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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

CONSTRUCTION AND EVALUATION OF AN INSTRUMENT TO
DETERMINE TEACHER MORALE IN A SCHOOL SYSTEM

Submitted by

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction. The problem of morale has received considerable attention in times of crisis - a fact demonstrated by the many discussions of morale in magazines and books during World War I, the depression of the 1930's and World War II. Interest in morale seems to decrease rapidly after crises have passed. In spite of the decrease of public interest, after a crisis, low morale still remains a problem in the lives of many individuals. But morale is important in routine, day by day living, as well as in times of stress.

The morale of the teacher in any school system from year to year is of great importance. One of the most important products of this nation is the graduating class of the local high school. A significant factor contributing to the quality of the product is the teacher; her training, personality and experience; for it is her attitude that influences the climate of her classroom. While the qualifications of the teacher are evaluated when the teacher is interviewed for the position, the writer believes that there is seldom any check made of teachers' attitudes after the first interview. Mr. Mowart G. Fraser, ^{1/} head of the Integration Department, Montclair State Teachers' College of New Jersey states:

^{1/} Mowart G. Fraser, "Morale Is a Magic Word", School Executive, vol. 70: 45-46, July, 1951.

"Schools are crowded communities where morale can be easily undermined by discouragement and selfishness. (...) Morale is crucially important. No one in educational work is ever justified in undermining the courage of the pupil, teacher or administrator, or in failing to cooperate selflessly for the good of the school. No community can afford to neglect the factors essential to high morale in the schools which its children attend."

Because the morale of the teacher has a direct effect upon the product of the school as exemplified by the pupil, it is important to find the contributing causes of low morale that they may be corrected. The teacher then has the opportunity of contributing his best toward the growth of the citizen of the future. Teacher morale is a combination of positive factors, exemplified by the greatest Teacher of all in the Sermon on the Mount.

Statement of the problem. This study is concerned with the morale problem of the classroom teacher, which is revealed by the fact that thousands of teachers left the profession during World War II. Those who remained during this crisis, for the first time became vocal in the expression of their dissatisfaction with the profession. Those who left, even now after the crisis has passed, do not care to return.

Dr. K. A. Wolf ^{1/} on visiting an industrial plant, met three former teachers now engaged in personnel work, and according to Wolf their comments indicate that,

"Industry treats them better and they are not interested in returning to the teaching profession unless it changes considerably."

^{1/} K. A. Wolf, "Improving Working Conditions for Teachers", American School Board Journal, vol. 16: 45, March 1948.

The major purposes of the present study are (1) to develop an instrument to evaluate teacher morale; and (2) to find reasons for, and contributing factors to, high and low morale among teachers in any school system; (3) to determine how morale is affected by the following factors; administration, physical plant, material and methods. teacher-parent relationship, and the community. This study attempts to analyze teachers' reactions in these fields by means of a questionnaire.

Justification of the problem. Teacher morale has become a frequently used expression, and yet there seems to have been little research done in this field. It is an elusive subject and there are as many definitions as there are definers. In the field of education morale seems to be a relation of equality, cooperation, and balance between teachers and the educational organization they serve. This creates the spark that gives zest to one's work, and is important in determining success or failure. Morale is heightened when the teacher at the bottom rung of the organization understands the feelings and objectives of the superintendent, and when those in the top positions understand the problems of the teachers. Better understanding throughout the organization as a whole is, or should be, one aim of every school system. Morale and good understanding seem to go hand in hand.

Many efforts have been made during the past few years through magazines, newspapers and movies to attract people to the teaching profession. The public has sensed the dissatisfaction among teachers toward their work and has tried to do something about it. It seems

reasonable to assume that the quality of instruction which our children receive depends in great measure upon the morale of the person doing the teaching. Therefore the public concern is justified, and is indispensable to the solution of the problem.

If this study should result in a better understanding of the problem, to the point that administrators might take positive steps to correct those conditions contributing to low morale, then this study will have justification.

Delimitation. It was recognized that many schools should be sampled, but practical consideration necessitated the limiting of the study to one school system.

This research was conducted to enlighten interested people as to the problems that contribute to low morale among teachers in our public schools. With the nation keenly aware that there is a crisis in the teaching profession, created by teachers leaving after many years of service, and the lack of interest of the part of high school graduates in entering the teaching field, it seems timely to present in organized research a detailed analysis of the problems confronting the average classroom teacher. The writer hopes that this research will make it possible to find with some accuracy the area where the greatest grievances contributing to low morale are found.

CHAPTER II

REVIEW OF OPINIONS CONCERNING MORALE

Opinions concerning morale. Morale has been defined in many ways, but the majority of definitions follow the same general pattern, describing morale as a mental condition, affected by various factors.

Webster defined morale as:

"A condition as affected, or dependent upon, such moral or mental factors as zeal, spirit, hope, confidence, etc.;

Carter Good 1/ defined it as:

"A characteristic of a teaching staff representative of cooperative, alert and aggressive support of a commonly accepted policy for the school and the school system."

Professor Ralph C. Davis 2/ defined morale as:

"A mental condition which leads individuals and groups willingly to subordinate their personal objectives, temporarily and within reason, to further the Company's service objective."

Whatever the definition of morale, we all know that it is crucially important in education, and no school system can afford to neglect those principles which contribute to high morale in the schools which its children attend.

The psychologist 3/ would say morale is related to the individual,

1/ Carter Good, Dictionary of Educational Terms.

2/ Ralph C. Davis, Industrial Organization and Management, Harper Brothers, New York, 1940, pp. 101.

3/ Watson Goodwin, "Civilian Morale", Second Yearbook of the Society of Psychological Study of Social Issue, 1942, pp. 344-348.

while the social sciences would see it as a social phenomenon. However, it seems sufficient to say that high morale is a combination of factors which allow people to do what the organization expects of them. And in like manner, low morale is a combination of factors that prevent people from doing what is expected of them by the organization they serve.

Teacher morale is high when it moves toward a common goal for the good of the staff. The individual loses any thought of personal recognition by working for the good of all. It is the grouping of many factors in an organization that enables an individual to give fully of his best effort. What better inspiration for the teacher than to believe that he is part of the most important process in the world, the growth and development of the individual. 1/

It is doubtful if the individual would have a high degree of morale within a group if he did not have high morale as an individual, and the morale of any group is only as high as that of its individual members. It is believed by authorities that it is not only important to have individual goals in harmony with the group, but that these goals should be determined cooperatively. This type of planning together results in a better understanding of the aims of each individual, a condition believed to strengthen the morale of the group as a whole. This planning should be done on a voluntary basis.

William Burton 2/ prepared a list of factors he considered important

1/ Clyde M. Campbell, "Security and Freedom", School Executive, July, 1951.

2/ William H. Burton, "The Teacher's Morale as an Important Factor in Teaching Success", California Journal of Elementary Education, Vol. 6, May 1938, No. 4, pp. 223-224.

in the maintenance of morale. One was the principle of inviting and providing participation in policy and plan making.

Harold Hand,^{1/} in dealing with conditions that make for high teacher morale, cites in his article the importance of consulting teachers with regard to school policies.

The attitude which the group held toward its leaders was generally accepted as having an important effect upon morale. Some of the questions asked were: (1) Will everyone receive fair treatment? (2) Has the leader professional ethics? (3) Has he ability to perform his duties effectively? (4) Does he possess a friendly spirit of good humor?

Confidence that a supervisor or principal will defend a teacher under unjustified attack, has been cited by the education policies commission ^{2/} as having a powerful, constructive influence on the morale of teaching staffs.

Thelma Yarbrough ^{3/} has given some reasons why a faculty in which she served had high morale. Some of these reasons were: the principal had broad training and experience; he was just and fair; he was slow to make rules but once having made them he had the backbone to carry them out; he showed no partiality.

^{1/} Harold C. Hand, "What Makes for High Teacher Morale?", Educational Leadership, Vol. 5, January, 1948, pp. 279.

^{2/} U.S. Educational Policies Commission, Learning the Ways of Democracy, N.E.A. and A.A.S.A., Washington, D.C., 1940, pp. 368.

^{3/} Thelma Yarbrough, "We'll Never Die Rich but We're Staying!", N.E.A. Journal, Vol. 37, March 1948, pp. 161.

One of the factors which Hand 1/ stressed as affecting the morale of teachers is the desire to be "one of the gang."

It is also important to morale that the individual have confidence in his own ability to perform his task well. Each and every teacher is himself the most important factor in his own morale.

"Morale refers to the condition of a group where there is confidence (...) in the leaders, associates, and finally in one's self (...)." 2/

The foregoing quotations and discussions are given as conditions which authorities believe affect morale. Of the many articles written on this subject in all fields, the writer has tried to select those that are pertinent to this study. This reading has been important in the construction of criteria for measuring morale, and in the selection of the items used in the instrument.

1/ Hand, op.cit. pp. 279.

2/ Irwin L. Child, "Morale: a Bibliographical Review", Psychological Bulletin, Vol. 38, 1941, pp.393-4.

CHAPTER III

REVIEW OF RESEARCH

Review of previous studies. There has been little research done that deals directly with teacher morale. There are, however, a few studies dealing with problems relating to teacher morale, and some dealing with certain specific aspects of it. This chapter will present a review of those studies which have some bearing on this particular research.

Nation's Schools magazine made a nationwide survey in 1949 of public administrators. A check list was used to determine the administrators' opinions as to the reasons for their replies to the question, "has teacher morale improved during the past twelve months?" ^{1/} There was an eighty-seven percent reply in the affirmative, and the factors contributing to the improvement of morale were: (1) higher salaries, (2) better qualified teachers, (3) better staff relationship, (4) more nearly adequate facilities and equipment, (5) improved physical environment, (6) lighter work load, (7) tenure or continuing contract.

McCluskey and Strayer tried to determine factors relating to "Teacher Contribution to Job Satisfaction", and indirectly to teacher morale. These researchers used a Teaching Situation Test composed of 107 numerical statements listing the common experiences of teaching.

The teachers contacted in this study were asked to check each statement in the test according to their feelings of like or dislike.

^{1/} "Teacher Morale Is Improving," Nation's Schools, Vol. 41, March, 1948, pp. 26-28.

The questions were set up so that the teacher could respond in one of five varying degrees of satisfaction. For example, the responses indicative of the highest degree of satisfaction were, "very unusual", "extreme feeling of satisfaction", while the ones indicative of the lowest degree of satisfaction were, "very unusual", "extreme feeling of dissatisfaction".

The questionnaire was distributed to 171 teachers serving in fifteen schools. The teachers were requested to respond to the questionnaire and mail completed blanks to the investigators. One hundred and thirty-five cooperated in this investigation. It was found that the sources of teacher satisfaction and dissatisfaction were concentrated slightly on problems dealing with teacher-pupil relationships 1/, but that the main source of the teachers' satisfaction and dissatisfaction relates to his total experience in and out of the classroom.

The criticisms of this study mentioned were, first, the possible response to the statements in this test were not as specific as they might have been had they been adapted to each teaching situation covered. Second, McCluskey and Strayer could have secured more honest answers had one of them administered the material personally to the individuals instead of through the superintendent.

Karl Garrison 2/ made a similar study using the same "Teaching Situation Test" and found somewhat the same attitudes on the part of the

1/ Howard McCluskey and Floyd Strayer, "Reactions of Teachers to the Teaching Situation", School Review, Vol. 48: pp.612-13, October, 1940.

2/ Karl Garrison, "Comparative Responses of Teachers and Student Teachers to Various Items on the Teaching Situation Test", Elementary School Tests, Vol. 45: pp. 334-39.

teachers and student teachers taking part in the investigation.

One of the more comprehensive morale studies was conducted by the Western Electric Company 1/. This research consisted of a series of related studies within the same and extended over a period of several years.

Raymond E. Schultz 2/ of the University of Illinois, in a recent study to discover factors related to teacher morale, found these major issues to be important:

- 1) The teacher should have freedom to plan his own work.
- 2) The quality of the professional leadership in a system is important.
- 3) The teacher's salary is important. (There is more dissatisfaction among men than among women because of their greater financial responsibilities.)
- 4) There should be opportunities for teachers to participate in the educational planning and policy making of the school.
- 5) There should be adequate physical facilities.
- 6) Working conditions, supplies and equipment are of great importance.

Within the limitations of this study a comparison is made between the highly satisfied and the highly dissatisfied teacher. From this comparison the following generalizations appear:

1/ F.J. Roethlisburger and W. J. Dickson, "Management and the Worker", Harvard University Press, Cambridge, Mass., 1943

2/ Raymond E. Schultz, Placement Consultant, University of Illinois, "Keeping Up Teacher Morale", Nation's Schools, Vol. 50: pp. 53-56, October 1952.

- 1) The subject taught, the size of the community, length of teaching experience and the amount of academic preparation do not appear to affect teacher morale.
- 2) The salary of the teacher does relate to his morale.
- 3) The condition and quality of supplies and equipment are identified as contributing factors to morale.
- 4) The highly satisfied teacher seems to stay in one system longer than the dissatisfied one.
- 5) The administration is most often identified as the focal point of teacher satisfaction. Administrative practises and procedures are of primary importance to teacher morale.

In spite of the value of the above findings, however, further research is needed in these fields in order to find remedies that will be of value to teachers in public school systems.

The Department of Public Relations of Dartmouth, in 1950, did an opinion poll of the employees of Pitney-Bowes Company in Stamford, Connecticut, and their branch offices in this country and in Canada. The poll, in the form of a questionnaire, was conducted under the directions of Dr. J. E. Walters, Professor of Industrial Relations, and Leroy H. Jermain, a graduate student who made this poll his thesis. These two men and their staff supervised the polling of 1200 persons at Stamford, and mailed out 1200 questionnaires to the branch offices. Eighty-eight of those sent out were returned. This survey was successful because of the rapport which had been established between employer and employee. When the tabulation had been completed, the instruments were burned to insure employee protection. The results of this survey were reported in booklet form and sent to all employees of the company with employee and management comments. Thus each individual in the company had the means

of knowing the weaknesses and strengths within their company. 1/

The Mishawaka Education Association of Mishawaka, Indiana, formed a committee to discover factors that were making undue demands upon employed personnel. This committee drew up a questionnaire, dividing it into five classifications:

- 1) Teacher-Administration relationship.
- 2) Teacher-Teacher relationship.
- 3) Supervisor-Administration relationship.
- 4) Teacher-Clerical relationship.
- 5) Teacher-Maintenance Help relationship.

Two hundred copies of the questionnaire were distributed and of this number one hundred and eighty-two were answered and returned to the committee. This questionnaire was twenty-two pages long, an interesting fact to the writer, who had been warned against using a lengthy questionnaire.

Although this study is not yet completed, the following tangible results have already appeared:

- 1) There was a lightening of the burden of too many meetings after school hours.
- 2) There was an improvement in the method of ordering supplies.
- 3) There was an improvement in the administration of audio-visual aids.

Perhaps the most important result of this study was the opening of a channel of communication through which all of the personnel are able to express opinions freely without fear of antagonism or misunderstanding. 2/

1/ See Appendix for review of Pitney-Bowes Poll.
2/ See Appendix for the Mishawaka Report.

SUMMARY

The number of research studies in education dealing with the improvement of teacher morale has been relatively small compared with the studies industry has made, over the years, to improve conditions between management and employees. In general, the purposes of the studies that have been made in education relative to teacher morale have been either to determine the status of teacher morale or the factors that affect it. The means employed for these surveys were either the questionnaire method, the interview method or a combination of both.

In the building of all of these morale instruments one of the biggest problems has been the matter of validity. Morale is so intangible that it is difficult to construct a scale for measuring it that will fit every situation.

CHAPTER IV

PROCEDURES

It is the purpose of this study to measure the teacher morale in any school system, and pinpoint the weakest areas by building a questionnaire that would cover adequately all morale factors.

This questionnaire was developed from ideas given by teachers of their attitudes regarding their own teaching situations. These ideas were gathered from teachers all over New England, through the help of the New England School Development Council. They were then classified into seven categories. In the process of classification it became evident that there are situations creating like attitudes in all systems, as well as other situations that are creating particular attitudes in individual school systems. The seven categories into which these suggestions were sorted covered the following relationships:

- 1) Teacher-Profession.
- 2) Teacher-Teacher.
- 3) Teacher-Pupil.
- 4) Teacher-Administrators and Supervisors.
- 5) Teacher-Community.
- 6) Teacher-Material and Methods.
- 7) Teacher-Parent.

Benge 1/ states that the principle means by which morale studies in industry have been constructed are:

- 1) The labor audits of personnel inventories.
- 2) Exit interviews or possibly interviews of ex-employees.
- 3) Suggestion system.
- 4) Essay contests on some such subject as "Why our company is a good company".
- 5) Guided interview where a skilled interviewer covers a certain number of stipulated points.
- 6) Unguided interviews where employees are allowed to talk at random.
- 7) Morale questionnaire.

Because the major concern of this study was to obtain insight into teacher morale in a system, and uncover factors affecting morale, the writer has more or less followed Eugene Benge's outline for building a morale questionnaire. His method evaluates objectively the responses to this type of survey.

Several methods of construction have been used in building morale questionnaires:

- 1) One method 2/ is to present a series of statements which the individual evaluates as being true or false.
- 2) A second method 3/ is to ask a question and provide a number of possible answers from which the individual selects the one which most clearly represents his feelings.

1/ Eugene J. Benge, "How to Make a Morale Survey", National Foreman's Institute, Inc., New York, 1941, --41.

2/ Eugene J. Benge, Ibid.

3/ Edward A. Rundquist and Raymond E. Slatto, "Personality in the Depression", University of Minnesota Press, Minneapolis, 1936.

3) A third method 1/ is to ask a question and call for free responses. (It is particularly difficult to evaluate the reliability of this type of question, but free response items are useful in locating particular sources of irritation. They are apt to vary widely from teacher to teacher so that the results are not comparable.)

4) A fourth method 2/ is a series of statements presented to which the individual responds with varying degrees of agreement or disagreement. A sample is from Rundquist and Slatto's Morale Scale:

"It is difficult to think clearly these days"

Strongly Agree Agree Undecided Disagree S.Disagree

It was this fourth type of questionnaire the writer constructed after fourteen experiments with other types. The previous fourteen questionnaires had to be discarded because they included such frank and pointed questions that it was impossible to expect honest answers from the teachers involved without putting them in jeopardy. Furthermore, school administrators would refuse to allow this type of instrument within their systems for fear of their own political involvement. Therefore, in the development of this final instrument, the writer had to make the items more generalized, and to omit those that could not be answered frankly.

Each category of statements in the final instrument was tallied first for duplication and then for clarity of the item. From the remaining statements, a questionnaire of one hundred and eight items emerged, set up like the previously mentioned morale scale of Rundquist and Slatto. 3/

As the statements were assembled for the questionnaire, they were coded with a number relative to the category in which they belonged.

1/ Eugene J. Benge, op.cit.

2/ Rundquist and Slatto, op.cit.

3/ See Appendix for sample questionnaire

These categories have already been described in the beginning of chapter IV. The questions were further arranged so that not more than two statements in the same category appeared together. Approximately the same number of statements was included in each group to avoid the possibility of the teacher being influenced by the knowledge of the classification of the statement in his responses.

When the questionnaires were ready for distribution, the writer took them to Boston University, where they were keyed for high morale by Dr. Kvaraceus' Measurement Class. Only those items upon which there was eighty percent agreement by this criterion group were used in the final questionnaire. Out of 108 questions, eighty statements were considered high morale items. This group also determined how the items should be scored to indicate high morale. Seventy-five of the statements had to be scored either S.A. (Strongly Agree) or A. (Agree), and five of the statements D. (Disagree) or S.D. (Strongly Disagree), to be classified as high morale. (See Table II).

Statements were scored by checking one of five steps of agreement or disagreement. This method is illustrated by items which are taken from the instrument itself 1/:

3. "For me, teaching is the ideal profession."
SA A U D SD₂
15. "I would not encourage my pupils to become teachers".
SA A U D SD₂

The writer, having talked about the instrument to each principal

1/ See Appendix for sample questionnaire.

TABLE I

PERCENTAGE OF AGREEMENT IN THE CRITERION GROUP
FOR HIGH MORALE RESPONSES

NUMBER OF ITEM	%	NUMBER OF ITEM	%
1.....	91	51.....	80
2.....	95	53.....	85
4.....	98	56.....	85
5.....	90	57.....	100
7.....	94	58.....	81
8.....	95	62.....	100
9.....	85	63.....	85
10.....	85	65.....	90
12.....	83	66.....	100
13.....	85	67.....	100
14.....	84	68.....	98
16.....	90	71.....	90
17.....	85	72.....	90
18.....	91	74.....	100
20.....	90	75.....	98
21.....	85	76.....	95
24.....	85	79.....	90
25.....	85	80.....	95
26.....	85	82.....	100
28.....	95	83.....	95
29.....	96	84.....	95
30.....	85	85.....	85
32.....	95	86.....	90
33.....	83	87.....	85
34.....	90	88.....	95
35.....	80	89.....	95
36.....	95	91.....	94
37.....	95	92.....	100
39.....	100	93.....	99
40.....	95	95.....	85
41.....	95	96.....	95
42.....	97	97.....	95
43.....	100	98.....	85
44.....	95	99.....	87
45.....	80	100.....	85
46.....	85	101.....	100
47.....	80	102.....	95
48.....	82	103.....	100
49.....	85	104.....	97
50.....	81	105.....	99

in the system being studied, explained the procedure and requested that the instrument be given to all teachers in each school. A letter, giving specific directions for scoring, accompanied each questionnaire, and asked the cooperation and personal evaluation of the instrument by each teacher. The last page of the instrument asked for educational information, teaching experience, professional objectives and membership in professional group activities. Each instrument was numbered with a code of letters so that the writer alone could identify the school and the teacher. A stamped, self-addressed envelope accompanied the questionnaire so that the instrument could be returned by mail to the writer. This was to assure the teachers that they could express an opinion without fear of identification. Ample time was allowed for the return of the questionnaires, so that the teachers would not feel rushed in filling them out.

The return questionnaires were classified according to schools. Of the 165 questionnaires delivered, 128, or, approximately 77 percent were returned.

No claim is made that all factors affecting morale have been covered by this instrument, but it does include a sampling from each of the categories of teachers' complaints. One point the writer tried to emphasize in presenting this instrument was not so much how good or how bad a situation was, but rather how good or how bad the teacher thought it to be. It was important that the individual realize that there were no right or wrong answers, but rather that it was his own feelings and opinions about the statements that were desired.

TABLE II

TEACHER ATTITUDE STUDY KEY

SA.....Strongly Agree; A.....Agree; U.....Undecided;
 D.....Disagree; SD.....Strongly Disagree

- | | | |
|---|----|----|
| 1. A minimum of four years of general education with specialization and professional courses as the position demands should be required of future teachers. | SA | A |
| 2. Every state should have minimum standard teaching requirements. | SA | A |
| 3. For me, teaching is the ideal profession. | SA | A |
| 4. The present sick leave allotment is adequate enough to give teachers security. | SA | A |
| 5. There is a great satisfaction in teaching for the good that is accomplished. | SA | A |
| 6. Even if I were equipped to enter another profession I would remain in teaching. | SA | A |
| 7. My administrators and supervisors are interested in problems and work of the individual teacher. | SA | A |
| 8. Administrators and supervisors are reluctant to give praise when it is deserved. | D | SD |
| 9. The P.T.A. is helping to bring about better mutual understanding of educational problems. | SA | A |
| 10. School systems should avail themselves of the newer methods of teaching - ex. audio-visual aids, recordings, etc. as soon as possible. | SA | A |
| 11. A well stocked library is as important in the elementary school as it is in Jr. High and High School. | SA | A |
| 12. I believe that from 25-30 children is an ideal number of children to work with satisfactorily. | SA | A |
| 13. In general parents assume their share of disciplinary responsibility. | SA | A |
| 14. Teaching has been and still is a satisfying experience for me. | SA | A |
| 15. Teaching is my preference above any other form of work. | SA | A |

- | | | | |
|-----|---|----|----|
| 16. | I am encouraged to share in formulating the policies of my school. | SA | A |
| 17. | I feel burdened with extra-curricular activity. | D | SD |
| 18. | I believe extra-curricular duties are an important part of my program. | SA | A |
| 19. | The future that my present position offers is satisfactory to me. | SA | A |
| 20. | There is a friendly spirit among the teachers in my building, and we work out our problems together. | SA | A |
| 21. | The atmosphere in my building is very democratic. | SA | A |
| 22. | Under the one-session plan I feel that there is as much work accomplished as with the two-session program. | SA | A |
| 23. | I appreciate being regarded as a well-educated responsible adult by the administrative department. | SA | A |
| 24. | There is no favoritism among the teachers in my building on the part of the administrator. | SA | A |
| 25. | I have complete confidence in my principal and feel that he will stand back of me in problems that come up in the school. | SA | A |
| 26. | Our textbooks are up to date and geared to the abilities, interests and background of the children. | SA | A |
| 27. | I enjoy the alert and energetic contacts I make with people within the same profession. | SA | A |
| 28. | There is a strong bond of social and happy feeling between teachers and pupils generally. | SA | A |
| 29. | My position offers many opportunities to bring children, ideas, and materials together for a better understanding of the world today. | SA | A |
| 30. | There is a cooperative understanding among the teachers and parents of my school. | SA | A |
| 31. | Children today seem to have strong healthy attitudes in their desire to learn. | SA | A |
| 32. | Teachers still seem to possess a sense of humor. | SA | A |
| 33. | I have a deep love for teaching, it is not just a stop gap for me. | SA | A |
| 34. | I must not lose sight of the fact that all persons are permitted to be different, this way I can be a good teacher. | SA | A |

35.	The P.T.A. gives me an opportunity to meet cooperative and understanding parents.	SA	A
36.	There seems to be a lack of parental guidance in homes today.	SA	A
37.	There is too much politics among School Board members.	D	SD
38.	The general public believes that teaching is one of the easiest jobs there is.	D	SD
39.	There is administrative support of teachers in any crisis.	D	SD
40.	We have sound policies for dealing with sick leaves and school absences for personal reasons.	SA	A
41.	My faculty gives the community the best that is in them.	SA	A
42.	Don't talk down to the public - work with parents on common school problems.	SA	A
43.	The best publicity is a good harmonious school.	SA	A
44.	The equipment is adequate.	SA	A
45.	My school is attractive and has pleasant surroundings.	SA	A
46.	Our system has excellent janitor service.	SA	A
47.	I resent questionnaires like this that take up my own free time.	SA	A
48.	There is community interest in modern education.	SA	A
49.	Teaching gives a satisfaction that is personal and found in few professions.	SA	A
50.	I enjoy the professional standing I have in the community.	SA	A
51.	Vacations enable teachers to further their education through travel and study.	SA	A
52.	There is a cooperative understanding between the teachers and the parents of our school.	SA	A
53.	Most faculty members work together for the welfare of the child.	SA	A
54.	I welcome the opportunity to share my knowledge with the children.	SA	A
55.	A willingness to take over duties of teachers when they are absent leads to better professional relationships.	SA	A

56.	Through the P.T.A. there are great possibilities for better public relations within the community.	SA	A
57.	The Teacher's Club tends to bring teachers of different grade levels together in friendship.	SA	A
58.	There is a cooperative spirit in working together on problems within the teaching profession.	SA	A
59.	It is a wonderful experience to watch the child develop mentally, socially and physically.	SA	A
60.	Teaching is a satisfaction when you realize that you are helping to build the citizens of tomorrow.	SA	A
61.	There is a strong feeling of confidence between the teacher and her class.	SA	A
62.	The appreciation of each other's problems by both elementary and high school teachers tighten the bond of understanding.	SA	A
63.	We are a happy congenial group in our school.	SA	A
64.	A good salary schedule gives an incentive to do best work.	SA	A
65.	The strong healthy attitudes of pupils in their desire to learn keeps the teacher alert.	SA	A
66.	Parents are cooperative and respectful in our community.	SA	A
67.	It is important for the teacher to understand the role of the administrator in school situations.	SA	A
68.	Teaching gives me the power to help the boys and girls to become free citizens of this great democracy.	SA	A
69.	My position brings me into a partnership with parents and all other people interested in the growth and development of children.	SA	A
70.	My community has a healthy open-minded attitude toward education.	SA	A
71.	Our teachers are welcomed participants in the activities of the community.	SA	A
72.	I enjoy meeting the teachers at P.T.A. meetings and appreciate their attitude toward teachers.	SA	A
73.	The ease with which books and supplies are obtained makes teaching a pleasure.	SA	A
74.	Belonging to the teaching profession gives me prestige in the community.	SA	A

- | | | | |
|-----|---|----|---|
| 75. | Our schools are kept up to date as to modern materials available to teachers. | SA | A |
| 76. | There is great satisfaction in seeing children develop into mature people with young ideas and high ideals. | SA | A |
| 77. | The school, home, community and press work together for the good of all concerned. | SA | A |
| 78. | There is a challenge in the growth and development of the mind of the child that gives me great satisfaction. | SA | A |
| 79. | A sunny, pleasant, clean and comfortable room does much for the morale of the class as well as the teacher. | SA | A |
| 80. | The cooperative contacts with parents contribute toward good public relations within the community. | SA | A |

CHAPTER V

TREATMENT AND ANALYSIS OF DATA

Participating population. Participating in this survey were one hundred and twenty-eight teachers, ranging from kindergarten through high school, of a public school system in a small Boston suburb. The returned questionnaires were divided into three groups according to the teachers' preparation. The findings of this grouping were that fifty-two of the teachers had Masters degrees, fifty-five had Bachelors degrees, and twenty-one had no degree but had a three year teaching certificate. These non-degree teachers have taken courses consistently since graduating, to gain the increments in salary offered in this town for specified additional hours of study; an incentive created by the School Committee to keep teachers abreast of the new trends in education.

Scoring of questionnaires. The questionnaires were re-grouped by schools so that the writer could fill in the necessary educational information pertinent to this study wherever it was omitted by the teacher. The questionnaires were now scored by giving the SA and A items a numerical value of plus one, and the SD and D items a value of minus one. The minus scores were subtracted from the plus scores, giving the individual a plus total score. Those items marked U or left unmarked were scored zero, leaving the total score unchanged. See Table VI in Appendix, for the final scores of the one hundred and twenty-eight teachers, in descending order. The range of scores was between plus four and plus

seventy-four.

'A Pearson Product-Moment Correlation', of .003 shows that there is no relationship between the number of years of experience and the scores on the questionnaire (See Figure I), as measured by this instrument.

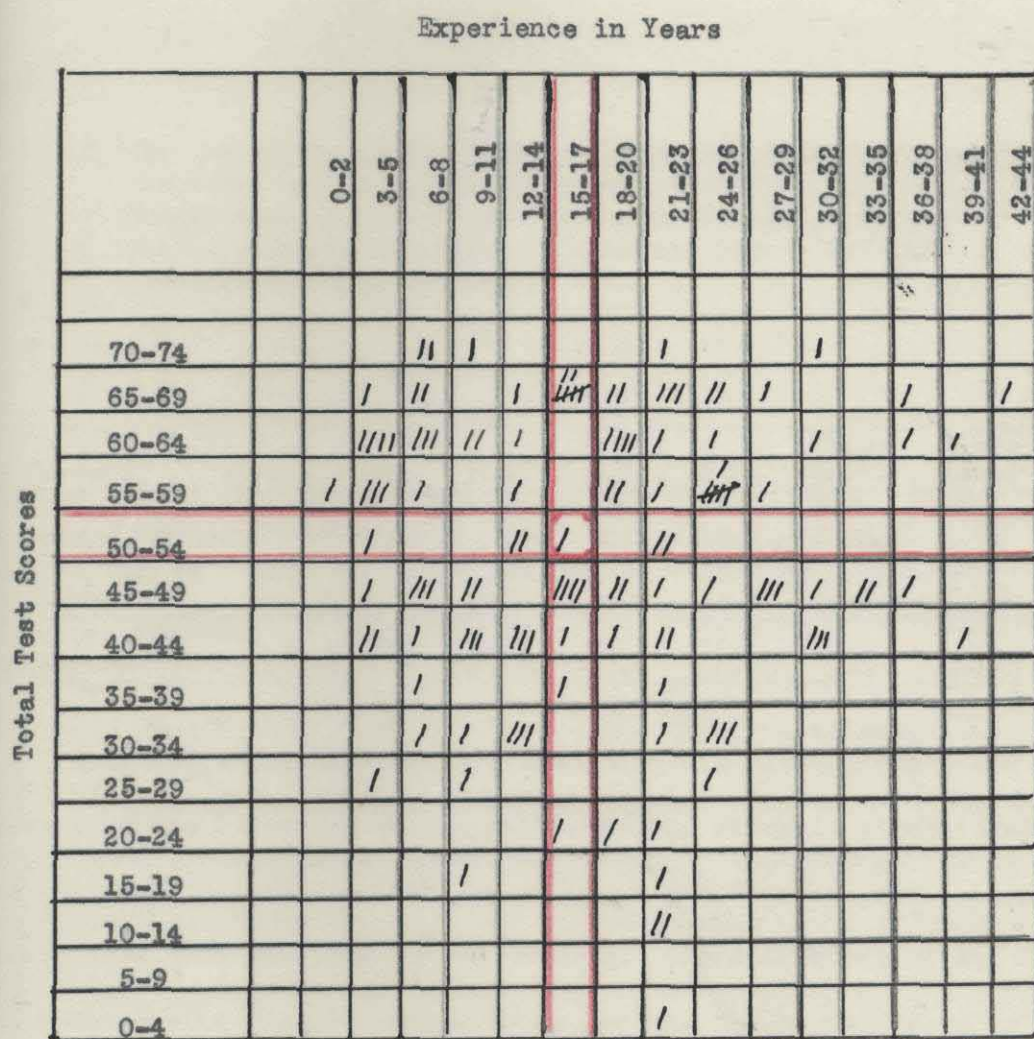


Fig.1. Scatter Diagram of Scores on Morale Questionnaire and Years of Experience of 128 Teachers

Determining the means. By dividing the teachers participating in this survey into three groups according to their educational preparation, the writer was able to compute the Mean Scores, Standard Deviations, and the Standard Errors of the Means for the three groups. The differences between the Means were tested, (See Lindquist)^{1/} to determine whether they were significant.

TABLE III

The Means, Standard Errors of the Means, Differences Between the Means, Standard Deviations of the Means, Significance Ratios, and Levels of Significance for Masters Degree Group, the Bachelors Degree Group, and the Non-Degree Group.

Groups	Mean	S.E.	Diff.	S.D.	Sign. Ratio	Sign. Level
Masters Degree	45.6	.36	8.5	18.0	5.00	.01%
Bachelors Degree	54.1	1.66	8.5	12.2	5.00	.01%
Masters Degree	45.6	.36		18.0		
Non-Degree	53.7	2.30	8.1	10.5	3.49	.1%
Bachelors Degree	54.1	1.66		12.2		
Non-Degree	53.7	2.30	.4	10.5	.14	--

Table III shows that the difference of 8.5 between the Means of the Masters Degree Group and the Bachelors Degree Group is significant at the .01 percent level of confidence. Such a difference could happen by chance less than one time in one hundred. The difference of 8.1 between the Means of the Masters Degree Group and the Non-Degree Group is

^{1/} E.F. Lindquist, A First Course in Statistics, Houghton Mifflin Company, 1942, pp. 132.

significant at the .1% level of confidence. Such a difference could happen by chance not more than one time in one hundred. The difference of .4 between the Means of the Bachelors Degree Group and the Non-Degree Group is not significant.

The items of the questionnaire were analyzed to show the difficulty indices, the discrimination indices, and the validity indices for each item. These indices were computed by the method suggested by Davis.^{1/} Table IV on the following page shows that fifty-five items have a validity co-efficient above .25. According to Robert Thorndike, ^{2/}

"An item with a validity co-efficient as high as 0.25 or 0.30 usually represents an outstandingly valid item."

This would indicate that fifty-five or the items are valid, and also shows that the questionnaire as a whole is fairly valid. Robert Thorndike states that, ^{3/}

"There is general agreement that what is required is a set of items which average fifty percent difficulty for the group to be tested and which show some degree of scatter away from that value."

From this we can conclude that the items with a difficulty index of between forty and sixty are high, or good items. Seventy-five items on this inventory have difficulty indices of between forty and sixty. This means that the discrimination value of these items between the upper twenty-seven percent and the lower twenty-seven percent of testees is good.

The seven categories of the questionnaire were analyzed to show the

^{1/} Frederick B. Davis, Item Analysis Data, Graduate School of Education, Harvard University, 1946.

^{2/} Robert L. Thorndike, Personnel Selection, Johy Wylie and Sons, Inc., New York, 1949, pp. 245.

^{3/} Ibid. p.230.

TABLE IV
ITEM ANALYSIS

Item	Upper 27%		Lower 27%		Difficulty	Discrimination	Validity
	No.	%	No.	%	Index	Index	Index
1	335	100	34	97	93	-11	0
2	34	97	35	100	97	-4	0
4	32	91	25	71	68	18	.29
5	23	66	16	46	53	13	.22
7	32	91	27	77	70	14	.23
8	27	77	13	37	54	26	.40
9	33	94	9	26	55	54	.71
10	25	71	11	31	50	24	.38
12	32	91	13	37	58	40	.58
13	35	100	32	91	85	23	.36
14	35	100	32	91	85	23	.36
16	28	80	14	40	55	27	.41
18	35	100	27	77	75	37	.55
20	29	83	22	63	63	15	.24
21	30	86	7	20	52	47	.65
24	27	77	15	43	56	22	.35
25	27	77	17	48	57	19	.31
26	25	71	6	17	47	36	.53
28	35	100	17	54	65	53	.70
29	32	91	16	46	60	35	.58
30	25	71	19	54	56	10	.17
32	34	97	27	77	64	44	.62
33	32	91	18	51	61	32	.48
34	33	94	18	51	63	37	.55
35	34	97	21	60	60	37	.55
36	31	88	24	68	66	17	.27
37	32	91	19	54	62	30	.46
39	35	100	31	88	82	28	.43
40	33	94	16	46	61	41	.59
41	28	80	15	43	56	25	.39

ITEM ANALYSIS (CON'T)

Item	Upper 27%		Lower 27%		Difficulty	Discrimination	Validity
	No.	%	No.	%	Index	Index	Index
42	32	91	31	88	76	3	.05
43	34	97	26	74	72	27	.40
44	35	100	33	94	88	19	.31
45	33	94	18	51	63	37	.55
46	10	28	12	34	40	-4	.0
47	13	37	5	14	36	18	.29
48	32	91	32	91	77	00	.00
49	18	51	7	20	42	21	.34
50	31	88	16	46	59	31	.47
51	33	94	23	66	68	28	.41
53	35	100	33	94	88	19	.31
56	34	97	29	83	77	20	.33
57	32	91	22	63	66	24	.38
58	34	97	32	91	84	16	.27
62	28	80	16	46	57	23	.38
63	14	40	7	20	39	14	.23
65	32	91	14	40	58	39	.57
66	31	88	22	63	64	20	.33
67	30	86	13	37	56	34	.51
68	33	94	24	68	68	27	.40
71	34	97	13	37	59	50	.68
72	34	97	31	88	80	15	.24
74	34	97	34	97	88	-3	.00
75	29	83	29	83	70	-1	.00
76	29	83	26	74	66	7	.12
79	27	77	12	34	53	28	.41
80	29	83	20	57	61	18	.29
82	34	97	35	100	93	-10	.00
83	35	100	35	100	99	0	.00
84	34	97	27	77	74	24	.38
85	32	91	31	88	76	2	.04
86	31	88	17	48	60	30	.46
87	31	88	31	88	75	0	.00
88	33	94	28	80	74	18	.29
89	33	94	18	51	63	37	.55

ITEM ANALYSIS (CON'T)

Item	Upper 27%		Lower 27%		Difficulty	Discrimination	Validity
	No.	%	No.	%	Index	Index	Index
91	35	100	35	100	99	0	.00
92	35	100	34	97	95	10	.17
93	35	100	36	74	73	41	.59
95	29	83	13	37	55	31	.47
96	32	91	12	34	56	42	.60
97	34	97	23	66	68	32	.48
98	32	91	13	37	58	40	.58
99	24	68	12	34	51	22	.35
100	35	100	20	57	67	51	.69
101	35	100	35	100	99	0	.00
102	27	77	8	23	50	35	.52
103	35	100	35	100	99	0	.00
104	35	100	35	100	99	0	.00
105	34	97	33	94	86	8	.14

percent of plus responses and the percent of minus responses in each category.

TABLE V

Mean Percents of Plus and Minus Responses
for Each Category

Categories	Number of Responses	Mean % of + Responses	Mean % of - Responses
Teacher-Pupil	1324 M.120.36	M.91.27	M.2.7
Teacher-Teacher	1536 M.118.5	M.83.35	M.8.5
Teacher-Materials & Methods	965 M.107.22	M.82.00	M.10.2
Teacher-Profession	1356 M.113	M.71.63	M.13.5
Teacher-Community	1149 M.104.45	M.69.20	M.10
Teacher-Parent	1132 M.113.20	M.65.2	M.17.44
Teacher-Administration and Supervision	1581 M.113		M.26.33

The categories have been arranged on Table V in descending order, from the area of the highest morale to the lowest. The Teacher-Pupil Relationship category indicates the highest Mean percent of plus responses, showing that morale was highest in this category. The lowest category, as indicated on Table V, is the Teacher-Administration and Supervision area with a Mean percent of 56.2 plus responses.

The reliability of the questionnaire was estimated by the split-half method. The odd items were correlated with the even items and a coefficient of .75 obtained. The Spearman-Brown Prophecy formula was

applied, and the estimated reliability of the questionnaire was found to be .85. According to Guilford ^{1/}, an estimate by the use of the Spearman-Brown formula is probably conservative. Therefore, the reliability of the questionnaire is high.

^{1/} J. P. Guilford, Fundamental Statistics in Psychology and Education, McGraw-Hill Book Company, New York, 1950, p. 493.

CHAPTER VI

Summary and Conclusions

Summary. The purposes of this study were (1) to develop an instrument to evaluate teacher morale (2) to find reasons for, and factors contributing to, high and low morale among teachers in any school system; (3) and to determine the area in which the highest and lowest morale occurred.

A questionnaire was developed to measure teacher morale in seven specific areas. These areas were: Teacher-Profession, Teacher-Teacher, Teacher-Pupil, Teacher-Administration and Supervision, Teacher-Community, Teacher-Material and Methods, and Teacher-Parent. The questionnaire was administered to one hundred and twenty-eight teachers in a Massachusetts town, teaching through the grades from kindergarten to high school. The returned questionnaires were numbered and tallied by schools and then scored, using the key developed by the criterion group at Boston University. The data were analyzed to show the difference between the Mean scores of teachers having Masters degrees, Bachelors degrees, and those teachers with no degree. The coefficient of correlation was computed to determine the relationship between years of teaching experience and the scores on the questionnaire. The items of the questionnaire were analyzed to show the indices of difficulty, discrimination and validity. Each category of the questionnaire was analyzed to show the Mean per cent of plus and minus responses.

Conclusions. According to the present study there is no relationship between years of teaching experience and the scores on the questionnaire. The morale of the Bachelor and Non-degree groups was found to be significantly higher than the morale of the Masters degree groups. The category in which the morale was found to be highest was the area of Teacher-Pupil Relationship. Morale was lowest in the area of the Teacher-Administration-Supervision category. Through statistical treatment, this questionnaire was found to have a high reliability.

Suggestions for using the criteria. The instrument was constructed in the hope that it would be of some use to the administration and supervisory department of any school system to:

1. Appraise the morale of the teaching staff in a school system.
2. Determine the morale in individual schools.
3. Pinpoint the areas where the morale is high or low.
4. Assist in developing methods to improve low morale areas.
5. Serve as a guide for wholesome working conditions.
6. Inspire those in responsible positions to do something about low morale if it were found.

Limitations of the study. Usually, the undertaking of any research is not without certain limitations imposed by the instrument, and by the sample or the procedures involved.

It is believed by the writer that this study would have had more significant results if it could have been carried on in a larger school system where there was a more even distribution of men and women and married and single teachers. More items pertaining to salary might also have been added to the questionnaire, as the research revealed that

salary is related to the morale problem.

The results might have been entirely different had the questionnaire been given to two school systems or if it could have been given twice in the same school system at different times.

The writer also realizes that salaries should have had a more prominent place in this study, because, from all reports read, it plays a major part in the morale of any individual, no matter what his work may be.

Recommendations for further research. Research seems to open doors for more research, and those interested will find from this study ideas for further investigation.

The findings of most studies of this nature must be pooled and compared before any conclusions can be accepted or rejected, and the implications involved applied with some degree of universality to systems throughout the country. The writer suggests for further research:

1. The addition of more categories to offer a wider scope of research into morale factors.
2. A comparison of two totally different types of community to determine whether the items hold to the same scoring in an item analysis.
3. Using only ten to twenty items of the present instrument with the highest validity in re-examining the same group to see whether there is any statistical change in the results.
4. Doing case studies of individual teachers to determine the relationship between competence, abilities, and morale.
5. Making studies of school systems where both low and high morale are contributing factors.

Suggestions and Opinions Offered by Teachers in the System Where
Study was Made Following the Administration of
the Questionnaire

The items listed below are those found to be most commonly cited by the teachers in the system where the survey was made:

1. A personal interview would give a much better idea of what we as individuals are thinking.
2. The many petty jobs which teachers are forced to do outside the curriculum are driving men and women out of the profession.
3. This questionnaire does not exactly fit the teaching situation in a high school.
4. More statements are needed in the questionnaire to bring out the 'teacher load'.
5. The salary question seems to be the main point of discussion concerning morale in this building.
6. The statements contain too many factors.
7. A better salary schedule would be appreciated.
8. A brief statement is needed to give a clearer picture in the responses made by the teachers.
9. We would appreciate more indications of inspired leadership on the part of the Superintendent and the School Committee.
10. More questions are needed to evaluate morale in regard to Teacher-Administration relationship.
11. Teacher morale is somewhat a matter of individual concern - and a teacher's disposition and general contentment in life determine morale, as well as any school system.
12. The statements could be more specific.
13. Statements are too broad in scope.
14. Family life, social life, ability to meet expenses, and stresses all play an important part in the morale of the individual.
15. More than one interpretation could be given to some items as the now stand.

16. The lack of faith in our School Executives and School Board causes a great deal of dissatisfaction, and lowers morale.

17. Questionnaires give one's own thinking considerable stimulation.

The writer cites the above suggestions as being significant guideposts when further research is made in this field.

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APPENDIX

18 Payson Road
Belmont, Massachusetts
Date

Dear Fellow Teacher:

As part of my graduate work at Boston University School of Education, I am attempting to develop a questionnaire that will determine high or low teacher morale in a school system. This study is being done under the supervision of Dr. William C. Kvaraceus, Professor of Education, and only through the cooperation of the teacher can we hope to find the weak spots in our teaching system, if there are any. By a method of random sampling, your school has been selected as part of the present inquiry. May I have your help and cooperation in the completion of this study?

One of the most important products of our nation today is the graduating class at your local school. One of the factors contributing to the quality of this product is the teacher; his or her training, experience, and personality. While these qualifications are usually evaluated when the teacher is interviewed for the position, the state of mind of the teacher in any school system after employment must not be overlooked. That this state of mind of the teacher, or teacher morale as it is sometimes called, has a direct bearing on the quality of the school product, is readily admitted, and has reached great importance today. Therefore, this study is an attempt on the part of the writer, to find reasons for and the contributing causes of low or high morale among teachers within school systems.

The enclosed questionnaire is an attempt to find, in what phase of the teaching situation there is the strongest feeling of dissatisfaction. There will be no means of identification of individual teachers in this survey, so please feel free to answer honestly as you believe.

When you have completed the questionnaire will you return it to your school office in the sealed envelope provided as soon as you can, and I will collect them from each school.

Please feel free to make any comments on the page left for your convenience.

Thank you for your time and effort in this matter. If you wish a summary of the results of this study, please indicate on the last page and I will send the desired number to your school, where you may get them.

Very truly yours,

Eleanor R. Walker

TEACHER ATTITUDE STUDY

22 In the following statements please indicate your reactions by putting a circle around the code letters which best express your feelings in regard to teaching as a profession, in terms of your attitude toward your present position, and in relation to the community and the physical set-up of your situation. We would appreciate your honest personal opinion. By your sincere effort some conclusions may be drawn that will benefit the teaching profession as a whole and the particular problems in your school system.

KEY

SA.....Strongly Agree;

A.....Agree;

U.....Undecided;

D.....Disagree;

SD.....Strongly Disagree

- | | | | | | | | |
|-----|--|----|---|---|---|----|---|
| 1. | A minimum of four years of general education with specialization and professional courses as the position demands should be required of future teachers. | SA | A | U | D | SD | 2 |
| 2. | Every state should have minimum standard teaching requirements. | SA | A | U | D | SD | 2 |
| 3. | In order to keep mentally alert, teachers should change positions frequently. | SA | A | U | D | SD | 2 |
| 4. | For me, teaching is the ideal profession. | SA | A | U | D | SD | 2 |
| 5. | The present sick leave allotment is adequate enough to give teachers security. | SA | A | U | D | SD | 5 |
| 6. | I believe the amount of pay for the work done in the teaching profession is quite inadequate. | SA | A | U | D | SD | 2 |
| 7. | There is a great satisfaction in teaching for the good that is accomplished. | SA | A | U | D | SD | 2 |
| 8. | Even if I were equipped to enter another profession I would remain in teaching. | SA | A | U | D | SD | 2 |
| 9. | My administrators and supervisors are interested in problems and work of the individual teacher. | SA | A | U | D | SD | 5 |
| 10. | Administrators and supervisors are reluctant to give praise when it is deserved. | SA | A | U | D | SD | 5 |
| 11. | I feel that better public relations between the home and school is the key to educational advancement. | SA | A | U | D | SD | 6 |
| 12. | The P.T.A. is helping to bring about better mutual understanding of educational problems. | SA | A | U | D | SD | 8 |

13. School systems should avail themselves of the newer methods of teaching - ex. audio-visual aids, recordings, etc., as soon as possible. SA A U D SD₅
14. A well stocked library is as important in the elementary school as it is in Jr. High and High School. SA A U D SD₇
15. I feel that immediate federal aid will improve the quality of education as a whole. SA A U D SD₂
16. I believe that from 25-30 children is an ideal number of children to work with satisfactorily. SA A U D SD₅
17. In general, parents assume their share of disciplinary responsibility. SA A U D SD₈
18. Teaching has been and still is a satisfying experience for me. SA A U D SD₂
19. I would not encourage my pupils to become teachers. SA A U D SD₂
20. Teaching is my preference above any other form of work. SA A U D SD₂
21. I am encouraged to share in formulating the policies of my school. SA A U D SD₅
22. I believe that teachers should be allowed freedom in methodology, as long as they cover the subject adequately. SA A U D SD₅
23. There is a definite need for school secretarial help in keeping records. SA A U D SD₅
24. I feel burdened with extra-curricular activity. SA A U D SD₅
25. I believe extra-curricular duties are an important part of my program. SA A U D SD₅
26. The future that my present position offers is satisfactory to me. SA A U D SD₂
27. My present salary allows me to enjoy life. SA A U D SD₆
28. There is a friendly spirit among the teachers in my building, and we work out our problems together. SA A U D SD₃
29. The atmosphere in my building is very democratic. SA A U D SD₃
30. Under the one-session plan I feel that there is as much work accomplished as with the two-session program. SA A U D SD₇

31. There should be a room in each school provided for teachers, where they may smoke and relax. SA A U D SD₃
32. I appreciate being regarded as a well-educated responsible adult by the administrative department. SA A U D SD₅
33. There is no favoritism among the teachers in my building on the part of the administrator. SA A U D SD₅
34. I have complete confidence in my principal and feel that he will stand back of me in problems that come up in the school. SA A U D SD₅
35. Our textbooks are up to date and geared to the abilities, interests and background of the children. SA A U D SD₇
36. I enjoy the alert and energetic contacts I make with people within the same profession. SA A U D SD₃
37. There is a strong bond of social and happy feeling between teachers and pupils generally. SA A U D SD₄
38. There seems to be an attitude of youth in general to take most things for granted. SA A U D SD₄
39. My position offers many opportunities to bring children, ideas, and materials together for a better understanding of the world today. SA A U D SD₄
40. There is a cooperative understanding among the teachers and parents of my school. SA A U D SD₈
41. Children today seem to have strong healthy attitudes in their desire to learn. SA A U D SD₄
42. Teachers still seem to possess a sense of humor. SA A U D SD₃
43. I have a deep love for teaching, it is not just a stop gap for me. SA A U D SD₂
44. I must not lose sight of the fact that all persons are permitted to be different, this way I can be a good teacher. SA A U D SD₃
45. The P.T.A. gives me an opportunity to meet cooperative and understanding parents. SA A U D SD₈
46. There seems to be a lack of parental guidance in homes today. SA A U D SD₈
47. There is too much politics among School Board members. SA A U D SD₅
48. The general public believes that teaching is one of the easiest jobs there is. SA A U D SD₆

49. There is administrative support of teachers in any crisis.	SA	A	U	D	SD	5
50. We have sound policies for dealing with sick leaves and school absences for personal reasons.	SA	A	U	D	SD	5
51. My faculty gives the community the best that is in them.	SA	A	U	D	SD	6
52. We have failed in good salesmanship - we must sell good teaching to our community.	SA	A	U	D	SD	3
53. Don't talk down to the public - work with parents on common school problems.	SA	A	U	D	SD	8
54. We have not studied the nature of the society we serve, what its processes are, and what our relationship is to society's welfare.	SA	A	U	D	SD	6
55. Teaching has received bad publicity through our gossip.	SA	A	U	D	SD	6
56. The best publicity is a good harmonious school.	SA	A	U	D	SD	6
57. The equipment is adequate.	SA	A	U	D	SD	7
58. My school is attractive and has pleasant surroundings.	SA	A	U	D	SD	7
59. Our lighting conditions could be better.	SA	A	U	D	SD	7
60. Playground is not large enough for our needs.	SA	A	U	D	SD	7
61. I think that the noon hour should be for the teacher to lunch and relax instead of doing lunch duty and supervising playgrounds.	SA	A	U	D	SD	5
62. Our system has excellent janitor service.	SA	A	U	D	SD	7
63. I resent questionnaires like this that take up my own free time.	SA	A	U	D	SD	2
64. The school budget is elastic enough to have the supplies needed for projects and etc., the extras that make teaching interesting to the children.	SA	A	U	D	SD	7
65. There is community interest in moder education.	SA	A	U	D	SD	6
66. Teaching gives a satisfaction that is personal and found in few professions.	SA	A	U	D	SD	2
67. I enjoy the professional standing I have in the community.	SA	A	U	D	SD	6

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|--|----|---|---|---|------|
| 68. Vacations enable teachers to further their education through travel and study. | SA | A | U | D | SD 2 |
| 69. I resent the label of "school teacher". | SA | A | U | D | SD 2 |
| 70. Unnecessary class interruptions upset me. | SA | A | U | D | SD 5 |
| 71. There is a cooperative understanding between the teachers and the parents of our school. | SA | A | U | D | SD 8 |
| 72. Most faculty members work together for the welfare of the child. | SA | A | U | D | SD 3 |
| 73. Children are very discourteous and disobedient today. | SA | A | U | D | SD 4 |
| 74. I welcome the opportunity to share my knowledge with the children. | SA | A | U | D | SD 4 |
| 75. A willingness to take over duties of teachers when they are absent leads to better professional relationships. | SA | A | U | D | SD 3 |
| 76. Through the P.T.A. there are great possibilities for better public relations within the community. | SA | A | U | D | SD 8 |
| 77. The classrooms are too overcrowded to give adequate help and knowledge to the child. | SA | A | U | D | SD 4 |
| 78. There is a lack of appreciation among the parents of my school, for what we are trying to do for the child. | SA | A | U | D | SD 8 |
| 79. The Teacher's Club tends to bring teachers of different grade levels together in friendship. | SA | A | U | D | SD 3 |
| 80. There is a cooperative spirit in working together on problems within the teaching profession. | SA | A | U | D | SD 3 |
| 81. Teachers need the cooperation of the home more than they realize. | SA | A | U | D | SD 8 |
| 82. It is a wonderful experience to watch the child develop mentally, socially and physically. | SA | A | U | D | SD 4 |
| 83. Teaching is a satisfaction when you realize that you are helping to build the citizens of tomorrow. | SA | A | U | D | SD 4 |
| 84. There is a strong feeling of confidence between the teacher and her class. | SA | A | U | D | SD 4 |
| 85. The appreciation of each other's problems by both elementary and high school teachers tighten the bond of understanding. | SA | A | U | D | SD 3 |

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|--|---------------|
| 86. We are a happy congenial group in our school. | SA A U D SD 3 |
| 87. A good salary schedule gives an incentive to do best work. | SA A U D SD 3 |
| 88. The strong healthy attitudes of pupils in their desire to learn keeps the teacher alert. | SA A U D SD 4 |
| 89. Parents are cooperative and respectful in our community. | SA A U D SD 6 |
| 90. The elimination of rumors and gossip promote better feeling among teachers. | SA A U D SD 3 |
| 91. It is important for the teacher to understand the role of the administrator in school situations. | SA A U D SD 3 |
| 92. Teaching gives me the power to help the boys and girls to become free citizens of this great democracy. | SA A U D SD 4 |
| 93. My position brings me into a partnership with parents and all other people interested in the growth and development of children. | SA A U D SD 6 |
| 94. We have not kept the public informed on what we as educators are trying to do. | SA A U D SD 6 |
| 95. My community has a healthy open-minded attitude toward education. | SA A U D SD 6 |
| 96. Our teachers are welcomed participants in the activities of the community. | SA A U D SD 6 |
| 97. I enjoy meeting the teachers at P.T.A. meetings and appreciate their attitude toward teachers. | SA A U D SD 8 |
| 98. The ease with which books and supplies are obtained makes teaching a pleasure. | SA A U D SD 7 |
| 99. Belonging to the teaching profession gives me prestige in the community. | SA A U D SD 6 |
| 100. Our schools are kept up to date as to modern materials available to teachers. | SA A U D SD 7 |
| 101. There is great satisfaction in seeing children develop into mature people with young ideas and high ideals. | SA A U D SD 4 |
| 102. The school, home, community and press work together for the good of all concerned. | SA A U D SD 6 |
| 103. There is a challenge in the growth and development of the mind of the child that gives me great satisfaction. | SA A U D SD 4 |

104.	A sunny, pleasant, clean and comfortable room does much for the morale of the class as well as the teacher.	SA	A	U	D	SD 7
105.	The cooperative contacts with parents contribute toward good public relations within the community.	SA	A	U	D	SD 8
106.	There is a lack of attention to the remedial needs of children through the grades.	SA	A	U	D	SD 7
107.	There is adequate visual aid equipment in the schools of the community.	SA	A	U	D	SD 7
108.	Parents should make appointments ahead of time to visit so that the program can be arranged to accommodate them.	SA	A	U	D	SD 8
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L.	I take a prominent part in social affairs.	SA	A	U	D	SD 1
2.	It's embarrassing for me to be called upon to express an opinion in a group.	SA	A	U	D	SD 1
3.	I readily enter into cooperative work or play with others.	SA	A	U	D	SD 1
4.	I feel I could accomplish most anything if I set my mind to its completion.	SA	A	U	D	SD 1
5.	I prefer company that discusses serious questions in a quiet fashion to a gay, frivolous crowd.	SA	A	U	D	SD 1
6.	Watching others doing a job, I have a strong urge to do it myself because I feel i could do it better.	SA	A	U	D	SD 1
7.	I am easily upset and a person of moods.	SA	A	U	D	SD 1
8.	I am above average in tidiness, punctuality, and general dependability.	SA	A	U	D	SD 1
9.	I feel that I am quicker than the average person in my reactions and responses.	SA	A	U	D	SD 1
10.	I often become so dissatisfied and critical with what I am doing that I throw it aside unfinished.	SA	A	U	D	SD 1
11.	I would rather teach adult students, seriously interested in a subject, than a group of bright, interesting and irrepressible youngsters.	SA	A	U	D	SD 1
12.	I worry a great deal about what my principal thinks of me.	SA	A	U	D	SD 1

1. Do you think this instrument does evaluate teacher morale in your school system?

Yes _____ Partly _____ No _____

- a. If it does not, have you any suggestions as to how it might be handled more efficiently:

2. Any comments would be appreciated:

3. What do you rate your own morale: High _____ Medium _____ Low _____

A. Is there any particular reason for it? Yes _____ No _____

4. How would you rate the morale of your building:

High _____ Medium _____ Low _____

TEACHER ATTITUDE QUESTIONNAIRE

Sex: M _____ F _____ Marital Status: Married _____ Single _____

Grade (s) now teaching: _____ How long: _____

Grade (s) taught in past: _____ How long: _____

1. Educational Background:

A. Type of college attended:

- | | | |
|---------------------------|------------------|----------------|
| a. Teachers College _____ | Diploma | 2 year _____ |
| b. Liberal Arts " _____ | | 3 year _____ |
| c. Vocational " _____ | Degree: | Bachelor _____ |
| d. Technical " _____ | | Master's _____ |
| e. Others _____ | Master's Plus 30 | _____ |

B. Further study was motivated by:
(Number from 1-6 in order of importance)

- a. For own personal pleasure _____
- b. For professional improvement _____
- c. Required by local school board _____
- d. For increment _____
- e. For cultural background _____
- f. Other reasons _____

C. The teaching profession was my first choice in my career objective.

Yes: _____ No: _____

D. I am forced to remain in teaching from necessity:

Yes: _____ No: _____

E. To how many professional groups do you belong (Indicate whether they are local, state, or national.)

TABLE VI
GRADUATED SCORES OF TEACHER RESPONSES
ON MORALE QUESTIONNAIRE

74	65	59	51	44	34
73	65	59	49	44	34
71	65	59	49	44	33
71	65	59	49	44	33
70	64	59	49	44	31
69	64	59	49	43	30
69	64	58	49	43	30
69	64	57	49	42	29
69	64	57	48	42	26
69	63	57	48	42	25
68	63	57	48	42	24
68	62	56	47	42	20
68	62	56	47	41	20
68	61	56	46	40	16
67	61	56	46	40	16
67	61	55	46	40	12
67	61	55	46	40	11
67	60	54	46	38	4
66	60	52	46	38	
66	60	52	45	36	
66	60	51	45	34	
65	60	51	45	34	

FREQUENCY DISTRIBUTIONS OF SCORES, MEANS, STANDARD DEVIATIONS AND
STANDARD ERRORS OF THE MEANS FOR NON-DEGREE GROUPS, BACHELORS'
GROUPS, MASTERS' GROUPS AND TOTAL GROUPS

TABLE VII

CLASS INTERVAL OF SCORES	FREQUENCY			
	NON-DEGREE GROUPS	BACHELORS' GROUPS	MASTERS' GROUPS	TOTAL GROUPS
70-74	1	3	1	5
65-69	3	11	7	21
60-64	4	10	5	19
55-59	3	6	7	16
50-54	0	2	4	6
45-49	4	10	7	21
40-44	5	6	6	17
35-39	0	3	0	3
30-34	1	2	6	9
25-29	0	2	1	3
20-24	0	0	3	3
15-19	0	0	2	2
10-14	0	0	2	2
5- 9	0	0	0	0
0- 4	0	0	1	1
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	N. - 21	55	52	128

	<u>NON-DEGREE GROUP</u>	<u>BACHELORS' GROUP</u>	<u>MASTERS' GROUP</u>	<u>TOTAL GROUP</u>
Mean -	53.7	54.1	45.6	50.6
S.D. -	10.5	12.2	18.0	15.4
S.E. -	2.3	1.66	.36	1.3

TABLE VIII

Frequency Distribution, Mean, Standard Deviation, and Standard Error
of the Mean for Years of Experience
For Total Group

<u>Class Interval</u>	<u>Frequency</u>
42-44	1
39-41	2
36-38	3
33-35	2
30-32	6
27-29	5
24-26	13
21-23	19
18-20	12
15-17	15
12-14	11
9-11	11
6- 8	15
3- 5	12
0- 2	1
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N	128

Mean 17.5 S.D. 9.3 S.E. of Mean .8

TABLE IX
INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
<u>SCHOOL A</u>								
1.	S.	19	-	X	X	44	H	M
2.	M.	17	X	-	-	46	H	M
3.	S	31	X	X	-	73	H	M
4.	S	17	X	X	-	67	M	H
5.	S.	3	X	X	-	64	H	H
6.	S.	23	-	X	X	56	H	M
7.	S.	16	X	X	-	69	H	H
8.	S.	15	-	X	X	69	H	H
9.	S.	5	-	X	-	47	H	M
10.	M.	29	X	-	-	48	L	L
11.	S.	14	-	X	-	61	M	-
12.	S.	4	-	X	-	26	M	M
13.	M.	24	X	X	-	57	H	H
14.	M.	15	X	X	-	65	H	H
15.	S.	3	-	X	-	55	M	H
16.	S.	29	X	X	-	59	-	-
17.	S.	20	-	X	-	61	M	-
18.	M.	21	-	X	X	51	M	-

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
<u>SCHOOL B</u>								
1.	S.	25	X	X	-	61	H	H
2.	S.	5	-	X	-	63	H	H
3.	S.	6	-	X	-	34	H	L
4.	S.	26	X	-	-	34	H	H
5.	S.	10	X	-	-	44	M	M
6.	S.	3	-	X	X	64	H	M
7.	S.	20	-	X	-	59	M	M
8.	S.	18	-	X	X	60	H	M
9.	S.	4	-	X	X	56	H	M
10.	S.	13	-	X	X	51	M	M
11.	S.	8	-	X	-	65	H	M
12.	S.	15	-	X	-	68	H	H
13.	S.	4	X	X	-	66	H	H
14.	S.	22	-	X	-	36	M	M
15.	S.	12	-	X	-	40	H	M
16.	S.	15	X	-	-	49	-	-

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
<u>SCHOOL C</u>								
1.	S.	4	-	X	-	40	M	M
2.	S.	40	X	-	-	40	M	H
3.	S.	30	X	-	-	44	M	H
4.	S.	42	-	X	-	69	H	M
5.	S.	11	X	X	X	40	H	M
6.	M.	6	X	-	-	56	M	H

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
<u>SCHOOL C</u>								
1.	S.	4	-	X	-	40	M	M
2.	S.	40	X	-	-	40	M	H
3.	S.	30	X	-	-	44	M	H
4.	S.	42	-	X	-	69	H	M
5.	S.	11	X	X	X	40	H	M
6.	M.	6	X	-	-	56	M	H

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
SCHOOL D								
1.	S.	7	-	X	-	62	H	H
2.	S.	21	-	X	-	74	H	H
3.	S.	4	-	X	-	41	H	H
4.	M.	10	-	X	-	62	H	H
5.	S.	6	-	X	X	58	H	M
6.	S.	6	-	X	X	62	-	-
7.	S.	25	X	-	-	67	H	H
8.	S.	7	-	X	-	48	M	H
9.	S.	30	X	-	-	42	H	H
10.	M.	26	-	X	X	46	H	H
11.	M.	21	X	-	-	57	H	M
12.	S.	23	X	-	-	42	M	M
13.	S.	1	-	X	-	59	M	M
14.	M.	10	-	X	-	42	M	M
15.	S.	14	-	X	X	44	H	M
16.	S.	29	X	-	-	47	M	M

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Single or Married	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
<u>SCHOOL E</u>								
1.	M.	22	X	-	-	68	H	H
2.	S.	39	X	-	-	60	H	H
3.	S.	38	X	-	-	64	H	H
4.	S.	17	X	X	X	69	-	-
5.	S.	16	X	X	-	42	H	H
6.	S.	4	-	X	-	61	H	H
7.	S.	8	-	X	X	68	M	M
8.	S.	22	X	X	-	46	H	M
9.	S.	28	X	X	-	69	H	M
10.	S.	31	X	-	-	63	M	M
11.	S.	21	-	X	-	44	H	M
12.	S.	15	X	X	-	51	H	M
13.	S.	21	-	X	X	54	M	M
14.	M	15	-	X	-	65	M	-

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	E. S.	M. S.		Bldg.	Indiv.
<u>SCHOOL F</u>								
1.	S.	7	X	X	X	49	H	H
2.	S.	10	-	X	-	29	M	M
3.	S.	11	X	X	X	34	M	L
4.	M.	13	-	X	-	65	H	M
5.	M.	8	-	X	-	71	H	H
6.	S.	10	X	X	-	49	M	M
7.	S.	22	X	-	-	60	H	M
8.	M.	10	X	-	-	71	H	H
9.	S.	7	-	X	-	46	H	M
10.	S.	20	X	X	-	49	H	H
11.	S.	20	X	-	-	67	H	H
12.	S.	20	-	X	-	60	H	H
13.	S.	8	-	X	X	64	H	H
14.	S.	11	-	X	-	64	-	-

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
SCHOOL G								
1.	S.	25	-	X	X	57	M	-
2.	M.	24	-	X	-	57	-	-
3.	M. ^m	12	-	X	-	34	M	M
4.	M. ^m	16	-	X	-	49	M	M
5.	M. ^m	23	-	X	X	20	L	L
6.	M. ^m	35	-	X	-	48	M	M
7.	M. ^m	24	-	X	X	33	L	L
8.	M. ^m	15	-	X	X	24	M	M
9.	M. ^m	10	-	X	X	16	L	L
10.	S.	10	-	X	-	49	L	L
11.	S.	20	-	X	-	47	H	M
12.	S.	13	-	X	X	30	M	M
13.	S.	12	-	X	X	51	H	H
14.	S.	14	X	X	X	59	H	H
15.	M.	7	-	X	X	70	H	H
16.	S.	25	X	-	-	59	H	M
17.	S. ^m	7	-	X	X	43	M	-

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
<u>SCHOOL H</u>								
1.	M. ^m	30	-	X	X	45	M	M
2.	S.	12	-	X	X	43	M	M
3.	M. ^m	23	-	X	X	16	H	M
4.	M. ^m	21	-	X	X	11	M	M
5.	M. ^m	22	-	X	X	69	H	L
6.	M. ^m	15	X	X	-	38	L	L
7.	S.	14	-	X	X	31	H	M
8.	M. ^m	27	-	X	X	46	H	H
9.	S. ^m	16	-	X	X	46	H	L
10.	M. ^m	22	-	X	X	33	M	M
11.	M. ^m	8	-	X	-	38	M	M
12.	S.	33	-	X	X	45	M	H
13.	S.	22	-	X	X	67	M	L
14.	S.	30	-	X	X	42	M	M
15.	S.	5	-	X	-	52	M	L
16.	S.	25	-	X	X	30	L	M
17.	M. ^m	23	-	X	X	4	-	L
18.	M.	18	-	X	X	20	M	M

INFORMATIONAL DATA BY SCHOOLS

Teacher's Number	Married or Single	Years of Teaching	Education			Total Score	Morale	
			3 yrs.	B. S.	M. S.		Bldg.	Indiv.
SCHOOL H (con't.)								
19.	M.	20	-	X	X	59	M	M
20.	M. ^m	25	-	X	X	25	H	M
21.	S.	25	-	X	X	55	M	M
22.	S.	38	-	X	X	45	M	M
23.	S.	20	-	X	X	68	H	M
24.	M. ^m	20	-	X	X	61	H	M
25.	S.	23	-	X	X	12	H	H
26.	S.	25	-	X	-	66	H	H
27.	S.	36	-	X	X	65	H	H

TABLE X

DIVISION BY CATEGORIES OF TEACHER RESPONSES WITH PERCENT
OF PLUS RESPONSES AND PERCENT OF MINUS RESPONSES
SHOWING THE MEANS IN EACH CATEGORY

Category I - Teacher-Profession

Question Number	Total Number of Plus and Minus Responses from Total Group	Percent of Plus Res- ponses from Total Group	Percent of Minus Res- ponses from Total Group
1.	128	98	2
2.	128	100	0
4.	112	77	10
7.	114	87	2
8.	89	55	14
18.	120	91	33
20.	105	73	9
26.	96	41	34
43.	117	86	5
63.	116	26	64
66.	111	77	9
68.	120	84	10
	1356		
	M 113	M 74.58	M 13.5

Category 2. - Teacher-Teacher

28.	114	76	12
29.	115	66	23
36.	118	81	11
42.	122	92	3
44.	127	98	.7
72.	123	94	2
75.	111	70	15
85.	122	93	2
86.	109	75	10
87.	121	90	5
91.	127	99	0
	1536		
	M 118.15	M 83.38	M 8.5

Category 3. - Teacher-Pupil

Question Number	Total Number of Plus and Minus Responses from Total Group	Percent of Plus Responses from Total Group	Percent of Minus Responses from Total Group
37.	112	80	8
39.	119	93	0
41.	98	59	17
74.	128	100	0
82.	128	99	.7
83.	126	98	0
84.	112	87	.7
88.	122	93	2
92.	125	97	.7
101.	128	100	0
103.	126	98	.7
<hr/>			
	1324		
	M 120.36	M 91.27	M 2.7

Category 4. Teacher-Administration & Supervision

5.	115	49	41
9.	105	65	17
10.	113	33	55
13.	126	98	.7
16.	121	61	34
21.	121	56	38
24.	120	61	34
25.	111	58	29
32.	121	88	6
33.	112	74	13
34.	115	80	10
47.	98	22	55
49.	94	44	30
50.	109	68	17
<hr/>			
	1581		
	M 113	M 56.2	M 26.33

Category 5. - Teacher-Community

Question Number	Total Number of Plus and Minus Responses from Total Group	Percent of Plus Responses from Total Group	Percent of Minus Responses from Total Group
48.	120	89	5
51.	111	82	5
56.	121	92	2
65.	105	72	10
67.	94	60	13
89.	109	81	4
93.	122	89	6
95.	93	62	11
96.	95	61	13
99.	84	44	22
102.	95	55	19
<hr/>			
	1149		
	M 104.45	M 71.63	M 10.

Category 6.
Teacher-Methods & Materials

14.	122	95	0
30.	110	61	25
35.	119	85	8
57.	118	76	15
58.	127	97	2
62.	112	72	15
98.	112	72	16
100.	117	81	10
104.	128	99	.7
<hr/>			
	965		
	M 107.22	M 82	M 10.2

Category 7. - Teacher-Parent

Question Number	Total Number of Plus and Minus Responses from Total Group	Percent of Plus Res- ponses from Total Group	Percent of Minus Res- ponses from Total Group
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12.	119	55	23
17.	114	44	44
40.	105	73	9
45.	112	73	14
46.	108	23	61
53.	125	97	.7
71.	104	70	11
76.	112	81	6
97.	111	82	5
105.	122	94	.7

	1132		
M	113.20	M	69.20
		M	17.44

MISHAWAKA EDUCATION ASSOCIATION

SURVEY REPORT TO TEACHERS

May 11, 1951

Glen M. Cree, President
1009 East Mishawaka Avenue
Mishawaka, Indiana

During the past year a committee from the Mishawaka Education Association has been making a study of human relationships among the employed personnel of our school city. The purpose of the study was to discover the factors which were making undue demands upon the employed personnel and to open a two-way channel of communication among administrators, supervisors, teachers, clerical workers, and maintenance help.

The Executive Board of the Mishawaka Education Association selected from the membership of the Association a number of names. From this list of names, nine people were chosen to serve on the committee. The committee first met with Dr. Young to discuss the purpose of the study and the possible procedures to follow in making the study. The committee consisted of Flora Chastain, Frank Cofield, Francis A. Firmani, Lucile Wallis, Laura Wanner, Lela Ward, Lester Ward, Mary Jean Yoder, and Louise Ireland, chairman. Mr. Glen Cree acted as an advisor to the committee.

After talking with the teachers, and with the clerical and maintenance help, the committee drew up a questionnaire. The questionnaire and problems seemed to fall naturally into the following classifications: (1) teacher-administrator relations, (2) supervisor-administrator relations, (3) teacher-supervisor relations, (4) teacher-teacher, (5) teacher-clerical, and (6) teacher-maintenance help relations. Two hundred copies of the questionnaire were distributed; of this number, 182 were filled out and returned to the committee.

The answers to the questions revealed some very valuable facts regarding practices and relationships. Among the most important of these, was the fact that many teachers felt burdened with the number of meetings they were required to attend after school hours. A follow-up detailed questionnaire on the number and kinds of meetings showed that the greatest burden fell upon primary teachers and second, on intermediate-grade teachers, with less burden on junior and senior high school teachers. Of the 151 answering the question, 105 felt burdened with the extra work, reports, and materials required, to the extent that they could not do their best teaching.

The questionnaire also revealed the fact that teachers would like improvement in the method of administering audio-visual aids and that there was undue delay in the delivery of supplies from the store room. They thought that too much time was spent in filling out request forms for materials.

It was generally felt that administrators welcomed suggestions from teachers and gave these suggestions due consideration. They also felt that teachers should have more to say about plans for carrying out their assigned duties and in curriculum, schedule, and program planning.

The following are a few of the tangible results which have already come out of the study: (1) a lightening of the burden of meetings; (2) improvement in the method of ordering store-room supplies, and (3) improvement in the administration of audio-visual aids. A realization of the lack of an adequate method of getting information to teachers and from teachers is one of the most important results of the study. Plans are being considered for a more adequate means of communication in the form of a handbook, a regular bulletin, and/or a supervisory council. One of the greatest values gained from the study is the opening of a channel of communication in which teachers, administrators, supervisors, clerical and maintenance help are able to express opinions freely without fear of antagonism or misunderstanding.

The work of the committee will be continued during the next school year whenever and wherever there is a felt need for further study.

A copy of the questionnaire with the answers tabulated is being given to each of the following people for inspection by teachers: Mr. Stout, Beiger School; Mr. Chapman, Battell School; Flora Chastain, Bingham School; Mr. Firmani, Mishawaka High School; Mr. Ward, LaSalle School; Louise Ireland, Main School; Mr. Cox, Mary Phillips School; Miss Bingham, South Side School; and Miriam Detrick, Twin Branch School.

PITNEY-BOWES, INC.

Stamford, Connecticut

March 16, 1951
(Dict. 3/15/51)

Miss Eleanor R. Walker
137 Washington Street
Belmont, Massachusetts

Dear Miss Walker:

Enclosed is a copy of our employee opinion poll, with an accompanying press release which summarizes the results. This is in answer to your very nice note of March 7 - and good luck on your thesis.

Sincerely,

Frederick Bowes, Jr./s
Director of Public Relations and Advertising

nd
Enc.

From: Public Relations Department
PITNEY-BOWES, Inc. Stamford, Conn.
Tel. 4-2183 or New York: LO 4-0500
11/30/49.....#467

IMMEDIATE RELEASE

Stamford, Conn., Nov. 30 --- "What You Think About Your Company", a 16-page illustrated booklet reporting the complete results of an employee opinion poll last summer, was mailed yesterday by Pitney-Bowes, Inc., the postage meter makers, to its 2,500 employees.

The report included all questions asked of the company's workers, the answers in percentages and with representative employee comments, favorable and unfavorable. Questions were grouped under the headings, "pay", "profits", "opportunity", "security", "working conditions", "management", "information" and "job satisfaction".

Questions asked only of the company's 1,300 employees in 93 sales and service offices in the U.S. and Canada were grouped separately, as were those asked only of factory incentive workers.

At the end of each grouping of questions, a brief "management comment" summarized the findings, gave facts where pertinent, and explained policy.

The poll was conducted by faculty, student and administrative personnel of Dartmouth College's Amos Tuck School of Business Administration at Hanover, New Hampshire, under direction of Dr. J. E. Walters, Professor of Industrial Relations, and Leroy H. Jerman, a graduate student, who made the poll his thesis.

In an introduction to the report, Walter H. Wheeler, Jr., president of PB, said, "We wanted this poll to serve two purposes: first, to tell us whether we are on the right track in our general personnel policies and practices; and second, to show up any soft spots.... weaknesses to be corrected, misunderstandings to be cleared up, things

overlooked and needing attention". He assured the employees that "all of us in management are giving this a most careful going-over, with the prime purpose of making improvements wherever possible, and as soon as possible".

In the same preface, Personnel Manager Joseph J. Morrow told how the poll was done and how secrecy was assured. He reported an 88% employee participation, with poll-taking on company time, and with supervision by the company's joint labor-management committee, the Industrial Relations Council. Field employees' questionnaires, he explained, were mailed direct to Dartmouth College. The report is illustrated throughout with candid photos of employees filling out the questionnaires and of the poll being tabulated at Dartmouth. The cover photo shows a sea of faces at an employee mass meeting; the back cover depicts the burning of the questionnaires in an incinerator, after having been tabulated---proof that employees were protected against any possible identification.

Employees required an average of 40 minutes to complete the questionnaire. Among the report's highlights was the employee response to questions on profits.

Asked how much profit the company makes on every dollar of sales, 72% said "7 to 12 cents" and only 17% said more; while 64% said this was a "fair" profit, and as many as 32% said a higher margin would be "fair". This compares with national surveys showing that industrial employees believe industry makes from 25 to 30 cents profit per dollar of sales. Pitney-Bowes' 1948 figure was 9.7 cents.

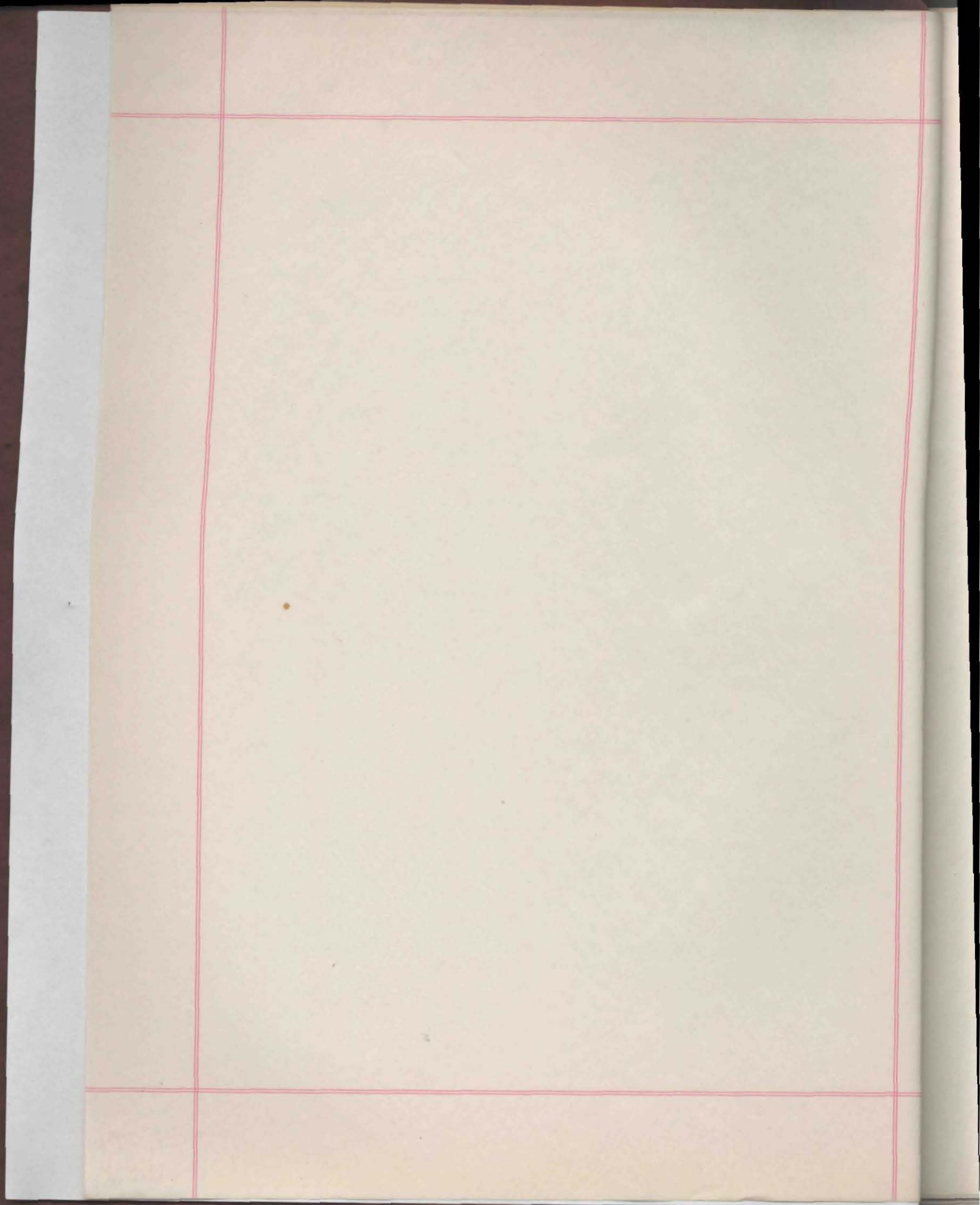
Points on which employees rated management high were: "doing a good job of running the company" (96% said "fair" or "excellent"); management interest in employees (87% said "quite a bit" or "very interested"); giving enough information about the company's affairs (87% said "adequate" or "well informed"); job satisfaction (32% said PB was a "better than average place to work", 59% said "one of the best").

Above average for most similar surveys, but relatively lower compared to the rest of the poll's percentages, were employees' favorable responses on advancement, promotions and pay.

Among the franker and more amusing of the employee comments were: "I could use some more money" (Pay). . . "How the hell they keep going with the overhead is a mystery" (Profits). . . "My boss says you have to wait until someone drops dead" (Advancement).

In conclusion, Dartmouth's Dr. Walters praised management and employees, complimenting "management for undertaking a truly effective self-examination of its policies, practices and personnel; and employees for a high degree of frankness, understanding and cooperation in the whole project". He said "the nation's colleges and universities are taking an increasing interest and participation in industry's human relations".

(END)



June 9, 1953

Dear Fellow Teachers:

As a part of my graduate work at Boston University School of Education, I developed a questionnaire which I hoped would help determine the morale in a school system. The major concern of my study was to obtain insight into teacher morale in a system and uncover factors affecting morale. No claim was made that all factors affecting morale have been covered by the instrument, but it did include a sampling from each of the categories of teachers' complaints. There were no right or wrong answers to this questionnaire, but it was rather the feelings and opinions of the individual about the statements that was desired.

I realize that there were several pages of statements to score and also educational information to complete which took time and effort on the part of the teachers in Belmont, but they very kindly cooperated and gave me the information needed to make this survey.

Your response was so successful that seventy-seven percent of the questionnaires sent out were returned. This is quite a high percent of response to get from a survey of this type. From these returns I was able to get information needed to complete my experiment and write my thesis.

Many of you indicated that you were interested in the findings and summary of this study. They are as follows:

1. The statements were divided into seven categories. These categories were indicated to me by the key number at the end of each statement. The categories have been arranged in descending order from the area of the highest morale to the lowest. They were as follows:

Teacher-Pupil Relationship with a mean % of	M.91.27
Teacher-Teacher " " " " "	M.83.35
Teacher-Materials and Methods " " " " "	M.82.00
Teacher-Profession " " " " "	M.74.50
Teacher-Community " " " " "	M.71.65
Teacher-Parent " " " " "	M.69.20
Teacher-Administration and Supervision " " " " "	M.66.20

2. According to this study there is no relationship between the years of teaching experience and the scores on the questionnaire.

3. Those teachers with Bachelors Degree and the Non-Degree Groups had a significantly higher morale than those with Masters Degrees.

4. Of the one hundred and eight items on the questionnaire only eighty of them were considered by a criterion group as being high morale questions. Fifty-five of these items had a validity coefficient of .25-.30.

5. The Spearman-Brown Prophecy formula was applied, and the estimated reliability of the questionnaire was found to be .85. According to Guilford, an estimate by the use of this formula is probably conservative. Therefore, the reliability of the questionnaire is high.

6. The scores on the questionnaire ranged from a low mark of 4 to the highest mark of 74, and most of the scores fell between 40-69. This would indicate that the morale in Belmont was fairly high.

Again let me say thank you for your help and cooperation, and for making it possible for me to complete my work this year.

Sincerely,

Eleanor R. Walker

ERW/ram

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