

The Pennsylvania State University

The Graduate School

College of Education

TEACHER MORALE

A Dissertation in

Educational Leadership

by

Sarah A. Brion

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Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Education

May 2015

The dissertation of Sarah A. Brion was reviewed and approved* by the following:

Roger C. Shouse
Associate Professor of Education
Dissertation Advisor
Co-Chair of Committee

William T. Hartman
Professor of Education
Co-Chair of Committee

Nona A. Prestine
Professor of Education

Edgar P. Yoder
Professor of Agricultural and Extension Education

Edward J. Fuller
Head of the Department of Educational Policy Studies

*Signatures are on file in the Graduate School.

ABSTRACT

Employers and researchers alike have spent many years trying to understand the factors which underlie morale, and researchers have done little to narrow the divide in understanding. Conflicting terminology is problematic, as terms such as motivation and job satisfaction have been used interchangeably with the term morale in many cases. Additionally, numerous measurement tools have been created to measure teacher morale. Getzels and Guba (1957) suggest that morale is affected by three tensions: belongingness (role expectations vs. personal needs), identification (organizational goals vs. personal needs), and rationality (role expectations vs. organizational goals). Some available instruments measure the term holistically with questions aimed at determining at what level respondents view their morale, while others evaluate individual factors. However, established tools fail to provide data regarding those tensions directly, thereby providing an incomplete picture to school administrators hoping to examine and improve teacher morale

The quantitative, non-experimental, cross-sectional study examined the conflicting terminology associated with term teacher morale as well as the contradictory results of prior morale research. The Teacher Morale Survey was designed and piloted to a small group of educators believed to be experiencing low morale. Two research questions were investigated:

1. What components are being measured by the Teacher Morale Survey?
2. How reliable is the instrument in measuring the components?

Factor analysis procedures indicated that the Teacher Morale Survey does measure three components of morale, belongingness, identification, and rationality. Additionally, Cronbach's Alpha demonstrated overall reliability for the instrument. With further testing, the Teacher Morale Survey may prove a useful tool for administrators.

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CHAPTER 1

Introduction

Employers and researchers alike have spent many years trying to understand the factors which underlie morale. Countless studies have analyzed the concept and have established connections between morale levels and other possible influences such as working conditions, salary, and management styles. Research has expanded from the industrial setting to focus on education, as well, which is highly appropriate in a world where, “there is more bureaucratic accountability... the work of teachers is more intensive, and ... in general, their work has become more demanding” (Day & Qing, 2009, p. 16). High teacher morale has been linked to many benefits including positive student attitudes and an overall positive school environment (Black, 2001; Miller, 1981). Washington and Watson (1976) suggest that, “high morale is basic to the effective functioning of the school” (p.6). Conversely, low morale has been associated with teacher stress and absences (Lawley, 1985; Mendel, 1987).

The research can be misleading, though, as teacher morale studies provide a variety of definitions for the term. While a study may be claiming to evaluate morale, it may in fact be an investigation of a separate concept depending on the definition presented by the researcher. Hardy (2009) describes morale research as one with “much research and report but little coherence and clarity” (p.31). Beginning with early morale research during World War I, the definition of the term gradually shifted, and by 1973, the term “morale” was altogether removed from the Index of Psychological Abstracts. Several other topics such as job satisfaction, organizational health, and motivation were used in its stead, each with its own set of measurement tools (p. 24). Although since that

time morale research has begun to increase, the definition has continued to shift. With a lack of clarity regarding the definition of the term, it is understandably unclear as to which instrument administrators should apply to its measurement.

The Organizational Health Inventory (OHI) (Hoy, Tarter & Kottkamp, 1991), for instance, examines teacher morale as a subcategory of the larger concept of organizational health. The total score for the subcategory is meant to provide an indication of building morale. Similarly, the Teacher Measures Assessment (Weathers, 2009) evaluates morale as a component organizational health, as well. The School Organizational Health Questionnaire (Hart, et. al, 2000) examines morale as one component of 11 which are indicators of organizational climate. These types of assessments ask participants to answer questions such as ‘My morale is good right now’ (Bliese & Britt, 2001, p. 430).

There are several disadvantages to measurement tools such as the OHI. First, survey questions which ask participants to rate their morale are ignoring the fact that through the years, the term has been notoriously misused and misinterpreted. If researchers cannot agree on the definition to the term, participants of morale surveys are unlikely to agree either. Therefore, while a researcher may be trying to assess morale, he or she may in fact be assessing the participant’s job satisfaction or motivation. Secondly, morale measurement tools which result in an overall total score are doing little to help administrators address teacher morale. As Rempel and Bentley (1970) point out, “reliance on a total score as a measure of teacher morale can be grossly misleading” (p. 539). In order to evaluate the morale of a school, a researcher must investigate the integrated components which make up morale.

Not all researchers have taken a holistic approach, though, and have instead employed factor analysis to group items into categories. This process has resulted in additional measurement tools which each define morale differently and suggest varying components. The Purdue Teacher Opinionnaire (PTO) (Rempel & Bentley, 1970), for instance, examines ten sub-scale items, which combined are supposed to indicate a general level for morale. These subscales were identified through factor analysis procedures and are purported to be ten dimensions of morale. Similarly, as a result of factor analysis, the Staff Morale Questionnaire (SMQ) (Smith, 1971) measures three dimensions of morale differing from those examined by Rempel and Bentley. The scores from these subscales are meant to assist administrators as they work to improve teacher morale.

While the SMQ views morale as a multi-dimensional concept and has been used frequently by researchers as a measure for morale, it fails to conclusively demonstrate a connection between the measured dimensions. Additionally, while the SMQ may examine some of the factors contributing to morale, it says “nothing about the psychological state of individual teachers” (Hart, et. al, 2000, p. 213). Researchers have suggested that one issue with the SMQ “was a failure to differentiate the causes from the manifestations of morale” (Smith, 1987; Hart, et. al, 2000).

The categories assigned to the PTO are seemingly unrelated, as well. According to Rempel and Bentley (1964), the basis for the PTO, the Purdue Teacher Morale Inventory (PTMI), “consists of 145 items selected and arbitrarily grouped to sample eight categories pertaining to the teacher and his school environment” (p. 631). Factor analysis procedures were used to regroup and eliminate survey items for the PTO, but without a

valid theoretical understanding of morale, factor analysis only reorganizes, rewords, and deletes items from the original document. As Rempel and Bentley (1964) point out, a researcher “does not get out of a matrix anything that has not already been built into it” (p. 632). Identifying the dimensions of morale needs to be a precursor to survey design – not a consequence of factor analysis.

An examination of early research can provide evidence, though, to solve the mystery of the dimensions of morale. Getzels & Guba (1957), for example, examined the connection between the organization and those working within the organization. They suggest that, “(t)here are, first, the *institutions* with certain *roles* and *expectations* that will fulfill the goals of the system. Second, inhabiting the system there are the *individuals* with certain *personalities* and *need-dispositions*, whose interactions comprise what we generally call “social behavior” (p.424). Additionally, Argyris (1957) recognized that conflict exists in organizations, and the mere existence of tension is not necessarily a negative component. When a person takes on a role within a group, the person will try to “reshape bureaucratic roles so that personal needs can be actualized” (Hoy & Miskel, 1991, p. 43). At the same time, the organization tries to fit the employee into the mold that will best achieve its goals. So as the principal is looking out for the building as a whole and working to get the most out of his or her teachers, the teachers at the same time are looking out for their own needs and consciously and unconsciously evaluating their situations. Teacher morale exists as a balance between the employer and employee relationship.

Based on this assumption, there appear to be three components, or tensions, upon which teacher morale levels depend. The first component of teacher morale is

Identification, or the congruence between the goals of the organization and the personal needs of the employee. The second, *Belongingness*, is the congruence between the expectations of the role within the organization and the personal needs of the employee. The final component, *Rationality*, is the congruence between the role expectations and the organizational goals. In other words, rationality is the employee's evaluation of whether the expectations of the job are "logical and well-suited for the achievement of organizational goals" (Hoy & Miskel, 1991, p.45). While meeting requirements for his or her role within a school, a teacher must also be able to find a connection between his or her individual contributions and the mission of the school, while at the same time meeting his or her personal needs.

With this idea as a foundation, it is possible to justify the decades of conflicting results. For example, early research determined that areas such as teaching supplies and compensation were found to impact morale (Shilland, 1949; Blocker & Richardson, 1963) as were class sizes and administrative support (Hedlund & Brown, 1951; Blocker & Richardson, 1963). When examining the congruence between role expectations and personal needs, or *belongingness*, for example, one could argue that oversized classes and a lack of teaching supplies could cause tension between how a teacher is expected to perform (role expectation) and what a teacher feels that he or she needs in order to accomplish this goal (personal needs).

Additionally, a study completed by Barry (1956) asked school board members and administrators to respond to the same questions, and found that respondents "differed the most in their answers to the same questions in schools with low morale" (Blocker & Richardson, 1963, p. 202). Directives regarding organizational goals as well as role

expectations come from the top down, and when a school board and its administrators fail to agree, the path chosen to achieve those goals may be clouded, as well. If a teacher fails to see connections between the organizational goals and his or her role expectations, morale levels may be impacted.

Although there have been some researchers who have cited the research of Getzels and Guba as the basis for their own morale studies, many have failed to successfully measure the connections between teacher rationality, identification, and belongingness. Instead, many offer a narrow view of selected stressors rather than focusing on the overarching incongruence between components. Stedt and Fraser (1984) for instance, published a morale checklist for principals to use to improve teacher morale. Section two of their document is based on the work of Getzels and Guba and includes three questions:

1. I feel that I understand the goals of the school.
2. My personal goals are the same as the school's goals.
3. This school tries to meet the individual needs of each student.

Each of the items makes an attempt to examine a component of morale, but each fails to hit the mark. For example, a person can “understand” yet disagree with the goals of the school. So while a teacher’s response might indicate high morale because they “understand the goals of the school,” tension may exist between personal needs and organizational goals if the teacher disagrees with those goals.

While much work has been done in the field of teacher morale, few investigations have decreased the divide between researchers on the theories surrounding the concept. This does not limit the need to evaluate morale, though, and Getzels and Guba (1957)

suggest that administrators need to “integrate the demands of the institution and the demands of the staff members in a way that is at once organizationally productive and individually fulfilling” (p.430). The task of the administrator is much harder without a valid tool, though, as perceptions of building morale may differ between teacher and principal.

Past studies analyzing connections between principal and teacher perceptions on a variety of issues have resulted in discrepancies. A quantitative study examining the connection between principal and teacher perceptions of faculty meetings (Amidon & Blumberg, 1966) demonstrated that while principals viewed faculty meetings as “attractive” and “productive,” teachers viewed the same meetings as “at best, rather neutral” (p.3). In an effort to determine the correlation between principal and teacher perceptions of teacher empowerment, Keiser and Shen (2000) found that principals believed teachers to be more empowered than the teachers believed themselves to be. While examining the connection between teacher morale and the principal, Wood (1973) discovered that there was a “statistically significant difference” between the ways that principals viewed the school climate as compared to the views of the teachers.

Clearly, principals must rely on a proven instrument to evaluate teacher morale rather than their own perceptions. Unfortunately, there is currently no tool to measure the tension levels existing between administration and employees. It would thus be of interest to create a measurement tool more closely aligned to the original theories presented by Getzels and Guba which measures the correlation between the three components of morale.

Therefore, the purpose of this study was to design and pilot an instrument which would measure the multi-dimensional concept of morale, which Getzels and Guba(1957) present as a triangular relationship between an employee's feelings of belongingness, rationality, and identification. The results of the pilot study may be used in the formulation of a morale measurement tool for administrators to use with building faculty. This study will also add to the limited research regarding the concept of teacher morale. The following research questions were addressed:

3. What components are being measured by the Teacher Morale Survey?
4. How reliable is the instrument in measuring the components?

With politicians, community members, and school leaders in a continuous state of deliberation over best practices, administration needs to be able to make accurate and timely decisions. Assessing workplace morale is one area which leaders have been striving to accomplish for decades, and it is necessary for the building principal to rely on proven instruments at the onset of those efforts, rather than basing decisions on personal observations and feelings. Additionally, administration should be able to identify specific areas of conflict which may be contributing to employee morale. The results of this pilot may be used in future research on the testing of teacher morale.

CHAPTER 2

Review of Literature

A persistent problem with teacher morale research has been the lack of consistent terminology. Additionally, researchers have struggled for decades to identify specific elements of morale as well as its impact on employee productivity. This review will examine inconsistencies within established definitions, factors, and measurement scales.

Conflicting Terminology

Motivation. Motivation has been defined as, “the process of showing one’s concentration, direction and durability for accomplishing goals” (Joo, 2012, p.3). Additionally, it has been said that, “motivation is the study of the internal processes that give behavior its energy and direction” (Wei, 2012; Reeve, 1996). Motivation has also been described as “the complex forces, drives, needs, tension states, or other mechanisms that start and maintain work-related behaviors toward the achievement of personal goals” (Hoy & Miskel, 1991, p.168). Generally, researchers examining teacher motivation are concerned with why teachers work to accomplish goals.

As this idea is very similar to teacher morale, some researchers inadvertently use morale and motivation synonymously. Mertler (1992), for example, defines motivation as, “the willingness to exert high levels of effort toward organizational goals, conditioned by the ability of these efforts to satisfy some individual need (Mertler, 1992; Oliver et al, 1988). Similarly, Hoy & Miskel (1991) define morale as, “the tendency to expend extra effort in the achievement of group goals” (p.44). This is one example of many which use

the terms interchangeably, as this type of confusion has become commonplace with researchers examining teacher morale.

Job Satisfaction. Job satisfaction, a term which on its own has cost researchers countless hours of investigation, must be examined as part of any study of morale, as well. Locke (1968) describes job satisfaction as a “pleasurable emotional state” (p. 10). Similarly, Ho (2006) presents job satisfaction as, “a kind of subjective well-being” (p. 174). Furthermore, Coughlan’s (1970) research on job satisfaction considers the term to mean, “work attitudes” (p. 40).

As with motivation, many researchers have used the terms “job satisfaction” and “morale” interchangeably in the past (Vitales, 1953). Rowland (2008), for example, writes that “teacher morale is the numerical representation of the teachers’ job satisfaction” (p.6). Guba (1958) confirms this thinking in his study, noting that, “morale has been defined simply as a state of satisfaction” (p. 209). Additionally, Guion (1958), describes *morale* as “the extent to which an individual’s needs are satisfied and the extent to which the individual perceives that satisfaction” (p.62). Similarly, Locke (1968) defines *job satisfaction* as, “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values” (p.10).

While Blocker (1963) discusses the similarities between the terms job satisfaction and morale and notes that “(a)ny division of studies into these two categories is bound to be arbitrary and to contain a considerable amount of overlapping” (p.200), it is possible to make a distinction between the two. Blum’s (1956) definition notes the difference between job satisfaction and morale, suggesting that morale is a continuation of a

person's attitude. The attitude contributes to job satisfaction and this satisfaction leads to morale. In other words, a person is motivated by certain factors to work toward the achievement of organizational goals. If the person is able to meet goals and personal needs, he or she would feel job satisfaction. As the congruence between personal needs and organizational goals is one of the three factors affecting morale, and morale is not uni-directional, job satisfaction and teacher morale may impact each other (See Figure 1).



Figure 1 - Job Satisfaction & Motivation

The lack of consistency with regard to the definition of terms has been problematic for researchers. Evans (1992) writes regarding morale that, “the term is often avoided in order to eliminate the problems of defining it” (Evans, 1992; Smith 1976). This avoidance is not universal, however, and even as researchers discuss the limitations of prior research, some continue to present their “own interpretation(s)” (Evans, 1992, p.162). These interpretations often arise from the researcher’s personal biases, rather than empirical data. Although Guion (1958) suggests that “the first, and most neglected, step in adequate research is the definition of variables” and these should be, “followed by *empirical* definition of basic variables,” his aforementioned definition is presented in accordance with several other interpretations of morale, and delineated as the “most useful parts of each of the other concepts,” (Guion, 1958, p. 62) thereby creating a new definition for the already clouded concept.

Individual vs. Group. Various researchers examining teacher morale have focused primarily on the connection between the individual and the group, yet this pool is clouded with doubt, as well. For example, research from the early 1930s refers to morale as a person's ability to identify with group goals (Houser, 1938). Guba (1958) clarifies morale further, suggesting that morale is a tendency to expel extra effort toward the achievement of group goals. Vitales (1953) presents a similar yet slightly altered version of morale as a person's tendency to work toward group goals and maintain this forward motion in the future. Hoy and Miskel (1991) agree with Guba (1958) to an extent, in that they also define morale as "the tendency to expend extra effort in the achievement of group goals" (p. 44).

Yet, Guion (1958) disagrees with definitions of morale which suggest that group affiliation is a necessary component to achieving high morale. He argues that certain positions do not entail working with a group per se, and if the theory holds that morale measurement relates to connection to a group, those individuals would not be able to have either a high or a low morale as the group connection would not exist. While it may hold true that a person's role within an organization may not require group affiliation, the accuracy of this statement again depends on the definition of certain terminology. The use of the word *group* could indicate, for example, either coworkers, which would refer to congruence between the expectations of a given role and the individual's personal needs, or an organization, which would relate more closely to the connection between the role and the overall goals of the institution.

Summary. Guba (1958) suggests that “definitions of morale and satisfaction are essentially arbitrary and depend upon the purpose of the definer” (p.196). This “arbitrary” assignment of definitions is a precursor to the existing research divide. After a careful review of the conflicting definitions, I will ultimately be viewing morale as the social psychological state of either an individual or a group toward a function or task and basing the measurement of morale on Guba’s (1958) theory as presented by Hoy and Miskel (1991) that morale results from a balance between organizational goals, role expectations, and individual needs and motives.

Factors Associated with Morale

Number of Factors. Over the years, researchers have attempted to make connections between teacher morale and numerous factors, yet no elements have been conclusively identified and agreed upon. One similarity among research, though, is the conclusion that morale is a multi-dimensional concept. Rempel and Bentley (1964) confirm this belief and note that, “one of the few points of agreement among recent investigators of morale in other fields is that morale is multidimensional” (Wherry, 1958; Mahoney, 1956; Merrihue and Katzell, 1955; Baher and Renck, 1958).

Coffman (1951) found that morale is not one factor which can be measured – rather it is a combination of various components, “any one of which may be focal for a particular teacher” (331). Additionally, Hoy and Miskel (1991) suggest that “administrators attempting to obtain high morale in a school must be concerned with substantial levels of agreement among bureaucratic expectations, personal needs, and

organizational goals,” indicating that if one of the three areas is low, high morale cannot be achieved (p.45). If an employee is unable to make a connection between the expectations of his or her role and the overall goals of the institution, for example, it would be difficult for that employee to achieve high morale.

This belief that multiple factors contribute to teacher morale seems to be confirmed by studies attempting to identify the relationship between one factor and morale. Blocker (1963) considers such studies which investigate only one factor a “disservice” to the field, suggesting that “(j)ob satisfaction studies have already indicated rather conclusively that morale is the result of many interrelated factors” (208).

Leadership Styles. More specifically, one aspect of teacher morale examined by researchers is the impact administration can have on teachers. Leadership styles such as bureaucratic, laissez-faire, democratic, informal, and transactional, can influence teacher morale both positively and negatively. Ellenburg (1972) believes that “the administrator – his attitudes, his policies, his procedures, his understanding of the individual teachers, and his philosophical approach to problems – seems to be the major factor in teacher morale” (p.42). The emotions of teachers can form a “link between the social structures in which teachers work and the ways they act” (Weakliem, 2006). As the mediator between the teacher and the organizational goals, the administrator makes choices about how to balance the personal needs of the teacher and the role expectations imposed upon them, and each leadership style approaches this balance in a different way.

As the administrator works toward organizational goals, his or her leadership style impacts how personal needs and role expectations are integrated. According to Hoy &

Miskel (1991), “all styles are different ways to achieve the *same* organizational goals; they are not different views of the goals” (p.46). A leader utilizing the laissez-fair style, for example, allows teachers freedom to work toward individual personal needs and relies on teacher judgment to determine appropriate behavior and compliance of role expectations. The bureaucratic style, on the other hand, focuses on the organizational goals more than anything else. The “(s)ubordinates are expected to conform completely” (Hoy & Miskel, 1991, p.45). The bureaucratic administrator focuses on enforcing compliance to the role expectations and cares little for fulfillment of personal goals.

While some research has indicated that one leadership style is more effective than another, these results can be misleading, as researchers do not agree on the most appropriate style. More specifically, some studies focusing on leadership types have found that “faculties of democratically administered high schools made the highest scores on a morale instrument” (Sweat, 1963). The democratic leader tends to include teachers in the decision-making process whereas with other styles, the principal is the one to make decisions. Interestingly, other studies have concluded that “(t)here is not a universal and appropriate leadership style of principals for all schools and cultures” (Al-Safran, et. al, 2013, p. 14).

Investigation into leadership styles may actually be tapping into several different morale components, which may explain the discrepancy between previous results. For example, one could assume that with laissez-faire leadership, as long as the teacher is able to fulfill his or her personal needs while meeting role expectations, teacher morale should be high. If teachers are unable to achieve self-actualization, or to respect each other and achieve esteem without interference from the principal, the morale may suffer.

Conversely, assuming the personal needs of the teachers were inadvertently fulfilled in the process of meeting role expectations under a bureaucratic leader, teacher morale would theoretically be high. Prentice (2004) found that, “(a) leader’s job is to provide that recognition of roles and functions within the group that will permit each member to satisfy and fulfill some major motive or interest” (p. 109). Thus, while studies may indicate that one style is better than another, the congruence of personal needs and role expectations is important to teacher morale as opposed to a specific leadership style.

Additionally, the way the teacher *expects* the administrator to behave may actually be the important component. When the administrator’s behavior, or the role expectation, is contrary to the teacher’s expectation, or personal needs, teacher morale may decrease. Bidwell (1955) studied this connection by examining administrators with democratic, autocratic, and laissez-faire behavioral styles and suggests that “(i)t does not depend upon the nature of the expectation” (Blocker & Richardson, 1963, p. 202).

Morale is determined by the teacher’s expectation for the principal’s behavior.

Additionally, a study of two air force squadrons determined that, “morale in a group is higher when the members perceive their leader as possessing the skills, abilities, and knowledge which are valued by these members” (Hunter-Boykin & Evans, 1995; Jenkins, 1947). If an employee felt that the behavior was in line with his or her expectations or needs, he or she was satisfied with the behavior.

Rewards. Lortie (1975) found that there are three types of rewards experienced by teachers: extrinsic, intrinsic, and ancillary. Extrinsic rewards, such as salary and respect, “exist independently of the individual who occupies the role” (Lortie, 1975,

p.101). Intrinsic rewards, or psychic rewards such as developing student relationships, “vary from person to person” (Lortie, 1975, p.101). Ancillary rewards are rewards which might be inadvertently attained through teaching, yet extra work will not likely yield a greater result. While ancillary rewards are “unlikely to inspire greater effort or commitment since they do not expand beyond what is originally received” (Cohn & Kottkamp, 1993), both intrinsic and extrinsic rewards may impact morale.

Extrinsic Rewards

Salary. The necessary congruence between role expectations and personal needs is seemingly confirmed through research studies examining the impact of salary on teacher morale. Shilland (1949), for example, found that compensation was an essential component to high morale. Mathis (1959), though, completed a study examining connections between salary and morale, only to discover that “(n)o significant difference in morale level was found between schools grouped on the basis of type of salary schedule” (279). Ellenburg (1972) experienced similar results, noting that salary, “*did not* show statistical relation to either satisfaction or dissatisfaction of teachers with their jobs” (41). While personal needs can be a determiner for low morale, salary may not be the only need present. Additional factors, such as safety, esteem, and group affiliation may also impact whether an employee feels his or her needs are being met.

Material or extrinsic rewards, such as a teacher’s salary, may be viewed by an employee as a necessity for life but also may be viewed as a method of praise. If an employee is experiencing financial strain, for example, and finances become an evident personal need for said employee, then salary may increase the tension between the role expectations and personal needs. If the salary does not place a financial hardship on the

employee, though, then the salary may become a sign of achievement, thus impacting the personal need, esteem. Therefore, measuring a teacher's feelings toward salary may provide misleading results.

Praise and Recognition. While salary may become a method for administering praise and fulfilling a teacher's need for esteem, other supervisory practices may achieve this goal, as well, and should be considered when evaluating morale. Carpenter (1960) determined that teachers were more interested in non-monetary rewards as praise for performance. Perhaps this is one reason that democratic leadership styles are preferable in some instances – employees feel as though there is more communication between the teachers and the administrators and this feedback is fulfilling the need for esteem.

Intrinsic/Psychic Rewards

Feelings. Psychologists have designated many human feelings as needs. The Esteem category of Maslow's Hierarchy of Needs, for example, refers to among others, confidence, achievement, and respect. The Love/Belonging category pertains to friendship and family. Additionally, other researchers have examined the feeling of being socially connected, suggesting that, "the need for relatedness may be important from an evolutionary standpoint, in that people who life in cohesive, cooperative, social groups are more likely to survive than people who go it alone" (Ormrod, 2003; Wright, 1994).

Numerous researchers have tried to connect a teacher's feelings to morale. Waller (1965) suggests that "feeling makes the school a social unity" (p. 13), describing a

“we-feeling” that brings people together for a common purpose. Greenwald (1963) measured the intrapsychic feelings of teachers and determined that loneliness and hopelessness impacted teacher morale. Similarly, Suehr (1961) examined characteristics of low morale teachers and discovered that those teachers worried and tended to avoid repressing their true feelings. Doherty (1988) measured morale as it related to among other things, anxiety and depression. Lortie (1975) noted that teaching “favors emphasis on psychic rewards” (p.103). These intrinsic feelings are important to teacher morale, and the challenge to researchers is to organize the various components in a way that will assist school leaders in teacher morale improvement efforts.

Needs. A morale instrument must measure personal needs from various categories on the hierarchy in order to truly measure a teacher’s needs. One cannot merely focus on physical needs such as salary or teaching materials. Locke (1968), for example, distinguished between the terms “value,” “expectation,” and “need,” noting that “when separated experimentally, it is found that values rather than expectations determine satisfaction” (p.14). He suggests that while needs are inherent to survival, men, “may or may not seek values which will in fact further and maintain their life” (p.15), indicating that while research may show a correlation between needs and satisfaction, this will exist only if the needs are established as values by the individual.

Animal researchers have given additional clues into the drive for need acquisition. Researchers have found that, “animals have as many as a dozen specific hungers for particular kinds of food” (White, 1959). White also found that a “negative food preference can be produced by loading either the stomach or the blood stream with some

single element of the normal diet” (p. 303). Theorists also support a need similar to self-actualization known as *competence*, an intrinsic need beginning in infancy (White, 1959). Competence refers to certain activities required for survival, which are naturally viewed as fun and rewarding. Children need to learn to walk, but do so because of the personal satisfaction rather than necessity. “The association of interest with this ‘work,’ making it play and fun, is thus somewhat comparable to the association of sexual pleasure with the biological goal of reproduction” (p. 329). Motivation to work toward need fulfillment depends on many factors, and research must focus on a range of personal needs in order to capture the true picture of teacher morale.

Ormrod argues that according to Maslow’s Hierarchy of Needs, people, “try to satisfy their physiological needs first, then their need for safety, and still later their needs for love, belonging, and esteem” (Ormrod, 2003 p. 373). This hierarchy helps to explain why some needs are established as values by an individual, as each person would be working to meet different needs at any given time.

Belongingness. Similarly, studies have shown a connection between the requirements accompanying a teacher’s position within the organization and his or her personal needs, otherwise referred to as *belongingness*. Personal needs may vary by individual, but according to Maslow’s Hierarchy of Needs, once basic needs are met, such as safety and love, human’s will naturally strive to satisfy other needs, such as self-actualization. Tension is created if a teacher’s role prohibits him or her from achieving those personal needs.

Administration may be working to set responsibilities for each teacher which are most beneficial to students, while at the same time, the teacher is working to adjust his or her responsibilities to both meet the needs of the students and his or her personal needs. For example, if a teacher is asked to work after school a few evenings a month in order to provide tutoring support for students, this may interfere with the teacher's personal needs by taking time away from what he or she deems more important. One study found that, "professional ethos and the rights that teachers expected as professionals potentially conflicted with their role as members of schools' bureaucratic organization" (Conley & You, 2013; Hall, 1967). The conflict between the need to reach what he or she deemed full potential and the role expectations as designed by the school was created when teacher autonomy began conflicting with high stakes testing requirements. This conflict is a precursor to decreased teacher morale.

Rationality. The connection between an employee's job responsibilities and the goals outlined by the organization as a whole can be defined as the *rationality*. This concept has previously been established by researchers Getzels and Guba (1957, p. 438), who suggest that rationality is an employee's ability to make a connection between the goals assigned to his or her role and the overall goals of the institution. Not only does an employee need to understand his or her individual job responsibilities, but he or she also needs to see a connection between those responsibilities and the overall goals of the school. In today's society, issues such as standardized testing can create an increased tension in this area.

If a math teacher, for example, is expected to prepare students for his state standardized test and his schedule does not allow for adequate instructional time, the teacher may become frustrated. When administration was, “being asked to exert greater bureaucratic control as a response to the needs of student testing and/or student achievement,” (Conley & You, 2013, p. 186; Conley & Glassman, 2008) in the aforementioned example, not only was belongingness impacted when teachers’ freedoms were limited, but rationality was impacted, as well. Tension was created between the organizational goals and the role expectations passed on to teachers. This frustration can lead to decreased teacher morale.

Imagine a school district with a vision to improve student success. A teacher in this district is charged with the task of increasing student proficiency on Pennsylvania’s state standardized test, the Keystone exam. This teacher is also instructed to monitor the cafeteria during lunches and the bus pickup area after school. Not only does the district not provide any time for the teacher to collaborate with colleagues regarding student progress, but it also fails to establish time during the school day for students to receive extra help. A disconnect has occurred between the goals of the district and the expectations assigned to the teacher. When the teacher fails to see how his or her role expectations coincide with the organizational goals, morale may begin to disintegrate.

Identification. The third component of morale, *Identification*, describes the idea that institutional goals, such as the need for standardized testing in the previous example, coincide with the employee’s personal needs and goals. If, for example, a teacher feels that he needs time to collaborate with his colleagues, but the need to prepare for

standardized testing interferes with his ability to collaborate, incongruence may occur between the two, again leading to teacher frustrations and possibly a decrease in morale.

Components of Morale. Not only do rationality, belongingness, and identification function independently of one another, their congruence impacts morale, as well. This connection is acknowledged by Hoy and Miskel (1991) who describe morale as a “function of the interaction of rationality, identification, and belongingness” (p.45; Getzels & Guba, 1957) and suggest that each component plays a role in achieving high morale. The three elements overlap with one another and while the absence of one will lead to low morale, morale can, “reach acceptable levels if all three factors are maintained to some degree” (p. 440) (See Figure 2).

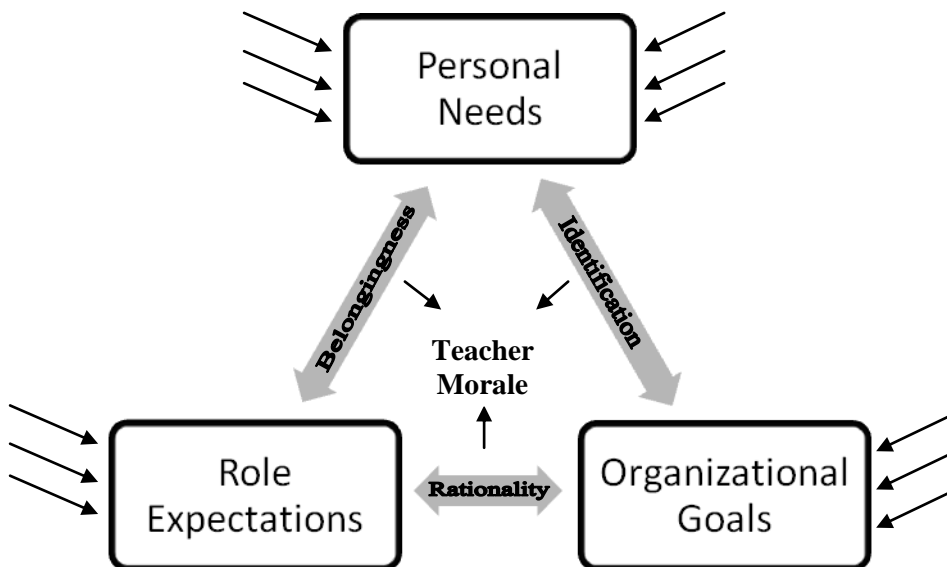


Figure 2 - Teacher Morale

Summary. When a teacher is hired to fill a specified role, the goals of the district have already been designed, and the administration has already been given directives

regarding what types of responsibilities will accompany the position. A teacher is not merely a mindless body, though, and brings along a host of personal needs. These may include curricular issues, monetary requirements, and relationship dramas. Tension between personal needs, role expectations, and organizational goals is naturally occurring, and does not inherently lead to low morale. According to Getzels & Guba (1957), though, too much tension in one area can cause morale to decrease. Examining these tensions can help administrators identify problematic areas in an effort to increase teacher morale.

Testing Morale

Employee Inventory. The *Employee Inventory* as designed by researchers in the Industrial Relations Center focuses on identifying “factors underlying employee morale” (Baehr, 1958, p.158). Factor analyses indicated a correlation between morale and certain basic areas. In the final version of the survey, thirty items were included to encapsulate all factors which may influence employee attitudes.

This measure of employee morale which “can be used as a core of items for attitude survey questionnaires developed especially for particular types of employees” (p. 176), groups items together into five categories: Organization and Management, Immediate Supervision, Material Rewards, Fellow Employees, and Job Satisfaction. Questions ranged from those focusing on individual opinions such as, “(m)y job is often dull and monotonous,” to those of a more interpretive nature such as, “(t)he people I work with get along well together.” These factors were expanded on in later surveys to include aspects pertaining to curriculum and community.

Although this survey does seem to address areas which may impact an employee's morale, it fails to make a connection between the categories more substantially than by the mere notation that the area is lacking. For example, if responses to the Material Rewards category indicate employees are dissatisfied, the result may not indicate an overall state of low morale. As prior research has demonstrated (Mathis, 1959; Ellenburg, 1972), while salary may be considered a personal need of an employee, salary is not a valid indicator of low employee morale. This survey does little to help employers who are attempting to evaluate and correct building morale.

Additionally, the disregard for the morale components limits the usefulness of this survey. Rather than focusing on the tensions inherent in the morale triangle, the designers created a list of factors which may have impacted morale and used factor analysis procedures to identify and label components. Any number of factors may have been identified depending on the questions built into the original survey. One such factor, Job Satisfaction, is particularly disturbing, as job satisfaction is said to be a prerequisite to morale. If job satisfaction leads to morale and morale is an extension of this attitude of satisfaction, then it would seem that Job Satisfaction would carry more weight than a factor such as Material Rewards. The survey makes no distinction, though, indicating no connection between factors and each factor carrying the same weight.

Purdue Teacher Opinionnaire. The *Purdue Teacher Opinionnaire (PTO)*, (Rempel & Bentley, 1970) includes similar qualities, including not only items dealing with rapport, workload, salary, and overall satisfaction, but additionally focuses on teacher status, community support, and issues in curriculum. As was the case with

Baehr's study of morale, the survey asks respondents to assess items relating to personal experiences and observations about other employees within the organization.

While the PTO is one of the more widely-used morale assessments and can give an overall snapshot of building morale, it again falls short of providing ways for employers to begin corrective action for low building morale. During a study involving 3075 secondary school teachers, for example, Bentley and Remple (1967) found that "there was a high correlation between salary level and the level of morale" (p.537). Identifying employees as dissatisfied with current salary may be useful to employers, but does not provide enough information for alleviating issues with low morale.

Additionally, these findings are contrary to several previously mentioned studies (Mathis, 1959; Ellenburg, 1972) which found that salary levels were not appropriate indicators for levels of teacher morale. The results from the administration of the PTO are meant to describe the employee's expectations, responsibilities, and needs, yet the survey fails to acknowledge the connection between the components of morale. This tool assesses each of its eight factors separately, assigning factor scores as well as a total score. By ignoring the overall tension and focusing on individual items which may be causing the tension, the test fails to give an accurate representation of building morale for administrators.

Organizational Health Inventory. More recently, Hoy and Miskel (1991) adapted a concept proposed by Miles (1969) which identifies 10 areas contributing to overall building health. Their final adaptation includes 44 items which assess 7 areas to determine the overall health. The researchers note that "faculty morale and the academic

press of the school are seen as critical ingredients of good school health.” (p. 70). This survey, known as the Organizational Health Inventory (OHI), asks respondents to rank agreement to statements such as, “The morale of the teachers is high.”

Questions which ask respondents to evaluate the state of others can be problematic. From a psychological standpoint, for example, an event can be viewed from the perspective of both the actor and the observer. An actor is fully aware of his or her internal thoughts and feelings as well as external reactions to situations. On the other hand, “observers are neither fully aware of the situations around the actors nor the actors’ construals of the situations” (Park, et. al, 2006, 631; Jones and Nisbett, 1972). Therefore, when asking respondents to present opinions on the psychological state of others, feedback may portray inappropriate results.

Additionally, although Hoy and Miskel have noted that they believe morale to be a multi-dimensional concept, this survey views morale as a component of a healthy organization, and therefore examines the concept holistically rather than analyzing the factors contributing to its state. Building administrators may find this information less useful, as identifying levels of morale would be merely a precursor to the modification of current policies and practices. “The successful principal must analyze the factors contributing to teacher discontent and be industrious, innovative, and creative enough to work with his teachers toward a solution to these problems” (Washington & Watson, 1976, p. 6). A more useful tool would examine the inter-related areas of morale, thus providing insight into changes which may benefit the organization.

While available tools may be tapping into factors which can impact teacher morale, they are limited in their usefulness because they are examining morale in too

narrow a scope. Just as a doctor might get lucky and be able to identify a disorder based on one symptom, a researcher might be able to connect salary disappointments to low morale. Realistically though, a doctor would most likely fail to find a solution to the disorder by alleviating one symptom. Likewise, the researcher or administrator needs to examine the overarching tension, not just one “symptom,” to truly identify ways to increase faltering morale.

Summary. So it can be seen that there are a variety of tools available to industry leaders, administrators, and researchers which can be used to evaluate employee morale. Additionally, researchers view the term itself from many angles. The fact that there are such varied ways to assess the condition may be cause for concern. In an educational setting where morale is being observed by both teachers and administration, the perceptions of the building morale may be skewed to indicate a feeling that is not really present, depending on who is reporting on the state. A tool which examines morale as a multi-dimensional concept, measuring the rationality, belongingness, and identification for building employees, would provide useful information to administrators looking to evaluate and improve morale.

CHAPTER 3

Methodology

I chose a non-experimental, cross-sectional approach for this quantitative research project with the purpose of piloting a survey which measured components of morale including rationality, belongingness, and identification. Survey items were designed through the use of focus groups and expert opinions to ensure the items related not only to the elements of the morale, but to the respondents, as well. Additionally, as two components, belongingness and identification, are connected to an employee's personal needs, the items were evaluated for their connection to Maslow's Hierarchy of Needs. The pilot results were analyzed to determine both whether the items were measuring the components of morale as well as reliability of the instrument. This chapter describes the instrument, participants, process, and data analysis of the results.

Research Questions

The following questions were addressed with this study:

1. What components are being measured by the Teacher Morale Survey?
2. How reliable is the instrument in measuring the components?

Participants

The sample for the pilot survey was taken from a rural Pennsylvania high school which was believed to be experiencing low morale. Faculty members in the district experienced two different rounds of furloughs in the past year. Additionally, the district

had begun procedures to close the selected high school at the end of the 2013/2014 school year.

The selected high school is located in a rural town in Pennsylvania. This community is considerably smaller than other local communities, and the 2010 census lists the total population at less than 2000 with a median age of 40.6 years. The total student enrollment for the selected school in 2012 was 263, and the building supported approximately 28 faculty members.

This was a purposive sample, as the pilot survey was administered to the entire faculty from the selected school. All teachers working in the school at the time of administration were invited to participate and all submitted surveys (N = 22). There were two surveys which contained missing data, as the participants failed to complete the back page of the instrument. The results from these two surveys were removed from calculations.

Focus Groups

A small group of teachers was selected to participate in focus group discussions. The researcher was employed as a member of the faculty at the pilot location, and the focus group participants were selected from that location, as well, in order to encourage honest discourse among participants. The group was limited to three participants plus a facilitator because the target population, which focus group participants were members of, was a small group. This presented a challenge in finding willing participants who could form a homogeneous group. Additionally, as the discussion would likely involve

topics participants had strong feelings about, a small group was a necessity for the sake of time.

Participants were selected for both their diverse teaching backgrounds as well as their current teaching positions in order to encourage honest conversation. Krathwohl (2009) suggests that focus groups need to be a “relatively homogeneous group representative of a target population – too much diversity causes some persons to withdraw” (p. 305). The goal was to identify participants who not only had a variety of teaching experience, but also teachers who were willing to have open and honest conversation with one another about areas of frustration.

The chosen focus group members were employed in various positions within the target population and have achieved a variety of degrees. One participant is a twelve-year teaching veteran who has taught at both the elementary and high school levels in various buildings throughout the district. This participant has two separate Bachelor of Science degrees and during the focus group session was employed as a special education teacher. A second participant has been teaching for ten years as a Special Education teacher at the high school level and also holds two Bachelor of Science degrees. The third participant has been teaching for nine consecutive years. This participant has assumed various roles for the last nine years, including literacy coach, English teacher, and librarian, and holds a Doctorate of Education degree. This participant was employed as a librarian as well as an instructor at a local college during focus groups sessions. While this participant’s position differed from the other two, the responsibilities of the librarian included working with a diverse population very similar to the other two. Additionally, the participant was employed for a similar length of time as the other two.

I began my focus group sessions with a few prompting questions. For example, I asked respondents to discuss what “morale” meant. Later in the conversation I asked group members to discuss what types of things might interfere with a teacher’s ability to complete his or her job. More specifically, participants were asked to think of a time when the school goals or state requirements might “interfere with the needs of the teacher.” Group members were also asked to identify situations when teacher morale might decrease. I allowed the group to continue the discussion freely, and as there was minimal downtime during the conversations, there was little need for me to prompt further.

Focus group responses were coded to identify connections to Maslow’s Hierarchy of Needs, as the pilot survey items needed to address a variety of needs across the hierarchy. It was assumed that the employees’ physiological needs, such as sleeping and breathing, were already being achieved, but survey items needed to address the four other areas of the hierarchy: Safety, Love/Belongingness, Esteem, and Self-Actualization. Previously designed items were then compared to the coded results to identify inadequately addressed areas as well as relevancy to modern teacher concerns.

Measures

The goal of each set of items was to measure the three components of morale: rationality, belongingness, and identification. Focus group discussions were used to aid in the design of survey items, and once items were constructed, they were reviewed by several members of the educational community to increase face validity. Participants were asked to respond to items using a 5-point Likert scale ranging from Strongly

Disagree (1) to Strongly Agree (5). For most questions, a response of “Strongly Disagree” indicated tension in that area. Questions 6, 7, 13, 14, 15, 16, 17, and 25 contained negative wording and reverse coding was used during data analysis procedures for these questions. Question 6, for example, states, *I get frustrated when the successes or failures of my students are compared to that of students in other schools.* Listed below are the survey questions used to evaluate each category:

Rationality (organizational goals vs. role expectations)

These questions were intended to identify tension between the overall goals of the school as set forth by the state or school board and the individual expectations imposed upon the teacher.

1. One of my top priorities is to prepare my students for standardized tests.
2. In my school I am allowed to teach the content I feel is important for students.
3. State standardized testing is important.
4. I get frustrated when the successes or failures of my students are compared to that of students in other schools.
5. Sometimes I wish my district would push back against state requirements.
6. My school offers college-level classes.
7. Budgetary cutbacks at my school have cut into my ability to be an effective teacher.

Belongingness (personal needs vs. role expectations)

These questions were designed to identify tension existing between what the teacher personally needs (based on Maslow’s Hierarchy of Needs) such as time, money, security,

etc. and the individual expectations imposed upon the teacher by the school board and/or principal.

1. I know how to prepare my students for standardized tests.
2. In my school I like knowing exactly what my students need to learn.
3. State budget cutbacks have limited my teaching resources.
4. Cuts to “extras” (art/music/etc) at my school have made it a less satisfying place to work.
5. I worry that my position will be cut.
6. Teaching is a rewarding career.
7. In my school I have enough time to teach what I feel is important.
8. I am adequately compensated for my job.

Identification (personal needs vs. organizational goals)

This category again focuses on the personal needs of the teacher (time, security, money, etc.) but as they relate to the overall goals of the school board and principal. In other words, these questions look for ways that the overall goals of the school conflict with what the teacher individually needs.

1. If I were to come up with the ideal mission statement for my school, it would closely match my school’s mission statement.
2. In my school the demands placed on me are in line with the mission of the school.
3. I am satisfied with my school’s mission statement.
4. In my school effective teaching is recognized.
5. My district requires too much paperwork.

6. In my school I feel need.
7. My district allows me to attend conferences.
8. My district encourages me to further my education.
9. In my school I have time to collaborate with my colleagues.
10. If I disagree with a suggestion made by my supervisor, I would ignore the suggestion.

Survey Process

The survey was administered according to University and Federal guidelines regarding the involvement of human subjects. Permission was also granted by the superintendent of the school to conduct the study. During a faculty meeting, the researcher explained that the data were being collected in order to pilot test a morale measurement tool. Participation was voluntary, and results remained confidential. At the time of administration, participants were asked to sign an Informed Consent Form before completing the survey.

Data Analysis

Research question one asked, *What components are being measured by the Teacher Morale Survey?* Identifying validity is complicated, and as Carmines and Zeller (1979) suggest, “criterion validation procedures have rather limited usefulness in the social sciences for the simple reason that, in many situations, there are no criteria against which the measure can be reasonably evaluated” (p. 20). In addition, content validity is difficult to achieve, as “in measuring most concepts in the social sciences, it is impossible

to sample content. Rather, one formulates a set of items that is intended to reflect the content of a given theoretical concept” (p.22).

Of the several types of validity, I used factor analysis to correlate the resulting scores. “A factor analysis identifies clusters of items that correlate highly with each other and thus are measuring the same things—factors” (Kathwohl, 2009, p. 409). Identifying the interrelationships of the scores helped to provide evidence of construct validity. This evidence does not by itself prove validity of the measurement, as “construct validation ideally requires a pattern of consistent findings involving different researchers using different theoretical structures across a number of different studies” (Carmines & Zeller, 1979, p.24). As this survey was tested as a pilot, future research will be helpful in establishing generalizability.

More specifically, principal component analysis and oblimin rotation were used for data-reduction purposes, which allowed items to be moved or rejected. Communality values were examined and any item greater than 0.9 was retained. The recommended factor loading is 0.4. Therefore, any item falling below that value with both principal component analysis and oblimin rotation was removed from the analysis. Factor patterns were used to modify item placement within the three components, and items were reassigned to components based on the highest factor value. Before final reassignment, item wording was evaluated to ensure that the move was logical.

The Kaiser-Meyer-Olkin test was used to provide evidence of construct validity, as well, by examining adequacy of the sample size. A score of less than 0.5 indicates that a larger sample size is required to provide evidence of construct validity. As this study was designed as an exploratory pilot survey and administered to a small, purposive

sample of respondents, a score of less than 0.5 was expected with the understanding that the final version of the survey would need to be administered to a much larger group before validity could be achieved.

Research question two asks, *How reliable is the instrument in measuring the components?* While there are several methods of measuring internal consistency reliability, I used Cronbach's alpha coefficient. This is a popular way of estimating reliability, and limits some of the variability which might result from other methods. The results of the split-half method, for example, are dependent on which questions are chosen to represent each half. As Carmines and Zeller point out, "it is quite possible that the correlation between the first and second halves of the test would be different from the correlation between odd and even items" (p. 44). Another method, the Kuder-Richardson reliability formula 21, is used frequently because of its simplicity. The reliability estimate provided through its use, though, can be lower than with other estimates because it assumes that all items are equally difficult.

Summary

This chapter outlines the participants involved in item design and pilot testing, as well as data collection and analysis methods utilized in this study. Results of the pilot survey are presented in detail in Chapter 4. The final version of the Teacher Morale Survey appears in Chapter 4, as well.

CHAPTER 4

Results

In this study, I examined 25 items which were believed to measure the multi-dimensional concept of morale and the tensions between rationality, belongingness, and identification with teachers. One goal of this study was to design, pilot, and analyze the results of the survey items to determine their appropriateness. Additionally, it was a goal of the study to examine the reliability of the instrument.

Survey Questions

Focus Group Results. Several focus group sessions enabled evaluation of both the definition of morale as well as individual survey items (see Appendix A). Based on my review of the various previously established definitions for morale, I defined morale as the psychological state of either an individual or a group toward a function or task. After meeting with focus group participants, I determined that the definition utilized in my research closely matched the impression of the term presented by the respondents. Each of the respondents reported that morale related in some way to the attitude or feeling of the teacher toward his or her job or job duties. The definition of morale given by participants and the definition previously assigned by the researcher were very similar, therefore the definition was not modified (See Table 1).

Researcher’s Definition of Morale:	Focus Group Participants’ Definitions of Morale:
The psychological state of either an individual or a group toward a function or task	001 – the attitude of the teacher. The happiness.
	002 – the attitude and the ability that they work together or collaborate together.
	003 – I will tell you that it is job satisfaction. It’s feeling appreciated, valued as a professional. Positive morale is a feeling of accomplishment in your duties and roles. I want to come to work and do my job and have someone care that I’m doing it well.

Table 1 - Definition of Morale

Secondly, the focus group sessions allowed me to get a feel for the types of conflicts that might bring about a negative reaction from teachers. This information was important, as morale is affected by an imbalance between personal needs and organizational goals (Identification), personal needs and role expectations (Belongingness), and/or role expectations and organizational goals (Rationality).

It became very apparent during the sessions, for example, that respondents felt strongly that the other schools in the district were competing with them for higher test scores and that the competition had a negative impact on their attitudes toward their jobs. One respondent suggested that the schools, “are in competition with each other. You should have a healthy competition, but it’s turned negative.” Meeting Pennsylvania standardized test benchmarks was an established goal of the school district, and outputs from each school were evaluated each year for consistency. Demographics and parental/community support varied between the schools, and as such student performance was not always uniform throughout the district. One respondent said, “we shouldn’t be in competition,” and another that “other schools are happy when we don’t succeed at

something.” As the comparison between building outputs made the lack of progress more apparent, some teachers felt the tension increased between the role expectations and the organizational goals.

After reviewing the potential survey items, I realized that the rationality component needed to be expanded to address the comparison of student results and the tension that might be created when the role expectations (increasing student performance on standardized tests) conflict with organizational goals (measuring success of students based on a comparison of other students). Therefore, I added the following question to the Rationality category: I get frustrated when the successes or failures of my students are compared to that of students in other schools.

As personal needs play a role in two different components of morale, Identification and Belongingness, at the onset of this research project it became a necessity to identify and label types of personal needs experienced by the average person. For the purpose of this study Maslow’s Hierarchy of Needs was used. The focus group discussions were used to evaluate whether potential survey questions were adequately addressing the different types of teacher needs. Discussion responses were coded based on which personal need they addressed. The coded responses outlined in Appendix B organize the results by respondent (with added notes of explanation in parentheses for clarification purposes), listing only each person’s ID number to maintain confidentiality. I also grouped individual responses, focusing on five types of personal needs:

- Physiological – breathing, food, water, sex, sleep, homeostasis
- Safety – security of body, employment, resources, morality, family, health, or property

- Love/Belongingness – friendship ,family, sexual intimacy
- Esteem – self-esteem, confidence, achievement, respect of others, respect by others
- Self-Actualization – morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

After reviewing the results, it became apparent that there was a disproportionate amount of responses in several categories. For example, many of the responses focused on the Esteem category (See Table 2). Participants suggested that, “(w)e’re grumpier now,” and “(i)t’s taking our heart and soul away.” This result is understandable as Esteem focuses on a feeling of respect for others and by others, confidence, achievement, and self-esteem. A review of potential survey items indicates that these types of needs are indeed addressed in several questions.

Focus Group Responses Relating to Esteem	
1.	Morale is “the attitude of a teacher. The happiness.”
2.	“NCLB (No Child Left Behind) is an irrational thought process.”
3.	“It’s depressing to know that we’re the ones held accountable for everything but not being compensated. It’s taking our heart and soul away.”
4.	A teacher’s needs might not be met by a school “if the constraints of the curriculum or the constraints of the assessments.... the testing, the curricular requirements that come from administration that may or may not be part of our goals”
5.	The state can interfere with teachers with “testing, testing, testing. Graduation rate.... funding...”
6.	“We’re grumpier now.”
7.	“Coming to work is not fun anymore.”
8.	“We shouldn’t be in negative competition.”
9.	“I would tell you (morale) it’s job satisfaction. It’s feeling appreciated, valued as a professional. Positive morale is a feeling of accomplishment of your duties and roles. I

	want to come to work and do my job and have someone care that I'm doing it well.”
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Table 2 - Focus Group Responses: Esteem

Conversely, Physiological needs were not mentioned by respondents during the focus group sessions, and the only comments regarding the Safety category focused on monetary concerns (See Table 3). Although potential survey items addressed concerns such as employment and resources, no question directly mentioned financial impacts. Therefore, I added an item to the Belongingness category which states: I am adequately compensated for my job.

Responses relating to Safety	
1.	The school’s ability to meet teacher needs can be affected by “the closures and instability, too.”
2.	“Not getting compensated” (brings morale down). “Like our pay freeze for the last three years. Administration is bringing us down. That’s a huge one.”
3.	“Money is the issue right now, but the last three years... they won’t sign our contract. The financial stress is on our shoulders now. Administration is getting our pay increases. It’s hard to be on a pay freeze when they’re still getting money.”
4.	“A lack of funding” can interfere with teachers’ needs.

Table 3 - Focus Group Responses: Safety

Pilot Items. Listed below are the items included in the pilot version of the survey. Respondents were asked to rate their answers on a likert scale. Also, the items listed below were reorganized before distribution to participants. (See Appendix C)

Survey Questions

1. I know how to prepare my students for standardized tests.
2. One of my top priorities is to prepare my students for standardized tests

3. In my school I like knowing exactly what my students need to learn
4. In my school I am allowed to teach the content I feel is important for students
5. State standardized testing is important
6. I get frustrated when the successes or failures of my students are compared to that of students in other schools
7. Sometimes I wish my district would push back against state requirements.
8. If I were to come up with the ideal mission statement for my school, it would closely match my school's mission statement
9. In my school the demands placed on me are in line with the mission of the school
10. I am satisfied with my school's mission statement
11. My school offers college-level classes
12. In my school effective teaching is recognized.
13. Budgetary cutbacks at my school have cut into my ability to be an effective teacher.
14. State budget cutbacks have limited my teaching resources
15. Cuts to "extras" (art/music/etc) at my school have made it a less satisfying place to work
16. I worry that my position will be cut
17. My district requires too much paperwork
18. In my school I feel needed
19. Teaching is a rewarding career
20. My district allows me to attend conferences.
21. My district encourages me to further my education

22. In my school I have enough time to teach what I feel is important
23. In my school I have time to collaborate with my colleagues
24. I am adequately compensated for my job.
25. If I disagree with a suggestion made by my supervisor, I would ignore the suggestion.

Descriptive Statistics

Table 4 is included to show the means and standard deviation for each survey item and area of measure. The means for individual items ranged from 1.3 to 4.5 and the standard deviations ranged from 0.47 to 1.57. The overall mean for all test items was 3.014, very close to the middle of the theoretical response scale range. The three highest means of the instrument all came from the area of Belongingness. Item 3 which states, “(i)n my school I like knowing exactly what my students need to learn,” had a mean of 4.5 (sd = 0.67). Item 19, “(t)eaching is a rewarding career,” had a mean of 4.1 (sd = 1.02), and item 1, “I know how to prepare my students for standardized tests,” had a mean of 3.95 (sd = 0.61). The lowest mean was item 14 which had a mean of 1.3 (sd = 0.47) and also came from the area of Belongingness. The mean for each area was similar, with Rationality at 2.65 (sd = 0.86), Belongingness at 2.97 (sd = 0.899), and Identification at 3.28 (sd = .911).

Table 4 - Pilot Survey Descriptive Statistics

Item	Mean	SD
Rationality	2.65	0.86
2. One of my top priorities is to prepare my students for standardized tests.	3.35	1.13
4. In my school I am allowed to teach the content I feel is important for students.	3.85	0.81
5. State standardized testing is important.	2.25	1.14
6. <i>I get frustrated when the successes or failures of my students are compared to that of students in other schools.</i>	1.90	0.78
7. <i>Sometimes I wish my district would push back against state requirements.</i>	1.80	0.52
11. My school offers college-level classes.	3.90	0.78
13. <i>Budgetary cutbacks at my school have cut into my ability to be an effective teacher.</i>	1.50	0.82
Belongingness	2.96	0.89
1. I know how to prepare my students for standardized tests.	3.95	0.60
3. In my school I like knowing exactly what my students need to learn.	4.50	0.68
14. <i>State budget cutbacks have limited my teaching resources.</i>	1.30	0.47
15. <i>Cuts to "extras" (art/music/etc) at my school have made it a less satisfying place to work.</i>	1.75	0.85
16. <i>I worry that my position will be cut.</i>	2.85	1.56
19. Teaching is a rewarding career.	4.10	1.02
22. In my school I have enough time to teach what I feel is important.	2.90	0.85
24. I am adequately compensated for my job.	2.40	1.14
Identification	3.27	0.91
8. If I were to come up with the ideal mission statement for my school, it would closely match my school's mission statement.	3.55	0.75
9. In my school the demands placed on me are in line with the mission of the school.	3.10	0.85
10. I am satisfied with my school's mission statement.	3.65	0.74
12. In my school effective teaching is recognized.	3.00	1.02
17. <i>My district requires too much paperwork.</i>	2.95	0.75
18. In my school I feel needed.	3.15	1.22
20. My district allows me to attend conferences.	3.10	1.07
21. My district encourages me to further my education.	3.55	0.82
23. In my school I have time to collaborate with my colleagues.	2.70	1.12
25. <i>If I disagree with a suggestion made by my supervisor, I would ignore the suggestion.</i>	4.00	0.72

Strongly Disagree = 1

Strongly Agree = 5

In most cases, a response of “Strongly Disagree” indicates tension in that area, and

italicized items indicate negative wording and reverse coding.

Construct Validity

The morale survey was piloted to a small group of 20 public school teachers. In order for factor analysis to produce highly acceptable results, a large sample size is required. According to Field (2000), researchers should have “at least 10 – 15 subjects per variable” (p. 443). As this sample was smaller than the recommended number, a second analysis was employed to measure sampling adequacy. If the Kaiser-Meyer-Olkin (KMO) result is greater than 0.5, the sample is considered adequate. The morale survey produced a KMO result of 0.338 (see Table 5), indicating the need for a larger sample size. As this was administered as an exploratory pilot survey, the researcher continued factor analysis procedures with the understanding that further study will be required before construct validity can be achieved.

Table 5

Kaiser-Meyer-Olkin measure of sampling adequacy:

Q1	0.234
Q2	0.291
Q3	0.286
Q4	0.481
Q5	0.616
Q6	0.198
Q7	0.424
Q8	0.435
Q9	0.346
Q10	0.484
Q11	0.242
Q12	0.512
Q13	0.430
Q14	0.276
Q15	0.311
Q16	0.292
Q17	0.587
Q18	0.527
Q19	0.386
Q20	0.372
Q21	0.380
Q22	0.333
Q23	0.201
Q24	0.182
Q25	0.320
KMO	0.338

Factor analysis procedures were used for data reduction purposes, and both principal component analysis and oblimin rotation revealed several items which might be removed. Principal component analysis (PCA) showed that all communalities fell below 0.9. Additionally, there were several items which fell below the recommended 0.4 factor loading. The oblimin rotation showed that there were four items which were below the 0.4 marker during both analyses (PCA and oblimin): items 4, 7, 14, and 19. These four questions were then removed from the analysis (see Table 6)

Table 6 – Questions Removed from Survey After Pilot Testing

4.	In my school I am allowed to teach the content I feel is important for students.
7.	Sometimes I wish my district would push back against state requirements.
14.	State budget cutbacks have limited my teaching resources.
19.	Teaching is a rewarding career.

After the removal of items 4, 7, 14, and 19 from the pilot survey, the mean was recalculated for each category. The mean for Rationality dropped very slightly from 2.65 to 2.64, Belongingness increased from 2.97 to 3.05, and Identification remained at 3.28. Table 7 contains a list of those items which fell below the 0.4 factor loading as well as their respective communality values.

Table 7 - Question Numbers and Their Communalities

Question	Communality	Factor Pattern After Oblimin Rotation
Question 4 – In my school I am allowed to teach the content I feel is important for my students.	0.053	0.022
Question 7 – Sometimes I wish my district would push back against state requirements	0.243	0.042
Question 10 – I am satisfied with my school’s mission statement.	0.329	0.566
Question 11 – My school offers college level classes.	0.271	0.519
Question 13 – Budgetary cutbacks at my school have cut into my ability to be an effective teacher.	0.396	0.611
Question 14 – State budget cutbacks have limited my teaching resources.	0.195	0.201
Question 15 – Cuts to “extras” (art/music/etc) at my school have made it a less satisfying place to work.	0.376	0.548
Question 19 – Teaching is a rewarding career.	0.390	0.363
Question 20 – My district allows me to attend conferences.	0.322	0.398
Question 24 – I am adequately	0.232	0.474

compensated for my job.		
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Factor Alignment

Research question one asked, *What components are being measured by the Teacher Morale Survey?* A review of factor analysis after oblimin rotation revealed that Factor 1 contained items 8, 9, 10, 12, 13, 15, 17, 18, 20, 21, and 25. Factor 2 contained items 1, 2, 3, 5, 16, and 22. Factor 3 contained items 6, 11, 23, and 24 (see Table 8).

Table 8 - Factor Pattern after Oblimin Rotation

	D1	D2	D3
Q1	0.007	0.727	-0.023
Q2	0.241	0.694	0.089
Q3	0.080	0.790	-0.133
<i>Q4</i>	<i>-0.224</i>	<i>-0.050</i>	<i>0.022</i>
Q5	0.163	0.651	-0.116
Q6	-0.113	-0.232	0.587
<i>Q7</i>	<i>-0.234</i>	<i>0.042</i>	<i>-0.441</i>
Q8	0.773	0.019	0.206
Q9	0.627	0.021	0.429
Q10	0.566	0.050	0.120
Q11	-0.002	0.060	0.519
Q12	0.597	-0.178	0.420
Q13	0.611	0.164	0.028
<i>Q14</i>	<i>0.201</i>	<i>-0.388</i>	<i>-0.035</i>
Q15	0.548	0.051	-0.245
Q16	0.347	0.429	-0.525
Q17	0.562	-0.273	0.205
Q18	0.744	-0.451	-0.170
<i>Q19</i>	<i>0.363</i>	<i>-0.353</i>	<i>-0.353</i>
Q20	0.398	-0.313	-0.239
Q21	0.666	0.277	-0.181
Q22	0.017	0.422	0.545
Q23	0.142	-0.019	0.760
Q24	-0.070	0.006	0.474
Q25	0.608	0.094	-0.186

*Italicized values were removed from survey after pilot testing

Each item was then compared to the intended categories of Identification, Belongingness, and Rationality. The goal was to determine if the individual survey items were measuring what they were purported to measure. Most items fit into the intended category, although some modification was necessary (see Table 9).

All items except number 13 (Budgetary cutbacks at my school have cut into my ability to be an effective teacher) and number 15 (Cuts to “extras” (art/music/etc) at my school have made it a less satisfying place to work) were intended to belong in the Identification category. Item 13 was meant to address the tension between role expectations and organizational (school) goals as addressed by the Rationality label. The Safety category of Maslow’s Hierarchy of Needs, though, addresses security of resources, which the budgetary cutbacks may be impacting for respondents. As Identification measures the tension between personal needs and organizational goals, the researcher felt that Identification was in fact a better category for item 13. Additionally, item 13 scored much higher in factor 1 than in either of the other two categories (see Table 10). Clearly, realignment to factor 1 was necessary for item 13.

The researcher felt that item 15 would be an appropriate addition to the Identification category, as well. It was initially assumed that “cuts to ‘extras’ (art/music/etc) have made it a less satisfying place to work” would be measuring the tension between role expectations and personal needs, yet this item scored much higher in factor 1 than in the other two factors (see Table 10). Interestingly, not one respondent chose “disagree” or “strongly disagree” as a response to this item, and 68% responded with “agree” or “strongly agree.” While the “cuts” did not seem to be impacting individual responsibilities, they came about as a result of district budgetary concerns, and

were making the building less satisfying for employees. Therefore, this item was moved to the Identification category, as well. Item 16 loaded high on both Factor 1 and Factor 2 and may need to be removed or realigned in future versions of the survey, but as the sample size for this pilot was small, the item was retained for further evaluation.

Factor 2 contained mainly Belongingness (tension between personal needs and role expectations) items with the exception of item 2 (One of my top priorities is to prepare my students for standardized tests) and item 5 (State standardized testing is important). Both items were intended to measure Rationality (tension between role expectations and school goals). As respondents may have personal needs inhibiting their pursuit of optimal standardized test scores, the researcher felt that both items 2 and 5 could be considered Belongingness items.

Factor 3 contained two questions from the Rationality category (items 6 and 11), an item from the Identification category (item 23), and an item from the Belongingness category (item 24). Item 23 (In my school I have time to collaborate with my colleagues) was intended to measure any inherent tension between the teacher's needs and the overall goals of the institution. The researcher felt it would be acceptable to move the question to the rationality category, as it was instead measuring whether the employee felt the organizational goals allowed for enough time to be scheduled within the role expectations to allow for collaboration.

Additionally, item 24 (I am adequately compensated for my job) was initially added to the instrument after focus group sessions indicated a failure to adequately address the need for safety. This question was intended to identify tensions existing between an employee's needs and his or her role expectations. In light of these findings,

the researcher labeled Factor 1 as Identification, Factor 2 as Belongingness, and Factor 3 as Rationality.

Table 9 – Category Reorganization

	Intended Category	Category After Factor Analysis
1	Belongingness	Belongingness
2	Rationality	Belongingness
3	Belongingness	Belongingness
5	Rationality	Belongingness
6	Rationality	Rationality
8	Identification	Identification
9	Identification	Identification
10	Identification	Identification
11	Rationality	Rationality
12	Identification	Identification
13	Rationality	Identification
15	Belongingness	Identification
16	Belongingness	Belongingness
17	Identification	Identification
18	Identification	Identification
20	Identification	Identification
21	Identification	Identification
22	Belongingness	Belongingness
23	Identification	Rationality
24	Belongingness	Rationality
25	Identification	Identification

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Internal Consistency

Research question two examined, *How reliable is the instrument in measuring the components?* To measure the internal consistency reliability the researcher calculated Cronbach's Alpha (CA) coefficient. The CA for the survey as a whole was 0.688. Individually, the three factors tested as follows: Identification = 0.799, Belongingness = 0.485, and Rationality = 0.177. In the social sciences, a Cronbach alpha above 0.70 is considered an acceptable level to indicate internal consistency reliability. After the removal of items 4, 7, 14, and 19, Cronbach's Alpha was calculated again. CA for the test as a whole went up to 0.746, Factor 1 was 0.843, Factor 2 was 0.772, and Factor 3 was 0.522. Table 10 displays the comparison between the results.

Table 10 - Comparison of Cronbach's Alpha Results

Factor	Cronbach's Alpha for original survey results	Cronbach's Alpha with questions 4, 7, 14, and 19 removed.
1 (Identification)	0.799 (13 items)	0.843 (11 items)
2 (Belongingness)	0.485 (5 items)	0.772 (4 items)
3 (Rationality)	0.177 (7 items)	0.522 (6 items)
Total Instrument	0.688 (25 items)	0.746 (21 items)

Visual Presentation

Survey design methods suggest items should be grouped together in a way that will make logical sense to respondents, as they are then more likely to think through their answers. For example, question 17, “My district requires too much paperwork,” and question 21, “My district encourages me to further my education,” are both measuring tension in the Identification category. As respondents would not be aware of the components of the morale, questions such as 17 and 21 may not make logical sense together. Therefore, items were regrouped into the following four categories based on item similarities:

- Group 1 - Standardized Testing
- Group 2 - Mission of the school
- Group 3 – Effects of budgetary cutbacks/Self-Esteem
- Group 4 – Professional Development/Material Concerns

Instructions for the Teacher Morale Survey read as follows, “This survey is designed to measure teacher morale, and responses will remain completely confidential. Please carefully read each statement and check the appropriate box as honestly and accurately as possible. Thank you again for your participation.” Teachers were asked to respond to items on a five-point scale, including “Strongly Agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly Disagree.”

CHAPTER 5

Discussion

Chapter 5 includes a summary of the research study as well as a discussion of the findings. Additionally, conclusions, and recommendations for future research are included.

Summary

Although the early works of Getzels and Guba (1957) provided a logical explanation for teacher morale, prior researchers had yet to develop a tool which focused on the connections between the three components. Instead, tools tended to approach the concept from a much more narrow view. Thus, any review of established teacher morale research would yield an incomplete idea of not only what teacher morale really meant, but also how to increase it.

This study was implemented to design, pilot, and analyze the Teacher Morale Survey which measured three components of morale: identification, belongingness, and rationality. Items were initially formulated through a review of previously established instruments and expert opinion. Focus groups were used to evaluate both the established definition for morale and measurement of its components. The 25 items ultimately included on the Teacher Morale Survey were piloted to a group of high school teachers employed in a public school which was believed to be experiencing low morale. Results were then subjected to factor analysis procedures to answer the two main research questions and to elucidate which questions should be included on the final version of the survey.

Research Questions

1. What components are being measured by the Teacher Morale Survey?
2. How reliable is the tool in measuring the components?

Results

The first research question, *What components are being measured by the Teacher Morale Survey*, was answered through data analysis procedures performed on the pilot results. The survey items were assigned a factor value after oblimin rotation. This allowed for item grouping, and each item was assigned to the rationality, belongingness, or identification category based on its highest factor value. It was then possible to examine the connection between what the factor was intended to measure and what it was actually measuring. Most of the items (76%) were already grouped correctly. Six items needed to be adjusted.

Item 2, for example, states, *One of my top priorities is to prepare my students for standardized tests*. This item was intended to measure the employees' Rationality. Instead, it was measuring the employees' Belongingness. As Maslow's Hierarchy shows, there are a multitude of needs employees are working toward at any given time, and one of those personal needs might be preventing the employee from making test preparation a priority. Thus, this item would be an appropriate addition to the Belongingness category. Item 5, *State standardized testing is important*, displayed similar results, and was also moved from Rationality to Belongingness, as well.

Item 13, *Budgetary cutbacks at my school have cut into my ability to be an effective teacher*, was initially designed for the Rationality component, yet factor analysis identified this item as measuring Identification. Similar to the results for items 2 and 5, personal needs could in fact be influencing a teacher's response to this item. Rather than measuring whether the organizational goals, impacted by state budget shortfalls, are in line with the teachers' role expectations, the item was actually measuring whether those organizational goals were conflicting with the teachers' needs – in this case, the need for safety of resources.

Item 15, *Cuts to "extras" (art/music/etc) at my school have made it a less satisfying place to work*, was purported to measure Belongingness. Instead, it was found to be measuring Identification. Both categories measure tensions existing in connection to personal needs, yet Identification is a broader tension, focusing on the connection to the organization rather than on individual role expectations. This alignment to Identification makes sense given the target population for this pilot, as the cuts to "extras" may impact an elementary school teacher's workload, but may not necessarily indicate an increase or change in a teacher's role expectations at the high school level. Instead, the decisions being made at the state or building level may be impacting a teacher's view of his or her workplace.

Ultimately, although there were six items modified from their original categories, it was determined that all six items would be considered acceptable additions to the factored components. It was also determined that after the adjustment of items 2, 5, 13, 15, 23, and 24, the items on the survey are measuring three components of morale: Identification, the connection between personal needs and organizational goals,

Belongingness, the connection between personal needs and role expectations, and Rationality, the connection between organizational goals and role expectations.

The second research question examined, *How reliable is the instrument in measuring the components?* First, factor analysis was used for data reduction and reorganization purposes. Several items were found to fit removal criteria (< 0.9 communality & < 0.4 factor loading), and after the removal of items 4, 7, 14, and 19, internal consistency reliability increased significantly for each of the individual components. In the social sciences, the recommended value for Cronbach's Alpha is 0.7. After the 4 items were removed, reliability increased for Identification, Belongingness, and Rationality from their initial 0.799, 0.485, and 0.177 to 0.843, 0.772, and 0.522, respectively. Both Identification and Belongingness are considered reliable. Of the three measured components, Rationality contained the highest number of items modified from the original version of the survey. While this component did not meet reliability criteria, it did increase significantly from the initial results. More importantly, the reliability for the pilot survey as a whole had initially measured 0.688 and increased to 0.746 after the four items were removed. As the internal consistency reliability value exceeded 0.7, the Teacher Morale Survey is considered reliable.

Conclusions

Pilot Testing Location. This pilot was administered with the understanding that the sample size was too small to produce highly acceptable results and to truly indicate construct validity. Not only did the number of participants indicate this, but the Kaiser-Meyer-Olkin test resulted in 0.338 as opposed to the required 0.5. The study was completed at this location because the targeted group needed to be experiencing low

morale. This was important because if the state of morale was unknown, investigation into the triangular relationship between concepts would be limited.

There were several factors which indicated the chosen faculty would demonstrate low morale. The group of participants was working in a building which had been recently scheduled to permanently close. The teachers had also been working under a frozen contract, which means that there had been no pay increases for three years prior to the survey pilot.

Additionally, administration had changed, and a new superintendent had assumed the leadership role, thereby shifting leadership from what had been an authoritarian style to a laissez-faire style. According to Getzels and Guba (1957), an administrator's role is to "integrate the demands of the institution and the demands of the staff members in a way that is at once organizationally productive and individually fulfilling" (p.430). The administration was doing little to improve the growing tensions and low morale.

Prior researchers (Getzels & Guba, 1957; Hoy & Miskel, 1991) have suggested that if all three components of morale (rationality, belongingness, and identification) are maintained to some degree, morale can be achieved, yet the absence of one fosters low morale. This survey was designed to show administrators which area to focus on first when trying to repair teacher morale.

Participant Morale. Several assumptions can be made about the respondents at the pilot location. Upon examination of the results from the rationality component, it was noted that while only 5% of teachers experienced frustrations with the level of classes being offered to students (item 2) and 20% of teachers were frustrated by making

standardized test preparation a priority for students (item 11), 90% of teachers were frustrated by budgetary cutbacks (item 13), and 85% by the comparison of student successes and failures to those in other schools (item 6). These results indicate an imbalance between the role expectations and the organizational goals for this group, and an administrator can use this information to modify future practices. While he or she may not be able to do much to prevent budgetary cutbacks, for example, it may be feasible to modify role expectations to increase teacher morale.

The belongingness category yielded similar results. No respondents indicated tension in knowing how to prepare students for standardized tests (item 1) or in knowing what students need to learn (item 3), yet 75% indicated that cuts to “extras” have made the school a less satisfying place to work (item 15) and 60% indicated tension when asked if they were adequately compensated for their work (item 24). When asked if they were worried their positions would be cut (item 16), 45% of respondents responded with “agree” or “strongly agree.” Additionally, 40% indicated tension regarding the amount of time they have available to teach what they feel is important (item 22). Clearly, there is a disconnect in this building between the employees’ personal needs and role expectations.

Interestingly, very few questions indicated tension in the identification category. Most items resulted in less than 30% of respondents reporting tension (items 8, 9, 10, 12, 17, 18, 20, 21, and 25). In fact, item 8, which asked respondents to report on the school’s mission statement, resulted in tension being reported by 10% of participants. Additionally, 0% of respondents answered “agree” or “strongly agree” when asked if they would ignore a supervisor’s suggestion (item 25). Only item 23 resulted in a slightly

higher value, with 40% of respondents reporting tension regarding the time they have available to collaborate with colleagues.

Examining results from all three components of morale can be a useful practice for administrators. In this case, for example, the first two components, which both measure a connection to employees' role expectations, indicated tension. The third component, however, did not indicate an overall tension, nor did it measure an employee's connection to his or her role expectations. Therefore, an administrator might reevaluate role expectations in light of the current state of education, as it appears employees are both unable to see how their contributions are having an impact on the overall goals of the school and their role expectations are also preventing them from meeting their personal needs.

Morale Instruments. Existing research takes countless number of different approaches to the measurement of morale, ranging from holistic approaches questions such as "I feel morale is high/low," to the measurement of any number of different factors which may or may not contribute to the state. The Organizational Health Inventory, for instance, measures whether employees think they are experiencing high or low morale. First, the treatment of morale as a unidimensional concept has been shown to be incorrect. But assuming that morale is determined to be low through the use of this instrument or another like it, what does an administrator do with that information then? If he or she wanted to increase teacher morale, would the next step be to increase salaries? Would he or she need to modify the amount of time given for collaboration

among colleagues? The process of identifying a solution to the problem would be guesswork.

Use of the Teacher Morale Survey(TMS) is more useful to administrators attempting to diagnose and treat problems with teacher morale than surveys like the OHI, as the TMS identifies components of teacher morale which are being negatively impacted. Rather than simply identifying that low morale is present, as the OHI presents as a numerical value, The TMS establishes underlying tensions which can enable administrators to make informed policy decisions. Using the results of the pilot survey as an example, an administrator who realizes that morale is low in his building and chooses to increase salaries as a method to increase that morale would have little success. Having information about the tensions existing within the three components of morale is crucial for building leaders, as studies have shown discrepancies between administration and teacher perceptions on a variety of issues. Building leaders need to know specifically which areas need to be targeted to support efforts to increase morale.

Other well known instruments, such as the Purdue Teacher Opinionnaire, break morale into categories, but there are problems inherent with this model, as well. The PTO was evaluated, much like the survey piloted in this study as well as many others, using factor analysis procedures. As Remple and Bentley (1964), admit, “one does not get out of a matrix anything that has not already been built into it” (p. 632). Like many others, the PTO was created from a list of items believed to impact morale. The TMS began in a similar fashion, with a list of items being placed onto a survey. Factor analysis was then employed to group items into categories. The crucial difference between the two is that while the PTO used factor analysis in hopes of identifying how

many factors the researchers had created, the factor analysis completed for the TMS was used to examine reliability of the items in measuring the three previously established components of morale. Creating the categories prior to data analysis provides a more accurate picture.

The Teacher Morale Survey piloted in this study was designed as a response to that neglect. While studies show that morale is multi-dimensional, researchers have approached this in too narrow a scope. Instead of finding as many potential stressors as possible, building them into a survey, and using factor analysis to group items, this measurement tool was designed to focus more broadly on the three tensions existing in the three areas, with the understanding that each area may have multiple contributions to the tension. Take, for example, the difference between a need and a value. An employee may have a need, such as esteem, but if that employee does not view the need as something valuable, the lack thereof might not impact the employee's morale. Focusing on the tensions, rather than unfulfilled individual needs, allows administrators to address morale tensions with a wider range of employees.

Limitations

There are several limitations to this study. First, although the focus group participant selection was designed to promote honest discourse, because they were members of the target population which was believed to be experiencing low morale, contextual bias may have occurred. Secondly although this study was intentionally administered to a small group of low morale teachers, the small sample size limits the generalizability of the results. Additionally, the mean score for the rationality factor in this pilot is lower than the other two. While this could indicate a threat to teacher morale,

the component labeled “rationality” contains the fewest number of questions after factor analysis procedures. Also, although Cronbach’s Alpha (CA) for this test overall is 0.746, CA for the rationality factor is 0.522, below the recommended 0.7.

Additionally, rationale for movement of individual items from one factor to another is weak. While factor analysis provided initial quantitative data, each item was the reviewed for content to ensure that the move was logical. The moves were therefore very subjective.

Recommendations

As the Teacher Morale Survey was administered as a pilot, it would be beneficial for this survey to be administered to a larger group of public school teachers. It is suggested that the researcher select 10-15 participants for each variable, as this would improve the stability of the results with factor analysis procedures. Additionally, this instrument was piloted to a group of teachers experiencing low morale, therefore it is also recommended that the researcher choose participants from high stress situations. For example, the researcher might look for teachers who are working with frozen salaries or are working in otherwise unstable districts. Administration of the instrument could then be expanded to include non-stressful situations with future research to increase generalizability.

It would also be of interest to have this survey administered along with an established morale instrument (such as the OHI or the PTO) which indicates the overall level of morale to promote concurrent validity. Normalized results will help school administrators make more informed decisions when addressing teacher morale. After administering the instrument to a larger group of public school teachers, the researcher

might also consider running a correlation matrix on the data to measure the correlation between the factors. A value in the range of 0.3 – 0.4 would show promise for those items.

Additionally, there were two questions in which the highest number of participants responded with “neutral.” Items 9 and 23, for example, both resulted in 45% of respondents answering “neutral.” Item 9 asked whether the demands placed on them were in line with the mission of the school, and item 23 focused on colleague collaboration time. It is unknown whether the “neutral” responses resulted from a genuine lack of opinion by respondents or from ambiguous wording, and it may be beneficial to add two additional items to the survey which clarify the respondents understanding. The first should clarify whether the respondent is aware of the mission statement of his or her school, and the second should establish whether the respondent views collaboration time as a benefit.

Appendix A – Focus Group Questions and Responses

1. What would you say your definition of “teacher morale” is?
 - a. 001 – the attitude of a teacher. The happiness.
 - b. 002 – the attitude and the ability that they work together or collaborate together.
 - c. 003 – I would tell you that it is job satisfaction. It’s feeling appreciated, valued as a professional. Positive morale is a feeling of accomplishment in your duties and roles. I want to come to work and do my job and have someone care that I’m doing it well.

2. Can you think of a time when the personal needs of a teacher might be hindered by the goals of the school?
 - a. 003 – if the constraints of the curriculum or the constraints of assessments... the testing... the curricular requirements that come from administration that may or may not be part of our goals because of the constraints of the tests... and scheduling, class size, lack of support for discipline. Lack of communication, being interrupted like ten times this morning via intercom. Like this morning they had to make an announcement for a lost lunch bag. Couldn’t that have been an e-mail?
 - b. 002 – like the announcements for physicals. Couldn’t that have just been a scheduled event instead of an announcement?
 - c. 001 – The closures and instability, too. What about the buzzers they used to use?
 - d. 002 – I wouldn’t like that. I would think someone is listening in.
 - e. 003 – How bout materials and supplies... support for the curriculum. Technology. Kids who have trouble reading and we don’t have technology to support them.

3. Can you think of a time when the goals and/or requirements of the state would interfere with the needs of the teacher?
 - a. 002 – testing testing testing. Graduation rate... funding...
 - b. 003 – Our lack of funding.
 - c. 001 – NCLB is an irrational thought process.
 - d. 003 – We’re at the end of that timeline now and has it come to fruition?
 - e. 001 - What about the whole IQ scores that say one student functions at a different level?
 - f. 003 – It put an undue amount of stress on teachers to be successful and it bred dishonesty. Depending on the pressure from administrators, teachers felt that they had to do more to meet goals.

4. How might the goals of the school interfere with the things expected of teachers?

- a. 003 – In this school specifically, instructional time is undervalued and replaced with field trips and can I say bullshit? For the most part we have too many interruptions, clubs, activities. It's good for students to have all of that, but when we have all of the demands from the state, you can't keep all of the fun things, too.
 - b. 001 – We cut back on clubs and activities. We haven't had them for the last two years.
5. You said that morale was “the attitude of the teacher” and the ability to work together to achieve goals. What types of things would you say bring your morale down?
- a. 001 – Not getting compensated. Like our pay freeze for the last three years. Administration is bringing us down. That's a huge one. It's depressing to know that we're the ones held accountable for everything but not being compensated. It's taking our heart and soul away
 - b. 002 – We aren't just going to do it. We're grumpier now.
 - c. 001 – Money is the issue now, but the last three years... they won't sign our contract. The financial stress is on our shoulders now. Admin is still getting our pay increases. It's hard to be on a pay freeze when they're still getting money.
 - d. 002 – Indecisiveness has put a block between us too. One fighting with another over building closures. Coming to work is not fun.
 - e. 001 – are we LFS or are we not? Core 6? Pick something and have it make sense. They bought DARTS for Special Ed and didn't train us on it.
 - f. 001 – The schools are in competition with each other. You should have a healthy competition but it's turned negative.
 - g. 002 – We shouldn't be in competition.
 - h. 001 – Now other schools are happy when we don't succeed at something.
 - i. 002 – Yeah, someone was just talking about how they trash talk us and the building.

Appendix B – Focus Group Responses Coded within Maslow’s Hierarchy of Needs

ID: 001

- *Physiological:* 0 Responses
- *Safety:*
 - The school’s ability to meet teacher needs can be affected by “the closures and instability, too.”
 - “Not getting compensated” (brings morale down). “Like our pay freeze for the last three years. Administration is bringing us down. That’s a huge one.”
 - “Money is the issue right now, but the last three years... they won’t sign our contract. The financial stress is on our shoulders now. Administration is getting our pay increases. It’s hard to be on a pay freeze when they’re still getting money.”
- *Love:*
 - “Other schools (in our district) seem happy if we don’t succeed”
- *Esteem:*
 - Morale is “the attitude of a teacher. The happiness.”
 - “NCLB (No Child Left Behind) is an irrational thought process.”
 - “It’s depressing to know that we’re the ones held accountable for everything but not being compensated. It’s taking our heart and soul away.”
- *Self-Actualization:*
 - “Are we using LFS (Learning-Focused Schools) or are we not? Now it’s Core 6? Pick something and have it make sense. They bought DARTS for the Special Ed department, for example, but didn’t train us on how to use it.”
 - The schools (within the district) are in competition with each other. Healthy competition is ok, but this has turned negative.”

ID: 002

- *Physiological:* 0 Responses
- *Safety:* 0 Responses
- *Love/Belongingness:*
 - Morale is “the attitude and ability that they (teachers) work together or collaborate together.
 - “One fights with another over building closures.”
 - “Other schools trash-talk us and the building.”
- *Esteem:*
 - A teacher’s needs might not be met by a school “if the constraints of the curriculum or the constraints of the assessments... the testing, the curricular requirements that come from administration that may or may not be part of our goals.”

- The state can interfere with teachers with “testing, testing, testing. Graduation rate.... funding...”
- “We’re grumpier now.”
- “Coming to work is not fun anymore.”
- “We shouldn’t be in negative competition.”
- *Self-Actualization:*
 - “Indecisiveness has put a block between us, too.”

ID: 003

- *Physiological:* 0 Responses
- *Safety:*
 - “A lack of funding” can interfere with teachers’ needs.
- *Love/Belongingness:* 0 Responses
- *Esteem:*
 - “I would tell you (morale) it’s job satisfaction. It’s feeling appreciated, valued as a professional. Positive morale is a feeling of accomplishment of your duties and roles. I want to come to work and do my job and have someone care that I’m doing it well.”
- *Self-Actualization:*
 - “NCLB put an undue amount of stress on teachers to be successful and it bred dishonesty. Depending on the pressure from administrators, teachers felt that they had to do more to meet goals.”
 - “In this school specifically, instructional time is undervalued and replaced with field trips and, can I say bullshit? For the most part, we have too many clubs and activities. It’s good for students to have all of that, but when we have demands from the state, you can’t keep all of the fun things, too.”

Appendix D – Pilot Survey

Instructions: This survey is designed to measure teacher morale, and responses will remain completely confidential. Please carefully read each statement and check the appropriate box as honestly and accurately as possible. Thank you again for your participation.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I know how to prepare my students for standardized tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. One of my top priorities is to prepare my students for standardized tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In my school I like knowing exactly what my students need to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In my school I am allowed to teach the content I feel is important for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. State standardized testing is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I get frustrated when the successes or failures of my students are compared to that of students in other schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Sometimes I wish my district would push back against state requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If I were to come up with the ideal mission statement for my school, it would closely match my school's mission statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In my school the demands placed on me are in line with the mission of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am satisfied with my school's mission statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My school offers college-level classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strongly Agree Agree Neutral Disagree Strongly Disagree

1. In my school effective teaching is recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Budgetary cutbacks at my school have cut into my ability to be an effective teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. State budget cutbacks have limited my teaching resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cuts to “extras” (art/music/etc) at my school have made it a less satisfying place to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I worry that my position will be cut.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My district requires too much paperwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. In my school I feel needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teaching is a rewarding career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strongly Agree Agree Neutral Disagree Strongly Disagree

1. My district allows me to attend conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My district encourages me to further my education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In my school I have enough time to teach what I feel is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In my school I have time to collaborate with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am adequately compensated for my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If I disagree with a suggestion made by my supervisor, I would ignore the suggestion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Vita

Sarah A. Brion

sab443@psu.edu

Education

D.Ed in Educational Leadership, Penn State University
University Park, Pennsylvania, May 2015
Dr. Roger Shouse, Dissertation Committee Co-Chair
Dr. William Hartman, Dissertation Committee, Co-Chair
Dissertation: Teacher Morale

Master of Education in Curriculum and Instruction – Teacher Leadership, Penn State
University
University Park, Pennsylvania, 2009

Bachelor of Science in Secondary Education – English, Mansfield University
Mansfield, Pennsylvania, 2005

Associate in Specialized Business, Newport Business Institute
Williamsport, Pennsylvania, 2001

Work Experience

2006 – Present English teacher – Southern Tioga School District, Blossburg,
Pennsylvania