



1981

A Study of Supervisory Procedures and Behaviors in Relation to Teacher Morale in Selected Cook County Schools

George Herbert Capper
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_diss



Part of the [Education Commons](#)

Recommended Citation

Capper, George Herbert, "A Study of Supervisory Procedures and Behaviors in Relation to Teacher Morale in Selected Cook County Schools" (1981). *Dissertations*. 2031.

https://ecommons.luc.edu/luc_diss/2031

This Dissertation is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Dissertations by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).
Copyright © 1981 George Herbert Capper

A STUDY OF SUPERVISORY PROCEDURES AND BEHAVIORS
IN RELATION TO TEACHER MORALE IN
SELECTED COOK COUNTY SCHOOLS

by

George Herbert Capper

A Dissertation submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

January

1981

DISSERTATION ABSTRACT

A STUDY OF SUPERVISORY PROCEDURES
AND BEHAVIORS IN RELATION
TO TEACHER MORALE IN
SELECTED COOK COUNTY
SCHOOLS

by

George H. Capper

January

1981

A. Purpose of the Study

The study had three major purposes: (1) determination of which factors teachers identify as affecting teacher morale, the relative strength of teacher and principal reactions; (2) to identify the specific supervisory procedures and behaviors being utilized by principals to promote teacher morale; (3) an analysis of the implications with regards to the supervisory procedures and behaviors available to elementary school principals in improving teacher morale.

B. Methodology and Procedures

The target population consisted of all elementary school principals and teachers in Cook County, Illinois. The study sample consisted of fifteen elementary school principals and forty-five elementary school classroom teachers who met the following criteria: (1) participants must have served in a school attendance center which had an enrollment of between two hundred and fifty and six hundred and fifty students; (2) had served in a kindergarten through sixth grade attendance center; (3) the existence of valid state certification to either teach or supervise in a kindergarten through sixth grade attendance center. The data was gathered through the use of a questionnaire and a personal

interview.

In order to discriminate between principal and teacher reactions, all questionnaire and interview items were designed to include the basic factors of the Motivation-Hygiene Theory as developed by Frederick Herzberg. Teacher data and principal data was analyzed via a comparing and contrasting flow chart.

C. Conclusions

From the data gathered, the following conclusions were noted:

1. There was general agreement among teachers and principals as to factors which influence teacher morale and the relative importance of such factors.
2. Teachers and principals were in agreement that Advancement, as a factor affecting teacher morale, was unimportant.
3. A high level of agreement existed among teachers and principals as to supervisory procedures and behaviors being utilized by principals to promote teacher morale.

ACKNOWLEDGEMENTS

The author wishes to express his sincere appreciation to his dissertation advisor, Dr. Max Bailey, who provided him with technical assistance and encouragement. Gratitude is expressed to Drs. Melvin P. Heller and Robert L. Monks, members of his dissertation committee, for their assistance throughout the development of the study.

The author is especially grateful to Mrs. Dotty Baillie, Mr. Michael Blonder, and Mr. Douglas Johnson in the preparation of this paper.

Finally, a debt of gratitude to Mr. and Mrs. Robert Capper, Gail Aird, and Barbara Bouquet for much love, support and encouragement.

VITA

George H. Capper, son of Robert and Madelon, was born February 6, 1944, in Chicago, Illinois.

He was graduated from St. Rita High School, Chicago, Illinois, June, 1962. In 1966, he received a Bachelor of Science degree, majoring in History and Education, and minoring in Political Science, from Northern Illinois University, and in 1968, graduated from Northern Illinois University with a Master of Science degree in School Administration. In 1972, he was awarded the Certificate of Advanced Study degree in School Administration from the University of Illinois, Champaign-Urbana, Illinois.

In 1966, the author was a teacher in Forest Hills District 142, Oak Forest, Illinois. From 1970 to 1980, the author was a school administrator in District 142, Oak Forest, Illinois, District 128, Palos Heights, Illinois, District 130, Blue Island, Illinois, and District 99, Cicero, Illinois.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.	ii
VITA.	iii
LIST OF TABLES.	vi
LIST OF ILLUSTRATIONS	viii
Chapter	
I. INTRODUCTION.	1
Method and Procedure.	11
Limitations and Delimitations	17
Definitions	18
II. REVIEW OF RELATED LITERATURE.	22
The Motivation-Hygiene Theory	26
Job Enrichment Studies.	29
Research Supporting the Motivation- Hygiene Theory.	33
Research Criticizing the Motivation- Hygiene Theory.	35
The Motivation Hygiene Theory in Education	37
Public School Supervisors	42
III. PRESENTATION OF FINDINGS.	51
Phase I - Questionnaire	56
Summary - Phase I	81
Phase II - Interview.	87
Summary - Phase II.	101
IV. ANALYSIS OF FINDINGS.	104
Phase I - Analysis.	107
Overview - Phase I.	126
Phase II	133
Overview - Phase II	142
Implications of the Findings.	146

TABLE OF CONTENTS-CONTINUED

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. 170

 Introduction 170

 Conclusions. 173

 Recommendations. 175

SELECTED BIBLIOGRAPHY 179

APPENDIX A - Preliminary Questionnaire. 184

APPENDIX B - Interview - Teacher. 187

APPENDIX C - Interview - Principal. 188

APPENDIX D - Analytical Checklist Interview 189

LIST OF TABLES

1. Satisfiers/Dissatisfiers for Questionnaire Propositions 1-16: All Teachers (N=45) and Principals (N=15) Compared. 109
2. Values of Chi Square for the Frequency of Teacher Responses (N=45) to Propositions 1-16 as Contrasted with Principal Responses (N=15) to Propositions 1-16 for the Total Group (N=60) 116
3. Satisfiers/Dissatisfiers for Interview Question 1 (High/Good Job Episode) All Teachers (N=45) and Principals (N=15) Compared 119
4. Satisfiers/Dissatisfiers for Interview Question 3 (Low/Bad Job Episode) All Teachers (N=45) and Principals (N=15) Compared 121
5. Values of Chi Square for the Frequency with Which Each Factor Appeared in High Attitude Episodes as Contrasted with Low Attitude Episodes for the Teacher Group (N=45) Interview Questions 1 (High) and 3 (Low). 130
6. Values of Chi Square for the Frequency with Which Each Factor Appeared in High Attitude Episodes as Contrasted with Low Attitude Episodes for the Principal Group (N=15) Interview Questions 1 (High) and 3 (Low). 131
7. Supervisory Procedures Identified by Teachers (N=45) and Principals (N=15) in Terms of Satisfiers and Dissatisfiers for Interview Question 5 (Supervisory Procedures) Compared. 135

LIST OF TABLES (continued)

8. Supervisory Behaviors Identified by Teachers (N=45) and Principals (N=15) in Terms of Satisfiers and Dissatisfiers for Interview Question 6 (Supervisory Behaviors) Compared. 137

LIST OF ILLUSTRATIONS

1. Summary Graph for Propositions 1-16.	79
2. Summary Graph for Question 1 Satisfiers.	94
3. Summary Graph for Question 2 First Level Reason. . .	95
4. Summary Graph for Question 3 Dissatisfiers	96
5. Summary Graph for Question 4 First Level Reason. . .	97

CHAPTER I

INTRODUCTION

The past few years have been difficult ones--for teachers, school board members, administrators and parents. The era has been marked by rising costs due to inflation and a public questioning of the effectiveness of public school systems; yet, the need to improve curriculum and inservice training for teachers remains. School boards have responded to rising cost and decreased revenue through program modifications or cutbacks while the professional teaching staff has demanded increased salaries, curriculum improvements and a greater choice in policy-making.

The school administrator, especially the building principal, has been faced with the challenge of how to motivate teachers toward more effective teaching while dealing with the conflicts which are a result of factors such as inflation and community unrest which are generally out of his control. As early as 1970, Rancic's investigation of the role of the principal as a middle manager noted

that "the principal's role is being reduced to one of nothingness, with little authority. Principals no longer have as strong a participative voice in policy-making and the allocation of funds as they once had."¹ The challenge is a difficult one; however, the challenge is a pressing one and there is increasing evidence that teachers can be motivated if administrators possess the knowledge, skills, and attitudes to accept the challenge. Any discussion of employee morale, be it of teachers or railroad workers, is founded on certain assumptions about work itself. Those assumptions are often based on personal experiences and usually relate to the notion of work in terms of its utility or social benefit. While many professionals in both the public and private sectors of the economy have analyzed work in terms of time utilization, cost benefit, social benefit, production schedules, and overall accomplishment of organizational goals, there appears to be little public awareness of the factors which satisfy and dissatisfy employees. The notion of work usually is stated in terms of how much a person "really works," with real work being manual labor

¹Edward T. Rancic, "An Analysis of the Principal's Role as Middle Management" (Ed.D. dissertation, Loyola University, 1970).

and the degree to which a person is a manual worker.² This notion of work as it relates to public employees, including public school teachers, often fosters attitudes by the general public and policy-makers which do not reflect an objective analysis of factors which affect the morale of public employees. Public school teachers are not considered to be manual workers and have been viewed as different by the general public and boards of education in terms of what motivates them in their work.

It is not uncommon to hear parents and school principals alike state that:

Teachers are somehow different from other human beings in that they will continually work beyond the call of duty without any hope of material reward. . . . Students are more important to teachers than the teacher's self, family and friends, and teachers will continue to take time from these other aspects of life in order to develop outstanding courses. . . . An excellent teacher will see a lot of change in the students and therefore be motivated to continue striving for excellence.³

While public school teachers do have an opportunity to experience intrinsic kinds of rewards, it is necessary

²Yves, R. Simon, Work, Society, and Culture, (New York: Fordham University Press, 1971), p. 17.

³William F. Case III, "Would Bear Bryant Teach in the Public Schools? The Need for Teacher Incentives", Phi Delta Kappan, March, 1979, p. 500.

to explore the basic factors, both intrinsic and extrinsic, that affect teacher morale.

The need to understand and react to those factors which motivate employees has been a continuing effort on the part of many professional researchers. A vast amount of knowledge, as it relates to what motivates employees, has been compiled and published, providing public and private sector managers with theoretical models which attempt to treat the concept of employee morale in terms of the complex factors which affect individual employees in the work place. Frederick Herzberg and others have provided a theoretical framework which can be useful in attempting to understand employee motivation. The Motivation-Hygiene Theory, as proposed by Herzberg, suggests that certain factors generally tend to affect the job satisfaction or dissatisfaction of organizational workers. According to Herzberg, the primary factors which relate to a state of job satisfaction for employees are achievement, recognition, work itself, responsibility and advancement. The primary factors affecting job dissatisfaction for employees are salary, possibility of growth, interpersonal relations (subordinates), interpersonal relations (superiors), interpersonal relations (peers), supervision (technical), company policy and administration,

working conditions, personal life, status, and job security. Herzberg clarifies the relationship among the factors existing in the two areas (job satisfaction and job dissatisfaction) by indicating that they are mutually exclusive. That is, Herzberg's contention is that the factors which affect job satisfaction do not affect job dissatisfaction. Herzberg further suggests that factors which satisfy are related to work itself, while factors which dissatisfy are related to the environment of work.⁴

While the Motivation-Hygiene Theory in general and the Herzberg hypothesis in particular are still being explored, the interest in and importance of such a conceptual scheme for personnel managers is crucial. The need for such a conceptual scheme for school principals is especially necessary in light of recent studies which illustrate a high level of teacher job dissatisfaction. A current study by Sparks found that "Forty-six percent of these teachers were dissatisfied with their jobs as a whole, and an identical percentage said that, if they had it to do all over again,

⁴Frederick Herzberg, The Managerial Choice, (Homewood: Dow Jones-Irwin, 1976), pp. 49-68.

they would not choose teaching as a career."⁵

The acceptance or rejection of the basic concepts (satisfiers, dissatisfiers and mutual exclusivity) of the Herzberg hypothesis may have an effect on the manner in which managers, including school principals, attempt to promote high employee morale. It appears that the attitudes as well as skills of managers are important to his or her effectiveness. It has often been stated, especially within industrial situations, that high morale usually results in increased work productivity. A number of social scientists have defined and studied that particular adage. The results have varied; however, some agreement as to how morale may be defined has emerged. Morale usually refers to:

The total satisfaction a person derives from his job, his work, his boss, the organization, and his general environment. It is also related to his personality structure. Morale pertains to the general feeling of well being, satisfaction, and happiness of people.⁶

The previously described definition of morale applies to most employee groups, including public school teachers; however, it should be noted that public school

⁵Dennis C. Sparks, "A Biased Look at Teacher Job Satisfaction", The Clearing House vol. 52, no. 9 (May 1979): p. 447.

⁶Dale S. Beach, Personnel: The Management of People at Work, (New York: Macmillan Co., 1967), pp. 478-479.

teachers as an employee group do illustrate particular traits which are unique to employment within a public school system. Morale, within a public school, can further be described as an "attitude and behavior which denote a willingness to be involved in the school and its work."⁷

Morale, for the purpose of this study, was defined as the degree to which a teacher is satisfied and/or dissatisfied with his or her job. The major reason for the selected definition was the conceptual scheme of the Motivation-Hygiene Theory as proposed by Frederick Herzberg. Morale, as defined above, was then further developed by inclusion of the basic factors of the Motivation-Hygiene Theory.

It is the front line supervisor within any organization who has day-to-day contact with employees and therefore must assume the basic responsibility for employee morale. It is the school principal who has the day-to-day responsibility for the supervision of teachers; therefore, it is the school principal who must assume responsibility

⁷William H. Lucio and John D. McNeil, Supervision in Thought and Action, (New York: McGraw-Hill Book Co., 1979), p. 93.

for the development of high teacher morale.

Supervision, be it of individuals or groups of individuals, has been defined by many experts in many ways. However, most of the definitions tend to share one common element. That element is clearly stated by William H. Lucio and John D. McNeil in their book Supervision: A Synthesis of Thought and Action. "This common element for supervisory positions is the determination of ends to be sought, the design of procedures for effecting the ends, and the assessment of results."⁸

A statement such as this suggests a great burden for the elementary school principal. A principal's opportunity to influence and implement school policy places him in a leadership role. That role may be accepted with vigor or side-stepped with caution. Regardless, it is this potential for leadership which allows the school principal to work with teachers in such a manner as to allow for maximum individual and group development in the achievement of organizational goals. During any discussion of supervisory effects

⁸William H. Lucio and John D. McNeil, Supervision: A Synthesis of Thought and Action, (New York: McGraw-Hill Book Co., 1966) p. 46.

on groups of subordinates, it is important to remember that the leadership process is extremely complex. Leadership practices that produce desired results in one situation may not produce results in another.⁹ It should also be noted that the hierarchy of a particular organization can influence, either positively or negatively, the degree to which a supervisor is able to promote policies and influence subordinates.¹⁰ While there are limitations to supervisory leadership, a supervisor should be able to strongly influence the attainment of organizational goals, but his success seems to hinge on his skill in the area of group dynamics.

Research in organizations is yielding increasing evidence that the superior's skill in supervising his subordinates as a group is an important variable affecting his success. The greater his skill in using group methods of supervision, the greater are the productivity and job satisfaction of his subordinates.¹¹

The supervisor's effective use of group dynamics

⁹Arnold S. Tannenbaum, Social Psychology of the Work Organization, (California: Wadsworth Publishing Co., 1966), p. 73.

¹⁰Ibid., p. 82.

¹¹Rensis Likert, New Patterns of Management, (New York: McGraw-Hill Book Co., 1961), p. 26.

skills to promote group effectiveness is extremely important.¹² Furthermore, the implementation of group task effectiveness requires that supervisors encourage groups, formal and informal, to identify with the goals of the organization.

It should be noted that the need to work with groups of individuals within an organization should not be interpreted as meaning that little attention is paid to particular individuals. Supervisors must consistently remain aware of the fact that "superiors . . . must support or help their subordinates achieve satisfaction for their ego . . ." ¹³ A school supervisor, namely the school principal, has the responsibility for teacher performance and, with that, the goal of promoting high teacher morale. The task is a difficult one, "but for the most part, the motivators are under the supervisor's control." ¹⁴

This study was undertaken in an attempt to explore the supervisory responsibilities of school principals as

¹²Thomas J. Sergiovanni and Robert J. Starratt, Supervision: Human Perspectives, (New York: McGraw-Hill Book Co., 1979), p. 183.

¹³Tannenbaum, p. 82.

¹⁴Bradford B. Boyd, Management-Minded Supervision, (New York: McGraw-Hill Book Co., 1968), p. 125.

they relate to the goal of promoting high teacher morale. Once aware of factors which promote high teacher morale, the supervisor has a responsibility to create the most satisfying work atmosphere possible for his subordinates. It is therefore extremely important that school principals be knowledgeable of the factors which affect teacher morale and the options available to school supervisors to promote high teacher morale.

Method and Procedure

Three basic approaches have been utilized in this study. First, in order to determine which factors teachers and principals identify as affecting teacher morale, the relative strength of teacher and principal reactions; and, to determine what teachers and principals identify as the specific procedures and supervisory behaviors being utilized by principals to promote high teacher morale, a set of four questions served as focal points for the study.

1. What do teachers identify as the most important job satisfiers and job dissatisfiers for classroom teachers?
2. What do principals identify as the most important job satisfiers and job dissatisfiers for classroom teachers?
3. What do teachers identify as the specific pro-

cedures and supervisory behaviors being used by principals that influence teacher job satisfaction and job dissatisfaction?

4. What do principals identify as the specific procedures and supervisory behaviors being used by principals that influence teacher job satisfaction and job dissatisfaction?

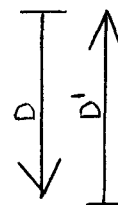
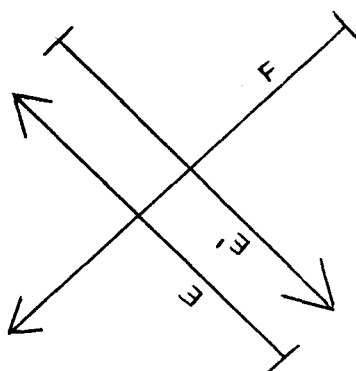
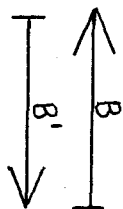
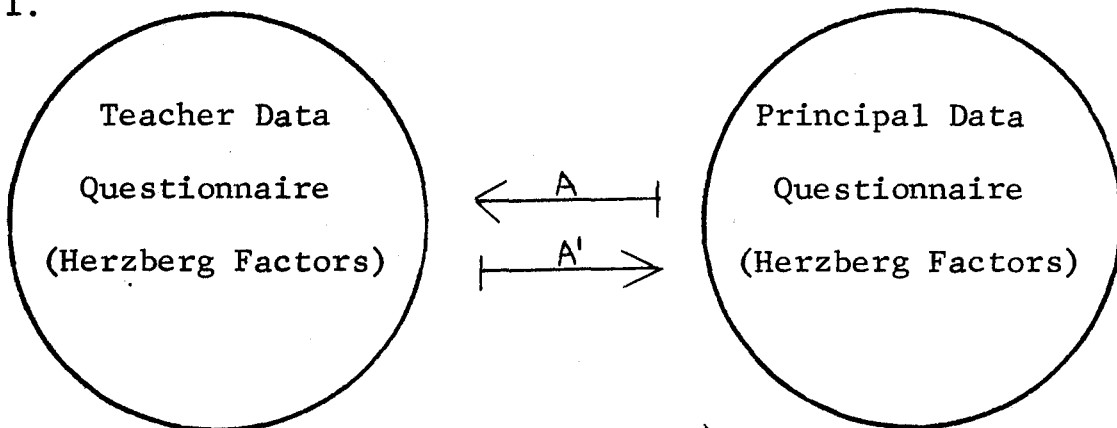
A preliminary information questionnaire was used to gather data which were analyzed to provide partial answers to the above questions. A sample of fifteen elementary school principals with enrollments of between two hundred and fifty (250) and six hundred and fifty (650) students, in selected Cook County, Illinois schools were utilized. Elementary schools of the above described enrollments were selected because they reflect a basic single administrator (principal) organizational pattern. The single administrator pattern follows recommendations described in the official booklet of the North Central Association of Colleges and Schools-Policies and Standards for the Approval of Elementary Schools 1978-79, Standard III: Organization, Administration and Control. The preliminary information questionnaire was also given to classroom teachers within the selected schools. The preliminary information questionnaire

was constructed to include the Herzberg Factors, using a modified Likert Scale. Respondents were asked to express their opinions in one of the five following degrees: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). To score the scale, the responses were weighted +5, +3, 0, -3, and -5 respectively, from Strongly Agree to Strongly Disagree. The preliminary information questionnaire was validated for inclusion in this study via field tests using five elementary school principals and five elementary school classroom teachers from schools located in southern Cook County, Illinois.

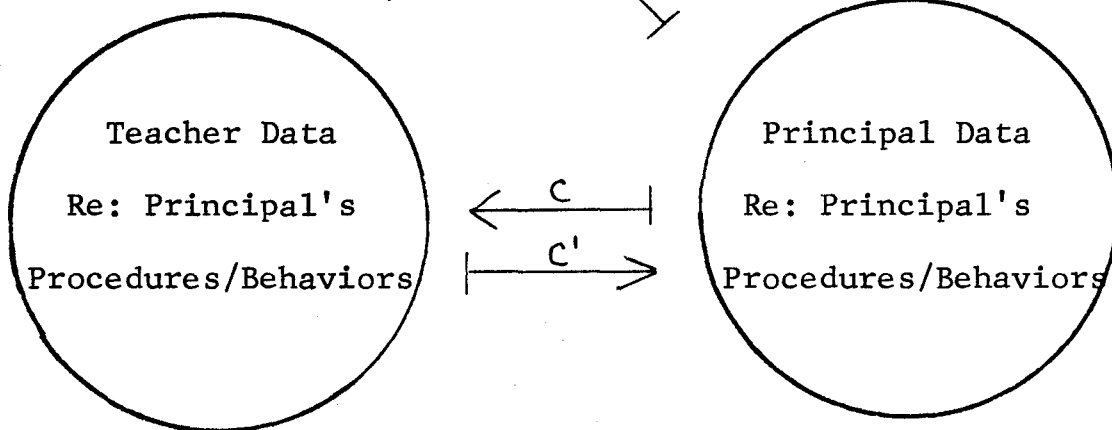
A structured interview was conducted with the fifteen elementary school principals who responded to the preliminary information questionnaire. A selected sample of the staff of interviewed principals was interviewed. The selected sample consisted of one classroom teacher at grades kindergarten through sixth grade on a rotational basis to ensure a grade level representation of all seven grade levels (e.g. School I, grades K-2-4-6, School II, grades 1-3-5, etc.). If there were more than one teacher at a particular grade level, the participating teacher was selected at random. A structured interview was selected since this type of interview could be designed to incorporate the factors

COMPARING AND CONTRASTING FLOW CHART

I.

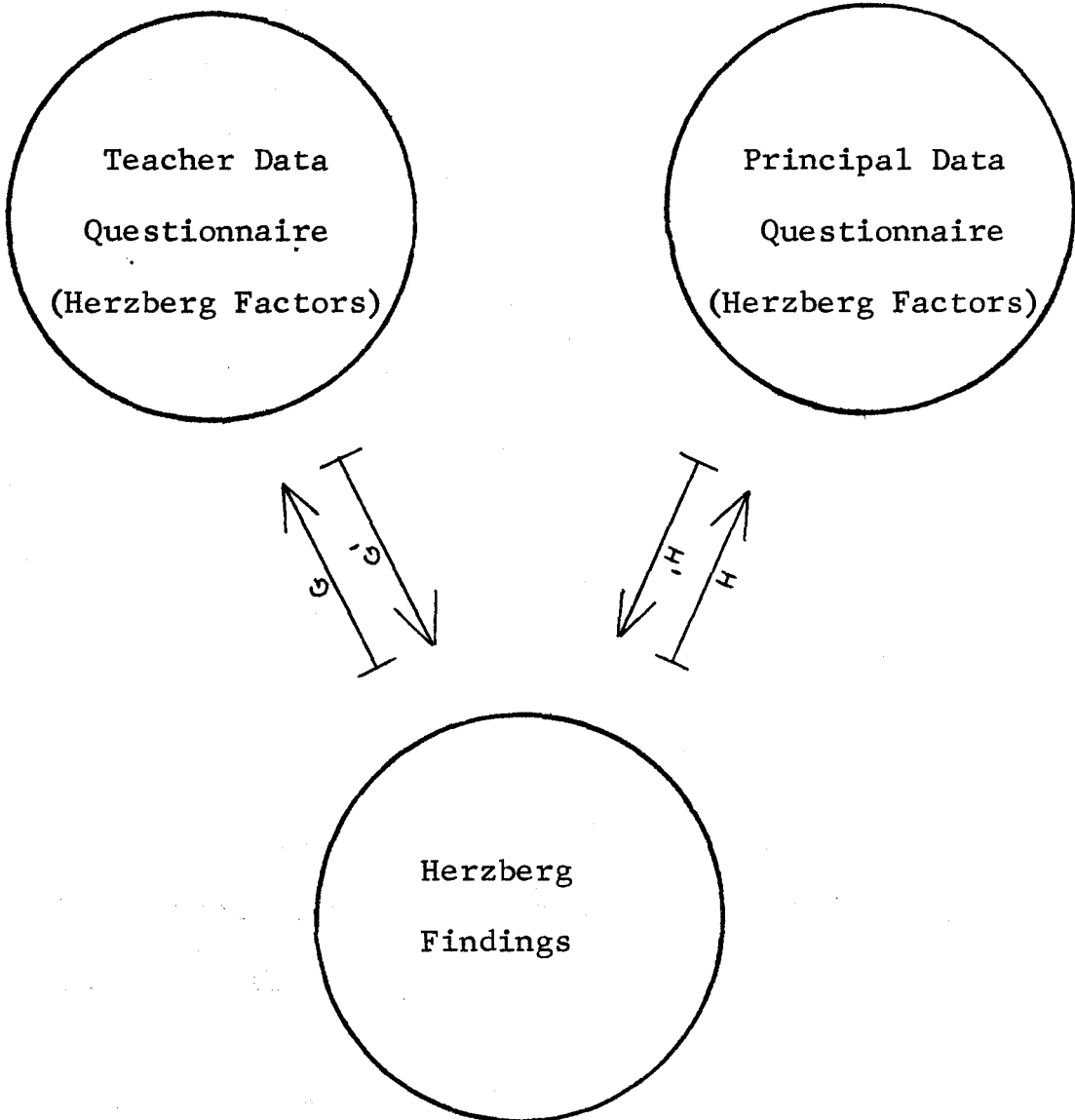


II.



COMPARING AND CONTRASTING FLOW CHART (continued)

III.



used as preliminary information for this study. The structured interview was validated for inclusion in this study via field tests using five elementary school principals and five elementary school classroom teachers from schools located in southern Cook County, Illinois.

The second phase of the study was an analysis of data gathered as a result of the preliminary information questionnaire and the structured interview process. Data were organized and collected to determine how the data compare and contrast, using a comparing and contrasting flow chart.

How do the data compare and contrast?

- I. Teachers' data regarding teacher morale compared and contrasted with principals' data regarding teacher morale.
- II. Teachers' data regarding principals' procedures and behaviors compared and contrasted with principals' data regarding principals' procedures and behaviors.
- III. Comparing and contrasting the study findings with Herzberg and other related studies.

The third approach to this study was to determine the implications, based on findings, with regard to the supervisory procedures and behaviors available to elementary school principals in improving teacher morale.

Limitations and Delimitations

Limitations of the study are those inherent in the interview method itself. "Many people are more willing to communicate orally than in writing, and, therefore, will provide data more readily and fully in an interview than on a questionnaire."¹⁵ From the respondents' comments, expressions, and tone of voice, the interviewer was able to acquire information that would not be conveyed in written replies.

A structured interview is more definitive in nature and respondents were given the opportunity to express thoughts freely. A further limitation of the interview method concerns the employment of a common vocabulary with the respondents. It is important to note that an interviewer should have experience with the operating conditions of the respondents. It is also important that an inter-

¹⁵Deobold B. Van Dalen, Understanding Educational Research, (New York: McGraw-Hill Book Co., 1966), p. 306.

viewer is conversant with the conceptual framework and language of an interview.

The study is delimited to public elementary school (K-6) classroom teachers and principals. It is also delimited by the fact that the study confines itself to Cook County, Illinois public school districts.

Definition of Terms

1. Principal: Any public school administrator, certificated by the state to supervise an elementary attendance center, who has full-time administrative and supervisory responsibilities.
2. Elementary School: Any attendance center which houses public school students from kindergarten through sixth grade.
3. Classroom Teacher: Any public school teacher, certificated by the state to teach grades kindergarten through sixth, who has full-time teaching responsibilities.
4. Morale: The degree to which a teacher is satisfied and/or dissatisfied with his or her job.
5. Achievement: Successes in which there is completion of a task or tasks, solutions of problems, and seeing the positive results of one's work.

6. Recognition: Recognition by a supervisor, a client, a peer (professional colleague) or the general public. Some degree of notice or praise is usually involved.

7. Work Itself: How one really feels about the actual doing of the job and/or how one feels about distinct tasks involved in work.

8. Responsibility: How the worker feels about the degree or lack of responsibility he assumes in doing his job.

9. Advancement: The possibility of a change in status which could enable the individual to move upward to be a department chairman, head of an important committee, to a principalship, etc.

10. Possibility of Growth: In the case of teachers, would include the possibility for the individual to refine his own professional skills.

11. Technical Supervision: The type of leadership in terms of whether the principal, as the supervisor, is of the consistently negative type or whether the principal is the type who keeps things running smoothly and efficiently while providing judicious positive and negative reinforcement where necessary.

12. Board of Education Policy (Administration):

Implications of the adequacy of district management, organization, and the impact of district personnel policies.

13. Working Conditions: Physical conditions of work, the amount of work, the facilities for doing the work, the adequacy of teaching materials, and other factors related to the physical aspects of the work-environment.

14. Status: How the worker sees his position in relation to social stratification.

15. Salary: Whether or not the teacher feels he receives adequate remuneration for his job.

16. Job Security: Tenure and seniority.

17. Factors in Personal Life: The possibility that some aspects of personal life situations could affect the worker's job so as to influence his feelings about his job.

18. Interpersonal Relations (Peers): The "openness" of the individual's relationship with colleagues or the quality of relationships with colleagues.

19. Interpersonal Relations (Subordinates): The quality of relationships with paraprofessionals, aides, clerks, and custodians.

20. Interpersonal Relations (Superiors): The relationship between the teacher and his immediate supervisor,

the principal.¹⁶

Chapter I includes an introduction to the study, method and procedure, limitations, delimitations, and definition of terms. In Chapter II is presented a Review of the Literature. It discusses the Herzberg studies, employee satisfaction, and supervisory procedures and behaviors. The presentation of findings of the study are presented in Chapter III. Chapter IV includes the analysis of data. A summary of the study, conclusions, and recommendations are presented in Chapter V.

¹⁶The terms as defined above (4-20) were developed from the work of Frederick Herzberg, Work and the Nature of Man, New York: World Publishing, 1966; Thomas J. Sergiovanni, "Teacher Satisfaction and Dissatisfaction", Journal of Educational Administration, 1967, and John Troutman, "Motivation and Hygiene in Teaching", doctoral dissertation, University of Sarasota, 1978. The definitions as shown above are modifications of the original Herzberg definitions. The modified terms reflect the original Herzberg meaning adapted to the public school setting.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter II contains a discussion of the Motivation-Hygiene Theory, as well as a case by case presentation of the Herzberg Job Enrichment Studies. Chapter II also provides a summary of the basic research which supports as well as criticizes the Motivation-Hygiene Theory. Chapter II concludes with a summary of the influence of the Motivation-Hygiene Theory in education and a discussion of supervisory procedures and behaviors which may affect employee morale.

There has been much discussion within the American business community with regard to changing employee values and a deepening discontent among American workers. Many writers and researchers have conjectured that there is a growing dissatisfaction at work among American employees. As evidence, people have cited the Lordstown strike of 1972 as well as the decreasing productivity of the American worker. A recent study by Cooper, et al., conducted to determine trends in employees' attitudes towards pay, supervision, and

equitable treatment over a twenty five year period, confirmed speculation that employees are discontented and that they expect more from their jobs than in the past.¹ Data gathered as a result of this effort suggest conclusions which may affect the role of management in the 1980s. Among the most significant conclusions were:

There is consistent difference of opinion expressed by employees at many levels in organizations. We call this consistent difference, in which managers are usually more satisfied than are clerical and hourly employees, the "hierachy gap". This gap is usually greatest between managers and hourly employees.

Most employees agree that their company is not as good a place to work in as it once was. The percentage of managers perceiving improvement in their companies has been steadily decreasing over the past seventeen years.

Discontent among hourly and clerical employees seems to be growing. The distinctions that once clearly separated clerical and hourly employees are becoming blurred. Both groups value and expect to get intrinsic satisfactions from work (e.g. respect, equity, and responsiveness), which were formerly reserved for managers. The work force itself and what it demonstrably values are indeed changing: all parts of the work force are beginning to overtly articulate their needs for achievement, recognition, and challenge.

Most employees rate their pay favorably. However, hourly and clerical employees' satisfaction with pay does not offset either their high level of job dissatisfaction or their feeling that they are not treated with respect as individuals. In contrast, managers

¹M. R. Cooper, et al., "Changing Employee Values: Deepening Discontent?", Harvard Business Review, January, 1979, p. 117.

feel that they get intrinsic satisfaction from their job, not just good pay.

Currently, there is a downward trend in employee's ratings of the equity with which they are treated. In addition, expectations of advancement are the lowest they have ever been.

Employees increasingly expect their companies to do something about their problems and complaints; yet fewer than a fourth of the hourly and clerical employees surveyed rate their companies favorably on this issue.²

The Cooper study, as previously noted, draws conclusions which suggest that employee attitudes are changing and that traditional efforts to satisfy employees may no longer be appropriate. In fact:

In many cases, employers make serious efforts to respond to contemporary employee values, but, predictably, much of their initial response has been characterized by redoubling efforts to use traditional solutions such as pay raises and human relations training for supervisors. As these solutions have failed to affect the desired outcomes, some companies have explored new alternatives.³

The decline in job satisfaction of American workers was also documented as a result of the "Quality of Employment Survey" produced for the U. S. Department of Labor by University of Michigan's Institute for Social Research. The National survey found a significant decline in job

²Ibid., p. 118.

³Cooper, p. 125.

satisfaction between 1973 and 1977.⁴

It is interesting to note that changes in employee values have developed over a long period of time and are certainly not a new phenomenon. As early as 1969, the Survey Research Center of the University of Michigan reported a study of 1,533 workers who held a variety of positions. "All workers in that survey ranked interesting work and personal authority to get the job done far ahead of good pay and job security."⁵

The need to be aware of and responsive to changing employee values is often cited as a top priority of management; however, it is still a matter of controversy as to how management will respond to changing employee values and attitudes. The 1980's may see the goals of management designed to reflect modern behavioral approaches which stress employee involvement and participation in an attempt to be " . . . prepared for new and surfacing employee needs . . ."⁶

⁴Ray Marshall, "Job Satisfaction Drops", The Personnel Administrator, April 1979, p. 42.

⁵David S. Davidson, "Employee Participation Can Mean Increased Satisfaction", Supervisory Management, February 1979, pp. 33-36.

⁶Ibid., p. 124.

The need to understand the basic factors which satisfy employees has been the source of much discussion and research. Recent studies, including the Cooper Survey, including hundreds of thousands of workers over a twenty-five year period, add support to the notion that there is a growing discontent among American workers.

The Motivation-Hygiene Theory

Frederick Herzberg, distinguished professor at the University of Utah, has developed a theory which attempts to analyze the basic factors which affect employee satisfaction. The theory is called the Motivation-Hygiene Theory. The Motivation-Hygiene Theory was developed soon after a survey of literature in the field of industrial psychology reported by Herzberg and others (1957) in Job Attitudes: Review of Research and Opinion. The study revealed that there was considerable diversity of opinion about positive and negative job attitudes, but a pattern did seem to emerge. It was noted that some factors were concerned with what a worker liked about his job, while others were concerned with what the worker disliked about his job. The first set of factors seemed to describe workers' job satisfaction while the second set of factors related to job dissatisfaction.

Review of the Motivation-Hygiene Theory

In The Motivation to Work, a theory of job motivation was presented which considers adjustment to work to be made up of two separate dimensions or components, the first dealing with job satisfaction and the second with job dissatisfaction. The important feature of this theory is the implication that these two components of work adjustment are not opposites; rather they are two distinct dimensions. The theory was generalized from data obtained by examining both the subjective and the objective nature of job situations in which employees reported that they had been unusually happy and unhappy.

Two sets of factors emerged. Situations which made employees unhappy were characterized by poor company policies and administrative practices, poor supervision, poor internal relationships, poor working conditions, and unfair salary schedules.

The favorable sides of these factors, however, rarely were characteristic of the job situations in which the respondents considered themselves happy with their work. It seems that these factors were of primary importance in the prevention of job dissatisfaction but had little effect in altering job attitudes to a positive state of satisfaction. In addition, they were alike in that they all referred to the environment in which the job task was performed and not to the job itself. Because they essentially describe the job environment and served primarily as preventives, they were named the hygiene factors, in analogy with such medical hygiene approaches as water purification, garbage disposal, smoke control, and housing control, all of which pertain to the environment and serve basically to prevent ill health.

As already stated, the analysis of the situations in which job satisfaction was reported rarely revealed these hygiene factors. Instead, a completely different set of factors was found. The five most frequently named were achievement, task responsibility, professional advancement, interesting work, and recognition for achievement. These factors also operated in only

one direction, but this time to bring about job satisfaction; they were not involved in the creation of job dissatisfaction. Because of their role in positive improvement of job attitudes and also their discovered effects enhancing work performance, they were named the motivators, in line with popular connotation of motivation. An important further distinction between the hygiene factors and the motivators was that the latter pertained to job content, in contrast to the job context of the hygiene factors.

The major implications of The Motivation-Hygiene Theory involves this concept of two separate dimensions. These dimensions are distinct in the sense that each depends on its own separate set of factors. One set of factors leads to high satisfaction but does not contribute in any appreciable degree to dissatisfaction. Instead, it is another set of factors that determines dissatisfaction, and these factors, in turn, contribute little to high levels of satisfaction. The distinction between these two dimensions has importance for two reasons. First, the relevant factors are specified; because they are derived from research data and not from armchair speculation, they permit systematic manipulation and analysis. Second, the distinction involves a point of view, or conceptual shift. This conceptual shift will almost certainly lead to major changes in research on job satisfaction. Essentially, this same shift could well lead to an equally important change in theory and research on mental health.⁷

The Motivation-Hygiene Theory itself, and many of the key concepts which relate to employee satisfaction, have been the source of discussion and investigation. The most comprehensive approach was initiated by Herzberg, with assistance,

⁷Frederick Herzberg, The Managerial Choice, (Homewood: Dow Jones-Irwin, 1976), pp. 206-207.

support and funding from private research organizations and U.S. government agencies, departments and military branches. The most influential series of studies, referred to as the job enrichment studies, was an attempt to gather data as they related to factors which affect employee attitudes and productivity. While the job enrichment studies were not a coordinated effort to validate The Motivation-Hygiene Theory:

Each study was initiated in response to a particular problem posed by management, and the conclusions drawn from any one can be only tentative. Among them, however, they cover not only widely different business areas and company functions, but also many types and levels of jobs.⁸

Job Enrichment Studies

The job enrichment studies, while dealing with a variety of organizations and functions, shared three main features common to each individual study:

First, the "hygiene" was held constant. This means that no deliberate changes were made, as part of the investigation, in matters such as pay, security, or working conditions. The studies were specifically trying to measure the extent of those gains which could be attributed solely to change in job content.

Second, recognition of the normal hygiene changes led to the need to have an "experimental group" for whom the specific changes in job content were made, and a "control group" whose job content remained the same.

⁸Ibid., p. 138.

Third, the studies had to be kept confidential to avoid the well known tendency of people to behave in an artificial way when they know they are the subject of a controlled study. Naturally, there was no secret about the changes themselves, only about the fact that performance was being measured.⁹

The job enrichment studies followed the experimental and control groups over a trial period which generally lasted a year but was never less than six months. Performance measures were specific to the group concerned and were determined by local management. Job satisfaction was measured by a Job Reaction Survey which measures the degree of people's satisfaction with the motivators in their job as they themselves perceive them.¹⁰

Laboratory Technicians

A research manager's goal served as the purpose of this study. Concern existed regarding the morale of laboratory technicians. The job of the laboratory technician was to implement experimental programs devised by scientists. The laboratory technicians (EO's) were experiencing feelings of low morale and wrote that "They felt their technical ability and experience was being wasted by the scientists' refusal to delegate anything but routine work."¹¹ Imple-

⁹Ibid., p. 139. ¹⁰Ibid., p. 139. ¹¹Ibid., p. 139.

mented changes dealt with the job context of the EO's. Specific changes were made to increase the role of EO's in technical, financial and management functions.

An internal company report, written by the personnel officer who managed and coordinated the study throughout, concluded that there had been definite evidence of growth among the EO's, particularly in one group, and that much useful work had been accomplished during the exercise.¹²

Sales Representatives

The problem in this case was that for the vital business objective of regaining the initiative in an important market, sustained extra effort was needed from a group of people already comparatively well treated and reasonably satisfied with their jobs. Here, salespersons, who were not paid by commission, could be affected by job enrichment and results measured by sales figures achieved. Basic changes were made affecting the technical and financial decisions that salespersons exercised in terms of their customers.¹³

In terms of results, "The Analysis showed without doubt that the gross margin of the experimental group's sales was proportionally as high, if not higher, than that of the control group's sales."¹⁴

¹²Ibid., p. 144. ¹³Ibid., p. 145. ¹⁴Ibid., p. 148.

Design Engineers

The situation in this case dealt with a classical problem of an increasing work load for design engineers at a time when it was difficult to recruit qualified design engineers. Significant changes were made which allowed design engineers to be completely independent in running their projects while budget limits were redefined to allow flexibility within a given project.

The findings of this particular study proved interesting.

Comparison results of the before and after job reaction surveys revealed that the mean scores of the two experimental groups had increased by twenty-one and sixteen percent, while those of the control group and all other design engineers in the department had remained static.¹⁵

Factory Supervisors

It was determined, within two British companies, that the role of factory supervisors were being diminished due to increasing complexity of organizational structures, plant and equipment, and industrial relations. Plans were made to prompt changes within the supervisors' role in terms of decisions in the areas of planning, technical control, and discipline.¹⁶

¹⁵Ibid., p. 151. ¹⁶Ibid., p. 154.

The results of this two company study varied in terms of a breakdown between production foremen and engineering foremen. The production foremen's job reaction survey scores showed no particular improvement over the trial period. In the case of the engineering foreman, the experimental group's mean score showed a twelve percent increase, while the control group's had only risen by three percent.¹⁷

While the job enrichment studies were not specifically designed to test The Motivation-Hygiene Theory, the theory itself has been carefully examined by researchers in the behavioral sciences with the result being:

About as many studies support the theory as do not. When investigators use methods similar to Herzberg's (depth interview and content analysis), results tend to support the hypothesis, but when they use questionnaires and other "objective" devices, the hypothesis tends not to be supported.¹⁸

Research Supporting The M-H Theory

In recent years, a number of replications of the Herzberg, Mausner, and Snyderman Study (1959) have tended to support the findings of The Motivation-Hygiene Theory, and

¹⁷ Ibid., p. 154.

¹⁸ Thomas J. Sergiovanni and Robert J. Starrat, Emerging Patterns of Supervision, (New York: McGraw-Hill Book Co., 1971), p. 143.



with the utilization of a broad variety of data-gathering and testing techniques have increased by the application of the research to a broad variety of other occupations. For example, replications supporting the two-factor, dual-continuum hypothesis have been conducted with management in industry, by Saleh (1964),¹⁹ with women who work in high level positions, as studied by Walt (1963),²⁰ of scientists, engineers, supervisors, male technicians and female factory workers by Myers (1964).²¹ Foreign supervisors were studied by Herzberg (1965) which prompted a follow-up study by Perczek (1965).²² Similar replications were done with alcoholics by Marcus (1966), with college students by Stern (1968), and with teachers by Sergiovanni (1966).

¹⁹Shoukry D. Saleh, "Age and Level of Job Satisfaction", Personnel Psychology, Winter, 1964, pp. 310-312.

²⁰David Walt, "The Motivation for Women to Work In High Level Professional Positions", (Ed.D. dissertation, American University, 1963).

²¹Scott M. Meyers, "Who Are Your Motivated Workers?", Harvard Business Review, January-February, 1964, pp. 73-88.

²²James Perczek, "A Follow-up Investigation of The Motivation-Hygiene Concept." (Paper presented at the International Seminar on the Methodology of Work Sociology,) Sebesvig, September, 1965.

Research Criticizing The M-H Theory

Not all who have investigated the theory have supported its findings. Whitsett and Winslow (1967) conducted an exhaustive review of motivation-hygiene research and found that studies of replication contain gross errors in the interpretation of the theory, the research design and the interpretation of the findings.²³ Vroom (1964) appears to be the most critical opponent of the Herzberg model, basically charging that the Herzberg findings are method bound.

Robert Ewen (1966) also criticized Herzberg's technique on the basis that the critical incident technique might cause bias because the workers might have found it easier to recall incidents relating to promotions, but difficult to recall those following no achievement.²⁴

Kosmo and Behling (1966) state that the major criticism of Broom and others relates to Herzberg's classification of satisfaction and dissatisfaction on two different and

²³David A. Whitsett, and Erik K. Winslow, "An Analysis of Studies Critical of The Motivator-Hygiene Theory", Personnel Psychology, Winter, 1967, pp. 391-415.

²⁴Robert B. Ewen, "An Empirical Test of the Herzberg Two Factor Theory," Journal of Applied Psychology, December, 1966, pp. 544-550

separate continua.²⁵ Most critics contend that the sources of satisfaction and dissatisfaction interact in a variety of ways.

According to Smith and Kendall (1969), some job factors may be dissatisfying, but the worker may feel that the overall job may be quite acceptable to him. On the other hand, the worker may find the job undesirable but it may be filled with many factors normally thought of as satisfying.²⁶

The publication of The Motivation to Work (Herzberg, Mausner, and Snyderman, 1959) presented the field of industrial psychology with a new way of looking at job attitudes. It was only a matter of time before industrial psychologists began to analyze and replicate The Motivation-Hygiene Theory, its methods, and its findings. Much criticism was generated as the theory was tested. Such criticism was expected and healthy, as any new idea must stand the test of investigation and further analysis; however, the criticism of The Motiva-

²⁵Richard Kosmo, and Orlando Behling, "Single Continuum Job Satisfaction vs. Duality: An Empirical Test," Personnel Psychology, Autumn, 1969, pp. 327-334.

²⁶Patricia Cain Smith, Lorne M. Kendall, and Charles L. Hulin, The Measurement of Satisfaction in Work and Retirement: A Strategy for the Study of Attitudes, (Chicago: Rand McNally, 1969).

tion-Hygiene Theory has also been challenged.

David Whitsett and Eric K. Winslow, authors of an article titled "An Analysis of Studies Critical of The Motivation-Hygiene Theory", attempted to evaluate studies reporting results which were in apparent disagreement with the theory. To quote:

It would appear, because of the numerous misinterpretations of The M-H Theory, the general weaknesses in methods, and the frequent misinterpretations of results, that taken as a group, the studies reviewed offer little empirical evidence for doubting the validity of the theory. We conclude that the theory has clearly retained its utility and viability. In fact, it is interesting to note that the results of some of the most critical studies (Dunnette, 1965; Ewen, 1964; Ewen, et al., 1966; Malinovsky and Barry, 1965; Wernimont, 1966) actually support, in part, The M-H Theory. These studies serve to illustrate that findings in the direction of those of the original study (Herzberg et al., 1959) are obtainable through a variety of methodologies.²⁷

The M-H Theory in Education

The Motivation-Hygiene Theory has enjoyed a successful following among theoreticians and practitioners in education. Medved (1971) itemized over thirty studies in public schools, private and parochial schools, and institutions of higher education. A number of replications of the theory

²⁷Frederick Herzberg, The Managerial Choice, (Homewood: Dow, Jones-Irwin, 1976), p. 251.

have concerned themselves primarily with the field of education. Most have sampled the field of teaching rather than administration.

Sergiovanni's study, performed pursuant to a contract with the U.S. Department of Health, Education, and Welfare, Office of Education (1967), provides evidence to support the Herzberg findings. The above mentioned study was conducted following, with some additions and modifications, the overall design developed and used by Herzberg,

The assumption that factors which tend to satisfy teachers and factors which tend to dissatisfy teachers are arranged on a conceptual continuum tends not to be supported by this study. Factors which appeared as sources of high job feelings for teachers tended to differ from factors which appeared as sources of low job feelings. Further, the satisfaction factors tended to focus on the work itself, and dissatisfaction factors tended to focus on the conditions of work.²⁸

While the Sergiovanni study does support the Herzberg Theory, Dr. Sergiovanni, in conjunction with his colleague Dr. Carver, does indicate a qualification in that the theory is "Indeed appropriate for white collar and professionally

²⁸Thomas J. Sergiovanni, "Factors Which Affect Satisfaction and Dissatisfaction of Teachers," The Journal of Educational Administration, Volume V, Number 1, (May, 1967), p. 81.

oriented workers but less appropriate for other workers."²⁹

Adair (1968) found in his study of teachers that those factors which related to the job itself, that is, the actual teaching process, tended to be motivators or satisfiers. Most of the job dissatisfaction in Adair's study seemed to come from those factors which were indeed job context oriented. Most good feelings about the job seemed to center about the factors of achievement, seeing the result of one's work, and problem solving. Feeling of recognition for having achieved in the performance of the task was first. Sense of achievement was the first priority and recognition was second. Interpersonal relations with students was also a significant satisfier. The study indicated that the greatest number of dissatisfied teachers checked poor school organization and management as the number one factor. Second was the structure of the job. The interpersonal relations with the administrators and supervisors also had a tendency to produce quite negative feelings.³⁰

²⁹Thomas J. Sergiovanni and Robert J. Starratt, Supervision of Human Perspectives, (New York: McGraw-Hill Book Co., 1979), p. 164.

³⁰Warren J. Adair, "Keeping Teachers Happy", American School Board Journal, (January 1968), pp. 28-29.

In a study designed to assess the motivation factors among elementary teachers, Jaycox and Tallman (1967) found that achievement and recognition were most frequently cited factors contributing to job satisfaction. Most dissatisfaction comments centered about school policy administration, interpersonal relations with peers, and working conditions.³¹

A study of Miskel (1972) indicated highly significant differences between sexes in that men indicated more competitiveness desirability, tolerance for work pressure and willingness to seek reward in spite of uncertainty, versus the avoidance of uncertainty.³² Also noted was that promotion may be more important than was realized. Previous research in two-factor theory of motivation indicates that as an individual ascends the organizational hierarchy, assumes more work roles, and relates to more publics, the job will provide greater opportunity for intrinsic motivation, more stability, and less security.³³

³¹Warren I. Jaycox and Lillian A. Tallman, "A Study of the Motivation of Elementary School Teachers" (unpublished doctoral dissertation, University of Southern California in Los Angeles, 1967).

³²Cecil Miskel, "The Motivation of Educators to Work", Educational Administration Quarterly, Winter, 1972, pp. 42-53.

³³Ibid., p. 63.

Caution must be utilized in the data interpretation whenever the researcher attempts to make general statements about the factors in isolation. However, some interesting observations result from studies which have been directed toward the relationship of particular isolated factors to the worker and his job. Friedlander (1966) stated that, "As the performers get older or their tenure increases, so does the importance of social environment . . . this is true regardless of the status or level of the job."³⁴ Friedlander also noted that the challenge of the work itself, rather than promotion, is a higher motivator for the high performers.³⁵

It is interesting to note that many studies have been undertaken within the field of education using Herzberg's theory and methods. Such studies have provided information and insights into factors which may affect the job satisfaction and job dissatisfaction of teachers. The Motivation-Hygiene Theory and Herzberg methods have and continue to influence educators.

³⁴Frank Friedlander, "Job Characteristics as Satisfiers and Dissatisfiers", Journal of Applied Psychology, December, 1964, pp. 338-392.

³⁵Ibid., p. 394.

This influence is illustrated by the January, 1979 article, "Creating Job Satisfaction in a Static Teacher Market", which appeared in The Clearing House indicating that "unexpected findings are perhaps best explained by the work of Herzberg et al., specifically that one set of factors may account for work satisfaction, while another helps to explain work dissatisfaction."³⁶

There are obviously many factors which influence employee satisfaction, including the possibility that future research may reveal that work satisfaction" is dependent upon the avowed happiness or state of psychological well-being which persons experience at various junctures in the life cycle"³⁷; however, professional educators may find it necessary to be aware of and react to the influence of the employees' work, workplace and the quality of their supervisors.

Public School Supervisors

Administrators in every school in America have faced

³⁶Thomas G. Schackmuth, "Creating Job Satisfaction in a Static Teacher Market", The Clearing House, (January, 1979), p. 231.

³⁷Thomas G. Schackmuth, "Relation of Structure and Attributes to Work Satisfaction Among Teachers" (Ph.D. dissertation, Loyola University, 1975).

the problem of teacher morale. There seems to be evidence that when high morale exists, productivity is increased. For instance: "Hussein Koura, in his study of secondary public schools . . . found that student achievement increased under teachers with high morale and decreased under teachers of low morale."³⁸

Morale also assists in establishing the character or atmosphere of a school. It is one of the factors which may determine whether a school functions at its best or whether it is happy just to see the passing of another day. As Von Borg has stated, "Call it what you will, it is easy to overlook, yet it can make a school stand ahead of the rest."³⁹

Morale, be it in the private sector of the American business community or in the public sector of the American school community, is an important factor affecting any organization and the employees that work within the organization. While it is common to hear people say that morale can be increased by simply paying employees more money, it has become increasingly clear that personnel policies and

³⁸F. C. Ellenbrug, "Factors Affecting Teacher Morale", The Education Digest, March, 1973. p. 5.

³⁹Ibid., p. 7.

practices rather than salary levels are the key to high or low morale among teachers.⁴⁰ It has been pointed out that while business and industry have recognized the crucial importance of productive interpersonal relationships and effective staff communication in any organization setting, this concept has been accepted very slowly by boards of education and their administrators.⁴¹

The skills and attitudes of building principals, especially in the area of interpersonal relations, is a critical factor affecting their effectiveness. School supervisors should always question their own motivations and drives if staff morale is to reflect the attainment of organizational goals, especially if organizational goals must be accomplished through others.⁴²

There is a close relationship between personnel management and leadership responsibilities. A principal who has developed skills working with staff members and who places a high priority upon this aspect of his leadership responsibilities has a decided advantage over the

⁴⁰William W. Brickman, "Studies of Teacher Morale", School and Society, (February 1964), p. 63.

⁴¹Ibid., p. 64.

⁴²Lloyd E. Eilts, "Improving Teacher-Staff Personnel Relations", Critical Issues in Education: A Problem-Solving Guide for School Administrators, (Englewood Cliffs, New Jersey: Prentice Hall, 1972, p. 78.

administrator who does not place a high priority on interpersonal relationships.⁴³

Laird and Luetkemeyer indicated:

The need for principals to relate to organizational goals and employee needs was reinforced by a study involving 179 vocational-technical teachers at fourteen vocational centers in Maryland. The study concluded that teacher morale was related to the leader behavior of the principal and that teacher morale was significantly related to the principal's system orientation as well as his person orientation.⁴⁴

As early as 1955, there appeared to be an emerging consensus from research data that administrators' behaviors and values were important factors in the job satisfaction among teachers.⁴⁵

In a study by Gordon (1976), teachers in western New York and south central Alabama responded to two categories in a questionnaire: (1) the purpose of the one-to-one conference, and (2) the single behavior the teacher felt was most evidenced by the supervisor. Answers were categorized

⁴³Ibid., p. 71.

⁴⁴Robert Laird and Joseph F. Luetkemeyer, "The Relationship Between the Leader Behavior of Principals and Teacher Morale in the Vocational Centers of Maryland," Journal of Industrial Teacher Education, (Spring 1976). pp. 74-81.

⁴⁵Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, (September, 1955). pp. 41-47.

into one of the five predetermined categories: listening, diagnosing, advising and informing, supporting, and information gathering. Results indicated that teachers perceive supervisors as being most effective when they are being supportive.⁴⁶

Beamer's study found that cooperative practices between teachers and principals, support of teachers, recognition of teacher accomplishments, and cultivating friendly and understanding relations by principals tended to strengthen teacher morale, while lack of support for teachers and the unavailability of the principal tended to weaken teacher morale.⁴⁷

Troutman's study (1978), which involved elementary school principals and teachers, found that "principals should be more cognizant of teacher motivational factors in the day-

⁴⁶B. Gordon, "Teachers Evaluate Supervisory Behavior in the Individual Conference." The Clearing House 49, (1976) pp. 231-238.

⁴⁷John Leo Beamer, "The Relationship of Administrative Leadership Practices to Teacher Morale in the Public Elementary Schools of Charles County, Maryland", (doctoral dissertation, George Washington University, 1969).

to-day working relationships between teachers and principals."⁴⁸ The Troutman findings were particularly interesting in that the basic factors of The Motivation-Hygiene Theory were used as the theoretical framework of the study.

The role of the principal as an evaluator of teacher effectiveness may also affect teacher attitudes toward principals as supervisors. Edgar (1972) reports an empirical study in which the autonomy attitudes of new teachers changed significantly more toward the attitude of the evaluators in situations where there was high affect between the new teacher and the evaluator than in situations where there was low affect.⁴⁹

In Parsons' (1972) survey of 556 teachers in west central Ontario, respondents identified closeness of the supervisor to the teacher as a major factor in effectiveness.⁵⁰

⁴⁸John R. Troutman, "Motivation and Hygiene in Teaching" (doctoral dissertation, University of Sarasota, 1978).

⁴⁹D. E. Edgar, "Affective Relationships in Teacher Supervision." Journal of Teacher Education 23, (1972), pp. 169-171.

⁵⁰G. L. Parsons, "Supervision: Teachers' Views of Supervisory Roles in School Systems," (St. John's, Newfoundland: Memorial University, ERIC Document Reproduction Service, ED 082 319, 1972).

Caution should be exercised when considering the influence of the role of the school principal; however, it should be clear that the supervisor should keep the lines of communication open at all times between himself and his staff as a lack of communication will prohibit understanding of one another and deter the desired morale status.

It has been pointed out that a low supply of motivation factors in the form of recognition, status, and responsibility leads to low teaching output and low teacher morale⁵¹ and that better supervision of educational programs involves improvement of teacher morale;⁵² therefore, it is extremely important that school principals be aware of the factors which satisfy and dissatisfy teachers.

You do not inspire employees by giving them higher wages, more benefits, or new status symbols. It is the successful achievement of a challenging task which fulfills the urge to create and adds one more work of art to the collection. The employer's task is not to motivate his people to get them to achieve; he should provide opportunities for people to achieve, so they

⁵¹Anthony Gregory and David F. Hendrix, "Are Turned-Off Teachers Turning Off Your Schools?", School Management, (March, 1973). pp. 8-33.

⁵²Thomas J. Sergiovanni, "What Kinds of Objectives For Supervisors?", Educational Resource Information Center, ED 066817, 1971.

will become motivated.⁵³

The Cooper study in the private sector and the Sparks study within the public school community have pointed out the presence of a low level of employee satisfaction; a condition which has prompted employers and their supervisors to take a new look at the methods and procedures being utilized to improve employee morale. The work of Frederick Herzberg and others has received much attention in that it provides an alternate way to view the needs and wants of employees, including public school teachers as an employee group.

The concepts, research data, and methods which are available as a result of the work of educational and industrial psychologists has provided educational supervisors with further insight into the factors which affect employee morale, and, consequently may have an influence on changing the procedures and behaviors of supervisors.

Chapter II included a review of The Motivation-Hygiene Theory, the job enrichment studies and a discussion of supervisory procedures and behaviors which affect employee morale. The presentation of findings of the study are

⁵³Frederick Herzberg, "Putting People Back Together" Industry Week, (July, 1978). p. 49.

presented in Chapter III. Chapter IV includes the analysis of data which were presented in Chapter III. Chapter V includes a summary of the study with conclusions and recommendations.

CHAPTER III

PRESENTATION OF FINDINGS

As was previously stated, three approaches to this study were used: (1) determination of which factors teachers and principals identify as affecting teacher morale, the relative strength of teacher and principal reactions; and, to determine what teachers and principals identify as the specific procedures and supervisory behaviors being utilized by principals to promote high teacher morale; (2) an analysis of data gathered as a result of the preliminary information questionnaire and the structured interview process; and, (3) an analysis of the implications with regards to the supervisory procedures and behaviors available to elementary school principals in improving teacher morale.

Chapter III contains the propositions and questions used to gather data as related to the reactions of principals and teachers. The preliminary information questionnaire and the interviewing guides pertaining to the above approaches used in this study are shown in Appendices A, B,

and C. Included in the interviewing instrument was a checklist section to provide additional data for analysis. (See Appendix D.)

A thirty minute interview was conducted with principals and teachers from the same districts. These interviewees, all from Cook County, Illinois, also responded to the preliminary information questionnaire.

In presenting data for Phase I, (Questionnaire) if all the principals Strongly Agree to a proposition, the proposition would receive +75 points. If all principals Strongly Disagree to a proposition, the proposition would receive -75 points. As the number increases to +75, so does the principals' agreement to the proposition. As the number increases negatively to -75, so does the principals' disagreement with the proposition.

If all teachers Strongly Agree to a proposition, the proposition would receive +225 points. If all teachers Strongly Disagree to a proposition, the proposition would receive -225 points. As the number increased to +225 points, so does the teachers' agreement to the proposition. As the number increases negatively to -225, so does the teachers' disagreement with the proposition.

In a combined presentation of teacher group and

principal group, a three to one ratio of teachers to principals exists with an N of forty-five teachers and an N of fifteen principals. A total N of sixty educators (teachers and principals) exists. If all educators (teachers and principals) Strongly Agree to a proposition, the proposition would receive +300 points. If all educators (teachers and principals) Strongly Disagree to a proposition, the proposition would receive -300 points.

As the number increases to +300 so does the educators' agreement with the proposition.

Examples of how to interpret the data are given below.

Principals N=15

SA	A	U	D	SD
(5) 33%	(7) 47%	(2) 13%	(1) 6%	(0)

(Total Points Received +43)

1. SA--Strongly Agree, A--Agree, U--Undecided, D--Disagree, and SD--Strongly Disagree.
2. The number in parenthesis represents the number of principals selecting that particular response.
3. The number next to the parenthesis is the number of principals selecting that particular response converted to a percentage.
4. The above graphical representation would read,

five principals, or thirty-three percent of the respondents, selected the alternative Strongly Agree. Seven, or forty-seven percent, selected the alternative Agree. Two, or thirteen percent, were Undecided. One, or six percent, selected the response Disagree. No one selected Strongly Disagree.

5. The total weight of the proposition was calculated as follows:

Responses	Number of Principals	Weight	Points
SA	5	+5	25
A	7	+3	21
U	2	0	0
D	1	-3	-3
SD	0	-5	0
Total Points			+43

Teachers N=45

SA	A	U	D	SD
(25) 56%	(18) 40%	(1) 2%	(1) 2%	(0)

(Total Points Received +176)

1. SA--Strongly Agree, A--Agree, U--Undecided, D--Disagree, and SD--Strongly Disagree.

2. The number in parenthesis represents the number of teachers selecting that particular response.

3. The number next to the parenthesis is the number of teachers selecting that particular response converted to a percentage.

4. The above graphical representation would read, twenty-five teachers or fifty-six percent of the respondents, selected the alternative Strongly Agree. Eighteen, or forty percent of the respondents, selected the alternative Agree. One, or two percent, was Undecided. One, or two percent, selected the response Disagree. No one selected Strongly Disagree.

The total weight of the proposition was calculated as follows:

Responses	Number of Teachers	Weight	Points
SA	25	+5	125
A	18	+3	54
U	1	0	0
D	1	-3	-3
SD	0	-5	0
Total Points			+176

Combined Educators N=60

SA	A	U	D	SD
(30) 50%	(25) 42%	(3) 5%	(2) 3%	(0)

(Total Points Received +219)

1. SA--Strongly Agree, A--Agree, U--Undecided
D--Disagree, and SD--Strongly Disagree.

2. The number in parenthesis represents the number of educators (principals and teachers) selecting that particular response.

3. The number next to the parenthesis is the number of educators selecting that particular response converted to a percentage.

4. The above graphical representation would read, thirty educators, or fifty percent of the respondents, selected the alternative Strongly Agree. Twenty-five educators, or forty-two percent, selected the alternative Agree, while three educators, or five percent, selected the response Disagree. No one selected Strongly Agree.

5. The total weight of the proposition was calculated as follows:

Responses	Number of Educators	Weight	Points
SA	30	+5	150
A	25	+3	75
U	3	0	0
D	2	-3	-6
SD	0	-5	0
Total Points			+219

Phase I--Questionnaire

The data presented in Phase I--Questionnaire, relate to the preliminary information questionnaire and were collected to provide answers to questions one and two of the focal points of this study. Questions one and two are:

What do teachers identify as the most important job satisfiers and job dissatisfiers for classroom teachers?

What do principals identify as the most important job satisfiers and job dissatisfiers for classroom teachers?

Proposition 1

Professional achievement, on the part of the classroom teacher, is an important factor affecting teacher job satisfaction.

Teachers' Responses

SA		A		U		D		SD
(25)	56%	(18)	40%	(1)	2%	(1)	2%	(0)

(Total Points Received +176)

Ninety-six percent of the teacher respondents Strongly Agreed or Agreed with the proposition with only two percent Undecided and two percent indicating disagreement.

Principals' Responses

SA		A		U		D		SD
(5)	33%	(10)	67%	(0)		(0)		(0)

(Total Points Received +55)

One hundred percent of the principal respondents expressed a degree of Agreement with the proposition with thirty-three percent expressing Strong Agreement.

Combined Educators' Responses

SA	A	U	D	SD
(30) 50%	(28) 47%	(1) 2%	(1) 2%	(0)

(Total Points Received +231)

Ninety-seven percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, with fifty percent Strongly Agreeing.

Proposition 2

The salary a classroom teacher receives is an important factor affecting teacher job satisfaction.

Teachers' Responses

SA	A	U	D	SD
(12) 27%	(21) 47%	(3) 7%	(7) 16%	(2) 4%

(Total Points Received +92)

Seventy-four percent of the teacher respondents expressed a degree of Agreement with the proposition, while twenty percent expressed a degree of Disagreement. Seven percent of the respondents were Undecided.

Principals' Responses

SA	A	U	D	SD
(2) 13%	(9) 60%	(3) 20%	(1) 6%	(0)

(Total Points Received +35)

Sixty percent of the principal respondents Agreed with the proposition, with thirteen percent expressing Strong Agreement. Six percent expressed Disagreement, while twenty percent were Undecided as to the proposition regarding the importance of salary as a factor affecting teacher job satisfaction.

Combined Educators' Responses

SA	A	U	D	SD
(14) 23%	(30) 50%	(6) 10%	(8) 13%	(2) 3%

(Total Points Received +127)

Seventy-three percent of the teacher and principal respondents expressed a degree of Agreement, with fifty percent being in Agreement with the proposition. Ten percent were Undecided, while sixteen percent expressed some degree of Disagreement with the proposition.

Proposition 3

Professional recognition of the classroom teacher is an important factor affecting teacher job satisfaction.

Teachers' Responses

SA	A	U	D	SD
(25) 56%	(19) 42%	(0)	(1) 2%	(0)

(Total Points Received +179)

Ninety-eight percent of the teacher respondents ex-

pressed a degree of Agreement with the proposition, with fifty-six percent Strongly Agreeing with the proposition that professional recognition is an important factor affecting teacher job satisfaction. Two percent of the respondents expressed Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(12) 80%	(2) 13%	(0)	(1) 6%	(0)

(Total Points Received +63)

Eighty percent of the principal respondents Strongly Agreed with the proposition. An additional thirteen percent Agreed with the proposition, while six percent expressed Disagreement.

Combined Educators' Responses

SA	A	U	D	SD
(37) 62%	(21) 35%	(0)	(2) 3%	(0)

(Total Points Received +242)

Ninety-seven percent of the teacher and principal respondents expressed a degree of Agreement with the proposition; three percent expressed Disagreement.

Proposition 4

The possibility of professional growth, on the part of the classroom teacher, is an important factor affecting teacher job satisfaction.

Teachers' Responses

SA	A	U	D	SD
(18) 40%	(24) 53%	(2) 4%	(1) 2%	(0)

(Total Points Received +123)

Ninety-three percent of the teacher respondents expressed a degree of Agreement with the proposition while two percent were in Disagreement. Four percent were Undecided as to whether the possibility of professional growth is an important factor affecting teacher job satisfaction.

Principals' Responses

SA	A	U	D	SD
(4) 27%	(9) 60%	(0)	(2) 13%	(0)

(Total Points Received +41)

Sixty percent of the principal respondents expressed Agreement with the proposition, twenty-seven percent expressed Strong Agreement, and thirteen percent expressed Disagreement.

Combined Educators' Responses

SA	A	U	D	SD
(22) 37%	(33) 55%	(2) 4%	(3) 5%	(0)

(Total Points Received +164)

Ninety-two percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, four percent were Undecided, and five percent expressed Disagreement.

Proposition 5

The professional work itself, on the part of the classroom teacher, is an important factor affecting teacher job satisfaction.

Teachers' Responses

SA	A	U	D	SD
(21) 47%	(23) 51%	(1) 2%	(0)	(0)

(Total Points Received +174)

Ninety-eight percent of the teacher respondents expressed a degree of Agreement with the proposition, while two percent were Undecided.

Principals' Responses

SA	A	U	D	SD
(6) 40%	(7) 47%	(1) 6%	(1) 6%	(0)

(Total Points Received +48)

Eighty-seven percent of the principal respondents expressed a degree of Agreement with the proposition, six percent were Undecided, and six percent expressed Disagreement.

Combined Educators' Responses

SA	A	U	D	SD
(27) 45%	(30) 50%	(2) 4%	(1) 2%	(0)

(Total Points Received +222)

Ninety-five percent of the teacher and principal respondents expressed a degree of Agreement with the proposition with forty-five percent Strongly Agreeing. Four percent were Undecided and two percent were in Disagreement with the proposition.

Proposition 6

The interpersonal relations with subordinates, on the part of classroom teachers, is an important factor affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(13) 29%	(20) 44%	(8) 17%	(4) 9%	(0)

(Total Points Received +113)

Seventy-three percent of the teacher respondents expressed a degree of Agreement with the proposition, while nine percent expressed Disagreement. Seventeen percent of

the respondents were Undecided as to whether the interpersonal relations with subordinates, on the part of classroom teachers, is an important factor affecting teacher job dissatisfaction.

Principals' Responses

SA	A	U	D	SD
(5) 33%	(8) 53%	(1) 6%	(1) 6%	(0)

(Total Points Received +46)

Eighty-six percent of the principal respondents expressed a degree of Agreement with the proposition. Six percent were Undecided and six percent were in Disagreement with the proposition.

Combined Educators' Responses

SA	A	U	D	SD
(18) 30%	(28) 47%	(9) 15%	(5) 8%	(0)

(Total Points Received +159)

Seventy-seven percent of the teacher and principal respondents expressed a degree of Agreement with the proposition. Fifteen percent were Undecided, while eight percent were in Disagreement with the proposition.

Proposition 7

The professional status of classroom teachers is an important factor affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(9) 20%	(23) 51%	(9) 20%	(4) 8%	(0)

(Total Points Received +102)

Seventy-one percent of the teacher respondents expressed a degree of Agreement with the proposition. Eight percent of the respondents Disagreed with the proposition. Twenty percent of the respondents were Undecided whether the professional status of teachers is an important factor affecting teacher job dissatisfaction.

Principals' Responses

SA	A	U	D	SD
(3) 20%	(9) 60%	(1) 6%	(2) 13%	(0)

(Total Points Received +36)

Eighty percent of the principal respondents expressed a degree of Agreement with the proposition, with twenty percent expressing Strong Agreement. Six percent were Undecided, while thirteen percent Disagreed with the proposition.

Combined Educators' Responses

SA	A	U	D	SD
(12) 20%	(32) 53%	(10) 17%	(6) 10%	(0)

(Total Points Received +138)

Seventy-three percent of the teacher and principal respondents expressed a degree of Agreement with the proposition. Seventeen percent were Undecided as to whether the professional status of the classroom teacher is an important factor affecting teacher job dissatisfaction. Ten percent expressed Disagreement with the proposition.

Proposition 8

The interpersonal relations with superiors, on the part of the classroom teachers, is an important factor affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(18) 40%	(20) 44%	(4) 9%	(3) 6%	(0)

(Total Points Received +141)

Eighty-four percent of the teacher respondents expressed a degree of Agreement with the proposition. Nine percent were Undecided, while six percent expressed Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(8) 53%	(7) 47%	(0)	(0)	(0)

(Total Points Received +61)

One hundred percent of the principal respondents expressed a degree of Agreement with the proposition, with fifty-three percent indicating Strong Agreement.

Combined Educators' Responses

SA	A	U	D	SD
(26) 43%	(27) 45%	(4) 7%	(3) 5%	(0)

(Total Points Received +202)

Eighty-eight percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, seven percent were Undecided, and five percent expressed Disagreement.

Proposition 9

The interpersonal relations with peers, on the part of classroom teachers, is an important factor affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(13) 29%	(24) 53%	(6) 13%	(1) 2%	(1) 2%

(Total Points Received +129)

Eighty-two percent of the teacher respondents expressed a degree of Agreement with the proposition. Thirteen percent of the respondents were Undecided as to whether interpersonal relations with peers, on the part of the classroom teachers, is an important factor affecting teacher job dissatisfaction. Four percent of the respondents expressed a degree of Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(7) 47%	(8) 53%	(0)	(0)	(0)

(Total Points Received +59)

One hundred percent of the principal respondents expressed a degree of Agreement with the proposition, with forty-seven percent indicating Strong Agreement.

Combined Educators' Responses

SA	A	U	D	SD
(20) 33%	(32) 53%	(6) 10%	(1) 2%	(1) 2%

(Total Points Received +188)

Eighty-six percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, ten percent were Undecided, and four percent expressed a degree of Disagreement.

Proposition 10

Technical supervision by principals of Classroom teachers is an important factor affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(9) 20%	(25) 55%	(4) 8%	(7) 15%	(0)

(Total Points Received +99)

Seventy-five percent of the teacher respondents expressed a degree of Agreement with the proposition, with twenty percent indicating Strong Agreement. Eight percent of the respondents were Undecided and fifteen percent indicated Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(2) 13%	(9) 60%	(1) 6%	(3) 20%	(0)

(Total Points Received +28)

Seventy-three percent of the principal respondents expressed a degree of Agreement with the proposition, while sixty percent indicated Agreement. Six percent of the respondents were Undecided and twenty percent indicated Disagreement with the proposition.

Combined Educators' Responses

SA	A	U	D	SD
(11) 18%	(34) 57%	(5) 9%	(10) 17%	(0)

(Total Points Received +127)

Seventy-five percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, with fifty-seven percent indicating Agreement. Nine percent of the respondents were Undecided as to the proposition, while seventeen percent indicated Disagreement.

Proposition 11

Board of Education policy and building level (principal) administration are important factors affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(20) 44%	(19) 42%	(0)	(6) 13%	(0)

(Total Points Received +139)

Eighty-six percent of the teacher respondents expressed a degree of Agreement with the proposition, while thirteen percent expressed Disagreement.

Principals' Responses

SA	A	U	D	SD
(6) 40%	(7) 47%	(0)	(2) 13%	(0)

(Total Points Received +45)

Eighty-seven percent of the principal respondents expressed a degree of Agreement with the proposition, while thirteen percent expressed Disagreement.

Combined Educators' Responses

SA	A	U	D	SD
(26) 43%	(26) 43%	(0)	(8) 13%	(0)

(Total Points Received +184)

Eighty-six percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, while thirteen percent indicated Disagreement with the proposition.

Proposition 12

The working conditions of classroom teachers are important factors affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(22) 49%	(20) 44%	(1) 2%	(2) 4%	(0)

(Total Points Received +164)

Ninety-three percent of the teacher respondents expressed a degree of Agreement with the proposition, two percent were Undecided, and four percent indicated Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(8) 53%	(5) 33%	(1) 6%	(1) 6%	(0)

(Total Points Received +52)

Eighty-six percent of the principal respondents expressed a degree of Agreement with the proposition, while six percent were Undecided and six percent indicated Disagreement.

Combined Educators' Responses

SA	A	U	D	SD
(30) 50%	(25) 42%	(2) 3%	(3) 5%	(0)

(Total Points Received +216)

Ninety-two percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, while three percent were Undecided and five percent indicated Disagreement.

Proposition 13

Professional responsibility, on the part of the classroom teacher, is an important factor affecting teacher job satisfaction.

Teachers' Responses

SA	A	U	D	SD
(16) 36%	(26) 57%	(1) 2%	(2) 4%	(0)

(Total Points Received +152)

Ninety-three percent of the teacher respondents expressed a degree of Agreement with the proposition, with thirty-six percent indicating Strong Agreement. Two percent of the respondents were Undecided, while four percent indicated Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(4) 27%	(10) 67%	(0)	(1) 6%	(0)

(Total Points Received +47)

Ninety-four percent of the principal respondents expressed a degree of Agreement with the proposition, with twenty-seven percent indicating Strong Agreement. Six percent of the respondents expressed Disagreement with the proposition.

Combined Educators' Responses

SA	A	U	D	SD
(20) 33%	(36) 60%	(1) 2%	(3) 5%	(0)

(Total Points Received +199)

Ninety-three percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, with thirty-three percent indicating Strong Agreement. Two percent of the respondents were Undecided, while five percent expressed Disagreement with the proposition.

Proposition 14

Personal life situations, on the part of Classroom teachers, are important factors affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(6) 13%	(26) 57%	(4) 8%	(8) 17%	(1) 2%

(Total Points Received +79)

Seventy percent of the teacher respondents expressed a degree of Agreement with the proposition, with thirteen percent indicating Strong Agreement. Eight percent of the respondents were Undecided, while nineteen percent indicated a degree of Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(7) 47%	(6) 40%	(0)	(2) 13%	(0)

(Total Points Received +47)

Eighty-seven percent of the principal respondents expressed a degree of Agreement with the proposition, with forty-seven percent indicating Strong Agreement. Thirteen percent of the respondents expressed Disagreement with the proposition.

Combined Educators' Responses

SA	A	U	D	SD
(13) 22%	(32) 53%	(4) 7%	(10) 17%	(1) 2%

(Total Points Received +126)

Seventy-five percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, with twenty-two percent indicating Strong Agreement. Seven percent were Undecided, while nineteen percent indicated a degree of Disagreement with the proposition.

Proposition 15

Professional advancement by classroom teachers is an important factor affecting job satisfaction.

Teachers' Responses

SA	A	U	D	SD
(13) 28%	(20) 44%	(2) 4%	(10) 22%	(0)

(Total Points Received +95)

Seventy-two percent of the teacher respondents expressed a degree of Agreement with the proposition, with twenty-eight percent indicating Strong Agreement. Four percent of the respondents were Undecided, while twenty-two percent indicated Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(6) 40%	(5) 33%	(1) 6%	(3) 20%	(0)

(Total Points Received +36)

Seventy-three percent of the principal respondents expressed a degree of Agreement with the proposition, with forty percent indicating Strong Agreement. Six percent of the respondents were Undecided, while twenty percent indicated Disagreement with the proposition.

Combined Educators' Responses

SA	A	U	D	SD
(19) 32%	(25) 42%	(3) 5%	(13) 22%	(0)

(Total Points Received +131)

Seventy-four percent of the teacher and principal re-

spondents expressed a degree of Agreement with the proposition, with thirty-two percent indicating Strong Agreement. Five percent of the respondents were Undecided, while twenty-two percent indicated Disagreement with the proposition.

Proposition 16

The job security of classroom teachers is an important factor affecting teacher job dissatisfaction.

Teachers' Responses

SA	A	U	D	SD
(24) 53%	(15) 33%	(2) 4%	(4) 9%	(0)

(Total Points Received +153)

Eighty-six percent of the teacher respondents expressed a degree of Agreement with the proposition, with fifty-three percent indicating Strong Agreement. Four percent of the respondents were Undecided, while nine percent indicated Disagreement with the proposition.

Principals' Responses

SA	A	U	D	SD
(4) 27%	(7) 49%	(1) 6%	(3) 20%	(0)

(Total Points Received +32)

Seventy-six percent of the principal respondents expressed a degree of Agreement with the proposition, with

twenty-seven percent indicating Strong Agreement. Six percent of the respondents were Undecided, while twenty percent indicated Disagreement with the proposition.

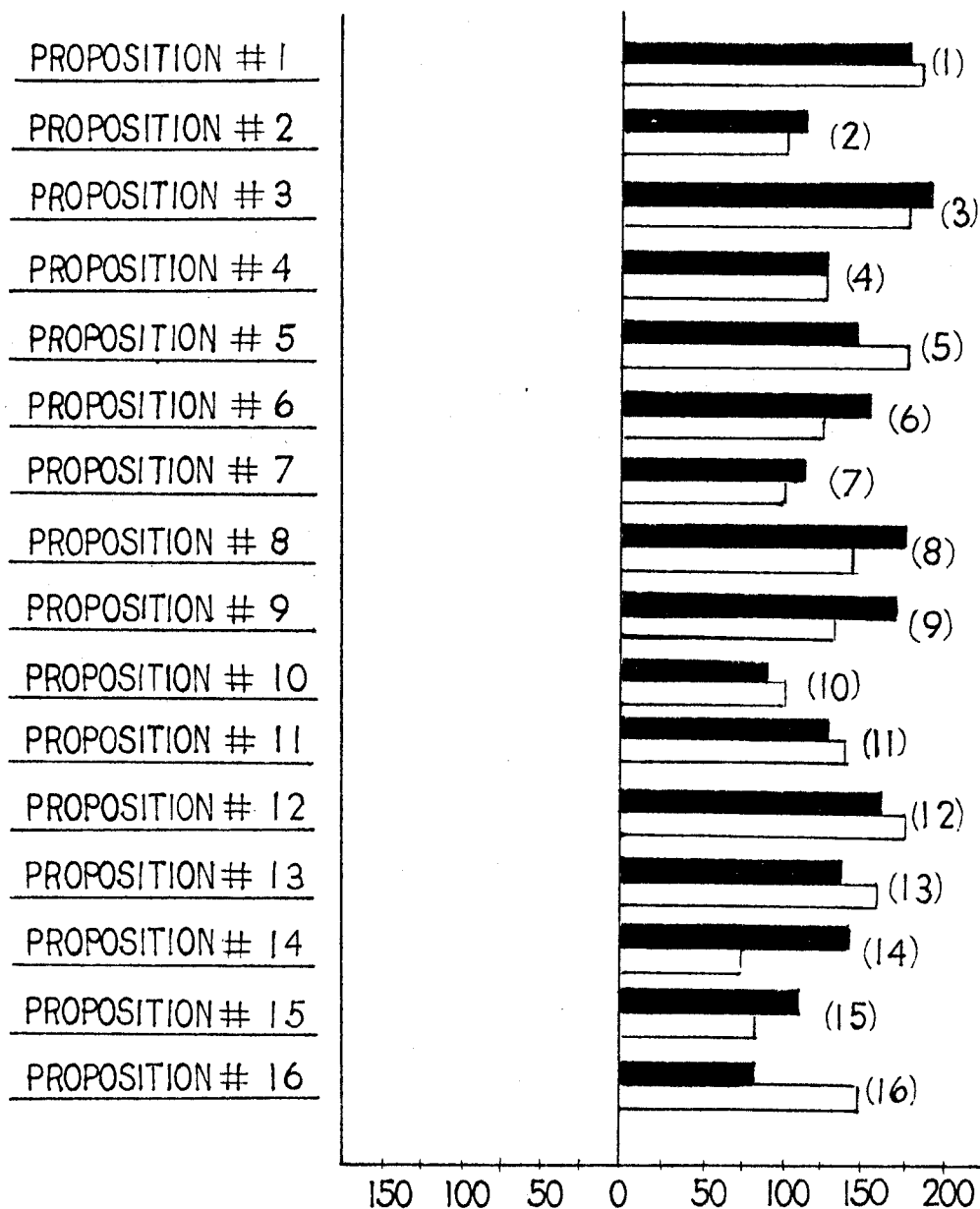
Combined Educators' Responses

SA	A	U	D	SD
(28) 47%	(22) 37%	(3) 5%	(7) 12%	(0)

(Total Points Received +185)

Eighty-four percent of the teacher and principal respondents expressed a degree of Agreement with the proposition, with forty-seven percent indicating Strong Agreement. Five percent of the respondents were Undecided, while twelve percent indicated Disagreement with the proposition.

SUMMARY GRAPH FOR PROPOSITIONS 1-16



PRINCIPAL RESPONSE T=225; 3N=45

TEACHER RESPONSE T=225; N=45

A FORMULA OF 3N (PRINCIPALS) WAS UTILIZED FOR GRAPHING PURPOSES

Summary--Phase I

The data presented in Phase I of this study via the Summary Graph for Proposition 1-16 illustrate the reactions of teacher and principal respondents to factors which tend to satisfy and/or dissatisfy employees.

The primary factors which influence the satisfaction of employees in the workplace, according to the Motivation-Hygiene Theory as developed by Frederick Herzberg, are Achievement, Recognition, Work Itself, Responsibility, and Advancement. These factors tend to relate to the employee in terms of the content of work, that is, the satisfaction an employee derives from the performance of his or her job.

An average of ninety-one percent of the teacher and principal respondents expressed a degree of agreement indicating that Achievement, Recognition, Work Itself, Responsibility, and Advancement are important factors affecting teacher job satisfaction. An average of three percent of the teacher and principal respondents indicated a degree of disagreement with the importance of these factors as being important in terms of affecting teacher job satisfaction. Advancement, as an important factor affecting teacher job satisfaction, accounted for seventy-four percent of the

teacher and principal respondents, while Achievement and Recognition accounted for ninety-seven percent each, Work Itself ninety-five percent and Responsibility ninety-three percent.

The Motivation-Hygiene Theory also describes the primary factors which influence the dissatisfaction of employees. They are Salary, Possibility of Growth, Interpersonal Relations (subordinates), Status, Interpersonal Relations (superiors), Interpersonal Relations (peers), Supervision (technical), School Board Policy (administration), Working Conditions, Personal Life, and Job Security. These factors tend to relate to the employee in terms of the context of work, that is, the dissatisfaction that an employee derives from the environment within which the job is performed.

An average of eighty-one percent of the teacher and principal respondents expressed a degree of agreement indicating that the work context factors are important factors affecting the dissatisfaction of classroom teachers. An average of eight percent of the teacher and principal respondents were undecided as to whether the work context factors are important in terms of influencing teacher job dissatisfaction. An average of ten percent of the teacher and principal respondents expressed a degree of disagreement

with the importance of work context factors as being important in terms of affecting teacher job dissatisfaction.

Both Possibility of Growth and Working Conditions as important factors affecting teacher job satisfaction accounted for ninety-two percent of the teacher and principal respondents while Interpersonal Relations (superiors) accounted for eighty-eight percent, Interpersonal Relations (peers) and School Board Policy (administration) accounted for eighty-six percent each and Job Security for eighty-four percent. Interpersonal Relations (subordinates), Status, Supervision (technical), and Personal Life accounted for seventy-seven percent, seventy-three percent, seventy-five percent and seventy-five percent respectively. Salary as an important factor affecting teacher job satisfaction accounted for sixty-three percent of the teacher and principal responses.

In gathering data for Phase II (interview), teacher respondents were asked to report situations and/or episodes judged by them to be representative of high job feelings and low job feelings (see Appendix B). Each situation and/or episode consisted of two areas: (1) the respondents' attitude expressed in terms of a high job feeling and a low job feeling, and (2) the first level

factor which accounted for that feeling.

Through analysis of the respondents' responses, the factors which accounted for the expressed feelings were sorted into categories (see Appendix D). Teacher respondents were also asked specific questions as to the supervisory procedures and behaviors being used by their principals to increase teacher job satisfaction and/or lessen teacher job dissatisfaction (see Appendix B).

Principal respondents were asked to report situations and/or episodes when they attempted to increase teacher job satisfaction and/or lessen teacher job dissatisfaction (see Appendix C). Each situation and/or episode consisted of two areas: (1) the respondents expressed effort to increase teacher satisfaction and/or lessen teacher dissatisfaction and, (2) the first level factor which accounted for that effort.

Through analysis of the respondents' responses, the factors which accounted for the expressed efforts were sorted into categories (see Appendix D).

Principal respondents were also asked specific questions as to the supervisory procedures and behaviors that they utilize to increase teacher job satisfaction and/or lessen teacher job dissatisfaction (see Appendix C).

In presenting data for Phase II (interview), ques-

tions one-four, if a respondent reported a situation expressing a feeling or effort which was attributed to a certain factor (example: Number 3, Recognition), then that factor was so noted.

Examples of how to interpret the data are given below:

		<u>Teachers N=45</u>															
Factors		1	2	3	4	5	6	7	8								
		9	10	11	12	13	14	15	16								
		1	3	4	5	7	8										
		(3) 7%	(3) 7%	(1) 2%	(7) 16%	(1) 2%	(6) 14%										
		9	12	13	14	16											
		(3) 7%	(4) 9%	(13) 29%	(1) 2%	(3) 7%											

(Factors 2,6,10,11, and 15 received 0 responses)

1. Numbers one through sixteen represent the factors as categorized: Achievement, Salary, Recognition, Possibility of Growth, Work Itself, Interpersonal Relations (subordinates), Status, Interpersonal Relations (superiors), Interpersonal Relations (peers), Supervision (technical), School Board Policy (administration), Working Conditions, Responsibility, Personal Life, Advancement and Job Security (see Appendix D).

2. The number in parenthesis represents the number of teacher responses per factor.

3. The number next to the parenthesis is the number of teacher responses converted to a percentage.

4. The graphical representation would read three teachers or seven percent of the responses were attributed to factor number 1, Achievement. The same response existed for factor number 3, Recognition. One teacher, or two percent of the responses, were attributed to factor number 4, Possibility of Growth. Seven teachers, or sixteen percent of the responses, were attributed to factor number 5, Work Itself. One teacher, or two percent of the responses, were attributed to factor number 7, Status. Six teachers, or fourteen percent of the responses, were attributed to factor number 8, Interpersonal Relations (superiors). Three teachers, or seven percent of the responses, were attributed to factor 9, Interpersonal Relations (peers). Four teachers, or nine percent of the responses, were attributed to factor number 12, Working Conditions. Thirteen teachers, or twenty-nine percent of the responses, were attributed to factor number 13, Responsibility. One teacher, or two percent of the responses, were attributed to factor 14, Personal Life. Three teachers, or seven percent of the responses, were attributed to factor number 16, Job Security. Factors numbering 2, 6, 10, 11, and 15 received zero responses.

Principals N=15

Factors	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	16
	1		3		4		5	
			(4) 27%		(1) 7%		(1) 7%	
	10		12		13		16	
	(1) 7%		(4) 27%		(3) 20%			

(Factors 1,2,6,7,8,9,11,14,15, and 16 received 0 responses)

1. Numbers one through sixteen represent the factors as categorized: Achievement, Salary, Recognition, Possibility of Growth, Work Itself, Interpersonal Relations (subordinates), Status, Interpersonal Relations (superiors), Interpersonal Relations (peers), Supervision (technical), School Board Policy (administration), Working Conditions, Responsibility, Personal Life, Advancement, and Job Security (see Appendix D).

2. The number in parenthesis represents the number of principal responses per factor.

3. The number next to the parenthesis represents the number of principal responses converted to a percentage.

4. The above graphical representation would read four principals, or twenty-seven percent of the responses, were attributed to factor number 3, Recognition. One principal, or seven percent of the responses, were attributed to factor 4,

Possibility of Growth. One principal, or seven percent of the responses, were attributed to factor number 5, Work Itself. One principal, or seven percent of the responses, were attributed to factor 10, Supervision (technical). Four principals, or twenty-seven percent of the responses, were attributed to factor number 12, Working Conditions. Three principals, or twenty percent of the responses, were attributed to factor number 13, Responsibility. Factors numbering 1, 2, 6, 7, 8, 9, 11, 14, 15, and 16 received zero responses.

Phase II--Interview

The data presented in Phase II--Interview relate to the structured interview process and were collected to provide answers to questions one through four of the focal points of this study. Questions one through four are:

-What do teachers identify as the most important job satisfiers and job dissatisfiers for classroom teachers?

-What do principals identify as the most important job satisfiers and job dissatisfiers for classroom teachers?

-What do teachers identify as the specific procedures and supervisory behaviors being used by principals that influence teacher job satisfaction and job dissatisfaction?

-What do principals identify as the specific procedures and supervisory behaviors being used by principals that influence teacher job satisfaction and job dissatisfaction?

Teachers' Responses

Question 1

Will you please relate a situation and/or episode when you had an unusually high or good feeling about your job?

Factors	1	3	5
	(16) 36%	(15) 33%	(11) 24%
	13		16
	(2) 4%		(1) 2%

(Factors 2,4,6,7,8,9,10,11,12,14, and 15 received 0 responses)

Thirty-six percent of the responses were attributed to Achievement, thirty-three percent to Recognition, and twenty-four percent to Work Itself. Responsibility accounted for four percent of the responses, with Job Security accounting for two percent of the responses.

Question 2

Please attempt to explain the source and/or reason for your high or good feeling about your job?

Factors	<u>1</u>	<u>3</u>	<u>5</u>
	(14) 31%	(15) 33%	(11) 24%
	<u>13</u>	<u>16</u>	
	(4) 9%	(1) 2%	

(Factors 2,4,6,7,8,9,10,11,12,14, and 15 received 0 responses).

Thirty-one percent of the responses were attributed to Achievement, thirty-three percent to Recognition and, twenty-four percent to Work Itself. Responsibility accounted for nine percent of the responses, with Job Security accounting for two percent of the responses.

Question 3

Will you please relate a situation and/or episode when you had an unusually low or bad feeling about your job?

Factors	<u>1</u>	<u>3</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>9</u>
	(5) 11%	(3) 7%	(6) 14%	(1) 2%	(8) 17%	(2) 4%
	<u>10</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
	(1) 2%	(6) 14%	(9) 20%	(1) 2%	(1) 2%	(2) 4%

(Factors 2,4,6, and 11 received 0 responses)

Twenty percent of the responses were attributed to Responsibility, seventeen percent to Interpersonal Relations

(superiors), and fourteen percent each to Work Itself and Working Conditions. Achievement accounted for eleven percent of the responses, with Recognition accounting for seven percent of the responses.

Question 4

Please attempt to explain the source and/or reason for your low or bad feeling about your job.

Factors	<u>1</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>7</u>	<u>8</u>
	(3) 7%	(3) 7%	(1) 2%	(7) 16%	(1) 2%	(6) 14%
	<u>9</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>16</u>	
	(3) 7%	(4) 9%	(13) 29%	(1) 2%	(3) 7%	

(Factors 2,6,10,11, and 15 received 0 responses)

Twenty-nine percent of the responses were attributed to Responsibility, sixteen percent to Work Itself, and fourteen percent to Interpersonal Relations (superiors). Working Conditions accounted for nine percent of the responses while Achievement, Recognition, Interpersonal Relations (peers), and Job Security each accounted for seven percent of the responses.

Principals' Responses

Question 1

Will you please relate a situation and/or episode when you attempted to increase the degree of job satisfac-

tion for a teacher(s) assigned to your school?

Factors	<u>1</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	(4) 27%	(1) 7%	(1) 7%	(1) 7%	
	<u>10</u>	<u>12</u>	<u>13</u>	<u>16</u>	
	(1) 7%	(4) 27%	(3) 20%		

(Factors 1,2,7,8,9,11,14,15, and 16 received 0 responses)

Recognition and Working Conditions each accounted for twenty-seven percent of the responses. Twenty percent of the responses were attributed to Responsibility. Possibility of Growth, Work Itself, Interpersonal Relations (subordinates), and Supervision (technical) each accounted for seven percent of the responses.

Question 2

Please attempt to explain the source and/or reason for the procedure or behavior that you utilized.

Factors	<u>1</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
	(4) 27%	(1) 7%	(1) 7%	(1) 7%	
	<u>10</u>	<u>12</u>	<u>13</u>	<u>16</u>	
	(1) 7%	(4) 27%	(3) 20%		

(Factors 1,2,7,8,9,11,14, and 16 received 0 responses)

Recognition and Working Conditions each accounted for twenty-seven percent of the responses. Twenty percent of the responses were attributed to Responsibility. Possibility of Growth, Work Itself, Interpersonal Relations (sub-

ordinates) and, Supervision (technical) each accounted for seven percent of the responses.

Question 3

Will you please relate a situation and/or episode when you attempted to decrease the degree of job dissatisfaction for a teacher(s) in your school?

Factors	1	3	5	6	8
		(1) 7%	(3) 20%	(1) 7%	(2) 13%
	11	12	14	16	
	(1) 7%	(4) 27%	(2) 13%	(1) 7%	

(Factors 2,4,7,9,10,13, and 15 received 0 responses)

Twenty-seven percent of the responses were attributed to Working Conditions, twenty percent to Work Itself with Interpersonal Relations (superiors) and Personal Life with thirteen percent each. Interpersonal Relations (subordinates), School Board Policy (administration) and Job Security each accounting for seven percent of the responses.

Question 4

Please attempt to explain the source and/or reason for the procedure or behavior that you utilized.

Factors	1	3	5	8
		(2) 13%	(3) 20%	(5) 33%
	12	14	16	
	(4) 27%	(1) 7%		

(Factors 1,2,4,6,7,9,10,11,13,15, and 16 received 0 responses).

Thirty-three percent of the responses were attributed to Interpersonal Relations (superiors). Twenty-seven percent of the responses were attributed to Working Conditions. Work Itself accounted for twenty percent of the responses, Recognition for thirteen percent, and Personal Life for seven percent of the responses.

Teachers' Responses

Question 5

What specific procedure(s) has your principal implemented to increase your degree of job satisfaction and/or lessen your degree of job dissatisfaction?

Representative Teacher Comments:

_____ My principal takes care of bus supervision (morning and afternoon) for teachers

_____ My principal will allow me to leave school before the official time if I have a special concern to attend to

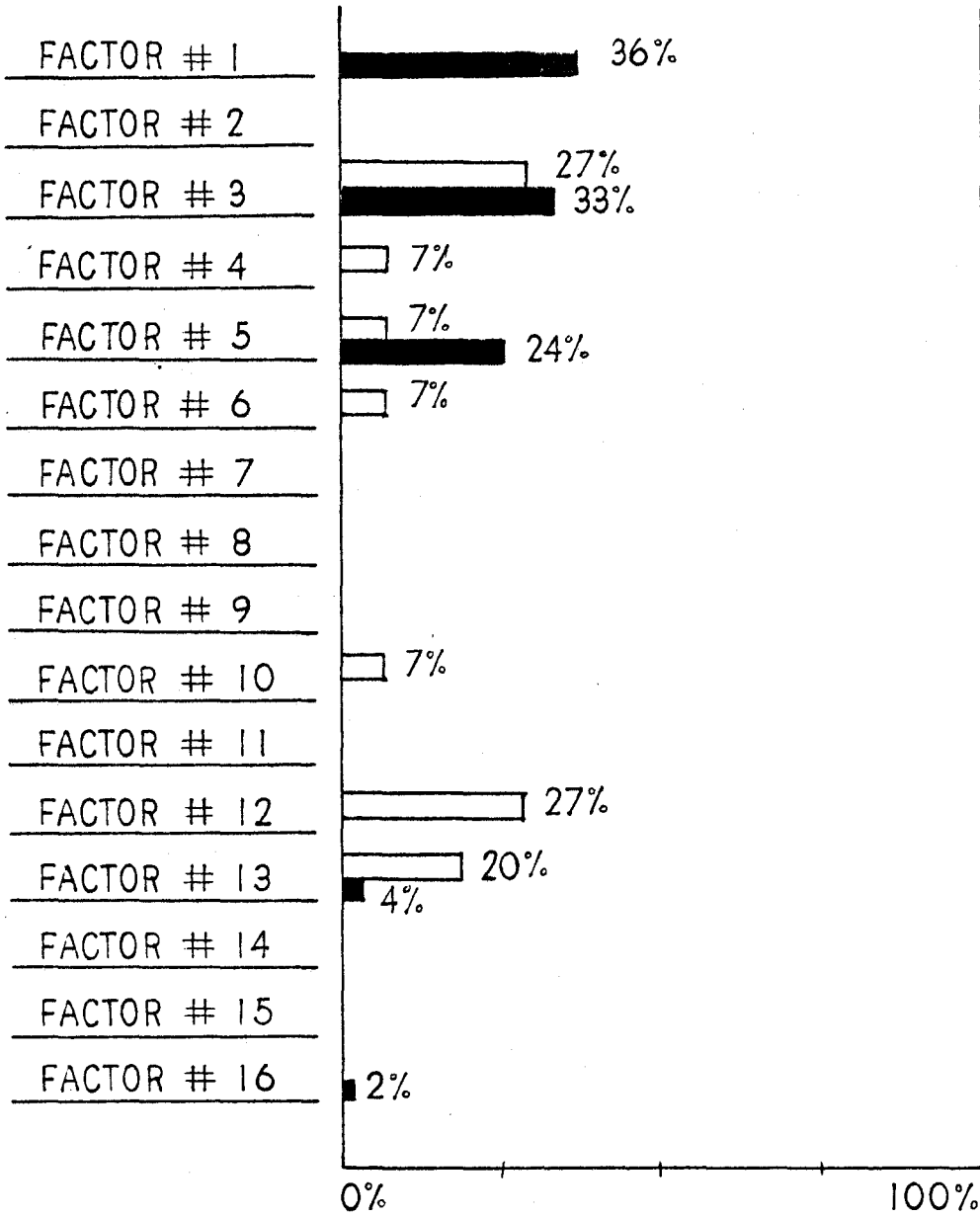
_____ Nothing

_____ My principal offers specific recommendations when I request assistance

_____ My principal gives me latitude in terms of reporting functions, e.g., attendance via a due date procedure

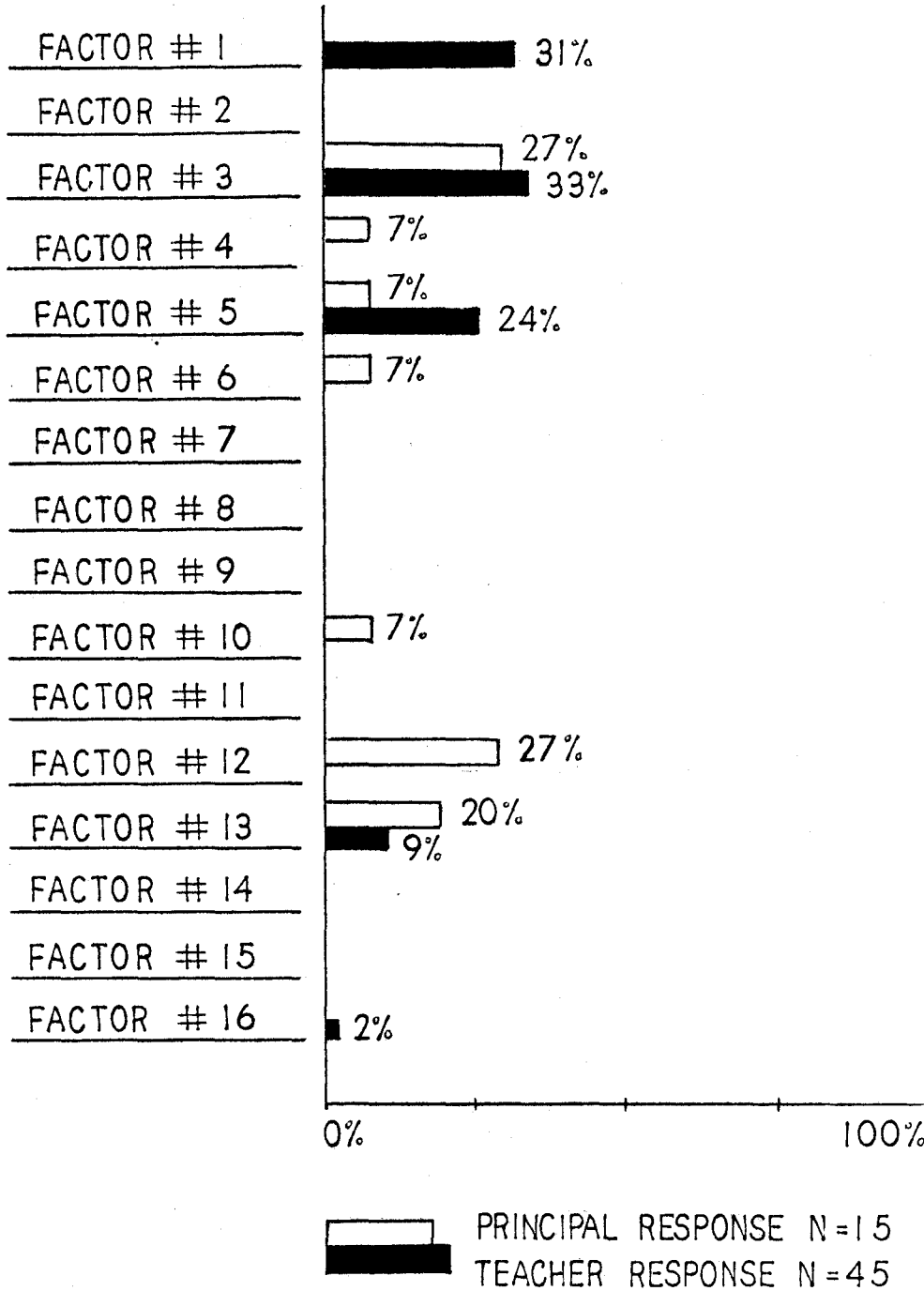
_____ My principal sets faculty meetings in terms of grade level, e.g., K-3 and 4-6, which allows for better time management

SUMMARY GRAPH FOR QUESTION 1 SATISFIERS

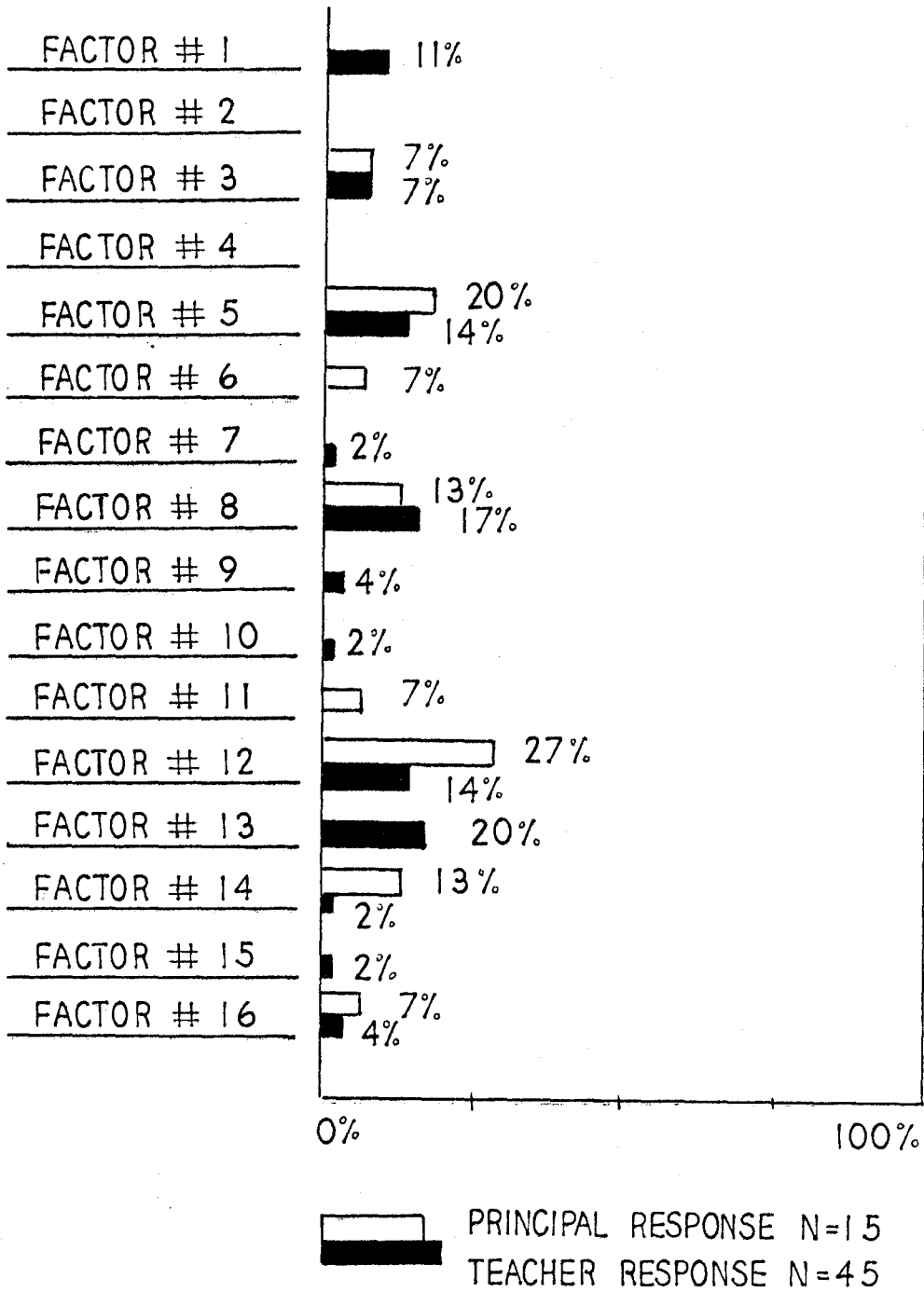


PRINCIPAL RESPONSE N=15
 TEACHER RESPONSE N=45

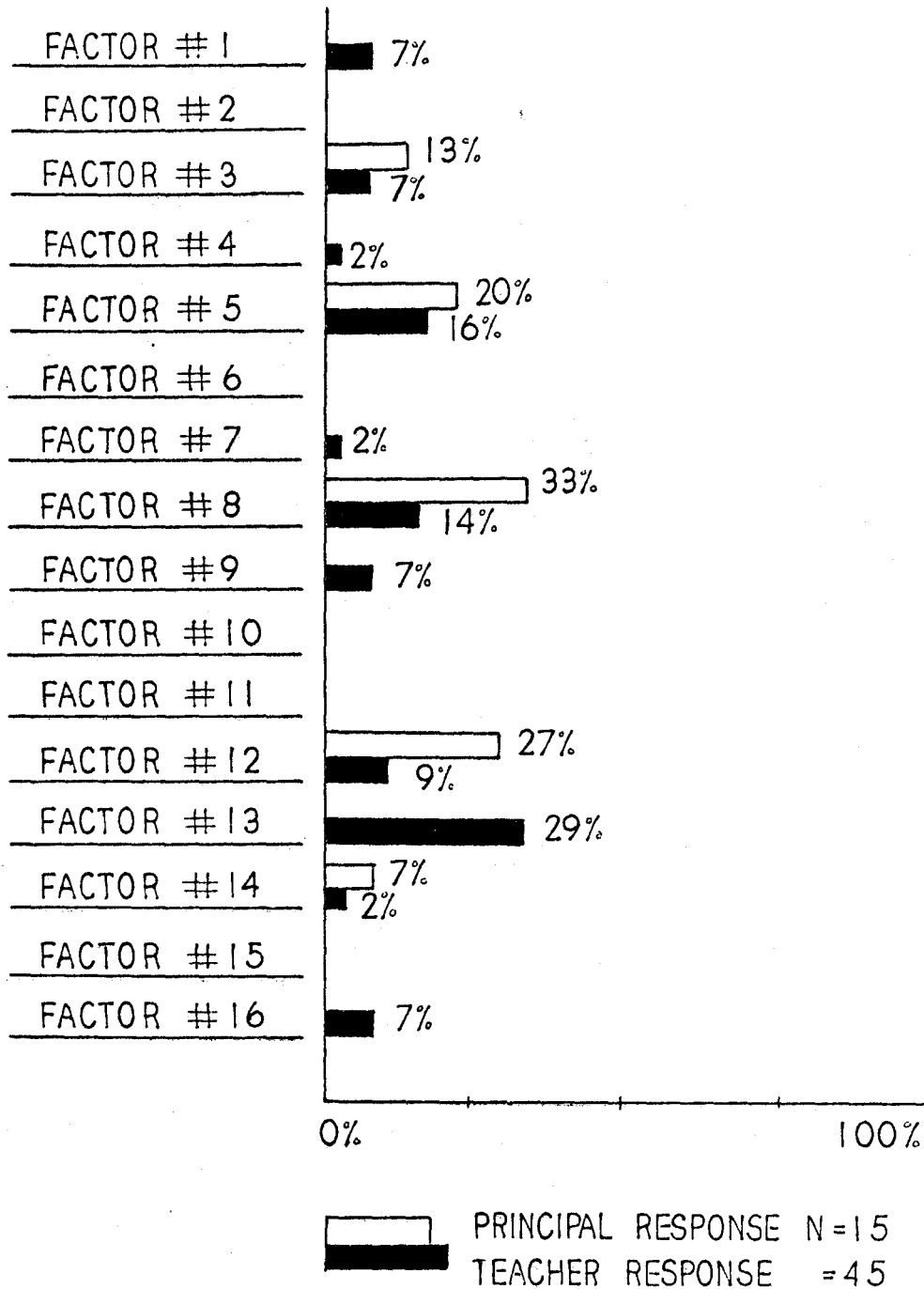
SUMMARY GRAPH FOR QUESTION 2 FIRST LEVEL REASON



SUMMARY GRAPH FOR QUESTION 3 DISSATISFIERS



SUMMARY GRAPH FOR QUESTION 4 FIRST LEVEL REASON



- _____ My principal has specific expectations for teachers which he communicates via written communications and verbally during faculty meetings
- _____ My principal offers teachers a choice of teaching assignments when choice is possible
- _____ My principal allows staff participation in program development and implementation, e.g., planning of reading program
- _____ My principal reports to teachers at faculty meetings
- _____ My principal is clear and specific as to my progress in terms of formal teacher evaluation
- _____ My principal provides written communication via bulletins as to important dates, upcoming responsibilities and past accomplishments
- _____ My principal will rotate the chairmanships of committees
- _____ My principal "sets things up" so as not to waste teacher time on mundane tasks such as milk money collections
- _____ My principal is a strict disciplinarian and will support teachers
- _____ My principal reports regularly, via bulletins, regarding teacher accomplishments
- _____ My principal is a sincere person who is willing to help me when I need assistance. He is a warm person

Teachers' Responses

Question 6

What specific supervisory behavior(s) has your principal demonstrated to increase your degree of job satisfaction and/or lessen your degree of job dissatisfaction?

Representative Teacher Comments:

_____ My principal approaches me at least twice per week to talk to me

_____ My principal gives me verbal praise for my accomplishments

_____ My principal gives me written communications which praise my efforts

_____ My principal supports my efforts when a dispute arises with parents via his participation in parent/teacher conferences

_____ Nothing

_____ My principal is action oriented and will respond quickly to requests for assistance via teacher/principal conferences

_____ My principal takes an interest in me via discussions as to the status of personal life situations, e.g., health of family

_____ My principal asks teachers for their input before he makes a decision as to how to solve a problem

_____ My principal is new and I have not had much contact with him, but, he seems sincere in wanting to help teachers

_____ My principal will allow me to attend conferences/workshops as a reward for completion of a specific task or project, e.g., Outdoor Education Program

_____ My principal leaves me alone to do my work

Principals' Responses

Question 5

What specific procedure(s) have you implemented to increase the degree of job satisfaction and/or lessen the

degree of job dissatisfaction of the teachers assigned to your school?

Representative Principal Comments:

_____ I distribute/provide articles on current professional issues for faculty education and discussion, e.g., competency testing

_____ I stay "out of their way". I try not to over-administrate

_____ I implemented a system of milk money collection which saves the teachers a great deal of time each day

_____ I have my teachers turn in their lesson plan books every two weeks instead of each week

_____ I tell my teachers, in advance, when I am going to observe their teaching for formal evaluation purposes

_____ I have my teachers react to a questionnaire which is a critique of the total school program (lunch to curriculum) and then I prepare and distribute a written action plan which is my statement of how I shall react to their concerns

_____ I try to provide teachers with a clear picture of what I expect. I do that via written communications (rules and procedures) and verbally at faculty meetings

_____ I encourage an "open door" policy by seeking teachers out and by providing time at staff meetings to discuss problems and concerns

_____ I use supervisory personnel (principal and assistant principal) for bus supervision (morning and afternoon)

_____ I assign teachers as coordinators and chairpersons of committees to be responsible for most programs, e.g., K-3 reading and school activities, school pictures

Principals' Responses

Question 6

What specific supervisory behavior(s) have you demonstrated to increase the degree of job satisfaction and/or lessen the degree of job dissatisfaction of teachers assigned to your school?

Representative Principal Comments:

_____ I try to talk to each teacher each day, even if it is to ask them how their day is going

_____ I send written communications which are a progress report for teachers in terms of my assessment of individual and group goal accomplishment

_____ I provide teachers with verbal praise as frequently as I can

_____ I tend to "kid" or just plain have fun with the teachers. I joke with them

_____ I respond to their stated needs in a quick fashion, even if it's a request for chalk

_____ I take an interest in the personal life of my teachers by asking them about family, friends, and outside interests

_____ I like to be friendly towards the staff to encourage a relaxed atmosphere within which to work. I often sit in the teacher's lounge to talk with them at lunch. I try to be available

Summary--II

The data presented in Phase II of this study via the Summary Graph for Questions 1-4 illustrate the responses

of teacher and principal respondents in terms of factors which satisfy and/or dissatisfy employees. The content of work factors, derived from The Motivation-Hygiene Theory, are Achievement, Recognition, Work Itself, Responsibility, and Advancement. These factors are referred to as satisfiers in that they tend to be associated with feelings of satisfaction on the part of employees.

An average of seventy-seven percent of the teacher responses to Questions 1-4 were attributed to the content of work factors, while an average of forty-two percent of the principal responses to Questions 1-4 were attributed to content of work factors.

The context of work factors, or dissatisfiers of The Motivation-Hygiene Theory, are Salary, Possibility of Growth, Interpersonal Relations (subordinates), Status, Interpersonal Relations (superiors), Interpersonal Relations (peers), Supervision (technical), School Board Policy, (administration), Working Conditions, Personal Life and Job Security. These factors tend to be associated with feelings of dissatisfaction on the part of employees.

An average of twenty-three percent of the teacher responses to Questions 1-4 were attributed to the context of work factors while an average of fifty-nine percent of the

principal responses for Questions 1-4 were attributed to context of work factors.

Chapter III is designed to present data which were collected via questionnaire and interview. Phase I deals with questionnaire data, while Phase II deals with interview data.

Chapter IV provides an analysis of the data which will form the basis for conclusions and recommendations which will be presented in Chapter V.

CHAPTER IV

ANALYSIS OF FINDINGS

Introduction

This study has three major purposes: (1a) to identify those factors perceived by teachers and principals as affecting teacher morale and note the relative strength of teacher and principal reactions, and (1b) to identify the specific supervisory procedures and behaviors perceived by teachers and principals as utilized to promote high teacher morale; (2) to provide analysis of data gathered by means of the preliminary information questionnaire and the structured interview process; and (3) to provide an analysis of the implications of the findings with regard to the supervisory procedures and behaviors available to elementary school principals for improving teacher morale.

In order to accomplish the stated purposes of this study, a series of questions was developed. Three questions provided a methodological framework. They are:

1. What comparisons and contrasts may be drawn

between teacher data and principal data regarding teacher morale?

2. What comparisons and contrasts may be drawn between teacher data and principal data regarding principals' supervisory procedures and behavior?
3. What comparisons and contrasts with Herzberg and other studies may be drawn?

Four questions provided analytical direction. They are:

1. What do classroom teachers identify as their most important job satisfiers and job dissatisfiers?
2. What do principals identify as the most important job satisfiers and job dissatisfiers for classroom teachers?
3. What do teachers identify as the specific procedures and supervisory behaviors used by principals that influence job satisfaction and job dissatisfaction?
4. What do principals identify as the specific procedures and supervisory behaviors used by principals that influence teachers' job satisfaction and job dissatisfaction?

Responses to these questions were developed through a detailed

questionnaire and structured interviews. Analysis of these responses is designed to satisfy the first two of the three purposes of the study.

The analysis of data is presented in two parts, both of which use the methodological questions as a base. Part I is concerned with responses to analytical questions one and two. Part II provides discussion of responses to analytical questions three and four. Each section includes analysis of principal and teacher data in terms of the Comparing/Contrasting Flow Chart. (See Chapter I.) This presentation is concluded with a determination of the implications of the findings with regard to supervisory procedures and behaviors available to elementary school principals for improving teacher morale.

The factors affecting teacher morale were classified by Herzberg into content of work-or satisfier-factors and context of work-or dissatisfier-factors. The content of work refers to the internal or intrinsic nature of work. The context of work refers to the extrinsic nature of work, the environment in which work is performed. This breakdown represents a conceptual approach to the analysis of factors that influence employee morale. This two-category approach, which was developed as a result of research relating to the

Motivation-Hygiene Theory, represents a conceptual shift from traditional concepts of employee motivation in that the factors which affect job satisfaction are not considered to affect job dissatisfaction, and factors which affect job dissatisfaction are not considered to affect job satisfaction.

Simply stated, the content of work factors (Achievement, Recognition, Work Itself, Responsibility, and Advancement) tend to be the source of feelings of satisfaction on the part of the employees. Context of work factors (Salary, Possibility of Growth, Interpersonal Relations (subordinates), Status, Interpersonal Relations (superiors), Interpersonal Relations (peers), Supervision (technical), School Board Policy (administration), Working Conditions, Personal Life, and Job Security tend to be the source of feelings of dissatisfaction on the part of employees. The two sets of factors tend to be mutually exclusive; neither set affects the other.

Analysis: Part I

Part I is concerned with teacher and principal data drawn from questionnaire and interview items as they relate to analytical questions one and two of the study:

1. What do classroom teachers identify as their most important job satisfiers and job dis-

satisfiers?

2. What do principals identify as the most job satisfiers and job dissatisfiers for classroom teachers?

Analysis of the responses includes a study of similarities and differences, both within each group and between the two groups, in their identifications and rankings of factors.

Questionnaire Items

The questionnaire contained sixteen items, presented for response on a modified Likert Scale. (See Appendix A.) There was agreement between teacher groups and principal groups that content of work factors (satisfiers) are important factors influencing teacher morale. There was further agreement in that both groups assigned the same rank order to all five satisfiers. (See Table 1.)

The greatest total point value, +242 points, was assigned to the satisfier Recognition. Both groups of respondents considered recognition by others of a job well done as necessary for the maintenance of teacher morale. Closely allied to this aspect was the high total point score, +231 points, assigned to the satisfier Achievement. Both groups indicated that one's own recognition of his or her successful accomplishment is important to teacher morale. The

TABLE 1

Factors for Questionnaire Propositions 1-16:
All Teachers (N=45) and Principals (N=15) Compared

CONTENT OF WORK FACTORS: SATISFIERS	Teachers Total Points	Rank Order	Principals Total Points	Rank Order	Combined Total Points	Combined Rank Order
1. Achievement	+176	2	+55	2	+231	2
3. Recognition	+179	1	+63	1	+242	1
5. Work Itself	+174	3	+48	3	+222	3
13. Responsibility	+152	4	+47	4	+199	4
15. Advancement	+ 95	5	+36	5	+131	5
CONTEXT OF WORK FACTORS: DISSATISFIERS						
2. Salary	+ 92	10	+35	9	+127	9
4. Possibility of Growth	+123	6	+41	7	+164	6
6. Interpersonal Relations (subordinates)	+113	7	+46	5	+159	7
7. Status	+102	8	+36	8	+138	8
8. Interpersonal Relations (superiors)	+141	3	+61	1	+202	2
9. Interpersonal Relations (peers)	+129	5	+59	2	+188	3
10. Supervision (technical)	+ 99	9	+28	11	+127	9
11. School Board Policy (administration)	+139	4	+45	6	+184	5
12. Working Conditions	+164	1	+52	3	+216	1
14. Personal Life	+ 79	11	+47	4	+126	10
16. Job Security	+153	2	+32	10	+185	4

factor Work Itself was ranked a close third with a total of +222 points, and Responsibility, given +199 points, was ranked fourth. There was a marked drop in total points for Advancement, ranked fifth in importance as a satisfier, with a total of +131 points.

The assignment of lowest rank order to the satisfier Advancement may be attributed, at least in part, to recognition by both teachers and principals of a lack of opportunity for teachers. Generally, advancement within a school system is dependent upon the variety and number of positions which are available at any one time. Especially during a period of budget reductions and staff cutbacks, such opportunities for teachers are limited.

The high level of agreement between the two respondent groups regarding the rank order of job satisfiers tends to support the Troutman study. Troutman (1978) utilized the specific Herzberg factors of the Motivation-Hygiene Theory in a study of forty-eight elementary school principals and sixty-eight elementary classroom teachers in Cook, Will, and DuPage Counties in Northern Illinois. He found that "Principals and teachers appeared to perceive similar items in

the attainability of motivation factors in the work of teachers . . ."¹

In the present study, teachers and principals also agreed that context of work factors (dissatisfiers) are important influences on teacher morale. However, in sharp contrast to their agreement on the rank order of all five satisfiers, the two respondent groups agreed on the rank order of only one of eleven dissatisfiers. Both groups ranked Status as eighth in importance. (See Table 1.) The factor Possibility of Growth was ranked sixth by teachers, seventh by principals. (It would appear that the teachers believed their morale was somewhat more affected by lack of opportunity for growth than by their status in society.)

Some similarity in viewpoint was found in regard to the factor Salary, ranked tenth as a dissatisfier by teachers, ninth by principals. The low ranking assigned to this factor stands in marked contrast to the attention paid to salary levels by both teachers and principals during periods of contract negotiations.

The two groups of respondents differed more widely in their assignment of rank order to the eight remaining

¹Troutman, p. 50.

dissatisfiers. These differences led to a shift in ranking when the point values assigned by each group were combined for each dissatisfier. For this reason, teacher and principal results for these factors are discussed separately. Differences in perception immediately become apparent. For example, teachers ranked their Working Conditions first as a dissatisfier, while principals ranked this factor third. On the other hand, principals perceived teachers' Interpersonal Relations with superiors as first in rank order as a dissatisfier; teachers put such relations third in importance.

Disagreement between the two groups widened as other dissatisfiers were ranked. The greatest disparity is seen in regard to the factor Job Security. While teachers considered Job Security as second in importance as a dissatisfier, principals ranked this factor tenth. The responses of the principals may have been based in part on their own lack of tenure. It is possible that they regard tenure regulations as sufficient job protection for teachers, while teachers may not share this view, especially during periods of decrease in enrollment, closing of schools, and reduction in force.

The factor School Board policy (administration) was ranked fourth as a dissatisfier by teachers, sixth by principals. The possibility exists that some teacher re-

spondents may consider school boards as giving priority to administrative or management concerns as apart from teacher concerns. They may view decisions as being made at a distance from their contributions. Some teachers may perceive school boards as employers of administrators rather than as community representatives, especially if lines of communication are not readily accessible.

The respondent principals generally appeared to ascribe greater importance to interpersonal relations as dissatisfiers than did the teachers. It has been noted that Interpersonal Relations with superiors was ranked third by teachers but first by principals. Teachers ranked Interpersonal Relations with their peers as fifth; while principals perceived this relationship as the second most important dissatisfier. Teachers assigned Interpersonal Relations with subordinates to seventh rank as a dissatisfier, while principals ranked this factor fifth.

Technical supervision was not regarded as an important dissatisfier by either group. Technical supervision was ranked ninth by teachers and eleventh-last-by principals.

Finally, the greatest disparity in rank order, after that related to Job Security, was found in the ranking of Personal Life. While teachers placed this factor last as a

dissatisfier, principals perceived teachers' personal lives as fourth in importance. Perhaps the responding teachers consider themselves able to separate their personal and their private lives, and do not generally relate personal life difficulties to dissatisfaction with their jobs. Principals, on the other hand, may observe clues that their teachers' personal lives are having negative effects on their morale.

In summary, the data reveal a contrast between the teacher respondents and the principal respondents as they ranked content of work factors (satisfiers) and context of work factors (dissatisfiers). The two groups showed close agreement about the importance of content of work factors, but were in marked disagreement about the order of importance of dissatisfiers. Furthermore, of the three context of work factors about which they did show agreement-Status, Possibility of Growth, and Salary, none was ranked high by either group of respondents.

It should be recognized that similarities and differences between teacher and principal responses do not necessarily indicate consistency. Caution should be exercised in drawing inferences from specific group data about general characteristics.

The need for caution in interpreting teacher and principal agreement about factors of job satisfaction and job dissatisfaction is reinforced by the lack of a statistically significant relationship between the teacher group behavior and the principal group behavior under study. The results of the chi square test for frequency of teacher responses to the questionnaire items, as compared to principals' responses, demonstrate that there is not a statistically significant difference between the two groups. Therefore, such differences as exist may be due to chance. The scores on the chi square test, in terms of all sixteen factors as identified by teachers and principals, range from 3.4988 (Possibility of Growth) to 0 (School Board Policy-Administration.) (See Table 2.)

The chi square value required for significance at the .05 level is 5.991. Therefore, the existence of a statistically significant difference between teachers and principals' responses is rejected.

Analysis of Interview Questions

Interviews were structured differently for the two respondent groups. Three sets of related questions were asked of each teacher and principal. One set of questions pertained to job satisfaction, one to job dissatisfaction,

TABLE 2

Values of Chi Square for the Frequency of Teacher Responses (N=45) to Propositions 1-16 as Contrasted With Principal Responses (N=15) to Propositions 1-16 for the Total Group (N=60)

PROPOSITION 1-16 Questionnaire		Chi Square Value
Proposition 1	Achievement	.6895
Proposition 2	Salary	3.3000
Proposition 3	Recognition	.6895
Proposition 4	Growth	3.4988
Proposition 5	Work Itself	3.1460
Proposition 6	Interpersonal Relations (subordinates)	1.2532
Proposition 7	Status	1.5433
Proposition 8	Interpersonal Relations (superiors)	2.5721
Proposition 9	Interpersonal Relations (peers)	3.0767
Proposition 10	Supervision (technical)	.2072
Proposition 11	Board of Education Policy (Administration)	.0
Proposition 12	Working Conditions	.8321
Proposition 13	Responsibility	.4443
Proposition 14	Personal Life	1.9688
Proposition 15	Advancement	.1366
Proposition 16	Job Security	1.5414

Chi Square Value Required for Significance at the .05 Level is 5.99.

and one to supervisory procedures. Responses to the first two sets are analyzed below. The third set of questions, concerning specific supervisory procedures and behaviors, is analyzed in Part II, following.

Job Satisfaction. Teachers were asked to describe a situation in which they had unusually good or high feelings about their jobs and to explain their reasons for these feelings. (See Appendix B.) Principals were asked to describe a situation in which they attempted to increase job satisfaction for one or more teachers on their staff, and to explain the reasons for their choice of procedure or behavior. (See Appendix C.) The reasons supplied by each respondent were categorized according to an Analytical Checklist of content of work factors and context of work factors. (See Appendix D.) Rank order was assigned to these reasons in terms of the total list of factors.

Teachers responses (forty-six percent) indicated that the content of work factor Achievement was the most important reasons for good feelings about a job episode. Achievement was closely followed by Recognition, ranked second by thirty-three percent of the teachers. Work Itself ranked third, for twenty-four percent of the teachers. These three content of work factors accounted for ninety-three percent of

teachers' responses. Fourth rank was allotted to Responsibility, but only four percent of the teachers, while the context of work factor Job Security was fifth. However, only two percent of the teachers gave this factor as the reason that they felt good about a particular job episode. None of the remaining eleven factors was cited by teachers. (See Table 3.)

In response to similar questions, principals showed some areas of agreement but greater areas of disagreement. As mentioned previously, content of work factors refers to satisfiers and context of work factors refers to dissatisfiers. In agreement, neither group listed the content of work factor Advancement as providing for good feelings in a specific job episode. Another area of agreement was found when principals ranked Work Itself third as a reason for utilizing a particular procedure in seeking to increase a teacher's job satisfaction. Principals did not rank seven of the context of work factors.

In contrast to the high rank given to Achievement by teachers, no principal regarded this factor as a reason for selecting a procedure or behavior to increase a teacher's morale. Instead, first rank was shared by the content of work factor Recognition and the context of work factor

TABLE 3

Factors for Interview Question 1:
 (High/Good Job Episode)
 All Teachers (N=45) and
 Principals (N=15)
 Compared

	Teacher Responses	Rank Order	Principal Responses	Rank Order	Combined Responses	Combined Rank Order
Content of Work Factors/ SATISFIERS						
Achievement	(16) 36%	1	0	0	(16) 27%	2
Recognition	(15) 33%	2	(4) 27%	1	(19) 32%	1
Work Itself	(11) 24%	3	(1) 7%	3	(12) 20%	3
Responsibility	(2) 4%	4	(3) 20%	2	(5) 8%	4
Advancement	0	0	0	0	0	0
Context of Work Factors/ DISSATISFIERS						
Salary	0	0	0	0	0	0
Possibility of Growth	0	0	(1) 7%	3	(1) 2%	6
Interpersonal Relations (subordinates)	0	0	(1) 7%	3	(1) 2%	6
Status	0	0	0	0	0	0
Interpersonal Relations (superiors)	0	0	0	0	0	0
Interpersonal Relations (peers)	0	0	0	0	0	0
Supervision (technical)	0	0	(1) 7%	3	(1) 2%	6
School Board Policy (administration)	0	0	0	0	0	0
Working Conditions	0	0	(4) 27%	1	(4) 7%	5
Personal Life	0	0	0	0	0	0
Job Security	(1) 2%	5	0	0	(1) 2%	6

Working Conditions, each chosen by twenty-seven percent of the principals. A slightly smaller group, twenty percent, gave responsibility second rank. Scattered responses from principals resulted in the sharing of third rank by the content of work factor Work Itself and three context of work factors; Possibility of Growth, Interpersonal Relations with subordinates, and Technical Supervision. These three items were not given ranking by the teachers.

Job Dissatisfaction. The second set of questions in the interview pertained to job dissatisfaction. (See Table 4.) Teachers were asked to describe a situation in which they had unusually low or bad feelings about their jobs and to relate the reasons for their reactions. Similarly, principals were asked to describe a situation in which they attempted to decrease a teacher's job dissatisfaction and to explain the reasons for the procedure or behavior they used. The reasons supplied by each respondent were categorized, by use of an analytical checklist, under content of work factors or context of work factors. Rank order was assigned to these reasons in terms of the combined list of factors.

Teachers' responses indicated that they regarded the content of work factor Responsibility; as the most important reasons for low or bad feelings about a job situation (twen-

TABLE 4

Factors for Interview Question 3:
(Low/Bad Job Episode)
All Teachers (N=45) and
Principals (N=15)
Compared

Content of Work Factors/ SATISFIERS	Teacher Responses	Rank Order	Principal Responses	Rank Order	Combined Responses	Combined Rank Order
Achievement	(5) 11%	4	0	0	(5) 8%	3
Recognition	(3) 7%	5	(1) 7%	4	(4) 7%	4
Work Itself	(6) 13%	3	(3) 20%	2	(9) 15%	2
Responsibility	(9) 20%	1	0	0	(9) 15%	2
Advancement	(1) 2%	7	0	0	(1) 2%	7

Context of Work Factors/
DISSATISFIERS

Salary	0	0	0	0	0	0
Possibility of Growth	0	0	0	0	0	0
Interpersonal Relations (subordinates)	0	0	(1) 7%	4	(1) 2%	7
Status	(1) 2%	7	0	0	(1) 2%	7
Interpersonal Relations (superiors)	(8) 18%	2	(2) 13%	3	(10) 17%	1
Interpersonal Relations (peers)	(2) 4%	6	0	0	((2) 3%	6
Supervision (technical)	(1) 2%	7	0	0	(1) 2%	7
School Board Policy (administration)	0	0	(1) 7%	4	(1) 2%	7
Working Conditions	(6) 13%	3	(4) 27%	1	(10) 17%	1
Personal Life	(1) 2%	7	(2) 13%	3	(3) 5%	5
Job Security	(2) 4%	6	(1) 7%	4	(3) 5%	5

ty percent). Responsibility was followed closely by an eighteen percent response ranking the context of work factor Interpersonal Relations (superiors) as second. Third place was shared by the content of work factor Work Itself and the context of work factor Working Conditions, with thirteen percent of the teachers choosing each as a reason for dissatisfaction in a particular job situation. Some teachers (eleven percent) assigned fourth rank to Achievement and fifth place (seven percent) to Recognition, both content of work factors. Each of the context of work factors Interpersonal Relations (peers) and Job Security was chosen for sixth place by four percent of the teachers. Finally, Advancement and three context of work factors-Status, Supervision (technical), and Personal Life-each received two percent of the teachers' votes.

Four context of work factors-Salary, Personal Growth, Interpersonal Relations (subordinates), and School Board Policy received no teachers' votes as reasons for low or bad feelings in a specific job situation.

Principals showed agreement with teachers in that they too gave no votes to the four factors just listed. Generally the interviews revealed that teachers and principals had somewhat greater areas of disagreement than agree-

ment. Principals' rankings showed less scatter than did those of teachers. The largest number of principals, twenty-seven percent, ranked the context of work factor Working Conditions first as a reason they chose a particular procedure or behavior to decrease teacher dissatisfaction. Teachers ranked this third as a reason for low morale. Principals' viewpoints on Work Itself were closer to those of teachers. Twenty percent of the principals gave it second rank; teachers ranked this factor third.

Two context of work factors-Interpersonal Relations (superiors) and Personal Life-were given third rank by principals (thirteen percent). In contrast, teachers ranked Personal Life only seventh as a reason for low or bad feelings about a job episode. Principals (seven percent) assigned fourth rank to one content of work factor, Recognition, and also to three context of work factors-Job Security, Interpersonal Relations (subordinates), and School Board Policy. A difference between respondent groups is apparent here, since teachers did not give any rank to the last two factors.

A greater disagreement is noted in that no principal chose the content of work factors, Responsibility, Achievement, or Advancement as important to their procedures in

seeking to lessen bad feelings in teachers. As has been noted, teachers ranked Responsibility first, Achievement fourth, and Advancement seventh as reasons for low morale.

Comparison of Responses Within Groups. Generally, these interview data show consistency with questionnaire data, especially insofar as teachers' responses are concerned. This consistency is especially true for teachers' views about content of work factors. For example, teachers ranked these factors as satisfiers in an order close to that they assigned as reasons for high or good feelings about a specific job episode. Principals' rankings of content of work factors in terms of the two functions varied more widely. For example, while they ranked Achievement second in importance as a job satisfier, they failed to rank it as a reason for choosing a specific supervisory procedure to improve teacher morale.

Greater variation is found between questionnaire and interview responses to queries about context of work factors, or dissatisfiers. Generally teachers did not list these factors as reasons for high or good job feelings. However, while they ranked Job Security second in importance as a dissatisfier, they ranked it only sixth as a reason for low feelings in a specific situation. School Board Policy, rank-

ed fourth by teachers as a dissatisfier, was not ranked at all as a reason for low feelings, while Personal Life, ranked eleventh as a dissatisfier, was given seventh place as a reason in a specific situation.

Principals' responses to the questionnaire and the interview also showed internal differences in regard to context of work factors. For example, on the questionnaire principals ranked Interpersonal Relations (superiors) first and Interpersonal Relations (peers) second, as factors influencing dissatisfaction, but in interviews they did not rank these as reasons for utilizing specific procedures to decrease teachers' dissatisfaction. Principals ranked Job Security only tenth as a dissatisfier but fourth as a reason for following a specific procedure to improve teacher morale.

Overview of Part I

Data derived from the questionnaire clearly indicated that the content of work factors (satisfiers) and the context of work factors (dissatisfiers) were considered by both principals and teachers as important influences on teachers' morale. These data tend to support the notions of Herzberg and reinforce the basic concepts of the Motivation-Hygiene Theory. Differences between the two groups of respondents concerned ranking rather than identification.

The responses to Interview questions 1-4, like those to the questionnaires, show some similarities but greater differences between teachers' and principals' perspectives.

As has been the case throughout this study, the content of work satisfiers and the context of work dissatisfiers refer to the Motivation-Hygiene Theory developed by Frederick Herzberg. Furthermore, the content of work satisfiers refer to the internal or intrinsic nature of work while the context of work dissatisfiers refer to the extrinsic nature of work. In interviews, ninety-seven percent of the teachers identified content of work factors, or satisfiers, as related to good feelings in specific job episodes. Only two percent thought of such feelings in terms of context of work factors, or dissatisfiers. While fifty-four percent of the principals

identified content of work factors as reasons for procedures intended to improve teachers' morale, forty-eight percent listed context of work factors as the reasons for those procedures. (See Table 3.) Their divided response may indicate a division in philosophy. Approximately half the principals took the position that implementing procedures in terms of satisfiers will improve teacher morale, while apparently half thought in terms of diminishing dissatisfiers in order to achieve the same result.

The responses of the teachers bear out the Motivation-Hygiene Theory as it relates to factors that satisfy or dissatisfy employees. According to this theory, high or good feelings usually are attributed to content of work factors, but employees usually do not associate context of work factors with feelings of job satisfaction.

Further reinforcement of these findings comes in a comparison of this study with that of Sergiovanni (1967). Sergiovanni, using a sample of 127 classroom teachers in Monroe County, New York, found content of work factors Achievement, Recognition, and Responsibility to be significant factors affecting job satisfaction.²

²Sergiovanni, p. 74.

The two studies have common elements:

- 1) The utilization of the Herzberg factors of the Motivation-Hygiene Theory.
- 2) The use of classroom teachers as sample populations.
- 3) The use of a similar statistical approach to contrast high/good feelings about job episodes with low/bad feelings about job episodes.
- 4) The finding that Achievement and Recognition significantly influence job satisfaction.

Interviews conducted as a part of this study indicated some inconsistencies in teachers' and principals' responses to questions about low or bad feelings associated with specific job situations. Fifty-three percent of the teachers, compared to twenty-seven percent of the principals, described content of work factors as related to teachers' negative feelings.

In examining context of work factors, a slightly greater area of agreement became evident. Forty-five percent of the teachers and seventy-four percent of the principals identified these factors in discussing low or bad feelings among teachers. (See Table 4.)

Analyses of differences between respondent groups

about high/good and low/bad feelings were conducted using the chi square test of statistical significance. The value required for significance at the .05 level was 3.841 for both teachers and principals.

Teacher behavior, as demonstrated through the structured interview, produced chi square values for the five content of work factors which ranged from 9.9676 (Achievement) to 0 (Advancement). Only Achievement and Recognition (chi square value 8.32) were significant. The eleven context of work factors, with chi square values ranging from 0 to .0554, were rejected, since all were below the 3.841 level. (See Table 5.)

Principals' behavior, as demonstrated in the structured interview, produced chi square values for the five content of work factors which ranged from 0 to .0902. All were rejected as below the 3.841 value required for significance. Of the eleven context of work factors, ten produced chi square values of 0. Only Working Conditions with a chi square value of 4.5 was found to be significant. (See Table 6.)

The data in this study showed that the teacher group and the principal group tended to respond somewhat differently to the two sets of factors. Thus the possibility is

TABLE 5

Value of Chi Square for the Frequency with which Each Factor Appeared in High Attitude Episodes as Contrasted with Low Attitude Episodes for the Teacher Group (N=45) Interview Questions 1 (High Job Episode) and 3 (Low Job Episode)

Content of Work Factors/

SATISFIERS	High	Low	Chi Square Value
Achievement	16	5	9.9676
Recognition	15	5	8.32
Work Itself	11	6	1.08
Responsibility	2	9	2.5828
Advancement	0	1	0

Context of Work Factors/

DISSATISFIERS

Salary	0	0	0
Possibility of Growth	0	0	0
Interpersonal Relations (subordinates)	0	0	0
Status	0	1	0
Interpersonal Relations (superiors)	0	8	0
Interpersonal Relations (peers)	0	2	0
Supervision (technical)	0	1	0
School Board Policy (administration)	0	0	0
Working Conditions	0	6	0
Personal Life	0	1	0
Job Security	1	2	.0554

Chi Square Value Required for Significance at the .05 Level is 3.841.

TABLE 6

Values of Chi Square for the Frequency with with Each Factor Appeared in High Attitude Episodes as Contrasted with Low Attitude Episodes for the Principal Group (N=15) Interview Questions 1 (High Job Episode) and 3 (Low Job Episode)

Content of Work Factors/
SATISFIERS

	High	Low	Chi Square Value
Achievement	0	0	0
Recognition	4	1	.1125
Work Itself	1	3	.0902
Responsibility	3	0	0
Advancement	0	0	0

Context of Work Factors/
DISSATISFIERS

Salary	0	0	0
Possibility of Growth	1	0	0
Interpersonal Relations (subordinates)	1	1	0
Status	0	0	0
Interpersonal Relations (superiors)	0	2	0
Interpersonal Relations (peers)	0	0	0
Supervision (technical)	1	0	0
School Board Policy (administration)	0	1	0
Working Conditions	4	4	4.5
Personal Life	0	2	0
Job Security	0	1	0

Chi Square Value Required for Significance at the .05 Level is 3.841.

suggested that content of work factors and context of work factors are not necessarily arranged along a conceptual continuum. The areas of disagreement between the two groups require further exploration.

PART II

This section provides a discussion of teachers' and principals' responses to the third set of interview questions, which are related to analytical questions 3 and 4:

3. What do teachers identify as the specific procedures and supervisory behaviors used by principals that influence teachers' job satisfaction and job dissatisfaction?
4. What do principals identify as the specific procedures and supervisory behaviors used by principals that influence teachers' job satisfaction and job dissatisfaction?

The third set of interview questions, numbers 5 and 6, for teachers asked them to list (1) specific procedure(s) their principal had implemented to increase their job satisfaction and decrease their dissatisfaction, and (2) specific supervisory behaviors their principal had demonstrated for the same purpose. Principals were asked two similar questions. The responses to each question were categorized on an analytical checklist under content of work factors or context of work factors. These responses were then ranked in order of frequency in terms of the total list of factors. The structured interview also requested comments.

Analyses will be developed first for data on supervisory procedures, then for data on specific supervisory behaviors, followed by a comparative analysis of both aspects.

Supervisory Procedures

Roughly half the teachers (forty-six percent) perceived their principals as using content of work factors most frequently in supervisory procedures designed to increase job satisfaction and decrease job dissatisfaction, while half the teachers (fifty-two percent) responded that their principals used context of work factors most frequently. When these responses were ranked in order of frequency of use, the context of work factors Interpersonal Relations (superiors) and Working Conditions each received twenty-two percent of the votes for first place. Teachers (twenty percent) ranked Responsibility second, while two other content of work factors, Recognition and Work Itself, each received thirteen percent of the teachers' votes. Three context of work factors received much smaller votes. Four percent of the teacher respondents ranked Supervision (technical) fourth in frequency of use by principals. Interpersonal Relations (peers) and Job Security, each with two percent of the teachers' votes, shared fifth place. (See Table 7.)

TABLE 7

Supervisory Procedures Identified by Teachers (N=45)
and Principals (N=15) in Terms of Satisfiers and
Dissatisfiers for Interview Question 5,
(Supervisory Procedures)
Compared

	Teacher Responses	Rank Order	Principal Responses	Rank Order	Combined Responses	Combined Rank Order
Content of Work Factors/ SATISFIERS						
Achievement	0	0	0	0	0	0
Recognition	(6) 13%	3	0	0	(6) 10%	5
Work Itself	(6) 13%	3	(4) 27%	1	(10) 17%	3
Responsibility	(9) 20%	2	(3) 20%	2	(12) 20%	2
Advancement	0	0	(1) 7%	3	(1) 2%	7

**Context of Work Factors/
DISSATISFIERS**

Salary	0	0	0	0	0	0
Possibility of Growth	0	0	(1) 7%	3	(1) 2%	7
Interpersonal Relations (subordinates)	0	0	0	0	0	0
Status	0	0	0	0	0	0
Interpersonal Relations (superiors)	(10) 22%	1	(1) 7%	3	(11) 18%	3
Interpersonal Relations (peers)	(1) 2%	5	0	0	(1) 2%	7
Supervision (technical)	(2) 4%	4	(1) 7%	3	(3) 5%	6
School Board Policy (administration)	0	0	0	0	0	0
Working Conditions	(10) 22%	1	(3) 20%	2	(13) 22%	1
Personal Life	0	0	(1) 7%	3	(1) 2%	7
Job Security	(1) 2%	5	0	0	(1) 2%	7

Principals' responses, too, were divided almost equally between content of work factors (fifty-four percent) and context of work factors (forty-eight percent). Frequency of use, however, was perceived differently. Principals (twenty-seven percent) responded that they used the content of work factor Work Itself most frequently in implementing procedures to help teachers increase their job satisfaction and decrease their job dissatisfaction. Twenty percent of the principals each listed the content of work factor Responsibility and the context of work factor Working Conditions as second in frequency. Third rank was assigned equally to the content of work factor Advancement and to four context of work factors, Possibility of Growth, Interpersonal Relations (superiors), Supervision (technical), and Personal Life, each by seven percent of the principals. (See Table 8.)

The data reveal limited areas of agreement between teachers and principals about the factors utilized in supervisory procedures intended to improve teachers' morale. Both groups gave second place in frequency to Responsibility, and chose high rankings within one place of each other for Working Conditions. Neither group listed Achievement or four context of work factors: Salary, Interpersonal Relations

TABLE 8

Supervisory Behaviors Identified by Teachers (N=45)
and Principals (N=15) in Terms of Satisfiers and
Dissatisfiers for Interview Question 6,
(Supervisory Behaviors)
Compared

Content of Work Factors/ SATISFIERS	Teacher Responses	Rank Order	Principal Responses	Rank Order	Combined Responses	Combined Rank Order
Achievement	0	0	0	0	0	0
Recogniton	(13) 29%	2	(2) 13%	2	(15) 25%	2
Work Itself	(1) 2%	5	0	0	(1) 2%	7
Responsibility	(2) 4%	4	0	0	(2) 3%	6
Advancement	0	0	0	0	0	0

Context of Work Factors/
DISSATISFIERS

Salary	0	0	0	0	0	0
Possibility of Growth	(1) 2%	5	0	0	(1) 2%	7
Interpersonal Relations Subordinates	0	0	(5) 33%	1	(5) 8%	4
Status	0	0	0	0	0	0
Interpersonal Relations (superiors)	(16) 36%	1	(5) 33%	1	(21) 35%	1
Interpersonal Relations (peers)	0	0	0	0	0	0
Supervision (technical)	(2) 4%	4	(1) 7%	3	(3) 5%	5
School Board Policy (administration)	0	0	0	0	(7) 12%	3
Working Conditions	(6) 13%	3	(1) 7%	3	(3) 5%	5
Personal Life	(2) 4%	4	(1) 7%	3	(2) 3%	6
Job Security	(2) 4%	4	0	0		6

(subordinates), Status, or School Board Policy.

Areas of disagreement appeared in both selection of factors and frequency rankings. While each group ranked eight of the sixteen factors, they agreed on only five as being used by principals to implement supervisory practices. Teachers ascribed third rank in frequency to Recognition and no rank to Advancement. Principals offered exactly opposite responses. Teachers did not perceive principals as utilizing Possibility of Growth or Personal Life in their supervisory procedures to improve morale while principals ranked these context of work factors third in frequency of use. On the other hand, teachers ranked Interpersonal Relations (peers) and Job Security as fifth, while principals did not perceive themselves as utilizing these factors to implement supervisory procedures with teachers to increase their job satisfaction or decrease their job dissatisfaction.

Supervisory Behavior

About one-third of the teachers (thirty-five percent) interviewed responded that their principals used content of work factors most frequently in their supervisory behaviors concerned with teachers' job satisfaction, while sixty-three percent of the teachers stated that their principals used

context of work factors most frequently. When the factors were ranked according to frequency of use, thirty-six percent of the teachers rated the context of work factor Interpersonal Relations (superiors) first. The content of work factor Recognition was ranked second, by twenty-nine percent of the teachers. The context of work factor Working Conditions, listed by thirteen percent of the teachers, was rated third in frequency of use. (See Table 8.)

Four factors shared fourth place. Four percent of the teachers chose Responsibility, and an equal number selected three context of work factors, Supervision (technical), Personal Life, and Job Security. Fifth rank in frequency was assigned to Possibility of Growth, by two percent of the teachers.

Teachers did not consider that principals demonstrated use of the content of work factors Achievement or Advancement in their supervisory behaviors intended to improve morale. Similarly, the teachers did not rank the context of work factors Salary, Interpersonal Relations (subordinates), Status, Interpersonal Relations (peers), or School Board Policy (administration).

Principals, in responding to interview questions about specific supervisory behaviors, ascribed greatest frequency

of use to context of work factors (eighty-seven percent). They saw themselves as using content of work factors much less frequently (thirteen percent) in supervisory behaviors related to teachers' job satisfaction. The principals ranked both Interpersonal Relations (subordinates) and Interpersonal Relations (superiors) as the factors most frequently, with an equal number of principals (thirty-three percent) voting for each. Recognition was ranked as second most frequently demonstrated, by thirteen percent of the principals. Third place was shared by Supervision (technical), Working Conditions, and Personal Life. Each of these context of work factors received seven percent of the principals' votes. (See Table 8.)

Except for the factor Recognition, principals did not ascribe any frequency to content of work factors. Furthermore, principals did not choose six of the context of work factors.

Comparison of responses from the two groups reveals that they agreed on Interpersonal Relations (superiors) and Recognition as important factors in principals' supervisory behaviors, and offered fairly similar rankings for Supervision (technical), Working Conditions, and Personal Life. They also agreed on some factors as unimportant. For

example, neither group responded that Achievement or Advancement was demonstrated in specific supervisory behaviors designed to improve teachers' morale.

Teachers listed a total of nine factors as demonstrated by principals in specific situations where teachers' morale was concerned, while principals ranked six factors. In contrast to the teachers' viewpoints, principals did not perceive themselves as utilizing Responsibility, Work Itself, Possibility of Growth, or Job Security in their supervisory behaviors related to increasing teachers' job satisfaction or decreasing job dissatisfaction.

The importance of teacher-principal relationships was indicated by the teachers ranking Interpersonal Relations (superiors) first. This finding was supplemented by teacher comments elicited during the interviewing process. Teacher comments given during the interviewing process such as: 1) "My principal approaches me at least twice per week to talk to me", 2) "My principal sets things up so as not to waste my time on mundane tasks such as milk money collection", 3) "My principal is a sincere person who is willing to help me when I need assistance. He is a warm person", substantiated the importance of teacher-principal relationship to teachers.

Principals should be aware of the importance teachers attach to teacher-principal relations. Furthermore, principals could be more successful in lessening teacher dissatisfaction by actively devising procedures and demonstrating behaviors which promote positive interpersonal relations with teachers.

Comments made by teachers during the interviewing process may provide specific behaviors and supervisory procedures which principals could utilize to lessen teacher dissatisfaction. Examples of these behaviors and procedures are: 1) participation in parent/teacher conferences, 2) verbal praise, 3) personal contact with teachers, 4) requesting teacher input, and 5) providing alternatives in teaching assignments. Regardless of behaviors or procedures followed, given the frequency of teacher references to sincerity and warmth, the principal must be genuine in his or her efforts.

Overview of Part II

Interesting distinctions were made by both teachers and principals in their identification of supervisory procedures and behaviors in terms of content of work factors and context of work factors. For the purposes of the interview questions in this study, supervisory procedures were defined as general plans for carrying out tasks, such as making an evaluation visit in a classroom. Supervisory

behaviors were defined as the specific actions of the principal in carrying out the task.

Teachers were somewhat more consistent than principals in their perceptions. Teacher consistency is seen in the following list, where 1 is highest, 0 lowest.

	Teacher Rankings		Principal Rankings	
	<u>Supervisory Procedures</u>	<u>Supervisory Behaviors</u>	<u>Supervisory Procedures</u>	<u>Supervisory Behaviors</u>
Achievement	0	0	0	0
Recognition	3	2	0	2
Work Itself	3	5	1	0
Responsibility	2	4	2	0
Advancement	0	0	3	0
Salary	0	0	0	0
Possible Growth	0	5	3	0
Interpersonal Relations (subordinates)	0	0	0	1
Status	0	0	0	0
Interpersonal Relations (superiors)	1	1	3	1
Interpersonal Relations (peers)	5	0	0	0
Supervision (technical)	4	4	3	3

	Teacher Rankings		Principal Rankings	
	<u>Supervisory Procedures</u>	<u>Supervisory Behaviors</u>	<u>Supervisory Procedures</u>	<u>Supervisory Behaviors</u>
School Board Policy	0	0	0	0
Working Conditions	1	3	2	3
Personal Life	0	4	3	3
Job Security	5	4	0	0

Teachers were consistent in ranking Interpersonal Relations (superiors) first and Supervision (technical) fourth in frequency as factors in both supervisory procedures and behaviors. Their remaining rankings for the two aspects of supervision varied one or two places. For example, they ranked Responsibility second as a factor for procedure and fourth as a factor for principals' behaviors. Work Itself was ranked third in frequency for supervisory procedure and fifth for behaviors.

Principals showed much greater variation in their identification of supervisory procedures and behaviors in terms of content of work factors and context of work factors. Indeed, only two of their rankings coincided. Supervision (technical) and Personal Life shared third place for both procedure and behaviors. Furthermore, while principals

ranked Work Itself first and Responsibility second as used in supervisory procedures, they did not rank them at all as factors demonstrated in supervisory behaviors. While they ranked Interpersonal Relations (subordinates) first and Recognition second as demonstrated in behaviors, they did not rank them at all as factors used in procedures.

In interviews, Achievement, Salary, Status, and School Board Policy were not listed by respondents of either group as factors for either supervisory procedure or behaviors. Some contrast is noted here to the positions taken on the questionnaire by both teachers and principals when they ranked these factors in order of their importance as satisfiers or dissatisfiers. Both groups ranked Achievement as the second most important content of work factor. Exploration of possible reasons for this and other apparent inconsistencies is needed. Exploration is needed by school principals of possible reasons for both groups ranking Achievement as the second most important content of work factor while not listing Achievement as a factor for supervisory procedures and behaviors. Such a disparity between identified priorities and ongoing supervisory practices should be investigated. Furthermore, school principals who have the day to day responsibility for promoting teacher

morale, have a vested interest in discovering the reasons for the disparity and, utilizing this knowledge to promote teacher morale.

Implications of the Findings

Introduction

The third major purpose of this study is to provide an analysis of the implications of the findings with regard to the supervisory procedures and behaviors available to elementary school principals for improving teacher morale.

One of the most important ideas that can be gained from a discussion of job satisfaction is that school supervisory personnel are responsible for the development and maintenance of high teacher morale. Specifically, it is the school principal who has the day-to-day opportunity to carry out this charge. He or she is in the best position to be aware of the factors which influence teachers' job satisfaction and to use supervisory procedures and specific behaviors to that effect.

Given this frame of reference, how can the findings of this study be utilized by the principal? The principal, as a teacher of teachers, knows the importance of learning and communication. Both the theoretical foundation of this study and the present findings offer information which the

ronment.

The aspect of communication is seen as especially important as areas of agreement and disagreement are explored. According to this study, the two groups of educators were in close agreement in their identification and ranking of content of work factors (satisfiers) as important to teacher morale.

Disagreement between teacher and principal respondents covered the broad areas of professional life, personal life, and interpersonal relations. This disagreement is made most evident through data about context of work factors (dissatisfiers). Comments made by principals and teachers during the structured interview process reinforce the importance of the aforementioned disagreement. The wide disparity in attitudes, as demonstrated during interviews, was best illustrated by one particular teacher when responding to the interview question requesting information as to what supervisory procedures and behaviors are utilized by her principal to promote teacher morale. The teacher respondent indicated that her principal did "nothing" to promote positive teacher morale. This response is particularly interesting in that the principal of this teacher responded, when providing information as to what he did to promote positive teacher

morale, indicated that he "stays out of their way, trying not to over administrate."

Possible disagreements between teachers and principals, regarding such factors as professional life, personal life, and interpersonal relations, require interactions between teachers and principals. Such interactions are the basics for attitude formation and skill development among professional educators. Both groups of educators may need to share in exploration of these differences and the reasons for them. Awareness of differences in viewpoint would appear to be essential to principals especially, as they design and implement procedures for the improvement and maintenance of teacher morale.

Some specific implications of the findings are presented below according to the sequence of analysis.

Questionnaire.

This section contains an analysis of the questionnaire data. Primary focus is upon the areas of agreement and disagreement between principals' responses and teachers' responses. As mentioned previously, content of work factors refer to dissatisfiers.

Advancement. While principals and teachers agreed that advancement was a factor relevant to job satisfaction,

in accordance with the Herzberg Theory, they ranked Advancement last among five content of work factors. (See Table 1.) Such a ranking may imply a somewhat narrow perception of the term. Both groups of respondents may view Advancement as following the route from teacher to principal to assistant superintendent to superintendent. Therefore, it may be advantageous for school principals to analyze the opportunity for advancement within the school organization. An analysis of building level organizational functions, roles, and procedures may provide opportunities for teacher advancement which heretofore had gone unrecognized.

Principals might consider broadening the utilization of Advancement as a motivator for productivity and a factor in job satisfaction. Within each school organization exist opportunities for selection, election, and rotation of teachers as chairpersons of committees, coordinators of departments, and members of committees with decision-making charges.

As leaders and building managers, principals can design means by which teachers can legitimately feel a sense of advancement. These ways must be real and long term. They must not simply offer empty titles accompanied by extra work. For example, committees of teachers could be selected to devise short range and long range plans for the implementation of

curricular objectives for a particular school or combination of grade levels. It is important to note that such committees should be organized and planned in such a manner as to promote decision making. Such committees could be given budgetary responsibility, as established by proper administrative authority, to allocate and approve expenditures, including items relating to personnel, supplies, and supplemental curricular materials. Committees which are established would need chairpersons and other roles necessary to the smooth functioning of a task oriented work group.

Salary adjustments or stipends might or might not be available as teacher responsibilities are increased, depending upon district policy. Information about this aspect should, of course, be shared with teachers, along with information about the opportunities for Advancement.

Status, Possibility of Growth. While they agreed on the relative importance of content of work factors, the two respondent groups were in sharp contrast in their rankings of context of work factors. They agreed on the rank order of only one of eleven context of work factors, Status, which refers to teachers' feelings about how they are viewed by the general community. Principals ranked Possibility of Growth seventh, and teachers ranked it sixth as a factor

in job dissatisfaction.

In order to analyze the disagreement between teacher responses and principal responses an examination of the definitions of the terms Status and Possibility of Growth is necessary. The context of work dissatisfier Status, ranked eighth by both teachers and principals, was defined as follows: How the worker sees his social position in relation to social stratification. The dissatisfier Possibility of Growth, ranked sixth by teachers and seventh by principals, was defined for teachers to include the possibility for the individual to refine his own professional skills. The apparent agreement indicated by teacher responses and principal responses may be the result of a semantical misunderstanding of the terms in that both Status and Possibility of Growth connotate possession of professional skills on the part of the classroom teacher. Furthermore, both terms imply that possession of professional skills could be judged as being valuable by other people within the school community as well as by the teacher himself. The possibility exists that similarity of definitions may have led to similar rankings by teachers and principals in terms of the dissatisfiers Status and Possibility of Growth. The above discussion was presented to clarify the

basic data which indicated the two respondent groups being in sharp contrast in their rankings of the context of work dissatisfiers. While some question may exist as to the similarity of the terms Status and Possibility of Growth, the data indicate that teachers and principals identify a degree of teacher dissatisfaction with the two factors. The two factors may be considered together in a discussion of implications for principals.

Principals can use their access to school and community groups as they seek to affect positively teachers' views of their status. They can communicate highlights and develop public awareness of the professional accomplishments of the teaching staff. Principals can provide information for P. T. A. bulletins and local newspapers and for advisory council meetings. Such action can help to improve the image and status of teachers in the general community, and perhaps the self-image of teachers who may be disheartened and dissatisfied. Certainly, the visibility of the principal in taking such a positive role can create positive side effects for the principal as well as lessen dissatisfaction among teachers. The visibility of the principal is important; however, it is also important to provide active participation and increased visibility of classroom teachers.

Teachers can promote their professional status via participation and involvement in school and community activities. Such teacher involvement may take the form of membership on P. T. A. planning committees or may be more community oriented as in Community Chest Fund raising activities. While the visibility of the principals and teachers is important in any attempt to improve the status of classroom teachers, visibility itself may not accomplish the desired outcome.

Increased professional training for teachers may also improve the status of teachers as they increase their technical skills. Additional teacher training may be provided via local inservice programs as well as Colleges and Universities. Regardless of the source, increased knowledge and skills on the part of classroom teachers may improve the status of teachers and produce a positive effect on teacher morale in general.

Principals can take leadership roles, also, in utilizing the findings about Possibility of Growth. They can individualize in planning so that teachers have greater input into the design and implementation of inservice programs for professional growth. Such designs can focus on the area of technical skills, such as individualized instruction, or the area of program evaluation, where teachers work together

with administrators to modify programs to improve instruction. Principals can arrange for and encourage teachers to be involved in in-school programs, in district-wide training sessions, and in outside seminars and workshops. From shared involvement with principals, teachers can bring back expertise and skills that will affect growth in other staff members as well as themselves.

Principals should take advantage of their leadership role by striving to promote the professional growth of their teachers. One method, mentioned by several respondents in the interviews, is to allow teachers wide participation in a planning process when implementing a new educational program. Another method available to principals to promote professional growth by teachers would be to encourage teacher participation in professional conferences and work shops. A third method, mentioned by several principal respondents, is to assign teachers to leadership positions themselves as chairpersons of committees and work groups.

Principals as the visible leader of his or her school, depending on budgetary restrictions and district policy, can provide teachers with experience which may provide growth opportunities for teachers.

The key implication here is for principals to promote

the possibility of professional growth by actively involving teachers in all the steps in the inservice process.

Job Security. The wide disparity between teachers and principals in their viewpoints about job security has broad implications for principals.

The school principal can collect data and provide for teachers a running record of previous years' experiences with reductions in staff, showing the number of dismissals in the spring and the number of teachers rehired in the fall. Provision can be made also for an accurate count of the number of tenured teachers dismissed in the district and neighboring districts. The sharing of accurate and specific information with the staff can provide a check against rumor as well as an expression of confidence in the teachers' right to know facts and projections. The school principal, who has day to day supervisory responsibilities within the school, has many responsibilities as educational leader of the school. The principal is oftentimes expected to accomplish many goals and objectives, some of which may not be within his authority. While the principal cannot be the source of answers to all problems, he can and should attempt to provide a positive leadership role. The basic idea of the special role of the principal was stated clearly and accurately by Drs. M. P.

Heller and Edward T. Rancic, while co-authoring an article titled "Individualization: A Re-Birth in In-Service?" which appeared in the December, 1979, issue of the Illinois Principal. Drs. Heller and Rancic concluded the article with an insight that highlights the special influence a principal can have upon teachers when they indicated that ". . . the teacher can feel that he (she) is a special person, the principal will be providing educational leadership for a change, individualization will flourish, and students may benefit (finally). . ."4

The school principal has many responsibilities, perhaps too many, yet he must help teachers feel special if students are to benefit.

The principal also has the responsibility of clarifying to teachers that many context of work factors, such as Job Security, Working Conditions, and Salary are wholly or partially out of the hands of the principal. Full communication with teachers may not lessen dissatisfaction but it can help teachers understand the limits of the principal's responsibilities. Many of the under pinnings of context of

⁴Drs. Edward T. Rancic and Melvin P. Heller, "Individualization: A Re-Birth in Inservice?", Illinois Principal, Volume II, (December, 1979), p. 22.

work factors are cost items, and as such are primarily under the control of the central office or the Board of Education.

Summary. The findings of close agreement about satisfiers and disagreement about dissatisfiers have general implications concerning greater communication and sharing of information. Principals can discuss with their staff members their responsibilities with regard to the five content of work factors and explore together possible uses of their agreement about these factors. Principals can clarify the issues surrounding context of work factors, especially about what it is realistically possible for principals to change.

According to the Herzberg Theory, context of work factors can lessen dissatisfaction, but only the content of work factors can truly motivate employees toward higher productivity and increased job satisfaction. Principals can systematically scrutinize their intended procedures and behaviors, and redesign them, if necessary, in terms of the content of work factors.

A further implication for principals is that they have the responsibility to convey to the central office and the Board of Education the information teachers have shared with their principals in communication and clarification sessions. It is important to emphasize the advantage of

intra-district communication. Intra-district communication would help other administrators in understanding the impact of the content of work factors and context of work factors upon teachers in general and within each building.

Interviews

Achievement, Recogniton. Interview question data indicated some areas of agreement between teachers and principals; however, areas of disagreement were predominant. In response to the first two questions in their structured interview, teachers gave highest ranking to the content of work factor Achievement as the most important reason for good feelings in a job situation. In contrast, principals did not consider Achievement at all, but gave highest ranking to Recognition.

Principals, in their training as managers may recognize the importance of public recognition and frequent praise for their staffs. One implication of the disparity in teacher/principal responses is that principals must go beyond the traditional mode of recognition, and use more than this one factor in their efforts to improve morale.

Examples given by teachers and principals during the interviewing process support the notion that alternative methods of improving teacher morale exist. One method,

mentioned by several teacher respondents in the interviews, is to "allow staff participation in program development and implementation". Another method mentioned by teachers during interviews is to "ask teachers for their input before he makes a decision as to how to solve a problem".

Examples given by principals during interviews tend to reinforce alternative methods suggested by teachers. One method, verbalized by several principal respondents, is to "encourage an open door policy by seeking teachers out and by providing time at staff meetings to discuss problems and concerns". Another method, similar to the idea offered above, was recommended by one principal who simply indicated that "I like to be friendly towards the staff to encourage a relaxed atmosphere within which to work".

Specific comments, made by both teachers and principals during interviews, suggest methods of improving teacher morale which relate to the ability of the principal to interact in a qualitative manner with teachers.

The principal who indicated that he behaved in a certain manner to encourage a desired effect on teachers may have provided an alternative kind of recognition which teachers can respond to in a manner which promotes positive teacher morale. Teachers may feel recognized as people and as

professionals when principals interact with them in a relaxed and problem solving manner.

In order to help teachers feel a sense of achievement, principals must utilize skills in evaluation and technical supervision and understanding of the components needed for instructional skills. Principals may need more training at the university level and through inservice programs in how to design work experiences that can provide teachers with a legitimate sense of achievement. The factors of Advancement (previously discussed), Achievement, Work Itself-as well as Recognition-all can be used effectively to improve morale.

Responsibility, Interpersonal Relations (superiors).

Teachers saw Responsibility, a content of work factor, as most important, and Interpersonal Relations (superiors), a context of work factor, as closely related to low feelings in a job situation. In contrast, no principal chose Responsibility as important to procedures designed to lessen bad feelings in a work situation. As education has become more complex and more centralized, through local regulations, state codes, and federal mandates, teachers may tend to feel less direct and personal responsibility for their work performance. They may consider that they are expected to follow closely the adopted text and the district curriculum. This

educational complexity may also account for some of the votes for Interpersonal Relations (superiors), in that as schools have come under stronger pressures and budget reductions, teachers' relations with superiors are directly affected. Therefore, principals may find it helpful to simplify supervisory procedures in terms of required paper work, and more importantly, to emphasize professional responsibility for those areas considered to be of a high priority nature. Examples of the need to simplify routine tasks performed by teachers while emphasizing the professional responsibilities of teachers was noted during the interview process. Two specific comments, made by a teacher and a principal, taken together, point out this need: "My principal 'sets things up' so as not to waste teacher time on mundane tasks such as milk money collection". "I send written communications which are a progress report for teachers in terms of my assessment of individual and group goal accomplishment". It is important to note that sharing the decision making process with teachers when setting priorities may lead to an increased sense of responsibility by teachers.

If teachers regard Interpersonal Relations (superiors) as a significant source of dissatisfaction, an implication for principals is that they may need more training in human

relations and group dynamics skills in order to improve the quality of interaction. Perhaps teachers are perceiving principals as more mechanistic and less humanistic, and perhaps principals are reacting to pressures from their administrators.

Analysis of interview data indicated that teacher respondents ranked the context of work dissatisfier Interpersonal Relations (superiors) as being the most important factor affecting teacher dissatisfaction. Teacher comments during the interviews reinforced the importance of Interpersonal Relations (superiors) for teachers. An example of the emphasis on human relations noted by some teachers is a comment which was given, in essence, by several teachers. The comment, which follows, stressed sincerity and warmth: "My principal is a sincere person who is willing to help me when I need assistance. He is a warm person." Representative teacher comments also indicated the need for personal face-to-face contact with teachers. Teacher comments such as "My principal approaches me at least twice per week to talk to me" and "My principal gives me verbal praise for my accomplishments", suggest the need for direct contact between principals and teachers. In any event, principals whose goal is to improve morale must design and implement supervisory pro-

cedures and specific behaviors that will allow teachers the opportunity to be responsible and accountable for the work they do.

Working Conditions. The primary cause of teacher dissatisfaction, according to principals' responses in their interviews, was Working Conditions. The factor Working Conditions was given third place by teachers, equally with Work Itself. Implications of these rankings are important. Teachers are telling principals that intrinsic work conditions are more important than extrinsic circumstances.

Principals may hear daily some expressions of discontent about equipment, paper work, the building itself, and access to ancillary personnel. They may contribute to some of these frustrations themselves. Their frustrations may be compounded by the fact that working conditions are not fully under their control. Implications are twofold: 1) principals must continue to try to design and implement supervisory procedures to improve working conditions, within their ability to do so, and 2) they must inform teachers of the realities of cost items and of central office and board controls. They may find that some working conditions can be improved through teachers' suggestions. Additionally, comments made by principal respondents during interviews sug-

gest ways in which a principal can modify the effect of existing procedures by altering the time frame within which a procedure is implemented. Principals, as middle managers, must oftentimes follow established district policy and procedures; however, often a principal is given some discretion as to when a particular task must be accomplished. Several principals, reacting to the interview question regarding teacher working conditions, indicated that a change in the due date of a report or notice given to teachers concerning pending teacher evaluations lessens teacher feelings of dissatisfaction.

Work Itself. Principals and teachers were fairly close in their view of Work Itself as a cause of low feelings in job situations. Principals were teachers before they were principals. The agreement between the two groups may derive, at least in part, from principals' awareness of the problems that can arise in daily work lives. Principals share with teachers first hand knowledge of the importance of Work Itself, its rewards and difficulties. Principals should not overlook the importance of communicating to teachers this kinship based on similar experiences. Principals should take advantage of this kinship as they try to alleviate the low feelings of teachers toward the Work Itself.

agreement, but allowing one teacher to leave early may also result in the filing of a grievance against the principal. Another factor that the principal must consider in trying to demonstrate sensitivity toward the teachers' personal problems is one of logistics. There are many teachers and, typically, only one principal. Time factors alone may reduce the possibilities for the principal to address these personal concerns.

Personal Life. Another factor on which principals and teachers disagreed was Personal Life. Principals considered that people do bring their personal life situations to work with them. Teachers appeared to deny that this was a factor in causing low feelings about certain job episodes. This is of interest, in view of the fact that teachers understand that the children with whom they work do not leave the turmoil and distress of unhappy homes at the schoolhouse door. Certainly teachers are able to make allowances for their students who have family life problems.

An implication for principals is that they need to communicate to teachers their awareness of personal life situations. They may need to approach a teacher to express concern and offer support. This help can be as practical as easing the way for a single parent teacher to leave school a

few minutes early to pick up a child at a day care center. It may be an unobtrusive arrangement to provide some "time out" for a teacher for a few minutes during an especially demanding day.

Comparison of Responses Within the Groups.

Principals' rankings of content of work factors in terms of functions varied widely. For example, while they ranked Achievement second in importance as a job satisfier, they failed to rank it as a reason for choosing a supervisory procedure to improve morale.

Possibly principals tend to look at the procedures they implement primarily in the light of administrative duties. They may identify a problem and set up a procedure to deal with that problem without analyzing its implications for teacher morale. Principals routinely should take motivational and morale factors into account in developing their administration and supervision procedures and behaviors.

Summary.

Principals' responses revealed further considerations important to their design and implementation of supervisory procedures and their demonstration of specific behaviors. Their responses to interview questions were not fully consistent with their responses to related questionnaire items.

Generally, the questionnaire asked what the respondents considered important; the interview asked what they did. The disparity between what principals professed and what they did should be brought to their awareness and examined.

Principals must take the time to develop awareness, also, of teachers' perceptions. They must organize their knowledge into a useful base for procedures to improve and support teachers' morale. If principals regard a particular factor as important and recognize its importance to teachers, they must build it into a consistent pattern of activity. Otherwise results will be shown as they are in teachers' perceptions-apparent lack of understanding, mutual frustration, and a gulf preventing shared enterprise.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study had three major purposes: (1) determination of which factors teachers and principals identify as affecting teacher morale, the relative strength of teacher and principal reactions; and, to determine what teachers and principals identify as the specific procedures and supervisory behaviors being utilized by principals to promote high teacher morale; (2) an analysis of data gathered as a result of the preliminary information questionnaire and the structured interview process; and, (3) an analysis of the implications with regards to the supervisory procedures and behaviors available to elementary school principals in improving teacher morale.

To accomplish the purposes of the study, a target population of elementary school principals and elementary school classroom teachers from Cook County, Illinois, was

identified via an inspection of the County Directory for Elementary and Secondary Schools published by the Educational Service Region of Cook County, Illinois for the School Year 1978-79.

The study sample consisted of fifteen elementary school principals and forty-five elementary school classroom teachers who met the following criteria: served in a school attendance center which had an enrollment of between two hundred and fifty and six hundred and fifty students, served in a kindergarten through sixth grade attendance center and the existence of valid state certification to either teach or supervise in a kindergarten through sixth grade attendance center. The selected principals were then contacted to determine if they would (1) respond to the preliminary information questionnaire, (2) submit to a structured interview process, and (3) ask classroom teachers within their respective buildings if they would also respond to the preliminary information questionnaire and submit to a structured interview process.

All fifteen principals indicated that they would participate in the study and that all three of the requirements for participation could be met. An interviewing schedule was developed which included the principal and a selected

sample of his kindergarten through sixth grade staff. The selected sample of classroom teachers consisted of one classroom teacher at grades kindergarten through sixth grade on a rotational basis to ensure a grade level representation of all seven grade levels (e.g., School I, grades K-2-4-6, School II, grades 1-3-5, etc.) If there were more than one teacher at a particular grade level, the participating teacher was selected at random. The preliminary information questionnaire had the following purposes: (1) to gather data as it related to factors which satisfy and/or dissatisfy teachers, and (2) to gather data as to the relative strength of principal and teacher reactions to factors which satisfy and/or dissatisfy teachers. The interviews had the following purposes: (1) to gather data as it related to factors which satisfy and/or dissatisfy teachers, (2) to validate the primary interview questions, and (3) to validate the preliminary information questionnaire, (4) to determine the various reasons the teachers had experienced job satisfaction and job dissatisfaction, and (5) to determine the various reasons the principals had in demonstrating supervisory procedures and behaviors which were to increase teacher satisfaction and/or lessen teacher dissatisfaction.

The data gathered as a result of the preliminary information questionnaire and the structured interview process served as the basis for discriminating between principal and teacher reactions to factors which influence teacher morale.

Conclusions

From the data, several general conclusions can be reached:

I. Comparison of data among teachers and principals derived from questionnaires and interviews, did indicate a general agreement as to factors which influence teacher morale and the relative importance of such factors. The following conclusions were noted:

- A. Teachers and principals indicated complete agreement as to the relative importance of the content of work satisfiers (see Table 1).
- B. Teachers and principals indicated moderate agreement as to the relative importance of the context of work dissatisfiers (see Table 1).
- C. Teachers and principals indicated that Advancement, as a factor affecting teacher morale, was not important.
- D. Generally, differences among teachers and princi-

pals, in terms of factors which satisfy and/or dissatisfy teachers, may be due to chance.

- E. Teachers and principals demonstrated agreement as to the factors which influence teacher morale.

The basic assumptions of the Motivation-Hygiene Theory tend to be supported by this study. That is, factors which tend to satisfy teachers and factors which tend to dissatisfy teachers tend not to be arranged on a conceptual continuum, additionally, factors which satisfy teachers tend to be associated with work itself while factors which tend to dissatisfy teachers tend to be associated with the conditions of work.

II. Comparison of data among teachers and principals, derived from interviews, did indicate a high degree of agreement as to supervisory procedures and behaviors being implemented and/or demonstrated by principals to promote high teacher morale.

The following conclusions were noted:

- A. Teachers and principals noted the existence of an approximately forty-five percent to fifty-five percent balance between the content of work satisfiers and the context of work dissatisfiers in

terms of supervisory procedures implemented by principals (see Table 7).

B. Teachers and principals noted the existence of an approximately thirty percent to seventy percent balance between the content of work satisfiers and the context of work dissatisfiers in terms of supervisory behaviors demonstrated by principals (see Table 8).

C. Teachers and principals illustrated a high level of agreement as to specific supervisory procedures and behaviors used by principals.

Implicit in the stated conclusions is recognition that there is a difference in the awareness level of the various perceptions expressed by teachers and principals.

Recommendations

The following recommendations are based upon the data and analysis presented in this study.

1. School principals should familiarize themselves with the Motivation-Hygiene Theory.
2. School principals should acquaint themselves with "single" and "dual" continuum theories of employee satisfaction.
3. School principals should identify the specific

supervisory procedures and behaviors that they utilize.

4. Principals should implement supervisory procedures and behaviors in terms of a predetermined plan which takes into account factors which satisfy and/or dissatisfy teachers.

5. Principals should be aware of the importance of content of work satisfiers, Recognition, and Work Itself, when planning specific supervisory procedures.

6. Principals should be aware of the importance of context of work dissatisfiers, Interpersonal Relations (superiors) and Working Conditions when planning specific supervisory procedures.

7. Principals should be aware of the importance of the content of work satisfier, Recognition, when demonstrating supervisory behaviors.

8. Principals should be aware of the importance of the context of work dissatisfier, Interpersonal Relations (superiors), when demonstrating supervisory behaviors.

9. Based on the data, principals should develop skills in all aspects of Interpersonal Relations.

10. Principals should become familiar with factors which influence teacher morale.

11. If a principal wishes to improve teacher morale,

it is recommended that he utilize the context of work factors of the Motivation-Hygiene Theory; however, he should avoid utilization of the dissatisfier, Advancement.

Recommendations for further study include addressing the following concerns:

1. Replicate the study in another county or geographical area in order to generalize the data to a larger population.
2. Replicate the study using junior high schools as the sample in order to determine if the results would compare favorably with this study.
3. Replicate the study using secondary schools as the sample in order to determine if the results would compare favorably with this study.
4. Replicate the study using a larger sample to consider age, sex, and experience in the sample to determine if there is a relationship between age, sex, and experience and factors which satisfy and/or dissatisfy teachers.
5. A further refinement of the research instruments (questionnaire and interview) is recommended to assure additional construct validity and reliability. The use of a panel of experts technique in terms of the interview process would be desirable.

6. An item analysis in terms of the rank ordering of data would be desirable to provide additional data for analysis.

7. A study should be conducted to determine the relationship between the factors of the Motivation-Hygiene Theory and the administrative functions of elementary school principals in terms of teacher morale.

8. More thorough research should be conducted relative to the reasons principals initiate supervisory procedures and behaviors.

9. Correlation between the Motivation-Hygiene Theory and "single" continuum theories of employee motivation should be conducted using public school systems as research populations.

10. More thorough research should be conducted relative to the factors which satisfy and dissatisfy teachers within the public school setting.

SELECTED BIBLIOGRAPHY

Books

- Beach, Dale S. Personnel: The Management of People at Work. New York: Macmillian Co., 1967.
- Boyd, Bradford B. Management-Minded Supervision. New York: McGraw-Hill Book Co., 1968.
- Eilts, Lloyd E. "Improving Teacher-Staff Personnel Relations." Critical Issues in Education: A Problem-Solving Guide for School Administrators. Englewood Cliffs, N. J.: Prentice-Hall, 1972.
- Herzberg, Frederick. Work and The Nature of Man. New York: World Publishing Co., 1966.
- Herzberg, Frederick; Mausner, Bernard; and Peterson, Richard D. Job Attitudes: Review of Research and Opinion. Psychological Service of Pittsburgh, 1957.
- _____. The Managerial Choice. Homewood, IL.: Dow Jones-Irwin, 1976.
- Likert, Rensis. New Patterns of Management. New York: McGraw-Hill Book Co., 1961.
- Lucio, William H., and McNeil, John D. Supervision: A Synthesis of Thought and Action. New York: McGraw-Hill Book Co., 1966.
- _____. Supervision In Thought and Action. New York: McGraw-Hill Book Co., 1979.
- Sergiovanni, Thomas J., and Starrat, Robert J. Emerging Patterns of Supervision. New York: McGraw-Hill Book Co., 1971.

- _____. Supervision: Human Perspectives. New York: McGraw-Hill Book Co., 1979.
- Simon, Yves R. Work, Society, and Culture. New York: Fordham University Press, 1971.
- Smith, Patricia Cain.; Kendall, Lorne M.; and Hulin, Charles L. The Measurement of Satisfaction in Work and Retirement: A Strategy for the Study of Attitudes. Chicago: Rand McNally, 1969.
- Tannenbaum, Arnold S. Social Psychology of the Work Organization. California: Wadsworth Publishing Co., 1966.
- VanDalen, Deobold B. Understanding Educational Research. New York: McGraw-Hill Book Co., 1966.

Periodicals

- Adair, Warren J. "Keeping Teachers Happy." American School Board Journal 55 (January 1968): 28-29.
- Bidwell, Charles E. "Administrative Role and Satisfaction in Teaching." Journal of Educational Sociology 29 (September 1955): 41-47.
- Brickman, William W. "Studies of Teacher Morale." School and Society 92 (February 1964): 63.
- Case, William F. "Would Bear Bryant Teach in the Public Schools? The Need for Teacher Incentives." Phi Delta Kappan 60 (7) (March 1979): 500.
- Cooper, Michael R.; Morgan, Brian S.; Foley, Patricia M.; and Kaplan, Leon B. "Changing Employee Values: Deepening Discontent?" Harvard Business Review 10 (January 1979): 117.
- Davidson, David S. "Employee Participation Can Mean Increased Satisfaction." Supervisory Management 24 (February 1979): 33-36.

- Edgar, D. E. "Affective Relationships in Teacher Supervision." Journal of Teacher Education 23 (1972): 169-71.
- Ellenbrug, F. C. "Factors Affecting Teacher Morale." Education Digest 55 (March 1973): 5.
- Ewen, Robert B. "An Empirical Test of the Herzberg Two Factor Theory." Journal of Applied Psychology 50 (December 1966): 544-50.
- Friedlander, Frank. "Job Characteristics as Satisfiers and Dissatisfiers." Journal of Applied Psychology 68 (December 1964): 338-92.
- Gordon, B. "Teachers Evaluate Supervisory Behavior in the Individual Conference." Clearing House 49 (1976): 231-38.
- Gregory, Anthony; and Hendrix, David F. "Are Turned-Off Teachers Turning Off Your Schools?" School Management 17 (3) (March 1973): 8-33.
- Herzberg, Frederick. "Putting People Back Together." Industry Week 198 (July 1978): 49.
- Kosmo, Richard; and Behling, Orlando. "Single Continuum Job Satisfaction vs. Duality: An Empirical Test." Personnel Psychology 22 (Autumn 1969): 327-34.
- Laird, Robert; and Luetkemeyer, Joseph F. "The Relationship Between the Leader Behavior of Principals and Teacher Morale in the Vocational Centers of Maryland." Journal of Industrial Teacher Education 13 (3) (Spring, 1976): 74-81.
- Marshall, Ray. "Job Satisfaction Drops." Personnel Administrator 24 (4) (April 1979): 42.
- Meyers, Scott M. "Who Are Your Motivated Workers?" Harvard Business Review 62 (January-February 1964): 73-88.

- Miskel, Cecil. "The Motivation of Educators to Work." Educational Administration Quarterly 11 (2) (Winter 1972): 42-53.
- Rancic, Edward T.; and Heller, Melvin P. "Individualization: A Re-Birth in Inservice?." Illinois Principal 2 (December 1979): 22.
- Saleh, Shoukry D. "Age and Level of Job Satisfaction." Personnel Psychology 17 (Winter 1964): 310-12.
- Schackmuth, Thomas G. "Creating Job Satisfaction in A Static Teacher Market." Clearing House 52 (January 1979): 231.
- Sergiovanni, Thomas J. "Factors Which Affect Satisfaction and Dissatisfaction of Teachers." Journal of Educational Administration 5 (1) (May 1967): 81.
- _____. "Teacher Satisfaction and Dissatisfaction." Journal of Educational Administration 5 (May 1967): 67-81.
- Sparks, Dennis C. "A Biased Look at Teacher Job Satisfaction." Clearing House 52 (9) (May 1979): 447.
- Whitsett, David A.; and Winslow, Erik K. "An Analysis of Studies Critical of the Motivator-Hygiene Theory." Personnel Psychology 20 (Winter 1967): 391-415.

Microform Reproductions

- Parsons, G. L. Supervision: Teachers' Views of Supervisory Roles in School Systems. St. John's New Foundland: Memorial University.: ERIC Document Reproduction Service, ED 082 319, 1972.
- Sergiovanni, Thomas J. What Kinds of Objectives for Supervisors?. Educational Resource Information Center, ED 066817, 1971.

Papers

- Beamer, John Leo. "The Relationship of Administrative Leadership Practices to Teacher Morale in the Public Elementary Schools of Charles County, Maryland." Doctoral dissertation, George Washington University, 1969.
- Jaycox, Warren I.; and Tallman, Lillian A. "A Study of the Motivation of Elementary School Teachers." Doctoral dissertation, University of Southern California in Los Angeles, 1967.
- Perczek, James. "Follow-Up Investigation of the Motivation-Hygiene Concept." Paper presented at the Methodology of Work Sociology, Sebesvig, September 1965.
- Rancic, Edward T. "An Analysis of the Principal's Role as Middle Management." Ed.D. dissertation, Loyola University, 1970.
- Schackmuth, Thomas G. "Relation of Structure and Attributes to Work Satisfaction Among Teachers." Ph.D. dissertation, Loyola University, 1975.
- Troutman, John. "Motivation and Hygiene in Teaching." Doctoral dissertation, University of Sarasota, 1978.
- Walt, David. "The Motivation for Women to Work in High Level Professional Positions." Ed.D. dissertation, American University, 1963.

APPENDIX

Data Collection and Analysis Instruments

APPENDIX A

Preliminary Questionnaire

Please provide appropriate information requested below, omitting school district code and school code. Thank you.

Teaching Level: K-3 () 4-6 ()
 Tenure Status: Yes () No ()
 Age: _____
 Total Teaching Experience: _____ Years
 Sex: Male () Female ()
 School District Code: _____ School Code: _____

Preliminary Information Questionnaire Items:

Key: SA = Strongly Agree D = Disagree
 A = Agree SD = Strongly Disagree
 U = Undecided

	SA	A	U	D	SD
1. Professional achievement on the part of the classroom teacher is an important factor affecting teacher job satisfaction.	_____	_____	_____	_____	_____
2. The salary a classroom teacher receives is an important factor affecting teacher job satisfaction.	_____	_____	_____	_____	_____
3. Professional recognition of the classroom teacher is an important factor affecting teacher job satisfaction.	_____	_____	_____	_____	_____
4. The possibility of professional growth, on the part of the classroom teacher is an important factor affecting teacher job satisfaction	_____	_____	_____	_____	_____

	SA	A	U	D	SD
5. The professional Work itself on the part of classroom teachers is an important factor affecting teacher job satisfaction.	___	___	___	___	___
6. The interpersonal relations with subordinates on the part of classroom teachers, is an important factor affecting teacher job dissatisfaction.	___	___	___	___	___
7. The professional status of classroom teachers is an important factor affecting teacher job dissatisfaction.	___	___	___	___	___
8. The interpersonal relations with superiors on the part of classroom teachers is an important factor affecting teacher job dissatisfaction.	___	___	___	___	___
9. The interpersonal relations with peers on the part of classroom teachers is an important factor affecting teacher job dissatisfaction.	___	___	___	___	___
10. Technical supervision by principals of classroom teachers is an important factor affecting teacher job dissatisfaction.	___	___	___	___	___
11. Board of Education policy and building level (principal) administration are important factors affecting teacher job dissatisfaction.	___	___	___	___	___

	SA	A	U	D	SD
12. The working conditions of classroom teachers are important factors affecting teacher job dissatisfaction.	—	—	—	—	—
13. Professional responsibility on the part of classroom teachers is an important factor affecting teacher job satisfaction.	—	—	—	—	—
14. Personal life situations on the part of classroom teachers are important factors affecting teacher job dissatisfaction.	—	—	—	—	—
15. Professional advancement by classroom teachers is an important factor affecting teacher job satisfaction.	—	—	—	—	—
16. The job security of classroom teachers is an important factor affecting teacher job dissatisfaction.	—	—	—	—	—

Comments:

APPENDIX B

Interview--Teacher

Teaching Level: K-3 () 4-6 ()
Tenure Status: Yes () No ()
Age: _____
Total Teaching Experience: _____ Years
Sex: Male () Female ()
School District Code: _____ School Code: _____

Interview Questions - Teacher:

1. Will you please relate a situation and/or episode when you had an unusually high or good feeling about your job?
2. Please attempt to explain the source and/or reason for your high or good feeling about your job.
3. Will you please relate a situation and/or episode when you had an unusually low or bad feeling about your job?
4. Please attempt to explain the source and/or reason for your low or bad feeling about your job.
5. What specific procedure(s) has your principal implemented to increase your degree of job satisfaction and/or lessen your degree of job dissatisfaction?
6. What specific supervisory behavior(s) has your principal demonstrated to increase your degree of job satisfaction and/or lessen your degree of job dissatisfaction?

Comment(s):

APPENDIX C

Interview--Principal

Administrative Level: K-6

Age: _____

Total Administrative Experience: _____ Years

Sex: Male () Female ()

School District Code: _____ School Code: _____

Interview Questions--Principal:

1. Will you please relate a situation and/or episode when you attempted to increase the degree of job satisfaction for a teacher(s) assigned to your school?
2. Please attempt to explain the source and/or reason for the procedure or behavior that you utilized.
3. Will you please relate a situation and/or episode when you attempted to decrease the degree of job dissatisfaction for a teacher(s) in your school?
4. Please attempt to explain the source and/or reason for the procedure or behavior that you utilized.
5. What specific procedure(s) have you implemented to increase the degree of job satisfaction and/or lessen the degree of job dissatisfaction of the teachers assigned to your school?
6. What specific supervisory behavior(s) have you demonstrated to increase the degree of job satisfaction and/or lessen the degree of job dissatisfaction of teachers assigned to your school?

Comment(s):

APPENDIX D

Analytical Check list Interview

School District Code: _____

School Code: _____

Teacher () Principal ()

Satisfiers Factor Present # Factor Absent #1. Achievement3. Recognition5. Work Itself13. Responsibility15. AdvancementDissatisfiers Factor Present # Factor Absent #2. Salary4. Possibility of Growth6. Interpersonal Relations
(subordinates)9. Interpersonal Relations
(peers)10. Supervision (technical)11. School Board Policy
(administration)12. Working Conditions14. Personal Life16. Job Security

Comment(s):

APPROVAL SHEET

The dissertation submitted by George H. Capper has been read and approved by the following committee:

Dr. Max A. Bailey, Director
Associate Professor
Administration and Supervision

Dr. Melvin P. Heller
Chairman and Professor
Administration and Supervision

Dr. Robert L. Monks
Associate Professor
Administration and Supervision
Director, Continuing Education

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

12-19-80
Date

Max A. Bailey
Director's Signature