AN EVALUATION OF MEANS FOR PROMOTING

TEACHER GROWTH AND MORALE

by

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Date
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CHAPTER I

INTRODUCTION

The Importance Of Teacher Growth And Morale

In any study made on the need for proper growth and morale among teachers one must accept two irrefutable facts. In the first place, complete preparation is impossible before teaching begins, since the necessary experience is yet lacking. Second, teaching is a progressive occupation, and unless members of the profession advance with it they will in time tend to become comparatively inefficient. These two facts are voiced by Almack and Lang in their book, Problems of the Teaching Profession, written in 1925. They are just as true now as they were then.

Although the universities and teachers colleges may be justly proud of some advanced techniques and added facilities for teacher education, the beginning teacher is still incapable of providing the best in teacher efficiency. However zealous he or she may be, the poise and confidence so very necessary to the successful teacher can be acquired only through the medium of experience.

Naturally, this experience must be such that the teacher will, with each passing day, be better equipped to handle the problems of tomorrow than those met today. In many respects the experiences of the beginning teacher could be like those of a person practicing a game of ball, alone. Practice without guidance can be of no value at all. This, then, would signify the need for a planned program of teacher guidance to be executed
by the administrative head of the school. Some of the more able admin-
istrators have been and are doing an admirable job in this respect but
many more, such as they, are needed. The principal or superintendent,
as the leader and policy maker of the school, has the means at his dis-
posal to formulate such a program and to execute its functioning, it is
his rightful duty to do so.

Teaching is a progressive occupation and with the continuous
increase of man's knowledge the teacher educated in last year's teachers
college may be ill-prepared for next year's teaching position. A docu-
ment published by the American Council on Education, entitled, "Major
Issues in Teacher Education", declares:

There is scarcely a major division of the field of education
in which the educators are satisfied with the situation as
it exists. This is partly because practice is well behind
the best in theory, but largely because education itself is
being reinterpreted for what seems to be the demands of many
new developments in American life and culture and in the
light of a substantially altered theory of education.
....The new task confronting teacher education is, in part,
the breaking down of the control of tradition and outworn
practices and, in part, the building up of new concepts of
education and a creative approach to the problems of teaching.
....What is needed is more experimentation, demonstration,
and evaluation, on the basis of hypotheses in which there is
reason to have confidence because of previous careful study.1

Today, with a campaign of national scope being conducted, largely
through the efforts of the teachers themselves, for the betterment of
teachers in both an economic and social sense, it is exceedingly impor-
tant that the teachers and the schools, of which they are an integral

1. Prall, Charles E. and Cushman, Leslie C., Teacher Education In
part, so develop and improve as to justify the increased confidence and good will of the public.

Davis writes:

The student who would understand the present attitudes toward schools and education—the two do not always seem to travel together—can profitably consider negative criticisms. They are of every sort—keen, analytical, profound, superficial, emotional, biased, studied, dogmatic, shortsighted, intense, good-natured, or dyspeptic—but usually honest. A random selection from current newspaper and periodical issues is submitted as a sample easily duplicated.

The schools do not know how to give each child what he needs. Four-fifths of our instructors teach down—and insult the intelligence of their students. Most teachers teach over the heads of their pupils. The spirit of experimentation is almost totally lacking, even in our best schools. The schools have too much given themselves to unwarranted experimentation, based upon untried theories. Adult standards are set up for children. We have system for the average child, special teachers for the backward child, and classes for the defective—but God help the bright child. College professors are not practical. Our education does not function. It is the teaching that is bad.

The preceding statements quoted from Dr. Davis's book were published in 1926 and the most alarming thing about them is that a mere perusal of some of the current magazines and newspapers today would reveal nearly all of the aforementioned criticisms. Obviously, much of the criticism is of an odious nature to the teacher but, on the other hand, much of the criticism comes directly from the teachers themselves in their quest

for personal recognition in the field of education. A good rule for such teachers to follow might be: "Do not find fault with education unless you can suggest constructive improvement". This rule, judiciously applied, would stop a great amount of the negative criticism now in circulation.

When viewed in the light of public opinion, student welfare, educational progress, and even in terms of national and world interests, the problem of teacher growth and morale cannot be ignored. It can be attacked most effectively by those who are a part of the field of education: The teachers colleges, the administrators, and the teachers themselves. Their continued and persistent efforts to alleviate present poor conditions and to provide for a better future will be rewarded by the added prestige accorded the profession as a group.

Means Currently Available For The Encouragement Of Teacher Growth And Morale

The following list of means for teacher growth and morale is not intended to be all inclusive. Every teacher, whatever her location, preparation, and abilities, can find some means which she can utilize to her own advantage and to the advantage of the profession. No attempt has been made to list the means in their order of importance.

1. Salaries
2. Tenure
3. Ethics
4. Organizations
5. Supervision
6. Reading along professional lines
7. Summer schools
8. Correspondence study
9. Extension courses
10. Research and investigation
11. Travel
12. Participation in community affairs
13. Use of standard devices of measurement
14. Opportunity to visit other teachers
15. Institutes and meetings
16. Participation in administration and in planning policies
17. Printed aids
18. Recognition for contributions to the school
19. Occasional leaves of absence
20. Demonstration classes
21. Departmentalization
22. Friendly conferences
23. Constructive criticism
24. Adequate supplies and equipment
25. Well-planned school buildings

The extent to which any school system employs the aforementioned means and agencies, as well as others of a similar nature and purpose, will, to a large degree, determine the progressive spirit and efficiency of organization of that system.

Problems Of The Administrator

No one would discount the statement that the problems of the administrator are many and of a complex nature. It is, however, his rightful duty to discharge all his responsibilities to the best of his ability and for the best benefits of the school over which he has been given control. Not the least of these duties would be his need to care for the problems of teacher growth and morale. Horace A. Hollister defines the responsibility of the administrator in specific terms when he writes:

In the administration of instruction society gives over to specially chosen experts the direction of the whole process subject to the approval of an intermediary board. This stewardship the superintendent of a system of schools primarily stands for. He may share it, by delegation, with assistants, special supervisors, and supervising principals; but society ultimately holds him responsible for results. Through this stewardship society provides for the transfer and application of what it has done directly in establishing schools, in providing for their maintenance, and in the
preparation and selection of teachers, to the actual work for which the entire organism exists—the instruction of children and youth and of all who should share in the instruction of the schools. 3

Only the functions and responsibilities of the administrator as they directly affect the growth and morale of the teachers within his school will be considered in this study. For convenience all the problems and duties will be referred to as problems in supervision. The following list of "Principles Of Supervision" is given by Smith and Speer in their book, Supervision In The Elementary School. These principles are herein presented as a key to the duties of an administrator who would effectively supervise the work of the teachers of his school.

1. Supervisors should cooperate with the instructional staff to maintain helpful relationships between school and community.

2. Supervision should take into account the history of the community as well as the history of the school program, as bases for supervisory procedures.

3. Supervision should motivate teachers and parents to consider the requirements of society, and to coordinate the efforts of many social institutions in behalf of educational progress.

4. Supervisors should help the instructional staff provide, evaluate, and properly use instructional equipment.

5. Supervision should assist the preparation, certification, selection, placement, in-service education, and adjustment of teachers.

6. Supervisors should help improve the attitudes, mutual relations, and efficiency of all members of the school population.

7. Supervisors should assist the formation and proper administration of worth-while organizations of pupils.

8. Supervisors should help teachers and pupils fulfill the principles of efficiency, democracy, and educational psychology.

9. Supervisors should assist teachers to motivate and

guide pupil participation in desirable types of group activity.

10. Supervision should help develop a well balanced, carefully planned educational program, with the proper allotment of time and professional service to the educational activities of the school population.

11. Supervision should help formulate, evaluate, and improve local courses of study.

12. Supervisors, when helping teachers construct and apply courses of study, should consider both the immediate needs of pupils and the more enduring requirements of the community.

13. Supervision should motivate and guide teachers to improve their instructional activities in accordance with the present and anticipated needs of the school population.

14. Supervision should endeavor to make instructional and supervisory programs preventive, creative, constructive, and curative.

15. Supervision should help establish high standards of professional activity among all school officers.

16. Supervisors should help clarify the implications of educational principles, as bases for constructive plans and programs.

Also listed by Smith and Speer are twenty-four typical supervisory problems. These problems were reported to the authors by public school supervisors from a diversity of school situations. Such a composite list will most certainly include many of the problems of the administrators in the schools of this study.

1. Lack of interest among pupils, due to inadequate, undesirable environment at home.

2. Inability of teachers to provide effective remedial guidance of retarded children.

3. Inability of teachers to provide for the individual needs of pupils in heterogeneous classes.

4. Unpopularity of school studies among pupils, due to rigid, traditional procedures of instruction.

Poor health among teachers.
6. Lack of space for school activities.
7. Cheating, use of slang, discipline.
8. Lack of provisions for instruction in health, instrumental music, and modeling.
9. Difficulty in scheduling sports, dramatics, art, and music—due to large enrollments of pupils.
10. Introduction of new methods of supervision, methods which increased the responsibilities of teachers.
12. Maladjustment of teachers to a new course of study and new methods of teaching.
14. The use of a double session, which prevented pupils from participating in desirable activities.
15. Inadequate time allotments for creative arts.
16. Failure of teachers to hold the interest of pupils in grades four, five, and six.
17. Lack of transportation facilities for pupils.
18. The district system, with its division of authority, made it impossible to organize desirable types of pupil organizations.
19. Failure to provide satisfactory group opportunities for pupils.
20. Lack of time and funds for expansion of programs in creative arts.
21. Teachers not well prepared for teaching the creative arts.
22. The attitudes of a school board and community which regarded pupil activities as unnecessary "fads and frills".
23. Lack of articulated programs, due to administrative jealousies.
24. An insufficient number of assistant supervisors for the grade schools.

The opinions and comments of the administrators interviewed for purposes of this study will be given in chapter three.

CHAPTER II

METHOD AND PROCEDURES USED IN THIS STUDY

Preparation For Anb Use Of The Interview

In the initial planning for this study it was evident that some information, obtained from the administrators of the schools involved in this study, would be necessary. The use of the interview was deemed best since in addition to providing the factual information sought, it would also provide an opportunity to view each school and to know the administrator personally. This latter fact was considered important since it was planned to make known to these same administrators the total findings of the questionnaires which were sent to the teachers of their schools.

Actually, three major reasons were present to warrant the use of the interview. In the first place, information relative to the means available in each school system for teacher growth and morale was needed as a basis for the preparation of the questionnaire. Second, an accurate and up-to-date list of the teachers employed in the schools was necessary to provide the best mailing list for the questionnaire. Third, the cooperation of the principal or the superintendent was considered a necessary factor in obtaining a fair return of the completed questionnaires.

In order to expedite and most efficiently conduct the interviews, a check list was prepared in which consideration was given to all known means for teacher growth and morale. The University of Arizona
library was used as the source of information in the making of the check list. Books consulted and used are listed in the bibliography of this report.

Twenty interviews were conducted with the administrators of schools selected as to size and location in the four counties used in this study—Pima, Pinal, Cochise, and Santa Cruz. The schools were selected to provide a representative sampling since time limitations would not permit the inclusion of all the schools in the area. The schools selected range in size from six teachers up to more than twenty-five teachers. All of the administrators were most cooperative during the interview and nearly all of them expressed their interest in the total findings of this study.

Preparation And Use Of The Questionnaire

As previously stated in this chapter, the questionnaire was based primarily on the information derived from the interview. Thus it was intended that the questions used in the questionnaire would be apropos to the school systems of this area. The use of additional questions, unrelated to the actual findings of the interview check list, was found necessary since the means for teacher growth and morale currently being employed in the schools of this area were found to be few in number.

The questionnaire, as it was used in this study, was for the determination of teachers' opinions relative to the effectiveness of means now used for teacher growth and morale and, in addition, their opinions relative to the value of those means not presently being used in the
school systems of this area.

Evaluation of Data Collected

Although only twenty schools were used in the interview, the data collected from this source may be considered representative of the schools of this area since they were selected for that purpose. With the exception of those schools which differed greatly in size, the administrative practices and policies relating to teacher growth and morale were found to be quite similar.

Over sixty percent of the questionnaires sent out to the teachers were answered and returned in time for their use in this report. Another ten percent were also completed and returned but arrived too late to be included in the tabulation. The sixty percent used, it may be assumed, would make the data collected from this source sufficiently valid for purposes of this study. Although a still greater return was anticipated, it is understandable that many of those who did not answer may have been reluctant to divulge their opinions of their present situation of employment. This, notwithstanding the fact that no identification was attached to the individual return.

Summary

The method and procedures used in this study may be stated briefly in the following manner.

A compilation was made of means available and known for the promotion of teacher growth and morale. This was done by research in the library.
A check list* of these means was prepared for determining the use currently being made of means for teacher growth and morale in the selected school systems.

The check list was then used in conducting interviews with the administrators of the selected schools.

A questionnaire* was prepared, based upon the information obtained in the interviews, and sent to the teachers of the selected schools.

All the data collected was then evaluated and interpreted by means of simple statistical treatment and inspection.

The resources of the library were again used to reveal the results of related studies with emphasis being placed upon In-Service Teacher Growth and Teacher Morale in general.

Conclusions and recommendations were based upon the findings as presented in chapter three.

* A sample of both the check list and the questionnaire used in this study may be found in the appendix.
CHAPTER III

RESULTS OF THE INTERVIEWS AND QUESTIONNAIRE

Administrator Response In The Interview

As stated in the preceding chapter, nearly all the administrators were most cooperative in their response to questions put forth in the interview. Their answers, although qualified in many respects, were honest and pertinent to their respective school situations. Each administrator expressed an interest in the subject of this study and indicated a desire for improved means for teacher growth and morale in his school system. This, then, would suggest that the schools of this area represent situations conducive to improved working conditions for the teachers.

Only two of the schools visited in conducting the interviews did not provide a lounge room for the teachers. Of those that did provide such a room, ten were for women only. This provision for women teachers only is explainable since nearly all the teachers in the elementary and junior high schools of this study were women. As they now exist, these lounge rooms may be criticised as follows: they are not adequately or comfortably furnished; there is a definite lack of professional reading material available; the majority of them are inconveniently located and thus, they are somewhat inaccessible to many of the teachers; most of the lounges do not afford the privacy so necessary for rest and relaxation. Although these criticisms may apply to numerous other schools throughout the nation, the prevalence
of the need for better teachers' lounges should not minimize that need in the schools of this area.

For a long time teachers have been confronted with the problem of extra time work. Very often this work is heaped upon the shoulders of those teachers who, because of their unselfishness, never refuse a request for their services. This unfair practice is the policy in many of our school systems today, although many of the larger city schools, by means of departmentalization and revised salary schedules, have provided extra pay commensurate with the extra work.

In order to ascertain the policy for extra time work of the teachers in the schools used in this study, the administrators were questioned on this subject during the interview. Three of the administrators replied that they merely requested it and considered this a fair practice. On the other hand, twelve believed extra time work to be a requirement for the fulfillment of a teacher's contract. In support of this, several of them introduced the idea of professional spirit as a basis for their argument. The remaining five administrators said that they relied upon a teacher volunteer system which met the needs of their schools. None of the administrators proposed extra pay for extra time work of the teachers in his school.

Because the smoking of cigarettes has become an ever increasing practice among the adult population of this country, the problem of teachers smoking at school is now more than a minor issue. Many of those teachers who choose to smoke a cigarette at noon or during an off period are obliged to conceal themselves not only from the eyes of the students but from the eyes of a disapproving superintendent or
principal. This can hardly be called a situation capable of fostering good morale for the teacher.

The opinions of the superintendents or principals of the schools of this study were also obtained regarding teachers smoking at school. Thirteen of the administrators expressed their approval with the reservation that the teachers show discretion in the practice. Three said that they disapproved but would tolerate the practice. Four said that they would forbid any teacher to smoke on school premises. It was interesting to note in this connection that those who would forbid or disapprove were themselves non-users of tobacco. On the other hand, those who would approve were, for the most part, users of tobacco. Several of the comments given by the administrators in their discussion of this subject are listed below:

1. The chances are that the child's father smokes. Why shouldn't his teacher?
2. Teachers have too long been restricted in their personal behavior.
3. It will lower the worth of the teacher for smoking on the school premises.
4. Discretion is the determining factor.
5. There is a school system rule against it.
6. It would create fire hazards.
7. I choose to ignore the matter.
8. The students will smell the teacher's breath in the classroom.
9. The teacher would not be setting a good example for the children to follow.
10. It would be contrary to the teaching of the health program.

What constitutes an excessive teacher load has for long been a controversial issue among the teachers of the public schools. For that reason it was considered worth while to determine the amount of free time each day given to the teachers in the schools used in this study.
One should note here that the use of the expression "free time" or "an off period" does not mean that the teacher has nothing to do at that time. It only suggests that the teacher is free from teaching a particular class during that particular period of the school day. Most teachers find such free time very helpful in making reports, checking test papers, recording grades, preparing daily assignments, and in obtaining some rest and relaxation.

It was found by questioning the administrators during the interview that fifteen schools allowed each teacher one free period each day, although it was admitted that quite often the teacher was needed for extra time work at that time. In the other five schools used in this study the teachers had no free period throughout the day. In one of these schools the principal had a full time load of classes in addition to her administrative duties.

Table I on page eighteen provides the answers to other questions of the interview where either an affirmative or a negative response was the prime consideration. The answers to these questions are further interpreted on the basis of comments furnished by the administrators during the interview.

Of the fourteen administrators who said they used some type of supervision in their school, more than half admitted to many inadequacies of the practices as they were then employed. The chief complaint was their lack of available time to properly supervise classroom instruction. Supervision, they said, was most important for the beginning teacher. Due to this lack of time to properly supervise, the procedure may be said to be one of occasional short visits to
determine the satisfactory progression of the class. It seems highly improbable that these occasional short visits would provide criteria for judging satisfactory progress.

Regularly held administrator and teacher conferences were claimed by nineteen of the twenty administrators interviewed. No definite plan for conducting these conferences was revealed by the interview. Mentioned most often as the purpose for conferences was that of making announcements of such nature as to be of interest and concern to all teachers in the school. Group discussion of common or individual problems, with the subsequent exercising of group judgment in the solution of those problems, was not the practice in any of the schools.

Demonstration teaching was practiced in eight of the schools but was largely limited to those times when the representative of some book company would demonstrate the use of his company's educational materials. Obviously, the biggest detriment to instituting a regularly scheduled program of demonstration teaching in most schools is the lack of qualified teachers for this work.

Ten of the schools, or one-half of them, used some plan which made provision for teacher visitation. In general, these plans provided for each teacher's release from school duties, either one day each semester or one day each school year, for the purpose of visiting some school of the teacher's choice. It was not revealed whether or not the teachers were held accountable for a report of the visit after their return to duty. All the administrators agreed that teacher visitation could mean anything from a paid holiday to a very constructive method of in-service teacher education.
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<th>Questions:</th>
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<tr>
<td>Are supervision practices employed in your school?</td>
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<td>Are administrator and teacher conferences held regularly?</td>
<td>19</td>
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<td>Are rating scales used in this school for salary schedules?</td>
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<td>19</td>
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<tr>
<td>Is there any demonstration teaching in your school?</td>
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<td>Do you use any plan which provides for teacher visitation?</td>
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<td>Do you require teacher prepared lesson plans?</td>
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<td>Does your school provide any professional reading material?</td>
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<td>Are your teachers encouraged to attend summer school?</td>
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<td>Are your teachers encouraged to take correspondence courses?</td>
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<td>15</td>
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<tr>
<td>Are leaves of absence granted the teachers of this school?</td>
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<td>16</td>
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<tr>
<td>Is there any provision for extra pay for extra time work?</td>
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<td>17</td>
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<tr>
<td>Are teachers consulted concerning apportionment of funds for supplies?</td>
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<td>4</td>
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<td>Does this school utilize social functions to aid teacher morale?</td>
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*Note: Affirmative or negative answers were considered sufficient here since it would be impracticable to group the qualified answers.*
Teacher prepared lesson plans were required by sixteen of the administrators. It was interesting to note that these required plans varied in type from very complete daily plans to skeletal outlines for checking weekly or monthly progress. This would indicate a wide divergence of administrative opinions as to what constitutes the necessary type of lesson plan for the most effective teaching of subject matter. The prevailing opinion among the four administrators who did not require written lesson plans was that a sufficiently well educated teacher had no need for such plans. Actually, it was assumed that the lesson plans, in this situation, would be committed to memory. Perhaps this is also the assumption of those teachers who so often decry the use of written lesson plans.

Professional reading material has always been one of the more important means for in-service teacher growth. Many school systems, now realizing the value of such material, have made provision to supply this reading material for the use of all teachers within the school. That the school can most economically provide this material is understandable since few teachers can afford to subscribe to all the periodicals which may be of value to them. By making these books and magazines available and accessible to the teacher the school can do much to encourage teacher growth and morale.

In making this study it was ascertained that seventeen schools did provide some professional reading material for the teachers, although the amount and variety of this material appeared to be somewhat inadequate to supply the needs of all the teachers of the school. Also, it was found, in most cases, that this material was kept in the principal's
office. This location cannot be called especially accessible to the teacher since many teachers intentionally, although foolishly, avoid contact with the principal of their school. A better place to keep the reading material would be the teachers’ lounge room.

All but three of the administrators said they encouraged their teachers to attend summer school at some teachers’ college. On the other hand, only five would encourage their teachers to take correspondence courses. For the latter it was felt that a full teaching load left little time for a teacher to devote to study on such a course.

Only four schools subscribed to a policy which would grant to the teachers leaves of absence. In these schools the basic requirements for obtaining a leave of absence were five years of continuous service and just cause for the request. Of the latter requirement, illness and additional study were used most often as cause for the request.

Sixteen administrators replied that they consulted their teachers concerning the apportionment of funds for classroom supplies. This was done, they said, by means of meetings with the teachers in the spring or fall and through the use of teacher requisitions. In general, all the administrators indicated that their teachers received all of that which was requested.

Social functions to aid teacher morale were employed in seventeen of the schools. The agencies which seemed to contribute most in this respect are listed as follows:

1. Activities sponsored by the P. T. A.
2. Picnics and parties sponsored by the school.
3. Intra school teachers’ organization.
4. Organized social committees.

Analysis Of Teacher Opinions As Shown In
The Returned Questionnaires

Teacher response to the questionnaire provided ample reason to believe that teachers of this area are greatly interested in the subject of teacher growth and morale. More than half of the sixty percent who returned the completed questionnaire provided unsolicited but enlightening comments. These comments have been grouped and are listed in chapter four of this report. Only one of the two hundred twenty-five returns was answered with a touch of cynicism. This was obviously because the teacher had incorrectly assumed the author of the questionnaire to be—in the teacher's own words—"a highly paid supervisor". Evidently this teacher did not read the letter of explanation which accompanied the questionnaire.

Since the city of Tucson is considerably larger than the other towns and cities used in this study, the data from the questionnaire were recorded separately under the headings Tucson or Non-Tucson. In addition the data were separated into two parts; teachers with ten years or less experience and teachers with more than ten years of experience. This was so arranged in order to detect those differences of opinion which were the result of either size of school system or difference of teacher experience. Since the data as grouped under the headings Tucson and Non-Tucson teachers showed a very slight difference of opinion, it is not used in this study except as found in Table II on the following page which gives the years of experience in intervals
of three years for the teachers who provided data for this study.

**TABLE II. YEARS OF EXPERIENCE OF TEACHERS RESPONDING TO THE QUESTIONNAIRE USED IN THIS STUDY**

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Tucson</th>
<th>Non-Tucson</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1--3</td>
<td>11</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>4--6</td>
<td>8</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>7--9</td>
<td>11</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>10--12</td>
<td>15</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>13--15</td>
<td>13</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>16--18</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>19--21</td>
<td>13</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>22--24</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>25--27</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>28--30</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>31--33</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>34--36</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>37--39</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>40--42</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unanswered</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>105</td>
<td>120</td>
<td>225</td>
</tr>
</tbody>
</table>

The mean years of experience for the Tucson teachers was 14.96 years. The median for the same group was 13.97 years. For the non-Tucson teachers the mean was found to be 13.57 years and the median to be 11.75 years. When the two groups were combined the mean became 14.21 years and the median 12.77 years. The larger mean and median for the Tucson teachers appears to be due to a greater concentration in the seven to twenty-one years of experience intervals.

In Table III, page 23, opinions are tabulated in percent of teachers expressing a prescribed answer found in the questionnaire. Years of experience provides two groupings.
TABLE III. OPINIONS OF TEACHERS OF FOUR COUNTIES REGARDING CERTAIN ELEMENTS AFFECTING TEACHER MORALE

(Based on replies from 225 teachers listed in terms of percent of teachers giving an indicated answer)

<table>
<thead>
<tr>
<th>Teachers with ten or less years of experience (78)</th>
<th>Teachers with more than ten years of experience (147)</th>
<th>Total 225</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate now</td>
<td>54</td>
<td>53</td>
</tr>
<tr>
<td>Need more</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>Need less</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>No reply</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

Opinions regarding present supervisory practices

<table>
<thead>
<tr>
<th>Adequate now</th>
<th>54</th>
<th>53</th>
<th>53</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need more</td>
<td>41</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Need less</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>No reply</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

100

Opinions regarding administrator and teacher conferences

<table>
<thead>
<tr>
<th>Adequate now</th>
<th>40</th>
<th>59</th>
<th>52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need more</td>
<td>55</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>Need less</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>No reply</td>
<td>02</td>
<td>03</td>
<td>03</td>
</tr>
</tbody>
</table>

100
TABLE III (continued)

<table>
<thead>
<tr>
<th></th>
<th>Teachers with ten or less years of experience (78)</th>
<th>Teachers with more than ten years of experience (147)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinions regarding use of rating scales for teachers' salary schedules</td>
<td>In favor of</td>
<td>44</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Opposed</td>
<td>54</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>No reply</td>
<td>02</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinions regarding demonstration teaching</td>
<td>Adequate now</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Need more</td>
<td>72</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Need less</td>
<td>01</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>No reply</td>
<td>08</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opinions regarding value of teacher visitation</td>
<td>Great value</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Little value</td>
<td>32</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>No value</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td>No reply</td>
<td>05</td>
<td>03</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE III (continued)

<table>
<thead>
<tr>
<th>Teachers with ten or less years of experience (78)</th>
<th>Teachers with more than ten years of experience (147)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great value</td>
<td>64</td>
<td>62</td>
</tr>
<tr>
<td>Little value</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>No value</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>No reply</td>
<td>02</td>
<td>00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Opinions regarding value of teacher prepared lesson plans

- Great value: 64, 62, 63
- Little value: 29, 33, 31
- No value: 05, 05, 05
- No reply: 02, 00, 01

Opinions regarding school supplied professional reading material *

- Sufficient amount: 30, 37, 33
- Insufficient amount: 52, 41, 49
- Good selection: 26, 27, 27
- Poor selection: 10, 07, 08
- Accessible to you: 23, 19, 20
- Inaccessible to you: 12, 19, 16

*Note: It was intended that each teacher would select three of the six answers listed since they represent three different ways for expression of opinions. Because many teachers selected only one or two answers the percent of teachers making no reply is quite large. For example, the total percent answering in regard to selection of reading material, 27% and 08%, deducted from 100% leaves 65% not replying.*
### TABLE III (continued)

<table>
<thead>
<tr>
<th>Teachers with ten or less years of experience (78)</th>
<th>Teachers with more than ten years of experience (147)</th>
<th>Total</th>
</tr>
</thead>
</table>

| Opinions regarding value of courses taken during summer sessions at teachers college of their choice | |
|---|---|---|
| Very beneficial | 17 | 26 | 23 |
| Of some benefit | 42 | 42 | 42 |
| Of little benefit | 32 | 22 | 25 |
| Of no benefit | 05 | 09 | 08 |
| No reply | 04 | 01 | 02 |

100

| Opinions regarding value of teachers lounge in respect to teacher morale | |
|---|---|---|
| Very important | 80 | 70 | 72 |
| Helps some | 19 | 17 | 20 |
| Helps little | 01 | 05 | 04 |
| Unimportant | 00 | 08 | 04 |

100

| Opinions regarding extra pay for extra time work | |
|---|---|---|
| In favor of | 65 | 62 | 64 |
| Opposed | 19 | 29 | 25 |
| No opinion | 16 | 09 | 11 |

100
Opinions regarding value of cumulative records to effectiveness of teachers

<table>
<thead>
<tr>
<th></th>
<th>Teachers with ten or less years of experience (78)</th>
<th>Teachers with more than ten years of experience (147)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will add to the effectiveness</td>
<td>73</td>
<td>56</td>
<td>62</td>
</tr>
<tr>
<td>Will not add to the effectiveness</td>
<td>27</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>No reply</td>
<td>00</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Opinions regarding amount of freedom allowed for use of new methods in conducting classes

<table>
<thead>
<tr>
<th></th>
<th>Teachers with ten or less years of experience (78)</th>
<th>Teachers with more than ten years of experience (147)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need more freedom</td>
<td>26</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Satisfied with existing conditions</td>
<td>73</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>No reply</td>
<td>01</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Opinions regarding teacher consultations with their principal or superintendent

<table>
<thead>
<tr>
<th></th>
<th>Teachers with ten or less years of experience (78)</th>
<th>Teachers with more than ten years of experience (147)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel at ease to request help</td>
<td>78</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Do not feel at ease to request help</td>
<td>21</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>No reply</td>
<td>01</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE III (continued)

<table>
<thead>
<tr>
<th></th>
<th>Teachers with ten or less years of experience (78)</th>
<th>Teachers with more than ten years of experience (147)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would participate</td>
<td>65</td>
<td>54</td>
<td>58</td>
</tr>
<tr>
<td>Would not participate</td>
<td>33</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td>No reply</td>
<td>02</td>
<td>04</td>
<td>03</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>225</strong></td>
</tr>
</tbody>
</table>

Opinions regarding participation in a planned program of social activities

The most significant fact regarding supervisory practices in the schools of this study was that 42 percent expressed their need for more supervision. Since proper supervision provides excellent opportunities for in-service teacher growth it may be assumed that this large number of teachers are ready and desirous of such opportunities to grow in-service by this method. It was also interesting to note that the same percent of teachers who said they needed more supervision, said they needed more conferences with their administrator. The conferences would, it seems, provide yet another means for in-service growth.

The use of rating scales as a determiner in the making of teachers' salary schedules has always been a controversial issue among teachers. It was not surprising that 62 percent of the teachers in this study...
opposed such use of the rating scale since other studies of like nature have shown similar results. This strong opposition may be partially credited to the fact that, as yet, there are no means available for evaluating a teacher's worth which would eliminate the element of personal feelings. Many of the teachers who indicated in the questionnaire their opposition to the rating scale also inserted the following question as an additional comment. "Who would do the rating?" It should also be noted that 11 percent more of the teachers with ten or less years of experience were in favor of the use of the rating scale than were the teachers with more than ten years experience. It would be difficult, however, to draw any definite conclusions from that difference.

The responses in opinions regarding demonstration teaching were most emphatic. A strong 68 percent of the teachers indicated a need for more of it. That 8 percent of the teachers made no reply to this question would suggest that many have had no experience with demonstration teaching. It now seems highly probable that a good program of demonstration teaching would be gratefully received by the teachers of this area.

In the opinions regarding the value of teacher visitation 60 percent gave it a rating of "great value". Only one-third of the teachers considered it to be of "little value". This may be considered sufficient teacher support for a more extensive program of teacher visitation among the schools of this area.

Because so many teachers often complain of the extra work of
making lesson plans it was somewhat surprising to discover in Table III that almost two-thirds of the teachers attached "great value" to teacher prepared lesson plans. This will attest, in one respect, to the industry and professional spirit of those teachers since it is an indication of their willingness to make adequate preparation for the most efficient conduct of their classes.

Nearly half of the teachers, 49 percent, felt that the professional reading material as it was supplied by the school was of an insufficient amount. Additional comments by the teachers regarding this topic mentioned that too few subject fields were provided with reading material suitable for the particular subject. It was interesting to note in connection with this problem that 16 percent of the teachers said that the reading material was inaccessible to them at the school. This was in opposition to only 20 percent who said that the material was accessible to them. On the basis of these answers it must be assumed that the school administration is, at least partly, in error. Professional reading material has always ranked high as a means for in-service teacher growth. It will add greatly to the future benefits of any school system to provide an adequate amount and a wide selection of professional reading material for its teachers.

A great amount of criticism has been levied in recent years against the teachers colleges in regard to the value of courses offered for teacher preparation. For that reason a question relating to this subject was included in the questionnaire used in this study. The fact that 65 percent of the teachers rated the courses taken by them at
the college or university of their choice as either "very beneficial" or "of some benefit" would serve as a defense for the colleges and universities involved. These schools were not identified in the teachers' replies to the question. On the other hand, the fact that 33 percent considered the courses taken either "of little benefit" or "of no benefit" would signify the need for some critical inspection of the courses being offered by the colleges. This inspection should preferably be done by the colleges themselves.

Most schools now feel that each teacher should be given at least one free period during the school day. This allows the teacher to relax, record grades, check papers, or use the time as she desires but this free period also creates a real need for a suitable room for the teachers to use at this time. Many schools have now provided such lounge rooms well adapted to the needs of the teachers. Many schools have not yet made this provision. In the questionnaire the teachers were asked to place a value on a well planned lounge in respect to teacher morale. The answers were overwhelmingly an indication of its importance. For example, 99 percent of the teachers with ten or less years of experience said they considered it either "very important" or "helps some" in maintaining good teacher morale. Although this was slightly higher than the percent of teachers in the ten or more years of experience group who made the same selection, the combined groups had 92 percent making the same evaluation. There seems little doubt that it would be most beneficial to all schools to adequately equip and maintain a comfortable teachers' lounge.

Another controversial issue among teachers is that of extra pay
for extra work. It is true that many teachers resent the extra remuneration given to those teachers whose duties lie in the field of athletics. This resentment may well be a contributing factor to poor teacher morale and as such it was included in the questionnaire. The results, 65 percent in favor of extra pay for all extra time work compared to 25 percent opposed to such extra pay, would substantiate the assumption that extra pay for coaches of athletics is a contributing factor for poor morale among the rest of the teachers. This question had the greatest percent of teachers, 11 percent, expressing "no opinion".

Opinions of the teachers regarding the value of cumulative pupil records in respect to teacher effectiveness showed a definite need for their use since 62 percent replied that the use of such records would add to their effectiveness. The same opinion was even more pronounced among the teachers with ten or less years experience than among the older ones. Many teachers feel that cumulative pupils' records will necessitate a great amount of work in maintaining such records. This is not necessarily true if the records are kept up to date for only a minimal time is needed if the data are recorded at regular and frequent intervals.

Three-fourths of the teachers expressed their satisfaction with existing conditions regarding the amount of freedom allowed them in the use of new methods in the conduct of their classes. From this response it may be assumed that the schools of this area provide a liberal atmosphere for teacher experimentation and the exercising of
individual initiative. This, in itself, is a big factor in the promotion of teacher growth and morale.

In order to determine the extent of cooperation accorded the teachers by their administrators the teachers were asked if they would feel at ease to request help from their principal or superintendent in the solution of difficult problems. To a large degree the administrators were given a vote of confidence for 80 percent of the teachers said that they did feel at ease to request help when needed. The 18 percent who said that they would not feel at ease would suggest, however, that the administrators need to make some adjustment to aid this minority group.

It is often difficult for the beginning teachers to make the necessary social adjustments and to establish themselves in a new community. Proper and friendly relations with the community in which they work are essential factors in the development and maintenance of teacher morale. This is true for the older teachers as well as the beginning teachers. In the opinions of the teachers polled in this study 58 percent said they would participate in a planned program of social activities. It appears quite possible that this comparatively small percent of teachers who would participate may be due to poorly planned programs in the past. There are those teachers, however, who desire most of all to get away from all school activities at the close of the school day.

Additional and related comments in connection with the questions are grouped and listed in the teachers' own words in chapter four.
CHAPTER IV

ADDITIONAL RELATED OPINIONS GIVEN BY TEACHERS
IN THE RETURNED QUESTIONNAIRES

The teachers who received the questionnaires used in this study were asked to list those problems with which they were most often confronted in connection with their work as teachers. These problems were then recorded from the returned questionnaires and ranked in the order of frequency of their occurrence. The problems speak for themselves as they are here listed in the teachers' own words:

Lack of teaching supplies
Classes too large
Caring for retarded pupils in the regular classes
Transient children
Extreme behavior problems
Lack of library supplies
Need for more visual aids equipment
Poorly constructed school rooms
Class disruption by extra curricular activities
Lack of time for individual instruction
Too great a teacher load
Too little cooperation from the administrator
Language handicaps of Mexican children
Lack of pupil initiative
Too little time to complete a subject course of study
Not enough cooperation from parents
Too much extra time work for teachers
Pupils taken from class by other teachers without previous notice
Inadequate supervision practices
Need more vocational classes
Pupils who are hopelessly poor readers
Too much entertainment--children over-stimulated
Home health conditions--improper food, sleep, and recreation
Teacher made reports require too much time
Careless study habits
Adult social functions brought into the school
Parents who disapprove of home-study
Lack of cooperation among teachers
Absence and tardiness
The collection of monies for all sorts of activities
Psychology problems of children
Poor textbooks in many of the subject fields
Lack of a clear cut philosophy of education in the public school

Additional comments by the teachers were found in connection with many of the questions as they were answered in the questionnaire. No attempt is made here to list all these additional comments but several examples were selected and are presented here since they reveal, in some measure, the attitudes of the teachers regarding the questions used in the questionnaire. Again the comments, as they are listed, speak for themselves:

If one only had time to read the professional reading material available.

Regarding the use of cumulative records, it is essential that the teacher understand the child in relation to his background.

For the type (conferences) we have, they are not conferences but meetings in which we are told what to do and what not to do.

We are not encouraged to use modern methods in the instruction of our classes.

Teacher visitation may be the partial answer to the problem since we are constantly in need of learning new methods of instruction.

Regarding the use of lesson plans, they are of some value but a teacher must be able to fit her knowledge to the needs of the moment or of the child.

I would not any more think of teaching a class without a lesson plan than I would without dressing myself.
I feel that many of the required courses in the teachers colleges are practically worthless. Too little instruction on "how" to teach is given.

Regarding a teachers' lounge, privacy and a few moments of relaxation from the classroom are very necessary to the teacher.

Most demonstration teaching is done as a show only; true demonstrations based on actual classroom conditions would be a fine thing.

If a completely objective method of rating teachers were used I would favor it, but this could not very easily be done.

The use of a rating scale could be a very dangerous thing in the hands of an unscrupulous supervisor.

I feel that there are two qualities that are absolutely necessary and if we have them we can all be excellent teachers without supervision and without summer courses.

1. Be inventive and intelligent.
2. Be a hard worker and willing to cooperate.

There is no trick to teaching—just open your mind and go to work.

Many teachers possess those qualities of character and personality which enable them to rise above the limitations caused by numerous and sundry everyday problems encountered in teaching. These teachers are a definite boon to the morale and high standing of the whole profession. The last comment, made by a teacher of eighteen years experience, is indicative of the attitude so necessary for a truly successful teacher:

"Maybe I don't recognize problems—I enjoy my work so much that it never seems too difficult."
CHAPTER V

REVIEW OF RELATED STUDIES

In-Service Teacher Growth

Edgar Dale, in an issue of The News Letter, published by the Bureau of Educational Research, Ohio State University, made the following comments regarding the value of in-service teacher growth:

One of our most fundamental changes in teaching education will come with a sharp increase in "in-service" education. The young teacher on her first job and the older teacher both need the specialized help that can be given by a teacher education institution. The whole movement of professional clinics or workshops in reading, arithmetic, child development, is an excellent step in the right direction.6

In-service teacher education does provide one of the most effective means for making better teachers of those now employed in the teaching profession. Many of the administrators throughout the nation have devised well planned programs in this respect which are especially adapted to the specific needs of their teachers. These programs have all been most beneficial to the teachers of those schools. It appears that many other administrators could well afford to plan and initiate such programs for teacher education.

A number of studies have been made to evaluate the effectiveness of a program for in-service teacher education. One such study was.

conducted by A. V. Overn, Professor of Education, University of North Dakota. This study grew out of the following questions which Professor Overn had asked himself to answer. How can teachers acquire the knowledge that will refine the crudeness of former instructional efforts? Should they acquire it through the absorption of instructional theory without immediate practice? Or should they exercise more intelligently day after day the functions which, ideally, are part of their instructional activities anyway?

With such thoughts in mind, Professor Overn persuaded two students who hold supervisory positions in rural Pennsylvania to study evidences of the growth in professional competence of their teachers during a campaign for instructional improvement in their schools. The teachers were encouraged to perform some of the more ideal functions of their office and their actions were observed informally and records were kept.

One student is a supervising principal in a small school. He cooperated with a teacher of reading in the fourth, fifth, and sixth grades to improve the skills and facility of the pupils in reading. He recorded the changes in the activities of the teacher which he was willing to accept as evidence of her professional growth during the semester of the reading campaign.

The other student is a superintendent of schools in a rural county. He gave all his teachers freedom to join or not to join a campaign to observe the conduct and attitudes of individual pupils, visit their homes and record specific actions and expressions in
reports which were then filed and locked up. The records were anec-
dotal and indicated specific acts and attitudes related to character,
citizenship, health, home relations, learning ability and other vital
matters.

The superintendent carried on a continuous campaign of coopera-
tive encouragement, recorded what he and the teachers did and noted
all the evidences of the apparent professional growth of each teacher
who took part. This careful study of the individual pupils and the
methods of observing them took most of the effort for the first
semester.

In the second semester, the teachers carried out further the study
of the pupil characteristics and hunted for books, other materials and
suitable activities to meet the individual needs they observed. They
went in groups to the state lending library to examine books for numer-
ous grade and ability levels and for variety of interests.

In conclusion, Professor Overn states that the project seems to be
stimulating the professional growth of the teachers. A majority of the
teachers became interested in it and everyone took some part. The pro-
cedure shows enough promise to be recommended to others.

The preceding study was selected and included in this report
because it best illustrates the fact that any school, large or small,
can use a similar plan for the encouragement of the professional growth
of its teachers.

Teacher Morale In General

Morale has been defined in many ways; one group of educators has
referred to it recently as the quality of giving fully of one's best efforts to carry out a purpose. Applied to the teaching profession this would mean that those teachers having a high morale were best equipped to provide the most efficient type of instruction and guidance for the children of our public schools.

Many studies regarding the factors which largely affect teacher morale have been conducted by educators in all parts of the country. John U. Michaelis, associate professor of education, University of California, Berkeley, interviewed 75 teachers to secure a list of things that parents, pupils, and teachers did which affected teacher morale. These were rated as to importance by 242 teachers throughout the United States. The most important factors were reported in an article entitled, "Teachers Speak Out On Teacher Morale". The factors were presented in the words of the teachers themselves. Since this study was found to be representative of many other studies based on the subject of teacher morale, it was selected for use in this chapter of this report. The following review of professor Michaelis' study is greatly abbreviated but the most important factors are here presented:

Sick leave, retirement, salaries and tenure are important. They are the economic basis of morale and must be ample to provide a livelihood geared to the demands of our profession. We teachers doubt if any group of individuals can have high morale when income is inadequate, insecurity exists, or illness stops earning power. And important also are teacher loads, attractive classrooms, adequate instructional materials, supervisory assistance, good leadership from our principals and superintendents, and democratic policy-making. We teachers, like any working group, want wholesome working conditions and adequate
facilities to do the very best job we can.

But that isn't all! There are a lot of little things that make or break morale once good working conditions are established. They are mighty important to us too. High morale isn't something that we teachers have handed to us through salaries, sick leave, tenure, or a new school building, important as they are. It isn't that easy! It comes in part at least from little things that happen every day as we work with others, meet our pupils, and contact parents.

Professor Michaelis in listing those factors which contribute to a high teacher morale divides them into three groups. First there are listed those things which parents may do to bolster teacher morale:

Come to school and discuss problems rather than complaining about the teacher to the child—recognize that there are two sides to a story and that children sometimes get things mixed up.

Bring grievances to the teacher and principal rather than discussing them in the neighborhood—more praise and less complaining.

See their children as a part of a group and recognize that the school must deal with a group as well as with individuals.

Exhibit respect and appreciation for education, the work of the school, problems of the teacher, and show a desire to help.

Make friends with the child's teacher.

Show a willingness to support changes for school improvement.

Express confidence that you will do your very best for their child.

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Keep their children clean.

Come to school when things are serene, not just when there is trouble—friendly visits.

Express appreciation for extra time and energy spent with their children.8

Second, there are those things pupils may do which will raise teacher morale:

Show self-control, obey reasonable requests, and show respect for others—good discipline and character development.

Consider us as their friend and helper and appreciate what we are trying to do for them.

Exhibit a willing and pleasant attitude.

Cooperate and show a desire to see each other's point of view.

Help make a happy situation and an attractive room.

Show progress in learning in our classes, say so themselves, and give evidence of it on their tests.

Show an exultation in learning to improve themselves and the school.

Come to school clean or, when they come dirty, make real improvement in their appearance.

Let us in on their fun, jokes, and stories.9

In the third group, fellow teachers can make a tremendous contribution to developing high morale or they can lower it quickly. Here are some things they do which develop high teacher morale:

8. Ibid., p. 592.
9. Ibid., p. 592.
Cooperate and show a desire to see the other fellow's point of view.

Refrain from criticism of one teacher to another and before children.

Take part in shouldering assigned duties.

Show a spirit of one for all and all for one; no cliques.

Show loyalty to one another, genuine friendliness, and willingness to lend a helping hand.

Help make pleasant associations and congeniality; show a genuine give-and-take attitude.

Give support in carrying out worthwhile and new ideas.

Approach each other with a sense of humor and a recognition for all.

Agree on those factors which are considered ethical and unethical.

Express sincere congratulations over small successes in the life of other teachers and express pleasure in working together.10

It is unlikely that a quick solution will be found for all the problems encountered in maintaining a high morale among all the teachers in any one school. On the other hand, it is encouraging to note that many school systems, through intelligent planning and by a specific attack upon those factors detrimental to a high morale, have greatly succeeded in maintaining a high morale among their teachers. Teacher morale needs to be raised to a much higher level in all the schools of the nation for the welfare of the profession. This is a most important step in the direction of making the

10. Ibid., p. 592.
profession more attractive to the capable young people. Too often teachers have limited opportunities for adequate personality development. In spite of the notable exceptions, they are often placed in subordinate roles in which they are accorded no position of social distinction by their superiors or by the community. Their work is made comparable to that of the factory worker whose responsibility is limited to a few operations and who knows little of the whole process in which he has a part.

Educational administration might well follow business administration in its concern for the adjustment and morale of its workers. With industry it is a matter of dollars and cents; with education the stake is tremendously improved educational opportunities for the children of this nation. The obligation to use every possible means to improve teacher morale and mental health stands out clearly. With proper administrative leadership and recognition by the teachers themselves of their own responsibilities, much can be accomplished.
CHAPTER VI

PROCEDURE, MAJOR CONCLUSIONS, AND MAJOR RECOMMENDATIONS

Procedure

It was the problem of this study to evaluate the means available for teacher growth and morale in the schools of Cochise, Pima, Pinal, and Santa Cruz counties. This evaluation was made through the use of the personal interview with twenty principals or superintendents of the schools selected for this study and also through the use of a questionnaire sent to teachers of those schools. A total of 380 teachers received this questionnaire and 225 (sixty percent) of them returned the completed form in time for its use in this study. An additional ten percent of the questionnaires were returned too late for their inclusion.

In the interview the means currently available for teacher growth and morale were ascertained and by means of leading questions their current usage was further established. This information obtained in the interview was then recorded and summarized to provide a partial basis for the construction of the questionnaire which was to be sent to the teachers. The interview also provided much information in the form of opinions given by the administrators with regard to certain elements affecting teacher morale. These opinions, as used in this study, reveal in some measure the working conditions for the teachers of these schools. Foremost among the topics discussed in the interview were supervision practices, administrator-teacher conferences,
use of teacher rating scales, demonstration teaching, teacher visitation, teacher prepared lesson plans, professional reading material, lounge rooms for teachers, teachers smoking at school, teacher load, extra time work for teachers, and apportionment of funds for teaching supplies.

The questionnaire was so constructed and used that teacher opinions might be obtained regarding the value and effectiveness of certain means for teacher growth and morale. The information thus obtained now provides to a great extent the bases for the major conclusions and recommendations of this study.

Major Conclusions

Although the administrators and teachers in the schools of this area are obviously interested in the promotion of teacher growth and morale, there appears to be a definite need for additional planning and improvement. Any additional planning in this respect by the administrators should give due consideration to the needs as they were expressed by the teachers in the returned questionnaires. The following major conclusions are made on the basis of those opinions given by the teachers in answering the questionnaire.

1. More supervision is desired by a large number of teachers.

2. There is a definite need for more administrator and teacher conferences. This need was more strongly emphasized by those teachers with ten or less years of experience.

3. There is also a definite need for more demonstration teaching. Here again the teachers with ten or less years of experience
expressed a greater need than those with more than ten years experience.

4. Since sixty percent of all the teachers considered the practice of teacher visitation to be of great value it would seem that a more extensive use of this practice would be most beneficial.

5. Teachers will be more effective when cumulative pupil records are available for their use. Seventy-three percent of the teachers with ten or less years experience felt that such records would add to their effectiveness.

6. Teachers' lounges are most important in respect to teacher morale. Nearly three-fourths of the teachers considered them to be "very important".

7. Serious consideration should be given to the policy of providing extra pay for extra time work by the teachers. Sixty-four percent of the teachers indicated their belief in the fairness of such practice.

8. Professional reading material, as it is supplied by the school, is of an insufficient amount and also is considered inaccessible by many of the teachers.

9. Courses offered by some teachers' colleges are of little or no benefit to one-third of the teachers of this area. The question referred to summer courses taken at the college of their choice.

10. The use of a planned program of social activities by the schools would be well received by more than half of the teachers.
Major Recommendations

If the schools of this area wish to increase the effectiveness of their teaching practices and to bolster and maintain a higher morale among their teachers, some consideration must be given those elements shown by this study to have a definite effect upon the growth and morale of the teachers of these schools. Related studies have provided additional data which may be used in support of this assumption. The following major recommendations are based on the major conclusions of this report and are made primarily for the schools which were included in this study.

1. There should be administrative provision made for more extensive use of supervision practices, administrator-teacher conferences where the teachers' opinions are given due consideration, demonstration teaching, teacher visitation, and cumulative pupil records.

2. A comfortably furnished and well located teachers' lounge should be established and maintained.

3. Provision should be made for the remuneration of all teachers who do extra time school work.

4. Professional reading material should be purchased by the school in sufficient amount and variety to care for the needs of all the teachers of the school. This material should be kept in a place easily accessible to all the teachers. The teachers' lounge would be an excellent place for this material.

5. An effort should be made by each school to determine the need for a planned program of social activities for its teachers.

6. All administrators and their teachers should make an effort
to understand the respective problems of each. Through a closer cooperation, mutual respect for these problems will follow and the whole field of education will be the beneficiary.
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APPENDIX

Interview Check-List

1. Are supervision practices employed in your school?___If so, to what extent?___once a week___once a month___once a semester.

2. Are administrator and teacher conferences held regularly?___If so, how often?___once a week___once a month___once a semester.

3. Are rating scales used in this school for purpose of salary making?___For position advancement of the teacher?___

4. Is there any demonstration teaching done in your school?

5. Do you use any scheme for teacher visitation?

6. Do you, as an administrator, require teacher prepared lesson plans?___

7. What provision is there for supplying professional reading material?___provided by the school___teacher subscription.

8. Are your teachers encouraged to attend summer school?___Word of mouth incentive___monetary gain___both.

9. Are your teachers encouraged to take correspondence or extension courses?___Word of mouth incentive___monetary gain___both.

10. Are leaves of absence granted the teachers of this school?___If so, what are the requirements for eligibility___

11. Does your school provide a lounge for teachers?___For men only___for women only___for both men and women.

12. Do you forbid or disapprove of teachers smoking at noon or at off periods? Comment:

13. How many free periods a day are given the teachers in your schedule?___None___one___two___three.

14. What is your policy for extra time work of the teachers?___Requested___required___teacher volunteer basis.
15. Is there any provision for extra pay for extra time work? ___ What is your estimate of this pay on an hourly basis? ___

16. What type of salary schedule is used in your school? ___
   Incrments based on experience ___ increments based on training? Combination of both training and experience ___ any other ___.

17. Do you have a plan for apportionment of funds to supply the various departments, grade levels, or subject fields with their supplies and equipment? ___ What is it? ___

18. What is the school policy for handling disciplinary problems? ___ On the spot solution ___ sending the offender to the principal ___ compromise of the former two policies ___ any other. ___

19. Does this school utilize any social functions to foster good teaching morale? ___ If so, what? ___

Name of this school: ___________________________ Principal: ___________________
QUESTIONNAIRE TO ASCERTAIN TEACHER OPINIONS RELATIVE TO MEANS FOR TEACHER GROWTH AND MORALE

Directions: Place an X in the space provided to indicate your choice of answer to the following questions. Your comments are welcome and invited. You may write them in the space opposite your choice of answer.

1. What is your opinion of the supervision practices now employed in your school?
   (a) need more
   (b) need less
   (c) adequate now

2. What is your opinion of regularly held administrator-teacher conferences?
   (a) need more
   (b) need less
   (c) adequate now

3. Are you in favor of using rating scales for teachers to determine their position on a salary schedule?
   (a) yes
   (b) no

4. What is your opinion of demonstration teaching?
   (a) need more
   (b) need less
   (c) adequate now

5. What value do you attach to a plan for teacher visitation in other schools?
   (a) great value
   (b) little value
   (c) no value

6. What value do you attach to teacher prepared lesson plans?
   (a) great value
   (b) little value
   (c) no value

7. What is your opinion of the professional reading material as it is supplied by your school?
   (a) sufficient amount
   (b) insufficient amount
   (c) good selection
   (d) poor selection
   (e) accessible to you
   (f) inaccessible to you
8. In general, what is your evaluation of the courses you have taken in recent years during the summer session at the college or university of your choice? This refers to their worth to you as a teacher.
   (a) very beneficial and practical _______
   (b) of some benefit _____________ _______
   (c) of little benefit ________________ _______
   (d) of no benefit and impractical _______

9. What importance do you attach to the establishment and maintenance of a comfortable and privately situated teacher's lounge in respect to preserving good teacher morale?
   (a) very important _______
   (b) helps some ____________ _______
   (c) helps little ________________ _______
   (d) unimportant _______

10. Since it is common practice to pay certain teachers, such as athletic coaches, extra pay for extra time work, do you feel that all teachers should be given extra pay when they do extra time work?
    (a) yes _______
    (b) no _______
    (c) no opinion _______

11. Do you think that a more extensive use of cumulative pupil records would add to your effectiveness as a teacher?
    (a) yes _______
    (b) no _______

12. Do you feel that you should be given more freedom in employing unique or new methods in the conduct of your classes?
    (a) yes _______
    (b) satisfied with existing conditions _______

13. When confronted with difficult teaching problems do you feel at ease to request help from your principal or superintendent?
    (a) yes _______
    (b) no _______

14. Would you enjoy and participate in a planned program of social activities for the teachers of your school?
    (a) yes _______
    (b) no _______

15. List the problems or difficulties with which you are most frequently confronted in the execution of your teaching duties.

1. 
2. 
3.
15. (continued)

l.

16. How many years of teaching experience have you had? Include the present year._________ years.
Letter Which Accompanied Questionnaire

Dear ____________________,

The accompanying questionnaire will be used to evaluate the means available for teacher growth and morale in the elementary and junior high schools of Pima, Pinal, Cochise, and Santa Cruz counties.

It is my hope that the returns will provide, in some measure, bases for further considerations of **improved** means for teacher growth and morale. This should be of direct benefit to you, the teacher.

In the preparation of this questionnaire extensive use was made of the personal interviews conducted with the superintendents and principals of the schools involved. It is planned to make available to the administrators the total findings given in percentages. This will eliminate the use of any teacher's name or school.

Your own honest opinions will add greatly to the validity of this survey.

I have purposely made this inquiry blank brief and in such form that it may be answered with the minimum of effort. I hope it will not cause you any inconvenience to answer it. A self-addressed envelope has been provided to expedite your return of the completed questionnaire.

In addition to securing data for possible improvement of conditions affecting teacher morale this study is also made as a part of my graduate work here at the University of Arizona.

Your cooperation in checking this questionnaire and thus supplying essential information is thoroughly appreciated.

Sincerely yours,

Ivor Morrison