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Promoting and maintaining teacher morale by the principal

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PROMOTING AND MAINTAINING

TEACHER MORALE

by

THE PRINCIPAL·

by

WILLIAM AVERY SERRETTE, JR.

B. S., Eastern Montana College of Education, 1951

Presented in partial fulfillment of the
requirement for the degree of Mas-
ter of Education

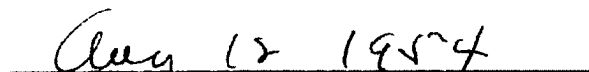Montana State University

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this paper was to gather and organize generalizations of the different aspects of morale that are commonly recognized as influencing the morale of teachers. This paper may provide a valuable source of information for school principals who are aware of the importance of building and maintaining the morale of their teachers.

IMPORTANCE OF THE STUDY

The most important factor in the school system is the human nature of its teachers. Unless the principal is fully aware of the subtle phases of personnel management in dealing with his teachers and unless his policies of personnel management are sound both professionally and psychologically, his administration is weak and faltering on the very issues of education in which it should be strongest.[1]

Good human relations cannot be obtained by demanding or requesting them. They are built by living and working with fellow staff members in such a way that high morale is created.

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[1]Dennis H. Cooke, Administering The Teaching Personnel, Chicago: B. H. Sandborn Company, 1939, p. 1.

High morale is not obtained easily, but it is the foundation of a good school program. If the teachers morale is to be high, official leaders in schools must operate in ways that will enable staff members to obtain satisfaction from their jobs.

Morale affects the amount of work a person does. Low morale cuts down production. High morale increases it. If morale is high, a staff will do its best to promote effective learning. If morale is low, teachers will not live up to their potential ability, and the school will operate at far less than its possible efficiency. High morale is built by making sure that the job provides the satisfactions an individual wants from life.[2]

Too often school systems have failed in this very important phase of personnel management. The hope is maintained that this study may make its readers more aware of the importance of morale in the school.

CIRCUMSTANCES LEADING TO THE STUDY

The awareness of this problem was created through observations in a number of schools, through conversations with many school principals and teachers, and from actual teaching experiences.

There is a lack of high morale among the teaching

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[2]Kimball Wiles, Supervision For Better Schools, New York: Prentice-Hall, Inc., 1950, p. 78.

staff in many school systems. From preliminary research the evidence seems to indicate that the manner and methods the principal uses in organizing and supervising his teaching personnel has much to do in determining the morale of his teachers.

Having found that the job of promoting and maintaining the morale of the school staff primarily belongs to the principal, decision was accepted that perhaps through research some of the commonly recognized generalizations on morale that would apply to most situations, could be gathered and organized, thus producing a readable source of information that would be valuable for a school principal who desired to survey this problem.

SOURCES OF DATA

No single source of information was found that was related entirely to this problem. However, many sources of information were found that dealt with specific phases of the problem.

Information was obtained from the following sources: (1) Books about school administration, (2) psychology books about human relations, (3) books on management of personnel in industry, (4) books about school supervision, (5) books on the problem of morale in the United States Army, and (6) recent publications in educational journals and magazines about morale of teachers.

Recent educational journals and magazines have provided much of the information and ideas found in this

paper.

In reviewing the related literature, the observation seemed to show that until World War II, little had been written on the importance of morale in the school staff. World War II brought an awareness of the importance of morale. Morale frequently rings a response of association with war activity. War has popularized the word, but the term morale expresses a meaning commonly needed in the English language. Commerce and industry have taken over the term seriously in both its meaning and its consequence, because the effects can be measured in dollars and cents.[3]

Educators, unfortunately, sometimes neglect to utilize the evidence of morale in the applications of teaching personnel. Too often it has been regarded as a spiritual intangible which develops by itself. Morale is controllable and needs to be developed and maintained. The responsibility for high morale belongs to the administration.[4]

From the volume of articles written in recent publications of educational journals and magazines, it appears that educators are becoming more and more aware of the importance of morale. Morale is crucially important. No one in educational work is ever justified in undermining the courage of a pupil, teacher, or administrator or in

[3]Basil C. Hansen, "Administrative Aspects of Teacher Morale", The School Review, 55:166, March, 1947.

[4]Ibid., p. 167.

failing to cooperate selflessly for the good of his school. No community can afford to neglect the factors essential to high morale in the schools with which children attend.[5]

The importance of this study has been confirmed by the scrutiny of available literature related to this problem. Administrators are now becoming aware of the importance of treating their teachers as human beings.

ORGANIZATION OF THE PAPER

Throughout the paper the attempt has been made to show ways morale may be influenced and how it can be promoted and maintained. Generalizations of the various aspects of morale are discussed in different phases of the paper.

Chapter II deals specifically with morale; the development of the meaning morale, morale in the United States Army and industry, and the importance of morale in the school system.

In Chapter III the work of the principal and his position are described. The basic divisions of the chapter are: His importance in the school, his educational philosophy, his professional training and experience, his knowledge of human relations, his personality, self-evaluation, and his acceptance by the staff.

Chapter IV is concerned with recognizing what

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[5]Mowat G. Fraser, "Morale is a Magic Wand", School Executive, 70:40, July, 1951.

teachers want from their jobs, and what the principal can do to help teachers receive satisfaction from their jobs.

Chapter V is devoted to a discussion of the effect upon morale caused by the way the principal does his duties. The chapter is divided into the main duties a principal performs.

Chapter VI discusses how morale may be affected by other than the principal and the teachers. This chapter tries to show that the principal is not always responsible for the morale of his teachers.

Chapter VII shows how morale may be analyzed and ways it may be improved. The chapter is primarily concerned with development of morale.

Chapter VIII is a summary of the study. It contains an evaluation of the study and conclusion; also suggestions for further study are recommended.

EXPLANATION OF TERMS USED

Administrator. When the term administrator is used in this paper, it is used in place of the term principal. Since at times a principal must serve as a school administrator, he is referred at these times as an administrator in this paper.

Supervisor. One of the most important jobs of a principal is to supervise the teachers. When the term supervisor is used in this paper, it is used in place of the term principal.

Principal. The position of the principal will depend upon the situation. In a large city school system, the principal may be the executive head of the school to which he is assigned and directly responsible to the superintendent of schools. Smaller school systems may not have a principal, but the superintendent acts as the principal also. In some county school systems, the principal may carry out the executive functions similar to those of a city superintendent, as well as those of a principal.

Any official leader of the teachers who is responsible for the supervision of the teachers and administration of the school with functions similar to those of a principal is referred to as a principal in this paper, unless the terms supervisor and administrator are used.

There is no distinction drawn between an elementary principal and a high school principal in this paper. Their functions are considered similar when it comes to promoting and maintaining teacher morale.

LIMITATIONS OF THE STUDY

This study is concerned with aspects of morale that are common to most cases. Morale may influence and be influenced by almost every administrative design. The state of morale will vary and thus require analysis in each individual case. Each individual or system will need a separate prescription if a satisfactory remedy is to result from treatment. A complete analysis of every existing situation would be almost impossible.

CHAPTER II

MORALE

DEFINITION OF MORALE

Morale is a word not easily defined in the English language. Most dictionaries vary widely in their definitions, while many of the definitions are not in accord with the popularly accepted understanding of the word at the present time. Perhaps the best is the following: "A state of mind with reference to confidence, courage, zeal and the like, especially of a number of persons associated in some enterprise, as troops".[1] But even this does not fully cover morale as it is understood today. Morale is a collective term, it is the result of the individual morales which compose it. Thus morale is an intangible which cannot be deduced to a concrete definition. No two conceptions of it are alike. Its qualities vary with conditions. Morale can be felt, described, stimulated and guided.[2]

Rather than attempt to define morale, it is perhaps better to express its qualities by comparison with those of its antonym, the better known word "demoralize". This is defined as "to render untrustworthy in discipline, efficiency,

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[1]Edward L. Munson, The Management of Men, New York: Henry Holt and Company, 1921, p. 2.

[2]Ibid., p. 3.

spirit or the like: hence, to disorganize".[3] An army officer can readily picture an army which is de-moralized, that is, in which its morale has been gravely impaired or lost. Similarly, demoralization in an industry implies lack of team work, decrease of effort, and lowering of production and other factors, upon which business success depends.[4]

The older dictionaries include a relation to morals in respect to morale. This is an error in the present acceptance of the word morale. The two have quite different meanings. Morale represents a state of mind and morals a state of conduct.[5]

The following definitions sum up what the public thinks morale is:

> Morale is the backbone of the soul.
> Morale is the will to carry thru against all obstacles what the heart approves.
> Morale is faith plus courage plus discipline.
> Morale is the factor that enables people as individuals or as groups to live up to their highest possibilities; it is the catalyzing agent which stirs the soul to work out and to keep on working out its purpose.
> Morale is what makes us continue to fight on when courage is gone and faith is only something remembered.
> Morale is knowing where you want to go and going there.
> Morale is purpose with vitamins in it.
> Morale is living your faith gladly or at least relentlessly.
> Morale is the determination not to let yourself or your comrades down.
> Morale is sticking to the job for job's sake.
> Morale is being a man.

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[3]Ibid., p. 4.

[4]Dale Yoder, _Personnel Principles and Policies of Modern Manpower Management_, New York: Prentice Hall, 1952, p. 279.

[5]Munson, _op. cit._, p. 4.

Morale is what keeps you going after your knees give out.
Morale is not knowing when you are licked, and then you
are not.
Morale is one for all and all for one—right thru to
the end.[6]

Morale is the spirit and attitude of the teacher
toward his work. Morale is not an end in itself; rather it
is a part and parcel of the elements which make teaching
satisfying and successful. It is a natural outgrowth of all
the conditions surrounding the teacher's work and, therefore,
may not be developed by special and separate means.[7]

The following definition of morale deduced from the
study by Munson is considered fairly complete:

> Morale is a term which should be used to express
> the measure of determination to succeed in the purpose
> for which the individual is trained or for which the
> group exists. It describes the nature and degree of
> cooperation, confidence, and unity of understanding,
> sympathy and purpose existing between the individuals
> composing the group. It is fitness of mind for the
> purpose in hand. It is a sense of solidarity of
> strength and purpose, and ability to undergo in the
> accomplishment of a common cause. It rises and falls
> from causes which intelligent analysis can usually
> detect, and which when once detected are usually
> capable of being corrected. The emblem of morale work
> might be clasped hands, symbolical of comradeship,
> unity and strength.[8]

Morale is the spark which gives spirit and zest to
ones work. It is more important in the determination of
success or failure than any other factor, and it is

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[6]American Association of School Administrators,
Morale For A Free World, Twenty-Second Yearbook,
Washington: The Association, N.E.A., 1944, p. 27.

[7]Harold Adams and Frank Dickey, Basic Principles of
Supervision, Chicago: American Book Company, 1953, p. 65.

[8]Munson, op. cit., p. 8.

particularly important to enterprises which employ and serve
large numbers of people like schools. Our educational
institutions influence the morale of citizens, the morale
of staff members, the morale of students.[9]

DEVELOPMENT AND USAGE OF THE TERM MORALE

Morale is relatively a new word in American life.
It came into general use in the United States in 1917-18
and was treated in various publications which appeared
shortly after the close of the first World War. Then, so
far as the general public was concerned, the concept lay
dormant for nearly two decades. Only after Munich did it
again attract the attention of American writers and
thinkers.[10]

During the two years 1917 and 1918, the Readers'
Guide to Periodical Literature listed two articles a year
on morale. During the next twenty years a total of only
eight articles were listed. With the fall of France, morale
became a key word in American thought and discussion. With
America's entrance into the second World War, the word
"morale" was on every tongue. It appeared in advertising,
governmental publications, the daily press, reports of

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[9]Mowat G. Fraser, "Morale Is A Magic Wand"
School Executive, 70:40, July, 1951.

[10]American Association of School Administrators,
op. cit., p. 11.

learned societies, educational periodicals, magazines for
lay readers, and conference reports of national organiza-
tions.[11] The number of articles a year on morale listed in
the Readers' Guide was as follows: 1940, 38 articles, 1941,
99 articles; and 1942, 156 articles. This shows that World
War II brought an increased awareness of the importance of
morale.

When World War II started, the federal government,
thru its War Department and related agencies, took practical
steps to develop morale in the new army. Even as the
government centered its efforts on developing the morale of
its citizen soldiers and their leaders, individuals sensed
the importance of the spirit of those behind the lines—
the civilians in all walks of life. The issue was well
stated by Hocking:

> For behind the army lies the nation; and the whole
> unwieldly mass, army and nation, is much more a mental
> unit than in any previous war, each dependent on the
> courage and good-will of the other. For war, completely
> seen, is no mere collision of physical forces: it is a
> collision of will against will. It is, after all, the
> mind and will of a nation—a thing intangible and in-
> visible—that assembles the materials of war, the
> fighting forces, the ordinance, the whole physical
> array. It is this invisible thing that wages the war;
> it is this same invisible thing that on one side or
> other must admit the finish and so end it. As things
> are now, it is the element of "morale" that controls
> the outcome.[12]

Those interested in developing American morale

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[11]Loc. cit.

[12]William E. Hocking, Morale And Its Enemies,
New Haven, Connecticut: Yale University Press, 1918, p. 67.

reviewed America's experience in the first World War. The
nature of morale was examined in terms of psychology,
psychiatry, religion, and morals. Analysis was made of the
development of morale thru education, propaganda, radio,
news, movies, recreation, youth groups, labor organizations,
industry, and advertising. Research was undertaken by
individuals and by groups to discover the problems and to
improve the methods of morale building among the students,
minority groups and various elements of civilian population.
The published record on morale in the United States was
chiefly a product of civilian initiative. For the most part
the contribution of government was in response to civilian
stimulus.[13]

The great challenging problem of democracy is to
develop morale for peace. One of the earlier students of
American education to recognize the importance of this
problem was G. Stanley Hall. During World War I, he turned
his abilities to the study of morale. Hall examined morale
in its relation to labor, prohibition, profiteering,
feminism, education, statemanship, communism, and religion.
In his last eight chapters he laid a foundation for consid-
eration of the morale of peace. It was a crystalization of
ideas to which the present and future may well refer, for in
morale Hall found the supreme standard of life and conduct.[14]

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[13]American Association of School Administrators,
op. cit., pp. 15-16.

[14]Stanley Gray, Psychology In Industry, New York:
McGraw-Hill, 1952, pp. 237-238.

During the 1930's thru the darkest and longest economic depression the United States has known, which brought discouragement and disillusionment to millions, the people as a whole did not loose faith in the principles of American democracy. How much of this faith retained was due to the work of specially created administrative agencies and how much to the accumulated effects of a century of public education is not known, but outcomes becomes confidence that democracy may build morale for peace quite as effectively as for war.

MORALE IN THE UNITED STATES ARMY

When a man is taken out of civilian life and put into uniform, the army has at least four responsibilities: (1) to fit him to a army job which if possible, uses his civilian skills and vocational aptitudes and interest to a maximum; (2) to teach him the specialized trade of war; (3) to guard his health; and (4) to sustain his morale.[15]

The army has the problem not only of finding the right army job for a man, teaching him the trade of war, and safe-guarding his health, but also of sustaining morale. As the saying goes in the army, morale is a function of command. By that it is meant that every commanding officer down to the company commander is held responsible for the morale of the troops below him.

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[15]D. L. Cohn, "The Idea Of the Soldier", Saturday Review of Literature, 35:8, February 9, 1952.

A staff officer in Washington, working on the problem of arming the mind and spirit of the soldier, has definite limits to his actions. His plans must be approved by and transmitted through the chain of command, which means that in many respects he can advise but not execute. However, he does have at least one route of direct impact upon the soldier through his influence on the principle military agencies of communication and information to the soldier.[16]

Various lists of the components of morale have been made, but these lists are at best shrewd guesses. With respect to military morale they have included such things as: freedom from anxiety, sense of pride, confidence, sound health, good food, and so forth. When one stops to consider that some military units have maintained high morale in the absence of many of the factors usually contained in such lists, one must acknowledge that the exact components of military morale are not known.[17]

One factor, however, which has appeared in both military and industrial surveys of morale, is that of leadership. Cooperation and strong motivation seem to be characteristic of groups which have satisfactory relationships with leaders. A survey of military morale reported in Psychology For The Fighting Man (1943), revealed that high

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[16]Ibid., p. 9.

[17]National Research Council, Psychology For The Fighting Man, Washington D. C.: 1943, p. 24.

morale was associated with:

1. Leaders who were competent and had the necessary abilities which their positions as leaders demanded.
2. Leaders who were able to make decisions promptly when required to do so.
3. Leaders who had the interest and welfare of the members at heart.
4. Leaders who made things clear to the members; who gave orders in a manner that showed every member exactly what was expected of him.
5. Leaders who were impartial and did not play favorites with individual members.
6. Leaders who rewarded members by judicious words of praise or by some other form of recognition when a job had been successfully executed.[18]

Similar surveys of industrial morale indicate that rest periods, wages, ventilation, temperature, lighting, and other physical factors which were once considered of importance in determing morale by industrial engineers, do not deserve the stress they were formerly given. The work of Roethlisberger and Dickson (1943) and Mayo (1933) indicates that human relationships in industry, as in the army, are of far greater significance as far as morale is concerned.[19]

Morale can be estimated insofar as it is possible to discover the degree of unity of effort within a given group and the determination of the group to achieve a common goal. Allport[20] has provided an extensive list of sources pertaining to morale. Responses to opinion polls on such items as

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[18]Ibid., pp. 36-37.

[19]G. W. Allport, Morale And Its Measurement, Yearbook of the Graduate School of Public Administration, Cambridge: Harvard University Press, 1942, pp. 3-6.

[20]Ibid., pp. 7-17.

confidence in leaders, willingness to sacrifice, and agreement with government policies are indicative of national morale. Civilian morale might also be estimated by the degree of participation in salvage programs, blood contributions, bond buying drives, and other activities of national concern. Analysis of the press, including letters to the editor, columns, features, and editorials, may provide additional information. Evidence concerning industrial morale may be obtained from data on strikes, labor turnover, and production, as well as from surveys of opinion. In the armed forces, interviews and opinion polls, statistics on desertion, AWOL, suicides, disciplinary actions, and malingering might be used as sources of information concerning morale.

Attempts have been made to classify the chief points of frustration felt by the soldiers in training. Tests and scales have been developed to measure, as quickly and accurately as possible, the extent of these frustrations. The resulting information has been submitted to the policy makers in some cases with important effects on army policy.[21]

The army is greatly aware of the need of sustaining morale. Educators could probably profit by studying some of the ways the army promotes and maintains the morale of its troops.

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[21]W. F. Ogburn, American Society In Wartime, Chicago: The University of Chicago Press, 1943, p. 197.

MORALE IN INDUSTRY

The building and maintainance of employee morale is one of industry's most pressing problems. During the Second World War when problems were many and all-out production was vitally necessary, considerable progress was made. One of the most significant changes was in the attitude of management as shown by an increased recognition of the importance of worker morale and by the launching of specifically designed morale-building programs.[22]

The wage scale has come to play a less exclusively important role in connection with morale than it formerly held. There are, however, factors related to the administration of the wage scale that have an important bearing on the morale of the group:

1. Workers expect a fair wage. This is to a degree a relative term. A fair wage might be regarded as that which compares favorably with that of other workers in somewhat similar employment.
2. A fair wage may be evaluated in terms of the earnings of the company.
3. A fair wage should be developed and administered in terms of the worth of a particular job in comparison with other jobs of a given concern.
4. Wage differentials should be established on a sound and, in so far as possible, scientific basis. These should be of such a nature that they can be evaluated, so that the worker can understand why his job pays more or less than another job with the concern.
5. Wage payments should be made according to contractual agreement.[23]

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[22]Joseph Tiffin, Industrial Psychology, New York: Prentice Hall, 1952, pp. 456-457.

[23]Dan Williams, "Employee Morale Depends on Job Satisfaction", Textile World, 103:117, October, 1953.

According to Aspley and Whitmore, men work basically for some reward. When they feel that they are not being fairly paid or when they feel that the wage scale is unfair or poorly administered, morale will be adversely affected.[24]

When employees have achieved a reasonable degree of security they will feel the need for self realization. The workers of today are better informed about company policies, economic problems, and other matters related to production, than at any time in the history of our country. They are in a better position to participate in discussions of changes, policies, and other matters which affect their lives. There are several levels of participation. On the one level, the worker simply attends meetings and listens to discussions, but does not enter into them himself. At the second level, which may be referred to as the discussion level, the worker attends meetings where matters directly affecting him are being discussed. He may enter into the discussion but with no voice in voting. At a still higher level of participation, the worker attends meetings, enters into the discussions, and has a voice in settling issues. The level of participation will depend upon the ability and readiness of employees for such participation. It might be stated, as a general principle that the development of such a program of employee participation should be gradual in nature.[25]

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[24]Dale R. Smith, "Improving Morale", Modern Industry, 231:106, March, 1952.

[25]George I. Blake, "Building Employee Morale", Personnel Journal, 32:299-300, January, 1954.

Much of the misunderstanding between management and labor is based upon what might be termed faulty concepts regarding each other. The industrial executive may conceive of the workers as lazy, irresponsible, ignorant, and lacking in ambition. Many of the workers regard the managers as haughty, ruthless, greedy, exploiters grasping for power. Such concepts lead to distrust, a significant barrier to good industrial morale.[26]

There is a very real need for workers and management to understand each other better. This can best come about through social contacts and group participation in policy making under conditions involving a minimum amount of tension. Concerning this problem, William R. Burrows, vice-president in charge of manufacturing, General Electric Company, stated:

> If we believe in the principles of democracy, in the fundamental integrity and the essential honesty of the common man, we must assume that the problems of management and labor arise, not out of the selfish desire on the part of labor to take advantage of management, but out of misunderstanding and ignorance.[27]

Business and industry are constantly faced with the problem of finding the most desirable and effective method of communicating with workers. In general, more than one procedure needs to be available, since some messages are more effective if presented in one manner, while other

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[26]A. N. Turner, "Foreman, Key To Worker Morale", Harvard Business Review, 32:76-77, January, 1954.

[27]Ibid., pp. 78-79.

messages are more effective if presented in another. Communications concerning policies are best understood if they are easily understood, if they are written in an easy conversational style, and if they are presented in a layout with quick eye appeal.

Often the plant newspaper serves as an excellent means of management communication with workers. Its purpose should be to provide news of interest concerning the company and its personnel.[28]

The industrial worker performs his tasks in a complex physical environment. The physical environment is usually simpler to define, analyze, and control than the social environment, but it is a mistake to minimize the significance of either. To the thoughtful employer, good vision in the working environment is definitely connected with increased production, with improved quality of materials, with a decline in accidents, and with a decrease in the amount of waste in the handling of materials.[29]

What has been said about adverse lighting conditions becomes applicable to unpleasant noises and disagreeable temperature conditions. Sanitary conditions and other facilities have an important bearing on the morale of employees. The extent to which such factors influence morale will depend to a large measure upon the background of the

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[28]Dale R. Smith, op. cit., p. 108.

[29]Ibid., pp. 78-79.

employees. Workers accustomed to taking care of their clothing will complain if no provision is made for storing coats, etc., during working hours. The provision of clean restrooms, of adequate water, and lockers for clothing will do much to create a favorable attitude toward the concern.[30]

The effects of the specific social environment upon the morale of a group will vary to some extent from individual to individual. This problem then, is closely related to the selection and placement of workers. Since every action is an interaction between the individual and his environment, naturally the effects of the environment surrounding the employee will have a direct bearing upon his experience. A congenial social environment is just as important for the development of teamwork and good morale as a favorable physical environment.[31]

Many industries are making definite provisions for recreational activities among workers. Victor Riesel, a newspaper columnist, has pointed out that American employers are spending three hundred million dollars a year on recreational programs. These unquestionably pay good dividends in the form of better health, improved attitudes toward the company, reduced emotional tension, and better morale on the part of the workers.[32]

This has not been a complete survey of morale in

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[30]Joseph Tiffin, op. cit., pp. 484-486.

[31]Dan Williams, op. cit., p. 105

[32]George D. Blake, op. cit., p. 306.

industry, but it is hoped that the reader will recognize
that industry thinks morale is important. It is also hoped
that this will serve as an example of the importance of
morale in personnel management and be carried over into
school administration.

IMPORTANCE OF MORALE IN THE SCHOOL SYSTEM

Nowhere does the responsibility for building the
kind of morale needed for a world of free men rest more
heavily than upon teachers and the school. This is true
because they deal directly with the fabric from which
American future is to be woven and for a long enough time
to be at least fairly effective. No other agency has as
much opportunity, for no other group of trained leaders has
as much contact with all the children of all people—the
millions of potential citizens of tommorrow. Both the
public and private schools share in this responsibility.
No matter what may be the conditions outside the walls of
any school, those who work within may, if they have the
vision and courage, together build morale of the highest
order.[33]

Personality, individually and collectively, plays a
controlling part whenever a group of people endeavor to
work together. The ultimate success of a school system will
depend largely on the attitudes, morale and cooperative

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[33]American Association of School Administrators,
op. cit., p. 163.

effort of the various individuals and groups who share in the work. Any degree of skill or superior personal competence may often be discounted by attitudes that fail to register loyalty to the administration and that tend to destroy unity of effort in the common cause for which the schools are operated.[34]

Simple problems of human relations almost always have wider frames of reference. When people are expected to work together on a common problem it is inevitable that friction and disagreement will result. No group is free from all troubles. Some of the difficulties are due to a lack of recognition that the causes of human conflict are sometimes deep-seated and possess many cross currents. Too often the typical principal attempts to solve a problem in school as though it were isolated from all human affairs.[35] An example of this would be where an offending teacher is brought into the office to correct her individual deficiency, with no regard for the effect it may have on her relations with other teachers, but the real solution to her problem will often be found in the area of human relations which is being ignored. Because this is such a critical and important aspect of school administration, it will be treated more fully in a following part of this paper.

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[34]Fred Engelhardt, *Public School Organization and Administration*, New York: Ginn and Company, 1931, p. 147.

[35]Wilbur Yauch, "Developing Morale in a School Faculty", *National Elementary Principals*, Twenty-Sixth Yearbook, 17:12, September, 1947.

Morale is as much, or more important in a school system as in the army or industry. Morale is a delicate plant that grows slowly in an atmosphere of mutual respect. It can be severely stunted by one false action. When a single personality is disregarded, the feeling of security and confidence within the total group breaks down, and each member feels, with justification, that if one person has not received fair treatment, it may be his turn next. High morale is not obtained easily, but it is the foundation of a good school program.[36]

Chapters III, IV, V, VI and VII will discuss some general aspects of morale associated more specifically with the school. These chapters should present to the reader a better picture of the place of morale in the school system.

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[36]Kimball Wiles, Supervision For Better Schools, New York: Prentice Hall Inc., 1950, pp. 57-58.

CHAPTER III

THE SCHOOL PRINCIPAL

THE PLACE OF THE PRINCIPAL
IN THE SCHOOL SYSTEM

The school principal has various professional
functions for which teaching experiences do not prepare
him. Intensive investigations of his duties and respon-
sibilities have yielded long lists of activities involving
specialized skill. In state school codes and local school-
board regulations, numerous duties of principals have been
defined and prescribed. In some states the law requires a
principal to hold a certificate issued only after the
completion of specific training.[1]

The position of the principal will depend upon the
situation. In a large city school system, the principal may
be the executive head of the school to which he is assigned
and directly responsible to the superintendent of schools,
or to an assistant superintendent of schools. However, in
a county school system, the place of the principal is
generally less clearly defined than in a city school system.
In a county school system the principal may be assigned by
the elected local board of school trustees, many executive
functions similar to those of a city superintendent, as well
as the executive functions similar to those of a principal

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[1]George C. Kyte, The Principal At Work, Chicago:
Ginn and Company, 1952, p. 3.

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in a city school. The principal in a rural school may become for his district the leading administrative and supervisory officer under the county school superintendent and the local school board.[2]

Regardless of the situation, the principal is an official leader of his staff. His job is working with human beings. Unless a principal treats a teacher as a human being, his administration is destined to fall.[3]

This chapter is concerned with how well the principal is equpped to work with teachers. The principal is considered the official leader of the staff. The principal must be a person who can accept teachers for what they are without condemning them for past experiences. The principal must attempt to create the type of environment that makes it possible to have high morale. The remainder of the chapter attempts to describe the type of qualifications the principal needs as a leader of his teachers.

THE EDUCATIONAL PHILOSOPHY OF THE PRINCIPAL

Many difficulties which principals encounter arise from their lack of carefully determined and applied educational philosophy. Consequently their effectiveness and the efficiency of others are retarded by acceptance of expedience, conflict of purposes, and the waste that goes

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[2] Ibid., pp. 4-6.

[3] Dennis H. Cooke, Administering the Teaching Personnel, Chicago: B. H. Sandborn and Company, 1931, p. 2.

with unplanned effort.[4]

Teachers cannot be expected to be creative if the principal believes that there is one best method of teaching. If such is the case, teachers bend their efforts to discovering and following the method that the principal accepts. Creativeness is encouraged by the principal's frank admission that the best method of teaching has not yet been discovered, that the best procedure for any given group must be developed by that group in terms of its personnel and the limiting factors of the situation. The best method for any individual teacher will be an adaption of the basic laws of learning to his own personality and particular skills. Much has been learned from research and experience, but teachers must continue to experiment to increase their effectiveness.[5]

Morale stems from a personal understanding and a devoted belief in a sound philosophy of education. Before one can contribute his best efforts to the realization of the objectives of a program, he must understand and accept the underlying educational principles and policies of the school within which these principles will operate. After a philosophy has been formulated, the primary objectives of the school should be derived.[6]

Good staff morale is built only when principals

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[4] George C. Kyte, op. cit., pp. 15-16.

[5] Harold Adams and Frank Dickey, Basic Principles of Supervision, Chicago: American Book Company, 1953, p. 77.

[6] Ibid., pp. 66-67.

accept the golden rule as their philosophy. They must realize that teachers, parents, and children are human beings, each having a distinct personality. Each must be dealt with as an individual who needs a feeling of security, a sense of belonging to the group, and the opportunity to experience success according to his individual ability.[7]

The principal must be willing to say, "Let's do this" rather than "Do this". He must respect the rights of his teachers, giving credit and sincere commendation when possible, and thoughtful guidance when necessary.[8]

PROFESSIONAL TRAINING AND EXPERIENCE OF THE PRINCIPAL

The professional training of principals is now more or less set by requiring certain training for an administrator's certificate. Many states require a special certificate for principals. In order to obtain a certificate, the principal is usually required to have four years of college training and three years of successful teaching experience. Some states are now requiring a year of graduate work and a Masters Degree.[9]

Regardless of the training the principal has acquired,

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[7] Mary L. Bradford, "From the Principals Viewpoint", School Executive, 70: 45, July, 1951.

[8] Ibid., p. 46.

[9] Paul Jacobson and William Reavis, Duties of School Principals, New York: Prentice-Hall, Inc., 1941, p. 774.

the important thing is that it gives him confidence and
makes him feel secure in his job. An official leader must
have confidence in himself. Psychology contains much
evidence that scapegoating and the desire to belittle or
to hurt others come from feelings of insecurity. When
people are sure of themselves, of their ability to meet
situations, of the value of their ideas and purposes, of
their value as persons, they do not feel a constant need
for having other people tell them that they are important,
valuable and worthy. They do not have to build up feelings
of superiority in order to eliminate the gnawing feelings
of inferiority. They do not have to show themselves that
they are better than someone else.

When a person has confidence in himself and his
ability to deal with situations, he does not feel the need
for being constantly on guard. He can treat others as
equals and believe that all are working for the good of
the school. He does not have to be afraid the other person
is after his job or getting the best of him. A person who
is not sure of himself must watch the way situations are
developing to see whether or not he will be capable of
dealing with them when they arise. He will take the
necessary action, often harmful to others, to keep
situations from arising in which he may fail.[10]

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[10]Kimball Wiles, Supervision For Better Schools,
New York: Prentice-Hall, Inc., 1950, pp. 86-87.

To avoid feelings of insecurity as an official leader in a school, a person must know what the functions of an official leader are and must have the training that gives skill in these functions.

Remaining secure involves more than accepting one's present status. In order to maintain self-confidence, continuing to study and grow is necessary. If the official leader fails to keep abreast of the new developments in education, he finds himself rejecting new activities and those members of the staff who are participating in them. He begins to belittle others and their achievements in order to maintain his own feeling of adequacy. He clings to things that he knows, rather than encouraging something new, because he is sure of his understanding in the tried method of operation.[11]

The principal must have a well-rounded education. The principal, even more than teachers, should keep up with changes in education.

Most principals have had considerable experience as teachers. They are usually recruited from the teaching ranks. Teaching experience gives the principal a better idea of the problems of teachers. When a teacher is having trouble solving a problem, the principal can put himself in her place and this practice will lead to a better understanding of the teacher.

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[11]Ibid., pp. 88-90.

Teachers prefer working under a principal who has had considerable teaching experience. The amount of teaching experience a principal should have is hard to determine, because the type of experience varies. A principal with only three years teaching experience may have as much experience as a principal with twenty years, if the latter principal's experience has not been varied. Teaching experience is a prerequisite for the job of the principal.[12]

THE PRINCIPAL'S KNOWLEDGE
OF HUMAN RELATIONS

The principal must be a specialist in the art of getting along with people. A principal must never forget the value of human relations when he is working with his teachers. A school principal should have clearly in mind just what basic human relationships he wants to exist between himself as a person and his teachers as persons.[13]

Good human relations cannot be obtained by demanding or requesting them. They are built by living and working with fellow staff members in such a way that they can practice good human relations too.

A principal should exhibit a belief in the worth of all individuals, respect for wishes and feelings of others, the will to see that all live and work in harmony, plus

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[12] Harry E. Benz, "Human Relations in School Administration", Elementary School Journal, 50: 136, November, 1949.

[13] Dennis H. Cooke, op. cit., p. 3.

skill in working with individuals and groups in such a way that these ends are prompted.[14]

Dean Cromwell, the famous track coach of the University of Southern California, bases his coaching on a belief in people. He says, "That if you believe people can do better and keep telling them so, they will make a prophet of you".[15]

Official leaders in schools must have a deep faith in the worth of each individual in the school and a firm belief that the potential of each individual will be developed. This faith is the key to the creation of the type of environment in which all will grow. It is the foundation stone of good human relations.[16]

Teachers have trouble in getting along with one another. Recognizing that some people are tolerant, progressive, and broadminded, while others are narrow, conservative, and socially poorly adjusted, will not explain away all the human-relations problems that are encountered in the school. Much of the difficulty lies in the fact that people are different and that, in the past, difference has been considered undesirable. The principal will find that one of his greatest problems in getting teachers to work harmoniously together is that of getting

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[14] Kimball Wiles, op. cit., p. 86.

[15] Ibid., p. 87.

[16] Loc. Cit.

recognition that differences are desirable. Instead of legislating for conformity, effort should be expended in making people unlike. Group agreements, and a central fund of common understandings, are fundamental to the best operation of any social organization. When the nucleus of the policy and program has been determined, individual interpretations and variations should be permitted and expected.[17]

A principal, who understands human nature and effective ways of working with people, wants to create an easy, pleasant relationship with the people on his staff. When he has interviews and conferences with his teachers, he wants them to be friendly, undisturbed and receptive.[18]

An official leader must believe in the worth of all others. He must believe that each teacher and each child in the school has value and has a contribution to make, that the failure of any individual to make a contribution is due to the ineffectiveness of the leader. Such faith is basic to an environment in which everyone respects the worth of everyone else.[19]

Staff harmony is based on two foundation stones; a faith in the ability and value of each staff member and a

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[17]Harold Adams and Frank Dickey, op. cit., pp. 210-211.

[18]Raymond E. Schultz, "Keeping Up Teacher Morale" Nations' Schools, 50: 55, October, 1952.

[19]Kimball Wiles, op. cit., p. 90.

consideration for the wishes and feelings of individuals involved by a decision or action. An index as to whether members of a group really are concerned about human relations is the way they make decisions. If procedure is determined by policy or organizational considerations, human relations have been assigned a secondary importance. If decisions are made in terms of the effect they will have on the feelings of others, good human relations are being practiced.

This does not mean that a decision should never be made which will disturb any staff member or that a group should be swayed by emotionalized appeals. It does mean that the group recognizes human personality as the center of value and makes its decisions in terms of how personalities involved in the situation, teachers, pupils, parents, will be affected. Good human relations means making decisions based on the human factor in the problem.[20]

THE PRINCIPAL'S PERSONALITY

The personality of a principal has much to do with maintaining and promoting the morale of his teachers. Many teachers have remarked that when their principal is angry with one teacher, all of them can feel the effects from the way he acts.

To describe what kind of personality a principal

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[20]Ibid., pp. 108-110.

should have is difficult. A personality that attracts one person may repel another person.[21]

Bogardus[22] made a study of personality traits that affect leadership. From this study of attitudes and opinions concerning leaders, he found that the democratic attitudes, vitality, positiveness, friendliness, enthusiasm, sympathy, trustworthiness and perseverance were the most outstanding traits of those who rank the highest as leaders. The traits found which tended to prevent leadership were indifference, narrowness, timidity, affectation, egotism, silliness, fickleness, and stubbornness.

A principal can learn a great deal about the desired personal traits a leader should have by studying the biographies, autobiographies, and life histories of the great leaders of the past.[23] Many people who are trained as principals can never be successful principals because of their personality. A principal should seek constantly to improve his personality.[24]

SELF-EVALUATION

Few people do the type of work they are capable of doing. They work at less than full efficiency because they

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[21]Emory S. Bogardus, Leaders and Leadership, New York: D. Appleton Century Company, 1934, p. 207.

[22]Ibid., pp. 9-10.

[23]Ibid., p. 11.

[24]Kimball Wiles, op. cit., p. 61.

have not analyzed their position and evaluated their work in terms of requirements. A principal can not achieve maximum efficiency unless he is skilled in leadership, human relations, group processes, personnel administration, and evaluation.[25]

Self-evaluation is going on all the time. A man may glance at his shoes to see if he needs a shine, or a woman may take out her compact to see if her lipstick is in place. People are judging themselves by unstated standards.

People do not, however, take stock as frequently of the way they do their jobs. They are more inclined to let others judge them.

Many times a principal fails because he has not evaluated his own work. Waiting for his staff to evaluate him may be too late. The principal should develop a check list for his job and make periodic evaluations of himself.[26]

Self-evaluation by the principal is not enough. He must also obtain the judgments of his teachers. The principal must encourage the staff members to evaluate him. Having the teachers help in the evaluation also is one method of building morale.[27]

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[25]Harold Adams and Frank Dickey, op. cit., p. 270.

[26]Ibid., pp. 269-270.

[27]Ibid., p. 271.

ACCEPTANCE OF THE PRINCIPAL
BY HIS STAFF

A principal can reach his position by two routes. Either he can be promoted from the ranks or he can be brought into the situation from an outside position. Both routes have their difficulties.

If a principal is promoted from the teaching ranks, the staff knows him and his strengths and weaknesses before he starts exercising official leadership. The principal is a member of the group. He must not allow that relationship to change. The principal's chief problem will be his own behavior. He will have to guard against actions that will be mistaken for assumptions of superiority. The principal will have to choose his words more carefully. The principal will find that exercising leadership from the principal's position is different than exercising leadership when he was a teacher.[28]

When a principal is brought in from the outside, the first impressions he makes can do much to win acceptance or to build enormous hurdles that must be overcome. In a large eastern city, a new principal meeting his faculty for the first time, said "I feel that this is the worst high school in the city and I shall only stay here until I am able to secure a transfer".[29] The impression created by this opening

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[28] Ibid., p. 28.

[29] Loc. cit.

statement can easily be imagined. This principal shattered the hopes of his faculty and handicapped himself unnecessarily. By one unfortunate remark, made before the staff knew him, this principal had set the stage in a way that would make the creation of morale and a good working situation exceedingly difficult.

The first meeting with the staff should develop a feeling that the new principal is humble, friendly, has a sense of direction and is willing to learn. Actions that tend to create feelings of antagonism, suspicion, distrust or the impression that the official leader knows all the answers should be avoided.[30]

One way to get the staff members to work with the principal is to let them know that their help is desired. One of the first duties of the principal is to make clear that the program is not his but that of the staff. The principal should state that any progress made will be progress of the staff and not of the principal. The principal is there to help staff members develop the program and he can help only if staff members indicate to him ways he can make a contribution. The principal needs also to indicate that he will make mistakes because he is new, but that these mistakes will be fewer if he has the guidance of his staff.[31]

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[30] Martha Bucker, "What I Want Of My Principal", Clearing House, 16: 29-30, September, 1941.

[31] Kimball Wiles, op. cit., pp. 29-30.

A new principal should listen more than he talks. Any person going into a new situation will make mistakes based on lack of information about the job. The more experienced members of the staff will know many details of the method of operation which the principal cannot hope to know. Foolish statements based on the lack of information will put the new principal in the unfavorable position of having to correct or revise the step that he has taken.[32]

Many young principals experience difficulty because they fail to win the support of older, more experienced members of the staff who look upon the younger person as inexperienced and immature. Unless the principal goes out of his way to let them know that he intends to make use of their experience and knowledge, the chances are great that they will not give their full support to the program. One of the best ways to secure their assistance is to let them know that he will be coming to them for information and help.[33]

In talking with the staff to learn about the program and personnel involved, the new principal must be careful not to build up a caste system in the faculty. All persons should have equal access to the door of the new principal. If it becomes apparent that he is depending upon certain members of the staff for information and guidance, the

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[32]Ibid., p. 33.

[33]Waurine Walker, "Building Morale From The Teachers Viewpoint", School Executive, 70: 42-43, July, 1951.

teachers not included in this inner circle will begin to form resistance groups to the program being evolved. This condition will arise particularly if the stated functions of the persons to whom the new principal turns for advice do not include leadership in the portions of the program on which decisions are made.

One way to avoid the development of feeling that the advice of only a portion of the staff is sought is to make many decisions in an open conference. Then the staff will have the opportunity to see how the principal brings out all the evidence, encourages everyone to listen to all data and opinions and considers consensus before a decision is reached. Even though such conferences are time consuming, they will ultimately pay dividends and will be effective in building morale and saving time.[34]

The principal's work is almost entirely with people. His success depends upon his ability to get along with people. A cheery "hello" and a smile does not cost the board of education money, but a lack of them does. The principal should greet his teachers with a sincere expression of liking them.[35]

The new principal must win the acceptance and respect of his staff. He cannot demand loyalty to himself, even if he wants it. An industrial relations director, in discussing

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[34] Kimball Wiles, op. cit., pp. 35-36.

[35] Harold Adams and Frank Dickey, op. cit., pp. 110-111.

the problem of winning support of a staff, put it another way. "Loyalty is a two-way proposition and a supervisor must be the one to demonstrate it first. Workers are loyal when the supervisor earns their loyalty by being loyal to them".[36]

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[36]Kimball Wiles, op. cit., p. 37.

CHAPTER IV

RECOGNITION OF WHAT TEACHERS
WANT FROM A JOB

THINGS THAT MAKE A TEACHER
SATISFIED WITH HER JOB

Teachers want more from their job than just a high salary. An example was a case where a teacher was offered a position paying thirty per cent more salary than her present one, but did not accept the offer. She turned it down because her present position offered so many satisfactions for her. This teacher's principal had succeeded in creating the type of working conditions that gave the staff the feeling the the school was one of the best that could be found.[1]

What are the things that make a teacher satisfied with his job and his school? A four year investigation conducted by Wiles[2] found that teachers listed most frequently the following job satisfactions:

> Security and a comfortable living; pleasant working conditions; a sense of belonging; fair treatment; a sense of achievement and growth; recognition of contribution; participation in deciding policy; and opportunity to maintain self respect.

Solving the problem of teacher morale requires more than making salaries attractive. Personnel studies in industry have repeatedly shown that other things besides salary

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[1] Kimball Wiles, Supervision For Better Schools, New York: Prentice-Hall, Inc., 1950, p. 40.

[2] Ibid.

are important to the workers' general morale and efficiency.
Industry has increased the production greatly by looking into
the living and working conditions of its workers and correct-
ing those conditions found to be most irritating. This method
of attack may also prove profitable in alleviating the still
present teacher shortage and enabling all teachers to do a
better job.[3]

Hedlund and Brown state that if the living and working
conditions that teachers find most irritating were corrected,
it would have the following effect:

> It would remove obstacles that prevent teachers
> from giving their best service to pupils. It would
> increase the proportion of teachers who are happy
> in teaching and thus most effective in their service.
> It would reduce teacher turn over and help stem the
> exodus from the profession. As schools face the
> rapidly increasing enrollments of the years ahead,
> these would not be inconsiderable gains.[4]

The remaining portion of the chapter discusses some
things the principal can do in providing job satisfactions
for his teachers.

SECURITY AND COMFORTABLE LIVING

Teachers want security and a comfortable living.
Comfort does not mean luxury, but teachers want to be able
to maintain a standard of living that does not force them to
pinch pennies. People want to be able to provide food,

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[3]Foster S. Brown and Paul A. Hedlund, "Conditions
That Lower Teacher Morale", The Educational Digest, 17: 14,
January, 1952.

[4]Loc. cit.

clothing and shelter for their families, to feel free from financial worry, and to afford an occasional luxury.

The principal should take an active part in attempts to secure adequate salaries and good working conditions for his teachers.[5] Many principals and superintendents refuse to take part in their teachers' fight for higher salaries. They are afraid of jeopardizing their own jobs, because they feel they are hired to keep costs down. To believe that a principal can exert real leadership without taking a part in his teachers activities to secure better living conditions is rather hopeless.

Teachers cannot feel secure when they have a fear of losing their jobs. Some principals seem to think that when a teacher has a fear of losing her job she will do a better job. A teacher can not do her best when she has a constant fear of losing her job.[6]

Channels for keeping teachers informed of progress made in improving working conditions must be kept open. Little good is accomplished by the principal taking action on teacher's problems without informing them what he is doing and the extent of the progress that is being made.

Security involves such things as tenure, pension plans, group insurance, hospitalization, health insurance and cumulative sick leave. All of these are the concern of the

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[5]Kimball Wiles, op. cit., p. 41.

[6]Robert Happock, "As Teachers See Them", National Education Association Journal, 38:534, October, 1949.

principal if he is attempting to work for high morale. In schools where the principal is not taking the initiative in securing these benefits, other leadership is beginning to emerge.[7]

PLEASANT WORKING CONDITIONS

Teachers want a job with pleasant working conditions. For different people, the factors that make pleasant working conditions vary; but such qualities of the working environment as attractiveness, cleanliness, plenty of up to date equipment, provision for employee comfort, and support from the management appear to be universally desirable.[8]

The environment includes both the physical equipment of the school room in which the teacher works and the living conditions after the days work is done. Neither teacher nor pupil can do his best work in a poor environment. If teachers are expected to keep themselves at their best, the schools must not neglect the physical comfort that will make the work easier.[9]

The physical surroundings can irritate teachers and other school employees and interfere with morale. Dingy walls and ceilings, dirty windows and floors tend to lower

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[7] Harold Adams and Frank Dickey, Basic Principles Of Supervision, Chicago: American Book Company, 1953, pp. 89-90.

[8] Kimball Wiles, op. cit., p. 43.

[9] American Association of School Administrators, Morale For A Free World, Twenty-Second Yearbook, Washington: The Association, N. E. A., 1944, p. 275.

standards of teaching performance and to breed discontent
and dissatisfaction. Schools should not try to solve the
financial problem by reducing necessary operating expenditures
or by neglecting the repair and up-keep of school property.[10]

The use of a variety of colors in a school is one way
to increase attractiveness, and more and more schools are
being painted in many tints and hues. The teachers should
be consulted about their color preferences. The cost
difference to the school in providing a variety of colors
is small but teacher satisfactions are great.[11]

Teachers should have a room where they can rest and
relax and be away from the pupils for a time each day. The
money spent in providing comfortable and attractive furnish-
ings for teacher's rooms is returned many times in higher morale.

An adequate supply of materials with which to work is
a part of pleasant working conditions. The materials and tools
must be up-to-date. A teacher who has to use a text book
written fifteen or twenty years ago will have a different
attitude than a teacher who has present-day textbooks avail-
able.[12]

The principal can also create a pleasant working
condition for his teachers by standing back of them in what
they are attempting to do. A principal must stand back of his

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[10] Loc. cit.

[11] Ibid., p. 47.

[12] Kimball Wiles, op. cit., p. 45.

teachers. If the principal does not stand back of his
teachers, he is decreasing the morale of his teachers.[13]

The principal should offer assistance in helping a
new teacher find living accomodations and information about
the community and her job. The friendly assistance that can
be provided by the principal in helping a new teacher to make
a good start, may pay large returns in morale and efficiency.
No principal can be indifferent toward the physical welfare
of teachers.[14]

A SENSE OF BELONGING

The essentials for morale stem from an individual's
basic urge to have fullness of relations with a closely knit
group of colleagues and friends. Fullness of relations means
on one hand that individuals want to belong, to be secure, and
be inspired by a group, and on the other, that they want freedom
to exercise personal creativeness uncoerced by autocratic
controls. These two ambivalent desires must be harmoniously
blended if there is to be high morale in any organization.[15]

The urge to belong to a group is not a new character-
istic in human personality. Throughout history men have
manifested a deep-seated passion for unity. This has been

[13]Ibid., p. 46.

[14]American Association of School Administrators,
op. cit., p. 276.

[15]Clyde M. Campbell, "Security and Freedom-Requisite
For Morale", School Executive, 70: 41, July, 1951.

true of morale in educational, industrial, and religious organizations or any other institution in the past. Now it is known that human beings have been more alike than different in their social desires and aspirations. "The urge to seek, to do, to be, and to become has been that importunate desire that has motivated people into action".[16]

Teachers want to feel that they belong to the group with which they work. Studies in industry of work groups have found that this desire is one of the most important in determining how a person produces. The desire to be accepted or to remain a part of the group is more powerful in conditioning the amount of work a person will do than even his take-home pay. For example, a person working on a piece rate will slow down and decrease the amount of money earned in order to avoid the charge of rate-breaker by his fellow workers. Every normal person wants to belong.[17]

Teachers can be helped to feel they belong by: recognizing special contributions to the program the group is developing; letting teachers know that they have been missed when they have been away; asking for help in conducting activities; emphasizing the value of a variety of talents and abilities in the staff; and stressing the worth and importance of each individual. The principal should never make slighting or derogatory remarks about the contribution of a staff member.

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[16]Ibid., p. 46.

[17]Edwin L. Munson, The Management of Men, New York: H. Holt and Company, 1921, p. 604.

Never should the principal imply that he would be happier to have another person supplant someone on the staff.[18]

Morale advances toward its meridian when staff members begin to lose themselves in the pursuit of goals that transcend their own feelings into the feelings of a happy group. Staff members need first to feel that they are active members of a group working toward a common goal, and, second, that they have almost unlimited freedom for individual expression. A feeling of belonging and spiritual unity in a group is stimulated by the sense of moving toward desired goals together, with the principal, the teachers, pupils and whoever else is concerned.[19]

FAIR TREATMENT

Teachers want to be treated fairly. They resent being asked to carry more than their share of the load or having someone get the advantage in salary or recognition.

This reaction is apparent in the statement of a new teacher in a New Jersey school:

> Being a new teacher in the system, I expect to do some dirty work, but not all of it. The pets in the system never have an extra duty. The only thing you have to do around here to get out of work is to be a friend of the principal.[20]

The state of this teacher's morale is easy to see.

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[18]Kimball Wiles, op. cit., p. 47.

[19]Bob Freeman, "The Key To Good Morale", School Executive, 70: p. 102, August, 1951.

[20]Kimball Wiles, op. cit., p. 48.

When the group believes that certain members are getting an advantage, group spirit disappears and morale is lowered. Teachers resent discrimination and begin to decrease their output when they think the principal is playing favorites.[21]

Salary is another area in which the staff accuse the administration of unfairness. "Perhaps more than any other single item contributing to teacher morale is the adoption of the single salary schedule".[22] When salaries are secret, the staff is distrustful toward the administration and toward each other. Equal pay for equal training and experience should be a basic part of a good personnel policy for a school. The establishment of an elected faculty welfare committee, with the power to hear grievances and recommend removal of inequalities, has proved to be an effective procedure for eliminating feelings of being treated unfairly.[23]

A FEELING OF IMPORTANCE

Teachers want to feel important in their job. A director of industrial relations stated: "Almost everybody wants to be somebody and someone a little better than any other body".[24]

The desire for recognition is another form of the

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[21]Loc. cit.

[22]C. C. Trillingham, "Teamwork Is The Issence Of Good Morale", School Executive, 70: 41, June, 1951.

[23]Ibid., p. 42.

[24]Kimball Wiles, op. cit., p. 50.

desire to feel important. One of the reasons teachers work is to obtain recognition--recognition from principals, from fellow staff members and from the community in which they live. Teachers want others to recognize that the work they are doing is making a real contribution to the welfare of the group. A principal can make the teacher's job seem more valuable by recognizing good work when he sees it, and by keeping other teachers informed of significant activities conducted by each teacher. The principal should also keep the community informed of the good teaching in the system. If a principal wants teachers to have real job satisfaction, he must let them know that he has confidence in them and respects the work they are doing.[25]

The professional growth of teachers depends, to a large extent, upon recognition. To maintain high morale in a school system, the road to advancement must be kept open to all employees. Teachers must feel that the total job of school administration is being done in the most efficient way under intelligent leadership and that they can help by putting forth extra effort. However, these efforts must be recognized and appreciated.[26]

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[25] Ibid., p. 51.

[26] American Association of School Administrators, op. cit., pp. 277-278.

A PART OF POLICY MAKING

Teachers want to feel they have a part in the policy making of the school. Jobs give greater satisfaction to a person if they give him opportunity to take part in forming the policies that govern him. The most frequent single suggestion from teachers is that administrators should manage some way to give teachers the feeling that they have a part in determining school policy.[27]

The most effective participation in policy making by teachers is achieved when they have a desire for cooperation, for personal growth, and for genuine improvement of administrative practices. Such participation should not be forced and should not be stimulated and controlled by pressure groups from within or without the school system. Pressure groups seeking advantages for their own members tend to break down the confidence and understanding so essential to effective cooperation. All employees in the school should be encouraged to contribute in policy making by a plan which utilizes the enthusiasm and energy of those who are eager to help. Such cooperation not only results in better school administration, but develops high morale in the spirit of democratic management.[28]

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[27]Robert Happock, op. cit., p. 535.

[28]American Association of School Administration, op. cit., p. 279.

A SENSE OF ACHIEVEMENT

Teachers want a sense of achievement in their work. They want to feel confident in their ability to do their job. A principal should never force a teacher to teach a subject she has never taught before and in which she has had no preparation. Teachers will become fearful that their job is too much for them, that they are not able to do the work that is required, and they will lose their effectiveness.[29]

Teachers want to feel a sense of progress in their work. They become frustrated when they do not see the results of their efforts. Principals can help provide this satisfaction by carrying on a good evaluation program--not a program based on the principal's rating of a teacher, but one that gives the teacher a chance to see how much growth his pupils have made.[30]

Teachers want to feel that they are growing. They like jobs that offer them opportunity to learn new procedures or skills. Teachers want to engage in creative activities that increase their knowledge and ability.[31]

When a teacher has a job in which they see no opportunity for growth or future advancement, they are tempted to do no more than meets the routine requirements. A principal should never stand in the way of a teachers

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[29] Robert Happock, op. cit., p. 534.

[30] Harold Adams and Frank Dickey, op. cit., p. 62.

[31] Kimball Wiles, op. cit., p. 49.

advancement. The principal will build morale in his group
if he aids the members of the staff to obtain better jobs.[32]

MAINTAINING OF SELF RESPECT

Teachers want a job where they can maintain a feeling
of self-respect. They can not maintain their self-respect if
they are constantly made to feel inferior. Teachers prefer
a principal whom they feel they are working with, rather
than working for. A principal who gives his staff members
the impression that they are robots carrying out the orders
of a more intelligent being breaks down the morale of the
staff.[33]

Teachers develop self-respect on a job by the way the
principal gives his instructions. Teachers lose their self-
respect if they are ordered to perform a certain task, as
they are then given slave status. When teachers plan with
the principal how a job is to be done, they retain a feeling
of equality.

The principal should build up a teachers prestige,
rather than decrease it. A teacher should not be made to
feel inferior by a principal because they will build up
defenses against those who make them feel inferior.[34]

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[32]Ibid., p. 50.

[33]Ibid., p. 55.

[34]Ibid., p. 56.

CHAPTER V

THE WAY THE PRINCIPAL PERFORMS HIS
DUTIES MAY AFFECT MORALE

ORGANIZING THE INSTRUCTIONAL
PROGRAM

The dominant problem in organizing the staff deals
with the instructional program. The principal should analyze
every teacher from the standpoint of her potentialities. He
should take into account all the important details of each
teacher's training, experience, special abilities, disabilities,
interests, personal characteristics, out-of-school responsi-
bilities, and other factors which may affect her efficiency.[1]

The principal should also know certain other personal
items regarding a teacher. The physical disabilities of a
teacher should be considered when the principal plans the
teaching load of a teacher. An example of this would be
that a teacher with a cardiac condition would be handicapped
in teaching physical education. Teachers have different
home responsibilities, conditions, and other influences that
may interfere with their teaching load. In order to protect
children's interests, the principal must compensate for these
conditions in planning teaching loads. However, the principal's
plans must not favor one teacher at the expense of other

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[1]George C. Kyte, The Principal At Work, Chicago:
Ginn and Company, 1952, p. 135.

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teachers.[2]

For the welfare of both the teachers and their pupils, the principal must see that the classes are equitably distributed, that extracurricular activities do not fall on the shoulders of a few willing teachers and the committee work does not always go to teachers who are the most industrious. The total teaching load should be such that the teacher has sufficient time to make preparations for her classes and for continued professional growth.[3]

SUPERVISION OF INSTRUCTION

Investigations regarding the distribution of the principal's professional time disclose that supervision of teaching absorbs more of his time than any other single activity. Since supervision of teaching is the principal's major function, he should spend considerable time in the classroom.[4]

The principal's supervisory visit to a classroom is an activity involving personal relationships. Children, teacher, and principal assemble in the room for the purpose of cooperation for effective learning by every pupil. If the visit by the principal is governed by this spirit, it should be

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[2]Ibid., p. 136.

[3]American Association of School Administrators, Morale For A Free World, Twenty-Second Yearbook, Washington: The Association, N. E. A., 1944, p. 268.

[4]George C. Kyte, op. cit., p. 255.

welcomed by all persons involved.[5]

Supervision should be done for the purpose of instructional improvement. The principal of the school holds the key position in the program of instructional improvement.[6]

The improvement of instruction begins where the teachers are. Supervision begins with the teacher's problems, not those of the principal. Supervision should grow out of the needs and interests of the teachers. The principal who stands on the mountaintop and shouts to the teachers to come up to where he is will not be very successful.[7]

Classroom observations should not be used until rapport has been established between the principal and teacher, until the teacher knows the principal and feels secure with him. After a basis of friendly understanding has been established, the principal should let the teacher know that help is available whenever the teacher wants it and that the principal is on call to assist with difficulties that arise in the classroom.[8]

The principal should convey his interest in projects that are being carried on in the classroom and should encourage the teacher to invite him to come and see new developments and experimental activities.

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[5] Loc. cit.

[6] Harold Spears, Improving the Supervision of Instruction, New York: Prentice-Hall, Inc., 1953, p. 184.

[7] Ibid., p. 188

[8] Harold Adams and Frank Dickey, Basic Principles of Supervision, Chicago: American Book Company, 1953, p. 204.

The principal should start his observation at the beginning of a class and remain until the class is over, if he has time. The principal should not interfere with the class unless called upon.[9]

A discussion with the teacher should be held as soon as possible after a classroom visit. The discussion should be held in a situation where the principal does not have an advantage over the teacher, where the teacher feels at home and secure. The discussion may take place in the classroom where the class was held, or over a cup of coffee in the cafeteria. The important point is for the discussion to be informal and that the teacher feels she can assume a mature, equal part.[10]

The primary aim of supervision is not prescribing a formula for the teachers to work with, but aiding teachers to become self-directive. The principal should remember that there is much more freedom and opportunity to do things differently and with greater effectiveness than most teachers and supervisors are willing to admit.[11]

Pupil growth is the last analysis of the ultimate goal of the supervisory program. A good supervisory program recognizes no single recipe for successful teaching.[12]

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[9]Harold Adams and Frank Dickey, op. cit., p. 76.

[10]Kimball Wiles, Supervision For Better Schools, New York: Prentice-Hall, Inc., 1950, pp. 260-261.

[11]Harold Adams and Frank Dickey, op. cit., p. 39.

[12]Ibid., p. 129.

ASSIGNMENT OF ROUTINE DUTIES

Routine duties commonly performed by teachers in the school include: yard duty before school and at noon, supervision of the recess period, hall duty, and supervision of the lunch room. They are usually assigned to each teacher on the staff.

The principal must assign each teacher an equal share of the routine duties. If one teacher is exempted from performing routine duties, the remaining staff will resent it, and morale will be lowered.[13]

The teachers should understand that it is their responsibility to perform routine duties. In many states, school authorities are held legally responsible for the safety and welfare of children from the time they leave home until they return. Teachers can be sued if pupil injury is due to their negligence.[14]

If the principal has made a just distribution of routine duties, any deviation therefrom may destroy harmonious faculty relations and seriously affect school morale. The modification is generally subject to interpretation as an act of favoritism to some teacher at the expense and discomfort of others. From a professional standpoint there is little justification for excusing a

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[13]George C. Kyte, op. cit., pp. 190-192.

[14]Loc. cit.

teacher from any routine duty temporarily or indefinitely
as there is for excusing her from assuming her full teaching
load. Exceptions, however, will arise, which must be
considered carefully.[15]

NON-TEACHING PERSONNEL

The non-teaching workers comprise an important part
of the school personnel. The non-teaching personnel referred
to here include: custodians, clerical help, cooks, truant
officers, and bus drivers.

The way the principal manages the non-teaching
personnel can influence the morale of the school. The
principal must treat the non-teaching personnel as human
beings and understand their importance in the school.
If respect is not shown for the non-teaching personnel in
the school system, their morale may be lowered, and as studies
show, low morale causes a lowering of efficiency.[16]

The principal and the teachers should understand
desirable ways and means for cooperating with the non-
teaching personnel. The pupils should also be instructed
to cooperate with the non-teaching personnel.[17]

The principal should be skilled enough to supervise
his non-teaching personnel. He should have a well planned

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[15]Paul Jacobson and William Reavis, Duties of School
Principals, New York: Prentice-Hall, Inc., 1941, pp. 351-352.

[16]George C. Kyte, op. cit., p. 206.

[17]Ibid., p. 217.

system of organization. The non-teaching personnel have the same desires for job satisfactions as teachers, which the principal must try to provide.[18]

ORGANIZATION AND ADJUSTMENT
OF PUPILS

The principal's planning and his organization of the teachers, and the instructional program will furnish the basis for the organization and adjustment of pupils. The principal will need to plan with his teachers how he is going to organize the pupils.

Regardless of the plan of organization used, the teachers should have a part in determining the organization. The teachers should be trained to handle the type of pupil organization that the principal and teachers have planned to use. The organization should be the type that adapts itself best to the individual and school system. If teachers and principal are in agreement with the organization, morale will be maintained.[19]

The adjustment of each pupil must be based upon a thorough study of that pupil, a survey of various conditions affecting him, and an analysis of the school situation influencing his development. The pupil's adjustment must be considered also from the standpoint of the effects on other

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[18]American Association of School Administrators, op. cit., p. 165-166.

[19]George C. Kyte, op. cit., pp. 157-164.

children in the school.

Kyte[20] lists the following principles that are
applicable to the adjustment of the pupils:

1. The adjustment of every pupil should be based upon
all his recognized essential needs.
2. The adjustment of every pupil should be made in
situations which will provide for all important aspects
of his development.
3. The adjustment of every pupil should be based upon a
comprehensive study of the many facts and factors
regarding him, the conditions in school and out affecting
him, and the facilities pertinent to his complete
development.
4. The adjustment of every pupil necessitates modifi-
cation of the curriculum, methods of teaching, school
organization, administration, and supervision to meet
the various needs.

Teachers will have less trouble with students if
each one is well adjusted in the school. This will produce
greater job satisfactions for the teachers and keep morale
high.

TEACHER MEETINGS

The conducting of teachers meetings is an important
part of the principal's work. The principal must do careful
planning for each meeting.

Teacher's meetings should not be held if they are not
for a purpose. Some principals require faculty meetings to
be held once a month or oftener, regardless of whether they
are necessary. The results of questionnaires sent to five
thousand teachers showed the following:

The many meetings required after school are a real
burden to the teacher. The teachers suggested that
there should be fewer meetings. The meetings should be

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[20]Ibid., p. 167

better planned and shouldn't be held unless they are for a specific purpose.[21]

Most teachers rate faculty meetings very low as places for securing ideas about better teaching. Most teachers do not feel that they have any part in setting faculty meetings, that the meetings belong to the administration that is imposing on their time. Teachers have come to expect nothing from faculty meetings and wait impatiently for the meeting to end.[22]

The faculty meeting must be centered on something that teachers consider important. As long as the principal decides what each program of the faculty meetings will be, the topics chosen will be considered important by the administrators but may be considered unimportant by the teachers. If faculty meetings are to be vital to teachers, they must be organized around teachers' problems.[23]

The agenda for faculty meetings should be developed by the total staff, with each member on an equal basis and offering any problem that he feels important. There will be, of course, times when the principal will have to bring up certain items in the meetings; but he must remember that teachers will like faculty meetings better if they have a part in their planning. Faculty meetings conducted this way

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[21]Joe Roberts, "Rub Each Other The Wrong Way", National Education Association Journal, 40: 26-27, January, 1951.

[22]Kimball Wiles, op. cit., pp. 150-151.

[23]Loc. cit.

can help develop and maintain high morale in the staff.[24]

PUBLIC RELATIONS

All the people are the stockholders in the school
enterprises and they have the same desire and right to be
kept informed concerning their most precious public posses-
sion, as have stockholders in private business. If they are
not informed through the school, they will be informed in
some other manner. School officials and employees must
decide, whether they should help the people to become
intelligently and completely informed and thereby be guided
into sympathetic understanding of the schools, or whether
they should permit them to become misinformed or partly
informed through rumor or hearsay and thereby turned into
lukewarm supporters or even enemies of the schools.[25]

The people must be taken into the confidence of
school officials and their employees and given information
concerning the purposes, accomplishments, and needs of the
schools. People are more likely to support the school if
they are kept informed. Familiarity of the public with the
work of the school does not breed contempt. In a democracy
the people are sovereign and their fundamental desires
concerning the schools are expressed through the ballot.

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[24]American Association of School Administrators,
op. cit., p. 248.

[25]Ward G. Reeder, The Fundamentals of Public School
Administration, New York: The MacMillan Company, 1951, p. 700.

They cannot cast their ballot intelligently without adequate
information. Abraham Lincoln, one of the greatest exponents
of democracy, once said:

> Public sentiment is everything. With public sentiment
> nothing can fail, without it nothing can succeed. Conse-
> quently he who molds public sentiment goes deeper than
> he who enacts statutes or pronounces decisions.[26]

A program of public relations is necessary at all
times. A public relations program is most necessary in
times of financial stress and of growing competition for
public funds as recent years have been. The necessity for
a public relations program is growing every year because of
the increasing size and growing complexity of education.

Since the basis of a public-relations program is
information, the chief task of school officials and employees
in conducting the program is to secure, to organize, and to
present that information. "Public-school relations is a
two-way street: it gives information to the public, and it
should receive information from the public concerning its
opinions about the schools".[27]

The school takes its tone largely from community
expectations. If enough people are interested, they get
just about what they want from their schools. In some
schools the principal and teachers are deeply sympathetic
with any good parent movement, welcome parents to school,
and cooperate with them in every way. In others, the

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[26]Ibid., pp. 701-702.

[27]Loc. cit.

principal and teachers have no one but themselves to blame when the community contacts are poor. The democratic school that develops the best morale will have back of it the support of the community. Good public relations are important for maintaining the morale of a school.[28]

BULLETINS

The bulletin is an important device used by the principal when he needs to communicate with a number of people without calling a meeting. There are three main types of bulletins, each type being designed primarily to serve one of the major functions of the principalship: (1) administrative bulletins, (2) supervisory bulletins, and (3) public-relations bulletins.[29]

Some principals make their bulletins sound so demanding and autocratic that teachers resent them. The principal can build teacher morale by making his bulletins clear and concise, with a regard for human relations in them.

Teachers receive great satisfaction in finding only important notices on the bulletin board, condensed to a minimum of wording. Principals who are certain that there are no long wordy announcements with a list of important information hidden next to the last paragraph, are making an important contribution to a teacher's morale. Bulletin

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[28]American Association of School Administrators, op. cit., pp. 166-167.

[29]George C. Kyte, op. cit., p. 305.

boards with obsolescent notices pushed over to one side, and
stripped of all obsolete notices are a real satisfaction to
teachers. The principal who underlines the kernels of
information in a notice has helped the staff to get off to
a good start.[30]

OTHER DUTIES OF THE PRINCIPAL

This chapter was written to show how a principal
can affect morale by the way he does his duties. Only a
few of the important duties of the principal are discussed.
The duties of a principal are too numerous to treat all of
them individually to illustrate how a principal can affect
the morale of his teachers by the way he performs his duties.

The hope is that the reader will recognize that a
principal can affect the morale of his teachers by the lack
of consideration of human-relations in performing any of
his duties.

Regardless of the duty a principal is about to
perform, he must always think first of what effect it may
have upon his teachers.

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[30] Isabel Connor, "Satisfactions That Keep A Teacher
On The Job", Childhood Education, 28: 398, May, 1952.

CHAPTER VI

TEACHER MORALE MAY BE INFLUENCED
BY OTHERS THAN THE PRINCIPAL

BOARDS OF EDUCATION

Boards of education have been established in every school district, and every community in the United States is included in a school district. "What the citizens of the next generation will be, the schools of today will largely determine, and what the schools are, boards of education chiefly determine".[1]

Boards of education play an important part in creating favorable public attitudes toward the work of the school. The morale of the teachers can greatly be affected by the attitudes created by the boards of education.[2]

School boards can cause poor working conditions for teachers and administrators. Poor working conditions result in lowered morale. The principal of the school has little say in the selection of school board members, as members of the board are usually chosen by vote of the people in the community. The people should choose the best qualified person available for a school board member.[3]

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[1]Ward G. Reeder, The Fundamentals Of Public School Administration, New York: The Macmillan Company, 1951, p. 73.

[2]Harold Adams and Frank Dickey, Basic Principles Of Supervision, Chicago: American Book Company, 1953, p. 34.

[3]Ward G. Reeder, op. cit., pp. 79-80.

An example of how teacher morale can be affected by the school board is refusal by the school board to adopt a reasonable salary schedule for the teachers even though the school district can afford to pay the teachers adequately.

SUPERINTENDENT

In schools large enough to hire a superintendent, the superintendent is potentially the most important educational officer. He determines, more than any other person, the efficiency of the school system.[4] Like the principal, the superintendent must fully understand the value of human relations in school administration.

The superintendent must use the same techniques in working with teachers as described for the principal, in this paper. The superintendent by his lack of consideration of human relations in his administration, can destroy much of the effort the principal makes in promoting and maintaining the morale of the teachers.[5]

An example of how a superintendent can affect the morale of the teachers is a case in which the superintendent refused to allow the teachers to have Good Friday off. After he had allowed them to vote on the matter and all of the teachers voted to have the day off, the superintendent

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[4]Ibid., p. 68.

[5]American Association of School Administrators, Morale For A Free World, Twenty-Second Yearbook, Washington: The Association, N.E.A., 1944, p. 278.

dealt a sharp blow to their morale by refusing to recognize their vote. Many of the teachers turned in their contracts as a result of this superintendent's lack of respect for his teachers' ability to make decisions.

SCHOOL CUSTODIAN

The teacher morale is affected by the cleanliness and comfort of the environment. If the custodian neglects his duty in keeping the classrooms clean, he plays a part in lowering the morale of teachers.

The custodian should be urged to communicate to no one but the principal any information about a teacher. Many custodians pick up disturbing gossip about certain teachers which tends to result in a decrease of teacher morale.[6]

The custodian should have pride in his work. He should work cooperatively with the teachers and the teachers should show the same consideration for him.

PARENTS

The job of the teachers can be made much easier if they have the cooperation of the parents of their students. Parents should show an interest in the activities of their children in school and assist the teacher in any way they can.

A parent who comes before a teacher and defends her

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[6]George C. Kyte, The Principal At Work, Chicago: Ginn and Company, 1952, p. 218.

child untruthfully when her child is involved in a discipline problem, can do much to lower a teacher's morale. Teachers need the cooperation of parents in doing a satisfactory job of teaching.

If the parents will work cooperatively with the teachers, the teachers will do a better job and be better satisfied. Teachers need to have satisfaction from their work, and parents can help them.[7]

SCHOOL PLANT

The condition of a school plant can influence teacher morale. Imagine the difference in the morale of teachers teaching in a building where the plaster is falling from the ceiling, compared to those teaching in a new building. If all other factors influencing morale are equal, the teachers in the new building would be better satisfied.

If results of the beauty of a new school building properly constructed could be measured, pupils and teachers would doubtlessly be found to be more efficient than if they were in an old dilapidated school.[8]

The school plant should be one of the most beautiful and best kept places in the community, but is frequently an abomination unto the Lord. Often the school

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[7]Ibid., pp. 450-454.

[8]Ward G. Reeder, op. cit., p. 324.

ground is not landscaped and is full of rocks and holes;
the exterior and the interior of the building have not been
decorated for years; and in some cases the buildings are in
such condition that they are actually dangerous to teach
in.[9]

The physical structure of school buildings can
irritate teachers. Dingy walls and ceilings, dirty windows
and floors tend to lower the teacher's morale. Some school
systems think the financial problem can be solved by reduc-
ing the necessary operating expenditures and neglecting
repair and upkeep of the school building.[10]

Pleasant surroundings will raise the morale of the
teachers and principal. Money can be saved by providing a
well-built school building and keeping it properly main-
tained, in addition to improving the morale of the children
and teachers, and having a school with an appearance the
community can take pride.

In a study designed to discover factors related to
teacher morale, Dr. Chase[12] identified the adequacy of

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[9]Ibid., p. 325.

[10]American Association of School Administrators,
op. cit., p. 274.

[11]Ibid., pp. 172-173.

[12]Francis S. Chase, "Factors For Satisfaction in
Teaching", Phi Delta Kappan, 33:127, November, 1951.

physical facilities as being important for job satisfaction in teaching. A study made by Schultz[13] of seven-hundred and seventy-six graduates from the University of Illinois in 1948, who held teaching positions, showed that working conditions were identified by the teachers as an important contributor to their morale. The teachers who were most dissatisfied were very critical of the physical conditions of their school buildings. The teachers who were of the most satisfied group were complimentary in speaking of the physical structure of their schools.

Since the principal can seldom do much about the physical structure of the school plant, this is another illustration of how the teacher's morale may be affected by other than the principal.

THE TEACHER

Much has been said about the responsibility of the principal in maintaining and promoting the morale of his teachers, but, even though the principal is doing an excellent job, his work may be nullified by an individual teacher. In the final analysis, every teacher must realize that he is the most important factor in his own morale. Every teacher needs to catch the inspiration that comes from

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[13]Raymond E. Schultz, "Keeping Up Teachers Morale", Nations Schools, 50:56, October, 1952.

realizing that he is a part of the most significant process
in the world—the growth of individuals. Perhaps each
teacher needs to ask himself' "Am I a part of the problem
or part of the answer to the question of morale?"[14]

THE COMMUNITY

The community in which the school is located can
affect the teacher's morale. The size of the community does
not appear to be a factor affecting morale, but the manner
in which the community accepts the teacher.[15]

A study made by Hedlund and Brown[16] of three-thousand
teachers in New York to find out conditions that lower
teacher morale, listed community conditions third in
seventy-five working conditions studied. The teachers
complained of lack of cooperation in the community to
provide housing for teachers, poor transportation facilities,
and the community's attitude toward the life of the teachers
after school hours.

In many towns, teachers become discontented with
their jobs because they find rooming and eating places in
the community undesirable. The community is more willing to
provide housing for other types of workers who can afford to

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[14]Waurine Walker, "Building Morale From The Teacher's
Viewpoint", School Executive, 70:42, July, 1951.

[15]Raymond E. Schultz, op. cit., p. 56.

[16]Paul A. Hedlund and Foster S. Brown, "Conditions
That Lower Teacher Morale", The Education Digest, 17:14-16,
January, 1952.

pay higher rent. Imagine the effect on the morale of a teacher who after a week's search, finds endurable living quarters—only to discover that the rent is twice the amount he can afford. Such conditions in a community are not conducive to good teacher morale.[17]

There are many other ways not discussed in this paper in which a community can affect teacher morale. The purpose was to show how teacher morale can be affected by the community, and also to show that the responsibility for teacher morale is not solely the principal's.

ADDITIONAL FACTORS

There are many other factors not discussed in this chapter that may influence the morale of teachers. The hope was that the reader would recognize that the principal is not solely responsible for the morale of his teachers. The principal has little, if any, control over many things affecting teacher morale. If teacher morale is to be kept at its highest level, all factors that influence morale should be considered.

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[17]American Association of School Administration, op. cit., p. 276.

CHAPTER VII

AN ANALYSIS AND IMPROVEMENT
OF MORALE

CHECKING ON STAFF MORALE

A principal can never take morale for granted. He needs to make frequent spot checks to determine the feelings of various staff members. If the principal has the confidence of his staff, he can ask individuals for suggestions on ways the job can be made more satisfying. The reaction of the staff members to this question will give clues to the type of procedures and actions that are producing dissatisfaction, uncertainty, and fear.[1]

One measure of teacher morale is how freely staff members bring their tensions and problems out into the open at faculty meetings. A positive check on feelings of tension in the lives of teachers is their relationships with their students. If the principal finds that students are not sure of their relationships with their teachers, that is time for the principal to investigate his own relationship with the teachers. Tense, unhappy, insecure teachers cannot avoid releasing their pent-up emotions in their relationships with children, thereby creating tension in the classroom.[2]

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[1]Kimball Wiles, Supervision For Better Schools, New York: Prentice Hall Inc., 1950, pp. 56-57.

[2]Ibid., pp. 58-59.

Morale is intangible, so it cannot be seen or isolated, but the quality of morale may be determined by careful observation of the way people act. Industry has found a positive correlation between low morale and a high rate of absenteeism and tardiness. Loafing, taking excessive time away from the task at hand, and constant bickering are signs of dissatisfaction with the job. Cheerfulness, promptness, enthusiasm, dependability, and cooperativeness are indications of high morale.[3]

The remainder of this chapter is concerned with some general ways of promoting and maintaining morale in a school system.

BETTER HUMAN-RELATIONS

Friction in the school machinery seldom can be remedied by charts reminding people of the ideal administrative setup or by rules designed to keep individuals in their proper places. Such difficulties are essentially problems in human relationships which can be solved only by considering the strength and weaknesses of those who are involved. Although in every organization there are a few grumblers who work for their own personal aggrandizement rather than for the good of the organization, most people have an instinctive desire to cooperate if they are given

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[3]Clyde M. Campbell, Practical Applications of Democratic Administration, New York: Harper and Brothers, 1952, pp. 81-83.

an opportunity. Significant human problems related to morale and to understanding the primary aim of the schools may be partially solved or they may be further confused as a result of the type of policy pursued in the selection and placement of teachers, the promotion and improvement of teachers, and the handling of problems involving personnel.[4]

The book entitled Morale For A Free World states that the solution of human problems depends upon the following underlying principles which are the foundations of high morale, and which teachers and all other members of a school should recognize and accept:

1. Have faith in the intrinsic importance of the work which they are doing and its contributions to the aims of the organization.
2. Have the right and opportunity to contribute their ideas to the improvement of the system as far as they are able and willing to do so.
3. Know what their responsibilities are. (The channels of communication should be open at all times for questions and directions in regard to duties and responsibilities).
4. Have sufficient confidence in the integrity and loyalty of co-workers and superior officers to contribute to effective teamwork in the prosecution of the common task.
5. Feel that their best work will bring its just reward, thus challenging them to give their best efforts to their daily tasks.
6. Be dealt with as human beings eager to find opportunities for self-realization.
7. Be given the opportunity to grow and to achieve promotion by recognition of achievement.
8. Be given assignments of work in which they have an opportunity to succeed.
9. Be consulted before decisions are made which affect conditions under which they work.

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[4]American Association of School Administration, Morale For A Free World, Twenty-Second Yearbook, Washington: The Association, N.E.A., 1944, pp.256-257.

10. Be conscious of professional leadership which assists them in meeting new problems dealing with individual children or with community situations.[5]

In planning for the supervision and administration of his staff, the principal must take into consideration the fact that the needs of teachers vary. To the good principal, it should be obvious that the abilities and needs of teachers differ just as the teachers vary in appearance and actions. The principal must learn to work with his teachers and to produce changes in them and their teaching, which in turn make for better teaching-learning situations for children.[6]

The variety and immensity of the problems of human relationships make it imperative that the principal take into consideration each individual personality in his staff in planning the organization of his school. Many principals have long and imposing lists of principles which deal with the aspects of child behavior and the problems of growth and development of pupils, but they often forget to see that the same principles apply equally to the growth and development of teachers. They advocate that the teacher study the child, but they frequently fail to study the teacher and often overlook the necessity for accepting him completely as a primary condition for his further growth.

[5]Ibid., p. 258.

[6]Harold Adams and Frank Dickey, Basic Principles of Supervision, Chicago: American Book Company, 1953, p. 75.

The principal must never forget that the teacher possesses life needs and drive to self-realization. Principals sometimes protest that they do not have time to study and understand the individual teacher's problems. Principals should answer this question: Is keeping records, sending out questionnaires, rating teachers, writing bulletins and courses of study more important than helping teachers to grow and to improve their quality of teaching?

There is much unrecorded information about teachers that the principal needs. He should know something about each teacher's interests and activities outside of school hours. The interests and hobbies that occupy a teacher's leisure time reveal much of the real person and thus present avenues of approach to working more successfully with the teacher.[8]

The principal cannot obtain good human relations by demanding or requesting them. Good human relations are built by living and working with fellow staff members in a way which enables them to practice good human relations too.[9]

IN-SERVICE TRAINING

In-service training has come to be recognized by the

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[7]Ibid., pp. 76-78.

[8]Loc. cit.

[9]Kimball Wiles, op. cit., p. 86.

modern school principal as an integral part of educational planning. A school system modifies its old way of doing things and improves its practices only as its personnel acquires new ways of carrying out its objectives. The hope of improving the effectiveness of the program in the school must be based upon creating better learning situations for students and teachers.

Programs of in-service education must be centered around recognized needs of the teaching staff. These areas of recognized need are readily definable when cooperative group action is the accepted practice in a school system.[11]

Underlying any program of improvement is a fundamental belief in people. If in-service training is to be successful, the principal must believe that the faculty can grow. The principal must have confidence in the ability of his staff members to improve or they will sense his lack of confidence and will make little use of the experiences provided. If the principal has a belief in the possibilities of his teachers and lets them know it, the teachers will attempt to live up to his expectations.[12]

In-service training should not be something that is provided by the principal for the members of his staff.

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[10]Clyde M. Campbell, Practical Applications of Democratic Administration, New York: Harper and Brothers, 1952, p. 185.

[11]Ibid., p. 186.

[12]Kimball Wiles, op. cit., p. 222.

The principal must participate too. Many principals have made the mistake of assuming that their job is to provide in-service training for others. Such an assumption makes clear to the staff that the principal considers himself better than they. On the other hand, if the principal shares the in-service opportunities with the staff, he will grow with them in ability and in a sense of working together. If the principal shares in the in-service training program, many problems that affect morale may be studied and this should result in raising the morale of the staff as a whole.[13]

The morale of the faculty should be the first concern of an in-service training program. If details can not be worked out to preserve and improve the general attitudes of the teachers toward their work, all the "on-the-job" training in the world will come to naught.[14]

BETTER PLANNING

Careful planning of the school policies is one way of maintaining morale. Confusion usually results where there is lack of planning, often causing a lack of efficiency and a general lowering of group spirit.[15]

Teachers should share in the planning of school

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[13]Ibid., p. 223.

[14]Clyde M. Campbell, op. cit., p. 212.

[15]Harold Adams and Frank Dickey, op. cit., p. 73.

policies. Jobs give greater satisfaction to a person if they give him opportunity to take part in forming the policies that govern him. The demand for participation in policy forming is part of a basic drive for independence, freedom of action, and feeling of importance. Principals can provide teachers more satisfactions from their job by encouraging them to participate in the planning of the school policies.[16]

Each individual should also plan his work and actions and try to forsee what effect it may have on others. Higher morale can be built by better planning.[17]

OTHERS

In this chapter a few general ways of analyzing and improving morale were discussed. Chapters III, IV, and V also discussed various ways of improving and maintaining teacher morale. As mentioned in Chapter I, a complete analysis of morale would be near impossible, for conditions that influence morale will vary in almost every individual school. A discussion of some of the generalizations of morale that may apply to most cases were described in this paper.

The final analysis of the principal's administration

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[16] Kimball Wiles, op. cit., pp. 53-54.

[17] American Association of School Administrators, op. cit., p. 279.

is that it has no purpose or achievement in itself. The measure of the principal's administration must be made in the difference it has made in the school living, in the lives and work of the teachers and others in the school, the creative and growing experiences of the children, and the bettering of community living.

The principal's work is at the center of widening circles of influence, whose nature he should be aware of, but over whose efforts he has no control, even while he is chargeable for them. The principal can not claim the credit for all the good that comes out of the school but his mark for good or bad, however obscured, will be on the product. The mark he leaves on the product will be greatly influenced by how well he has maintained the morale of his staff.[18]

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[18]Harlan L. Hagman, The Administration of American Public Schools, New York: McGraw-Hill Company, Inc., 1951, pp. 408-409.

CHAPTER VIII

SUMMARY, EVALUATION AND CONCLUSION

BRIEF REVIEW OF STUDY

In summing up this study, it should be noted that
morale is intangible; it can not be seen or isolated. The
way that people act determines the quality of morale. Morale
affects the amount and quality of work a person does. When
morale is high, the staff will do its best to promote effec-
tive learning. When morale is low, teachers will not live
up to their potential ability and the school will operate at
far less than its possible efficiency.

Research has indicated that industry has done more
along the lines in promoting morale than our schools. Per-
haps educators could profit by studying the methods industry
is using in building morale.

A survey of related literature has shown that
educators are becoming more and more aware of the importance
of morale in a school system. World War II brought about an
increased awareness for morale that has continued up to the
present time.

The person primarily responsible for promoting and
maintaining the morale of the school staff is the principal.
The professional training, experience and educational
philosophy of the principal may determine how effective the
principal can build and maintain morale. Most important of
all things is that the principal should have a thorough

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understanding of the value of human relations and that his
personality is such that teachers will enjoy having him
around as their leader.

When the principal is performing his duties, he
should take into consideration the satisfactions teachers
want from their jobs. This paper has used the ideas of a
number of authorities in trying to show how the principal
may provide job satisfactions for his teachers that will
result in higher staff morale.

The principal is not entirely responsible for the
morale of his teachers. The morale of the staff may be
influenced by many things in which the principal has little,
if any, control.

In order to exert leadership, the principal must
build morale. The principal should make periodic-checks of
his staff to determine how successful he has been in
building morale. Morale may be improved by better planning
and in-service training programs.

EVALUATION

The purpose of this paper was to organize general-
izations of the different aspects of morale that are
commonly recognized as influencing the morale of teachers.
In evaluating the results of the study, the opinion is that
this study could have been more complete if there were more
sources of imformation available that pertained specifically
to this problem. Since educators have not written much

about teacher morale until recent years, sources of
information, that could be used, were limited.

The hope is that this study may create a greater
awareness of the importance of teacher morale and that
this study may serve as a source of information for those
who desire to survey this problem.

CONCLUSION

Teacher morale is influenced to a great extent by
the principal. The principal must be fully aware of the
subtle phases of personnel management in dealing with his
teachers. Unless a school principal treats his staff
members as human beings, his administration is destined to
fall.

The conclusion of this study is that the principal
must do his share in building and maintaining teacher morale.
The principal who neglects this duty will not be a success-
ful leader.

SUGGESTIONS FOR FURTHER
STUDY

Additional research needs to be conducted on this
problem. The following two types of studies suggested may
contribute much to the data presented in this study: (1)
case studies of individual teachers to learn the relative
competencies and abilities of teachers with high and low
morale, and (2) studies of school systems where teachers
of high and low morale are found, in an effort to identify

factors within schools that may affect teacher morale.

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