical terms and functions" (p. 72). Morale is roughly analogous to such constructs as "anxiety," "libido" or various personality traits. Morale, as a construct, comprises a network of associations or propositions which relate various observables (or additional constructs) to one another. Katzell offers as his definition, "Morale is a condition of congruent motivation among members of a group, resulting in relatively high levels of energy--expenditure toward common goals having positive valence" (p. 73). He delineates the kinds of variables included in the morale construct:

1. The members' understanding of and identification with group goals.
2. The extent to which the incentive system provides positive rather than negative or no reinforcements, or at least promises to afford such reinforcements.
3. The degree to which group objectives are realized.
4. The cohesiveness of the group.
5. Levels of job satisfaction, viewed as a function of the relative levels of individual goal realization and frustration.³

Many of the definitions of morale offered by educators or by those attempting to study morale within an educational setting are based on or determined by morale definitions derived from the fields of business and industry. "The emphasis and magnitude of studies dealing with the relationship between morale and productivity in industry and the paucity of information in the field of education dealing with this subject signifies a need for study of this relationship" (Cooper, p. 1). Attempts to define teacher morale, as in business and industry, point to its complexity in nature and structure. "Many investigators have treated teacher morale as though it were unidimensional; yet, one of the few points of agreement among recent investigators is that morale is multidimensional."⁴ In his definition of morale, Marc Robert gives some indication of the multidimensional aspects involved.

Good morale means feeling good about your job content (what you do) and your job environment (where you do it). Educators' job content consists of their individual and combined efforts to help children learn. Their job environment is the physical and human environment of the school and its office. Lack of significant payoff in either of these two areas leads inevitably to poor morale, and its attendant problems (p. 20).

John Suehr says of morale, "Some maintain that low or high morale in the case of teachers is a project not only of environmental conditions, but also of the personality of the teacher" (p. 75). The complexity of morale is also delineated by Blumberg and Weber:

Morale, as it is conceived of here, assumes, first of all, that one's basic needs for economic and physical security are, or will be relatively well met. It is not rational to think that a high state of morale will exist in a work situation, no matter what the job or interpersonal ingredients are, if a person is hard pressed financially or has high concern about his health and safety. . . . That is, we assume a high morale situation to exist where a relatively competent person has reasonable freedom of action, has a sense of being involved in problem-solving with others who are part of his work, is dealt with as a person, and is relatively free from external evaluation (p. 112).

Of teacher morale, Geoffrey Coverdale states, "It concerns the mental or emotional attitudes of teachers towards the components of their job. It takes into account the atmosphere or 'climate' in which they work and their individual orientation towards their task. It is essentially a reflection of how one feels about things, and is therefore a matter of subjective perception rather than objective fact" (p. 3). As a group phenomenon, Coverdale says that morale is expressed by:

- a. tenacious persistence and energy in enduring and attempting to overcome difficulty and frustration
- b. enthusiasm and zealous striving in pursuit of the school's objectives
- c. group cohesion and co-operative functioning of the teachers who comprise the staff of a school.⁵

Low morale is indicated by:

- a. a tendency to elevate personal interest above the purpose of the enterprise
- b. failure to derive personal satisfaction from group achievement

- c. behavior that is obstructive and non-contributory to the common purpose.⁶

Finally, about morale, Coverdale states:

Clearly, morale implies some human quality which prompts a person to produce at maximum output, and without which he cannot perform at his best. It is associated with a forward-looking, healthy and confident state of mind and includes such attributes as persistence, enthusiasm, zeal and pride. It can usually be increased by favorably modifying any condition that will increase job satisfaction.⁷

The definition of morale used in the present study was determined by Robert Guion. While this definition has specific reference to problems of morale in business and industry, it appears to be equally applicable to education, and thus to teachers. Guion's definition states, "Morale is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation" (p. 62). This definition contains five attributes which are essential to an adequate concept of morale.

1. It recognizes the dynamic complexity of morale.
2. It considers morale as basically an attribute of the individual. Groups can be described in terms of morale, but such a description takes as its point of departure the perceived satisfaction of the individuals within the group.
3. It states that morale exists with reference to the job.
4. It recognizes the role of the motivational process in morale. It implies that an individual may have many needs, and that these can be satisfied, either objectively or within the perceptions of the individual by her/his job.

5. It applies to employees at any job level or in any job classification.

The attributes appear to allow for, and/or take into consideration, the most important aspects of most of the previously mentioned morale definitions.

The first attribute points out the "dynamic complexity" or multidimensional aspect of morale. "It tells us that morale is not a single dimension but that it has many components or factors. It asks only that the factors be defined in terms of human need rather than in terms of environmental sources of satisfaction of those needs."⁸ Research by Rempel and Bentley supports this attribute. This research, conducted over an eight-year period, indicated "that teacher morale is influenced by many personal and situational factors. Significant differences were found to exist with respect to such characteristics as sex, age, teaching experience, and professional preparation" (1970, p. 534). For the purpose of their morale survey, the Purdue Teacher Opinionnaire (PTO), Rempel and Bentley identified ten factors of teacher morale. These ten factors are: teacher 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 pressures. Other works on the complexity of teacher morale include Robert Coughlan's study (The School Survey, 1964) in which he identified thirteen factors of teacher morale under four major headings (administrative operations, working relationships, school effectiveness, career

fulfillment), and John Suehr's study of morale in education which delineated additional factors significantly related to teacher morale. Suehr's factors, which gave indication of morale not only as a product of environmental conditions but also of the personality of the teacher, included: perceived IQ of the teacher; teacher's own placement in childhood family; parents' perceived happiness with their occupations; fulfillment of parents' expectations; and degree of ambition, etc.

The second attribute, which considers morale as "an attribute of the individual," gives direction for collecting data about morale in educational settings. The PTO, The School Survey, as well as other instruments used to determine the nature of morale in schools, poll individual teachers on their perceptions of certain factors shown to give indication of teacher morale. This information, gained from perceptions of individual teachers, is then synthesized, analyzed, and reported to give indication of the group morale in a given school or a given set of schools.

The third attribute, "that morale exists with reference to the job," brings to mind again the thoughts on morale by Claude Mathis. "Morale should be reflected in the attitudes a person has about himself and about persons and things in his behavioral field. With respect to the research reported here, these attitudes center around the school environment" (p. 276). Both the PTO and The School Survey utilize aspects of teachers' work environments and their attitudes toward teaching as well as their attitudes toward their

teaching situation to identify dimensions underlying teacher morale.

"The role of the motivational process in morale" is recognized in the fourth attribute of Guion's morale definition. Marc Robert states, "School morale is directly related to personal and group incentive, or payoff. It is critical that this fact be kept constantly in mind if any kind of improvement in school climate is to occur" (p. 41). Robert lists four corollary questions to be considered when attempting to develop activities to increase personal and/or group "incentive" or "payoff." These questions are:

1. Will it make the participants feel accepted and worthwhile?
2. Will they feel a sense of ownership related to the activity?
3. Will they feel some personal or collective professional power?
4. Is there a good possibility of early and visible success in this undertaking?

The reference to the satisfaction of individual needs within this attribute recalls an aspect of the morale definition by Blumberg and Weber mentioned earlier. "Morale, as it is conceived of here, assumes, first of all, that one's basic needs for economic and physical security are, or will be, relatively well met" (p. 112).

Finally, the fifth attribute, which denotes that morale "applies to employees at any job level or in any job classification," also points to the all-inclusiveness of Guion's morale definition. This attribute suggests that morale is certainly a

consideration, or should be a consideration, when regarding teachers and teaching. Surely teaching is a job classification and teachers are employees.

The purpose of this section of the review of literature is to share with the reader various definitions of morale. The complexity and multidimensional aspect of morale is demonstrated. Also, one morale definition is selected so as to provide direction and understanding as to what is meant by "morale" as mentioned in the remainder of this study.

Perception. The second section of the literature review considers perception as a viable way to determine morale. Perception is defined in chapter 1 as the process by which people receive stimuli from the environment. What is perceived, the sense impression, is filtered through the senses and may or may not be an exact replica of the stimuli.

No matter what we are told, our own perceptual field will always seem real, substantial and solid to us. It is the only field and the only reality we can directly experience. It includes all the universe of which we are aware--including not only the physical entities as justice, injustice, and public opinion. It also includes experiences of love and hate, of fear, anger, and human compassion which do not exist outside the experiences of people.⁹

Combs, Avila and Purky concur: "We are governed by perceptions in everything we do, from the simplest to the most complex of behaviors. We do not step out in the street unless we believe the cars will stop" (p. 9).

Perception is selective. Kelley states, "We do not see everything in our surroundings. There are thousands of coincidences in the situation in which we find ourselves at any point of time. To perceive them all would cause pandemonium. We therefore choose that which the self feeds upon" (p. 65). Also, at any given time, a person's perceptual field contains many differing perceptions; however, the person's degree of awareness of these perceptions varies in that some are vague while others are sharply focused. These latter give direction to the person's present behavior. Additional factors which appear to determine perception are need and purpose. ". . . A need or an emotion may determine the direction of attention and markedly influence the perception and apperception (interpretation) of external occurrences."¹⁰ Kelley also states:

There is ample evidence now to show that all living tissue is purposive, and of course, in man the purpose is partly, but only partly, on the conscious level. In perception it operates automatically most of the time. And so, just as we do not eat everything, our psychological selves are particular as to what they feed on. What they take in has to suit their purposes, and fit onto their past experiences.¹¹

To further highlight the relationship between perception as it relates to past experiences, Combs (1962) states, "A person's behavior is, indeed, a result of his past experiences, his life history. How he behaves right now, however, results from his ways of seeing, learned from his past experiences, to be sure, but existing in his present perceptions at this time" (pp. 75-76).

Though perception occurs automatically, "some perceptions cannot be made until others have preceded them--that is, some differentiations can only occur when those prior perceptions on which they are dependent have been experienced."¹² Also, Combs states:

Perceptions are within the individual and will not be brought out unless the climate outside is safe for them. No one can force them out. They come out only when the perceiver feels that he wants them to be presented, and he will not bring them out in the classroom or anywhere else if there is danger that they will be attacked or ridiculed (p. 70).

There is a significant relationship between the behavior of an individual and his or her perceptions. It is each person's belief that his or her perceptions are the real view of the world. He or she acts on the basis of that perception unaware that the next person's perceptions may create a different reality which causes that person to act in a dissimilar manner toward the same phenomenon. Perceptual psychologists have stated that all behavior is a product of the perceptual field of the behavior.

The perceptual view of human behavior holds that the behavior of an individual is a function of his ways of perceiving. This is to say, how any person behaves at a given moment is a direct expression of the way things seem to him at that moment. People do not behave according to the "facts" as they seem to an outsider. . . . What a person does, what a person learns, is thus a product of what is going on in his unique and personal field of awareness. People behave in terms of the personal meanings (perceptions) existing for them at the moment of action.¹³

In addition, ". . . if intelligence is the capacity for effective behavior, the intelligence of an individual will be dependent upon

the richness and variety of perceptions possible to him at a given moment."¹⁴

It is necessary to consider perception when attempting to modify the behavior of a group or an individual. Kelley states, "An educational system that hopes to change behavior must do more than provide facts; it must deal actively with meaning or personal perceptions" (p. 68). Also, "for maximum growth the helper must explore not his own behavior but his system of beliefs or perceptions."¹⁵ Communication is always important when effecting behavioral change. "The presence of common meaning in the perceptual field of different persons makes communication possible. It also makes possible the understanding and prediction of the behavior of other people."¹⁶

As individuals' behaviors and ways of looking at things are determined by their perceptions, it is necessary to gain insight into teachers' perceptions when examining morale in desegregated elementary schools. The behaviors of teachers as they teach their students and interact with peers, administrators, and parents must surely be determined by their perceptions. In order to support positive behavior and improve negative, ineffective behavior (thereby improving the quality of instruction for students), it is necessary to obtain knowledge regarding teachers' perceptions. One way of doing this is to ask questions of each teacher which indicate their perceptions.

Pending the development of a measuring instrument which is independent of rationalization and falsification, we are inclined to accept the subjects' own estimate of his satisfaction as the best criterion, and to regard a dissatisfied workman as a dissatisfied workman, whether his dissatisfaction is the result of rationalization, supervision, or indigestion.¹⁷

Therefore, when examining morale in the selected desegregated elementary schools, it was necessary to tap the morale "perceptions" of the teachers involved in this study.

Importance of teacher morale. This final section of the literature review explores the importance of teacher morale in desegregated elementary schools. The business and industrial world has become increasingly aware of the importance of developing and maintaining good staff morale. Building on previous business and industrial literature and research, educators also delineate the importance of morale and morale improvement for educational organizations in general.

Undeniably, teacher morale is recognized by school administrators as one of the key ingredients in the development of a successful educational organization. Many progressive school leaders cultivate the morale of their staffs with no less determination than they apply to such time-honored needs as those of the students, parents and boards of education. In fact, it is not surprising to find that increasing numbers of school administrators feel that, indeed, the very needs of the students, parents and school boards can be dealt with more effectively through concern for teacher morale.¹⁸

Marc Robert feels strongly about the need for improvement within schools: "My observations in recent years validate this disenchantment and convince me that, unless we begin dealing in practical and well-organized ways with the deteriorating morale among the adults who work in schools, our chances for improving the learning climate for students will be irreparably damaged" (p. 4).

Student behavior is affected by the emotional demeanor of teachers. There is evidence that high teacher morale increases student achievement.

Strosberg (cited in Cooper, 1977) conducted an investigation into the relationships between quality education and teacher morale in selected schools in Orange County, Fla. His results indicated that the morale of the teacher varied with the quality of the educational program. Teachers in schools with high-quality educational programs responded with a higher morale score than teachers in the low-quality schools. These studies consistently pointed to the fact that the morale of the teacher was related to achievement of the learners. High teacher morale and high student achievement indicated that teaching was well done.¹⁹

There are a plethora of authors and researchers who have attempted to define the conditions which cause poor morale and then to determine what is needed to facilitate high morale. Marc Robert (1976) lists the following as causes of poor morale within schools: fear; guilt (inability to deal with today's children); rage and helplessness; insecurity; hopelessness and resignation; frustration and paper fatigue; and alcohol and increased drug consumption. Robert further cites disappointment in "experts," the lack of a profit motive, no quantifiably measurable product, no control over raw materials (the children), uncontrolled interferences, and education as a declining industry as factors contributing to poor morale among teachers. Geoffrey Coverdale (1975) points out as additional features of low morale: a tendency to elevate personal interest above the purposes of the enterprise, failure to derive personal satisfaction from group achievement, class size leading to waste of time, the demanding nature of the work, the existing system of inspection, salary unrelated to training or importance of work, and insufficient recognition of the teacher's role in matters concerned with equalizing opportunity and helping to overcome the problems of the pupil. Numerous studies

point to relationships between administrators and teachers as key to teacher morale. Brown and Sikes (1978) in their study of directors of curriculum and instruction as related to perceptions of leader behavior conclude:

The results of the study support the theory that morale is related to perceived leader behavior. Theoretically, in modern society, the best way to accomplish a task or mission is for the superordinate to treat his subordinates with consideration so that there will be a high degree of group cohesion and teamwork. The implication is that educational leaders should have as a primary personal and professional goal the development of skills and insight in leader behavior. Such skills and insight should maximize understanding of interpersonal relations and thereby contribute to high morale of subordinates (p. 126).

Blumberg and Weber, when studying teacher morale and perceived supervisor behavioral style state that, ". . . the behavioral style of a supervisor, as seen by a teacher, is related to the morale of the teacher" (p. 112). The supervisor and/or administrator most closely associated with the teachers is the principal. Researchers agree that the school climate is closely associated with teachers' perceptions of the role of the principal. Magoon and Linkous state: "The principal holds the key to staff and student morale. His or her actions, the quality of the decisions, and the perceptions of associates regarding overall behavior will determine staff morale" (p. 25).

Given the importance of teacher morale to education in general, what, then, is the importance of teacher morale when considering desegregation in elementary schools? Craig and Henry (1971) found that though many problems faced by teachers in newly "integrated" schools

were real, many other problems ". . . exist more frighteningly in the teacher's imagination and anticipation than in his actual experience" (p. 546). These real and/or perceived problems may greatly affect teacher morale. Banks, in his article on the desegregation of schools in the city of Louisville and in Jefferson County, Kentucky, delineates the effects change brought upon teachers: "With so many changes impinging on Jefferson County teachers at once, it was predictable that teacher morale would drop to rock bottom. Some personnel required hospitalization. One doctor coined the term 'teacher syndrome' to describe symptoms of nervousness, sleeplessness, intestinal pain, and muscular tightness" (p. 558). "Teacher syndrome" in the Jefferson County schools brought about by the desegregation of its schools appeared to be caused by fear, unpreparedness to handle differences in pupil ability or learning style, and reduced community support. The latter played an important part in the reduction of teacher morale. Banks says:

Outside influences affecting morale included manifestations of public frustration and resentment, which often made teachers (according to our respondents) feel that they were cast in the role of "villain." Indeed, some anti-busing leaders publicly proclaimed that efforts to immobilize the schools "against the Communist forces of tyranny" were subverted, in their judgment, by teachers who showed up for work (p. 558).

How teachers in desegregated schools perceive their job situation is related to how they perceive the responsibilities of teaching minority students. Robert Spillane (1967) found that less than one out of ten teachers teaching in predominantly black schools wanted to

continue in their present assignments. Further, many teachers in these schools saw the work as a transient occupation and viewed their job unsatisfactorily. As black students move from predominantly black schools to desegregated schools, many of the attitudes and feelings teachers have about teaching black students are the same. Dealing with these attitudes on a daily basis in conjunction with all the other factors known to bring about poor teacher morale result in additional stress and anxiety and increasingly poor teacher morale.

This chapter has examined various definitions of morale and clarified the definition used in this study. Also, perception as a viable way to determine morale was considered, as well as the importance of teacher morale in desegregated elementary schools.

C H A P T E R I I I

DESIGN OF THE STUDY

The purpose of this chapter is to describe the research methodology used in the present study. This chapter contains an explanation of the school sample and the teacher sample. The research design, including a description of the data-collecting procedures and survey instrument, is delineated.

School Sample

An initial attempt was made by the researcher to obtain a purposeful sample of desegregated elementary schools which would represent a microcosm of different kinds of problems and accomplishments. The intent was to find twenty desegregated elementary schools from a wide geographic area including New England, the Middle Atlantic States, and the South which would have had both large and small populations from rural, suburban, and urban areas. Also represented would have been schools that had recently undergone the desegregation process and those that had been desegregated for some time as well as schools that desegregated voluntarily and under court order. This geographic sample was attempted in order to make it possible for the researcher to generalize about teacher morale in desegregated elementary schools.

Eleven school systems located in New England, the Middle Atlantic States, and the South were contacted by letter to determine their

interest in participating in this study. Six of these school systems returned postcards indicating that they were "not interested in participating in this project." These six systems included all of those located in the South and two school systems located in the Middle Atlantic States.

Within the five remaining school systems fifteen desegregated elementary schools responded positively to the request for permission to survey their teachers. These fifteen schools represented two basic geographic areas and five communities. Five schools were located in a suburban community adjacent to Hartford, Connecticut. The remaining ten schools were located in four urban and suburban communities in middle and northeastern New Jersey. There were schools with both large and small student populations ranging in size from 217 students to 823 students. Schools that have recently undergone the desegregation process and those that have been desegregated for quite a while are both represented. Ten schools have been desegregated for five years or longer, and five schools for less than five years. Eight schools desegregated voluntarily, and seven were desegregated as a result of a court order.

Teacher Sample

Within the fifteen selected desegregated elementary schools an attempt was made to sample the total universe of teachers. Of a possible 430 teachers, 276 completed and returned the questionnaire. This response represents 64% of the total possible teachers within the

TABLE 1
DESCRIPTION OF SAMPLE SCHOOLS

| School | Location | Total Teacher Population | | | Sample Teachers | | | Method of Desegregation | Number of Years Desegregated | | |
|--------|----------|--------------------------|-------|-------|-----------------|-------|-------|-------------------------|------------------------------|---------------|-------|
| | | Total | Black | White | Other | Total | Black | | | White | Other |
| 001 | Suburban | 76 | 12 | 63 | 1 | 53 | 7 | 45 | 1 | Voluntary | 7 |
| 002 | Suburban | 28 | 2 | 26 | | 17 | 1 | 16 | | Voluntary | 7 |
| 003 | Suburban | 21 | 1 | 20 | | 18 | 1 | 17 | | Voluntary | 7 |
| 004 | Suburban | 19 | 2 | 17 | | 19 | 2 | 17 | | Voluntary | 8 |
| 005 | Suburban | 19 | 1 | 18 | | 19 | 1 | 18 | | Voluntary | 7 |
| 006 | Suburban | 26 | 10 | 12 | 4 | 10 | 3 | 3 | 4 | Court-ordered | 3 |
| 007 | Suburban | 22 | 4 | 18 | | 14 | 1 | 13 | | Court-ordered | 9 |
| 008 | Urban | 24 | 3 | 21 | | 13 | 2 | 11 | | Court-ordered | 3 |
| 009 | Urban | 18 | 2 | 16 | | 18 | 2 | 16 | | Court-ordered | 3 |
| 0010 | Urban | 20 | 1 | 19 | | 20 | 1 | 19 | | Court-ordered | 10 |
| 0011 | Suburban | 40 | 3 | 35 | 2 | 13 | 3 | 9 | 1 | Voluntary | 5 |
| 0012 | Suburban | 44 | 8 | 33 | 3 | 18 | 6 | 12 | | Voluntary | 5 |
| 0013 | Suburban | 34 | 4 | 28 | 2 | 6 | 1 | 5 | | Voluntary | 5 |
| 0014 | Suburban | 18 | 2 | 16 | | 18 | 2 | 16 | | Court-ordered | 2 |
| 0015 | Suburban | 21 | 1 | 19 | 1 | 20 | 1 | 18 | 1 | Court-ordered | 2 |
| Total | | 430 | 56 | 361 | 13 | 276 | 34 | 237 | 7 | | |

fifteen schools. The possible number of black teachers within the fifteen schools was 56; of that number, 34 returned the questionnaire. This response represented 61% of the total possible number of black teachers. The possible number of white teachers was 361, of which 235, or 65% of the total, returned the questionnaire. Twelve was the possible number of teachers representing other nationalities; 7, or 54% of the total possible, returned the questionnaire. These 7 responses, however, are not included in the analysis of data as they do not directly pertain to black or white teachers' perceptions of morale. Descriptive data regarding the teacher sample is illustrated in table 1.

Though the researcher attempted to sample the total universe of teachers within the fifteen schools, this proved impossible for several reasons. Some teachers were absent from school on the day the data were collected. In five schools, data were collected one to two days prior to school festivities (Halloween). The students were excited and the teachers were exceptionally busy "keeping order" and preparing celebrations. Also, and perhaps most important, the teacher responses seemed lower in schools in which the researcher or an assistant did not collect the data but allowed the data to be collected by the principal or contact person.

Data Collection

The researcher made an initial contact by letter to superintendents and principals of schools thought to be desegregated (see appendix A). Knowledge of such schools was gained through contact

with university professors, colleagues, and associates. This initial letter explained the purpose of the study and the criteria by which schools were eligible to participate. It also requested permission to use their school or schools in the research if they conformed to the stated definition of desegregation. As schools responded positively to the request, the researcher contacted the principal by telephone and arranged a date and time to administer the questionnaire. This telephone call was followed by a confirmation letter (see appendix B). In eleven schools, principals arranged for teacher meetings to be held either before or after school. During these meetings, the researcher and two graduate student assistants administered the questionnaire and collected the data. Prior to arriving at these teacher meetings in the eleven schools, the researcher held a training session for the two assistants who helped in the administration of the instrument. During this training session, the directions and procedures for administering the questionnaire and collecting and assembling the data were delineated.

In four schools teacher meetings proved impossible to arrange. For these four schools the researcher delivered the questionnaire to a principal or contact person and explained the directions and procedures for its administration. Included with the questionnaire were the directions for administering it, individual envelopes, and large self-addressed, stamped envelopes. Teachers completed the questionnaire, sealed their responses in individual envelopes to insure confidentiality, and returned them to the principal or contact person. The data were then returned to the researcher by mail.

Instrumentation

The questionnaire used in this study was the Purdue Teacher Opinionnaire (PTO). It was designed to provide a measure for teacher morale. Its authors, Bentley and Remple, declare that its usefulness is ". . . to school administrators, school staffs, and researchers who desire an objective and practical index of teacher morale in particular schools or school systems."²⁰ The PTO provides specific and valid information about crucial problems and tensions which concern the faculty and have an adverse effect on their morale. It also provides an understanding as to how teachers feel about their particular school situation and allows for comparisons among teachers when grouped by schools, grade levels, age, and other designated independent variables.

The Purdue Teacher Opinionnaire consists of one hundred items selected and arbitrarily grouped to sample ten factors or dimensions of morale. Following is a brief description of the ten factors included in the revised PTO.

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" focuses on a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interest, and competency of his peers.

Factor 4 - "Teacher Salary" pertains primarily to 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 feeling about the 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.²¹

Validity. The first form of the PTO, developed in 1961, consisted of 145 items and was administered in experimental form to a large representative sample of high-school teachers. This instrument was

validated by the authors against peer judgments made by fellow teachers. These peer judgments were obtained from the teachers at the time they responded to the PTO by attaching a rating form to it. Teachers were asked to identify by name on the rating form from three to ten teachers in their school whom they considered to have the highest morale, and also to select an equal number whom they considered to have the lowest morale. On the basis of these peer judgments, "high," "middle," and "low" teacher morale groups were identified. To determine the instrument's validity against the peer judgment criterion, mean PTO scores were calculated for each of these groups. Differences among the three groups were in the expected direction and significant beyond the .05 level.

In the revised 100-item form of the PTO, an indication of the validity is based on a study of the morale of 3,023 teachers in 76 Oregon and Indiana schools. In this study, principals were asked to react to the PTO items as they believed the faculty would react. As noted in table 2, differences between the median scores for teachers and the median scores for principals were not significant. This lack of significance is an indication that the instrument (the PTO) has content validity in that the PTO's content comprises an adequate definition of what it claims to measure. In addition, in other studies in which the PTO has been used, "it has been found to discriminate sharply among different schools, and also among the individual teachers in a particular school."²²

TABLE 2
MEDIAN SCORES BY FACTOR

| Factors | <u>Teachers</u> | | <u>Principals</u> |
|---------|-----------------|--------|--------------------|
| | Indiana | Oregon | Indiana and Oregon |
| 1 | 65 | 64 | 62 |
| 2 | 71 | 71 | 67 |
| 3 | 42 | 43 | 44 |
| 4 | 19 | 20 | 19 |
| 5 | 36 | 36 | 34 |
| 6 | 15 | 15 | 15 |
| 7 | 24 | 24 | 23 |
| 8 | 15 | 16 | 16 |
| 9 | 13 | 15 | 14 |
| 10 | 17 | 17 | 16 |

Reliability. The revised form of the Purdue Teacher Opinionnaire was administered by the authors to 76 high-school faculties with 20 or more teachers in Indiana and Oregon. The sixty Indiana schools were a stratified random sample while the sixteen Oregon schools were selected primarily from the eastern part of the state. The PTO was readministered to all 76 schools four weeks later. Altogether, test-retest data were obtained for 3,023 teachers. The test-retest correlations for total scores and for factor scores are listed in table 3. These correlations show extensive reliability in that all but one are significant at the .75 level.

Scoring. When completing the Purdue Teacher Opinionnaire teachers are requested to respond by indicating on prepared mark-sense IBM response cards whether they agree, probably agree, probably disagree, or disagree with each statement. In interpreting a score, it must be decided whether it is indicative of "high," "average," or "low" morale as these terms are relative. The same score may be considered "high" in one setting and "low" in another thereby making the decision dependent on comparisons with other scores, i.e., individuals, groups of teachers, and/or norms based on a large sample of teachers. In order to translate PTO data into a form that would permit comparison, the stanine system was selected. Bentley and Rempel quote from the Test Service

Notebook:

The stanine is a simple nine-point scale of standard scores. (The word stanine was originally derived from "STANDARD NINE-point scale.") In this scale, raw scores are converted to scores which range from 1 (low) to 9 (high) with a mean of 5 and a standard deviation of 2.

TABLE 3
 TEST-RETEST CORRELATIONS FOR PURDUE TEACHER OPINIONAIRE FACTOR AND TOTAL SCORE

| Factor (N=3023) | Correlation | Factor (N=3023) | Correlation |
|-----------------------------------|-------------|-----------------------------------|-------------|
| 1. Teacher Rapport with Principal | .88 | 6. Curriculum Issues | .76 |
| 2. Satisfaction with Teaching | .84 | 7. Teacher Status | .81 |
| 3. Rapport among Teachers | .80 | 8. Community Support of Education | .78 |
| 4. Teacher Salary | .81 | 9. School Facilities and Services | .80 |
| 5. Teacher Load | .77 | 10. Community Pressures | .62 |
| | | Total Score | .87 |

From a non-statistical point of view, they constitute a means of grouping scores or other measures into intervals or classes which are crude enough to permit use of a single digit to represent each class but precise enough for many practical and statistical purposes.

Within the limits imposed by the original score distribution, the transformed stanine scores will conform to the proportions of the normal curve. This is consistent with many of the commonly used statistical methods, which neither assume a normal distribution or are interpreted by means of such an assumption.

Bentley and Rempel go on to explain their use of the stanine table:

. . . A useful feature of stanines is that they are equally spaced steps in a scale--that is, a stanine 7 is as much better than a stanine 5 than a stanine 4 is better than a 2.

Another aspect of stanines is that they indicate the level of morale in one situation in comparison with the level of morale in other situations. You know that a school faculty with a level of morale at stanine 7, 8, or 9 is well above a school faculty with a level of morale of stanine 2, 3, or 4.²³

For the purposes of this study, raw factor and total scores were converted to stanines using elementary school teacher norms. These norms are based on the responses of 1,464 elementary school teachers from 14 states allowing for representation of a sizable population of users that have a wide geographical and faculty size distribution.

Teacher and school demographic information. A face sheet accompanied the Purdue Teacher Opinionnaire (see appendix D). This face sheet gave the rationale for the study and explained the procedures used during the administration of the questionnaire. The sheet also requested that each teacher state his or her years of teaching experience, grade level taught, and race.

Certain demographic information was also collected through the use of a Principal Interview Questionnaire designed by this researcher (see appendix E). The information requested included size of school populations (numbers each of black students, white students, black teachers, and white teachers), how long the school has been desegregated, and the method of desegregation (voluntary or court ordered).

Chapter 3 considered the research methodology used in the present study. This chapter delineated the nature and size of the school and the teacher sample. The procedures for administering the questionnaire and collecting the data were presented. Finally, the survey instrument, the PTO, its purpose and scoring, and the demographic face sheet were described. The next chapter discusses the analysis and findings regarding teacher morale in the sampled desegregated elementary schools.

C H A P T E R I V

DATA ANALYSIS

The purpose of this chapter is to present an analysis of the data and the subsequent findings used in answering the research questions which guided this study. Data are grouped and analyzed according to the four research questions. For each of these questions, the method of analysis is outlined and the findings are described and summarized.

First Question

The first research question (What are the teacher perceptions or morale in the selected desegregated elementary schools?) is answered in three ways. First, data are presented on each of the fifteen sample schools on all ten factors. Then, data are presented on each of the factors on all schools. Finally, data are presented across all fifteen schools on all ten factors. The stanine system and percentile norm profile charts are used in answering this question.

Each school on all factors. Profiles for each school on all ten factors are first presented using the stanine system. As stated in chapter 3, the stanine system allows the PTO data results to be translated into a form which provides a basis for comparing the level of morale of teachers in the sample schools with the norm population of teachers thus giving an indication as to whether morale is "high,"

"average," or "low" in the sample schools. To obtain the stanines, the mean scores for all the teachers in each of the fifteen selected desegregated elementary schools on all ten factors are converted using the raw-to-stanine conversion table (see appendices F and G). Stanine charts are presented showing the general level of morale for each of the fifteen sample schools.

Stanine Graph for School 001

The general level of morale in school 001 on each of the factors ranges from a little below average (factors 1,4,6,8,10) to below average (factors 2,3,5,7). There is one exception, however, factor nine (school facilities and services) is a little above average.

Stanine Graph for School 002

Morale in school 002 ranges from below average to a little above average. Two factors (teacher rapport with principal and teacher load) are below average. Teacher salary, teacher status, and community support of education are a little below average. Falling within the average stanine are satisfaction with teaching, rapport among teachers, and community pressures. The factors of curriculum issues and school facilities and services are a little above average.

Fig. 1. Stanines--School 001.

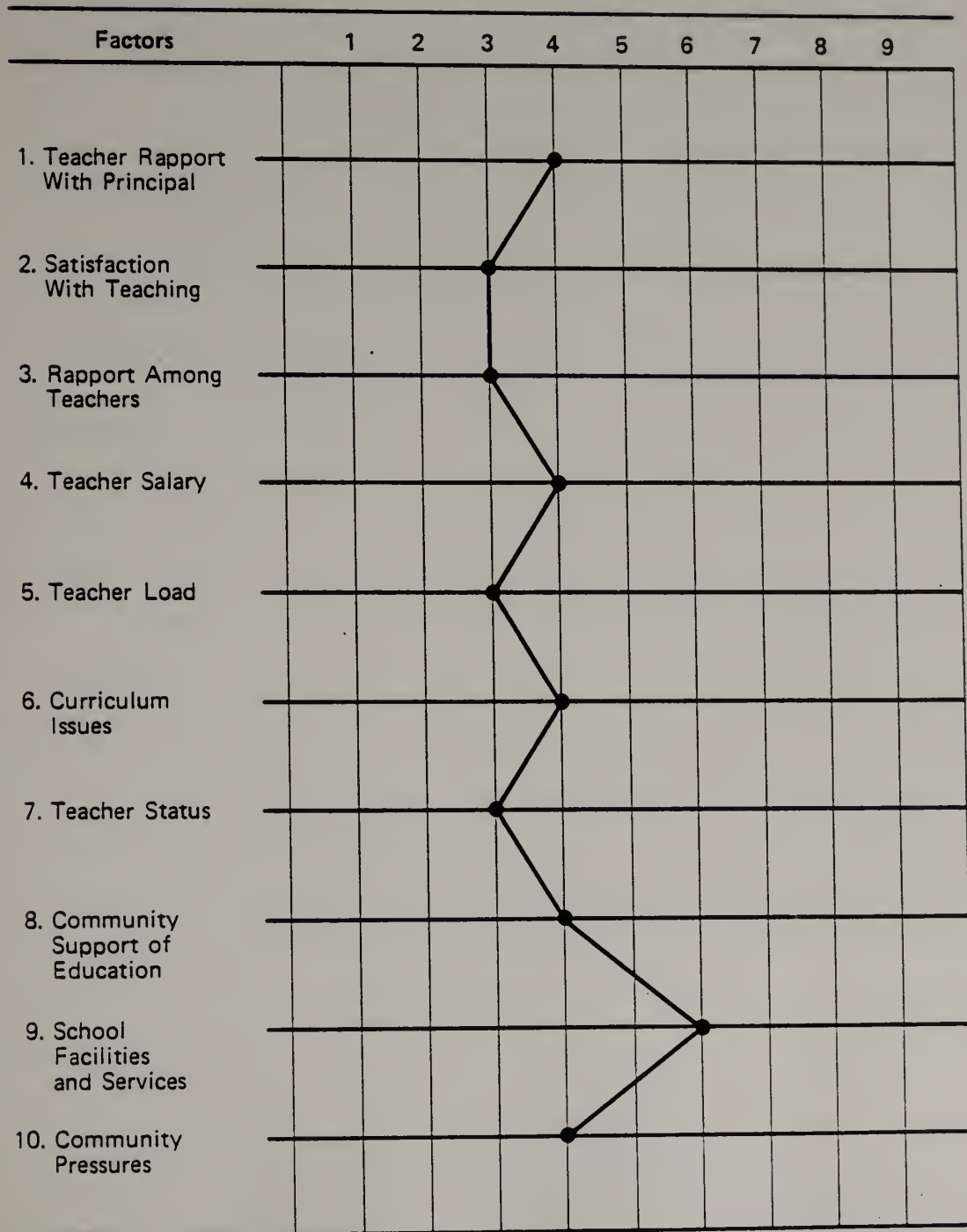


Fig. 2. Stanines--School 002.

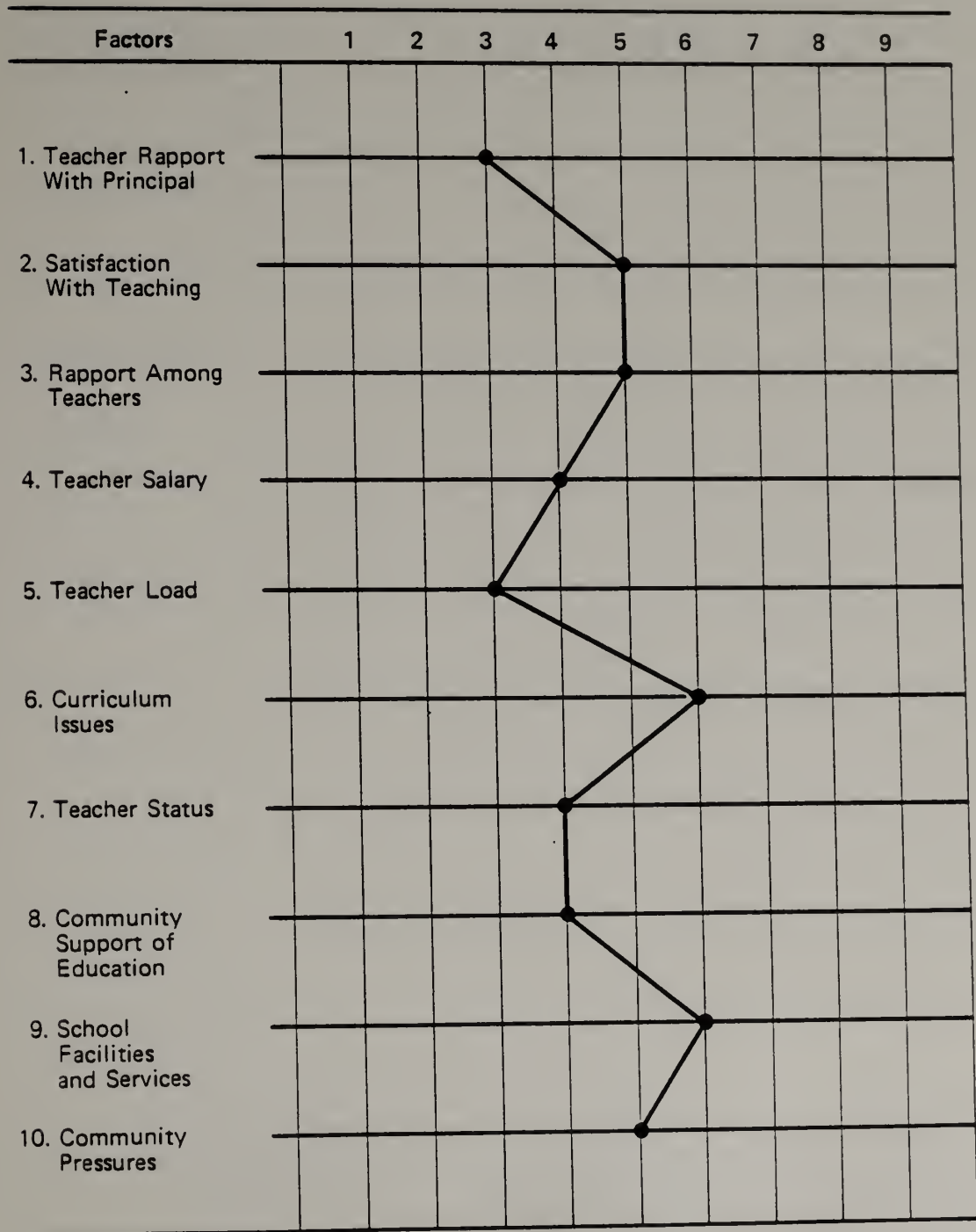


Fig. 3. Stanines--School 003.

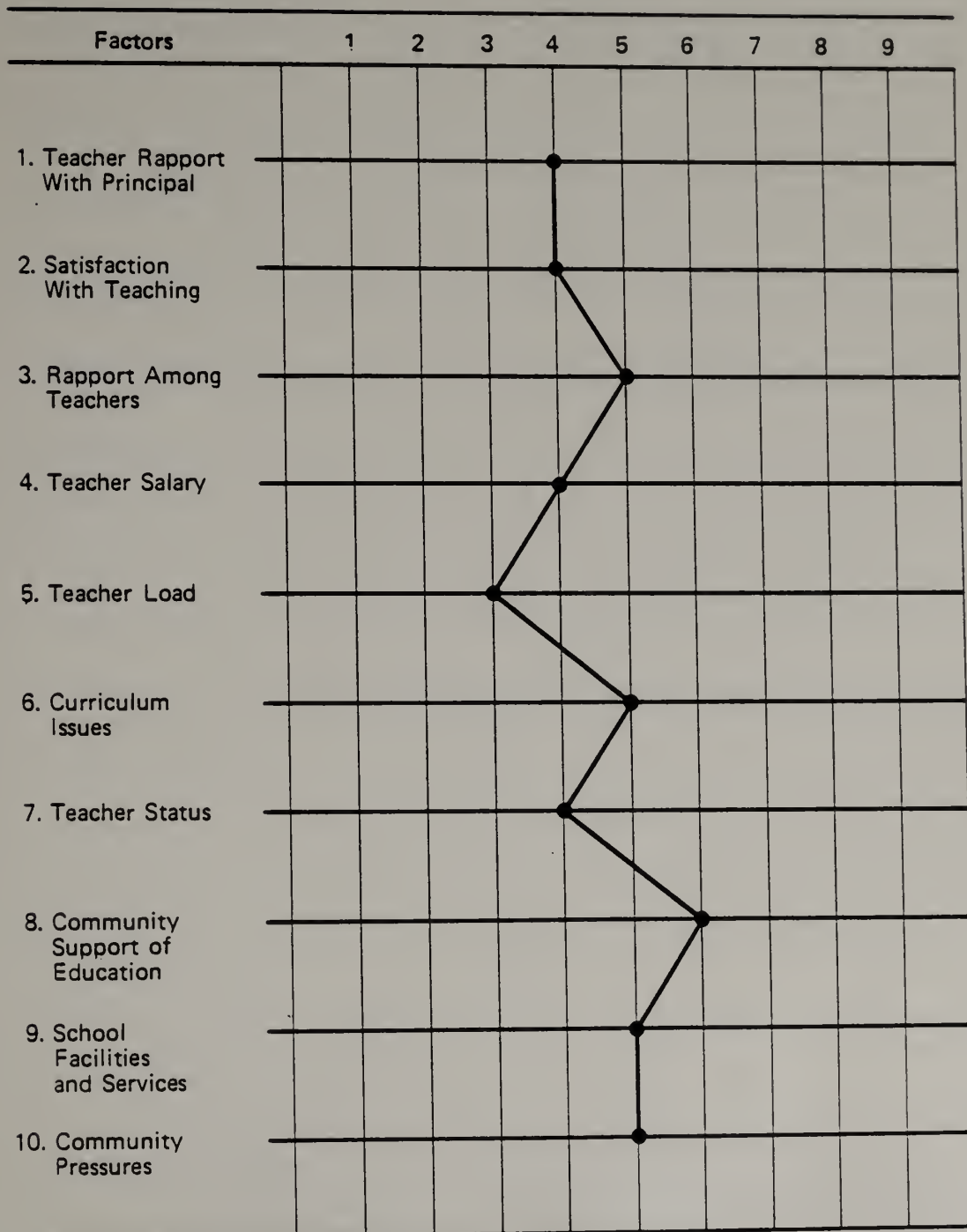


Fig. 4. Stanines--School 004.

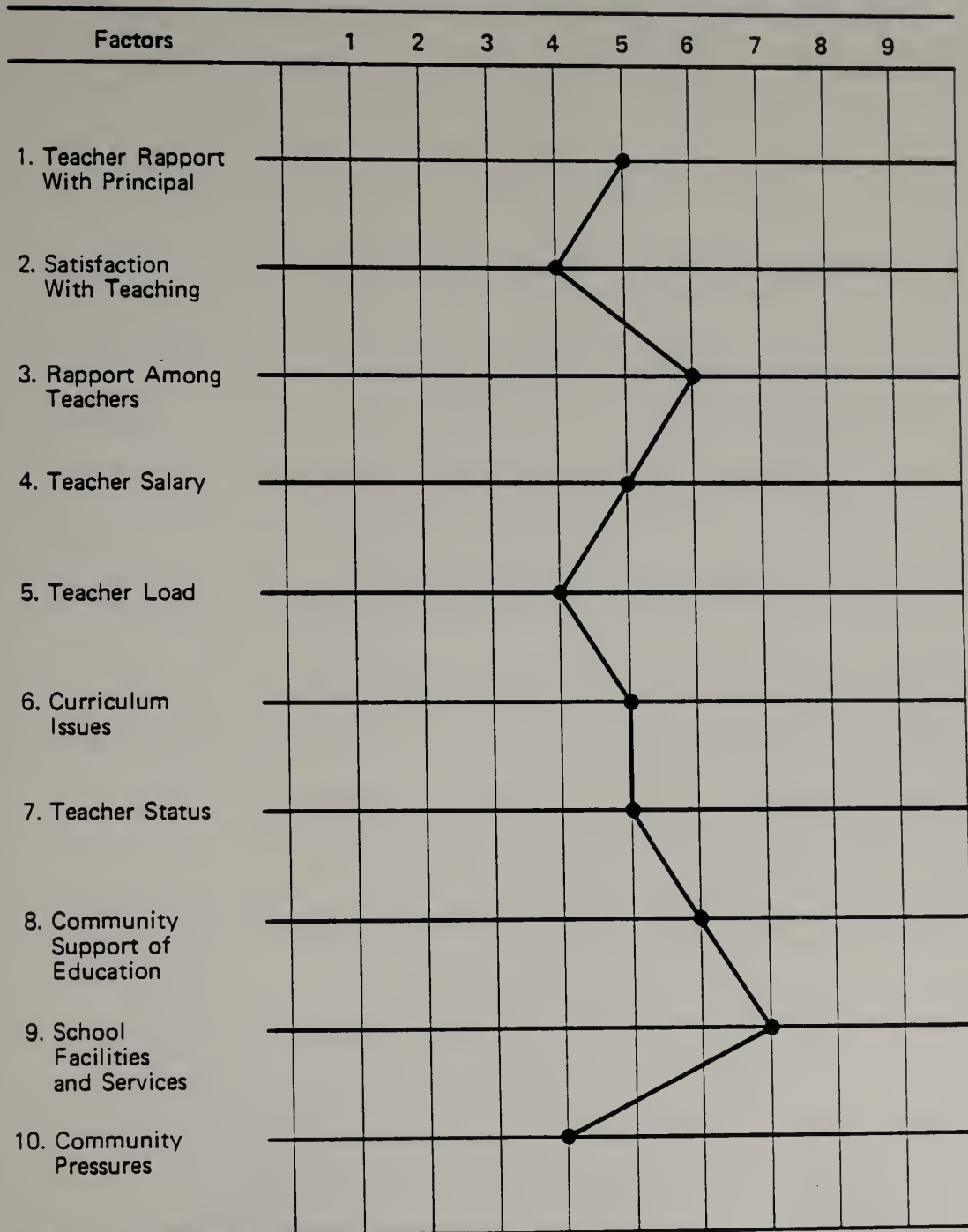


Fig. 5. Stanines--School 005.

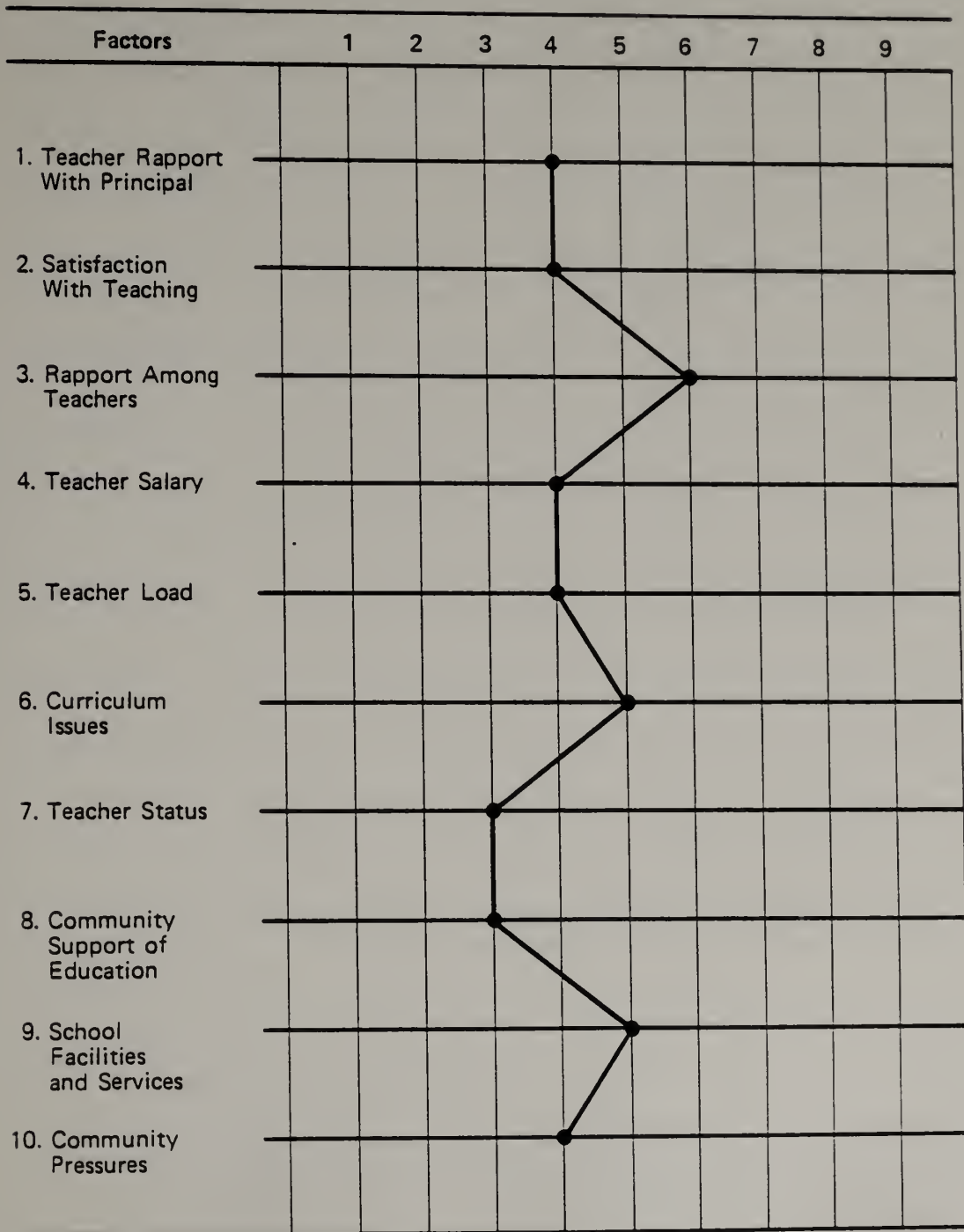


Fig. 6. Stanines--School 006.

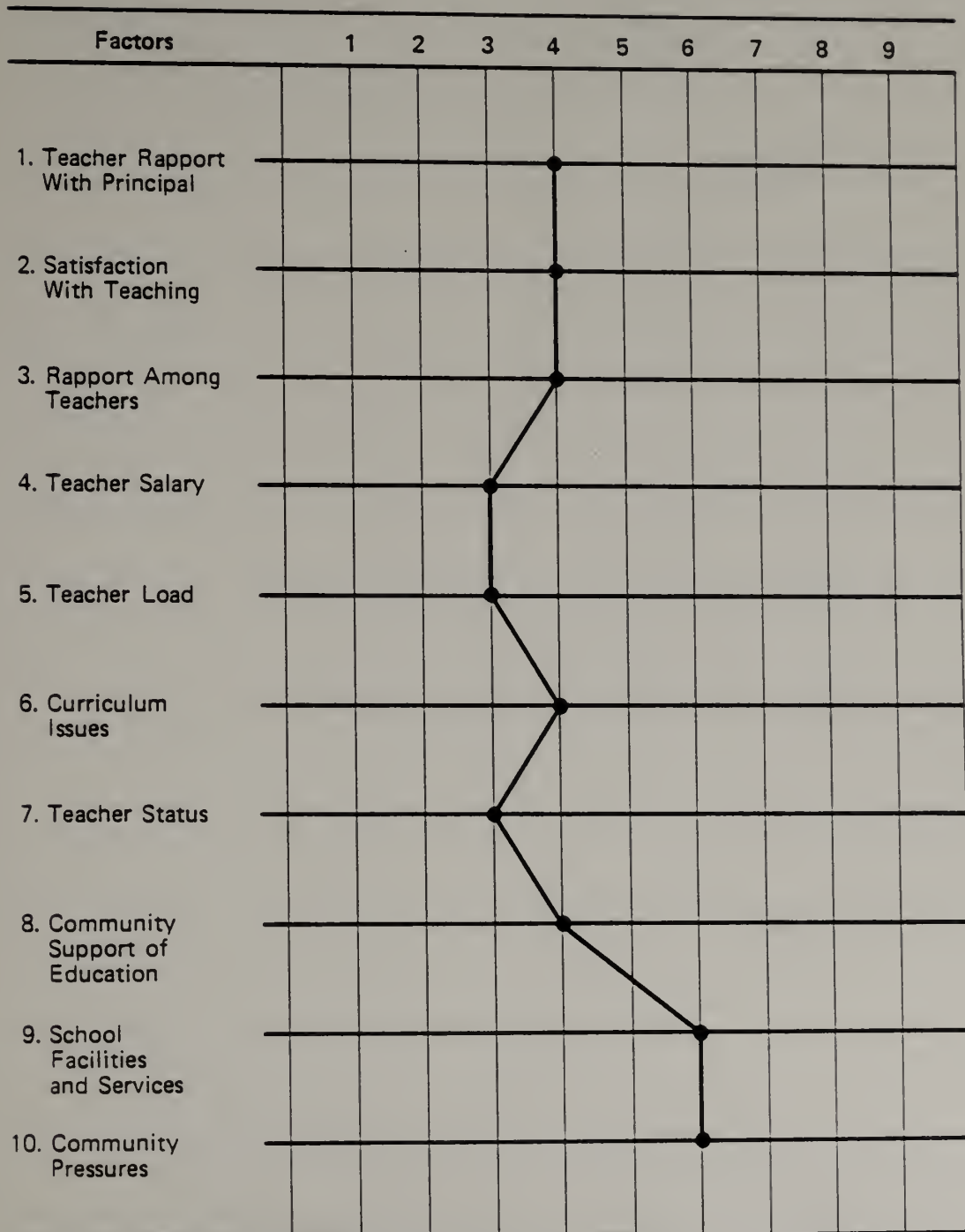


Fig. 7. Stanines--School 007.

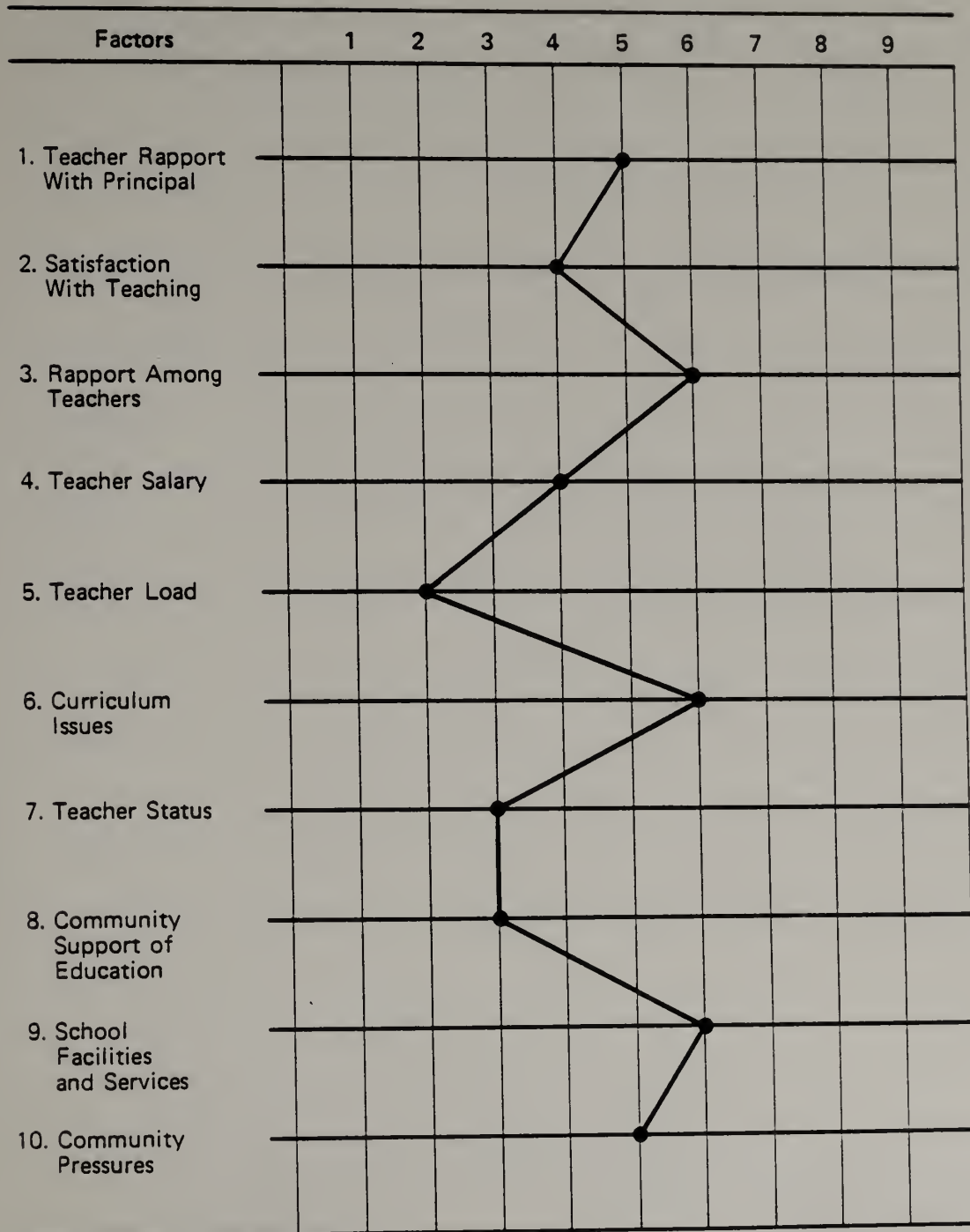


Fig. 8. Stanines--School 008.

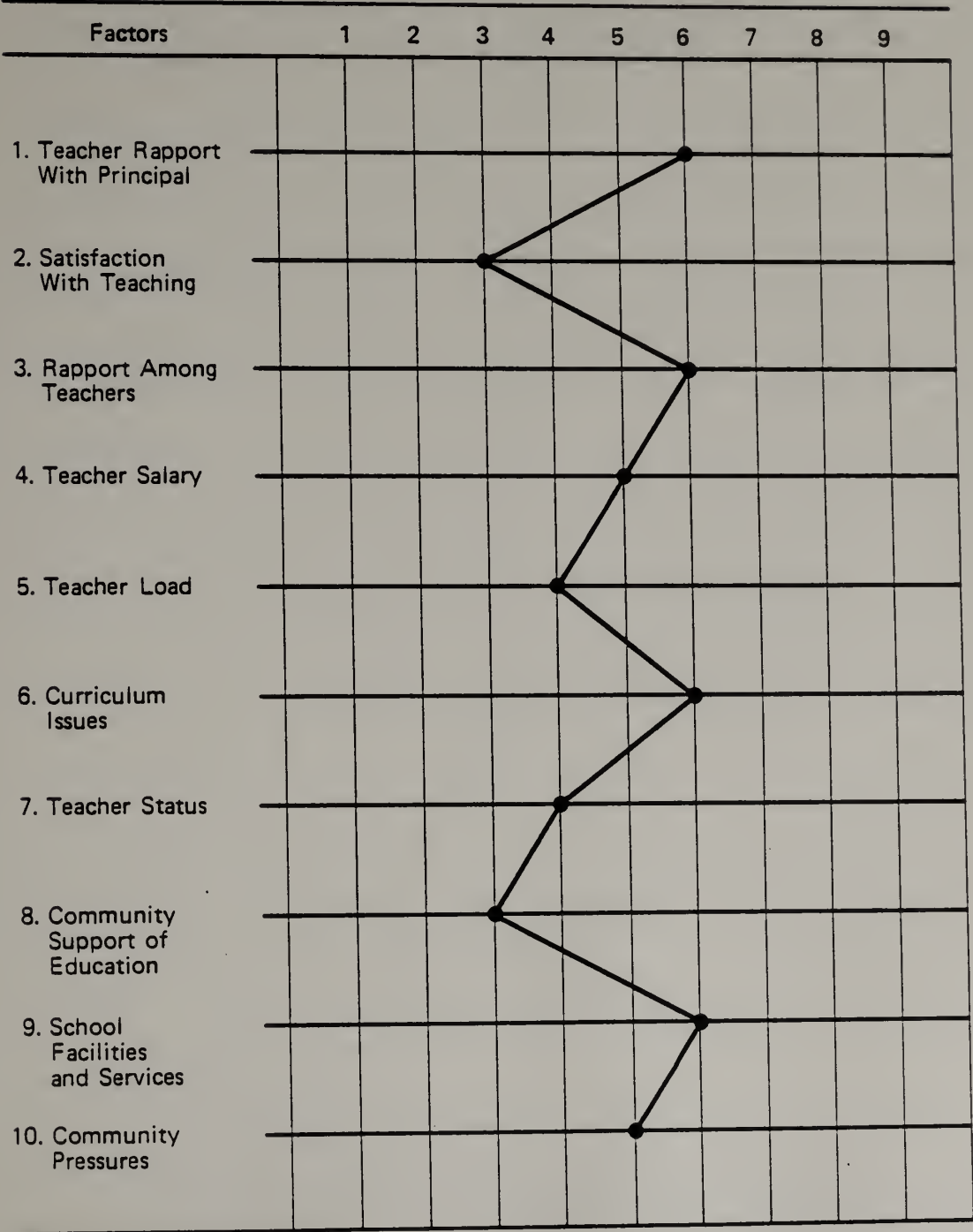


Fig. 9. Stanines--School 009.

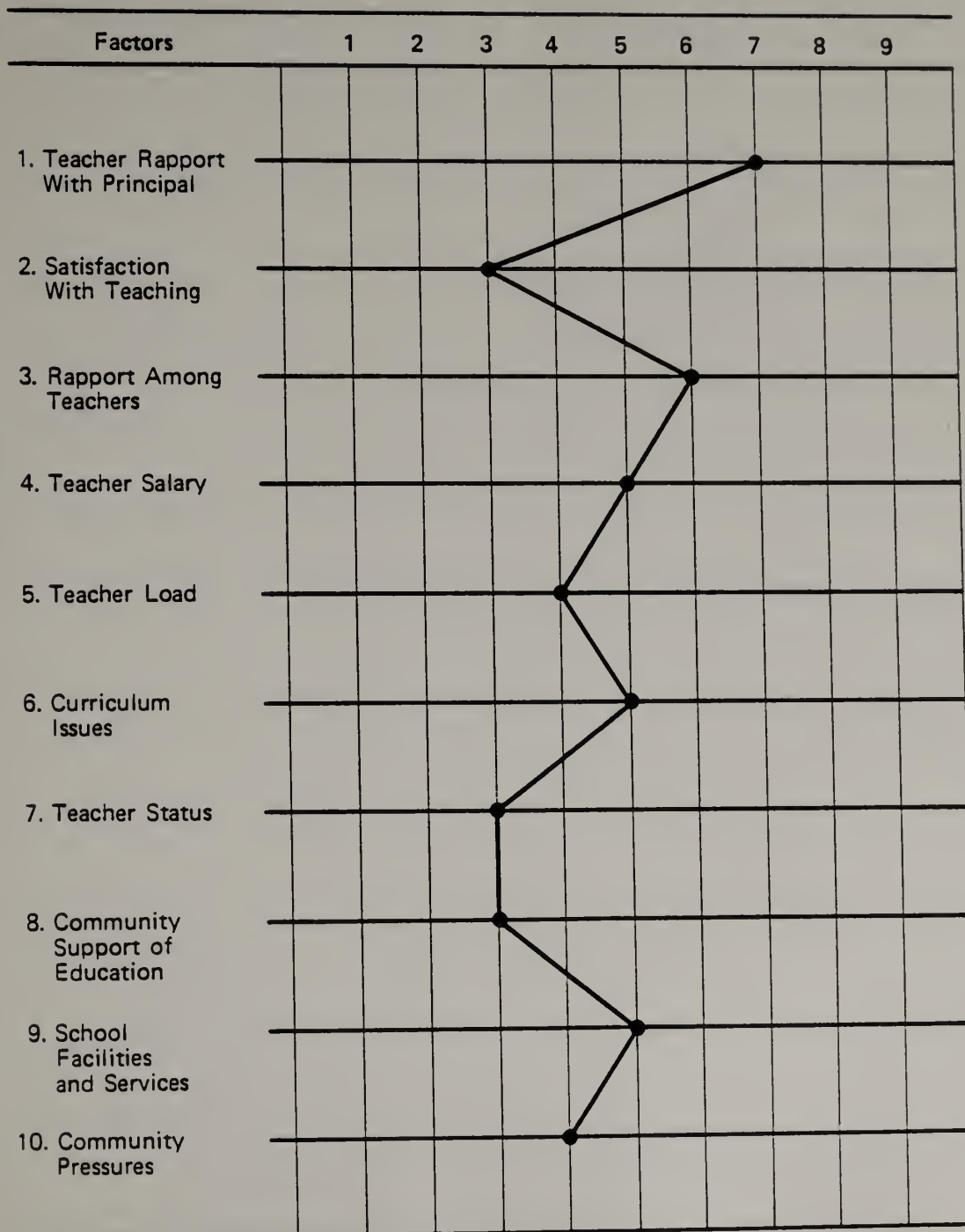


Fig. 10. Stanines--School 0010.

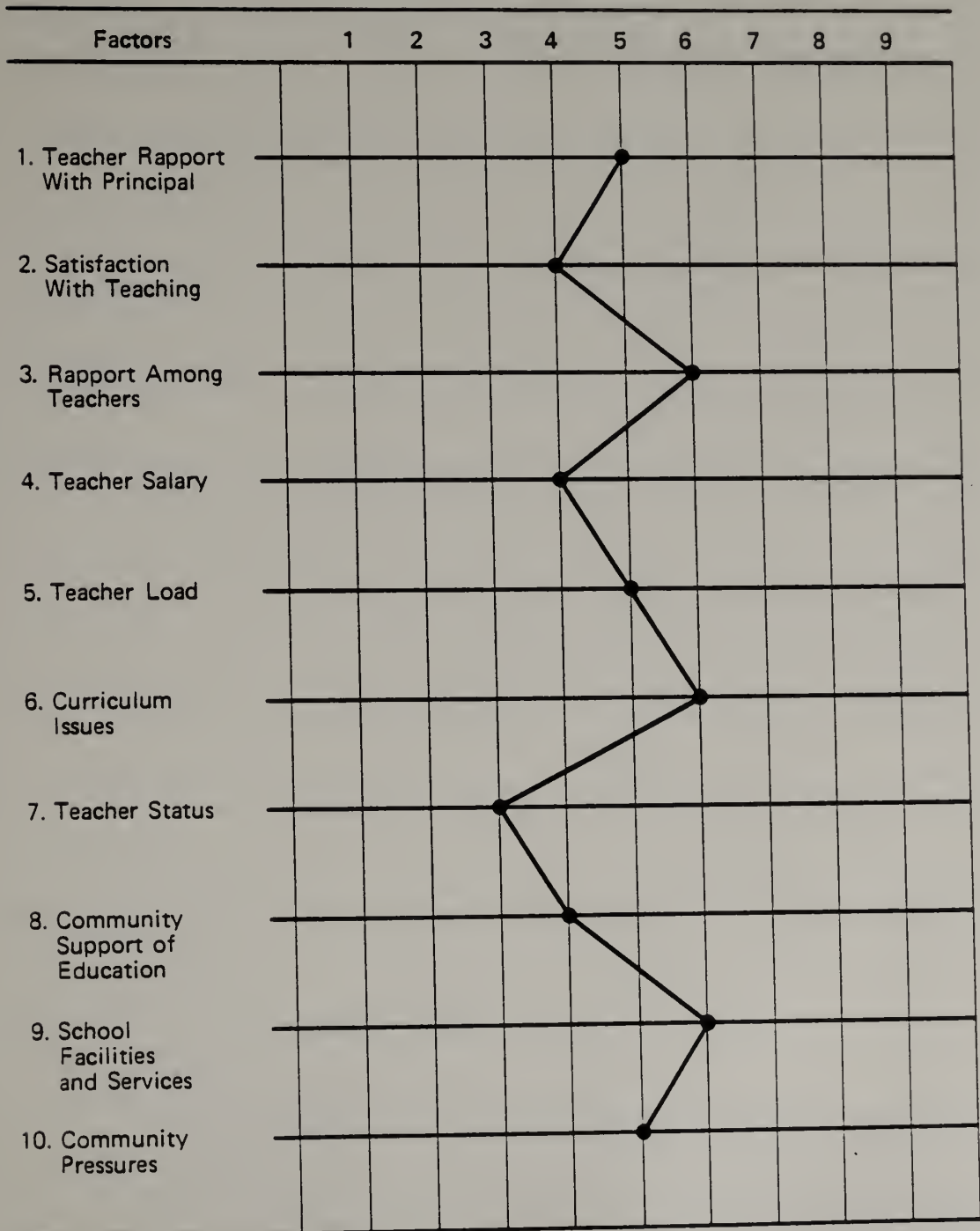


Fig. 11. Stanines--School 0011.

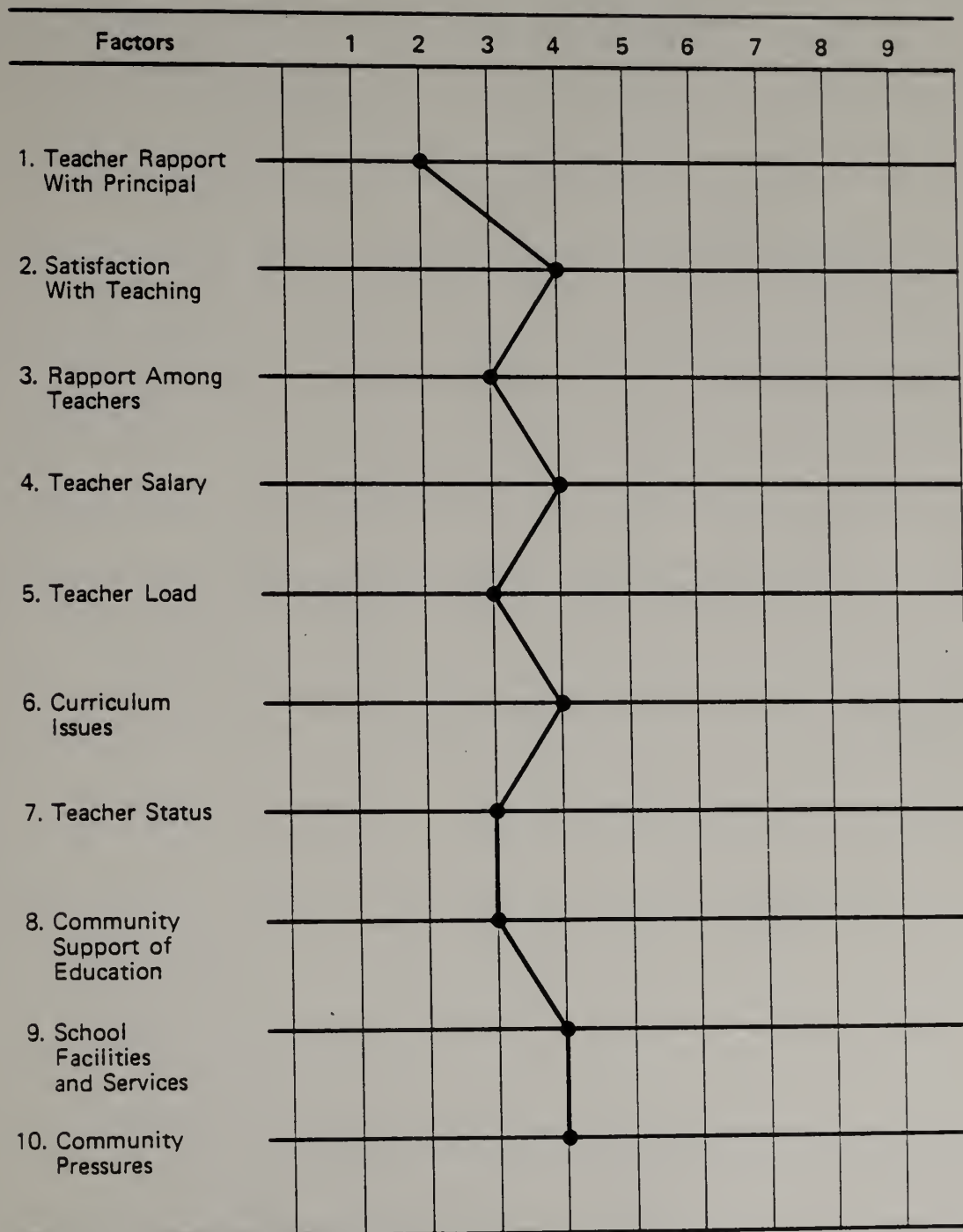


Fig. 12. Stanines--School 0012.

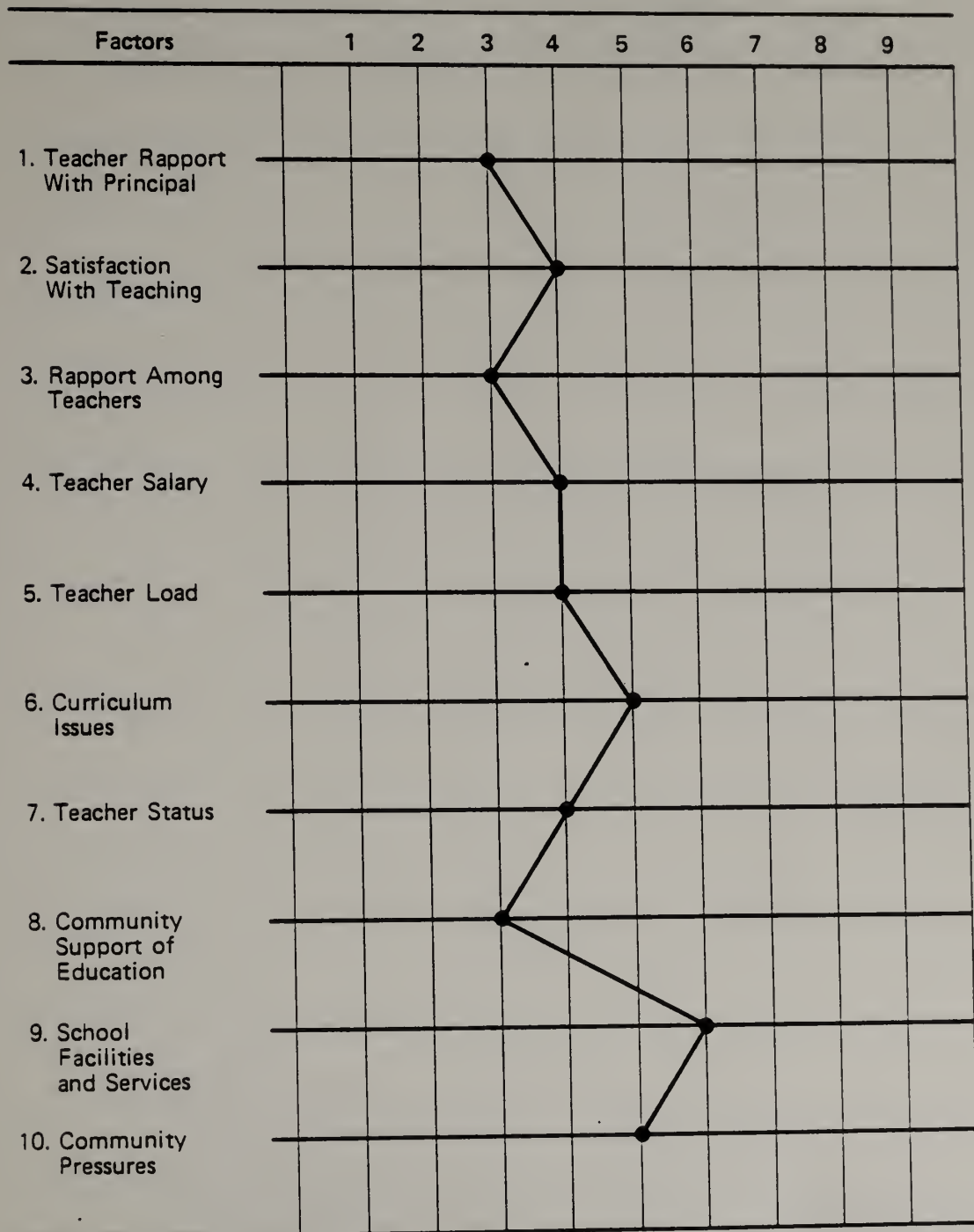


Fig. 13. Stanines--School 0013.

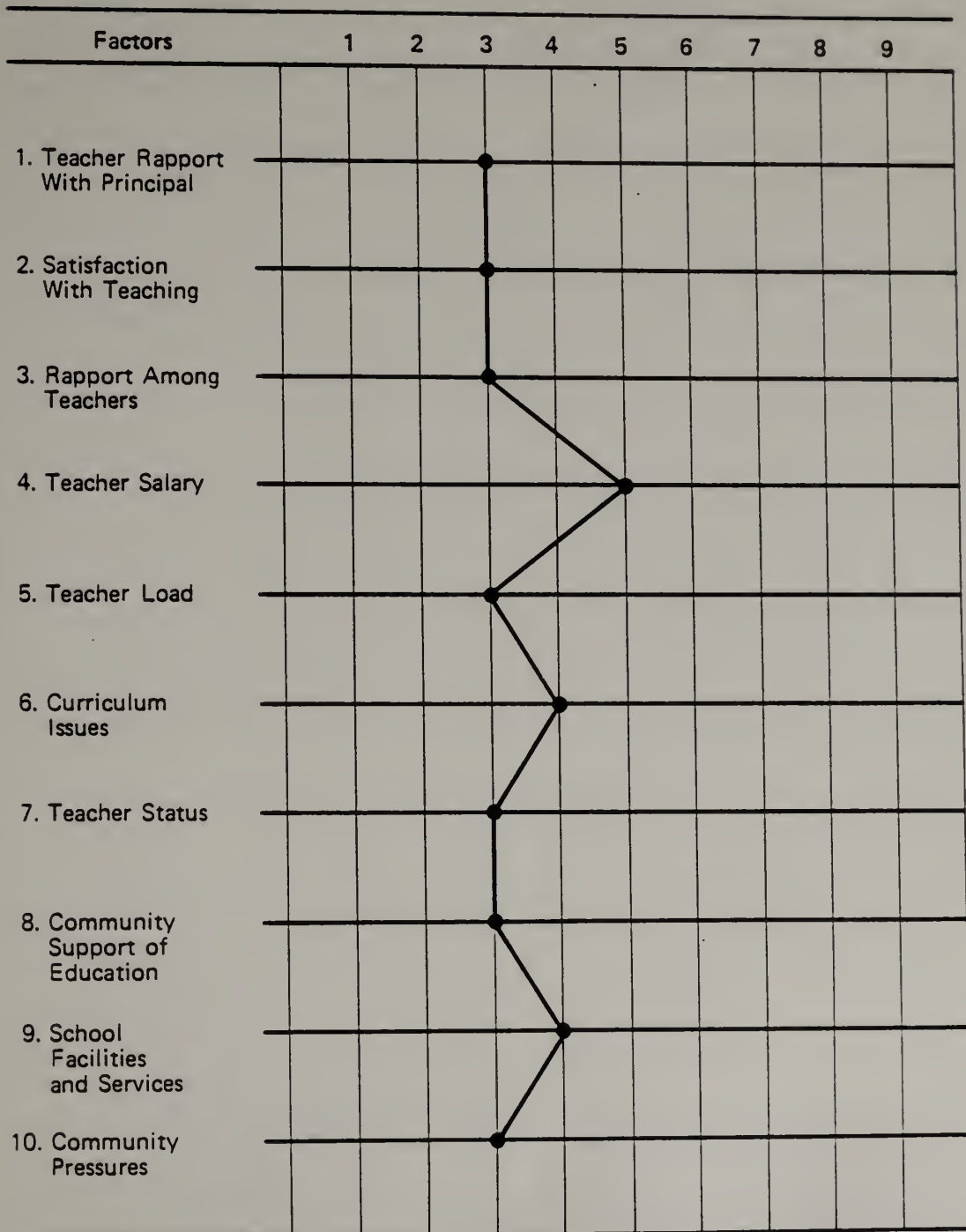


Fig. 14. Stanines--School 0014.

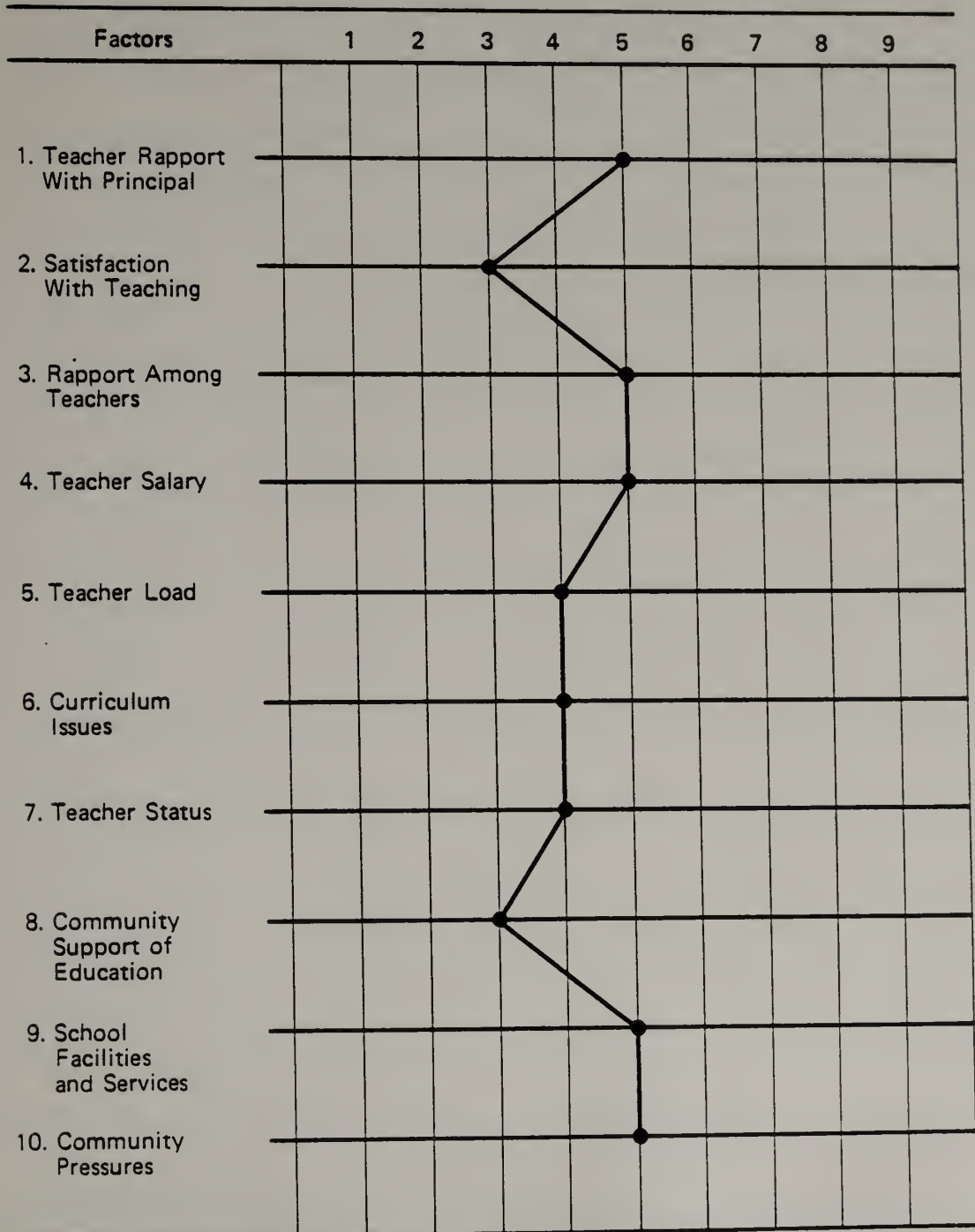
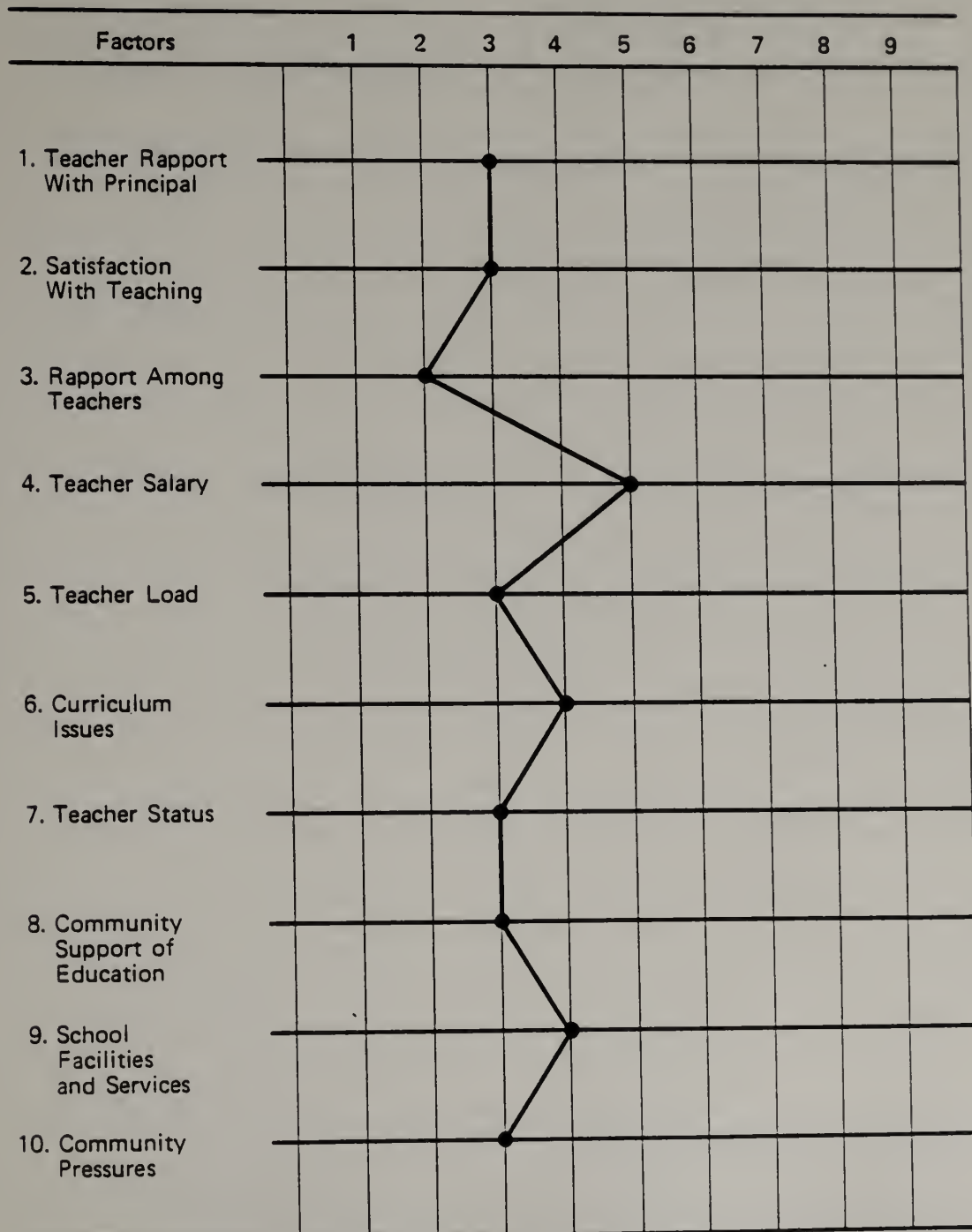


Fig. 15. Stanines--School 0015.



Stanine Graph for School 003

School 003 also ranges from below average to a little above average. One factor (teacher load) is below average. Teacher rapport with principal, satisfaction with teaching, teacher salary, and teacher status fall in the little below average stanine. Rapport among teachers, curriculum issues, school facilities and services, and community pressures are average while community support of education is a little above average.

Stanine Graph for School 004

The general level of morale for this school ranges from a little below average to above average. Satisfaction with teaching, teacher load, and community pressures are a little below average. Falling in the average stanine are teacher rapport with principal, teacher salary, curriculum issues, and teacher status. Rapport among teachers and community support of education are a little above average, and school facilities and services is above average.

Stanine Graph for School 005

In school 005 teacher status and community support of education are below average. Teacher rapport with principal, satisfaction with teaching, teacher salary, teacher load, and community pressures are a little below average. The factors within the average stanine include curriculum issues and school facilities and services while

rapport among teachers is a little above average. The general morale level for school 005 ranges from below average to a little above average.

Stanine Graph for School 006

In this school, there is again a general morale range from below average to a little above average. Three factors (teacher salary, teacher load, teacher status) are below average. Five factors (teacher rapport with principal, satisfaction with teaching, rapport among teachers, curriculum issues, and community support of education) fall into the little below average stanine. School facilities and services and community pressures are a little above average.

Stanine Graph for School 007

In this school most of the factors fall into the average or below stanines. Teacher load is low while teacher status and community support of education is below average. In the little below average stanine are satisfaction with teaching and teacher salary. Teacher rapport with principal and community pressures are within the average stanine. Rapport among teachers, curriculum issues, and school facilities and services, however, are a little above average.

Stanine Graph for School 008

School 008 has four factors falling in the little above average stanine (teacher rapport with principal, rapport among teachers, curriculum issues, and school facilities and services). Two factors

(satisfaction with teaching and community support of education) are in stanine three or below average. Within the remaining factors, two (teacher load and teacher status) are a little below average and two (teacher salary and community pressures) are average.

Stanine Graph for School 009

School 009 has one above average factor (teacher rapport with principal) and one a little above average factor (rapport among teachers). Teacher salary, curriculum issues, and school facilities and services are average while teacher load and community pressures are a little below average. Three factors (satisfaction with teaching, teacher status, and community support of education) are below average.

Stanine Graph for School 0010

Teachers in this school perceive morale as average in regard to teacher rapport with principal, teacher load, and community pressures. Teacher status is perceived as below average while satisfaction with teacher, teacher salary, and community support of education are a little below average. Rapport among teachers, curriculum issues, and school facilities and services are a little above average.

Stanine Graph for School 0011

The general level of morale in school 0011 is low to a little above average. Factor one (teacher rapport with principal) is low. Rapport among teachers, teacher load, teacher status, and community support of education are below average while satisfaction with teaching, teacher salary, curriculum issues, school facilities and services, and community pressures are a little below average.

Stanine Graph for School 0012

School 0012 has one factor (school facilities and services) a little above average and two factors (curriculum issues and community pressures) in the average stanine. Teacher rapport with principal, rapport among teachers, and community support of education are below average while satisfaction with teaching, teacher salary, teacher load, and teacher status are a little below average.

Stanine Graph for School 0013

In school 0013 all factors but one are below average. Teacher salary is average while curriculum issues and school facilities are a little below average.

Stanine Graph for School 0014

Teacher morale in school 0014 is only average or below. Two factors (satisfaction with teaching and community support of education) are below average. Teacher load, curriculum issues, and teacher

status are a little below average. The average factors include teacher rapport with principal, rapport among teachers, teacher salary, school facilities and services, and community pressures.

Stanine Graph for School 0015

Teacher morale in this school falls between stanine two and stanine five. However, only one factor, teacher salary, is in stanine five, and only one factor, rapport among teachers, is in stanine two. Teacher rapport with principal, satisfaction with teaching, teacher load, teacher status, community support of education, and community pressures are below average. Curriculum issues and school facilities and services are a little below average.

The percentile norm profile charts for each of the fifteen sample schools on all ten factors are based on research data received from the sample teachers in response to the Purdue Teacher Opinionnaire. The IBM marked-sense response cards for the PTO were scored by computer through the Purdue University's Measurement and Research Center. The result is a computerized report which provides a graphic comparison on each of ten factors of teacher morale in the fifteen sample schools relative to the responses of the norm group, 1,464 elementary school teachers from fourteen states.

The percentile norm profile charts can be interpreted in the following manner: from the horizontal bar graph indicating the median rating for any one of the ten factors, read vertically either

to the top or to the bottom of the chart. The corresponding value of the percentile scale represents the percentage of the norm group that obtained either the same or a lower median rating than did the sample schools used in this study. High values (to the right of the chart) indicate the presence of the quality represented by the factor, while low values (to the left of the chart) suggest lower morale concerning the factor when compared with other schools included in the norm group.

It is important to include the percentile norm profile charts because they are based on the median scores rather than the mean (as are the stanines). Median scores are less sensitive to extreme cases than mean scores. Because of missing responses and responses falling at extreme ends, the median values give a more accurate picture of the morale in the sample desegregated elementary schools. Following are the percentile norm profile charts for each school on all factors.

School 001

In this school, teachers' perceptions of morale appear low. All factors except one (school facilities and services) are below the 50th percentile. Satisfaction with teaching is the lowest factor at the first percentile.

Fig. 16. School 001.

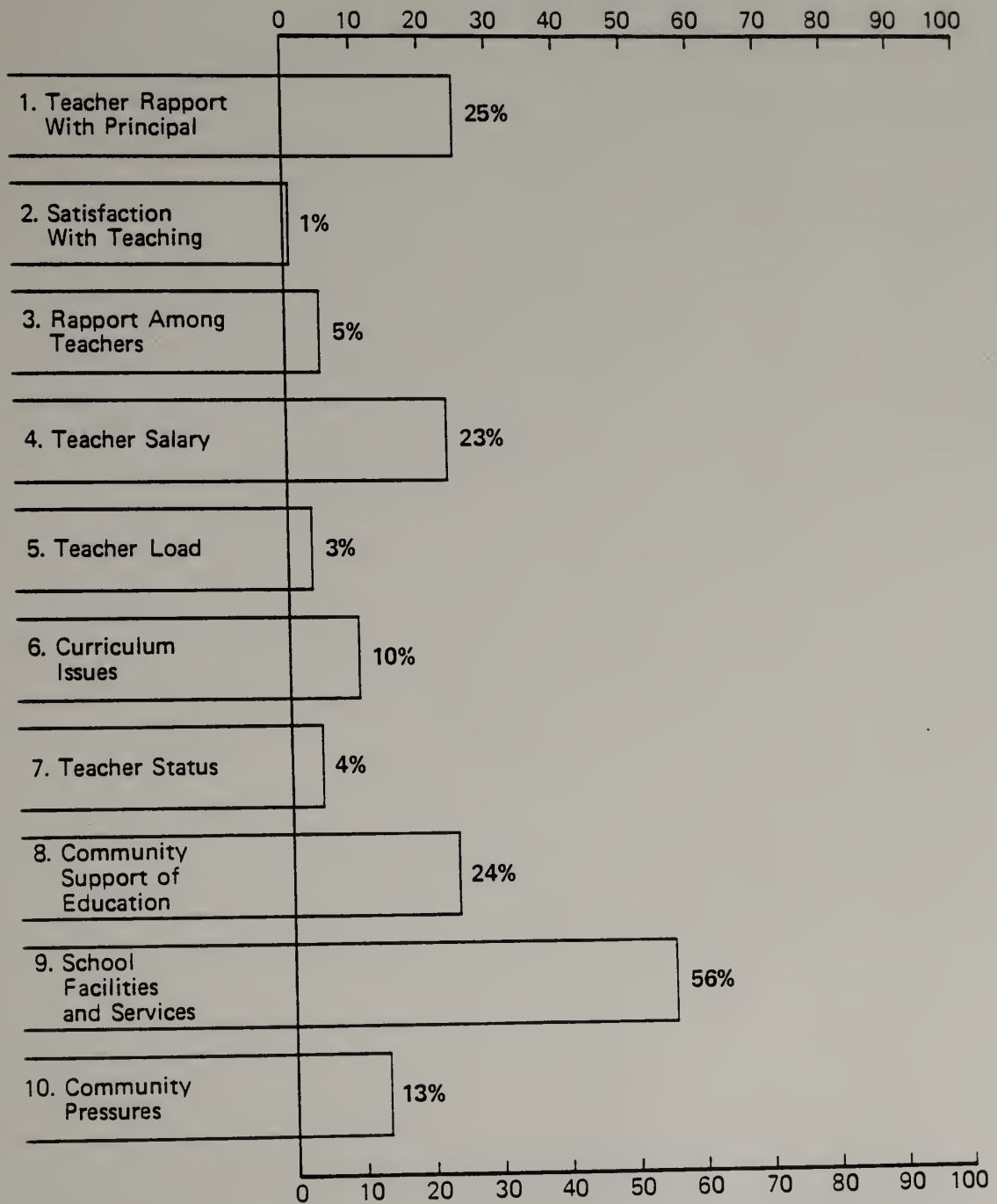


Fig. 17. School 002.

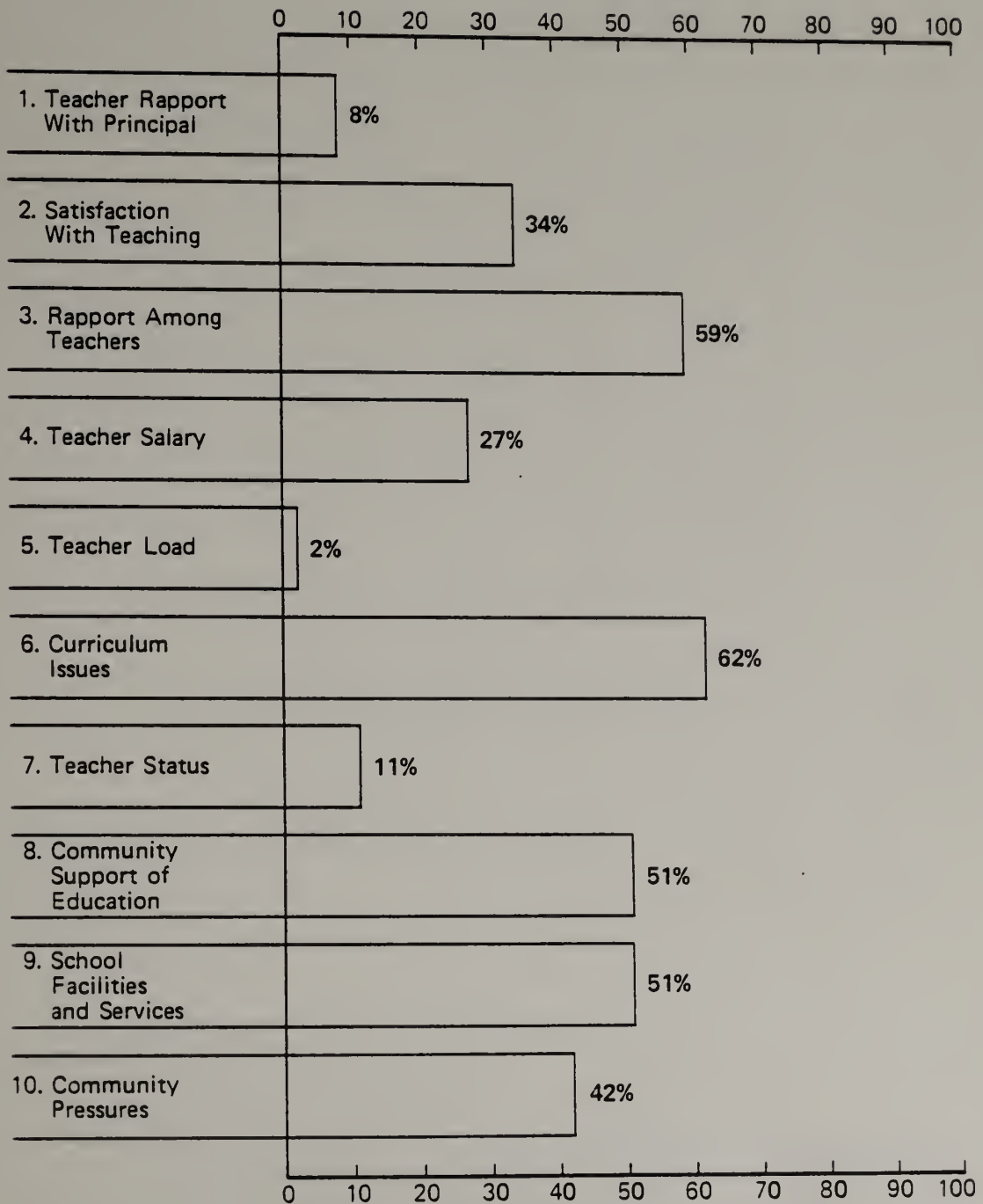


Fig. 18. School 003.

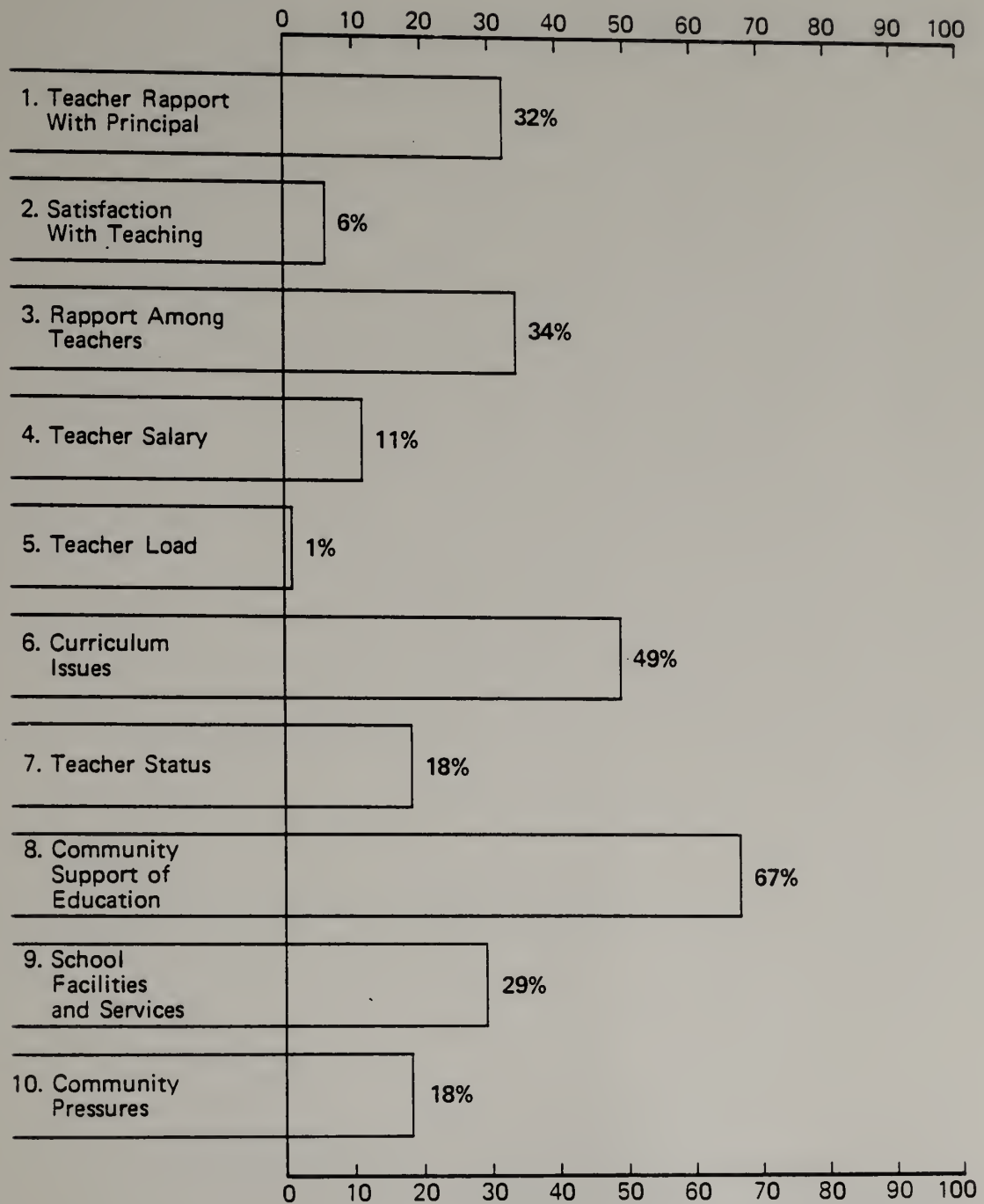


Fig. 19. School 004.

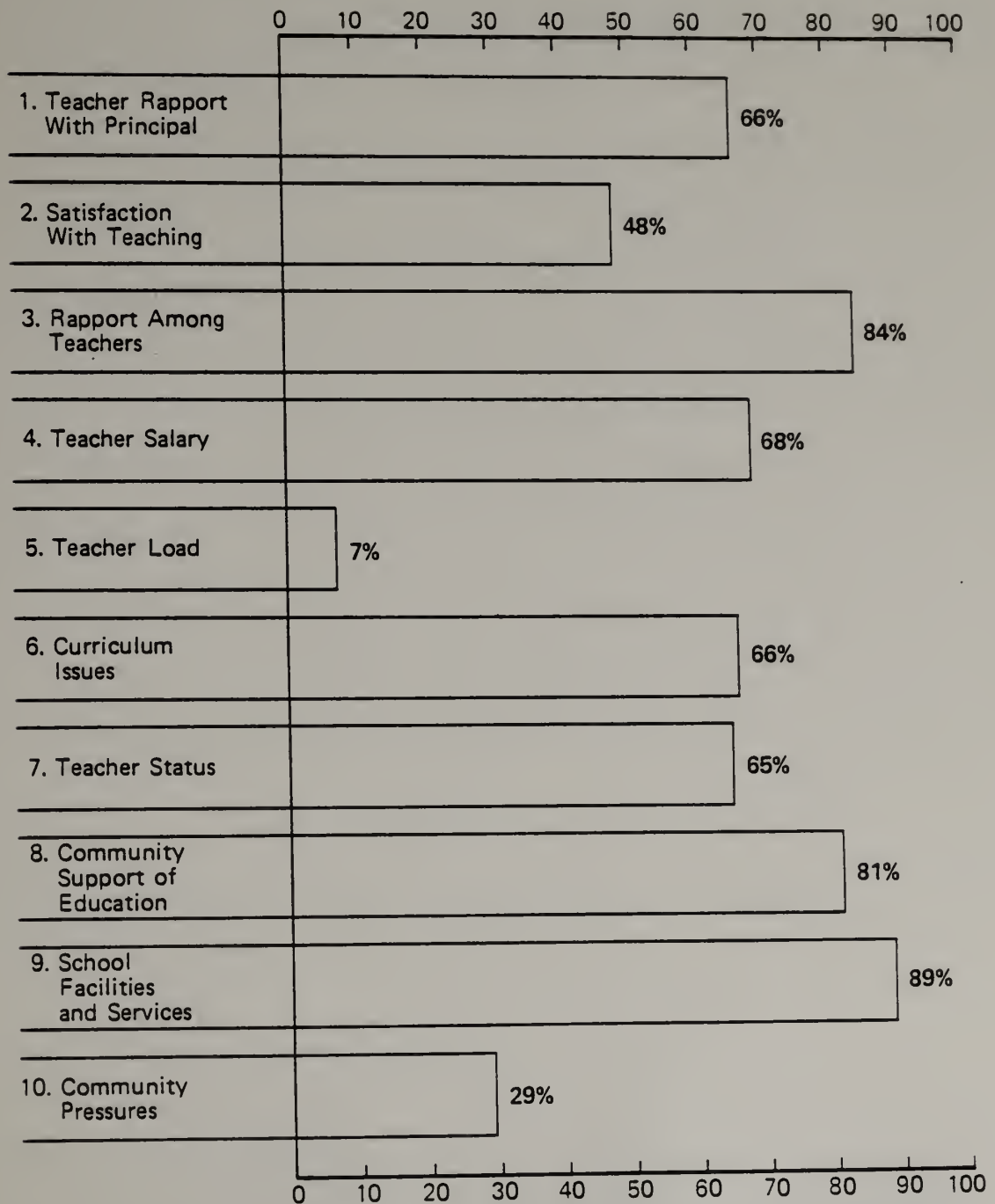


Fig. 20. School 005.

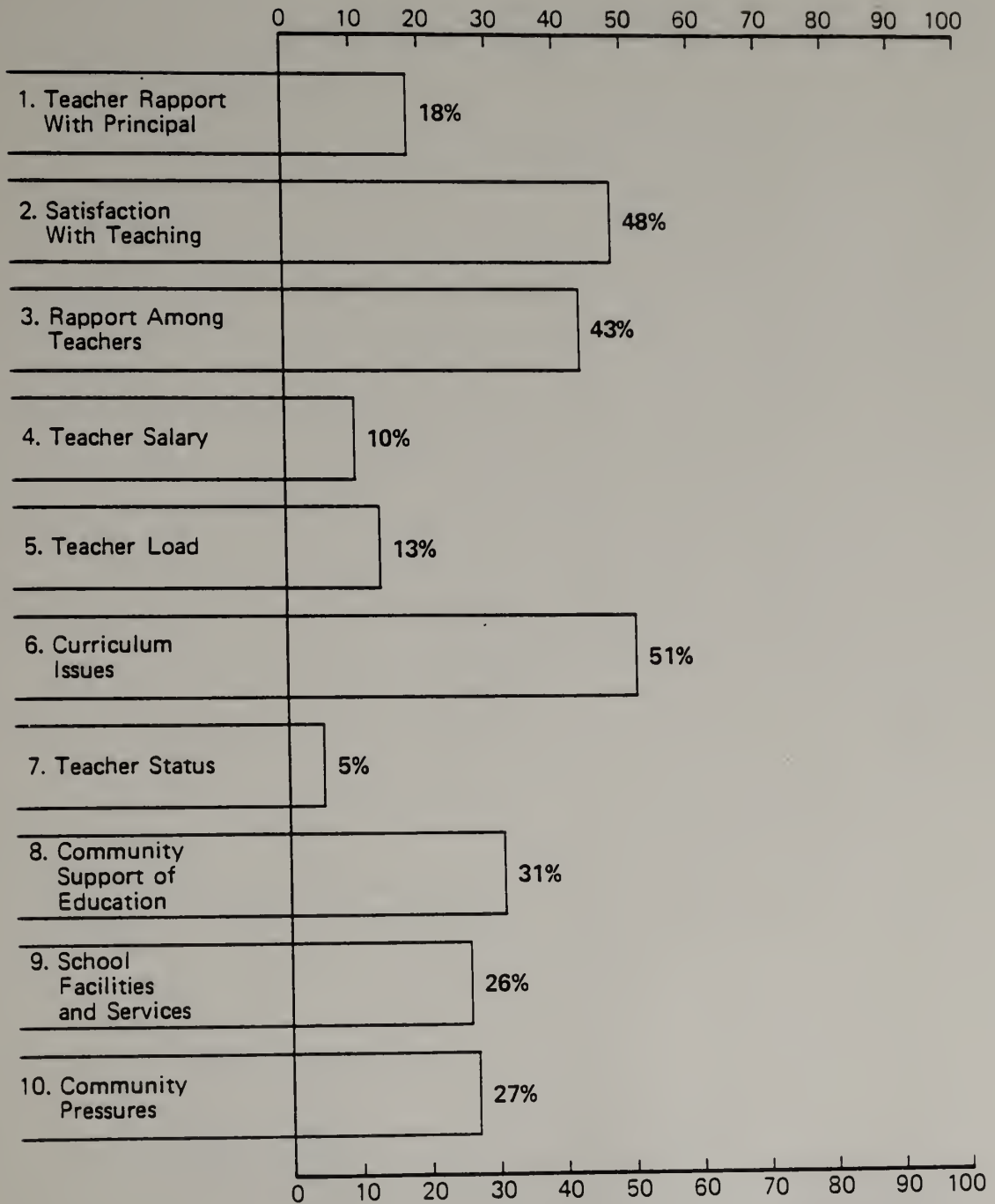


Fig. 21. School 006.

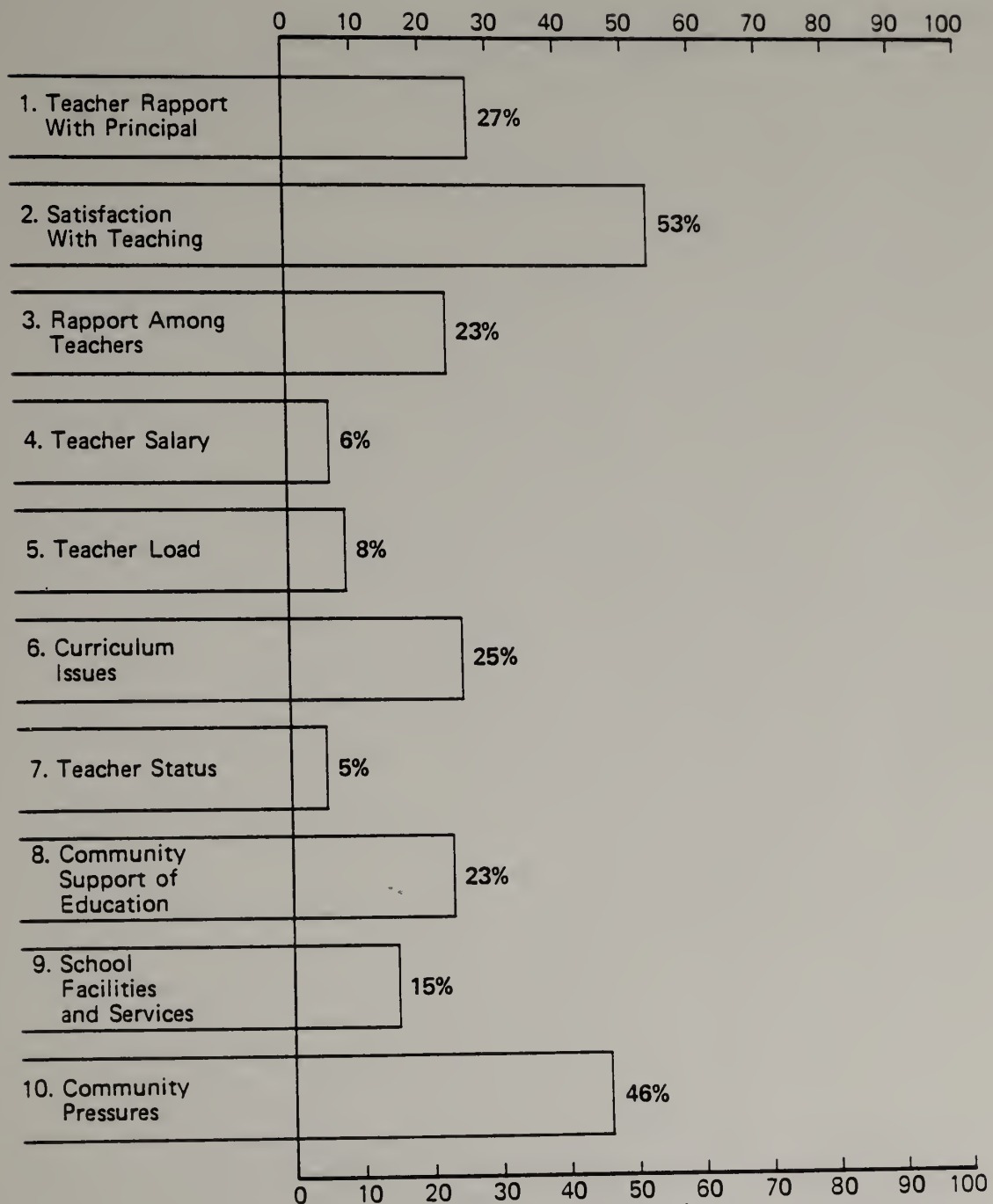


Fig. 22. School 007.

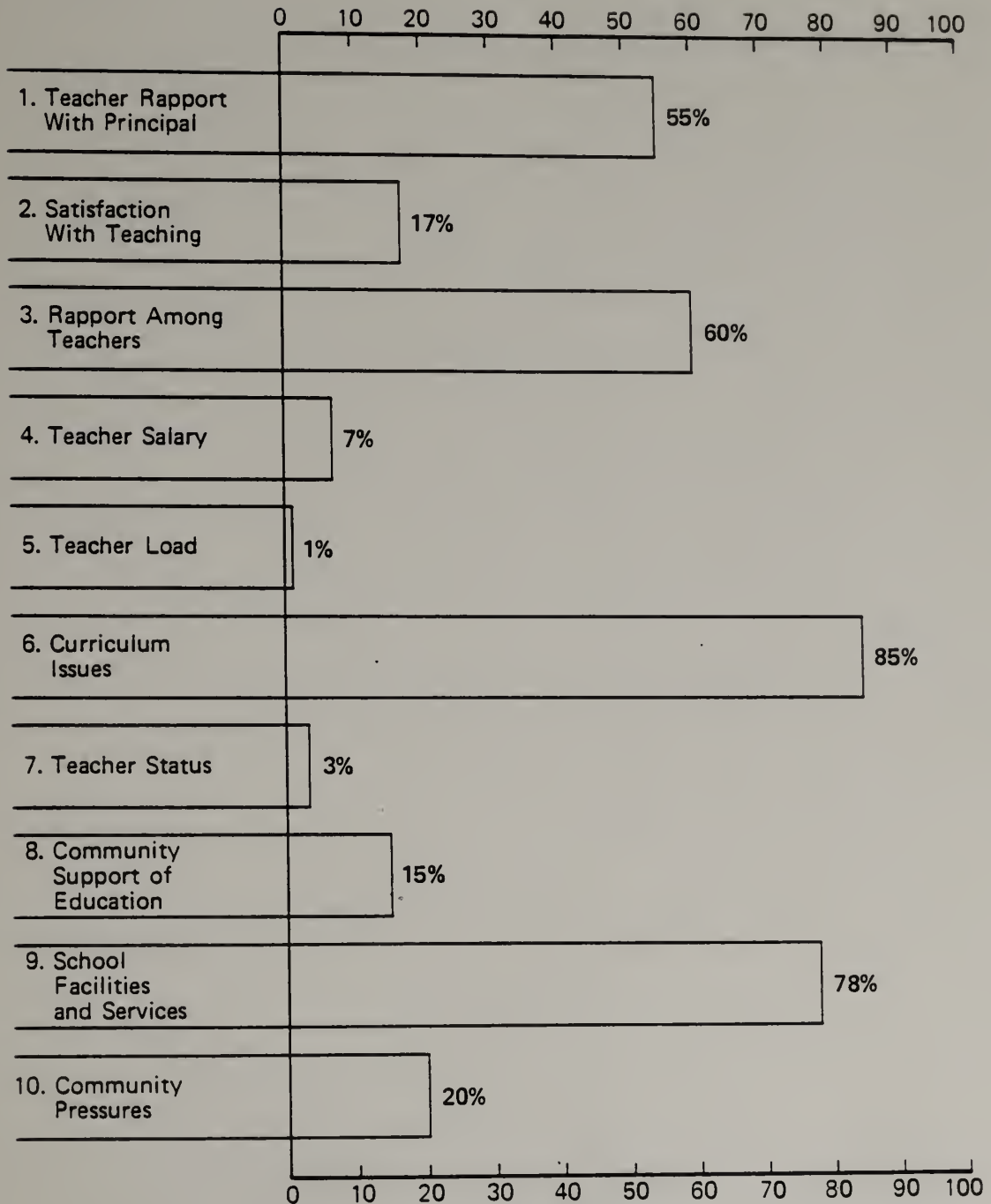


Fig. 23. School 008.

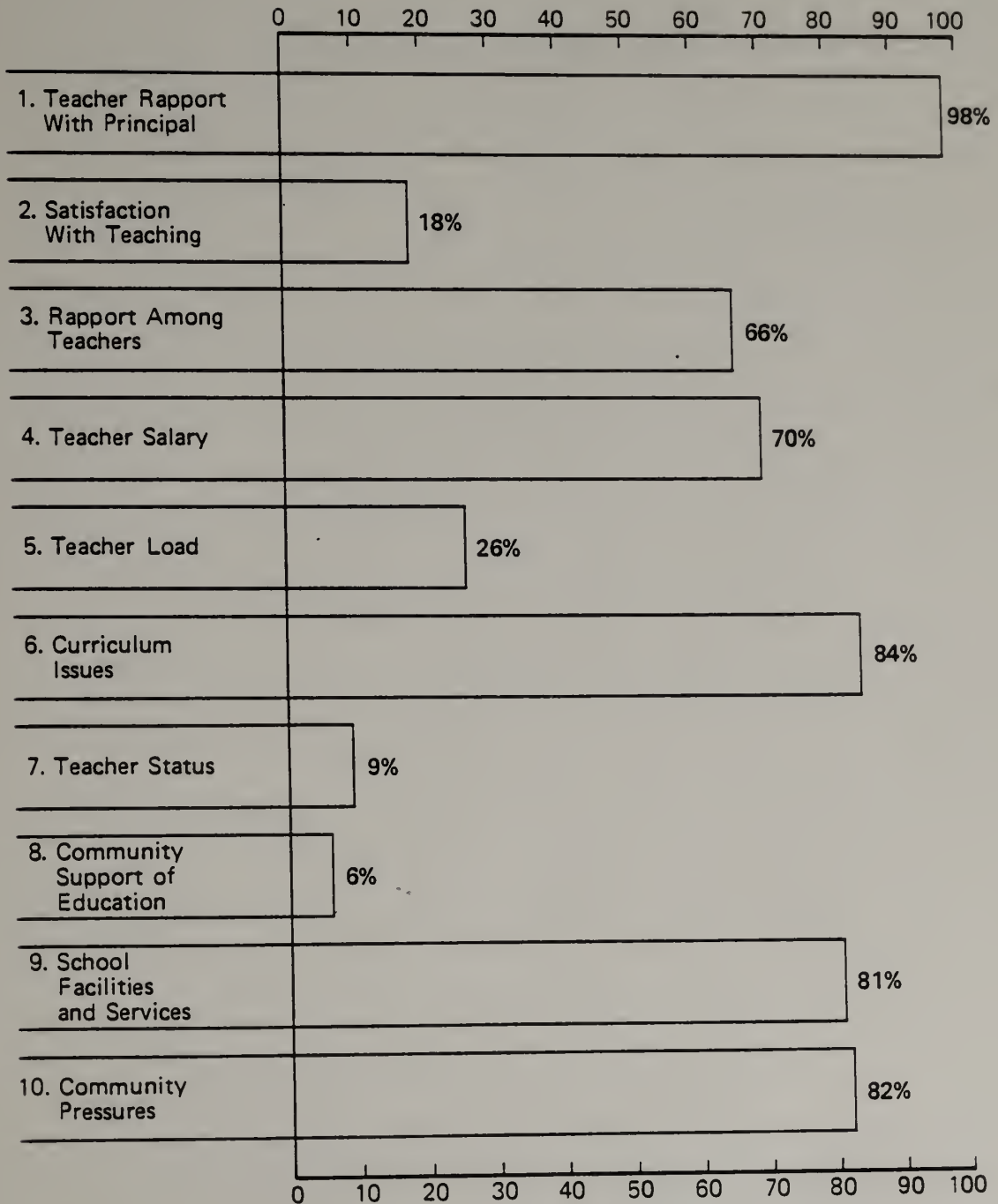


Fig. 24. School 009.

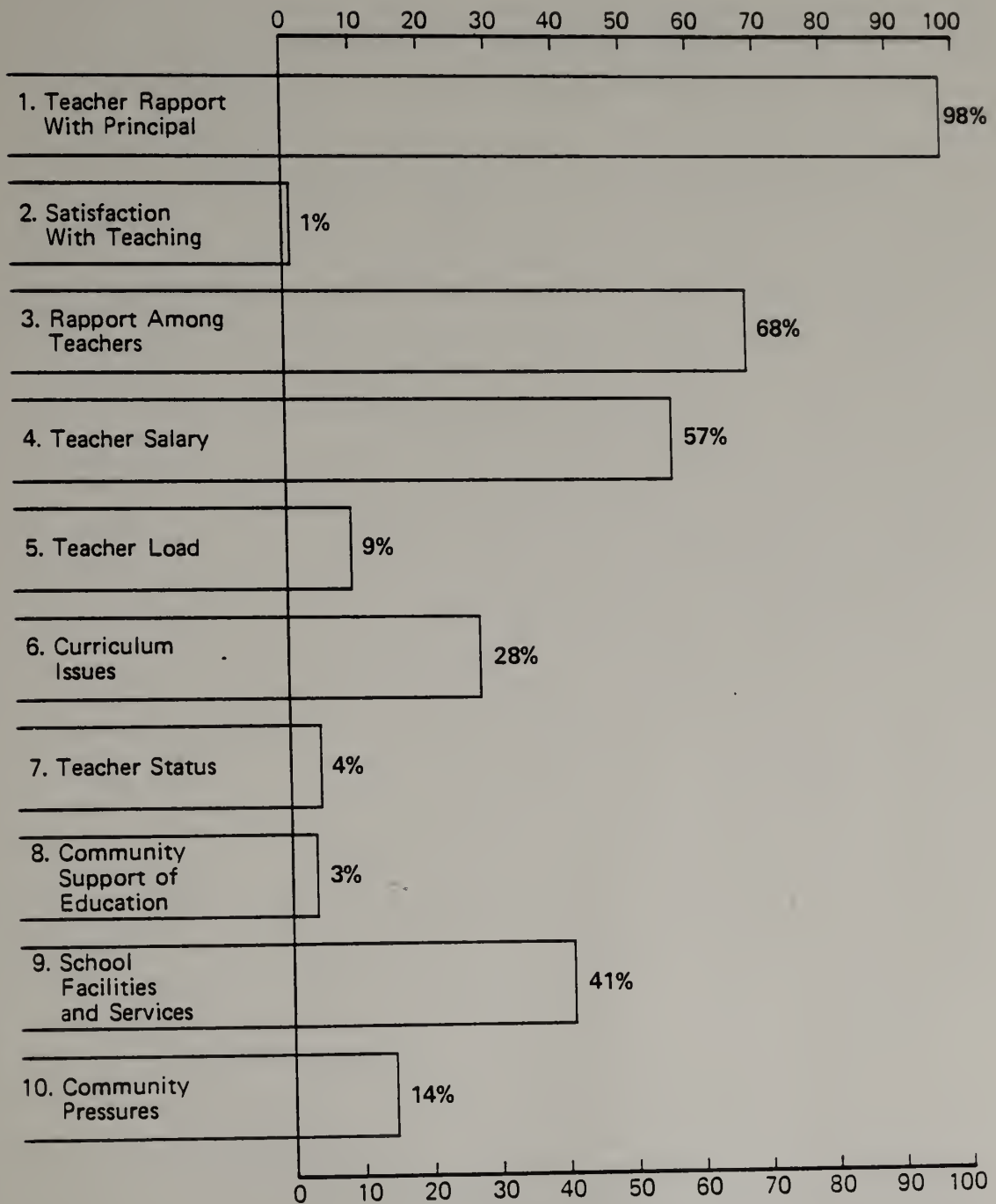


Fig. 25. School 0010.

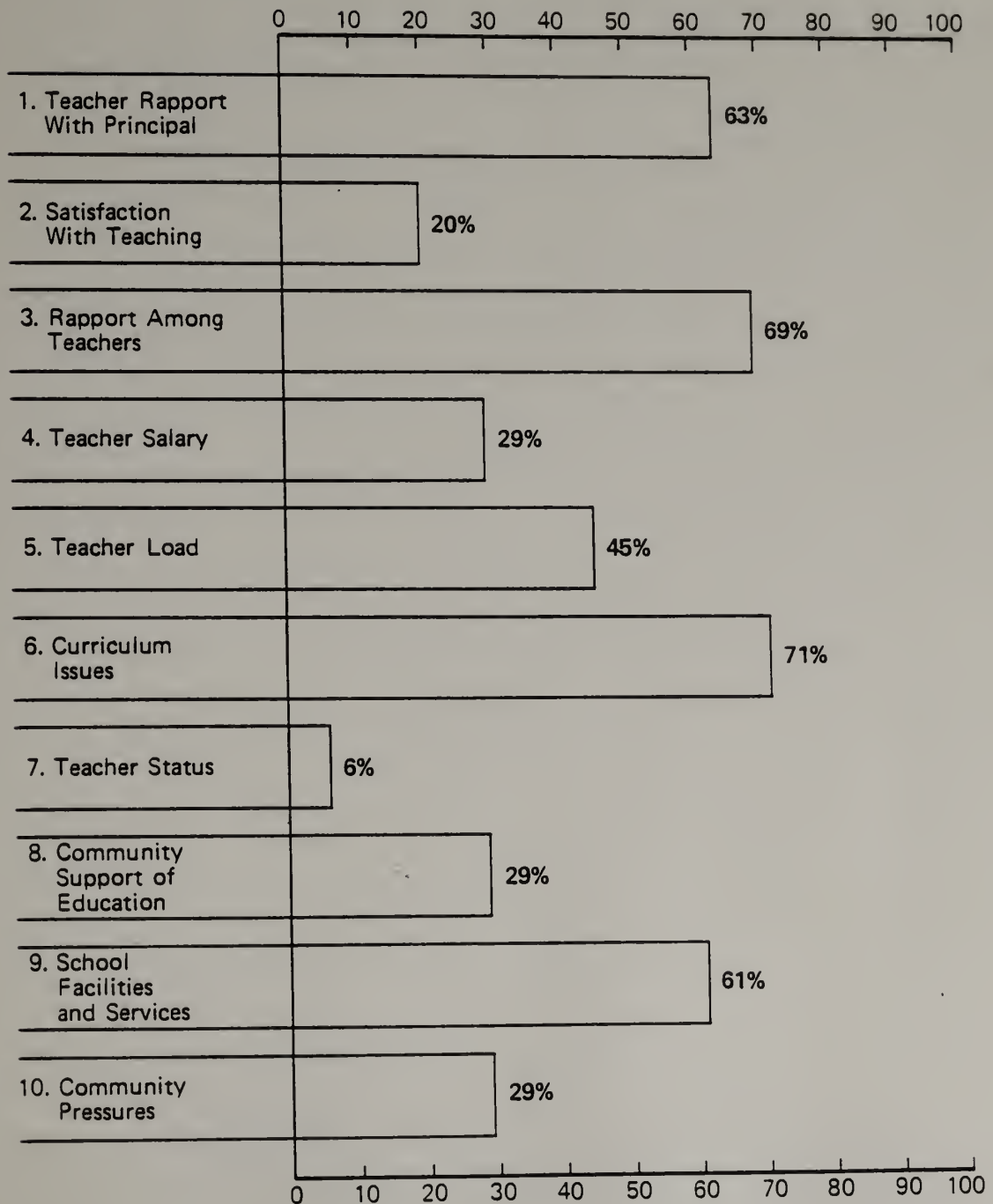


Fig. 26. School 0011.

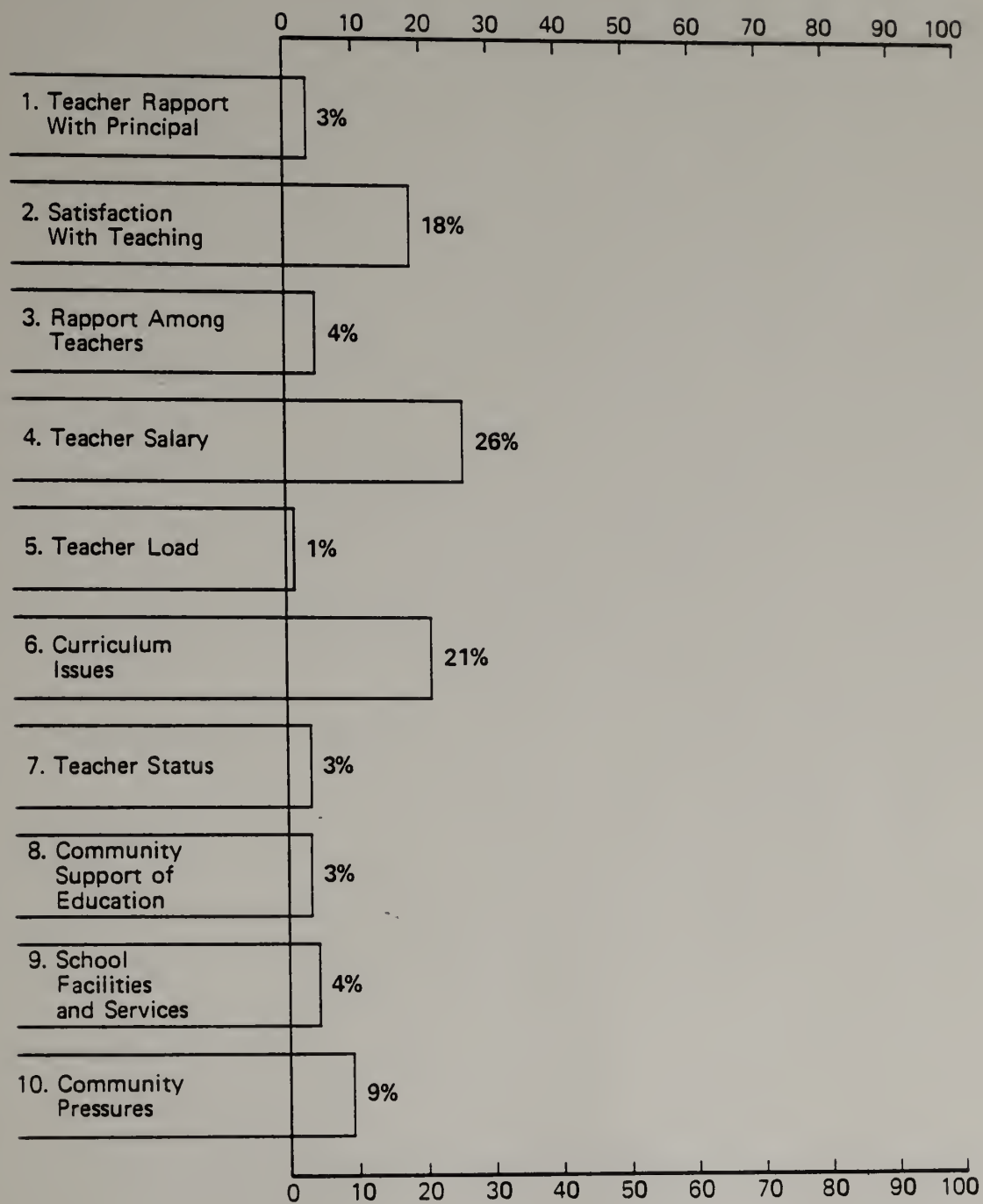


Fig. 27. School 0012.

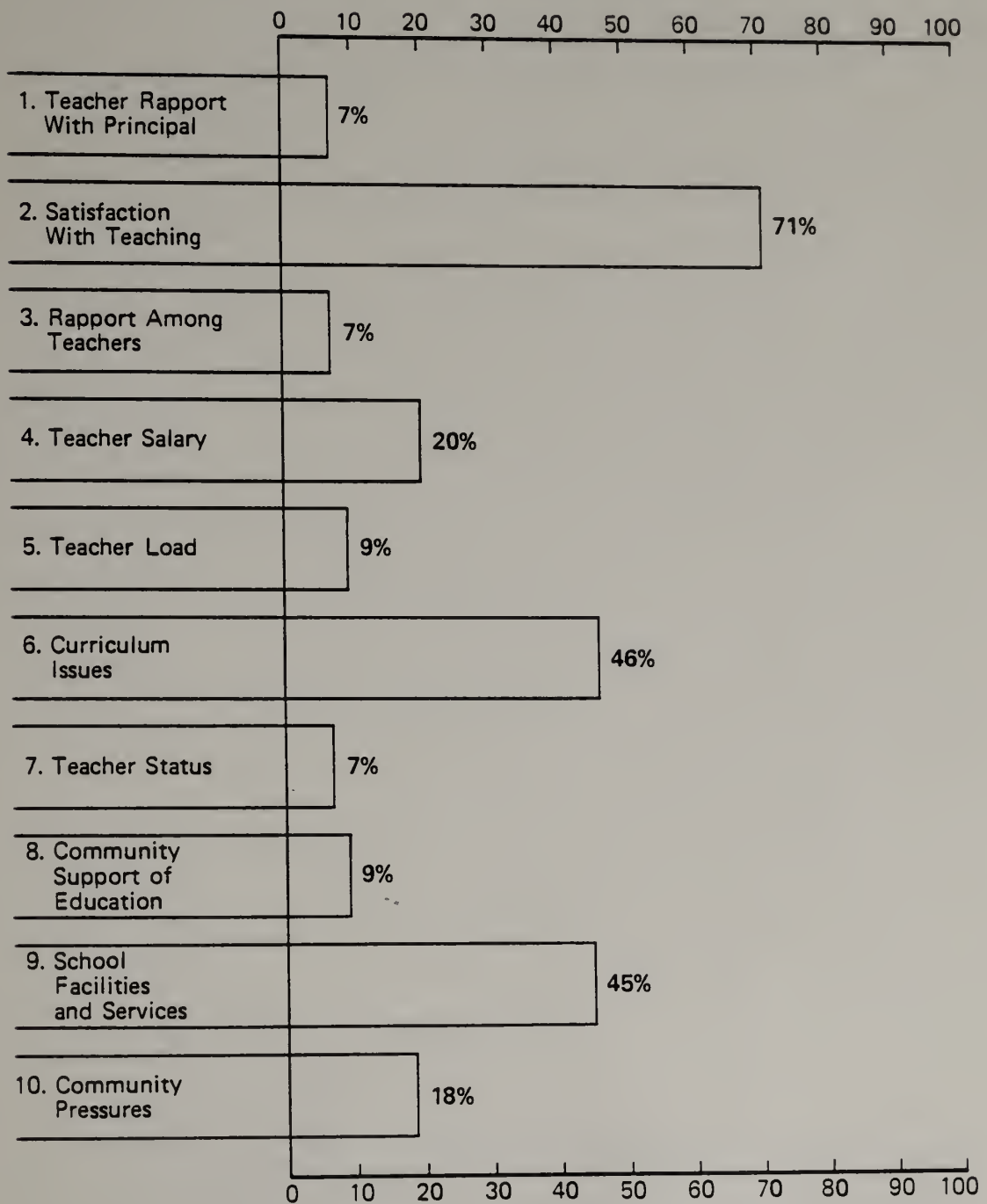


Fig. 28. School 0013.

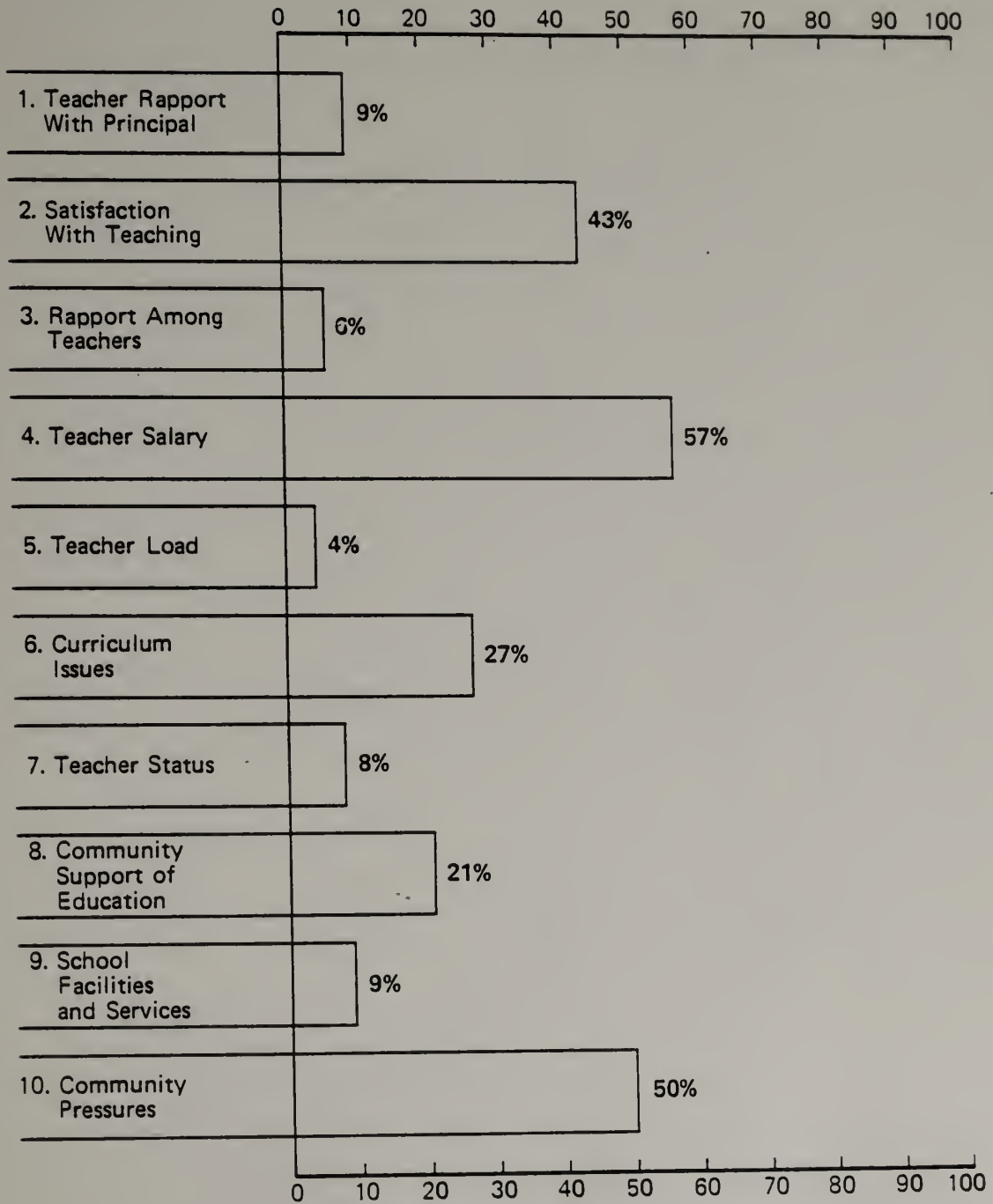


Fig. 29. School 0014.

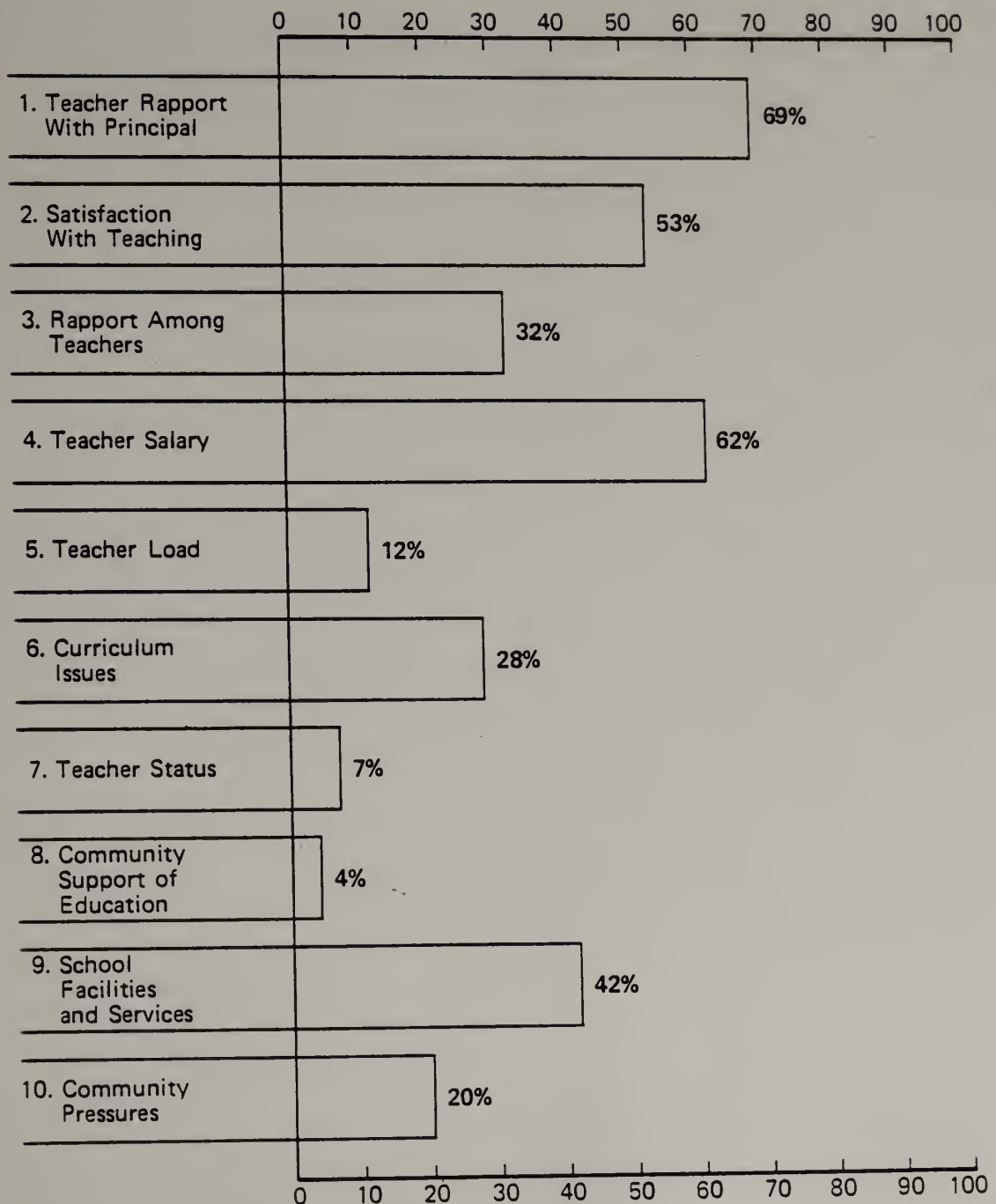
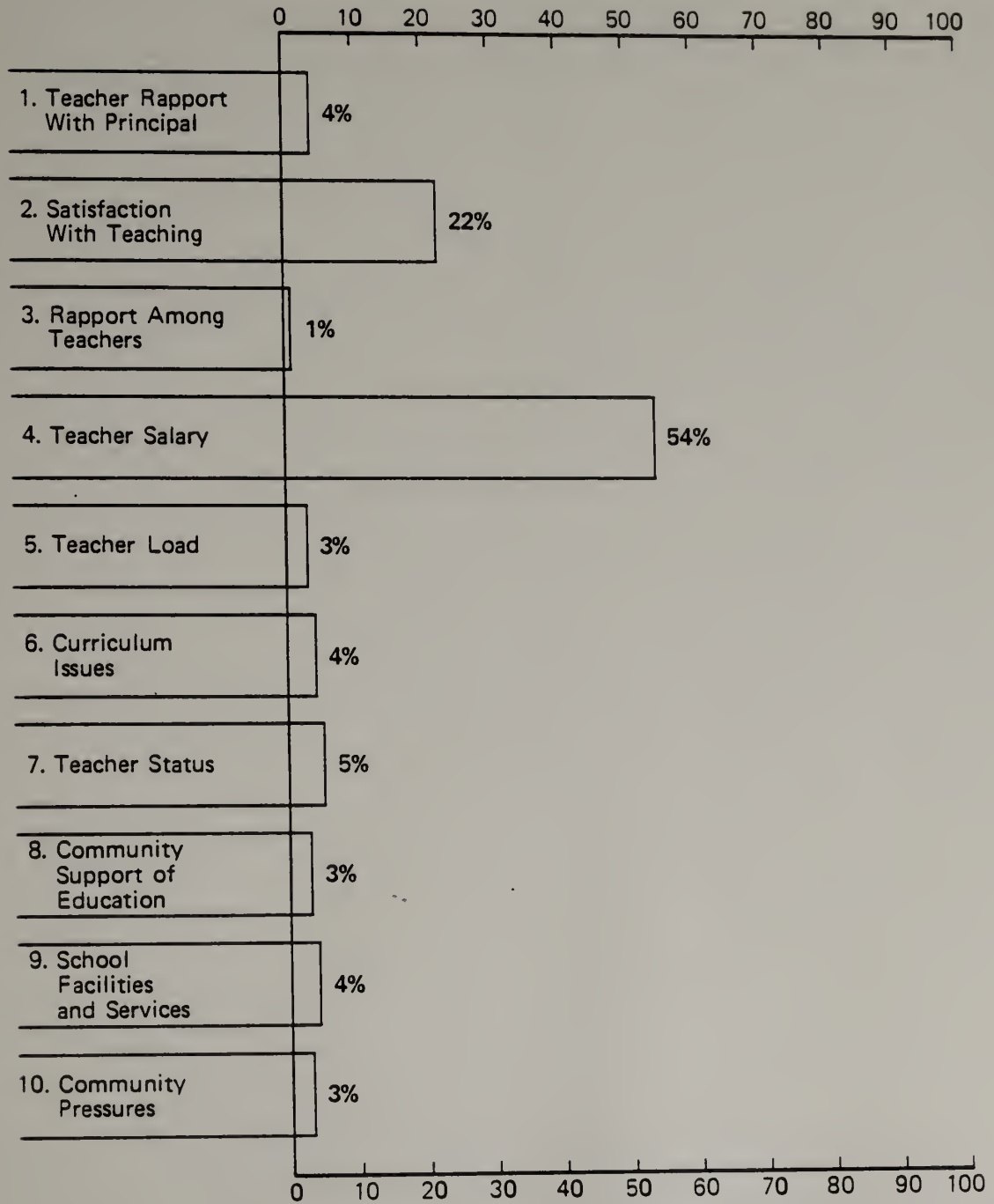


Fig. 30. School 0015.



School 002

In this school, several factors (rapport among teachers, curriculum issues, community support of education, and school facilities and services) are above the 50th percentile. Only three factors fall at or below the 10th percentile with one (teacher load) at the 2nd percentile.

School 003

Community support of education is the only factor above the 50th percentile in this school. Curriculum issues appear the next highest at the 49th percentile, while teacher load appears the lowest at the first percentile.

School 004

Seven factors are above the 50th percentile in this school. Three factors (rapport among teachers, community support of education, and school facilities and services) are above the 80th percentile. One factor does fall below the 10th percentile suggesting that teacher load is perceived as the greatest morale problem for this school.

School 005

Only one factor (curriculum issues) is higher than the 50th percentile in this school. Two factors (teacher salary and teacher status) fall at or below the 10th percentile. Satisfaction with

teaching and rapport among teachers are within the 40th to 50th percentile range while the remaining factors range from the 10th percentile to the 31st percentile.

School 006

The factors showing the highest morale perceptions within school 006 are satisfaction with teaching at the 53rd percentile and community pressures at the 46th percentile. Three factors (teacher salary, teacher load, and teacher status) fall below the 10th percentile. The remaining factors fall between the 15th percentile and the 27th percentile.

School 007

The percentile norm profile chart for this school shows some extreme perceptions of morale. Curriculum issues (85th percentile) and school facilities and services (78th percentile) are quite high while teacher rapport with principal and rapport among teachers are both above the 50th percentile. The remaining factors are below the 20th percentile with teacher salary (7th percentile), teacher load (1st percentile) and teacher status (3rd percentile) all falling below the 10th percentile.

School 008

The morale perceptions in school 008 are also quite extreme though more factors appear at the high range. Teacher rapport with principal is at the 98th percentile, curriculum issues at the 84th,

community pressures at the 82nd and school facilities and services at the 81st percentile. Two factors (rapport among teachers and teacher salary) are between the 60th and 70th percentile. Two factors fall below the 10th percentile (teacher status and community support of education). The remaining factors fall between the 15th and the 30th percentiles.

School 009

In school 009, three factors are above the 50th percentile with one factor (teacher rapport with principal) at the 98th percentile. Four factors (satisfaction with teaching, teacher load, teacher status, and community support of education) fall below the 10th percentile. School facilities and services is at the 41st percentile while curriculum issues is at the 28th and community pressures is at the 14th percentile.

School 0010

Teacher rapport with principal, rapport among teachers, curriculum issues, and school facilities and services are all above the 50th percentile in school 0010. One factor (teacher status) falls below the 10th percentile. The remaining factors are between the 20th and the 45th percentiles.

School 0011

Morale in this school appears quite low. Seven of the ten factors fall below the 10th percentile. The highest factor is

teacher salary at the 26th percentile. Satisfaction with teaching is at the 18th percentile. Curriculum issues is at the 21st percentile.

School 0012

School 0012 has one factor (satisfaction with teaching) above the 50th percentile. Curriculum issues and school facilities and services are at the 46th and 45 percentiles, respectively. Five factors are below the 10th percentile with the two remaining factors (teacher salary and community pressures) at the 20th and 18th percentiles.

School 0013

Two factors in this school are at or above the 50th percentile (teacher salary and community pressures). Five factors are below the 10th percentile (teacher rapport with principal, rapport among teachers, teacher load, teacher status, and school facilities and services). The remaining factors fall between the 21st and the 45th percentiles.

School 0014

Falling below the 10th percentile in this school are teacher status and community support of education. Teacher rapport with principal, satisfaction with teaching, and teacher salary are above the 50th percentile. The remaining factors fall between the 12th and the 42nd percentiles.

School 0015

Teacher perceptions of morale in school 0015 are quite low. Teacher salary is at the 54th percentile. Satisfaction with teaching is at the 22nd percentile. The remaining eight factors fall below the 10th percentile.

In summarizing the data presented on each of the fifteen sample schools on all ten factors, schools 004 and 008 appear to have the highest perceptions of morale. School 004 has four factors falling in the 5th stanine (average), two factors falling in the 6th stanine (a little above average) and one factor in the 7th stanine (above average). Seven of the ten factors are above the 60th percentile in school 004. School 008 has six factors above the 60th percentile. Four factors fall within the "a little above average" stanine while two factors fall into the "average" stanine.

At the opposite end are schools 0011 and 0015. These two schools appear to have the lowest morale. School 0011 has seven out of ten factors below the 10th percentile. Five factors are in the 4th stanine (a little below average). Four factors are in the 3rd stanine (below average) in school 0011. School 0015 has eight factors below the 10th percentile and six factors in the below average stanine.

All schools on each factor. Profiles for each factor across all schools are first presented using the stanine system. Then the

Fig. 31. Factor 1 - Teacher Rapport with Principal.

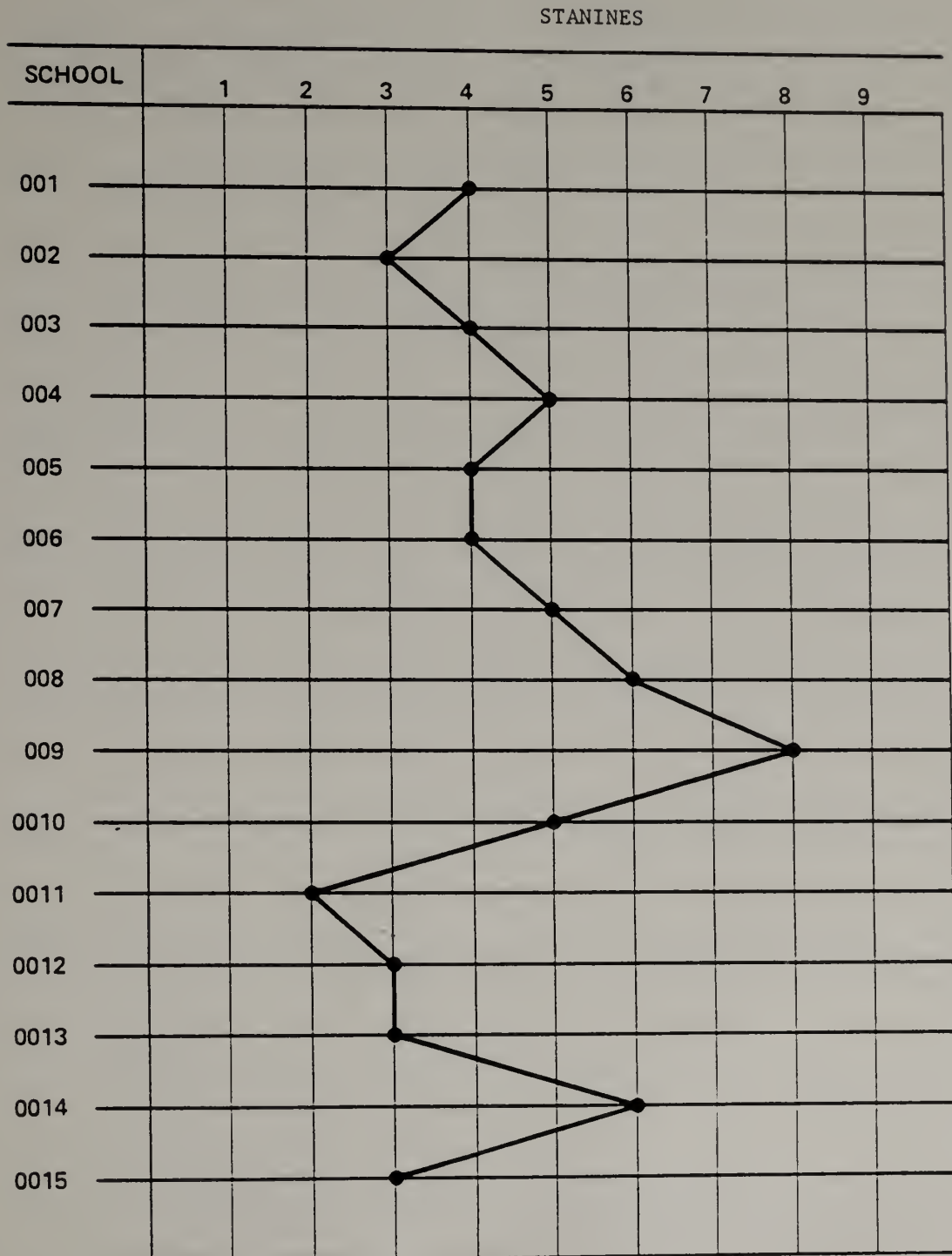


Fig. 32. Factor 2 - Satisfaction with Teaching.

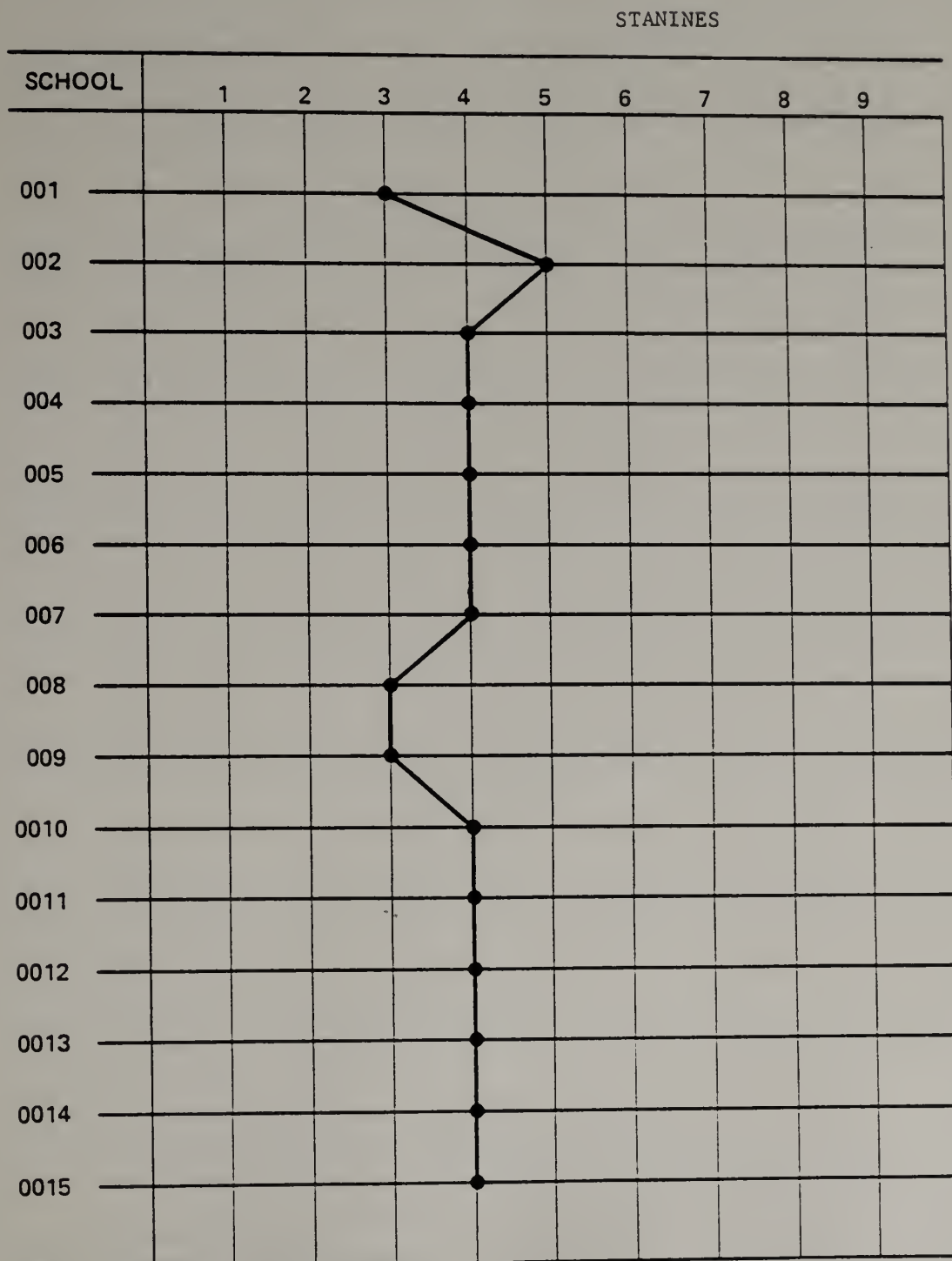


Fig. 33. Factor 3 - Rapport among Teachers.

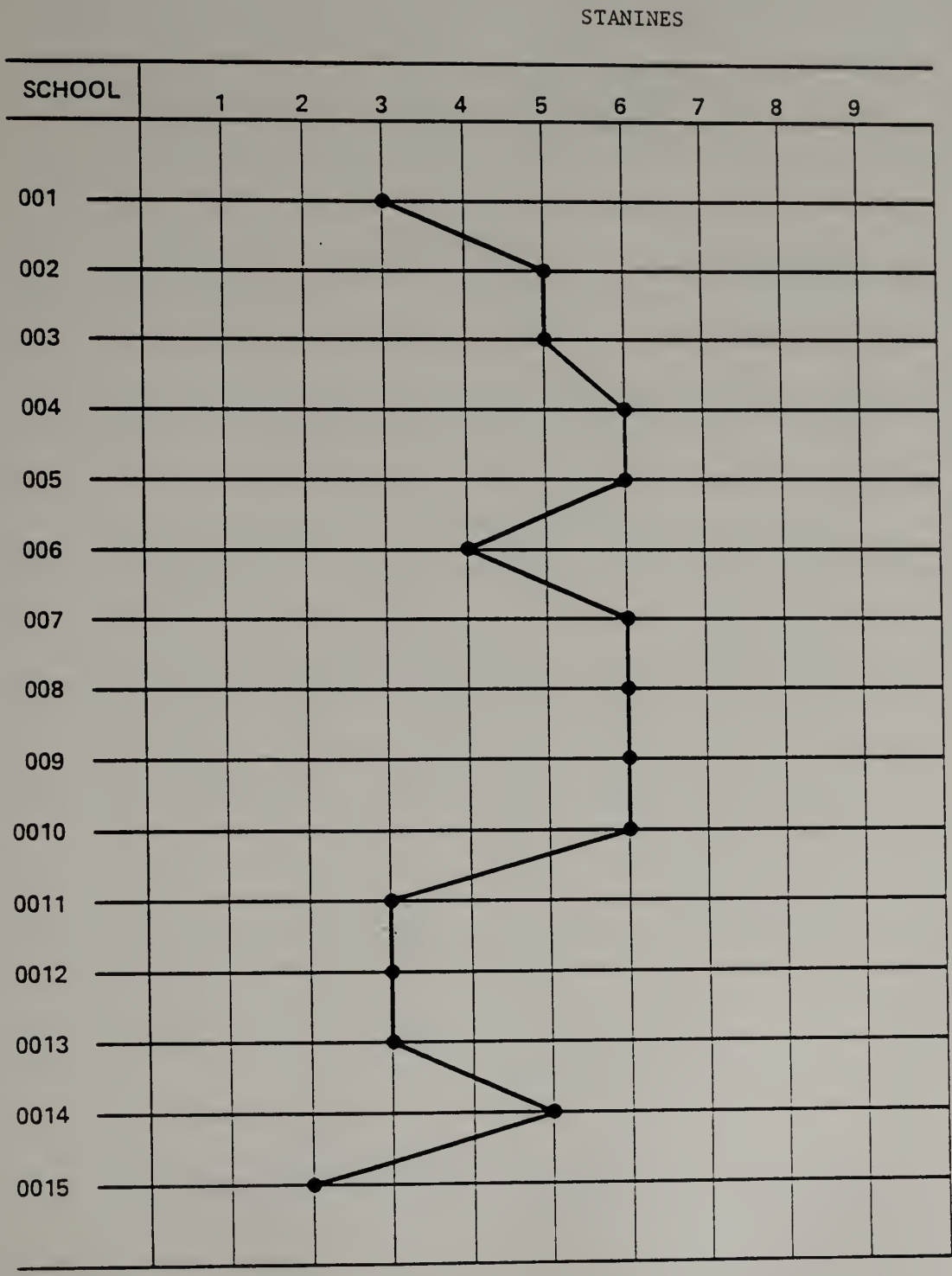


Fig. 34. Factor 4 - Teacher Salary.

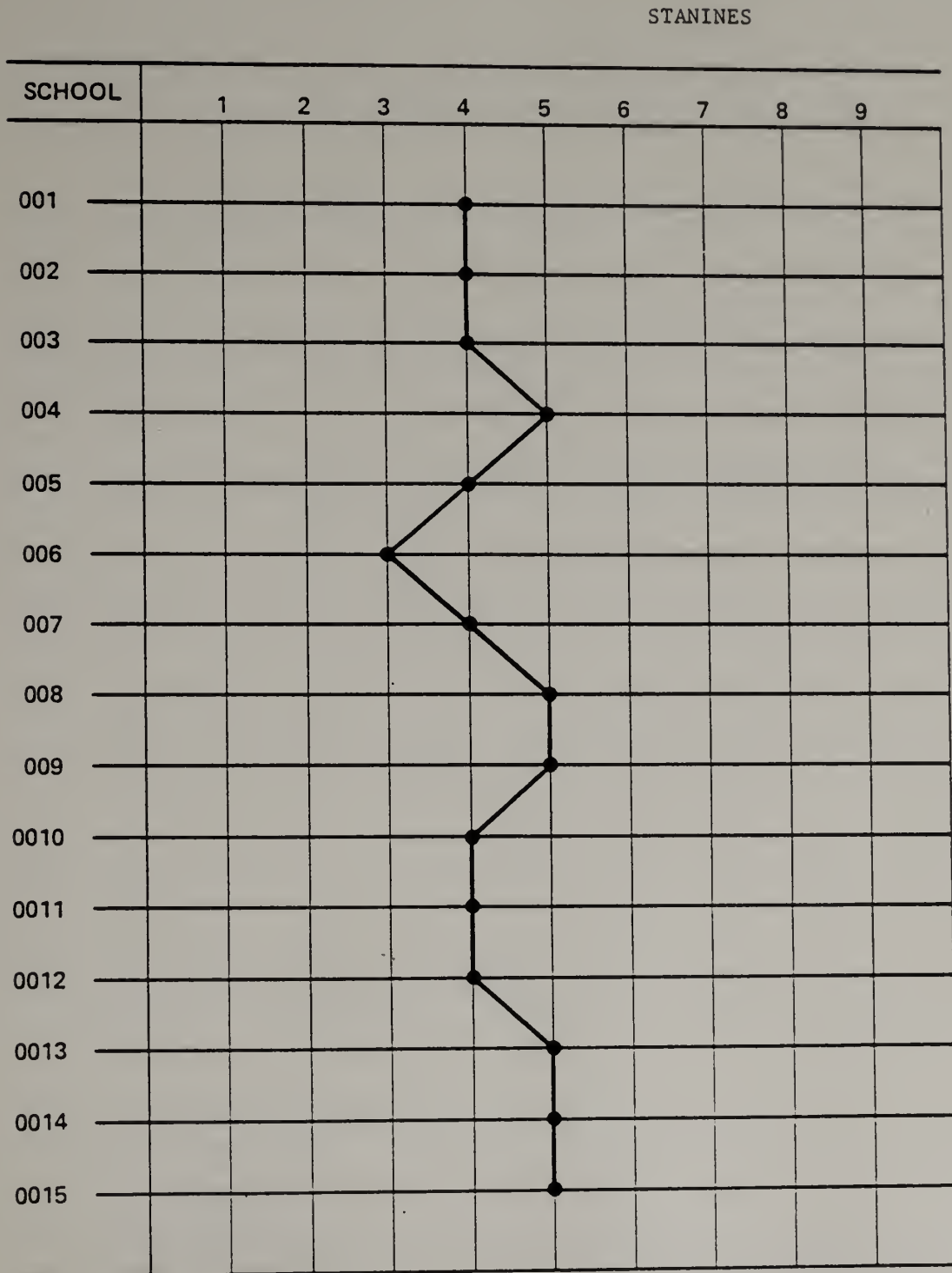


Fig. 35. Factor 5 - Teacher Load.

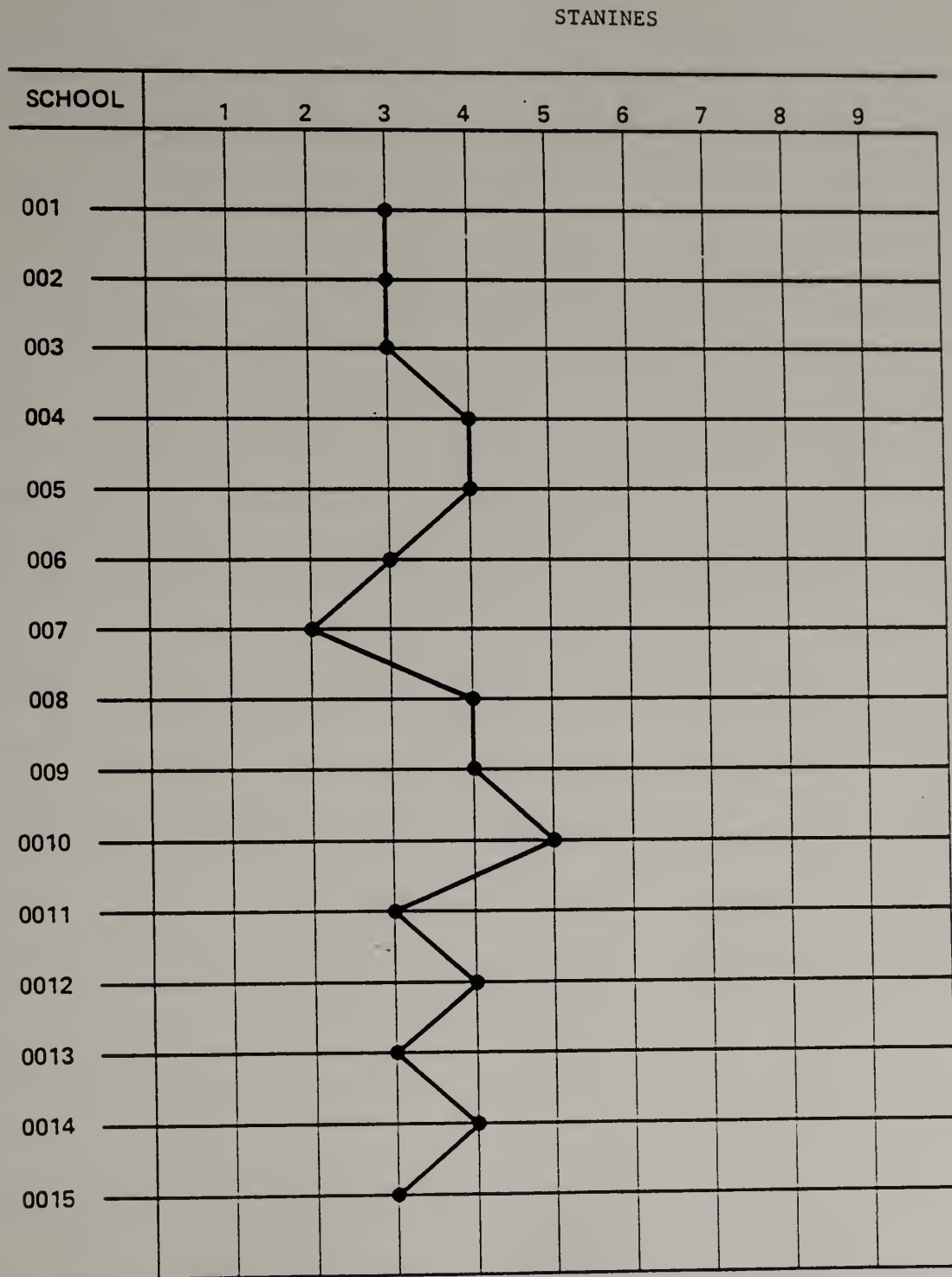


Fig. 36. Factor 6 - Curriculum Issues.

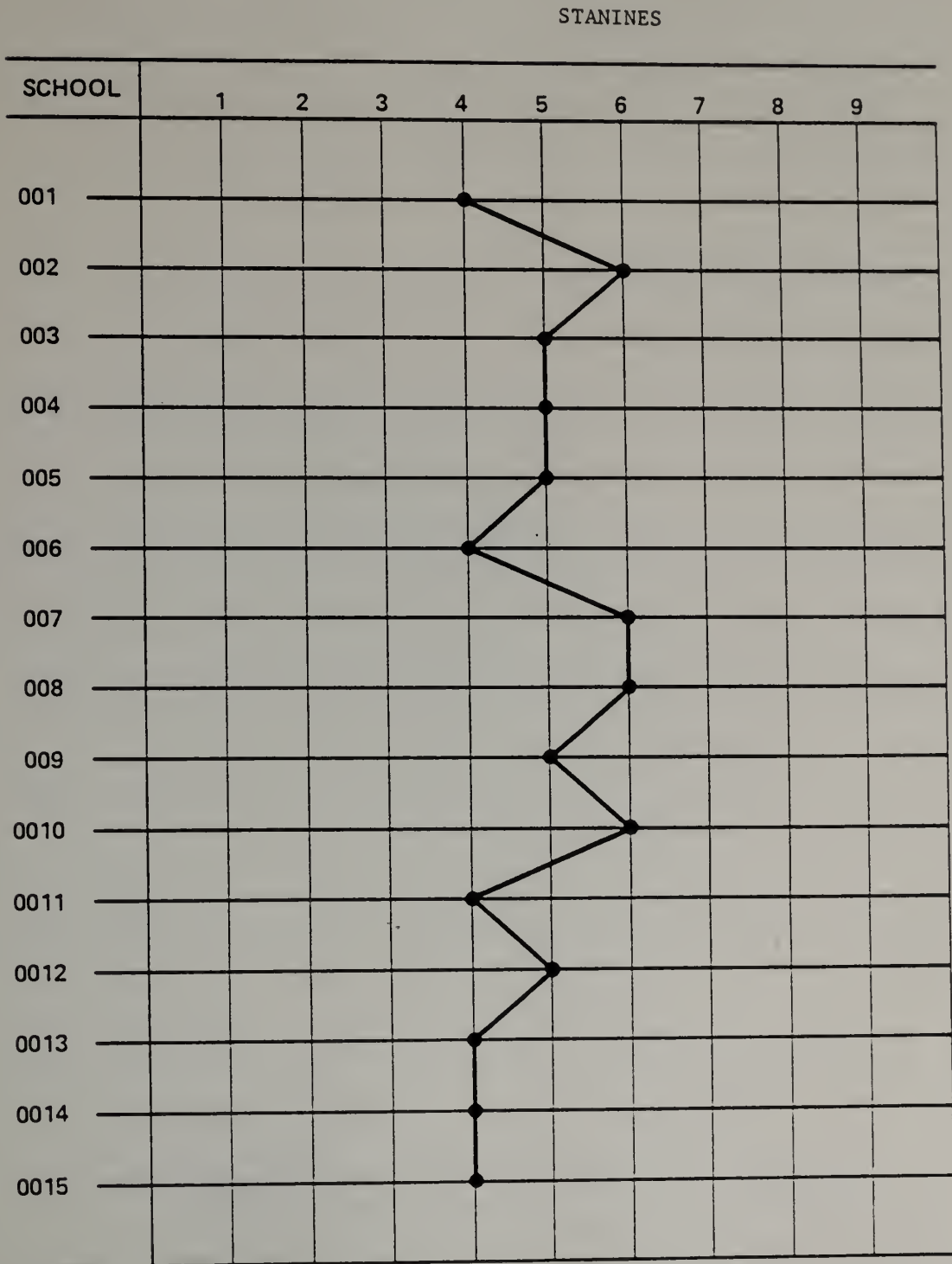


Fig. 37. Factor 7. Teacher Status.

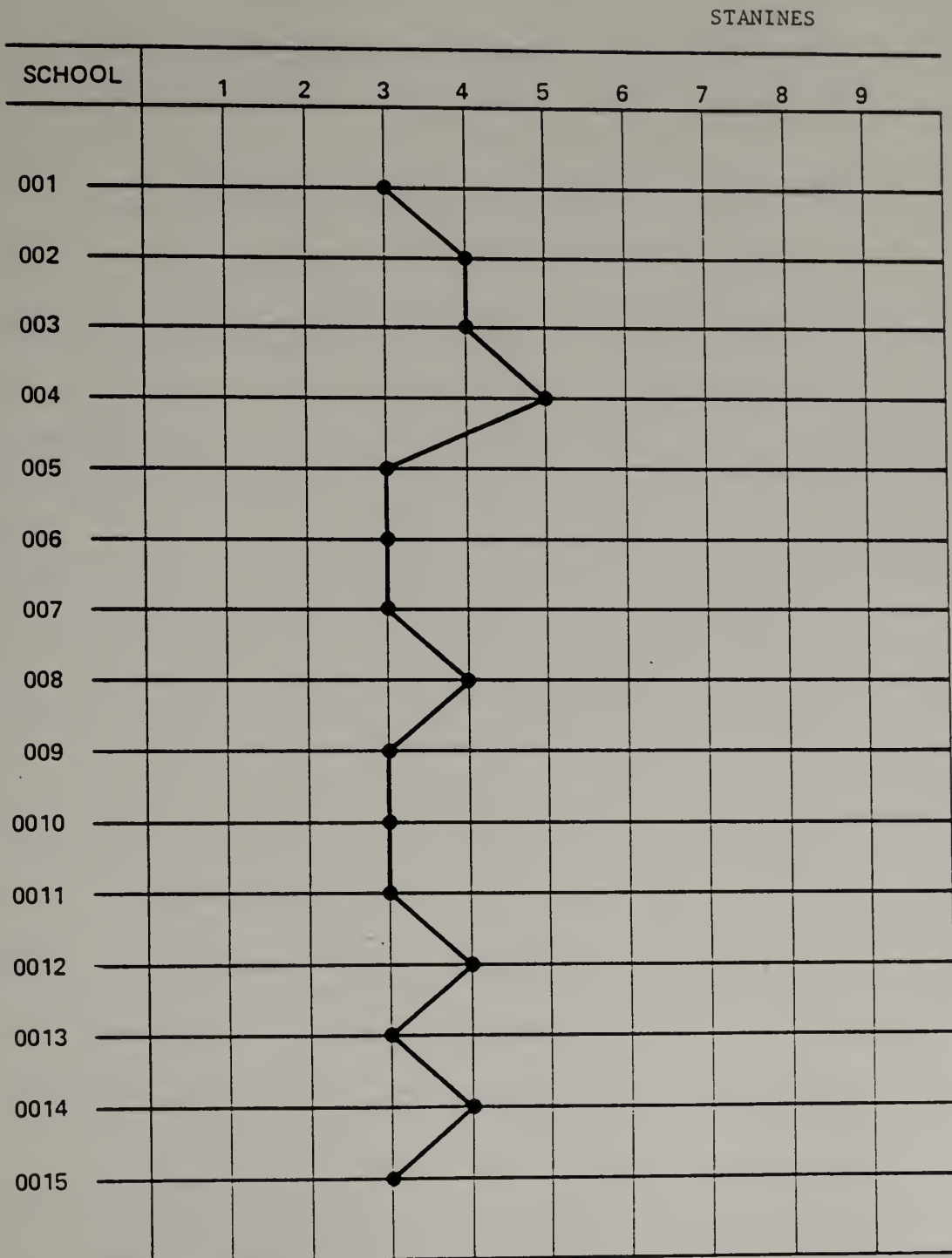


Fig. 38. Factor 8 - Community Support of Education.

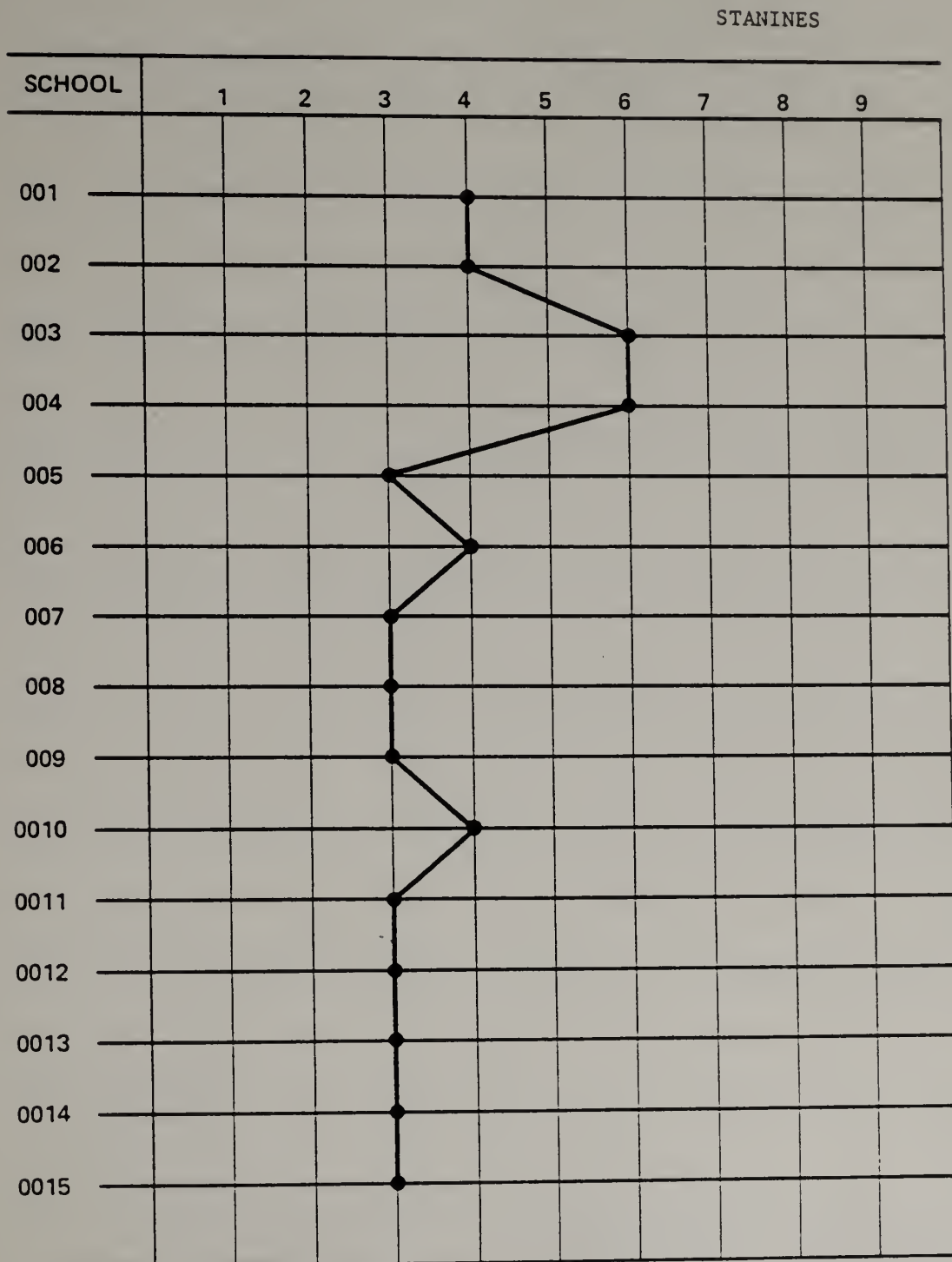


Fig. 39. Factor 9 - School Facilities and Services.

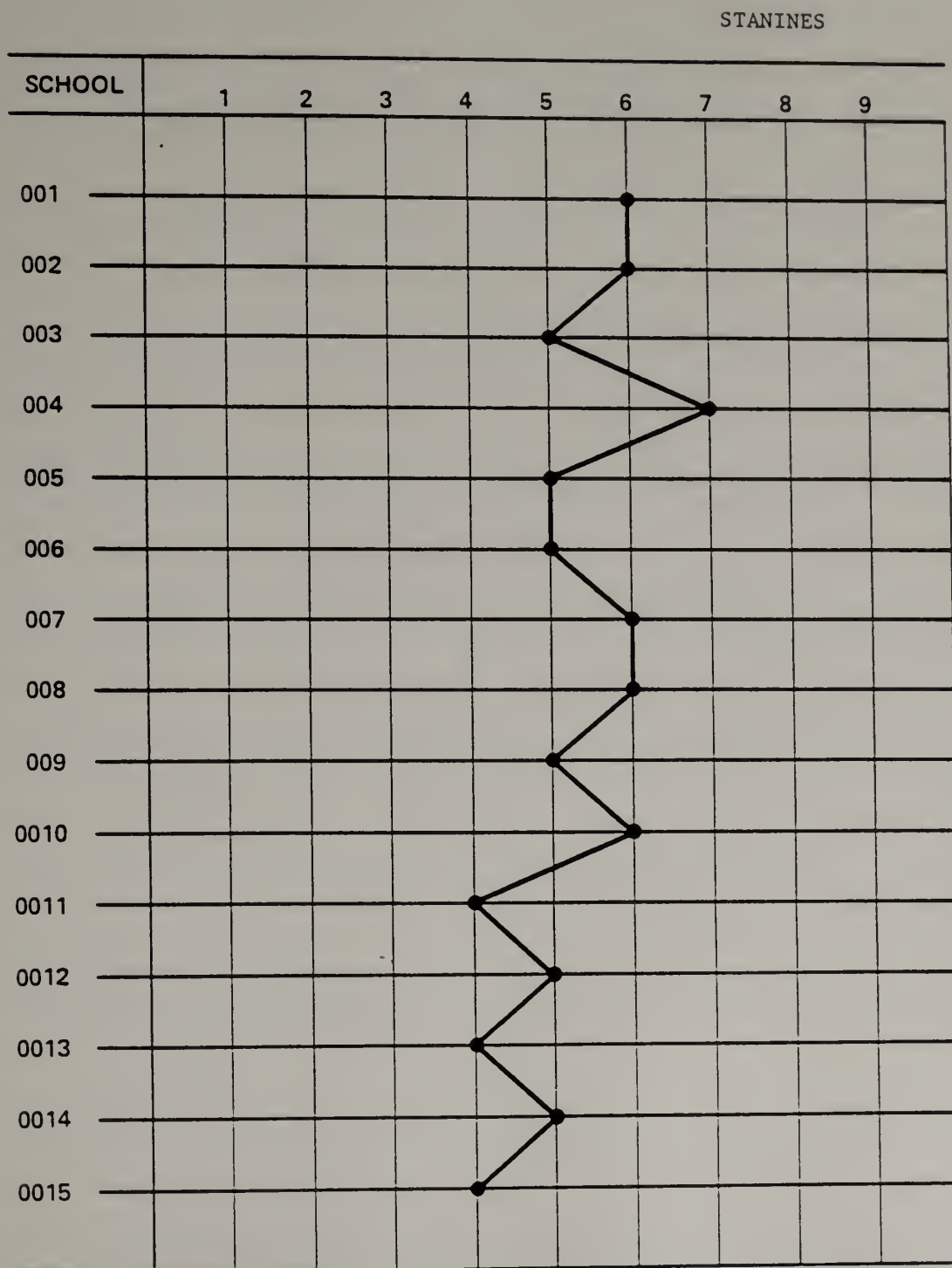
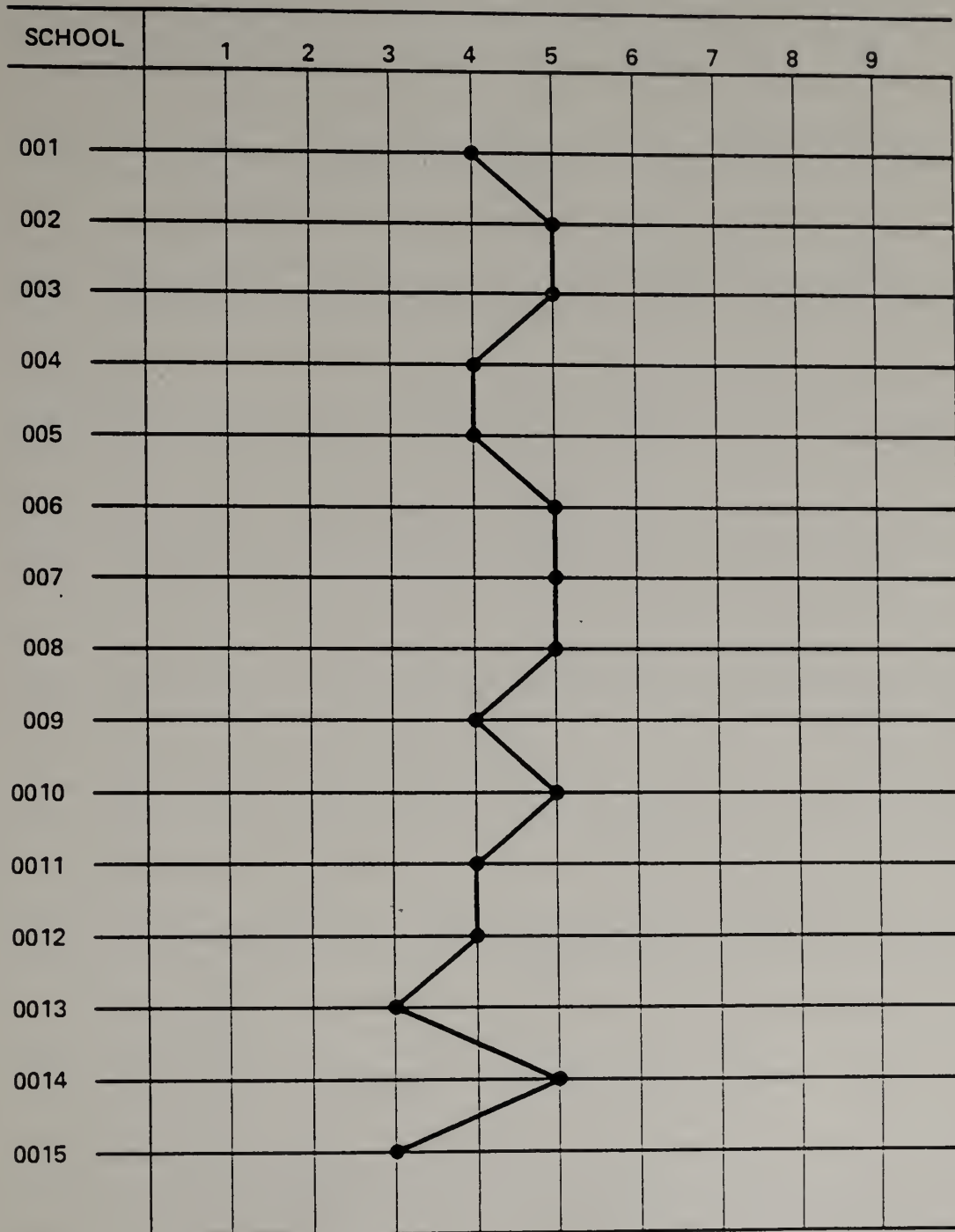


Fig. 40. Factor 10 - Community Pressures.

STANINES



percentile norm profile charts for each factor across all schools are reported.

Stanine - Factor 1
Teacher Rapport with Principal

Within this factor one school (0011) has low morale, four schools (002, 0012, 0013, 0015) have below average morale, and four schools (001, 003, 005, 006) have a little below average morale. Schools 004, 007, and 0010 have average morale relative to this factor, and school 008 has a little above average. One school (009) shows a high degree of morale in relation to teacher rapport with the principal.

Stanine - Factor 2
Satisfaction with Teaching

Eleven schools indicate a little below average morale in relation to this factor. Three schools (001, 008, 009) have below average morale while one school (002) has average morale.

Stanine - Factor 3
Rapport among Teachers

One school (0015) describes this factor as low. Schools 001, 0011, 0012, and 0013 describe rapport among teachers as below average. School 006 perceives this factor as a little below average, while schools 002, 003, and 0014 perceive this factor as average. Six schools (004, 005, 007, 008, 009, 0010) perceive rapport among teachers as a little above average.

Stanine Factor - 4
Teacher Salary

Morale perceptions regarding teacher salary range from below average to average. Six schools (004, 008, 009, 0013, 0014, 0015) perceive this factor as average while eight schools perceive this factor as a little above average. School 006 perceives this factor as below average.

Stanine Factor - 5
Teacher Load

With regard to teacher load, morale perceptions fall within stanines two to five. School 007 perceives this factor as low. School 0010 perceives this factor as average. Seven schools (001, 002, 003, 006, 0011, 0013, 0015) perceive teacher load as a little below average.

Stanine Factor - 6
Curriculum Issues

The morale range for this factor clusters near average. Six schools find morale regarding curriculum issues as a little below average while five schools (003, 004, 005, 009, 0012) find this factor as average. Schools 002, 007, 008, and 0010 find this factor a little above average.

Stanine Factor - 7
Teacher Status

Nine of the fifteen sample schools perceive morale in relation to teacher status as below average. Schools 002, 003, 008, 0012, and

0014 perceive this factor as a little below average while school 004 perceives this factor as average.

Stanine Factor - 8
Community Support of Education

Nine schools find this factor below average. Schools 001, 002, 006, and 0010 find this factor a little below average. Two schools (003, 004) find community support of education a little above average.

Stanine Factor - 9
School Facilities and Services

The teacher perceptions of morale ranges from a little below average to above average on this factor. Schools 0011, 0013, and 0015 perceive this factor as a little above average. Six schools (003, 005, 006, 009, 0012, 0014) perceive this factor as average while five schools (001, 002, 007, 008, 0010) perceive it as a little above average. School 004 perceives school facilities and services as above average.

Stanine Factor - 10
Community Pressures

Six schools find morale regarding community pressures as a little below average. Schools 0013 and 0015 find this factor below average while seven schools (002, 003, 006, 007, 008, 0010, 0014) find this factor average.

The following are the results of the percentile norm profile charts for all schools on each factor:

Fig. 41. Percentile Norm Profile Chart.

Teacher Rapport with Principal.

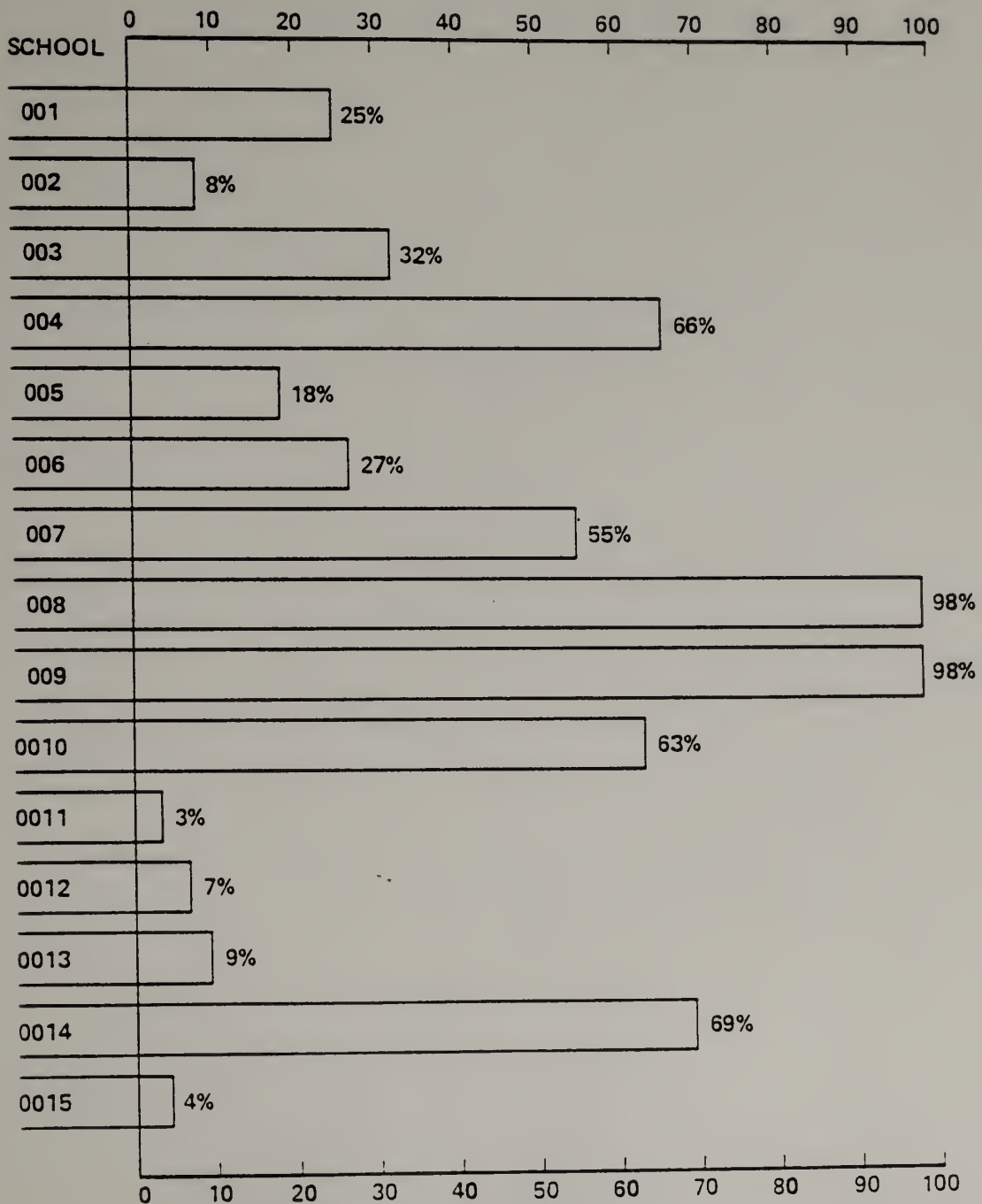


Fig. 42. Percentile Norm Profile Chart.

Satisfaction with Teaching.

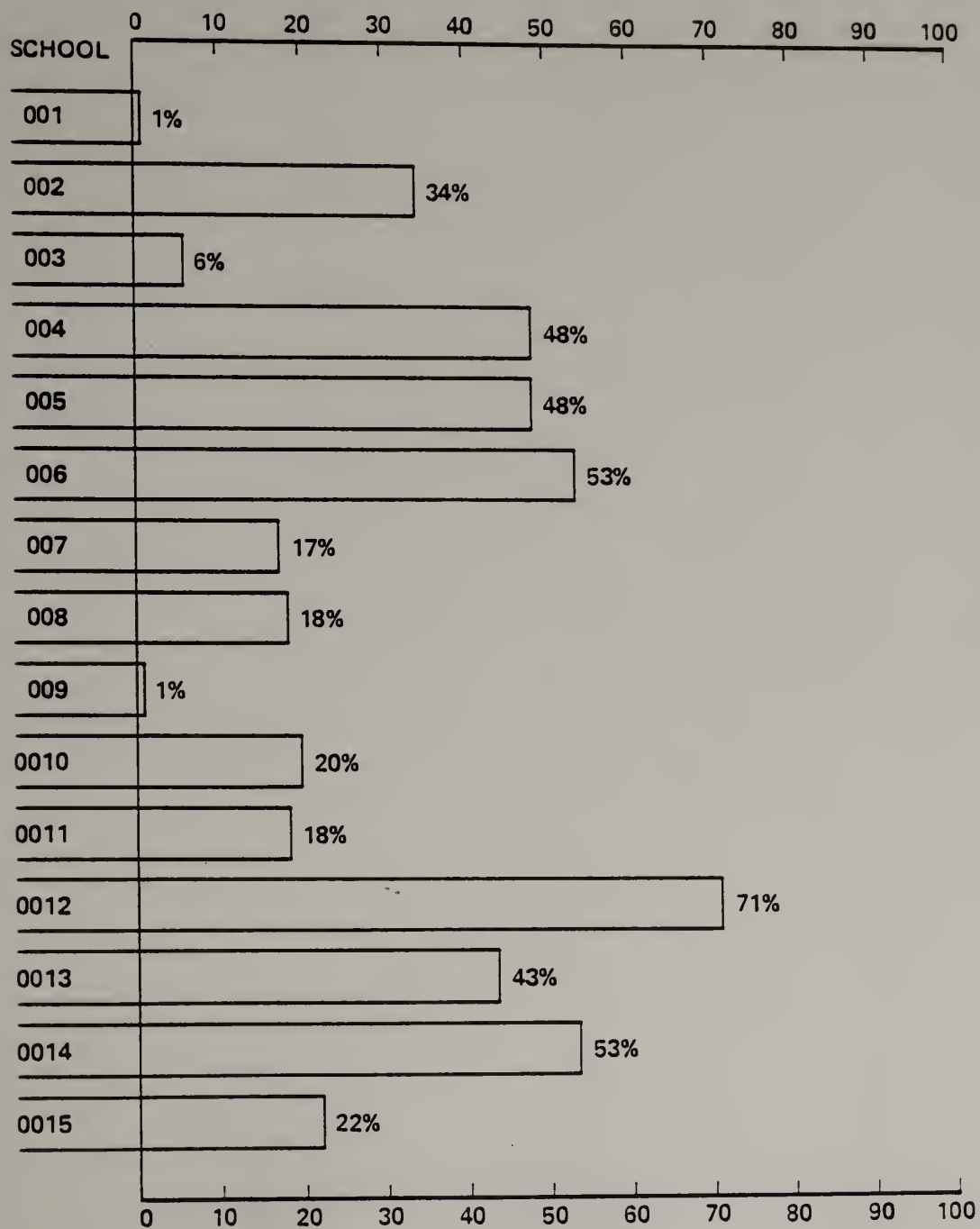


Fig. 43. Percentile Norm Profile Chart.

Rapport among Teachers.

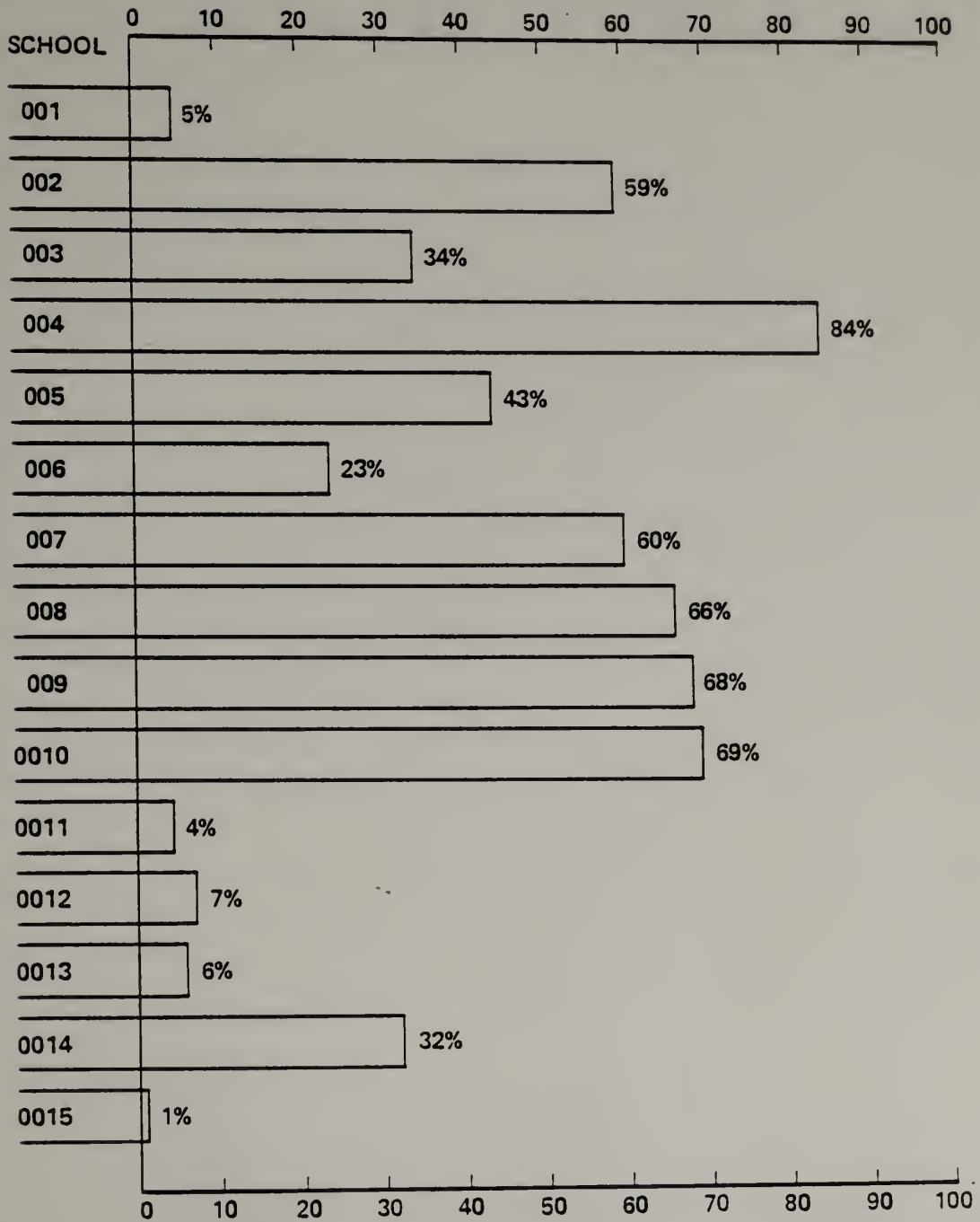


Fig. 44. Percentile Norm Profile Chart.
Teacher Salary.

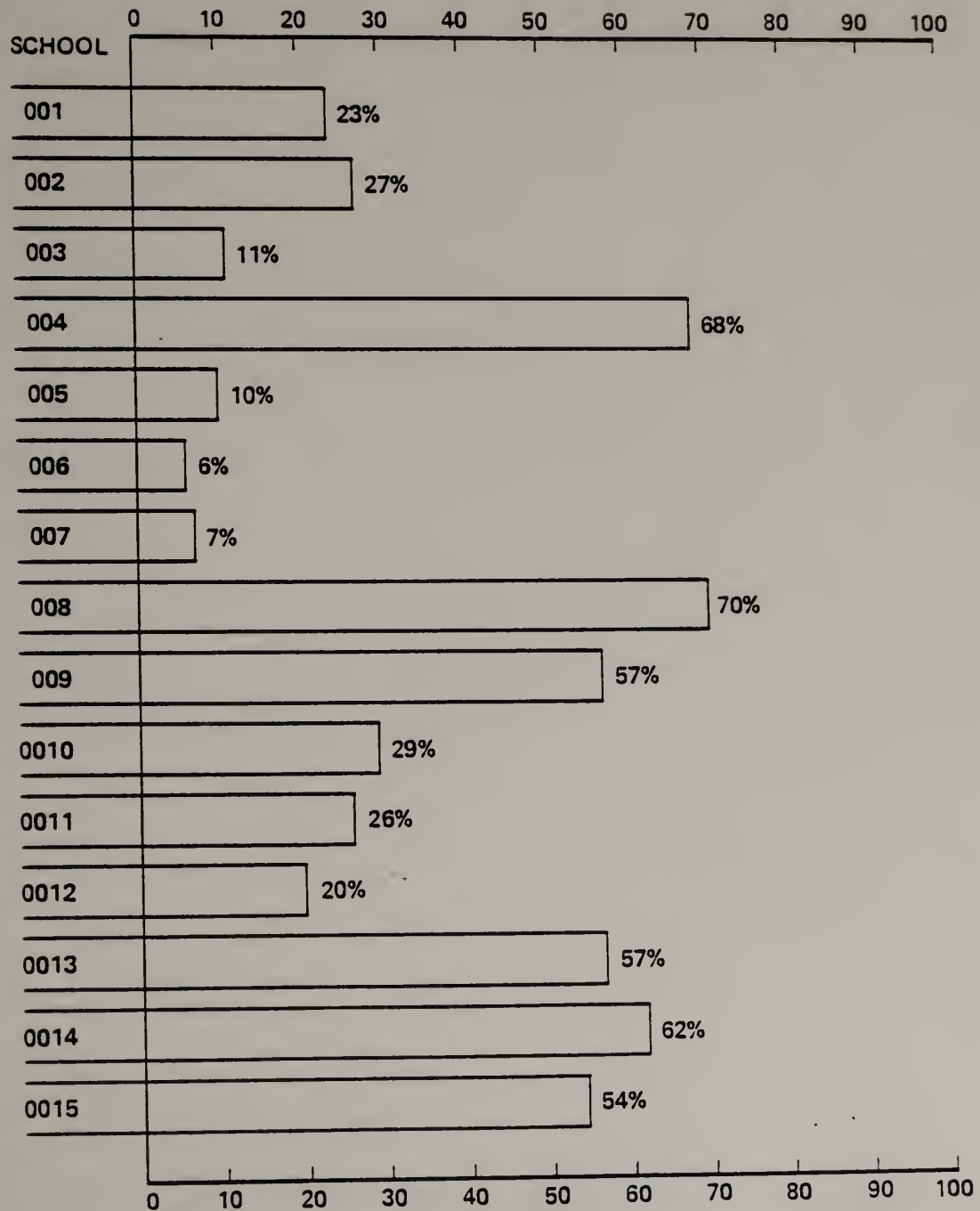


Fig. 45. Percentile Norm Profile Chart.

Teacher Load.

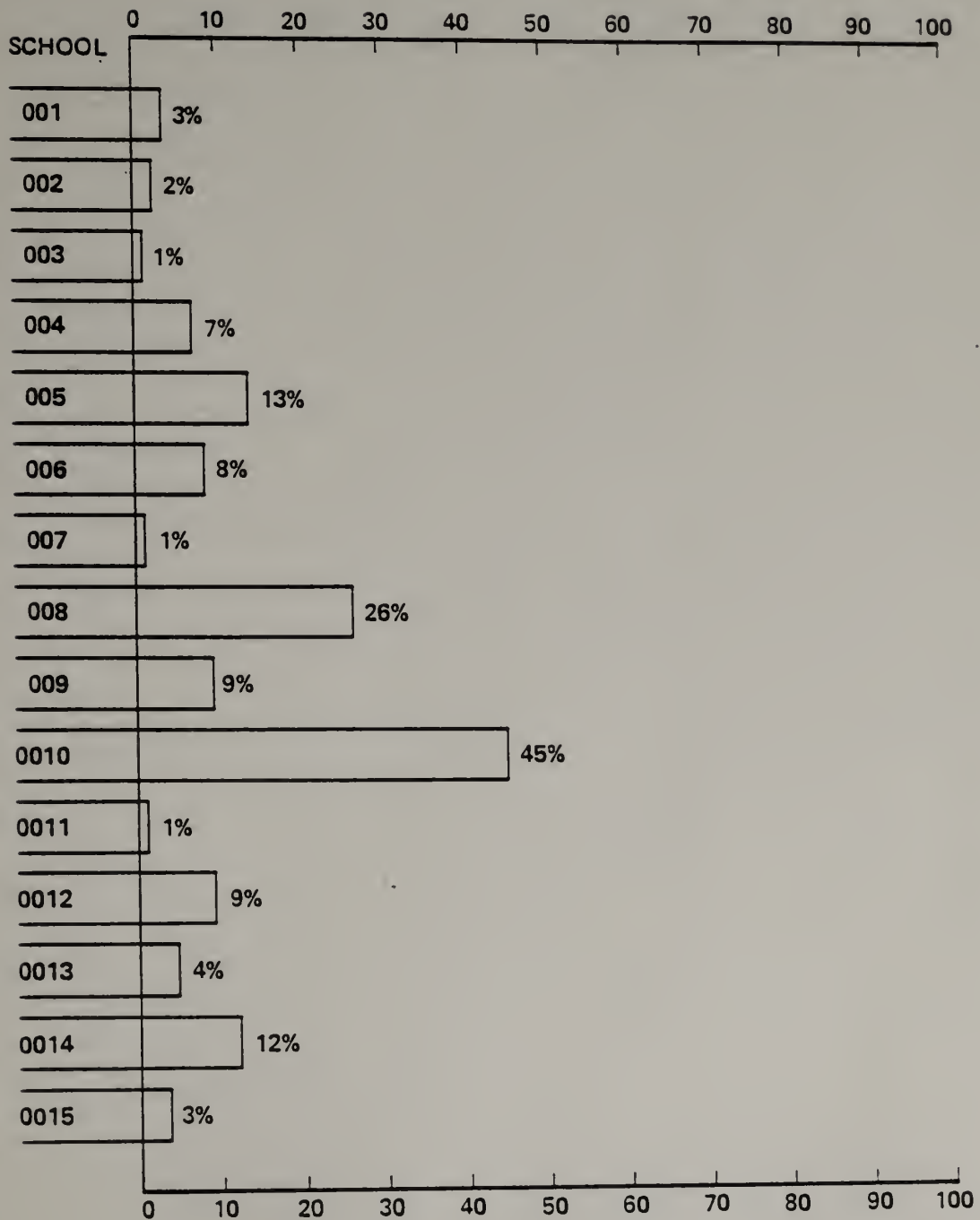


Fig. 46. Percentile Norm Profile Chart.
Curriculum Issues.

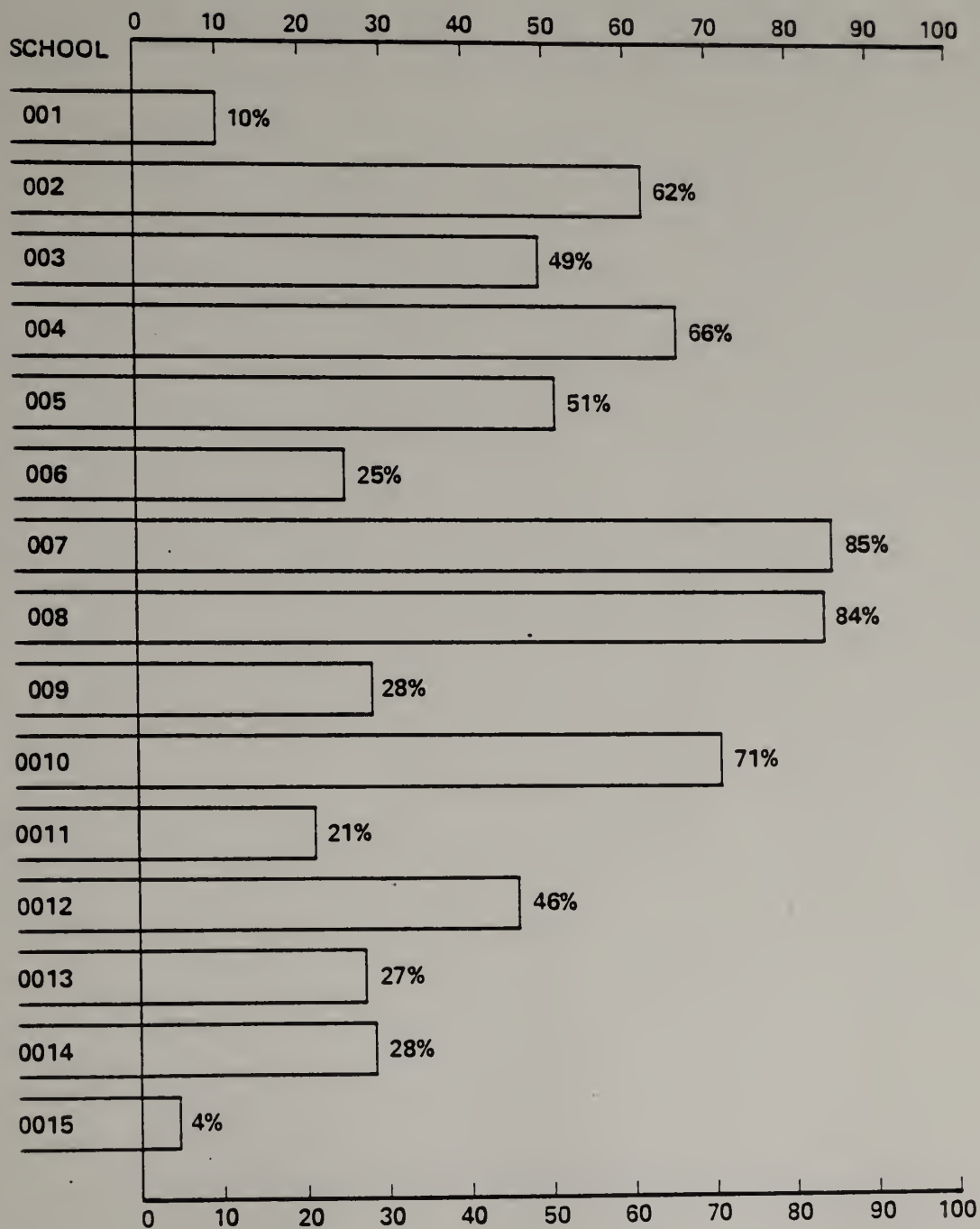


Fig. 47. Percentile Norm Profile Chart.
Teacher Status.

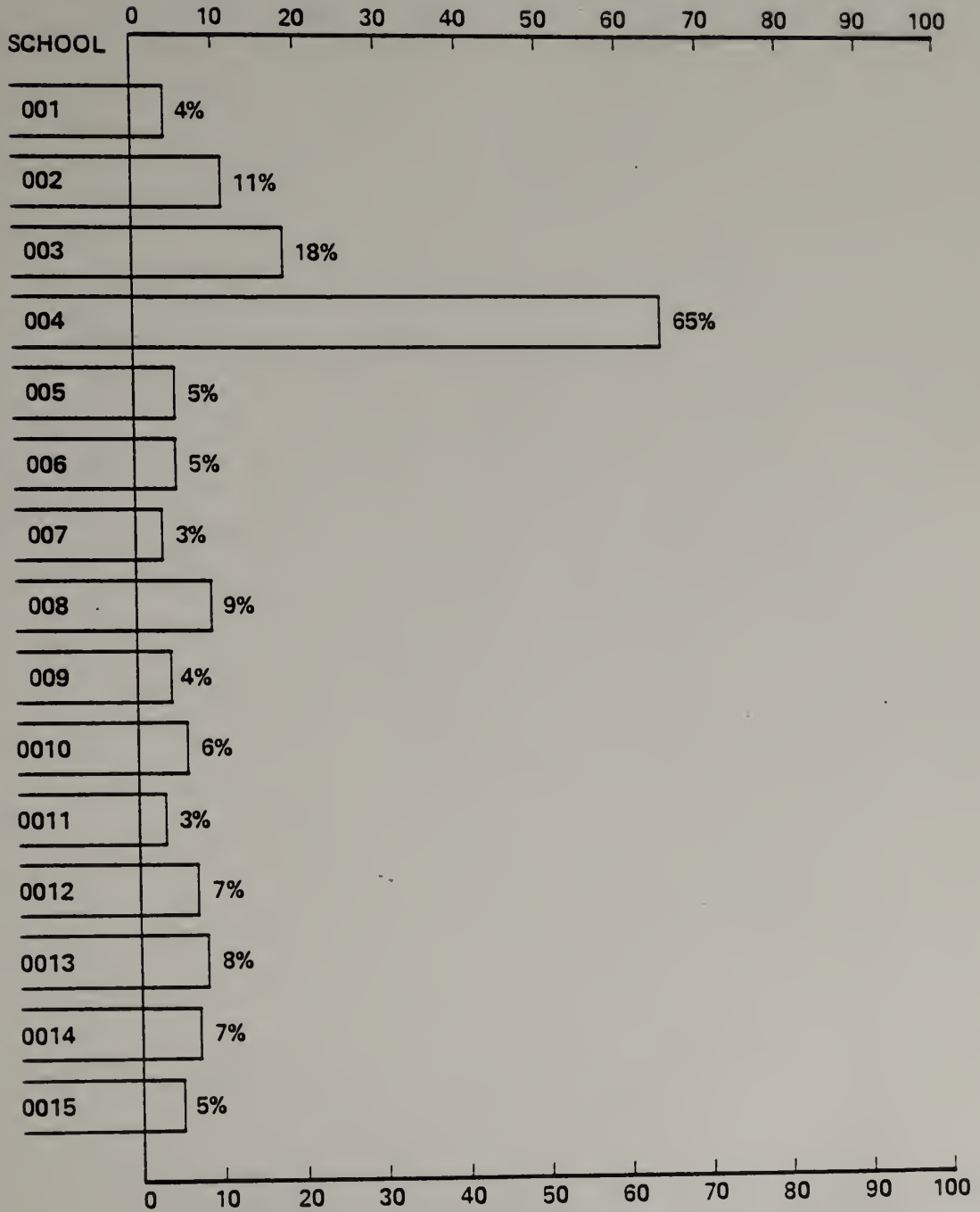


Fig. 48. Percentile Norm Profile Chart.
Community Support of Education.

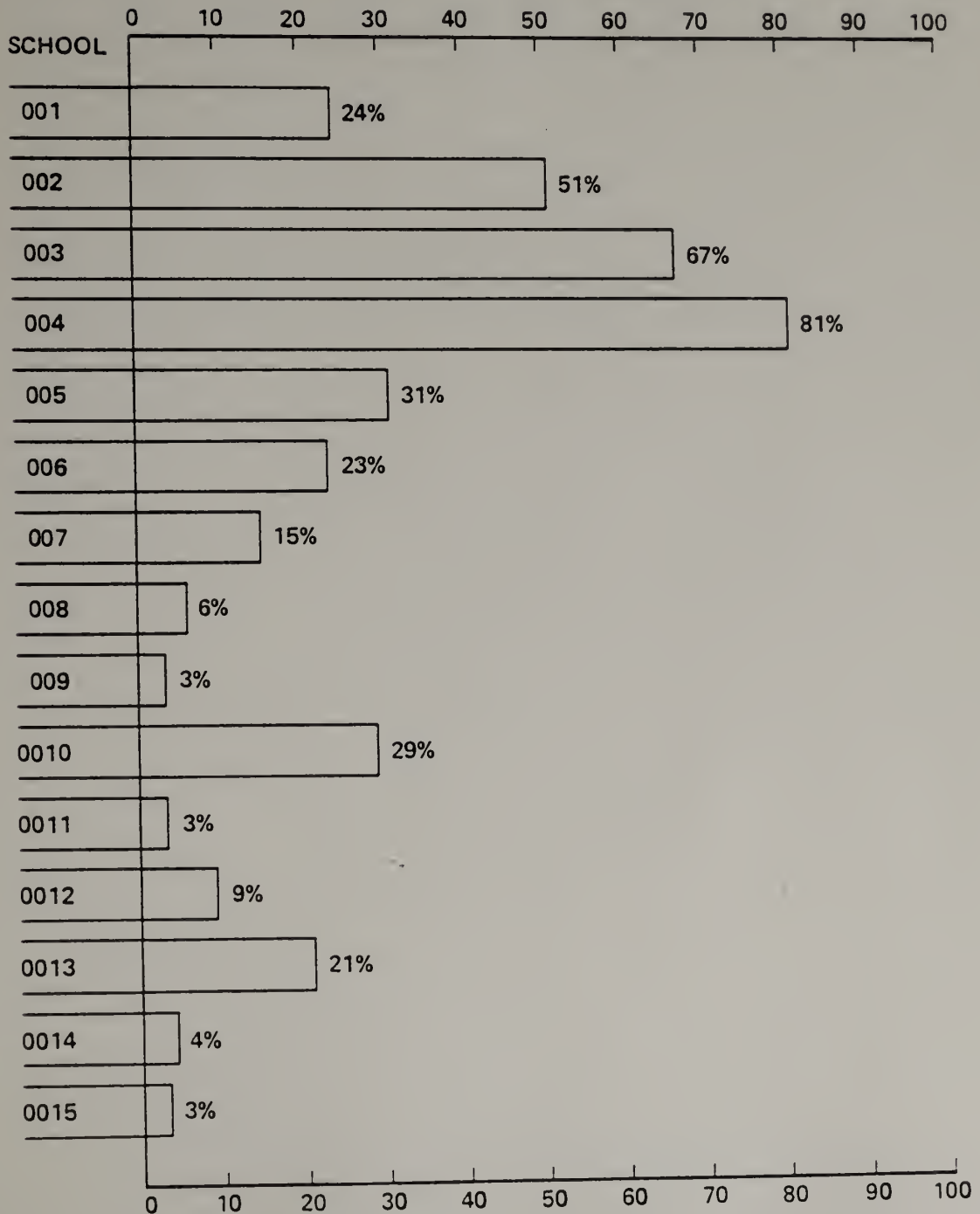


Fig. 49. Percentile Norm Profile Chart.

School Facilities and Services.

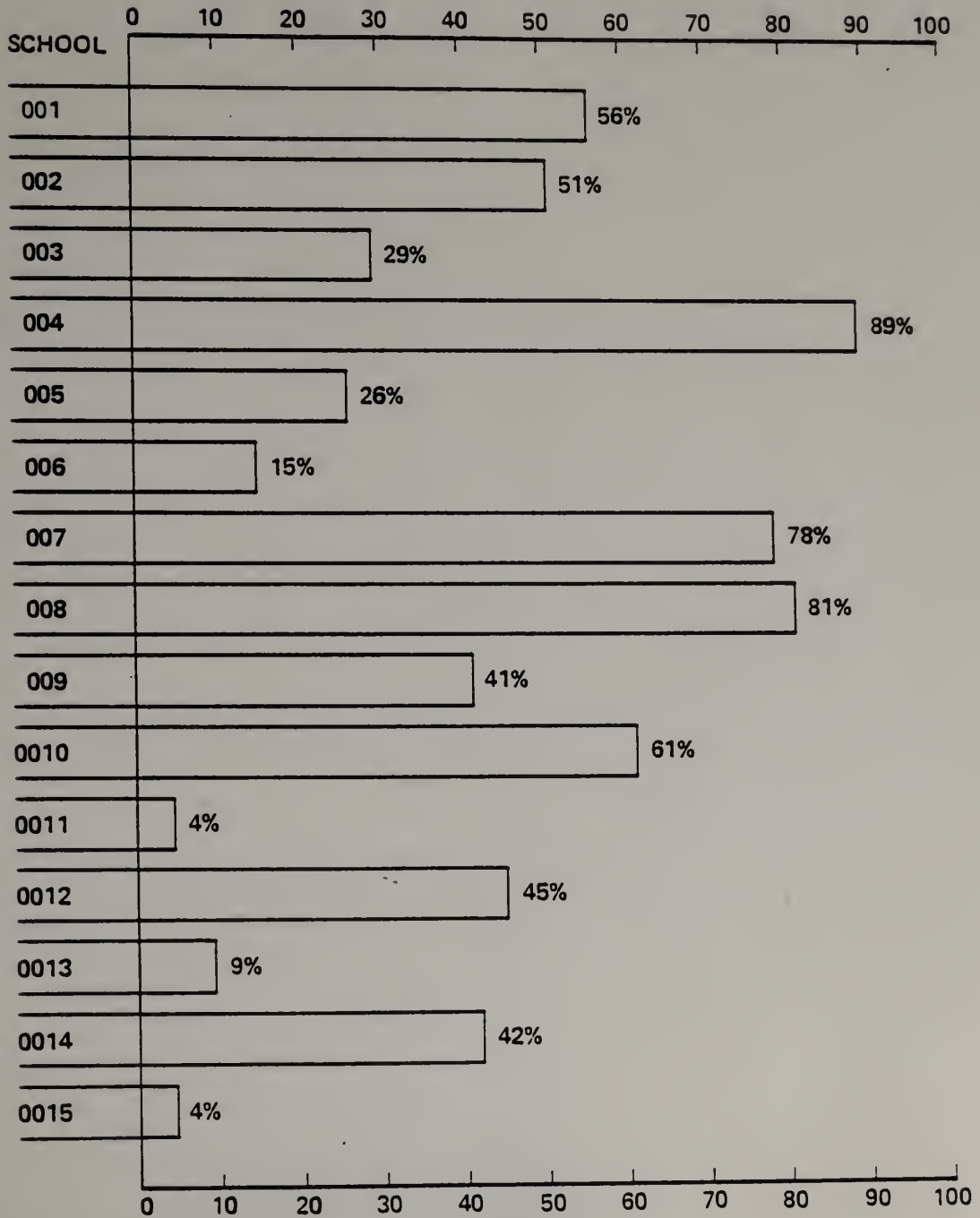
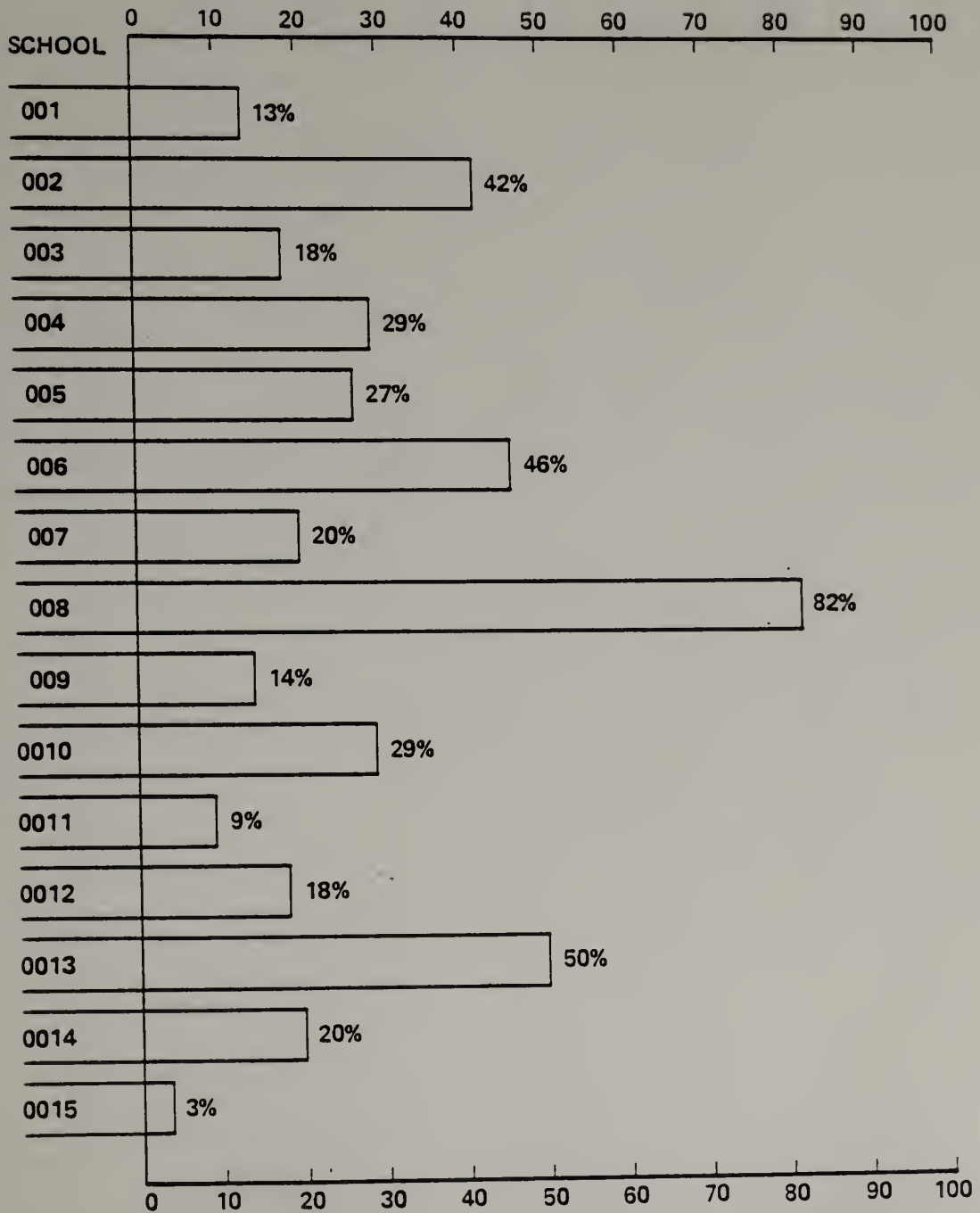


Fig. 50. Percentile Norm Profile Chart.

Community Pressures.



Teacher Rapport with Principal - Factor 1

On this factor schools 002, 0011, 0012, 0013, and 0015 fall below the 10th percentile. Schools 001, 003, 005, and 006 fall between the 10th and the 50th percentiles with schools 008 and 009 at the 98th percentile.

Satisfaction with Teaching - Factor 2

On this factor only three schools (006, 0012, 0014) are above the 50th percentile. Three schools (004, 005, 0013) are above the 50th percentile. Three schools (004, 005, 0013) are close, falling between the 40th and the 50th percentiles. Schools 001, 003, and 009 are below the 10th percentile. The rest of the schools fall between the 10th and the 40th percentiles.

Rapport among Teachers - Factor 3

This factor shows six of the fifteen sample schools above the 50th percentile. Five schools (001, 0011, 0012, 0013, 0015) are below the 10th percentile. All remaining schools are between the 10th and 50th percentiles. School 004 and 009 appear to have the highest morale regarding this factor while schools 0011 and 0015 have the lowest.

Teacher Salary - Factor 4

On this factor schools 006 and 008 appear to have the lowest morale scores although five schools are below the 10th percentile.

Schools 004 and 0014 have the highest morale on this factor. Schools 009, 0013, and 0015 have morale scores at about the 50th percentile.

Teacher Load - Factor 5

This factor appears to have consistently low percentile scores. There are no schools above the 50th percentile and only one school (0010) at about the 40th percentile. Nine schools are below the 10th percentile.

Curriculum Issues - Factor 6

All schools scored higher than the 10th percentile on this factor. Six schools scored higher than the 50th percentile. Two schools (007, 008) scored above the 80th percentile).

Teacher Status - Factor 7

Factor seven appears to have consistently low scores. Thirteen of the fifteen sample schools scored at or below the 10th percentile. One school (003) scored between the 10th and the 20th percentiles, while one school (004) scored above the 60th percentile.

Community Support of Education - Factor 8

The scores for this factor are quite scattered. Six schools (008, 009, 0011, 0012, 0014, 0015) are at or below the 10th percentile. Three schools (002, 003, 004) score at or above the 50th percentile with school 004 scoring above the 80th percentile. The rest of the schools score between the 10th and the 40th percentiles.

School Facilities and Services - Factor 9

The scores for this factor are also quite scattered. Three schools (0011, 0013, 0015) are below the 10th percentile. Seven schools (002, 003, 005, 006, 009, 0012, 0014) are at or below the 50th percentile. Five schools are above the 50th percentile with schools 004, 007, and 008 above the 80th percentile.

Community Pressures - Factor 10

On this factor two schools (008, 0023) are above the 50th percentile. Two schools (0011, 0015) are at or below the 10th percentile. The remaining schools fall between the 10th and the 50th percentiles.

In reviewing the profiles for each factor across all schools, teacher status and teacher load are the two factors which appear to have the lowest morale scores. Five of the fifteen sample desegregated elementary schools find teacher status at or below the 10th percentile. Five more schools find this factor below the 30th percentile. Nine of the fifteen sample schools place teacher status in the 3rd stanine (below average). Five schools place this factor in the 4th stanine (a little below average) while only one school places this factor in the "average" stanine. Teacher load appears even lower than teacher status. Eleven schools find this factor below the 10th percentile. All but one of the remaining schools find teacher load below the 30th percentile. Nine schools place this

factor in the 3rd stanine (below average) while four schools place it in the 4th stanine (a little below average).

The factor with the highest morale score is school facilities and services. One school placed this factor in the 7th stanine (above average). Five schools place this factor in the "a little above average" stanine while six schools place it in the "average" stanine. School facilities and services falls at or above the 40th percentile in nine schools.

The next highest factor is curriculum issues. Eight schools place this factor above the 40th percentile. Five schools place it in the "average" stanine while four schools place curriculum issues in the "a little above average" stanine.

All schools on all factors. The stanine profile for the total scores for all fifteen sample desegregated elementary schools shows the teachers' perception of morale as a little below average on five of the factors (teacher rapport with principal, satisfaction with teaching, teacher salary, curriculum issues, and community pressures). Two factors (rapport among teachers and school facilities and services) are average. Teacher load, teacher status, and community support of education are below average.

According to the percentile norm profile chart for the total median scores of all fifteen sample schools, all schools fall below the 45th percentile on all ten factors. Two factors (teacher load and teacher status) fall below the 10th percentile. Three factors

Fig. 51. Stanines--All Schools.

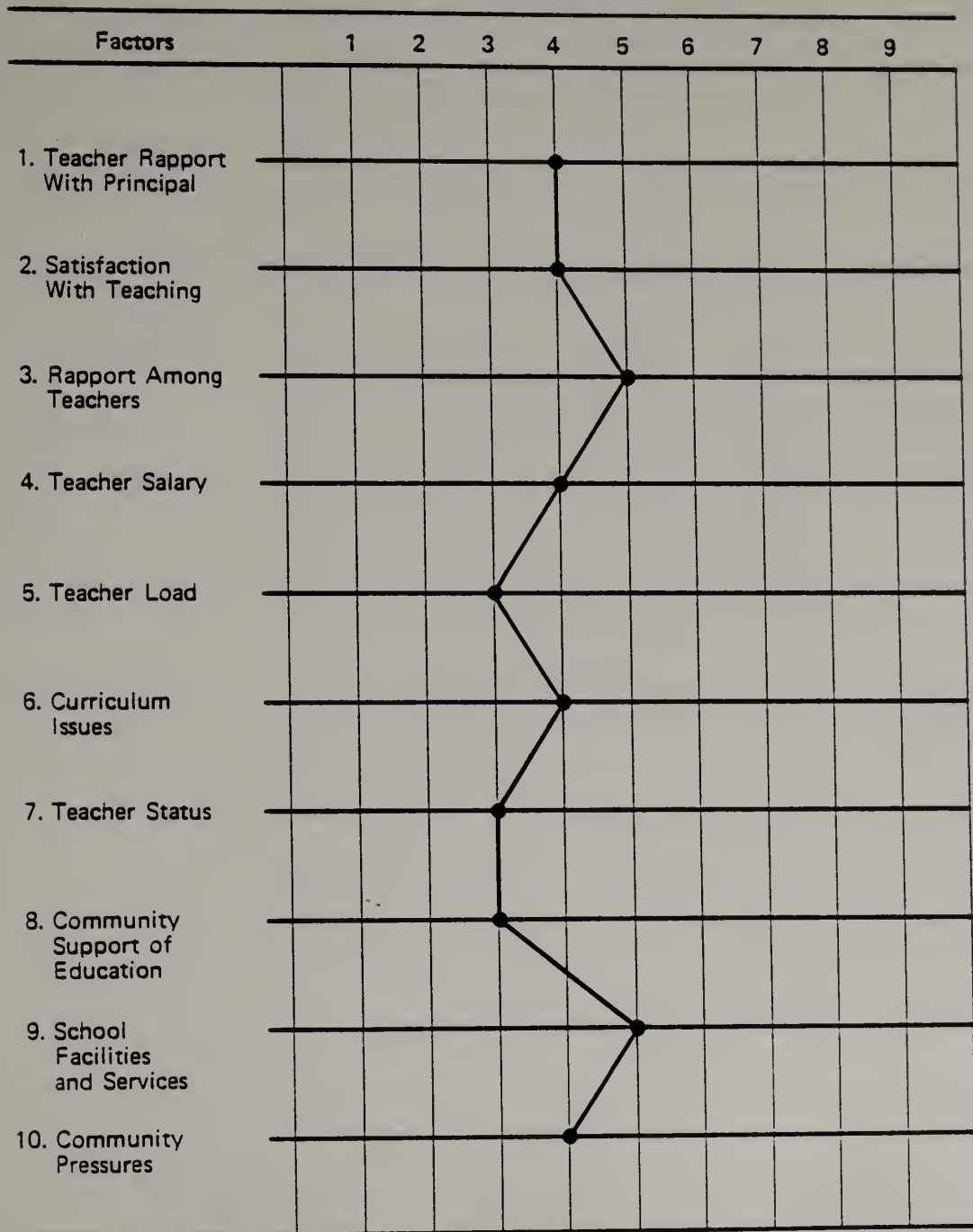
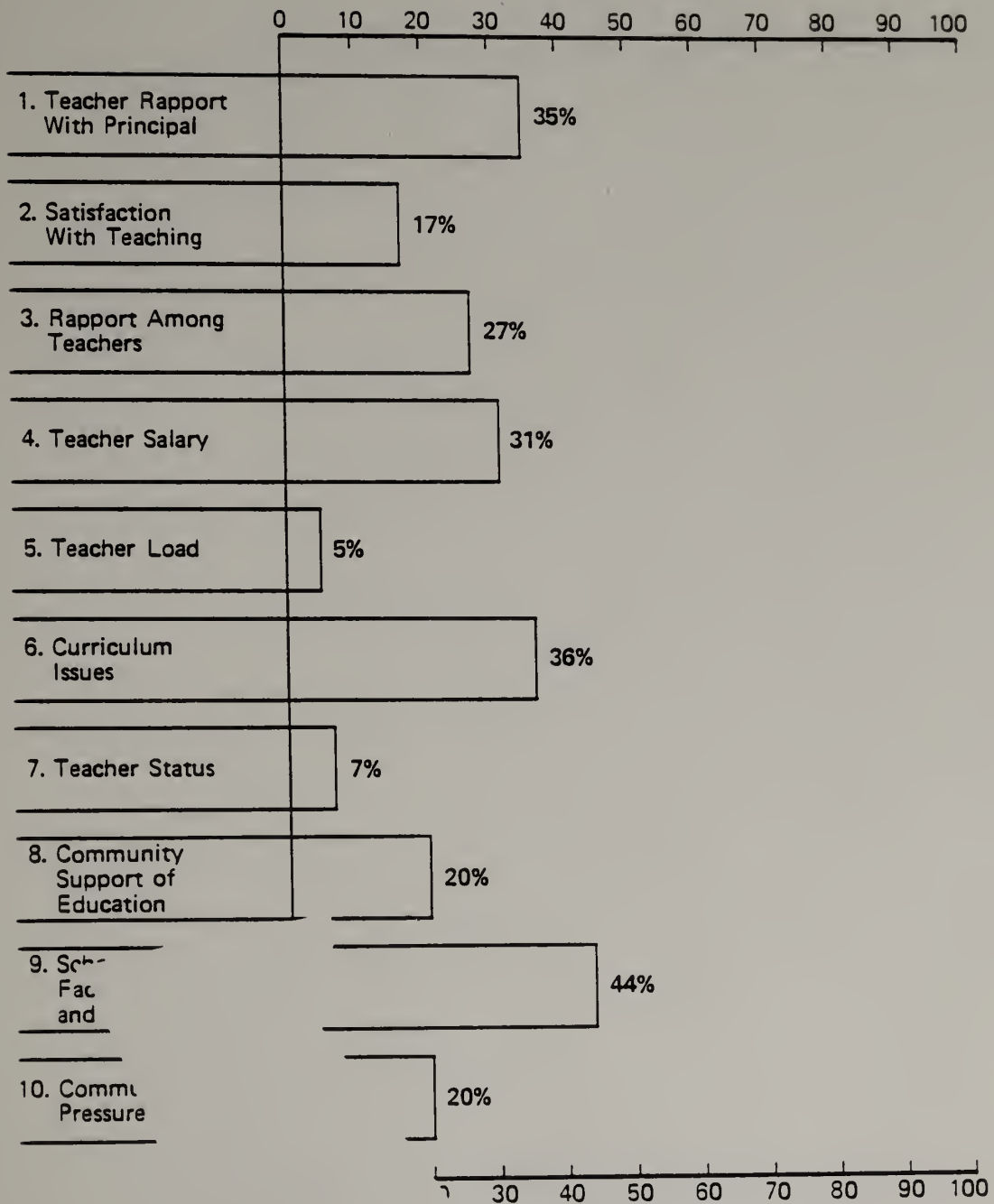


Fig. 52. All Schools.



(satisfaction with teaching, community support of education, and community pressures) fall at or below the 20th percentile.

Morale as perceived by the total number of sample teachers in the fifteen selected desegregated elementary schools appears low. Five of the factors, as examined by the Purdue Teacher Opinionaire, fall into the 4th stanine which indicates "a little below average" morale as perceived by the total sample teacher population on half of the factors on this questionnaire. No factor was higher than the 44th percentile on the percentile norm profile chart for the total teacher population sampled. Five (one half) of the factors are below the 20th percentile. Schools 004 and 008 appear to have the highest morale while schools 0011 and 0015 appear to have the lowest morale. The factor with the highest morale score is school facilities and services with curriculum issues having the next highest factor scores. The lowest of the ten factors was teacher load. Teacher status received the next lowest morale scores.

Second Question

For the second research question (What are the similarities and differences in the perceptions of morale between black teachers and white teachers) data are reported by comparing the similarities and differences between black teachers and white teachers on all ten morale factors across all schools. The similarities and differences between these teachers on all ten factors within each school are not compared within this study because the number of black teachers in

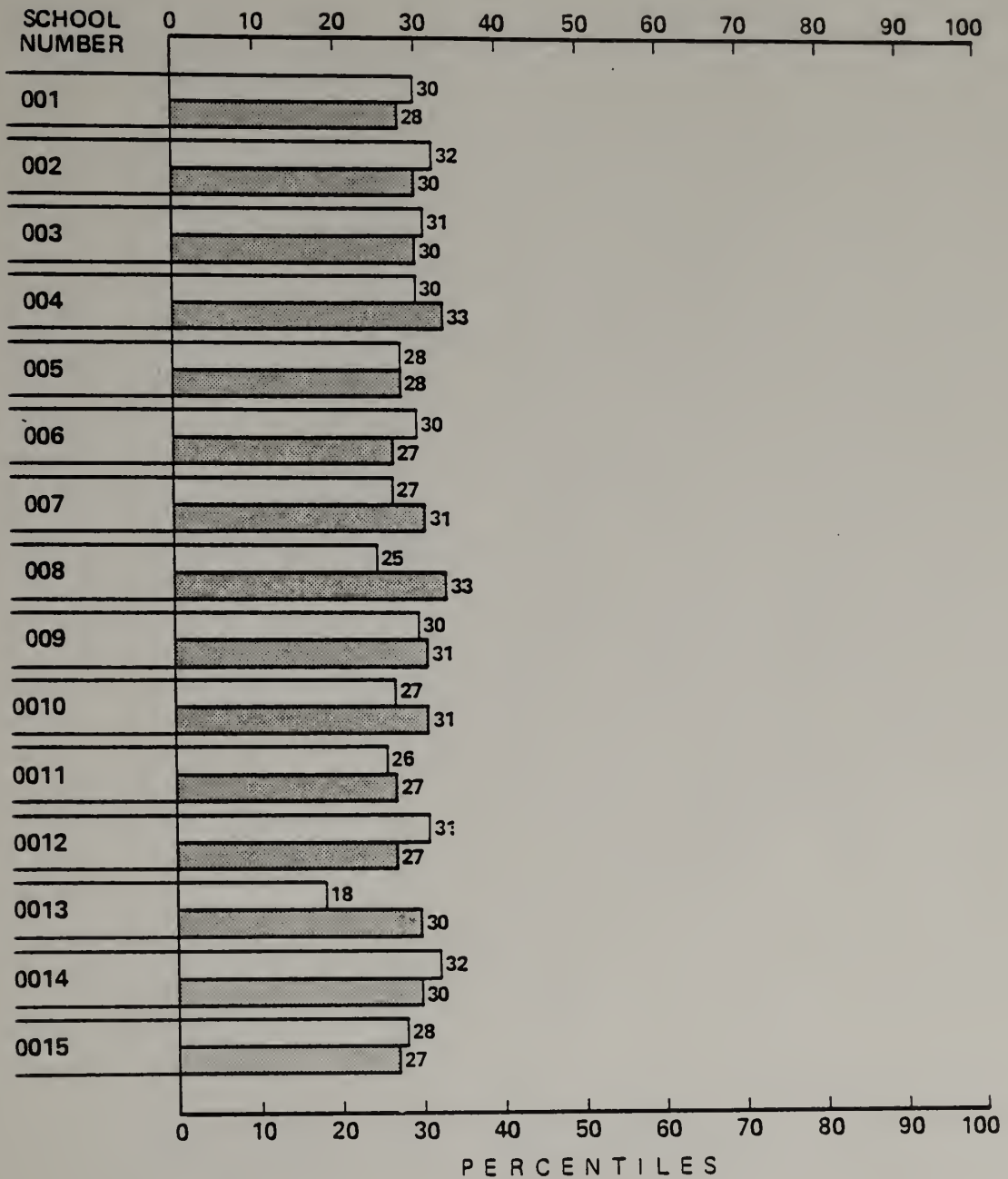
the sample schools is significantly lower than the number of white teachers. First, the median scores on all ten factors for all of the sample black teachers are compared with the median scores for all of the sample white teachers in each of the fifteen desegregated elementary schools. Then the Mann-Whitney U test is used to analyze the differences between black teacher and white teacher responses on all ten factors. Finally, the Purdue Teacher Opinionnaire statements on which the sample black teachers' and the sample white teachers' agreement differ by more than ten percent are delineated. By examining the data obtained in response to the second research question in this manner, data are presented from the more general to the more specific.

Non-parametric tests are used for the purpose of answering this question. There are several reasons for this kind of test. First, the sample is not randomly drawn or assigned to treatment. The researcher used accessible teachers and those willing to participate. Next, the sample group is unequal. There are far more white teacher responses than black teacher responses. Finally, non-parametric tests are not based on assumptions about distribution of scores (i.e., normal), assumptions which are sure to be violated given the two conditions mentioned above.

Black and white comparisons--median scores. In this analysis the median scores on the total of all ten factors are compared with the median scores for all of the fifteen sample desegregated elementary schools (see Fig. 53). This data was obtained by a special redundant analysis run to extract the total morale scores by school and by race.

Fig. 53. Black and White Comparison.

Median Scores All Schools.



KEY: BLACK TEACHERS WHITE TEACHERS

the number of cases and median scores are reported. This computation was performed by computer at the University of Massachusetts Graduate Research Center using the Statistical Package for the Social Sciences (SPSS) program. This data is reported using the percentile norm profile format.

Ten of the sample desegregated elementary schools show little difference when comparing the median scores of black teachers and white teachers on all factors. These ten schools (001, 002, 003, 004, 005, 006, 009, 0011, 0014, 0015) show only a 0-3 percentile point difference between sample black teachers and sample white teachers. Schools 007, 0010, and 0012 show a greater difference in percentile points (3-5 percentile points). Only two schools (008, 0013) show a greater than five percentage point difference in median scores of sample black teachers and sample white teachers. School 008 shows an eight percentile point difference while school 0013 shows a twelve point difference. The analysis of these data indicate that the black teachers and the white teachers responded similarly on the total of all ten factors in most of the fifteen sample desegregated elementary schools.

The Mann-Whitney U test is used to analyze the differences between black teacher and white teacher responses on each of the ten factors. This test is for difference in central tendency. It can be used to determine if two populations are from the same distribution. This test is more powerful than the Median test since it uses the rank value of each case, not just its location

relative to the median. The hypothesis for the test used in this study is:

H_0 : The two samples are from populations with the same median.

When completing the Mann-Whitney test the two groups are combined and cases are ranked in order of increasing size. The Mann-Whitney test statistic U is computed as the number of times a score in group one precedes a score in group two; that is, group one is treated as the control group. The assumption is that if the samples are from the same population, the distribution of ranks will be random, and some non-random patterns will be indicated by an extreme value of U .

As a result of the analysis of the data proffered by the Mann-Whitney U test (see table 4), two factors show a significant difference at the .05 level. Factor four (teacher salary) has a median score of 14.5 for the 34 responding black teachers. The median score for the 235 responding white teachers is 17.0. The U for this factor is 2851.0 which is significant at the .05 level. Community support of education (factor 8) has a U of 5019.0 which is also significant at the .05 level. On this factor the median score for the responding black teachers is 14.2, the median score for the responding white teachers is 12.7. The remaining eight factors are not significant at the .05 level, thereby contributing little to any difference in perception of morale by responding black teachers and responding white teachers in the selected desegregated elementary schools.

TABLE 4
DIFFERENCES BETWEEN BLACK TEACHER AND WHITE TEACHER
RESPONSES ON THE TEN FACTORS OF THE PTO.
MANN-WHITNEY U TEST

| Factor | Blacks (n=34) | | Whites (n=235) | | Test of Significant Difference |
|--------------------------------------|---------------|--------------|----------------|---------------------|--------------------------------------|
| | Median Score | Median Score | Median Score | (U) | |
| 1. Teacher Rapport with Principal | 60.5 | 64.0 | 64.0 | 3524.5 | |
| 2. Satisfaction with Teaching | 67.5 | 66.1 | 66.1 | 3852.0 | |
| 3. Rapport among Teachers | 43.8 | 45.1 | 45.1 | 3556.5 | |
| 4. Teacher Salary | 14.5 | 17.0 | 17.0 | 2851.0 ^a | |
| 5. Teacher Load | 31.5 | 30.3 | 30.3 | 4742.0 | |
| 6. Curriculum Issues | 14.5 | 14.9 | 14.9 | 3894.5 | |
| 7. Teacher Status | 19.5 | 19.2 | 19.2 | 4193.5 | |

^aSignificant at .05 level.

TABLE 4 (continued)

| Factor | Blacks (n=34) | Whites (n=235) | Test of Significant Difference |
|-----------------------------------|---------------|----------------|--------------------------------|
| | Median Score | Median Score | (U) |
| 8. Community Support of Education | 14.2 | 12.7 | 5019.0 ^a |
| 9. School Facilities and Services | 13.8 | 14.7 | 3883.5 |
| 10. Community Pressures | 16.3 | 15.4 | 4289.5 |
| TOTAL | 295.5 | 296.9 | 3914.0 |

^aSignificant at .05 level.

The last section of the second research question examines the statements on which the agreement of the sample black teachers and the sample white teachers differ by more than ten percent (see table 5). This analysis is done in order to further define the similarities and differences in the morale perceptions of black teachers and white teachers responding to the questionnaire within the sample desegregated elementary schools.

The five (arbitrarily selected number) statements which show the greatest degree of difference are statements 9, 39, 66, 75, and 94. Statement nine (I am satisfied with the policies under which pay raises are granted) shows the greatest difference (31.4 percentage points) between black and white teacher agreement. Statement 66 (Most of the people in this community understand and appreciate good education) shows the next greatest difference, with 23.5 percentage points. Statement 75 (Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar) shows a difference of 23.1 percentage points while statement 94 (The people in this community, generally, have a sincere and wholehearted interest in the school system) shows a difference of 20.3 percentage points. Statement 39 (Teachers clearly understand the policies governing salary increases) shows a percentage point difference between black teachers and white teachers of 19.4. Statements 9, 39, and 75 all pertain to factor four (teacher salary) while statements 66 and 94 refer to factor eight (community support of education). These results support the information in table 4, the

TABLE 5
 STATEMENTS ON WHICH BLACK AND WHITE AGREEMENT
 DIFFERS BY MORE THAN 10%

| No. | Statement | Blacks (n=34) | Whites (n=235) |
|-----|--|------------------|-------------------|
| 8. | Community demands upon teachers' time are unreasonable | 8.8 | 21.7 |
| 9. | I am satisfied with the policies under which pay raises are granted | 26.5 | 57.9 |
| 10. | My teaching load is greater than that of most of the other teachers in our school | 11.8 | 22.6 |
| 14. | The number of hours a teacher must work is unreasonable | 32.4 | 48.5 |
| 20. | The curriculum of our school makes reasonable provision for student individual differences | 67.6 | 80.4 |
| 21. | The procedures for obtaining materials and services are well defined and efficient | 47.1 | 61.3 |

Numbers in table indicate percentage of blacks or whites who "agree" or "probably agree" with question.

TABLE 5 (continued)

| No. | Statement | Blacks (n=34) | Whites (n=235) |
|-----|---|------------------|-------------------|
| 32. | Within the limits of financial resources, the school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc. | 17.6 | 36.2 |
| 34. | Keeping up professionally is too much of a burden | 17.6 | 28.5 |
| 39. | Teachers clearly understand the policies governing salary increases | 55.9 | 75.3 |
| 42. | My teaching load in this school is unreasonable | 11.8 | 26.4 |
| 45. | My heavy teaching load unduly restricts my non-professional activities | 32.4 | 48.1 |
| 59. | Library facilities and resources are adequate for the grade or subject area which I teach | 76.5 | 63.0 |

Numbers in table indicate percentage of blacks or whites who "agree" or "probably agree" with question.

TABLE 5 (continued)

| No. | Statement | Blacks (n=34) | Whites (n=235) |
|-----|---|------------------|-------------------|
| 60. | The "stress and strain" resulting from teaching makes teaching undesirable for me | 17.6 | 30.6 |
| 65. | The salary schedule in our school adequately recognizes teacher competency | 14.7 | 25.5 |
| 66. | Most of the people in this community understand and appreciate good education | 61.8 | 38.3 |
| 67. | In my judgment, this community is a good place to raise a family | 73.5 | 54.9 |
| 68. | This community respects its teachers and treats them like professional persons | 61.8 | 46.0 |
| 71. | It is difficult for teachers to gain acceptance by the people in this community | 20.6 | 36.2 |

Numbers in table indicate percentage of blacks or whites who "agree" or "probably agree" with question.

TABLE 5 (continued)

| No. | Statement | Blacks (n=34) | Whites (n=235) |
|-----|---|------------------|-------------------|
| 75. | Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar | 41.2 | 64.3 |
| 83. | To me there is no more challenging work than teaching | 50.0 | 67.7 |
| 91. | Teachers in our community feel free to discuss controversial issues in their classes | 32.4 | 46.0 |
| 94. | The people in this community, generally, have a sincere and wholehearted interest in the school system | 73.5 | 53.2 |

Numbers in table indicate percentage of blacks or whites who "agree" or "probably agree" with question.

Mann-Whitney U test of significance which indicated that these two factors (4 and 8) are significantly different at the .05 level.

There are five statements (59, 66, 67, 68, 94) on which the sample black teachers agree or probably agree substantially more than the sample white teachers. Three of these statements (66, 67, 94) refer to factor eight (community support of education). Statement 68 refers to teacher status and statement 59 refers to school facilities and services.

In these responses to the second research question, two factors out a possible ten (teacher salary and community support of education) show a significant difference at the .05 level. Black teachers and white teachers responding to the PTO questionnaire responded similarly on all the other factors. Only two schools (0012, 0013) show a greater difference when comparing the median score of black teachers and white teachers on all factors across all sample desegregated elementary schools.

Third Question

For the third research question (What are the factors in the school environment, as measured by the Purdue Teacher Opinionaire, that contribute positively or negatively to black teacher and white teacher perceptions toward morale?) data are analyzed using the Kendall Rank Correlation Coefficient (TAU). This is a non-parametric technique for measuring the degree of correlation between variables in a sample. It gives a measure of the degree of association or correlation between the two sets of ranks. The sampling distribution

of TAU under the null hypothesis is known and therefore TAU is subject to the test of significance. The Kendall TAU has the advantage of being generalizable to a partial correlation coefficient and of having a sampling distribution which is practically indistinguishable from a normal distribution for sample sizes as small as nine. The steps in the use of the Kendall Rank Correlation Coefficient can be noted in appendix H.

The analysis of the data for the third research question uses the top-quarter and the bottom-quarter median scores of both the black teachers and the white teachers whose factor scores are most closely associated with the total morale scores for high or low morale (see table 6). The bottom quarter contains the sample teachers whose factor scores are most closely associated with total factor scores which indicate low morale. The top quarter contains the sample teachers whose factor scores are most closely associated with the total factor scores which indicate high morale.

For all the teachers used in this analysis ($n=68$), factor three (rapport among teachers) is most associated with a low total morale score. Factor one (teacher rapport with principal) is next in its contribution to a low total morale score. Factor two (satisfaction with teaching) contributes most to a high total morale score while factor seven (teacher status) contributes next highest to a high total morale score. Factor eight (community support of education) and factor nine (school facilities and services) contribute to both high and low morale.

For the sample black teachers factor seven (teacher status) was most associated with low morale while factor four (teacher salary) was next. The three factors most closely associated with high morale for the black teacher are: factor seven (teacher status), which also contributed to low morale; factor one (teacher rapport with principal); and factor two (satisfaction with teaching). The remaining factors noted on the table for the black teachers were not significant at the .05 level, and, therefore, did not contribute significantly to high or low morale scores.

The white teachers used in this analysis (n=60) find factor three (rapport among teachers) contributing most to low morale. Next is factor one (teacher rapport with principal). Contributing most to high morale among the white teachers are factor two (satisfaction with teaching) and factor seven (teacher status). Factors eight and nine, here again, contribute significantly to both high and low morale scores. It is also important to note here that because of the greater numbers of responding white teachers the white teachers' responses are equally significant with the total teacher responses.

In reviewing the analysis of data for research question three, black teachers and white teachers responded similarly in indicating factors which contribute to high morale. Both black and white teachers indicated factor two (satisfaction with teaching) and factor seven (teacher status) as contributing significantly to high morale. The black teachers also added factor one (teacher rapport with principal) to this high morale category. However, black teachers and white teachers did not indicate similar low morale factors. The black

teachers indicated factors seven (teacher status) and four (teacher salary) as contributing to low morale while the white teachers indicated factors three (rapport among teachers) and factor one (teacher rapport with principal) as contributing to low morale. There is one direct opposite perception of high and low morale between black teachers and white teachers: the black teachers perceive teacher rapport with principal as high while the white teachers perceive rapport with principal as contributing to low morale.

Fourth Question

On the fourth research question (What is the relationship between black teacher and white teacher morale and selected demographic variables?) data are analyzed by comparing the similarities and differences between black teacher and white teacher morale scores across all schools and selected demographic variables. These variables include: the size of the teacher population in each school (numbers of black teacher, numbers of white teachers); the length of time the school has been desegregated; and the method of desegregation (voluntary or court order). Data for this research question are reported according to these three demographic variables.

The Mann-Whitney U test was the statistical technique used to obtain the data for the fourth research question (see page 117 for a description of the Mann-Whitney U test). The computer at the University of Massachusetts Graduate Research Center, using the Statistical Package for the Social Sciences (SPSS) program, provided these data.

The first demographic variable guiding the analysis of this question deals with the size of the teacher population within each sample desegregated elementary school. On the face sheet provided with each Purdue Teacher Opinionnaire teachers were asked to note whether they were black or white. Principals were also asked to provide the numbers of black teachers and the numbers of white teachers in their buildings. For each factor on the PTO data are presented for all teachers, black teachers, and white teachers in sample schools with one (1) to ten (10) percent black faculty. Also, data are presented for all teachers, black teachers, and white teachers in schools with over ten (10) percent faculty (see table 7).

There are five incidents of significance within the information provided by the analysis of data regarding percentage of black faculty. On factors one and nine (teacher rapport with principal; school facilities and services) there is a significant difference at the .05 level between the median scores of schools with one to ten percent black faculty and schools with more than ten percent black faculty for all teachers and for white teachers. There is also a significant difference on teacher salary (factor four) for white teachers. Each incident of significance on all three of these factors shows schools with more than ten percent black faculty with higher morale scores.

The second demographic variable deals with the effects of years of desegregation on black teacher and white teacher perceptions of morale. Again, the length of time the school has been desegregated was provided via principal interviews and/or questionnaires. For the purposes of analysis, schools are divided between those that have

TABLE 7
EFFECT OF PERCENTAGE OF BLACK FACULTY

| | ALL | BLACKS | WHITES |
|-----------------|---------------------|-----------|---------------------|
| <u>Factor 1</u> | | | |
| LT 10 | 56.7 (107) | 50.0 (8) | 57.3 (97) |
| GT 10 | 67.0 (169) | 64.5 (26) | 67.5 (138) |
| M-W | 6220.5 ^a | 59.0 | 4675.0 ^a |
| <u>Factor 2</u> | | | |
| LT 10 | 66.7 | 62.5 | 66.7 |
| GT 10 | 66.0 | 67.5 | 65.8 |
| M-W | 8156.0 | 98.5 | 5911.0 |
| <u>Factor 3</u> | | | |
| | 45.8 | 42.0 | 46.3 |
| GT 10 | 44.3 | 44.2 | 44.4 |
| M-W | 8625.0 | 101.0 | 6350.5 |
| <u>Factor 4</u> | | | |
| LT 10 | 15.6 | 15.2 | 15.7 |
| T 10 | 17.1 | 14.2 | 17.6 ^a |
| | 7901.0 | 92.0 | 5564.5 ^a |
| <u>Factor 5</u> | | | |
| LT 10 | 29.9 | 29.5 | 29.9 |
| GT 10 | 31.0 | 33.8 | 30.7 |
| M-W | 8760.0 | 66.5 | 6630.5 |
| <u>Factor 6</u> | | | |
| LT 10 | 14.9 | 12.5 | 15.1 |
| GT 10 | 14.8 | 15.5 | 14.7 |
| M-W | 8632.0 | 67.0 | 6042.5 |

^aSignificant at .05 level.

LT = Less than 10 black faculty
GT = Greater than 10 black faculty
M-W = Mann-Whitney U

TABLE 7 (continued)

| | ALL | BLACKS | WHITES |
|------------------|---------------------|--------|---------------------|
| <u>Factor 7</u> | | | |
| LT 10 | 19.4 | 19.5 | 19.4 |
| GT 10 | 19.3 | 19.5 | 19.0 |
| M-W | 8851.0 | 89.5 | 6627.0 |
| <u>Factor 8</u> | | | |
| LT 10 | 13.0 | 13.5 | 13.0 |
| GT 10 | 12.8 | 14.5 | 12.4 |
| M-W | 8616.0 | 99.5 | 6014.0 |
| <u>Factor 9</u> | | | |
| LT 10 | 13.9 | 12.5 | 14.1 |
| GT 10 | 15.2 | 14.3 | 15.3 |
| M-W | 7244.5 ^a | 64.5 | 5516.0 ^a |
| <u>Factor 10</u> | | | |
| LT 10 | 15.5 | 16.5 | 15.5 |
| GT 10 | 15.4 | 16.2 | 15.4 |
| M-W | 8856.5 | 100.5 | 6534.5 |
| <u>TOTAL</u> | | | |
| LT 10 | 284.0 | 278.5 | 295.3 |
| GT 10 | 298.3 | 299.5 | 297.8 |
| M-W | 8018.5 | 72.5 | 6113.5 |

^aSignificant at .05 level.

LT = Less than 10 black faculty
 GT = Greater than 10 black faculty
 M-W = Mann-Whitney U

been desegregated from zero (0) to five (5) years and those that have been desegregated more than five (5) years. For each factor, data are presented for all teachers, black teachers, and white teachers, in schools desegregated for 0 to 5 years. Data are also presented for all teachers, black teachers, and white teachers for schools desegregated more than 5 years (see table 8). There are ten incidents of significance within the information provided by the analysis of data regarding effect of years of desegregation on perceptions of morale within the sample schools. There is a significant difference between the morale scores of schools desegregated 0 to 5 years and schools desegregated 6 or more years on rapport among teachers (factor three) for all teachers and for black teachers. All teachers and black teachers in schools desegregated 6 or more years have higher morale scores. On factor four (teacher salary) there is a significant difference for all teachers and white teachers; however, on this factor schools desegregated 0 to 5 years have higher morale scores than schools desegregated more than 6 years. Factor six (curriculum issues) shows a significant difference for white teachers, and school facilities and services (factor nine) shows a significant difference for both all teachers and white teachers. On these factors (6 and 9) schools desegregated 6 or more years have higher morale scores. Community support of education (factor eight) shows a significant difference for all teachers, black teachers, and white teachers with schools desegregated 6 or more years again showing higher morale.

The third demographic variable deals with the method of school desegregation within the sample schools. Principals, again,

TABLE 8
EFFECT OF YEARS OF DESEGREGATION

| | ALL | BLACKS | WHITES |
|-----------------|---------------------|-------------------|---------------------|
| <u>Factor 1</u> | | | |
| 0-5 yrs. | 64.5 (116) | 60.5 (20) | 66.5 (90) |
| 6+ yrs. | 63.0 (160) | 61.0 (14) | 63.4 (145) |
| M-W | 9010.0 | 139.0 | 6137.0 |
| <u>Factor 2</u> | | | |
| 0-5 | 66.4 | 67.8 | 66 |
| 6+ | 66.0 | 61.5 | 66.4 |
| M-W | 8667.0 | 131.0 | 6210.5 |
| <u>Factor 3</u> | | | |
| 0-5 | 43.0 | 41.5 | 43.5 |
| 6+ | 45.8 | 45.5 | 45.9 |
| M-W | 7498.5 ^a | 83.0 ^a | 5626.5 |
| <u>Factor 4</u> | | | |
| 0-5 | 17.6 | 14.8 | 18.6 |
| 6+ | 15.8 | 14.2 | 16.1 |
| M-W | 7593.5 ^a | 116.0 | 5132.5 ^a |
| <u>Factor 5</u> | | | |
| 0-5 | 31.2 | 34.0 | 30.7 |
| 6+ | 30.2 | 30.5 | 30.2 |
| M-W | 8869.0 | 102.0 | 6518.5 |
| <u>Factor 6</u> | | | |
| 0-5 | 13.9 | 15.0 | 13.7 |
| 6+ | 15.2 | 14.0 | 15.2 |
| M-W | 8020.5 | 133.5 | 5469.5 ^a |

^aSignificant at .05 level.

M-W = Mann-Whitney U

TABLE 8 (continued)

| | ALL | BLACKS | WHITES |
|------------------|---------------------|-------------------|---------------------|
| <u>Factor 7</u> | | | |
| 0-5 | 18.6 | 19.0 | 18.2 |
| 6+ | 20.0 | 21.0 | 19.9 |
| M-W | 8342.5 | 112.0 | 5747.0 |
| <u>Factor 8</u> | | | |
| 0-5 | 11.4 | 13.2 | 10.6 |
| 6+ | 14.0 | 16.5 | 13.7 |
| M-W | 5406.5 ^a | 70.0 ^a | 3462.0 ^a |
| <u>Factor 9</u> | | | |
| 0-5 | 12.9 | 13.5 | 12.9 |
| 6+ | 15.4 | 14.0 | 15.6 |
| M-W | 6367.5 ^a | 133.0 | 4215.5 ^a |
| <u>Factor 10</u> | | | |
| 0-5 | 15.4 | 16.5 | 15.4 |
| 6+ | 15.5 | 16.0 | 15.5 |
| M-W | 9181.0 | 128.0 | 6400.5 |
| <u>TOTAL</u> | | | |
| 0-5 | 281.5 | 292.5 | 280.2 |
| 6+ | 298.5 | 297.5 | 298.8 |
| M-W | 8482.0 | 133.5 | 5953.0 |

^aSignificant at .05 level.

M-W = Mann-Whitney U

provided information as to whether their school had desegregated voluntarily or as a result of a court order. For each factor data are presented for all teachers, black teachers, and white teachers in schools that desegregated voluntarily (v). Also, data are presented for all teachers, black teachers, and white teachers in schools that desegregated as a result of a court order (co) (see table 9).

There are nine incidents of significance within the information provided by the analysis of data relating to the method of school desegregation. There is a significant difference between the morale scores of all teachers and white teachers in schools desegregated voluntarily and in schools desegregated by court order on factors one and three (rapport with principal; rapport among teachers). For both factors one and three, schools that were desegregated as a result of a court order have higher morale. White teachers show court order desegregated schools with higher morale on teacher load (factor five). Community support of education (factor eight) shows both all teachers and white teachers with significantly higher morale in schools voluntarily desegregated. The total morale scores for all ten factors show a significantly different morale score for all teachers and white teachers. For the total score court-ordered desegregated schools had significantly higher morale scores.

In answering the fourth research question, it was found that all teachers and white teachers perceive morale regarding teacher rapport with the principal and school facilities and services as significantly higher in schools with more than ten percent black faculty. White teachers perceive morale regarding teacher salary

TABLE 9
EFFECT OF METHOD OF DESEGREGATION

| | ALL | BLACKS | WHITES |
|-----------------|---------------------|-----------|---------------------|
| <u>Factor 1</u> | | | |
| V | 59.3 (163) | 60.5 (22) | 58.4 (139) |
| CO | 70.9 (113) | 60.5 (12) | 71.4 (96) |
| M-W | 5832.5 ^a | 124.5 | 3956.0 ^a |
| <u>Factor 2</u> | | | |
| V | 66.7 | 68.5 | 66.3 |
| CO | 65.8 | 59.2 | 66.0 |
| M-W | 9095.0 | 83.0 | 6383.5 |
| <u>Factor 3</u> | | | |
| V | 43.8 | 42.5 | 44.1 |
| CO | 46.8 | 44.8 | 48.5 |
| M-W | 7726.5 ^a | 117.5 | 5444.0 ^a |
| <u>Factor 4</u> | | | |
| V | 16.2 | 14.6 | 16.9 |
| CO | 17.1 | 14.0 | 17.3 |
| M-W | 8256.0 | 123.5 | 6112.5 |
| <u>Factor 5</u> | | | |
| V | 29.8 | 31.5 | 29.5 |
| CO | 31.9 | 31.5 | 32.0 |
| M-W | 8063.0 | 123.0 | 5573.5 ^a |

^aSignificant at .05 level.

V = Voluntary

CO = Court-ordered

M-W = Mann-Whitney U

TABLE 9 (continued)

| | ALL | BLACKS | WHITES |
|------------------|---------------------|--------|---------------------|
| <u>Factor 6</u> | | | |
| V | 14.8 | 14.2 | 14.9 |
| CO | 14.8 | 15.0 | 14.8 |
| M-W | 8698.0 | 120.5 | 6314.5 |
| <u>Factor 7</u> | | | |
| V | 20.0 | 20.5 | 19.9 |
| CO | 18.4 | 18.8 | 18.0 |
| M-W | 8225.5 | 98.5 | 5831.0 |
| <u>Factor 8</u> | | | |
| V | 13.4 | 15.7 | 13.3 |
| CO | 11.9 | 13.5 | 11.5 |
| M-W | 6669.0 ^a | 110.5 | 4571.5 ^a |
| <u>Factor 9</u> | | | |
| V | 14.7 | 13.8 | 14.8 |
| CO | 14.4 | 14.0 | 14.5 |
| M-W | 8899.0 | 131.5 | 6445.0 |
| <u>Factor 10</u> | | | |
| V | 15.5 | 16.0 | 15.5 |
| CO | 15.4 | 16.5 | 15.4 |
| M-W | 8930.5 | 110.5 | 6528.0 |
| <u>TOTAL</u> | | | |
| V | 293.3 | 297.5 | 293.3 |
| CO | 301.3 | 289.5 | 305.5 |
| M-W | 7725.5 ^a | 122.0 | 5449.5 ^a |

^aSignificant at .05 level.

V = Voluntary

CO = Court-ordered

M-W = Mann-Whitney U

significantly higher in schools with more than ten percent black faculty. When considering the effect of years of desegregation on morale all teachers show factors three, eight, and nine with significantly higher morale scores; black teachers show factors three and eight with significantly higher morale scores; and white teachers show factors six, eighteen, and nine with significantly higher morale scores. These higher morale scores appear for schools desegregated six or more years. All teachers and white teachers, however, show higher morale scores for schools desegregated 0 to 5 years on factor four (teacher salary). The analysis of data relating to the method of school desegregation shows there is significantly higher morale scores for all teachers and white teachers in schools desegregated by court order on rapport with principal, rapport among teachers, and on the total of all ten factors. White teachers show court-ordered desegregated schools with higher morale scores on teacher load while community support of education (factor eight) shows both all teachers and white teachers with significantly higher morale scores in schools voluntarily desegregated.

Summary. This chapter reported and analyzed data associated with the four research questions which guided this study. The first research question attempted to determine teacher perceptions of morale in the sample desegregated elementary schools and was analyzed in three ways. Data were presented on each of the fifteen schools on all ten factors of the Purdue Teacher Opinionnaire, on each of the factors on all schools, and, then, across all fifteen sample schools on all ten factors. The stanine system and percentile norm profiles were used

in reporting data for this question. The data indicated that teacher morale in the sample schools was "a little below average." Schools 004 and 008 had the highest morale scores while schools 0011 and 0015 had the lowest morale scores. School facilities and services was the factor with the highest morale score. Curriculum issues had the next highest factor score. The factor with the lowest morale score was teacher load, and teacher status had the next lowest morale score.

For the second research question the similarities and differences in the perceptions of morale between black teachers and white teachers were reported by comparing teacher scores on all ten factors across all schools. Three methods of analysis were used to answer this question. First, the median scores on all ten factors for all of the sample black teachers were compared with the median scores for all of the sample white teachers. Then, the Mann-Whitney U test was used to analyze the differences between black teacher and white teacher responses on all ten factors. Finally, the questions on which the sample black teacher and the sample white teacher agreement differs by more than ten percent were presented. The data for this research question shows two factors with a significant difference between white teacher and black teacher responses to the PTO questionnaire. These factors are teacher salary and community support of education. Two schools (0012, 0013) show a meaningful difference when comparing the median score of black teachers and white teachers.

The third research question attempted to determine the factors that contributed positively or negatively to both white teacher and

black teacher perception of morale. The Kendall Rank Correlation Coefficient (TAU) was used to analyze the data for this question. The data suggests that both black teachers and white teachers denote satisfaction with teaching and teacher status as contributing to high morale. Black teachers show teacher status and teacher salary as contributing to low morale while white teachers indicate rapport among teachers and teacher rapport with principal as contributing to low morale. Black teachers perceived teacher rapport with principal as high, yet, white teachers perceived rapport with principal as contributing to low morale.

Finally, the fourth research question examined the relationship between black teacher and white teacher morale and three demographic variables: the percentage of black faculty within the sample schools; the length of time the sample schools have been desegregated; and the method used to desegregate the sample schools. The Mann-Whitney U test was used to obtain the data for this research question. These data implied that for some factors (rapport with principal, school facilities and services, teacher salary) all teachers and/or white teachers perceive morale as significantly higher in schools with more than ten percent black faculty. When considering the effect of years of desegregation on morale, schools desegregated six or more years have significantly higher morale scores for community support of education and school facilities and services as perceived by all teachers and/or white teachers. Black teachers show rapport among teachers and community support of education as significantly higher in schools desegregated six or more years. All teachers and

white teachers, however, show higher morale scores on teacher salary for schools desegregated 0 to 5 years. Finally, there are significantly higher morale scores for all teachers and white teachers in schools desegregated by court order for teacher rapport with principal, rapport among teachers, and on the total of all ten factors. White teachers show court-order desegregated schools with higher morale scores on teacher load while both the categories of all teacher and white teacher show significantly higher morale scores on community support of education in voluntarily desegregated schools.

C H A P T E R V
SUMMARY AND RECOMMENDATIONS

This final chapter summarizes the purpose, research design, and findings of the present study. Also, it advances recommendations for improvement of the present study, for future research about school desegregation and morale, and for improving teacher morale in desegregated elementary schools.

Summary. Morale is one factor that contributes to the effectiveness of teachers. How morale is perceived in any school setting directly influences teacher behavior thereby affecting the environment of the school, the quality of instruction, and the learning of the students. Schools undergoing desegregation may be experiencing additional problems and stress. It is important to consider what, if any, effect this additional stress may be placing on the morale of teachers in desegregating schools in order to better facilitate the desegregation process and to insure quality educational experience for children.

The purpose of this study is to determine the nature of morale in selected desegregated elementary schools. Further, similarities and differences in morale as perceived by black teachers and white teachers are described. Finally, factors in the school environment that contribute to teacher perceptions of morale are identified. Four research questions give direction to this study:

- What are the teacher perceptions of morale in selected desegregated elementary schools?
- What are the similarities and differences in the perceptions of morale between black teachers and white teachers?
- What are the factors in the school environment, as measured by the Purdue Teacher Opinionaire, that contribute positively or negatively to black teacher and white teacher perceptions of morale?
- What is the relationship between black teacher and white teacher perceptions toward morale and selected demographic variables?

In order to answer these four questions, the Purdue Teacher Opinionaire (PTO) was administered to 276 teachers in fifteen selected desegregated elementary schools. The PTO sampled ten factors of teacher morale. Included with the PTO was a face sheet and a principal questionnaire which requested certain demographic information. Data resulting from the administration of these instruments are grouped and analyzed according to the four research questions.

For the first research question the investigator examined the teacher perceptions of morale in fifteen sample desegregated elementary schools. The data resulting from this question indicate that teacher morale is "a little below average" or lower for the sample schools. Two schools had "average" morale scores. There are no sample schools with above average morale. Schools 004 and 008 had the highest morale scores while schools 0011 and 0015 had the lowest morale scores. School facilities and services and curriculum issues are the two factors with highest morale scores. Teacher status and teacher load are the two factors with the lowest morale scores.

The second research question compared the similarities and differences between black teachers and white teachers on all ten factors of the PTO across all sample schools. The data for this research question suggest teacher salary and community support of education as two factors showing a significant difference between black teacher and white teacher morale scores. Schools 0012 and 0013 show a meaningful difference when comparing the median score of black teachers and the median score of white teachers on all factors across all sample schools.

The third research question determines the factors that contribute positively or negatively to both white teacher and black teacher perceptions of morale. Satisfaction with teaching and rapport with principal contribute positively to black teacher morale while teacher salary contributes to low morale. Teacher status contributes to both the high and the low morale scores of the sample black teachers. For white teachers satisfaction with teaching and teacher status also contributes to high morale. Rapport among teachers and rapport with principal contribute to low morale for the sample white teachers within this study.

Finally, the fourth research question examines the relationship between sample black teacher and sample white teacher morale and the selected demographic variables. Here the data indicate that more minority teachers (in this case black faculty) within a given school influences morale positively for all teachers and for white teachers when regarding rapport with principal, school facilities and services, and teacher salary. Sample schools desegregated six years or more have a positive effect on the morale when considering the factors of rapport

among teachers and community support of education. Rapport among teachers, community support of education, and school facilities and services have significantly higher morale scores in sample schools desegregated six or more years for all teachers and/or white teachers; however, all teachers and white teachers show higher morale scores for schools desegregated 0 to 5 years on the factor of teacher salary. There are significantly higher morale scores for all teachers and white teachers in sample schools desegregated by court order on the factors of teacher rapport with principal, rapport among teachers, and on the total of all ten factors. White teachers show court-order desegregated schools with higher morale scores on teacher load, while both all teachers and white teachers indicate significantly higher morale scores in schools voluntarily desegregated on the factor of community support of education.

Improvement of the Present Study

Important improvements of the present study center on the data collection procedures. In some of the sample schools where the data were not collected on site by the researcher or the graduate assistants the questionnaire return was poor. This result leads the researcher to believe that the administration of an instrument which attempts to assess the perceptions of teachers is most effective and elicits the most response when the researcher collects the data on site. This administrative procedure allows the faculty of a school first-hand knowledge as to who is collecting the data and for what purpose, thereby

increasing the probability of trust and less apprehension about how the responses are used.

It is also important to schedule on-site visits at an appropriate time. Several schools participating in this study were administered the questionnaire a day or two prior to Halloween. Children were excited and teachers unusually busy. This situation affected questionnaire returns. Research requiring direct teacher responses should be completed when there is the least distraction and fewer demands on teacher time.

Finally, data from this study do not permit generalization beyond the sample population. Schools need to be located from a wider geographic area and include rural as well as urban and suburban populations. Schools must be randomly selected to be more representative of teachers in general. Also, schools need to be located with more equal distribution of racial populations.

Future Research about School Desegregation and Morale

Future research about school desegregation and morale must first examine the cause and effect relationship between teacher morale and teacher behavior. From the present study we know that teacher morale in the sample schools is low. We also know which factors appear to have high morale and which factors appear to have low morale; however, this study does not provide information regarding the cause of the high or low morale nor in what way high or low morale affects the quality of teacher instruction.

Additional research is also needed to examine the relationship between teacher morale and student learning. Suehr states, "Since the

main feasible way presently known in education to determine 'production' is through the results of achievement tests, a study should seek to find out whether or not students in high-morale schools are achieving in consonance with their ability" (p. 80). Finally, there must be a closer look into the variables within a school desegregation process which inhibit low morale and foster high morale. The present study examined the relationship between black teacher and white teacher morale and three demographic variables: the percentage of black faculty within the sample schools; the length of time the sample schools have been desegregated; and the methods used to desegregate the sample schools. Further examination of these same variables is necessary and might include research using a larger black population and questions which involve teacher perceptions regarding the specific demographic variables and morale. Additional demographic variables which could also be included in a study of morale in desegregated elementary schools are teacher age, sex, and years of experience. Change in teaching position, location, or status as a result of desegregation and teacher involvement in the desegregation process might also be studied.

Improving Teacher Morale in Desegregated Elementary Schools

Recommendations for improving teacher morale in desegregated elementary schools include improvements which encompass administrators, teachers, and the community at large. First, teachers must be provided with background information on the reasons why desegregation is desirable and necessary. In-service and pre-service experiences must

be provided to fill teachers in on the history of desegregation and its role in society and to provide information about desegregation plans and procedures within the community. These information-sharing experiences should be held before the advent of desegregation in order to decrease possible teacher and staff anxiety. As appropriate, teachers must share in the plans and procedures for the desegregation of their schools. Cook states:

When thwarted in their attempts to exert leadership here, teachers frequently display symptoms of low morale. For example, if excluded from planning, they will often find fault with the plan proposed; if ignored in organizational endeavors, they will most likely become negative toward the structure presented; if denied participation in determining measures for control, they will probably challenge any unilateral administrative mandates advocated (p. 357).

Therefore, meaningful teacher input into the desegregation planning should be sought.

Good human relations are another necessary ingredient in positive teacher morale. All teachers, black and white, need to belong and must be recognized at both the professional and social level. Administrators must be attentive to the inter-relationships of faculty and staff within the school. Organized attempts must be made to develop and maintain support systems involving substantial numbers of faculty and staff. Such systems might be arranged by encouraging meaningful small group interactions, for example, "rap" sessions, teacher exchanges, and car pools. Teachers must be prepared to be the target of community frustration and encouraged to discuss their experiences together with a minimum of "taking it personally."

Finally, communication between the community, administrators, and teachers should be encouraged and continuous. Banks states that "development of communication skills on the part of teachers is an extensive undertaking that must be given continued emphasis throughout the first and perhaps succeeding years of desegregation" (p. 560). What is needed is more dialogue and fewer directives. Increased time and organizational pressures in schools force us to communicate in writing and through public-address systems, says Marc Robert (p. 98). This impersonal means of communication prevents the establishment of close and effective working relationships. In schools undergoing the desegregation process, working relationships are extremely important. Administrators, teachers, and the community alike must also learn to listen to each other, truly listen. "Whether the talker be foolish or wise, he or she wants to be heard; and when all members of a school community feel heard, morale will go up."²⁴

This study provides information about teacher morale in fifteen selected desegregated elementary schools. These data are important because they are a key that can begin to unlock doors to more effective educational environments in schools undergoing desegregation. Higher morale and more effective instruction should lead to improved student learning in settings that have moved beyond desegregation to more closely resemble integration. For, in the end, it is integration we seek. Integration must be the goal we strive for because it will better insure quality education for black and white children and a just society for all.

FOOTNOTES

¹[Sic] is used at this point to indicate an error in the quotation by the use of the masculine pronoun only. Though the author recognizes the importance of this point, [sic] will not be used each time a quotation omits the feminine pronoun so that the abbreviation will not be overdone.

²Robert J. Coughlan, "Dimensions of Teacher Morale," American Educational Research Journal 7 (March 1977):22.

³Raymond Katzell, "Measurement of Morale," Personnel Psychology 11 (Spring 1958):73.

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

⁵Geoffrey M. Coverdale, Teacher Morale: A Pilot Study (Washington, DC: Center for Advancement of Teaching Education, 1979), p. 3.

⁶Ibid.

⁷Ibid., p. 4.

⁸Robert M. Guion, "Industrial Morale (A Symposium)," Personnel Psychology 11 (Spring 1958):62-63.

⁹Arthur W. Combs and Donald Snygg, Individual Behavior (New York: Harper & Row, 1959), p. 22.

¹⁰The Fully Functioning Self, quoted in Arthur W. Combs, Perceiving, Behaving, Becoming: A New Focus for Education (Washington, DC: Association for Supervision and Curriculum Development, 1962), p. 65.

¹¹Ibid.

¹²Combs and Snygg, Individual Behavior, p. 70.

¹³Combs, Perceiving, Behaving, Becoming, pp. 67-68.

¹⁴Donald L. Avila, Arthur W. Combs and William W. Purkey, The Helping Relationship Source Book (Boston: Allyn & Bacon, Inc., 1974), p. 366.

¹⁵Arthur W. Combs, Donald Avila and William W. Purkey, Helping Relationships Basic Concepts for the Helping Professions (Boston: Allyn & Bacon, Inc., 1974), p. 299.

¹⁶Combs and Snygg, Individual Behavior, p. 35.

¹⁷Robert Hoppock, Job Satisfaction (New York: Harper & Bros., 1935), p. 49.

¹⁸Donald H. Cook, "Teacher Morale: Symptoms, Diagnosis, and Prescription," The Clearing House 52 (April 1979):355.

¹⁹Robert A. Magoon and Sandra W. Linkous, "The Principal and Effective Staff Morale," NASSP Bulletin 63 (May 1979):21.

²⁰Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire (West Lafayette, Indiana: Purdue Research Foundation, 1970), p. 1.

²¹Ibid., p. 4.

²²Ibid., p. 8.

²³Ibid., p. 14.

²⁴Marc Robert, School Morale the Human Dimension (Niles, IL: Argus Communications, 1976), p. 100.

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APPENDIX A
LETTER OF INQUIRY



The Commonwealth of Massachusetts

University of Massachusetts

161

Amherst 01002

SCHOOL OF EDUCATION
Center for Curriculum Studies
429 Hills House North

Dear

The Center for Curriculum Studies is undertaking a research study involving twenty urban, suburban and rural elementary schools. The purpose of this letter is to invite you to consider participating in this project.

This study will determine the nature of teacher morale in selected desegregated elementary schools. The information gathered as a result of this study will be useful in pointing out how teachers perceive morale in schools, which factors contribute to both positive and negative morale in desegregated elementary school settings and help us better understand what can be done in schools to change conditions that produce negative morale and build conditions that foster positive morale.

The Purdue Teacher Opinionnaire will be used to collect data about morale in school settings. This instrument contains one hundred items and takes from 20 to 30 minutes to complete.

For the purpose of this study, schools will be considered desegregated if they contain no less than five percent of the minority racial group of students (5% black or 5% white). Also, the faculty must consist of no less than three percent of the minority group (3% black or 3% white).

If you have schools within your district that meet these criteria, we would like you to consider participating in this research. For your use on completion of the study, we will provide you with a report describing the morale in your school. Also we will provide you with a copy of the final research report. Of course all information will be confidential and the participating schools will not be mentioned by name. Attached for your review is a summary of the research proposal.

Further information about the study may be obtained from Dr. Robert L. Sinclair,

The Center for Curriculum Studies, 429 Hills House North, University of
Massachusetts, Amherst, MA 01003, (413) 545-3642.

Please indicate your interest on the enclosed self-addressed postcard.

Thank you for your thoughtful consideration.

Yours truly,

Robert L. Sinclair

Robert L. Sinclair, Director
Center for Curriculum Studies

Gwynn C. Brown

Gwynn C. Brown
Curriculum Associate

enc. :

APPENDIX B
FOLLOW-UP LETTER



The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01003

164

SCHOOL OF EDUCATION
Curriculum Studies Program
429 Hills House North

May 10, 1978

Mr. Arace, Principal
Middle School
390 Park Avenue
Bloomfield, Connecticut 06002

Dear Mr. Arace:

We would like to thank you for your interest and participation in The Teacher Morale Study conducted by the Curriculum Studies Program of the University of Massachusetts.

Ms. Barbara Garner, a Curriculum Associate, will be at your school on May 24, 1978 at 1:45 p.m. to administer the Purdue Teacher Opinionaire. This instrument contains one hundred items selected and arbitrarily grouped to sample ten factors of morale. The Opinionaire takes from 20 to 30 minutes to complete.

Each school and each teacher will be given a research number so that confidentiality can be maintained. All data will be reported according to research numbers. Names of schools or teachers will not be used.

Each school will receive a final research report describing morale in their school. Final research reports describing morale in all participating schools will be available to each school system upon request.

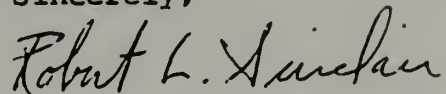
We would suggest that the completion of the questionnaire be done at a teachers' meeting at the pre-arranged time. Ms. Garner will administer the questionnaire and collect the results at that time. She will also have a few short questions for the Principal concerning the school.

If there are any further questions or concerns, please contact:

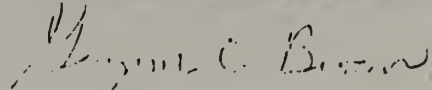
Dr. Robert L. Sinclair
Director, Curriculum Studies Program
School of Education
University of Massachusetts
Amherst, Massachusetts 01003
Telephone: (413) 545-3642

Thank you for your time and cooperation. We appreciate
your professional interest in this important work.

Sincerely,



Robert L. Sinclair, Director
Curriculum Studies Program



Gwynn C. Brown
Curriculum Associate

APPENDIX C

PURDUE TEACHER OPINIONAIRE

THE PURDUE TEACHER OPINIONAIRE

Prepared by Ralph R. Bentley and Averno M. Rempel

167

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.

FORM A

USE WHEN RECORDING RESPONSES ON OPINIONAIRE

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

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 _____

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

FORM B USE WHEN RECORDING RESPONSES ON SEPARATE RESPONSE CARD

DIRECTIONS FOR RECORDING RESPONSES ON RESPONSE CARD

A separate answer card is furnished for your responses. Fill in the information requested on the answer card. 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.**

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

If you agree with the statement, blacken the space.....

| | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| A | PA | PD | D |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you are somewhat uncertain, but probably agree with the statement, blacken the space.....

| | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you are somewhat uncertain, but probably disagree with the statement, blacken the space.....

| | | | |
|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you disagree with the statement, blacken the space.....

| | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

All marks should be heavy and completely fill the answer space. If you change a response, erase the first mark completely. Use No. 2 or special mark - sense pencil. Make no stray marks on the answer card. Please do not mark this booklet.

1. Details, "red tape," and required reports absorb too much of my time.....A PA¹⁶⁸ PD D
2. The work of individual faculty members is appreciated and commended by our principalA PA PD D
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principalA 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 growthA 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 teachersA 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 differencesA 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

Continue with item 24 on next page

- 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 revisions.....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 communityA 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

Continue with item 49 on next page

49. My school provides the teachers with adequate audio-visual aids and projection equipment 170
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 teachA 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 sympatheticallyA 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 familyA 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 schoolA 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

Continue with item 73 on next page

73. My principal has a reasonable understanding of the problems connected with my teaching assignmentA 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 enjoyableA PA PD D
78. My students regard me with respect and seem to have confidence in my professional abilityA PA PD D
79. The purposes and objectives of the school cannot be achieved by the present curriculumA 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 ethics.....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 assignmentsA 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

Continue with item 95 on next page

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

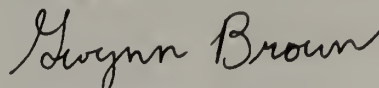
APPENDIX D

FACE SHEET

Dear Colleague:

Thank you helping us to determine the teacher morale in your school. The school and each teacher will be given a research number so that confidentiality can be maintained. A report describing the morale in your school will be sent to the principal so that interested staff can review the results. Again, thank you for your time and consideration. We very much appreciate your efforts to help us learn more about teacher morale.

Sincerely,



Gwynn Brown
Research Coordinator,
Teacher Morale Study
Program in Curriculum Studies

GENERAL INFORMATION

SCHOOL NUMBER _____ TEACHER NUMBER _____

Years of teaching experience _____

Because we are interested in determining similarities and differences in morale among Black, Asian, Hispanic and White teachers we would appreciate your noting your race.

Black _____

Asian _____

Hispanic _____

White _____

Grade level you teach _____

APPENDIX E
PRINCIPAL INTERVIEW

PRINCIPAL INTERVIEW

School Number _____

Number of Students _____

Approximate Number of Black Students _____
White Students _____
Asian Students _____
Hispanic Students _____
Other Students _____

Number of Teachers _____

Approximate Number of Black Teachers _____
White Teachers _____
Asian Teachers _____
Hispanic Teachers _____
Other Teachers _____

Length of Time School has been Desegregated _____

Method of Desegregation: Court Ordered _____
Voluntary _____

APPENDICES F AND G
RAW TO STANINE CONVERSION INFORMATION

RAW*-TO-STANINE SCORE CONVERSION TABLE FOR FURDUE TEACHER OPINIONAIRE SCORES

| Stanines | Factors | | | | | | | | | | Total | |
|----------|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 9 | 80 | 80 | 55-56 | 28 | 44 | 20 | 32 | 20 | 20 | 20 | 20 | 375-400 |
| 8 | 77-79 | 78-79 | 53-54 | 26-27 | 42-43 | 19 | 30-31 | 20 | 19 | 20 | 20 | 359-374 |
| 7 | 74-76 | 76-77 | 51-52 | 23-25 | 40-41 | 18 | 28-29 | 18-19 | 17-18 | 19 | 19 | 343-358 |
| 6 | 69-73 | 73-75 | 47-50 | 21-22 | 38-39 | 16-17 | 26-27 | 16-17 | 15-16 | 18 | 18 | 325-342 |
| 5 | 62-68 | 69-72 | 44-47 | 18-20 | 34-37 | 15 | 23-25 | 15 | 13-14 | 16-17 | 16-17 | 305-324 |
| 4 | 54-61 | 64-68 | 41-43 | 15-17 | 31-33 | 12-14 | 20-22 | 13-14 | 11-12 | 15 | 15 | 284-304 |
| 3 | 45-53 | 59-63 | 37-40 | 12-14 | 28-30 | 11 | 17-19 | 10-12 | 9-19 | 14 | 14 | 264-283 |
| 2 | 35-44 | 52-58 | 31-36 | 9-11 | 24-27 | 8-10 | 14-16 | 8-9 | 7-8 | 12-13 | 12-13 | 241-263 |
| 1 | 20-34 | 20-51 | 14-31 | 7-8 | 11-23 | 5-7 | 8-13 | 5-7 | 5-6 | 5-11 | 5-11 | 100-240 |

*Raw scores shown in this table are based upon the responses of 3023 Indiana and Oregon Secondary school teachers who made up the faculties of seventy-six high schools.

MEANING OF STANINE SCORES

| Stanine | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|--------------------------|-----------|------|---------------|----------------------|---------|----------------------|---------------|-----|----------|
| Description of the Score | Very High | High | Above Average | Little Above Average | Average | Little Below Average | Below Average | Low | Very Low |
| Per Cent In Each Stanine | 4 | 7 | 12 | 17 | 20 | 17 | 12 | 7 | 4 |
| T-Score Equivalent | 75 | 65 | 60 | 55 | 50 | 45 | 40 | 35 | 25 |
| Percentile Equivalent | 98% | 92% | 83% | 68% | 50% | 32% | 17% | 8% | 2% |

APPENDIX H
STEPS IN KENDALL RANK CORRELATION COEFFICIENT

KENDALL RANK CORRELATION COEFFICIENT

These are the steps in the use of the Kendall rank coefficient:

1. Rank the observations on the X variable from 1 to N. Rank the observations on the Y variable from 1 to N.
2. Arrange the lists of N subjects so that the X ranks of the subjects are in their natural order, that is, 1,2,3,..., N.
3. Observe the Y ranks in the order in which they occur when the X ranks are in natural order. Determine the value of S for this order of the Y ranks.
4. If there are no ties among either the X or the Y observations, use formula (9.9) in computing the value of (TAU). If there are ties, use formula (9.10).

$$(9.9) \quad (\text{TAU}) = \frac{S}{\frac{1}{2} N(N-1)}$$

$$(9.10) \quad (\text{TAU}) = \frac{S}{\sqrt{\frac{1}{2} N(N-1) - T_x} \sqrt{\frac{1}{2} N(N-1) - T_y}}$$

