TEACHER PERCEPTIONS OF THE EFFECT
OF ADMINISTRATIVE PRACTICES ON
TEACHER MORALE IN NEWFOUNDLAND
AND LABRADOR SCHOOLS

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of Administrative Practices on
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and Labrador Schools

by

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ABSTRACT

This study investigated teachers' perceptions of the effect of administrative practices on teacher morale in Newfoundland and Labrador schools. A questionnaire consisting of 6 sections was developed and mailed out to a random sample of 500 teachers throughout Newfoundland and Labrador.

Information obtained from this questionnaire allowed the researcher to answer the following research questions:

1. Of the various factors identified in the literature as affecting teacher morale, how do teachers rank these factors in order of importance?

2. To what extent do teacher perceptions of the personality and the human relations practices of the school administrator affect teacher morale?

3. To what extent do teacher perceptions of the policies of the school administrator such as those dealing with communication, student discipline, decision-making, teacher evaluation, teacher supervision and conducting faculty meetings affect teacher morale?

4. To what extent do teacher perceptions of the professional competency of the school administrator affect teacher morale?

5. To what extent are administrative practices identified in the literature as affecting teacher morale occurring in Newfoundland and Labrador schools?

6. How do teachers rate their own individual levels of morale?

7. How have teachers' perceptions of whether or not these administrative practices are occurring in their schools affected their morale?

8. Do the demographic factors of sex, years of teaching experience and the grade level a teacher is working at (primary, elementary, junior high, senior high) significantly influence teacher morale?

9. Are there any administrative practices not cited in the study instrument which are perceived by teachers as having an affect on teacher morale in Newfoundland and Labrador schools?

Statistical procedures utilized in the study included an internal-consistency method known as the Alpha Reliability Coefficient to determine instrument reliability. One-way analysis of variance along with the Student-Newman-Keuls Procedure was utilized to study the effect of various teacher perceptions on teacher morale.

The study revealed that teachers in Newfoundland and Labrador place considerable emphasis on various factors affecting teacher morale most notable of which were security, working conditions and administrative practices. Their perceptions of the importance of administrative practices and the extent to which they perceived these practices to be occurring in schools throughout Newfoundland and Labrador were found to significantly affect their morale.

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CHAPTER 1

INTRODUCTION

Morale is a term quite commonly used in today's society but it was seldom heard of until the early 1900's. Research reveals no book or periodical reference on morale prior to 1918 when Harold C. Goddard published his study entitled "Morale" (cited in Griffiths, 1956, p. 144). World War I marked the beginning of systematic inquiry into the subject of morale and produced some findings which have since become fundamental in industrial management. Since then, the literature on morale has expanded and morale has now become an integral part of effective personal, social, industrial, business and educational relationships.

The importance of morale on the health and effectiveness of an organization is suggested by the quantity of literature on the subject. Although concern with the relationship of morale to organization and leadership is not limited to school systems, it is nonetheless of paramount importance in the teaching-learning environment. It is generally accepted that low teacher morale can have a negative impact on that teaching-learning environment as well as on the teaching profession at large (Anderson 1952; Harap 1959; Koura 1963).

The National Association of Secondary School Principals (1978) found convincing evidence that the most prominent and most common component of successful schools is a teaching staff with high morale. The study goes even further and concludes that morale is, in fact, the most essential key to a successful school.

In 1982 Phi Delta Kappa established a commission to study the relationship of administrative practice to teacher morale. Their premise was that one of the factors affecting teacher morale was administrative behavior. This commission involved four teams of researchers who studied 10 school systems. In the schools with better morale, principals were usually described as being outgoing, friendly and good organizers (Andrew, Parks, Nelson, 1985, p. 25). The authors of this study found that in schools with poor morale, principals were perceived as disciplinarians, inconsistent, nonsupportive, formal and impatient.

Another strong characteristic distinguishing schools with good morale from those with poor morale was the form and style of communication networks used. In the schools with poorer morale, there seemed to be almost total reliance on formal systems of communication such as faculty meetings and memoranda setting forth rules; in schools with better morale, administrators visited classrooms and talked to teachers in hallways and lounges as well as in their offices (p. 27).

Decision-making was an area that the researchers found to be a significant one. In better morale schools there was greater involvement of teachers in decision-making, particularly in those matters that affected them professionally: curriculum development, preparing policy and student handbooks and planning staff development programs.

Schools with better morale generally had better systems, both formal and informal, for recognizing teachers' contributions. Teachers were recognized at PTA and faculty meetings and at graduation exercises. Also, in schools with better morale,

administrators supported teachers with instructional material, clerical help, and enforcement of discipline.

The Phi Delta Kappa Commission on Teacher/Faculty Morale has stated that teacher morale in the United States was "...probably the lowest it has been in 40 years" (Andrew, Parks, Nelson, 1985, p. vii). The Commission went on to say that conditions contributing to this decline in teacher morale involved such factors as compensation and benefits for teachers not keeping pace with these in comparable fields of work, the clientele in classrooms radically changing, values of society being in transition and economic conditions not boding well for education.

In recent years, teacher morale has become an increasing concern for Newfoundland and Labrador educators. At the 1987 Annual General Meeting of the Newfoundland Teachers' Association the following resolution dealing with teacher morale was passed:

> That NTA commission an independent study into the state of teacher morale in the province. Such a study should include, but not be limited to, such issues as teacher attitudes towards the profession; how many have considered or are considering leaving the profession; how many intend to leave at some point in time in the future; what factors contribute to a negative attitude towards the teaching profession; and what initiatives or changes might increase teacher morale?

To date, there has been no action taken on this resolution.

Various reports on the state of education in this province in recent years have been very critical of what is actually happening in our classrooms. The Task Force on Mathematics and Science Education in its Summary Report, "Towards an Achieving Society" (1989) makes the following statement on student achievement: "Students in this

province achieve at consistently low levels on all measures which allow comparisons with students elsewhere" (p. 10).

The Department of Education Report of the School Improvement/Effectiveness Committee (1990) recently stated that our student retention and graduation rates have improved dramatically but still remain below an acceptable level (p. 12).

The Education Report of the Royal Commission on Employment and Unemployment (1986) concluded that "...there are definite concerns about the quality of the education being offered students today. While achievement levels are rising, they are still low compared to Canadian standards. The system is failing to equip many Newfoundland students with the educational skills they require if they are to become productive members of our society" (p. 72).

Such scathing negative commentaries on our education system should certainly be enough to create low teacher morale but various other conditions similar to those listed by the Phi Delta Kappa Commission (1985) are also present in this province. Teacher salaries and pension benefits, class size and workload, increases in single parent families, increases in the number of 2 working parents are all factors which may have an impact on the state of teacher morale in Newfoundland and Labrador.

To date there has been no graduate level research done on teacher morale in this province.

Statement of the Problem

The major purpose of this study was to determine teachers' perceptions of the effect of administrative practices on teacher morale in schools in Newfoundland and Labrador. In addition, this study attempted to determine the extent to which these administrative practices were occurring in schools throughout the province. Specifically, this study addressed the following research questions:

1. Of the various factors identified in the literature as affecting teacher morale, how do teachers rank these factors in order of importance?

2. To what extent do teacher perceptions of the personality and the human relations practices of the school administrator affect teacher morale?

3. To what extent do teacher perceptions of the policies of the school administrator such as those dealing with communication, student discipline, decision-making, teacher evaluation, teacher supervision and conducting faculty meetings affect teacher morale?

4. To what extent do teacher perceptions of the professional competency of the school administrator affect teacher morale?

5. To what extent are administrative practices identified in the literature as affecting teacher morale occurring in Newfoundland and Labrador schools?

6. How to teachers rate their own individual levels of morale?

7. How have teachers' perceptions of whether or not these administrative practices are occurring in their schools affected their morale?

8. Do the demographic factors of sex, years of teaching experience and the grade level a teacher is working at (primary, elementary, junior high, senior high) significantly influence teacher morale?

9. Are there any administrative practices not cited in the study instrument which are perceived by teachers as having an effect on teacher morale in Newfoundland and Labrador schools?

Theoretical Framework

Systems Theory

When examining administrative behavior and its relationship to teacher morale, it is necessary to look at social systems theory since the school and its teachers, administrators and students do represent a social system. Hall and Fagen (1956) define social system as a bounded set of elements (subsystems) and activities that interact and constitute a single entity. Olsen (1968) is more specific when he defines a social system as a model of organization that possesses a distinctive total unity beyond its component parts. He goes on to state that it is distinguished from its environment by a clearly defined boundary and is composed of subunits, elements and subsystems that are at least interrelated within relatively stable patterns of social order.

Hoy and Miskel (1982) have listed several assumptions regarding social systems. Those assumptions are:

1. Social systems are comprised of interdependent parts, characteristics and activities that contribute to and receive from the whole.

2. Social systems are goal-oriented.

3. Social systems are peopled.

4. Social systems are structured.

5. Social systems are normative. That is each person within them is expected to behave in a particular manner.

6. Social systems are sanction bearing. That is the norms for behavior are enforced with reward and punishment.

7. Social systems are generally open systems. This means that the environment supplies inputs to the system and there are exchanges between the system and its environment.

8. Social systems are conceptual and relative. The concept of social system is a general one that applies to social organizations regardless of size or purpose.

When examining these various assumptions put forth by Hoy and Miskel, it is obvious that the school is indeed a social system. Schools are comprised of interdependent components; when one component is affected, a ripple effect is felt throughout the whole system. An example of this would be in the way the principal deals with teachers; if teachers are treated by the principal in a negative and arrogant manner, it will in all probability be felt by students in the classroom. If the principal treats teachers in a congenial and collegial manner, these positive ways of operating should be felt by students in the classroom.

Schools are goal-oriented in that they have goals and objectives to strive for; student learning is one goal that schools attempt to achieve. Schools are peopled

meaning that people act in various roles such as administrators, teachers, students, custodians and so forth.

Schools have structures set up to maximize the efficiency of the operation. Students are divided into homerooms; various courses are under specific curriculum department heads. Schools are normative in that each individual is expected to behave in a certain manner. Student and teacher roles are clearly set out.

Schools are sanction bearing, that is, there is a reward and punishment system set out to encourage individuals to behave appropriately in their respective roles. Schools are also open systems referring to the fact that they are affected by community values, local politics and history.

A Social Systems Model

A useful framework for examining administrative behavior and its relationship to teacher morale is the social systems model developed for educators by Getzels and Guba (1957). According to this model, social behavior is affected directly by two classes of phenomena: (1) the institutional or nomothetic, defined in terms of certain roles and expectations, which are organized to fulfill the goals of the system and (2) the individual or idiographic, defined in terms of the personalities and needs of the system's actors, who provide the energy to achieve the goals.

The institutional or nomothetic element of the social systems model explains the behavior of individuals in terms of dominant roles and expectations aimed at meeting the goals of the organization. All social systems have some activities and functions that are

accomplished in a fairly stable fashion. These activities and functions become regular and routine or institutionalized and the structures set up to perform these institutionalized functions are called institutions.

The other element in the Getzels-Guba model is the individual or idiographic. The model assumes that social systems are composed of personalities. Hoy and Miskel (1982), in their discussion of these elements, point out that it is possible, at a conceptual level, to describe behavior in a social system in terms of positions, roles and expectations. However, when referring to teachers and administrators, it is realized that none of these would behave in the same way in any given situation. Individuals have different personalities and needs that are reflected in their own behavior; they shape the roles that they occupy with their own styles of behavior.

Each of these two elements explains a portion of the behavior in social systems in terms of sociological or psychological concepts. The following diagram provides a summary of the basic model:
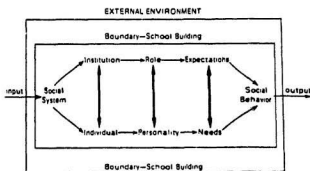
Figure 1: The Getzels-Guba Systems Model

[Source: Adapted from J.W. Getzels and E.G. Guba. "Social Behavior and the Administrative Process." *School Review*, 65, (1957) 429.]

An important concept that Getzels and Guba derived from their basic social systems model was that of morale (Hoy and Miskel, 1982). Although definitions of morale have been somewhat arbitrary, many of them have to do with group goals. Guba (1957) has noted that morale was related to the extra expenditure of energy required to accomplish institutional tasks. According to Hoy and Miskel (1982), most definitions of morale include the notions of commonality of goals and a sense of belongingness. The systems model advanced by Getzels and Guba also includes an often neglected notion — the extent to which the group goals are rational. Hoy and Miskel (1982) utilize the term identification as referring to the commonality of goals, that is, the extent to which individual needs are congruent with organizational goals. Belongingness is the congruence between bureaucratic expectations and personal needs and rationality is the congruence between bureaucratic expectations and organizational goals (Hoy and Miskel, 1982, p. 68). The morale of organizational members is therefore dependent upon the extent to which organizational goals and individual needs are one (sense of identification), the extent to which bureaucratic expectations and personal needs are compatible (sense of belonging) and the extent to which bureaucratic expectations are logical and well-suited for the achievement of organizational goals (sense of rationality) (Hoy and Miskel, 1982, p. 68).

The following diagram suggests that morale in organizations is a function of the interaction of rationality, identification and belonging.
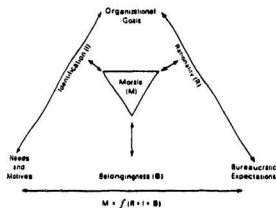
Figure 2: Components of Morale

[Source: Hoy, W.K. and Miskel, C.G. (1987). *Educational administration: Theory, research and practice.* New York: Random House.]

Administrators attempting to attain high morale in their schools must be concerned with obtaining substantial levels of agreement among bureaucratic expectations, personal needs and organizational goals.

Theory X and Theory Y

Other theories worthy of discussion are those of Theory X and Theory Y as advanced by McGregor (1960). He was convinced that assumptions a leader made about people produced behavior in people that confirmed the assumptions; the leader's assumptions became self-fulfilling prophecies. McGregor identified two clusters of assumptions and called them Theory X and Theory Y (cited in Monahan and Hengst, 1982, p. 255). Theory X assumptions represented the classical view, the view that he believed to be predominant in the contemporary industrial word. Theory Y assumptions

represented those on which managers needed to operate if they were to bring about an integration of individual and organizational goals.

Theory X consists of three assumptions. The first dealt with the attitude of people toward work and held that they had an inherent dislike of work, avoiding it whenever possible. The second assumption was that people must be forced and coerced to work for the achievement of organizational objectives. The third assumption held that people prefer to avoid responsibility, like to be directed, and seek security first (cited in Monahan and Hengst, 1982, p. 255).

Theory Y assumptions were designed to bring about a new approach to leadership style by changing assumptions about people in order to see that people could be trusted and that they could exercise self-motivation and control. These assumptions can be summarized as follows:

1. work is as natural for people as play or rest

2. people can and will be self-directing if working toward objectives to which they are committed.

3. the most significant rewards that lead to such commitment are those that satisfy self-actualization needs

4. people can learn to seek and accept responsibility

5. imagination, ingenuity and creativity are widely distributed in the population, and

6. the intellectual potential of individuals was being only partially used by modern industrial life (Monahan and Hengst, 1982, p. 256).

How an administrator views subordinates in general will help determine the practices and procedures to be utilized in administering the organization. An administrator who subscribes strongly to a Theory X viewpoint of employees would not be overly concerned with their state of morale; the thinking would in all likelihood be that no matter what energies were expended to enhance employee morale, there would still remain the problem of getting employees to exert an honest effort in their everyday work. However, an administrator who strongly believes in Theory Y would see the value of high employee morale. Implicit in that theory is the notion that employees will put forth a very honest effort if they are treated fairly and given the appropriate amount of responsibility.

<u>Theory Z</u>

One of the most current theories of management is that of Ouchi's Theory Z. His theory was developed as a result of his study of Japanese companies.

There are a number of important elements of this theory. In companies that subscribe to this theory, the decision-making process is typically a consensual, participative one (Ouchi, 1981, p. 66). A great deal of energy must be devoted to developing the interpersonal skills necessary to effective group decision-making.

Theory Z organizations show broad concern for the welfare of subordinates and of co-workers as a natural part of a working relationship. Relationships between people tend to be informal and to emphasize that whole people deal with one another at work, rather than just managers with workers and clerks with machinists. This wholistic

orientation inevitably maintains a strong egalitarian atmosphere that is a feature of all Theory Z organizations (Ouchi, 1981, p. 67). This egalitarianism implies that each person can apply discretion and can work autonomously without close supervision because they are to be trusted. This trust accounts for the high levels of commitment, of loyalty and of productivity that are characteristic of Theory Z organizations.

Another major element of the Theory Z philosophy has to do with preserving the freedom of employees to pursue projects they felt would be fruitful. In particular, the freedom of a unit manager to set goals and pursue them to their conclusion is cherished (Ouchi, 1981, p. 63).

The characteristic of Theory Z that would appear to have the most relevance to a study of administrative practices and how they affect teacher morale would be that of the decision-making process being a consensual, participative one. School administrators are typically criticized for not involving teachers in the decision-making process; the challenge is to involve teachers in that process realizing of course that the administrator must ultimately bear the responsibility for any decision that is made.

The model that seems to be most appropriate for this study is the systems model by Getzels and Guba. As discussed earlier, the two basic elements of this model are the institutional and the individual.

Overall morale in the school will ultimately affect how the individual teacher works in the classroom. As was demonstrated in Figure 1, the institution, in this case, the school, has various roles and expectations of its members; the members have their personalities and needs which have to be congruent with the goals of the organization.

Administrative practices must also be a blending of the requirements of both the individual and the organization. These practices are balancing acts and care must be exercised so that the requirements of one do not supersede the requirements of the other; otherwise the morale situation in the school may be negatively affected.

Significance of the Study

It is hoped that this study will have significance for the following:

1. Principals who are interested in creating a high level of morale among teachers in their schools may be able to use the results of this study to initiate positive administrative practices which will impact favorably on teacher morale.

2. School board personnel involved in hiring new principals may be able to utilize the findings of this study in emphasizing to new principals the importance of high morale in schools.

3. As a result of this study teachers may realize that there is a perceived importance to their morale state. Since morale encompasses the working conditions of the teacher, the positive connotations of this concern may in itself help to contribute to a more healthy state of teacher morale.

Delimitations of the Study

The following factors are acknowledged as delimitations of this study:

1. the survey instrument was a questionnaire mailed out to teachers.

2. the sample studied was a random one involving 500 teachers.

Limitations of the Study

The following limitations are recognized within this study:

1. Reliance on the accuracy of respondents' perceptions.

2. Subjection to the validity and reliability of the questionnaire.

3. Structure and clarity of the questionnaire.

4. Dependence on the cooperation of the respondents.

5. Timing of the study.

Definition of Terms

Teacher morale – the professional interest and enthusiasm that a teacher displays toward the achievement of individual and group goals in a given situation (Bentley and Rempel, 1980).

Security – includes adequate salary, protection against illness, freedom from financial worry, retirement, tenure, freedom from anxiety in relations with superiors and a sense of belonging (Strickland, 1962).

Status – the recognition of the teacher by others as one who is engaged in valuable and honorable work (Strickland, 1962).

Working conditions –   refers to the school employment situation in which each
                            teacher is included. It embraces schedules, class size,
                            duties, school plant, supplies and equipment (Strickland,
                            1962).

Administrative practices – the teacher's relations with the principal. It includes
                            communication, school policies, supervision, faculty
                            meetings, in-service programs and the cooperation and
                            support of the principal (Strickland, 1962).

Staff relations –   the teacher's association with other teachers in the school
                            (Strickland, 1962).

Community conditions –   includes satisfactions derived from living in the community
                            and associations with citizens, community organizations
                            such as the parent-teacher association (Strickland, 1962).

CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter examines literature and research in the area of teacher morale. Section one looks at the concept of morale from an historical perspective. Various definitions of morale are presented in the second section. Section three examines those major factors contributing to teacher morale. Sections four and five discuss the various factors which have been found to raise and lower teacher morale. Administration as a specific factor in affecting teacher morale is the focus of section six.

Historical Perspective

In the early 1900's the science of administration was in its early phase of classical organizational thought. Taylor (1947), Fayol (1949), and Gulick (1937) took a scientific approach to administration which focused on the physiological and economic variables of job performance. There was very little emphasis placed on the psychological and sociological variables affecting man.

Mary Parker Follett (1924), during the human relations phase of scientific administration, recognized the human dynamics underlying successful and efficient job performance. Despite her work, however, the major development of the human relations approach came into vogue with the work of Elton Mayo and the Hawthorne Experiments in the late 1920's and early 1930's. It was during these studies when researchers continuously manipulated environmental variables that improvements were noted in

workers' attitudes and morale. Only then was it recognized that psychological and sociological variables played a significant role in job efficiency.

This discovery continued to influence theorists studying the science of administration and when the third phase or behavioral science approach developed, research continued on the effects of psycho-social variables and efficiency. Chester Barnard in *The Function of the Executive* referred to morale when he spoke about the cooperation required to obtain effectiveness and efficiency in organizations by integrating the goals of the organization (Barnard, 1938, p. 122). He referred to effectiveness as being the degree of success for the organization and efficiency as being the degree of satisfaction for the individual.

In 1957 Getzels and Guba put forth their social systems theory which provided educators with a useful framework for further understanding administrative behavior and its relationship to morale. This theory and its contribution to a study of morale was discussed at length in Chapter 1 of this study.

The work of these early researchers has pointed out that administration is seen as a hierarchy of social relationships. It must be understood that the administrator has the responsibility of maintaining a balance between the forces of the informal and the formal organization and the worker. Every action by the administrator must borrow from these dimensions.

Definition of Morale

Although there is no scarcity of literature on the topic of teacher morale, there is considerable discrepancy in the manner in which the term has been defined. From a review of some of the more prominent definitions that have been formulated over the years, it becomes apparent that teacher morale is a very difficult concept to describe in precise terms. One quickly comes to the conclusion that it is a concept which can have high and low levels and that these levels can be influenced by a multitude of factors.

The concept of morale, as it relates to productivity in a person's work, was first introduced in the late 1920's when it was discovered that people were influenced to high achievement by means other than money. Instead, early researchers in the field of morale found that workers thrived when they felt a great sense of satisfaction in belonging to a group and adhering to its standards and expectations. Recognition was likewise identified in the 1920's as a major variable in defining morale.

The terms job satisfaction and morale are interpreted frequently in the literature as being synonymous especially in the earlier studies. In this respect, Hoppock (1935) who conducted the first definitive study on job satisfaction, was referring to both when he defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job."

Shortly after, Kilstad (1938) put forth a fairly inclusive definition of morale when he stated:

The employee with high morale is one who:

- feels very good about his job as long as he does good work;

- has been made to feel in every way that he is really a part of the organization;
- feels that the management does a great deal more than could be expected to have good working relationships between him and the people with whom he works;
- feels that the management is more interested in the welfare of the people in jobs such as his than managers in other places;
- has never been dissatisfied with his job, or if he has, such dissatisfaction was hardly ever the management's fault.

In putting forth their definitions of morale several writers have chosen to distinguish between job satisfaction and morale. Gordon (1963) maintained that job satisfaction referred to the reactions of individuals to specific elements in their working environments whereas morale was applied afterwards to the general level of satisfaction and enthusiasm of individuals and groups. Gruneberg (1979) likewise chose to distinguish between job satisfaction and morale. He contended that morale referred to group well-being whereas job satisfaction referred to an individual's emotional reactions to a particular job.

Esprit was also a central characteristic of a number of writers' definitions of teacher morale. Halpin and Croft (1970) introduced esprit as an important aspect of organizational climate and accordingly teacher morale. They saw esprit as referring to morale and its being dependent on a person's sense of social needs satisfaction and sense of task accomplishment. In 1968 Callahan defined morale as the prevailing spirit or temper of the individual system members marked by feelings of self-worth and satisfaction of one's self in the organization.

Other writers incorporated goal achievement as a necessary ingredient of morale. Ross (1958) concluded that high morale existed when the individual perceived himself

as a member of a group and there was a high probability of both individual and group goals being achieved through a specific course of action. Griffiths (1956) also emphasized the importance of goal achievement in order for high morale to be present.

It may be safely concluded that teacher morale is made up of many variables, all of which relate to an individual's perception of his or her job. There appears to be no precise meaning for the term but instead teacher morale remains a concept comprised of numerous factors, all of which contribute to a feeling of belonging, achievement and satisfaction within the context of the job and the institution's goals.

For the purposes of this study the Bentley and Rempel definition of teacher morale (1980, p. 2) will be utilized: "the professional interest and enthusiasm that a teacher displays toward the achievement of individual and group goals in a given situation."

Major Factors Contributing to Teacher Morale

Several studies have been conducted in an attempt to determine those major factors influencing teacher morale. Based on a study involving four hundred twenty-nine teachers in West Virginia Shilland (1949) identified ten most important items affecting morale. Arranged in order they were:

1. doing work for which one is prepared and interested

2. adequacy of equipment and supplies

3. consideration and courtesy by superiors

4. physical working conditions

5. job security

6. administrative cooperation and assistance

7. friendly attitude of fellow teachers

8. fair compensation

9. development of personality in association with and inspiring your people

10. pupil attitudes of respect toward teaching

(p. 481)

In 1951 Chase reported on research done under his direction on teacher morale. He found that morale was affected by freedom in planning work, adequacy of salary, feelings about the quality of leadership and participation in educational and personal policy planning.

Redefer (1959) conducted a comprehensive study of 24 school systems involving 5000 teachers. He found that board of education and administrative relations, personnel practices and policies, school equipment and supplies and educational leadership affected teacher morale most significantly.

Several significant factors associated with morale were identified by Napier (1966) in his research. These factors were:

1. the administrator's understanding and appreciation of the teacher as an individual;

2. the confidence the teacher has in the administrator's professional competency;

3. the support the teacher receives from the administration regarding discipline problems;

4. teacher participation in the formulation of policies that affect them;

5. adequate facilities and equipment;

6. adequate teaching supplies;

7. teaching assignments which are commensurable with training;

8. fair and equitable distribution of extracurricular assignments;

9. professional training provided through the in-service program;

10. job security.

In a comprehensive review of the literature on morale Lewis (1968) found that teacher morale could be categorized in terms of six general areas:

1. personal and/or demographic factors

2. job security factors

3. factors that relate to the status of the profession

4. factors that affect teaching conditions

5. administrative and supervisory factors and

6. staff and community relations.

Sommers (1969) in a study of factors influencing teacher morale in Ohio found that the principal was the most important determinant of teacher morale. Other findings in that same study were:

1. salary was not a significant morale factor.

2. the PTA had an extremely negative effect on teacher morale.

3. professional organizations were considered by many teachers to have little or no value.

4. the lack of in-service programs was a negative morale factor.

5. most teachers desired more involvement in the policy making of their school.

6. most teachers felt that there was a lack of meaningful communication between teachers and administrators.

7. many teachers felt that their professional opinions were not considered worthwhile by their administrators.

Although personal factors were the most important of all factors in determining the individual morale level of the teacher, the principal was the key non-personal factor in the professional environment of the teacher according to research done by Hood (cited in Ellenburg, 1972). He concluded that the teacher's relationship with the principal was more important in determining morale level than was the teacher's relationship with other teachers.

Factors that Raise Morale

In addition to studies being done to determine those most important factors affecting teacher morale as discussed in the above, there has been research done to determine what factors have contributed to high and low morale.

Several researchers conducted studies to determine what factors were important in raising teacher morale. In their survey which included approximately one thousand six hundred elementary and secondary rural and urban teachers, supervisors and administrators in Illinois, Leipold and Yarbrough (1949) came up with a comprehensive list of 20 items ranging from the administration giving firm support to the teacher in

discipline problems (number one in order of importance) to loyal acceptance by the community of the financial and moral responsibility to maintain an adequate educational program (number twenty in order of importance).

Lowe (1954, p. 64) in his study of morale factors identified five positive desires of teachers which had to be considered in any attempts to heighten morale:

1. Staff members wanted to know they were making a contribution.

2. Staff members wanted to know reasons.

3. Teachers wanted sympathetic understanding.

4. Staff members wanted help necessary to get the results expected.

5. Staff members wanted honesty in their administrators.

In a study designed to determine what kinds of things contributed to high or low morale, Gragg (1955) found out that the most frequently mentioned item to high morale was confidence in the leadership of the principal and other administrators. Douglas, Bent and Boardman (1961) found that teachers wanted their supervisors to be fair as well as being interested in assisting and improving educational effectiveness rather than just inspecting and rating. Teachers also expected their supervisors to attempt to reduce the amount of teacher work outside the classroom.

Other studies in the 1950's deviated little from one another in terms of findings, until Herzberg and his associates conducted a comprehensive examination of factors that influence job satisfaction and morale. Briefly, Herzberg (1959) systematically examined needs and satisfaction and found that every job must make provisions for two separate and distinct aspects — hygienic and motivational — if employees were to be happy and

productive. The hygienic factors were those that affect the work environment, and include salary, competent supervision, fair administrative policy, job security, the opportunity for personal growth, and good interpersonal relationships. Failing to provide for these extrinsic factors would lead to dissatisfaction in a job. Motivational factors, on the other hand, were conceived by Herzberg as intrinsic in nature, and included achievement, recognition, work itself, responsibility, and advancement. Provisions must be made for the latter set if satisfaction is to occur. Accordingly, for job satisfaction or morale to be influenced in Herzberg's scheme, both the factors that lead to dissatisfaction as well as those that account for satisfaction must be provided for.

Strickland (1962) conducted a study in accord with Herzberg's theory on factors that tend to raise and/or lower morale within a school building. He identified ten factors associated with high and ten factors associated with low levels of morale. The ten with a tendency to raise morale were:

1. cooperative and helpful co-workers who share ideas and materials,
2. a helpful and cooperative principal,
3. appreciative and cooperative parents,
4. adequate supplies and equipment,
5. freedom in classroom teaching,
6. respectful pupils,
7. an adequate school plant,
8. pupils interested in school work,
9. a helpful supervisor, and
10. a well-organized school with formulated policies

The factors that tended to lower morale were:

1. lack of relief from pupil contact during the day,
2. clerical duties,
3. lack of cooperation and support from principal,
4. inadequate school plant,
5. lack of staff cooperation,
6. excessive teaching load,
7. low salary,
8. lack of parent cooperation and interest,
9. poor discipline, and
10. lack of proper equipment and supplies.

It is interesting to note that many of the factors that lead to high morale also lead to low morale in Strickland's findings. Equally of note though, even when an item appears on both lists, its rank is noticeably altered. Accordingly, Strickland's findings at least in part support the theory of Herzberg in that factors affect high and low morale in a differentiated fashion.

Factors that Lower Morale

In addition to the findings of Herzberg and Strickland regarding factors which tended to lower morale several other researchers chose also to study those features that worked against teacher morale. Juckett (1950, p. 64) put forth these findings as a result of a study he did with secondary school teachers in New York:

1. Playing favorites and making exception
2. The griping of individual members and departments or other cliques.

3. Blunt answers from superiors.

4. A scheme that gives extra pay for extra work.

5. A critical, rather than a co-operative attitude on the part of the faculty.

6. Asking faculty members to do extra jobs.

7. Lack of teacher interest in extracurricular affairs directed by other faculty members and

8. Individual questions of salary, placement and promotion.

Among the negative factors Hedlund and Brown (1951, p. 42) found in their study which surveyed New York State teachers were: insufficient salary, inadequate advancement opportunities, classes too large and unsatisfactory support in discipline.

Harap (1959, p. 55) has reported on the most common causes for poor teacher morale. Those causes were: inadequate salaries, large classes, poor administration, lack of a daily period of relaxation, unsatisfactory plant and buildings and lack of teaching materials and equipment. Others mentioned in order of their importance were: absence of democratic administrative procedures and sharing in policy making; lack of cooperation from the public or boards of education; impoverished social and recreational life and inadequate provision for teacher tenure.

It would appear that those factors which were found to lower morale were consistent ranging from a lack of confidence in administration to large classes to inadequate salary levels.

Administration as a Factor in Morale

The literature and research reviewed thus far has concentrated on a wide range of factors affecting teacher morale. This section will highlight those studies which found administration with its various practices, policies and procedures to be a paramount factor in affecting teacher morale.

Several themes run through the various studies that have looked at the role of the principal and how it affects teacher morale. One such theme is that of the democratically-oriented administrator. Moehlman (1940) recognized the value of democratic administration in moulding favorable teacher attitudes. He stated:

> The emotional conditions under which work is carried on have a great influence on efficiency. A democratic organization providing for participation, freedom, and recognition of individual achievement will produce much better results than one operating autocratically in a fog of suspicion and espionage.

(p. 398)

Sweat (cited in Ellenberg, 1972) studied the relationship of morale to the authoritarian-democratic traits of high school principals in Arkansas. Although the differences were not statistically significant, he found that the faculties of democratically-administered high schools made the highest scores on a morale instrument, the faculties of the neutrally-administered high schools made the second highest scores and the faculties of the authoritarian-administered high schools made e lowest scores. Burkett (1975) extended the theory that organizational climate affec morale and concluded that the more democratic the administration, the higher the .

Other studies done in this area have concluded that the principal was the element in affecting teacher morale (Coffman 1951; Schultz 1952; Davis 1973; Carmody 1980).

In her attempts to relate teacher morale to curriculum development strategies, Coffman (cited in Burgess, 1982) observed that "the principal is the key person in fostering high morale in programs of curriculum development" (p. 70). Schultz (1952) made this generalization after his study of job satisfaction of recent graduates from the University of Illinois who were in teaching positions:

> The administrator is most often identified as the focal point of the teacher's satisfaction or disillusionment with his work. The evidence obtained in this study supports an hypothesis that administrative practices and procedures are of primary importance to teacher morale. (p. 56)

Dennis (1973) in his study cited a review of the research from 1968-1972 done by Davis which came to the conclusion that the immediate supervisor or administrator was extremely important to a teacher's morale. He further concluded that democratic administrators affected the effects of other factors that tended to produce low morale. The maintenance and improvement of teacher morale must be a primary concern to those who have leadership responsibilities in schools was a major conclusion reached by Carmody as a result of a study he did in 1980.

Hunter (1983) was one of the more recent researchers to study teacher morale in the context of leadership style. Her findings that organizational climate as well as leadership style do indeed impact significantly on teacher morale were consistent with those found in earlier studies. One of the major conclusions of Beattie (1987) in his

study of factors affecting teacher morale was that the type of leadership exerted within individual school units was the factor most significantly related to the level of teacher morale.

In addition to those studies cited above, researchers have also examined the effects of principals' human relations practices and procedures on teacher morale. Silverman (1956) attempted to identify those specific personal characteristics and daily activities of New York City elementary school principals which might affect morale. His findings were that a principal's personality and human relations contacts had more of an effect on teacher morale than his physical or mental characteristics, his professional background, his work as an improver of instruction or his activities as an administrator. McClelland (1964) attempted to determine effective and ineffective administrative practices. His major conclusions were:

1. The attitudes of the principal are reflected in the self-concept of the teacher.

2. The principal's professional and personal communication with the teacher affects the emotional outlook of the teacher.

3. The principal's direction of the instructional program affects the teacher's job satisfaction.

4. The working conditions created by the principal affect the teacher's attitude toward his work.

A 1982 survey of 360 Connecticut teachers revealed several sources of teacher dissatisfaction: low status of teaching; inadequate salary; poorly motivated pupils; too much paperwork; pupils' attitudes toward work; lack of time for pupils' high amount of

frustration, pupils' lack of interest; schools' failure to maintain values and standards and parents' lack of interest. Intertwined with these was always the low quality of teacher relationships with their principals and other administrators (Brodinsky, 1984, p. 12).

What becomes apparent in summarizing the related literature and research on teacher morale is that morale is affected by a multitude of factors. This is no startling revelation but recognition of the complexity of teacher morale is a critical starting point for those interested in bringing about high levels of teacher morale in a school or district. In this respect, as important a finding as any other is that most factors affecting morale can be influenced in one way or another through the behavior and actions of school principals. These administrators have within their means the potential to influence the bulk of factors that lead to higher levels of morale.

CHAPTER 3

DESIGN OF THE STUDY

This study has attempted to gather data from teachers regarding their perceptions of the extent to which administrative practices affect their morale. In addition, this study attempted to determine the extent to which these practices are occurring in schools in Newfoundland and Labrador.

This chapter provides information on the instrument used as well as information on how the instrument was validated. The reliability of this instrument is discussed and procedures are put forth for the analysis of the data.

The Population and the Sample

During the 1990–91 school year there were 8269 full-time teachers in Newfoundland and Labrador. A random sample of 500 teachers was surveyed to determine answers to the research questions listed in Chapter 1. Tables 1, 2 and 3 provide information on those teachers who participated in the study .

Table 1
Information on the Sex of Respondents

Sex	N	%
Male	130	55.8
Female	103	44.2
Total	233	100.0

Table 2
Information on the Teaching Experience of Respondents

Teaching Experience (Years)	N	%
1-5	38	16.3
6-10	32	13.7
11-15	37	15.9
16-20	68	29.2
21-25	34	14.6
26-30	20	8.6
31-35	3	1.3
36-40	1	0.4
Total	233	100.0

Table 3
Information on the Grade Levels Respondents Were Teaching

Grade Level	N	%
Primary (K-3)	66	28.6
Elementary (4-6)	45	19.5
Junior High (7-9)	41	17.7
Senior High (10-12)	79	34.2
	2	missing*
Total	233	100.0

*Two of the respondents did not complete this information. Percentages have been adjusted to allow for these non-responses.

The Instrument

The instrument was a questionnaire comprised of six sections. Section A dealt with personal and demographic information. Section B listed six factors affecting teacher

morale and teachers were asked to rank these in order of importance from 1-6 with 1 being the most important in affecting teacher morale and 6 being the least important. Section C listed thirty administrative practices and respondents were asked to indicate to what extent they thought these practices affected teacher morale: a Likert-type scale was used for teachers to indicate their responses. Section D involved the same thirty administrative practices and teachers were asked to indicate, again using a Likert-type scale, the extent to which these practices might be occurring in their schools. Section E asked teachers to rate what they perceived to be their own levels of morale. Section F requested teachers to list any other administrative practices not previously covered in Sections C and D which they thought might affect teacher morale in this province.

These questionnaire items were developed from a review of the literature and research findings on teacher morale. Also, various morale instruments were looked at for the purpose of determining if any of the statements in those instruments would be appropriate for this questionnaire. The Purdue Teacher Opinionnaire (Bentley and Rempel, 1980) was found to be particularly helpful and seventeen statements from that Opinionnaire were taken and modified to more appropriately reflect the intent of this study.

The following table lists the nine research questions of this study and the questionnaire items which address those research questions; also included are the methods of analysis and the reporting procedures.

Table 4

Research Questions and the Corresponding Questions on the Instrument

Research Questions	Corresponding Questions on the Questionnaire and the Method of Analysis/Reporting Procedures
1. Of the various factors identified in the literature as affecting teacher morale, how do teachers rank these factors in order of importance?	• Section B • Frequency Distribution Table
2. To what extent do teacher perceptions of the personality and the human relations practices of the school administrator affect teacher morale?	• Section C: Numbers 1, 2, 3, 4, 8, 15 • One-Way Analysis of Variance
3. To what extent do teacher perceptions of the policies of the school administrator such as those dealing with communication, student discipline, decision-making, teacher evaluation, teacher supervision and conducting faculty meetings affect teacher morale?	• Section C: Numbers 6, 10, 11, 13, 14, 16, 17, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30 • One-Way Analysis of Variance
4. To what extent do teacher perceptions of the professional competency of the school administrator affect teacher morale?	• Section C: Numbers 5, 7, 9, 12, 18, 22, 27 • One-Way Analysis of Variance
5. To what extent are administrative practices identified in the literature as affecting teacher morale occurring in Newfoundland and Labrador schools?	• Section D • Frequency Distribution Table
6. How do teachers rate their own individual levels of morale?	• Section E • Frequency Distribution Table
7. How have teachers' perceptions of whether or not these administrative practices are occurring in their schools affe ed their morale?	• Sections D and E • One-Way Analysis of Variance • Student-Newman-Keuls Procedure (Post Hoc Analysis)
8. Do the demographic factors of sex, years of teaching experience and the grade level teacher is working at (primary, elementary, junior high, senior high) significantly influence teacher morale?	• Sections A and C • One-Way Analysis of Variance

9. Are there any administrative practices not cited in the study instrument which are perceived by teachers as having an affect on teacher morale in Newfoundland and Labrador schools?	• Section F • Written Summary

Validation of the Instrument

In order to validate this instrument a number of procedures were followed. A copy of the questionnaire was distributed to professors of Educational Administration courses in the Faculty of Education. These individuals were asked to examine the instrument for clarity, suitability and relevance, readability and omissions or additions. Students in two graduate courses were asked to view and comment on the instrument. Twenty teachers from several schools were also asked to complete and critique the questionnaire. These suggestions and criticisms were taken into consideration and the instrument adjusted accordingly.

Reliability of the Instrument

A measure of reliability was obtained from the study sample through utilization of the internal-consistency method known as the Alpha (α) Reliability Coefficient. This procedure is a modification of the Kuder-Richardson 20 formula which allows one to compute a reliability estimate when items have (k) response categories, rather than only two. A reliability coefficient was obtained for each of the subsections of Section C on the instrument dealing with personality and the human relations practices of the school administrator, policies of the school administrator dealing with communication, student

discipline, decision-making, teacher evaluation, teacher supervision and conducting faculty meetings and teacher perceptions of the professional competency of the school administrator. A reliability coefficient for Section D of the instrument dealing with the extent to which administrative practices identified in the literature as affecting teacher morale are occurring in Newfoundland and Labrador schools was also obtained. The nearer the value of each coefficient came to 1.0, the greater the degree of respondent consistency within each part of the instrument and, hence, the greater the overall reliability of the instrument. Table 5 indicates the alpha reliability coefficients achieved on the study sample.

Table 5
Alpha Reliability Coefficients for Each of the Subsections in Section C and the Entire Section D

Subsection/Section	N	Alpha reliability coefficient (α)
School administrator's personality and human relations practices (Section C: Numbers 1, 2, 3, 4, 8, 15)	229	.7990
Policies of the school administrator (Section C: Numbers 6, 10, 11, 13, 14, 16, 17, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30)	218	.9117
Professional competency of the school administrator (Section C: Numbers 5, 7, 9, 12, 18, 22, 27)	229	.8369
Extent to which administrative practices are occurring in schools (Section D: Numbers 1-30)	203	.9653

Treatment of the Data

Information from completed questionnaires was coded and subjected to computer analysis utilizing the SPSS-X statistical package for the social sciences. Specifically, the method of analysis involved the following procedures:

1. Data were presented in one-way frequency distribution tables to reveal demographic information on the survey respondents.

2. One-way analysis of variance was utilized to study the effect of teachers' perceptions of various administrative practices o ᵀacher morale.

3. A frequency distribution table was utilized to show the extent to which administrative practices identified in the literature as affecting teacher morale were occurring in Newfoundland and Labrador schools.

4. A frequency distribution table was used to show how teachers rated their own individual levels of morale.

5. One-way analysis of variance was performed to determine if teachers' perceptions of whether or not these administrative practices were occurring in Newfoundland and Labrador schools affected their morale.

6. One-way analysis of variance was utilized to study whether or not the demographic factors of sex, years of teaching experience and the grade level a teacher is working at had any effect on teacher morale. This was followed up by applying the Student-Newman-Keuls Procedure to determine where, if any, this significance occurred.

7. Responses from the open-ended question in Section F of the instrument were analyzed for response patterns and summaries of those response patterns were prepared.

ANALYSIS OF THE DATA AND STATEMENT OF FINDINGS

This chapter discusses an analysis of findings resulting from the responses of 233 teachers teaching in Newfoundland and Labrador schools during the past 1990-1991 school year. Information in this chapter is organized so that each of the nine research questions posed in Chapter 1 is discussed in its respective order.

Question 1
Of the various factors identified in the literature as affecting teacher morale, how do teachers rank these factors in order of importance?

For the purpose of this study the six factors affecting teacher morale were security, status, working conditions, administrative practices, staff relations and community conditions (Strickland, 1962). In the survey instrument each of these factors was listed along with its definition and respondents were asked to rank these factors in order of importance from 1-6 with 1 being the most important and 6 being the least important. To get a total picture of these rankings it is necessary to look specifically at how respondents ranked each factor. How security was ranked is summarized in Table 6.

Table 6
How Teachers Ranked Security as a Factor Affecting Teacher Morale

Rank	N	%
1	97	42.2
2	41	17.8
3	24	10.4
4	34	14.8
5	21	9.1
6	13	5.7
	3	missing*
Total	213	100.0

*Three of the 233 respondents did not answer this question. Percentages have been adjusted to allow for these three non-responses.

Examination of this table reveals that a considerable number of teachers in this province consider security to be a major factor affecting teacher morale. Security, for the purpose of this study, referred to adequate salary, protection against illness, freedom from financial worry, retirement, tenure, freedom from anxiety in relations with superiors and a sense of belonging (Strickland, 1962). Of the 230 respondents, 42.2% or 97 considered security as the most important affecting teacher morale.

The ranking of status as a factor affecting teacher morale is summarized in Table 7.

Table 7
How Teachers Ranked Status as a Factor Affecting Teacher Morale

Rank	N	%
1	31	13.5
2	29	12.7
3	31	13.5
4	28	12.2
5	69	30.1
6	41	17.9
	4	missing*
Total	233	100.0%

*Four of the 233 respondents did not answer this question. Percentages have been adjusted to allow for these four non-responses.

This table shows that a rather small percentage of teachers consider status to be a major factor affecting teacher morale. Strickland (1962) defined status as the recognition of the teacher by others as one who is engaged in valuable and honorable work. Of the 229 respondents, 13.5% or 31 considered security as the most important factor affecting teacher morale.

In the following table the ranking of working conditions as a factor affecting teacher morale is summarized.

Table 8
How Teachers Ranked Working Conditions as a Factor Affecting Teacher Morale

Rank	N	%
1	67	29.1
2	56	24.3
3	47	20.4
4	28	12.2
5	25	10.9
6	7	3.0
	3	missing*
Total	233	100.0%

*Three of the 233 respondents did not answer this question. Percentages have been adjusted to allow for these three non-responses.

An examination of this table reveals that almost one-third of the sample respondents considers working conditions to be a major factor affecting teacher morale. Working conditions has been defined as referring to the school employment situation in which each teacher is included. It embraces schedules, class size, duties, school plant, supplies and equipment (Strickland, 1962). Of the 230 respondents, 29.1% or 67 considered working conditions to be the most important factor affecting teacher morale.

In this next table the ranking of administrative practices as a factor affecting teacher morale is summarized.

Table 9
How Teachers Ranked Administrative Practices as a Factor Affecting Teacher Morale

Rank	N	%
1	36	15.7
2	62	27.1
3	72	31.4
4	32	14.0
5	20	8.7
6	7	3.1
4		missing*
Total	233	100.0%

*Four of the 233 respondents did not answer this question. Percentages have been adjusted to allow for these four non-responses.

Of the 229 respondents, 15.7% or 36 ranked administrative practices as the number 1 factor affecting teacher morale in this province. Administrative practices was defined as the teacher's relations with the principal; it included communication, school policies, supervision, faculty meetings, in-service programs and the cooperation and support of the principal (Strickland, 1962).

How teachers perceived the importance of staff relations in affecting teacher morale is summarized in the following table.

Table 10
How Teachers Ranked Staff Relations as a Factor Affecting Teacher Morale

Rank	N	%
1	28	12.2
2	45	19.7
3	43	18.8
4	79	34.5
5	29	12.7
6	5	2.2
	4	missing*
Total	233	100.0%

*Four of the 233 respondents did not answer this question. Percentages have been adjusted to allow for these four non-responses.

Of the 229 respondents, 12.2% or 28 perceived staff relations as the most important factor affecting teacher morale in schools throughout Newfoundland and Labrador. Staff relations was defined as the teacher's association with other teachers in the school (Strickland, 1962).

The ranking of the sixth factor affecting teacher morale, community conditions, is summarized in the following table.

Table 11
How Teachers Ranked Community Conditions as a Factor Affecting Teacher Morale

Rank	N	%
1	10	4.4
2	15	6.6
3	14	6.1
4	15	6.6
5	47	20.5
6	128	55.9*
	4	missing*
Total	233	100.0%

*Four of the 233 respondents did not answer this question. Percentages have been adjusted to allow for these four non-responses.

Community conditions was not perceived by teachers to be a major factor affecting teacher morale in this province. Only 4.4% or 10 of the 229 respondents considered community conditions to be number one in their ranking of the six factors affecting morale. Community conditions included satisfactions derived from living in the community and associations with citizens, and community organizations such as the parent-teacher association (Strickland, 1962).

The various number one ranking percentages for each factor affecting teacher morale is summarized in the following table.

Table 12
Comparison of Number One Rankings of the 6 Factors Affecting Teacher Morale

Factor	%
Security	42.2
Working conditions	29.1
Administrative practices	15.7
Status	13.5
Staff relations	12.2
Community conditions	4.4

In comparing the various number one rankings for each of 6 factors, security came out as the factor with the highest percentage, 42.2. Community conditions had the lowest percentage, 4.4.

Question 2

To what extent do teacher perceptions of the personality and the human relations practices of the school administrator affect teacher morale?

A one-way analysis of variance was performed to determine if teacher perceptions of the personality and the human relations practices of the school administrator affected teacher morale. The level of significance was set at .05. The results of this analysis revealed a probability of .0388 meaning that teacher perceptions in this case did impact significantly on teacher morale. Table 13 summarizes the results of this one-way analysis of variance.

Table 13
One-way Analysis of Variance Score Showing How Teacher Perceptions of the Person-
ality and the Human Relations Practices of the School Administrator Affect Teacher
Morale

F	d f	P
4.321	1, 231	.0388

Question 3

To what extent do teacher perceptions of the policies of the school administra-
tor such as those dealing with communication, student discipline, decision-
making, teacher evaluation, teacher supervision, and conducting faculty
meetings affect teacher morale?

Responses on the instrument relative to this question were subjected to a one-way

analysis of variance to determine if teacher perceptions of the various policies of the

school administrator affected teacher morale. The level of significance was set at the .05

level. This analysis revealed a probability of .0004 meaning that the teacher perceptions

of the various policies significantly affected teacher morale. Table 14 summarizes the

results of this one-way analysis of variance.

Table 14
One-way Analysis of Variance Score Showing How Teacher Perceptions of the Policies of
the School Administrator Affect Teacher Morale

F	d f	P
12.695	1, 231	.0004

Question 4

To what extent do teacher perceptions of the professional competency of the school administrator affect teacher morale?

Responses were again subjected to a one-way analysis of variance to determine if teacher perceptions of the professional competency of the school administrator affected teacher morale. The level of significance was set at the .05 level. This analysis revealed a probability of .0164 meaning that teacher perceptions of the professional competency of the school administrator did impact significantly on teacher morale. Table 15 summarizes the results of the one-way analysis of variance.

Table 15
One-way Analysis of Variance Score Showing How Teacher Perceptions of the Professional Competency of the School Administrator Affect Teacher Morale

F	d f	P
5.839	1, 231	.0164

Question 5

To what extent are administrative practices identified in the literature as affecting teacher morale occurring in Newfoundland and Labrador schools?

Section D of the instrument consisted of 30 administrative practices and respondents were asked to indicate the extent to which these practices were actually occurring in their schools. A Likert-type scale from 1–5 was utilized and a summary of the responses for this section is presented in the following table; also included is the mean response for each practice.

Table 16
The Extent to which Administrative Practices Identified as Affecting Teacher Morale are Occurring in Newfoundland and Labrador Schools*

Practice	N	$\bar{x}$
1. The work of individual teachers is appreciated and commended by the principal.	227	3.21
2. The principal is fair and consistent in dealings with teachers.	227	3.59
3. The principal makes a sincere effort to maintain close contact with teachers.	228	3.38
4. The principal attempts to make the work of teachers easier and more pleasant.	228	3.32
5. The principal understands and recognizes good teaching practices.	226	3.46
6. The principal makes sure there is meaningful communication between teachers and the administration.	228	3.22
7. The principal shows interest in the various departments.	226	3.36
8. The principal shows concern for the problems of teachers and handles those problems sympathetically.	228	3.45
9. The principal has a reasonable understanding of problems connected with teaching assignments.	228	3.51
10. The principal supervises rather than "snoopervises" teachers in the school.	226	3.73
11. The principal conducts faculty meetings in such a way as not to waste the time and energy of teachers.	228	3.56
12. The principal makes effective use of the individual teacher's capacity and talent.	227	3.44
13. The principal supports teachers in student discipline matters.	229	3.75

14. The principal ensures that there is adequate equipment and supplies for teachers to do their job.	229	3.65
15. The principal is considerate and courteous towards teachers.	229	4.00
16. The principal ensures that the physical working conditions are conducive to teachers doing a good job in the classroom.	228	3.69
17. The principal is co-operative with teachers and assists them whenever possible.	229	3.84
18. The principal has a reputation of being professionally competent which results in teacher confidence in the principal.	226	3.54
19. The principal involves teachers in the formulation of school policies.	229	3.43
20. The principal gives teaching assignments which are commensurable with training.	223	3.74
21. The principal is honest in dealings with teachers.	229	4.07
22. The principal runs a well-organized school with formulated policies.	229	3.48
23. The principal ensures that teachers have relief from pupil contact in their teaching schedule.	222	3.60
24. The principal makes an effort to ensure that class size is appropriate for the specific subject being taught.	225	3.52
25. The principal attempts to keep teacher paperwork at a minimum.	228	3.38
26. The principal considers the professional opinions of teachers to be worthy of consideration.	229	3.74
27. The principal shows leadership in faculty meetings by challenging and stimulating teachers' professional growth.	229	3.30

28. The principal welcomes constructive criticism of administrative policies by teachers.	227	3.13
29. The principal attempts to make the teacher feel comfortable when making class visits.	227	3.85
30. The principal welcomes teacher problems of a personal and group nature.	223	3.41

*Key:

A (1) — Never
B (2) — Seldom
C (3) — Sometimes
D (4) — Almost always
E (5) — Always

From the preceding table it can be seen that all 30 administrative practices fall somewhere between "occurring sometimes" to "occurring always" with the majority of practices falling between "sometimes" and "almost always".

Question 6

How do teachers rate their own individual level of morale?

In Section E of the study instrument teachers were asked to rate their own level of morale using a Likert-type scale from A (very low) to E (very high). The results of this section are summarized in the following table.

Table 17
How Teachers Rate Their Own Morale Levels

Rating	N	%
very low	2	0.9
low	25	10.9
medium	95	41.5
high	88	38.4
very high	19	8.3
	4	missing*
Total	233	100.0

*Four of the 233 respondents did not answer this question. Percentages have been adjusted to allow for these four non-responses.

Of the respondents, 11.8% rated their level of morale as very low and low and 88.2% considered their morale levels to be from medium to very high.

Question 7

How have teachers' perceptions of whether or not those administrative practices are occurring in their schools affected their morale?

When subjected to a one-way analysis of variance, teacher morale was found to be significantly affected by teachers' perceptions of whether or not those administrative practices as listed in Section D of the instrument were occurring in their schools. The level of significance was set at the .05 level. A summary of that analysis for each administrative practice is presented in Table 18.

Table 18

One-way Analysis of Variance Scores Showing How Teachers' Perceptions of Whether or Not the Administrative Practices Occurring in Their Schools Affected Their Morale

Practice	F	d, f	P
1. The work of individual teachers is appreciated and commended by the principal.	15.632	4, 222	.0000
2. The principal is fair and consistent in dealings with teachers.	15.575	4, 222	.0000
3. The principal makes a sincere effort to maintain close contact with teachers.	9.892	4, 223	.0000
4. The principal attempts to make the work of teachers easier and more pleasant.	13.643	4, 223	.0000
5. The principal understands and recognizes good teaching practices.	18.737	4, 221	.0000
6. The principal makes sure there is meaningful communication between teachers and the administration.	12.689	4, 223	.0000
7. The principal shows interest in the various departments.	13.644	4, 221	.0000
8. The principal shows concern for the problems of teachers and handles those problems sympathetically.	11.300	4, 223	.0000
9. The principal has a reason·le understanding of problems connected with teaching assignments.	12.375	4, 223	.000
10. The principal supervises rather than "snoopervises" teachers in the school.	11.368	4, 221	.0000
11. The principal conducts faculty meetings in such a way as not to waste the time and energy of teachers.	13.007	4, 223	.0000
12. The principal makes effective use of the individual teacher's capacity and talent.	12.245	4, 222	.0000
13. The principal supports teachers in student discipline matters.	8.824	4, 224	.0000
14. The principal ensures that there is adequate equipment and supplies for teachers to do their job.	13.529	4, 224	.0000

15. The principal is considerate and courteous towards teachers.   7.562   4, 224   .0000

16. The principal ensures that the physical working conditions are conducive to teachers doing a good job in the classroom.   12.495   4, 223   .0000

17. The principal is co-operative with teachers and assists them whenever possible.   16.914   4, 224   .0000

18. The principal has a reputation of being professionally competent which results in teacher confidence in the principal.   17.850   4, 221   .0000

19. The principal involves teachers in the formulation of school policies.   8.969   4, 228   .0000

20. The principal gives teaching assignments which are commensurable with training.   16.029   4, 218   .0000

21. The principal is honest in dealings with teachers.   10.539   4, 224   .0000

22. The principal runs a well-organized school with formulated policies.   15.167   4, 224   .0000

23. The principal ensures that teachers have relief from pupil contact in their teaching schedule.   7.334   4, 217   .0000

24. The principal makes an effort to ensure that class size is appropriate for the specific subject being taught.   6.848   4, 220   .0000

25. The principal attempts to keep teacher paperwork at a minimum.   6.518   4, 223   .0001

26. The principal considers the professional opinions of teachers to be worthy of consideration.   13.540   4, 224   .0000

27. The principal shows leadership in faculty meetings by challenging and stimulating teachers' professional growth.   19.002   4, 224   .0000

28. The principal welcomes constructive criticism of administrative policies by teachers.   10.109   4, 222   .0000

29. The principal attempts to make the teacher feel comfortable when making class visits.   9.218   4, 222   .0000

30. The principal welcomes teacher problems of a personal and group nature.   9.349   4, 218   .0000

Question 8

Do the demographic factors of sex, years of teaching experience, and the present level a teacher is working at (primary, elementary, junior high, senior high) significantly influence teacher morale?

A one-way analysis of variance was performed and it was determined that each of the demographic factors of sex, years of teaching experience and the present level a teacher was working at did not significantly influence teacher morale. The level of significance was set at the .05 level. A summary of that analysis is presented in Table 19.

Table 19
One-way Analysis of Variance Scores Showing Whether or Not the Demographic Factors of Sex, Years of Teaching Experience and the Present Level a Teacher is Working at Significantly Influence Teacher Morale

Variable	F	d f	P
Sex	1.050	1, 227	.3067
Teaching Experience	1.507	5, 223	.1886
Present Level	2.024	3, 224	.1114

Question 9

Are there any administrative practices not cited in the study instrument which are perceived by teachers as having an effect on teacher morale in Newfoundland and Labrador schools?

This research question was asked in Section F of the study instrument. Of the 233 respondents, 29.6% or 69 made comments in an attempt to answer this question. Several of the responses were repetitive in that they repeated some of the administrative practices already covered in Section C. However, several of the responses were ones

that were not stated in that section. Also, several of the responses, although covered generally in Section C, provided a more specific focus to the various general administrative practices teachers were asked to respond to.

The majority of administrative practices listed by respondents were ones that primarily affected teachers. A smaller number of responses were ones that dealt directly with students which in the opinion of respondents impacted on teacher morale in the schools.

For summary purposes, administrative practices affecting teachers have been categorized under the following headings: personality and human relations practices of the school administrator; policies of the school administrator; and the professional competency practices of the school administrator.

Personality and Human Relations Practices

Ensuring that members of the administration (both principal and the vice-principal) attend and participate in the various staff social events was emphasized by several respondents to be an important practice affecting teacher morale.

The principal showing a sense of humor and humanity at the appropriate times is one practice that was listed by a number of teachers as having a significant effect on teacher morale. When elaborating on this practice one teacher made the point that some administrators tend to get "hung up on power and authority"; in the opinion of this particular teacher, such an attitude on the part of the school administrator was detrimental to teacher morale. Another teacher commented that very often principals take themselves

and their jobs too seriously; this can create a rather official and business-like "tone" in the school which is not always conducive to good teacher morale.

The visibility of the school administrator around the building talking to students and teachers was one practice mentioned by several respondents as important to teacher morale. Also included in this comment was the accessibility of the administrator to teachers. It was emphasized that the school administrator should not spend all his/her time in the principal's office with the door closed. Another teacher stated that the principal should do lunchtime supervision and exam supervision like the other teachers on staff.

That the principal should exercise good human relations was a practice emphasized by one respondent; however, that teacher did not specify as to which of those human relations skills s/he was referring to.

The principal promoting a positive attitude among students, parents and teachers was a practice emphasized by several respondents. They perceived this practice as an important one affecting teacher morale.

The manner in which a principal deals with a teacher in a disciplinary situation was one practice that was mentioned by several teachers as having an affect on teacher morale. Those teachers emphasized the importance of the school administrator dealing with those situations in a very professional manner. Closely related to this practice was the practice of the school administrator treating all teachers in a fair and equal manner.

"Staying in touch" with the realities, difficulties and challenges of classroom teaching and being able to empathize with teachers was emphasized by respondents as

an important practice of school administrators which affects teacher morale. One respondent pointed out that it is vital that the principal exhibit to teachers the belief that teachers want to do a good job in the classroom and that they can do a good job in the classroom.

The principal being able to maintain a sense of teamwork in the school is another practice involving the personality and the human relations practices of the school administrator emphasized by respondents as important in affecting teacher morale.

Recognizing the extracurricular contributions of teachers and being able to say thank you for those contributions was another administrative practice deemed to be worthwhile to overall teacher morale in the schools.

Policies of the School Administrator

One practice emphasized by teachers was the policy of the school administrator regarding the calling in of substitute teachers. It was felt that not calling in substitutes and covering internally for teachers off sick did nothing for teacher morale in the school. It was further stated that in times when substitute teachers were not available, the practice was understandable; however, when this was done in times of substitutes being available, the practice was perceived to be an unacceptable one.

The school administrator being able to delegate responsibility and authority was perceived by teachers to be an area which would do much to positively impact on teacher morale.

Also emphasized was the importance of the school administrator disclosing information to all teachers on staff not just a few. Showing favoritism among staff members was perceived to have a very adverse effect on teacher morale.

Participation in the decision-making process is an area which teachers perceive to be important to teacher morale. Respondents commented that in many schools teachers "do not have the feeling of actually being able to input, influence and control to some extent, school policies". Respondents suggested that the policy of the administrator regarding the making of decisions in the school should allow for input from teachers.

The importance of proper ethical behavior on the part of the school administrator was commented on by a number of respondents. The principal criticizing a teacher in the presence of other teachers was one practice considered to have a detrimental effect on teacher morale. It was emphasized that when such criticism is necessary, it be done privately and professionally "behind closed doors . The principal condoning teachers acting unethically and unprofessionally towards other teachers was perceived to be a factor adversely affecting teacher morale.

The school administrator having a policy regarding proper "plant" maintenance was also emphasized by several respondents. Both preventative and progressive building maintenance was perceived as important to the overall teacher morale.

"A code of discipline that all students can identify with and be aware of rather than dealing with concerns and problems one at a time as they arise" was suggested by one respondent as an area which has a significant effect on teacher morale.

Other comments involving policies of the school administrator as they affect teacher morale included:

- too much fund raising and too much handling of money
- the principal giving greater attention to opinions and desires of certain teachers on staff as opposed to other teachers
- the principal communicating to teachers deviations in the regular school day schedule well ahead of time, if possible.

Worthy of note was the emphasis placed on teacher evaluation and its effect on teacher morale as commented on by a number of respondents. Their comments suggested that it was important for school administrators to be involved in a regular and ongoing system of teacher evaluation; teachers felt this provided opportunities for the administrator to positively reinforce the work of good teachers and to "prod" those teachers who needed to improve their work in the classroom.

The importance of the principal maintaining academic standards was also emphasized by respondents. It was stated that teachers are presently under considerable criticism regarding the lack of academic standards and the principal's positive involvement here was seen as a step in the right direction and further helping to add to teacher morale in the schools.

Professional Competency Practices of the Actual Administrator

This category received the majority of comments from survey respondents. One practice lauded by teachers was the administrator's willingness to encourage there ideas, techniques and procedures in the classroom; teachers saw the administrator as a facilitator

in working with them to improve the learning environment as a very pragmatic way of affecting teacher morale in a positive manner. Also, teachers felt that the principal encouraging teachers to share their classroom and subject expertise with other teachers was an important administrative practice affecting morale in the school. The principal utilizing school board coordinators and administrative personnel for specific projects was also perceived to be a positive morale factor.

Practicality seemed to be the pervasive feature of several of the professional competency practice suggested by teachers. These included:

- the principal participating in classroom activities such as listening to children read.
- the principal informing teachers ahead of time regarding new students transferring into their classes especially in the case of extenuating circumstances surrounding those students such as those having behavioral difficulties and students living in open or closed custodial environments.
- the principal ensuring that numbers in classes are balanced out as much as possible including an equal distribution of males and females.
- the principal ensuring that "discipline problem" students are shared out equally among teachers.
- the principal attempting to have private work areas for each teacher during non-contact time.

Teachers saw the role of the principal in staff development as having considerable potential to positively impact on teacher morale. The provisions of good, practical in-service to teachers on topics such as classroom management, teaching strategies and stress management was mentioned by several respondents. Professional development days were also perceived as very valuable tools to promote staff development.

The importance of the principal being involved in and supportive of the school's guidance program was suggested as being a significant administrative practice affecting teacher morale.

Other professional competency practices mentioned by teachers included the following:

- the principal being pragmatic and "having his/her fingers on the pulse of the school".
- having regular staff meetings where teacher input is encouraged.
- the principal putting good discipline practices ahead of public relations.
- the principal not making unilateral decisions regarding the assignment of extracurricular activities.
- the principal being a good planner both short and long term.
- the principal not being intimidated by parents.

The practices stated above dealt directly with teachers. A number of practices were also mentioned which involved students. These included the following:

- the principal recognizing student achievement.
- the principal supporting student assemblies to promote and encourage school spirit.
- the principal supporting and utilizing good disciplinary practices when dealing with students.
- the principal knowing all students by their first names and taking the time to talk to students.
- the principal showing leadership in promoting student pride in the school building and in school activities of an academic and non-academic nature.

In summary, teachers listed several administrative practices they perceived as having a significant effect on teacher morale. These practices were very practical in

nature and although many were covered in Section D of the instrument, teachers saw it necessary to further clarify and expand on those stated in the instrur ̄ ̄

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Summary

This study has examined teachers' perceptions of the effect of administrative practices on teacher morale in schools throughout Newfoundland and Labrador. Relying on the perceptions of teachers, an attempt was made to study this effect by posing the following questions:

1. Of the various factors identified in the literature as affecting teacher morale, how do teachers rank these factors in order of importance?

2. To what extent do teacher perceptions of the personality and the human relations practices of the school administrator affect teacher morale?

3. To what extent do teacher perceptions of the policies of the school administrator such as those dealing with communication, student discipline, decision-making, teacher evaluation, teacher supervision and conducting faculty meetings affect teacher morale?

4. To what extent do teacher perceptions of the professional competency of the school administrator affect teacher morale?

5. To what extent are administrative practices identified in the literature as affecting teacher morale occurring in Newfoundland and Labrador schools?

6. How do teachers rate their own individual levels of morale?

7. How have teachers' perceptions of whether or not these administrative practices are occurring in their schools affected their morale?

8. Do the demographic factors of sex, years of teaching experience and the grade level a teacher is working at (primary, elementary, junior high, senior high) significantly influence teacher morale?

9. Are there any administrative practices not cited in the study instrument which are perceived by teachers as having an effect on teacher morale in Newfoundland and Labrador schools?

A questionnaire was developed and mailed out to a random sample of 500 teachers. Two hundred and thirty-three questionnaires were returned representing a return rate of 46.6%. Section A of the instrument consisted of demographic information which included the respondent's sex, years of teaching experience and the grade level at which the teacher was working (primary, elementary, junior high, senior high).

Section B of the instrument listed and defined sex factors identified in the literature as affecting teacher morale. Teachers were asked to rank those factors in order of importance from 1–6 with 1 being the most important in affecting teacher morale and 6 being the least important.

Section C listed thirty administrative practices identified in the literature as affecting teacher morale and respondents were asked to indicate, using a Likert-type scale, the extent to which they perceived these practices affecting teacher morale.

Section D included those same thirty administrative practices and respondents were asked to indicate, again using a Likert-type scale, the extent to which they perceived those administrative practices to be occurring in their schools.

Section E of the instrument asked respondents to indicate what they perceived to be their own level of morale; a scale ranging from very low to very high was used for this purpose.

The final section of the questionnaire, Section F, was an open-ended question which requested teachers to list any administrative practices not already stated in Sections C and D which they perceived as having an effect on teacher morale.

The related literature section examined literature and research associated with various factors affecting teacher morale. The literature examined the major factors contributing to teacher morale and addressed those factors which raise morale and those factors which lower morale. Also reviewed in the literature was the role of school administration in morale and how it affected teacher morale.

In analyzing information gained from teacher responses to the various sections of the questionnaire, each of the nine research questions posed in Chapter 1 was discussed. Frequency and percentage distributions were developed to reveal response patterns to the various items in the questionnaire. Data were also subjected to an analysis of variance to investigate the potential effect of how teachers' perceptions affected teacher morale.

This study accepted a basic definition of teacher morale which involved the professional interest and enthusiasm that a teacher displays towards the achievement of individual and group goals in a given situation.

In their ranking of the importance of the six factors affecting teacher morale teachers perceived security to be the most important factor affecting teacher morale. Security was defined so as to include adequate salary, protection against illness, freedom

from financial worry, retirement, tenure, freedom from anxiety in relations with superiors and a sense of belonging. In comparing the number 1 ratings of teachers working conditions came out as second and administrative practices was third of six factors affecting teacher morale.

The extent to which teachers saw the personality and the human relations practices of the school administrator affecting teacher morale had a significant influence on their morale. Statistical analysis pointed out that the higher the value teachers placed on the importance of how the personality and the human relations practices of the school administrator affected morale, the higher the level of teacher morale.

A similar finding resulted from asking teachers to what extent their perceptions of how the policies of the school administrator affected teacher morale. Their perceptions had a significant influence and the analysis revealed that the higher the value of their perception, the higher their morale.

Teacher perceptions of how the professional competency of the school administrator affected teacher morale was also investigated. Teachers perceived teacher morale to be significantly influenced by their perceptions of the school administrator's professional competency. Also, the higher the value of this perception, the higher the teacher morale.

Teachers' responses to the extent to which they perceive administrative practices identified in the literature as occurring in their schools ranged from "sometimes" to "almost always"; the majority of their responses tended to be more towards the "almost always" category.

When asked to rate their own levels of morale a large majority of teachers, 88.2%, perceived their morale levels to rank between medium and very high, 11.8% saw their morale as between very low and low.

Teachers' perceptions of whether or not the administrative practices listed in the survey were occurring in their schools had a significant effect on their self-perceived level of individual morale. It was further determined that the greater the occurrence of the administrative practices, the higher the level of teacher morale.

An analysis of variance revealed that teachers' sex, years of teaching experience and the grade level a teacher was working at had no significant effect on teacher morale.

Teachers were given the opportunity in Section F of the instrument to list any administrative practices not already cited in Sections C and D of the instrument which they perceived as having an effect on teacher morale. Teachers listed many practices which tended to be more specific and more focused than those listed in the instrument. Responses emphasized the importance teachers attached to the role of the school administrator in affecting teacher morale.

Conclusions

The conclusions presented here arise from an analysis of data and findings associated with the major problem to which this study was addressed.

1. Teachers in Newfoundland and Labrador schools consider security and working conditions to have a greater influence on teacher morale than administrative practices. This is not totally surprising considering the timing of the study which was

underway during a very difficult period in collective bargaining negotiations being experienced by the provincial teachers' association. Also, the present economic climate throughout the province coupled with widespread reductions and cutbacks in provincial government spending in the education section has re-focused and re-directed teachers' attention to their present state of security and working conditions.

However, this is not to say that teachers did not perceive administrative practices to be an important factor affecting teacher morale; a significant percentage of teachers saw these practices as very important to teacher morale in the schools.

2. The personality and the human relations practices of the school administrator are perceived by teachers to have a significant influence on teacher morale.

3. The policies of the school administrator such as those dealing with communication, student discipline, decision-making, teacher evaluation, teacher supervision and conducting faculty meetings are perceived by teachers to have a significant influence on teacher morale.

4. The professional competency of the school administrator is perceived by teachers to have a significant effect on teacher morale.

5. Administrators in this province are utilizing many of the practices identified in the literature as affecting teacher morale.

6. The morale level of teachers as perceived by teachers is in need of some attention by school administrators and district-level administrators. Approximately 42% of teachers ranked their morale as medium; this suggests that there is significant room

for improvement and that there are several challenges to face regarding the improvement of morale.

7. Teachers who have experienced these administrative practices identified in the literature as affecting teacher morale as occurring in their schools have higher morale levels than those teachers who have not experienced those practices in their schools.

8. Teacher's sex, years of teaching experience and the grade level teachers work at did not significantly influence teacher morale.

9. Teachers in Newfoundland and Labrador do place considerable importance on the effects of administrative practices on teacher morale.

Implications

The following are offered as implications arising from this study.

1. Although security and working conditions seemed to be perceived by teachers as having a greater effect on teacher morale than the effect of administrative practices on teacher morale, one should not overstate the importance of security and working conditions because of the timing of this study. This study was undertaken during a very difficult collective bargaining negotiation period in which topics such as job security, pensions and working conditions were being high-profiled.

2. School administrators need to periodically examine the human relations practices they employ in working with their teachers. Self-evaluation along with peer evaluation by their fellow administrators and even teacher evaluation of these

practices could be of valuable assistance to an administrator who may be deficient in effective human relations skills.

3. School administrators may need to review their policies on a regular basis. Administrative policies dealing with communication, student discipline, decision-making, teacher evaluation, teacher supervision and conducting faculty meetings are perceived by teachers to be important to teacher morale.

4. School administrators may need to be more involved in in-service activities designed to enhance their professional competency. Topics such as teacher empowerment, creative leadership, conflict resolution, instructional leadership, school-based management, resource-based teaching, staff development and the use of new technology in schools are ones that administrators need to be more tuned into.

5. School administrators should utilize some of the morale instruments currently in use and work with their teachers to help improve teacher morale levels. It is realized that the practices of the school administrator are not the only factors affecting teacher morale and that morale improvement has to be seen as a joint endeavor on the part of both teachers and school administrators.

Recommendations for Further Research

The following are suggestions for further research.

1. A study should be undertaken with school administrators to determine if administrators perceive the importance of administrative practices to teacher morale in the same way as teachers do.

2. A study should be carried out to determine the importance or lack of importance that school board administrators (superintendents, associate superintendents, assistant superintendents) attach to teacher morale in the schools throughout Newfoundland and Labrador.

3. A study should be undertaken which would investigate how school board administrators (superintendents, associate superintendents, assistant superintendents) perceive administrative practices affecting teacher morale.

4. A study should be undertaken to determine if there are any differences along denominational lines in teacher perceptions of the effect of administrative practices on teacher morale in Newfoundland and Labrador.

5. A study should be launched to investigate the specific levels of morale of school administrators in this province and the reasons for those specific levels.

6. Further research is required to determine what teachers perceive as needing to be done in education in Newfoundland and Labrador to improve morale levels.

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APPENDIX A

CORRESPONDENCE

14 Laurel Drive
Stephenville, Newfoundland
A2N 2A3
Telephone: 643-9672 (Business)
                     643-2685 (Residence)
January 5, 1990

_____
_____
_____
_____

Dear _____ :

I am in the process of writing a thesis titled "Teacher Perceptions of the Effect of Administrative Practices on Teacher Morale in Newfoundland and Labrador Schools" to complete requirements for an M.Ed. Degree (Educational Administration) at Memorial University; my thesis supervisor is Dr. Dennis Treslan.

I request your permission to mail out a questionnaire to a random selection of teachers in your school district during the month of January.

A reply form is enclosed along with a stamped self-addressed envelope. Thank you for your anticipated cooperation.

Sincerely yours,

Jerome G. Delaney
Graduate Student (Educational Administration)

_____ 1991

Mr. Jerome Delaney
14 Laurel Drive
Stephenville, Newfoundland
A2N 2A3

Dear Sir:

Regarding your recent request to distribute a mail questionnaire to a random selection of teachers in our district,

Permission is granted ___ .

Permission is denied ___ .

_____
Superintendent

_____
School Board

14 Laurel Drive
Stephenville, Newfoundland
A2N 2A3
March 23, 1991

Dear Teacher:

I'm looking for your help in a M.Ed. study I'm presently engaged in regarding the role of the principal in teacher morale. Specifically, this study looks at how teachers perceive the effect of administrative practices on teacher morale. I'm hoping you will agree to taking a few minutes out of your hectic schedule to fill out the enclosed questionnaire.

In writing up the results of this study I am concerned only with the group response; your anonymity is assured and of course your responses to the various questions are strictly confidential. The coding on the questionnaire is used to monitor returns.

If you are agreeable to this request, I ask that you return the completed questionnaire within the next 5-10 days; a stamped self-addressed envelope is enclosed for your convenience.

Should you wish to receive a copy of the findings and conclusions of this study (available in the fall of this year), please write me under separate cover and I will be very pleased to add you to my mailing list. This study is being supervised by Dr. Dennis Treslan, Faculty of Education, Memorial University of Newfoundland.

Thank you for your anticipated coope..ation and have an enjoyable and I'm sure, a well-deserved Easter vacation.

Sincerely yours,

Jerome G. Delaney
Graduate Student (Educational Administration)

APPENDIX B

INSTRUMENT

QUESTIONNAIRE

Teacher Perceptions of the Effect of Administrative Practices on Teacher Morale in Newfoundland and Labrador Schools.

SECTION A:

Please place a check mark (✓) in the appropriate blank at the right of each item.

1. Sex:
       a. female   ____
       b. male   ____

2. Teaching experience (include this
   1990–91 school year in your total):

           1–5 years   ____
           6–10 years   ____
           11–15 years   ____
           16–20 years   ____
           21–25 years   ____
           26–30 years   ____
           31–35 years   ____
           36–40 years   ____

3. Grade level presently teaching at:
       primary (K–3)   ____
       elementary (4–6)   ____
       junior high (7–9)   ____
       senior high (10–12) ____

SECTION B:

Please rank the following in order of importance from 1–6 with 1 being the most important in affecting teacher morale and 6 being the least important.

☐ Security	Includes salary, protection against illness, freedom from financial worry, retirement, tenure, freedom from anxiety in relations with superiors and a sense of belonging.
☐ Status	The recognition of the teacher by others as one who is engaged in valuable and honorable work.
☐ Working Conditions	Refers to the school employment situation in which each teacher is included. It embraces schedules, class size, duties, school plant, supplies and equipment.
☐ Administrative Practices	The teacher's relations with the principal. It includes communication, school polices, supervision, faculty meetings, in-service programs and the cooperation and support of the principal.
☐ Staff Relations	The teacher's association with other teachers in the school.
☐ Community Conditions	Includes satisfactions derived from living in the community and associations with citizens, community organizations such as the parent-teacher association.

SECTION C: On this side please indicate to what extent you think the following practices affect teacher morale by circling the appropriate response. Key: A—No effect B—Little effect C—Moderate effect D—High effect E—Very high effect						SECTION D: On this side please indicate to what extent you think these administrative practices are occurring in your school by circling the appropriate response. Key: A—Never B—Seldom C—Sometimes D—Almost always E—Always				
A	B	C	D	E	1. The work of individual teachers is appreciated and commended by the principal.	A	B	C	D	E
A	B	C	D	E	2. The principal is fair and consistent in dealings with teachers.	A	B	C	D	E
A	B	C	D	E	3. The principal makes a sincere effort to maintain close contact with teachers.	A	B	C	D	E
A	B	C	D	E	4. The principal attempts to make the work of teachers easier and more pleasant.	A	B	C	D	E
A	B	C	D	E	5. The principal understands and recognizes good teaching practices.	A	B	C	D	E
A	B	C	D	E	6. The principal makes sure there is meaningful communication between teachers and the administration.	A	B	C	D	E
A	B	C	D	E	7. The principal shows interest in the various departments.	A	B	C	D	E
A	B	C	D	E	8. The principal shows concern for the problems of teachers and handles those problems sympathetically.	A	B	C	D	E
A	B	C	D	E	9. The principal has a reasonable understanding of problems connected with teaching assignments.	A	B	C	D	E

SECTION C: On this side please indicate to what extent you think the following practices affect teacher morale by circling the appropriate response. Key: A—No effect B—Little effect C—Moderate effect D—High effect E—Very high effect		SECTION D: On this side please indicate to what extent you think these administrative practices are occurring in your school by circling the appropriate response. Key: A—Never B—Seldom C—Sometimes D—Almost always E—Always
A B C D E	10. The principal supervises rather than "snoopervises" teachers in the school.	A B C D E
A B C D E	11. The principal conducts faculty meetings in such a way as not to waste the time and energy of teachers.	A B C D E
A B C D E	12. The principal makes effective use of the individual teacher's capacity and talent.	A B C D E
A B C D E	13. The principal supports teachers in student discipline matters.	A B C D E
A B C D E	14. The principal ensures that there is adequate equipment and supplies for teachers to do their job.	A B C D E
A B C D E	15. The principal is considerate and courteous towards teachers.	A B C D E
A B C D E	16. The principal ensures that the physical working conditions are conducive to teachers doing a good job in the classroom.	A B C D E
A B C D E	17. The principal is co-operative with teachers and assists them whenever possible.	A B C D E
A B C D E	18. The principal has a reputation of being professionally competent which results in teacher confidence in the principal.	A B C D E

SECTION C: On this side please indicate to what extent you think the following practices affect teacher morale by circling the appropriate response. Key: A—No effect 　　　B—Little effect 　　　C—Moderate effect 　　　D—High effect 　　　E—Very high effect							SECTION D: On this side please indicate to what extent you think these administrative practices are occurring in your school by circling the appropriate response. Key: A—Never 　　　B—Seldom 　　　C—Sometimes 　　　D—Almost always 　　　E—Always				

A	B	C	D	E		19. The principal involves teachers in the formulation of school policies.	A	B	C	D	E
A	B	C	D	E		20. The principal gives teaching assignments which are commensurable with training.	A	B	C	D	E
A	B	C	D	E		21. The principal is honest in dealings with teachers.	A	B	C	D	E
A	B	C	D	E		22. The principal runs a well-organized school with formulated policies.	A	B	C	D	E
A	B	C	D	E		23. The principal ensures that teachers have relief from pupil contact in their teaching schedule.	A	B	C	D	E
A	B	C	D	E		24. The principal makes an effort to ensure that class size is appropriate for the specific subject being taught.	A	B	C	D	E
A	B	C	D	E		25. The principal attempts to keep teacher paperwork at a minimum.	A	B	C	D	E
A	B	C	D	E		26. The principal considers the professional opinions of teachers to be worthy of consideration.	A	B	C	D	E
A	B	C	D	E		27. The principal shows leadership in faculty meetings by challenging and stimulating teachers' professional growth.	A	B	C	D	E

SECTION C: On this side please indicate to what extent you think the following practices affect teacher morale by circling the appropriate response. Key: A—No effect B—Little effect C—Moderate effect D—High effect E—Very high effect						SECTION D: On this side please indicate to what extent you think these administrative practices are occurring in your school by circling the appropriate response. Key: A—Never B—Seldom C—Sometimes D—Almost always E—Always				
A	B	C	D	E	28. The principal welcomes constructive criticism of administrative policies by teachers.	A	B	C	D	E
A	B	C	D	E	29. The principal attempts to make the teacher feel comfortable when making class visits.	A	B	C	D	E
A	B	C	D	E	30. The principal welcomes teacher problems of a personal and group nature.	A	B	C	D	E

SECTION E

Please rate what you perceive to be your own level of morale by circling the appropriate letter:

A	B	C	D	E
Very low	Low	Medium	High	Very High

SECTION F:

Please list any administrative practices not already covered in Sections C and D which you think affect teacher morale.

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Thank you for taking the time to complete this questionnaire!