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**PERCEPTIONS OF PRINCIPAL EFFECTIVENESS AND TEACHER
MORALE:
A STUDY OF PUBLIC SECONDARY SCHOOL TEACHERS ON
GUAM**

By

Michelle M. S. Santos

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education

University of San Diego

2003

Dissertation Committee

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ABSTRACT

Title: PERCEPTIONS OF PRINCIPAL EFFECTIVENESS AND TEACHER MORALE: A Study of the Public Secondary School Teachers on Guam

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Chair: Fred Galloway, Ed.D

For more than a decade, the public schools on Guam have suffered from low student test scores, high turnover rates and low levels of teacher morale. Although there may be many explanations for this persistent problem, an important part of any solution is improving the overall level of teacher morale, which of course, can be influenced in many ways by the actions of the principal. In an effort to determine both the level of teacher morale among secondary school teachers on Guam as well as the factors that may help explain it, including the perceived level of principal effectiveness, this study collected data from 250 secondary school teachers on Guam using the Teacher Outlook and Perceptions Survey and the Audit of Principal Effectiveness.

Results of the hierarchical multiple regression analysis suggests that both demographic factors and the perceptions of the principal's effectiveness were important determinants of teachers' morale levels. Specifically,

teachers at year-round schools and those with emergency or special contracts had higher levels of morale, as did those with principals that were perceived as effective. However, Caucasian teachers had lower morale than non-Caucasians, and middle school teachers had lower morale than high school teachers. Overall morale levels were slightly less than 5 on a 1-7 scale.

Recommendations for future research include further investigation into the determinants of teacher morale, with a specific focus on the importance of the teachers' certification status and ethnic heritage. In addition, a qualitative approach may be necessary to help understand some of the more nuanced reasons why teacher morale levels on Guam have consistently failed to improve.

To Lewis, Corey and Christopher

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"There is no such thing as a self-made man.
You will reach your goals only with the help of others."
-George Shinn

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CHAPTER I

INTRODUCTION TO THE STUDY

"These are not easy times for school leaders," states Larry Lashway (2000). Lashway continues in an essay on Multidimensional Leadership claiming, "changing student demographics are undermining old assumptions about learning. Public expectations keep rising, but money is tight and the political crossfire is fierce. School leaders are finding that business as usual is no longer an option (p. 21)."

In today's challenging school environment, administrators often find conflicting expectations surrounding the role they have within the school setting. The expectations may include everything from fixing toilets, disciplining children, and monitoring the lunchroom to developing curricula, evaluating teachers, and working with parents and other members of the community (Blumberg & Greenfield, 1980). Carol Murphy (1983), in creating a profile of an effective principal, emphasized roles in four areas: setting goals and emphasizing productivity, power and decision making, organization and

coordination, and human relations. She states that effective principals are skilled in human relations, they recognize the unique styles and needs of their teachers, and they encourage and acknowledge the good work of teachers. Described as over-reaching and complex in both Murphy's (1983) and Blumberg's and Greenfield's (1980) research, the various roles of the administrator have been found to have a positive relationship with teacher morale (Blumberg & Greenfield, 1980). As cited by Beard (1988), contemporary research in the field of educational leadership supports the fact that school leadership is the key factor in setting the tone within the educational institution.

Perry (1980) stresses that there are a number of reasons that contribute to teachers' suffering low morale and cause them to feel exhausted, frustrated, worn-out, or troubled. She cites Magoon and Linkous ((1979) who reported that some teachers feel intimidated, overworked and exhausted due to:

1. The rising tide of violence and vandalism in the school (and society).
2. Their continuing struggle to cope with those students who need intensive, individual assistance to change their attitude toward school and remediate their basic school-related skills if they are to avoid dropping out.
3. Uncaring and unconcerned parents who want to lay down the blame for all things and events on the

teacher's doorstep without entering into a sharing relationship.

4. Being overwhelmed with administrative reports, forms, and trivia, which substantially detract from their instructional time.
5. Being asked to be accountable for high production while working with 30 or more students in a room with a seating capacity for 25.
6. Attending in-service sessions that are boring, lacking in relevance, and where the time could have been better spent on lesson preparation and curriculum planning.
7. The lack of teacher aides/assistants to help with problem students and large classes.
8. Lack of input in solving both daily and long-range educational problems about which they have first-hand knowledge and concern.
9. Lack of acceptance as full-fledged partners in the learning process by administrators, parents, and students.
10. Supervisors, counselors, principals, and superintendents who are unsupporting authoritarians primarily concerned with their own domain and their own political survival.

Of the ten factors just quoted, five are directly related to the role of the administrator in the school. The last three reasons in particular, suggest that the principal may have an important impact upon the morale of the teachers and for these reasons, it is important to consider the role of the administrator in influencing teacher morale.

Like Magoon and Linkous, Clough (1989) notes that high staff morale is associated with feelings of belongingness, togetherness, achievement, and self and group esteem while low morale is associated with frustration, alienation, and a feeling of powerlessness. Derek Citty (1999) notes that

the development of positive morale is dependent upon the integration of individual needs with school goals along with positive, effective leadership of the campus principal. Also emphasizing the importance of the principal, Hughes and Ubben (1989) state it is the leadership of the school that makes the difference between mediocrity and excellence.

Hoy and Tarter (1997) define school climate as the "teacher's perceptions of their work environment." It is important to understand that school climate and teacher morale are two different things; however, they often come up in research together because school climate is the overall umbrella that encompasses teacher morale. As cited in Citty (1999) "according to Howard et.al. (1987), at least eight factors contribute to the quality of a school's climate. These factors give a sense of the academic/social growth, the respect among shareholders, trust, morale, cohesiveness, opportunities to provide input in decision-making, a sense of self-renewal, and the caring that a school should possess" (p. 2).

Purpose of the Study

The purpose of the study is to investigate the impact that principal effectiveness has upon teacher morale in the secondary schools of Guam while controlling for other

factors that may also have an effect upon morale.

According to Clough (1989), the effectiveness of leadership is the single most important factor in staff morale.

Although the people on Guam continue to talk about improving the schools and getting grants for effective schools, the assessment of teacher morale and the leadership within the school is generally not part of the discussion. Therefore, according to Peach & Reddick (1989), an assessment of school climate, of which morale is certainly a part of, is a necessary first step toward better schools.

Research Questions

The following three research questions provided direction for this study:

1. What is the level of teacher morale as perceived by the teachers in the secondary schools on Guam?
2. Does the impact of principal effectiveness on teacher morale vary with teacher demographics (number of years teaching, gender, ethnicity, certification), school schedules (year-round or traditional), and school level (middle or high school)?
3. To what extent does principal effectiveness affect teacher morale in the public secondary schools on Guam?

Importance of the Study

Although there have been no empirical studies in this area on Guam, after working in the system it is apparent that there is a decline in morale and high turnover rates within the public schools on Guam. It is also apparent that that the principals' leadership effectiveness should be examined to see if they are creating the conditions which lead to low morale. Teacher morale has affected student achievement, and principals' behavior may affect teacher morale (Tremaglio, 1987). Tremaglio (1987) also found in a study done in New York, that the most frequently mentioned causes for leaving teaching were unsatisfactory relationships between staff and managers and dissatisfaction with administrative policy. Tremaglio cited Howard Andrus as stressing the importance of leader (principal) subordinate (teacher) relationships and suggested that heightened morale could raise the interest level of teachers and their desire to achieve conflict resolution (p.6).

Therefore, this study was needed to assess the impact of the principals' effectiveness upon teacher morale. It is hoped information gained will help principals evaluate their relationships with the teachers.

Limitations of the Study

The study was limited to the eleven public secondary schools on Guam. Further, the teachers surveyed were limited to those teaching during the school year 2001-2002. From that group of teachers at the nine schools information was used to determine overall morale at the schools as well as a rating of the effectiveness level of the principal.

Organization of the Study

This study is composed of five chapters. Chapter I includes the introduction, the purpose of the study, the research questions, the importance of the study, and the limitations. Chapter II provides a review of related literature and research methodology and design procedures are provided in Chapter III. Chapter IV discusses the analysis of data and results, and Chapter V provides the summary, findings, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to present a review of related literature on teacher morale and principal effectiveness. This chapter is organized into the following six subject areas: motivation theories; teacher morale; the principalship; principal effectiveness; research related to teacher morale and principal effectiveness; research on related variables; and concludes with a summary of the literature discussed in the chapter.

Motivation Theories

The concern with human motivation in organizations came about in the second quarter of the twentieth century (Gallmeier, 1992). This concern came about as a result of research on the human relations movement. Theorists were beginning to challenge the assumption that workers were only motivated by the desire for economic gain. For example, as cited by Kevin Gallmeier (1992), evidence from the famous Hawthorne Studies in the 1930's (Roethlisberger and Dickson, 1947), among others, led to the conclusion

that the way workers felt about themselves, their fellow workers, and their organization were very important factors in production effectiveness and efficiency. This established the importance of the human dimension.

Abraham Maslow published his theory of motivation in 1943. Maslow claims that satisfaction is relative and once a specific need is met it doesn't motivate the human being any longer. Maslow's hierarchy has five levels and they are listed from the most basic needs or lowest in the hierarchy to the highest drive. These levels are: (1) physiological: hunger, thirst, shelter, etc.; (2) safety: security, protection from physical and emotional harm; (3) social: affection, belonging, acceptance, friendship; (4) esteem (ego): internal - self-respect, autonomy, achievements and external - status, recognition, attention; and (5) self - actualization: doing things. Maslow points out that the hierarchy is dynamic; the dominant need is always shifting. Douglas McGregor used Maslow's theory as a building block for his Theory X and Theory Y. (Bolman & Deal, 1997; Ulriksen, 1996)

McGregor (1960) developed and compared two sets of contrasting assumptions that he labeled Theory X and Theory Y. In Theory X, it was assumed that management needed to direct, control, and modify the behavior of members in

order to meet the needs of the organization. It was assumed without this active effort to control, coerce, manipulate, and closely supervise, workers would be passive, indifferent, or actively alienated from the organization (Gallmeier, 1992). He proposed that managers who followed Theory X approaches found themselves with a self-fulfilling prophecy: if one treats people as if they are lazy and lacking direction, those people will conform to those expectations. McGregor's response to Theory X was Theory Y. In this approach, he considered that people were dynamic human beings who were naturally self-activated. If given an opportunity, they would pursue work goals associated with the higher level intrinsic needs for autonomy, self-respect, responsibility, and achievement. McGregor claimed that it was management's responsibility to design a work environment that permitted an individual to exploit his or her full range of motivations and, as a result, be of greater value to the organization as well as to himself or herself (Bolman & Deal, 1997; Ulriksen, 1996).

In 1959, Herzberg published his study of motivation in industrial organization. He found that workers with positive feelings about their work have a sense of personal worth and self-fulfillment, and that those positive

feelings were related to achievement, recognition, responsibility, and the work itself. Factors that contributed to a sense of dissatisfaction by the worker were the physical surrounding, supervision, and company policies (Gallmeier, 1992). The theory that Herzberg presented was known by two titles: the motivation-hygiene theory and the two-factor theory of motivation. The factors that led to satisfying job attitudes because they fulfill the individual's need for self-actualization were labeled by Herzberg as: achievement, advancement, possibility of growth, recognition, responsibility, and the work itself. Herzberg labeled these satisfying factors as motivators. The hygiene factors had to do with the conditions that surrounded doing the job. Herzberg, according to Ulriksen (1996), used the term hygiene factors because they acted in a manner similar to the principles of medical hygiene in that medical health hazards are removed from the environment in an attempt to prevent disease. According to Herzberg, improvement in the hygiene factors would remove impediments to positive job attitudes. These factors included company policy, interpersonal relations with either superiors, peers, or subordinates, job security, personal life, salary, status, supervision, and working conditions (Herzberg et al., 1959). Herzberg

maintained that two separate and distinct sets of factors accounted for job satisfaction (motivation) and dissatisfaction (hygiene).

Kevin Gallmeier (1992) cited two studies that built on Herzberg's theory but were related to teacher motivation. The first study he cited in his work was that of Ralph Savage (1967). According to Gallmeier, Savage found in his study of teacher satisfaction and dissatisfaction in the educational setting, that his results supported the findings of Herzberg. He found that achievement, recognition, and the work itself were found to be the factors that lead to teacher satisfaction. In addition, he also found that interpersonal relations were also a factor in achieving satisfaction for teachers.

The second study related to teacher motivation that Gallmeier cited was the work of Sergiovanni (1967). Gallmeier noted that Sergiovanni found that the factors that are significantly related to teacher unhappiness included interpersonal relations with subordinates, supervisors, and peers, as well as with technical supervision, school policy, administration and personal life.

The work of the early researchers focused attention on the human relations movement and on human needs. Their work in turn led to research related to teacher morale.

Teacher Morale

Morale has been defined in a variety of ways. For purposes of this study, morale will be defined as "a psychological state which stems from the interaction of job-related fulfillment of needs, anticipated fulfillment of needs, and perceived obstacles to needs fulfillment (Anderson, 1999 p.5)." This particular definition was chosen particularly pertaining to the Teacher Outlook and Perceptions instrument used in this study.

Others, such as Baynes (1967), define morale as a quality of mind and spirit, which combines courage, self-discipline, and endurance. Along a similar line, Doherty (1988) suggests that "low" psychological morale implies that the individual sees him- or herself as one who is powerless or socially unimportant. Morale is often used in conjunction with, or in place of, other attitudinal dimensions such as satisfaction and commitment. Also, the terms "job satisfaction," "job attitudes," and "morale" are used interchangeably as reflecting affective orientation of individuals toward their job (Thomas, 1997).

Morale has also been described as an attitudinal response to work conditions that have an impact on the behavior of individuals within the organization (Kanter, 1977). More specifically, high morale is manifested when an individual shows determination to do his or her best under any circumstance (Baynes, 1967). Westbrook (1980) also argues that morale, as measured in terms of satisfaction with one's work environment, is significantly related to proficiency and discipline, particularly for those with extremely high or low morale.

Johnsrud (1996) concludes that morale represents an "umbrella" notion that includes, in addition to satisfaction with the work environment, such attributes as enthusiasm, commitment or loyalty to the institution, willingness to work, and dedication to common goals.

Bentley and Rempel (1980), the authors of The Purdue Teacher Opinionnaire, (PTO) conceptualize morale as the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation. Another source defines morale as the feeling a worker has about his job based on how the worker perceives himself in the organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations (Washington and Watson, 1976).

Morale according to Clough (1989) is professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation. It is a forward looking and confident state of mind relevant to a shared purpose.

According to Hoy and Miskel (1987), when a healthy school environment exists and teacher morale is high, teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs.

In a review of the literature on morale, Patrick (1995) concluded that teacher satisfaction depends primarily on the quality of the administrative relationships in which teachers were involved as well as the quality of the leadership they received.

There are certain things that affect morale positively. Clough (1989) refers to a study that cites administrative behaviors that most please teachers. This study gives a clear indication of factors that contribute to high morale. These administrative behaviors include: showing interest in the teacher's work and offering assistance, supporting the actions and decisions of staff members, allowing self-direction in work and showing confidence in the ability of teachers, and allowing the staff to participate in the decision-making process. Linda

Lumsden (1998) also looks at how administrators can influence teacher morale. She notes that people who feel empowered tend to have higher morale. Lumsden quoted Maehr, Midgley, and Urdan (1993) as saying, "People are more personally invested in their work with an organization when (1) they have a voice in what happens to them; and (2) their work has meaning and significance in contributing to a higher purpose or goal" (p. 5). By treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain teacher morale. Joseph Blasé and Peggy Kirby (1992), note that principals can also strengthen teacher morale by actively standing behind teachers. Effective principals serve as guardians of teachers' instructional time, support teachers in matters of student discipline, allow teachers to develop discipline guidelines, and back up teachers' authority in enforcing policy.

Lumsden (1998), looking at morale through the lens of "job satisfaction", cited a report among American teachers that identified greater administrative support and leadership, good student behavior, a positive school atmosphere, and teacher autonomy as working conditions associated with higher teacher satisfaction. This same

study found that there was a weak relationship between teacher satisfaction and salary and benefits.

Although the research continues to try and define morale and its impact, this impact may not be recognized until the negative aspects of low morale are present. Low morale is evidenced by (1) a high employee absentee rate; (2) a high employee turnover rate; (3) lack of employee willingness to volunteer for tasks; and (4) constant conflict among staff members (Clough, 1989).

Zbikowski (1992) analyzed teacher morale in relation to leadership behavior characteristics. This analysis was based on results from the PTO and the Leader Behavior Description Questionnaire (LBDQ). Zbikowski hypothesized that there would be no significant differences between elementary principal leadership scores and staff morale scores. However, in his analysis, Zbikowski's results showed a significant positive relationship between staff morale and the impact of consideration, integration, and tolerance of freedom displayed by the principal's leadership behavior.

Lastly, the public's demands for increased accountability, perceptions of decreased parental support, changes in curriculum, the challenge of learning new and varied instructional technologies, and the changing needs

of students have acted to create an environment for teaching which may lead to burnout among teachers. It is indeed a tragedy when students lose the influence and skill of a person gifted in the art and science of teaching. The greatest tragedy for some students occurs when teachers who have poor attitudes and little motivation remain in the teaching profession. The combined negative aspects of excessive demands and the negative influence of poor staff morale may act to further erode the overall climate of the educational system. Due to the large number of teachers leaving the teaching field citing high levels of stress, teacher morale is a concern many education professionals have in working with instructional staff (Johnson, 1993; Citty, 1999). The concerns of school administrators, state legislatures, and the public are rising as the numbers of new teachers leave the profession within their first five years of initial hire (Citty, 1999). Murnane, Willett, et al (1991) state that "in Michigan, 21 percent of new teachers left their jobs by the end of the first year, and 13 percent of those who remained left after the second year" (p. 61).

The Principalship

The scope and variety of the principal's role and responsibilities are typically contained in job

descriptions. These descriptions vary from school to school and are affected by the size of the school and the number of assistants and supervisors (Principals, 1979; Hughes & Ubben, 1989). Even with stated job descriptions and behavior standards, there is often a notable lack of agreement among principals and teachers serving on their respective faculties, regarding the characteristics of the effective principal. Meyer (1980) states that perhaps never before has there been so much concern regarding the major roles of the principal, and never has the need for basic agreement about those roles been greater if the principalship is to serve an important professional function with the principal in a key leadership role.

The principal is viewed as being the primary leader of a school. The board of education, teachers, students and the community expect the principal to lead (Beard, 1988). Although the above groups expect the principal to lead, McGeown (1979) stated that one of the dilemmas of the principal's dual-role of "teacher leader" and "executive administrator" is the possibility that preoccupation with routine activities could potentially curb leadership creativity. McGeown also supported the notion that the principal was a major determinant of successful innovation in schools. The principal was responsible for executing

leadership styles that directly affected teachers' morale, work performance, and pupil learning. The principal's behavior was influenced by the principal's dealings with people who were directly concerned with what takes place in school, but whose perspectives and interests may differ from their own.

The principal has undergone a gradual transition from that of principal-teacher to general administrative agent of the school (Stronge as Cited in Thomas, 1997). Prior to 1959, a principal's work was characterized by an orientation toward instructional management (Goodlad, 1978). However, the more recent studies of principals have emphasized the special context and mission of schools, which give policymakers, and others more time on programs that have been designed to improve leadership skills (Thomas, 1997).

As a result of extensive research, the leadership of the principal has been recognized as a critical element in school improvement and reform (Fullan, 1991; Saskin, 1988). Fullan (1991) stated that school reform legislation echoes the new view of leadership that was being addressed by corporate America. This new view of leadership moves away from top-down demands and utilizes participative decision-making and collaboration techniques. Fullan (1991) states

that this reform and restructuring movement calls for more accountability.

Topical research by Leithwood and Jantzi (1990) and Leithwood, Jantzi, Silins, and Dart (1992) indicates that school leadership is mediated in its effects on school and student outcomes by in-school processes such as school goals, school culture, and teachers. The direct impact of leadership on school and student outcomes was found to be insignificant, whereas the mediated effects were quite significant.

Principal Effectiveness

Thomas (1997) tells us that principal leadership styles and their effectiveness are related to teacher morale and performance; he also stated that a collaborative style had the greatest impact on teacher morale. While Thomas commented on a collaborative style, Richardson and Sistrunk (1989) noted that principals have discovered that non-bureaucratic methods of leadership are most effective. The stronger the teachers' perception of the effectiveness of the principal's leadership, then the greater the teachers' desire to participate in decision-making (Thomas, 1997).

Lewellen (1990) stated that there are four essential characteristics of effective leadership for principals: (a)

strategic planning, (b) actively shaping change, (c) constant communication, and (d) timely decision making. The National Association for Secondary School Principals (NASSP) has identified twelve key skills crucial for effective leaders. These skills include: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interest, personal motivation, and educational values. These twelve areas were identified by NASSP's Assessment Center after a study of three principals from national award winning schools. These principals were shadowed for four weeks and all pertinent information regarding the duties of these exemplary principals was made available (Walker, 1985).

Day, Harris, and Hadfield (1999) cited Goleman (1995) in their work and claimed that any analysis of the qualities of effective people leadership needs also to take account of the role of emotional intelligence. "The lack of an 'emotional quotient' has been used, for example, to explain why some otherwise highly skilled, intelligent people fail in leadership roles, while others who are less intellectual succeed" (p. 22). These researchers also cited a study from Henley Management College that identified core elements common to more than 300 successful

managers. The core elements are: an awareness of their own emotions, emotional resilience, motivation and drive, interpersonal sensitivity, influencing and persuading skills, decisiveness, and conscientiousness and integrity. At least four of these seven characteristics overlap with NASSP's 12 key skills crucial for effective principals.

Iannaccone and Jamgochian (1985) believe the overlapping characteristics of positive school climates and effective school principals has to do with the principal being positive, cheerful, encouraging, being visible on the school campus, doing things with teachers, involving teachers and getting the staff to express and often set their own goals. The researchers also state that "because principals cannot provide superior expertise on curriculum, instruction, and the technical aspects of pedagogy across a wide spectrum of specialized fields, effective leaders use the expertise and leadership resources of their staffs" (p. 64).

Daniel Duke (1985) has done excessive research on effectiveness in instructional leadership. He writes there are six key factors from the literature that can be of help to principals with instructional effectiveness. The six key factors are: (1) competent teachers, (2) adequate time for direct instruction, (3) an orderly learning

environment, (4) adequate instructional resources, (5) communication of high expectations, and (6) continuous monitoring of progress. The leadership functions comprising instructional effectiveness are: staff development, instructional support, resource acquisition and allocation, and quality control. Quality control seems the most ambiguous here but is defined by Duke as evaluation, supervision, rewards, and sanctions.

Elaine McEwan (1998) wrote Seven Steps to Effective Instructional Leadership. In her book she notes that in a typical educational administration course students were expected to take the seven traditional administrative task areas of staff personnel, pupil personnel, school-community, instructional and curriculum development, finance and business management, facilities management, and intergovernmental agency relations and fit those tasks into the four classic management functions of planning, organizing, leading, and controlling. McEwan (1998) says instructional leadership should be added to the seven traditional tasks. McEwan's seven steps to effective instructional leadership are: be there for your staff; create a school culture and climate conducive to learning; communicate the vision and mission of your school; develop teacher leaders; maintain positive attitudes toward

students, staff, and parents; establish clear instructional goals, and set high expectations for your staff. The last two steps, establish clear instructional goals, and set high expectations for your staff are the only two items that did not appear in previous lists on effective leadership.

In a policy brief for the Office of Educational Research and Improvement (1999), a synthesis of information was compiled on what forum participants identified as characteristics of effective leadership for today's schools. The number one characteristic of an effective leader is the ability to provide instructional leadership. This job means leaders should provide teachers with informed feedback, guidance, support, and professional development that will help them do their jobs better. The forum participants also stressed management skills, and interpersonal skills as necessary for effective leadership.

Stephen Davis (1998) also focused on instructional leadership, management skills, and interpersonal skills for effective educational leaders. He reminds principals that the management skills required for effective leadership go beyond human relations. Principals occupy positions of immense symbolism for most people. The power of the position is such that even the most insignificant behaviors

of the principal are frequently magnified in the eyes of teachers, students or parents. Being fully aware of the symbolic power of the position is a critical attribute of effective principals. Davis argues that to succeed, principals need to know how to share power, to empower others, and to establish collaborative decision-making processes. Furthermore, he says getting along with people requires a measure of common sense, moral direction, and personal balance. "The most effective principals are primarily concerned with doing the right thing as opposed to doing things right" (p. 37).

Joseph Blase (1987) studied the dimensions of effective school leadership from the teachers' perspective. Many of the results from his study match the results of other studies discussed earlier. Blase's study data implied that "effective school principals contribute to the development of associative (cohesive), social (behavioral), and cultural (values, norms) patterns in schools" (p. 594). There were several task factors that teachers considered key to effective leadership and most were overlapping with the other studies. Blase concludes that from the teachers' perception, "leadership factors affected teacher motivation, involvement, and morale and, in general, enhanced the possibility of productive interactions between

teachers and others" (p. 606). Implications from his study stress the importance of leadership competencies (related to working with people) rather than administrative competencies (associated with the technical aspects of work such as scheduling, bookkeeping, and budgeting).

Lastly, according to Mortimore, et al. (1986) there are factors that promote effectiveness and purposeful leadership of the staff by the principal: involvement of teachers in the school's operation, consistency among teachers' structured sessions, maximum communication between teachers and students, and a positive climate.

Research Related to Teacher Morale and Principal Effectiveness

Ronit Bogler (1999) conducted a study for The Open University of Israel. He focused on principals' behavior and the direct and indirect effects on teacher's satisfaction. The results of Bogler's study suggest that "to increase teachers' level of satisfaction at work, principals need to pay attention to factors related to all aspects of the teaching occupation, especially those entitled 'professional', as they refer to the characteristics of teaching as a vocation. The implications of the study are that teachers' perceptions of

their occupations are highly significant in affecting their satisfaction from the job (p. 17)."

Janice Ulriksen (1996) analyzed teachers' perceptions of job satisfaction and job dissatisfaction. Using both qualitative and quantitative research techniques, Ulriksen compared the perceptions of the teachers with those of the principals. Ulriksen also focused heavily on Maslow's motivation theory and Herzberg's motivation-hygiene theory in the discussion of her work. She concluded that teachers derived the most satisfaction from the intrinsic factors of recognition, achievement, and the work itself. The principals were correct in their perception that recognition, achievement, and the work itself contributed to their teachers' feelings of job satisfaction. Most job dissatisfaction came from two extrinsic factors: policies and administration; and interpersonal relations with subordinates. The principals did not realize that their behavior affected teachers' job satisfaction.

Mary Perry (1980) used the PTO and the Leadership Behavior Description Questionnaire to analyze the factors that affect teacher morale in the junior high schools of a selected metropolitan district. She found that teacher morale was affected by the leader behavior of the principal. Generally, the higher the teachers rated their

principal's leader behavior, the higher the teachers' morale. Teachers in the high morale schools more often had a highly effective principal while teachers in a low morale school more often had an ineffective principal.

According to Robert Tremaglio (1987), he found in his study there was a clear link between the teachers' perceptions of the effectiveness of the principal and the morale of the teacher. Teacher morale was unrelated to perceived principal effectiveness in two areas only, teacher salary and community support. Tremaglio feels that it was quite possible that teachers generally viewed these areas beyond the power of the principal. In other areas of morale, however, including those concerned with the social climate within the school and issues of curriculum and instruction, teacher perception of the effectiveness of the principal was clearly an important dimension. Tremaglio recommends a need for the development of attitudes and skills on the part of the principal that would increase instructional leadership, personal warmth, and management effectiveness.

Perry (1980) reminds the reader that since educational quality is a primary goal within the public schools, it is appropriate to study the relationship of teacher morale and the leader's behavior, because as it has been shown teacher

morale affects pupil achievement, and the principal's behavior influences teacher morale. Kokovich (1964) noted in a study that although the behavior of the principal does have a strong relationship to morale status, it is not the sole determinant of that status.

Research on Related Variables

Although this study is primarily focusing on the relationship between teacher morale and principal effectiveness, there are other variables that may have an impact upon teacher morale. For example, gender, ethnicity, years teaching, and whether the teacher was working in a school that followed a year-round schedule or that of the traditional schedule may have an impact upon teacher morale.

According to Tanya Johnson (1993), the literature indicates that there are three stressors that may be major contributors to burnout: gender, ethnicity, and length of service. Johnson cited the ACE Commission on Women in Higher Education Report (1987), stating that there is every reason to suspect that being female with predominantly male faculty would exacerbate, if not create, feelings of burnout. Although this study is only referring to university faculty, it is important to note the finding that as women are "singled out, overlooked, ignored, or

otherwise discounted on the basis of unchangeable characteristics such as sex, race, ethnicity, handicap, or age" (p. 8) an unfavorable climate is created. Johnson continued, citing Koltai who pointed out that the ethnic makeup of the faculty does not always fit the ethnic mix of the students, which may contribute to burnout. Although Johnson argues that the research in this area is limited, Murnane, et al (1991) found that race does make a difference, however that difference is more significant in which schools the teachers were placed. In the nation as a whole, minority teachers are more likely to work in inner-city schools, where violence, drugs, teenage pregnancy, and dropouts often present serious obstacles to delivering high quality education. These obstacles seem to impact a teacher's length of service. Teachers who work in large urban districts tend to have shorter teaching careers than do teachers working in smaller suburban districts.

Another variable that may have an impact relationship with teacher morale is the year-round schedule. The selling points of year-round education are higher student achievement and higher levels of student and teacher motivation due to more frequent breaks throughout the school year. Shields and LaRocque (1996) found in their literature review on year-round schooling (YRS) "that

teachers with experience in both YRS and [traditional calendar schooling] TCS are overwhelmingly positive about the relative merits of YRS compared to TCS (p.11)."

Shields and LaRocque cite Gandara, 1992 for findings that show teachers in YRS have better attendance than those in traditional calendar schools. Kocek (1996) in her study noted that due to shorter, more frequent breaks, less burnout and tension occurred and teacher absenteeism was reduced. This same finding was presented in another study where it was found that teachers and students are less likely to burn out and be absent on a year-round calendar (Curry, et al., 1997).

Summary

This review of the literature has shown that there is a definite relationship between a principal's effectiveness and teacher morale. The Motivation Theories confirm the human need for not only acceptance but also achievement, recognition, and responsibility. Teacher morale is an attitude related to one's work place and a perception of fulfilled needs and anticipated needs and often described as "job satisfaction," or "job attitudes." Principal effectiveness is defined primarily by characteristics that seem to fit under the umbrella of administrative skills, interpersonal skills, and instructional leadership. Other

variables may also have an impact on teacher morale. For this reason, my study will examine select demographic variables to determine their effect on teacher morale. Chapter III outlines the steps followed to carry out this study.

CHAPTER III

METHODOLOGY

Design of the Study

This study was designed to identify the factors, elements, and conditions which affect the level of teacher morale and to assess principal effectiveness from the perspective of the teachers. The decision to study teacher morale was made for four reasons: to provide an assessment of teachers' perceived level of morale; to analyze what other variables may impact teacher morale; to determine what extent principal effectiveness has an affect on teacher morale; and to generate insights from the study that would prove useful to those interested in the relationship between teacher morale and principal effectiveness.

In this chapter, the researcher specifies the research design and methodology employed in the study, including the research questions, the population and sample, procedures and methodology, instrumentation, data analysis, and finally ethical considerations.

Research Questions

The following three research questions provided direction for this study:

1. What is the level of teacher morale as perceived by the teachers in the secondary schools on Guam?
2. Does the impact of principal effectiveness on teacher morale vary with teacher background (number of years teaching, gender, ethnicity, certification), school schedules (year-round or traditional), and school level (middle or high school)?
3. To what extent does principal effectiveness affect teacher morale in secondary schools on Guam?

Population and Sample

The population of the study consisted of all the public secondary school teachers on Guam. All teachers teaching in the public secondary schools at the time of the study were asked to participate and received the instruments and follow-ups. There were no limiting factors for those who chose to participate.

Procedures and Methodology

Although preliminary approval from the district office and from the principals was given, the researcher contacted the Guam Department of Education to seek formal approval

for use of the teachers in the department. Once formal approval was granted, the principals from each of the secondary schools were formally contacted and meetings were arranged to discuss the proposed study. The principals allowed the researcher to meet with their respective faculty during a faculty meeting to explain the purpose of the research and the need for their participation. Once support was garnered from the principals, letters explaining the purpose of the study were included with the instrument and a self-addressed, stamped envelope to form a packet. This packet was delivered to each of the teachers at their school site and placed in their respective mailbox. The researcher assured all survey recipients that their responses were both confidential and anonymous, and that the information provided by the population was entirely for research purposes, the surveys were however, marked in such a way that the school could be identified.

After a period of a several weeks, the instrument was collected in one of two ways; the teachers were able to drop the survey off in a secured drop box near their mailboxes or they returned the instrument in the stamped envelope provided by the researcher.

Because of anonymity, the researcher did not know who responded. Therefore, aside from the versatility of

turning in the survey, all potential respondents received several follow-up reminder notices, to increase the response rate. Given an expected response rate of about 60%, the researcher estimated between 400 and 500 completed surveys to be returned.

Instrumentation

After extensive research concerning measures of teacher morale and leadership effectiveness, the researcher used the Teacher Outlook and Perceptions Survey and the Audit of Principal Effectiveness. The Teacher Outlook and Perceptions Survey was chosen for its ability to accurately determine the level of teacher morale. As the study is also concerned with the principal's role in teacher morale, the Audit of Principal Effectiveness was chosen to gather leadership effectiveness data from the teachers.

Teacher Outlook and Perceptions Survey

Marcelinna Anderson (1999), author of the Teacher Outlook and Perceptions Survey, designed her instrument as a means of measuring teacher morale. She was not satisfied with the existing instruments available used to measure teacher morale in the schools. The instrument consists of 47 items rated on a Likert scale of 1-7, from strongly disagree to strongly agree, and the scores of the instrument produced an alpha reliability coefficient of

.91. The instrument was based on a morale model developed by Anderson (1999). For purposes of this study the following definition of morale created by Anderson was used - "a psychological state which stems from the interaction of job-related fulfillment of needs, anticipated fulfillment of needs, and perceived obstacles to needs fulfillment."

Audit of Principal Effectiveness

According to Jerry Valentine and Michael Bowman, authors of the Audit of Principal Effectiveness, the instrument was designed as a valid, reliable instrument for principalship research. Based on a significant amount of research on effective administration and effective schooling, the authors developed and refined the Audit of Principal Effectiveness. The Audit is divided into three domains with sub-factors compiling those domains. According to Valentine and Bowman (1986), "these domains represent the major areas of focus used in the development of the total instrument (p.1)." Definitions of both the domains and the factors are provided by the author and are listed below.

Domain: Organizational Development

The Domain of Organizational Development provides insight into the ability of the principal to work with personnel inside and outside the school setting to establish processes and relationships which most effectively promote

positive growth and change of the organization as a whole. The specific factors for Organizational Development are defined below.

Factor: Organizational Direction

The principal provides direction for the school through work with faculty to develop goals, establish expectations and promote appropriate change.

Factor: Organizational Linkage

The principal promotes positive working relationships between the school, the community the school serves and other educators and agencies which work with the school.

Factor: Organizational Procedures

The principal utilizes effective procedures for problem-solving, decision-making and change.

Domain: Organizational Environment

The Domain of Organizational Environment provides insight into the ability of the principal to nurture the on-going climate of the school through development of positive interpersonal relationships among members of the organization and effective day-by-day operational procedures for the school. The specific factors for Organizational Environment are defined below.

Factor: Teacher Relations

The principal develops effective working relationships with staff through appropriate communication skills, sensitivity to needs, appropriate support and reinforcement.

Factor: Student Relations

The principal develops effective working relationships with students through appropriate communications skills, encouragement, support and high visibility.

Factor: Interactive Processes

The principal organizes tasks and personnel for the effective day-by-day management of the school, including providing appropriate information to staff and students, developing appropriate rules and procedures and setting the overall tone for discipline in the school.

Factor: Affective Processes

The principal encourages the expression of feelings, opinions, pride and loyalty through team management, sensitivity, humor and personal example.

Domain: Educational Program

The Domain of Educational Program provides insight into the ability of the principal to serve as the educational leader of the school through active involvement in the instructional leadership and curriculum development. The specific factors for Educational Program are defined below.

Factor: Instructional Improvement

The principal impacts positively upon instructional skills through effective clinical supervision, knowledge of effective schooling and commitment to quality instruction.

Factor: Curriculum Improvement

The principal promotes an articulated, outcome-based curriculum through diagnosis of student needs and systematic program review and change.

The Audit of Principal Effectiveness consists of 80 statements. These statements are rated using a 1-9 Likert scale from "not effective" to "very effective." These responses are gathered from teachers based on their perception of their principal's effectiveness.

Demographic Information

The final piece of information needed from the teachers was demographic information. This information was necessary to determine the extent of the impact that effective leadership has upon teacher morale. The demographic variables used in the study consisted of the following: years teaching, gender, ethnicity, school

calendar (year-round or traditional), school level (middle or high school), and certification.

Data Analysis

Once the researcher obtained the questionnaires from the different secondary schools and from the mail, the data was combined to determine the mean scores for the instruments and then analyzed. The mean score for each instrument was to provide an overall rating on morale and on principal effectiveness. For analysis purposes, the scores on the Audit of Principal Effectiveness were broken down into three separate domain scores for the level of principal's organizational development, the principal's organizational environment, and the principal's educational program. The scores for each of the domains were considered separately as independent variables in the multiple regression analysis. Scores from the domains were also aggregated, creating a "super score" for the overall effectiveness rating of the principal. Multiple regression models were run with the three individual domains and then run again with just the super score to see which of the strategies produced the most robust inferences. If there was no difference in the inferences made by the individual domain scores compared to the aggregate score, then the aggregate score was to be used in the multiple regression

model. As stated, the method of analysis for this study was the use of multiple regression.

To specify the multiple regression model, teacher morale was the dependent variable. The overall score from the Teacher Outlook and Perceptions Survey was to determine the level of teacher morale; however, it was discovered that a single item measuring teacher morale proved to be a more reliable measure. Three of the independent variables were the perceived levels of the principal's organizational development, the principal's organizational environment, and the principal's educational program as measured by the domains in the Audit of Principal Effectiveness. Each of the above subsections received an individual score and the specific impact upon teacher morale was analyzed through multiple regression analysis, providing the researcher with a clear picture of the effect of each of the independent variables on teacher morale. Again if there was no difference between the individual domain effect and the aggregate score effect, then the aggregate score for effectiveness was to be used.

The other independent variables included years teaching, teacher's gender, teacher's ethnicity, school schedule for teacher (year-round or traditional), school level (middle or high school), and certification status.

These items were chosen for the multiple regression model for their potential impact upon teacher morale. As was noted in previous studies cited in the literature review, Johnson (1993) noted that the literature indicates that gender, ethnicity, and length of service may be major contributors to burnout. Also, as noted by Curry (1997) a year-round school calendar may lead to less burnout.

To create the models, information from the demographic data was coded for statistical analysis, while the scores from the Teacher Outlook and Perceptions Survey, and the Audit of Principal Effectiveness were determined by the process mentioned earlier. All the data was analyzed using the most recent version of the statistical package for the social sciences (SPSS). Each instrument was marked in such a way that the school could be identified. To code the demographic information, three of the five areas, gender, school calendar, and school level were represented by dummy variables in the regression analysis. Similarly, ethnicity was limited to five possible selections and was represented by four dummy variables. Finally, to address the number of years a teacher has taught, the teacher chose one of the following categories that represented the number of years taught: 0-5 years, 6-10 years, 11-15 years, or 16 or more years.

The following evaluation criteria was used in the multiple regression models:

- (1) R^2 and R^2_{adj} were used to determine the percent of variation in the dependent variable and to compare different regression models in terms of "goodness of fit."
- (2) The significance of the predictor variables were determined by using t-statistics.

If questions on the surveys were left unanswered then the average response for that item was used. When a Teacher Outlook and Perceptions Survey or an Audit of Principal Effectiveness Survey was missing less than 10% of the total responses then the missing responses were replaced with the mean of those responses from the remaining surveys in the study. However, if more than 10 percent of the data was missing from a participant's combined surveys, the participant's data was eliminated from the study.

Ethical Considerations

The established procedures of the University of San Diego's Committee on Protection of Human Subjects were followed in undertaking this research study. Since participation in this study is entirely voluntary, there was no expense or risks to the participants. Teachers are not an at-risk population.

Teachers received a letter of purpose that included the purpose of the study and an explanation of how the results were to be used. This letter also insured confidentiality to the participants. Teachers were also asked to fill out two surveys, the Teacher Outlook and Perceptions Survey and the Audit of Principal Effectiveness and also to answer four demographic questions that were a major part of the analysis but were not be used to identify the respondent.

It was assumed that if the participants returned the surveys that implied consent was given. However, if it was necessary, a consent form would have been prepared to include assurances that the information obtained would remain confidential and that every effort would be made to report findings in an non-identifying way.

CHAPTER IV

ANALYSIS OF DATA AND RESULTS

Introduction

There were two major goals of this study. One goal was to assess the level of teacher morale in the public secondary schools on Guam and document the variables that may impact that level of morale. Another goal was to assess the relationship between teacher morale and principal effectiveness through the use of multiple regression analysis. Demographic characteristics were assessed to test whether morale was influenced by such variables as ethnicity, gender, years teaching, certification, school calendar, and school level.

The purpose of this chapter is to discuss the research methodology of the study, present the data analyses, and answer the research questions. The first section of this chapter discusses the sampling frame, return rate, and demographic distribution of the respondents. The second section of the chapter focuses on teacher morale, principal effectiveness, and other variables including teacher ethnicity, gender, years teaching, certification, school

calendar, and school level while answering the research questions posed.

Sampling Frame and Survey Methods

The sampling frame for the study consisted of all high school and middle school teachers currently teaching in the Guam Public School System. This system services 32,000 students and has two divisions: elementary and secondary. The elementary division services students in grades kindergarten through fifth and the secondary division hosts both middle school and high school, grades sixth through eighth and ninth through twelfth, respectively.

Data for the investigation was gathered through the administration of two questionnaires (found in appendices A and B): The Teacher Outlook and Perceptions Survey (Anderson, 1999), and the Audit of Principal Effectiveness (Valentine & Bowman, 1986). Each set of questionnaires included a cover page, which explained the reason for the study and the procedures to follow. The cover page also included discussion of the anonymity of the individual responding to the questionnaires and the researcher's address, telephone number and email address.

In the event that surveys were returned incomplete, the following decision rules were used. When a Teacher Outlook and Perceptions Survey or an Audit of Principal

Effectiveness Survey was missing less than 10% of the total responses then the missing responses were replaced with the mean of those responses from the remaining surveys in the study.¹ If more than 10% of the data was missing from a participant's combined surveys, the participant's data was eliminated from the study. This decision rule originally resulted in nine surveys being dropped from the analysis since they were missing more than 10 percent of the items on the Teacher Outlook and Perceptions Survey. However, when a preliminary analysis revealed that the answer to a single question on teacher morale (question number eight) was a more robust measure of teacher morale than the average response to all 47 questions on the survey, eight of the nine surveys were reintroduced into the analysis since they contained a response to the question on teacher morale.

This study was conducted between February 13, 2002 and April 3, 2002 through a series of survey deliveries and follow-ups to the population of public secondary school teachers on Guam. Data was collected from teachers at ten secondary schools.

¹ This correction procedure, known as the zero-order correction, produces unbiased estimated coefficients.

Although the Guam Department of Education (GDOE) gave permission to do the study in their schools in January of 2002, each school principal was responsible for deciding whether or not their school participated in the study. Once the University of San Diego Committee on Human Subjects accepted the research proposal, the researcher sought permission from the school principals and attempted to increase interest in participation by explaining the research at the school's faculty meetings.² Of the eleven public secondary schools, data was collected from the ten schools where the principals agreed to participate in the study. However, only nine of the ten principals actively supported the study; data from those nine schools was used in the analysis.³

The distribution of surveys took place on February 13, 2002, with follow-up reminders on February 25, and March 7, 2002. According to Earl Babbie (1998), "in practice, three mailings (an original and two follow-ups) seem to be the most efficient" (p. 261). The researcher personally

² Eight of the ten participating schools provided time at their faculty meetings to present the research objectives.

³ Only six surveys were returned from one school and during data collection phase, the principal was absent from the school. Although the principal had given verbal approval to proceed with the study, the study had never been presented to the faculty nor discussed openly in the school.

delivered the surveys and follow-ups to each of the teachers' boxes.

The teachers had the option of returning the survey by mail in the provided stamped envelope or in the secured drop box placed at each of the ten schools. On February 25, the researcher placed a secured drop box near the teachers' mailboxes and collected that secured box on March 7.⁴ On March 12, 2002 appreciation posters were left in the teachers' lounges near the faculty mailboxes with an invitation to submit surveys if they hadn't been mailed previously. The last survey arrived on April 3, 2002.

A total of 889 surveys were distributed to the public school secondary teachers. Two hundred fifty surveys were returned. This represented a response rate of 28% (n=250 out of 889). Of the 250 surveys that were returned, six were received from a school where there was not active support from the administration. These surveys were omitted from the analysis and the school was dropped from the study. This in turn affected the response rate by one percentage point. Therefore, the final response rate was 29% (n=244 out of 829).⁵

⁴ 44 of the 250 returned surveys (17.6%) were submitted in the drop boxes.

⁵ When one school was dropped from the study, the sample population went from 889 to 829.

Sample Demographics

In this section of the chapter, a demographic profile of the 243 respondents that were used in the analysis is presented.⁶ Table 1 provides demographic information on the respondents' gender, years teaching, ethnicity, certification, school calendar, and school level, and shows that most categories of variables (with the exception of Micronesians) are well represented. From the demographic data a profile of the typical respondent emerged.⁷ This respondent was a female, Chamorro,⁸ high school teacher, who works on the traditional school calendar, has 16 or more years of experience, and who is fully certified.

⁶ 243 surveys were used in the analysis. One survey was omitted because there was no answer to question number eight on the Teacher Outlook and Perceptions Survey.

⁷ Since there was an open-ended category for years teaching (16+), the typical or average respondent was calculated based on the demographic category most frequently selected.

⁸ Chamorros are indigenous to the Mariana Islands in the Pacific of which Guam is a part.

Table 1

Descriptives for the Demographic Variables

Variable	Number N	Percent	# Missing
Gender			3
Male	96	40	
Female	144	60	
Years Teaching			4
0 -5	78	32.6	
6 - 10	49	20.5	
11 - 15	22	9.2	
16+	90	37.7	
Ethnicity			5
Chamorro	98	41.2	
Filipino	62	26.1	
Micronesian	3	1.2	
Caucasian	58	24.4	
Other	17	7.1	
School Calendar			0
Traditional	167	69.5	
Year-round	74	30.5	
School Level			0
Middle School	104	43.0	
High School	139	57.0	
Certification			0
Full-Time Certified	217	89.3	
Special Contract/ Emergency Certified	26	10.7	

Instrumentation

The Teacher Outlook and Perceptions Survey was chosen for its ability to accurately determine the level of teacher morale. As the study is also concerned with the principal's role in teacher morale, the Audit of Principal Effectiveness was chosen to gather leadership effectiveness data from the teachers. This instrument is comprised of three domains: Organizational Development, Organizational Environment, and Educational Program. The demographic variables used in the study were the following: years teaching, gender, ethnicity, school calendar (year-round or traditional), school level (middle or high school), and certification (special/ emergency contract or full-time certified).⁹

Non-Response Bias

To test for the existence of non-response bias, demographic data was gathered from the accreditation reports from six of the nine schools and then compared with the demographic characteristics of responding teachers.¹⁰

In this manner, the researcher could be assured that the

⁹ Special contract teachers are those who have retired from the system but have been hired back on a contract to fill needed positions. Emergency certified are those teachers who hold a bachelors degree but may be lacking education credits. Full-time certified teachers are those who have met all the requirements to be a certified teacher on Guam.

¹⁰ Of the nine schools, one middle school has not sought accreditation and therefore does not have a report, and two of the schools do not provide demographic data in their reports.

sample looked enough like the population to permit generalizations to the population of secondary school teachers on Guam.

When the information provided in the accreditation reports was not consistent, the researcher pursued the information from the GDOE Personnel Office. The personnel administrator granted permission to release the demographic information once a written request and documentation that the study had been approved by the GDOE were provided. After this information was released, the researcher compared information collected from the surveys with that provided in the GDOE report to determine whether the survey sample mirrored the department population. The results of this comparison are shown in Table 2.

Examination of this table suggests a truly representative sample. Although the sample size for this study was small, the population of teachers is well represented. The largest spread in percentages between the GDOE demographic information that was provided and that which was gathered on the surveys was under ethnic heritage, specifically regarding the representation of Chamorros and Caucasians. The GDOE information concluded 62% of the teachers in the schools are Chamorro where as the data gathered from the returned surveys represented

only 42% Chamorros. Also the GDOE information indicated that only 10% of the faculty are Caucasian yet Caucasian respondents represented 24% of the total. It would seem that given the higher percent of Caucasian representation, they may have felt more comfortable responding due to the anonymous nature of the survey or they may have felt a need to be heard concerning their morale level. For whatever the reason, inferences concerning teacher morale may be more generalizable for Caucasians than for Chamorros.

Table 2

Demographic Comparison by Percentage from the GDOE and as Provided on the Surveys

Variable	GDOE	Surveys	% Difference
Gender			
Male	41	40	1
Female	59	60	1
Ethnic Heritage			
Chamorro	62	42	20
Filipino	21	26	5
Micronesian	1	1	0
Caucasian	10	24	14
Other	5	7	2
School Calendar			
Year-round	36	32	4
Traditional	64	68	4
School Level			
Middle School	46	44	2
High School	54	56	2

Teacher Morale

The first research question of the study involved estimating the level of teacher morale for secondary school teachers on Guam. Teacher morale was measured using the

Teacher Outlook and Perceptions Survey that consisted of 47 questions. These 47 questions not only measured morale, but also several factors that could impact morale. Therefore, although initially the intention was to use an aggregate score that reflected the average response to all 47 questions as the dependent variable, the individual question that directly addressed the level of teacher morale proved to be a more reliable measure and was used throughout the rest of the analysis.¹¹

Question number eight on the Teacher Outlook and Perceptions Survey stated, "My level of morale is high." The teacher was to rate their response from a 1 (strongly disagree) to a 7 (strongly agree). Table 3 presents how the respondents answered the question.

Table 3

Distribution of Responses to the Item "My overall level of morale is high"

Extent of agreement	N (%)
Strongly disagree	25 (10.3)
Mostly disagree	23 (9.5)
Slightly disagree	26 (10.7)
Undecided	20 (8.2)
Slightly agree	42 (17.3)
Mostly agree	56 (23)
Strongly agree	51 (21)

¹¹ When the responses to the single question on teacher morale were used as the dependent variable, the resulting R^2 was significantly higher than when the average response to all 47 questions was used ($R^2=.13$ versus $R^2=.06$).

As shown in Table 3, the mean score for the total population of respondents on this question was 4.66. Although the middle school average was 4.72 and the high school average was 4.61 this difference was not statistically significant.¹² When the data was aggregated to the categories "agree" or "disagree" one hundred forty-nine respondents (61%) agreed with the statement that their level of morale was high, while seventy-four respondents (30%) disagreed with the statement.

Table 4 presents the teacher morale levels categorized by the variables discussed previously.¹³

¹² An independent sample t-test was conducted to test for differences in these means, but the observed t-value of .42 was less than the critical value of 2.58 at the 10 percent level.

¹³ Some demographic categories were left blank on the returned surveys but the surveys were still usable in the overall analysis.

Table 4

Morale Level by Gender, School Calendar, School Level, Ethnic Heritage, Number of Years Teaching, and Certification

Variable	Mean	N	SD
Gender			
Female	4.72	144	2.05
Male	4.60	96	1.94
School Calendar			
Year-round	5.28	73	1.71
Traditional	4.39	167	2.06
School Level			
Middle	4.72	104	2.02
High	4.61	139	1.98
Ethnic Heritage			
Chamorro	4.61	98	1.98
Filipino	5.29	62	1.68
Micronesian	4.66	3	3.21
Caucasian	3.98	58	2.07
Other	5.00	17	2.26
Years Teaching			
0 - 5	4.93	78	1.82
6 - 10	4.45	49	2.02
11 - 15	4.63	22	2.30
16 +	4.53	90	2.08
Certification			
Full-time	4.55	217	2.01
Special/Emergency	5.50	26	1.58

In Table 4, the women in the study had slightly higher morale over the men while those who worked in the schools on the traditional school calendar had a morale level that was 13% lower than those on the year-round calendar. Although the sample means for gender do not differ statistically, the means for school calendar do differ and are significant suggesting that teachers on the year-round calendar have significantly higher morale than those on the traditional calendar.¹⁴ Those of Filipino descent had the highest morale with an average morale level of 5.29 and the Caucasians had the lowest average morale level of 3.98. Those two extremes represent a 19 percent difference in the level of morale.¹⁵ Interestingly, teachers who have taught in the system from zero to five years had the highest morale with an average of 4.93. This is important to note because, as addressed in the literature review, many teachers leave within the first five years of teaching (Murnane, Willett, et al, 1991), (Citty, 1999). Lastly, teachers hired on special contract or who are emergency certified have morale levels that are one point higher

¹⁴ An independent sample t-test was conducted. The observed t value for school calendar was 3.26 which exceeds the critical t value of ± 2.58 at $\alpha = .01$.

¹⁵ The observed t value for Caucasian was 2.89 which exceeds the critical t value of ± 2.58 at $\alpha = .01$.

(14%) than those who are fully certified and full-time employees.¹⁶

Independent Variables

Question number two of the study asked if the impact of principal effectiveness on teacher morale varies with teacher background (number of years teaching, gender, ethnicity, certification), school schedules (year-round or traditional), and school level (middle or high school).

To gather the demographic information, teachers were asked to complete the information included on the back of the Teacher Outlook and Perceptions Survey and to check off various categories that pertained to them. In reference to gender, teachers were to check male or female and the resulting dummy variable was coded male=1 and female=0. For ethnicity, teachers had five choices -- Chamorro, Filipino, Caucasian, Micronesian, and others -- and four dummy variables were initially used, representing Chamorro, Filipino, Caucasian, and Micronesian, with "other" serving as the omitted category.¹⁷ To distinguish between teachers with special or emergency credentials and the rest of the teachers, a certification dummy variable was created where

¹⁶ The observed t value for certification was -2.30. This exceeds the critical t value of ± 1.96 at $\alpha = .05$.

¹⁷ After some preliminary analysis, these four dummy variables were further reduced to just two - Caucasian and the combined category of Chamorro, Filipino, and Micronesian.

teachers with special or emergency credentials were coded with a 1 and the rest of the teachers a zero. Finally, to address the number of years a teacher has taught there were four categories to choose from: 0-5 years, 6-10 years, 11-15 years, and 16 or more years.¹⁸ Teachers were also asked to indicate whether they taught on the year-round or traditional school calendar and a dummy variable was created where school calendar was coded year-round = 0 and traditional = 1. The school level was indicated by the color of the survey that was returned and it was unnecessary for the respondent to indicate that on the survey itself.¹⁹

In attempting to answer question two, it was necessary to first determine which independent variables were successful in explaining variation in the dependent variable: teacher morale. An exploratory regression was conducted and as this was an exploratory process, alpha level was set at 0.10.²⁰ Table 5 presents the regression results for the initial model containing all of the demographic variables.

¹⁸ Three dummy variables were inputted into SPSS and were coded 0-5 years = 1 and 0 if otherwise, 6-10 years =1 and 0 if otherwise, 11-15 years = 1 and 0 if otherwise.

¹⁹ School level was coded high school=0 and middle school=1.

²⁰ This exploratory process allows the researcher to establish a confidence level of 90% in the significance of the estimated coefficients in the regression model.

Table 5

Results of Regression Analysis to Determine Core
Demographic Variables

Variable	Estimated Coefficient	t
<u>(Constant)</u>	6.58	12.90
<u>Gender</u>	.01	.05
<u>School Calendar</u>	-1.66	-3.95***
<u>School Level</u>	-1.09	-2.85***
<u>Certification</u>	.78	1.93*
<u>Years Experience</u>		
0-5	.04	.15
6-10	.08	.22
11-15	.31	.68
<u>Ethnicity</u>		
Chamorro, Micronesian, Filipino	-.46	-1.59
Caucasian	-1.00	-2.97***
$R^2 = .131$, adj. $R^2 = .097$		
*p<.10 **p<.05 ***p<.01		

As shown in Table 5, four independent variables emerged that were helpful in explaining variation in teacher morale. These included school level, school calendar, certification, and whether one was of Caucasian descent.

To arrive at the final demographic model, I regressed teacher morale on the four significant demographic variables that appeared in my initial model. The coefficient for school calendar was -1.69 suggesting that teachers who were on the traditional calendar rated their morale scores almost two points lower than those on the year-round school calendar. This means that teachers on the year-round calendar have morale scores 24% higher than those on the traditional calendar.

For the school level variable, the estimated coefficient was -1.10 indicating that middle school teachers had morale scores over a point lower than high school teachers, about a 15 percent difference. For the teachers who identified themselves as being Caucasian, their morale scores were almost a point lower (.74) than those of other ethnicities, an 11 percent difference. Lastly, for the teachers who identified themselves as being under special contract or who were emergency certified, the coefficient was .76. This means the teachers under special contract or emergency certification have morale scores almost a point higher than those under the fully certified status; this represents an 11 percent difference as well. The results of this model are presented in Table 6 and show

that taken together, these four significant variables explained 12 percent of the variation in teacher morale.

Table 6

Results of Regression Analysis with Core Demographic Variables

Variable	Estimated Coefficient	t
(Constant)	6.41	14.53
School Calendar	-1.69	-4.15***
School Level	-1.10	-2.93***
Certification	.76	1.92*
Caucasian	-.74	-2.59***
$R^2=.120$, adj. $R^2=.105$		
* $p<.10$ ** $p<.05$ *** $p<.001$		

Principal Effectiveness

The third question of the study asked to what extent does principal effectiveness affect teacher morale in secondary schools on Guam.

It was established in previous regression analyses that 12% of the variation in teacher morale was explained by the demographic variables used in this study. To address research question number three, several regression models were run to determine the relationship between principal effectiveness and teacher morale. Since the Audit of Principal Effectiveness is made up of three domains

(Organizational Development, Organizational Environment, and Educational Programs), each domain was used as a separate independent variable in one model and the combined score was used in another. The mean scores for the domains are shown in Table 7.

Table 7

Audit of Principal Effectiveness by Domains by School Level

Variable	Org. Devel.	Org. Env.	Ed. Program
School Level	Mean/Std. Dev.	Mean/Std. Dev.	Mean/Std. Dev.
Middle School	5.66/2.15	5.89/2.03	5.75/2.30
High School	5.18/2.26	5.15/2.38	5.19/2.23
Total	5.39/2.22	5.48/2.28	5.44/2.28

As shown in Table 7, middle school teachers rated their principals as more effective in all three domains defined by the Audit of Principal Effectiveness.

Specifically, middle school teachers' perceptions of their principals' Organizational Environment was significantly higher than high school teachers' perceptions and the significance was displayed in an 8% difference in the ratings.²¹ Middle school principals' Organizational Development and Educational Programs were rated 5% and 6%

²¹ The observed t value for Organizational Environment was -2.52 which exceeded the critical t value of ± 1.96 at $\alpha = .05$.

higher respectively, than the high school teachers' ratings.

Only Organizational Development, defined by Valentine and Bowman (1987) as the principal's ability to provide direction for the school through work with the faculty; to promote positive working relationships between the school, the community the school serves, and other educators and agencies which work with the school; and the ability to utilize effective procedures for problem-solving, decision-making, and change was significant at the .01 value or greater and was therefore the only domain used in further analysis.

When Organizational Development was added as a predictor to the final demographic regression model, the R^2 increased from 12.0 to 23.4 percent, suggesting that principal effectiveness accounts for over 11 percent of the variation in teacher morale. The coefficient for Organizational Development indicates that for every point higher the principal scores on this scale, teacher morale levels go up by one third of a point, or 4 percent.

As shown in Table 8, the t-statistics from this final regression indicated that the coefficients for Organizational Development, school calendar, school level, and being Caucasian are all significantly different from

zero, suggesting that a relationship exists between these variables and teacher morale.

Specifically, the coefficient for school calendar was -1.14, suggesting that teachers who were on the traditional calendar rated their morale scores just over one point lower than those on the year-round school calendar. This means that teachers on the year-round calendar have morale scores 16% higher than those on the traditional calendar.

For the school level variable, the estimated coefficient was -.84 indicating that middle school teachers had almost a point lower morale than high school teachers, about a 12 percent difference. Lastly, for the teachers who identified themselves as being Caucasian, their morale scores were almost a half-point lower than those of other ethnicities. The coefficient for Caucasian was -.49, which means that for every person who identified them self as being Caucasian their morale score was reduced by .49 or by 7 percent.

Table 8

Results of Regression Analysis with Core Demographic Variables and Principal Effectiveness

Variable	Estimated Coefficient	t
(Constant)	4.16	7.39
Organizational Devel.	.32	5.88***
School Calendar	-1.14	-2.91**
School Level	-.84	-2.38**
Caucasian	-.49	-1.82*
Certification	.51	1.37
$R^2=.234$, adj. $R^2=.218$		
* $p<.10$ ** $p<.05$ *** $p<.001$		

Table 8 shows the reader that 23.4 percent of the variation in teacher morale can be explained by the principal's organizational development, the school calendar, the school level, whether one is of Caucasian descent, and one's certification status.²²

Chapter Conclusion

The purpose of this chapter was to analyze and present the data collected from administration of the Audit of Principal Effectiveness and the Teacher Outlook and Perception Survey.

²² Although certification appeared to be significant in previous models, it was no longer significant at the ninetieth percentile once principal effectiveness was added.

The chapter began with a discussion of the sampling frame and survey methods and then moved to a demographic profile of the sample. The typical respondent was a female, Chamorro, high school teacher, who works on the traditional school calendar, has 16 or more years of experience, and who is fully certified. Information obtained from the Guam Department of Education was then used to show that the sample of public secondary school teachers on Guam represented the total secondary school teacher population.²³

Based on the descriptive statistics of the sample, those with the highest morale were women teachers, teachers in the year-round schools, Filipino teachers, and those who have been teaching from 0-5 years. There were statistically significant differences in the morale levels between Filipinos and Caucasians, those in the middle school and high school, those on the traditional and year-round school calendars, and those who are either emergency certified or on special contract compared to those who are fully certified.

As a result of the multiple regression analyses, it was determined that school level, school calendar,

²³ Caution should be exercised when interpreting the results for the Caucasians considering their response rate was 14% higher than expected in the normal distribution.

certification, and being Caucasian affected secondary teachers' morale levels. Specifically, teacher morale was negatively affected by working in the middle school and by the traditional school calendar. There was also a negative relationship between being Caucasian and teacher morale, this relationship indicated that if one was Caucasian then their morale level was almost one point lower -- 11 percent difference. There was a positive relationship with teacher morale and being either emergency certified or on special contract; this represents an 11 percent difference as well. The analysis also revealed, when adding principal effectiveness into the equation, that the principal's Organizational Development positively affected teacher morale. For every point higher the principal was rated on Organizational Development, the teacher's morale score rose by one third of a point (4%). All in all, the demographic variables explained 12 percent of the variation in teacher morale and when principal effectiveness was added into the regression model, 23.4 percent of the variation in teacher morale was explained.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Introduction

This final chapter begins with a review of the purpose of this study, followed by a brief discussion of the sample, methodology, and results. The findings are then related to information from the literature review and recommendations for policies and further research follow.

Methodology and Results

The purpose of this quantitative study was to determine the level of teacher morale in the secondary schools on Guam, the impact of demographic variables upon teacher morale, and the impact of principal effectiveness upon teacher morale. The following research questions guided the study:

1. What is the level of teacher morale as perceived by the teachers in the secondary schools on Guam?
2. Does the impact of principal effectiveness on teacher morale vary with teacher demographics (number of years teaching, gender, ethnicity, certification), school

schedules (year-round or traditional), and school level (middle or high school)?

3. To what extent does principal effectiveness affect teacher morale in the public secondary schools on Guam?

To address these questions, a quantitative research design was used that involved the collection of survey data from the public middle school and high school teachers on Guam. The primary goals of the surveys were to capture data for the study on the level of teacher morale and to assess the relationship between teacher morale and principal effectiveness. Data was obtained through administration of two questionnaires: the Teacher Outlook and Perceptions Survey, and the Audit of Principal Effectiveness.

Originally the sampling frame included all eleven public middle and high school teachers on Guam, but after adjusting for principal approval and support, the sample for the study was reduced to nine of the eleven schools, comprised of 829 teachers. The first delivery of the surveys took place on February 13, 2002, and the final survey was returned on April 3, 2002. Of the 250 surveys returned, 243 were used in the study. The final response rate was 29%.

Assessing teacher morale was the first step in the analytic process and the information gathered from the

Teacher Outlook and Perceptions Survey was used to answer the first research question. Morale was measured using a single question on the Teacher Outlook and Perceptions Survey when the individual item that directly addressed the level of teacher morale proved to be a more reliable measure than the average response to all 47 questions. The findings indicated that 61% of the respondents slightly agreed to strongly agreed with the statement that their morale was high. As stated in the previous chapter, teachers who were women, Filipino, in the year-round school, who had been teaching from 0-5 years, and who were under special or emergency contract had the highest morale based on the means for each demographic category. T-tests were conducted to establish if the differences between those with high morale and those with low morale were significant. There were significant differences in the morale levels between those on the year-round calendar and those on the traditional, as well as those who were special contract or emergency certified compared to those who were fully certified. Also, a significant difference existed between the morale levels of Filipinos and Caucasians, those with the highest and lowest morale levels respectively.

To answer questions two and three, regression models were analyzed in several ways. To test for the significance of each particular independent variable, t-tests were used. To examine the overall goodness of fit for each of the successive models, R^2 (coefficient of multiple determination) was used.

In order to answer the second research question, demographic variables were compiled from information responded to on the Teacher Outlook and Perceptions Survey. As described in the previous chapter, the demographic variables of gender, years teaching, school level, school calendar, certification, and ethnic heritage were put through a series of exploratory regressions designed to arrive at the final modeling specification. The core demographic variables of school calendar, school level, certification, and Caucasian were included in the final regression models because of their significant relationship to teacher morale.

Teachers who were on the traditional calendar rated their morale scores almost two points lower than those on the year-round school calendar. This means that teachers on the year-round calendar have morale scores 24% higher than those on the traditional calendar. Middle school teachers had morale scores over a point lower than high school

teachers, about a 15 percent difference. Teachers who identified themselves as being under special contract or who were emergency certified, had morale scores almost a point higher than those under the fully certified status; this represents an 11 percent difference. Finally, for the teachers who identified themselves as being Caucasian, their morale scores were almost a point lower than those of other ethnicities, also an 11 percent difference. These variables were able to explain 12% of the variation in teacher morale.

Finally, the third research question was answered by running several multiple regression models with the information gathered from the Audit of Principal Effectiveness. Only one domain, Organizational Development, out of three in the Audit of Principal Effectiveness was found to be significant in answering the question on the impact of principal effectiveness upon teacher morale. The findings indicated that for every point higher the principal's effectiveness was rated, morale levels rose by one third of a point, or about 4 percent. This variable combined with the demographics was able to explain 23.4 percent of the variation in teacher morale.

Findings as Related to the Literature

In this study, there were significant differences in the morale levels between groups based on school calendar, ethnicity, and school level. Research such as Kanter's (1977), described morale as an attitudinal response to work conditions [such as school calendar and school level] that have an impact on the behavior of individuals within the organization. Further research on morale has reflected an affective orientation of individuals toward their job. However, for the purposes of this study, morale is defined as "a psychological state which stems from the interaction of job-related fulfillment of needs, anticipated fulfillment of needs, and perceived obstacles to needs fulfillment (Anderson, 1999 p.5)."

This study showed that there were several factors that impacted morale. Although Blasé (1987) stated, from the teachers' perception "leadership factors affected teacher motivation, involvement and morale"(p.606), it should be noted that other factors affected morale as well. For example, Curry et al. (1997) and Kocek (1996) noted those on year-round education were less likely to burn out. This study confirmed that finding since those on year-round education had a significantly higher morale level.

Although research on the impact of ethnicity on morale levels is limited in this geographic area, Johnson (1993) noted in her study that the ethnic makeup of the faculty does not always fit the ethnic mix of the students, which may contribute to burn out. This is consistent with the low morale levels of Caucasian teachers found in this study since in this part of the world, Caucasians are a minority in the Guam public schools.

In the numerous definitions for principal effectiveness, almost all of them included the ability of the principal to communicate well and to provide support to their faculty. Interestingly, the measured component of principal effectiveness that had the most effect in the study was that of the principal's organizational development. This particular domain in the instrument, the Audit of Principal Effectiveness, is described as: providing insight into the ability of the principal to work with personnel inside and outside the school setting to establish processes and relationships which most effectively promote positive growth and change of the organization as a whole (Valentine and Bowman, 1987). Implications from Blase's (1997) study stressed the importance of leadership competencies (related to working with people) as opposed to administrative competencies

(related to scheduling and budgeting). And as described by Lewellen (1997), the four essential characteristics of effective leadership for principals were: (a) strategic planning, (b) actively shaping change, (c) constant communication, and (d) timely decision making. All four of these characteristics related to what was found in the study and what was defined in the Organizational Development domain in the Audit of Principal Effectiveness. Therefore, this study clearly demonstrated a link between teacher morale and teachers' perceptions of principal effectiveness on Guam.

Limitations

A factor that may have impacted the results of this study was the Governor of Guam's weekly address given on February 14, 2002, one day after the dissemination of the surveys. This particular address centered on the poor economic condition of the government and the lack of money in the general fund. One recommendation the governor proposed was a 10% across the board pay-cut for all government workers, including teachers. Although the research cited for morale does not indicate salary as a predictor of morale, it would be easy to conclude that the possibility of a 10% pay reduction may have affected teachers' responses on the survey. Although the researcher

attempted to control for external variables, this announcement could not be predicted and one can only assume that it had a negative impact upon the teachers' morale.

One must also be cautioned when interpreting the results for Caucasians and Chamorros. Caucasians had greater representation in the sample than expected while Chamorros had fewer responses than expected. Reilly Ridgell (1995) discussed a related factor; he said, "For islanders it is important not to show true feelings. They never say anything offensive. Living on a small island, people see each other every day. They must be nice to each other to keep the peace. This is hard for many Europeans and Americans to get used to. Westerners expect straight and honest answers, but islanders will say what they think the listener wants to hear (p. 34)." This cultural aspect may have had an impact on the response rate of the Chamorros.

Policy Implications

The results of this study suggest that a relationship exists between teachers' morale levels in the secondary schools on Guam and their ethnicity, school calendar, school level, and their principal's effectiveness.

However, other areas also need to be considered when working to improve the teachers' morale levels. It was

shown in this study and in many others that teachers on a year-round school calendar have higher morale levels. The school board and the union, when discussing and creating the school calendar, should consider this information. Although Guam isn't following the true year-round calendar of 45 days on 15 days off or 90 days on and 30 days off, the concept of more frequent breaks may help teachers rejuvenate (Koczek, 1996; Curry et al, 1997).

Because school principal effectiveness has a significant impact on teacher morale, there should be more training for current principals, inclusion of communication and interpersonal skills in principal preparation courses, and discussion on the symbolic role of principal in the community. For those with the responsibility of hiring the principals, certain qualities should be included as a part of the selection criteria. Qualities, such as those found to be important in this study, include communication and relationship skills, decision-making, and being a change agent.

Recommendations for Further Research

Further research should be undertaken to determine other variables that may impact teacher morale in the schools on Guam. If results from this study were able to

explain 23.4 percent of the variation in teacher morale, what is it that explains the other 76 percent?

Although nothing can be done about changing one's ethnic background, there is a definite need to study the reasons for differences in the morale levels based on ethnic heritage and assessing the needs of those groups. There are also several questions that need to be asked regarding the reasons that Filipinos had high morale and Caucasians low morale. Could the Caucasians have had other experiences in which to compare to? Are there differences in the expectations one brings into the Guam Department of Education based on ethnicity? Does being a minority (a Caucasian on Guam) have an impact on the morale level? It may also be fascinating to explore the relationship between the principal's ethnicity compared to that of the teacher's and whether a relationship exists with teacher morale.

The status of the certification of teachers is another factor to consider. Although there isn't any research on Guam to help substantiate or explain this finding, there are several things to consider when looking at the morale levels of those on special contract or those who are emergency certified. Why is it that those on special contract or who are emergency certified have higher morale?

The morale levels of special contract teachers, teachers who are retired but certified and hired on a year-to-year contract based purely on need, may be higher because they may not be as dependent on their paychecks. These special contract teachers are receiving a retirement check as well as their check for teaching.

Emergency certified teachers are those who have earned a college degree, but who are not fully certified in education and certified teachers can replace them at any time. They are also hired only if there is a need. These teachers may have higher morale because they are grateful for employment or because they feel they have a choice in whether to stay in that career or not.

Because so many questions have arisen from doing this study regarding morale and principal effectiveness, a qualitative component may be necessary. Interviews and focus groups could be used to find common themes affecting the morale levels of our teachers. Questions about facilities, supplies, and collegiality may also be important factors since the Guam facilities are old and run-down, there is a lack of supplies with teachers often having to buy their own, and because without a common bond in the workplace one may feel isolated. It would be interesting to further explore the ethnicity angle and see

if different ethnic groups bring different expectations into the Guam Department of Education and how much of those expectations are influenced by previous experiences outside of Guam. It would also be interesting to compare the teachers' perceptions of the principal's role in the school and in the department to the principals' perceptions. If a researcher chooses to add the qualitative component there will no longer be a need to speculate about why the morale level results are the way they are.

Teacher morale levels ultimately have an impact on the learning environment for our students (Perry, 1980). Therefore, it is critical that the morale levels of teachers be studied further and understood by principals, parents, and community members. It is just as critical that steps be taken to address or improve the morale levels of our teachers.

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APPENDIX A

Teacher Outlook and Perceptions Survey

TEACHER OUTLOOK AND PERCEPTIONS SURVEY

For each statement, please circle your response.

	1= Strongly Disagree	2=Mostly Disagree	3=Slightly Disagree	4=Undecided	5=Slightly Agree	6=Mostly Agree	7=Strongly Agree
1. I have enough materials to meet my students' needs.	1	2	3	4	5	6	7
2. When needed, I can rely on my colleagues for assistance.	1	2	3	4	5	6	7
3. I am supervised closely to ensure that I follow procedures carefully.	1	2	3	4	5	6	7
4. My students appreciate my efforts.	1	2	3	4	5	6	7
5. I feel pressured by my colleagues to be consistent with their practices in the classroom, even if I disagree with them.	1	2	3	4	5	6	7
6. My students are achieving at what I consider their expected level.	1	2	3	4	5	6	7
7. I feel that I am successful in my teaching endeavors.	1	2	3	4	5	6	7
8. My level of morale is high.	1	2	3	4	5	6	7
9. Other teachers have utilized my ideas in their classrooms.	1	2	3	4	5	6	7
10. I feel in charge when I teach.	1	2	3	4	5	6	7
11. The administration at my building listens and attends to my concerns.	1	2	3	4	5	6	7
12. My suggestions for school improvements are basically ignored.	1	2	3	4	5	6	7
13. I enjoy teaching my students.	1	2	3	4	5	6	7
14. There are teachers in my building that I consider close friends.	1	2	3	4	5	6	7
15. The administration at my building adheres strictly to discipline policies and procedures.	1	2	3	4	5	6	7
16. I am uncertain about the direction our building is heading academically.	1	2	3	4	5	6	7
17. There is a sense of order in my building.	1	2	3	4	5	6	7
18. Each year I teach, I look forward to trying new things in the classroom.	1	2	3	4	5	6	7

19. There is little opportunity for growth in my position.	1	2	3	4	5	6	7
20. I am pleased by the possible changes ahead for my school.	1	2	3	4	5	6	7
21. My principal is aware of my strengths and abilities.	1	2	3	4	5	6	7
22. My teaching is limited by budget constraints.	1	2	3	4	5	6	7
23. The overall morale exhibited by my colleagues seems low.	1	2	3	4	5	6	7
24. In disciplinary matters, my administrator supports me.	1	2	3	4	5	6	7
25. Required paperwork and red tape absorb an unreasonable amount of my time.	1	2	3	4	5	6	7
26. I feel comfortable discussing school problems with my principal.	1	2	3	4	5	6	7
27. The curriculum I use needs a great deal of modification.	1	2	3	4	5	6	7
28. There is a sense of belonging in my school.	1	2	3	4	5	6	7
29. for the most part, my work with students is highly satisfying and rewarding.	1	2	3	4	5	6	7
30. The principal at my building values my input on school issues.	1	2	3	4	5	6	7
31. I am given the flexibility to alter the curriculum to meet my students' needs.	1	2	3	4	5	6	7
32. I often feel that my efforts to reach my students are futile.	1	2	3	4	5	6	7
33. I have an adequate amount of planning time.	1	2	3	4	5	6	7
34. Student threats to staff are a concern in my building.	1	2	3	4	5	6	7
35. I see the district placing unreasonable demands on teachers in the future.	1	2	3	4	5	6	7
36. Changes proposed for our school will do little to help solve present problems.	1	2	3	4	5	6	7

37. I frequently feel irritated by my students' actions.	1	2	3	4	5	6	7
38. I made the right decision in choosing a career in education.	1	2	3	4	5	6	7
39. My work is easier and more enjoyable because of my principal.	1	2	3	4	5	6	7
40. There is a great deal of bickering and taking sides among our staff.	1	2	3	4	5	6	7
41. My principal has realistic expectations of the teachers in this building.	1	2	3	4	5	6	7
42. I expect student behavior to decline in the years ahead.	1	2	3	4	5	6	7
43. I experience an undue amount of stress and strain from teaching.	1	2	3	4	5	6	7
44. I have an unreasonable workload.	1	2	3	4	5	6	7
45. My students are generally friendly and pleasant to interact with.	1	2	3	4	5	6	7
46. My colleagues do not provide encouragement.	1	2	3	4	5	6	7
47. I am optimistic about changes in our school.	1	2	3	4	5	6	7

Please complete the following demographic information.

48. Please indicate: _____ Male _____ Female

49. Please indicate the number of years you have been teaching:

_____ 0-5 years _____ 6-10 years _____ 11-15 years _____ 16 or more years

50. Please indicate the school calendar your school follows:

_____ Traditional _____ Year-round

51. Please indicate your ethnic heritage:

_____ Chamorro _____ Filipino _____ Micronesian/Palauan _____ Caucasian

_____ Other (please list, i.e. Puerto Rican)

APPENDIX B

Audit of Principal Effectiveness

AUDIT OF PRINCIPAL EFFECTIVENESS
TEACHER FORM 6-86

DIRECTIONS:

There are 80 statements in this instrument. The statements describe specific principalship skills. Because teachers work more closely with principals than any other professional group, teacher perceptions are particularly important. Please take a few minutes to read each statement and mark the answer sheet accordingly. Think about each specific skill statement as you respond. Please do not generalize and respond to a specific item based on your overall perception of the principal's ability. **DO NOT** record your name. All responses will be reported as group, not individual, data. Please be honest and candid in your responses.

For each item, mark the number on the answer sheet which corresponds to **HOW EFFECTIVELY YOU PERCEIVE YOUR PRINCIPAL PERFORMS EACH OF THE SKILLS** identified in the following items. Please use the following nine-point scale as the measure of effectiveness:

1-----2-----3-----4-----5-----6-----7-----8-----9
(not effective) (moderately effective) (very effective)

1. The principal assists the faculty in developing an understanding of, and support for, the beliefs and attitudes which form the basis of the educational value system of the school.
2. The principal provides for the identification of, and the reaching of consensus on, the educational goals of the school.
3. The principal has high, professional expectations and standards for self, faculty and school.
4. The principal helps the faculty to develop high, professional expectations and standards for themselves and the school.
5. The principal envisions future goals and directions for the school.

6. The principal encourages changes in school programs that lead to a better school for the students.
7. The principal communicates to teachers the directions the school's programs need to take toward growth.
8. The principal develops plans for the cooperation and involvement of the community, individuals, and agencies with the school.
9. The principal utilizes resources from outside the school to assist in the study, development, implementation and/or evaluation of the school.
10. The principal provides for the gathering of information and feedback from individuals and agencies in the community.

11. The principal provides for the dissemination of information to individuals and agencies in the community.
12. The principal is supportive of, and operates within, the policies of the district.
13. The principal maintains good rapport and a good working relationship with other administrators of the district.
14. The principal invests time with the district office and other external agencies to obtain support and resources from the agencies.
15. The principal strives to achieve autonomy for the school.

16. The principal develops and implements school practices and policies which synthesize educational mandates, requirements and theories, e.g. legal requirements, social expectations, theoretical premises.
17. The principal understands and analyzes the political aspects of education and effectively interacts with various communities, e.g. local, state, national, and/or various subcultures within education.
18. The principal informs the staff of new developments and ideas in education.
19. During the identification of needed change, the principal's style is more supportive and participative than directive and authoritative.
20. During evaluation of change, the principal's style is more supportive and participative than directive and authoritative.

21. The principal is able to anticipate the effects of decisions.
22. The principal fairly and effectively evaluates school personnel.
23. The principal employs new staff who enhance the overall effectiveness of the school and compliment the existing staff.
24. Through discussion with teachers about concerns and problems that affect the school, the principal involves teachers in the decision-making process.
25. The principal discusses school-related problems with teachers, seeking their opinions and feelings about the problem.

26. The principal utilizes a systematic process for change which is known and understood by the faculty.
27. The principal has the patience to wait to resolve a problem if the best solution to that problem is not yet readily apparent.
28. The principal is willing to admit to making an incorrect decision and corrects the decision if feasible.
29. The principal is perceptive of teacher needs.
30. The principal gives teachers the support they need to be effective.

31. The principal diagnoses the causes of conflict and successfully mediates or arbitrates conflict situations.
32. Teachers feel at ease in the presence of the principal.
33. When deserving, teachers are complimented by the principal in a sincere and honest manner.
34. The principal is receptive to suggestions.
35. The principal is accessible when needed.

36. The principal takes the time to listen to teachers.
37. Teachers feel free to share ideas and concerns about school with the principal.
38. When teachers discuss a problem with the principal, the principal demonstrates an understanding and appreciation of how teachers feel about the problem.
39. When talking to the principal, teachers have the feeling the principal is sincerely interested in what they are saying.
40. Through effective management of the day-by-day operation of the school, the principal promotes, among staff, parents, and community, a feeling of confidence in the school.
41. The principal finds the time to interact with students.
42. Students feel free to initiate communication with the principal.
43. Students in the school view the principal as a leader of school spirit.
44. The principal encourages student leadership.
45. The principal helps develop student responsibility.
46. The principal is highly visible to the student body.
47. The principal positively reinforces students.
48. The principal enjoys working with students.
49. The principal keeps teachers informed about those aspects of the school program of which they should be aware.
50. When the principal provides teachers with information about school operations, the information is clear and easily understood.
51. When teachers are informed of administrative decisions, they are aware of what the principal expects of them as it relates to the decision.
52. The principal is able to organize activities, tasks, and people.
53. The principal develops appropriate rules and procedures.
54. The principal uses systematic procedures for staff appraisal, including retention, dismissal, or promotion.
55. The principal establishes the overall tone for discipline in the school.
56. The principal establishes a process by which students are made aware of school rules and policies.
57. The principal communicates to teachers the reasons for administrative practices used in the school.
58. The principal works with other leaders of the school in the implementation of a team approach to managing the school
59. The principal encourages faculty to be sensitive to the needs and values of other faculty in the school.
60. The principal helps teachers clarify or explain their thoughts by discussing those thoughts with them.
61. During meetings, the principal involves persons in the discussion who might otherwise not participate.

62. The principal shares personal feelings and opinions about school issues with teachers.
63. Humor used by the principal helps to improve the school environment by creating a more congenial working climate.
64. Personal thoughts shared by the principal about school help teachers develop a sense of pride and loyalty as members of the school.
65. The principal is knowledgeable of the general goals and objectives of the curricular areas.

66. The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.
67. The principal possesses instructional observation skills which provide the basis for accurate assessment of the teaching process in the classroom.
68. The principal actively and regularly participates in the observation and assessment of classroom instruction, including teaching strategies and student learning.
69. The principal has effective techniques for helping ineffective teachers.
70. The principal maintains an awareness and knowledge of recent research about the learning process.

71. When criticizing poor practices, the principal provides suggestions for improvement.
72. The principal is committed to instructional improvement.
73. The principal promotes the development of educational goals and objectives which reflect societal needs and trends.
74. The principal promotes the diagnosis of individual and group learning needs of students and application of appropriate instruction to meet those needs.
75. The principal administers a school-wide curricular program based upon identification of content goals and objectives and the monitoring of student achievement toward those goals and objectives.

76. The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.
77. The principal uses objective data such as test scores to make changes in curriculum and staffing.
78. The principal has a systematic process for program review and change.
79. The principal encourages articulation of the curricular program.
80. Using the nine-point scale, give your rating for your principal's overall effectiveness.

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