The Relationship of Principal Leadership and Teacher Morale

A Dissertation

Presented to

the Faculty of the School of Education

Liberty University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

By

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March 2008

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Abstract

Keith A. Rowland.  THE RELATIONSHIP OF PRINCIPAL LEADERSHIP AND

TEACHER MORALE.  (Under the direction of Dr. Clarence Holland)  School of

Education, March, 2008. This Study examined the relationship of the leadership practices

of middle school principals and the morale of the teachers in these schools. Seven middle

schools in a Metropolitan Atlanta school system participated in the study. The Leadership

Practices Inventory was used to collect information on the principal practices and the

Purdue Teacher Opinionaire was used to collect information on teacher morale. Results

indicated that principal leadership and teacher morale were significantly correlated and

that the leadership practice of Enable Others to Act had the strongest positive correlation

to teacher morale. These results imply that a principal's daily behavior plays a vital role

in the environment of the school. Implications for practice and recommendations for

further research are also included.

Dedication

This dissertation is dedicated to my parents, Gary and Dinah, who have always supported me fully and have made it possible for me to achieve my educational goals. Without them, this would not have been possible.

Acknowledgements

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Chapter 1: Introduction to the Study

Education and educational theory are constantly evolving; new curriculum and new methods of improving the educational program offered to students are always on the forefront of educational discussions. The ever-present challenge is to find better ways to reach students. There are millions of dollars spent yearly in the attempt to find new curricular or instructional methods and techniques to meet this challenge. One of the most fundamental concepts to improve a school is by improving teacher motivation, which can be largely affected by feelings about the school or the environment provided at the school (Evans, 1997; Hunter-Boykin & Evans, 1995). These feelings can be described as morale, which can greatly affect the motivation and achievement of students.

Teachers are the largest professional body in a school, have the most contact with students throughout the day, and influence the environment of the school greatly. When teachers feel positively about their position, feelings referred to as teacher morale, they have tremendous positive influence on the students and the school.  The reverse is also true; when teachers have negative feelings about the school, they may negatively influence the students and the school. Teachers have the power as a group and as individuals to greatly influence a school's environment. It is very important for educational leaders to be aware of factors that affect teacher morale and how they may affect student achievement.

Principals have the power to influence the teacher morale in their school by the actions or daily practices they exhibit (Hunter-Boykin & Evans, 1995; Lester, 1990; Rhodes, Nevill, & Allan, 2004). Often teachers feel they are not treated as professionals,

are not appreciated, or are overworked, thus causing low teacher morale. On the other hand, some teachers with a high morale level may say their principal is very supportive or that they are able to teach instead of having to perform an abundance of clerical tasks. In addition to the many roles of the position, principals must also understand they have a tremendous influence on the morale of the teachers.

This dissertation is a report of a research study that correlated teacher morale and principal leadership practices. It is based upon the results of two surveys that questioned middle school teachers on their morale level and their principals' leadership practices. The first chapter of this dissertation describes the background of the study, details the statement of the problem, discusses the professional significance of the study, briefly overviews the methodology, and defines specific terms as they pertain to the study.

Background of the Study

The study was performed to address two distinct areas: the morale of teachers and the actions of the school's principal. In the extremely dynamic field of education, the role of the principal has drastically changed. Principals are no longer able to simply manage a school and the employees of the school. It is now vital that the school principal effectively leads the school.

In addition to the changes in the principal's role, the teacher's role has changed with the increase in accountability. Expectations for teachers have changed moving the focus from what the teacher is doing to what the students are learning. The teacher is no longer expected to follow a set of structured criteria for teaching a lesson as outlined in an educational textbook; rather, the teacher is expected to facilitate learning in the classroom so that the students will grasp information and learn skills in order to perform

well on standardized exams. With this shift to higher accountability, teachers experience greater pressures and demands. These pressures and demands can be very burdensome and can cause teachers to have a lower morale level or even to exit the profession (Hardy, 1999; Tye & O'Brien, 2002).

Many teachers also find student discipline a reason for a low morale level. Teachers who have difficulty handling discipline issues as they arise in the classroom or teachers who receive little support from their administration while handling discipline issues may have a low morale level and may even leave the profession (Tye & O'Brien, 2002). It is important for principals to make their teachers feel they are supported in order to keep quality teachers in the profession and maintain morale in the demanding field of education.

Principals have the power to influence many factors of a school. They have a myriad of roles included in their job. One of the most important and influential is the effect the principal has on the teachers of the school. A good teacher will be successful in spite of a bad principal. This good teacher knows how to handle the pressures of the profession and ignores the incompetence of this principal. This teacher is interested primarily in what is good for the individual students in the classroom. For the others -- the teachers who need some support, a little guidance, or just the occasional pat on the back -- the principal plays a vital role in their morale. Blase and Blase (1994) stated that praise by the principal provides teachers with an increased efficacy, self-esteem, and creates greater motivation.

Statement of the Problem

The purpose of this study was to examine the relationship of a principal's leadership practices and the morale of the school's teachers. Did the leadership of the principal have a significant correlation to the morale of the teachers? The leadership of the principal was determined by the Leadership Practices Inventory (LPI, 2003). Teacher morale was determined by the Perdue Teacher Opinionaire (PTO, 1972). The study looked at the correlation between principal leadership and teacher morale using the two surveys. The study addressed the following research questions to evaluate the stated hypotheses.

Research Questions

1. How strongly are teacher morale and principal leadership practices correlated?

   Hypothesis: There will be no significant correlation between teacher morale and principal leadership practices.

2. Which of the five leadership practices correlates most strongly with teacher morale?

   Hypothesis: There will be no significant correlation between the five leadership practices and teacher morale.

3. Is there a significantly higher overall teacher morale level in some schools?

   Hypothesis: There will not be significantly higher levels of morale in some of the schools as compared to others in the study.

4. If some schools have a higher morale level, is this related to the school's LPI scores?

   Hypothesis: Any difference in morale level will not be correlated to LPI score.

5.  Do low LPI scores have a significant correlation to teacher morale levels?

    Hypothesis: Low LPI scores will not significantly correlate to teacher morale

    levels.

<div align="center">Significance of the Study</div>

The study is significant to the field of education in that it builds upon the

available body of knowledge relating teacher morale and principal leadership. There have

been several studies that look at the relationship between teacher morale and principal

leadership. The present study focuses on a geographically unique school system with

unique characteristics and challenges. The school system has experienced and continues

to experience enormous increases in enrollment and the urban sprawl from Atlanta. Many

challenges to keep up with the growth including facilities and the hiring of staff have

been present for this school system. This study also focuses on the middle schools of this

school district to provide an in-depth look into this challenging level of education. Much

of the present research focuses on elementary education, high school education, or a

combination of levels of education.

In addition to the significance for the field, the study is important to the school

system where the study was performed. The study can lead to improvements in the

principal preparation program in order to raise the morale level for teachers. With the

demands on this growing school system to hire and retain teachers, this sort of principal

preparation program improvement could be very beneficial.

<div align="center">Overview of Methodology</div>

To address the problem of the study and attempt to answer the research questions

by evaluating the hypotheses, the study used a correlational research design. The

variables studied were researched with two survey instruments distributed to the 471

middle school teachers in this school system. The PTO was used to determine a

quantified representation of the teachers' morale. The LPI was used to quantify the

principal's daily practices. This survey asked teachers to respond with their impression or

observation of their principal's practices.

The faculties of each of the seven middle schools of this school system were

randomly split and assigned to receive one of the two surveys. The surveys were

distributed to the teachers at their individual schools with instructions and an explanation

of the research. The researcher collected all surveys from the schools and analyzed the

data using the Pearson Product Moment Correlation Coefficient (Pearson r). The

correlation coefficients were calculated for the overall scores of each survey as well as

each category of each survey compared with each category of the other. Additionally,

Analysis of Variance (ANOVA) tests were used in combination with Least Significant

Differences (LSD) tests to determine the significant differences between schools for both

surveys. For a full discussion of the methodology, see Chapter 3.

<div align="center">Definitions</div>

*Teacher Morale:* For the purposes of this study, teacher morale is the numerical

representation of the teachers' job satisfaction as reported on the Perdue Teacher

Opinionaire. The survey reports the results as a total morale score as well as scores in 10

categories.

*Principal Leadership Practices:* The Principal's Leadership Practices is defined as the

score on the Leadership Practices Inventory. The observer form was used to allow each

school's teachers to report on their principal's daily practices. The LPI reports a total score as well as scores in five categories.

<div align="center">Organization of Dissertation</div>

After this introductory chapter, this dissertation is organized into four additional chapters. The second deals with the review of the literature. The third chapter then turns to a detailed discussion of the methodology used in this study. The fourth chapter presents the results of the research as they relate to the five research questions and the fifth and final chapter summarizes and discusses the findings of the study.

Chapter 2: Review of Literature

The School Principal

The role of the principal in American schools has been in a constant state of change since its emergence. The issue has been mostly around whether the principal is a manager of the building or a leader of the school. Additionally, there has been discrepancy in the expectations of the principal in regard to curriculum and instruction.

The emergence of the school principal began in the mid-nineteenth century (Rousmaniere, 2007). With the formation of graded schools in urban areas, a head teacher emerged in many districts to help guide or lead the other teachers in the school. As Rousmaniere points out, the lead teacher or principal teacher was the authority in the school, organized curriculum, was the disciplinarian, and supervised operations. With the continuation of urbanization in America, the development of the principal's position continued through the end of the nineteenth century when most urban schools had a principal. The role was very diverse in that some systems had the principal as primarily a teacher with minor operational duties while others had the principal as simply a clerk with record keeping duties.

Into the twentieth century, the principal continued the emergence from teacher to administrator with professional requirements and licensing becoming required for the position of principal. For much of the twentieth century, the role of the principal was that of manager where the principal was expected to uphold district mandates, manage personnel, manage the budget, and handle other operational issues (Usdan, McCloud, & Podmostko, 2000). As American education moved into a new era of accountability in the

later part of the century, this role necessitated the inclusion of leadership. As Cawelti (1984) stated: "Continuing research on effective schools has verified the common sense observation that schools are rarely effective, in any sense of the word, unless the principal is a "good" leader" (p. 3). Usdan, McCloud, & Podmostko (2000) further develop this role of principal by stating: "principals today must serve as leaders for student learning" (p. 2). They list the following items as the requirements for fulfilling this role:

- Knowledge of academic content and pedagogy.

- Working with teachers to strengthen skills.

- Collect analyze and use data.

- Rally all stakeholders to increase student performance.

- Possess the leadership skills to fulfill the role.

## Leadership

Leadership is often difficult to define and evaluate. Leaders have a multitude of roles they fill and many duties they perform each day. There are many traits and behaviors that may create effective leaders. The research on leadership contains the following primary leadership theories: Great Man, Trait, Situational, and Transformational. These theories are briefly described and discussed below.

*The Great Man Theory*

The outdated Great Man Theory held that great leaders were born with qualities that made people naturally want to follow them. The theory was based upon the assumption that great leaders were born predisposed to leadership. It was also thought through the Great Man Theory that these leaders would arise when the need was present.

That is, if a cause or situation was present that needed a leader, he would arise (Lippitt, 1969).

*The Trait Theory*

The Trait Theory of Leadership focused on traits such as personality, physical appearance, social background, intelligence, and ability (Taylor, 1994). The theory believed that leaders were born with certain traits that made them naturally effective leaders. Hackman and Johnson (2000) stated that with many earlier studies performed to evaluate the specific traits of these highly effective leaders, researchers found inconclusive results, but with more advanced statistical analyses, recent researchers have shown that certain traits or attributes appear to be present in many effective leaders.

Hackman and Johnson (2000) list the following three traits as the most evident in effective leaders: interpersonal factors, cognitive factors, and administrative factors. These interpersonal factors contain items such as integrity, sensitivity, consistency, emotional stability, self-confidence, communication skills, and conflict management skills. Cognitive factors are said to be related to leadership in that more intelligent leaders are better at problem-solving, decision-making, critical thinking, and creativity. The administrative factors are having the ability to plan and organize as well as being able to perform most of the tasks regularly required of the followers.

*Situational Leadership*

Lippitt (1969) stated, "Leadership must be flexible in style to meet the need of a particular situation . . ." (p. 2). In situational leadership the methods to lead an organization are dependent upon the situation or organization. The following four situational approaches are briefly discussed below: Fiedler's Contingency Model, Path-

Goal Theory, Hersey and Blanchard's Situational Leadership, and Leader-Member Exchange Theory.

In Fiedler's Contingency Model, three factors determine the influence a leader has over followers. First, *position power* refers to the leader having the power to give reward or punishment. A leader with a higher position power will have greater influence over the follower. Second, *task-structure* refers to the flexibility or lack of flexibility in how a follower performs a task. Third, *leader-member relations* refer to the relationship -- loyalty, affection, trust, and respect -- between the leader and follower (Hackman & Johnson, 2000).

The Path-Goal Theory is based upon the intersection of the follower's needs, abilities, values, and personality, with the structure and clarity of the task. The leader determines the proper communication approach in each situation depending on the structure of the task and follower's experience, skill, confidence, and commitment. When an inexperienced or unsure follower must perform an unstructured task, the leader must use a directive communication approach. If the follower is skilled but lacks confidence or commitment while performing a structured task, the leader must use a supportive communication style. Next, if followers are unsure and the task is unstructured, the leader must use a participative communication style designed to elicit ideas from followers. Lastly, if a skilled follower must perform an unstructured task, the leader must use an achievement-oriented communication style designed to show confidence in the follower to perform well (Hackman & Johnson, 2000).

Similar to the Path-Goal Theory, Hersey and Blanchard's Situational Leadership looks at the readiness level. In their theory, follower readiness level was the combination

of their skill and motivation. Followers with low readiness who were unskilled or unmotivated require the leader to use *telling*, which is providing specific instructions followed by close supervision. If the follower is willing but does not have the proper skill, the leader must use *selling*, which is explaining then providing opportunity for clarification but requires less supervision. If a follower is skilled and able but has low motivation, the leader should use *participating*, which gets the follower involved in the decision-making creating more motivation. Lastly, if the follower has high skill and motivation, the leader should use *delegating*. In delegating a leader simply gives the follower the responsibility to make decisions and implement the decisions (Hackman & Johnson, 2000).

The Leader-Member Exchange Theory focuses solely on the relationship the leader and follower develop. Near the time followers join an organization, they either become part of the leader's in-group or part of the leader's out-group. Simply stated the in-group contains followers who are trusted and allowed to participate in decision-making and have input into the organizations future. Members of the out-group are simply expected to perform their duties but are not allowed the autonomy or participation that the members of the in-group are allowed (Hackman & Johnson, 2000).

*Transformational Leadership*

The most current leadership theory that has the most abundant presence in the current literature is that of Transformational Leadership. Transformational Leadership is about getting everyone involved in decision-making. "The overriding element of successful leadership is to involve people in the process of leading" (Horan, 1999, p. 21). Most explanations of Transformational Leadership begin with distinguishing it from

Transactional Leadership. In Transactional Leadership the leader is concerned with the basic needs of the person through a reward system in exchange for favorable group or organizational outcomes. While Transformational Leadership also seeks to reach these needs for the follower, its aim extends to reaching the higher level needs through empowerment and inspiration. Theories of Transformational Leadership had the following five common leader characteristics: creative, interactive, visionary, empowering, and passionate (Hackman & Johnson, 2000).

In a very well known transformational theory, Kouzes and Posner (2002a) list and describe the following as the five practices of exemplary leaders: Model the Way (interactive), Inspire a Shared Vision (visionary), Challenge the Process (creative), Enable Others to Act (empowering), and Encourage the Heart (passionate). Model the Way refers to leading by example; exemplary leaders motivate followers by setting the example through direct involvement in the organization's mission. Inspire a Shared Vision means the leader is able to formulate, verbalize, and create enthusiasm for a vision of the organization. To create a desire to strive for the organization's goals, the leader must motivate the followers by relating to their personal goals and ambitions. Challenge the Process is the leader's ability to look for and choose innovative ways to improve the organization. The leader must study the organization and its people to determine the best course of improvement to lead the organization to become more. The category Enable Others to Act is the leader's ability to create teamwork and trust and to empower followers to work toward the organization's goals. Lastly, Encourage the Heart refers to the leader's resilience to keep motivating and encouraging the followers through the exhaustion and frustration that often occurs with change.

Teacher Morale

Teacher morale has been defined by Bentley and Rempel (1980) as "the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation" (p. 2). They discuss morale as being the interaction between individual needs and the organization's goals. Thus, a high morale would result only when the process of achieving the organization's goals also reaches the individual's needs. Morale is an internal feeling a person possesses free from the perceived reality of others. Morale is not an observable trait; rather it is an internal feeling or set of thoughts. "Low staff morale results from professional lives that have little meaning; from frustration and the inability to change what is happening" (Wentworth, 1990, p. 1).

Factors that Affect Teacher Morale

There are many researchers who have studied teacher morale and the effects of certain factors on teacher morale. Cook (1979) discussed five major areas that effect teacher morale. In the first area, Administrative Leadership, a positive morale is reached when teachers feel their administrator is competent. Next, Administrative Concern deals with the teacher's need to feel appreciated. Personal Interaction is the need for individuals to communicate and have support from other teachers and the administrators. Opportunity for Input recognizes the teachers' needs to be a part of decisions affecting them. Lastly, Professional Growth deals with teachers' needs to continue their education or professional development.

Tye and O'Brien (2002) surveyed several teachers who had left the profession. Respondents gave the following rank of reasons why they had become dissatisfied with

teaching and changed professions: accountability, increased paperwork, student attitudes, lack of parent support, unresponsive administration, low professional status, and salary. Hardy (1999) stated the following as the reasons teacher are leaving the profession: low pay, poor professional status, interactions with students, and relationship with administrators. Liu and Meyer (2005) list student discipline as the number one factor leading to a low teacher morale and salary as the number two factor.

Wentworth (1990) listed the following as the essential factors that determine teacher morale:

- Input into decision-making that directly affects curriculum, instruction, and school climate.

- Recognition and appreciation of teacher and student achievement.

- A school climate that reflects a feeling of unity, pride, cooperation, acceptance of differences, and security.

- Good communication.

- Opportunities for meaningful professional growth.

- Clear, shared goals.

- Strong, supportive leadership.

- Quality time for collegial interaction: planning, educational dialog, decision-making, problem solving.

- Well-maintained physical environment.

- Good human relations, both within school and between school and community.

- Encouragement and reward for risk taking, innovation, and good teaching.

- Attention to professional needs such as salary, benefits, etc.

- Attention to personal needs such as stress management, good health, and social interaction.

## Achievement

In addition to the research on teacher morale and the factors that influence teacher morale, there is a body of research that relates teacher morale to student achievement. Hunter-Boykin and Evans (1995) stated that a better academic environment is a result of high teacher morale. Wentworth (1990) stated that low morale has a negative affect on student achievement. Araki (1982) performed a three-year study to examine leadership in the public and private schools of Hawaii. He found that both the perceived leadership of the principal and teacher morale level were significantly correlated to student SAT scores. Houchard (2005) analyzed the effect teacher morale has on student achievement measured by the North Carolina End-of-Course Test scores. He found that teacher morale was positively correlated to these test scores.

## Leadership's Effect on Morale

The research includes several studies that address a principal's influence on teacher morale and teacher job satisfaction. "Clearly, the Principal is the key figure in raising teacher morale and commitment" (Lester, 1990, p. 274). Others have concurred that a school's leadership has a vitally important role in the total climate of the school and the morale of the school's teachers (Kelley, Thornton, & Daugherty, 2005; Butt, Lance, Fielding, Gunter, Rayner, & Thomas, 2005; Rhodes, Nevill, & Allan, 2004; Evans, 1997).

Many researchers have studied specific factors of educational leadership from practical and theoretical backgrounds to determine their effect on teacher morale. Egley

and Jones (2005) performed a study analyzing the relationships of elementary teachers and their principal. They found that *Inviting Leadership* affected teacher morale. Inviting Leadership entails a principal focusing on compassion and the respect for the individual through collaboration and mutual respect. In a much older study, Bidwell (1957) examined the role expectations that teachers had for their principals. He found that a convergence with this role theory was accompanied by job satisfaction while a divergence was accompanied by the lack of job satisfaction. These findings imply that principals who meet the expectations of teachers for their role in the school can positively affect the morale of that teacher. Similarly, Schulz and Teddlie (1989) found that teacher morale and the principal's use of *Referent Power* were correlated. Referent Power refers to the leader having traits that the follower identifies with and wishes to emulate. Additionally, Blase, Dedrick, and Strathe (1986) found that teachers who perceived their principal as exhibiting helpful traits maintained higher levels of job satisfaction.

Hipp (1997) performed a qualitative study on thirty-four teachers examining the relationship of leadership to teacher efficacy. By her use of the term, efficacy encompasses teacher morale. The study consisted of scripted interview questions designed to probe into teacher efficacy issues and principal behaviors. The following principal behaviors were found to influence teacher efficacy: modeling behavior, inspiring group purpose, recognizing teacher efforts and accomplishments, providing personal and professional support, managing student behavior, and promoting a sense of community.

Thomas (1997) performed a meta-analysis probing into leadership, leadership theory, leadership style, the effect of principal leadership and its relationship with teacher

morale. The findings supported that the principal's leadership style had an effect on teacher morale. Specifically, a collaborative leadership style had the most impact on teacher morale. That is, schools with shared decision-making were found to have higher teacher morale than schools allowing less input into decision-making.

Nguni, Sleegers, and Denessen (2006) studied the effects of *transactional* and *transformational leadership* on teacher morale. They found transformational leadership traits to have a positive correlation to teacher morale while transactional leadership traits did not. Transactional leadership motivates through simple rewards such as exchanging work for financial compensation. Transformational leadership motivates the follower to greater levels by moving beyond the exchange level to the level of self-actualization.

Evans and Johnson (1990) surveyed middle and high school teachers and found conflicting results. They concluded from their research that principal leadership did affect the stress level of teachers, but the correlation between principal behaviors and teacher job satisfaction was not significant. They concluded from this that principals do not have much of an impact on teacher job satisfaction. It is important to note that only one group of teachers, Physical Education teachers, were surveyed in this study.

Andrew, Parks, and Nelson (1985) performed a study to determine the factors that determine morale, identify an instrument to measure morale, and produce a handbook to aid schools in improving their morale. In schools with high morale levels, principals displayed the following traits or behaviors: outgoing, friendly, organized, enthusiastic, available, fair, and a good listener. In schools with poor morale the traits or behaviors were as follows: disciplinarian, inconsistent, unsupportive, formal, and impatient.

Through the study, they developed the following list of administrative practices that

maintain positive teacher morale:

- Be open and have good morale yourself.

- Communicate at many levels.

- Involve others in setting objectives, planning, and decision-making.

- Set planning priorities.

- Your job is to get things done, not to do them yourself.

- Know the values and needs of your community, your students, and your staff.

- Hold high expectations for staff, but recognize your responsibility to help them

  meet your expectations.

- Give recognition to those who are helping to advance the objectives of the school.

- Have written policy developed for procedures and regulations.

- Exercise your authority.

- Provide resources needed to achieve the school's objectives.

- Do your best to obtain competitive salary levels so you can obtain the very best

  staff.

Bhella (1982) performed a study that correlated the Perdue Teacher Opinionaire and

The Principal Leadership Style Questionnaire. The study found a significant relationship

between teacher/principal rapport and the principal's concern with people and

production. The results indicate that a principal who shows a high level of concern for

people and for the product has a better rapport as reported by the faculty.

The focuses of the final studies included in this review are directly related to the

current study. The instrumentation, method of data collection, and statistical methods of

these two studies are closely related to the current study. Both of these final studies used the Perdue Teacher Opinionaire. Both used a questionnaire for leadership; the final study used the Leadership Practices Inventory as in the current study.

Hunter-Boykin and Evans (1995) examined the relationship between high school principals' leadership and teacher morale. Again, the study used the Perdue Teacher Opinionaire to collect data regarding the morale level of teachers. The instrument used to collect data for principal leadership was the Leadership Ability Evaluation. The sample for the study included 40 high school principals and 411 high school teachers. The results of the study indicate a low positive correlation between the principal's leadership style and teacher morale. An important note about the design of this study is that the principal's leadership was self-reported rather than teacher-reported.

The final study included in this review examined the relationship between principal leadership, teacher morale, and student achievement (Houchard, 2005). The instruments used in the study were the Perdue Teacher Opinionaire, the Leadership Practices Inventory, and the North Carolina End-of-Course exams. The participants of this study consisted of the teachers who voluntarily responded. The population consisted of 134 teachers with 113 responding to the Perdue Teacher Opinionaire and 115 responding to the Leadership Practices Inventory. The population consisted of eleven administrators, but no information was included on the number of administrators who responded to the Leadership Practices Inventory. There were several significant relationships found in the study. First, the morale aspect of Rapport with the Principal correlated significantly with the leadership aspect of Enabling Others to Act and Encouraging the Heart. Next, a significant correlation was shown between the morale

aspect of Satisfaction with Teaching and the leadership aspect of Inspiring a Shared Vision and Enabling Others to Act. Thirdly, a significant correlation was shown between the morale factor of Rapport with Teachers and the leadership aspect of Enabling Others to Act and Encouraging the Heart. Next, there was a significant correlation between the morale factor of Teacher Load and the leadership factor of Inspiring a Shared Vision and Enabling Others to Act. Lastly, a significant relationship was found between the morale factor of Facilities and the leadership aspect of Inspiring a Shared Vision and Enabling Others to Act.

This review of the related literature includes several resources that show a link between the leadership of the principal and the morale of the teachers. There was also research included that showed a significant relationship between teacher morale and academic achievement. Thus, the leadership of the principal plays a vital role in teacher morale and affects student achievement. In nearly every case, the literature shows that positive leadership traits or behaviors are accompanied by positive teacher morale; therefore, the review of the related literature implies there is a significant relationship between teacher morale and principal leadership. It is the purpose of this study to determine if this relationship is present in the specific population studied.

Chapter 3: Methodology

The methodology of the study is fully explained in this chapter. Detail is used in the explanation of the context of the study, the participants, the instruments, and the methods used in gathering the data. The chapter concludes with an explanation of the analysis of the data. The problem studied was as follows: Did the leadership of the principal have a significant correlation to the morale of the teachers? To investigate this problem, the following research questions and research hypotheses were analyzed:

1. How strongly are teacher morale and principal leadership practices correlated?

   Hypothesis: There will be no significant correlation between teacher morale and principal leadership practices.

2. Which of the five leadership practices correlates most strongly with teacher morale?

   Hypothesis: There will be no significant correlation between the five leadership practices and teacher morale.

3. Is there a significantly higher overall teacher morale level in some schools?

   Hypothesis: There will not be significantly higher levels of morale in some of the schools as compared to others in the study.

4. If some schools have a higher morale level, is this related to the school's LPI scores?

   Hypothesis: Any difference in morale level will not be correlated to LPI score.

5. Do low LPI scores have a significant correlation to teacher morale levels?

   Hypothesis: Low LPI scores will not significantly correlate to teacher morale

   levels.

## Research Perspective

The study was quantitative in nature using a correlational research design. It correlated the results of two surveys to attempt to answer the research questions by evaluating the hypotheses. Each respondent's survey was scored to produce an overall score and categorical scores. The Perdue Teacher Opinionaire contained ten categories and the Leadership Practices Inventory contained five. The correlation coefficients were then calculated for the relationships of the two surveys as well as for the relationships of each of the categories. Additionally, analyses were performed to determine significant differences between the scores for each school on each survey.

## Research Context

The study took place in a school system located in metropolitan Atlanta. The school system will not be identified by name. This system served approximately 27,000 students for the 2007-2008 school year and employed over 1900 teachers. Approximately 10% of the students of this district are identified as students with disabilities, 30% are identified as economically disadvantaged, and nearly 2% are English Language Learners.

The school district contains 29 schools: 17 elementary, 7 middle, and 5 high. The research was performed in the seven middle schools of this district. To protect their identity, the schools will be labeled as follows: MS 1, MS 2, MS 3, MS 4, MS 5, MS 6, and MS 7. This labeling was assigned randomly. The list of schools was paired with random numbers and ordered according to the random number. This random generation

was separate from the random assignment of the letter A-G used during survey distribution as described below in the procedures section.

Subjects

The population of the proposed study was all middle school teachers in this school system. The faculties of these seven schools contained a combined 471 teachers. The sample for the proposed study consisted of all respondents from these 471 teachers.

The middle school teachers have an average of 9.6 years experience in education. Eleven percent of the teachers are in their first year of teaching, 54% have 1 to 10 years experience, 23% have 11 to 20 years experience, and 12% have more than 20 years of experience. Twenty percent of the middle school teachers are male and 80% are female. The ethnicity of the population is as follows: 93% white, 5% black, and 2% other. Fifty-four percent of the middle school teachers have a bachelor's degree as their highest degree, 37% have obtained a master's degree, and 9% have a specialist or doctoral degree.

Teachers were assigned to receive either the LPI or the PTO. To assign teachers to one of these groups, the researcher obtained a list of the teachers from each of the seven schools. Using a random number generator, the researcher paired each teacher with a random number. Next, the list was arranged for each school according to the random number. A coin toss determined the instrument assigned to the first teacher on each school's list. Then the researcher alternated through the list of teachers in assigning them to a group. For the breakdown of surveys distributed at each school, see Table 1.

The total return rate for both surveys at all schools was 45%. That was a total of 210 surveys returned. The return rate was 47% with a total of 111 returned for the LPI.

Table 1

Number of Surveys Distributed

| School | Number of Teachers | Number of LPI distributed | Number of PTO distributed |
|--------|--------------------|---------------------------|---------------------------|
| MS 1 | 60 | 30 | 30 |
| MS 2 | 72 | 36 | 36 |
| MS 3 | 77 | 39 | 38 |
| MS 4 | 65 | 33 | 32 |
| MS 5 | 67 | 33 | 34 |
| MS 6 | 70 | 35 | 35 |
| MS 7 | 60 | 30 | 30 |
| Total | 471 | 236 | 235 |

The PTO was returned at a rate of 42% for a total of 99 surveys. For the detailed return

rates and numbers of each school, see Table 2.

<div align="center">Instruments</div>

The instruments used in this study were the Perdue Teacher Opinionaire (PTO)

and the Leadership Practices Inventory (LPI). The PTO was developed in the 1960s and

has been used in many studies over the past decades (Houchard, 2005; Hunter-Boykin &

Evans, 1995; Bhella, 2001). The LPI was developed by Kouzes and Posner and is in its

$3^{rd}$ edition (2003). Many researchers have used the LPI for data collection (The

Leadership Challenge, 2007).

The PTO (Bentley & Rempel, 1972) consists of 100 questions ranked on a 4 point

Likert scale. The 100 items relate a teacher's morale in ten areas. The validity of the

Table 2

Returned Surveys

| School | LPI | | PTO | | Total | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| MS 1 | 11 | 37% | 7 | 23% | 18 | 30% |
| MS 2 | 11 | 31% | 17 | 47% | 28 | 39% |
| MS 3 | 19 | 49% | 13 | 34% | 32 | 42% |
| MS 4 | 18 | 55% | 14 | 44% | 32 | 49% |
| MS 5 | 12 | 36% | 14 | 41% | 26 | 39% |
| MS 6 | 23 | 66% | 17 | 49% | 40 | 57% |
| MS 7 | 17 | 57% | 17 | 57% | 34 | 57% |
| Total | 111 | 47% | 99 | 42% | 210 | 45% |

instrument was based upon the design purposes and specificity through content validity.

It was designed solely as a measure of teacher satisfaction and morale. Bentley and

Rempel (1980) established reliability when they performed a test-retest reliability

measure. They found the scores to be correlated with a reliability coefficient of .87. Due

to the age of the instrument, no permission for use was necessary. Copyright for this

instrument had expired. See Appendix A for a full copy of the PTO. It is also important

to point out that this instrument was carefully analyzed to ensure its age would not hinder

its validity. The language used in this survey was consistent with current educational

language so that responses were not hindered by the age of the instrument.

The items on the PTO relate to ten factors according to Bentley and Rempel

(1980).  The number of questions in each category varied. See Table 3 for the title of

each category and a list of the questions contained in that category. The titles for the categories provide a good description of the category.

The LPI (Kouzes & Posner, 2003) consisted of 30 questions answered on a ten-point scale. The version of the survey used for this study was the observer form completed by the teachers regarding their principal's behavior. The inventory had content validity in that the questions were closely related to the leadership characteristics they were designed to measure. The reliability of the inventory was established through test-retest reliability. The categories of the instrument returned consistent and stable results with reliability coefficients between .88 and .92 (Kouzes & Posner, 2002b). Permission to use this survey was obtained in writing from the authors (see Appendix B). See Appendix C for a full copy of the LPI.

The LPI contained questions pertaining to five categories of leadership titled as the Five Practices of Exemplary Leaders by Kouzes and Posner (2002a). The five categories are as follows: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Modeling the Way is best described as leading by example. These questions pertain to the leader being an active member of the organization. Inspiring a Shared Vision consists of the leader being the visionary and being able to motivate others to move the organization toward their goals. The questions in this category are very future-oriented and pertain to the organization's bigger picture. Challenging the Process refers to changing the status quo and finding innovative ways to improve the organization. Questions in this category surrounded the theme of taking chances, setting goals, and learning from success or failure. Enabling Others to Act refers to allowing organization members to do their part. A leader who

Table 3

PTO Category Questions

| Category Title: | Questions: |
| --- | --- |
| Rapport with Principal | 2, 3, 5, 7, 12, 33, 38, 41, 43, 44, 61, 62, 69, 70, 72, 73, 74, 92, 93, 95. |
| Satisfaction with Teaching | 19, 24, 26, 27, 29, 30, 46, 47, 50, 51, 56, 58, 60, 76, 78, 82, 83, 86, 89, 100. |
| Rapport among Teachers | 18, 22, 23, 28, 48, 52, 53, 54, 55, 77, 80, 84, 87, 90. |
| Teacher Salary | 4, 9, 32, 36, 39, 65, 75. |
| Teacher Load | 1, 6, 8, 10, 11, 14, 31, 34, 40, 42, 45. |
| Curricular Issues | 17, 20, 25, 79, 88. |
| Teacher Status (in the community) | 13, 15, 35, 37, 63, 64, 68, 71. |
| Community Support for Education | 66, 67, 94, 96, 97. |
| School Facilities and Services | 16, 21, 49, 57, 59. |
| Community Pressures (expectations) | 81, 85, 91, 98, 99. |

excels in this category would be exceptional at cultivating individual talents to aid the organization as a whole. Questions here pertain mainly to relationships with others, listening to others, and empowering others. Lastly, Encouraging the Heart is solely about the celebration of accomplishments of the group or an individual. Questions in the category are aimed at the leaders' actions in relation to celebrating accomplishments (see Table 4).

Table 4

LPI Category Questions

| Category: | Questions: |
| --- | --- |
| Model the Way | 1, 6, 11, 16, 21, 26. |
| Inspire a Shared Vision | 2, 7, 12, 17, 22, 27. |
| Challenge the Process | 3, 8 13, 18, 23, 28. |
| Enable Others to Act | 4, 9, 14, 19, 24, 29. |
| Encourage the Heart | 5, 10, 15, 20, 25, 30. |

Procedures

Permission to perform the study was first obtained from each of the principals. The associate superintendent was then supplied with information in order to grant permission from the district level. Once he had approved the research and the superintendent's signature was obtained, the principals were contacted for faculty lists and to discuss the process for distributing the surveys. See Appendix D for a sample of the permission to perform research form.

After obtaining a list of each school's faculties, the researcher paired a random number with each teacher's name. He then ordered each school's list according to these random numbers. A coin toss determined if the first teacher would be assigned to receive the LPI or the PTO. Then, the researcher alternated through the list assigning surveys.

Teachers received an email from the researcher describing the purpose of the research prior to receiving the surveys. The email requested their participation and offered an incentive for participation. It was explained that their faculty would receive a

breakfast from the researcher if their school's return rate was at or above 60%. It was also stated that the surveys would be collected in approximately two weeks.

Each teacher received a survey with a cover letter explaining the purpose of the research and requesting his or her participation. The cover letter also contained a confidentiality statement that guaranteed that any individual or school would not be identified and that all research records would be kept secure. Additionally, the cover letter contained an explanation that their participation was voluntary and would in no way affect their relationship to the researcher, the local school system, or Liberty University. Lastly, the cover letter supplied contact information for the researcher and for Liberty University.

The surveys were addressed to each individual teacher in a sealed envelope. A return envelope was also supplied to protect the anonymity of the respondents. Each school was coded using letters A – G. This coding was used to identify the specific school during the data collection only. As explained earlier, this coding had no relation to the numbering of the schools used when reporting results.

The surveys were distributed on October 31, 2007. The researcher delivered the surveys to the schools along with a box for the return of the surveys. The surveys were placed in the teachers' boxes in each school's mailroom.

Two additional emails were sent to the faculties of the schools. The first of these was sent on November 7, 2007. It reminded the teachers of the surveys and the incentive, stated the procedure for returning the surveys, and offered to send an additional survey to any individual who may have misplaced the original one. Approximately 10 additional surveys were sent to teachers who requested one. The second additional email was sent

on November 15, 2007. This email stated that the collection of all surveys would occur

on November 16, 2007. It thanked the teachers for their responses and informed them that

they would be notified if their faculty had earned a breakfast. The researcher personally

collected the surveys from each of the seven schools on November 16, 2007.

Analysis of Data

*Data Organization*

To compile the data, the researcher created a one-page summary sheet to score

each respondent's survey. Each survey was then given a unique identification code to pair

it with a scoring sheet to allow easy matching in the event of a discrepancy. The LPI

scoring sheet reduced each survey to five categorical scores. The PTO scoring sheet

reduced each survey to ten categorical scores. Each survey was scored and double-

checked to ensure accuracy.

The raw data is discussed and presented in chapter 4. It was determined that the

most readable form for the raw data would be a categorical mean presented by school for

each survey. Charts are also used to display the raw data.

*Statistical Procedures*

To test the hypotheses of the study and evaluate the research questions,

descriptive statistics were calculated for the data. Specifically, for the first two research

questions, the Pearson Product Moment Correlation Coefficient (Pearson r) was used to

calculate the correlation coefficients. The Pearson r was used to calculate correlation

coefficients for the cumulative scores on both surveys, the cumulative of each survey

compared with each category of the other, and the comparison of each category of the

two surveys. The Pearson r correlation coefficients were then evaluated to determine if

the results were statistically significant for each of the relationships evaluated by the

hypotheses. To evaluate the other research questions and test their hypotheses, Analysis

of Variance (ANOVA) tests were used to determine if there were significant differences

in the means of the surveys between middle schools. Then, to determine which schools

exhibited the significant differences, Least Significant Differences (LSD) tests were used.

All results are presented in Chapter 4.

<div align="center">Summary of Methodology</div>

This chapter described and explained the methods used in this study. It stated the

type of research and described the context for the research. A description of the

participants of the study was given along with a description of both surveys. The

procedures were fully discussed then the data analysis explained. The next chapter

presents the findings of the study then the final chapter discusses these findings.

Chapter 4: Results

As stated in Chapter 1, the purpose of this study was to examine the relationship of a principal's leadership practices and the morale of the school's teachers. The research attempted to examine if the leadership of the principal had a significant correlation to the morale of the teachers. The results of the surveys are presented in this chapter. First, the data will be presented in terms of each of the seven middle schools by looking at the means and standard deviations. Then the data will be presented for each of the five research questions. The chapter will conclude with a summary of the major findings of the research.

Each survey was compiled and entered into statistical software for analysis. The means and standard deviations for the PTO are presented in Table 5. When looking at the results, it is important to remember that each category had a different number of questions. The results can be compared between schools but not across categories.

In the total morale score as reported on the PTO, MS 3 returned the highest score with a mean of 224.00; MS 1 returned the lowest with a total mean morale of 199.43. MS 4, MS 5, and MS 7 returned more consistent results with standard deviations ranging from 18.13 to 22.34 while the other schools had standard deviations ranging from 30.84 to 35.33.

In category 1, Rapport with Principal, MS 4 had the highest mean with a score of 65.14 and was also the most consistent in the category with a standard deviation of 7.96. MS 3 and MS 7 also returned high means in the category with low standard deviations.

Table 5

PTO Means and Standard Deviations

| School | | Survey | Cat. 1 | Cat. 2 | Cat. 3 | Cat. 4 | Cat. 5 |
|---|---|---|---|---|---|---|---|
| MS 1 | M | 199.43 | 51.00 | 63.86 | 38.43 | 20.00 | 26.14 |
| N = 7 | SD | 31.76 | 16.16 | 8.65 | 4.65 | 4.69 | 5.87 |
| MS 2 | M | 218.82 | 58.53 | 69.65 | 42.71 | 18.71 | 29.24 |
| N = 17 | SD | 35.33 | 15.82 | 8.03 | 8.51 | 3.97 | 6.87 |
| MS 3 | M | 224.00 | 62.08 | 67.31 | 44.77 | 18.46 | 31.38 |
| N = 13 | SD | 31.06 | 12.72 | 8.06 | 6.98 | 4.77 | 5.69 |
| MS 4 | M | 216.36 | 65.14 | 65.21 | 42.93 | 16.57 | 26.50 |
| N = 14 | SD | 18.13 | 7.96 | 7.37 | 6.81 | 2.17 | 3.92 |
| MS 5 | M | 205.00 | 53.93 | 63.00 | 45.79 | 16.79 | 25.50 |
| N = 14 | SD | 20.87 | 12.18 | 8.06 | 4.64 | 2.58 | 5.16 |
| MS 6 | M | 208.06 | 55.59 | 65.47 | 40.65 | 19.00 | 27.35 |
| N = 17 | SD | 30.84 | 14.36 | 10.83 | 7.61 | 3.82 | 6.80 |
| MS 7 | M | 216.76 | 62.29 | 65.00 | 45.35 | 16.18 | 27.94 |
| N = 17 | SD | 22.34 | 9.27 | 9.42 | 5.17 | 3.17 | 5.41 |
| Total | M | 213.63 | 58.89 | 65.85 | 43.24 | 17.81 | 27.84 |
| N = 99 | SD | 27.82 | 13.09 | 8.77 | 6.84 | 3.72 | 5.91 |

Table 5 (continued)

| School | | Cat. 6 | Cat. 7 | Cat. 8 | Cat. 9 | Cat. 10 |
|---|---|---|---|---|---|---|
| MS 1 | M | 13.86 | 19.29 | 12.57 | 13.86 | 13.43 |
| N = 7 | SD | 1.86 | 3.73 | 2.51 | 2.27 | 2.23 |
| MS 2 | M | 14.59 | 23.18 | 14.71 | 13.65 | 14.41 |
| N = 17 | SD | 3.92 | 5.78 | 3.31 | 3.08 | 4.03 |
| MS 3 | M | 14.54 | 21.69 | 13.85 | 14.31 | 14.92 |
| N = 13 | SD | 3.15 | 3.50 | 1.86 | 2.72 | 2.33 |
| MS 4 | M | 13.29 | 21.00 | 13.79 | 12.29 | 15.00 |
| N = 14 | SD | 3.58 | 4.47 | 2.78 | 2.34 | 1.52 |
| MS 5 | M | 14.36 | 20.93 | 14.29 | 15.29 | 13.29 |
| N = 14 | SD | 3.13 | 3.99 | 2.61 | 2.23 | 2.34 |
| MS 6 | M | 14.35 | 20.59 | 13.41 | 13.06 | 15.53 |
| N = 17 | SD | 3.59 | 5.34 | 3.28 | 3.03 | 2.29 |
| MS 7 | M | 14.82 | 21.24 | 15.76 | 10.24 | 13.24 |
| N = 17 | SD | 3.61 | 4.40 | 2.68 | 2.82 | 3.29 |
| Total | M | 14.31 | 21.30 | 14.21 | 13.10 | 14.32 |
| N = 99 | SD | 3.38 | 4.63 | 2.88 | 3.07 | 2.84 |

MS 1 returned the lowest category mean with a 51.00 but also had the highest standard deviation of 16.16.

In category 2, Satisfaction with Teaching, scores were much more consistent with standard deviations ranging from 7.37 to 10.83. MS 2 reported the highest mean score in this category while MS 5 reported the lowest. Category 3, Rapport among Teachers, had MS 5 with the highest mean of 45.79 and MS 1 with the lowest mean of 38.43. These two schools also had consistent results with the lowest standard deviations of the category. MS 7 also faired well in this category with a mean of 45.35 and a low standard deviation of 5.17. Category 4, Teacher Salary, had MS 1 ranking highest with a mean of 20.00 and MS 7 ranking lowest with a mean of 16.18.

Category 5, Teacher Load, had MS 3 return the highest mean of 31.38 and MS 5 the lowest with a mean of 25.50. Category 6, Curricular Issues, had MS 7 with the highest mean of 14.82 and MS 4 with the lowest of 13.29. Category 7, Teacher Status (in the community), had MS 2 ranking highest with a mean of 23.18 and MS 1 lowest with a mean of 19.29. Category 8, Community Support for Education, had MS 7 with the highest mean of 15.76 and MS 1 with the lowest mean of 12.57. In category 9, School Facilities and Services, MS 5 returned the highest mean of 15.29 while MS 7 returned the lowest mean of 10.24. Lastly, in category 10, Community Pressures (expectations), MS 6 returned the highest mean of 15.53 and MS 7 the lowest of 13.24.

The means and standard deviations from the LPI are presented in Table 6. Unlike the PTO, the LPI had a consistent number of questions in each category making comparisons across categories relevant. The teachers in MS 4 ranked their principal highest on the overall survey with a mean of 254.50. Teachers in MS 1 ranked their

Table 6

LPI Means and Standard Deviations

| School | | Total | Cat. 1 | Cat. 2 | Cat. 3 | Cat. 4 | Cat. 5 |
|---|---|---|---|---|---|---|---|
| MS 1 | M | 169.73 | 34.27 | 36.45 | 33.82 | 34.82 | 30.36 |
| N = 11 | SD | 60.89 | 10.99 | 11.26 | 13.07 | 14.26 | 15.09 |
| MS 2 | M | 243.55 | 50.27 | 49.82 | 47.36 | 47.91 | 48.18 |
| N = 11 | SD | 39.01 | 7.001 | 9.24 | 9.71 | 10.92 | 8.83 |
| MS 3 | M | 232.58 | 45.32 | 45.42 | 45.95 | 53.58 | 42.32 |
| N = 19 | SD | 50.78 | 10.20 | 11.62 | 11.11 | 5.54 | 14.64 |
| MS 4 | M | 254.50 | 50.83 | 51.17 | 48.94 | 52.11 | 51.44 |
| N = 18 | SD | 32.22 | 6.53 | 7.49 | 7.54 | 5.91 | 7.26 |
| MS 5 | M | 247.42 | 50.58 | 52.08 | 50.75 | 48.08 | 45.92 |
| N = 12 | SD | 28.63 | 5.89 | 5.84 | 5.86 | 5.90 | 7.91 |
| MS 6 | M | 242.96 | 48.52 | 50.48 | 47.78 | 47.52 | 48.65 |
| N = 23 | SD | 32.79 | 6.39 | 7.26 | 7.75 | 7.60 | 8.19 |
| MS 7 | M | 246.71 | 49.47 | 47.53 | 45.82 | 53.41 | 50.47 |
| N = 17 | SD | 41.02 | 7.97 | 9.82 | 13.07 | 5.43 | 7.88 |
| Total | M | 236.91 | 47.48 | 47.99 | 46.25 | 49.05 | 46.14 |
| N = 111 | SD | 46.30 | 9.09 | 9.88 | 10.63 | 9.39 | 11.68 |

principal lowest with a mean of 169.73, but the standard deviation was very high at 60.89.

Category 1 of the LPI, Model the Way, had MS 4 with the highest mean of 50.83; MS 5 and MS 2 were very close with means of 50.58 and 50.27 respectively. As with the overall survey mean, MS 1 showed a very low relative mean in each of the five categories. In category one MS 1 had a mean of only 34.27. Category 2, Inspire a Shared Vision, had MS 5 ranking highest with a mean of 52.08 and MS 1 with a mean of 36.45. Category 3, Challenge the Process, also had MS 5 ranking highest with a mean of 50.75 while MS 1 had the lowest mean of 33.82. Category 4, Enable Others to Act, had the highest means of any category of the survey with the highest of 53.58 belonging to MS 3. MS 7 was a very close second with a mean of 53.41. Again, the lowest belonged to MS 1 with a mean of 34.82. Lastly, category 5, Encourage the Heart, had MS 4 with the highest rank with a mean of 51.44. MS 1 had the lowest categorical mean of the entire survey in category five with a mean of 30.36.

<p align="center">Research Question 1</p>

To investigate the first research question and evaluate the hypothesis, Pearson Product Moment Correlation Coefficients (Pearson r) were calculated to determine the strength and direction of the relationship between the LPI and PTO and between each category of both surveys. For the calculations of the correlations, the 91 matched pairs from the seven schools were used. The Critical Value of the Pearson r for this number of matched pairs is .2050 for a .05 level of significance (Ary, Jacobs, Razavieh, Sorenson, 2006). See Table 7 for Pearson r-values.

Table 7

Pearson Correlation Coefficients

|           |   | Total LPI | LPI 1 | LPI 2 | LPI 3 | LPI 4 | LPI 5 |
|-----------|---|-----------|-------|-------|-------|-------|-------|
| Total PTO | r | .437* | .351* | .130 | .276* | .788* | .383* |
| PTO 1 | r | .547* | .451* | .237* | .322* | .826* | .577* |
| PTO 2 | r | .130 | .129 | .024 | .055 | .228* | .129 |
| PTO 3 | r | .574* | .553* | .375* | .544* | .750* | .405* |
| PTO 4 | r | -.643* | -.634* | -.466* | -.508* | -.665* | -.635* |
| PTO 5 | r | .015 | -.073 | -.220* | -.057 | .433* | -.067 |
| PTO 6 | r | .071 | .085 | -.058 | .021 | .217* | .036 |
| PTO 7 | r | .493* | .530* | .377* | .440* | .497* | .414* |
| PTO 8 | r | .522* | .551* | .279* | .319* | .615* | .562* |
| PTO 9 | r | -.255* | -.219* | .007 | .079 | -.393* | -.507* |
| PTO 10 | r | .215* | .128 | .277* | .257* | .129 | .209* |

*. Correlation is significant at the 0.05 level (2-tailed).

The first research question was as follows: How strongly are teacher morale and principal leadership practices correlated? The total LPI and total PTO correlation was .437 showing a significant correlation between the two. Further, seven of the ten categories of the PTO significantly correlated with the total LPI. Rapport with Principal, Rapport among Teachers, Teacher Salary, Teacher Status, Community Support, School Facilities and Services, and Community Pressures all significantly correlated to the total

LPI score. Four of the five LPI categories correlated significantly to the total PTO score. The categories with significant correlations were Model the Way, Challenge the Process, Enable Others to Act, and Encourage the Heart.

There were six categories from the PTO that correlated significantly with the category of the LPI entitled Model the Way. The six were Rapport with Principal, Rapport among Teachers, Teacher Salary, Teacher Status, Community Support, and School Facilities and Services. For category two of the LPI, Inspire a Shared Vision, there were seven significant correlations with categories of the PTO. The significant correlations were with the following areas: Rapport with Principal, Rapport among Teachers, Teacher Salary, Teacher Load, Teacher Status, Community Support, and Community Pressures. Category three of the LPI, Challenge the Process, correlated significantly with six categories of the PTO. The six were Rapport with Principal, Rapport among Teachers, Teacher Salary, Teacher Status, Community Support, and Community Pressures. The fourth category of the LPI correlated significantly with nine of the ten categories of the PTO. The nine categories with significant correlations were as follows: Rapport with Principal, Satisfaction with Teaching, Rapport among Teachers, Teacher Salary, Teacher Load, Curricular Issues, Teacher Status, Community Support, and School Facilities and Services. The final category of the LPI, Encourage the Heart was significantly correlated with the following seven categories of the PTO: Rapport with Principal, Rapport among Teachers, Teacher Salary, Teacher Status, Community Support, School Facilities and Services, and Community Pressures.

Research Question 2

The second research question was as follows: Which of the five leadership

practices correlate most strongly with teacher morale? Again, to analyze the research

question and evaluate the hypothesis, the Pearson correlations coefficients were used.

Four of the five Leadership Practices had significant correlations with the PTO. The four

areas were Model the Way, Challenge the Process, Enable Others to Act, and Encourage

the Heart. Challenge the Process correlated with the PTO with an r-value of .276. Model

the Way correlated with the PTO with an r-value of .351. Next, Encourage the Heart

correlated with the PTO with an r-value of .383. Lastly, the leadership Practice of Enable

Others to Act correlated to the PTO with an r-value of .788.

Research Question 3

The third research question was as follows: Is there a significantly higher overall

teacher morale level in some schools? The research question was analyzed by performing

Analysis of Variance tests on the total score from the PTO as well as each category of the

PTO. Due to there being seven independent schools, Least Significant Difference tests

were then used to determine which schools showed significant mean differences.

The results of the LSD tests showed that there were no significant mean

differences for the total PTO scores between the seven middle schools. When the LSD

tests were calculated for the categories of the PTO, there were several significant mean

differences (see Table 8). There were significant differences in every category except

Curricular Issues and Teacher Status. In the first category, Rapport with Principal, MS 4

had a significantly higher mean than MS 1, MS 5, and MS 6. In Satisfaction with

Teaching, MS 2 had a significantly higher mean that MS 5. In Rapport among Teachers,

Table 8

Significant PTO Mean Differences

| Category | School with Higher Mean | School with Lower Mean | Mean Difference |
|---|---|---|---|
| Rapport with Principal | MS 4 | MS 1 | 14.14 |
| | | MS 5 | 11.21 |
| | | MS 6 | 9.56 |
| Satisfaction with Teaching | MS 2 | MS 5 | 6.65 |
| Rapport among Teachers | MS 3 | MS 1 | 6.34 |
| | MS 5 | MS 1 | 7.36 |
| | | MS 6 | 5.14 |
| | MS 7 | MS 1 | 6.92 |
| | | MS 6 | 4.71 |
| Teacher Salary | MS 1 | MS 4 | 3.43 |
| | | MS 7 | 3.82 |
| | MS 2 | MS 7 | 2.53 |
| | MS 6 | MS 7 | 2.82 |
| Teacher Load | MS 3 | MS 4 | 4.89 |
| | | MS 5 | 5.89 |
| Community Support | MS 7 | MS 1 | 3.19 |
| | | MS 6 | 2.35 |

Table 8 (continued)

| Category | School with Higher Mean | School with Lower Mean | Mean Difference |
|---|---|---|---|
| School Facilities and Services | MS 1 | MS 7 | 3.62 |
| | MS 2 | MS 7 | 3.41 |
| | MS 3 | MS 7 | 4.07 |
| | MS 4 | MS 7 | 2.05 |
| | MS 5 | MS 4 | 3.00 |
| | | MS 6 | 2.23 |
| | | MS 7 | 5.05 |
| | MS 6 | MS 7 | 2.82 |
| Community Pressures | MS 6 | MS 5 | 2.24 |
| | | MS 7 | 2.29 |

MS 3 had a significantly higher mean than MS 1, MS 5 had a significantly higher mean than MS 1 and MS 6, and MS 7 had a significantly higher mean that MS 1 and MS 6. In the category titled Teacher Salary, MS 1 had a significantly higher mean than MS 4 and MS 7; MS 2 and MS 6 both had significantly higher means than MS 7. In Teacher Load, MS 3 had a significantly higher mean than MS 4 and MS 5. In Community Support, MS 7 had a significantly higher mean than MS 1 and MS 6. In the category School Facilities and Services, all schools had significantly higher means than MS 7; additionally, MS 5 had a significantly higher mean than MS 4 and MS 6. Lastly, in Community Pressures, MS 6 had a significantly higher mean than MS 5 and MS 7.

Research Question 4

The fourth research question was as follows: If some schools have a higher

morale level, is it related to the school's LPI scores? To investigate this research

question, the schools with significant mean differences from research question three were

evaluated in relation to the schools with significant LPI mean differences (see Table E1

for LPI Mean Differences). There were a few schools that exhibited both significant

mean differences in PTO and LPI scores.

First, MS 4 showed a significant mean difference above MS 1 in Rapport with

Principal from the PTO.  MS 4 also had a significant mean difference in the total LPI

score as well as a significant mean difference in each of the five categories of the LPI

over MS 1. Next, significance was shown in the PTO category of Rapport among

Teachers with MS 3, MS 5, and MS 7 all outscoring MS 1; each also outscored MS 1 on

the total LPI as well as each category of the LPI. Additionally, MS 7 also significantly

outscored MS 6 in the Rapport among Teachers category and on the LPI in the category

of Enable Others to Act.

Research Question 5

The fifth and final research question was as follows: Do low LPI scores have a

significant correlation to teacher morale levels? To analyze this research question, the

LPI scores that were significantly lower than others will be evaluated in relation to

equivalent teacher morale scores. MS 1 showed a significantly lower overall LPI score

and significantly lower scores in each of the five categories. MS 3 showed significantly

lower LPI scores in the categories of Model the Way, Inspire a Shared Vision, and

Encourage the Heart. MS 6 showed significantly lower LPI scores in the category of Enable Others to Act.

The obvious outcome of the analysis of LPI scores is the significantly lower scores from MS 1. Even though the differences were not significant at the .05 level, MS 1 did score lower than all other schools on the total PTO. MS 1 also scored lower than all other schools in four of the categories, lower than all but one of the other schools in three additional categories, and lower than all but two others in an additional category. Conversely, MS 1 did outscore all schools in the category of Teacher Salary and outscored four schools in the category of School Facilities and Services. The significantly lower PTO categorical scores from MS 1 were shown in Table 8. One school significantly outscored MS 1 in the category Rapport with Principal, three schools outscored MS 1 in the category Rapport among Teachers, and one school significantly outscored MS 1 in the category of Community Support.

The teachers of MS 3 scored their principal significantly lower than MS 4 in the category Model the Way, lower than MS 5 in the category Inspire a Shared Vision, and lower than MS 4, MS 6, and MS 7 in the category Encourage the Heart. Interestingly, the PTO scores for MS 3 showed higher mean scores than any other school although they were not determined to be significant at the .05 level. There were a few categorical areas where MS 3 was outscored on the PTO but none were significant.

MS 3 and MS 7 significantly outscored MS 6 in one category of the LPI entitled Enable Others to Act. MS 6 was outscored by four of the other six schools on the PTO but significance was not at the .05 level. There were two categories where MS 6 scored significantly lower than other schools as follows:  MS 4 outscored MS 6 in the category

of Rapport with Principal, and MS 5 and MS 7 outscored MS 6 in the category of

Rapport among Teachers.

## Conclusion

The results presented in this chapter from the surveys collected from the teachers

of the seven middle schools provided significant outcomes in several areas. The

correlation of the two surveys provided a statistically significant correlation in the total

LPI and total PTO scores. There were also many pairs of statistically significant

correlations between categories of the two surveys. Data was also presented analyzing the

strength of the correlations in relationship to teacher morale. The means of each survey

were then presented with regard to statistically significant differences between schools.

There was not a significant difference on the total PTO score but there were several

significant differences on category scores of the PTO. Next, results were presented for

the schools that exhibited statistically significant mean differences on both surveys.

Lastly, the results were presented that showed the schools with statistically significant

low scores across both surveys.

Chapter 5: Summary and Discussion

This final chapter of this dissertation restates the problem of the study then briefly reviews the methodology. Next, the major results from the research are summarized. Lastly, a detailed discussion provides the researcher's insight from the findings, the relationship to prior research, the theoretical implications of the research, the implications for practice, the limitations, and the recommendations for further research.

As stated in Chapter 1, the purpose of this study was to examine the relationship of a principal's leadership practices and the morale of the school's teachers. The problem researched was as follows: Did the leadership of the principal have a significant correlation to the morale of the teachers? To evaluate the problem, the researcher analyzed the five research questions and research hypotheses restated here for the reader's convenience:

1.  How strongly are teacher morale and principal leadership practices correlated?

    Hypothesis: There will be no significant correlation between teacher morale and principal leadership practices.

2.  Which of the five leadership practices correlate most strongly with teacher morale?

    Hypothesis: There will be no significant correlation between the five leadership practices and teacher morale.

3.  Is there a significantly higher overall teacher morale level in some schools?

    Hypothesis: There will not be significantly higher levels of morale in some of the schools as compared to others in the study.

4. If some schools have a higher morale level, is this related to the school's LPI scores?

    Hypothesis: Any difference in morale level will not be correlated to LPI score.

5. Do low LPI scores have a significant correlation to teacher morale levels?

    Hypothesis: Low LPI scores will not significantly correlate to teacher morale levels.

    To analyze the research questions, the researcher distributed two randomly assigned surveys to the middle school teachers of a Metro Atlanta school system. Of the 471 surveys distributed, 210 were returned yielding a return rate of 45%. Pearson Product Moment Correlation Coefficients were calculated for research questions one and two. Analysis of Variance and Least Significant Differences were calculated for the other research questions.

Summary of Results

*Research Question 1*

    The first research question was as follows: How strongly are teacher morale and principal leadership practices correlated? There seems to be a significant positive correlation between the measures of principal leadership and teacher morale. The overall measures of principal leadership and teacher morale were positively correlated with a Pearson r of .437. Seven of the PTO categories correlated significantly with the Total LPI score and four of the LPI categories correlated with the Total PTO score. Additionally, of the 50 correlations comparing categories of the two surveys, 35 showed significant correlations.

There were four areas of the PTO that showed significant positive correlations across all categories of the LPI. First, Teacher Status referring to the community's relationship with educators correlated with the Total LPI at .493 and had correlations ranging from .377 to .530 with the categories of the LPI. Next, Community Support for Education referring to the involvement of the community in the educational program correlated at .522 with the Total LPI and had correlations ranging from .279 to .615 with the categories of the LPI. Thirdly, Rapport with Principal referring to the actions of the principal in assisting the teachers had a correlation of .547 with the Total LPI and correlations ranging from .237 to .826 with the categories of the LPI. Lastly, seemingly the strongest correlation in this group, Rapport among Teachers referring to the cooperativeness and professionalism of a school's teachers correlated with Total LPI at .574 and had correlations ranging from .375 to .750 with the categories of the LPI.

There was a single area of the PTO that had negative correlations across all LPI categories. The PTO category of Teacher Salary referring to fairness and equity of pay and benefits had a correlation of -.643 with the Total LPI and correlations ranging from -.466 to -.665. The significance of these negative correlations seems to imply that teachers who rate their principals more negatively on leadership are more satisfied with the salary schedule and benefits than teachers who rate their principals more positively on leadership.

There are two categorical correlations that show very strong positive correlations. These two categorical correlations seem to show the strongest relationships between variables in the study. First, the PTO category of Rapport among Teachers had a correlation of .750 with the LPI category of Enable Others to Act. Squaring this

correlation coefficient yields .5625, which shows that over 56% of the variation in the category Rapport among Teachers is associated with variation in the category Enable Other to Act. The second exceptionally strong correlation was between the PTO category Rapport with Principal and the LPI category Enable Others to Act. The correlation coefficient between these categories was .826. Squaring this number yields .6823, which shows that over 68% of the variation in the two categories is related. These correlations seem to show that schools with principals with the following daily practices have schools with higher morale: developing mutual respect and cooperation, listening to others' points of view, supporting the decisions of others, allowing freedom in decision-making, and providing the opportunity for growth.

*Research Question 2*

The second research question was as follows: Which of the five leadership practices correlate most strongly with teacher morale? The weakest correlation, and the only one that did not show statistical significance, was between the leadership practice Inspire a Shared Vision and the Total PTO. Inspire a Shared Vision refers to the principal being very forward looking and often discussing the future of the school. The other four leadership practices did show significant positive correlations. First, Challenge the Process referring to principals challenging their selves, others, and the status quo, showed a Pearson r of .276. Even though this correlation is statistically significant, it only shows that 7.6% of the variation is related. Next, Model the Way, which refers to principals being an example of what is expected, following through on their promises, asking for feedback on their performance, and being clear about their leadership philosophy, correlated with Total PTO with a Pearson r of .351. This shows that just over 12% of the

variation in these measures is related. Thirdly, Encourage the Heart referring to praise, celebration, reward, and showing confidence in the abilities of teachers was correlated with the Total PTO with a Pearson r of .383. This shows that nearly 15% of the variation is related. Lastly, Enable Others to Act had the strongest correlation to the Total PTO. The Pearson r was .788 showing that 62% of the variation in this category was related to the variation on the PTO. Again, the category Enable other to Act includes developing mutual respect and cooperation, listening the points of view of others, supporting the decisions of others, allowing freedom in decision-making, and providing the opportunity for growth.

*Research Question 3*

The third research question was as follows: Is there a significantly higher overall teacher morale level in some schools? In evaluating this research question, ANOVA tests were used to determine if the means from each school varied significantly. It was found that no statistically significant difference existed between schools for the Total PTO. There were however several statistically significant differences between schools on some categories of the PTO. In fact, eight of the ten categories of the PTO showed one or more of the schools statistically different than others.

MS 1 had a significantly higher mean in two categories. In Teacher Salary referring to equity and fairness of pay and benefits, MS 1 had a mean greater than MS 4 and MS 7, and in School Facilities and Services referring to classroom space, supplies, media resources, and clerical services, MS 1 had a mean greater than that of MS 7. MS 2 significantly outscored MS 5 in Satisfaction with Teaching, which is the teachers' overall professional satisfaction, feelings of appreciation, and feelings of being challenged. MS 2

also outscored MS 7 in both Teacher Salary and School Facilities and Services. MS 3 significantly outscored MS 1 in Rapport among Teachers (cooperativeness and professionalism of all the school's teachers), MS 4 and MS 5 in Teacher Load referring to the amount of clerical tasks or other non-teaching tasks, and MS 7 in School Facilities and Services. MS 4 outscored MS 1, MS 5, and MS 6 in Rapport with Principal (the actions of the principal in assisting the teachers); MS 4 also outscored MS 7 in School Facilities and Services. MS 5 significantly outscored MS 1 and MS 6 in Rapport among Teachers and outscored MS 4, MS 6, and MS 7 in School Facilities and Services. MS 6 significantly outscored MS 7 in Teacher Salary and in School Facilities and Services and outscored MS 5 and MS 7 in Community Pressures referring to professional and personal restrictions and unreasonable expectations on teachers. Finally, MS 7 significantly outscored MS 1 and MS 6 in Rapport among Teachers and Community Pressures.

*Research Question 4*

The fourth research question was as follows: If some schools have a higher morale level, is this related to the school's LPI scores? In evaluating this research question, the researcher paired the significant differences per school from research question 3 with significant differences on the LPI per school.

There were three categorical relationships that showed significant mean differences on both scales. First, MS 4 showed a significantly higher morale level than MS 1 in the category Rapport with Principal. MS 4 also significantly outscored MS 1 on each category of the LPI as well as the total LPI. This seems to show that principals who exhibit the leadership practices surveyed will have a higher morale level in this category, which relates to the principal's assistance to the teachers in performing their jobs.

Secondly, MS 3, MS 5, and MS 7 all showed statistically significant means greater than that of MS 1 in Rapport among Teachers, again referring to the cooperation and professionalism of the faculty. This seems to be related to the Total LPI as well as each category of the LPI due to each of these three schools outscoring MS 1 on these measures. Now, this seems to indicate that the surveyed leadership practices are related to the ability of the faculty to work together and share ideas. The third relationship had MS 7 showing a higher morale than MS 6 in the category of Rapport among Teachers. This seems to be related to the LPI category of Enable Others to Act since MS 7 also significantly outscored MS 6 on this measure. This relationship indicates that principals, who develop mutual respect and cooperation, listen to others' points of view, support the decision-making of others, allow freedom in decision-making, and provide an opportunity for growth will have a faculty that is more cooperative and free to share ideas with colleagues.

*Research Question 5*

The fifth research question was: Do low LPI scores have a significant correlation to teacher morale levels? To evaluate this question, the schools with statistically lower LPI scores were analyzed by comparing their PTO scores. First, MS 1 had by far the lowest LPI scores. The scores were significantly lower than all other schools on the Total LPI and in each category. This seems to be related to the PTO scores. MS 1 did have lower Total PTO scores than all other schools but they were not statistically significant. The areas where MS 1 was significantly outscored by another school were as follows: Rapport with Principal (MS 4), Rapport among Teachers (MS 3, MS 5, & MS 7), and Community Support (MS 7).

MS 3 also scored significantly lower than some schools in certain categories of the LPI. This did not seem to be related to the school's scores on the PTO since MS 3 outscored all other schools on the Total PTO and was not significantly outscored in any category. MS 6 was also significantly outscored on certain categories of the LPI. The only commonality here was that MS 7 outscored MS 6 in the LPI category of Enable Others to Act and the PTO category of Rapport among Teachers.

<div align="center">Discussion</div>

All principals have their strengths and weaknesses, and every school has its strengths and weaknesses. This study has attempted to look into these through the analysis of the survey data. The LPI was a measure intended to evaluate a principal's effectiveness in five areas of leadership. The PTO was designed to measure the morale level of individual teachers, and, once compiled, form a morale level for the school as a whole.

It is interesting to look at the data and evaluate the differences in each of the seven middle schools and each of the seven principals included in the study. There was considerable variability in the morale levels of the schools and in the ratings of principal leadership. First, in regard to the morale levels, three of the middle schools scored below the total mean. MS 1 scored lowest, MS 5 was second lowest, and MS 6 had the third lowest score. Even with these overall low morale scores, these schools had certain categorical scores that were above the means. MS 1 was rated the highest in the category of Teacher Salary and was in the top three in the category of School Facilities and Services. MS 5 outscored all other schools in the categories Rapport among Teachers and School Facilities and Services. It also scored above the mean in the categories Curricular

Issues and Community Support for Education. MS 6 scored the highest in the category Community Pressures and scored above the mean in the categories Teacher Salary and Curricular Issues.

At the same time, the higher scoring schools each showed categories below the means. MS 3, which had the highest overall score on the PTO, was below the mean in the category Community Support for Education. MS 2 had the second highest overall ranking on the PTO but did score below the mean in the categories Rapport with Principal and Rapport among Teachers. MS 7 ranked third highest on the overall PTO but had five categories below the mean, and MS 4, which ranked fourth highest had eight of the ten categories below the mean. This shows that even though there are differences shown in the morale level at the schools, each school has its strengths and weaknesses. No one school in this study had all the answers in regard to teacher morale.

This trend does not necessarily hold with the leadership scores. MS 1 was ranked the lowest on the overall measure and on each category. In fact, the teachers from this school rated their principal significantly lower than all other schools in each category as well as the overall measure. The highest rated school was MS 4, which had scores above the mean in all five categories. There were three categories where MS 4 was outscored slightly but not significantly. With the exception of the top ranked and bottom ranked schools, the others showed more variability in their scores.

MS 3 ranked second lowest on the overall LPI but did have the highest category score in Enable Others to Act. Due to MS 1 having such low scores, all other schools scored above the mean on the overall score of the LPI but still had categories below the mean. Ranking second highest, MS 5 had the categories Enable Others to Act and

Encourage the Heart below the mean. Next, MS 7 had Inspire a Shared Vision and

Challenge the Process below the mean. MS 2 had the category Enable Others to Act

below the mean, and lastly, MS 6 had the category Enable Others to Act below the mean.

Again, the middle 5 schools by rank showed different strengths and weaknesses on the

LPI. Similar to the insight from the variability in PTO scores, this would seem to indicate

that each leader has areas that could be strengthened.

*Research Question 1*

The first research questions asked: How strongly are teacher morale and principal

leadership practices correlated? The null hypothesis stated to investigate the question was

as follows: There will be no significant correlation between teacher morale and principal

leadership practices. As presented in Chapter 4 and shown in Table 7, there was a

significant correlation shown between the LPI and the PTO. Additionally, many

categorical correlations were shown between the two surveys. Therefore, the null

hypothesis for the first research question was rejected.

The researcher expected to find this significant correlation between the two

measures. His educational experience, the review of the related research, and dialogue

with colleagues led to this expectation. Educators may not notice until they work with an

ineffective administrator, but the school's principal does have a noticeable impact on the

school's environment. It is extremely detrimental to the morale of teachers to have an

ineffective principal.

As an educational administrator, the researcher is encouraged by these results. He

is pleased to see the hard data indicate that his daily behaviors can improve the morale of

his teachers. As presented in Chapter 2, the morale of the school's teachers does impact

achievement; therefore, principals have this indirect influence on achievement through their effect on teacher morale. School administrators sometimes lose their connection to the classroom due to their various duties, but it is important for them to realize they do impact achievement indirectly through their impact on teacher morale.

*Research Question 2*

The second research question asked: Which of the five leadership practices correlate most strongly with teacher morale? The null hypothesis to investigate this question was as follows: There will be no significant correlation between the five leadership practices and teacher morale. Again, as shown in Table 7 and as discussed in Chapter 4, there were four of the five leadership practices that showed statistically significant correlations to teacher morale. Therefore, the null hypothesis for the second research question was rejected.

The leadership practice of Enable Others to Act had the strongest correlation. Teachers appreciate authority in their individual areas, being listened to by their leader, and having their decisions supported. It is important that the leader provide an environment that fosters respect and cooperation among teachers and with administrators. Additionally, this leadership practice includes the principal supporting opportunities for professional growth. It takes a strong, self-assured principal to empower teachers and share the decision-making. As indicated by the correlations of this leadership practice, which were the strongest found through this research project, Enable Others to Act had the greatest relationship to teacher morale. Kouzes and Posner (2002a) describe this leadership practice as the leader's ability to create teamwork and trust. Through

empowerment, the leader is able to inspire team members to strive for the organization's goals and dreams.

The actual survey included six questions that were designed to measure the leaders' daily practices relating to this category (refer to Table 4 for question numbers). The first of these questions asked the following: "He or she develops cooperative relationships among the people he or she works with." Positive responses would indicate a friendly environment where the principal seemed approachable and genuinely concerned with the school's faculty. Negative responses would indicate a closed-door, dictatorial type of principal. This would indicate a principal who was thought of as not being approachable and not overly concerned with the well being of the faculty.

The second question to measure the leadership practice of Enable Others to Act was as follows: "He or she actively listens to diverse points of view." Similarities may exist in responses from the first question. A closed-door type of principal would most likely not be considered as one who listens. In the same way, a principal who does develop a cooperative environment would likely be thought of as a good listener. Additionally, positive responses to this item would indicate a principal who takes the time to listen when teachers have an issue they want to discuss. It would indicate a principal who made the teachers feel as though their opinions were important and would be considered. Negative responses could indicate a principal who was always too busy to listen or one who was always on the run and would not slow down enough to allow the teachers to voice their opinions.

The third item for this leadership practice was as follows: "He or she treats others with dignity and respect." Unlike the other items for this category, negative responses

would indicate not only ineffective principals but also principals who are unjustly using their position for power over others. This principal would use a dictatorial type of rule and direct staff rather than lead them. These principals might also be known to raise their voices or even yell when a faculty member questions their authority. A positive response would indicate a principal who projects a feeling of appreciation for the faculty and basically just treats other people justly.

The fourth item for the leadership practice of Enable Others to Act was as follows: "He or she supports the decisions that people make on their own." A negative response could again indicate a dictatorial principal or one who micromanages the school. These principals do not share decision-making although they may allow input before they ultimately make the final decision. Positive responses would indicate principals who empower their teachers and give them the opportunity to have control through shared decision-making. These principals trust their faculties enough to allow them this shared power; these principals have the confidence in the professional abilities of the teachers to make the decisions that impact their classes.

The fifth item was: "He or she gives people a great deal of freedom in deciding how to do their work." Again, a negative score on this item could indicate a principal who micromanages and does not allow the faculty to make decisions. Positive responses would indicate principals who trust their faculties and allow them to make decisions. In a less positive light, a hands-off principal who may not be very involved in what occurs in the classroom could also be scored positively since the teachers must make their own decisions without any guidance from the principal.

The final item to measure the category was: "He or she ensures that people grow in their jobs by learning new skills and developing themselves." A principal who was scored poorly might give very little feedback to the faculty. This principal could be the hands-off, uninvolved principal or even the power-hungry dictator. A positive score on this item would indicate a principal who did provide constructive feedback to the faculty. This principal would likely encourage the teachers to seek new knowledge and methods, further their education, collaborate with peers, and to take advantage of professional learning opportunities whenever possible.

As a teacher, the researcher had the opportunity to work under six different principals. As an administrator, he has had the opportunity to work under two other principals. Through the professional relationship with these eight principals, the researcher has had the opportunity to see both ends of the spectrum related to the leadership practice of Enable Others to Act. The experience through the lows of working for ineffective principals who exhibited many of the negative traits discussed above to the inspiration of working for principals who constantly exhibited the positive behaviors described has produced a strong conviction for the researcher. The results of this research fully support these convictions of the principal's importance. Principals have a huge influence on the professional lives of their teachers; their actions can improve negative environments or destroy positive ones.

*Research Question 3*

The third research question asked: Is there a significantly higher overall teacher morale level in some schools? The null hypothesis for this research question was as follows: There will not be a significantly higher morale level in the schools studied. The

results presented in Chapter 4 did show that there were no significant differences between any of the schools in the total morale score, but the results showed significant differences in some categorical scores from the PTO. Since the null hypothesis was interpreted as having to do with the categorical morale scores, it was rejected.

The data from the PTO varied enough between categories that an overall difference in the scores on the survey was not statistically significant. Some categories may have skewed the overall score. For example, the lowest scoring school scored the highest on the category Teacher Salary. Why would the lowest scoring school overall score highest on the category Teacher Salary? After compiling the data and analyzing the results, the researcher believes that teachers may have scored that category in comparison to their job satisfactions in other categories. Since they were very unhappy with most of the other categories, Teacher Salary was relatively positive. Teachers at the schools that had higher scores in many categories may have scored Teacher Salary lower because that area was low relative to the other areas.

*Research Question 4*

The fourth research question asked: If some schools have a higher morale level, is this related to the school's LPI scores? The null hypothesis to evaluate this research question was as follows: Any difference in morale level will not be correlated to the LPI score. As presented in Chapter 4, there were schools that significantly scored above others on both PTO categories and LPI categories; therefore, the null hypothesis for the fourth research question was rejected.

After seeing the low leadership scores for MS 1, it is not surprising that other schools significantly outscored this school on the other survey. The two areas where

significance was shown were Rapport with Principal and Rapport among Teachers.

Significance in Rapport with Principal was not surprising considering the category

measured the level of assistance the principal shows in helping teachers do their job. That

is, if principals scored poorly on leadership practices, it would be expected that they

would also score low on teacher morale related to this category. Rapport among Teachers

is the category measuring the teachers' professionalism and cooperativeness. This

connection is a little less obvious but still connects with relative ease. Part of the

leadership survey contained items relating to the creation of a cooperative school

environment. If teachers feel that a positive environment is not present, they would score

the principal low on the leadership survey.

*Research Question 5*

The fifth research question asked: Do low LPI scores have a significant

correlation to teacher morale levels? The null hypothesis to evaluate this question was as

follows: Low LPI scores will not significantly correlate to teacher morale levels. As

presented in Chapter 4 and discussed above, there were schools that had significantly

lower categorical LPI scores and significantly lower categorical PTO scores; therefore,

the null hypothesis for the fifth research questions was rejected.

It was expected that a school with poor leadership scores would have poor morale.

The low scores returned from MS 1 presented some evidence that this was the case. Even

though significance was shown in only a few categorical scores, all the other schools

outscored MS 1 on the total morale score as well as many categorical scores.

Relationship to Prior Research

The results of this study have many similarities to previous research analyzing the relationship of teacher morale and principal leadership. Much of the research emphasized the actions of the principal in relation to how they affected the morale of the teachers. To look at the relationship of the current study to that of prior research, the following three areas of leadership will be discussed: Inspire a Shared Vision, Encourage the Heart, and Enable Others to Act. All three of these areas showed significant relationship to teacher morale in the current research as well as in prior research.

*Inspire a Shared Vision*

The leadership practice of Inspire a Shared Vision showed a significant relationship to seven of the ten morale categories in the current research although it did not show a significant relationship to the overall morale score. The areas where this leadership practice showed a significant relationship to morale were as follows: Rapport with Principal, Rapport among Teachers, Teacher Load, Curricular Issues, Teacher Status, Community Support for Education, and Community Pressures. This leadership practice, which requires the leader to be forward looking and discuss the future of school, was discussed in prior research as it related to teacher morale.

Wentworth (1990) included the area in her list of the essential factors in determining teacher morale. She listed having clear, shared goals, which is directly in line with Inspiring a Shared Vision. In a qualitative, interview-format study, Hipp (1997) found that inspiring a group purpose was a factor that influenced teacher morale. Houchard (2005) found this leadership practice to have significant correlation to three areas of teacher morale. He found the leadership practice of Inspire a Shared Vision was

significantly correlated to Satisfaction with Teaching, Teacher Load, and School Facilities and Services.

*Encourage the Heart*

The leadership practice of Encourage the Heart was shown to have a significant correlation to teacher morale in the current study. The correlation between this leadership practice and the total morale level was the second highest found in the current study; additionally, it correlated with seven of the ten categories of teacher morale. The seven categories were as follows: Rapport with Principal, Rapport among Teachers, Curricular Issues, Teacher Status, Community Support for Education, School Facilities and Services, and Community Pressures.

The previous research also cited the aspects of this leadership practice as they related to teacher morale quite often. Cook (1979) listed Administrative Concern as one of five major areas that effect morale. Administrative Concern dealt with the need of teachers to feel appreciated which is closely related to the leadership practice of Encourage the Heart. In her list of essential factors to determine morale, Wentworth (1990) listed two areas that fall under this leadership practice. First, she listed recognition and appreciation of teacher and student achievement. Second, she listed encouragement and reward for risk taking, innovation, and good teaching. Through their study, Andrews, Parks, and Nelson (1985) listed administrative practices that maintain a high morale level. One of the items was to give recognition to those who are helping to advance the objectives of the school. Houchard (2005) found that the leadership practice of Encourage the Heart was significantly related to the morale factors of Rapport with Principal and Rapport among Teachers.

*Enable Others to Act*

The leadership practice of Enable Others to Act was shown to have a high positive relationship to teacher morale in the current study. The practice was also shown to have significant correlations to nine of the ten morale categories. The single category where a significant correlation was not shown was Community Pressures. As with the current study, the previous research had many studies that showed a relationship between teacher morale and items in the leadership practice of Enable Others to Act.

Cook (1979) had two of his five areas that relate to teacher morale fall within this leadership practice. First, he stated that the area of o*pportunity for input* influenced morale; opportunity for input was the need of the teachers to feel they had a say in the decisions that affected them. Second, he said that *professional growth* was an area affecting morale. Professional growth was the need of the teachers to be provided an opportunity for growth through new knowledge and skills in their positions. Again, Wentworth (1990) included items that match this leadership practice in her list of the essential morale factors. She listed the following as morale-influencing factors: Input into decision-making that directly affects curriculum, instruction, and the school climate, and opportunities for meaningful professional growth. Egley and Jones (2005) found that collaboration and mutual respect between the principal and the teachers affected morale. Thomas (1997) found that collaboration was the single item with the most impact on teacher morale. Andrew, Parks, and Nelson (1985) found that principals in schools with high morale levels displayed the traits of being available and of being good listeners. They also stated that involving others in setting objectives, planning, and decision-making was an administrative practice that would maintain a positive morale. Houchard

(2005) found similar results to the current study in that he found the leadership practice of Enable Others to Act to be significantly correlated to several morale categories. He found Enable Others to Act to be related to the following five teacher morale categories: Rapport with Principal, Satisfaction with Teaching, Rapport with Teachers, Teacher Load, and School Facilities and Services.

## Theoretical Implications

The current research supports theory in the area of Transformational Leadership. As discussed in Chapter 2, Transformational Leadership extends beyond the exchange of reward for work or accomplishment. It provides opportunity for the follower or worker to reach the higher level need of self-actualization. When measuring the morale levels of the teachers in this study, many items measured realms of self-actualization. Additionally, the Kouzes and Posner (2002a) model entitled the Five Practices of Exemplary Leaders that is the basis for the Leadership Practices Inventory (Kouzes & Posner, 2003) is an excellent example of Transformational Leadership.

Similar to the findings of Nguni, Sleegers, and Denessen (2006), this leads to the current study supporting the theory of Transformational Leadership. Teachers in the current study who exhibited positive morale levels were experiencing levels of self-actualization, which was highly related to the Transformational Leadership model entitled the Five Practices of Exemplary Leaders (Kouzes & Posner, 2002a).

## Implications for Practice

The research findings lead to implications for educational practice. The relationship between teacher morale and leadership showed the importance of the school's principal. The daily actions of the principal did greatly influence teacher morale.

The practical implications apply to principal preparation programs, self-assessments for current principals, and a tool for upper-level district administrators.

School systems should and often do have leadership training programs to prepare future principals for their positions. These preparation programs need to use the research and the theories of leadership to train their future principals in the areas that affect teacher morale. Current principals also need to use the knowledge to self-assess their daily practices and gain knowledge on how they help or hurt the morale of their teachers. Superintendents and upper level district leadership also need to use the knowledge of leadership's effect on teacher morale to guide the system's principals to improve on the aspects they may be lacking in order to raise the morale levels of the teachers in their school. The results of this research can be used to aid and direct this type of program to better prepare principals to be positive influences on the morale of their staff.

Limitations

Limitations to the current study include the possibility of low-level responses, respondents who may answer more or less positively due to the knowledge that the data is being used in a study, discrepancy due to answering relative to other answers, a less than optimal return rate, and the lack of any qualitative information as to why teachers feel as they do. First, the length of the surveys could lead some teachers to quickly and thoughtlessly answer questions to complete the survey. The LPI was a relatively short survey that did not require a great deal of time, but the PTO contained 100 questions and required a substantial length of time to properly complete. Second, some respondents may have answered more positively due to believing their principal or their school was being judged; some may have answered less positively for the same reason. Third, as

previously discussed, respondents may have answered survey questions relative to their thoughts about other survey questions. For example, if respondents answered that they were very happy with curriculum, they may have answered that they were very unhappy with salary. Fourth, the return rate was 45% for both surveys over all schools. The higher the return rate the more reliable the data; therefore, unless 100% of the surveys are returned, the rate is less than optimal. Lastly, not having qualitative data to help explain why respondents answered as they did is a limitation.

<p style="text-align:center">Recommendations for Future Research</p>

Three major recommendations are suggested for future research in the area of Leadership and Teacher Morale. These recommendations are meant to provide a more widespread and deeper understanding of the relationships of the variables studied as well as their relationship to student achievement. They are also meant to provide additional information to aid and guide school administrators in a practical manner.

First, the researcher recommends expanding the research to include all levels of education. There may be unique differences in the levels of schools that create differences in the relationship between teachers and administrators and the impact of leadership. It is possible that elementary teachers are impacted more by their principal's actions than middle school teachers. High school teachers may be less impacted, or these groups may be similar to the group studied. Expanding the research over all levels of education could provide greater insight into the relationship of leadership and teacher morale.

Secondly, expanding the research to include a qualitative aspect could lead to greater insight as to why teachers answered as they did. This information could lead to

recommendations that might improve practice and give administrators more information as to what might improve the morale of their teachers. Additionally, teachers might suggest aspects of leadership that affect their morale that are not included on the survey. An interview format that allowed teachers to express their opinions in detail would provide the data to expand this understanding.

Third, including a measure of student achievement in future research on teacher morale and leadership would expand the current knowledge in the area. Student achievement is the key factor that is always the goal of improvement initiatives and projects. Including a measure to relate achievement to teacher morale and principal leadership would provide a direct link to the specific population studied with regard to the impact that morale and leadership had on achievement and would add to the body of knowledge in the area.

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Appendices

Appendix A

The Purdue Teacher Opinionaire

# *THE PURDUE TEACHER OPINIONAIRE*

Dear Teachers,
As part of the requirements to complete my Ed. D. at Liberty University, I am performing research for the dissertation component of my degree program. Your participation in this study is requested. See below for pertinent information. Thanks in advance for your responses.

Sincerely,

*Keith Rowland*

Keith Rowland

**Confidentiality Statement:**

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject or a specific school. Research records will be stored securely and only researchers will have access to the records (i.e. School officials will not see any individual's responses).

**Voluntary Participation:**

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University, Paulding County Schools, or the researcher.

**Contacts and Questions:**

The researcher conducting this study is Keith Rowland. If you have questions regarding this study, you are encouraged to contact him at Hiram High School, 678-850-3369, krowland@paulding.k12.ga.us.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Human Subject Office, 1971 University Blvd, Suite 2400, Lynchburg, VA 24502 or email at fgarzon@liberty.edu.

# *THE PURDUE TEACHER OPINIONAIRE*

Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark they statements frankly. Please **do not** record your name on this document.

Read each statement carefully. Then indicate whether you (A) agree, (PA) probably agree, (PD) probably disagree, (D) disagree with each statement. Circle your answers.

1. Details, "red tape," and required reports absorb too much of my time. ..........A  PA  PD  D
2. The work of individual faculty members is appreciated and commended by our principal. ....................................................................A  PA  PD  D
3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal. ......................................................A  PA  PD  D
4. The faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education. .....A  PA  PD  D
5. Our principal shows favoritism in his relations with the teachers in our school. ....................................................................................A  PA  PD  D
6. Teachers in this school are expected to do an unreasonable amount of record keeping and clerical work. ...............................................A  PA  PD  D
7. My principal makes a real effort to maintain close contact with the faculty. .................................................................................................A  PA  PD  D
8. Community demands upon the teacher's time are unreasonable. ..................A  PA  PD  D
9. I am satisfied with the policies under which pay raises are granted. .............A  PA  PD  D
10. My teaching load is greater than that of most of the other teachers in our school. .....................................................................................A  PA  PD  D
11. The extra-curricular load of the teachers in our school is unreasonable. ............................................................................................A  PA  PD  D
12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth. ..................................................A  PA  PD  D
13. My teaching position gives me the social status in the community that I desire. ..............................................................................................A  PA  PD  D
14. The number of hours a teacher must work is unreasonable. ........................A  PA  PD  D
15. Teaching enables me to enjoy many of the material and cultural things I like. ...........................................................................................A  PA  PD  D
16. My school provides me with adequate classroom supplies and equipment. .............................................................................................A  PA  PD  D
17. Our school has a well-balanced curriculum. ...............................................A  PA  PD  D
18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers. .................................................................................A  PA  PD  D
19. Teaching gives me a great deal of personal satisfaction. ............................A  PA  PD  D

20. The curriculum of our school makes reasonable provision for student
individual differences. ..................................................................................A  PA  PD  D
21. The procedures for obtaining materials and services are well defined
and efficient. ...............................................................................................A  PA  PD  D
22. Generally, teachers in our school do not take advantage of one
another. .......................................................................................................A  PA  PD  D
23. The teachers in our school cooperate with each other to achieve
common, personal, and professional objectives. ........................................A  PA  PD  D
24. Teaching enables me to make my greatest contribution to society. .............A  PA  PD  D
25. The curriculum of our school is in need of major revisions. ......................A  PA  PD  D
26. I love to teach. .........................................................................................A  PA  PD  D
27. If I could plan my career again, I would choose teaching. ..........................A  PA  PD  D
28. Experienced faculty members accept new and younger members
as colleagues. .............................................................................................A  PA  PD  D
29. I would recommend teaching as an occupation to students of
high scholastic ability. ...............................................................................A  PA  PD  D
30. If I could earn as much money in another occupation,
I would stop teaching. .................................................................................A  PA  PD  D
31. The school schedule places my classes at a disadvantage. ..........................A  PA  PD  D
32. Within the limits of financial resources, the school tries to
follow a generous policy regarding fringe benefits, professional
travel, professional study, etc. ...................................................................A  PA  PD  D
33. My principal makes my work easier and more pleasant. .............................A  PA  PD  D
34. Keeping up professionally is too much of a burden. ...................................A  PA  PD  D
35. Our community makes its teachers feel as though they are a
real part of the community. .........................................................................A  PA  PD  D
36. Salary policies are administered with fairness and justice. .........................A  PA  PD  D
37. Teaching affords me the security I want in an occupation. ..........................A  PA  PD  D
38. My school principal understands and recognizes good
teaching procedures. ...................................................................................A  PA  PD  D
39. Teachers clearly understand the policies governing salary increases. ...........A  PA  PD  D
40. My classes are used as "dumping grounds" for problem students. ...............A  PA  PD  D
41. The lines and methods of communication between teachers
and the principal in our school are well developed and maintained. ..................A  PA  PD  D
42. My teaching load at this school is unreasonable. .......................................A  PA  PD  D
43. My principal shows a real interest in my department. .................................A  PA  PD  D
44. Our principal promotes a sense of belonging among the
teachers in our school. .................................................................................A  PA  PD  D
45. My teaching load unduly restricts my nonprofessional activities. ...............A  PA  PD  D
46. I find my contacts with students, for the most part, highly
satisfying and rewarding. .............................................................................A  PA  PD  D
47. I feel that I am an important part of this school system. .............................A  PA  PD  D
48. The competency of the teachers in our school compares favorably
with that of teachers in other schools with which I am familiar. ......................A  PA  PD  D
49. My school provides the teachers with adequate audio-visual aids
and projection equipment. ...........................................................................A  PA  PD  D

50. I feel successful and competent in my present position. .............................A  PA  PD  D

51. I enjoy working with student organizations, clubs, and societies. ...............A  PA  PD  D

52. Our teaching staff is congenial to work with................................................A  PA  PD  D

53. My teaching associates are well prepared for their jobs.............................A  PA  PD  D

54. Our school faculty has a tendency to form into cliques. .............................A  PA  PD  D

55. The teachers in our school work well together.............................................A  PA  PD  D

56. I am at a disadvantage professionally because other teachers
are better prepared to teach than I am. ......................................................A  PA  PD  D

57. Our school provides adequate clerical services for the teachers. . ...............A  PA  PD  D

58. As far as I know, the other teachers think I am a good teacher....................A  PA  PD  D

59. Library facilities and resources are adequate for the grade or
subject area which I teach..........................................................................A  PA  PD  D

60. The "stress and strain" resulting from teaching makes
teaching undesirable for me.......................................................................A  PA  PD  D

61. My principal is concerned with the problems of the faculty
and handles these problems sympathetically..............................................A  PA  PD  D

62. I do not hesitate to discuss any school problem with my principal..............A  PA  PD  D

63. Teaching gives me the prestige I desire. ...................................................A  PA  PD  D

64. My teaching job enables me to provide a satisfactory standard
of living for my family. .............................................................................A  PA  PD  D

65. The salary schedule in our school adequately recognizes
teacher competency.  ................................................................................A  PA  PD  D

66. Most of the people in this community understand and
appreciate good education. .......................................................................A  PA  PD  D

67. In my judgment, this community is a good place to raise a family..............A  PA  PD  D

68. This community respects its teachers and treats them like
professional persons. ................................................................................A  PA  PD  D

69. My principal acts interested in me and my problems..................................A  PA  PD  D

70. My school principal supervises rather than "snoopervises"
the teachers in our school. ........................................................................A  PA  PD  D

71. It is difficult for teachers to gain acceptance by the people
in this community.....................................................................................A  PA  PD  D

72. Teachers' meetings as now conducted by our principal
waste the time and energy of the staff......................................................A  PA  PD  D

73. My principal has a reasonable understanding of the problems
connected with my teaching assignment. .................................................A  PA  PD  D

74. I feel that my work is judged fairly by my principal..................................A  PA  PD  D

75. Salaries paid in this school system compare favorably with
salaries in other systems with which I am familiar. .................................A  PA  PD  D

76. Most of the actions of students irritate me. ...............................................A  PA  PD  D

77. The cooperativeness of teachers in our school helps
make our work more enjoyable.................................................................A  PA  PD  D

78. My students regard me with respect and seem to have
confidence in my professional ability.......................................................A  PA  PD  D

79. The purposes and objectives of the school cannot be
achieved by the present curriculum...........................................................A  PA  PD  D

80. The teachers in our school have a desirable influence on the
values and attitudes of their students....................................................................A  PA  PD  D
81. This community expects its teachers to meet unreasonable
personal standards. ...................................................................................................A  PA  PD  D
82. My students appreciate the help I give them with their schoolwork. ...........A  PA  PD  D
83. To me there is no more challenging work than teaching.............................A  PA  PD  D
84. Other teachers in our school are appreciative of my work. .........................A  PA  PD  D
85. As a teacher in this community, my nonprofessional activities
outside of school are unduly restricted.............................................................A  PA  PD  D
86. As a teacher, I think I am as competent as most other teachers. .................A  PA  PD  D
87. The teachers with whom I work have high professional ethics....................A  PA  PD  D
88. Our school curriculum does a good job of preparing students
to become enlightened and competent citizens. ...............................................A  PA  PD  D
89. I really enjoy working with my students. .....................................................A  PA  PD  D
90. The teachers in our school show a great deal of initiative and
creativity in their teaching assignments. ..........................................................A  PA  PD  D
91. Teachers in our community feel free to discuss controversial
issues in their classes.........................................................................................A  PA  PD  D
92. My principal tries to make me feel comfortable when visiting
my classes............................................................................................................A  PA  PD  D
93. My principal makes effective use of the individual teacher's
capacity and talent.  ...........................................................................................A  PA  PD  D
94. The people in this community, generally, have a sincere and
wholehearted interest in the school system. .....................................................A  PA  PD  D
95. Teachers feel free to go to the principal about problems of
personal and group welfare. ...............................................................................A  PA  PD  D
96. This community supports ethical procedures regarding the
appointment and reappointment of members of the teaching staff. ..................A  PA  PD  D
97. This community is willing to support a good program of education............A  PA  PD  D
98. Our community expects the teachers to participate in too
many social activities. ........................................................................................A  PA  PD  D
99. Community pressures prevent me from doing my best as a teacher. ...........A  PA  PD  D
100. I am well satisfied with my present teaching position...............................A  PA  PD  D

Appendix B

Permission to Use the Leadership Practices Inventory

**KOUZES POSNER INTERNATIONAL**
15419 Banyan Lane
Monte Sereno, California 95030 USA
FAX: (408) 354-9170

March 27, 2007

Mr. Keith Rowland
86 Principal Meridan Drive
Dallas, Georgia 30132
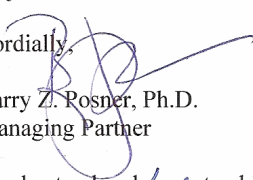
Dear Keith:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to reproduce the instrument as outlined in your request, at no charge, with the following understandings:

> (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
> (2) That copyright of the LPI, or any derivation of the instrument, is retained by the authors, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
> (3) That one (1) **electronic** copy of your dissertation and one (1) copy of **all** papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
> (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,

Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed)_____Date: 8/16/2007

Appendix C

The Leadership Practices Inventory

# *LEADERSHIP PRACTICES INVENTORY*

Dear Teachers,
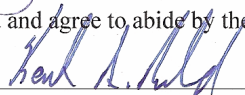As part of the requirements to complete my Ed. D. at Liberty University, I am performing research for the dissertation component of my degree program. Your participation in this study is requested. See below for pertinent information. Thanks in advance for your responses.

Sincerely,

*Keith Rowland*

Keith Rowland

## Confidentiality Statement:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject or a specific school. Research records will be stored securely and only researchers will have access to the records (i.e. School officials will not see any individual's responses).

## Voluntary Participation:

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## Contacts and Questions:

The researcher conducting this study is Keith Rowland. If you have questions regarding this study, you are encouraged to contact him at Hiram High School, 678-850-3369, krowland@paulding.k12.ga.us.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Human Subject Office, 1971 University Blvd, Suite 2400, Lynchburg, VA 24502 or email at fgarzon@liberty.edu.

# *LEADERSHIP PRACTICES INVENTORY*

James M. Kouzes and Barry Z. Posner

To what extent does your principal typically engage in the following behaviors? Choose the response number that best applies to each statement and circle it under that statement.

| | |
|---|---|
| **1** = Almost Never | **6** = Sometimes |
| **2** = Rarely | **7** =Fairly Often |
| **3** = Seldom | **8** = Usually |
| **4** = Once in a While | **9** = Very Frequently |
| **5** =Occasionally | **10** = Always |

**He or She:**

1. Sets a personal example of what he/she expects of others.
       **1    2    3    4    5    6    7    8    9    10**

2. Talks about future trends that will influence how our work gets done.
       **1    2    3    4    5    6    7    8    9    10**

3. Seeks out challenging opportunities that tests his/her own skills and abilities.
       **1    2    3    4    5    6    7    8    9    10**

4. Develops cooperative relationships among the people he/she works with
       **1    2    3    4    5    6    7    8    9    10**

5. Praises people for a job well done.
       **1    2    3    4    5    6    7    8    9    10**

6. Spends time and energy making certain that the people he/she works with adhere to the principals and standards we have agreed on.
       **1    2    3    4    5    6    7    8    9    10**

7. Describes a compelling image of what our future could be like.
       **1    2    3    4    5    6    7    8    9    10**

8. Challenges people to try out new and innovative ways to do their work.
       **1    2    3    4    5    6    7    8    9    10**

9. Actively listens to diverse points of view.
    **1     2     3     4     5     6     7     8     9     10**

10. Makes it a point to let people know about his/her confidence in their abilities.
    **1     2     3     4     5     6     7     8     9     10**

11. Follows through on the promises and commitments that he/she makes.
    **1     2     3     4     5     6     7     8     9     10**

12. Appeals to others to share an exciting dream of the future.
    **1     2     3     4     5     6     7     8     9     10**

13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.
    **1     2     3     4     5     6     7     8     9     10**

14. Treats others with dignity and respect.
    **1     2     3     4     5     6     7     8     9     10**

15. Makes sure that people are creatively rewarded for their contributions to the success of our projects
    **1     2     3     4     5     6     7     8     9     10**

16. Asks for feedback on how his/her actions affect other people's performance.
    **1     2     3     4     5     6     7     8     9     10**

17. Shows others how their long-term interests can be realized by enlisting in a common vision.
    **1     2     3     4     5     6     7     8     9     10**

18. Asks "What can we learn?" when things don't go as expected.
    **1     2     3     4     5     6     7     8     9     10**

19. Supports the decisions that people make on their own.
    **1     2     3     4     5     6     7     8     9     10**

20. Publicly recognizes people who exemplify commitment to shared values.
    **1     2     3     4     5     6     7     8     9     10**

21. Builds consensus around a common set of values for running our organization.
    **1     2     3     4     5     6     7     8     9     10**

22. Paints the "big picture" of what we aspire to accomplish.
    **1     2     3     4     5     6     7     8     9     10**

23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
    **1     2     3     4     5     6     7     8     9     10**

24. Gives people a great deal of freedom and choice in deciding how to do their work.
     1   2   3   4   5   6   7   8   9   10

25. Finds ways to celebrate accomplishments.
     1   2   3   4   5   6   7   8   9   10

26. Is clear about his/her philosophy of leadership.
     1   2   3   4   5   6   7   8   9   10

27. Speaks with a genuine conviction about the higher meaning and purpose of our work.
     1   2   3   4   5   6   7   8   9   10

28. Experiments and take risks, even when there is a chance of failure.
     1   2   3   4   5   6   7   8   9   10

29. Ensures that people grow in their jobs by learning new skills and developing themselves.
     1   2   3   4   5   6   7   8   9   10

30. Gives the members of the team lots of appreciation and support for their contributions.
     1   2   3   4   5   6   7   8   9   10

Appendix D

Permission to Conduct Research Form

## Application to Conduct Research
## XXXXX School System

**Title of Research:** <u>Principal Leadership and Teacher Morale</u> **Date Submitted:** <u>August 20, 2007</u>

**Researcher's Name:** <u>Keith A. Rowland</u>

**Targeted Audience:** <u>Educational Leaders</u> **Dates of the Research:** <u>Sept. 1, 2007 – Nov. 16, 2007</u>

**University/Sponsoring Agency:** <u>Liberty University, Lynchburg, Virginia</u>

**By signing below, you agree that you have completed all items on the checklist, read and meet the guidelines as outlined in Policy KIB and Administrative Procedure KIB-R Special Interest Materials Distribution. You also agree to submit any significant changes in the procedures of your project to the Superintendent's Office for prior approval.**

<u>Keith A. Rowland</u>                                                          <u>XXXXX High School</u>
**Name of Researcher(s) [Type or Print]**                **Name of**
**Department/School**

_____          _____
**Signature(s)**                                                                **Date**

**This research involving human participants, if approved will be under the direct supervision of the following representative of sponsoring University/Agency.**

<u>Dr. Clarence Holland</u>                                                   <u>Graduate Education</u>
**Faculty Advisor/Agency Representative [Type or Print]**      **Name of Department**

_____          _____
**Signature**                                                                     **Date**

**By signing below, you agree to allow the above researcher(s) to conduct research within your building.**

_____          _____
**Signature of Principal**                                                **Date**

| For Office Use Only |
|---|

**Date Received:** _____

**The attached request was reviewed by:**
_____

**Recommendation:**            _____**Approved**                    _____**Deny**
**Reason:**_____
**Signature**                                                       **Department**

*For Superintendent's Use Only*

*Your recommendation has been accepted. Please notify the requestor of the status of their request. A copy of their research findings should be submitted to the Office of the Superintendent at the time of completion. Address Omitted.*

_____
*Superintendent's Signature*

Appendix E

Significant LPI Category Mean Differences

Table E1: Significant LPI Mean Differences

| Category | School with Higher Mean | School with Lower Mean | Mean Difference |
|---|---|---|---|
| Total LPI | MS 2 | MS 1 | 73.82 |
| | MS 3 | MS 1 | 62.86 |
| | MS 4 | MS 1 | 84.77 |
| | MS 5 | MS 1 | 77.69 |
| | MS 6 | MS 1 | 73.23 |
| | MS 7 | MS 1 | 76.98 |
| Model the Way | MS 2 | MS 1 | 16.00 |
| | MS 3 | MS 1 | 11.04 |
| | MS 4 | MS 1 | 16.56 |
| | | MS 3 | 5.52 |
| | MS 5 | MS 1 | 16.31 |
| | MS 6 | MS 1 | 14.25 |
| | MS 7 | MS 1 | 15.20 |
| Inspire a Shared Vision | MS 2 | MS 1 | 13.36 |
| | MS 3 | MS 1 | 8.97 |
| | MS 4 | MS 1 | 14.71 |
| | MS 5 | MS 1 | 15.63 |
| | | MS 3 | 6.66 |
| | MS 6 | MS 1 | 14.04 |

| Category | School with Higher Mean | School with Lower Mean | Mean Difference |
|---|---|---|---|
| Inspire a Shared Vision (continued) | MS 7 | MS 1 | 11.08 |
| Challenge the Process | MS 2 | MS 1 | 13.55 |
| | MS 3 | MS 1 | 12.13 |
| | MS 4 | MS 1 | 15.13 |
| | MS 5 | MS 1 | 16.93 |
| | MS 6 | MS 1 | 13.96 |
| | MS 7 | MS 1 | 12.01 |
| Enable Others to Act | MS 2 | MS 1 | 13.09 |
| | MS 3 | MS 1 | 18.76 |
| | | MS 6 | 6.06 |
| | MS 4 | MS 1 | 17.29 |
| | MS 5 | MS 1 | 13.27 |
| | MS 6 | MS 1 | 12.70 |
| | MS 7 | MS 1 | 18.59 |
| | | MS 6 | 5.89 |
| Encourage the Heart | MS 2 | MS 1 | 17.82 |
| | MS 3 | MS 1 | 11.95 |
| | MS 4 | MS 1 | 21.08 |
| | | MS 3 | 9.13 |
| | MS 5 | MS 1 | 15.55 |

| Category | School with Higher Mean | School with Lower Mean | Mean Difference |
|---|---|---|---|
| Encourage the Heart | MS 6 | MS 1 | 18.29 |
| (continued) | | MS 3 | 6.34 |
| | MS 7 | MS 1 | 20.11 |
| | | MS 3 | 8.16 |