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Teacher Morale As Related to School Leadership Behavior

Diane F. Carroll

East Tennessee State University

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Teacher morale as related to school leadership behavior

Carroll, Diane Faye Ownby, Ed.D.

East Tennessee State University, 1992
TEACHER MORALE AS RELATED TO SCHOOL LEADERSHIP BEHAVIOR

A Dissertation
Presented to
the Faculty of the
Department of Educational Leadership and Policy Analysis
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Diane Faye Ownby Carroll
August 1992
APPROVAL

This is to certify that the Graduate Committee of

DIANE PAYE OWNBY CARROLL

met on the

6 day of August, 1992

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of the Graduate School, in partial fulfillment of the requirements for the degree Doctor of Education in Educational Leadership and Policy Analysis.

Charles W. Church
Chairman, Graduate Committee

Signed on behalf of the Graduate Council

Associate Vice-President for Research and Dean of the Graduate School
ABSTRACT

TEACHER MORALE AS RELATED TO SCHOOL LEADERSHIP BEHAVIOR

by

Diane Faye Ownby Carroll

The problem of this study was to identify the leadership behaviors of principals that affect teacher morale positively and negatively. Elementary schools containing a combination of kindergarten through eighth grade were included in this study. The study was conducted during the spring semester of the 1991-92 school year.

The Leader Behavior Description Questionnaire--Form XII was the instrument used to assess principals' perception of their own leader behavior. The Purdue Teacher Opinionnaire was the instrument used to measure teacher morale. After the population was clustered by system, a random sample of 24 schools was used. A total of 433 teachers (83%) returned opinionnaires and a total of 24 principals (100%) returned questionnaires.

A significant difference was found to exist between the following leader behaviors and teacher morale. The principal's leadership behavior representation revealed a significant relationship with teacher rapport with the principal, teacher salary, and curriculum issues. Tolerance of uncertainty affected teacher morale dimensions teacher salary, rapport among teachers, community support of education, and community pressures. Leader behavior demand reconciliation revealed a significant relationship with teacher load. Persuasion affected teacher rapport with principal. Initiation of structure also affected rapport among teachers, teacher salary, teacher status, and community support of education. The score for tolerance of freedom indicated a significant relationship with teacher salary, teacher status, community support of education, and school facilities. The dimensions of teacher morale teacher rapport with principal, rapport among teachers, teacher salary, and school facilities were affected by role assumption.

Teachers, likewise, indicated the leader behavior consideration affected community support of education. A significant relationship did exist between production emphasis and rapport among teachers, curriculum issues, and school facilities. Leader behavior predictive accuracy positively affected school facilities and services. Teacher rapport with principal, curriculum issues, and school facilities and services were positively affected by leader behavior integration. Also, superior orientation affected teacher salary and status.

Conclusions were based on the findings in this study. It was concluded that total teacher morale was positively related to the principal's leadership in maintaining a closely knit organization and in resolving inter-member conflict. Total teacher morale seemed to be
related to the principal's leadership in allowing initiative, decision-making, and action. Other conclusions relating to the individual dimensions of teacher morale and the individual dimensions of leader behavior were drawn.
DEDICATION

The researcher wishes to dedicate this dissertation to Larry, Forrest, and Noel. Extreme limitations were imposed upon the researcher's husband and two children during the entire time the study was undertaken. The patience, support, and understanding of such a family are deeply appreciated.
ACKNOWLEDGMENTS

The culmination of any major work brings with it a dual sense of accomplishment and pride. Between initiation and completion, the spirit may waiver and the body become tired, but the help, encouragement, and involvement of others serve constantly as the source of renewal.

During my years of study at East Tennessee State University, it has been my privilege to have had professors who took great care to see that learning was interesting and exciting as well as relevant. Acknowledgment is paid first to the members of the doctoral committee. Dr. Charles Burkett, chairman of the committee, has given immeasurable support and guidance. Dr. Floyd Edwards' and Dr. Cecil Blankenship's positive attitude and confidence in this writer's abilities will always be remembered. In Dr. J. Howard Bowers and Dr. Robert L. McElrath, this writer found two individuals who were as gracious as they were professional. To the entire committee, a sincere appreciation is given. This writer will always be indebted to them.

I am grateful to every member of the Department of Educational Leadership and Policy Analysis for their friendship. Each one has always had time to give more of themselves than was required.

Special thanks is given to Sharon Barnett. As secretary of the Department of Educational Leadership and Policy Analysis, she has always been willing to assist in completing the "paper" requirements. But beyond this very critical skill, she will be remembered for friendship and kindness.
A heartfelt expression of thanks is extended to my parents, Ray and Myrtle, for their encouragement and support in all my endeavors.

Finally, a very special expression of love is extended to my husband, Larry, and my children, Forrest and Noel, for their encouragement and sacrifices during the time of my doctoral studies.
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CHAPTER 1
Introduction

The way to improve education is through a healthy environment at each school.

John Goodlad, speaking in Denver
17 January 1986

Teacher morale in the United States has substantially declined in the last 20 to 30 years according to Boyer (1988). The President's National Commission on Excellence in Education (1984) described schools as a "rising tide of mediocrity" in A Nation at Risk. These indictments alone should be enough to damage the morale of teachers and administrators. Yet morale and academic achievement in some schools are high and low in others. This would suggest that national perceptions of the teaching profession and of education as a whole do not dampen the spirits of all and that local rather than national factors affect morale.

Research by Rosenholtz (1985) indicated that in schools that have high teacher morale, there was also superior instruction that contributed to more effective learning. As a result, researchers need to identify means of improving morale. Therefore, the principal as the educational leader of the school should consider the morale of his or her faculty as an important determinant of the success of the educational program (Wood, 1968).

As a leader with opportunities to nurture variables affecting teachers, the school principal plays a key role in nurturing and maintaining positive teacher morale. The literature suggests that
principals serve as facilitators of other people's actions (such as teachers) (Armor et al., 1976). However, Bennis (1989) stated that the essential thing in organizational leadership is that the leader's style pulls rather than pushes people on. A pull style of influence works by attracting the energizing people to an exciting vision of the future. It motivates by identification rather than through rewards and punishment. Leaders enroll themselves and others in a vision of the ideal or proposed change as attainable and worthy (p. 80). High morale was an indicator that the staff was satisfied with the operation and accomplishments of the school. Teachers who feel satisfied with their work environment tend to strive for fulfillment of higher goals, and their efforts and attitudes ultimately will overflow to the student body, resulting in more productive students (Washington & Watson, 1976).

Thus, specific leadership behaviors of principals that have a positive and negative relationship with teacher morale need to be identified. Such behaviors will give school administrators and teachers a foundation from which to establish future goals of creating a high degree of satisfaction among principals, teachers, and students.

The Problem

Statement of the Problem

There appears to be certain leadership behaviors of principals that affect teacher morale in the schools. The behaviors that affect teacher morale, positively and negatively, have not been well identified.
Purpose of the Study

The purpose of this study was to identify the leadership behaviors of principals that affect teacher morale positively and negatively. This study sought to identify leadership behaviors that affect morale in selected elementary schools in Northeast Tennessee.

Significance of the Study

Authority relationships in modern organizations are practiced from the traditional viewpoint. Society delegates to the controlling institution the power to structure the needed institutions that exist to provide the services perceived as being needed by society. Through this structure authority positions are created in the organizations.

The public school system as a societal institution is strongly structured with authority positions. School boards, superintendents, and principals have all been well established as positions of authority from which communications in the form of directives are issued.

Compliance with these directives is supported due to the legitimacy of position. However, the legitimization of authority does not guarantee the degree of compliance expected by administrators of the organizations.

In the late 1970s and early 80s leaders of American education became attracted to effective schools research. Research reports identified the principal as having a significant role in shaping the success of a school (Robinson, 1984). Sarason (1971) asserted that the principal is the key to the quality of life in a school. Doll (1971) stressed the most crucial factor (in any school) is the quality of administrative leadership. With respect to relatively more effective
schools, generally judged by the higher reading scores of its students, the importance of the principal's leadership was underscored by Edmonds (1979) and Brookover et al. (1979). Thus, the principal has the opportunity to establish an environment that boosts the morale of teachers which leads to more enthusiastic instruction.

A similar theme echoed through the literature in regard to morale. According to Lipham (1981) job satisfaction (morale) is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's views. Holdaway (1978) concluded that job satisfaction is generally viewed as an organizational outcome, not as a determinant. Smith, Kendall, and Hulin (1969) stated that improving job satisfaction is a legitimate goal in itself. The principal has the opportunity to establish an environment that contributes to the morale of the teachers which will lead to more effective instruction.

Thus, this study is significant because if principals are to set the stage for high morale among teachers, specific behaviors need to be identified that are considered important to the job satisfaction of teachers. Determining the morale factors and leader behaviors that show the highest correlation could serve as a basis for future leadership training.

Limitations

The study had the following limitations:

1. The dimensions of leader behavior were limited to those measured by the Leader Behavior Description Questionnaire—XII.

2. The measurement of teacher morale were limited to the variables measured by the Purdue Teacher Opinionaire.
3. The study was limited to the elementary teachers in the eight school systems of Northeast Tennessee within a 25-mile radius of ETSU. Three elementary schools will be identified in each school system. The geographic setting was chosen for two reasons:

   a. practicality for study by the researcher and
   b. sufficient numbers of the identified groups for a satisfactory sample.

4. The data collected were limited to the period of spring semester 1992 with the understanding that morale shifts during the course of the school year.

Assumptions

The following assumptions were made regarding this study:

1. Participants responded honestly to the questionnaire and the personal data sheet.
2. Statistical procedures used were valid for analyzing the data.
3. The instruments used were valid for the purpose of the study.
4. It was assumed that participants in leadership positions were principals. No attempt was made to discern informal leaders.

Definitions of Terms

1. Leader Behavior Description Questionnaire--Form XII

The Leader Behavior Description Questionnaire--Form XII is an instrument developed through the research of John F. Hemphill and the Ohio State Leadership Studies to measure leader behaviors (Dipboye, 1978, p. 1114). (Hereafter referred to as LBDQ.)
2. **Purdue Teacher Opinionaire**

The **Purdue Teacher Opinionaire** is a research instrument designed to estimate individual, school or system-wide teacher morale (Rosner, 1974, p. 973).

3. **Principal**

The principal is the administrative head and professional leader of a school division or unit, such as a high school, junior high school, or elementary school (Good, 1973, p. 436).

4. **Leader Behavior**

Leader behavior is the behavior of an individual when directing the activities of a group toward a shared goal (Stodgill & Coons, 1956, p. 7).

5. **Leadership**

Leadership is the ability and readiness to inspire, guide, direct or manage others; the role of interpreter of the interests and objectives of a group, the group recognizing and accepting the interpreter as spokesman (Good, 1973, p. 332).

6. **Teacher**

A teacher is a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private; a person who has completed a professional curriculum in a teaching education institution and whose training has been officially recognized.
by the award of an appropriate teaching certificate (Good, 1973, p. 586).

7. Teacher Morale

Teacher morale is the collective feelings and attitudes of a teacher group as related to their duties, responsibilities, goals, supervisors, and fellow workers; state of mind of a teacher with respect to his work; may be influenced by such factors as salary adequacy, tenure conditions, sick leave and pension plans, degree of participation in policy making and administration, opportunities for advancement, and the intelligence and constructiveness of supervision (Good, 1973, p. 373).

Hypotheses

The following hypotheses, stated in research form, will be tested in this study. They will be stated in the null format and tested in Chapter 4.

Hypothesis 1. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on representation.

Hypothesis 2. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on tolerance of uncertainty.

Hypothesis 3. There will be a significant relationship between teacher morale and the scores that principals give themselves on demand reconciliation.
Hypothesis 4. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on persuasiveness.

Hypothesis 5. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on initiation of structure.

Hypothesis 6. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on tolerance of freedom.

Hypothesis 7. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on role assumption.

Hypothesis 8. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on consideration.

Hypothesis 9. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on production emphasis.

Hypothesis 10. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on integration.

Hypothesis 11. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on predictive accuracy.
Hypothesis 12. There will be a significant relationship between scores on teacher morale and the scores that principals give themselves on superior orientation.

Procedures of the Study

The procedures of the study were as follows:
1. A review of related literature was conducted.
2. Approval of the study was obtained from the institutional Review Board at ETSU.
3. The population for the study was the identified eight public elementary school systems within a 25-mile radius from ETSU.
4. The instruments used in the study were the Leadership Behavior Description Questionnaire--XII and the Purdue Teacher Opinionaire.
5. An introductory letter was sent to the superintendents requesting permission to study the system's schools.
6. A personal visit was made to the principals to discuss the purpose of the study and the method to be used in collecting the data.
7. The data were statistically analyzed.
8. The results of the study were reported and summarized.

Organization of the Study

This study contains five chapters. Chapter 1 contains the introduction of the study, the statement of the problem, the significance of the study, the limitations of the study, assumptions, definitions of terms, hypotheses, procedures, and organization of the study.
Chapter 2 includes a review of the related literature. Chapter 3 explains the procedures and methodology of data collection and analyses and reports the results. Chapter 4 presents the data and analyses of the findings. Chapter 5 includes the summary, findings, conclusions, and recommendations.
Chapter 2 consists of a review of literature in the areas of leadership behaviors in effective schools and morale. The chapter is divided into sections:

A. Importance of the principal
B. Definitions of morale
C. Organizational structures and morale
D. Measuring morale
E. Implications for principals
F. Effective schools and leadership Schools.

The Importance of the Principal

The last decade produced much research on "effective schooling" (Brookover et al., 1979; Clark et al., 1979; Edmonds, 1979; Venezky & Winfield, 1979). One consistent finding was that there is strong administrative leadership in effective schools, and that strong administrative leadership is one of five or six key elements necessary to have effective schools (other elements are high expectations, emphasis on basic skills, frequent testing, and a climate conducive to learning). Sergiovanni (1981) stated that "It is clear that no single person is more key to school effectiveness than the principal and the deciding factor in determining effectiveness is the leadership he or she brings to the school." It is one thing to identify the need for strong administrative leadership; it is quite another to identify what leaders must do and how they provide leadership.
Numerous studies in recent years suggested that strong instructional leaders are critical factors in effective schools. For example, a Rand study of 1977 called the principal the "gatekeeper" of change and reported that principals were powerful enough to prevent and foster any kind of change within their schools. Edmonds (1979) and Austin (1979) concluded from their studies that instructional leadership was indeed a key to an effective school. Peters and Waterman in *In Search of Excellence* (1984) found that the best run companies have organizational structure, management style, and service philosophy that boosts employee pride and morale. Their study stated that excellent companies give employees responsibility, praise, and respect. Their findings suggested that high organizational and individual morale in these companies was attained by reducing or countering the stress factors that Mayo complained about a quarter of a century ago and that Cedoline (1987) contended was often responsible for low morale though he recognized a person's ability "to cope varies not only with environment . . . and social conditions, but also with heredity, training, and health" (p. 3).

Several studies indicated that teacher morale was related to the leader behavior of the principal (Dunbar, 1979; Hood, 1965; James, 1982; Laird & Luetkemeyer, 1976; Lambert, 1968; Magoon & Linkous, 1979). D'Amico (1982) agreed that the behavior of the designated school or program leader was crucial in determining school success. Likewise, Robinson (1984) and Sarason (1971) asserted that the principal was the key to the quality of life in a school. The most crucial factor, in any school, was the quality of administrative leadership (Doll, 1971).
Weber (1971) noted that principals in effective schools helped to decide on instructional strategies.

Hood (1965) found that although personal factors are the most important of all factors in determining the individual morale level of the teacher, the principal was the key nonpersonal factor in the professional environment of the teacher. The teacher's relationship with the principal was more important in determining morale level than was the teacher's relationship with other faculty members.

The role of the principal was central to improving the quality of teaching and the effectiveness of schools (Edmonds, 1979; Klopf, Scheldon, & Brennan, 1982; Levine, 1986). Hodgkinson (1982) stated that the individual school site was the basic unit of educational change and improvement; consequently the school principal was the leader most vital to the improvement of public schools.

Definitions of Morale

The importance of morale on health and effectiveness of an organization is suggested by the amount of literature. However, little is concerned with morale and its relationship to productivity and administrative practice. Before morale can be studied, there needs to be a clear understanding of what morale is. In 1890 William James defined morale as two categories of attitudes: "how a person actually perceives himself with respect to some quality or ability and how he might be or ought to be" (p. 310). Stanley Coopersmith, one of the prominent researchers in the investigation of morale, saw it as the extent to which a person believes himself capable, significant, successful, and worthy. . . . Morale is a personal judgement of worthiness that is expressed in the attitudes the individual holds.
toward himself. It is a subjective experience which the individual conveys to others by verbal reports and overt expressive behavior. (1967, p. 5)

Lilburn Barksdale, the founder of Barksdale Foundation for Furtherance of Human Understanding, defined morale as one's feelings about self, based on an individual's sense of personal worth and importance (1972, p. 4). Wiles (1955) defined morale as "the emotional and mental reaction of a person to his job" (p. 50). Good (1973) defined teacher morale as "the collective feelings and attitudes of a teacher group as related to their duties, responsibilities, goals, supervisors, and fellow workers; state of mind of a teacher with respect to his work."

World Book Dictionary defined morale as the "moral or mental condition with respect to courage, discipline, confidence, enthusiasm, willingness to endure hardship, etc., within a group." Likewise, others have referred to personal reactions to work, such as professional interest and enthusiasm displayed toward the achievement of individual and group goals in a given job situation (Bentley & Rempel, 1980). Miskel (1977) stated that morale was the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's values. Farber (1984) stated that low morale was a function of feeling inconsequential, feeling that no matter how hard one worked, the payoffs in terms of accomplishment, recognition, or appreciation were not there. Likewise, morale has changed from being a precursor of performance to a legitimate criterion of organizational effectiveness. Holdaway (1978) concluded that job satisfaction was generally viewed as an organizational outcome. Smith, Kendall, and Hulin (1969) stated that
improving morale was a humanitarian value and was a legitimate goal in itself. Griffiths (1956) was more specific in defining morale:

If it can be shown that groups which achieve their goals efficiently exhibit a high degree of cohesiveness, think well of their objectives, have confidence in their equipment, and so on, then these manifestations represent high morale; but only if a relationship to goal achievement can be shown. (p. 161)

One of the earliest research in studying morale was the Hawthorne experiments conducted by Western Electric Corporation and published in 1930s. As a result of these experiments, it was concluded that production can be increased by the showing of an interest in people as human beings. Concerning the Hawthorne studies, Mayo (1963) wrote:

The operators have no clear ideas as to why they are able to produce more in the test room; but as shown in the replies to questionnaires, there is the feeling that better output is in some way related to the distinctly pleasanter, freer, and happier working conditions. (p. 67)

Bentley and Rempel (1980) elaborated on the perceptions of the individual in determining morale in the following statement:

Morale may be best conceived of as a continuous variable. The level of morale is then determined by the extent to which the individual perceives satisfaction as stemming from the total job situation. High morale is evident when there is interest in and enthusiasm for the job. What is important in morale is what the person believes and feels, rather than the conditions that may exist as perceived by others. (p. 1)

Experimental social psychologists and researchers interested in organizational behavior included morale as they studied a number of content areas such as assertiveness, stress, burnout, organizational structure, and job performance and satisfaction. Interest in morale as it is related to work was stimulated when research demonstrated that individuals with low and high morale possess very different characteristics. Individuals with high morale were found to be more
socially (Berger, 1955; Fitts, 1972) and psychologically operative (Coopersmith, 1967; Rosenberg, 1965; Ziller, 1969). Individuals with low morale tend to exhibit more anxiety and more neurotic behavior than those who have high morale (Fitts, 1972; Wylie, 1961). Since morale is an emotional and mental reaction of a person to his job, it is an imprecise term. As imprecise as definitions may be, however, it remains a subject of extreme importance and one which has been studied extensively.

Studies indicated that interest in morale shifts as a result of conflict. The general problem of morale received considerable attention in times of national peril. Interest in morale seemed to decrease rapidly, however, after crises had passed (Anderson, 1963).

The emphasis on shared group purposes tended to inhibit understanding of morale from an administrator's point of view because it overlooked the influence of individual personalities. This seemed to suggest that the greater the subordination of individual needs and goals of the group, the better the morale of the organization. This was not necessarily so. Indeed, such subordination was probably not healthy for either the individual or the organization in the long run (Maccoby, 1976). Subordination of individual goals and needs to organizational purposes generally lead to depression. Whyte (1956) identified these individuals as "the ones . . . who have left home, spiritually as well as physically, to take the vows of organizational life" (p. 3). Maccoby (1976) observed that company men "equate their personal interest with the corporation's long term development and success . . . but their belief in the company may transcend self-interest" (p. 89). One of the
more successful company men interviewed by Maccoby, one who had sacrificed his personal goals and needs to the company, had poor morale manifested in "depression, anxiety, restlessness, obsessive doubt, back troubles, and finally serious gastrointestinal difficulties." A less successful company man felt that he had "sold himself to the devil" and described himself as a "hollow man, one who was afraid he felt nothing" (p. 95).

A school system with many teachers of this type is not likely to have either good morale or effective teaching. Those who subordinate their goals to organizational goals would appear, from Whyte's and Maccoby's studies, to be those who have difficulty in relating sincerely and intimately with others. They resist change, are excessively anxious, and lack a sense of play (Andrew, 1985).

Maccoby found a second personality which he referred to as the craftsman. This type does not easily subordinate personal goals to those of the organization. Maccoby described this person as the "traditional builder, farmer, artisan. . . . More than any other character type he has a sense of limits—of materials, energy, knowledge, and the moral constraints—that must be respected to live a good life" (p. 31). Like the best teachers, they have a strong sense of self-worth, inventiveness, and a respect for the materials with which they work.

Maccoby found that craftsmen in corporations were respectful of authority and they had a sense of duty to do a good job for the organization. But problem solving the nature of their work, and family were more important than organizational purpose. When their
organization did not provide challenging work, he found that they were likely to seek moonlighting jobs that offered challenge, or they moved on.

It could be inferred from Maccoby that individual and organizational morale would be high in organizations with many craftsmen when the organization provides challenge and excitement. Achieving the purpose must provide challenge and excitement.

Underestimated in some studies on morale is the idea of belonging. Mayo stated that the urge to belong might be the strongest and most basic of human drives. "For all of us, feelings of insecurity and certainty derive always from assured membership of a group" (Whyte, 1956). Much of Japanese success in competing with the West has been attributed to the strong sense of membership or belonging the Japanese worker has with his company and fellow employees (Pascale & Athos, 1981).

In today's climate it is not easy for the administrator to create a sense of belonging. Mayo (1960) saw the loss of belongingness or social cooperation as a major fault of industrial society. Social alienation reached such an extent in the 1970s that many psychologists labeled the decade as narcissistic. Freudenberger (1980) asked, "In a society where we have killed our gods, exorcised our ghosts, separated from our parents, and left our neighborhoods behind ... against what restraints do we forge our standards?" The craftsman would probably answer, against your own. Hertzberg (1976) would argue that work establishes its own standards, that free workers find satisfaction in work itself, and that much of the problem with school systems, as with most
assembly-line organizations, is that specialization has robbed craftsmen of ownership in their work.

Organizational Structures and Morale

Certain organizational structures in the work environment have been found to encourage the development of high morale. Korman (1977) found that work environments characterized by an authoritative structure, routine activities, and specialized tasks, encourage growth of low self-esteem. Conversely, environments characterized by a more democratic structure and job autonomy encourage the development of high morale. In addition, fewer behavioral differences between high and low morale individuals were likely to occur in a democratic environment. Mortimer and Lorence's (1979) study of occupational experiences and morale found that occupational characteristics that reflected self-directed thought and behavior enhanced self concept over time. These findings supported the idea that autonomy in a work situation is of extreme psychological importance and that work has an effect on the personality.

Other studies related the importance of studying morale to those who benefit most from high morale (Lopez, 1988). Teachers are caught in the middle between principals who can determine morale and students who can suffer from lack of high morale. A study by Rogers and Martin (1979) indicated that the first findings deserving of the principal's attention is that teaching by its nature is enormously draining in a physical, emotional, and psychic sense, and for many teaching becomes routine. Korman (1970) investigated the influence of morale on job performance. His conclusion was that individuals with high self-esteem
perform well in order to maintain their self-image of competence. Individuals with low esteem were not driven to perform well; poor performance was consistent with their low self-image. Pitts (1972) also found that the more optimal the total self concept, the more effective performance would be. Likewise, studies by Dore and Meacham (1973), Kerr-Inkson (1978), Lopez and Greenhaus (1978) support the idea that job satisfaction is related to high self-esteem.

Leeson (1980) stated that low morale was greater when the actual work on the job was different than expected work. Similarly, Schwab (1981) investigated the relationship of role conflict, role ambiguity, teacher background variables, and burnout among Massachusetts teachers. Schwab found that role conflict and role ambiguity were significant contributors to burnout (low morale). In addition, Leeson (1980) addressed the importance of "isolationism" as a causal factor of stress and low morale. Workers whose supervisors were inaccessible and undependable experienced higher levels of burnout.

Increasing numbers of school administrators felt that the very need of the students, parents and school boards would be dealt with more effectively through concern for teacher morale. The primary concern should not be regulated to the mere measurement of morale; rather, focus should be upon those factors that help to provide a professional environment conducive to the development and maintenance of favorable staff morale (Cook, 1979).

According to Bhella (1982) the scope of educational activities that should take place in schools may be controversial. Few disagree that the major objective of schools is to promote scholastic achievement of
the pupils. Teachers are directly involved in the academic progress of their students. Perhaps teacher morale could be one of the most important factors affecting student achievement (Bhella, 1982). 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 (Wiles, 1955).

Studies by Anderson (1963) showed that teachers in secondary schools whose pupils achieve relatively high scholastically appear to have higher morale than do teachers in schools with relatively low pupil achievement. It seems possible that morale of teachers does make a difference in the scholastic achievement of their pupils. Apparently teachers with relatively high morale can be expected to teach more effectively. Such results present a challenge to all administrators of schools in improving those conditions in their schools which affect teacher morale.

Morale, as suggested by Ellenburg (1972), affected more than just productivity or student achievement. Morale assisted in establishing the character of a school. It was one of the factors which may determine whether a school functions at its best, demanding and receiving the utmost from its students, or whether the school plods along, happy just to see the passing of another day.

The literature also suggested that the success and morale of the school would depend to a large extent on the administrator's ability to obtain a "grant of authority" from the students, parents, and other "customers" of the system (Combs, 1984). Communication was critical in obtaining this grant of authority, and administrators and their staffs
must be sensitive to the concerns of these "customers." School leaders must communicate to those reporting to them that it is their responsibility to understand the value systems and needs of various constituencies and to communicate organizational goals and needs.

Sergiovanni, Burlingame, Combs, and Thurston (1980) offered the following advice for gaining authority from the constituency of the system. They made a distinction between educational administration—using the best means to achieve goals—and educational leadership—helping in the shaping of goals. Zahenznick (1977) has observed that leaders are active instead of reactive, shaping ideas instead of responding to them. Leaders adopt a personal and active attitude towards goals. The influence a leader exerts in altering moods, evoking images and expectations, and in establishing specific desires and objectives determines the directions. . . . The net result . . . is to change the way people think about what is desirable, possible, and necessary.

Chandler and Petty (1985) argue that the best method of getting such commitment was to involve teachers in the development of educational philosophy and policy. They offered the following suggestions:

1. establish the necessary framework,
2. define the extent of responsibility and authority of the group,
3. provide for voluntary participation,
4. select a program that is believed crucial by the group,
5. provide time for group work,
6. encourage emerging leadership,
7. demonstrate sincerity,
8. devise a plan of evaluation. (p. 60)

Teachers, according to Chandler and Petty (1985), wanted to participate in policy formulation that affects vocational preoccupation and interests. Chandler and Petty (1985) stated
the leader who honestly assigns responsibility and authority for developing policy that will have an impact on diverse interests and biases must be willing and able to provide interpretive leadership, that is, help the group keep common objectives in view, keep the discussion on the main track, supply facts and ideas, and identify common ground as deliberation progresses. Unity of purpose is developed through cordial interpersonal relationships. Members of the staff must know and like each other because cooperation originates in feelings. (p. 61)

Studies by Bentzen, Williams and Hickman (1980) suggested that the manner in which organizational conditions were perceived by workers might affect the quality of their work performance. Williams and Hickman also emphasized that job satisfaction is correlated with a wide variety of factors related to work experience.

Mikkelsen (1983) suggested that morale problems could be most desirably addressed as a joint effort of faculty and administration. However, administrators would need to take the leadership role. Garland (1984) further cautioned that administrative leadership should not be overly enthusiastic but should be, instead, with emphasis on human worth and dignity and open communications. "Regrettably," he continues, "an element of impatience, aggravated by a touch of abrasiveness, has crept into some patterns of administrative behavior with predictable damage to group morale."

Just as important as measuring leadership enthusiasm and impatience was the importance of sorting the causes from the symptoms of bad or low morale. Identifying the latter and prescribing a cure did not guarantee healthy individual or organizational morale. The cause of the symptom probably still remained to aggravate the situation at a sooner if not a later date. Low morale (stress at its critical point) was a good example of this analysis (Milstein & Golazewski, 1986).
However, staff participation in making decisions about educational philosophy, mission, goals, and objectives was not likely to be enough to create high morale in a school system. Getting members of the system actively involved in deciding what ought to be done was an effective means for obtaining grants of authority and better decision making. However, organizational structure and job specification may thwart common human needs for growth and achievement. Cedoline (1982) stated that a great number of organizations, including many school systems, still suffer from some of the dysfunctions resulting from bureaucracy and the efficiency of scientific management, both of which advocate specialization and narrowly defined jobs as a means for achieving efficiency. However, gains in efficiency are often offset by losses in such areas as morale, cooperation, and personal growth, and quality.

Measuring Morale

When measuring morale, it is necessary to have a means of defining morale. Wiles (1955) suggested that it was possible to determine the quality of morale by careful observation of the way people act. Industry appeared to have 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 were signs of dissatisfaction with the job. Cheerfulness, promptness, enthusiasm, dependability, and cooperation were indications of high morale (Derr, 1972).

Wood (1968) identified characteristics found in schools with good morale. These characteristics are
freedom to operate as professionals, a feeling of belonging, involvement of the faculty in policy development, a principal who knows and understands his teachers, a relationship of helpfulness among teachers and the administration, and low tensions among the professional staff. (p. 353)

Research by Allred (1980), Bhella (1982) and Rempel and Bentley (1970) identified a correlation between job satisfaction and certain personal traits of teachers. Women were more satisfied with their status as teachers than are male teachers. Also, teachers who were older than average in age enjoy their status as teachers.

Magoon and Linkous (1979) concluded that attitude, policies, procedures, understanding of individual teachers, and philosophy of the administration were major teacher morale factors. Conditions that encourage and inspire teachers to do their best should be provided. Efforts must be made to reveal factors which cause teachers or prospective teachers to become dissatisfied, since the educational opportunities of children are influenced by the attitudes and working conditions of teachers.

When teachers feel that they are part of the team, i.e., when they believe in what they are doing, feel the administration respects and values what they are doing, and when they have a sense of confidence in the administrative leadership, then and only then can loyalty and high morale be achieved (Washington & Watson, 1976). Other studies indicated that social factors, such as group interaction, supportive relationships, human relations skills, high performance goals, and above all, morale, were the most important determinants of productivity and success in human enterprises (Bhella, 1982).
The literature review indicated strongly that morale was the result of many interrelated factors. In order to identify various components of morale, factor-analysis methods had recently been used in the development of morale-measuring instruments. This approach involved placing what was believed to measure morale in a correlationship matrix and then using appropriate factorial methods of identifying various factors and dimensions (Rempel & Bentley, 1970).

The technique of factor analysis provided the opportunity to improve both the methods used in assessing faculty morale and the clarity with which these assessments were reported to educational administrations (Richardson & Blocker, 1963).

The Purdue Teacher Opinionaire is an instrument designed by Bentley and Rempel (1980) to provide a measure of teacher morale. The Opinionaire not only yielded a total score indicating the general level of a teacher's morale, but also provided meaningful sub-scores which broke down morale into some of its dimensions. The categories include: (a) Teacher Rapport with Principals, (b) Satisfaction with Teaching, (c) Rapport Among Teachers, (d) Teacher Salary, (e) Teacher Load, (f) Curriculum Issues, (g) Teacher Status, (h) Community Support of Education, (i) School Facilities and Services, (j) Community Pressures. The Opinionaire provided specific and valid information about crucial problems and tensions which concern the faculty and have an adverse effect on morale.

The Leader Behavior Description Questionnaire, often referred to as LBDQ, was developed by John F. Hemphill and members of the Ohio State University for obtaining descriptions of a supervisor. It can be used
to describe the behavior of the leader in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group.

If it can be established that leadership style of the principal correlates with teacher morale, then principals should feel the necessity to analyze their leadership behavior in order to fulfill the objectives of schools. From the data collected in a study by Burket (1965), it seemed that a significantly positive relationship existed between staff morale and democratic school administration; thus indicating that the more democratic the administration, the higher the staff morale. In order for principals to instill a sense of satisfaction among teachers, principals must help teachers grow. If one teacher grows, many of the students will also grow, and whenever many students grow, the world becomes a better place for all people (Kampmeir, 1976).

Implications for Principals

This section reviews the literature on those practices school principals might use to reduce alienation and to create a sense of belongingness, togetherness, achievement, and self and group esteem, as well as, implications of leadership styles. The literature on administrative theory contained several ideas that appear to be somewhat contradictory. The first was between the concept of authority and the concept of staff involvement in decision making. Tannenbaum, Rosner, Rosner, Vianello, and Wiser (1988) found that there was less alienation when workers believed that they were active participants in the decision-making process. In contrast, Barnard (1966) was a strong
advocate of authority, seeing the establishment and maintenance of authority as essential for organizational effectiveness. Another idea concerns what Hertzberg (1976) labeled as hygiene factors, involving such working conditions as office furnishings and amount of red tape, as well as salary. His research stated that these hygiene factors did little to improve either morale or motivation, though they often contributed to worker dissatisfaction. However, when merit pay was instituted in educational reform during the late 1970s, the outcomes were mixed. Such plans were sometimes useful for recruiting or holding "good" people (Timar & Kirp, 1989). However, an eclectic approach, or what some authorities call situational management uses each of the previously mentioned ideas when circumstances dictated. Practicing administrators could achieve the multiple objectives of those who make up the school system—administrators, staff, teachers, parents, students, and various interest groups.

However, the school exists primarily for the benefit of the student, but the basic psychological needs of teachers must also be met if the educational program is to succeed. In a study by Peters and Waterman (1984) they attempted to identify the conditions that contributed to the success of American companies with excellent reputations, outstanding financial performance over a 20-year period, and a proven record of innovation. Peters and Waterman concluded that these "best-run companies" were outstanding not because they were able to recruit and hire extraordinary people, but because they were able to motivate average employees to extraordinary dedication and performance. These companies were effective motivators because they appealed to
"man's innate dualism." On one hand they appealed to their workers' desire "to belong," to be part on an important common course. On the other hand, the companies designed their reward systems so that their employees could "stick out" and feel like "a star," "a winner." The companies then celebrated the success of the employees with ceremony and "hoopla." The implication was that the development of positive morale was dependent upon the integration of individual needs with the school goals and purposes, and effective leadership from the principal.

Magoon and Linkous (1979) perceived that the principal must be sensitive to the human needs of faculty members by creating a wholesome emotional climate. Reasoner (1982) stated that a principal must strive to fulfill five functions to overcome low morale: "set limits, create a caring climate, build staff cohesiveness, define expectations, and provide support." Administrators must be emotionally secure, possess a basic philosophy of respect for individual worth, and be able to envision the potential contribution of each person.

Research found that teachers' morale levels were definitely affected by their opinions of whether they were understood and appreciated by the principal. In communicating with the staff, the principal should be careful to demonstrate respect for the teacher as an individual with worth and dignity and as a professional person qualified to do the job for which he or she was hired. Likewise, the administrator should strive to publicly support his or her staff as much as possible. Private support is valuable and will aid in building morale, but public support is essential to the well-being of individuals and the staff as a whole (Freudenberger, 1980). The administrator
should involve staff members in the operation of the school. When teachers are involved, their understanding of the functions of the administrator increases and this positively affects teacher morale (Ellenburg, 1972).

Anastos and Ancowitz (1987) described a "teacher-directed peer coaching" project in a suburban section of New York. The project involved 10 experienced teachers analyzing and critiquing one another's videotaped lesson plans. They found that "many participants perceived the program as an anti-burnout instrument and said that they enjoyed being in charge of the observation process, a feeling they had not experienced during routine administrative evaluations."

Pines and Aronson (1987) hypothesized that social support encompassed six functions: listening, professional support, professional challenge, emotional support, emotional challenge, and the sharing of social reality. They found that professionals rated "listening" (having someone who will actively listen without giving advice or making judgments) and "emotional support" (having someone who is on our side and who appreciates what we are doing as the most important of the social support functions.

Other studies yielded similar results. Russell, Altmaier, and Van Velzen (1987) found that three aspects of lack of social support were predictive of low morale in teachers: support from their supervisor, reassurance of their worth, and "reliable alliance" (the availability of people to turn to in an emergency). Cherniss (1987) found that a factor that promoted positive adaptation to professional work (and decreased the likelihood of low morale) was the continued availability of
intellectual stimulation, challenge, and creativity. These factors did not diminish over time.

According to Lawler (1973), the principal was an important factor in both intrinsic and extrinsic motivation. The principal can restrict or promote subordinate autonomy. Leadership style influences subordinate's perceptions of what should be received and rewards actually received and, as a result, influences the satisfaction of both higher and lower needs. Lawler concluded that, for most people, satisfaction with supervision seemed to particularly influence overall job satisfaction.

Levine (1986) stated that reform in education requires change to take place at the building level, i.e., reform cannot be imposed from the top down. Effective schools research made vividly clear that effective schools were the result of the activities of the effective leadership within those schools (Ubber & Hughes, 1989).

Hassell (1986) examined leadership as an aspect of organizational climate in colleges of nursing. Hassell found that faculty members who perceived their system of leadership to be more participative were associated with a higher level of job satisfaction.

Kampmeir (1976) stated that administrators should use creative leadership to help teachers make good rational choices. Likewise, administrators can make choices relevant to teachers' decisions.

Sweeney and Pickney (1983) described six functions of an administrator's day. These functions are:

1. Human Resource Management
2. Instructional Leadership
3. Learning Environment Management
4. Noninstructional Management
5. Pupil Personnel
6. School-Community Relations

This study showed that it is in the area of human resource management that principals can make the greatest difference in improving the education and faculty commitment in their schools. In addition to categorizing administrative functions, Sweeney and Pickney (1983) wrote that:

1. Teachers in the 1980s place premium on administrative activities that enhance their satisfaction in the classroom; controlling student behavior falls within that realm.
2. Principals need to pay special attention to practices related to student discipline and to administrative activities that assist teachers to do their best.

Cook (1979) identified five components of leadership that affect teacher morale. Included below are the five components with a description of each:

1. **Administrative Leadership.** When this component of administration is not being positively perceived by teachers, the symptoms relating to teacher morale are often resoundingly clear: teachers question, possibly to the point of defiance, the goals and objectives advanced by the administrator.
2. **Administrative Concern.** Teachers, like all other human beings, need to feel important and appreciated. The administrator must be sensitive to the desires of individual teachers.
3. **Personal Interaction.** The symptoms relating to a deficiency in personal interaction may be as obvious as teachers avoiding interpersonal encounters with their administrator or their colleagues by
always eating lunch alone, sitting apart at meetings and/or exhibiting behaviors that characterize abnormal social distance.

4. **Opportunity for Input.** Teachers have sought to exercise their leadership in such areas as instructional planning, curriculum organization, and professional control. When thwarted in their attempts to exert leadership here, teachers frequently display symptoms of low morale.

5. **Professional Growth.** This is at least partially evident in the number of teachers seeking graduate degrees, attending after-school workshops and seeking professional advancement. In essence, the administrator must provide every teacher an opportunity for professional growth.

Factors from the Morale Tendency Score (1959) revealed that administration, in the total sense of the word, was built upon human understanding. The manner in which teachers perceived leadership behavior was crucial to the administrator's ability to establish a high level of morale. Pryor (1964) found a significant relationship between teachers' perceptions of administrative policies, procedures, and practices and the morale of teachers.

A study by Laird and Luethkemeyer (1976) supported previous studies which concluded that teacher morale was related to the leader behavior of the principal. In this study, teacher morale was significantly related to the principal's system orientation as well as to his personal orientation. A stronger relationship, however, existed with the person orientation dimension.
Morale among teachers may also be facilitated by efficient administrators (Hargrove et al., 1981). Effective principals help to provide a climate for the personal and professional growth of teachers (Doll, 1969). For example, one principal helped teachers learn problem-solving skills and reinforced the power assumed by teachers (Blumberg, May, & Petty, 1974).

Magoon and Linkous (1979) determined that the principal's expectations of a teacher have an effect upon the performance and behavior of the teacher. The teacher's self-image is constantly reinforced, positively or negatively, by the principal's behavior—or the teacher's perceptions of the principal's behavior. Morale tended to be higher in situations where the principal encourages and supports the development of self-improvement.

The findings of a study by Petty (1976) to determine if a relationship existed between teacher morale and the principal's attempts to improve teacher performance stated the following:

1. When considered as truly independent variables, each of the 10 subscales of teacher morale was statistically significantly correlated with the principal's professional leadership.
2. Teacher rapport with the principal was positively correlated with the principal's professional leadership rating.
3. Teacher load had a negative relationship with the professional rating of principals.
4. Teacher salary was positively related to the teacher's perception of the principal's leadership to improve teaching performance.

In morale studies of teachers in Oregon and Indiana, certain elements were found to be responsible for differences in teacher morale. For example, the morale scores of women were significantly higher than those of men in four of the 10 factors of the Purdue Teacher Opinionnaire. These elements were salary, status, satisfaction with
teaching, and community pressures. Differences in morale were also noted between teachers holding master's degrees and those holding the bachelor's degree. Mean scores were significantly higher in favor of teachers with master's degrees for satisfaction with teaching, curriculum issues, school facilities and services, community pressures, teacher rapport with principal, and teacher load. For the majority of teachers, there was a gradual upward progression in the level of morale with increasing age. This applied to each factor and to the morale score. As for teacher experience, there were sharp increases in morale beyond 9 years of experience. As might be expected, there was a high correlation between salary level and the level of morale (Rempel & Bentley, 1970).

Sweeney and Pickney (1983) reported a study dealing with faculty management. The study determined that principals who got higher ratings in helping and supporting teachers tended to have faculties who were more committed to high performance goals, more likely to have good working relationships, and more inclined to feel accomplishment in their jobs.

Likewise, studies by Hillman and Tepper (1987) resulting from their experience with task forces and committees to analyze and respond to morale problems identified the following action plan.

1. Morale is often misperceived as an institutional phenomenon, really a collective expression of individual feelings. Any redress or grievances must start, therefore, at the personal level. Corporate cures may not meet individual needs and the potential for rekindled bad morale remains.
2. The quality of morale is relative and lies in the eyes of the beholder. What one person sees as a morale builder may be demoralizing act to another.

3. Morale does not become good or bad overnight. Good morale must be preserved by ongoing programs and systems that address and respond to the phenomenon. Similarly, low morale can be corrected only by a unified, collective, methodical, and extensive schedule of problem identification and response.

Two relatively independent research studies indicated that morale was related to (1) high work demands (Hackman & Lawler, 1971; Walker & Guest, 1952); and (2) low levels of autonomy/discretion (French & Caplan, 1973; Soles, 1969). Accordingly, Payne and Fletcher (1983) conceptualized morale as a function of the balance between demands, supports, and constraints. Related to the idea of control of time, the concept of over demand (asking for more and more of an individual without additional support) was important in understanding teacher morale (Blase, 1984). In his 1984 survey, Farber found that 63.4% of teachers never or rarely received support or encouragement from their principals, that 86.9% found administrators never or rarely experienced a sense of community among faculty or administrators. Hawkes and Dedrick (1983) noted that when teachers were asked about needed changes in their school environments, they overwhelmingly cited a need for improved teacher/administrator relations.

Morris (1981) conducted a study concerning teacher satisfaction and determined that in more satisfying schools:
1. Teachers were less likely to perceive the administration and staff relations as a problem.

2. Teachers perceived principals favorably who were supportive of staff, respected teachers as professionals, and considered teachers' opinions and suggestions.

As first-line administrators in the educational setting, principals are continually confronted with problems of staff and student morale. Therefore, the principal and other educational administrators must learn to improve morale (Magoon & Linkous, 1979). The teacher has influence on the quality of the relationship, but it is the principal who is the key in creating it and sustaining it (Kampmeir, 1976). Washington and Watson (1976) determined that the principal can directly influence teacher morale by (a) praising and giving credit when it is warranted; (b) supporting the teacher in conflicts with students and parents; (c) giving special attention to the teacher's physical comfort and other related matters; (d) assuming responsibility for his administrative actions; (e) demonstrating that he is knowledgeable about current school methods, materials, strategies, and practices; and (f) encouraging the teacher's professional growth.

Teachers and principals often share different perceptions of the principal's reinforcing behavior. Lowery (1978) concluded that:

1. Teacher morale is affected by the reinforcing behavior of the principal.

2. Principals perceive their own behavior as being more reinforcing than do their teachers.
A number of educators (Calabrese, 1987; Gillet, 1989; Schlansker, 1987) agreed that school administrators, particularly principals, were an essential component in alleviating stress and preventing low morale. These writers suggested that principals should do a number of things to foster a teacher's sense of "being taken care of." These include:

1. involving teachers in decision making,
2. becoming more visible around the school,
3. increasing both written and oral communication to teachers,
4. providing recognition for good effort and support for what is currently working,
5. encouraging faculty to try new things,
6. providing clear guidelines for policy, especially disciplinary policy,
7. following up on requests with action, feedback, and more action,
8. protecting teachers from impossible demands from parents, politicians, or the school board,
9. developing a teacher assistance team,
10. offering teachers changes in their routines,
11. encouraging the development of in-house resource centers,
12. building more links between the home and school, and
13. offering release time for the development of innovative projects.

Wood (1968) wrote that the following factors are useful for the principal in appraising faculty morale:
1. Utilization of the teacher's talents and providing them with a sense of achievement.

2. The principal's success in working with teachers.

3. The teacher's relationship with other faculty members.

4. How the teacher feels about agreement on purposes and cooperative determination of policy.

5. The teacher's relationship and acceptance in the community.


7. The principal's concern and interest in the economic security of teachers.

8. The teacher's relationship with students.

The implication for a principal seeking to improve motivation of his staff seems clear—simply give teachers more freedom in what they teach and how they teach it, then watch their morale improve. However, before closing himself in his office, secure in the knowledge that this approach is certain to improve morale, the principal would be well-served to review the research on effective schools.

Leadership and Effective Schools

In recent years much emphasis was placed on improving America's schools. Studies were conducted to identify what constitutes effectiveness in schools. Distinguishing characteristics were identified that separated effective schools from less effective schools. Leadership behaviors of principals were found to have a strong impact on school effectiveness.

One of the most consistent findings of the effective schools research was that effective schools have strong principals who take an
active interest in instruction. In one of the earliest and most widely cited studies, George Weber (1971) listed "strong instructional leadership from the principal" as the first of eight school-wide characteristics that influenced student behavior. Studies by the New York State Department of Education (1974), Brookover and Lezotte (1979), and the California State Department of Education (1980) were just a sampling of the research that concurred with the concept of the critical importance of the principal acting as a strong instructional leader. Edmonds (1979) stated in unequivocal terms that the most tangible and indispensable characteristics of effective schools included strong administrative leadership without which the disparate elements of good schooling could neither be brought together or kept together.

Stallings and Mohlman (1981) studied eight successful urban schools. They concluded that the leadership of the principal was a critical factor in the educational development of the students. Principals in effective schools set high expectations, motivated, monitored, planned, and manipulated both internal and external forces.

Farber and Miller (1987) proposed a strategy to alter school structure to meet the needs of teachers and ultimately the needs of students more effectively. They reported that effective schools would require the development of a structurally enduring sense of community. For this to occur, the environment of the school must be altered so that it becomes a growth-producing, motivating one for teachers as well as students. Reppucci (1983) offered several guidelines for the creation of settings conducive to the needs of helping professionals, among them "a guiding idea or philosophy which is understandable to, and provides
hope for all, all members of the institution" (p. 331); an organizational structure encouraging consistent collaboration among all levels of staff and students; and the necessity for active community involvement. Farber and Miller (1987) suggested, based on these principles, schools in which teachers experience a sense of community with conferences geared not only to acute student crises but to the long-term expression of teachers' needs, concerns, and interests, a team-teaching concept of education, consistent program- and problem-oriented contact with administrative personnel, use of school facilities for teachers after hours, recruitment and use of community volunteers, and a school-based management team.

Various writers hold different concepts of what constitutes effectiveness. After reviewing literature about effective schools, Stedman (1985) concluded that two types of effective schools exist. Not only were there schools in which high test scores were indicative of effectiveness, but a second type of schools made student development and the acquisition of a well-rounded academic program its primary goal.

School effectiveness may be the result of teacher motivation. Rosenholtz (1985) stated that "central to a school's functioning is its ability to motivate teachers to make continuous contributions to it rather than to some competing organization" (p. 355). Concerning rewards for motivating teachers, Rosenholtz (1985) stated

The results of teaching must outweigh the frustrations. Rewards flow directly from estimates of one's independence, worth and special competencies, as well as from external recognition that may be offered by actors within the organizational setting—that is . . . students, colleagues or principals. . . . Good teachers are difficult to recruit and almost impossible to retain because the rewards of teaching do not outweigh the frustrations. Exceptions to this are identified in effective schools—schools that are
distinctive in important ways. Principals of effective schools have a unitary mission of improved student learning, and their actions convey certainty that these goals can be attained. . . . Because the work of these principals pivots around improving student achievement, teachers have specific, concrete goals toward which to direct their efforts and know precisely when those efforts produce the desired effects. They are further encouraged by a supportive collegial group that lends ideas and assistance where needed. In turn, by achieving goals of student learning, teachers are provided with necessary motivation to continue to produce. The more teachers succeed with students, the greater their certainty that it is possible to succeed and the greater their experimentation procuring success. (pp. 354-355)

Murphy and Hallinger (1985) found a recurring presence of eight general factors:

1. A clear sense of purpose
2. A core set of standards within a rich curriculum
3. High expectations
4. A commitment to educate each student as completely as possible
5. A special reason for each student to go to school
6. A safe, orderly learning environment
7. A sense of community
8. Resiliency and a problem-solving attitude.

Murphy and Hallinger (1985) also found that in effective schools attendance rates were generally high and increasing, dropout rates were generally low and decreasing, discipline policies and practices were enforced, and there was a good deal of parent participation.

In an attempt to improve schools for urban black children Edmonds (1979) identified the following four characteristics of effective schools:

1. Strong administrative leadership
2. Climate of expectations
3. School's atmosphere is orderly without being rigid
4. Acquisition of basic skills takes precedence over all other school activities.

In another study by Edmonds and Frederiksen (1978) effective schools were found to share other similar traits. These include:

1. Teachers in the more effective schools do not agree that "culturally disadvantaged" children benefit from programs of compensatory education, but hold that a common standard of instruction can be applied to all.

2. Principals of more effective schools responded that their students are not separated into ability groups.

3. The more effective schools have smaller classes.

4. The more effective schools have a larger proportion of families who attend PTA meetings.

5. Principals of effective schools believe their schools to have a good reputation among educators in their community.

6. Children who attend schools that are instructionally effective attend school more regularly.

These studies suggested that in order to have effective schools there must be effective leadership within the schools. Principals may provide effective leadership in a number of ways. A critical step in creating effective leadership is to establish a supportive school environment. One effective principal might create such an environment by working through a leadership team while another might instead form functional faculty committees. A third effective principal might develop peer support teams among the teachers, and a fourth might use a
variety of techniques to develop a faculty-wide camaraderie. Yet
another effective principal might function as a cheerleader for the
school, while a counterpart elsewhere might be sensitive to the needs
and personalities of individual teachers and in a quiet, personal way,
make each teacher feel important and respected (Rutherford, 1985).

Brookover and Lezotte (1977) determined a difference in the
principal's role in improving schools and declining schools. In the
improving schools, the principal was more likely to be an instructional
leader, more assertive in his institutional leadership role, more of a
disciplinarian, and perhaps most of all, assume responsibility for the
evaluation of achievement of basic objectives.

Summary

Chapter 2 consists of a review of literature pertinent to
leadership behaviors and morale. The chapter included six sections:
(1) importance of the principal, (2) definitions of morale, (3)
organizational structures and morale, (4) measuring morale, (5)
implications for the principal, and (6) leadership and effective
schools.

A review of literature identified morale as the reaction of an
individual to the job situation. Studies have been conducted that
ascertain that morale studies can improve the workplace, resulting in a
more effective learning environment (Anderson, 1953; Cook, 1979;

Schools with good morale have been distinguished from schools with
poor morale by certain characteristics of schools, personal factors of
teachers and administrators, such as social factors.
The study of leader behavior has been instrumental in studying teacher morale. These studies have led to implications that administrators can use in creating an environment that lends itself to higher teacher morale. Many studies have concluded that leader behavior is significantly related to the morale of teachers (Burket, 1965; Ellenburg, 1972; Leiman, 1961; Magoon & Linkous, 1979; Pryor, 1964; Redefer, 1959).

More specifically studies have indicated that teacher morale is related to the leader behavior of the principal (Dunbar, 1979; Hood, 1965; James, 1982; Laird & Luetkemeyer, 1976; Lambert, 1968; Magoon & Linkous, 1979). These studies have shown that such factors as the personal orientation of the principal, the principal's expectations of the teacher, and the principal's attempts to improve teacher performance were important in establishing high morale among teachers.

Effective schools research has provided distinguishing characteristics of effective schools as well as defined the role of the school principal in helping to establish these characteristics (Brookover & Lezotte, 1977; Edmonds & Frederiksen, 1979; Garvin, 1986; Kerewsky, 1968; Murphy & Hallinger, 1985; Rutherford, 1985).
CHAPTER 3
Methodology and Procedures

"All power and effectiveness come from following the law of
creation. There is no substitute for knowing how things happen and for
acting accordingly" (Heider, 1986, p. 41).

Introduction

The purpose of this study was to identify leadership behaviors of
principals that affect teacher morale positively and negatively.
Therefore, this chapter describes the methods and procedures followed to
conduct this study. The instruments used to collect the data are
presented. Population identification and sample selection are followed
by the procedures utilized in data collection. The research design and
an explanation of the methodology of statistical analysis conclude this
chapter.

Design of the Study

The study presented was a descriptive study. Borg and Gall (1983)
described a descriptive study as "primarily concerned with finding out
what is" (p. 354). Best and Kahn (1986) wrote in a similar fashion,
saying "descriptive research describes what is, describing, recording,
analyzing, and interpreting conditions that exist. It involves some
type of comparison or contrast and attempts to discover relationships
between existing nonmanipulated variables" (pp. 24-25). In addition,
Best and Kahn have written:

In carrying on a descriptive research project, in contrast to an
experiment, the research does not manipulate the variable or
arrange for events to happen. In fact, the events that are observed and described would have happened even though there had been no observation or analysis. (p. 80)

The Leader Behavior Description Questionnaire—Form XII was selected to measure the leadership behavior of principals. The Purdue Teacher Opinionaire was selected to measure factors contributing to teacher morale. Each of these instruments uses a Likert-type scale to collect data concerning each variable of the study. The Purdue Teacher Opinionaire provided subtest scores for the teachers in each school. The subtest scores were based on each factor score for use in testing the hypotheses. Subtest scores were used when reporting morale scores. The Leadership Behavior Description Questionnaire—Form XII was also completed by the principal of each school and provided 12 factor scores measuring the leadership behaviors of their principals. Permission to use the Leader Behavior Description Questionnaire—XII was obtained from the Ohio State University Department of Business Research. Permission to use the Purdue Teacher Opinionaire was obtained from Ralph R. Bentley, retired professor from Purdue University. Copies of each instrument were then ordered by the researcher.

After the sample to be studied was selected and approval received to conduct the study, consent forms, Leader Behavior Description Questionnaire—XII instruments, Purdue Teacher Opinionaire instruments were taken personally to each school involved in the study. A personal visit was made with each principal to explain the purpose of the study. Each principal was asked for permission to distribute the instruments at a group faculty meeting and to ask the teachers to return the
instruments to the office in a sealed envelope to be picked up by the researcher at a later date.

If necessary, a follow-up letter was sent to encourage participants to complete and return instruments.

The returned instruments were scored and proper statistical procedures were applied to the data. The results of the study were analyzed and reported.

**Data Collection Procedures**

**Population**

The *Directory of Public Schools 1991-1992* was used to identify the population within a 25-mile radius of East Tennessee State University. Four county systems and four city systems were included in this study.

Elementary schools containing a combination of kindergarten through eight were included in this study. All full-time certified teachers in the selected schools comprised the population.

**Sampling**

Many schools across the United States share similar problems. Problems of morale are not identified in any particular region. Perhaps a national study concerning morale and leader behaviors would be of value to add to the present body of literature. Since such information is not available for this study, an accessible population (Bracht & Glass, 1968) was selected from within a 25-mile radius of East Tennessee State University.
Stage I. After the population was clustered by system, a random sample was used. Numbers were assigned to each school and the schools were chosen by using a table of random numbers. Three schools in each system were selected to participate in the study. Alternate schools were identified in the event that some schools elected not to participate.

Stage II. After the selection of schools was completed, an alphabetical list of teachers from each school was obtained. Numbers corresponding with the alphabetical list were used to guarantee confidentiality for the teachers participating in the study. In order to provide data for the measurement of leader behaviors exhibited by principals which contribute to teacher morale, each full-time certified teacher in the selected elementary schools was asked to complete the Purdue Teacher Opinionnaire.

Data Collection Instruments

Leader Behavior Description Questionnaire--Form XII

The Leader Behavior Description Questionnaire--Form XII was the instrument used to assess teachers' perceptions of the leader behavior of the principal.

The Leadership Behavior Description Questionnaire was originally developed by the Personnel Research Board at the Ohio State University for use in obtaining descriptions of a supervisor by the group members that he supervises. It was used to describe leaders in any type of organization where the followers have observed the leader in action.
Hemphill and Coons (1957) constructed the original form of this questionnaire, which was later revised by Halpin and Winer (1966) who identified initiation of structure and consideration as the two fundamental dimensions of leader behavior. Initiation of structure was defined as the extent to which a leader initiated activity in the group, organized it, and defined the way work was to be done. Consideration referred to the extent to which a leader exhibited concern for the welfare of the other members of the group (Bass, 1981).

Stogdill (1963) felt that two factors were insufficient to account for all of the observed variance in leader behavior. He proposed 10 additional independent dimensions of behavior involved in leadership, and included these in the Leader Behavior Description Questionnaire--XII.

The Leader Behavior Description Questionnaire--XII consists of 100 brief descriptive statements of ways leaders behave. Some questions are scored inversely to minimize the possibility of rater bias. A high score on any subtest indicates that the followers perceive that dimension of leader behavior to be present in the leader being described.

Each subscale of the Leader Behavior Description Questionnaire--XII is composed of either 5 or 10 items. Each subscale represents a rather complex pattern of behaviors. Brief definitions of the subscales given by Stogdill (1963) are listed below:

1. Representation - speaks and acts as the representative of the group. (5 items)
2. **Demand Reconciliation** - reconciles conflicting demands and reduces disorder to system. (5 items)

3. **Tolerance of Uncertainty** - is able to tolerate uncertainty and postponement without anxiety or upset. (10 items)

4. **Persuasiveness** - uses persuasion and argument effectively; exhibits strong convictions. (10 items)

5. **Initiation of Structure** - clearly defines own role, and lets followers know what is expected. (10 items)

6. **Tolerance of Freedom** - allows followers scope for initiative, decision, and action. (10 items)

7. **Role Assumption** - actively exercises the leadership role rather than surrendering leadership to others. (10 items)

8. **Consideration** - regards the comfort, well being, status, and contributions of followers. (10 items)

9. **Production Emphasis** - applies pressure for productive output. (10 items)

10. **Predictive Accuracy** - exhibits foresight and ability to predict outcomes accurately. (5 items)

11. **Integration** - maintains a closely knit organization; resolves inter-member conflicts. (5 items)

12. **Superior Orientation** - maintains cordial relations with superiors; has influence with them; is striving for higher status. (10 items)

**Reliability.** Reliability was defined by Borg and Gall (1983) as the level of internal consistency or stability of the measuring device over time. Stogdill (1963) reported the reliability of the subscales of
the Leader Behavior Description Questionnaire--XII was determined by using a modified Kuder-Richardson formula. The formula was modified in that each item was correlated with the remaining items in the subscale rather than with the subscale score including the item. The coefficients for the subscale reliability were determined from the analysis of nine sets of data about various groups of leaders, and they reflected mean values of .69 for representation, .72 for demand reconciliation, .78 for tolerance of uncertainty, .80 for persuasiveness, .76 for initiating structure, .76 for tolerance of freedom, .77 for role assumption, .81 for consideration, .68 for production emphasis, .81 for predictive accuracy, .76 for integration, and .69 for superior orientation (Stogdill, 1963). House and Kerr (1976) found reliability coefficients between the early Leader Behavior Description Questionnaire--XII and the revised version and between the Supervisory Behavior Description Questionnaire and the revised Leader Behavior Description Questionnaire--XII to range from .55 to .88. This procedure yields a conservative estimate of subscale reliability.

Robert Dipboye (1978) identified that Initiating Structure and Consideration have been found to have high coefficients of internal consistency. Also, interrater agreement appears to be sufficiently high to justify procedures stated in the manual.

Validity. Validity was defined as the degree to which a test measures what it is suppose to measure (Borg & Gall, 1983). Data collected by Stogdill, Goode, and Day (cited in Bass, 1981) intercorrelated the scores for the subscales and subjected them to factor analysis. The results suggested that each factor was strongly dominated
by a single subscale. In addition, the validity of the Leader Behavior Description Questionnaire--XII was supported by hierarchical factor analysis in studies by Brown (1967), Miller (1973), and Schriesheim and Stogdill (1975).

Dipboye (1978) also wrote that the items were straightforward and seemed to match common sense descriptions of leader behavior in a variety of settings. Dipboye (1978) found that the Leader Behavior Description Questionnaire--XII possessed concurrent validity in that its subscales correlated with external criteria of job performance and satisfaction, and were capable of distinguishing between persons displaying the behaviors that correspond to the respective subscale. The validity of the Leader Behavior Description Questionnaire--XII as a correlator of job satisfaction and work group performance seems to be well established since it eliminated the items that pertained to authoritarian and punitive leadership.

Purdue Teacher Opinionnaire

The Purdue Teacher Opinionnaire was the instrument used to measure teacher morale. The Purdue Teacher Opinionnaire yields a total score that indicates the general level of a teacher's morale, but also provides meaningful subscores which break down morale into some of its dimensions. Comparisons can be made among teachers when grouped by schools, grade levels, subject areas, and tenure status. Guba (1958) and Lonsdale (1963) view morale within the framework of organizational theory and problems of "maintaining the organization." In this approach two components are usually involved: (1) perceived productivity and progress toward the achievement of the tasks of the organization (task
achievement), and (2) perceived job satisfaction of individual needs through the interaction of the participant in his role within the work group and the total organization (needs satisfaction).

The first form of the Purdue Teacher Opinionaire, developed in 1961, consisted of 145 items selected and grouped to sample eight categories pertaining to the teacher and the school environment: (1) teaching as an occupation; (2) relationships with students, (3) relationships with other teachers, (4) administrative policies and procedures; (5) relationships with community; (6) curriculum factors; (7) working conditions; and (8) economic factors. In the development of the instrument, an experimental form was administered to a large representative sample of high school teachers. The final items to be used in the Opinionaire were based on internal consistency item analysis techniques. The Kuder-Richardson internal consistency reliability coefficients for the eight categories ranged from .79 to .98, with an overall reliability coefficient of .96.

Bentley (1964) states that the multidimensional nature of morale suggests the use of factor analysis methods in identifying and describing morale. This approach involves placing what is believed to measure morale into a correlation matrix and then using appropriate factorial methods to identify various factors. A number of studies of morale were conducted in industry and in the military using factor analysis. It was observed that these studies identified certain factors in morale that appeared to be quite similar to the original categories established in the Purdue Teacher Opinionaire.
The Purdue Teacher Opinionaire is designed to estimate individual, school, or system-wide morale. The opinionaire provides an estimate of interest in and enthusiasm for a particular job situation. Ten subscores reflect a teacher's reaction to discrete components of teacher morale (Rosner, 1974).

Brief definitions of the subscales given by Bentley and Rempel (1980) are listed below:

The following is a brief description of the ten factors included in the revised Opinionaire:

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

Factor 2--"Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

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

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

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

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

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

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

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

Factor 10--"Community Pressures" gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom. (p. 4)

Reliability. The Purdue Teacher Opinionaire was administered originally to high school faculties with 20 plus teachers in Indiana and Oregon. The 60 Indiana schools were a stratified random sample, and the 16 Oregon schools were selected primarily from the eastern part of the state. Four weeks later the instrument was readministered in all of the schools included previously. Altogether, test-retest data were obtained for 3,025 teachers. The test-retest correlations showed that the factor correlations were predominately above the .60 level, and for the total scores about 90% of the correlations were .80 or above. There was little difference between the means and standard deviations for both total and factor scores for the test and retest administrations of the opinionaire.

Validity. The initial Purdue Teacher Opinionaire was validated against peer judgments made by fellow teachers. When addressing validity of the revised opinionaire, Bentley and Rempel (1980) wrote:

There is no relevant criterion on which to judge the validity of an instrument of this nature, except, to some extent, the relative performance of teachers. Peer ratings, evaluations by administrators, etc., obviously have very limited relevance as a
criterion of validity of teacher morale. To the extent that teachers agree with one another, are self consistent in their ratings, and content validity is exhibited, at least adequate validity may be assumed. (p. 7)

Bentley and Rempel (1963) stated that in various studies in which the Purdue Teacher Opinionnaire had been used, it had been found to discriminate sharply among different schools, and also among individual teachers in a particular school. Also, conditions known to exist in a school situation often have been reflected in the teacher responses. Although a quantitative study relating teacher turnover to scores on the instrument has not been made yet, Bentley and Rempel have observed that when morale scores were low in a particular school, teacher turnover was frequently high the following school year.

Data Analysis Methodology

There are two basic techniques of statistical analysis: descriptive and inferential (Best & Kohn, 1986; Borg & Gall, 1983; Champion, 1981; Ott, 1977). Assumptions of inferential analysis include probability sampling (usually simple random sampling) and a specific population to which inferences may be made from data available from the random sample. Descriptive analysis, on the other hand, limits generalizations to the groups being studied, and no inferences to a larger population are undertaken (Best & Kohn, 1986, p. 208).

In this study, an attempt was made to gather data from members of a specified population. The gathering of data would result in a simple random sample of the population.

In Chapter 1 of this study, the hypotheses were stated in the declarative form. For analysis purpose, hypotheses were stated in the
null form. An .05 level of significance was established for rejection of the null hypothesis. The rejection of a null hypothesis indicated acceptance of the research hypothesis.

Data from the completed instruments were entered into the computer using the SPSSX package. The data gathered came from the Leadership Behavior Description Questionnaire--XII and the Purdue Teacher Opinionnaire.

Champion (1981) stated that tests of theory or theoretical schemes often involve measures of association. One way of discussing variable associations is in strength of the association.

This study examined the relationship between variables of morale and leadership behaviors. Champion (1981) discussed associations between variables, saying that an analysis of associations showed the degree to which two variables relate to each other. The relation may be either positive or negative.

A measure of association for two interval-level variables is the Spearman's rho. The primary assumptions of the Spearman's rho are that the researcher has two variables measured according to an interval scale and that the sample is randomly drawn (Champion, 1981). The Spearman rho was used to test for a significant relationship between the variables identified in the hypotheses. Spearman rho was selected because it evaluates the difference in perceived leadership behavior and morale simultaneously while maintaining the Type I error rate at the preestablished .05 significance level for the entire set of comparisons.
Summary

The research methodology and procedures were presented in this chapter. The instruments chosen for the study were the Leadership Behavior Description Questionnaire developed by members of Ohio State Leadership Studies. The Purdue Teacher Opinionnaire developed by Ralph Bentley was used to study morale.

A population of eight Tennessee public elementary school systems was chosen from the geographical area within a 25-mile radius of East Tennessee State University. A random sample of Tennessee public elementary schools was identified.

The data obtained were analyzed using inferential statistical analysis—specifically Spearman's rho. The results of the analysis are presented in Chapter 4.
CHAPTER 4
Presentation and Analysis of Data

"It is more important to tell the simple, blunt truth than it is to say things that sound good. The group is not a contest of eloquence" (Huder, 1986, p. 161).

Introduction

The purpose of this study was to identify the leadership behaviors of principals that affect teacher morale positively and negatively. The principal's leader behavior was defined as the behavior of an individual when directing the activities of a group toward a shared goal. The dimensions of the principal's leadership behavior included representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation. Teacher morale was defined as the collective feelings and attitudes of a teacher group as related to their duties, responsibilities, goals, supervisors, and fellow workers. The dimensions of teacher morale included teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures. Principals of each selected school completed the Leadership Behavior Description Questionnaire--Form XII. Teachers participating in the study completed the Purdue Teacher Opinionnaire. Data were gathered over a 3-week period.

60
The data were analyzed through the utilization of Spearman rho to test for significant difference between the variables identified in the hypotheses. The level of significance to reject the null hypothesis was set at .05. The Statistical Package for Social Sciences was used to analyze the data in the Department of Educational Leadership and Policy Analysis at East Tennessee State University.

Analysis of the data collected and a description of the sample are presented in this chapter. A description of the sample is presented in the first section, and the second section contains the statistical analysis of the specific dimensions of the leader behavior as related to teacher morale. This chapter concludes with a table depicting teacher morale of the schools included in the study.

**Description of the Sample**

The sample included 24 elementary schools within a 25-mile radius of East Tennessee State University. Four county systems and four city systems were included in this study. Elementary schools containing a combination of kindergarten through 8 were included. Five hundred thirty-three teachers and 24 principals were included in this study. Four hundred thirty-three responses were received from teachers and 24 responses from the principals. The overall response rate for teachers was 83% and principals' response rate was 100%. The response rate among schools ranged from 62% to 100% (see Table 1).
Table 1

Responses from Schools

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<td>21</td>
<td>11</td>
<td>7</td>
<td>64</td>
</tr>
<tr>
<td>22</td>
<td>16</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>23</td>
<td>20</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>20</td>
<td>13</td>
<td>65</td>
</tr>
</tbody>
</table>

Total = 533
Total = 433
Average = 83
Analysis of Data

Hypothesis 1

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on representation. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of .06 and a probability of .26622.

Representation was further analyzed by the individual dimensions of the Purdue Teacher Opinionnaire. Statistical treatment of the data for the dimension, teacher rapport with principal, revealed a rho of .12 and a probability of .02. Statistical treatment of the data for the dimension, teacher salary, revealed a rho of -.16 and a probability of .002. Statistical treatment of the data for the dimension, curriculum issues, revealed a rho of .14 and a probability of .006. Thus, there was a significant relationship at the .05 level between representation and teacher rapport with the principal, teacher salary, and curriculum issues. Based on the statistical analysis of the data, the null hypothesis was rejected for these dimensions. Statistical treatment of the other seven dimensions of teacher morale did not reveal a significant relationship. Data for H_W are presented in Tables 2 and 3.
Table 2

Subscales of Leader Behavior Description Questionnaire by Total Score of Teacher Morale

<table>
<thead>
<tr>
<th>Subscale</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation</td>
<td>.06</td>
<td>.26622</td>
</tr>
<tr>
<td>Demand Reconciliation</td>
<td>-.04</td>
<td>.44429</td>
</tr>
<tr>
<td>Tolerance of Uncertainty</td>
<td>-.01</td>
<td>.84395</td>
</tr>
<tr>
<td>Persuasiveness</td>
<td>-.07</td>
<td>.18984</td>
</tr>
<tr>
<td>Initiation of Structure</td>
<td>-.03</td>
<td>.63729</td>
</tr>
<tr>
<td>Tolerance of Freedom</td>
<td>.10</td>
<td>.05951</td>
</tr>
<tr>
<td>Role Assumption</td>
<td>-.01</td>
<td>.83449</td>
</tr>
<tr>
<td>Consideration</td>
<td>-.04</td>
<td>.53492</td>
</tr>
<tr>
<td>Production Emphasis</td>
<td>.06</td>
<td>.27847</td>
</tr>
<tr>
<td>Predictive Accuracy</td>
<td>.01</td>
<td>.85823</td>
</tr>
<tr>
<td>Integration</td>
<td>.12</td>
<td>.02490</td>
</tr>
<tr>
<td>Superior Orientation</td>
<td>-.02</td>
<td>.67607</td>
</tr>
</tbody>
</table>

Table 3

Subscale Representation of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rapport with Principal</td>
<td>.12</td>
<td>.02</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
<td>-.04</td>
<td>.34</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
<td>.04</td>
<td>.43</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>-.16</td>
<td>.002</td>
</tr>
<tr>
<td>Teacher Load</td>
<td>.06</td>
<td>.18</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>.14</td>
<td>.006</td>
</tr>
<tr>
<td>Teacher Status</td>
<td>-.06</td>
<td>.25</td>
</tr>
<tr>
<td>Community Support of Education</td>
<td>.02</td>
<td>.67</td>
</tr>
<tr>
<td>School Facilities and Services</td>
<td>.07</td>
<td>.17</td>
</tr>
<tr>
<td>Community Pressures</td>
<td>.05</td>
<td>.32</td>
</tr>
</tbody>
</table>
Hypothesis 2

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on tolerance of uncertainty. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of -.01 and a probability of .84395.

Tolerance of uncertainty was further analyzed by the individual dimensions of the Purdue Teacher Opinionnaire. Statistical treatment of the data for the dimension, rapport among teachers, revealed a rho of -.12 and a probability of .02. Statistical treatment of the data for the dimension, teacher salary, revealed a rho of .12 and a probability of .017. Statistical treatment of the data for the dimension, community support of education, revealed a rho of .12 and a probability of .016. Statistical treatment of the data for the dimension, community pressures, revealed a rho of -.10 and a probability of .039. Thus, there was a significant relationship at the .05 level between the tolerance of uncertainty and teacher salary, rapport among teachers, community support of education, and community pressures. Based on the statistical analysis of the data, the null hypothesis was rejected for these dimensions. Statistical treatment of the other six dimensions of teacher morale did not reveal a significant relationship. Data are presented in Tables 2 and 4.
Table 4

Subscale Tolerance of Uncertainty of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rapport with Principal</td>
<td>.05</td>
<td>.30</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
<td>-.04</td>
<td>.48</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
<td>-.12</td>
<td>.02</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>.12</td>
<td>.017</td>
</tr>
<tr>
<td>Teacher Load</td>
<td>-.08</td>
<td>.076</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>.02</td>
<td>.68</td>
</tr>
<tr>
<td>Teacher Status</td>
<td>.05</td>
<td>.30</td>
</tr>
<tr>
<td>Community Support of Education</td>
<td>.12</td>
<td>.016</td>
</tr>
<tr>
<td>School Facilities and Services</td>
<td>.06</td>
<td>.19</td>
</tr>
<tr>
<td>Community Pressures</td>
<td>-.10</td>
<td>.039</td>
</tr>
</tbody>
</table>

Hypothesis 3

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on demand reconciliation. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of -.04 and a probability of .44429.

Demand reconciliation was further analyzed by the individual dimensions of the Purdue Teacher Opinionaire. Statistical treatment of the data for the dimension, teacher load, revealed a rho of -.10 and a probability of .03. Therefore, there was a significant relationship at
the .05 level between demand reconciliation and teacher load. Thus, the null hypothesis was rejected for this dimension. Statistical analysis of the other nine dimensions did not reveal a significant relationship. Data are presented in Tables 2 and 5.

Table 5

Subscale Demand Reconciliation of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rapport with Principal</td>
<td>.05</td>
<td>.39</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
<td>-.03</td>
<td>.61</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
<td>-.09</td>
<td>.09</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>-.03</td>
<td>.60</td>
</tr>
<tr>
<td>Teacher Load</td>
<td>-.10</td>
<td>.03</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>-.03</td>
<td>.57</td>
</tr>
<tr>
<td>Teacher Status</td>
<td>-.03</td>
<td>.60</td>
</tr>
<tr>
<td>Community Support of Education</td>
<td>.04</td>
<td>.41</td>
</tr>
<tr>
<td>School Facilities and Services</td>
<td>.002</td>
<td>.97</td>
</tr>
<tr>
<td>Community Pressures</td>
<td>-.04</td>
<td>.40</td>
</tr>
</tbody>
</table>

Hypothesis 4

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on persuasiveness. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of -.07 and a probability of .18984.
Persuasiveness was further analyzed by the individual dimensions of the Purdue Teacher Opinionnaire. Statistical treatment of the data for the dimension, teacher rapport with the principal, revealed a rho of .12 and a probability of .02. Therefore, there was a significant relationship at the .05 level between persuasion and teacher rapport with the principal. Thus, the null hypothesis was rejected for this dimension. Statistical analysis of the other nine dimensions did not reveal a significant relationship. Data are presented in Tables 2 and 6.

Table 6

Subscale Persuasiveness of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rapport with Principal</td>
<td>.12</td>
<td>.02</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
<td>-.06</td>
<td>.24</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
<td>-.08</td>
<td>.19</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>-.08</td>
<td>.12</td>
</tr>
<tr>
<td>Teacher Load</td>
<td>-.07</td>
<td>.13</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>.04</td>
<td>.34</td>
</tr>
<tr>
<td>Teacher Status</td>
<td>.02</td>
<td>.68</td>
</tr>
<tr>
<td>Community Support of Education</td>
<td>.06</td>
<td>.26</td>
</tr>
<tr>
<td>School Facilities and Services</td>
<td>.04</td>
<td>.46</td>
</tr>
<tr>
<td>Community Pressures</td>
<td>-.01</td>
<td>.85</td>
</tr>
</tbody>
</table>
Hypothesis 5

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on initiation of structure. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of -.03 and a probability of .63729.

Initiation of structure was further analyzed by the individual dimensions of the Purdue Teacher Opinionaire. Statistical treatment of the data for the dimension, rapport among teachers, revealed a rho of -.16 and a probability of .002. Statistical treatment of the data for the dimension, teacher salary, revealed a rho of -.14 and a probability of .007. Statistical treatment of the data for the dimension, teacher status, revealed a rho of -.12 and a probability of .017. Statistical treatment of the data for the dimension, community support of education, revealed a rho of -.11 and a probability of .03. Thus, there was a significant relationship at the .05 level between initiation of structure and rapport among teachers, teacher salary, teacher status, and community support of education. Based on the statistical analysis of the data, the null hypothesis was rejected for these dimensions. Statistical treatment of the other six dimensions did not reveal a significant relationship. Data are presented in Tables 2 and 7.
Table 7

Subscale Initiation of Structure of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rapport with Principal</td>
<td>.07</td>
<td>.18</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
<td>-.02</td>
<td>.69</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
<td>-.16</td>
<td>.002</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>-.14</td>
<td>.007</td>
</tr>
<tr>
<td>Teacher Load</td>
<td>.06</td>
<td>.18</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>.04</td>
<td>.36</td>
</tr>
<tr>
<td>Teacher Status</td>
<td>-.12</td>
<td>.017</td>
</tr>
<tr>
<td>Community Support of Education</td>
<td>-.11</td>
<td>.03</td>
</tr>
<tr>
<td>School Facilities and Services</td>
<td>.004</td>
<td>.93</td>
</tr>
<tr>
<td>Community Pressures</td>
<td>-.0004</td>
<td>.99</td>
</tr>
</tbody>
</table>

Hypothesis 6

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on tolerance of freedom. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of .10 and a probability of .05951.

Tolerance of freedom was further analyzed by the individual dimensions of the Purdue Teacher Opinionnaire. Statistical treatment of the data for the dimension, teacher salary, revealed a rho of .19 and a probability of .0001. Statistical treatment of the data for the
dimension, teacher status, revealed a rho of .05 and a probability of .30. Statistical treatment of the data for the dimension community support of education revealed a rho of .18 and a probability of .0002. Statistical treatment of the data for the dimension, school facilities and services, revealed a rho of .11 and a probability of .03. Thus, there was a significant relationship at the .05 level between the tolerance of freedom and teacher salary, teacher status, community support of education, and school facilities and services. Based on the analysis of the data, the null hypothesis was rejected for these dimensions. Analysis of the other six dimensions did not reveal a significant relationship. Data are presented in Tables 2 and 8.

Table 8
Subscale Tolerance of Freedom of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rapport with Principal</td>
<td>.03</td>
<td>.52</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
<td>.02</td>
<td>.72</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
<td>.08</td>
<td>.14</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>.19</td>
<td>.0001</td>
</tr>
<tr>
<td>Teacher Load</td>
<td>-.02</td>
<td>.65</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>.07</td>
<td>.14</td>
</tr>
<tr>
<td>Teacher Status</td>
<td>.13</td>
<td>.012</td>
</tr>
<tr>
<td>Community Support of Education</td>
<td>.18</td>
<td>.0002</td>
</tr>
<tr>
<td>School Facilities and Services</td>
<td>.11</td>
<td>.03</td>
</tr>
<tr>
<td>Community Pressures</td>
<td>.007</td>
<td>.88</td>
</tr>
</tbody>
</table>
Hypothesis 7

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on role assumption. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of -.01 and a probability of .83449.

Role assumption was further analyzed by the individual dimensions of the Purdue Teacher Opinionaire. Statistical treatment of the data for the dimension, teacher rapport with the principal, revealed a rho of .13 and a probability of .01. Statistical treatment of the data for the dimension, rapport among teachers, revealed a rho of -.13 and a probability of .009. Statistical treatment of the data for the dimension, teacher salary, revealed a rho of -.16 and a probability of .001. Statistical treatment of the data for the dimension, school facilities and services, revealed a rho of -.11 and a probability of .03. Therefore, there was a significant relationship at the .05 level between role assumption and teacher rapport with the principal, rapport among teachers, teacher salary, and school facilities and services. Based on the analysis of the data, the null hypothesis was rejected for these dimensions. Statistical treatment of the other seven dimensions of teacher morale did not reveal a significant relationship. Data are presented in Tables 2 and 9.
Table 9

Subscale Role Assumption of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rapport with Principal</td>
<td>.13</td>
<td>.01</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
<td>-.02</td>
<td>.80</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
<td>-.13</td>
<td>.009</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>-.16</td>
<td>.001</td>
</tr>
<tr>
<td>Teacher Load</td>
<td>.005</td>
<td>.90</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>.07</td>
<td>.13</td>
</tr>
<tr>
<td>Teacher Status</td>
<td>-.08</td>
<td>.12</td>
</tr>
<tr>
<td>Community Support of Education</td>
<td>-.03</td>
<td>.59</td>
</tr>
<tr>
<td>School Facilities and Services</td>
<td>-.11</td>
<td>.03</td>
</tr>
<tr>
<td>Community Pressures</td>
<td>-.07</td>
<td>.19</td>
</tr>
</tbody>
</table>

Hypothesis 8

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on consideration. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of -.04 and a probability of .53492.

Consideration was further analyzed by the individual dimensions of the Purdue Teacher Opinionaire. Statistical treatment of the data for the dimension, community support for education, revealed a rho of -.11 and a probability of .034. Thus, there was a significant relationship
at the .05 level between consideration and community support for education. Therefore, the null hypothesis was rejected for this dimension. Analysis of the other nine dimensions did not reveal a significant relationship. Data are presented in Tables 2 and 10.

Table 10

<table>
<thead>
<tr>
<th>Subscale Consideration of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimensions</td>
</tr>
<tr>
<td>Teacher Rapport with Principal</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
</tr>
<tr>
<td>Teacher Salary</td>
</tr>
<tr>
<td>Teacher Load</td>
</tr>
<tr>
<td>Curriculum Issues</td>
</tr>
<tr>
<td>Teacher Status</td>
</tr>
<tr>
<td>Community Support of Education</td>
</tr>
<tr>
<td>School Facilities and Services</td>
</tr>
<tr>
<td>Community Pressures</td>
</tr>
</tbody>
</table>

Hypothesis 9

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on production emphasis. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of .06 and a probability of .27847.
Production emphasis was further analyzed by the individual dimensions of the Purdue Teacher Opinionnaire. Statistical treatment of the data for the dimension, rapport among teachers, revealed a rho of .14 and a probability of .004. Statistical treatment of the data for the dimension, curriculum issues, revealed a rho of .15 and a probability of .003. Statistical treatment of the data for the dimension, school facilities and services, revealed a rho of .12 and a probability of .015. Thus, there was a significant relationship at the .05 level between production emphasis and rapport among teachers, curriculum issues, and school facilities and services. Based on the analysis of the data, the null hypothesis was rejected for these dimensions. Statistical treatment of the other seven dimensions of teacher morale did not reveal a significant relationship. Data are presented in Tables 2 and 11.

Table 11

<table>
<thead>
<tr>
<th>Subscale Production Emphasis of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimensions</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Teacher Rapport with Principal</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
</tr>
<tr>
<td>Teacher Salary</td>
</tr>
<tr>
<td>Teacher Load</td>
</tr>
<tr>
<td>Curriculum Issues</td>
</tr>
<tr>
<td>Teacher Status</td>
</tr>
<tr>
<td>Community Support of Education</td>
</tr>
<tr>
<td>School Facilities and Services</td>
</tr>
<tr>
<td>Community Pressures</td>
</tr>
</tbody>
</table>
Hypothesis 10

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on integration. Analysis of the data resulted in a significant difference in leader behavior integration and total teacher morale. The calculated value of rho was .12 and a probability of .02490, therefore the null hypothesis was retained. Rejecting the hypothesis means that principals maintain a closely-knit organization and resolve inter-member conflicts. Data for HM are presented in Table 2.

Integration was further analyzed by the individual dimensions of the Purdue Teacher Opinionnaire. Statistical treatment of the data for the dimension, teacher rapport with the principal, revealed a rho of .18 and a probability of .0004. Statistical treatment of the data for the dimension, curriculum issues, revealed a rho of .12 and a probability of .018. Statistical treatment of the data for the dimension, school facilities and services, revealed a rho of .20 and a probability of .00004. Thus, there was a significant relationship at the .05 level between integration and teacher rapport with the principal, curriculum issues, and school facilities and services. Based on the analysis of data, the null hypothesis was rejected for these dimensions. Statistical treatment of the other seven dimensions did not reveal a significant relationship. Data are presented in Tables 2 and 12.

Hypothesis 11

There will be no significant relationship between scores on teacher morale and scores that principals give themselves on predictive
accuracy. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of .01 and a probability of .85823.

Table 12

| Subscale Integration of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale |
|-----------------------------------------------|---------------------------------|------------------|
| Dimensions                                    | rho    | Probability |
| Teacher Rapport with Principal               | .18    | .0004         |
| Satisfaction with Teaching                   | .02    | .80            |
| Rapport Among Teachers                        | .02    | .79            |
| Teacher Salary                               | .06    | .27            |
| Teacher Load                                 | .02    | .59            |
| Curriculum Issues                            | .12    | .018           |
| Teacher Status                               | -.04   | .39            |
| Community Support of Education                | .05    | .31            |
| School Facilities and Services                | .20    | .00004         |
| Community Pressures                          | .03    | .60            |

Predictive accuracy was further analyzed by the individual dimensions of the Purdue Teacher Opinionnaire. Statistical treatment of the data for the dimension, school facilities and services, revealed a rho of .11 and a probability of .03. Thus, there was a significant relationship at the .05 level between predictive accuracy and school facilities and services. The null hypothesis was rejected for this
dimension. The other nine dimensions did not reveal a significant relationship. Data are presented in Tables 2 and 13.

Table 13

Subscale Predictive Accuracy of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>rho</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Rapport with Principal</td>
<td>.05</td>
<td>.39</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
<td>-.02</td>
<td>.71</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
<td>-.04</td>
<td>.46</td>
</tr>
<tr>
<td>Teacher Salary</td>
<td>-.04</td>
<td>.39</td>
</tr>
<tr>
<td>Teacher Load</td>
<td>-.02</td>
<td>.70</td>
</tr>
<tr>
<td>Curriculum Issues</td>
<td>.07</td>
<td>.16</td>
</tr>
<tr>
<td>Teacher Status</td>
<td>-.01</td>
<td>.82</td>
</tr>
<tr>
<td>Community Support of Education</td>
<td>.09</td>
<td>.08</td>
</tr>
<tr>
<td>School Facilities and Services</td>
<td>.11</td>
<td>.03</td>
</tr>
<tr>
<td>Community Pressures</td>
<td>-.07</td>
<td>.16</td>
</tr>
</tbody>
</table>

Hypothesis 12

There will be no significant relationship between scores on the teacher morale and scores that principals give themselves on superior orientation. Analysis of data revealed no significant relationship with total teacher morale. Statistical treatment of the data produced a rho of -.02 and a probability of .67607.

Superior orientation was further analyzed by the individual dimensions of the Purdue Teacher Opinionnaire. Statistical treatment of the data for the dimension, teacher salary, revealed a rho of .25 and a
probability of .00000. Statistical treatment of the data for the
dimension, teacher status, revealed a rho of -.11 and a probability of
.04. Thus, there was a significant relationship at the .05 level
between superior orientation and teacher salary and teacher status.
Based on the analysis of the data, the null hypothesis was rejected for
these dimensions. Statistical treatment of the other eight dimensions
did not reveal a significant relationship. Data are presented in Tables
2 and 14.

Table 14

<table>
<thead>
<tr>
<th>Subscale Superior Orientation of Leader Behavior Description Questionnaire by Dimensions of Teacher Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimensions</strong></td>
</tr>
<tr>
<td>Teacher Rapport with Principal</td>
</tr>
<tr>
<td>Satisfaction with Teaching</td>
</tr>
<tr>
<td>Rapport Among Teachers</td>
</tr>
<tr>
<td>Teacher Salary</td>
</tr>
<tr>
<td>Teacher Load</td>
</tr>
<tr>
<td>Curriculum Issues</td>
</tr>
<tr>
<td>Teacher Status</td>
</tr>
<tr>
<td>Community Support of Education</td>
</tr>
<tr>
<td>School Facilities and Services</td>
</tr>
<tr>
<td>Community Pressures</td>
</tr>
</tbody>
</table>
Table 15 depicts the total morale score for the 24 participating schools. The total possible score was 400. Six schools reported slightly low morale, having a score below 300.

Table 15

<table>
<thead>
<tr>
<th>School</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>320</td>
</tr>
<tr>
<td>2</td>
<td>313</td>
</tr>
<tr>
<td>3</td>
<td>289</td>
</tr>
<tr>
<td>4</td>
<td>297</td>
</tr>
<tr>
<td>5</td>
<td>317</td>
</tr>
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<td>6</td>
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<td>295</td>
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<tr>
<td>8</td>
<td>317</td>
</tr>
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<td>9</td>
<td>339</td>
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<tr>
<td>10</td>
<td>338</td>
</tr>
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<td>11</td>
<td>320</td>
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<tr>
<td>12</td>
<td>311</td>
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<td>16</td>
<td>309</td>
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<td>17</td>
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</tr>
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<td>18</td>
<td>304</td>
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<tr>
<td>19</td>
<td>326</td>
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<td>20</td>
<td>295</td>
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<tr>
<td>21</td>
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</tr>
<tr>
<td>22</td>
<td>337</td>
</tr>
<tr>
<td>23</td>
<td>340</td>
</tr>
<tr>
<td>24</td>
<td>336</td>
</tr>
</tbody>
</table>
CHAPTER 5
Summary, Conclusions, and Recommendations

"Nobody has all the answers. Knowing that you do not know everything is far wiser than thinking that you know a lot when you really don't" (Heider, 1986, p. 141).

Introduction
Chapter 5 contains a summary of the study and the presentation of the findings. Conclusions and recommendations drawn from the analysis of the data are also included in this chapter.

Summary
The purpose of this study was to identify the leadership behaviors of principals that affect teacher morale positively and negatively. The leadership behaviors that were chosen included the 12 dimensions of the Leadership Behavior Description Questionnaire, Form XII: representation, reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and influence with supervisors. The dimensions of teacher morale that were investigated were the dimensions of the Purdue Teacher Opinionnaire: teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures.
The study was conducted on a clustered random sample that included 24 elementary schools within a 25-mile radius of East Tennessee State University. Elementary schools containing a combination of kindergarten through 8 were included. A total of 533 teachers were surveyed and responses were received from 433.

Data were collected for a 3-week period. The participation rate was 82%. The data were analyzed using the Statistical Package for Social Sciences in the Department of Educational Leadership and Policy Analysis at East Tennessee State University. The statistical test used to analyze the data was the Spearman rho.

The study was designed to identify leadership behaviors of principals that affect teacher morale positively and negatively. The study focused on the 12 individual dimensions of the leader behavior described by the Leadership Behavior Description Questionnaire--Form XII. The study further focused on the 10 dimensions of teacher morale as described by the Purdue Teacher Opinionaire.

In a review of literature conducted for the study, it was determined that leader behavior has been instrumental in studying teacher morale. These studies led to implications that administrators can use in creating an environment that lends itself to higher teacher morale. Many studies have concluded that leader behavior is significantly related to the morale of teachers. These studies have shown that such factors as the personal orientation of the principal, the principal's expectations of the teacher, and the principal's attempts to improve teacher performance were important in establishing high morale among teachers.
Teachers in the selected public elementary schools within a 25-mile radius of East Tennessee State University indicated that there was a significant relationship between the leadership behavior integration and total teacher morale. Morale was positively affected by the principal maintaining a closely knit organization and resolving inter-member conflict. The score for tolerance of freedom while not significant at the .05 level seemed to indicate a possible relationship existed. Total teacher morale seemed to be affected by the principal's allowing the teachers initiative, decision-making, and taking action.

Principal's leadership behavior representation revealed a significant relationship with teacher rapport with the principal, teacher salary, and curriculum issues. Tolerance of uncertainty affected teacher morale dimensions teacher salary, teacher load, community support of education, and community pressures. Leader behavior demand reconciliation revealed a significant relationship with teacher load. Persuasion affected teacher rapport with principal. Initiation of structure also affected rapport among teachers, teacher salary, teacher status, and community support of education. The score for tolerance of freedom indicated a significant relationship with teacher salary, teacher status, community support of education, and school facilities. The dimensions of teacher morale teacher rapport with principal, rapport among teachers, teacher salary, and school facilities were affected by role assumption.

Teachers, likewise, indicated the leader behavior consideration affected community support for education. A significant relationship did exist between production emphasis and rapport among teachers,
curriculum issues, and school facilities. Leader behavior predictive accuracy positively affected school facilities and services. Teacher rapport with principal, curriculum issues, and school facilities and services were positively affected by leader behavior integration. Also, superior orientation affected teacher salary and status.

Findings

The 12 hypothesis were tested in the null format using the Spearman rho to determine whether a significant relationship did exist. The hypotheses were tested for significance at the .05 level.

Findings were summarized under each leadership behavior. The findings that were significant at the .05 level were indicated. These findings were indicated by the results of this study:

1. Representation

There will be a significant relationship between the scores principals give themselves on representation and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of .06 and a probability of .26622. Based on the analysis of the data, little or no significant relationship existed between representation and total teacher morale.

Statistical treatment of representation with the individual dimensions of morale identified by the Purdue Teacher Opinionnaire produced a rho of .12 and a probability of .02 for teacher rapport with principal; a rho of -.16, and a probability of .002 for teacher salary, and a rho of .14 and a probability of .006 for curriculum issues. Based on the analysis of this data, a significant relationship existed between
representation and the dimensions of morale, teacher rapport with the principal, teacher salary, and curriculum issues. These dimensions of teacher morale were positively affected by the principal speaking and acting as a representative of the group.

2. **Tolerance of Uncertainty**

There will be a significant relationship between the scores principals give themselves on tolerance of uncertainty and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of -.01 and a probability of .84395. Based on the analysis of the data, little or no significant relationship existed between tolerance of uncertainty and total teacher morale.

Statistical treatment of tolerance of uncertainty with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionaire produced a rho of -.12 and a probability of .02 for rapport among teachers, a rho of .12 and a probability of .017 for teacher salary, a rho of .12 and a probability of .016 for community support of education, and a rho of -.10 and a probability of .039 for community pressures. Based on the analysis of the data, a significant relationship existed between tolerance of uncertainty and the dimensions of morale, teacher salary, teacher load, community support of education and community pressures. These dimensions of morale were positively affected by the principal being able to tolerate uncertainty and postponement without anxiety or upset.
3. **Demand Reconciliation**

There will be a significant relationship between the scores principals give themselves on demand reconciliation and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of \(-.04\) and a probability of \(.44429\). Based on the analysis of the data, little or no significant relationship existed between demand reconciliation and total teacher morale.

Statistical treatment of demand reconciliation with the individual dimensions of teacher morale identified by the **Purdue Teacher Opinionaire** produced a rho of \(-.10\) and a probability of \(.03\) for teacher load. Based on the analysis of the data, a significant relationship existed between demand reconciliation and the dimension of morale, teacher load. Teacher load was positively affected by the principal reconciling conflicting demands and reducing disorder to the system.

4. **Persuasiveness**

There will be a significant relationship between the scores principals give themselves on persuasiveness and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of \(-.07\) and a probability of \(.18984\). Based on the analysis of the data, little or no significant relationship existed between persuasiveness and total teacher morale.

Statistical treatment of persuasiveness with the individual dimensions of teacher morale identified by the **Purdue Teacher Opinionaire** produced a rho of \(.12\) and a probability of \(.02\) for teacher rapport with the principal. Based on the analysis of the data, a significant relationship existed between persuasiveness and the
dimension of morale, teacher rapport with the principal. Rapport with the principal was positively affected by the principal using persuasion and argument effectively.

5. Initiation of Structure

There will be a significant relationship between the scores that principals give themselves on initiation of structure and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of -.03 and a probability of .63729. Based on the analysis of the data, little or no significant relationship existed between initiation of structure and total teacher morale.

Statistical treatment of initiation of structure with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionaire produced a rho of -.16 and a probability of .002 for rapport among teachers, a rho of -.14 and a probability of .007 for teacher salary, a rho of -.12 and a probability of .017 for teacher status, and a rho of -.11 and a probability of .03 for community support of education. Based on the analysis of the data, a significant relationship existed between initiation of structure and the dimensions of morale, rapport among teachers, teacher salary, community support of education, and teacher status. These dimensions of teacher morale were affected by the principal defining his role and letting followers know what was expected.

6. Tolerance of Freedom

There will be a significant relationship between the scores principals give themselves on tolerance of freedom and teacher morale.
Statistical treatment of the data for total teacher morale produced a rho of .10 and a probability of .05951. Although a significant relationship was not warranted at the .05 level of significance, based on the analysis of the data, principals' tolerance of freedom seemed to indicate a possible relationship between tolerance of freedom and total teacher morale.

Statistical treatment of tolerance of freedom with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionnaire produced a rho of .19 and a probability of .001 for teacher salary, a rho of .05 and a probability of .30 for teacher status, a rho of .18 and a probability of .0002 for community support of education, and a rho of .11 and a probability of .03 for school facilities and services. Based on the analysis of the data, a significant relationship existed between tolerance of uncertainty and the dimensions of morale, teacher salary, teacher status, community support of education, and school facilities and services. These dimensions of teacher morale were positively affected by the principal allowing teachers scope for initiative, decision-making, and action.

7. Role Assumption

There will be a significant relationship between the scores that principals give themselves on role assumption and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of -.01 and a probability of .83449. Based on the analysis of the data, little or no significant relationship existed between role assumption and total teacher morale.
Statistical treatment of role assumption with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionnaire produced a rho of .13 and a probability of .1 for teacher rapport with the principal, a rho of -.13 and a probability of .009 for rapport among teachers, a rho of -.16 and a probability of .001 for teacher salary, and a rho of -.11 and a probability of .03 for school facilities and services. Based on the analysis of the data, a significant relationship existed between role assumption and the dimensions of teacher morale, teacher rapport with the principal, rapport among teachers, teacher salary, and school facilities and services. These dimensions of teacher morale were affected by the principal actively exercising a leadership role.

8. Consideration

There will be a significant relationship between the scores that principals give themselves on consideration and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of -.04 and a probability of .53492. Based on the analysis of the data, little or no significant relationship existed between consideration and total teacher morale.

Statistical treatment of consideration with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionnaire produced a rho of -.11 and a probability of .034 for community support for education. Based on the analysis of the data, a significant relationship existed between consideration and community support for education. Community support for education was affected by
the principal regarding the comfort and well-being, and teachers' contribution.

9. Production Emphasis

There will be a significant relationship between the scores that principals give themselves on production emphasis and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of .06 and a probability of .27847. Based on the analysis of the data, little or no significant relationship existed between production emphasis and total teacher morale.

Statistical treatment of production emphasis with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionaire produced a rho of .14 and a probability of .004 for rapport among teachers, a rho of .15 and a probability of .003 for curriculum issues, and a rho of .12 and a probability of .015 for school facilities and services. Based on the analysis of the data, a significant relationship existed between production emphasis and rapport among teachers, curriculum issues, and school facilities and services. These dimensions of teacher morale were positively affected by the principal applying pressure for productive output.

10. Integration

There will be a significant relationship between the scores that principals give themselves on integration and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of .12 and a probability of .02490. Based on the analysis of the data, a significant relationship existed between integration and total
teacher morale. Morale was positively affected by the principals maintaining a closely knit organization and resolving inter-member conflict.

Statistical treatment of integration with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionaire produced a rho of .18 and a probability of .0004 for teacher rapport with the principal, a rho of .12 and a probability of .018 for curriculum issues, and a rho of .20 and a probability of .00004 for school facilities and services. Based on the analysis of the data, a significant relationship existed between integration and the dimensions of teacher morale, teacher rapport with the principal, curriculum issues, and school facilities and services. These dimensions of teacher morale were positively affected by the principal maintaining a closely knit organization.

11. Predictive Accuracy

There will be a significant relationship between the scores that principals give themselves on predictive accuracy and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of .01 and a probability of .85823. Based on the analysis of the data, little or no significant relationship existed between predictive accuracy and total teacher morale.

Statistical treatment of predictive accuracy with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionaire produced a rho of .11 and a probability of .03 for school facilities and services. Based on the analysis of the data, a significant relationship existed between predictive accuracy and school
facilities and services. School facilities and services was positively affected by the principal exhibiting foresight.

12. Superior Orientation

There will be a significant relationship between the scores that principals give themselves on superior orientation and teacher morale. Statistical treatment of the data for total teacher morale produced a rho of -.02 and a probability of .67607. Based on the analysis of the data, little or no relationship existed between superior orientation and total teacher morale.

Statistical treatment of superior orientation with the individual dimensions of teacher morale identified by the Purdue Teacher Opinionaire produced a rho of .25 and a probability of .00000 for teacher salary and a rho of -.11 and a probability of .04 for teacher status. Based on the analysis of the data, a significant relationship existed between superior orientation and the dimensions of teacher morale, teacher salary and teacher status. These dimensions of teacher morale were affected by the principal maintaining a cordial relationship with supervisors.

Conclusions

The conclusions that follow were warranted, considering the limitations of the study and based on the findings thereof. The sample was limited to the elementary schools within a 25-mile radius of East Tennessee State University; therefore, the conclusions are applicable to that population.
1. Total teacher morale is positively related to the principal's leadership in maintaining a closely knit organization and in resolving inter-member conflict.

2. Total teacher morale is related to the principal's leadership in allowing initiative, decision making and action.

3. The dimension of morale, teacher rapport with the principal, is related to the leadership behaviors representation, persuasiveness, role assumption, and integration.

4. The dimension of morale, rapport among teachers, is related to the leadership behaviors initiation of structure, role assumption, and production emphasis.

5. The dimension of morale, teacher salary, is related to the leadership behaviors representation, tolerance of uncertainty, initiation of structure, tolerance of freedom, role assumption, and superior orientation.

6. The dimension of morale, teacher load, is related to the leadership behaviors demand reconciliation and tolerance of uncertainty.

7. The dimension of teacher morale, curriculum issues, is related to the leadership behaviors representation, production emphasis, and integration.

8. The dimension of teacher morale, teacher status, is related to the leadership behaviors initiation of structure, tolerance of freedom, and superior orientation.

9. The dimension of teacher, morale community support of education, is related to the leadership behaviors tolerance of freedom, initiation of structure, and consideration.
10. The dimension of teacher morale, school facilities and services, is related to the leadership behaviors tolerance of freedom, role assumption, production emphasis, predictive accuracy, and integration.

11. The dimension of teacher morale, community pressure, is related to the leadership behavior tolerance of uncertainty.

12. The general overall findings seem to indicate that teacher morale is not greatly affected by the principal's leadership behavior.

13. Behaviors other than those identified by the Leadership Behavior Description Questionnaire are related to teacher morale.

Recommendations

The numerous assumptions and research findings about leadership behavior and morale from the literature and from my study have been sifted and resifted to identify the variables closely associated with teacher morale. In this section, these variables were translated into recommendations for action by educational leaders.

These recommendations are proposed:

1. Principals and teachers should work together to establish mutual confidence and trust.

2. Principals should involve staff integrally in creating a vision for the school.

3. Principals should manage conflict, but not suppress it.

4. Principals should reduce threats and defensiveness.

5. Principals should establish open channels for communication.

6. Principals should exhibit behavior congruent with democratic values.
7. Principals should increase teacher responsibility.
8. Principals should assign teachers to their specialties and encourage initiative and action.
9. In-service training and staff development programs, seminars, and other varied opportunities that address an understanding of the roles and expectations of both principals and teachers should be provided in which principals and teachers interact.
10. Comments added to returned instruments suggest the necessity for the researcher to interview teachers to reveal underlying perceptions of leader behavior and teacher morale.
11. Further study of both internal and external forces that impact principals' leadership behaviors and teacher morale should be conducted to identify factors that are associated with morale. Additional research is warranted because of the apparent importance of leadership in the overall success of the school.
12. A study should be conducted in a different setting, comparing, for an example, a more industrialized area to the area within a 25-mile radius of East Tennessee State University.
REFERENCES


Andrew, L. D. Administrator's handbook for improving faculty morale.


APPENDIX A

PERMISSION TO CONDUCT STUDY
June 2, 1992

Diane Carroll  
Box 24481 ETSU  
Johnson City, TN 37614  

Dear Mrs. Carroll:

Thank you for sending me the request for exemption regarding your project "Teacher Morale as Related To Leadership Behavior in Selected Elementary Schools". I also appreciate your sending the surveys to be distributed to participants. As we discussed, I will exempt your project from IRB review and instruct Georgia Dover, IRB Secretary, to file all pertinent correspondence in the file for projects which have that status.

Good luck with your study.

Respectfully submitted,

Anthony J. DeLucia, Ph.D.  
Chairman, IRB  

cc:  Ms. Georgia Dover, IRB Secretary  
David N. Walters, M.D., Vice-Chairman, IRB
APPENDIX B

LETTER REQUESTING PERMISSION TO
INCLUDE SCHOOL SYSTEM IN THE STUDY
April 9, 1992

Dr. Superintendent
Schools

Yesterday I spoke with you on the telephone concerning a study I am conducting for my dissertation through East Tennessee State University. My study deals with principals' leadership behaviors which affect teacher morale. I will be using two instruments, the Leadership Behavior Description Questionnaire and the Purdue Teacher Opinionnaire. I am requesting permission to include certain elementary schools in my study.

I will be studying the leadership behaviors that affect morale in four city systems and four county systems within a 25-mile radius of East Tennessee State University. All responses will, of course, remain confidential, with neither school names nor principal names being revealed in any way.

I hope you will give me permission to conduct the study in your system. I am also enclosing a stamped return envelope for your convenience. I appreciate your prompt reply.

Thank you,

Diane Carroll
Box 24481 ETSU
Johnson City, Tenn. 37614
928-2009 (home)
323-4106 (school)

(Enclosures)
APPENDIX C

COVER LETTER FOR STUDY
Dear Fellow Educator,

Would you please read and respond to the enclosed opinionaire? I am a doctoral student in the Department of Educational Leadership and Policy Analysis at East Tennessee State University. I am currently conducting a study for my dissertation. The opinionaire is for the purpose of gathering data for the study.

My study deals with principals' leadership behavior that affects teacher morale. You have been randomly selected along with other educators in Northeast Tennessee. Your input is essential to the success of my study.

I will truly appreciate your help. Neither your name nor your school system's name will be identified in this research.

The completed opinionaire may be placed inside the attached envelope. I will pick up the envelope in three days. Thank you for your time and effort.

Sincerely,

Diane Carroll
Doctoral Candidate
APPENDIX D

REQUEST TO USE THE
PURDUE TEACHER OPINIONAIRE
April 25, 1992

Dr. Ralph Bentley, Jr.
2741 N. Salisbury St. #3212
West Lafayette, Indiana

Dear Dr. Bentley,

After reviewing the Purdue Teacher Opinionaire, I have decided to use it in my study. Enclosed is the $40.00 royalty fee which you requested in an earlier correspondence. Thank you for your permission to use the Purdue Teacher Opinionaire.

Sincerely,

Diane Carroll
APPENDIX E

PERMISSION TO USE PURDUE TEACHER OPINIONAIRE
Dear Ms. Carroll,

I am sending you the materials requested in your letter of October 2, '91. Should you decide to use the materials, please note that I do not have on hand the materials that will be needed to complete the project such as the forms that will be needed in the survey. However, you may duplicate them for your own use with the payment of a Royalty Fee of $40.

Sincerely,

Ralph R. Bentely

Ralph R. Bentely
APPENDIX F

INSTRUMENT

THE PURDUE TEACHER OPINIONAIRE
THE PURDUE TEACHER OPINIONAIRE
Prepared by Ralph R. Bentley and Averno M. Rempel

PLEASE FILL IN THE FOLLOWING INFORMATION:

SCHOOL: 

AGE: ________ SEX: ________

DATE: ________ HIGHEST DEGREE

COMPLETED: ________

* COPYIGHT 1960, PURDUE RESEARCH FOUNDATION

1. Details, "red tape," and required reports absorb too much of my time

2. The work of individual faculty members is appreciated and commended by our principal

3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal

4. The faculty feels that their salary suggestions are adequately transmitted by the administration to the school board

5. Our principal shows favoritism in his relations with the teachers in our school

6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work

7. My principal makes a real effort to maintain close contact with the faculty

8. Community demands upon the teacher's time are unreasonable

9. I am satisfied with the policies under which pay raises are granted

10. My teaching load is greater than that of most of the other teachers in our school

11. The extra-curricular load of the teachers in our school is unreasonable

12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth

13. My teaching position gives me the social status in the community that I desire

14. The number of hours a teacher must work is unreasonable

15. Teaching enables me to enjoy many of the material and cultural things I like

16. My school provides me with adequate classroom supplies and equipment

17. Our school has a well-balanced curriculum

18. There is a great deal of gloom, arguing, taking sides, and feuding among our teachers

19. Teaching gives me a great deal of personal satisfaction

20. The curriculum of our school makes reasonable provision for student individual differences

21. The procedures for obtaining materials and services are well defined and efficient

22. Generally, teachers in our school do not take advantage of one another

23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives

24. Teaching enables me to make my greatest contribution to society

25. The curriculum of our school is in need of major revisions

26. I love to teach

27. If I could plan my career again, I would choose teaching

28. Experienced faculty members accept new and younger members as colleagues

29. I would recommend teaching as an occupation to students of high scholastic ability

30. If I could earn as much money in another occupation, I would stop teaching

31. The school schedule places my classes at a disadvantage

32. The school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc.

33. My principal makes my work easier and more pleasant

34. Keeping up professionalism is too much of a burden

35. Our community makes its teachers feel as though they are a real part of the community

36. Salary policies are administered with fairness and justice

37. Teaching affords me the security I want in a position

38. My school principal understands and recognizes good teaching procedures

39. Teachers clearly understand the policies governing salary increases

40. My classes are used as a "dumping ground" for problem students

41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained

42. My teaching load in this school is unreasonable

43. My principal shows a real interest in my department

44. Our principal promotes a sense of belonging among the teachers in our school

45. My heavy teaching load unduly restricts my non-professional activities

46. I find my contacts with students, for the most part, highly satisfying and rewarding

47. I feel that I am an important part of this school system

48. The competency of teachers in our school compares favorably with that of teachers in other schools that I know

49. My school provides the teachers with adequate audio-visual aids and projection equipment

50. I feel successful and competent in my present position

Prepared by: Ralph R. Bentley

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**DIRECTIONS FOR RECORDING RESPONSES ON OPINION SURVEY**

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

- If you agree with the statement, completely fill in a circle **A**
- If you are somewhat uncertain, but probably agree with the statement, completely fill in a circle **PA**
- If you are somewhat uncertain, but probably disagree with the statement, completely fill in a circle **PD**
- If you disagree with the statement, completely fill in a circle **D**

**USE A NO. 2 PENCIL ONLY**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. I enjoy working with student organizations, clubs, and societies</td>
<td></td>
</tr>
<tr>
<td>52. Our teaching staff is congenial to work with</td>
<td></td>
</tr>
<tr>
<td>53. My teaching associates are well prepared for their jobs</td>
<td></td>
</tr>
<tr>
<td>54. Our school faculty has a tendency to form into cliques</td>
<td></td>
</tr>
<tr>
<td>55. The teachers in our school work well together</td>
<td></td>
</tr>
<tr>
<td>56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am</td>
<td></td>
</tr>
<tr>
<td>57. Our school provides adequate clerical services for the teachers</td>
<td></td>
</tr>
<tr>
<td>58. As far as I know, the other teachers think I am a good teacher</td>
<td></td>
</tr>
<tr>
<td>59. Library facilities and resources are adequate for the grade or subject area which I teach</td>
<td></td>
</tr>
<tr>
<td>60. The &quot;stress and strain&quot; resulting from teaching makes teaching disagreeable for me</td>
<td></td>
</tr>
<tr>
<td>61. My principal is concerned with the problems of the faculty and handles these problems sympathetically</td>
<td></td>
</tr>
<tr>
<td>62. I do not hesitate to discuss any school problem with my principal</td>
<td></td>
</tr>
<tr>
<td>63. Teaching gives me the prestige I desire</td>
<td></td>
</tr>
<tr>
<td>64. My teaching job enables me to provide a satisfactory standard of living for my family</td>
<td></td>
</tr>
<tr>
<td>65. The salary schedule in our school adequately recognizes teacher competency</td>
<td></td>
</tr>
<tr>
<td>66. Most of the people in the community understand and appreciate good education</td>
<td></td>
</tr>
<tr>
<td>67. In my judgment, the community is a good place to rear a family</td>
<td></td>
</tr>
<tr>
<td>68. This community respects its teachers and treats them like professional persons</td>
<td></td>
</tr>
<tr>
<td>69. My principal acts as though he is interested in me and my problems</td>
<td></td>
</tr>
<tr>
<td>70. My school principal supervises rather than &quot;snoops&quot; the teachers in our school</td>
<td></td>
</tr>
<tr>
<td>71. It is difficult for teachers to gain acceptance by the people in the community</td>
<td></td>
</tr>
<tr>
<td>72. Teachers' meetings are now conducted by our principal; the time and energy of the staff is wasted</td>
<td></td>
</tr>
<tr>
<td>73. My principal has a reasonable understanding of the problems connected with my teaching assignment</td>
<td></td>
</tr>
<tr>
<td>74. I feel that my work is judged fairly by my principal</td>
<td></td>
</tr>
<tr>
<td>75. Salaries paid in the school system compare favorably with salaries in other systems with which I am familiar</td>
<td></td>
</tr>
<tr>
<td>76. Most of the actions of students irritate me</td>
<td></td>
</tr>
<tr>
<td>77. The cooperativeness of teachers in our school helps make my work more enjoyable</td>
<td></td>
</tr>
<tr>
<td>78. My students regard me with respect and seem to have confidence in my professional ability</td>
<td></td>
</tr>
<tr>
<td>79. The purposes and objectives of the school cannot be achieved by the present curriculum</td>
<td></td>
</tr>
<tr>
<td>80. The teachers in our school have a desirable influence on the values and attitudes of their students</td>
<td></td>
</tr>
<tr>
<td>81. This community expects its teachers to meet unreasonable personal standards</td>
<td></td>
</tr>
<tr>
<td>82. My students appreciate the help I give them with their school work</td>
<td></td>
</tr>
<tr>
<td>83. To me there is no more challenging work than teaching</td>
<td></td>
</tr>
<tr>
<td>84. Other teachers in our school are appreciative of my work</td>
<td></td>
</tr>
<tr>
<td>85. As a teacher in this community my nonprofessional activities outside of school are unduly restricted</td>
<td></td>
</tr>
<tr>
<td>86. As a teacher, I think I am as competent as most other teachers</td>
<td></td>
</tr>
<tr>
<td>87. The teachers with whom I work have high professional ethics</td>
<td></td>
</tr>
<tr>
<td>88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens</td>
<td></td>
</tr>
<tr>
<td>89. I really enjoy working with my students</td>
<td></td>
</tr>
<tr>
<td>90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments</td>
<td></td>
</tr>
<tr>
<td>91. Teachers in our community feel free to discuss controversial issues in their classes</td>
<td></td>
</tr>
<tr>
<td>92. My principal tries to make me feel comfortable when he visits my classes</td>
<td></td>
</tr>
<tr>
<td>93. My principal makes effective use of the individual teacher's capacity and talent</td>
<td></td>
</tr>
<tr>
<td>94. The people in this community, generally, have a sincere and wholesome interest in the school system</td>
<td></td>
</tr>
<tr>
<td>95. Teachers feel free to go to the principal about problems of personnel and group welfare</td>
<td></td>
</tr>
<tr>
<td>96. This community supports ethical procedures regarding the appointment and reappointment of the teaching staff</td>
<td></td>
</tr>
<tr>
<td>97. This community is willing to support a good program of education</td>
<td></td>
</tr>
<tr>
<td>98. Our community expects the teachers to participate in too many social activities</td>
<td></td>
</tr>
<tr>
<td>99. Community pressures prevent me from doing my job as a teacher</td>
<td></td>
</tr>
<tr>
<td>100. I am well satisfied with my present teaching position</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G

REQUEST TO USE THE

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE
April 25, 1992

John Mills
Business Research
Hagerty Hall
1775 College Road
Columbus, Ohio

Dear Mr. Mills,

I am a doctoral student in the Department of Educational Leadership and Policy Analysis at East Tennessee State University. I would like to use the Leader Behavior Description Questionnaire - Form XII in my study.

As indicated in a telephone conversation earlier, I am requesting formal permission to use the Leader Behavior Description Questionnaire - Form XII. Enclosed is $13.00 to cover the cost of the packet of 25 instruments and the other materials included.

Please send the instruments to the address given below.

Thank you,

Diane Carroll
Box 24481
East Tennessee State University
Johnson City, Tennessee 37614
APPENDIX H

PERMISSION TO USE THE
LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE
April 30, 1992

Ms. Diane Carroll
P.O. Box 24481
East Tennessee State University
Johnson City, TN 37614

Dear Ms. Carroll:

We grant you permission to use the Leader Behavior Description Questionnaire - Form XII for your doctoral study at East Tennessee University. We do not grant permission to modify or duplicate this instrument. Please follow the guidelines on the attached Statement of Policy.

Please find enclosed your order for 25 copies of this instrument.

Sincerely yours,

\[\text{John M. Mills, Director}\
\text{Administration and Budget}\]
APPENDIX I

INSTRUMENT

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE--FORM 12
Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term "group," as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described.

The term "members," refers to all the people in the unit of organization that is supervised by the person being described.
DIRECTIONS:

a. READ each item carefully.

b. THINK about how frequently the leader engages in the behavior described by the item.

c. DECIDE whether he/she (A) always, (B) often, (C) occasionally, (D) seldom or (E) never acts as described by the item.

d. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

e. MARK your answers as shown in the examples below.

Example: Often acts as described ........................................ A B C D E
Example: Never acts as described ........................................ A B C D E
Example: Occasionally acts as described ................................ A B C D E

1. Acts as the spokesperson of the group ........................................ A B C D E
2. Waits patiently for the results of a decision ........................................ A B C D E
3. Makes pep talks to stimulate the group ........................................ A B C D E
4. Lets group members know what is expected of them ........................................ A B C D E
5. Allows the members complete freedom in their work ........................................ A B C D E
6. Is hesitant about taking initiative in the group ........................................ A B C D E
7. Is friendly and approachable ........................................ A B C D E
8. Encourages overtime work ........................................ A B C D E
9. Makes accurate decisions ........................................ A B C D E
10. Gets along well with the people above him/her ........................................ A B C D E
11. Publicizes the activities of the group ........................................ A B C D E
12. Becomes anxious when he/she cannot find out what is coming next .... A B C D E
A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

13. His/her arguments are convincing ................................ A B C D E
14. Encourages the use of uniform procedures ...................... A B C D E
15. Permits the members to use their own judgment in solving problems ... A B C D E
16. Fails to take necessary action........................................ A B C D E
17. Does little things to make it pleasant to be a member of the group .... A B C D E
18. Stresses being ahead of competing groups......................... A B C D E
19. Keeps the group working together as a team .................... A B C D E
20. Keeps the group in good standing with higher authority .......... A B C D E
21. Speaks as the representative of the group ...................... A B C D E
22. Accepts defeat in stride ............................................. A B C D E
23. Argues persuasively for his/her point of view .................. A B C D E
24. Tries out his/her ideas in the group ................................ A B C D E
25. Encourages initiative in the group members ..................... A B C D E
26. Lets other persons take away his/her leadership in the group ..... A B C D E
27. Puts suggestions made by the group into operation ............. A B C D E
28. Needles members for greater effort ............................... A B C D E
29. Seems able to predict what is coming next ....................... A B C D E
30. Is working hard for a promotion ................................. A B C D E
31. Speaks for the group when visitors are present ............... A B C D E
32. Accepts delays without becoming upset .......................... A B C D E
33. Is a very persuasive talker ........................................ A B C D E
34. Makes his/her attitudes clear to the group ...................... A B C D E
35. Lets the members do their work the way they think best ......... A B C D E
36. Lets some members take advantage of him/her .................. A B C D E
A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

37. Treats all group members as his/her equals .................................. A  B  C  D  E
38. Keeps the work moving at a rapid pace ........................................... A  B  C  D  E
39. settles conflicts when they occur in the group ................................. A  B  C  D  E
40. His/her superiors act favorably on most of his/her suggestions .......... A  B  C  D  E
41. Represents the group at outside meetings ........................................ A  B  C  D  E
42. Becomes anxious when waiting for new developments .................... A  B  C  D  E
43. Is very skillful in an argument ...................................................... A  B  C  D  E
44. Decides what shall be done and how it shall be done ....................... A  B  C  D  E
45. Assigns a task, then lets the members handle it .............................. A  B  C  D  E
46. Is the leader of the group in name only ......................................... A  B  C  D  E
47. Gives advance notice of changes .................................................... A  B  C  D  E
48. Pushes for increased production .................................................... A  B  C  D  E
49. Things usually turn out as he/she predicts ..................................... A  B  C  D  E
50. Enjoys the privileges of his/her position ........................................ A  B  C  D  E
51. Handles complex problems efficiently ............................................ A  B  C  D  E
52. Is able to tolerate postponement and uncertainty ............................ A  B  C  D  E
53. Is not a very convincing talker ..................................................... A  B  C  D  E
54. Assigns group members to particular tasks .................................... A  B  C  D  E
55. Turns the members loose on a job, and lets them go to it ............... A  B  C  D  E
56. Backs down when he/she ought to stand firm ................................ A  B  C  D  E
57. Keeps to himself/herself .............................................................. A  B  C  D  E
58. Asks the members to work harder .................................................. A  B  C  D  E
59. Is accurate in predicting the trend of events .................................. A  B  C  D  E
60. Gets his/her superiors to act for the welfare of the group members ..... A  B  C  D  E
A = Always  
B = Often  
C = Occasionally  
D = Seldom  
E = Never

61. Gets swamped by details ........................................ A B C D E  
62. Can wait just so long, then blows up ....................... A B C D E  
63. Speaks from a strong inner conviction .................... A B C D E  
64. Makes sure that his/her part in the group is understood by the group members ............................ A B C D E  
65. Is reluctant to allow the members any freedom of action .......... A B C D E  
66. Lets some members have authority that he/she should keep .......... A B C D E  
67. Looks out for the personal welfare of group members ................ A B C D E  
68. Permits the members to take it easy in their work ............ A B C D E  
69. Sees to it that the work of the group is coordinated ............ A B C D E  
70. His/her word carries weight with superiors ................ A B C D E  
71. Gets things all tangled up ........................................ A B C D E  
72. Remains calm when uncertain about coming events ............ A B C D E  
73. Is an inspiring talker .............................................. A B C D E  
74. Schedules the work to be done .................................... A B C D E  
75. Allows the group a high degree of initiative .................. A B C D E  
76. Takes full charge when emergencies arise .................. A B C D E  
77. Is willing to make changes ........................................ A B C D E  
78. Drives hard when there is a job to be done .................... A B C D E  
79. Helps group members settle their differences ................ A B C D E  
80. Gets what he/she asks for from his/her superiors ............ A B C D E  
81. Can reduce a madhouse to system and order .................. A B C D E  
82. Is able to delay action until the proper time occurs .......... A B C D E  
83. Persuades others that his/her ideas are to their advantage ......... A B C D E
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<tr>
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<tbody>
<tr>
<td>84.</td>
<td>Maintains definite standards of performance</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>85.</td>
<td>Trusts members to exercise good judgment</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>86.</td>
<td>Overcomes attempts made to challenge his/her leadership</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>87.</td>
<td>Refuses to explain his/her actions</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>88.</td>
<td>Urges the group to beat its previous record</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>89.</td>
<td>Anticipates problems and plans for them</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>90.</td>
<td>Is working his/her way to the top</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>91.</td>
<td>Gets confused when too many demands are made of him/her</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>92.</td>
<td>Worries about the outcome of any new procedure</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>93.</td>
<td>Can inspire enthusiasm for a project</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>94.</td>
<td>Asks that group members follow standard rules and regulations</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>95.</td>
<td>Permits the group to set its own pace</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>96.</td>
<td>Is easily recognized as the leader of the group</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>97.</td>
<td>Acts without consulting the group</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>98.</td>
<td>Keeps the group working up to capacity</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>99.</td>
<td>Maintains a closely knit group</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>100.</td>
<td>Maintains cordial relations with superiors</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>
VITA

DIANE FAYE OWNBY CARROLL

Personal Data: Date of Birth: March 26, 1953
Place of Birth: Cleveland, Tennessee
Marital Status: Married

Education: Bradley County High School, Cleveland, Tennessee, 1971
Cleveland State Community College, Cleveland, Tennessee; A.S., 1973
East Tennessee State University, Johnson City, Tennessee; elementary education/early childhood, B.S., 1975
East Tennessee State University, Johnson City, Tennessee; elementary education, M.A., 1979
East Tennessee State University, Johnson City, Tennessee; supervision, Ed.S., 1987
East Tennessee State University, Johnson City, Tennessee; administration, Ed.D., 1992

Certification: K-9
Elementary Supervisor
Elementary Principal

Professional Experience: Classroom Teacher, Sullivan County Schools,
1975–present
Internship, State Department of Education, 1987
Chairperson of Curriculum Committee, 1991
Computer Software evaluator at East Tennessee State University, 1984–1985

Professional Memberships: Phi Delta Kappa
Kappa Delta Pi
Phi Kappa Phi
Career Ladder III teacher