THE EFFECTS OF PRINCIPAL LEADERSHIP, SALARY, BENEFITS, AND TEACHER INPUT ON ELEMETARY AND SECONDARY TEACHER MORALE

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Abstract

The purpose of this research study was to compare the morale and overall job satisfaction between elementary (grades K-6) and secondary (grades 7-12) teachers in the Olathe Unified School District #233. Teacher morale was measured by the affect the following four variables have on teacher attitudes: principal leadership, salary, benefits, and teacher input.

For this study, the researcher used the Baldrige Climate Survey as the instrument to measure teacher morale. The survey was offered during the 2005-2006 and 2006-2007 school years to all certified elementary and secondary teachers. During the 2005-2006 school year, 518 of the 940 elementary teachers (55%) and 353 of the 856 secondary teachers (41%) took the voluntary survey. In 2006-2007, 750 of the 952 elementary teachers (78%) and 555 of the 897 secondary teachers (62%) took the survey.

The study compared elementary responses to secondary responses in five categories: overall job satisfaction, principal leadership, salary, benefits, and teacher input. Overall job satisfaction, salary, and benefits were all scored based on response to a single question from the survey. Principal leadership (5 questions) and teacher input (4 questions) were combined and averaged for a single score for each of the two categories. A t-test for independent means was used to determine if significant differences existed between elementary and secondary teacher morale in each of the five categories.

The results of this study indicated no difference in overall job satisfaction in 2005-2006 (t=-.388); however, a significant difference between elementary and secondary overall job satisfaction was shown (t=3.303) in 2006-2007. Principal leadership showed significant differences in 2005-2006 (t=3.38) and in 2006-2007

(t=5.4). Teacher salary showed no significant difference in elementary and secondary teacher morale in 2005-2006 (t=1.590) and 2006-2007 (t=1.18). Teacher benefits showed no significant difference in 2005-2006 (t=.388) and in 2006-2007 (t=.884). Teacher morale based on benefits showed significant differences in 2005-2006 (t=5.964) and in 2006-2007 (t=5.511).

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CHAPTER ONE

INTRODUCTION

Public school districts across the United States share many similarities, regardless of their location, size, socio-economic structure, financial status, and community. Although the districts in each state have many common strengths and concerns, district officials, school administrators, and teachers are all attuned to one issue that greatly affects student achievement, building climate, and parent support. This issue is teacher morale. Bentley and Rempel define teacher morale as, "the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation" (7). Teacher morale affects many aspects of education, including, "Student learning, the health of the organization, and the health of the teacher" (Lumsden 2). A 1997 report from Perie and Baker stated, "Teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not" (31).

Principal leadership is shown to affect teacher morale. The building principal is often the key component in creating a positive school environment. Adams states, "Principals, who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behavior, are the keys to improving the morale and self-esteem of teachers" (qtd. in Lumsden: 1).

Teacher salaries and benefits have been a controversial topic for many years as research confirms the relationship between teacher morale and salary and benefits. In 2004, the Hawaii State Teachers Association (HSTA) found that the most important incentive for teachers to improve morale was better salary and fringe benefits. Many

teachers work extra jobs for money during the school year (HSTA 1). In a 1996 study, Henderson reported that one third of the teachers in Texas worked an average of 10 hours per week at moonlighting jobs (Black 2).

Teacher input also affects teacher morale. Research shows that teachers who are involved in decision-making processes have higher morale than those who are not given these opportunities. In a 2004 report, the California Association of Education (CAE) indicates that principals can increase morale by including teachers in meaningful decision-making, which demonstrates their value (2). Markow adds that teachers must have adequate involvement in problem-solving to ensure positive teacher morale (7).

Previous research shows that many factors affect teacher morale. Principal leadership, salary, benefits, and teacher input are four of the primary categories reported to impact teacher morale. This study will analyze these primary factors, along with overall job satisfaction.

Background of the Study

The Olathe Unified School District #233 in Olathe, Kansas has transformed from a small, rural school in a farming community to the third largest school district in the state of Kansas. Located 20 miles southwest of Kansas City, Missouri, Olathe was incorporated in 1857 (Olathe Chamber of Commerce 2006). A thriving town in Johnson County, Kansas, Olathe has watched its population quadruple since the 1950s (US Census Bureau 2000). Olathe has a city resident median age of 30.8 years, a current population of 125,000, and welcomes an average of 10 new citizens each day (Olathe Chamber of Commerce 2006). While Olathe has become a diverse community through its growth, it has maintained a high standard of living, as reflected in figures regarding

average household income and the average cost of a home in 2004. Table 1 (below) illustrates these figures and other demographic information.

Table 1

Olathe Demographic Information

Median Household Income	$61,111
Total Estimate Households	42,800
Average Home Cost	$196,000
Population over age 25 with a high school degree	92%
Population over age 25 with a bachelor's degree or higher	39%

Source: Olathe Chamber of Commerce, 2004

The city of Olathe has experienced substantial growth over the last 40 years. The population of the city has grown from 37,258 people in 1980 to over 92,000 in 2000. With an increase in the total population, the city has seen an increase in diversity. In 1980, the African-American population was 947 people or 2.5% of the total population, and the Hispanic population was 472 people or 1.3% of the population. By 2000, the African-American population increased to 3,440 or 3.7% of the population, and the Hispanic population was 5,060 or 5.4% of the population. Table 2 illustrates the ethnicity breakdown of the city of Olathe in 2000.

Table 2

Olathe Ethnicity Statistics 2000

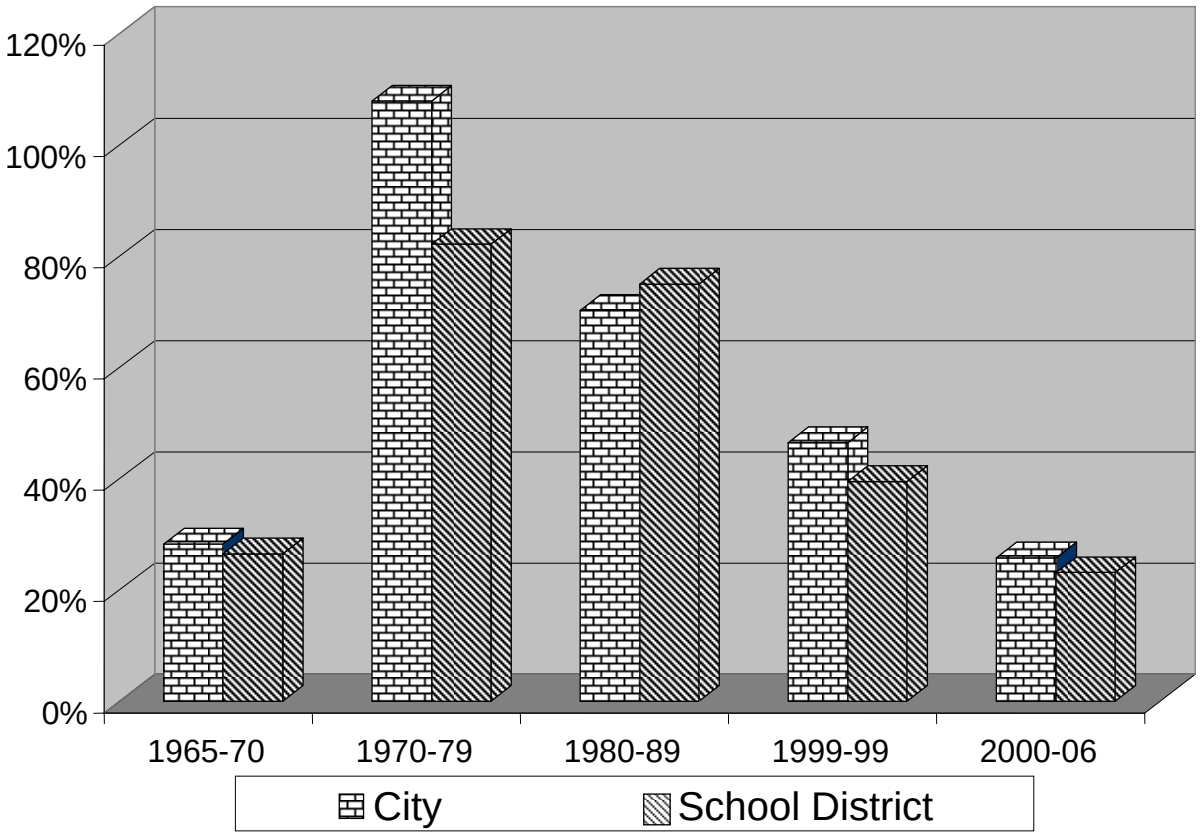
Subject	All Ages	All Ages	18 years and over	18 years and over
RACE	Number	Percent	Number	Percent
White	82,393	88.6	57,437	89.3
Hispanic/Latino	5,060	5.4	2,243	3.4
Black/African American	3,440	3.7	2,243	3.5
Other	2,457	2.6	1,698	2.6
American Indian/Alaskan	402	.4	273	.4
One Race per household	91,285	98.2	63,483	98.8
Two or more races per household	1,677	1.8	802	1.2
Total Population	92,962	100.0	64,285	100.0

Source: U.S. Census Bureau, 2000

Olathe's growth, socioeconomic statistics, and demographic shifts have changed not only the makeup of the community, but the population of the public schools. Graph 1 illustrates the simultaneous growth of both the city of Olathe and the Olathe Unified School District #233 over the same recorded time period. The data are presented by decade, starting with 1965-1970 and ending with 2000-2006. The 1970-1979 decade was the largest growth era, with the city growing by over 100% and the school district growing by 80%.

Graph 1

Comparative Growth between the city of Olathe and the Olathe Unified School District #233



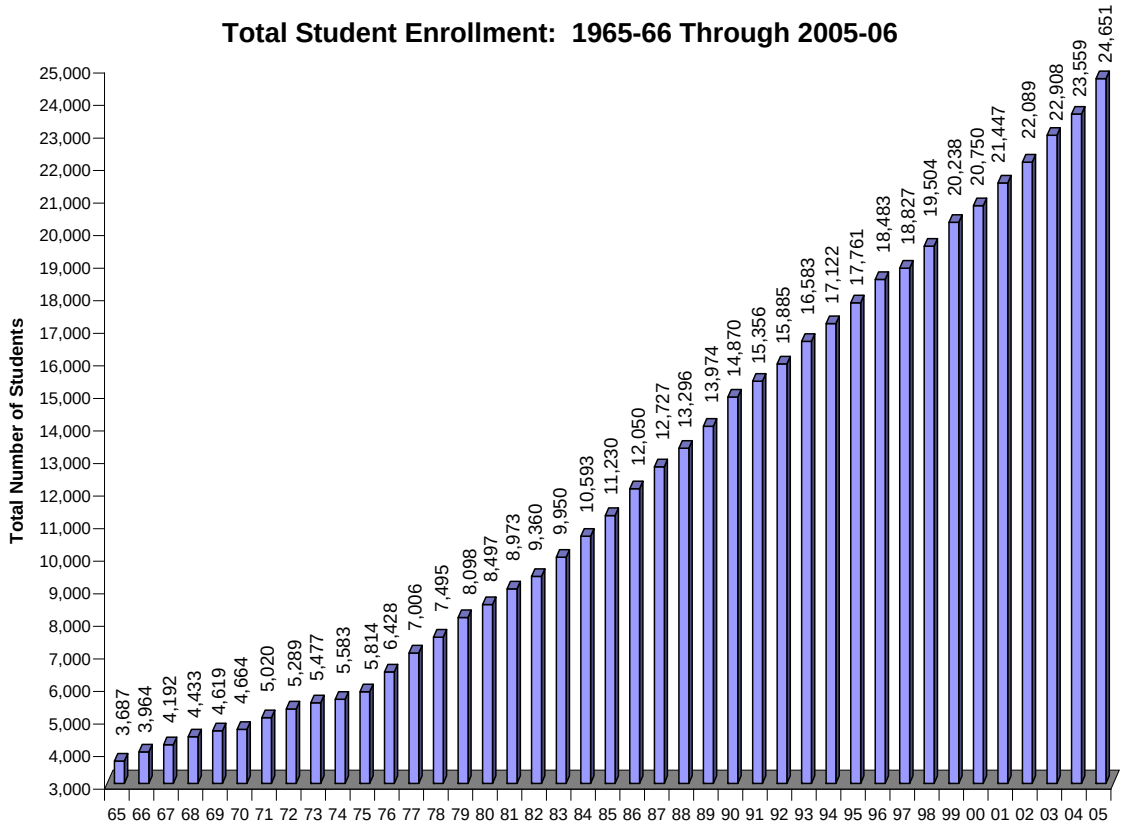
Source: Olathe Unified School District #233, 2006

Olathe established its first schoolhouse, The Old Rock School, in 1868 with 175 students present. In 1894, the enrollment, grades 1-12, reached 805. By 1949, most one-room schoolhouses in Johnson County for grades 1-8 had consolidated into smaller school districts. Growth continued in Olathe until 1965 when the state of Kansas adopted the Unified School District (USD) structure. As a result, the five smaller school districts in Olathe merged to become the Olathe Unified School District #233. When Olathe

celebrated its 100th birthday in 1974, the school district had grown to 1,976 students. Graph 2 shows the gradual and steady increase in student enrollment during the past 40 years from 1966-2006.

Graph 2

Olathe Unified School District #233 Enrollment, 1965-2006



Source: Olathe Unified School District #233, 2006

The Olathe Unified School District #233 continues to grow at a rapid rate. The enrollment of students in the 2007-2008 school year has climbed to over 26,000. The district now employs over 4,000 staff members, making it the second largest employer behind Sprint/Nextel in Johnson County, Kansas. The rapid growth in enrollment has made the Olathe Unified School District #233 the third largest school district in the state of Kansas. At the current rate of growth, the Olathe Unified School District #233 will

become the second largest school district in Kansas by the 2008-2009 school year (Olathe Unified School District). With increasing growth, the school district faces many challenges, including staffing, facilities, and funding while maintaining and improving teacher morale.

The city of Olathe and the Olathe Unified School District #233 have changed significantly since the district was unified in 1965. Given the changes and growth of the city and the school district, one of the most challenging issues the district will face is maintaining high expectations for student achievement while fostering a learning environment built on the foundation of high teacher morale. The increasing change in demographics will continue to present challenges, including its affect on teacher morale.

Statement of the Problem

Teacher morale is a major concern of both district and building level administrators in the Olathe Unified School District #233. Administrators, as well as teachers, understand that positive teacher morale is important to student achievement and teacher performance and that negative or low teacher morale is viewed as detrimental to students and their education. Ellenberg found, "Where [teacher] morale is high, schools showed an increase in student achievement" (qtd. in Lumsden: 2). As student achievement rises, so will students' attitudes and perceptions. Miller states, "Teacher morale can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for students. This creates an environment which is more conducive to learning" (qtd. in Lumsden: 2).

Purpose of the Study

The purpose of this study is to compare elementary (grades K-6) and secondary (grades 7-12) teachers' morale to determine if there are differences between the two levels of education and overall job satisfaction in the Olathe Unified School District #233. In addition, based on an initial review of the literature, four other variables will be measured to determine if they affect teacher morale: principal leadership, salary, benefits, and teacher input.

Research has shown principal leadership affects teacher morale. Hood found teachers' relationships with their principals were much more important in determining morale level than that of their relationships with other teachers (36). According to Parks, the educational leader sets and establishes the tone for the entire organization (7). The school leader can make the school a pleasant and attractive place to work or an environment where teachers don't enjoy their work. The Olathe Unified School District #233 measures overall job satisfaction of its educators with an instrument called the Baldrige Climate Survey (Olathe Unified School District). This survey examines teacher satisfaction with principal leadership, recognizing that it is a key component of morale.

Research has shown salary and benefits affect teacher morale. In an era when teacher responsibilities have drastically increased, teacher salaries have not. In a study conducted in 2001, Oglesby found an average teacher salary increase in 1999 of 3.2% failed to equal the rate of inflation of 3.4% (1). Since 1999 the Olathe Unified School District #233 has made an effort to increase salaries and benefits. Overall, however, the effort has fallen short in comparison to neighboring school districts.

A review of the research has also shown the amount of teacher input affects morale. The Olathe Unified School District #233 practices shared decision-making and works diligently to gain input from all stakeholders, including teachers. Levin (1991) confirmed the importance of shared decision making, indicating, "Many crucial decisions regarding curriculum, teaching strategies and personnel should be made by school staff at the site level" (qtd. in Enderlin-Lampe: 2).

Positive overall job satisfaction among a teaching staff is essential. Hoy and Miskel reported in 1987 that when teacher morale is high, "Teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs" (qtd. in Lumsden: 1). The Olathe Unified School District #233 began administering the Baldridge Climate Survey in 2004 to monitor and improve overall job satisfaction.

Significance of the Study

The results of this study may be helpful to administrators and district level personnel in the Olathe Unified School District #233 to review if it is shown that teachers have differences in overall job satisfaction at an organizational level--elementary versus secondary. In addition, the study will determine if principal leadership, salary, benefits, and teacher input contribute to those differences. The data could be used to formulate immediate action plans and long-range strategic plans in relation to staff morale and overall climate objectives.

Research Hypotheses

For the purpose of this study, five null hypotheses were tested. In addition to overall job satisfaction, four variables shown to affect teacher morale include: morale based on principal leadership, morale based on salary, morale based on benefits, and morale based on teacher input. The five null hypotheses for this case study were as follows:

H1: There is no difference in elementary and secondary teacher overall job satisfaction as measured by the Baldrige Climate Survey at the 0.05 level of significance.

H2: There is no difference in elementary and secondary teacher morale based on principal leadership as measured by the Baldrige Climate Survey at the 0.05 level of significance.

H3: There is no difference in elementary and secondary teacher morale based on salary as measured by the Baldrige Climate Survey at the 0.05 level of significance.

H4: There is no difference in elementary and secondary teacher morale based on benefits as measured by the Baldrige Climate Survey at the 0.05 level of significance.

H5: There is no difference in elementary and secondary teacher morale based on teacher input as measured by the Baldrige Climate Survey at the 0.05 level of significance.

Definition of Key Terms

For the purpose of clarity, the following key terms of this study are defined. Those definitions not followed by a citation were developed by the researcher.

Morale: Morale is the extent to which an individual's needs are satisfied and the extent to which the individual perceives satisfaction as stemming from the total job satisfaction (Bentley and Rempel).

Elementary School: The elementary organization consists of 7 years of schooling, including kindergarten. The elementary schools include grades kindergarten, 1, 2, 3, 4, 5, and 6 (Olathe Unified School District #233).

Junior High School**:** The junior high school consists of 3 years of school. These are grades 7, 8, and 9. After satisfactorily completing these 3 grades, the student passes on to high school (Olathe Unified School District #233).

Senior High School**:** The high school consists of 3 years of school. These are grades 10, 11, and 12. Before graduating from high school, a student must fulfill specific requirements of the Olathe High Schools and the State of Kansas (Olathe Unified School District #233).

Secondary Schools**:** For the purpose of this study, secondary schools are defined as the combination of junior high and high school, including grades 7-12 in the Olathe Unified School District #233.

Baldrige Climate Survey**:** The *Baldrige Climate Survey* is an instrument that measures teacher morale. The survey is a 66-item instrument, broken into 9 categories: (1) Leadership, (2) Strategic Planning, (3) Student, Stakeholder, and Market Focus, (4) Information and Analysis, (5) Human Resources, (6) Salary and Benefits, (7) Process

Management, (8) Educational and Organization Results, and (9) Diversity (National Institute for Standards and Technology).

Grade Organizational Level**:** For the purpose of this study, grade organizational level is defined as a level of education, organized in a school building in the Olathe Unified School District #233 by grade level, including the elementary school grades K-6 and the secondary school grades 7-12.

Limitations of the Study

The limitations of this study are variables that may affect the outcome of the study and are factors that cannot be controlled by the researcher. The limitation of this study was:

1. This study was limited by the voluntary participation of elementary and secondary teachers in the Olathe Unified School District #233 on the Baldrige Climate Survey during the 2005-2006 and 2006-2007 school years.

Delimitations of the Study

The delimitations for this study are the boundaries of the study controlled by the researcher and indicate why the study may be difficult to generalize to other districts, counties, or states. The delimitation for this case study was:

1. This study is delimited by the voluntary participation of elementary and secondary teachers in one school district, which was the Olathe Unified School District #233 in Olathe, Kansas.

Assumptions of the Study

The assumptions for this case study are conditions that are taken for granted and thought to be true. This case study incorporates the following assumptions:

1. The dependent variables (principal leadership, salary, benefits, and teacher input) are independent of one another.
2. Teachers who participated in the Baldrige Climate Survey answered truthfully.

Potential Outcomes

The outcomes from this case study have the potential to provide valuable information to building and district-level administrators about teacher morale. Furthermore, the outcomes can provide insight to how teacher morale is affected by principal leadership, salary, benefits, and teacher input at the elementary and secondary levels. Data gathered through this study may allow district leaders to formulate strategic action plans that address some issues of teacher morale, as identified in this study.

CHAPTER TWO

REVIEW OF LITERATURE

In reviewing the literature, it becomes evident that there are many factors affecting teacher morale. Previous studies point to common components that teachers recognize as important to their morale. Andrew, Nelson, and Parks define morale as "a subjective phenomenon, experienced by each member of a group in an individual way…a feeling that pervades the spirit of the group" (qtd. in Tucker: 3). This chapter includes ten sections, each examining common components that affect teacher morale:

1. Retention
2. Salary and benefits
3. Social economic status
4. Student achievement and discipline
5. Teaching load, class size, and time
6. Staff development
7. Teacher input
8. Building climate and facilities
9. Principal leadership
10. Other Factors

The literature shows that it is imperative for emphasis to be placed on these factors in order to improve teacher morale. Other factors that affect teacher morale include district growth, reassignment, incentives for National Board Certified Teachers (NBCT's), No Child Left Behind (NCLB) legislation, facilities, career satisfaction, preparation time, school safety, and specific grade level of teaching. These additional

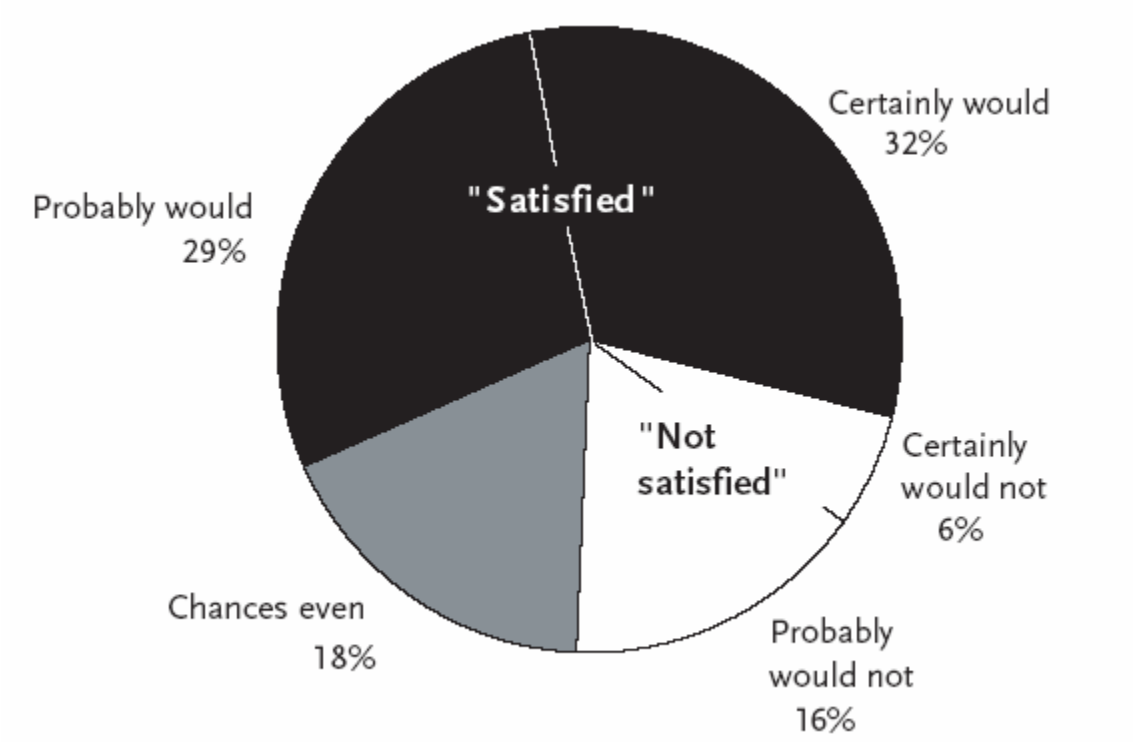
factors are included within the nine specific categories described and are referenced throughout this chapter, as well as detailed in the final section.

Teacher morale has been studied over the last twenty years. Researchers of teacher morale define it similarly, with some subtle differences. Mendel states, "Morale has been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude" (qtd. in Lumsden: 1). Smith defines morale as, "a confident and forward-looking state of mind relevant to a shared and vital purpose" (40). Tucker states that morale and satisfaction, "describe the state of mind, mental and/or emotional attitudes that workers have toward their workplace environment" (14). Bentley and Rempel describe morale as, "the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation" (Lumsden 1). While these definitions of teacher morale differ slightly, they deal with the same common components: state of mind, relevance, purpose, and satisfaction with their profession.

Before breaking down the specific factors that impact teacher morale, it is important to note that, according to a 2001 survey conducted by the National Education Association, about 60% of teachers surveyed reported they certainly or probably would become a teacher again, as noted in Graph 3.

Graph 3

Teacher Willingness to Choose Teaching Again, 2001



Source: National Education Association, 2001

As this review of literature will show, teacher morale is greatly affected by multiple factors, some of which are controllable at the building and district level, and some of which are not. This chapter outlines these factors categorically to show the impact of each component on teacher morale.

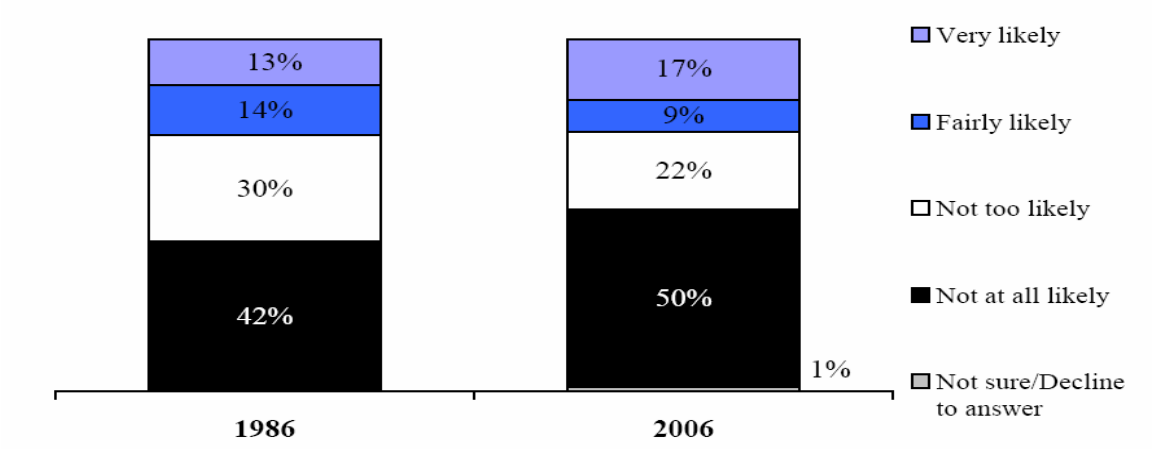
Retention

The Department of Education reported in 2004 that one in every five teachers resigns after their first year of teaching, and almost twice as many leave within three (Quindlen 1). The issues of teacher induction, mentoring, and retention are at the forefront of school districts across the country. Studies have been conducted over the years regarding teacher retention, which has a direct correlation to the morale and job

satisfaction of first to third year teachers. Henderson's 2000 study indicates that an average of 43% of teachers considered leaving the profession compared to a rate of 38% in 1980 and 45% in 1990 (Hays 3). The need to support first-year teachers is becoming more and more important, especially in light of the teacher shortage many districts and states face today. In 2005, the National Center for Education Statistics found that one-third of new U.S. teachers resign during their first three years and almost one-half of new teachers resign during their first five years (Vail 16). Holt concurs, finding that 50% of teachers leave the profession within their first five years (1). Berry and Darling-Hammond's 2006 research presents similarly alarming results: "About 30 percent of new teachers leave within five years, and the rates are much higher for teachers who enter with less preparation and those who do not receive mentoring" (3). A study in the Charlotte-Mecklenburg Schools (CMS) in 2004 found that between 15% and 20% of the teachers leave the profession, with the percentage being much higher for teachers who have less than three years of experience (Charlotte Advocates for Education [CAE] 2). A 2006 survey conducted by MetLife shows that 26% of all teachers in the U.S. indicated it was very likely or fairly likely that they would leave the profession in the next five years, as illustrated in Table 3.

Table 3

Likelihood of Leaving the Teaching Profession by Teachers



Source: MetLife Survey of the American Teacher, 2006

School districts and staff-development offices have taken notice of these alarming statistics and are addressing the problem, as losing teachers equates to losing money. They are devoting time, attention, and funds to attracting new teachers and retaining them. The CAE estimated in 2004 that teacher turnover cost the CMS $11,500 per teacher (CAE 1). The National Association of State Boards of Education (NASBE) indicates, “Maintaining high morale can save money […] As schools retain more beginning teachers, they can realize cost savings associated with hiring, orienting, and evaluating new teachers” (National Association of Elementary School Principals [NAESP] 9).

According to a 2004 National Council for Accreditation of Teacher Education (NCATE) report, “The New York City Department of Education committed $36 million to adopt key components of the new teacher induction model developed by the New Teacher Center. New York City carefully selected 339 mentors from among the city’s

teachers and released them fulltime to work with the New York City's 6,000 first year teachers" (1). Two follow-up studies showed that this costly model was successful after a seventeen year effort in California public schools. The new teacher induction model resulted in an 88% teacher retention rate after six years, which compares favorably to the national teacher retention rate of 50% (NCATE 2). These data show the investment is well worth the money and resources to keep teacher satisfaction at a high level.

In 2004 the National Education Association (NEA) reported, "The price of high turnover is enormous in terms of money, productivity, and morale. The average cost of recruiting, hiring, preparing, and then losing a teacher is $50,000" (qtd. in Vail: 16). Holt gives a more disturbing figure. In 2005, she wrote, "When the nation's school year begins this fall, more than 394,000 of the teachers will not be returning to the schools in which they taught last year, and replacing them could cost almost $5 billion, according to conservative estimates by the Alliance for Excellent Education" (1). Table 4 shows how the Alliance for Excellent Education tabulated the annual costs of teacher turnover and transfer by state using data from the U.S. Department of Education and the National Education Association.

Table 4

Cost of Teacher Turnover and Transfer by State

State	Number of Teachers	Leaving Teachers	Teacher Leaving Cost	Transferring Teachers	Teacher Transferring Cost	Teacher Turnover Cost
AL	50,577	2,632	$28,969,359	3,815	$41,987,258	$70,956,618
AK	8,318	568	$7,920,331	761	$10,611,317	$18,531,647
AZ	48,088	3,977	$44,026,392	4,009	$44,379,821	$88,406,214
AR	30,191	1,434	$14,361,155	2,369	$23,725,427	$38,086,582
CA	279,945	14,417	$206,213,616	17,444	$249,518,976	$455,732,592

State	Number of Teachers	Leaving Teachers	Teacher Leaving Cost	Transferring Teachers	Teacher Transferring Cost	Teacher Turnover Cost
CO	42,345	3,637	$41,635,928	3,050	$34,919,145	$76,555,073
CT	42,122	2,019	$31,359,651	2,315	$35,965,870	$67,325,521
DE	7,528	363	$4,841,971	687	$9,162,186	$14,004,157
DC	5,708	426	$6,017,796	487	$6,871,872	$12,889,668
FL	128,436	7,152	$78,790,723	10,244	$112,854,050	$191,644,744
GA	87,839	6,642	$81,736,892	8,419	$103,609,330	$185,346,221
HI	12,057	1,282	$15,607,820	681	$8,287,407	$23,895,228
ID	14,451	800	$8,530,747	1,360	$14,507,442	$23,038,188
IL	137,204	5,662	$78,961,817	10,405	$145,106,049	$224,067,866
IN	61,135	2,138	$26,843,846	3,781	$47,469,200	$74,313,045
IA	38,116	1,882	$20,144,334	2,804	$30,013,404	$50,157,738
KS	34,134	2,158	$22,649,585	2,732	$28,669,378	$51,318,964
KY	42,842	1,650	$18,010,556	4,080	$44,526,937	$62,537,493
LA	50,806	3,099	$30,776,968	4,638	$46,065,876	$76,842,844
ME	17,508	994	$10,606,424	967	$10,318,166	$20,924,590
MD	54,553	3,378	$44,644,190	5,249	$69,365,028	$114,009,218
MA	78,199	4,011	$56,049,714	4,277	$59,762,606	$115,812,320
MI	100,221	4,558	$67,056,880	7,610	$111,971,866	$179,028,746
MN	57,791	3,315	$39,579,507	4,454	$53,188,209	$92,767,715
MS	33,009	1,935	$18,492,272	2,109	$20,159,747	$38,652,018
MO	64,094	4,036	$43,169,611	6,401	$68,474,496	$111,644,106
MT	11,921	573	$5,525,286	911	$8,780,211	$14,305,497
NE	23,086	1,120	$11,166,635	1,570	$15,654,627	$26,821,262
NV	17,253	1,086	$12,830,603	2,341	$27,660,052	$40,490,655
NH	14,957	645	$7,299,916	903	$10,220,329	$17,520,245
NJ	98,310	4,655	$72,633,486	4,994	$77,928,873	$150,562,359
NM	21,086	1,255	$12,254,139	1,601	$15,632,756	$27,886,896
NY	208,278	13,760	$210,614,387	9,999	$153,046,225	$363,660,611
NC	85,573	7,148	$84,497,347	8,804	$104,067,934	$188,565,281
ND	9,246	398	$3,563,447	554	$4,965,650	$8,529,097
OH	123,370	8,900	$110,627,905	7,708	$95,816,606	$206,444,511

State	Number of Teachers	Leaving Teachers	Teacher Leaving Cost	Transferring Teachers	Teacher Transferring Cost	Teacher Turnover Cost
OK	45,739	2,455	$23,047,221	3,542	$33,258,194	$56,305,415
OR	28,361	1,524	$19,354,114	2,140	$27,179,712	$46,533,826
PA	126,915	6,100	$88,432,504	6,233	$90,358,337	$178,790,841
RI	11,582	396	$5,592,175	772	$10,898,365	$16,490,540
SC	43,723	2,822	$30,551,316	4,067	$44,026,758	$74,578,074
SD	11,538	611	$5,328,932	868	$7,569,478	$12,898,410
TN	58,275	2,971	$32,378,057	5,090	$55,472,856	$87,850,913
TX	266,661	19,034	$214,509,448	25,768	$290,407,937	$504,917,385
UT	23,346	1,736	$18,203,284	1,426	$14,944,657	$33,147,941
VT	9,186	593	$6,715,307	510	$5,773,916	$12,489,223
VA	80,987	5,337	$62,031,275	7,319	$85,074,850	$147,106,125
WA	54,573	3,096	$38,120,738	2,996	$36,889,448	$75,010,187
WV	22,552	636	$6,677,984	1,776	$18,649,644	$25,327,629
WI	67,221	2,033	$25,093,968	3,114	$38,448,836	$63,542,804
WY	7,839	393	$4,026,798	546	$5,587,750	$9,614,549
Total	2,998,795	173,439	$2,158,074,356	220,700	$2,709,805,065	$4,867,879,421

Source: Alliance for Excellent Education, 2003

Bob Wise, president of the Alliance for Education and the former governor of Virginia, notes that teacher turnover has financial and educational repercussions. He states, “The price of losing so many teachers, particularly so many who have just begun their teaching careers, is enormous in terms of dollars…but, it’s also costly in terms of the quality of education we provide our students. Teachers who stay in the classroom gain experience and their students benefit” (qtd. in Holt: 1).

Mentor programs, which assign veteran teachers to those new to the profession, have proven to be quite successful in combating low morale and turnover among new teachers. Successful mentor and induction programs include the following components:

- Recruitment of the most effective and talented teachers to become mentors
- High-quality principals who use a data-driven decision-making process
- Detailed communication plans
- Elimination of school practices that have been barriers to new teachers in the past (NCATE 37)

Vail agrees that effective mentor programs are important. She writes, "One way to slow the turnover tide is by providing support to new teachers, and structured mentoring programs are a part of that effort" (17). Markow notes that another factor which influences one's decision to leave the teaching profession is the absence of a professional mentor during the first year of teaching (11). Armstrong thinks that mentoring is important because, "teaching is a job that requires newcomers to perform up-to-speed beginning day one, so having a helping hand along the way is something many have said is invaluable" (4). A MetLife teacher survey from 2006 shows that teachers who were not assigned to mentors felt unsupported and lacked collegial support. In another study, teachers who received, "basic induction had a turnover probability of 39%, but teachers who received bundles of seven induction components had only an 18% probability of turnover" (Moore Johnson 2). The term "bundles of seven induction components" refers to an induction program instituted by a school or school district that incorporates the following seven common new-teacher induction techniques: mentoring,

supportive administrator communication, collaboration/common planning time, seminars, teacher networks, a teacher aide, and a reduced course load (Kansky 2).

Teacher induction and mentoring programs are not only essential for teacher retention, but also for quality teaching and learning. "Mentors help to increase the new teacher's competence and self-confidence by being available to answer questions and listen to ideas" (Clement 9). While mentoring and induction programs have different looks, qualities, and components, the common element is they all support new teachers, teaching, and learning.

Salary and Benefits

Teacher salaries and benefits are reported to have a great impact on morale and job satisfaction. The topic has been the subject of a longstanding debate in the educational community. David L. Henderson, a professor at Sam Houston State University, conducted an annual teacher survey from 1980-2000. The data show that the average teaching salary in 1980 was $14,113, and the average salary in 2000 was $35,178 (Hays 2). A 2005 study, conducted by the NEA, reported that the average teacher salary in 2004 was $46,735 and in 2005 was $47,808. Locally, the average salary in Kansas in 2005 was $39,175, and the average salary in Missouri in 2005 was $38,971 (NEA 4). Quindlen reports much lower figures in her study, finding that the average new teacher earned just below $30,000 per year in 2005 (1). Her study also reports that the NEA has been pushing for a minimum starting salary of $40,000 for all teachers. A 2006 MetLife study reports that only 33% of elementary teachers and 40% of secondary teachers felt their salary was fair. The survey also shows that 92% of teachers felt their jobs were secure, as illustrated in Table 5.

Table 5

Teacher Salary and Job Security by Teachers

Question	Total	Elementary Teachers	Secondary Teachers
Is your salary fair for the work you do?	36%	33%	40%
Do you feel your job is secure?	92%	93%	91%

Source: MetLife Survey of the American Teacher, 2006

Additional research has shown that working in larger states yields higher salaries. For example, the American Federation of Teachers (AFT) reported in 2001 that the average salary and average beginning salary were higher in Texas than Arizona, New Mexico, and Oklahoma (Texas Public Policy Foundation [TPPF] 2).

A portion of the increases in teacher salary can be attributed to incentives that have been made available to teachers for working in challenging schools. In 2006, National Public Radio (NPR) reported that educators in North Carolina were trying to attract teachers with financial incentives. Teachers in Guilford County Schools in North Carolina could earn up to $15,000 annually in bonuses for working in targeted schools. To get the target bonus, they were required to increase student test scores by a certain percentage (NPR 1). The education community has debated the effectiveness of paying teachers more to work in challenging schools. "In South Carolina, $18,000 salary bonuses could only attract 20% of the teacher specialists needed to fill positions in its lowest performing schools" (Berry and King 3). Berry and King add, "Paying accomplished teachers more for teaching in low-performing schools is necessary; other professions routinely pay more for taking on tougher assignments" (4).

In analyzing the data from MetLife's 2006 teacher survey, Armstrong states, "Higher salary, more money for the school system, and more respect for teachers are the major drivers of satisfaction, which may lead to retention" (1). Armstrong also adds, "Teachers reported [that] providing a decent salary is one way to keep people in the profession, so if we consider incentives from a monetary perspective, this is something that might help" (5). Lumsden disagrees, stating, "A weak relationship was found between teacher satisfaction and salary and benefits" (2). Other studies support Lumsden's views. "Although teachers typically agree that teachers should be paid more, a 1997 study conducted by the National Center for Education Statistics found that teacher compensation, including salary, benefits, and supplemental income, showed little relation to long-term satisfaction with teaching as a career" (NAESP 6).

Others have concluded that salary is not a factor in raising morale, but simply one in lowering morale. "The findings of most research show that it is not that people who are paid more have a higher level of morale at work. Rather, it is the fact that people who feel that they are not being paid enough are demoralized because of that" (First and Best in Education 3). Finally, a 2005 survey of teachers in Virginia shows that 98% of teachers thought the guaranteed annual step movement on the salary scale was an important issue, followed closely by improving teacher salaries to match Virginia benchmarks (Bozza 12).

Social Economic Status

Social Economic Status (SES) has significantly impacted education in recent years. With the NCLB mandate and student data being disaggregated into specific subgroups, educators have placed students from low-income situations at the forefront of

educational needs. SES has an impact on teacher morale, recruitment, and retention, as well as classroom instruction and student learning. The research shows that, "in high-poverty and high-minority schools, where students are likely to be most in need of an experienced teacher, they're the least likely to get one" (Abramson 1). Most of the highly qualified teachers work in high-achieving schools with advanced and gifted students. Typically these high-achieving schools have a small percentage of low SES students. Included in this trend are National Board Certified Teachers (NBCTs). These are teachers who have received a national accreditation as a master teacher. "NBCT's are more likely not to be teaching in low-performing schools" (Berry and Darling 2). A 2006 report noted that poor students and those of color are, "most likely to be taught by inexperienced and under qualified teachers" (Berry and Darling 1).

Teacher salaries are typically lower in low SES areas as well. "While new teacher support is necessary, so is better pay and working conditions. However, because of difficult living and working conditions as well as noncompetitive salaries, too many urban and rural districts are doubly disadvantaged in the competition for teaching talent" (Berry and Darling 6).

Markow found that teachers in schools where more than 66% of the students are low-income were less likely to be satisfied with their careers. Her study also concludes that 46% of the teachers in schools with predominantly low-income students were very satisfied with their careers. This is much lower than the 63% of teachers who were very satisfied with their careers in schools with one-third or fewer low-income students.

The impact of low SES on teacher morale also affects turnover and retention. Ingersoll found that, "high poverty public schools have far higher turnover rates than do

more affluent public schools. Urban public schools have slightly more turnover than do suburban and rural public schools" (42). The statistics of teacher retention in low SES schools is also noted by Protheroe, who reports that, "disadvantaged schools lose staff at a much higher rate than do other schools" (4). A recent study by the Learning First Alliance in 2005 reveals that high-poverty urban schools lose 22% of their teachers annually, compared with only 12.8% in low-poverty schools (Protheroe 3). This turnover in low SES schools would equate to an elementary school that employs twenty teachers having to hire about twenty-two new teachers every five years.

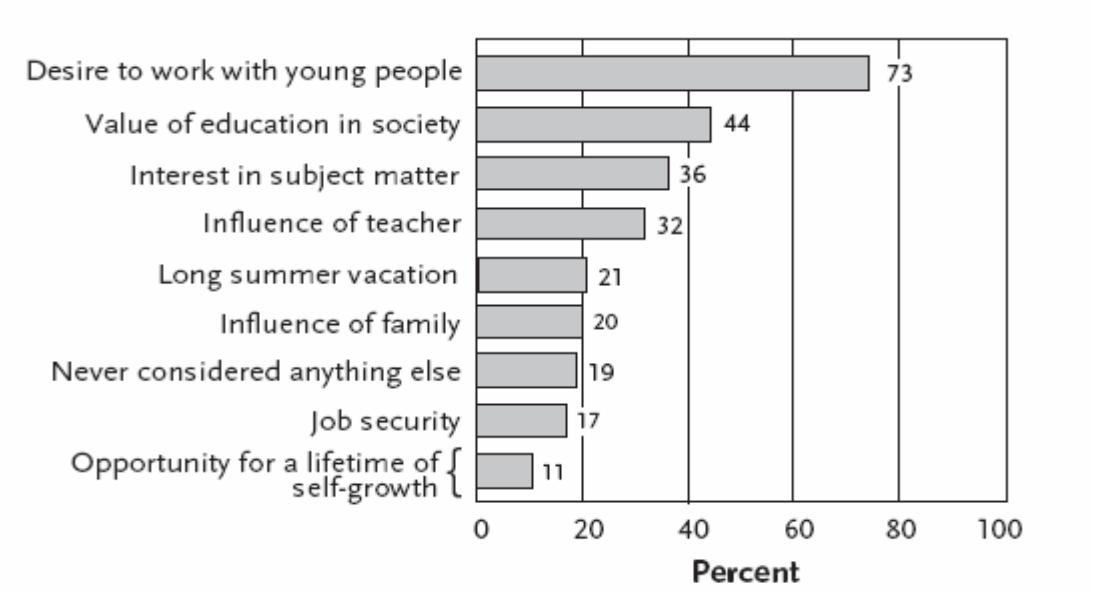
Three separate studies have shown that when low SES schools are able to employ high-quality staff members, they do make an impact (Berry and King 1). "National Board Certified Teachers actually do produce greater student achievement gains than their counterparts, and do so especially for lower-achieving students" (Berry and King 2). These statistics confirm the impact of working in low SES schools on teacher morale, retention and longevity.

Student Achievement and Discipline

The number-one reason teachers enter the profession is to work with students, according to results from a 2001 survey by the NEA, illustrated below in Graph 4.

Graph 4

Why Teachers Originally Decided to Enter the Profession, 2001



Source: National Education Association, 2001

Students, student achievement, and student discipline all play a substantial role in teacher morale and job satisfaction. The primary reason professionals choose teaching is the same reason many leave the profession. Research has shown that students have an effect on teacher morale, just as teachers and instruction have an effect on student achievement.

The Southeast Center for Teaching Quality reported in 2005 that the following are essential components for improving student learning:

1. Teachers who are caring, qualified, and competent with a vast content knowledge and the ability, through quality preparation and ongoing development and support, to ensure that all children can learn
2. Classrooms with adequate resources

3. Districts who support recruitment, retention, and the development of high-quality teachers
4. Schools that provide teachers with time, support, and resources

(Berry and King 1)

Teacher morale is shown to be higher in schools where student achievement is either above average or increasing at a constant level. Protheroe (2006) adds, "Staff members in districts that rapidly and significantly improved student achievement repeatedly talked about being given opportunities to discuss standards and the way teachers could work toward them" (48). Black reported similar findings, noting that where teacher morale is high, students typically show high achievement. She also adds that as teacher morale drops, achievement drops as well, along with other problems coming to the surface (3). Miller noted that teacher morale, "can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for students. This creates an environment that is more conducive for learning" (483). Researchers agree that student achievement has a direct correlation to teacher morale. Miller concludes by stating, "Morale and achievement are related. Where morale is high, schools have shown increases in student achievement" (485).

While student achievement has shown to increase teacher morale, poor student discipline has proven to lower teacher morale. Henderson claims in his study that 57% of teachers thought student discipline was the most challenging issue they had to deal with (Hays 2). Ingersoll reported that disruptive student behavior damages teacher morale and leads some teachers to resign. New teachers in particular have trouble with

classroom management, and teachers who leave say they do not feel adequately supported by principals when disciplining individual students (Vail 14). Other research shows similar results. A 2004 study by Public Agenda reports that 34% of responding teachers had, "seriously considered quitting the teaching profession because student discipline and behavior was such a problem" (qtd. in Protheroe: 5). Whitener found three primary areas of dissatisfaction among teachers: poor student motivation, inadequate support from administration, and lack of recognition from their administration (24). The first two areas of dissatisfaction deal directly with student behavior, discipline, and consequences. Hays concurs in his study, noting that student discipline is a problem. He writes, "Because of state mandates, we can't discipline these kids. We need to get rid of the ones who are interfering with learning" (2).

Hays also reports that 91% of the teachers surveyed felt that social grade promotion proved problematic (1). They indicated that students were being promoted to the next grade level without showing a mastery of their current grade level skills and objectives. Hays concludes that building administrators must support teachers in the area of student discipline to ensure high morale (3).

Teaching Load, Class Size, and Time

Three controllable factors that have been reported to greatly impact teacher morale are teaching load, class size, and time. Teachers, through various surveys, have demonstrated their concerns about their teaching assignments, the size of their classes, and a lack of time for preparation and grading. Frase reports that working conditions, such as class size, discipline issues, resources, money, status, and security are all key factors in determining high job satisfaction for teachers (6). Frase adds that smaller class

size (number of students) increases teacher morale, whereas larger class size lowers teacher morale (41). Moore Johnson surveyed teachers nationwide and found that they "need reasonable teaching loads and class sizes in order to teach most effectively" (1). Her study also reports that the average teaching load for a secondary school teacher is five classes a day, with two different subjects or preparations. Frank McCourt, author of *Teacher Man,* best summarizes the workload placed on teachers writing, "Teaching is harder than working on docks and in warehouses" (qtd. in Quindlen: 1).

Class size has been shown to have an impact on teacher morale and job satisfaction. In a 2003 study, the NEA reported the following average class sizes for different grade levels:

- The average class size for elementary teachers is 21 students
- The average class size for secondary teachers is 28 students (NEA 16)

Overall statistics show a higher level of elementary teacher satisfaction in the area of class size because 53% of all teachers are elementary teachers who have smaller classes than their secondary counterparts. Middle-level teachers represent 22% of the workforce, and the remaining 23% are secondary teachers (NEA 7). Not coincidentally, Rosch reports that high school teachers, on average, feel more stress than elementary and middle-level teachers. They tend to have the most responsibility and the least amount of shared decision-making (Black 7).

Class size is found to affect student learning, as well as teacher morale. Moore Johnson stated, "Student learning is limited when teachers do not have appropriate and fair teaching assignments" and that, "over time, class-size ratios have been steadily declining" (1). A controlled experiment in Tennessee showed long-lasting, positive

effects on student achievement in reading and math with class sizes of 13-17 students compared with 22-26 students (Moore Johnson 2). Striking a balance between a class size small enough for optimal learning and large enough to be economically feasible is critical, as it is clearly shown that class size affects both teacher morale and student achievement.

Time is also a factor in teacher satisfaction. In a 2006 report, the Center for Quality Teaching listed time as one of four essential components affecting student achievement and teacher retention (Berry and King 7). Teacher surveys show the same importance on time. According to 2001 data from the National Center for Education Statistics, schools, "generally offer a six-period day, with about 5.6 hours of classroom time daily. No matter how complex the school subject or how much time the students need to understand it, the schedule assigns an impartial national average of 51 minutes per class period" (qtd. in Ensuring Teacher Quality: 21). Even when non-teaching time is provided for teachers, they cannot always utilize it in a manner that benefits them. Researchers at the Project on the Next Generation of Teachers report that, "schedules rarely provided regular time for joint planning and observation, nor was such collaboration expected or encouraged. Meetings were designed to dispense information to individuals, rather than to share struggles and strategies, which is necessary to fulfill a collective responsibility for educating the school's students" (qtd. in NAESP: 11). The Alliance for Excellent Education notes that common planning time for new teachers is an essential support, and one that is often overlooked (Protheroe 46). Black best summarizes the need for adequate planning and preparation time for teachers, indicating that teachers feel burdened by time constraints, which translates into emotional

exhaustion and low job satisfaction (4). Teachers need time to plan, grade, collaborate, and learn in order to ensure positive job satisfaction.

Staff Development

Staff development and teacher training are expected in education today. In-service time and training are factors that have been reported to affect teacher morale. Research shows that teachers want to receive effective and practical training to help them be more successful and efficient in their classrooms. Armstrong noted in 2006 that teacher training should start earlier. She writes, "Professional development is key, particularly during teacher prep programs before people actually enter the career" (1). Berry and King confirm that morale is affected by early staff development, stating, "its little wonder, then, that teachers who were unsupported in their early years of teaching but remain in the profession often move through their careers without much evidence of an accomplishment" (4). The need for staff development, especially in the early stages of the profession, and its effect on teacher morale is evident.

Recently, administrators have made a major change in staff development procedures. They have found that including teachers in the planning and implementation of staff development positively impacts morale. Staff learning and active participation in training sessions hasn't always been the norm. Murphy declared that, "faculty meetings are a wasteland. Teachers make jokes about them. They laugh about how bad they are" (qtd. in Richardson: 1). The development of Professional Learning Communities (PLCs) has transformed staff development and has increased teacher participation, interest, and morale. Schmidt agrees that overhauling the typical faculty-meeting format has had an impact on teacher morale, noting, "We changed faculty meetings so it wasn't just a

meeting to get together. It was a meeting designed for teacher learning" (3). Ballow confirms that the transition to active learning through staff development has increased staff morale, stating, "Our teachers love this. They have a great time with each other and they are learning" (2). Jerde concurs, adding, "They love doing this. When they get together, it's a very rich, professional talk" (qtd. in Richardson: 19). Christian also found the switch to professional learning communities and active staff development to be beneficial for staff morale, noting that, "moving traditional staff meetings to professional learning time has increased staff morale and participation" (17).

Collaboration has become not only an important piece of staff development, but also a large factor in teacher morale. "Teachers find working with their colleagues intellectually stimulating and the ability and time to collaborate on lesson plans and projects is another reason they stay at their jobs" (Vail 19). The positive effects that active staff development has on teacher morale have also translated into more effective teaching. Jerde agrees, adding, "What makes this work so well is that everyone is participating. Once they get into this, it makes such a difference in their teaching" (17).

Teacher Input

Richard Ingersoll, a professor in the University of Pennsylvania's Graduate School of Education, has done a great deal of research on why teachers leave the profession. He discovered that a major element of teacher dissatisfaction stems from how much decision-making they are allowed. Ingersoll states, "If you give teachers more say, you'll have a more positive climate and less teacher turnover" (17). He adds, "Giving teachers a role in school decisions doesn't necessarily mean site-based management. It means that teachers and other staff members have a voice in decisions that affect them"

(18). Other educational experts agree, including Antonia Cortese, executive vice-president of the American Federation of Teachers, who stated, “Take note that this is important to teachers. If we want to keep the retention rate up, teachers must be used for their professional expertise” (qtd. in Vail: 18). Similarly, Clement notes, “The success of a school depends, in large measures, on the quality of a teaching staff” (32). She adds that quality teachers have beneficial ideas and input that should be valued.

Perie, Baker, and Whitener maintain that satisfied teachers participate in making important school decisions and that their principals frequently engage them in meaningful discussions about instructional practices (46). Brost reported efforts to implement shared decisions are, “much more likely to be effective in schools with a strong sense of a professional community” (47). Vail notes that gathering staff input, either through informal chats or formal surveys, is essential for staff members to feel empowered (16). This input also serves as a reliable tool to alert administrators to potential problems.

There are concerns about utilizing staff input in all situations. Meadows and Saltzman caution that, “collaborative decision making is a change that takes time, planning, and skill” (46). They also note that not all staff members will be receptive to this type of shared leadership, as some teachers just want to teach and not have the responsibility of leadership decisions. Other teachers have noted that their role in decision-making is not always clear. “Teachers felt their roles on various district committees were ill-defined” (Castallo 21). Black agrees, claiming, “School leaders [. . .] need to give teachers a voice in their day-to-day responsibilities, a strong support, and a sense their work is significant” (1). The impact that shared decision-making, teacher

input, and teacher empowerment have on job satisfaction is shown to be a significant factor in, if not one of the top components of, teacher morale.

Building Climate and Facilities

Deming explains that climate in the work environment is critical to employee job satisfaction by speaking of his 85-15 rule. "85% of a worker's performance is determined by the system in which they work, and the remaining 15% by their individual effort" (6). The importance of positive climate is affirmed by many top educators and research, yet it is not always easy to identify. Vail states that, "climate affects morale enormously, but it's not always easy to read" (17). Vail adds that principals must find a core group of staff members who believe in the school and build from there. Other research shows that climate, or lack thereof, can have a profound effect on student learning. Moore Johnson agrees, adding, "Effective teaching can be enabled or constrained by the school workplace and the supports it offers, or fails to offer" (1). A 1999 study from First and Best in Education showed that good working conditions alone are not enough to keep morale at a high level (4). Principals must make difficult decisions concerning the welfare and overall climate of the school.

Facilities have also been found to affect teacher morale. Previous studies have shown a direct correlation between the cleanliness and organization of buildings and morale. "Teachers who work every day in crumbling buildings with leaky roofs and broken plumbing are bound to feel that their work isn't especially valued. Morale is especially poor when schools are in disrepair because voters won't pass bond issues, sending a message about the community's lack of commitment to education" (Vail 19). Berry and King agree, stating, "It is not enough to just pay teachers more; the conditions

have to be in place to give them a chance to succeed" (3). Facilities have such an impact on teacher morale that many teachers either leave or consider leaving their school due to the poor conditions of the facilities. One survey shows that, among teachers who graded their facilities with a mark of "C" or lower, 40% said poor facility conditions caused them to ponder leaving their schools, and 30% thought of leaving the teaching profession due to poor facilities (Moore Johnson 5).

Principal Leadership

The findings of research on how principal leadership affects teacher morale are much more consistent than that of the many other factors influencing teacher morale. Numerous studies show that principal leadership is one of the most important factors which affect teacher morale. "Principals are the keys to improving the morale and self-esteem of teachers" (Lumsden 1). Berry and King claim that an effective building principal is the most important factor in effective teaching and teacher morale, stating, "Accomplished teachers do not want to work for weak principals" (8). Effective principals are those described as:

- Visionary leaders
- Risk-takers
- Self-motivated
- Problem-solvers
- Committed to and passionate about their profession (CAE 2)

"These principals also provide continual feedback to their teachers and find ways to provide teachers with professional development activities" (CAE 2). Peterson gives a more in-depth analysis:

> "Principals shape school culture through three key processes. First, they read the culture, understanding the culture's historical source as well as analyzing current norms and values. Second, they assess the culture, determining which elements of the culture support the school's core purposes and the mission, and which hinder achieving valued ends. Finally, they actively shape the culture by reinforcing positive aspects and working to transform negative aspects of the culture" (qtd in NAESP: 53).

Black notes in a 1998 report published by the ERIC Clearinghouse on Educational Management, "Teacher morale is higher in schools where principals create a positive school culture and climate" (2). Principals, the report says, are the key to improving teachers' morale because they, "control many of the contingencies in the work environment and are the source of much reinforcement for teachers" (Black 2).

The literature in this field consistently supports the notion that principal leadership greatly affects teacher morale. A 2004 report from the CAE notes several ways in which principals can demonstrate support for teachers. They can:

- Demonstrate to teachers that they "work for them," not vice-versa
- Provide resources, often creatively, that teachers need to be successful
- Keep "stressors," such as extra duties and paperwork, to a minimum
- Publicly support teachers and recognize them for a "job well done" (48)

Many teachers who have left the profession point to principal leadership as a major factor in their decision. Whitener analyzed data from surveys of teachers who had either left teaching or had stressed dissatisfaction with their previous school. Both groups identified inadequate support and lack of recognition from school leaders as two

significant factors. However, the ability to control morale may not always be in a principal's hands. "Some things about teacher morale you can control; others you can't. Much of the responsibility lies within the building leader, but changes can be made at the district level, too" (Vail 16). Accessibility is also a key factor influencing teacher satisfaction with a principal. "When a principal is thought to be inaccessible, teachers see this as a lack of leadership and an impediment to getting their voices and concerns heard" (Armstrong 4). Macmillan noted that teachers have more job satisfaction and higher morale in schools where the atmosphere is open and collegial. He reports that in schools where the atmosphere is tense and where teachers feel isolated, they tend to have less job satisfaction and lower morale (Black 3). The importance of building leadership on teacher morale is clear. Its status as the number one factor affecting teacher morale may be best summarized by Moore Johnson, who states, "The principal's role is so important to a school's success that it is singled out for special emphasis. The principal is the broker of school workplace conditions" (5).

Other Factors

Research and previous studies have shown that the aforementioned factors have an impact on teacher morale and job satisfaction. Other factors that influence teacher morale include parental support, grade configuration, school safety, No Child Left Behind legislation, highly-qualified teaching status, and content area.

Lumsden noted the importance of parental support in her study, reporting that, "teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not" (2). Armstrong agrees, claiming, "Parent involvement is a major factor of satisfaction" (qtd. in Lumsden: 2).

Grade reconfiguration has been shown to have an impact on teacher morale. The Warwick Valley (NY) school system reconfigured its elementary and middle schools several times to keep up with the growing enrollment, which went from 2,800 students to 4,700 students in fifteen years. Castallo reported that, "this change resulted in the reassignment of veteran teachers, many of whom did not want to move. Teacher morale was also affected by protracted contract negotiations that spanned several years" (20).

School safety is another factor that affects teacher morale and job longevity. Perie and Baker analyzed the data from a 1997 study conducted by the National Center for Education Statistics and found that, "the most satisfied teachers viewed their schools as supportive, safe, and autonomous environments" (Protheroe 46).

No Child Left Behind legislation, enacted by the George W. Bush administration in 2001, has shown to significantly impact teacher morale. Many educators report they are more concerned about teaching to the test rather than the prescribed curriculum, which has had an impact on job satisfaction, as well as student learning. "According to one recent survey, 66% of teachers said they were concentrating on tested information to the detriment of other important areas of learning" (Moore Johnson 4). This study also shows that test pressure ranked as the top reason new teachers left the profession and as a top-three factor that influenced experienced teachers to leave the profession (Moore Johnson 4).

The mandates of NCLB have not only affected morale, but have affected districts trying to hire highly qualified teachers of certain subjects. Berry and Darling-Hammond value the promise of NCLB and its mandate to ensure a highly qualified teacher in each core academic class, despite the many challenges it presents. This mandate has placed a

strain on teacher morale, as teachers in rural schools, middle schools, and reform-oriented high schools must often handle multiple subjects while meeting the yearly benchmarks mandated by NCLB.

Another factor that affects teacher morale is the content area taught. Teachers of some content areas have indicated lower morale than those who teach in other content areas. Ingersoll found that math, science, and elementary special education teachers have higher rates of turnover and low job satisfaction, while social studies and English teachers have lower rates of turnover and higher job satisfaction (Protheroe 2).

Conclusion

This chapter discussed the many factors that are related to teacher morale. Professional mentors and induction programs are imperative to both teacher morale and retention. Many studies show that the more effective the initial teacher training, the more likely the teacher is to be satisfied and stay in the profession. Teacher salary, building climate, and facilities are shown to impact morale. Much of the research shows that teachers who feel well compensated have higher morale than their counterparts. It is also evident that teachers who work in buildings with a positive climate and clean or newer facilities have higher morale. Social Economic Status impacts morale. Teachers who work in low SES areas have lower morale than those who work in high SES communities. Teacher input and empowerment has been shown to impact morale. Teachers want to have input into decision-making, including policies, procedures, and traditions.

Research studying the impact of principal leadership on morale clearly notes that principals or building leaders may have the greatest impact on morale. Many studies and

articles conclude that the relationship between the building principal and the teacher influences morale more than other factors. The chapter concludes with additional factors that are found to affect morale, including NCLB, preparation time, grade level taught, contract negotiations, school safety, and parent support. While these factors are noted as influencing morale, they do not have the same degree of impact, according to the research, as the top nine factors, identified at the beginning of the chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

This study was designed to compare the morale and overall job satisfaction of elementary and secondary teachers to determine if significant differences exist between the two groups based on four variables: principal leadership, salary, benefits, and teacher input. The rationale for selecting elementary and secondary teachers as the two groups was that the Olathe Unified School District #233 has a unique grade configuration that necessitates this methodology. The Olathe Unified School District #233 is one of only two districts in the state of Kansas still operating under the grade configuration of K-6 elementary schools, 7-9 junior high schools, and 10-12 high schools. Due to the unique organizational configuration of the grade levels in the district, a comparison cannot be made between elementary, junior high, and high school teachers. Many teachers at junior high schools teach both middle level (grades 7 and 8) and high school (grade 9) courses and, thus, represent both populations.

This chapter describes the procedures and methodology used to test the five null hypotheses of this study. It includes the five null hypotheses, a description of the measurement instrument, a description of the sample, dependent and independent variables, data collection procedures, statistical analysis procedures, and a summary.

Research Hypotheses

In reviewing the literature, the research indicated many factors that are related to teacher morale. Principal leadership, salary, benefits, and teacher input are among those factors. To further analyze this topic, the following five null hypotheses were tested:

H1: There is no difference in elementary and secondary teacher overall job satisfaction as measured by the Baldrige Climate Survey at the 0.05 level of significance.

H2: There is no difference in elementary and secondary teacher morale based on principal leadership as measured by the Baldrige Climate Survey at the 0.05 level of significance.

H3: There is no difference in elementary and secondary teacher morale based on salary as measured by the Baldrige Climate Survey at the 0.05 level of significance.

H4: There is no difference in elementary and secondary teacher morale based on benefits as measured by the Baldrige Climate Survey at the 0.05 level of significance.

H5: There is no difference in elementary and secondary teacher morale based on teacher input as measured by the Baldrige Climate Survey at the 0.05 level of significance

Instrumentation

The research instrument used to collect teacher morale data was the Baldrige Climate Survey (see Appendix A). The Olathe Unified School District #233 adapted the survey for educators by changing roles and titles, including a change from "CEO" to "Superintendent" and from "Customers" to "Students" with permission from the Baldrige National Quality Program. The Baldrige Climate Survey serves as one of the criteria for businesses and school districts to obtain the Malcolm Baldridge National Quality Award (NIST 1). The United States Commerce Department's National Institute of Standards and Technology (NIST) endorses and manages the Baldrige National Quality Program. The NIST does not have confirmation on the reliability and validity of the Baldrige Climate Survey. The survey has been given to various organizations for the past 17 years, but its reliability and validity have not been determined.

Each year since 1987 the program has recognized organizations for their achievements in quality and performance by giving the Malcolm Baldrige National Quality Award. Past educational recipients of this award include Jenks Public Schools (2005), Richland College (2005), Pearl River School District (2001), and the Chugach School District (2001). The Olathe Unified School District #233 began its pursuit of the Malcolm Baldrige National Quality Award in 2005 (Olathe Unified School District).

The Baldrige Climate Survey is an online assessment. Teachers of grades K-12 in the Olathe Unified School District #233 took the survey on a voluntary basis in January of 2006 and 2007. The survey identifies respondents by position, either as "elementary teacher" (grades K-6) or "secondary teacher" (grades 7-12). Teachers take the Baldrige

Climate Survey at a computer station, providing feedback on nine categories that affect morale. The categories and the number of questions in each are:

1. Leadership (9 questions) – This category entails the district, its mission, district leadership, input, and district-level professional development.
2. Strategic Planning (4 questions) – This category pertains to the district's long-term plans, staff input on these plans, and progress of the plans.
3. Student, Stakeholder, and Market Focus (6 questions) – This category relates to customer service, customer satisfaction, and communication. "Customer" in this case refers to students, parents and the community served by the school district.
4. Information and Analysis (6 questions) – This category addresses how the district measures the quality of the employee's work and improvement, as well as the information made available to the employee.
5. Human Resources (14 questions) – This category includes climate, safety, principal leadership, recognition, job education, and advancement opportunities.
6. Salary and Benefits (2 questions) – This category relates to teacher salary and benefits.
7. Process Management (7 questions) – This category pertains to data collection and feedback, work processes, time, and ethical work environment.
8. Educational/Organization Results (8 questions) – This category involves effective use of time, customer satisfaction with teacher work, law and regulation compliance, standards and ethics, and community service.

9. Diversity (10 questions) – This category addresses diverse management, discrimination, sexual harassment, effective hiring practices, and conflict resolution.

Source: National Institute for Standards and Technology, 2007

The district encouraged all certified teachers to take the survey and assured them that their participation and responses would be anonymous. Building principals received updates on the participation percentage in their buildings; however, the principal could not identify individual participants. Respondents need approximately twenty minutes to complete the voluntary survey. The 66-item opinionairre uses a 5-point Likert-type scale. Scoring categories are illustrated for each tested variable (overall job satisfaction, principal leadership, salary, benefits, and teacher input) in Table 6.

Table 6

Scoring Rubric for Baldrige Climate Survey by Category

Category	1	2	3	4	5
Overall Job Satisfaction	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
Principal Leadership	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Salary	Much Lower	Slightly Lower	About the same	Slightly Higher	Much Higher
Benefits	Much Lower	Slightly Lower	About the Same	Slightly Higher	Much Higher
Teacher Input	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

Source: Baldrige Climate Survey

Scores were computed by the Baldrige National Quality Program based on data derived from the survey. T-tests were run for each of the two years (2005-2006 and 2006-2007) on 12 questions from the survey. The 12 questions were categorized into the five areas of concentration of this case study. Overall job satisfaction (1 question), principal leadership (5 questions), salary (1 Question), benefits (1 question), and teacher input (4 questions) were analyzed independently of one another for the 2005-2006 and 2006-2007 school years. To determine an overall score for principal leadership and teacher input, five questions on principal leadership and four questions on teacher input were combined and averaged to determine an overall score for principal leadership and teacher input. Table 7 shows the question from the Baldrige Climate Survey used in this study to measure overall job satisfaction.

Table 7

Overall Job Satisfaction Question

Question #1	Overall, how satisfied are you with your job?

Source: Baldrige Climate Survey

Five questions were used to determine an overall score (scoring listed in Table 6) for teacher morale based on perceptions of principal leadership. Table 8 illustrates five questions (4, 30, 33, 34, and 38) from the Baldrige Climate Survey used to measure teacher morale based on principal leadership.

Table 8

Principal Leadership Questions

Question #4	My principal or supervisor encourages learning that will help me advance in my career.
Question #30	My principal or supervisor provides me with ongoing constructive suggestions to improve.
Question #33	My principal or supervisor and the district care about me.
Question #34	My principal or supervisor provides fair and accurate ratings of my performance.
Question #38	My principal or supervisor encourages me to develop my job skills so I can advance in my career.

Source: Baldrige Climate Survey

Teacher morale based on salary, using the scoring illustrated in Table 6, was measured with question #40 listed in Table 9.

Table 9

Salary Question

Question #40	In comparison with people in similar jobs with other school districts, I feel my pay is:

Source: Baldrige Climate Survey

Teacher morale based on benefits, using the scoring illustrated in Table 6, is shown below in Table 10.

Table 10

Benefits Question

Question #41	In comparison with people in similar jobs with other school districts, I feel my benefits are:

Source: Baldrige Climate Survey

Four questions were used to determine an overall score (scoring listed in Table 6) for teacher morale based on teacher input. Table 11 illustrates four questions (5, 11, 13, and 15) from the Baldrige Climate Survey used to measure teacher morale based on teacher input.

Table 11

Teacher Input Questions

Question #5	My school district asks what I think.
Question #11	Employees participate in planning for the school district's future.
Question #13	As it plans for the future, the school district asks for my ideas.
Question #15	I am allowed to make decisions to solve problems for my customers.

Source: Baldrige Climate Survey

Data Collection and Statistical Analysis

Permission for using the data from the Baldrige Climate Survey, given to elementary and secondary teachers in the Olathe Unified School District #233, was obtained from the following sources:

1. The Baker University Institutional Review Board: The Baker University Institutional Review Board granted approval of this research proposal (see Appendix B).

2. Olathe Unified School District #233: Dr. Gary George, assistant superintendent of quality management services for the Olathe Unified School District #233, gave approval for the release of the Baldrige Climate Survey results for the purpose of this study (see Appendix C).

The Olathe Unified School District #233 received the data, sorted by question and category, from Baldrige National Quality Program after the completion of the surveys. The data, provided by the district, were broken down by elementary and secondary schools. Survey data were collected from certified, classified, and administrative staff in the Olathe Unified School District #233. However, this study only includes data collected from the certified teaching staff at the elementary and secondary levels.

Upon receiving the data from the Olathe Unified School District #233, the data were analyzed using SPSS Student Software 14.0. Descriptive data calculations, including mean, median, mode, standard deviation, and variance, were performed on elementary and secondary teachers' data for two consecutive school years (2005-2006 and 2006-2007). A t-test for independent means was used to analyze the data for the two groups, elementary teachers and secondary teachers. The rationale for selecting the t-test to analyze the data was that it would be effective for comparing two groups (elementary and secondary teachers) against each of the four dependent variables that affect morale (principal leadership, salary and benefits, teacher input, and overall job satisfaction). SPSS Student Software 14.0 computed the t-tests with the level of significance set at 0.05.

The data were analyzed for each of the two years to examine consistency across time in the differences between elementary and secondary teachers' responses to the five

variables analyzed in this study: overall job satisfaction, principal leadership, salary, benefits, and teacher input.

Summary

The focus of this study was to determine if there was a difference in teacher morale between elementary (grades K-6) and secondary (grades 7-12) teachers based on overall job satisfaction, principal leadership, salary, benefits, and teacher input. The Baldrige Climate Survey has been used to measure teacher morale for four years in all schools in the Olathe Unified School District #233. This study examines and compares the results from the 2005-2006 and 2006-2007 school years, which are detailed in Chapter 4.

CHAPTER FOUR

FINDINGS OF THE STUDY

The purpose of this study was to determine if there is a significant difference in overall job satisfaction between elementary and secondary teachers in the Olathe Unified School District #233 and teacher morale based on principal leadership, salary, benefits, and teacher input. The Baldrige Climate Survey was offered to all certified elementary and secondary teachers during January of the 2005-2006 and 2006-2007 school years. Approximately 518 elementary teachers and 353 secondary teachers took the Baldrige Climate Survey in 2005-2006. This represented 55% of the 940 elementary teachers and 41% of the 856 secondary teachers employed in the Olathe Unified School District #233 during this school year. In 2006-2007, approximately 750 elementary teachers and 555 secondary teachers took the survey. The voluntary participation represents 78% of the 952 elementary teachers and 62% of the 897 secondary teachers employed by the district during the 2006-2007 school year.

The Data

The results from this study are presented in five sections: with each section covering each of the hypotheses tested. The first section contains results based on overall job satisfaction and shows the results of question 1 from the Baldrige Climate Survey. The second section contains results based on perceptions of principal leadership, where five questions (4, 30, 33, 34, and 38) from the Baldrige Climate Survey were combined and averaged to determine an overall principal leadership score. The third section contains results related to salary, which was derived from responses to question 40. The fourth section contains one question pertaining to benefits (question 41). The final

section contains results based on perceptions of teacher input. In this section, four questions (5, 11, 13, and 15) were combined and averaged to determine an overall score for teacher input.

Each section contains one table comparing elementary and secondary results in 2005-2006 and 2006-2007. Since it is assumed there is no interaction between the five dependent variables tested in this study, a "t-test" for independent means was used to determine if significant differences existed between elementary and secondary teacher morale in each of the five categories. The interpretation of determining if there was a significant difference in each tested variable was made by comparing the t-value to the critical value. The t-value is defined by Salkind as "the test statistic of the obtained value" (163). The critical value, which is the value needed for rejection of the null hypothesis, was established at 1.96 for this study. This critical value was derived based on data being analyzed as a non-directional, two-tailed test with the level of significance set at 0.05 and the degrees of freedom placed in the infinity range due to the large sample sizes in each variable (Salkind 359).

Overall Job Satisfaction

H1: There is no difference in elementary and secondary teacher overall job satisfaction as measured by the Baldrige Climate Survey at the 0.05 level of significance.

In the 2005-2006 school year, 518 elementary and 353 secondary teachers answered Question 1 (illustrated in Table 7) on the Baldrige Climate Survey. The mean score for elementary teachers was 4.382 and the standard deviation (average amount of variability in a set of scores) was .851. The mean score for secondary teachers was 4.405 and the standard deviation was .858. The t-value was -.388, which when compared to the

critical value (1.96), indicates no difference in overall job satisfaction between elementary and secondary teachers (2005-2006). There is not enough evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis is accepted.

During the 2006-2007 school year, 750 elementary teachers and 555 secondary teachers responded to Question 1. The mean score for elementary teachers was 4.503 with a standard deviation of .714. The mean score for secondary teachers was 4.360 with a standard deviation of .839. The t-value was 3.303, which when compared to the critical value (1.96), indicates a significant difference in overall job satisfaction between elementary and secondary teachers (2006-2007). There is evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis can be rejected.

The results of Question 1 on the Baldrige Climate Survey during the 2005-2006 and 2006-2007 school years are illustrated below in Table 12.

Table 12

Overall Job Satisfaction Elementary vs. Secondary

Group	N	Mean	Standard Deviation	T-Value
Elementary 2005-2006	518	4.382	.851	-.388
Secondary 2005-2006	353	4.405	.858	
Group	N	Mean	Standard Deviation	T-Value
Elementary 2006-2007	750	4.503	.714	3.303
Secondary 2006-2007	555	4.360	.839	

Principal Leadership

H2: There is no difference in elementary and secondary teacher morale based on principal leadership as measured by the Baldrige Climate Survey at the 0.05 level of significance.

In the 2005-2006 school year, 515 elementary and 385 secondary teachers answered five principal leadership questions (4, 30, 33, 34, and 38), illustrated in Table 8, from the Baldrige Climate Survey. The mean score for elementary teachers was 4.316 and the standard deviation was .840. The mean score for secondary teachers was 4.076 and the standard deviation was .970. The t-value was 3.38, which when compared to the critical value (1.96), indicates a significant difference in perceptions of principal leadership between elementary and secondary teachers (2005-2006). There is evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis can be rejected.

In the 2006-2007 school year, 741 elementary and 539 secondary teachers answered the five principal leadership questions (4, 30, 33, 34, and 38) from the Baldrige Climate Survey. The mean score for elementary teachers was 4.206 and the standard deviation was .918. The mean score for secondary teachers was 3.909 and the standard deviation was 1.055. The t-value was 5.4, which compared to the critical value (1.96), indicates a significant difference in perceptions of principal leadership between elementary and secondary teachers (2006-2007). There is evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis can be rejected.

The results of the comparison of elementary and secondary teacher morale based on principal leadership for the 2005-2006 and 2006-2007 school years is illustrated below in Table 13:

Table 13

Principal Leadership Elementary vs. Secondary

Group	N	Mean	Standard Deviation	T-Value
Elementary 2005-2006	515	4.316	.840	3.38
Secondary 2005-2006	385	4.076	.970	
Group	N	Mean	Standard Deviation	T-Value
Elementary 2006-2007	741	4.206	.918	5.40
Secondary 2006-2007	539	3.909	1.055	

Salary

H3: There is no difference in elementary and secondary teacher morale based on salary as measured by the Baldrige Climate Survey at the 0.05 level of significance.

In the 2005-2006 school year, 489 elementary and 367 secondary teachers answered Question 40 (illustrated in Table 9) on the Baldrige Climate Survey. The mean score for elementary teachers was 2.640 and the standard deviation was .902. The mean score for secondary teachers was 2.542 and the standard deviation was .876. The t-value was 1.590, which compared to the critical value (1.96), indicates no difference in perception of salary between elementary and secondary teachers (2005-2006). There is not enough evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis is accepted.

In the 2006-2007 school year, 700 elementary and 523 secondary teachers answered Question 40 on the Baldrige Climate Survey. The mean score for elementary teachers was 2.791 and the standard deviation was .827. The mean score for secondary teachers was 2.734 and the standard deviation was .842. The t-value was 1.18, which compared to the critical value (1.96), indicates no difference in perception of salary between elementary and secondary teachers (2006-2007). There is not enough evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis is accepted.

The results of the comparison of elementary and secondary teacher morale based on salary for the 2005-2006 and 2006-2007 school years are illustrated below in Table 14:

Table 14

Salary Elementary vs. Secondary

Group	N	Mean	Standard Deviation	T-Value
Elementary 2005-2006	489	2.64	.902	1.590
Secondary 2005-2006	367	2.542	.876	
Group	N	Mean	Standard Deviation	T-Value
Elementary 2006-2007	700	2.791	.827	1.188
Secondary 2006-2007	523	2.734	.842	

Benefits

H4: There is no difference in elementary and secondary teacher morale based on benefits as measured by the Baldrige Climate Survey at the 0.05 level of significance.

In the 2005-2006 school year, 470 elementary and 361 secondary teachers answered Question 41 (illustrated in Table 10) on the Baldrige Climate Survey. The mean score for elementary teachers was 3.072 and the standard deviation was .843. The mean score for secondary teachers was 3.05 and the standard deviation was .808. The t-value was .388, which compared to the critical value (1.96), indicates no difference in perception of benefits between elementary and secondary teachers (2005-2006). There is not enough evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis is accepted.

In the 2006-2007 school year, 665 elementary and 501 secondary teachers answered Question 41 on the Baldrige Climate Survey. The mean score for elementary teachers was 3.162 and the standard deviation was .775. The mean score for secondary teachers was 3.124 and the standard deviation was .772. The t-value was .884, which compared to the critical value (1.96), indicates no difference in perception of benefits between elementary and secondary teachers (2006-2007). There is not enough evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis is accepted.

The results of the comparison of elementary and secondary teacher morale based on benefits for the 2005-2006 and 2006-2007 school years is illustrated below in Table 15:

Table 15

Benefits Elementary vs. Secondary

Group	N	Mean	Standard Deviation	T-Value
Elementary 2005-2006	470	3.072	.843	.388
Secondary 2005-2006	361	3.05	.808	
Group	N	Mean	Standard Deviation	T-Value
Elementary 2006-2007	665	3.162	.775	.844
Secondary 2006-2007	501	3.124	.772	

Teacher Input

H5: There is no difference in elementary and secondary teacher morale based on teacher input as measured by the Baldrige Climate Survey at the 0.05 level of significance.

In the 2005-2006 school year, 500 elementary and 376 secondary teachers answered four questions regarding teacher input (5, 11, 13, and 15) from the Baldrige Climate Survey (illustrated in Table 11). The mean score for elementary teachers was 4.247 and the standard deviation was .699. The mean score for secondary teachers was 3.919 and the standard deviation was .924. The t-value was 5.964, which when compared to the critical value (1.96), indicates a significant difference in perception of teacher input between elementary and secondary teachers (2005-2006). There is evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis can be rejected.

In the 2006-2007 school year, 743 elementary and 522 secondary teachers answered four questions regarding teacher input (5, 11, 13 and 15) on the Baldrige Climate Survey. The mean score for elementary teachers was 4.23 and the standard deviation was .761. The mean score for secondary teachers was 3.982 and the standard deviation was .926. The t-value was 5.511, which compared to the critical value (1.96), indicates a significant difference in perception of teacher input between elementary and secondary teachers (2006-2007). There is evidence to conclude there is a statistically significant difference between the means and thus the null hypothesis can be rejected.

The results of the comparison of elementary and secondary teacher morale based on perceptions of teacher input for the 2005-2006 and 2006-2007 school years is illustrated below in Table 16:

Table 16

Teacher Input Elementary vs. Secondary

Group	N	Mean	Standard Deviation	T-Value
Elementary 2005-2006	500	4.247	.699	5.964
Secondary 2005-2006	376	3.919	.924	
Group	N	Mean	Standard Deviation	T-Value
Elementary 2006-2007	743	4.23	.761	5.511
Secondary 2006-2007	522	3.982	.926	

Summary

Chapter four presented the results of the five null hypotheses tested in this study. The results were obtained from t-tests for independent means used to analyze elementary and secondary teacher responses to the five dependent variables.

Differences in elementary and secondary teacher morale were shown in three of the five tested hypotheses, including overall job satisfaction, principal leadership, and teacher input. Overall job satisfaction showed differences in 2006-2007, while perceptions of principal leadership and teacher input both showed differences in 2005-2006 and in 2006-2007. There was no significant difference found in elementary and secondary teacher morale based on salary or benefits in either 2005-2006 or 2006-2007.

The final chapter of this study will provide a summary of the findings, conclusions, and recommendations for the Olathe Unified School District #233 and for further research studies on teacher morale.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study examined overall job satisfaction and the effects of principal leadership, salary, benefits, and teacher input on elementary and secondary teacher morale during the 2005-2006 and 2006-2007 school years in the Olathe Unified School District #233. Teachers' morale was measured by teacher response to the Baldrige Climate Survey. This survey is given annually to teachers in the school district to assist building and district level leadership in gauging the climate of the district as perceived by its employees. A comparison was made between elementary and secondary teacher morale in five categories: overall job satisfaction, principal leadership, salary, benefits, and teacher input. Each variable was tested independently, and an overall score was determined for elementary and secondary teachers on each of the five tested variables.

Chapter 4 presented the results of the study. This chapter presents a summary of the findings, as well as conclusions and recommendations for the Olathe Unified School District #233 and future research studies on teacher morale.

Summary of Findings

The results of this study indicated that there were differences in elementary and secondary teacher morale in the Olathe Unified School District #233. Five null hypotheses were tested over two separate years. A description of each of the hypotheses and the findings are presented below.

The first variable tested, overall job satisfaction, showed no significant difference (t=-.388) in 2005-2006, thus the null hypothesis was accepted. However, in 2006-2007, results showed a significant difference (t=3.303) in overall job satisfaction between

elementary and secondary teachers, leading to the rejection of the null hypothesis. Principal leadership was the second variable examined, and was shown to have a significant difference on teacher morale. The results from 2005-2006 (t=3.38) and 2006-2007 (t=5.4) indicates the rejection of the null hypothesis, leading to the conclusion that principal leadership does affect elementary and secondary teacher morale. Teacher salary was the third variable tested. Results from the salary question showed no significant difference (t=1.590) in 2005-2006 or in 2006-2007 (t=1.18) compared to the established critical value of 1.96. As a result the null hypothesis was accepted. Benefits showed a t-value of .388 in 2005-2006 and .884 in 2006-2007, thus the null hypothesis can be accepted. The final variable tested, teacher input, rejected the null hypothesis in both 2005-2006 (t=5.964) and 2006-2007 (t=5.511) with significant differences shown between elementary and secondary teacher morale based on teacher input.

Conclusions

The results of this case study show there were no significant differences in elementary and secondary teacher morale in the area of overall job satisfaction in 2005-2006, while there was a significant difference between the two levels in 2006-2007. A possible explanation for this significant difference between the two years was the work of the district's Bond Task Force, which provided recommendations to the Board of Education for the upcoming bond proposal, including a controversial grade reconfiguration proposal. The proposal called for reconfiguring elementary schools to grades K-5, junior highs (or now middle schools) to grades 6-8, and high schools to grades 9-12. The teachers, as well as the community, were split on whether this was the appropriate direction for the district, which has had its current grade configuration since

the district's unification in 1966. This potential change was difficult for many veteran staff members to comprehend as the district has used the 7-9 and 10-12 grade configuration model for their entire teaching career. Many staff members have had their own children grow up in the current grade configuration and didn't see the merits of a potential change.

Principal leadership showed significant differences in elementary and secondary teacher morale in both 2005-2006 and 2006-2007. These differences are difficult to decipher; however, a possible explanation could be a difference in the number of administrators in elementary versus secondary buildings. Elementary schools have one principal, who handles all administrative duties. Since elementary schools have only one administrator, the teachers in the school may believe having only one person to answer to is a plus and thus not be too concerned about their morale. Another reason could be that decisions may be predictable when they continually come from one administrator at the elementary level. Secondary schools, on the other hand, have multiple administrators (3-5 per building). The size of the junior high and high schools and the number of administrators in each building may affect the secondary teacher's perceptions of principal leadership since there are more of them to satisfy.

Salary and benefits revealed no significant differences in elementary and secondary teacher morale. As the data showed the null hypothesis was accepted. A concern with the salary data was the low mean scores of 2.64 and 2.791 for elementary and 2.542 and 2.734 for secondary. This score was below the average score of "3" on the five-point Likert scale. The score "2" represented "slightly lower" salaries than those in other districts, while a score of "3" represented "about the same" salary as those in other

districts. It can be concluded elementary and secondary staff in the Olathe Unified School District #233 do not feel they are as well compensated as teachers in surrounding districts.

The question pertaining to benefits had higher mean scores, with elementary reporting means of 3.072 and 3.162 and secondary showing means of 3.05 and 3.124. This data represents an overall perception of "about the same" when comparing benefits to teachers in other school districts. District officials may use this information to focus more on future salary increases and work to stabilize benefit packages as the data shows concerns with salary levels and a general acceptance of current benefits packages.

Teacher input data showed significant differences in elementary and secondary teacher morale. One possible explanation as to why elementary teachers feel they have more input than secondary teachers could be the size of the buildings. Secondary staffs are many times twice as large as elementary staffs, which can make it more difficult to involve the teachers in the decision-making process. Another possible explanation is that elementary principals may simply do a better job of seeking elementary teacher input than secondary principals do with their staffs. This significant difference should be explored to identify specific factors or incidents which lead to elementary teachers feeling as though they have more input than secondary teachers. Perhaps elementary administrators can explain to secondary administrators what strategies they use to involve staff in decision-making processes, or elementary teachers could expand on their high satisfaction in regard to teacher input and share with secondary administrators.

Recommendations and Further Research

As the results of this case study are reviewed and consideration is given to the findings, recommendations and further research are encouraged. The following recommendations and suggestions for future research are a result of the summative evaluation of this research study and its findings.

The Olathe Unified School District #233 should be commended for their commitment to monitoring and evaluating teacher morale. As data is collected on a yearly basis regarding morale and climate, the data should be used to direct strategic planning, provide feedback for individual buildings, and guide the district in decision-making processes. A comprehensive evaluation of the Baldrige Climate Survey should be conducted, as well as using the data to establish reliability and validity of the individual questions and the overall survey.

The Olathe Unified School District #233 should study the data gathered since 2004 and conduct a longitudinal study regarding teacher morale. With five consecutive years of data, the district could use these data to analyze trends, such as consistent highs and lows of results. The data would provide information to which variables consistently affect teacher morale, and strategies to be utilized could be shared between elementary and secondary administrators. This analysis would allow district leaders to work with building principals to improve morale and overall job satisfaction in each building.

Studies of the effectiveness of the timing of this survey should be considered. The survey is presently conducted in January when teachers are returning from the winter holiday and faced with beginning a new semester. If the survey were conducted at the end of the school year teacher responses would reflect events for the entire year, and not

be done when they are feeling the stress of beginning a new semester. In addition, if the survey could be taken during in-service time or during non-planning or teacher free time, the staff might be more inclined to participate in the survey.

The Olathe Unified School District #233 should disaggregate the data so it may be analyzed by current grade configuration level (elementary, junior high, and high school). Combining junior high and high school together as secondary schools does not allow junior high or high school administrators to accurately review trends within their respective levels. Breaking the data down by levels can provide excellent baseline data as the district moves forward with their proposed grade reconfiguration. If the plan is approved, this data may be used to compare current elementary (grades K-6) to the new elementary (grades K-5), current junior high (grades 7-9) to the new middle level (grades 6-8), and the current high school (grades 10-12) to the new high school configuration (grades 9-12). This would allow for an informative and useful comparison or study in the future.

Studies comparing the school district's data to other benchmark districts (district's with comparable demographics) should be considered. The Olathe Unified School District #233 uses many districts across the country, including Cherry Creek, Colorado, Millard, Nebraska, and Jenks, Oklahoma, to compare student achievement, course offerings, specialty programs, and course sequencing. By having benchmark districts take the Baldrige Climate Survey, or another common climate survey, the district would be able to compare identified areas of concern related to teacher morale. This data would assist district and building-level leaders in planning and implementing strategic action plans for improvement.

Other areas of concentration should be considered when developing the questions for the teacher morale survey. There were no questions regarding numerous factors which, through the review of the literature, have shown to affect teacher morale. Additional questions about topics such as student discipline, building cleanliness and school safety, No Child Left Behind, parent involvement, staff development, and teaching load should be added and analyzed. These factors, which have proven to have a significant impact on morale, should be considered for inclusion in future staff morale surveys.

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APPENDIX A

Olathe School District
Employee Climate Survey

As part of the district's on-going emphasis on continuous improvement, we have developed an Employee Climate Survey (from the Baldrige Climate Survey). The survey should take approximately eight to ten minutes to complete. Please be assured that your response is entirely anonymous. Thank you for taking time to complete the survey.

Demographics: Please check the appropriate response.

How do you identify yourself?

__ African American/Black
__ Latino/Hispanic American
__ Native American/Native Alaskan
__ Asian/Pacific Islander
__ Caucasian/White American
__ Other _____

Overall Satisfaction:

Response options for question #1 are:

1= Very Dissatisfied
2= Dissatisfied
3= Neither
4= Satisfied
5= Very Satisfied

1. Overall, how satisfied are you with your job?

Response options for the following categories are:

1= Strongly Disagree
2= Disagree
3= Neither
4= Agree
5= Strongly Agree

Leadership:

2. The Olathe School District's values concerning quality have been clearly communicated to me.
3. My school district lets me know what it thinks is the most important.

4. My principal or supervisor encourages learning that will help me advance in my career.
5. My school district asks what I think.
6. I know my school district's mission (what it is trying to accomplish).
7. My district leaders (Supt., Asst. Supt., Exec. Dir., etc.) use our school district's values to guide us.
8. My district leaders (Supt., Asst. Supt., Exec. Dir., etc.) create a work environment that helps me do my job.
9. My district leaders (Supt., Asst. Supt. Exec. Dir., etc.) share information about the organization.

Strategic Planning:

10. I know how to tell if we are making progress on my work group's part of the plan.
11. Employees participate in planning for the school district's future (curriculum teams, 21st Century, BLT, focus groups, department meetings).
12. I know the parts of the school district's plans that will affect me and my work.
13. As it plans for the future, the school district asks for my ideas (focus groups, surveys, task forces, etc.).

Student, Stakeholder, and Market Focus:

14. I am proud to tell others that I work for the Olathe School District.
15. I am allowed to make decisions to solve problems for my customers.
16. I ask if my customers are satisfied or dissatisfied with my work.
17. My customers tell me what they need and want.
18. I know who my most important customers are.
19. I keep in touch with my customers.

Information and Analysis:

20. I get the information I need to know about how my district/department is doing.
21. I get all the important information I need to do my work.
22. I know the measures I use in my work fit into the district/department overall measures of improvement.
23. I use these analyses for making decisions about my work.
24. I know how to analyze (review) the quality of my work to see if changes are needed.
25. I know how to measure the quality of my work.

Human Resource Focus:

26. I am satisfied with the on the job training opportunities provided.
27. The role and expectations of my job have been clearly communicated to me.
28. My current work environment makes me want to stay and work here.
29. I am satisfied with my continuing education opportunities.

30. My principal or supervisor provides me with ongoing constructive suggestions to improve my job.
31. I am recognized for my work.
32. I can make changes that will improve my work.
33. My principal or supervisor and the district care about me.
34. My principal or supervisor provides fair and accurate ratings of my performance.
35. My future chances for promotions are good.
36. I have a safe workplace.
37. The people I work with cooperate and work as a team.
38. My principal or supervisor encourages me to develop my job skills so I can advance in my career.
39. My work gives me a feeling of personal accomplishment.

Response options for the following category are:

1= Much Lower
2= Lower
3= About the Same
4= Slightly Higher
5= Much Higher

Benefits:

40. In comparison with people in similar jobs with other school districts, I feel my pay is:
41. In comparison with people in similar jobs with other school districts, I feel my benefits are:

Response options for the following categories are:

1= Strongly Disagree
2= Disagree
3= Neither
4= Agree
5= Strongly Agree

Process Management:

42. I collect information (data) about the quality of my work.
43. I feel encouraged to come up with new and better ways of doing things.
44. I can get everything I need to do my job.
45. We have good processes, procedures, and strategies for doing our work.
46. I have control over my work processes.
47. I have enough time to do what is expected of me.

48. The Olathe School District provides a work environment conducive for ethical behavior, legal compliance, and professional integrity.

Educational/Organizational Results:

49. My school district uses my time and talents well.
50. My customers are satisfied with my work.
51. My work meets all requirements.
52. My school district helps my community.
53. My school district has high standards and ethics.
54. I know how well the school district is doing financially.
55. My school district removes things that get in the way of progress.
56. My school district obeys laws and regulations.

Diversity:

57. My principal or supervisor promotes diversity when hiring and promoting employees.
58. My school district does not discriminate against employees with disabilities.
59. My building is very open and accommodating to varying religious perspectives.
60. At my building, my principal or supervisor does not tolerate sexual harassment.
61. At my building, my principal or supervisor does not tolerate age discrimination.
62. Sexism and gender discrimination are not problems at my building today.
63. Racism and racial discrimination are not problems at my building today.
64. My principal or supervisor effectively manages a diverse workforce.
65. Diversity (i.e., age, background, culture, experience, gender, language, race, etc.) is valued at my building.
66. Regardless of their many differences, people at my building work well together with little conflict.

Comments:

What suggestions do you have to improve the climate in your building/district?

APPENDIX B

17 October 2006

Jim McMullen
School of Education
Baker University

1858
BAKER
UNIVERSITY

Dear Mr. McMullen:

The Baker University IRB has reviewed your research project application (M0015-1006-1020-G) and approved this project under the Exempt category. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

1. At designated intervals (usually annually) until the project is completed, a Project Status Report must be returned to the IRB.
2. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
3. Notify the OIR about any new investigators not named in original application.
4. Any injury to a subject because of the research procedure must be reported to the IRB Chair or representative immediately.
5. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity. If you use a signed consent form, provide a copy of the consent form to subjects at the time of consent.
6. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.

Please inform Office of Institutional Research (OIR) when this project is terminated. As noted above, you must also provide OIR with an annual status report and receive approval for maintaining your status. If your project receives funding which requests an annual update approval, you must request this from the IRB one month prior to the annual update. Thanks for your cooperation. If you have any questions, please contact me.

Sincerely,

Marc L Carter, PhD
Chair, Baker University IRB

CC: Brad Tate, Faculty Sponsor

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BAKER UNIVERSITY
SCHOOL OF EDUCATION
GRADUATE DEPARTMENT

Proposal for Research
Submitted to the Baker University Institutional Review Board

I. Research Investigator(s) Jim McMullen, Doctoral candidate
Dr. Brad Tate, Faculty advisor

Department(s) School of Education Graduate Department

Name	Signature	
1. Dr. Brad Tate	Advisor	(check if faculty sponsor)
2. Dr. Karl Krawitz	Committee Member	
3. Dr. C.H. Jacobs	Committee Member	
4. Dr. Judith Smrha	Committee Member	

Principal investigator or Faculty sponsor contact information:
Phone 913-491-4432 ext. 559
Email btate@bakeru.edu

Expected Category of Review: ___Exempt ___Expedited ___Full

II. Protocol Title

The Effects of Principal Leadership, Salary, Benefits, and Teacher Input on Elementary and Secondary Teacher Morale.

III. Summary

The following summary must accompany the proposal. Be specific about exactly what participants will experience, and about the protections that have been included to safeguard participants from harm. Careful attention to the following may help facilitate the review process:

In a sentence or two, please describe the background and purpose of the research.

The Olathe School District in Olathe, Kansas is a rapidly growing district with over 25,000 students and 4,000 employees. The Olathe School District is now the third largest district in the state of Kansas and current projections indicate it will move to number two in the next three years. The Olathe School District has a current grade

organization of elementary (K-6), junior high (7-9), and high school (10-12). The purpose of this study was to compare elementary and secondary teachers' morale to determine if there are differences between the three levels of grade organization and teacher morale in the Olathe School District.

Briefly describe each condition or manipulation to be included within the study.

Teacher morale (overall job satisfaction) was studied at the elementary and secondary level. The study also explored differences in morale based on principal leadership, salary, benefits, and teacher input.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.

The instrument used to collect data from the teachers was the Olathe School District Employee Opinion Survey (Baldrige Climate Survey). The survey was developed by the district to measure employee climate. The survey is 66 questions and is an educationially adapted version of the Baldrige "Are we making Progress?" Climate Survey.

Will the subjects encounter the risk of psychological, social, physical or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.

No such risks were assumed by taking the Baldrige Climate Survey.

Will any stress to subjects be involved? If so, please describe.

No stress was added to the teachers by taking the Baldrige Climate Survey.

Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.

No. Building principals explained the process to each staff member, including the purpose, results, and the anonymity of participation.

Will there be a request for information which subjects might consider to be personal or sensitive? If so, please include a description.

No. The only data which was requested from the subjects was their building level (elementary, junior high, or high school) and position.

Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading? If so, please describe.

The Baldrige Climate Survey has not been found to be offensive, threatening, or degrading.

Approximately how much time will be demanded of each subject?

The Baldrige Climate Survey took approximately 15 minutes to complete.

Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.

1. The subjects were elementary, junior high, and high school teachers in the Olathe School District. The subjects voluntarily took the survey online during a selected (by the school district) window. This is the fourth year of the survey and it is endorsed by the Olathe National Education Association (ONEA).

What steps will be taken to insure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?

The district made this quite clear through email communication and the information also was explained by the building principals. No inducements were offered for participation by the subjects.

How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.

No consent form was drafted as the Baldrige Climate Survey is not a controversial instrument, nor were the questions. Also, participation was strictly voluntary and participant names were not collected.

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

No. Participants only identified themselves by building level and position.

Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.

No. Teachers took the questionnaire anonymously.

What steps will be taken to insure the confidentiality of the data?

All survey results were sent directly to me from the Olathe School District; the building principals were made aware of who participated in the survey. I personally calculated the data collected from the surveys. The results of the survey will only be released in its final summary form.

If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?

There were no risks to participants, but since the results will be shared with district and building level administrators everyone should benefit.

Will any data from files or archival data be used? If so, please describe.

No data from files or archival data was used.

APPENDIX C

Olathe Unified School District #233

February 22, 2008

TO: Baker University Research Approval Board

FROM: Gary George, Ed.D.
Assistant Superintendent of Schools

SUBJECT: Use of Employee Climate Data

Permission is hereby granted to Jim McMullen to use data from the Olathe School District Employee Climate Survey (Baldrige Climate Survey) in his doctoral program. This survey has helped us focus on improvements for our employees.

Please feel free to contact my office if further information/permission is needed.

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